

APPLYING CONVERSATION STRATEGY TO IMPROVE STUDENTS' COMPREHENSION IN SPEAKING AT SMP KARTIKA XX-2 MAKASSAR

Wa Ode Nurmin

waodenurmin2407@gmail.com

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

Salmia Syarifuddin

Salmia.syarifuddin@umi.ac.id

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

Awaluddin Syamsu

awaluddin.syamsu@gmail.com

Pendidikan Bahasa Inggris, Universitas Muslim Indonesia

Abstrak

*Penelitian ini bertujuan menerapkan strategi percakapan untuk meningkatkan pemahaman siswa dalam bahasa Inggris. Penelitian dilakukan menggunakan desain pra-eksperimen yang dilakukan melalui 4 langkah, yaitu pra-tes, latihan, pasca-tes dan kuisisioner. Tujuan penelitian ini adalah untuk mengetahui hasil cara guru memberikan pemahaman tentang pembelajaran dengan menggunakan strategi percakapan dan untuk melihat apakah strategi percakapan dapat meningkatkan pemahaman siswa akan kemampuan berbicara dalam belajar bahasa Inggris. Teknik menganalisis data penelitian ini adalah pendekatan kuantitatif terapan dan desain pra-eksperimen. Data yang diambil dari pra-test, pasca-test dan kuisisioner. Hasil analisis data menunjukkan bahwa nilai rata-rata pasca-tes lebih besar daripada nilai rata-rata pra-tes, yaitu $67,56 > 50,89$. Ini didukung oleh hasil dari data yang dipasangkan tes sampel *t*-test menunjukkan bahwa nilai sig 2 (tailed) adalah 0.00, artinya kurang dari 0.05. Jadi data itu memperlihatkan bahwa hipotesis alternatif (H_a) diterima. Selain itu, para siswa menanggapi melalui kuisisioner dengan menggunakan 4 pertanyaan positif dan 2 pertanyaan negatif, peneliti menyimpulkan bahwa para siswa memberikan tanggapan positif. Peneliti juga menyimpulkan bahwa mengajar berbicara dengan menggunakan strategi percakapan dapat meningkatkan pemahaman para siswa dalam berbicara.*

Kata Kunci: *Strategi percakapan, Pemahaman Siswa*

Abstract

This research aimed to apply a conversation strategy to improve students' comprehension in English. The research was conducted by using a pre-experimental design, which was carried out through four steps, they were pre-test, treatment, post-test, and questionnaire. The objective of the research was to know the results of the teacher's way of giving an understanding of the learning by using a conversation strategy and to see if a conversation strategy could give rise to a student's comprehension of speaking ability in learning English. The technique of analyzing the data of this research was applied quantitative approach and pre-experimental design. The data were taken from pre-test, post-test, and questionnaire. The result of the data analysis showed that the post-test average value was greater than the pre-test average value post-test, which was

67.56 > 50.89. It was supported by the result of the data paired sample t-test shows that the value of sig 2 (tailed) is 0.00, meaning it was less than 0.05. Thus, the data showed that the alternative hypothesis (H_a) is accepted. In addition, the students responded through a questionnaire using 4 positive statements and 2 negative statements, the researcher concluded that the students were given positive responses. The Researcher Concludes that teaching speaking by using a conversation strategy could increase the student's comprehension of speaking.

Keywords: Conversation strategy, Students' Comprehension

INTRODUCTION

Above all four English learning skills, speaking is a matter of concern. Speaking is a source of communication between others, speaking is very simple but requires attention to the proper way of conversation is speaking. Speaking is a very important thing in handling English, as English depends on the way it is pronounced. If in speech and pronunciation of the word was wrong, then the word can be misconstrued. The objective of the research was to know the results of the teacher's way of giving an understanding of the learning by using a conversation strategy and to see if a conversation strategy could give rise to a student's comprehension of speaking ability in learning English. This research is related to English learning more likely how to communicate well and easy to understand by others. So, the researcher would take speaking skills as the main topic in this research. Speaking is an important ground for mastering English, speaking as a medium of communication with others. While (Dewi et al., 2016) state that speaking is one of the basic language skills that had been offended by English foreign due to its inequality and its use for communication. We might conclude that the development of speech in speech begins at an early age, when we learn a new vocabulary and how to apply it in our daily lives. Communication is also a basic skill that must be noted. (Suparman, 2017) the function of language communication, the expression of enlightenment, play, imaginative expression, and emotional release. As suggested (Rao, 2019) that speaking skills were the most essential skills for all learners who wish to learn English to enhance their careers, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates, and group discussions, gave presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world. Having good communication is the passport to getting better employment opportunities.

Speaking English requires more knowledge because much of what is needed to be understood and learned to know what English is like and how to apply it in everyday life. As (Hussain, 2017) that the children get a very natural opportunity of listening and speak in their communities. Therefore, speaking is an important ground for mastering English, speaking as a medium of communication with others. Sulastri., Ratnawati, and Hudriati, Andi (2022) and Octavia, (2019) claims that a teacher's profession involves educating, teaching and training. Educating means formulating and developing the values of life and life. Teaching means going forward and developing science and technology. While training means developing skills in students. Therefore, a teacher's assignment can generate a student's learning motivation by explaining the purpose of learning that will be accomplished by providing methods and strategies that can awaken the student's learning motivation. According to (Prasanti et al., 2020) State that students feel nervous when they speak. It may be that they did not have good skills or

most of the students lack vocabulary and do not practice much. By employing this strategy, the researcher pays more attention to the way the student speaks and tries to provide understanding by applying a conversation strategy to enhance the student's learning development. As the (Big Dictionary of Indonesian) puts it, "*strategy is a careful plan for activities to achieve specific goals.*" Whereas according to Abuddin Nata, "the strategy at its core is a broad and deep thought and thought process based on theory and experience." In the world of education, "strategy is defined as containing a series of activities designed to achieve educational goals." In the world of strategy, education is usually associated with approach or method.

Maulia (2021), Sulaiman, Rizkariani (2021) state that conversation strategy also has stages that need to be considered so that students' ability to talk slowly can be achieved. The above steps require the proper method so that the objectives can be implemented well. There were several learning methods to converse while still paying attention to the level of students' abilities. (Mufidah, 2017) state that a guide application or a conversation strategy helps students to increase the communicative atmosphere in giving ideas, thoughts, criticism, and responses. (Hudiyono et al., 2021) Conversations in the learning process have important benefits. The role of conversations can facilitate the learning process, facilitate students' understanding of the material and create a close relationship between the teacher and students. Likewise, students cannot just use their L1 abilities to overcome language barriers when learning vocabulary (Tai & Khabbazbashi, n.d., 2019). The scope of the research is to increase the student's ability to learn English by employing a conversation strategy with the purpose that students can understand each context of the conversation and can also increase their vocabulary, this strategy of conversation could reduce nervous apprehension when going ahead to speak. By putting practice ahead of theory, the students would more easily understand the meaning of the conversation themselves, students can better deal with the nervousness of speaking.

METHOD

The research is pre-experimental research that deals with the use of conversation strategy to enhance speaking skills, It focused on the efforts to improve the real condition of the English teaching and learning process. This research study would implement in the form of collaborative class experimental research. The researcher would be given pre-test, treatment, and post-test, and the comparison between pre-test, treatment, and post-test scores depending on the success of the students. The location where the research would be conducted at SMP Kartika XX-2 Makassar, where the class to be studied is called VII at SMP Kartika XX-2 Makassar. In this research, the school had three classes for class VII, they were VII A, VII B, and VII C. In this research, the researcher would choose class VII B to be a sample of the research with lotted of 18 students. Research instruments for this are a speaking test and a questionnaire. To count the percentage of improvement study, researchers use the SPSS Versi 26 program using paired T-tests to analyze the data. The collected through pre-test and post-test. Paired T-tests were used to test if the means of two paired measurements, such as pre-test and post-test scores, were significantly different and the collected data was used on a Likert scale.

FINDINGS

The findings of this research deal with the student's scores on the pre-test and post-test, the frequency, and the rate percentage of the student's scores using the program SPSS windows V26.

Table 1. The result of the Pre-test

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1.	2	2	3	2	2	11	44
2.	2	3	3	3	3	14	56
3.	2	2	3	3	3	13	52
4.	2	3	3	2	4	14	56
5.	4	3	4	3	4	18	72
6.	2	2	3	2	2	11	44
7.	2	3	3	3	3	14	56
8.	1	2	3	2	3	11	44
9.	2	3	3	3	3	14	56
10.	2	2	2	2	3	11	44
11.	2	2	2	2	3	10	40
12.	2	2	2	2	3	10	40
13.	1	2	3	2	2	9	36
14.	1	2	1	2	2	8	32
15.	3	3	4	3	4	17	68
16.	3	3	3	3	3	15	60
17.	3	4	4	3	4	18	72
18.	2	2	2	2	3	11	44

(Primary Data: The Researcher 2022)

From the result of the pre-test, there were 18 students and some of them could be estimated at the value some who received high marks and others who received low scores. 2 students had very bad or very poor scores or in the <40 intervals, 8 students had scored in the 40-55 were in classification score is poor, 5 students had scored in the 56-65 interval were classified as fair, and 3 students had a good score in the 65-79 interval was classified as good and there is no one students had a very good classified score or 80-100. The score was classified into five levels namely: Very good, Good, Fair, Poor, and Very Poor. The table is as follows:

Table 2. Classification Score Student of Pre-test

Score	Classification	Frequency
80-100	Very Good	-
65-79	Good	3
56-65	Fair	5
40-55	Poor	8
>39	Very Poor	2
Total		18

(Primary Data: The Researcher 2022)

Table 3. The result of the Post-test Score

No	Pronunciation	Grammar	Vocabulary	Accuracy	Comprehension	Total	Score
1.	3	3	4	3	4	17	68
2.	3	4	4	3	4	18	72
3.	3	4	4	3	4	18	72
4.	2	3	4	3	4	16	64

5.	4	4	4	4	4	20	80
6.	3	4	3	3	3	16	64
7.	3	3	4	4	4	18	72
8.	2	3	4	3	3	15	60
9.	3	3	4	3	4	17	68
10.	3	3	3	3	3	15	60
11.	2	3	4	2	4	15	60
12.	3	2	3	2	4	14	56
13.	2	2	4	3	3	16	64
14.	2	3	3	2	4	14	56
15.	4	4	4	4	4	20	80
16.	4	4	4	3	4	19	76
17.	4	4	4	4	4	20	80
18.	3	3	4	2	4	16	64

(Primary Data: The Researcher 2022)

From the result of the post-test using 18 students' samples, the high score obtained by students was 80. From the results of the post-test using 18 students, many students have received an increase in treatment that has been administered. Can be seen from what has been obtained with the highest average score of 80. After treatment, no students received below 50 marks. Students were receiving an increase in treatment after treatment. No one student had very bad or very poor scores in the <40 intervals, then no one student scored in the 40-55 were in classification score is poor, 9 students scored in the 56-65 intervals were classified as fair, and 6 students had a good score in the 65-79 interval was classified as good and 3 students had a very good classified score or 80-100. This means that the students gain improvement and their comprehension of English. The table of classification of scores of the students is as follows:

Table 4. Classification Score Students of Post-test

Score	Classification	Frequency
80-100	Very Good	3
65-79	Good	6
56-65	Fair	9
40-55	Poor	-
>39	Very Poor	-
Total		18

(Primary Data: The Researcher 2022)

Table 5. Descriptive Statistics Pretest and Posttest

N	Minimum	Maximum	Mean	Std. Deviation	
Pretest	18	32	72	50.89	11.945
Posttest	18	56	80	67.56	7.987
Valid N (listwise)	18				

Source: IBM SPSS 26

The table shows 18 students as a sample for the pre-test and post-test, the average score of the students was 50.89 on the pre-test with a minimum score was 32 and a maximum score was 72 with a standard deviation was 11.945, while on the post-test the average score was 67.56 with a minimum score 56 and maximum score 80 with standard deviation 7.987. it is indicated by the average score of the pre-test and post-test of the students where after being given the post-test value treatment was higher and experienced a significant increase from the average pre-test score before the treatment was given.

Table 6. Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
				Pair1 Pretest - Posttest	-16.667			

Source: IBM SPSS Statistics 26

Based on the “Paired Sample T-test” output table above, the value of significance (2-tailed) is $0.00 < 0.05$, then H_0 is rejected and H_a is accepted. So, it can be concluded that there is an average difference between the Pre-test and Post-test in the learning process. The questionnaire was distributed to the students to know their responses by using a conversation strategy in the learning process. This research is to see if a conversation strategy could be given rise to a student’s comprehension of speaking ability in learning English. The students were given 6 questionnaires and the data were summarized in a chart. The chart is as follows:

The interested in learning using a conversation strategy

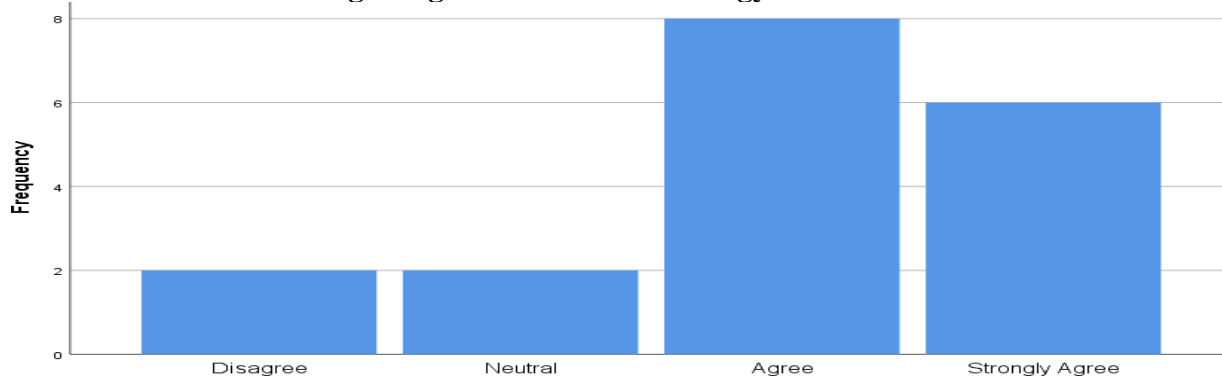


Figure 1. Data Analyze From SPSS

From the result of the questionnaire analysis above, it can be seen that 6 students choose strongly agree, 8 students choose to agree, 2 students choose to be neutral and 2 students choose to disagree. This means 80% of students agreed with the statement above 10% of students were neutral and 10% disagree.

The more confident in speaking after using a conversation strategy

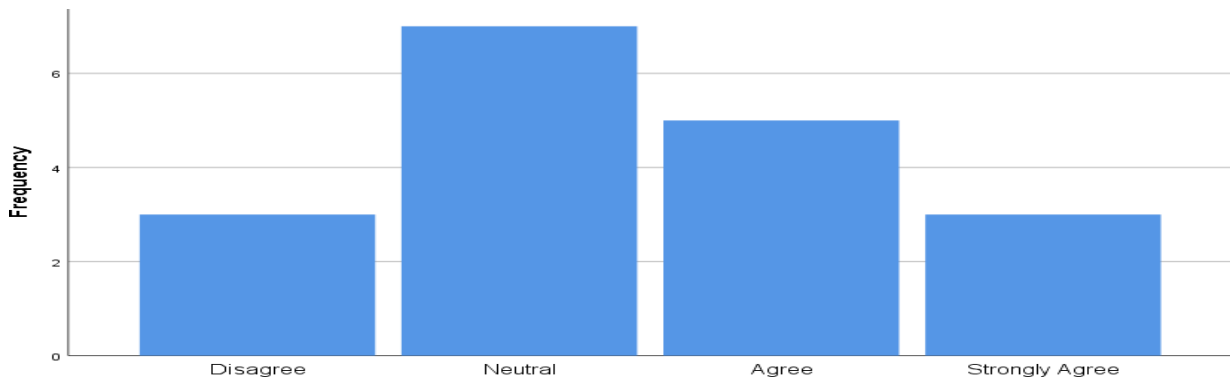


Figure 2. Data Analyze from SPSS

From the result of the questionnaire analysis above, it can be seen there were 3 students choose strongly agree, 5 students choose to agree and 7 students choose neutral, then 3 students choose to disagree. This means 40% of students agree with this statement, 40% of students choose neutral and 20% of students choose to disagree.

The learning using conversation strategy easier to understand

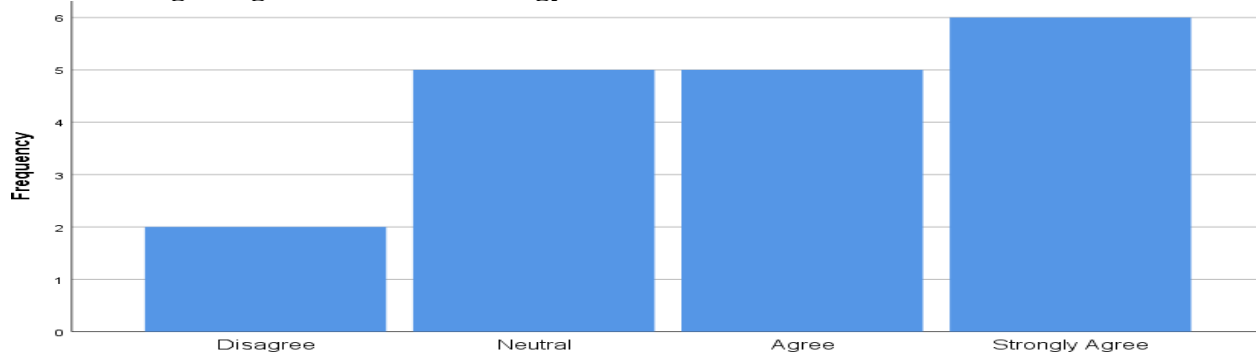


Figure 3. Data Analyze From SPSS

From the result of the questionnaire analysis above, it can be seen that 6 students choose strongly agree, 5 students choose to agree and were neutral and 2 students choose to disagree. This means 70% of students agreed with this statement above and 20% of students were hesitant to determine then 10% of students disagree.

The Using a conversation strategy make students motivated for learning English

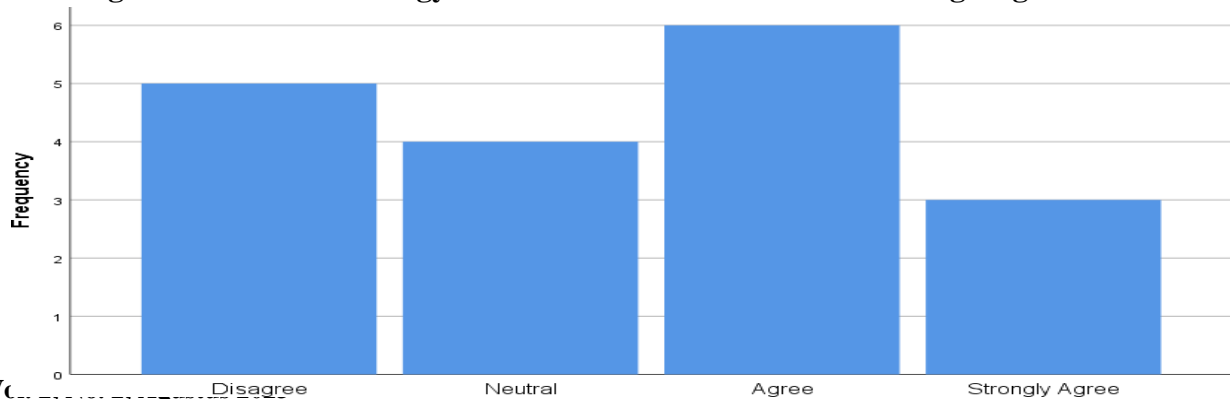


Figure 4. Data Analyze From SPSS

From the result of the questionnaire analysis above, it can be seen that 3 students choose strongly agree and 6 students choose to agree, then 4 students choose neutral and 5 students choose to disagree. This means 70% of students agree with this statement and 10% of students choose neutral then 20% of students choose to disagree.

The Using a conversation strategy makes students passive in class

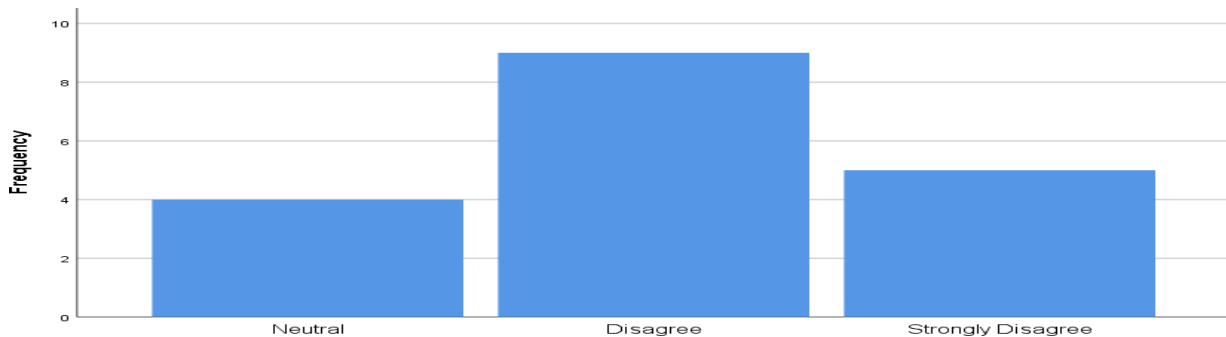


Figure 5. Data Analyze From SPSS

From the result of the questionnaire analysis above, it can be seen that 5 students choose strongly disagree and 9 students choose to disagree then 4 students choose neutral. This means 80% of students disagreed with this statement above, 20% of students were hesitant to determine and no one of the students chooses to agree.

The Learning using a conversation strategy makes me sleepy

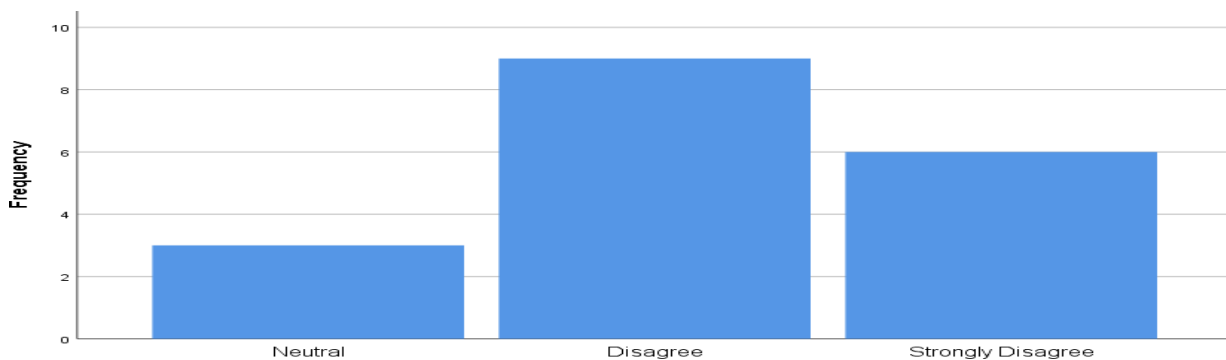


Figure 6. Data Analyze From SPSS

From the result of the questionnaire analysis above, it can be seen that there 6 students choose strongly disagree and 9 students choose to disagree then 3 students choose neutral. This means that 80% of students disagree with this statement above, 20% of students choose neutral and no one students choose to agree. From the result of the questionnaire above with 4 positive statements and 2 negative statements, 70% of students agree with the positive statements given by the researcher, then on the negative statements, 85% of students disagree. Did not have a bad problem with the conversation strategy that the researcher gave, it can be concluded that students' perceptions of the conversation strategy were positive perception.

DISCUSSION

Speaking happens when two people was communicating with each other. They were doing so for saying something or delivering a message and information. The researcher found there were some problems with the English teaching and learning process in the class before the implementation of the treatment. Most students were difficult to engage in speaking activities effectively whereas their speaking skills were still low. They lacked the self-confidence to speak English because they were always afraid of making mistakes and lack of vocabulary. Conversation strategy in teaching learning English helps the students" master speaking skills. In addition, the research is to increase the student's ability to learn English by employing a conversation strategy with the purpose that students can understand each context of the conversation and can also increase their vocabulary. By putting practice ahead of theory, the students would more easily understand the meaning of the conversation themselves, students can better deal with the nervousness of speaking. Therefore, this research learning to help students with their problems in speaking and improve student comprehension of English. The result of students' speaking progress after implementing the conversation strategy was improved. So the result can be concluded that the students in the pre-test were poorly categorized. It was because most of the students did not know how to speak English and the students were less self-confident. After giving some treatments, the students speaking was improved and can reduce the nervous apprehension when going ahead to speak.

CONCLUSION

The result of the pre-test and post-test after applying the conversation strategy was, to pre-test the mean score of the pre-test was 50.89 and the score of the post-test was 67.56, the differences in the test showed that students get increased comprehension in learning English. the result of the data analysis paired sample t-test shows the value of significance (2-tailed) is $0.00 < 0.05$. which means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. From the result of the questionnaire above with 4 positive statements and 2 negative statements, 70% of students agree with the positive statements given by the researcher, then on the negative statements, 85% of students disagree. The questionnaire did not have a bad problem with the conversation strategy that the researcher gave, it can be concluded that students' perceptions of the conversation strategy were positive perception.

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