

Applying Short Conversation to Develop Speaking Skills in Secondary School Context

Andi Anshar A.Y¹, Sudarkam Mertosono², Abdul Kamaruddin³, Aminah
Suriaman⁴

¹⁻²⁻³⁻⁴Universitas Tadulako, Palu, Central Sulawesi

E-mail: andiansharay@gmail.com; srmertosono@gmail.com;
abdul.kamaruddin@gmail.com; amisuriaman@gmail.com

Abstract

The objective of this research is to prove whether the implementation of the Short Conversation Technique can develop the students' speaking skills or not. This research applied a quasi-experimental research design which involved experimental and control groups. The population of this research was the eighth-grade students of MTs Negeri 2 Palu. The sample was selected by using a purposive sampling technique. The sample of this research was the students of VIII G (experimental group) and VIII A (Control group). The technique of data collection was an oral test (pre-test and post-test). The experimental group was treated by applying short conversations while the control group was taught using the conventional method. The data were analyzed statistically and descriptively. The result of the data analysis showed that there was a significant difference between the pre-test and post-test of the experimental group. It was proved by applying the testing hypothesis. The researcher found that the t-counted 4.6 was higher than the t-table 1.687. It means that the hypothesis was accepted. In conclusion, the application of Short conversations can develop the speaking skills of the eighth-grade students at MTs Negeri 2 Palu.

Keywords: Short conversation; Speaking Skill; Developing

1. INTRODUCTION

Speaking is one of the important parts of English skills that should be mastered by students. Speaking should be given much attention by the students if they will interact with other people. The function of speaking is to express an idea, someone's feeling, or thought in their surroundings. Maulidar, Gani, Samad (2019) stated that "Through speaking, everyone can express their minds, ideas, and thoughts freely". According to Ansar, Hermansyah, & Sadapotto (2022), Speaking is conveying a message, idea, or notion that can be understood by the present audience. According to Kusumaningrat (2021), Speaking is the ability for someone to convey their desires and thoughts to anyone through oral. Hasanah & Syafar (2021) add that speaking can be said an interactive activity in building up the thoughts such as the

input of information, output of information, and giving out information. Speaking skill is a crucial part of foreign language learning. The students can use it to express their ideas orally in a foreign language. In line with this, Houn & Em (2022) stated that Speaking is considered the most crucial skill in daily life since people primarily communicate with one another through speaking. Fajar (2020) argues that the main point of speaking is the exchanging of information between the doer and listener in a certain kind of setting. Developing speaking skills is crucial for learners to participate in social interactions, express their ideas and opinions, negotiate meaning, and build relationships with others

Based on the preliminary observation conducted by the researcher to grade eight at MTs Negeri 2 Palu, there were some problems faced by the students. First, the students had difficulty expressing their ideas freely in speaking activities. They did not know how to construct meaningful phrases and sentences in good grammar to deliver their ideas which influenced their speaking. Second, they were lack motivation, have low self-confidence, afraid of making mistakes, and are nervous about expressing their English orally, therefore, they cannot speak fluently. To minimize the problems above, the researcher offered a solution which is a short conversation. The teacher can use short conversations in the teaching and learning process. A short conversation is one of activity to help beginning learners build basic English skills. This activity gives more opportunities for the student to speak. It is also called a free communicative interaction. It means that the students are free to use their own words to talk in their way. A short conversation will make students accustomed to speaking and speaking spontaneously because the conversation will bring students to real action communication and bring real experiences. Based on the statement above the researcher formulated a research question as follows: Can using short conversations in teaching English develop the speaking skills of grade eight students of MTs Negeri 2 Palu?

2. REVIEW OF LITERATURE

To master the speaking skill, the students have to know and understand some components of speaking such as fluency, accuracy, and comprehensibility. The students who master the three components can easily perform their speaking. Fluency becomes one of the significant problems in speaking skills that often happens among students who are learning a foreign language. According to Maulidar, Gani, Samad (2019), Fluency is the ability to speak a language smoothly, effectively, and easily. Accuracy is one of the factors which can determine the success of English students in the future. Accuracy is the ability to produce correct grammar and vocabulary. In this case, the speaker is demanded to use correct grammar in using the target language. Accuracy in speaking class includes the control of grammar and pronunciation as a part of learning language fluency. Using the right word in the right order with the correct pronunciation will help the speaker convey his/her messages to be understood (Anugraini & Manurung, 2020). Comprehensibility is related to how we can respond to what someone says by understanding what she or he speaks and giving an

understandable response to him or her. Maulidar et al. (2019), state that comprehension is the understanding of a language as a means of communication when two or more people speak to each other. Anugraini & Manurung (2020) add that comprehensibility is the ability of the speaker and listener whether or not they understand the language.

The purpose of teaching speaking is to improve students' communicative ability. Isnawati (2014 in Fajar, 2020), states that the objective of teaching speaking is the development of the ability to interact successfully in that language. The students can express themselves, understand the aspects related to speaking, and learn how to speak appropriately in communication so the interlocutor can understand what the students say. It means that the teacher is said to be successful in teaching speaking if the students can develop the language in interaction with their friends and teacher.

A short conversation is one of activity to help beginning learners build basic English skills. This activity gives more opportunities for students to speak. It is also called free communicative interaction. According to Mariam, Keprianto, Raharjo & Ma'mun (2022), Conversation gives more opportunities for the students to express themselves verbally due to this exercise. Mariam et al. (2022) also add that Free communicative engagement is another name for this kind of contact. It indicates that pupils are permitted to speak on their own terms and discuss topics in their manner. It means that the students are free to use their own words to talk in their way, and provides learners with the opportunity to practice their speaking skills, develop their vocabulary, and improve their pronunciation. Short conversation allows students to communicate with their classmates and encourages all students to communicate actively in class. Introverted pupils are passionate about working together because it takes the spotlight away from their contributions, as all students focus on each topic of conversation. The most active students in the class are the students themselves. The teacher's role is to monitor and mentor students if there are things that students don't understand. According to Parker & Bickmore (2020), Teachers are mentored and coached to help them practice restorative conversation, particularly peace circles, in a way that makes sense to them, while also building their capacities and relationships with their students.

Short conversation including short dialogue is beneficial for the students. According to Sudarsono, Regina, & Toni (2021), The students can learn and use the language correctly and appropriately; several students can apply dialogues and conversation in various learning and teaching activities. Sudarsono et al. (2021) add that, this technique is suitable for teaching the intermediate and the advanced level of students, through a short dialogue, the students could memorize the lesson, content, and diction of the dialogue easily. In line with this, Richards and Schmidt (2013) stated that Short conversation is an effective way to develop speaking skills as it allows learners to focus on specific aspects of speaking, such as fluency, accuracy, and appropriacy. The advantage of short conversation is that the learners are not only able to pronounce and understand the words of English but also to know how to use the correct English rules. It can be said that learning short conversations can represent

the learner's intention by using suitable words in the sentence.

The researcher used short conversations as a technique to make the students feel confident to speaking with others. Sudarsono et al. (2021) state that, short dialogue provides the students with listening and speaking activities. Through a short dialogue, the students can practice pronunciation and grammar in a context. In addition, they can master and memorize more vocabulary without fear of making mistakes. Thornbury, (1992) Adds "Conversation models can help students increase their fluency, accuracy, and confidence by encouraging them to progress from giving brief responses to engaging in more expanded, interactive discussion." By using Conversation the students will get much knowledge, and their pronunciation and comprehensibility will be better than before because the researcher corrected students' mispronunciations after they had had the conversation.

3. METHOD

3.1 Design

In designing this research, the researcher used a Quasi-experimental design. There are two classes used in this research, namely the experimental group and the control group. The experimental group was given pretest, treatment, and posttest. On the other hand, the control group was given pretest and posttest without treatment. These two groups were given the same pretest and posttest. The design of this research is proposed by (Cohen et al., 2018) as follows:

Experimental	O1	X	O2
Control	O3		O4

Where: O1: Pretest for the experimental group

O3: Pretest for control group

O2: Posttest for experimental group

O4: Posttest for control group

X: Treatment

3.2. Sample

The population of this study is eighth-grade students of MTs Negeri Palu as the population in his research. There are eight classes, VIII A up to VIII H. The total population is 207. The sample of this research is VIII A as a control group and VIII G as an experimental one. VIII A consists of 20 students and VIII G consists of 20 students. The total is 40 students. The groups were selected purposively by consulting with the English teacher.

3.3. Instrument

This research applied a test as an instrument. There are two kinds of tests; pretest and posttest. The pretest was given before the treatment while the posttest was given after the treatment. In testing the students' speaking skills, the researcher assesses the students' speaking fluency and comprehensibility. To find out the level

of students speaking ability, the researcher employs the scoring system as recommended (Kemendikbud, 2016) :

Table 2: Rating score of speaking

No	Aspect+	Criteria	Score
		Good use of grammar, vocabulary, and pronunciation	4
1	Accuracy	Only shows a few problems in the aspects but they do not affect communication or meaning	3
		The meaning is difficult to integrate because there are problems with pronunciation, grammar, and vocabulary	2
		The pronunciation is not clear so it is incomprehensible. Vocabulary repeated only. Grammar mistakes that affect meaning in communication	1
2	Fluency	The dialogue runs smoothly, it is very difficult to find difficulties	4
		Not too smooth because it lacks vocabulary. Often repeat the same word all over again in the whole conversation.	3
		Often hesitate and stop because of their lack of vocabulary in arranging their conversation.	2
		Stop and stay quiet during dialogue so that dialogue is not created.	1

3.4. Data Collection

The data were collected through the test; in the form of an oral test. The pre-test was given before giving a treatment while the post-test was given after the treatment to see the improvement of students speaking skill

4. FINDINGS AND DISCUSSION

4.1 Finding

The researcher gave the test to both experimental and control classes. Those classes were given pre-tests and post-tests to find out whether or not short conversations can make a significant contribution to teaching English to students, particularly in developing the speaking skills of grade eight students of MTs Negeri 2 Palu. During the research, the researcher only gave treatment to the experimental class. Meanwhile, the control class was taught using conventional teaching methods from that school. The test focused on fluency and accuracy by using a voice recorder as a helping instrument in collecting and measuring data related to the scoring

system. He scored the students while they were speaking in the classroom and checked them back at home by hearing their voice recorder to make sure the scores validity. The test was done by grade eight students of MTs Negeri 2 Palu.

4.1.1 Result of Pretest and Pos-test of Experimental Class

The result of the pre-test is presented in the following table:

Table 3: The result of the pre-test and Post-test of the experimental class

No	Initial Name	Student's Score			
		Pre-Test	Post-Test	Deviation	d2
1	AIG	37.5	75	37.5	1406.25
2	ANI	37.5	62.5	25	625
3	ANK	50	62.5	12.5	156.25
4	APN	37.5	50	12.5	156.25
5	FIT	50	62.5	12.5	156.25
6	HUS	37.5	62.5	25	625
7	MAA	50	62.5	12.5	156.25
8	MDK	62.5	62.5	0	0
9	MFF	50	62.5	12.5	156.25
10	MZZ	37.5	62.5	25	625
11	NAD	50	62.5	12.5	156.25
12	NAY	37.5	62.5	25	625
13	NHP	50	75	25	625
14	NOA	62.5	62.5	0	0
15	RAP	37.5	50	12.5	156.25
16	SAB	50	62.5	12.5	156.25
17	SAL	50	62.5	12.5	156.25
18	SUM	50	62.5	12.5	156.25
19	VAM	75	87.5	12.5	156.25
20	WPA	50	62.5	12.5	156.25
Total		962.5	1275	312.5	6406.25

After counting the pre-test score of the experimental group, the researcher finds that the mean score pre-test of the experimental group is 48.125. The highest score is 75 and the lowest score is 37.5 The highest score of the post-test of the experimental group is 87.5 and the lowest score is 50. Furthermore, the mean score of the post-test of the experimental group is 63.75. It means that there are developments for the students of the result of the experimental group.

4.1.2 Result of Pretest and Posttest of Control Class

The result of the pre-test and post-test of the control group is presented in Table 4

Table 4: The result of the pre-test and post-test of the control group

No	Initial Name	Student's Score			
		Pre-Test	Post-Test	Deviation	d2
1	AMU	62.5	62.5	0	0
2	ANA	62.5	62.5	0	0
3	ANM	62.5	62.5	0	0
4	APD	62.5	62.5	0	0
5	AQF	50	62.5	12.5	156.25
6	AZM	62.5	62.5	0	0
7	DDI	37.5	50	12.5	156.25
8	FAR	50	62.5	12.5	156.25
9	GNF	62.5	62.5	0	0
10	KAR	50	50	0	0
11	LIK	75	75	0	0
12	LIM	62.5	62.5	0	0
13	MFA	50	62.5	12.5	156.25
14	MIF	62.5	62.5	0	0
15	MUR	75	75	0	0
16	NRS	62.5	62.5	0	0
17	REA	50	62.5	12.5	156.25
18	RIZ	62.5	62.5	0	0
19	SAM	50	62.5	12.5	156.25
20	TIA	50	62.5	12.5	156.25
Total		1162.5	1250	87.5	1093.75

In calculating the students' scores of the control group, the researcher employed and applied the same formula used in the experimental group. As a result, the researcher found that the mean score of the pre-test of the control group was 58.125. The highest score is 75 and the lowest score is 37.5. The highest score of the post-test of the control group is 75 and the lowest score is 50. Furthermore, the researcher finds that the mean score of the post-test of the control group is 63.75.

After gathering all the data from the experimental and control groups, the researcher counted the mean score of deviation and the sum of squares of deviation from both groups. The researcher found that the mean score of deviation in for experimental group was 4.37. Furthermore, the researcher calculated the value of t-counted by using the t-test formula as proposed by Arikunto (2013) to see the significant difference between both groups. By applying the t-test formula, the researcher found that the t-counted value is 4.6

Afterward, the researcher compared the value of t-counted to the value of t-

table to find out the significance difference between them. By using $N_x + N_y - 2 = 20 + 20 - 2 = 38$ degree of freedom (df) and 0.05 level of significance, the researcher found that the t-table value is 1.687. It shows that the t-counted value (4.6) is higher than t-table value (1.678). It means that the hypothesis is accepted. In other words, applying Short conversation can develop students' speaking skill of grade eight at MTs Negeri 2Palu. The objective of this research is to find out whether the use of Short Dialogue Memorization Technique is effective in teaching speaking of grade eight students at Mts Negeri 2 Palu.

4.2 Discussion

This research aims to find out whether the application of short conversation techniques can develop students' speaking skills which are focused on fluency and accuracy or not. To collect the data, the researcher used a test as the instrument.

The researcher gave a pre-test for both groups. The result showed that the students from both groups have some problems in speaking. First, most of them lack vocabulary, so they are not fluent in speaking English. They did not know how to express their idea when the researcher asked them to monologue and short conversation even though the researcher had provided an example related to the topic. Second, the students also made mistakes when they pronounced the words in English. Such as the word cute, they pronounced cut; word color, they pronounced color. Third, some students had less self-confidence. When the researcher asked them to perform in front of the class the students felt shy, not confident, and forgot their dialogue.

The researcher applied short conversations to the experimental group to develop students speaking skills for six meetings, while the control group was taught by the method that the teacher used in the learning process in that school.

The result post-test after treatment in the experimental group showed that there was some significant progress in students' speaking skills after applying short conversation. Related to fluency, the student's conversation with fluently it marked by reduced pauses and stammering habits while speaking, The students can speak smoothly at an average rate and more naturally and without any hesitation.

Related to accuracy, some students could pronounce a few words they had previously mistaken correctly. Some students could also use vocabulary according to their use and convey their ideas grammatically correctly. The students' vocabulary has increased. The students can speak well with their friends with new vocabulary around them and can also use vocabulary according to its intent and use. The students can also convey their ideas carefully by conveying their main ideas accompanied by supporting ideas on the topics in the conversation they can give information about their favorite idol and can describe with more explanation. It is in line with (Resha et al, 2015) research showed that there are significant effects in using short conversation as a technique in terms of increasing fluency, accuracy, and vocabulary.

Related to motivation, they have a high interest and motivation in learning English. It is marked by the students speaking in the class confidently, and bravely to

express their ideas orally with their friends. In line with Mariam et al. (2022), their research found that there was an improvement in students' speaking such: as that they were active, self-confident, and enthusiastic in joining the speaking class. Sudarsono et al. (2021) add that, this technique is suitable for teaching intermediate students, through a short dialogue, the students could memorize the lesson, content, and diction of the dialogue easily.

The students had more enjoyment during the speaking test, they want to know more and feel fun in learning English because short conversations give more opportunities to the students to practice their speaking in class, In line with this Mariam et al. (2022), add that conversation give more opportunities to the students for express themselves verbally.

The result posttest of the control group showed that there was also some progress in the control group but not significantly like in the experimental group. Some student can express their idea in speaking but not at the normal rate, Some students in the control group still had difficulty conveying and sharing their ideas orally, and other students still same knowledge in the pretest it caused because they didn't have much time to practice their speaking skills.

Dealing with the findings, the researcher then correlated them to the previous ones conducted. The first by Resha et al (2015) showed that there is a significant effect of using short conversations on the students' speaking skills. The third one conducted by Suparman (2017) showed that the use of English conversation is significantly effective. The significance of the previous research is that although the students lacked vocabulary, did not know how to speak well, were afraid of making mistakes, and were nervous about expressing their ideas in speaking, they were finally able to deal with them after the application of short conversation because it provides them with an opportunity to speak more. The fourth one by Mariam et al. (2022) showed that short conversations needed to be implemented to overcome student's difficulties in speaking English. Therefore, the researcher concludes that applying of short conversation can develop the speaking skills of the eighth-grade students at MTs Negeri 2 Palu.

5. CONCLUSION

The researcher concludes that using short conversations can develop students' speaking skills in grade eight of MTs Negeri 2 Palu in fluency and accuracy because the students' skill in speaking has developed after applying short conversations. First, the students' vocabulary has increased. Second, they have high interest and motivation in learning English. Third, they have a good confidence to speak English. Fourth, they get more chance to speak English. Fifth, they can use the language at a normal rate smoothly and appropriately. Sixth, they enjoy speaking English. Last, most students are fluent in speaking. Moreover, it also can help the students to build their confidence in speaking. This is shown by looking at the mean score of the post-test in the experimental group (63.75) and the control group (62.5.). Those results indicate that the speaking ability of the grade eight students of MTs Negeri 2 Palu has developed. Based

on the testing hypothesis, it shows that the t-counted is 4.6 (high) and t-table is 1.687 (low). It means that the research hypothesis is accepted.

REFERENCES

- Anugraini, N. C., & Manurung, K. (2020). Improving Speaking Skills Through Short Dialogue. *ELTS (English Language Teaching Society)*, 8(1), 1–12. <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/15771>
- Arikunto. S. (2013). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta
- Cohen, L., Manion, L., Morrison, K., Cohen, L., Manion, L., & Morrison, K. (2018). The ethics of educational and social research. In *Research Methods in Education*. <https://doi.org/10.4324/9781315456539-7>
- Fajar, R. F. (2020). Probing-Prompting Learning in Teaching Speaking. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 9(1), 86–95. <https://doi.org/10.26618/exposure.v9i1.3481>
- Hasanah, U., & Syafar, A. (2021). The Use Of Student Centered-Learning (SCL) To Develop Speaking Skills. *English Language Teaching Society*, 9(3), 64-73..
- Hermansyah, S., & Sadapotto, A. (2022). *The Effectiveness of Intensive Daily Conversation Toward Students' Speaking Skill*. 8(2), 171–176. <http://jurnal.umsrappang.ac.id/laogi/index>
- Houn, T., & Em, S. (2022). Common Factors Affecting Grade-12 Students' Speaking Fluency: A Survey of Cambodian High School Students. *Jurnal As-Salam*, 6(1), 11–24. <https://doi.org/10.37249/assalam.v6i1.360>
- Kemendikbud. (2016). Kementerian Pendidikan Dan Kebudayaan Republik Indonesia. On 4 January 2016.
- Kusumaningrat, C. I. M. (2021). Guide Conversation Method In English Speaking Learning For Business Administration Class. *Ganaya : Jurnal Ilmu Sosial Dan Humaniora*, 4(1), 285–299. <https://doi.org/10.37329/ganaya.v4i1.1266>
- Mariam, S., Kepirianto, C., Raharjo, R., & Ma'mun, N. (2022). Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills. *Journal of English Teaching and Learning Issues*, 5(2), 107. <https://doi.org/10.21043/jetli.v5i2.17128>
- Maulidar, K., Gani, S. A., & Samad, I. A. (2019). Teacher's strategies in teaching speaking for Cadets. *English Education Journal*, 10(1), 80-94..
- Parker, C., & Bickmore, K. (2020). Classroom peace circles: Teachers' professional learning and implementation of restorative dialogue. *Teaching and Teacher Education*, 95, 103129. <https://doi.org/10.1016/J.TATE.2020.103129>
- Resha, P. W., Mawardin, M. S., & Waris, A. (2015). Developing the speaking skills of grade VIII students through short conversations. *Journal of English Language Teaching Society (ELTS)*, 3(1).
- Richards, J. C., & Schmidt, R. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.

A.Y, Andi, Anshar; Mertosono, Sudarkam; Kamaruddin, Abdul & Suriaman, Aminah. (2023).

Applying Short Conversation to Develop Speaking Skill in Secondary School Context.

IJOTL-TL (2023, September), 8(3): 109-119. DOI 10.30957/ijotl.v8i3.753

Sudarsono, S., Regina, R., & Toni, A. (2021). Short Dialogues Memorization To Improve Students' Speaking Ability. *Journal of English Educational Study (JEES)*, 4(2), 148–156. <https://doi.org/10.31932/jees.v4i2.1379>

Suparman, L. (2017). The effectiveness of the English conversation to improve students' speaking skills. *Palapa*, 5(2), 38-52.

Thornbury (1992) *Principles of speech communication*, Illinois, Scott, foreman, and company