
The Effectiveness of Intensive Daily Conversation Toward Students Speaking Skill

Ansar¹, Sam Hermansyah², Buhari³, Andi Sadapotto⁴
^{1, 2, 3, 4, 5} English Education Program, Universitas Muhammadiyah Sidenreng Rappang, Indonesia

ABSTRACT

The objective of this research were to find out: 1) To find out whether or not the Effectiveness of Intensive daily conversation toward Student Speaking Skills at the Second Semester FKIP Universitas Muhammadiyah Sidrap. 2) To know whether students' were interested in using Intensive Daily Conversation to improve the speaking skill at the Second Semester FKIP Universitas Muhammadiyah Sidrap. This research employed quantitative method with used cluster sampling. The population of this research is the second semester; exactly the second semester of FKIP Muhammadiyah Sidenreng Rappang. The total number of population is 114 students. The samples in this research is from 2A1 consist 37 students. So the total sample of the research is 24 students. The data of the research were collected by using two kinds of instrument, namely speaking test and questionnaire. Speaking test was used to obtain data of the students' speaking ability and questionnaire was used know the students interest in speaking English through Intensive Daily Conversation. The result of data analysis showed that there was significant difference between the students' score after they were taught by Intensive Daily Conversation and before they were taught by using Intensive Daily Conversation. It was proved by the mean score of the post-test which was higher than the mean score of pre-test (69.5 > 32.29). Furthermore, the result of the t-test value (0.0005) was greater than t-table ($\alpha = 0.05$; $df = 11$; t-table 1.701) which means that H1 was accepted. Then, the analysis of interest by using Likert Scale indicated that the students were interested to speak English by using Intensive Daily Conversation. Based on data analysis, the research concluded that: (1) the used of Intensive Daily Conversation. Improved students' speaking ability; (2) the used of Intensive Daily Conversation made the students' interested in speaking English.

Keywords: effectiveness, intensive daily conversation, speaking Skill

INTRODUCTION

Speaking is conveying a message, idea or notion that what present can understand is. Therefore, speaking is communication activities. Very important for us as humans to communicate within the current era of globalization. Speaking in English to Indonesian people is not an easy thing, because when we speak English, we do not only have to think of truth in grammar, but we also have to think about the social function of the sentence we say, in speaking we have to do the spontaneously. According to Hornby (1995) in Muna (2011), Speaking is to talk or say something about something. He also says speaking can be defined to as to know and be able to use a language and to make speech to audience. Speaking in Webster's Third New International Dictionary (1981) is an act or an example of words. Speaking is an interactive process of creating meaning involving the production and receipt of information and processing (Brown, 1994; Burns & Joyce, 1997).

Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one allows to express his ideas and thinking and speaking ability

ISSN 2460-4739 (print)
*Correspondence:
Ansar
*The Effectiveness of Intensive Daily
Conversation Toward Students Speaking
Skill*
p. 171 - 176

is one indicator to master language (Fauzan, 2014). According to Ur (1996) in Fauzan (2014), speaking seems like that the most important intuitive: people who know the language are referred to as 'speakers' from that language, and many if not mostly foreign language learners are primarily interested in learning to speak.

The traditional method influences the teaching of speaking in which there are many problems appear. First, it relates to the condition of students who are lack of vocabulary which would make them unable to say words during speaking class. Second, the students used to speak their Buginess language. Third, they rarely practice using English to communicate. Fourth, most of the students were not confident to used English in speaking class. For instance, when the teacher asked them to come forward to speak with their friends or in front of the class, they refuse it. They were shy to perform English in front of their friends.

Finally, the students were not interested in the material given to them. The lecturer was also having difficulties to teach in a large class. The main problem was the way to manage it. During the teaching hours, the teacher should make the students pay attention to the materials given to them. It needs hard work for getting the students attention. Lack of control also occurs when they teach in the large class.

The lecturer should take the best approach, method, and strategies to make the students have a strong interest in teaching and learning process especially in learning speaking. Because of the material of English subject was very variety, so the lectures were obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily. The teacher can use media in the teaching of English language, a method was used to help the students for speaking to make the interaction between the teacher and students.

The lecturer has to prepare the interested aids before teaching-learning process done. In this case, the researcher used steps intensive daily conversation as a method of teaching and learning processes.

Based on the researcher observation that he finds some students have weak of speaking skills, therefore the researcher would focus to his research on teaching speaking based on the case get from observation by the researcher in school. In this research, the researcher use intensive daily conversation toward student speaking skills. "Intensive Daily Conversation" was a way that can be used to facilitate teachers in the learning process because by using this method the students will get used to using full english in the whole conversation they do to everyone. Teachers only need to inculcate principle of "Welcome Error" to the students. And the students will feel comfortable without thinking of their fear to be wrong in English. In this case, the researcher uses "The Effectiveness of Intensive Daily Conversation toward Student Speaking Skills at the Second Semester FKIP Universitas Muhammadiyah Sidrap."

The Nature of Speaking

To begin with, Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking by (Burns & Joyce, 1997). Secondly Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language. Moreover, Bygate (1987) points out that traditionally the focus in speaking was on motor-perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language-specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds- and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001).

Definition and Characterization of Conversation

Conversation is interactive communication between two or more people. The development of conversational skills and etiquette is an important part of socialization. The development of conversational skills in a new language is a frequent focus of language teaching and language learning.

No generally accepted definition of conversation exists, beyond the fact that a conversation involves at least two people talking together. Consequently, the term is often defined by what it is not. A ritualized exchange such as a mutual greeting is not a conversation, and an interaction that includes a marked status differential (such as a boss giving orders) is also not a conversation. An interaction with a tightly focused topic or purpose is also generally not considered a conversation.

Summarizing these properties, one authority writes that "Conversation is the kind of speech that happens informally, symmetrically, and for the purposes of establishing and maintaining social ties. From a less technical perspective, a writer on etiquette in the early 20th century defined a conversation as the polite give and take of subjects thought of by people talking with each other for company.

Conversations follow rules of etiquette because conversations are social interactions, and therefore depend on social convention. Specific rules for conversation arise from the cooperative principle. Failure to adhere to these rules causes the conversation to deteriorate or eventually to end. Contributions to a conversation are responses to what has previously been said.

Conversations may be the optimal form of [communication](#), depending on the participants' intended ends. Conversations may be ideal when, for example, each party desires a relatively equal exchange of information, or when the parties desire to build social ties. On the other hand, if permanency or the ability to review such information is important, written communication may be ideal. Or if time-efficient communication is most important, a speech may be preferable. Conversation involves a lot more nuanced and implied context that lies beneath just the words. Conversation is generally face-to-face person-to-person at the same time (synchronous) – possibly online with video applications such as Skype, but might also include audio-only phone calls. It would not generally include internet written communication which tends to be asynchronous (not same time – can read and respond later if at all) and does not fit the 'con'= 'with' in 'conversation'.

METHODS

In this research, the researcher use mixed research methods. Mixed research methods is an approach that combines or associates quantitative forms and qualitative forms. Mixed research methods is a research methods, namely quantitative research methods and qualitative methods in a single study or one study). Mixed research methods are research methods, namely quantitative research methods and qualitative methods in a single study or one study. Mixed methods of research design are procedures for collecting, analyzing, and mixing research methods or quantitative and qualitative studies to understand research problems (Cresweel & Plano Clark, 2011).

The instrument that was used to collect the data is instrument is made to collect data is the vocabulary cards. Where intensive daily conversation presented at each meeting is different, with a different theme, appropriate after presented in chapter I the pretest is given to the students at the first meeting of before the treatment to the class, while the posttest was given after treatment.

The research procedure involves steps to carry out treatment at each meeting. The first procedure is a Pre-test, the researcher explains what the students are going to do and distribute the speaking test for the two classes which take randomly, to know the students' skill in speaking skill before treatment, and the researcher gives a score for the student's initial test results. The second procedure is treatment. After giving a pre test, the researcher treated each

student. The researcher give the treatment.

To collected the data ,the researcher used the test as an instrument. Before giving the test, the researcher gives the treatment. In this case the researcher give the students one test of intensive daily conversation as a treatment to teach speaking. By doing treatment, the researcher want to know the students' speaking skill after teaching applied intensive daily conversation. The procedure when the researcher collected the data in this study by giving treatment and the test to the students is teaching intensive daily conversation: the researcher implementation of intensive daily conversation in teaching speaking every meeting or each material with time allocation is 90 minutes (2 x 45 minutes). And the thertly procedure is a post-test. After give a treatment (for experiment), the students are give a set of speaking test and the researcher will assess the student's final test results.

RESULTS AND DISCUSSION

The percentage of the students' score of pre-test in speaking test.

TABLE 1/ The percentage score of pre-test

NO.	Clasification	Score	Pre-test	
			f	(%)
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Fair	56-70	0	0
4	Poor	41-55	16	65
5	Very poor	40	8	35
			24	100

The table 1, shows that the students' score in test result for pre-test group most of them were in poor category, 8 (35%) students were classified into very poor and 16 (65%) students were classified into poor. There were not any students classified good an very good . It means before the researcher giving treatment, the students' pre-test poor and the student's English vocabulary has low significantly.

The percentage of the students' score of post-test in speaking test.

TABLE 2/ The percentage score of post-test

NO.	Clasification	Score	Pre-test	
			f	(%)
1	Very good	86-100	5	22
2	Good	71-85	19	78
3	Fair	56-70	0	0
4	Poor	41-55	0	0
5	Very poor	40	8	35
			24	100

The table 2, shows that the students' score in test result for post-test most of them were in good category, 5 (22%) students were classified into very good and 19 (78%) students were classified into good. There were not any students classified into very poor. It means that there was significant difference students who taught through keyword.

TABLE 3/ The mean score and standard deviation of the students pre-test and post test

No		Pre-test	Post-test
1	Mean Score	32.29	69.5
2	Standard Deviation	7.95	5.93

Based on the table 3, shows that the mean score of the students in post-test (69.5) was greater than pre-test (32.29), it means that the students who was teach by using intensive daily conversation in teaching speaking was improve. In this study, besides aiming to increase students' speaking skill, the researcher also wanted to see how students were interested in the methods applied. The methods chosen by the researcher designed a simple method, namely

intensive daily conversation. By learning speaking through the intensive daily conversation method, it turns out that there are many students who are interested and like this method. The following is a table of percentage of students' interest.

TABLE 4/ The percentage of students' interest

NO.	Classification	Score	Pre-test	
			f	(%)
1	Strongly Interested	85-100	7	30
2	Interested	69-84	15	62
3	Moderate	51-68	2	8
4	Uninterested	36-50	0	0
5	Strongly Uninterested	20-35	0	0
			24	100

The table 4 shows that 7 (30%) were very interested in the intensive daily conversation method, 15 (62%) were interested in this method and 2 (8%) were Moderated in this method. And not students in categories uninterested and strongly uninterested.

TABLE 5/ The t-test of the students' score of pre-test and post-test

p- value	
0.000	0.05

The table above shows that the p-value was lower than alpha () value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the speaking skill of the second semester at FKIP Muhammadiyah Sidrap University has improved.

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group. a) Students' Achievement. Based on the data above, it showed that speaking skill of students pre-test and post-test has significant different, where students after applied the intensive daily conversation method has a higher score better than before applied intensive daily conversation in teaching speaking. The description of the data collected through the test as explained the previous section showed that the students speaking improved significantly.

It means score of post-test was 69.5. The data in previous section showed that applied intensive daily conversation in learning speaking was effective to improve students speaking skill. It is supported by the difference between the test mean score of post-test (69.5) was higher than the pre-test (32.29). This research data indicated that the applied intensive daily conversation in learning speaking was significant improve the students' speaking skills. b) Students Interest. Based on data obtained from post test and interest questionnaires, the data obtained shows that students who are interested in applying the intensive daily conversation method have a high value. And students whose pre test scores are low after applying the intensive daily conversation method and they are interested in this method, the post test value rise. The application of Intensive Daily Conversation in speaking skill adds to the activeness of students while studying and students are also interested in using this method. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and speak. With the use of intensive daily conversation makes students more relaxed in accepting the material given. Based on the students result obtained and stated in finding above, the researcher used t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis.

On statistical test result, it showed that the Probabilistic Value is lower than alpha () ($0.000 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference between students in speaking. In other words, there was an improvement on the students' speaking skill after using intensive daily conversation method in the Second Semester at FKIP Muhammadiyah Sidrap University.

Data obtained from the post test and interest questionnaire shows that students who are interested in the intensive daily conversation method show high scores. And student scores before and after the application of the intensive daily conversation method showed an

increase. that means the intensive daily conversation method makes students interested and more active in speaking learning so that their understanding of speaking increases.

CONCLUSION

Based on the finding and discussion in the students' achievement in Speaking Skill through intensive daily conversation was significant improve. This was indicated by the mean score they got on posttest was higher than pretest. The result of hypothesis testing showed significant score between p-value and alpha which is p-value was lower than alpha ($0.00 < 0.05$). It means that the use of keyword is more effective. And then, based on the finding in the application of Intensive Daily Concersation in Speaking Skill adds to the activeness of students while studying and students are also interested in using this method. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and speak.

REFERENCES

- Burns, A. & Joyce, H. 1997. Focus on Speaking. Sydney: Macquire University Press.
- Bygate, M. 1998. "Theoretical perspectives on speaking" Annual Review of Applied Linguistics, 18: 20-42.
- Bygate, Martin. (1987). Speaking. Oxford: Oxford University Press.
- Cornbleet, Sandra and Ronald Carter, The Language of Speech and Writing, New York :Routledge, 2001
- Creswell, J. W., & Plano Clark, V. L. 2011. Designing and Conducting Mixed Methods Research (2nd ed.). Thousand Oaks, CA: Sage.
- Eckard, R. & Kearny, M. 1981. Teaching Conversational Skills in ESL. Washington: Center of Applied Linguistics.
- Fauzan, U. 2014. The Use Of Improvisations Technique To Improve The Speaking Ability of Efl. Samarinda: STAIN
- Florez, M. 1999. Improving Adult English Language Learners' Speaking Skills. Online Resources. CAELA (Center for Adult English Language Acquisition).
- Howarth, P. 2001. "Process Speaking. Preparing to Repeat Yourself". MET. V, 10, n.1, Pp:39-44.
- Marriam, Company C. & Gove G., Philip Babcoack. 1981. Webster's Third New International Dictionary of the English Language, Unabridged.
- Nunan, D. 1989. Designing Tasks for the Communicative Classroom. New York: Cambridge University Press.