IMPLEMENTING SHORT DAILY CONVERSATION IN IMPROVING STUDENTS' SPEAKING ABILITY

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Abstract

This research intended to describe how students' speaking ability improved through short daily conversations. The research belonged to classroom action research and consisted of two cycles. The setting of the research was in SMAN 1 Kretek, Bantul, Yogyakarta. The participants of this research were 25 students of XI IPA 2. The researcher gathered the data through conducting a pre-test, post-test 1, and post-test 2. In addition, to analyze the pre-test and post-test, the researcher used a descriptive quantitative approach describing the mean and the percentage of student improvement in each cycle. After implementing the research, the researcher found that short daily conversations can improve the student's speaking ability. It was shown from the result of the student's test scores. In each cycle, the student's score improved significantly. The pre-test result was low, with a mean score of 56.4. However, in the second result in the first cycle, the score was higher than the pre-test; the mean score was 66.12. Then, the last post-test in the second cycle was the highest; the mean score was 79.24. The conclusion was that teaching English using short daily conversations can improve students' speaking ability.

Keywords: *Speaking Skills, Short Daily Conversation, Speaking, Conversation, Action Research* .

Introduction

Speaking is a complex activity to convey meaning that implicates language skills such as linguistic-discourse skills, discourse skills, and action skills (Colognesi et al., 2023; Dippold et al., 2019; Masuram & Sripada, 2020). Commonly, the

complexities of speaking provoke second language learners, and foreign language learners face some difficulties, such as having anxiety about making a mistake, low self-confidence, and lack of willingness to communicate in English (Al-Khresheh, 2024; Ericsson & Johansson, 2023; Zhang et al., 2020). In non-English-speaking countries, speaking is difficult in teaching and learning (Masuram & Sripada, 2020). The teacher has a significant role in achieving the goal of teaching and learning speaking. It is crucial for the teacher to indicate student's needs and finds effective methods or strategies to teach speaking (Rios et al., 2024; Wang & Chen, 2024).

Speaking skill issues have been investigated in various contexts and countries. In Indonesia, Boharin(2020) and Crisianita & Mandasari (2022) revealed that small group discussion improves student speaking skills. Furthermore, applying a game called "*Find the Difference Game*" to teach speaking can also improve students' speaking skills (Fada & Amalia, 2023). Another research revealed that applying the "*Whip Around*" strategy effectively improved students' speaking skills (Zalukhu & Hia, 2023). Masuram and Sripada (2020) continuously found that task-based materials effectively developed students' speaking skills in India. Ironsi (2023) investigated Turkish EFL students' and instructors' perceptions about using virtual reality to improve speaking skills in North Cyprus and found that it effectively enhanced students' speaking skills.

Moreover, the investigation of the use of the MALL app in increasing English Foreign Language learners revealed that the MALL app facilitated the students to increase their speaking skills (Hwang et al., 2024). Differently, Fathi, Rahimi, and Derakhshan (2024) examined the use of artificial intelligence-mediated interactions to improve EFL speaking skills and willingness to communicate. The result described that artificial intelligence-mediated interaction effectively improved EFL speaking skills.

The numbers of research indicate that developing English Foreign Language learners need a concern. So, the researcher intended to research implementing short daily conversations to improve students' speaking skills in SMAN 1 Kretek Bantul. Based on the researcher's observation, the students need treatment to improve their English speaking skills. Most of the students seem anxious about

speaking English because they lack vocabulary, pronunciation, and other speaking proficiency. The researcher generates a research question: (1) How do students improve their speaking ability after implementing short daily conversations?

Conversation is one of method in communication. People share information and promote ideas through spoken language in conversation. If we want to improve our communication skills, we could begin by improving our conversation ((Post, Healey, Leroy, & Potocnik, 2023; See, Roller, Kiela, & Weston, 2019; Vanden Abeele, Hendrickson, Pollmann, & Ling, 2019). Furthermore, conversation is activity that happens in daily life. Everyday conversation is a particular type of speech exchange system that displays its own distinct ways of turn-taking and in this way fundamentally differs in its overall sequential structure from public, institutional discourse (Begg, 2023; Djumrianti & Oseso-Asare, 2021; Iseki, Kadota, & Den, 2019; Koiso et al., 2022; Tai, 2019).

Method

The method used in this research was action research to solve the student's problem in learning to speak. The researcher applied short daily conversation material in two cycles. Each cycle consisted of two meetings. In the first cycle, the researcher did the class presentation by explaining the material about expression for the first meeting and the material about spoof text for the second meeting. After explaining the material, the researcher had short daily conversations with the students. The topic of conversation was related to the material that had been discussed before. In this case, the conversation in the first meeting was about expressing feelings that were familiar to the students in daily life. In the second meeting, the conversation talks about funny stories through dialog. The researcher asked the students to read the conversation and correct the pronunciation when the students made mistakes. After that, students are asked to have a conversation with their partner.

In the second cycle, the researcher still applied short daily conversations. In this cycle, the way to teach the students was slightly different from the first cycle. In the first step, the researcher explained the material to the students. The material for

the first meeting was an announcement, while the second meeting was an advertisement. The activities in cycle 2 were the same for both the first and the second meetings. In this cycle, the researcher did not give a short daily conversation. The students had conversations during the learning process. After explaining the material about announcements and advertisements, the researcher showed some pictures. In the first meeting, the students were asked to announce the announcement, while in the second meeting; students were asked to promote the advertisement. Then, the other students asked for detailed information about the announcement and advertisement. In this activity, the conversation was built when the students asked and gave information between the speaker and the listener. Furthermore, the researcher conducted a pre-test before applying the first and the second cycles.

Participants

The participants of the research were second grade students of senior high school. In SMAN 1 Kretek Bantul, the second grade students are divided into 5 classes. Those are XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2, and XI IPS 3. In this research, the researcher carried out the research in XI IPA 2 which consists of 25 students. The researcher chose XI IPA 2 because the students in this class were poor in English especially in speaking ability.

Instruments

In this research, the researcher used a test as the instrument to collect the data. The researcher gave a task to the students to measure the student's ability in speaking. It is an instrument that will be applied in order to gain the data of the student's speaking ability. For example, the researcher asked the students to work in pair and make a dialog related to the materials that had been learned.

Data Analysis Procedure

To analyse the data, the researcher used descriptive quantitative analysis. The analysis was the result of pre-test and post-test after each cycle. The results of pre-test and post-test were presented in the form of mean scores. Mean was used to find out the average score. The mean score formula as follows:

$$M = \frac{\sum fx}{N}$$

M = the average score of subject

X = the total score

N = the number of the subject

Findings

Before conducting the research, the researcher carried out the pre-test with the students. It was conducted on Saturday, April 25th 2020. The pre-test aims to measure the student's comprehension of learning to speak. The result of the pre-test can be described below:

Table 1. The description of the pre-test score

Score	Frequency	Percentage	Category
90 - 100	0	0%	Outstanding
75 - 89	0	0%	Good
65 – 74	2	8%	Satisfactory
< 65	23	92%	Need improvement
Mean	**56.4**		

Twenty-five students followed the pre-test. The highest score was 65, and the lowest was 50. Many of the students passed the passing grade, which is 77. All of the students got a score of <77. After the pre-test, the researcher applied the first cycle of short daily conversations to improve the student's speaking ability. The cycle was divided into four steps: planning, acting, observing, and reflecting. Next, after closing the first cycle, the researcher did a post-test to measure the students' improvement after giving a treatment. The result of post-test 1 is as follows:

Table 2. The description of post-test 1

Score	Frequency	Percentage	Category
90 - 100	0	0%	Outstanding
75 - 89	4	16%	Good
65 – 74	15	60%	Satisfactory
< 65	6	24%	Need improvement
Mean	**66.12**		

Based on the post-test result above, the mean score was 66.12. It means the post-test improved compared to the previous pre-test, which was 56.4. All students got an increasing score from the pre-test and the post-test. However, the improvement still cannot pass the passing grade; the result must be more satisfactory. The researcher still conducted the subsequent treatment. After conducting the second cycle, the researcher guided the students to do the post-test 2. The result of post-test 2 was described as follows:

Table 3. The description of pre-test 2

Score	Frequency	Percentage	Category
90 - 100	0	0%	Outstanding
75 - 89	17	68%	Good
65 – 74	8	32%	Satisfactory
< 65	0	0%	Need improvement
Mean	**79.24**		

Based on the result of post-test 2 above, the mean score was 79.24. This means the post-test improved compared to the previous cycle of 66.12 for post-test 1. All of the students got an increasing score from the post-tests 1 and 2. There, 68% of students passed the passing grade, and nobody got under 65. The researcher ended the treatment in the second cycle, although the students could not reach 75% of the passing grade. It caused the mean score to improve gradually from the pre-test to the last post-test, with the mean score being over the passing grade.

Discussion

The mean score of the pre-test was 56.4, which was less than the passing grade of 77. The highest score was 65, and the lowest was 50. The score described that the students faced problems speaking English and needed improvement. It is caused by the complexity of speaking, which makes the students feel anxious about making English mistakes (Al-Khresheh, 2024; Ericsson & Johansson, 2023; Zhang et al., 2020). Then, the score of post-test 1 showed the mean score was 66.12. It showed that the students had increased their speaking ability after the treatment. It is in line with Rios et al. (2024) and Wang & Chen (2024) that the role of teacher and teaching strategies had a significant role in improving student's speaking ability. Furthermore, the mean score of post-test 2 was 79.24. The result showed that the students significantly improved after applying short daily conversations. So, the result of the research was in line with previous research such as Bohari (2020), Crisianita & Mandasari (2022), Fada & Amalia (2023), Ironsi (2023) and Hwang et al. (2024) that applied a method in improving student's speaking skills.

Based on the findings and discussion above, short daily conversations encouraged the student's interest in learning English. It can be shown by the

improvement in the student's mean scores. Before giving the treatment, the mean score was 56.4. After giving a treatment in cycle 1, the mean score was 66.12. Then, the last mean score after giving the second treatment was 79.24. Due to that significant improvement, the researcher concluded that short daily conversations improved students' speaking skills.

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