THE IMPROVING OF STUDENTS' SPEAKING SKILL THROUGH

CONVERSATION

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN

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THESIS

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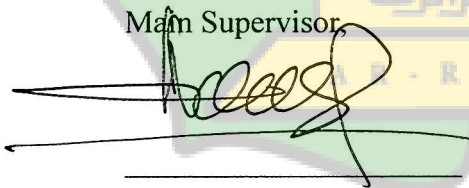The Bachelor Degree of Education in English Language Teaching

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SURAT PERNYATAAN KEASLIAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Improving of Students' Speaking Skill Through Conversation (Case Study at Dayah Tepadu Inshafuddin)

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sepenuhnya.

Banda Aceh, 28 Juli 2021

Saya yang membuat surat pernyataan,

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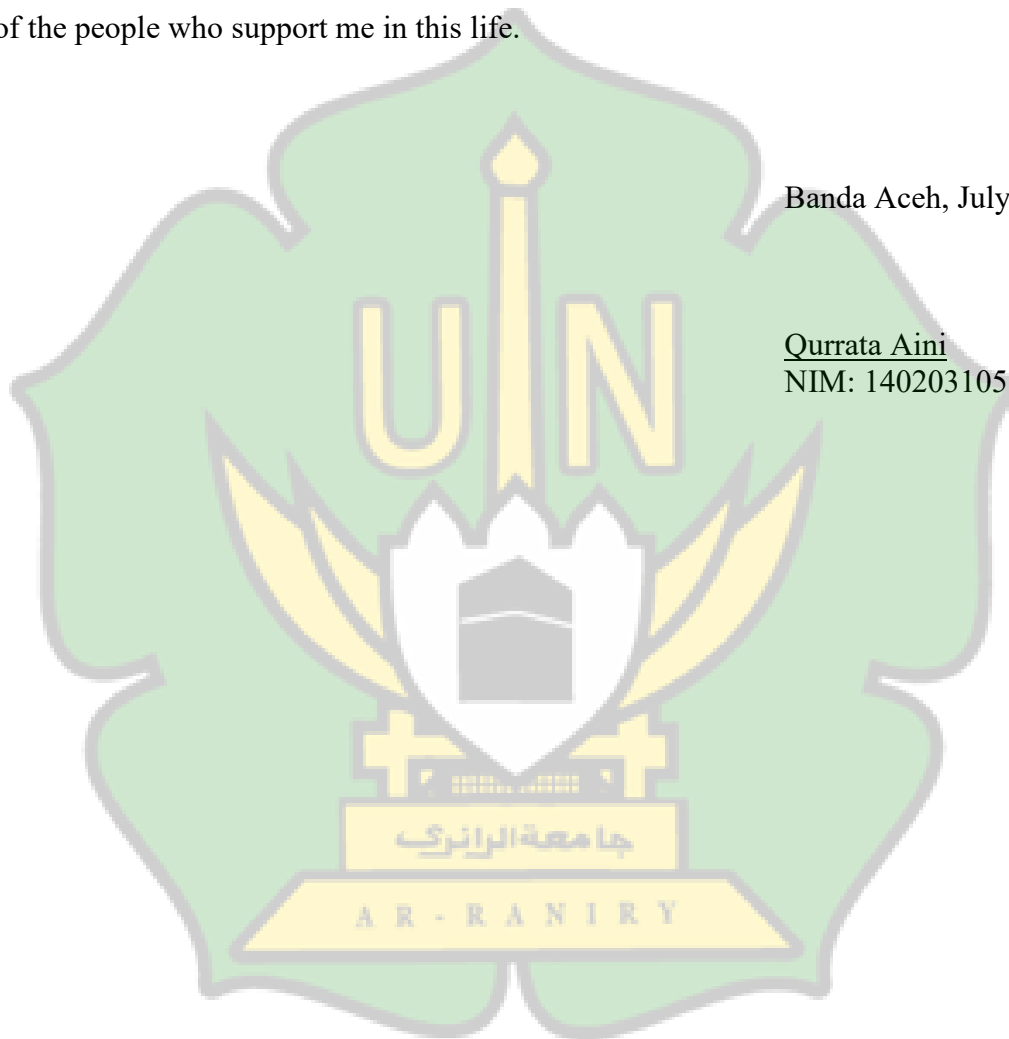Banda Aceh, July 29th, 2021

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ABSTRACT

Name   : Qurrata Aini
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Faculty   : Fakultas tarbiyah dan keguruan
Major   : Department of English Education
Thesis title   : Improving Student's Speaking Skill Through Conversation in Pesantren Inshafuddin
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Keywords   : improving; speaking;conversation

Speaking is the way to communication with other people, while in indonesia english is learned only at school and people do not speak the language in the society that is why teaching speaking must be focused at school in order to make them capable to speak english well. This research use quantitative approach aims to investigate the students' speaking skills through conversation and to discover the use of conversation improve the speaking competence of the students' speaking skills. the participants were 20 students of second grades of SMP Inshafuddin using random sampling. This data involved test to get the result. The result showed that the students' speaking skill through the conversation was effective to improve the students speaking ability, it was proven by the result of the test score in speaking which were pre-test was 46 and post-test was 75. The percentage both of tests was 38,7 %. It concluded that there was significant difference between the students speaking ability before and after through conversation in speaking process in improving the students speaking ability of SMP Inshafuddin.

CHAPTER 1

INTRODUCTION

A. Background of study

Language is generally described as a means of communication, but in studying it, we constantly come up against the question of what it is to be 'competent' in communicating (Mc Arthur 1983 : 31). We communicate ; but our communication has no guarantee of success, and the feedback we get from the words and actions of others often indicates that they have received something different from what we thought we were transmiting. That is why, language and communication is closely related to each other. They cannot be seperated. People must know the language used for communication.

Speaking is the way to communication with other people, while in Indonesia English is learned only at school and people do not speak the language in the society. That is why teaching speaking must be focused at school in order to make them capable to speak English well.

Speaking skill is one of language skill that used on daily life. Speaking skill include two aspects namely linguistic aspect and non- linguistic aspect. However, not all people have good speaking skill when facing some situation. That condition is available to students's speaking skill can be identified by speaking aspects.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning depend on the context in which occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving; but it is not completely unpredictable (Burns &Joyce, 1997). We only know about something when someone speaks to us. However, the

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meaning conveyed by the speaker may not similar to what we are thinking about, but we can clarify it through communication. According to Julia T. Wood (2009, P.4), communication is a systemic process in which individuals interact through symbols to create and interpret meanings; the process is ongoing, continuous and always changing; systemichappens within a system of interconnected parts that affect each other; and symbols, are what people use to represent a thing.

In teaching speaking, lecturer/teacher should be able to guide students into learning situation in order to enable them to master it because speaking is the key of communication. Therefore, the lecturer's position with his or her ability, readiness, and proficiency are also useful for the students. Students need to recognize that speaking involves some components,

such as pronunciation, grammar, vocabulary, interaction, turn taking, and rate of speech. Every student must learn those components, because both of parts have an important role to the others to have good proficiency. Learning one of the components must be supported by learning the others.

English in Indonesia is considered as a foreign language. It is indicated by the phenomenon that English in Indonesia is studied in formal setting. English is taught as a compulsory subject in junior high school, senior high school, even in university levels to acquire certain four language skills, there are Speaking, Writing, Listening, and Reading. The result of English teaching in Indonesia is still far from the expectation. In fact we can see many graduated and even graduate English students who are still cannot to communicate and use their language well. So, English is very good to give students early. Because the power of perception and thought they are still good.

According to Sundari and Dasmo (2014), as a foreign language, speaking English is very difficult for learners, becauseeffective oral communication requires the ability to use appropriate language in social interaction. Insocial interaction, we use language to interact with others by using different levels of language which is suitable for interlocutor. In this case, the communication occurred through conversation, in this part focused on dialogue.The conversation itself happened between two or more people talked about something. The conversation is a process delivering a message from someone to other people by the response. In this study, conversation means students doing communicated about their daily activity with their friends in the classroom. Firstly, the conversation they wrote on the paper with the partner. Secondly, they prepared to speak a lot in front of the class by the result of their writing.

I have done my pilot study at SMP Inshafuddin (DayahTerpadu) Banda Aceh. Related to DayahTerpaduInshafuddin is the one of boarding schools in Aceh, the students got religion and education knowledge in one place. This school has several Ustads to teach Holly Book (Al-Qur'an) and classical book (Kitab Kuning) as Dayah, that lesson refers to the schedule of non-school.The writer interested in doing the research in that school also because of this Dayah as a unique school than another school which not only focused on the schedule of academic but also focused to prepare for Doomsday.

The writer found that some students faced two problems in learning English, especially in less vocabulary. First, the students felt difficult to understand deeply about the material from the teacher in the classroom which made them less enthusiastic in learning.The function of vocabulary was very helpful for students to creategood communication and also a good sentence in English. If students were lackof vocabulary, it made they are a little difficult to communicate with other people in English. In fact, some of them got a very low score in speaking competence. Although, Inshafuddin School had

several rules related to the use of language for the communicated week to weeks, such as one week speaking English and next week speaking Arabic. That rule always changes every week. The speaking English assumed by some studentswas difficult in case of understanding, fluency, and lack of vocabularies their own and the rest of students suggested speaking English were easy for that students, because of they have learned about English from Elementary school, often done simple conversation with their friends and also they love English very well.

Based on the previous study done by Dewi (2011) in title Improving Students' Speaking Skill Through Dialogue. The result of this research found dialogue be an effective approach in teaching speaking skills to improve the students' skills. It means that dialogue can improve students' accuracy, fluency, and vocabulary.

Based on previous research and this research were also have similarity and differences inside of the aims of the study, research design, population, and sample. The similarity of this research and previous research wasthe title and method of data collection. In summary, based on the statement above gave different result also.

B. Previous Study

This research has been conducted by some researchers, closely thesis was done by Dewi (2011) in title Improving Students' Speaking Skill Through Dialogue (an action research conducted at Tenth Year Students of SMA N teras, Boyolali). The result of this research found dialogue be an effective approach in teaching speaking skills to improve the students' skills. It means that dialogue can improve students' accuracy, fluency, and vocabulary.

Another study was conducted by Nugrahathe title IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH DIALOGUE (A Pre Experimental Research Conducted at the tenth Year Students of SMKT Somba Opu Sungguminasa of the Academic Year 2017/2018). The method used in this research was pre experimental research. The research was conducted from March 19th to April 21 st 2018 to the tenth year students of SMKT Somba Opu. The subject in the research was the students of X 1 consisted of 26 students 19 girls and 7 boys. The result of the data analysis showed that there was significant difference between pre-test and post-test. The research finding indicated that through dialogue was effective to improve the students speaking ability in terms fluency. It was proved by the students mean score of speaking fluency in pretest was 56.92 and posttest 69.23. it showed that the students speaking ability score was higher than pretest. It was be concluded that there was significant difference between the students speaking ability before and after through dialogue in speaking process in improving the students speaking ability of SMKT Somba Opu Sungguminasa.

The similiraty of this study with the previous one is to indicate studens' speaking skill. While the difference are from the research sample,which include number of sample, place and tool. These difference will provide different result.

C. Research Questions

1. How are students' speaking skills through conversation in second grades students at SMP Inshafuddin?

2. Does the use of conversation improve the speaking competence of the students' speaking skills in second grades students of SMP Inshafuddin?

D. The aims of the study

1. To investigate the students' speaking skills through conversation in second grades students at SMP Inshafuddin

2. To discover the use of conversation improve the speaking competence of the students' speaking skills in second grades students of SMP Inshafuddin

D. Significances of the Study

The results of this study are expected to give both theoretical and practical benefits as follows:

Theoretically, the finding of this research will enrich and explore the theory of speaking ability and conversation. This study is expected to be useful for teaching speaking by analyzing students' problems in enhancing their speaking skills.

Practically the result of this research are;

- For the teacher, this study can be a guideline and provide the means of information about the effective technique for teacher by knowing the influence of conversation on students' speaking skill;

- For students, this research can be the guideline for students' awareness of their speaking ability especially to improve that skill to better than before;

- For the writer, the finding of this study can be referenced, about the the improvement of students' speaking skills through conversation in the classroom.

- The research paper will be useful to facilitate the reader who is interested in analyzing self-efficacy and speaking ability.

E. Hypothesis

The hypothesis in this research, the writer assumed; the students' speaking skills can be improved through conversation activity.

F.   Terminology

To avoid misinterpretation and misunderstanding of this study, the writer provides some terms. They are as follows:

1.   Speaking skill

Speaking is derived from 'Speak' and the suffix '-ing' makes it as a gerund. Speaking is a process in which people share information, ideas, and feeling. It involves not only spoken and written word but also body language, personal mannerisms, and style anything that adds meaning message (Hybel, 2001). Speaking is the activity to express thought and feeling oral.

2.   Conversation

The conversation is the spoken exchange of ideas, observations, opinions, or feelings between people. The conversation usually happened between two or more people talking about something. The is conversation done through written or oral communication. In this study, the conversation occurred through oral expression between two and four students discussed about interesting topic in the classroom.

Two different kinds of **conversational** interaction can be distinguished from those in which the primary focus is on the exchange of information (the transactional function of conversation), and the primary purpose is to establish and maintain social relations (the interactional function of conversation) (Brown and Yule, 1983).

In transactional uses of the conversation, the primary focus is on the message, whereasinteractionalusesofconversationfocusprimarily on the social need of

the participants."The conversation also reflects the rules and procedures that govern face-to-face encounters, as well as the constraints that derive from the use of spoken <u>language</u>. This is seen in the nature of turns, the role of topics, how speakers repair trouble spots, as

well as the <u>syntax</u> and <u>register</u> of conversational discourse."(Jack C. Richards, *The Language Teaching Matrix*. Cambridge University Press, 1990).