



**THE EFFECTIVENESS OF INTENSIVE DAILY CONVERSATION TOWARD STUDENTS
SPEAKING SKILLS AT UNIVERSITAS MUHAMMADIYAH SIDENRENG
RAPPANG**

(Efektivitas Percakapan Intensif Sehari-hari Terhadap Kemampuan Berbicara Siswa)

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Abstract

The objectives of this article are to describe: 1) The Effectiveness of Intensive daily conversation toward Student Speaking Skills at the Second Semester Universitas Muhammadiyah Sidenreng Rappang. 2) Students' interested in using Intensive Daily Conversation to improve the speaking skill at the Second Semester Universitas Muhammadiyah Sidenreng Rappang. This article is based on research result employed quantitative method with used cluster sampling. The population of this research is the second semester, exactly the second semester of Muhammadiyah University of 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 is used to obtain data of the students' speaking ability and questionnaire is used to know the students' interest in speaking English through Intensive Daily Conversation. The result of data analysis showed that there is 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 is proved by the mean score of the post-test which is higher than the mean score of pre-test ($69.5 > 32.29$). Furthermore, the result of the t-test value (0.0005) is greater than t-table ($\alpha = 0.05$; $df = 11$; t-table 1.701) which means that H_1 is accepted.

Keywords: daily conversation, speaking skills

Abstrak

Tulisan ini bertujuan untuk mendeskripsikan: 1) Efektivitas percakapan sehari-hari intensif terhadap keterampilan berbicara mahasiswa pada semester II Universitas Muhammadiyah Sidenreng Rappang. 2) Mahasiswa tertarik menggunakan Intensive Daily Conversation untuk meningkatkan kemampuan berbicara di Semester II Universitas Muhammadiyah Sidenreng Rappang. Artikel ini didasarkan pada hasil penelitian dengan menggunakan metode kuantitatif dengan menggunakan cluster sampling. Populasi penelitian ini adalah semester dua; tepatnya semester kedua Universitas Muhammadiyah Sidenreng Rappang. Jumlah keseluruhan populasi adalah 114 siswa. Sampel dalam penelitian ini adalah dari 2A1 yang berjumlah 37 siswa. Sehingga total sampel penelitian adalah 24 siswa. Pengumpulan data dilakukan dengan menggunakan dua jenis instrumen yaitu tes berbicara dan angket. Tes berbicara digunakan untuk memperoleh data kemampuan berbicara siswa dan angket digunakan untuk mengetahui minat siswa dalam berbicara bahasa Inggris melalui Intensive Daily Conversation. Hasil analisis data menunjukkan bahwa terdapat tiga perbedaan yang signifikan antara nilai siswa setelah diajar dengan Intensive Daily Conversation dan sebelum diajar menggunakan Intensive Daily Conversation. Hal ini dibuktikan dengan nilai rata-rata post-test lebih tinggi dari rata-rata nilai pre-test ($69,5 > 32,29$). Selanjutnya hasil nilai uji-t (0,0005) lebih besar dari t-tabel ($\alpha = 0,05$; $df = 11$; t-tabel 1,701) yang berarti H_1 diterima.

Kata Kunci: percakapan sehari-hari, keterampilan berbicara

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 expressing his ideas and thinking and speaking ability 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.

According to Nunan (1989) in Atifatul Mukarrama (2015) state that "the goal of teaching speaking is to develop the student's competence in communication by using English".

Brown and Yule in Mirnawati (2013) says that speaking is a utter ability the sound of language to express or convey thoughts, ideas or feelings verbally. This understanding basically has the same meaning as meaning

conveyed by Tarigan, namely that speaking is related to the pronunciation of words.

Haryadi and Zamzani in Mirnawati (2013) states that in general, speaking can be interpreted as conveying one's intentions (ideas, thoughts, contents) to others by using spoken language so that those intentions can be understood by others. This understanding has the same meaning as the two opinions outlined above, only clarified with a further purpose, namely that what is conveyed can be understood by others.

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.

RESEARCH METHOD

Research Design

Research Design is a series of researchers in determining what direction and steps researchers will take during the research process. Research design is the main guideline for researchers in conducting research. In this research, the researcher use mixed research methods. A mixed research method is an approach that combines or associates quantitative forms and qualitative forms. Mixed research methods are 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). This types of research is more complex when compared to other studies, not just collecting and analyzing data, but also involving functions from quantitative research and qualitative research so that overall it is greater than the two studies. The use of these 2 research methods is seen as more detailed explanation of research issues or problem than the use of one of the research methods among them.

In mixed methods, researchers use the QUAN-QUAL Model method or can be called triangulation mixed method design. Quantitative and qualitative data are balanced and research data are collected simultaneously through the same study, data are not collected in separate studies or different phases, as in other methods. One method may be dominant over the other (QUAN-qual or QUAL-quant), or the two methods may be given equal weight throughout.

Research Variable

The research variable is the object under stud which has varied values. Thus something that has only one value (does not have a variable value) cannot be declared as a variable, but constant. Independent variable, is a variable that affects other variable (dependent variable). And dependent variable is variables that are influenced by other variables (independent variable).

There are two variable in this research namely dependent variable (X) and independent variable (Y1 & Y2). The independent variable is the uses four card game in teaching vocabulary, and the dependent variable is the students' vocabulary mastery (Y1) and students interest (Y2).

RESULTS AND DISCUSSION

Results

This section discusses the presentation of student achievement in

speaking learning with intensive daily conversation method. Besides, it will also discuss how students' interest in this method is applied by the researcher.

Before applying intensive daily conversation in speaking skill, the speaking knowledge of second semester at FKIP Muhammadiyah Sidrap University is low. The table below shows the results of the students pretest.

Table 1. The percentage of the students' score of pre-tst.

No	Classification	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
TOTAL			24	100

Discussion

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 is 69.5. The data in previous section showed that applied intensive daily conversation in learning speaking is effective to improve students speaking skill. It is supported by the difference between the test mean score of post-test (69.5) is higher than the pre-test (32.29)

This research data indicated that the applied intensive daily conversation in learning speaking is significant improve the students' speaking skills.

CLOSING

The students' achievement in Speaking Skill through intensive daily

conversation is significant improve. This is indicated by the mean score they got on posttest is higher than pretest. The result of hypothesis testing showed significant score between p-value and alpha which is p-value is lower than alpha ($0.00 < 0.05$). It means that the use of keyword is more effective.

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.

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