THE EFFECT OF USING INSTRUCTIONAL CONVERSATION METHOD ON STUDENTS' SPEAKING SKILL

Dea Riskika Putri, Rona Elfiza, Gatot Subroto

riskikadea@gmail.com

English Education Study Program Faculty of Teacher Training and Education Universitas Maritim Raja Ali Haji Tanjungpinang

Abstract

This research was aimed to see the effect of Instructional Conversation Method on students' speaking skills at SMPN 4 Tanjungpinang. This study used quasi-experiments. In this study involved 60 students which divided into 2 classes, 30 students in class VIII-1 as experimental class and taught using the Instructional Conversation method and 30 students in class VIII-2 as control class and was taught using Small Group Discussion method. The research instrument used was an oral test. Then, the researcher gave a post-test to see the increase of the mean score after the treatment. The results of the pre-test and posttest were analyzed using normality, homogeneity and hypothesis testing. The results of this research showed that the class that was taught using the Instructional Conversation Method had higher mean which is 78.9 while the mean score of control class is 66.76. It could be seen that the Instructional Conversation method has significance effect on students' speaking ability in descriptive text text. Based on the data in the table, Sig. (2 tailed) was 0.0000 and alpha was 0.05 (p <α). That means that p was lower than alpha. Therefore it could be concluded that there was a significant effect of the use of Instructional Conversation method on students' speaking skills at SMPN 4 Tanjungpinang. Finally the researcher concluded that Instructional Conversation method was effective on students' speaking skills in descriptive text.

Keywords: Instructional Conversation Method, Speaking Skill

I. Introduction

As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning and like a connection to tell something with language to other people with share their ideas or information. According to Zaremba (2006), speaking is among all the four macro English abilities, speaking appears to be the most vital skill obligatory for communication. When two or more people talk to each other, the conversation is called a dialogue. Speech can flow naturally from one person to another in the form of dialogue. It can also be the plan and rehearse, as in the delivery of a speech or presentation. In fact, some English learners practice speaking standing alone in front of a mirror. Because people must learn by our self first then speak up to public, it will make our self. Speaking is probably the language skill that most language learners wish to perfect as soon as possible.

According to Bailey (2006) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, the

researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts, and feeling to others. Furthermore, based on the problem that the researcher got from observation when the researcher had an internship at SMP Negeri 4 Tanjungpinang. The researcher taught English subject in VIII.1 - VIII.3 class, for 5 months. When the researcher taught the students, many students lacked vocabulary mastery and fluency of speaking skills. Sometimes they felt shy or incorrect to pronounce something and anxiety to speak in front of the class.

The conversation can make them better to speak or to share the ideas because they are slow to speak, feel comfortable and more closely with their partner, they could share any topics or information without frightened of being wrong. This research, will using Instructional Conversation method to see an effect in this method on students' speaking skills. Instructional Conversation method is thinking, and the abilities to form, express, and exchange ideas are best to teach through dialogue, through questioning and sharing ideas and knowledge. According to Claude (1992), Instructional Conversation is worked with a small group of teachers who agree to collaborate in the identification and development of alternative teaching practices.

The research can be proven by previous research which is conducted by Ghaffari (2016). His research showed that instructional conversation were helpful in decreasing their stress and anxiety in English classrooms, and using IC take benefit of ordinary conversation about a stimulating incentive or activity to tempt learners to use social and academic language and to share previous knowledge. This method can be helpful in improving their speaking ability through conversations engages students in a structured discussion to activate background knowledge and increasing learners' oral autonomy. It was also supported by Aidinlou (2012), the research is on reading comprehension of iranian EFL Learners, he found the benefit of instructional conversation method was could increasing reading comprehension of second language learners, it contains a number of question that help students construct their learning style from a dependent to an independent way with planning, monitoring, motivation and self-regulation. The next previous research is Isnaini (2017), she is stated that it was indicated that instructional conversation method significally influence reading comprehension of male students at SMK Daruttaqwa. The next researcher can use instructional conversation method on both female and male students with the same skill or different skill and field, then giving the test which the items contain of critical thinking.

The next previous research is Yusuf (2011). She was found that the Instructional Conversation method is effective in enhancing students language proficiency, thereby, improving their reading efficiency while the vocabulary method helps to increase students" knowledge on words and their meanings and knowledge of word meaning is a basic component of reading ability. Both methods could, therefore, be used to complement each other. An integration of the vocabulary method with the instructional conversation method will enrich the reading comprehension lesson. The next previous research is from Sauders and Goldenberg (2007). They state that Instructional Conversation promotes higher lever understanding of significant concepts without sacrificing literal comprehension.

Based on the problem, using Instructional Conversation method would practice the students' speaking skills, especially in vocabulary and fluency. The teacher would gave instruction about descriptive text, and students must be active to make a dialogue with another and respond to the instruction from the teacher. In this method, the students are speaks spontaneously and share their ideas because the method seems like discussion and get a problem solved with the topic we need to solved.

In this research, the researcher was taught the students at SMP Negeri 4 Tanjungpinang to know the effect of using Instructional Conversation method. In this method, researcher involved students by making connections between them and the content, teacher and each other in highly interactive communication situations. The aim of this research was to establish the effect of using Instructional Conversation method on students speaking skill.

II. Method

In this research, the researcher used quantitative with types of quasi-experimental with pre-test and post-test control design. According to Creswell (2009), quantitative research employs strategies of inquiry such as experimental and surveys, and collects data on predetermined instruments that yield statistical data. This research used quasi experimental design. According to Creswell (2012) quasi experimental design is a research done when the researcher cannot create groups for the research artifically.

This quasi experimental research involving two groups: experimental and control group. In this method, there were two classes, experimental class and control class. During the experimental research, the researcher investigated the treatment of an intervention into the study group and then measured the outcomes of the treatment. According to William (2007), the quasi-experimental design involves nonrandom selection of study participants.

The researcher did the experiment and treatment by using the Instructional Conversation method act as the independent variable while students speaking skill act as the dependent variable. Two classes involved in this research; one class as an experimental class and one class as a control class. The result of the pre-test and the post-test of both groups were compared to examine whether the treatment gave in the experimental group was effect on students' speaking skill.

In this research, the researcher used cluster random sampling because sample is in group. It support by Ary et al. (2010), states that is refer to cluster random sampling because the unit chosen is not an individual, but rather group of individuals who are naturally together. The researcher chose two classes VIII.1 (30 students) as an experimental class and VIII.2 (30 students) as a control class by using cluster random sampling. The sample of this research was 60 students, the instrument was oral test, and the data was analyzed used rubric adapted by (Hughes, 2003).

III. Result

Before giving the treatment of Instructional Conversation method, the researcher gave pre-test to the experimental class and control class. In the table below the researcher shows the result of pre-test in experimental class and control class, the data is served by using MS Excel.

Table 1 Result of Pre-Test In Control And Experiment Class

CONTROL CLASS (8-2)		EXPERIMENT CLASS (8-1)	
Highest	56	Highest	68
Lowest	25	Lowest	25
Mean	37.2	Mean	47.4

Based on the table 4.1, it could be seen that there were 4 students who got 25 score, 8 students who got 31 score, 9 students who got 37 score, 3 students who got 43 score, 5 students who got 50 score, and the last 1 student who got 56. It can be seen that highest of pre-test of control class was 56 and the lowest score was 25, the mean of pre-test in control class is 37.2. It showed students' speaking skill before they got treatments. While in experiment class there were 1 student who got 25 score, 1 student who got 31 score, 8 students who got 32, 2 students who got 43, 1 student who got 44, 7 students who got 50, 7 students who got 56, 1 student who got 62, and the last 2 students who got 68. It can be seen that highest of pre-test of experimental class was 68 and the lowest score was 25, the mean of pre-test in experimental class is 47.4.

After giving the pre-test to the experimental class and control class, the researcher gave the treatment of Instructional Conversation Method to experimental class. The table below shows the data of students' post test score in experimental class and control class. Here is the data of students' post-test in experimental class.

Table 2 Result of Post-Test In Control And Experiment Class

CONTROL CLASS (8-2)		EXPERIMENT CLASS (8-1)	
Highest	81	Highest	87
Lowest	50	Lowest	50
Mean	66.76	Mean	78.9

Based on the table 4.2, it could be seen that there were 5 students who got 50 score, 6 students who got 62 score, 8 students who got 68 score, 9 students who got 75 score, and 2 student who got 81. It can be seen that highest of control class was 81 and the lowest score was 50, the mean of post-test in control class is 66.76 It showed students' speaking skill after they got treatments. While in experiment class there were 1 students who got 50 score, 2 students who got 62 score, 6 students who got 68 score, 2 students who got 75 score, 3 student who got 81, and 16 student who got 87. It can be seen that highest of experiment class was 87 and the lowest score was 50. The mean of post-test in experimental class is 78.9.
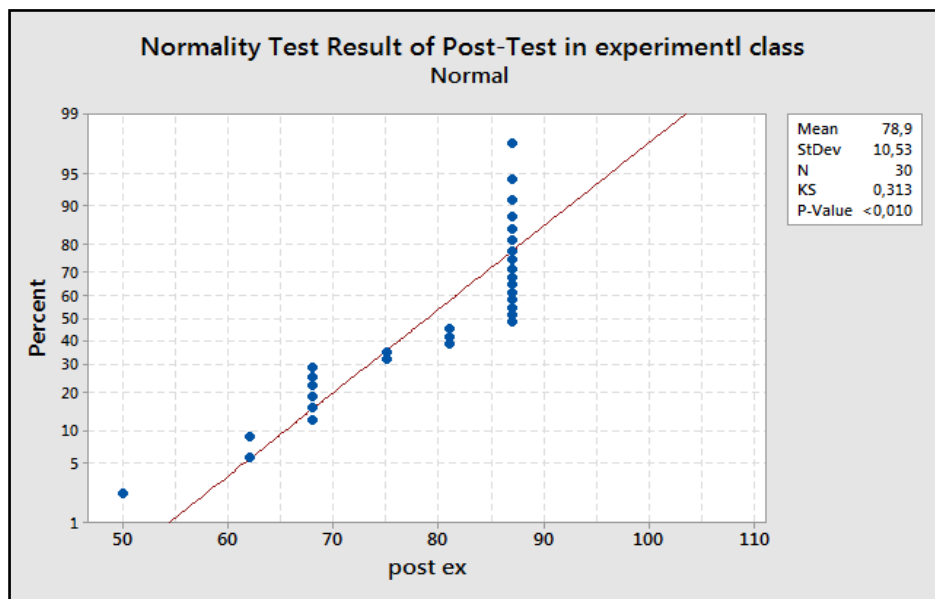
IV. Discussion

Figure 1 Normality Test for Post-test Experiment Class
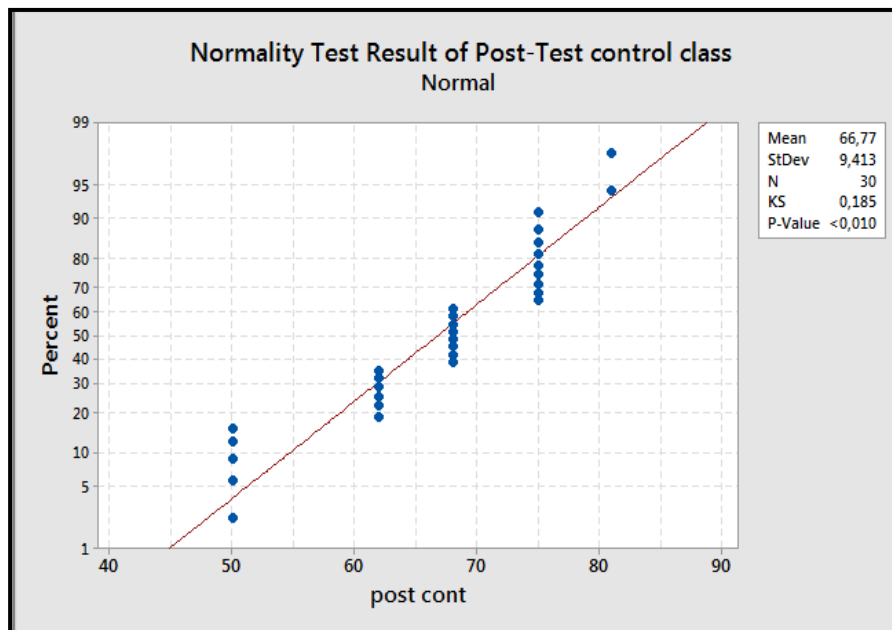
Figure 2 Normality Test for Post-test Control class

Based on the figure above, it can be seen p-value for normality post-test experiment class was 0.010 and p-value for normality post-test in control class was 0.010. Which is 0.010 smaller than 0.05. So, it means the data of post-test in experiment class and control class was not run in normal distribution.
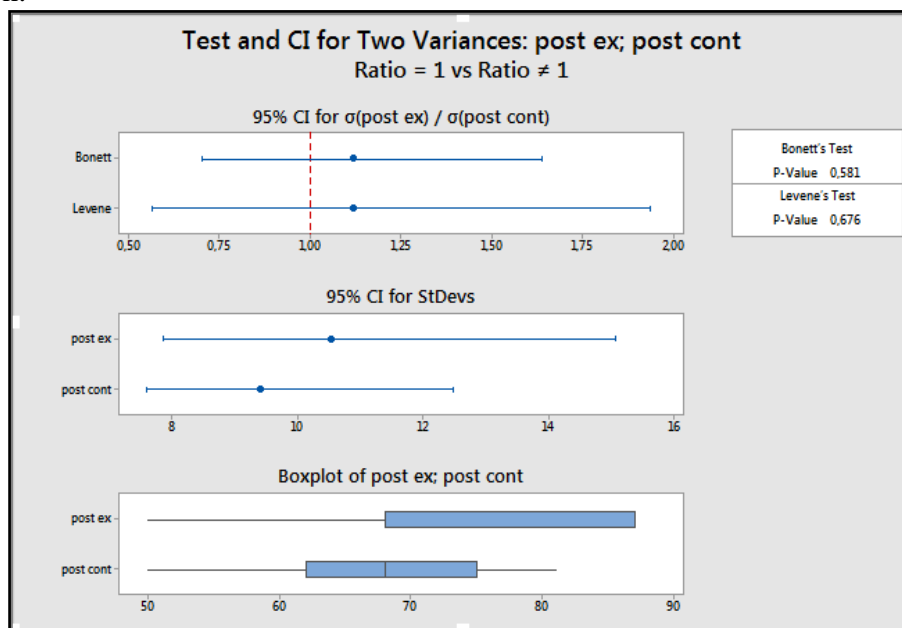

Figure 3 Result of Homogeinity test

Based on figure above bonnet test p-value post-test both class is 0.581 and Levenne's test p-value both class is $0.676 > \alpha = 0.05$. It demonstrated that H was accepted because p-value $> \alpha = 0.05$. So, it means homogeneity result of data post-test in both class was homogeny data.

The researcher had processed the data to know the scores of pre-test and post-test from both experimental and control classes and their difference. To find out the significance of Instructional Conversation method in teaching speaking skill in descriptive text, researcher checked the hypothetical test used Mann-Whitney Test, the result is discussed as follows;

Mann-Whitney Test and CI: post ex; post control class

	N	Median
Post test ex	30	87,000
Post test cont	30	68,000

Point estimate for $\eta 1 - \eta 2$ is 12,000
95.2 Percent CI for $\eta 1 - \eta 2$ is (6,001; 19,001)
W = 1187,5
Test of $\eta 1 = \eta 2$ vs $\eta 1 \neq \eta 2$ is significant at 0.0001
The test is significant at **0.0000** (adjusted for ties)

Figure 1 Result of Mann-Whitney Test

From Mann Whitney test above, we can see p-value Mann Whitney is 0.0000 which is smaller than p value 0.05. So, if p-value smaller than p-value H_a accepted. If p-value bigger than p-value ho accepted. So, Mann Whitney p value is smaller than p value. H_a accepted which mean Instructional Conversation method is effective on students speaking skill. So, H_a is accepted and H_0 is rejected. Based on the computation, it can be concluded that there was an effect of using Instructional Conversation method on students' speaking skill of the eighth grade at SMP Negeri 4 Tanjungpinang.

Based on the data on the table and data interpretation above, the paired sample t-test shows that mean post-test of experimental class is higher than mean post-test of control class. The post test of experimental class was 87 while mean in post-test control class is 81. It can be concluded there is significance effect of using Instructional Conversation method at the eighth grade students of SMP Negeri 4 Tanjungpinang.

These findings can be proven by previous finding which is conducted by Ghaffari (2016). His research showed that instructional conversations were helpful in decreasing their stress and anxiety in English classrooms, and using IC take benefit of ordinary conversation about a stimulating incentive or activity to tempt learners to use social and academic language and to share previous knowledge. This method can be helpful in improving their speaking ability through conversations engages students in a structured discussion to activate background knowledge and increasing learners' oral autonomy. It was also supported by Yusuf (2011). She found that the instructional conversation method is effective in enhancing students language proficiency, thereby, improving their reading efficiency while the vocabulary method helps to increase students" knowledge on words and their meanings and knowledge of word meaning is a basic component of reading ability. Both methods could, therefore, be used to complement each other. An integration of the vocabulary method with the instructional conversation method will enrich the reading comprehension lesson. The next previous finding is from Sauders and Goldenberg (2007). They state that Instructional Conversation promotes higher lever understanding of significant concepts without sacrificing literal comprehension. In this study used identifying details about characters, plot, setting and main ideas, commonly the focus of standard textbook literature instruction. Goldenberg and Saunders success fully embedded in discussion where higher levels of thingking about themes, concepts and the related experiences of the student emerged.

Based on the research at SMPN 4 Tanjungpinang, the researcher found that the students who have been taught using Instructional Conversation method were more promote higher level understanding of thingking and student became more confident to speak and share their ideas. They could follow the class better than the control class. They also became more brave and active, and when doing the treatment they were feel free and enjoy the class, the students were very excited and curious, which is helpful to develop speaking skill, lower the learners pressure, and reinforce their confidence. Hence, the researcher concludes that there is any effect of using Instructional Conversation method at the eighth grade students of SMP Negeri 4 Tanjungpinang.

V. Conclusion

Based on the result of data analysis, it is found that there is a significant effect between students' speaking skill in the experimental class after having treatment of Instructional Conversation method and the controlled class which is not given the treatment of Instructional Conversation method in descriptive text. It can be seen from the mean score of experimental and control class post test. If we compare the mean score of experimental and control class post-test it can be seen that experimental has higher mean (78.9 > 66.76) means that there is difference between students' speaking skill in experimental class and control class after the treatment given. So, the hypothesis alternative (Ha) is accepted and null hypothesis (H0) is rejected. The researcher concludes that there is any effect of applying Instructional Conversation method at the eighth grade students of SMP Negeri 4 Tanjungpinang. The data interpretation also show that when doing the treatment the student was more active. It means Instructional Conversation method is an good method and can be applied in students because Instructional Conversation promotes higher level understanding of thingking and student became more confident to speak and share their ideas.

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