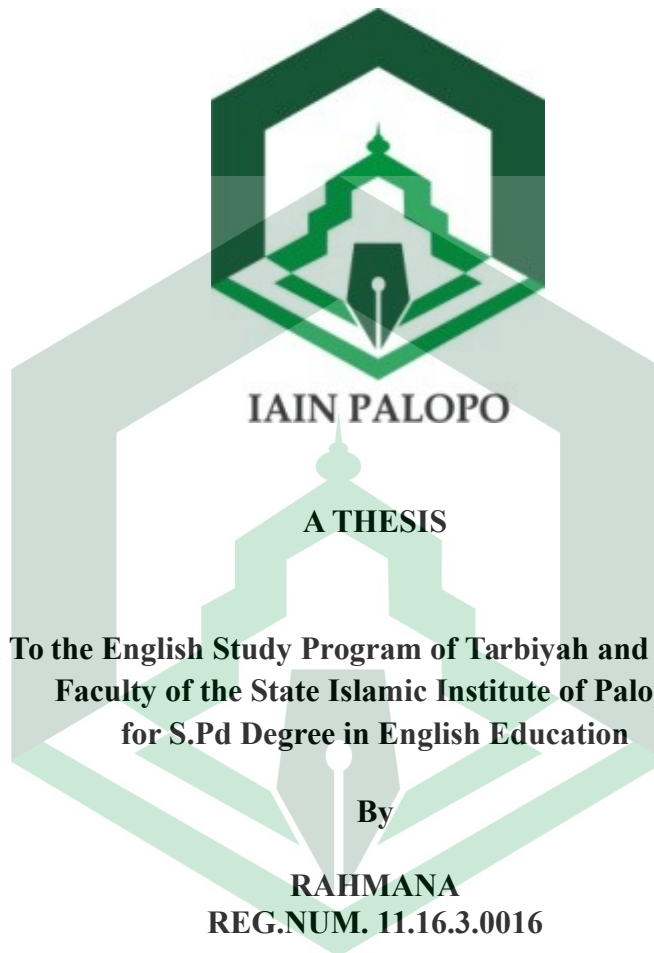


**IMPROVING STUDENTS' SPEAKING SKILL BY USING CONTEXT-BASED
CONVERSATION AT THE TENTH YEAR OF MAN
PALOPO**



**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE OF PALOPO
2015**

**IMPROVING STUDENTS' SPEAKING SKILL BY USING CONTEXT-BASED
CONVERSATION AT THE TENTH YEAR OF MAN
PALOPO**



IAIN PALOPO

A THESIS

**Submitted To the English Study Program of Tarbiyah and Teacher Training
Faculty of the State Islamic Institute of Palopo
for S.Pd Degree in English Education**

By

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2015**

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The researcher hopes this thesis can give some values to the students of English department and English teachers and the readers especially improving in teaching-learning of speaking. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the researcher pray to Allah swt gives regard to all of the people who have helped the writer. And the researcher hopes this thesis can be useful and give positive contribution for the readers and the others.

May Allah always bless us, amin. ***Billahi Taufiq Walhidayah.***

Palopo, September 10th 2015

The Researcher



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ABSTRACT

Rahmana, 2015, **Improving Students' Speaking Skill by Using Context-Based Conversation at the Tenth Year of MAN Palopo**. Thesis S1, English Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of (IAIN) Palopo. Under Supervisors: Wahibah,S.Ag,.M.Hum as the first consultant and Jufriadi,S.S., M.Pd as the second consultant.

Key Words : Speaking Skill, Context-based conversation.

This thesis focused on the improvement of students' speaking skill at the tenth year of MAN Palopo by using context-based conversation. The problem statement of this thesis are does the use of context-based conversation improve the students' speaking skill at the tenth year of MAN Palopo, and how are the students' responses about the using of context-based conversation in learning speaking skill at the tenth year of MAN Palopo?

The research applied pre experimental method through pre-test and post-test design. The pre-test was given to know the students' speaking skill. After giving the treatment and researcher used context-based conversation.

The population of this research was at the tenth year students of MAN Palopo in academic year 2015/2016 that consists of 200 students from seventh classes and the researcher used purposive sampling which was taken from class X.A consist of 24 students as the samples used by researcher.

The result of this research showed that there were significant improvements on students' speaking skill at the tenth year students of MAN Palopo after conducting the treatments by using context-based conversation than before getting treatment. It means that context-based conversation model gives significant improvement to students' speaking skill. The score of $t_{count}(9.347)$, is bigger than the score of $t_{table}(2.069)$ ($t_{count} > t_{table}$). It indicated that H_0 was rejected and that H_1 was accepted. It means that using context-based conversation approach gives significant improvement for the students by which they gave positive responds toward context-based conversation approach applied in learning speaking.

CHAPTER I

INTRODUCTION

A. Background

English is foreign language which has important role in globalization era right now. English function as a tool of communication to connect people from different countries in the world. Therefore English is integral part of human life in interaction. Language in society is really intertwined that is impossible to understand one. All human societies are shaped by language, and language itself is shaped by society.

Speaking is an important skill in learning a language beside reading, listening, and writing. Everyone should have the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in communication, because we cannot communicate with the other people, we cannot express our feeling, thoughts, idea and give a name for something. In this modern era, language which has become the key to enter the door of global communication is English.

Human beings are social creatures that need to associate one another, since they could not live alone. We communicate by using a language to keep our relationship. Language is the media of human communication. So we need to learn how to talk in foreign language, especially English that is already global.

In this research, the writer used context-based conversation as a method to convey the material specially in learning speaking. Context-based conversation is

very important to be used in learning. Context-based conversation can help teacher to get the instruction and to get the instructional aims, because context-based conversation can make students enjoy speaking. It means that to make high value of learning toward context-based conversation, the students should experience and understand how to practice conversation easily.

English language skills will not be able to improve if it's rarely used or trained, especially in terms of conversational English. By practicing a lot of Conversations the ability to master English conversation will be growing, like in the field of vocabulary, grammar or patterns in the preparation of sentences in conversation.¹ Ever-growing needs for fluency in English around the world because of the role of English as the world's international language has given priority to find more effective ways to teach English. It is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language skills. Richard C Jack says” our understanding of the nature of listening of speaking has undergone considerable changes in recent years”.² Speaking skill is difficult for foreign learners because effective oral communication has the ability to use language appropriately in social interaction. Because it is used in social interaction, the learners of language must be good at speaking.

1 Rudi Hariyono, *Active English Conversation*, (Cet. I; Jakarta: Gitamedia Press, 2003), p.3.

2 Jack C. Richards, *Teaching Listening and Speaking*, (First Published; America: Cambridge University press, 2008), p.1

Some of the problems when the students begin to speak are what should they say how they begin to speak, make discussion, and they are always scared to make mistake and give opinion. In relation to the problem of speaking English faced by the students, the writer would like to search the effect of context-based conversation to improve the students' speaking skill and their responses in speaking learning process. Considering the statement above, the researcher interested in doing the research about ***"Improving Students' Speaking Skill by Using Context-Based Conversation at the Tenth Year of MAN Paolo"***

B. Problem Statements

Based on the background above, the problem can be formulated as follows:

1. Does the use of context-based conversation improve the students' speaking skill at the tenth year of MAN Palopo?
2. How are the students' responses about the use of context-based conversation in learning speaking skill at the tenth year of MAN Palopo.

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C. Objective of the Research

Relevant to the research questions above, the researcher state the specific objectives of this research as follows:

1. To find out whether or not context-based conversation improve the students' speaking skill at the tenth year of MAN Palopo.
2. To find out the students' responses about the use of context-based conversation in learning speaking skill at the tenth year of MAN Palopo.

D. Significances of the Research

The result of this study is expected to give both theoretical and practical benefits as follows:

1. Theoretically

The result of this study is expected to find out method to improve students' speaking skill through conversation.

2. Practically

a. Teacher

- 1) Teacher can use the material easier and she/he will have new method to teach speaking by using context-based conversation.
- 2) The teacher can make this method be an interesting method in order to make the students easy to understand in learning process of English speaking.

b. Students

- 1) The students will be easy to understand about how to say something, in English
- 2) It will improve the students' skill in speaking.

c. Researcher

- 1) Can use the result of this study as reference
- 2) Can search the same variable.

E. Definition of Term

Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning.³ English speaking skill is the oral proficiency that measured base on their competence which consists of fluency, accuracy, and comprehensibility.

³ David Nunan, *Practical English Language Teaching*, p. 48

1. Speaking is the capability in pronouncing sound or word to express or convey though idea or feeling.⁴
2. Conversation is a form of interactive, spontaneous [communication](#) between two or more people. Typically it occurs in [spoken communication](#), but some written exchanges may also be referred to conversations.⁵
3. Context-based conversation is a conversation conducted by students offered by researcher by making pairs. Take the time to look at context and you will normally identify a few potential causes for your partner's discomfort. Try to remove the discomfort caused by the context, and see if your partner becomes comfortable.⁶

F. Scope of the Research

Based on the background of the study above, this study is limited to find out the improvement of students' speaking skill through conversation. The situation of conversation was situated in: classroom, library, hospital, market, at the tenth year of MAN Paolo in the school year 2014/2015.

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4 Henry Guntur Tarigan, *Prinsip-prinsip Dasar Sastra*, (Bandung: PT.Aksara 1990).P.15

5 <http://en.wikipedia.org/wiki/conversation>

6 <http://www.improveyoursocialskill.com/body-language/understanding context>

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the previous related research findings, some pertinent ideas and conceptual framework.

A. Previous Study

Based on the title improving students' speaking skill by The Students' Skill by using context-based conversation at the Tenth Year of MAN Palopo. There were some researchers who have conducted previous research aimed at improving students speaking skill:

1. Isnuryadi (2011) "Students' Perception Toward the Improvement of Speaking Skill at English Conversation Club of SMA Negeri 1 Wotu". Based on the result, he found this program was running well and not released by participation of all who have joined in this program. Especially for the institutions who had chosen the way to improved students' English and students' motivation to join English conversation club. It means that their learning processed is improved.
2. Ummu Kalsum Amrullah (2009) "Teaching Speaking Skill Through Listening Conversation to the Eleventh Year Students' of SMA PMDS Putri Palopo". She found the students would be happy, the pronunciation could be perfect the students' activity in learning process was very satisfying. It could motivate the students to improve their speaking skill.

Based on the previous studies above, the researcher wants to do research about teaching or learning speaking, but in her research. She will learn speaking in the different way to improve the students' skill. The researcher will learn speaking by using context-based conversation.

B. Some Pertinent Ideas

In this chapter, the writer will explain some concepts and theory of speaking such as: The definition of speaking skill, type of speaking, the principle of speaking, the problem of speaking, component of speaking skill, The Models of Classroom Speaking Activities, and the substance of context-based conversation such as: context-based conversation, conversation, the functions of conversation, the advantages of conversation, and the disadvantages of conversation.

1. Concept of Speaking
 - a. Definition of Speaking skill

Speaking skill is fundamentally an instrument act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them to provide information. They request thing to get them to do thing for them and they promise, bet, warn, and exclaim to effect them in still other ways. The nature of speech production, speakers begin with the intention of effecting their listeners in a particular way and they select in the utter a sentences theory believes will bring about just this effect.¹

¹ Herbert H. Clarck, *Psychology and Language*, (New York : United State of America, 1997), p.223

Speaking a language is especially for foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction.² As a human being we always need communication to express our idea to do everything, what's more a students on learners they have to speaks with their teacher as long as in learning process to express their idea.

As we know that there are some functions of language. Generally, one of which is to express our experience to others. It relates to how we can give description and explain to someone through speaking and tell to them the information that we fell. English speaking skill is the oral capacity, proficiency that measure based of competence features, performance features. There are consisting of fluency, accuracy, and comprehension. Speaking is fundamentally an instrumental act. Speaking skill is very important to communicate with other. With speaking skill each of people look differences with other. Bowie defines speaking as a use language in an ordinary voice.³

b. Types of Speaking

In our own language, speaking is usually the second language skill that we learn. This vocalized form of language usually requires at least one listener. When

³ A.P Cowei. *Oxford Learner's Pocket Dictionary*, (Oxford University Press: 1983), p.358.

two or more people speak or talk to speak 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 planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal and informal:

- 1) Informal speaking is typically used with family and friends, or people you know well.
- 2) Formal speaking occurs in business or academic situation, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online using or video chat. They can also record and upload their voice for other people to listen to.

c. The Principles for Teaching Speaking

Speaking is an especially difficult for foreign learners because elective oral communication requires the ability to use language appropriately in social interaction. There are five principles for teaching speaking as follow :

1. Be aware to differences between second language and foreign language learning context.
 2. Giving students practice with both fluency and accuracy.
 3. Provide up opportunities for the student to talk by using group work or pair work, and limiting teacher talk.
 4. Plan speaking tasks that involve negotiation for meaning.
 5. Design classroom activities that involve guidance and practice in both international.
- d. The Problem of Speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As we learn to speak, we also should learn some aspects such as vocabulary mastery, courage to speak and do continuous speaking practice.

In some test of oral production, it is difficult to separate the speaking skills from and the listening skills. Clearly in normal speech situation, the two skills are interdependent that it is impossible to hold any meaningful conversation without understanding what is being said and without making oneself understood at the same time.

e. Components of speaking skill

Theory that written by J.B. Heaton, rating scale to value the digres of learners speaking ability the rating scale includes accuracy, fluency and comprehensibility⁴. “Based on the statement, the writer divides speaking skill into three main components, as follows:

1) Fluency

Fluency is the ability to produce one wish to say smoothly and undue hesitation. Speaking without too great and effort with fairly wide ranges of expression in the past researcher Tasyid and Nur found that in the student speaking skill they

⁴ J.B.Heaton, *Writing English Language Teks*, (Longman Group, U.K. England, 1991),p.100

were fairly fluent in interaction with speak of 75-89 words for minute with no more than 3 false and repetition and not more 7 fillers words per 100 words.

2) Accuracy

Accuracy is the ability is use target language clearly intelligible pronunciation, particular grammatical and lexical and accuracy brown says that achieved to some. Brown says that accuracy achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output. Extend by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and repsasily. Comprehension is exercise to improve one understanding.

The first point to emphasize is that speech production take place in real time and is therefore essentially linear, words follow words phrase follow phrase. Speech as produced utterance, in response to the word by word and utterance by utterance productions of the person we are talking to. Base on the point speaking involved.⁵

Teaching and learning take place as the result of a communication process. Learning ability of individuals is mostly related to how effective students use the oral communication skill. One's being unable to state their thoughts and opinion in a way

⁵ Ibid, p.2

not thinking and as a result of this not taking a part in classroom means being unable to learn. In speaking skill there are three components to master it such as:

a) Pronunciation

Pronunciation is the act of manner of pronunciation something articulate utterance. In other hand the pronunciation is the way to produce of words in native speaker. It will be a problem if we speak in English but we cannot speak like native speaker. Elsjelyn finds the factors influence the pronunciation of someone like: Six variety, mother tongue, privates, and attitude for pronunciation, talent, and chance to speak with native speaker.⁶ In English there are two parts should be mastered in pronunciation language such as sound and stress. Harmer adds three areas to know about pronunciation such as:

(1) Sounds

Sounds is words are made up of individual sounds for example 'beat'=/b + I; + t/. By changing one sound, we can change the word and its meaning.

(2) Stress

Stress is the part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice. In English and many other languages, one or more of the syllables in each content word is stressed.

b) Pitch and Intonation

⁶ Evelyn Rientje Elsjelyn, *English Made Easy*, (Kesaint Blanc, Jakarta: 2006), p.55.

Pitch describe the level at which you speak and intonation as often describe as the music of speech.

4) Appropriacy

Appropriacy is the ability to use the language correctly in communicating.

According *Evelyn in English Made Easy*:

“There are rules of use without which the rules of syntax are meaningfulness.

If wants to use the language correctly he must consider some variables like:

setting

(situation): where and how someone speak, participant: with whom he speak,

purpose, channel (communication tools) and topic”.⁷

5) Conventional is the use of expression that usual.

Many people know what want he says but don't how to arrange what he will say. This problem is caused grammar problem. Beside that English is the contextual language so can't use in the different condition.

The skill to speak fluently presupposes not only knowledge but also the skill to process information and language.

All of components and elements of speaking determines the skill in speaking and communicate. They can be not separated one and others. The speaker can share information: divide the opinion and listener can understand what he says and happen the change information among them.

⁷ Ibid, p.64-65.

f. The Models of Classroom Speaking Activities

Harmer introduces some models that teacher can improve students' speaking ability like some examples follow:

1). Acting from a script.

We can ask our students to act out scenes from plays and their course books. Sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out the front of the class.

2). Communication games.

Games are designed to provoke communication between students frequently depend on an information gap so that one student has talk to a partner in order to solve a puzzle, draw a picture in the right order or find similarities and difference between picture. Usually, teacher can use the television or tape recorder while playing games with students. Games can give riles situation and fun condition to students. Singing together also is one way to improve speaking ability.

3). Discussion

The "buzz group" is one way in which a teacher can avoid such difficulties. All it means is that students have a chance for quick discussions in small group before any of them are asked to speak in public because they have a chance to think of ideas and language to express them with before being asked to talk in front of class.

4). Prepared Talks

Prepare talks is a kind of speaking activity where a student's makes a presentation on a topic their own choice. Such talks are not designed for information

spontaneous conversation because they are prepared. However, if possible, students should speak from notes rather than from script.⁸

5). Simulation and Role-play

These way students “simulate” a real life encounter as if they were doing so in the real world in the meeting or aero plane, or taking on the role of a character different from themselves. Simulation and role play can be used to encourage general oral fluency, or to train students for specific situation.

6). Information Gaps

Where two speakers have different parts of information making up a whole because they have different information, there is a ‘gap’ between them.

7). Games

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and picture. Questionnaires are useful because, by being pre planned, they ensure that both questioner and respondent have something to say to each other.⁹

All of models above can help of speaking activities special for students to active to speak and share information in learning process. Teacher will find something difference in speaking of students. These models have popular in some if language school and use of teacher to teach English with fun and better condition.

⁸ Jeremy Harmer, *The practice English Language Teaching*, op.cit.,p.271-274

⁹ Jeremy Harmer, *How to Teach English*, op.cit.,p.89.

2. Context -Based Conversation

Conversation context provides an overall history of a conversation as described earlier. In an information-seeking environment, users tend to only explicitly or implicitly specify the new or changed aspects of the information of their interest without repeating what has been mentioned earlier in the conversation, required but unspecified information needs to be inferred from the conversation context. Although the mechanism of our covering operation is similar to the overlay operation described in not only can our covering infer the focus of attention, but it can also infer the intention. What makes this operation possible is our underlying consistent representation of intention and attention at both the discourse and the input levels.¹⁰ There are many definitions about context-based conversation as follows:

a. Conversation

Conversation is a form of interactive, spontaneous [communication](#) between two or more people. Typically it occurs in [spoken communication](#), but some written exchanges may also be referred to as conversations. 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 [learning](#).

[Conversation analysis](#) is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational

¹⁰ Chai, Joyce Y, *A Context-Based Multimodal Interpretation Framework in Conversational Systems*, (Department of Computer Science and Engineering Michigan State University, East Lansing, Michigan 48824, USA), p.15

interaction.¹¹ Conversations have many functions and advantages or disadvantages conversation:

b. The Functions of conversation

Most conversations may be classified by their goal. Conversational ends may, however, shift over the life of the conversation.

- 1) Functional conversation is designed to convey information in order to help achieve an individual or group goal.
- 2) Small talk is a type of conversation where the topic is less important than the social purpose of achieving bonding between people or managing personal distance.
- 3) Banter is non-serious conversation, usually between friends, which may rely on humor or in-jokes at the expense of those taking part. The purpose of banter may at first appear to be an offensive affront to the other person's face. However, people engaging in such a conversation are often signaling that they are comfortable enough in each other's company to be able to say such things without causing harm.¹²

c. Advantages and disadvantages of conversation

1) Advantages of conversation

The advantages of face-to-face communication are described as below:

- a) Responses immediately: When people communicate each other in person, they can get a response immediately without misunderstanding. During the conversation,

¹¹ <http://en.wikipedia.org/wiki/conversation>

¹² <http://en.wikipedia.org/wiki/conversation>

people can not only hear a response from others, also see how they are feeling; people can guess what will take place next, how the conversation is about, which is very important to have a successful talk.

- b) Express of feelings: Using face-to-face communication helps people express their feelings, ideas much better. Instead of using words only when people choose letters, emails or phone for [communication](#), people can use eye contact, verbal language in order to show their opinions. Scientists show that more than seventy percent people use body or verbal language in communicating; thus, it's very important for people use actions to express views.
- c) Suitable for respect: Face-to-face communication enjoys yet another distracts advantage, the message being communicated also gets the assistance of facial expressions and gestures.
- d) Suitable for discussion: Face-to-face communication is particularly suitable for discussion, for there is immediate feedback from the listener. Face-to-face communication provides the speaker with a much better opportunity for adjustment. A twist of the lips, a frown on the forehead, a contraction of the facial muscles point out that the message is not welcomed, then changes of tone or sympathetically looking is to be needed. These adjustments are possible only in face-to-face communication.
- e) Conversation to learn: We learn a great deal via conversation, including conversations with ourselves. We learn highly valuable life lessons.
- f) Conversation to coordinate: Coordinating our action in ways that are mutually beneficial. Anytime we negotiate one favor for another, we use conversation to reach an agreement to transact.

- g) Collaborate: Coordination of action assumes relatively clear goals, but many times social interaction involves the negotiation of goals. Conversation is a requisite for agreeing on goals, as well as for agreeing upon and coordinating our actions.

2). Disadvantages of conversation

Disadvantages of face-to-face conversation: The limitations of *face-to-face communication* are given below:

- a) Difficult to practice in large-sized organization: Face-to-face communication is extremely difficult to practice in large-sized organizations, particularly if their various units or departments are situated at different places.
- b) Not effective in large gatherings: It is very difficult to get a message across to large gatherings. Even though the speaker is addressing them face-to-face, the vital personal touch is missing. In the absence of a satisfactory feedback, his speech lapse into a monologue.
- c) Ineffective if the listener is not attentive: A limitation which the face-to-face communication shares with oral communication is that its effectiveness is closely linked with the listener's attentiveness. Since human beings can listen to grasp the message faster than the speed at which they are delivered, they will easily get delivered thus making communication ineffective.¹³

d. Definition of Context

Context is any information that can be used to characterize the situation of an entity element for description of this context information fall five categories: Individuality, activity, location, time, and relation. The activity predominantly

¹³ <http://thebusinesscommunication.com/what-is-face-to-face-conversation/>

determines the relevancy of context elements in specific situation. And the location and time primarily drive the creation of relations between entities and enable the exchange of context information among entities. It has some many kinds about conversation there are:

1. The conversation itself. Did something in the conversation cause your partner to become more or less comfortable? For instance, if your partner's language changed when you asked a specific question, perhaps there is something about that question that made them uncomfortable.
 2. The environment the conversation takes place in. Conversations don't occur in a vacuum (unless you are an astronaut.) Look around the room to see what your partner might be reacting to. An argument at a nearby table, an overtly crowded room, or an ex-girlfriend who just entered the party could all be reasons why your partner suddenly became uncomfortable.
 3. Your partner's recent experiences. Your partner's day did not begin when you started talking with them, and the experiences they had prior to your conversation might still be affecting them. For example, if your partner had a rough day at work, they might give off discomfort signals because they are still thinking about their stressful day.¹⁴
3. Interest

Interest is a mentally condition that someone that procedure to particularly situation and object that give pleasure as satisfaction and also interest is a subjective

¹⁴ [http://www.improveyoursocialskill.com/body-language/understanding context](http://www.improveyoursocialskill.com/body-language/understanding-context)

objective attitude, concern on condition involving a perception or idea in attention and combination of intellectual and feeling consciousness.

Interest also refers to the kind of things we are appreciating and enjoy. The selection of an occupation and the satisfaction we get from other works usually depend more interest than our abilities. Interest and abilities are closely related but our interest gives us more motivation to use our abilities.

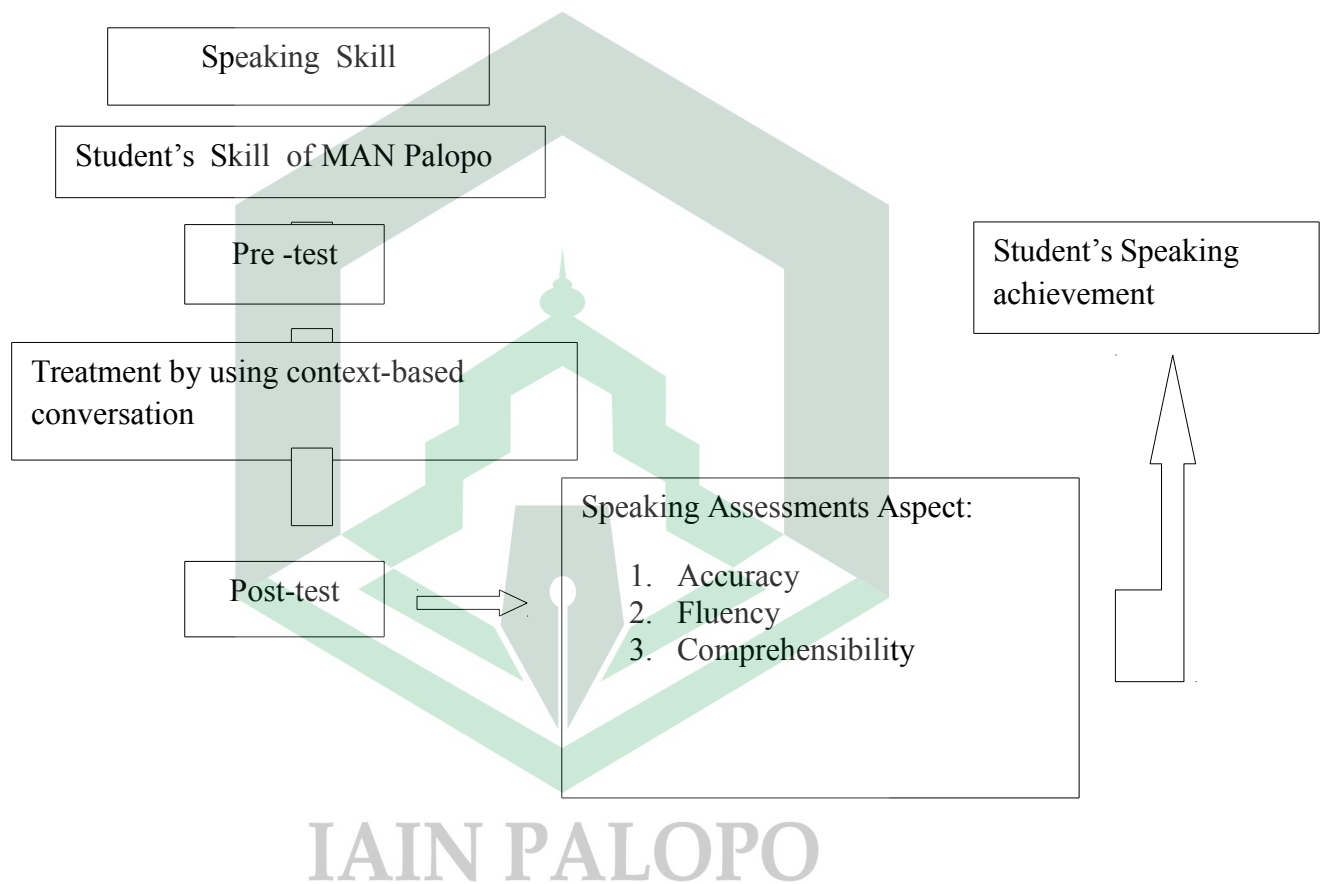
From the definition above the writer concludes that the human interest will be appeared when the human felt the activities or other things are useful, pleased or value for their life.

C. Conceptual Framework

Speaking is one of integrative skills taught at university. However, most of the students are not able to use English as a means of communication. In this case, a lecturer of English had better use the appropriate technique, appropriate methods and interesting media to the students.

Based on the statement above, the researcher focuses on the students' skill by using context-based conversation at the tenth year of MAN Palopo. In this research the students will be given pre-test to know their skill in speaking before giving treatment. After that they will be given fourth meeting for treatments as a process of learning speaking by using context-based conversation. After conducting both items, the researcher come to the last items namely giving post-test to know whether any significance development of students' achievement in speaking skill. Besides the researcher also gives questionnaire to know the students' response in learning

speaking by using context-based conversation. These processes are formulated as follows:

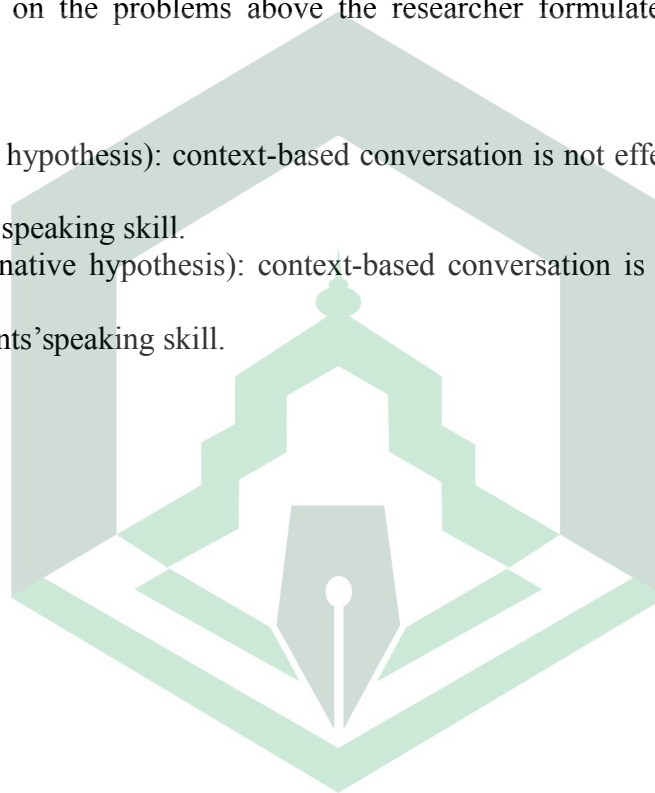


D. Hypothesis

The hypothesis of this research is the effectiveness in improving the students speaking skill of the tenth year MAN Palopo by using context-based conversation.

Based on the problems above the researcher formulated the hypothesis as follows:

1. H_0 (Null hypothesis): context-based conversation is not effective to improve the students' speaking skill.
2. H_1 (Alternative hypothesis): context-based conversation is effective to improve the students' speaking skill.



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CHAPTER III RESEARCH METHOD

A. Research Design

The method applied in this research was pre-experimental method. The design presented as follows:

$O_1 \quad X \quad O_2$

Where : O_1 = Pre test

X = Treatment

O_2 = Post test

B. Population and Sample

1. Population

The population of this research was at the tenth year of MAN Palopo, 2015/2016 Academic year that consists of 200 students from seventh classes.

2. Sample

The sample of this research used purposive sampling. There were 24 students took as sample as an ideal teaching learning process.

C. Instrument of the Research

The instruments of this research were speaking test and questionnaire.

1. Speaking test

Speaking test was an instrument that used in this research. It was used in pre-test and post-test. Pre-test used to measure the students' speaking before treatment given by the researcher and post-test used to measure the students' speaking performance after treatments have been given. This research applied oral test and the

researcher would record the students' oral test by recorder to measure the students' speaking skill.

2. Questionnaire

The questionnaire was meant to find out whether the students are response in learning speaking by using context-based conversation of situation or not. The questionnaire consisted of 6 items. It contained four alternative choices namely; strongly agree, agree, disagree, strongly disagree.

D. Procedure of Collecting Data

In collecting data, the researcher needs six meetings or days with the students in the class. The procedure of collecting data was described as follows:

1. Pre-test

On the first day the researcher did the pre-test before treatment to get first data from students. To get first data (X), the researcher did oral test to the students. The researcher explained what the context-based conversation meaning and after that the researcher asked the students to tell about conversation in the beach to uncover the students' speaking skill before treatment.

2. Treatment

The researcher conducted treatments after doing the pre-test and the treatments was done until four meetings. The steps were as follows:

- a. At the first treatment, the researcher gave a situation about the condition of classroom as the topic. Then, divided the students into some pairs. After that the researcher gave

time to in pairs to prepare themselves to perform the situation. After some minute later, each pairs one by one to come forward to perform the situation. Every member in pairs put themselves in the situation that was given and then performed it in front of the class.

List of vocabulary about conversation in the classroom:

- | | | |
|--------------|----------|---------|
| • Teacher | Students | Friends |
| • Book | Pen | Bag |
| • Table | chair | marker |
| • Whiteboard | homework | |

- b. At the second treatment, it did same with the first treatment but the researcher gave different situation and divided the students into different pairs. The researcher gave different situation. The situation is in the market.

List of vocabulary about conversation in the market:

- | | | |
|-----------|-------|-----------|
| • Seller | Buyer | Vegetable |
| • Fruit | Rice | Fish |
| • Chicken | | |

- c. At the third treatment the researcher gave situation in the library to each pairs and then gave time to the students to discuss about the situation. After that, all of the pairs came forward one by one to perform the situation according to context-based or situation.

List of vocabulary about conversation in the library:

- Librarian
- Visitor
- Books
- Table
- Chair

- d. At the fourth treatment, the researcher gave situation in the hospital and then invited the couple one by one to perform the situation according to context-based situation.

List of vocabulary about conversation in the hospital:

- | | |
|------------|-----------|
| • Doctor | Medicine |
| • Nurse | Injection |
| • Patients | Health |

3. Post-test

After gave treatment to the students for four meetings, the researcher gave post-test. In the post-test the researcher did oral test. The researcher asked the students chose self about context-based conversation. The researcher recorded the students to uncover the improving students' speaking skill.

4. Questionnaire

The sheets of questionnaire contain six questions. The questionnaire was an instrument to see the students' response in speaking by using context-based conversation.

There were four choices in the questionnaire namely strongly agree, agree, disagree, and strongly disagree. Every items have score where strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.¹

E. Technique of Data Analysis

The data was collected by the researcher, tabulated into scoring classification. And test significance that following:

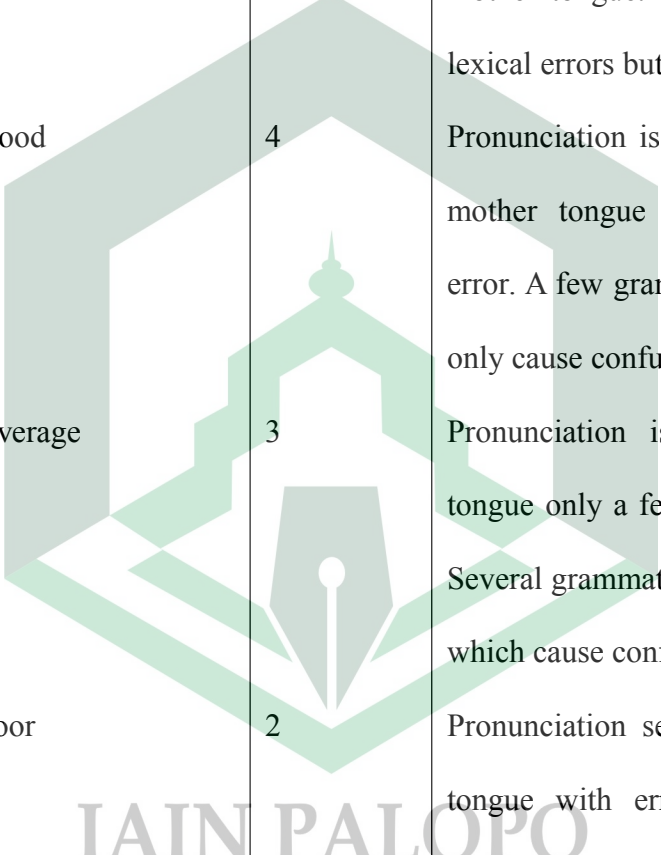
Table 3.1

The Assessment of Speaking

1. Accuracy

Classification	Score	Criteria
----------------	-------	----------

¹ Subana, *Dasar-Dasar Penelitian Ilmiah*, (Bandung: Pustaka Setia, 2005), p.136.



Excellent	6	Pronunciation is only very slightly influence by the mother tongue. Two are three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother tongue with error causing a breakdown in communication. Many basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and

		areas practiced in courses.
--	--	-----------------------------

2. Fluency

Clarification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression
Average	3	Has to make an effort for much of time. Often has to search for the desire meaning. Frequently fragmentary and halting delivery. Almost give

Poor	2	up making effort at times. Limited range of expression.
Very poor	1	Long pauses while he searches for the desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression. Full of long unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range expression

3. Comprehensibility

Clarification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker's attention and general meaning. Very few interruption or classification required.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow.

Average	3	His attention is always clear but several interruptions are necessary to help him to convey message or to seek clarification. The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener a great effort or interrupts, the speaker is unable to clarify he seems to have said.

(Adopted From Heaton)²

Beside the technical or scoring through seven scales above, the writer also makes rating classification to measure the students' speaking ability.³

The following is rating scale classification:

Classification	Scale	Rating
----------------	-------	--------

²J.B.Heaton, *Writing English Language Test*, ed. 1: New York inc,1998, p.100.

³ Daryanto, *Evaluasi Pendidikan*, Jakarta PT: Rineka Cipta , 2007, p. 211.

Excellent	86-100	6
Very good	71-85	5
Good	56-70	4
Average	41-55	3
Poor	26-40	2
Very poor	25	1

To analyze the collectives' data from the objective test the writer used formula:

- a. Scoring the students' answer :

$$S = \text{Accuracy} + \text{fluency} + \text{Comprehensibility}$$

In which: S = Score

- b. To analyze the objectives test from the students, the researcher used the formula for getting the mean score and standard deviation for post-test and pre-test by using SPSS 21(Statistic product serves solution). From Both mean score, the researcher searched t-test for correlated sample with the formula:

$$D = \text{score difference of both samples}$$

$$N = \text{Total number of sample}$$

- c. After finding t-test score it related with significance test. The researcher base on the degree of freedom (df)= N-1 and the critical table for two tailed test. (with significant degree : $\alpha = 0,05$ and $\alpha = 0,01$). The last was take conclusion with conduct between the t-test with and t-table based on: *If the $-t_{table} \leq t_{count} \leq +t_{table}$ So, H_0 is accept and H_1 is refused⁴*

⁴ Suharsimi Arikunto, *Prosedur Penelitian*, op.cit., p.123.

- d. To see the student's response to learning English by context based conversation of situation, the writer used questionnaire. Each statement in the questionnaire offers four scales, the scales namely:

Strongly agree= 4 Agree = 3

Disagree =2 Strongly disagree = 1

For classifying the students' score in questionnaire, it will use percentages of the score classification as follows:⁵

$$P = FQ/N \times 100$$

Where: P =Percentages

FQ = Frequency of items.

N = Total

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⁵ Sudjana, *Metode Statistika*, (Bandung: Tarsito Bandung, 1992),p.73

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the first dealt with finding of the researcher and the second dealt with discussion. The findings of the research covered the description of the result of the data analysis then discussed them into the discussion section research.

A. Findings of the Research

The findings of this research were showed to describe the result of the data that were analyzed statistically. It consist of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, and analysis of data questionnaires.

1. The analysis students' speaking score in pre-test and post-test.

a. Pre-test

In this section, the researcher shows the complete score of the students in speaking skill (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher would present them in the tables and calculate the score by using SPSS 21. For more clearly, at first the researcher would show the complete students' score speaking skill of accuracy, fluency, comprehensibility in pre-test. It is tabulated by following table:

Table 4.1
The Score of Students' Speaking Skill in the Pre-test

No	Respondent	accuracy	Fluency	Comprehensibility	total
1	R1	2	2	1	5
2	R2	2	2	1	5

3	R3	1	2	2	5
4	R4	1	2	1	4
5	R5	1	1	2	4
6	R6	1	2	2	5
7	R7	3	3	3	9
8	R8	2	2	2	6
9	R9	3	2	2	7
10	R10	1	1	2	4
11	R11	1	1	1	3
12	R12	1	1	1	3
13	R13	1	1	1	3
14	R14	2	2	1	5
15	R15	3	2	1	6
16	R16	3	2	2	7
17	R17	2	2	2	6
18	R18	1	1	1	3
19	R19	1	1	2	4
20	R20	2	1	1	4
21	R21	2	1	2	5
22	R22	3	3	2	8
23	R23	1	3	1	5
24	R24	1	3	1	5
N=24	Total				$\Sigma Y=113$

Speaking skill consisted of three aspect; they were accuracy, fluency, and comprehensibility. So in this section, the researcher would present and tabulated the mean score of the students' speaking skill one by one. All of those would explain for more clearly by following tables:

1). Accuracy

Table 4.2

The Score of Students' Accuracy in Pre-test

Respondent	Accuracy
R1	2
R2	2
R3	1
R4	1
R5	1
R6	1
R7	3
R8	2
R9	3
R10	1
R11	1
R12	1
R13	1
R14	2
R15	3
R16	3
R17	2
R18	1
R19	1
R20	2
R21	2
R22	3
R23	1
R24	1
N=24	

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

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Table 4.3

The Mean Score of Students' Accuracy in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
accuracy	24	2.00	1.00	3.00	41.00	1.7083	.80645

Valid N (listwise)	24						
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Table 4.3 shows that highest score of students was 3.00 and the lowest score was 1.00. Besides, it also indicates that the mean score of students' accuracy in pre-test was 1.7083 and the standard deviation was 0.80645. In other side, the researcher also had written the students' score of accuracy before giving treatment by using context-based conversation and it presents through the table rate percentage score. The table is shown as follows:

Table 4.4
The criteria and percentage of the students' accuracy in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	Very good	5	-	0%
3	Good	4	-	0%
4	Average	3	5	20,8333%
5	Poor	2	7	29,1667%
6	Very poor	1	12	50 %
Total			24	100%

Based on table 4.4 the criteria and percentage of students' accuracy indicate that there was none of students who got excellent score, very good score, and good scores.

But there were 5 students (20, 8333%) who got average scores, 7 students (29, 1667%) who got poor scores and 12 students (50%) who got very poor scores.

2). Fluency

Table 4.5
The Score of Students' Fluency in Pre-test

Respondent	Fluency
R1	2
R2	2
R3	2
R4	2
R5	1
R6	2
R7	3
R8	2
R9	2
R10	1
R11	1
R12	1
R13	1
R14	2
R15	2
R16	2
R17	2
R18	1
R19	1
R20	1
R21	1
R22	3
R23	3
R24	3
N=24	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.6**The Mean Score of Students' Fluency in Pre-test****Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
fluency	24	2.00	1.00	3.00	43.00	1.7917	.72106
Valid N (listwise)	24						

Table 4.6 shows that the highest score of students' was 3.00 and the lowest score 1.00. Besides, it also indicates that the mean score of students' fluency in pre-test was 1.7917 and standard deviation was 0.72106.

In other side, the researcher also had written score of the students' fluency before giving treatment by using context-based conversation and it present through the table rate percentage scores. The table is shown as follows:

Table 4.7**The criteria and percentage of the students' fluency in pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	Very good	5	-	0%
3	Good	4	-	0%
4	Average	3	2	8,3334%
5	Poor	2	11	45,8333%
6	Very poor	1	11	45,8333%
Total			24	100%

Based on the table 4.7, the criteria and percentage of the students' fluency indicated that there were none of the students' who got excellent score, very good score and good scores and there were 2 students (8,3334%) who got average scores, 11 students (45,8333%) who got poor scores and 11 students (45,8333%) who got very poor score.

3). Comprehensibility

Table 4.8
The score of the Students' Comprehensibility

Respondent	Comprehensibility
R1	1
R2	1
R3	2
R4	1
R5	2
R6	2
R7	3
R8	2
R9	2
R10	2
R11	1
R12	1
R13	1
R14	1
R15	1
R16	2
R17	2
R18	1
R19	2
R20	1
R21	2
R22	2
R23	1
R24	1
N=24	

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.9

The Mean Score of Students' Comprehensibility in Pre-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
comprehensibility	24	2.00	1.00	3.00	37.00	1.5417	.58823
Valid N (listwise)	24						

Table 4.9 shows that the highest score of students' was 3.00 and the lowest score was 1.00. Besides, it also indicates that the mean score of students' comprehensibility in pre-test was 1.5417 and the standard deviation was 0.58823.

In other side, the researcher also had written score of students' comprehensibility before giving treatment by using context-based conversation and it present through the table rate percentage score. The table is shown as follows:

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Table 4.10

The criteria and percentage of the students' comprehensibility in pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	Very good	5	-	0%
3	Good	4	-	0%
4	Average	3	1	4,1667%
5	Poor	2	11	45,8333%
6	Very poor	1	12	50%
Total			24	100%

Based on the table 4.10 the criteria and percentage of the students' comprehensibility indicates that there were none of students got excellent scores, very good scores, and good scores, there were 1 student (4,1667%) who got average score, 11 students (45,8333%) who got poor scores, and 12 students (50%) who got very poor scores.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking skill in post-test. The result of the students' score in post-test was presents in the tables. The complete of the students' score speaking skill of accuracy, fluency, and comprehensibility in post-test are tabulated as follows:

Table 4.11
The score of the Students' Speaking Skill in the post-test

No	Respondent	accuracy	Fluency	Comprehensibility	total
1	R1	5	4	3	12
2	R2	3	3	4	10
3	R3	3	3	3	9
4	R4	4	3	4	11
5	R5	3	3	3	9
6	R6	3	3	3	9
7	R7	4	4	4	12

8	R8	3	3	4	10
9	R9	3	3	3	9
10	R10	4	3	3	10
11	R11	3	3	3	9
12	R12	4	3	4	11
13	R13	3	3	3	9
14	R14	4	4	3	11
15	R15	3	3	3	9
16	R16	4	3	4	11
17	R17	4	4	3	11
18	R18	6	5	6	17
19	R19	5	5	5	16
20	R20	3	3	3	9
21	R21	4	4	5	13
22	R22	3	3	3	9
23	R23	5	4	5	14
24	R24	6	5	6	17
N=2 4	Total				$\Sigma Y=26$ 7

In other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It could be shown as follows:

1). Accuracy

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Table 4.12

The Score of the Students' Accuracy in Post-test

Respondent	Accuracy
R1	5
R2	3
R3	3
R4	4
R5	3

R6	3
R7	4
R8	3
R9	3
R10	4
R11	3
R12	4
R13	3
R14	4
R15	3
R16	4
R17	4
R18	6
R19	5
R20	3
R21	4
R22	3
R23	5
R24	6
N=24	

To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result could present in to the table descriptive statistic as follows:

Table 4.13

The Mean Score of Students' Accuracy in Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
accuracy	24	3.00	3.00	6.00	92.00	3.8333	.96309
Valid N (listwise)	24						

Table 4.13 shows that the highest score of students' were 6.00 and the lowest score were 3.00. Besides, it also indicates that the mean score of the students' accuracy in post-test were 3.8333 and the standard deviation was 0.96309

In other side, the write also has written score of the students' accuracy who had been given treatment by using context-based conversation and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.14
The criteria and percentage of the Students' Accuracy in Post-test

No	Classification	Scor	Frequency	Percentage
1	Excellent	6	2	8,3334%
2	Very good	5	3	12,5%
3	Good	4	8	33,3333%
4	Average	3	11	45,8333%
5	Poor	2		0%
6	Very poor	1		0%
Total			24	100%

Based on the table 4.14 the criteria and percentage of students' accuracy indicated that were 2 students (8, 3334%) who got excellent scores, 3 students (12, 5%) who got very good scores, 8 students (33, 3333%) who got good scores, 11 students (45, 8333%) who got average scores, and there was none students who got poor scores and there was none students who got very poor scores.

2). Fluency

Table 4.15

The Score of the Students' Fluency in Post-test

Respondent	Fluency
R1	4
R2	3
R3	3
R4	3
R5	3
R6	3
R7	4
R8	3
R9	3
R10	3
R11	3
R12	3
R13	3
R14	4
R15	3
R16	3
R17	4
R18	5
R19	5
R20	3
R21	4
R22	3
R23	4
R24	5

N=24	
------	--

To calculate the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follows:

Table 4.16
The Mean Score of Students' Fluency in Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
fluency	24	2.00	3.00	5.00	84.00	3.5000	.72232
Valid N (list wise)	24						

Table 4.16 shows that the highest score of students' were 5.00 and the lowest were 3.00. Besides, it also indicates that the mean score of students' fluency in post-test were 3.5000 and the standard deviation was 0.72232.

In other side, the write also has written score of students' fluency who had been given treatment by using context-based conversation and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.17
The criteria and percentage of the Students' Fluency in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	6	-	0%
2	Very good	5	3	12,5%
3	Good	4	6	25%
4	Average	3	15	62,5%
5	Poor	2	-	0%
6	Very poor	1	-	0%

Based on the table 4.17 the criteria and percentage of students fluency indicated that there was none students who got excellent scores, and there were 3 students (12, 5%) who got very good scores, there were 6 students (25%) who got good scores, and there were 15 students (62, 5%) who got average scores, there was none students who got poor scores and there was none students who got very poor scores.

3). Comprehensibility

Table 4.18

The Score of the Students' Comprehensibility in Post-test

Respondent	Comprehensibility
R1	3
R2	4
R3	3
R4	4
R5	3
R6	3
R7	4
R8	4
R9	3

R10	3
R11	3
R12	4
R13	3
R14	3
R15	3
R16	4
R17	3
R18	6
R19	5
R20	3
R21	5
R22	3
R23	5
R24	6
N=24	

For looking the mean score of students' comprehensibility in post-test, researcher calculated it by using SPSS 21. The result could be presented in to the table descriptive statistic as follows:

Table 4.19

The Mean Score of Students' Comprehensibility in Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
comprehensibility	24	3.00	3.00	6.00	90.00	3.7500	.98907
Valid N (list wise)	24						

Table 4.19 shows that the highest score of students' were 6.00 and the lowest were 3.00. Besides, it also indicates that the mean score of students' comprehensibility in post-test were 3.7500 and the standard deviation was 0.98907.

In other side, the write also has written score of students' comprehensibility who had been given treatment by using context-based conversation and it presents through the table rate percentage scores. The table is shown as follows:

Table 4.20

The criteria and percentage of the Students' Comprehensibility in Post-test

No	Classification	Scor e	Frequency	Percentage
1	Excellent	6	2	8,3334%
2	Very good	5	3	12,5%
3	Good	4	6	25%
4	Average	3	13	54,1666%
5	Poor	2	-	0%
6	Very poor	1	-	0%
Total			24	100%

Based on the table 4.20 the criteria and percentage of students' comprehensibility indicated that there were 2 students (8, 3334%) who got excellent scores, 3 students (12, 5%) who got very good scores, 6 students (25%) who got good scores, 13 students (54, 1666%) who got average scores and there was none students who got poor scores and there was none students who got very poor scores.

Beside showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, the researcher also would present the total mean score and standard deviation of in pre-test and post-test, and

the compare both of them. The result would be presented in to the table descriptive statistic as follows:

Table 4.21

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pretest	24	3.00	9.00	121.00	5.0417	1.57367
posttest	24	9.00	17.00	267.00	11.1250	2.55908
Valid N (listwise)	24					

Table 4.21 indicates that the standard deviation in pre-test was 1.57367 and in post-test were 2.55908. It also shows that mean score of the students' in pre-test were 5.0417 and the mean score of the students' in post-test were 11.1250. The result of the table above shows that the mean score of students' in post-test was higher than the mean score of students in pre-test. It is concluded that using context-based conversation was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculated it by using SPSS 21. The result can be shown in the table of paired samples statistic, paired sample correlation, and paired samples test. It was presented in the following tables:

Table 4.22**The Paired sample Statistics of Pre-test and Post-test**

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	11.1250	24	2.55908	.52237
pretest	5.0417	24	1.57367	.32122

Paired Samples Correlations				
	N	Correlation	Sig.	
Pair 1 posttest & pretest	24	-.142	.509	

The table paired samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test was 1.57367 and 2.55908 in post-test. Besides, the standard deviation error in pre-test was 0.32122 and in post-test was 0.52237. the table above also shows that mean score in pre-test was 5.0417 and in post-test was 11.1250. It could be concluded that the students' score improved from 5.0417 to 11.1250.

The table paired samples correlations of pre-test and post-test above presents that the correlation of the students' ability before and after treatment is 0.14. It means that there was a significant correlation of students' ability in teaching speaking by using context-based conversation before and after treatment.

Table 4.23

The Paired Sample Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	6.08333	3.18852	.65085	4.73694	7.42973	9.347	23	.000

From the table sample test 4.23, the researcher got the data that t_0 (t_{count}) = 9.347 and df (degree of freedom) = 23. According to the gay the value of t_t = 2.069.¹ It was the standard of signification 0.05 with degree of freedom (df) = 23. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$9.347 > 2.069$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} , it concluded that there was a significant difference in teaching speaking before and after using context-based conversation. Because of that, the researcher assumes context-based conversation was effective in teaching speaking at the tenth years of MAN Palopo.

Table 4.24
The Table Distribution of t (L.R Gay)

¹ L.R.Gay. Geoffery E. Mills. Pette airasian, *education research*.

df	P (Level of Significance 2 Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.076	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.048
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850

21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.174	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

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2. Data analysis of Questionnaires

To get data of students' interest in learning speaking by arranging conversation based on context, the researcher made questioner that consisted of 6 items. To find out the percentage of students in questionnaires assessment by using formula below:

$$P = FQ/N \times 100$$

Where : P =Percentages

FQ = Frequency of items.

N = Total

The result and percentages of students' score would be percentages of students' score would be presented by using table. It would explain one by one according to the indicators of interest and it could be seen by following tables:

Table 4.25
1. Context-Based Conversation is very effective in Improving Students'
Speaking Skill at MAN Palopo

Items of choice	Frequency	Percentage
Strongly agree	18	75%
Agree	6	25%
Disagree	-	0%
Strongly disagree	-	0%
Total	24	100%

Table 4.25 shows that most of students said strongly agree, it was proved that there were 75% of respondents choose strongly agree, there were 25% of respondents said agree, and none of respondents choose disagree and none of respondents choose strongly agree. It means that the respondents were effective in improving students' speaking skill at MAN Palopo.

Table 4.26
2. Context-Based Conversation can motivate the Students in Improving
Speaking Skill.

Items of choice	Frequency	Percentage
Strongly agree	17	70,8333%
Agree	7	29,1667%
Disagree	-	0%
Strongly disagree	-	0%
Total	24	100%

Table 4.26 shows that most of respondents said strongly agree. It was proved that were 70, 8333% of respondents choose strongly agree, 29, 1667% of respondents choose agree, none of respondents choose disagree and choose strongly disagree. It means that studying by conversation based on context can motivate the students for improving speaks English.

Table 4.27

3. Context-Based Conversation makes the students easier to Speak English

Items of choice	Frequency	Percentage
Strongly agree	10	41,6667%
Agree	8	33,3333%
Disagree	6	25%
Strongly disagree	-	0%
Total	24	100%

Table 4.27 shows that most of respondents said strongly agree, it was proved that there were 41, 6667% of respondents choose strongly agree, there were 33, 3333% of respondents choose agree, there were 25% of respondents choose disagree, and none of respondents choose strongly agree. It means that the respondents interested to studying by conversation based on context can be easier to speak English.

Table 4.28

4. Context-based Conversation gives new solution in Learning Speaking Skill

Items of choice	Frequency	Percentage
Strongly agree	15	62,5%
Agree	9	37,5%
Disagree	-	0%
Strongly disagree	-	0%
Total	24	100%

Table 4.28 shows that most of respondents said strongly agree, it was proved that there were 62, 5% of respondents choose strongly agree, 37,5% of respondents choose agree. And none of respondents choose disagree and strongly agree. It means

that the respondents find the conversation based on context is more interesting and it can help the students to speak out their idea concept.

Table 4.29

5. This strategy provides experience and creativity in learning English

Items of choice	Frequency	Percentage
Strongly agree	17	70,8333%
Agree	7	29,1667%
Disagree	-	0%
Strongly disagree	-	0%
Total	24	100%

Table 4.29 shows that most of respondents said strongly agree, it was proved that there were 70, 8333% of respondents choose strongly agree, 29, 1667% of respondents choose agree. And none of respondents choose disagree and strongly

agree. It means that the respondents interested by using conversation based on context give experience and creative in English.

Table 4.30

6. Applying this strategy is Enjoyable in Learning process

Items of choice	Frequency	Percentage
Strongly agree	16	66,6667%
Agree	7	29,1667%
Disagree	1	4,1666%
Strongly disagree	-	0%
Total	24	100%

Table 4.30 shows that most of respondents said strongly agree, it was proved that there were 66, 6667% of respondents choose strongly agree, 29, 1667% of respondents choose agree, 4, 1667% of respondents choose disagree and none of

respondents choose strongly agree. It means that the respondents interested by using conversation based on context can be enjoyable to learning process.

B. Discussion

1. Speaking test

This section presents the result of data analysis in findings. It discusses about the use of context-based conversation in developing speaking at the tenth year students of MAN Palopo since the pre-test until post-test had been conducted. In pre-test, the researcher asked the students to context-based converse. And the researcher asked the students to search in pairs and the conversation in the beach to get the score of students in speaking ability (accuracy, fluency, comprehensibility) in pre-test.

Related to the analysis of the table of classification and percentage rate of the students in pre-test and the students' mean score, the researcher conclude that the students' speaking skill needed to be improved and students speaking skill still low.

When treatment, the researcher gave fourth meeting for treatments. And the treatment the researcher asked to students practice about conversation suitable with the context or situation before post-test.

In post-test, its form is the same as the pre-test. The researcher asked the students chose the context or situation about conversation to the students that must be performed it in front of the class. Before that the students have to using context-based conversation. The post-test was done after giving four treatments to the students. It was done to get the students' score in speaking skill (accuracy, fluency, and comprehensibility) in post-test and to know the student's speaking skill improvement.

Based on the result of data analysis, the researcher find out that the use of Conversation in improving students' speaking skill at the tenth year of MAN Palopo is effective. In improving students' speaking skill, conversation make the students' of MAN Palopo at the tenth year are confidence in practicing their speaking skill, enjoy getting the material in learning speaking, easy to express their opinion and arguments towards a situation without pressure and intimidation the result of their learning was improved.

Based on the describing above, the researcher concluded that one of important point that the teacher should have full attention in teaching especially in speaking skill for English teacher is the use of strategy in the classroom. Teacher must choose strategy which has purpose to improve students' speaking skill. As example, to teach speaking skill one of strategy that the teacher can choose is conversation. In making the students' more active to speak by giving an interesting situation that can be spoken by the students' knowledge and students' experience.

Finally, the researcher found the change of students' in learning English especially speaking skill. The changes of the students' were:

1. Students have motivation in learning English.
2. The students were interested in this strategy.
3. The students feel help in learning English especially speaking skill.

Speaking skill requires some specific competences. The specific competences comprises the mastery of vocabulary, grammar, courage, to initiate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.²

- The sample of students' speaking then researcher analyzed:

Respondent 1

Ani problem about my health Docter ? : 'ani 'prɒbləm ə'baʊt mai helθ 'dɒktə(r)

Accuracy:

Her Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.

Fluency:

² Suparman, *Practical Guide to Speak English* (Yogyakarta : UII Press,2001), p.1.

Although she has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression

Comprehensibility:

The listener can understand a lot of what she said, but she must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

Respondent 3

Ani problem about my health Doc.....ter? : 'ani 'prɒbləm ə'baʊt mai helθ 'dɒk.....tə(r)

Accuracy:

Her Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.

Fluency:

Although she has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression

Comprehensibility:

The listener can understand a lot of what she said, but she must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.

Respondent 18 and

- ✓ *Where are you going : we a; yu going*
- ✓ *I am say where are you going : ayem sai we a: yu going*
- ✓ *Ohhhhh...emm can I join you : ohhhh..emmm kən ai dʒoin yu*
- ✓ *Yes, thank you so much : θæŋk yu səʊ mʌʃ*
- ✓ *Wel...wel ..and then emm.. common let's to the go*

Accuracy:

Her pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.

Fluency:

Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.

Comprehensibility:

Her attention is always clear but several interruptions are necessary to help her to convey message or to seek clarification.

Respondent 19

✓ *I am sorry, what do you say? Can say that again. : ayem 'sɔ̃ri, wat yu du sai?*

Kən sai again

✓ *EmmmI am go to to library : emmm... ayem gəʊ tu laibrəri*

✓ *Emmm... if you won : if yu won*

✓ *Very welcome :*

Accuracy:

Her pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.

Fluency:

Although she has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression.

Comprehensibility:

Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.

Respondents 21 and

- ✓ *Excuse me : ik'skj:s mi*
- ✓ *Ahhhh.... I am nurul.. eh I am new student in the school. Today is my first*
at the school. : ayem nurul..eh ayem nju: 'stju:dnt in δə sku:l.
- ✓ *Nice to meet you too.*

Accuracy:

Pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.

Fluency:

Although she has to make an effort and search for words, there not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression.

Comprehensibility:

Her attention is always clear but several interruptions are necessary to help her to convey message or to seek clarification.

Respondent 22

- ✓ *Yes can I help you : yes kən ai help yu*
- ✓ *Hi... nurul... my name is diah .. welcome to MAN Palopo*
- ✓ *Nice to meet you*

Accuracy:

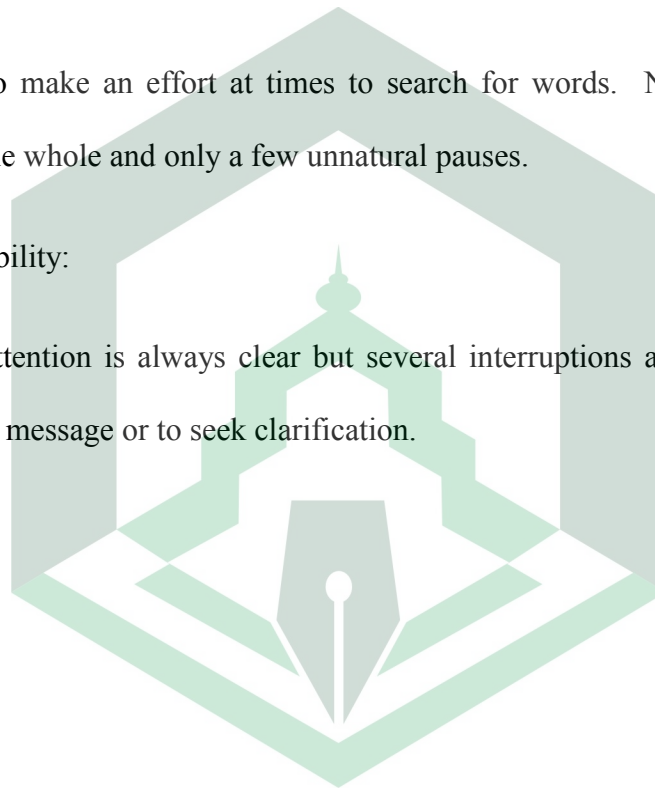
Her pronunciation is slightly influence by the mother tongue. A few minor grammatical and lexical errors but most utterance is correct.

Fluency:

Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.

Comprehensibility:

Her attention is always clear but several interruptions are necessary to help her to convey message or to seek clarification.



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2. Analysis of Questionnaire

This research presents the result of data analysis from questionnaire. Based on the result of the questionnaire, the students' responses in learning speaking by arranging context-based conversation were give positive responses, it indicates that there were most of the students very interested in learning speaking by using context-based conversation.

Learning speaking by using context-based conversation and learning is one of effective and interesting ways that can be applied in the classroom. Besides, this strategy can be improved the students' speaking skill. The students will be more easily to grasp the knowledge's or the skills that they have got and they can practice it in their daily lives. By applying this strategy we can motivated and easier to understand the lesson or material.

In addition, the student's responses in learning speaking by using context-based conversation and learning could be seen through the answer of the questionnaire by students. Having analyzed the result of students' response toward the technique applied in class by the researcher in this research, it could be seen where the data showed that there were 84% students choose strongly agree, 16% choose agree. Many students choose positive choices in all statement; it shows that the students give positive response to this strategy

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestion based on finding and discussion from data analysis:

A. Conclusions

Based on the findings, and discussions in the previous chapter, the researcher draws conclusions as in following:

Context-based conversation in teaching speaking skill at the tenth year students of MAN Palopo was effective, based on the “t” test analysis. It was shown that the tating “t” table show that, t_{test} (9.347) is bigger than table (2.067). When t_{test} was bigger than table ($t_{test} > t_{table}$) means the students’ speaking skill was improved. By using context-based conversation, students’ could express their opinion and thoughts without pressure, they get honor to talk and they are enjoy in getting interesting topic that discussed. The result of their learning process was improved.

Based on the questionnaire answered by the students. The students have positive responses in learning speaking by using context-based conversation improve the students’ speaking.

B. Suggestions

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various method or strategy to manage the class more lively and enjoyable. The method and strategy also help the teacher and lectures, and give much opportunity for students to be active in teaching learning process. Regarding to learning speaking by using context-based conversation, the researcher gives some suggestion for the teacher, students and the next researcher as follows:

1. For the teacher, it is better to use positive topic and the topic which is very close to the students' live. The researcher suggest the teacher to use context-based conversation in teaching speaking because simulate and motivate the students to be active in speaking English.
2. For the next researcher, this research can be one of the references for them in conducting other researcher with more detailed information about interactive activities to improve students' speaking skill.

Finally, the researcher realizes that this thesis is far from being perfect and because of that: constructive critics and advice are really expected for the perfection of this thesis. The researcher hopes that the result of this research can be useful for to readers. It is hoped that the readers will have more information about interactive activities strategy in learning speaking.

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