The Impact of Intensive Daily Conversation Toward Students Speaking Score

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Abstract: The objective of this study were to discover out:1) To discover out whether or not the Viability of Seriously every day discussion toward Understudy Talking Aptitudes at the Moment Semester FKIP Universitas Muhammadiyah Sidrap. 2) To know whether students' were inquisitive about utilizing Seriously Every day Discussion to progress the talking ability at the Moment Semester FKIP Universitas Muhammadiyah Sidrap. This inquire about utilized quantitavive strategy with utilized clusster testing. The populace of this inquire about is the moment semester; precisely the moment semester of FKIP Muhammadiyah Sidenreng Rappang. The full number of populace is 114 students. The tests in this inquire about is from 2A1 comprise 37 understudies. So the entire test of the investigate is 24 understudies. The information of the investigate were collected by utilizing two sorts of instrument, to be specific talking test and survey. Talking test was utilized to get information of the students' talking capacity and survey was utilized know the understudies intrigued in talking English through Seriously Day by day Discussion. The result of information investigation appeared that three was critical distinction between the students' score after they were instructed by Seriously Day by day Discussion and some time recently they were instructed by utilizing Seriously Day by day Discussion. It was demonstrated by the cruel score of the post-test which was higher than the cruel score of pre-test (69.5>32.29). Besides, the result of the t-test esteem (0.0005) was more prominent than t-table (α = 0.05; df = 11; t-table 1.701) which implies that H1 was acknowledged. At that point, the examination of intrigued by utilizing Likert Scale demonstrated that the understudies were interested to talk English by utilizing Seriously Day by day Discussion. Based on information investigation, the inquire about concluded that: (1) the utilized of Seriously Every day Discussion. Moved forward students' speaking ability; (2) the utilized of Seriously Daily Conversation made the students' curious about speaking English.

Keywords: effectiveness, intensive daily conversation, speaking Skill

1. INTRODUCTION

Speaking is the act of transmitting a message, idea, or concept that the audience can grasp. Therefore, speaking is a communication activity. Communication is critical for humans in today's globalized world. Speaking English to Indonesians is difficult because when we speak English, we must consider not only the truth in grammar, but also the social function of the statement we say; speaking must be done spontaneously. According to Hornby (1995) in Muna (2011), speaking means to talk or say anything about something. He also defines speaking as knowing and being able to utilize a language and delivering a speech to an audience. Speaking in Webster's Third New International Dictionary (1981) is an act or an example of words. Speaking is an interactive process of creating meaning involving the production and receipt of information and processing (Brown, 1994; Burns & Joyce, 1997).

Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one allows to express his ideas and thinking and

speaking ability is one indicator to master language (Fauzan, 2014). According to Ur (1996) in Fauzan (2014), speaking seems like that the most important intuitive: people who know the language are referred to as 'speakers' from that language, and many if not mostly foreign language learners are primarily interested in learning to speak.

The traditional method influences the doctrine of speaking where many problems appear. Firstly, it relates to the condition of students who lack vocabulary so that they cannot say words during the speaking lesson. Secondly, the students spoke their buginess language. Thirdly, they rarely practice the use of English to communicate. Fourth, most students were not confident to use English in speaking lessons. For example, when the teacher asked you to introduce yourself to talk to your friends or in front of the class, reject it. They were shy to perform English in front of their friends.

After all, students were not interested in the equipment given to them. The speaker also had trouble teaching in a high class. The main problem was the way to manage it. During the teaching hours, the teacher should ensure that students pay attention to the materials data. He needs hard work to attract students' attention. The lack of control also occurs when they teach in great class.The lecturer should take the best approach, method, and strategies to make the students have a strong interest in teaching and learning process especially in learning speaking. Because of the material of English subject was very variety, so the lectures were obligated to choose the suitable approach, strategy, and method in order to achieve the teaching purposes easily. The teacher can use media in the teaching of English language, a method was used to help the students for speaking to make the interaction between the teacher and students.

The lecturer has to prepare the interested aids before teaching-learning process done. In this case, the researcher used steps intensive daily conversation as a method of teaching and learning processes.

Based on the researcher observation that he finds some students have weak of speaking skills, therefore the researcher would focus to his research on teaching speaking based on the case get from observation by the researcher in school. In this research, the researcher use intensive daily conversation toward student speaking skills. "Intensive Daily Conversation" was a way that can be used to facilitate teachers in the learning process because by using this method the students will get used to using full english in the whole conversation they do to everyone. Teachers only need to inculcate principle of "Welcome Error" to the students. And the students will feel comfortable without thinking of their fear to be wrong in English. In this case, the researcher uses "The Effectiveness of Intensive

Daily Conversation toward Student Speaking Skills at the Second Semester FKIP Universitas Muhammadiyah Sidrap."

2. METHODS

In this study, the researcher used mixed research approaches. Mixed research methods refer to an approach that blends or associates quantitative and qualitative elements. Mixed research methods are research methods that combine quantitative and qualitative methodologies in a single study (or one study). Mixed research methods refer to research methods that combine quantitative and qualitative methodologies in a single study. Mixed methods of research design are procedures for gathering, assessing, and combining research methods or quantitative and qualitative studies to better understand research challenges (Cresweel & Plano Clark, 2011).

The vocabulary cards served as the data collection instrument. Whereas each meeting's rigorous daily conversation has a new focus, The instrument that was used to collect the data is instrument is made to collect data is the vocabulary cards. Where intensive daily conversation presented at each meeting is different, with a different theme, appropriate after presented in chapter I the pretest is given to the students at the first meeting of before the treatment to the class, while the posttest was given after treatment.

The research procedure includes steps for carrying out treatment at each meeting. The first procedure is a pre-test, in which the researcher explains what the students will do and distributes the speaking test for the two classes at random, in order to determine the students' speaking skills prior to treatment, and the researcher assigns a score based on the students' initial test results. The second procedure is treatment. After administering a preliminary test, the researcher treated each student. The researcher administers the treatment.

To collected the data ,the researcher used the test as an instrument. Before giving the test, the researcher gives the treatment. In this case the researcher give the students one test of intensive daily conversation as a treatment to teach speaking. By doing treatment, the researcher want to know the students' speaking skill after teaching applied intensive daily conversation. The procedure when the researcher collected the data in this study by giving treatment and the test to the students is teaching intensive daily conversation: the researcher implementation of intensive daily conversation in teaching speaking every meeting or each material with time allocation is 90 minutes (2 x 45 minutes). And the thertly procedure is a post-test. After give a treatment (for experiment), the students are

give a set of speaking test and the researcher will assess the student's final test results.

3. RESULTS AND DISCUSSION

The percentage of the students' score of pre-test in speaking test.

Table 1 The percentage score of pre-test

NO.	Clasification	Score	Pre f	-test (%)
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Fair	56-70	0	0
4	Poor	41-55	16	65
5	Very poor	≤ 40	8	35
			24	100

The table 1, shows that the students' score in test result for pre-test group most of them were in poor category, 8 (35%) students were classified into very poor and 16 (65%) students were classified into poor. There were not any students classified good an very good . It means before the researcher giving treatment, the students' pre-test poor and the student's English vocabulary has low significantly.

The percentage of the students' score of post-test in speaking test.

Table 2/ The percentage score of post-test

NO.	Clasification	Score	Pre f	-test (%)
1	Very good	86-100	5	22
2	Good	71-85	19	78
3	Fair	56-70	0	0
4	Poor	41-55	0	0
5	Very poor	≤ 40	8	35
			24	100

The table 2, shows that the students' score in test result for post-test most of them were in good category, 5 (22%) students were classified into very good and 19 (78%) students were classified into good.There were not any students classified into very poor. It means that there was significant difference students who taught through keyword.

Table 3 The mean score and standard deviation of the students pre-test and post test

No		Pre-test	Post-test
1	Mean Score	32.29	69.5
2	Standard Deviation	7.95	5.93

Based on the table 3, shows that the mean score of the students in post-test (69.5) was greater than pre-test (32.29), it means that the students who was teach by using intensive daily conversation in teaching speaking was improve. In this study, besides aiming to increase students' speaking skill, the researcher also wanted to see how students

were interested in the methods applied. The methods chosen by the researcher designed a simple method, namely intensive daily conversation. By learning speaking through the intensive daily conversation method, it turn out that there are many students who are interested and like this method. The following is a table of percentage of students interest.

Table 4 The percentage of students' interest

NO.	Clasification	Score	Pre- test	
			f	(%)
1	Strongly Interested	85-100	7	30
2	Interested	69-84	15	62
3	Moderate	51-68	2	8
4	Uninterested	36-50	0	0
5	Strongly Uninterested	20-35	0	0
			24	100

The table 4 shows that 7 (30%) were very interested in the instensive daily conversation method,15(62%) were interested in this method and 2(8%) were Moderated in this method. And not students in categories uninterested and strongly uninterested.

Table 5 The t-test of the students' score of pre-test and post-test

p- value	α
0.000	0.05

The table above shows that the p-value was lower than alpha (α) value, it means that null hypothesis was rejected and alternative hypothesis was accepted. This means that the speaking skill of the second semester at FKIP Muhammadiyah Sidrap University has improved.

This section deals with the finding that delivered from descriptive statistic and the interpretation of the test result of the group. a) Students' Achievement. Based on the data above, it showed that speaking skill of students pre-test and post-test has significant different, where students after applied the intensive daily conversation method has a higher score better than before apllied intensive daily conversation in teaching speaking. The description of the data collected through the test as explained the previous section showed that the students speaking improved significantly.

It means score of post-test was 69.5. The data in previous section showed that apllied intensive daily conversation in learning speaking was effective to improve students speaking skill. It is supported by the difference between the test mean score of post-test (69.5) was higher than the pre-test (32.29)This resarch data indicated that the apllied intensive daily conversation in learning speaking was significant improve the students' speaking skills. b) Students Interest. Based on data obtained from post test and interest

questionnaires, the data obtained shows that students who are interested in applying the intensive daily conversation method have a high value. And students whose pre test scores are low after applying the intensive daily conversation method and they are interested in this method, the post test value rise. The application of Intensive Daily Conversation in speaking skill adds to the activeness of students while studying and students are also interested in using this method. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and speak. With the use of intensive daily conversation makes students more relaxed in accepting the material given. Based on the students result obtained and stated in finding above, the reseracher user t-test in inferential statistic through SPPS version 21.0 program to the test the hypothesis.

On statistic test result, it showed that the Probabilit Value is lower than alpha (α)(0.000<0.05). It means that H1 was accepted and H0 was rejected. It is concluded that there was a significant difference between students in speaking. In other words, there was an improvement on the students' speaking skill after using intensive daily conversation method in the Second Semester at FKIP Muhammadiyah Sidrap University.

Data obtained from the post test and interest questionnaire shows that students who are interested in the intensive daily conversation method show high scores. And student scores before and after the application of the intensive daily conversation method showed an increase. that means the intensive daily conversation method makes students interested and more active in speaking learning so that their understanding of speaking increases.

4. CONCLUSION

Based on the findings and discussions, students' speaking skills improved significantly as a result of extensive daily conversations. This was demonstrated by the fact that the mean score on the posttest was higher than the pretest. Hypothesis testing revealed a significant difference between p-value and alpha, with p-value being lower ($0.00 < 0.05$). It indicates that the use of keywords is more effective. Then, based on the findings, the use of Intensive Daily Concersation in Speaking Skill increases students' activeness while studying, and students are interested in adopting this method. This is shown by the score on the student interest questionnaire page. This demonstrates that the strategy improves pupils' ability to remember and talk.

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