



**TEACHING SPEAKING SKILL BY USING GUIDED CONVERSATION
TECHNIQUE THROUGH PAIR TAPING TO THE SEVENTH GRADE
STUDENTS OF SMP PTI PALEMBANG**

**HERLINA
MUHAMAD HOLANDYAH**
UIN Raden Fatah Palembang

Abstract: The objectives of the study are (1) to find out whether or not there is a significant improvement on students' speaking ability average score (2) to find out whether or not means paired differences on students' speaking ability who are taught by using guided conversation technique through pair taping higher than those who are taught by using teachers technique to the seventh grade students of SMP PTI Palembang. The population of the study was the Seventh Grade Students of SMP PTI Palembang in the academic year of 2013/2014. The writer got the class VII.1 as the control group and VII.II as the experimental group. It consisted of 76 students, 38 students for control group and 38 students for experimental group. The result showed that teaching speaking using guided conversation technique through pair taping had a significant effect on the students' speaking ability. It can be seen from the result of the post-test of each group. Based on the paired sample t-test analysis, it was found that t-obtained was higher than t-table. The t-obtained was 10.790 and t-table was 2.045 at the significance level $p < 0.05$ in two-tailed testing with the degree of freedom. If t-obtain was higher than t-table, so the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted. It means that there was significant improvement in speaking ability between the students who were taught by using guided conversation technique through pair taping than those who were taught teacher's technique.

Keyword: *Speaking Achievement. Guided Conversation Technique Through Pair Taping*

Introduction

English is an international language. It is used by many people in the world for different purposes such as to communicate to other people from different countries and provide a means for exchanging knowledge. It is in line to Richard (2007: 2) who states that, English is the language of globalization, international communication, commerce and trade media, pop culture, different motivation for

learning, it come in to play language. So it is important for people to learn English, because English is used in every aspect of the society life.

In learning English speaking as foreign language, the students have to master the other language components of English such as comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension, used for oral communication certainly requires as subject to respond to speech as well as to initiate it. Grammar is needed for students to arrange a correct sentence in conversation. Vocabulary means the appropriate choice that is used in communication. Pronunciation is the way for students' to produce clearly language when they speak. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language. Sakur (1987: 1).

There are four skills that should be mastered in learning English. There are listening, speaking, reading, writing. Khameis (2006: 111) states that the four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context. Inside the classroom, speaking skill is the most important part of language (Naushin, 2009: 9). Where speaking is iterative process of contacting meaning that involve producing and receiving and processing information. Moreover, (Naushin, 2009: 9) emphasize that speaking is often spontaneous, open ended, and evolving. Speaking needs that learner not only should know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also they understand when, why and in what ways to produce language.

Teaching speaking in Indonesia is not easy (Aleksandrak 2011: 37). The teacher should make the students fun in learning process. If the students are not fun and interested in the lesson, the teacher will be very difficult to make the students understand the lesson. English teachers must create an interesting atmosphere in teaching learning process because the student's ability of learning English depends on their previous experience. Moreover, Aleksandrak (2011: 38) there are some problems face by the teachers in teaching speaking. The problem are caused by



several reasons. It was because; (1) the students seldom practices speaking English in daily activities; (2) the students sometimes had no partner to practice speaking in English and; (3) the students were not accustomed to say anything in English.

The same problems were faced by the writer when she had a teaching practice at SMP PTI Palembang, she observed that some of the students who were not able to respond the conversation given by the teacher, although the students could understand what the teacher said but the students could not speak English well, Moreover, the students were very shy and afraid of making mistakes in speaking English

Based on the description above, the writer conducted a research study entitled “Teaching Speaking skill by Using Guided Conversation Technique Through Pair Taping to the seventh grade students of SMP PTI Palembang”.

Concept of Teaching

According to Moore (2001: 4) states that teaching is the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development the personal characteristics and skills. Based on those explanation, the writer conclude that teaching is viewed as something that is constructed by individual teachers to integrate theory and practice in teaching and learning process for the students(Richards& Renandya, 2002: 6). It means that teaching is the process to give someone information about particular subject or knowledge, besides that teaching is the process to guidance the learners to reach the goals and to make average learner capable of competence and performance.

Furthermore, teaching is to educate people that haven't known something. Allah SWT says in surah Al- Alaq paragraph 3-5

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) ذِي عِلْمٍ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Recite, and your lord is the most generous, who taught by the pen. Taught man that which he knew not.

From the holy verse of Al- Qur'an above, it is conducted that Allah SWT asks us to learn all of God's creations where Allah is the most generous who knows everything. He's worthless, he wasn't created, but the creator. Allah SWT gives knowledge. He is the source of education and knowledge through Al-quran. Angel (Malaikat), Zikir, Fikir, and so on were intermediaries to acquire the knowledge. Allah SWT taught us to know something that we haven't known yet by sending the intermediaries. The source of knowledge and education are from Allah SWT. Indeed, the men were from being not knowing the knowledge because without knowledge, the men are abject and stupid.

Concept of Speaking

Speaking is to express the needs, such as requesting, information, service, etc. The speaker say words to the listener not only to express what in his or her mind but also to express what he or she needs whether information service. Most people might spend of their everyday life to communicate with other.

Richard and Renandya (2002: 201) states that:

Speaking is one of the central elements of communication and used for many different purposes; (1) it can be used as a casual conversation, for example may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of time with friends; (2) Engage in discussion.with someone like may be to seek or express opinions, to persuade someone about something or to clarify information.

The spoken productive language skill is called speaking. It is the skill of the speaker to communicate information to a listener or a group of listeners her or his skill is realized by her or his ability. To apply the rules of the language she or he is speaking to transfer the information she or he has in her or his mind, to her or his listener(s) effectively. The ability of she or he is speaking, the types of the information she or he is transferring, and rhetoric she or he is conducting in a



communicative event Sanggam (2008: 2). In contrary, Chaney (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts, speaking is the process of getting the meaning across between a speaker and a listener in order that they can respond to each other clearly.

Furthermore, In traditional methodologies, speaking is usually meant repeating after the teacher, memorizing a dialog, or responding to drill, all of which reflect the sentence based view of proficiency prevailing in the audio-lingual and other drill-based or repetition-based methodologies Richard (2008: 2). Moreover, speaking can be used as a instructions or to get thing done, to describe thing, to complain about people's behavior, to make polite requests, or to entertain people with joke and anecdotes. Each of these purposes for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs.

Concept of Guided Conversation

Guided conversation are dialogues and exercises that are the central learning devices the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaning full exchange of communication (Molinsky& Bliss 1986). It means that guided conversation are the dialogue and the question and answer exchanges, the students are presented with a model conversation that highlight a specific aspect of grammar to help students improve their accuracy in constructing the sentences.

Teaching Procedure Using Guided Conversation

According to Molinsky&Bliss (1986: IX) the procedures of teaching guided conversation, as step:

- Step 1 : Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.
- Step 2 : Encourage the students to be inventive as they create their character and situation of the model conversation
- Step 3 : Present to the class each sentence of the model conversation containing a footnote expression with an alternative.
- Step 4 : Have pairs of students present the model conversation in the class
- Step 5 : Have pairs of students practice all the exercises using the footnoted expression with an alternative.
- Step 6 : Assign the exercise as homework and ask them to present to the class next.

Concept of Pair Taping

Pair Taping is a fluency practice in which learners record themselves speaking freely in pairs (Schneider 2001: 1). The students who chose the Pair Taping method reported increases in ease of speaking English, self-confidence about speaking English, motivation about their spoken English, relaxation in speaking English, enjoyment of speaking English, and improvement in speaking English. According to (Schneider 1993: 1) states that an effective method for increasing the motivation and achievement of EFL students is to have them practice fluency by recording themselves while speaking in pairs. Pair Taping has become an indispensable aspect of teaching as well.

Method of Study

In this research, the writer used experimental design. Experimental design is the way to find the causal relationship between two factors which are raised by the researcher. In doing an experimental research usually two groups are involved and compared to find the influence of a treatment Best and Kahn (1993: 146).

variable Best and Kahn (1993: 137). In this study, the dependent variable was *speaking ability*.

Population And Sample

The population is all of the investigated subject. Population is area generalization which consisting of object or subject which has certain quality and characteristic to be decided by researcher to be studied and also concluded Sugiyono (2012: 61). Thereby the population for this study will be taken from the seventh grade students in SMP PTI Palembang the academic year of 2013/2014. There are three classes of the seventh year students at SMP PTI Palembang those are VII.1, VII.2, and VII.3 With the total amounted 111 students. In this study, the writer used *convenience sampling* method. According to Creswell (2012: 145), in convenience sampling the researcher selects participants because they are willing and available to be studied. The writer got two classes that was chosen by the headmaster of the school, those are VII.1 which was treated as control group and VII.2 which was treated as experimental group.

Technique in Collecting Data

In collecting the data, the writer did oral test. The test would be given twice: pretest and posttest. The pretest used for starting point of the investigation and to know the students' competence in speaking before they give the treatment. Then, at the end of treatment, the posttest is given to find out the students' improvement and significance difference between both classes after the treatment were given.

According to Brown (2004:3), test is a method of measuring someone's knowledge, ability or performance in a given domain." Based on the statement above, test can be used to measure the students' ability or students' learning achievement. In this study, the writer used pretest and posttest. Pretest was given to both control group and experimental group. It was conducted before the treatment and



the posttest, the purpose is to know how is the students' achievement in speaking skill especially in performing daily expressions. Meanwhile, post test will be conducted after the treatment. It is also given to both control group and experimental group. It was taken as measurement tool to measure students speaking achievement before and after the treatment is conducted.

Validity Test

According to Fraenkel & Wallen (2006: 148) validity is the most important idea to consider when preparing or selecting an instrument for use. In this study the writer used Construct Validity, and content validity.

a. Construct Validity

A test, part of a test, or testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure (Hughes, 1989: 26). In addition, Sugiyono in Holandayah (2013: 36) stated that expert judgment is required to estimate the construct validity. In order to obtain the construct validity of the test, the writer distributed the scoring sheet of instrument validation to validators.

There were three validations to validate her research instrument. The three validations were Drs. Herizal MA, as the first validation, Amalia Hasanah. M.Pd as the second validation and, Manalullaili, M.Ed as the third validation. The components of the construct validity were format, illustration, language, and content of the instrument. The assessment of the construct validity was the oral test instrument.

b. Content Validity

In this research, the writer also did a content validity to estimate the validation of the test. The measurement of content validity can be observed when we can clearly define the students' achievement which related to the objective of the



study that stated on the lesson plan that we are measuring Brown (2004: 22-23). According to Hughes (1989:22) in Holandyah (2013:46) a test is said to have content validity if its content constitutes a representative sample of the language skills, structures, etc., with which it is meant to be concerned. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. Then the result analysis in constructing the content validity is presented in the test specification table including; objectives of the test items, text's title, test indicators, number of test items, total of the questions and type of test (Holandyah, (2013: 46)

Reliability Test

To find out the reliability of the test, the writer held the try out test to give to non sample students. The writer conducted the try-out before the test. "The result of try out can be used to measure reliability of the test, and it can be carried out in either a small number or a large number" (Arikunto, 1993:223). So, the function of try out is to determine the extent to which it discriminates between individuals who are different. Thus, the test which has been designed is to represent the sample of testers.

The writer used *interrater reliability*. According to Brown (1996: 99) interrater reliability is essentially a variation of the equivalent forms type of reliability in that the scores are usually produced by two raters and a correlation coefficient is calculated between them. The writer used inter-rater reliability to know whether the test is reliable or not. Inter-rater reliability is a common occurrence for classroom teachers because of unclear scoring criteria, fatigue, bias toward particular "good" and "bad" students (Brown, 2004: 32). Inter-rater reliability is the degree of agreement among raters. There are two raters in scoring students' speaking test, they are Anggun Anggraini, S.Pd and Adi Irawan.S Pd.



Normality Test

After the result to the 30 sample of the students pretest in experimental and control groups was measured, it was found that the significant value of the pre-test in control and experimental group was 0.716, it can be stated that the data of both groups were categorized normal since the p-output was higher than mean significant different at 0.025 level, then after the result to the 30 sample of the students in experimental and control groups it was found that the significant value of control group was 0.918 and experimental group was 0.569, it can be assumed that the scores in the data of post-test control and experimental group were categorized normal since p-output was higher than mean significant different at 0.025 level.

Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogeneity or not. Basrowi (2007:106) states that the score is categorized homogeneity when the p-output was higher than mean significant difference at 0.05 levels. based on the result of analyzing the data of pre-test of control and experimental groups, it was found that the p-output was 1.000, the result analysis of homogeneity test of post-test control and experimental groups to get verification the sample data is homogeneous or not. Based on the result, it was found that the p-output was 0.646, it can be assumed that the students' post-test scores in control and experimental group is homogen, since p-output was higher than 0.05.

Hypothesis Testing

Means significant improvement was found from testing students' pre-test to post-test score in experimental group using paired sample t-test. Means significant improvement is found whenever the p-output was lower than mean significant difference at 0,05 level.



From the analysis, it was found p-output 0.000 and it was considered that there was a means significant improvement from students pre-test to post-test score taught using guided conversation through pair taping since the p-output was lower than 0.05. and t-value 9.204 was higher compared to t-table (with DF29) 2.045. it was confirmed that teaching speaking skill using guided conversation technique through pair taping gave significant improvement.

Conclusion

After analyzing the result of the study in the previous chapter, the writer concluded that guided conversation technique through pair taping could improve students' speaking skill achievement. It indicated that there was significant improvement on students pretest to posttest scores taught using guided conversation technique through pair taping. It was because, guided conversation technique through pair taping could make students are accustomed to use English in real life communication, and apply the conversation in their life.

Teaching speaking skill by using guided conversation technique through pair taping could improve students speaking achievement, it can be seen when they have speaking class. The student always use English in their real life communication especially in their conversation class. It meant that the students might apply the conversation with others in their real daily life, and then the students interested and fun in learning speaking skill. They showed their contribution and participated well in teaching and learning process by giving some question that they want to know.

REFERENCES

- Aleksandrak.M. (2011). *Problems and challenges in teaching and learning speaking at advanced level*. Adam Mickiewicz: University Press Poznan.
- Bailey, K. M. & Lance S. (1994). *New ways in teaching speaking*. United stated: Automated Graphic Systems.
- Basrowi and Soenyono. (2007). *Metode analisis data sosial*. Kediri: CV Jenggala Pustaka Utama.



- Best, J. W & Kahn J. V. 1993. *Research in education*. New York , NY: Library of Congress Catalog.
- Brown, H. D. (2004). *Language assessment principle and practice in the classroom*. New York, NY: Pearson Education, Inc.
- Creswell, J. W. (2005). *Educational research. planning, conducting, and evaluating quantitative and qualitative research*. New Jersey, CL: Person Merrill Prentice Hall.
- Fraenkel& Wallen.1990. *Educational research a guide to the process*. New york, Ny: Grow. Hill inc.
- Holandyah.M. (2013). *How to design a quantitative research*: Palembang. Noerfikri Offset.
- Hughes, A.(1989). *Testing for language teaching*. Australia.
- Khameis, M.(2006). *Using creative strategies to promote student's speaking skill*. Bachelor Thesis from Fujairah Woman Collage.
- Molinsky. S. J. & Bill. B. (1986). *Express ways*. England: Prentice Hall
- Nieminen, G. et al. (2009). *Foundation of meaningful educational assessment*. New York, NY: McGraw-Hill Higher Education.
- Richards, J. C. And Renandya.W.A. (2002). *Methodology in language teaching*: City state, Cambridge University Press.
- Richard. J. C. (2007). *A personal reflection*. Singapore: SEAMEO Regional Language Centre.
- Schneider, P. H. (1993). *Developing fluency with pair taping*. JALT Journal, 15(1), 55-62.(accessed on 15 march 2013).
- Sanggam, S. (2008) .*The english paragraph*. Grahallmu: Yogyakarta.
- Syakur. (1987). *The component of speakingability*.<http://beddebah> (Accessed on 20 february 2013).