The Effect of Guided Conversation Method Toward Students' Speaking Ability in Eleventh-Grade of MAN 2 Bukittinggi

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	ABSTRACT
	This study aims to investigate the effect of using the guided conversation method on the speaking ability of eleventh-grade students at MAN 2 Bukittinggi. The research was motivated by the observation that students' speaking scores were below the standard, and teaching methods tended to emphasize memorization. Additionally, students struggled with speaking in English and received limited feedback on their performance. This quasi-experimental research involved pre-tests and post-tests with an experimental and control group. The sample consisted of 58 students selected through cluster random sampling, divided equally into two classes. A speaking test was used as the research instrument, and inter-rater reliability was applied to ensure test consistency. Data analysis included normality and homogeneity tests, while hypothesis testing employed paired sample T-tests and independent sample T-tests using SPSS. The results showed a significant improvement in the speaking ability of students taught using the guided conversation method (Sig. < 0.05). Moreover, a comparison between the experimental and control groups revealed a significant difference, with the experimental group achieving higher post-test scores. Thus, it can be concluded that the guided conversation method effectively improves students' speaking ability.
Key Word	*Guided Conversation Method, Speaking Ability, Quasi-Experimental Design.*
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INTRODUCTION

Speaking is a fundamental skill that people need to take control with. It involves an interactive process between the speaker and the listener that happened in everyday conversation. Eventhough speaking is important in everyday life especially for students, they often find it tough to speak. They often feel unconfident and embarrassed due to the fear of making mistakes. To teach speaking effectively, teachers need to be creative and design various communication activities that challenge and motivate students to use language confidently. For example, in oral language class,

students can participate in a supportive learning environment where they can practice English in the best possible way.

Mastering the English language is a top priority for many individuals who are learning a foreign or second language (Richard, 2008, p. 19). Students often find it challenging to speak English fluently due to the differences in pronunciation and writing styles. This difficulty is also faced by many Indonesian students who struggle to improve their English speaking skills. Therefore, it is the responsibility of teachers to prepare learners to speak English in real-life situations by encouraging them to be more active and confident in their language skills. The researcher found some problems dealing with students' speaking ability.

First, many students scored below the minimum criteria for learning, known as KKM in Bahasa Indonesia. The English teacher mentioned that the speaking score KKM is 82, however, most of the students scored below that. Second, the teaching method focuses mainly on the teacher commonly called teacher-centered, which means that the teacher does most of the talking and students have fewer chances to practice speaking with their classmates and their teacher. This results in students' passive role in the learning process. They receive information from their teacher but do not get many opportunities to express their own thoughts, engage in critical thinking, or practice speaking.

Third, the teacher seems to rely more on memorization and does not emphasize speaking components. For instance, in the storytelling lesson, students were asked to memorize the story of "The Lion and The Mouse". Similarly, in the "Asking and Giving Opinion" lesson, the teacher provides ten questions with pre-prepared answers, which students are required to memorize. This limits students' ability to communicate effectively and naturally in real-life conversation.

Another issue is the limitation of learning sources. The teacher only uses one textbook called "Lembar Kerja Siswa" to support the English learning process. The teacher does not use various kinds of media such as video or audio which could help improve students' speaking skills. Despite the school facility having LCD media that could support the learning process, the teacher does not optimize its use. Therefore, using media such as video and audio is proposed to support the learning of speaking, and guided conversations can be used to improve students' speaking ability.

Finally, the teacher does not provide enough correction or feedback on students' speaking performance. During the speaking performance, the teacher does not give comments or guidance on how well students are speaking. This lack of feedback prevents students from understanding their strengths and weaknesses in speaking. Feedback is crucial because it helps students improve by pointing out whether they are doing well or where they need to make changes. Without this guidance, students might

not know how to enhance their speaking abilities or correct the mistakes they might be making.

To strengthen the speaking ability of students, teachers can employ various media, methods, strategies, or techniques. One of the effective approaches to teaching speaking is the guided conversation method. This method is also known as the focused conversation method, art form method, discussion method, and basic conversation method (Stanfield, 2000, p. 1). It was developed by the Institute of Cultural Affairs (ICA) as part of its Technology of Participation (ToP™) to facilitate a conversation that flows from surface to depth.

"The guided conversation method involves students in significant conversation using a thoughtfully designed grammatical structure. This method encourages students to step away from the textbook and utilize this structure to steer their own dialogues (Pearson Education, 2002). All the practices of conversations that occur between students place new content into the given conversational framework.

Based on the issues previously mentioned, this research concentrates on discovering whether there is an effect of using the Guided Conversation Method on the speaking abilities of eleventh-grade students at MAN 2 Bukittinggi. The study aims to insure the effectiveness of this method in improving students' speaking skills and to identify the specific areas of speaking that benefit the most from this approach.

RESEARCH METHODE

The research employed a quasi-experimental design to investigate the effect of the guided conversation method on the speaking ability of eleventh-grade students at MAN 2 Bukittinggi. As stated by Gay, experimental research is the only study type capable of testing hypotheses to establish cause-and-effect relationships. In this study, a pretest-posttest control group design was utilized, involving two groups: an experimental class and a control class (Croswell, 2008). Both groups were subjected to a pretest, followed by different treatments, and finally a posttest to measure the outcomes. The quasi-experimental approach allowed the researcher to manipulate the independent variable, in this case, the guided conversation method, while controlling other relevant variables to observe its impact on the dependent variable, the students' speaking ability. Although random assignment of participants was not possible, the design ensured that the experimental conditions were as rigorous as possible within the constraints of the educational setting.

The population for this study consisted of 347 eleventh-grade students at MAN 2 Bukittinggi, from which two classes were selected as samples through cluster random sampling: XI IPA 1 as the experimental class and XI IPA 2 as the control class. The instrument used for data collection was a speaking test, which was validated and ensured for reliability according to standard educational measurement procedures.

Data analysis involved calculating the mean scores of pretests and posttests for both classes, followed by normality and homogeneity tests using SPSS 23. The normality test, conducted via the Kolmogorov-Smirnov test, and the homogeneity test, using Levene's test, confirmed the data's suitability for further statistical analysis. Hypothesis testing was then carried out using paired sample t-tests and independent sample t-tests to determine the significance of the differences observed between the groups, thereby establishing the effect of the guided conversation method on students' speaking ability.

RESULT AND DISCUSSION
Result

The research involved pretests and posttests for experimental and control classes. The pretest data was calculated from XI IPA 1 for the experimental class and XI IPA 2 for the control class. After obtaining and counting the data, the mean scores of the Pre-test in the experimental and post-test in the control class were also counted by IBM SPSS 23.

The calculation of the Pre-test, post-test, minimum, maximum, mean, and standard deviation can be seen below:

Pre-test Scores of Experimental and Control Class:

Table 1.
Result of Score Calculation from Pre-Test

Class	N	Mean	SD	Variance	Minimum Score	Maximum Score
Experimnt	29	61.86	5.780	33.409	52	74
Controll	29	58.66	7.418	55.020	48	76

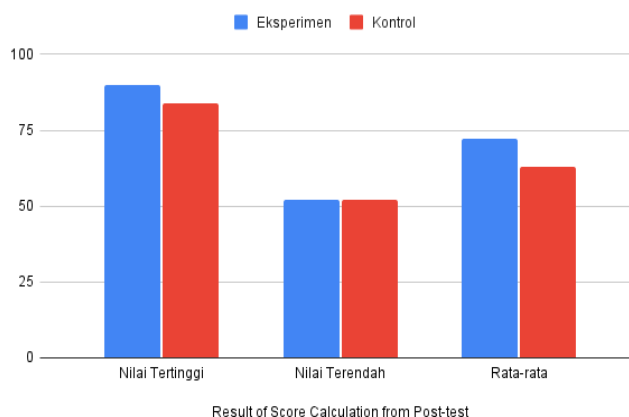Result of Score Calculation from Pre-test
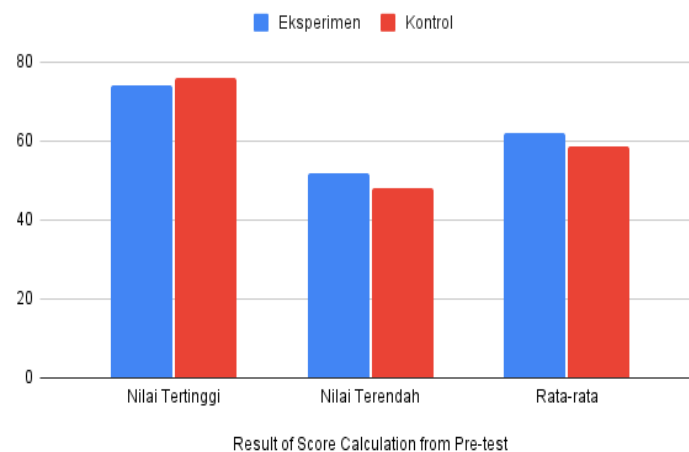
Picture 1.
The minimum, maximum, and mean scores of pre-test

Pre-test Scores of Experiment and Control Class:

Table 2.

Result of Score Calculation from Post-Test

Class	N	Mean	SD	Variance	Minimum Score	Maximum Score
Experimnt	29	72.38	9.726	94.601	52	90
Control	29	62.76	7.972	63.547	52	84

Picture 2.

The minimum, maximum, and mean scores of post-test

Table 1 and picture 2 indicated that the mean score of the post-test in the experimental class was higher than the mean score of the post-test in the control class (72.38 > 62.76). 6 students got a score of 82 or > 82 which passed the KKM (minimum standard score) in the experimental class, while there was only 1 student who got a score of 82 or >82 in the control class. The data indicated that students in the experimental class got better results than students in the control class.

Normality Test

To determine whether the data in this research follows a normal distribution, a normality test was conducted. The Kolmogorov-Smirnov test was used to assess normality in this research. For calculations, SPSS 23version was used. The normality of the data can be seen below:

Table 3.

Homogeneity Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST EXPERIMENT	,132	29	,200*	,965	29	,426
POST-TEST EXPERIMENT	,081	29	,200*	,978	29	,785

PRE-TEST CONTROL	,098	29	,200*	,951	29	,190
POST-TEST CONTROL NEW	,134	29	,198	,932	29	,061
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The table above indicated that all the data was distributed normally, due to the value of significance was higher than 0.05 in the Kolmogorov-Smirnov test.

Homogeneity Test

To ensure that differences in outcomes between classes are due to the treatment or intervention and are homogenous, a homogeneity test is used. The normality of the data can be seen below:

Table 4.
Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	**df1**	**df2**	**Sig.**
Result	Based on Mean	1,506	3	112	,217
	Based on Median	1,503	3	112	,218
	Based on the Median and with adjusted df	1,503	3	107,332	,218
	Based on trimmed mean	1,464	3	112	,228

The table above indicated that the value of significance was higher than 0.05, it was 0.217 > 0.05. it can be concluded that the data are homogenous.

T-test

The t-test results for the pre-test and post-test scores were applied to compare the improvements in the speaking abilities of both classes. The tables below display the t-test results:

First Hypothesis

Table 5.
Paired SamplesTest of Experimental Class
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean		Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-10.51724	6.08641	1.13022	-12.83239	-8.20210	-9.306	28	.000

Based on Table 5, it was found that the Sig (2-tailed) in the first hypothesis test was 0.000 < 0.05, which showed that there was a significant effect in the use of the guided conversation method toward students' speaking ability at eleventh-grade students of MAN 2 Bukittinggi in the experimental class. From the data, it can be concluded that H$_O$ is rejected and H$_a$ is accepted.

Second Hypothesis

Table 6.
T-test for Post-test of Experimental and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Speaking Ability Test	Equal variances assumed	2.219	.142	4.120	56	.000	9.621	2.335	4.943	14.299
	Equal variances not assumed			4.120	53.921	.000	9.621	2.335	4.939	14.303

Based on the results, it was found that the Sig (2-tailed) in the second hypothesis test was $0.000 < 0.05$, which showed that there was a significant difference between the class that applied the gossip group activity and the class that did not apply the gossip group activity in improving speaking fluency. From the data, it can be concluded that H_O is rejected and H_a is accepted.

Third Hypothesis

The third hypothesis found that students' speaking ability who were taught by using guided conversation was better than students who were not taught by using guided conversation. It can be seen from the mean of the post-test score of the experimental and control class ($72.38 > 62.76$), that the improvement of the mean score of the post-test of the experimental class was greater than the mean score of the control class on the post-test ($10.52 > 4.1$). This means that the hypothesis (H_O) is rejected and (Ha) is accepted, it can be concluded that students who were taught using the guided conversation method were better than students who were taught using the conventional method.

Discussion

The results of the research indicated that guided conversation helps enhance students' speaking abilities. There are several reasons why the guided conversation method enhances students' speaking abilities:

1. Guided conversation method gives all students more opportunities to participate in learning activities.
2. Guided conversations help students improve their pronunciation, intonation, grammar, fluency, and comprehension to sound more like native speakers.
3. Guided conversations allow students to learn from their mistakes and correct them quickly with teacher feedback.
4. Students are guided not only to speak English through dialogues but also to understand the lesson content using simple, everyday language.
5. Teachers become more aware of students' English-speaking abilities, especially in speaking, due to their role as facilitators, mentors, and companions.
6. Through guided conversations, students can express ideas and thoughts in communicative group learning and receive feedback to improve their conversations.
7. Guided conversations give students the chance to learn new vocabulary in context, reducing the need to memorize words without context, which are often easily forgotten.
8. Guided conversations provide students with opportunities to build active and free communication in groups, allowing them to practice real-life conversations.
9. Guided conversations help students build confidence to speak in front of the class.

10. Throughout the process, guided conversations can improve students' English-speaking skills as their motivation to learn increases, supported by the teacher's approach and a comfortable learning environment.

Based on the data above, the guided conversation method effectively improves students' speaking ability. This method also used a group discussion to help them develop their arguments. In addition, Reflinda (2021) stated that group discussions also assist students in enhancing their ability to think critically and analytically when speaking about a subject. In speaking classes, Dewi (et al.) stated that teachers need to create communicative and interactive activities by providing students with chances to practice the target language. Nunan suggests that group work is the most efficient method to enhance students' speaking time. This method offers various benefits, such as increasing student participation, improving pronunciation, intonation, grammar, fluency, and comprehension, and allowing students to learn from their mistakes with quick teacher feedback. Furthermore, guided conversation helps students build new vocabulary in context, boosts confidence, and provides opportunities to practice real-life conversations. This result is also supported by Arif Syaifuddin (2023), who states that the guided conversation method can indeed improve students' speaking abilities.

The success of this method is also due to the feedback and compliments by teachers on the speaking performance of students. According to Kardena (2020), providing students with feedback, such as praise and constructive criticism regarding their performance, can motivate them to improve their work and achieve greater success. Thus, feedback plays a vital role for teachers as a guide and facilitator.

This finding is also in line with several previous studies, namely Cakorda Istri Mas Kusumaningrat (2021), that the guided conversation method can stimulate students' interest and get new vocabulary based on context. Furthermore, Alma Shafira and Doni Anggoro (2021) stated that the guided conversation method can increase students' speaking ability since it is easiest to understand by students. Hence, the researcher found that there was a significant difference between the students who were taught by using the guided conversation method with students who were taught using the conventional method.

In the experimental class that applied the guided conversation method, students' speaking ability increased. Thus, guided conversation method had an effect on students' speaking ability. Meanwhile, in the control class that used the conventional method, the effect on students' speaking ability was not as the students in the experimental class. In the control class, only a few students had an effect on speaking fluency.

Furthermore, the researcher saw that the students who were taught by using guided conversation were better than students who were not taught by using the guided conversation method. It can be seen from the results obtained from the post-test

of the experimental and control classes. The improvement of the mean score of the experimental class was higher than the control class (10.52 > 4.1).

From the explanation above, it can be concluded that guided conversation is a method that can improve students' speaking ability in learning English. Moreover, guided conversation can also be used as an effective method to help researchers and students in teaching and learning. This can be proven by the scores of post-tests in the experimental and control classes. speaking abilities (Syaifuddin, 2023).

CONCLUSION

Following the research findings and discussion on using guided conversation to improve students' speaking abilities, the researcher gained some conclusions; guided conversation method can improve students' speaking ability of eleventh-grade students at MAN 2 Bukittinggi in the 2023/2024 academic year. The improvement is evidenced by the increased scores in the experimental class after several sessions with the guided conversation method, with the t-calculated value (5.006) exceeding the t-table value (2.003). Additionally, there were significant differences between students taught with the guided conversation method and those who were not, as shown by the higher mean post-test score of the experimental class (72.38) in contrast to the control class (62.76), with the t-test results showing t-calculated (4.120) higher than t-table (2.003). Moreover, the experimental class showed greater improvement in speaking ability than the control class, as reflected in the higher mean score increase (10.52) compared to the control class (4.1).

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