

**IMPROVING STUDENT'S SPEAKING SKILL BY USING CONVERSATION TEXT FOR  
STUDENTS AT ENGLISH HOUSE COURSE OF SMA NEGERI 10 KEPULAUAN  
TANIMBAR**

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**ABSTRACT**

*Education stands as a cornerstone sector, crucial for societal development and government attention, particularly in Indonesia. However, the education system in Indonesia faces challenges and necessitates continuous improvement to enhance learning and teaching processes. This study explores the effectiveness of utilizing conversation texts to improve students' speaking skills, focusing on English language learners at English House Course of SMA Negeri 10 Kepulauan Tanimbar. The research question addresses whether conversation texts can positively influence students' speaking proficiency. The objective is to assess the impact of incorporating conversation texts on students' speaking skills. This study employs descriptive and quantitative research methodologies with a sample population of 60 students. Pre-test and post-test assessments serve as research instruments, while data analysis utilizes the Product Correlation Moment technique and hypothesis testing with the t-test formula. The findings indicate a significant correlation between the use of conversation texts and the enhancement of students' speaking skills. The results demonstrate a strong correlation between the variables, with the t-test confirming the significance of the improvement. Thus, it is concluded that integrating conversation texts effectively improves students' speaking abilities at the English House Course of SMA Negeri 10 Kepulauan Tanimbar.*

*Keywords: Speaking Skills, Conversation Texts, English Language Learning*

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**MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN MENGGUNAKAN  
TEKS PERCAKAPAN UNTUK SISWA DI KURSUS ENGLISH HOUSE SMA NEGERI 10  
KEPULAUAN TANIMBAR**

**ABSTRAK**

Pendidikan menjadi salah satu sektor penopang, penting untuk perkembangan masyarakat dan perhatian pemerintah, terutama di Indonesia. Namun, sistem pendidikan di Indonesia menghadapi tantangan dan memerlukan peningkatan terus menerus untuk meningkatkan proses pembelajaran dan pengajaran. Penelitian ini mengeksplorasi efektivitas penggunaan teks percakapan untuk meningkatkan keterampilan berbicara siswa, dengan fokus pada pembelajar bahasa Inggris di Kursus English House SMA Negeri 10 Kepulauan Tanimbar. Pertanyaan penelitian ini mengatasi apakah teks percakapan dapat memengaruhi secara positif kemampuan berbicara siswa. Tujuannya adalah untuk menilai dampak penyertaan teks percakapan terhadap keterampilan berbicara siswa. Penelitian ini menggunakan metodologi penelitian deskriptif dan kuantitatif dengan populasi sampel sebanyak 60 siswa. Asesmen pre-test dan post-test berfungsi sebagai instrumen penelitian, sedangkan analisis data menggunakan teknik Product Correlation Moment dan pengujian hipotesis dengan formula t-test. Temuan menunjukkan adanya korelasi signifikan antara penggunaan teks percakapan dan peningkatan keterampilan berbicara siswa. Hasil penelitian menunjukkan korelasi yang kuat antara variabel-variabel tersebut, dengan uji t menegaskan signifikansi peningkatan tersebut. Oleh karena itu, disimpulkan bahwa integrasi teks percakapan secara efektif meningkatkan kemampuan berbicara siswa di Kursus English House SMA Negeri 10 Kepulauan Tanimbar.

## INTRODUCTION

Education is arguably the most crucial sector that requires attention and development by the government and must be accessible to all members of society, especially students across Indonesia. Given the suboptimal outcomes in Indonesia's education system, it is imperative to continually strive for improvement and innovation in the teaching and learning processes. Education plays a pivotal role in nation-building; however, the current educational standards in Indonesia still fall short of achieving optimal quality, as noted by Helda and Syahrini (2022).

Formal education refers to a structured, regular, and progressive activity conducted within schools, governed by clear regulations set forth by the government. Its primary purpose is to systematically educate, instruct, and equip individuals with the knowledge and skills necessary for their future endeavors. The systematic nature of formal education ensures compliance with government regulations, including the provision of standardized curricula and the employment of competent teachers.

Global English education has become increasingly vital, as English serves as the primary international language in academia, commerce, and technology. Proficiency in English is essential for expanding one's knowledge, perception, and opportunities for a successful future. Therefore, it is imperative for all students to develop proficient English speaking abilities.

The pre-observation phase of this research aims to assess the improvement and support of students' speaking skills at SMA Negeri 10 Kepulauan Tanimbar, as indicated by Mr. Alowysius F. Timpelabuan, S.Si, Vice-Headmaster for Infrastructure at the school. Several challenges must be addressed to ensure the effectiveness of this endeavor, including the limited number of English teachers, consisting of two public service teachers and two honorary teachers, with a total student population of 867.

Speaking skills, including intonation and fluency, are fundamental for effective communication and social interaction. Therefore, it is essential to instill these skills in

students from an early age, as emphasized by Zendrato (2019). Conversational texts play a pivotal role in enhancing speaking proficiency, as they provide practical dialogue examples for readers to emulate and practice correct intonation and fluency.

Research limitations and delimitations should be considered when utilizing conversational texts and selecting appropriate methodologies tailored to the students' needs and conditions. The research problem revolves around whether conversational texts can enhance the speaking skills of English course students at the English House Course of SMA Negeri 10 Kepulauan Tanimbar. The research objectives aim to determine the effectiveness of conversational texts in improving students' speaking skills, with implications for students, the English education study program, researchers, the Faculty of Teachers Training and Education, and the English House Course.

## LITERATURE REVIEW

Speaking skill holds significant importance as it facilitates the maintenance and establishment of social relations, as well as transactional functions centered on information exchange. Continuous development of speaking skill yields optimal results when students can communicate with others effectively and fluently. The purpose of speaking skill training is to equip students with the ability to communicate accurately and proficiently. The benefits of speaking skill development are manifold: it is crucial for effective communication, it is among the four macro skills essential for both first and second language learning, and mastery of communication skills is indispensable for success in various fields. The elements comprising speaking skill include grammar, pronunciation, fluency, and vocabulary.

Factors influencing students' speaking skill can be categorized into two groups: internal factors and external factors. Conversation text serves as a vital infrastructure for enhancing students' speaking skills. It facilitates communication, fosters understanding of characteristics and emotions, and serves as a tool for conveying information

effectively. By utilizing conversation text as a training tool, students can develop their ability to comprehend, memorize, and extract the main ideas from conversational contexts, ultimately aiming to speak English fluently and accurately, as suggested by Yanti, Arwin, & Nanda (2021).

The theoretical framework of this research revolves around the concepts of input, process, and output. The independent variable, conversation text (X), influences the value of the dependent variable, improving students' speaking skill (Y). Indicators such as learning and teaching methods, the environment of the English House Course area, and student interest are used to measure variables.

The research hypothesis posits that conversation text can enhance students' speaking skills at the English House Course of SMA Negeri 10 Kepulauan Tanimbar. This hypothesis is formulated as  $H_a$ : Conversation text can improve students' speaking skill, while the null hypothesis is  $H_0$ : Conversation text cannot improve students' speaking skill in this context.

## RESEARCH METHODOLOGY

This study employed both descriptive and quantitative research methodologies. The population for this research consisted of 60 students, from which a sample of 60 students was selected. The research instruments utilized were pre-tests and post-tests. Data collection techniques employed Product Moment Correlation. The researcher utilized the t-test formula for hypothesis testing.

## RESULTS AND DISCUSSION

Based on the analysis conducted by the researcher, the results and discussions indicate a significant correlation between students' improvement in speaking skills and the utilization of conversation text at the English House Course of SMA Negeri 10 Kepulauan Tanimbar. The continuous product percent correlation between both variables demonstrated a strong correlation level. The significance test result for the improvement in students' speaking skills using conversation text, calculated using the t-test formula, yielded a value of 12.838, compared to the critical t-

table value of 1.671 for a 0.05% significance level with two-tailed testing and degrees of freedom ( $df = n - 2 = 58$ ). As the calculated t-value exceeds the critical value, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This indicates a strong correlation between the improvement in students' speaking skills and the utilization of conversation text at the English House Course of SMA Negeri 10 Kepulauan Tanimbar.

## CONCLUSION

Research conducted at the English House Course of SMA Negeri 10 Kepulauan Tanimbar demonstrates that the use of conversation text effectively enhances students' speaking skills, fostering fluency and accuracy. The findings underscore the substantial impact of this approach. The analysis, employing Product Moment Correlation, indicates a highly significant and robust correlation between the variables under scrutiny. Specifically, the correlation coefficient calculated from the field data stands at 0.86, elucidating the strong influence of conversation text (variable X) on speaking skill (variable Y).

Hypothesis testing further corroborates these findings, with the calculated t-value of 12.83 exceeding the critical t-value. Employing an alpha level of 0.05% and degrees of freedom ( $df$ ) of 58, the critical t-value is determined to be 1.671. Given that the calculated t-value falls within the rejection region of the null hypothesis ( $H_0$ ), we conclude that there is indeed a significant relationship between students' speaking skills when utilizing conversation text. As such, the null hypothesis ( $H_0$ ), positing no connection, is rejected, while the alternative hypothesis ( $H_a$ ) is upheld.

In light of the conclusions drawn above, it is evident that the utilization of conversation text yields exceptionally robust results. Consequently, it is imperative for the researcher to offer pertinent recommendations, particularly to key stakeholders within the education sector. Firstly, it is recommended that the Headmaster of SMA Negeri 10 Kepulauan Tanimbar prioritizes the enhancement of students' speaking skills through the integration of conversation text, supported by

comprehensive facilities such as adequate tools and infrastructure. This outcome can be achieved through the concerted efforts and dedication of coordinators, English House Course tutors, as well as the collaborative involvement of the school's administration and teaching staff.

Furthermore, the positive outcomes of this research underscore the importance of parental involvement and support. The proactive engagement and oversight demonstrated by parents significantly contribute to the success of initiatives aimed at improving students' speaking skills at the English House Course of SMA Negeri 10 Kepulauan Tanimbar. Therefore, it is essential to maintain and strengthen this collaborative effort to ensure the continued development and advancement of students' speaking abilities.

Moreover, it is crucial for the government of our beloved Tanimbar Archipelago Regency to allocate sufficient resources and support to facilitate the implementation of effective teaching methodologies and the provision of necessary tools and instruments. Enhanced collaboration between the regency government and SMA Negeri 10 Kepulauan Tanimbar will further bolster efforts to enhance students' speaking skills, ultimately contributing to the overall development and reputation of our beloved regency within the broader context of the Indonesian Republic.

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