

**THE USE OF SHORT CONVERSATION COMBINED
WITH ENGLISH CONVERSATION APPLICATION
TO ENHANCE STUDENTS' SPEAKING SKILL**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the
Degree of Bachelor of English Language Education



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Assalamu'alaikum wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum wr. wb.

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ABSTRACT

Title : The Use of short conversation combined with English conversation application to Enhance student's speaking skill
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The study aims to explain the effectiveness of using short conversation combined with English conversation to enhance student's speaking skill. Quantitative research with the quasi-experimental design is the research design in this study. The data were collected in using pre-test and post-test. The research participants were 60 students of eleventh graders of SMAN 1 Godong Grobogan. The data analysis in this study includes the statistical data from *spss* and the statistical calculation. The data showed that the pre-test score for experimental class, is 60, and for the control class got 61.63. Experimental class was given treatment using Short conversation combined English conversation application. While control class was taught using interaction in pairs. The mean score from post-test for the experimental class is 70,4 and for control class is 64.6. The statistical analysis showed the gained score for both classes that the experimental class was higher than control class. And the data from *spss* showed that the Asymp.Sig. (2-tailed) is 0,001 is smaller than 0,05 and the hypothesis was accepted. Beside those calculation, the researcher concluded that using short conversation combined with English conversation application is able to enhance the speaking skill students' at SMAN 1 Godong Grobogan.

Keywords: English Conversation application, Short Conversation, Speaking Skill

MOTTO

“Once you replace negative thoughts with positive ones,
you’ll start having positive results”

(Willie Nelson)¹

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

The meaning: “Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. And Allah is All-Aware of what you do”.(Al-Mujadalah 11)

¹ https://www.brainyquote.com/quotes/willie_nelson_184361

DEDICATION

To the Almighty the most Gracious and the most Merciful Allah SWT because of His blessings the researcher is able to finish this thesis.

This thesis is dedicated for all teachers everywhere they are. In order to help them looking for another way for teaching. This thesis also dedicated to the researcher's beloved family, especially the researcher's parents Shodik and Muniroh who always support the researcher with all things they have including forever love.

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2. Sayyidatul Fadhillah, M.Pd. as the head of English Education Department.

3. Dra.Mustikawati Dewi, M.Pd. as the secretary of English Education Department.
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Semarang, 09 September 2022

The writer,
Wafidatul Azizah

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CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, the research questions, the research objectives, the significance of the study, and the limitations of the study.

A. BACKGROUND OF THE STUDY

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world language is the communication by voice in a distinctively human manner, using arbitrary sounds in conventional ways with conventional meanings.²

Language is a means of communication or speaking. In this case, as a human being, it must be able to communicate or speak orally. language has a main role in students' intellectual, social, and emotional development and it is the key to the successful studying all of the subjects. In the curriculum, speaking is one of

² Lalu Suparman, 'The Effectiveness of the English Conversation to Improve Students' Speaking Skill', *Palapa*, 5.2 (2017), 38–52 <<https://doi.org/10.36088/palapa.v5i2.45>>.

the basic competencies which should be mastered by the students.³

Speaking is one of the four basic skills which has an important role in human activities to communicate with the other people. Moreover, speaking is the most important skill among the four skills.⁴ By speaking, people can express their ideas, knowledge, or information. Gillis (2013) states that speaking ability provides a speaker with a beneficial aspect as a speaker such as putting the word together to create meanings, thoughts, opinions, and feelings.

Teaching speaking skills is a very important part of second language learning. The skill to communicate in a second language clearly and efficiently contribute to the success of the learner in the school and success later in every phase of life. Therefore language teachers must pay great attention to teaching speaking skills so that the

³ Anik Indramawan and Akhyak, "Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia).," *International Journal of Language and Literature* Vol. 1 No., no. 2 (2013): 18–24.

⁴ Suci Kaniadewi and et al, 'Improving Students' Speaking Ability in Reporting Procedural Text by Using Videos', *Journal of English and Education*, 5.1 (2017), 13–19 <<https://pdfs.semanticscholar.org/eba3/7423ad216a8d78f72cc71e14b0831afeaecc.pdf>>.

teacher should make various activities to promote speaking to students, the teacher should motivate students to learn more about speaking, especially of procedure text.

Harmer (1990:25) says that the aim of teaching speaking is to train students for communication. Therefore, language activities in speaking class should focus on language use individually. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student to speak. Richards (2002:85) classifies that conversation can be applied in teaching speaking.⁵

In other words, speaking skill is considered as the main criterion for success in having a good conversation or lacking, methods and techniques are very important and needed in the classroom. They should choose the best model depending on the difficulties they face in the field of teaching speaking , because of many problems that occur in teaching speaking. It makes them unable to say the words during speaking, being afraid to speak

⁵ Hijril Ismail, 'Improving Students' Speaking Skill through Conversation', *Paedagogia: Jurnal Kajian Penelitian Dan Pengembangan Kependidikan*, 5.1 (2014), 73–79 <<https://journal.ummat.ac.id/index.php/paedagogia/article/view/58>>.

because it is considered a mispronunciation has resulted in students never trying to speak English. And it is difficult to carry on a conversation smoothly with each other.

Based on the researcher, several factors initiate problems in teaching speaking skills. Teacher more often gives written exercises in class, and chooses a method that makes students not interested in learning English. So that students also think that English is difficult to learn.

Nowadays, many teachers also choose to teach methods or techniques by further improving the theoretical material. So that students can do their final assignments with good grades, but students lack of practice in English communication orally.

Several techniques can help the teacher to make students active in English, but in this case, the researcher chose short conversation in speaking skills for students, because the research believes that this technique can make students more interested in speaking English. After all, students have to use their opinions, feelings and make students more interested in speaking English can add information when communicating.

Short conversation is one of activity to help beginning learners build basic English skill. It consists of

six up to twelve sentences between two people. This activity gives more opportunity to the student to speak. It is also called as a free communicative interaction. It means that the students are free to use their own words to talk about their own way.

Conversation is a method of improving students' speaking which is focused on this research with the condition that students feel more motivated, so researcher combined the method with application media

In teaching learning process, media is an important things. Media is the tool to deliver message or information from one place to another place. Beside that, to make the process of teaching learning being fun, the teacher can use many medias in the classroom. So, it can make teaching and learning process will be more effective and highly signifcant. Many kinds of media that can be used by the teacher through visuals, sounds, smells, and tastes. So, the teacher can choose the appropriate media in the classroom.⁶

So, in this study the researcher chose the media in the form of an English conversation application. This

⁶ DEWI SRI KUNING, 'Applications of Social Media To Learn Speaking', *Edukasi Lingua Sastra*, 18.1 (2020), 77–85
<<https://doi.org/10.47637/elsa.v18i1.227>>.

application is the helpful app to practice English conversation for everyone with a lot of English conversations categorized in different levels, so you can strengthen your English listening and speaking skills perfectly

Furthermore, the use of short conversation and English conversation practice applications hopefully will be significantly effective in the way teachers deliver the material, in speaking especially on giving offering and suggestion.

The students are expected to grasp the meaning of the narrative text both oral and written in the form of manual and tips. It means that, the students have to be able to speak a very simple short narrative text

The purpose of the text is to entertain the readers or present a story by practice with the applications which is English conversation practice speak and communicate smoothly with each other.

Hence, in the recent study more focused on investigating the use of short conversation and English conversation practice applications! to enhance students' Speaking with the senior high school grade the use of short conversation combined with English conversation applications to teach senior high school students.

B. RESEARCH QUESTION

Based on the background, the researcher formulates a problem statement as follow “How is the effectiveness of using short conversation combined with English conversation application to enhance students’ speaking skill at eleventh graders of SMAN 1 Godong Grobogan?”

C. OBJECTIVE OF THE STUDY

Based on the background and problem formula, the researcher focuses to explain the effectiveness of using short conversation combined with English conversation application to enhance students’ speaking skills at eleventh graders of SMAN 1 Godong Grobogan.

D. SIGNIFICANCE OF THE RESEACH

This study is significance useful for three reasons:

a. Researcher

This study will bring a new information for the other researcher and the readers about teaching speaking combined with English conversation application in senior high school.

b. Students

The researcher hopes that this research will be beneficial to increase students’ speaking skill and to

motivate the students in learning. Through this materials the students are able to speak up correctly. Of course, the new knowledge and experiences will be gained by students. By using short conversation to improve Speaking skill in procedure text to the student, the researcher also hopes it can make students understand and have fun in learning English.

c. Teachers

Hopefully, this research can give inspiration and motivation to the teachers in teaching English using various materials. Teachers are able to develop their technique using this materials in learning processes. Although, the school is not near from destination places, it can give some opinion and critical thinking to the students. It is properly used in teaching English. Next researchers hopefully, this research can provide the next researchers who wants to use short conversation to improve Speaking skill in procedure text. The researcher hopes the result of this research will use as a reference. It gives more information about short conversation by teaching speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research, literature reviews, and the hypothesis.

A. PREVIOUS RESEACH

The research about improving students' speaking skill with other techniques was frequent being done, and researchers only found a few several similar researches, which are:

- 1) A research conducted by Sofyan H, Ferry Rita entitled *Developing speaking skillof the eight grade students through short conversation*

The objective of the research is to investigate whether or not the application of short conversation technique improve the speaking skill of the eight grade students of SMPN 1 Palasa. This research used quasi experimental research design.

The research instrument used by the writer were pre-test and post-test. The main score of the post-test is 75.56. And 61.45. The students' responses were positive when conversations were applied in teaching speaking. It can be concluded that the

implementation of conversation can improve English students' speaking.

These researchers have difference is on the instrument. The writer used technique short conversation.⁷

- 2) A research conducted by Andi Anshar.A.Y and Mochtar Marhum entitled *Developing Speaking skill of the seventh grade students trough short conversation*

This research aims at investigating the effectiveness of Short conversation in developing speaking skill of grade VII students of MTs Negeri 1 Palu. This is a quasi-experimental research design that collecting data by using pre-test and post-test

These researches have similarity on research design, both of them used quasi-experimental design to collect data, Meanwhile the difference is on strategy. The writer is using short conversation

⁷ Sofyan H and Ferry Rita, 'Developing Speaking Skill of Grade VIII Students through Short Conversation', *Journal of English Language Teaching Society (ELTS)*, 3.1 (2021), 1–10 <<https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf>>.

combined with English conversation application to enhance students' Speaking skill.⁸

- 3) A research conducted by Lalu Suparman conducted that *The Effectiveness of the English conversation to improve students' Speaking skill*.

This research focused on whether English conversation effective in speaking skill and how is the effectiveness of the English conversation to improve students' Speaking skill. The students used each strategy that is conversation to improve speaking skill. This research uses pre-experimental design to collecting data is used pre-test and post-test. The finding that showed having collect and calculated the data with descriptive statistic is significant.

This researcher has similarity on strategy used . Meanwhile the difference is on the research design. The writer is using Pre-experimental design.⁹

- 4) A research conducted by Resha P.W, Mawardin M.Said and Abdul Waris entitled *Developing*

⁸ Andi Anshar.A.Y, Mochtar Marhum, "Developing speaking skill of the seventh grade students through short conversation."(2019)", *Journal of English teaching and learning* 2(2019)

⁹ Lalu Suparman, "The Effectiveness of the English Conversation to Improve Students' Speaking Skill," *Jurnal Studi Keislaman dan Ilmu Pendidikan* 59 (n.d.)(2017).

Speaking skill of grade VIII students trough short conversation

This research describes the use of Conversation Diary as a strategy in increasing students' English speaking skill and discovers the decreasing of students' anxiety in performing English speaking. This research is done in Classroom Action Research (CAR) within 2 cycles. Each of the cycle is started by assessing classroom problems, and continues with planning, acting, observing, and reflecting

The difference on this research used Qualitative research. Meanwhile the similarity on technique. The writer used Conversation¹⁰

B. LITERATURE REVIEW

A. Speaking

a. Definition of speaking

There are several other opinios according to experts regarding the definition of speaking.

¹⁰ Ria Anugrah Prasanti, Lasim Muzammil, and Oktavia Widiastuti, 'The Use of Conversation Diary in Enhancing Students' English Speaking Skill', *Journal of Education Research and Evaluation*, 4.2 (2020), 208 <<https://doi.org/10.23887/jere.v4i2.24720>>.

Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language „on the spot“ while Quianthy.¹¹

Speaking is an ability which is used for communication in daily activities. Thornbury (2005:1) stated that speaking is so much a part of daily life that we take it for granted. It means that speaking is the way people communicate which is naturally achieved due to daily habit.¹²

Nunan (2003) states “Speaking is a productive skill which consists of producing systematic verbal utterances to convey meaning. “Speaking is the way in which we express or exchange thoughts and feelings through using language. Harmer notes down that from the communicative point of view, speaking has many different aspects including two major categories

¹¹ Zakiyah Farhanah Pratiwi and Mutiara Ayu, ‘The Use of Describing Picture Strategy To Improve Secondary Students’ Speaking Skill’, *Journal of English Language Teaching and Learning*, 1.2 (2020), 38–43
<<https://doi.org/10.33365/jeltl.v1i2.603>>.

¹² Thornbury Scott, ‘How To Teach Speaking (HOW) (PDFDrive).Pdf’, 2005.

– accuracy, involving the correct use of vocabulary, grammar, and pronunciation praised through controlled and guided activities; and fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Language knowledge and skill in using these are considered two fundamental elements of an effective

Therefore, the researcher concludes that speaking is a means of spontaneous communication with aim of conveying something in correct and acceptable language with intened purpose of listener.

b. The components of speaking

According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.¹³

a) Pronunciation

According to Oxford, pronunciation is the way in which a language or a particular

¹³ Kurniati Azlina, Eliwarti, and Novitri, ‘A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru’, *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13
<<https://media.neliti.com/media/publications/206186-none.pdf>>.

word or sound is pronounced. It means the misunderstanding will happen with the sounds if the speaker is pronounced wrongly and the message that going to convey will complicate to be comprehends.

b) Grammar

Grammar is a description of the language system; it demonstrates how humans arrange in sentences, combine them, and modify the structure of words to modify their meaning. (Watts, 2006:21). So grammar is one of the components that are needed to compose words or sentences in conversation to be correct.¹⁴

c) Vocabulary

Vocabulary is the most important component, because having enough vocabulary makes it difficult for us to make a good conversation with other people, Vocabulary is defined as “all the words known and use by a particular person”

¹⁴ Viv Edwards, ‘The Grammar of Southern British English’, *Real English: The Grammar of English Dialects in the British Isles*, January 1993, 1993, 214–38.

d) Fluency

Fluency may describe as the ability to speak accurately. According to Pakula (2019) states that fluency is communicating a message. So that speaking English fluently is the key to speak naturally without any pressure while speaking.¹⁵

e) Comprehension

Comprehension for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.¹⁶

c. Basic types of Speaking

According to Brown (2004: 141-142), there are five basic types of speaking used for assessing. Those are:

1. Imitative

Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence. While there a purely

¹⁵ Heini-Marja Pakula, 'Teaching Speaking', *Apples - Journal of Applied Language Studies*, 13.1 (2019), 95–111
<<https://doi.org/10.17011/apples/urn.201903011691>>.

¹⁶ Rob Pope, 'Speech, Conversation and Dialogue', *Studying English Literature and Language*, 2021, 269–72
<<https://doi.org/10.4324/9780203718179-43>>.

phonetic of an oral production, it may be included in the criterion performance. The traditionally labeled is “Pronunciation”

2. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.
3. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.
4. Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant. Such as asking for clarification on a question and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.
5. Extensive speaking is oral production, include speeches, oral presentation, and story telling. Language style is more

deliberative and formal for extensive tasks.¹⁷

Based on the explanation above, the writer used basic types of speaking which is appropriate with my topic and media that the writer raised in this research, which is responsive. Because this basic types speaking leads to communication and speaking skills with other people starting from small conversation, like greetings.

B. Short Conversation

a. The definition of conversation

Conversation is

interactive communication between two or more people. 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

¹⁷ Asramadhani and Sri Murni, 'Improving Students ' Speaking Skill in Expressing Offering', *LEI N° 16.050, DE 31 DE JULHO DE 2014 - Política de Desenvolvimento Urbano e o Plano Diretor Estratégico Do Município de São Paulo*, 10.1 (2019), 1–10
<<http://dx.doi.org/10.1016/j.biochi.2015.03.025>%0A<http://dx.doi.org/10.1038/nature10402>%0A<http://dx.doi.org/10.1038/nature21059>%0A<http://journal.stainkudus.ac.id/index.php/equilibrium/article/view/1268/1127>%0A<http://dx.doi.org/10.1038/nrmicro2577>%0A<http://>>.

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 interaction.

b. Classification of short conversation

1) Discussion

One element of conversation is discussion sharing opinions on subjects that are thought of during the conversation. In polite society the subject changes before discussion becomes dispute or controversial for example; if theology is being discussed, maybe no one is insting a particular view accepted.

2) Subject

Many conversations can be divided into four categories according to their major subject content, they are:

A. Conversation about subjective ideas, which often serve to extend understanding and awareness

- B. Conversation about objective facts, which may serve to be consolidate a widely held view.
- C. Conversation about other people(usually absent), which may be either critical, competitive, or supportive. This includes gossip
- D. Conversation about oneself, which sometimes indicate attention-seeking behavior or can provide relevant information about oneself to participants in the conversation

Practically, few conversations fall exclusively into one category. Nevertheless the proportional distribution of any given conversation between the categories can offer useful psychological insight into the mind set of the participants. This is the reason that the majority of conversations are difficult to categorize.

3) Function of short conversation

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

- A. Functional conversation is designed to convey information in order to help achieve an individual or group goal.
- B. Small talk is type of conversation where the topic is less important than the social purpose of achieving bonding between people or managing personal distance, such as “how is the weather” might be portrayed as an example, which conveys no practicality whatsoever.¹⁸

C. Learn speaking by English conversation applications

Researchers found journals related to application that English Conversation Practice-Cudu application is the educational application to practice English conversation effectively. It has many topics of conversation that will help students improve speaking skill and make the students as a native speaker and we can learn how to speak

¹⁸ En.m.Wikipedia.org/wiki/conversation.

English like a native speaker through dialogue lessons. The application helps us immediately improve our communication skill in English (in daily communication, travel, shopping, work, weather, and others), support for learning, research, job, travel, study abroad, and labor export .Technology brings flexibility and choice to education.¹⁹

In this case, teaching English needs a method to activate and improve the students ability of four skills in English, which are most important to chose solution by creating efficient and effective technique, even chose some way to make the learning process English are going to be fun. Technology gives students a chance to engage in self-directed actions.

Then the teacher must follow the modern era which is facilitated through the internet. The use of applications with the advantages of usability that can be applied to student learning to make it more fun. Learning English using application is one way to enhance student interest in learning. Students do not

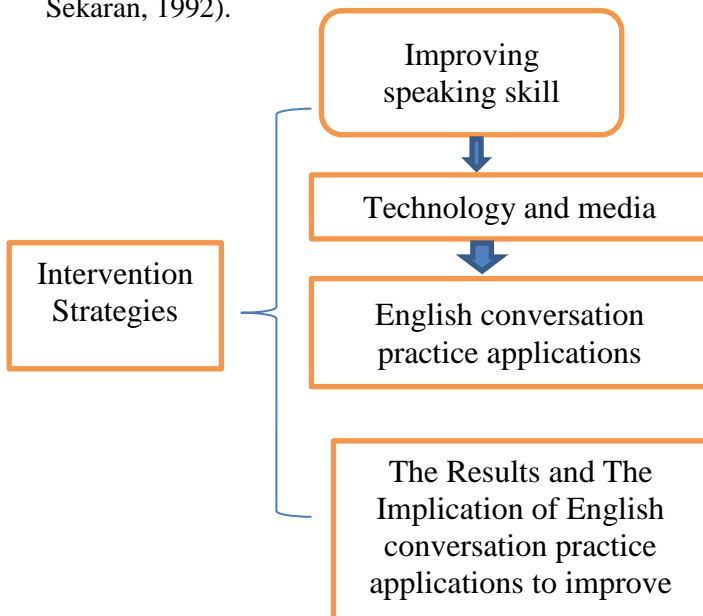
¹⁹ Imam Sudarmaji, 'Developing Student' Speaking Ability Through English Conversation Practice-Cudu Application', 2006, 2021 <<https://doi.org/10.4108/eai.11-9-2019.2298638>>.

have to sit in class when they want to learn English, they can study every day and every where.

The making of English conversation practice application is Motivated by the fact that the English proficiency of Indonesians, especially students is still very low

C. CONCEPTUAL FRAMEWORK

The conceptual framework is a conceptual model which discusses how the theory relates to several factors that have been identified as important problems (Uma Sekaran, 1992).



D. HYPOTHESIS

The hypothesis of this research is a basic assumption of how this research will be. To formulate the hypothesis, the researcher must ensure that the hypothesis is real or based on the facts. there are two kinds of hypothesis :

- 1) Working hypothesis (H_I): Short conversation combined with English conversation application could enhance students' speaking skill on giving offering and suggestion at The eleventh graders of SMA 1 Godong Grobogan
- 2) Zero hypotheses (H₀): Short conversation combined with English conversation application cannot enhance students' speaking skill on giving offering and suggestion at The eleventh graders of SMA 1 Godong Grobogan

E. VARIABLES AND INDICATOR

a. Variable

There are two variables in this research namely
Dependent variable the independent variable:

1. The dependent variable in this research is short conversation
2. The independent variable is speaking skill

b. Indicators

1) Speaking skills

Speaking skill is the word “speaking” comes from the word speak, namely “speak is to express opinions; to say; to convert”. So speak here is a way of expressing or expressing opinions.

2) Short conversation

Short conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively.²⁰

²⁰ Pope.

CHAPTER III

RESEARCH METHOD

This chapter explains the research design, the research setting and time, techniques

A. RESEARCH DESIGN

In conducting the research, the researcher applies quasi experimental design that used pre-test and post-test to explain that Short conversation combined with English conversation practice application can enhance students' speaking skill in giving offering and suggestion at the eleventh graders of SMAN 1 Godong Grobogan.

The reseacher uses the experimental that the non-Equivalent group design gave a good effec in students' speaking skill. The design of pre-test, post-test experiment is illustrated as follows:

Class		Treatment	
Experimental	O1	X	O2
Control	O3	-	O4

In which :

O1 :Pre-test for Experimental Class

O3 :Pre-test for Control Class

X :Short conversation combined with English conversation application to enhance students' speaking skill

O2 :Post-test for Experimental Class

O4 :Post-test for Control class

1. Pre-Test

The pre-test was conducted in the first meeting to measure students' speaking skill before treatment. The researcher gave an oral test to the students. The students both in experimental and control class also were interviewed and asked some questions and practice the dialogue about the giving offering and suggestion that was given.

2. Treatment

The two groups were given different treatments. It could be explained as follows:

a. Experimental Class

In the teaching-learning process, the teacher taught the students about some dialogue about giving offering and suggestion. The teacher gave an example of the teacher's own description. Then the

teacher directs students to try their speaking skills using the English conversation application.

b. Control Group

In the classroom session, the teacher taught and explained about giving offering and suggestion using scientific approach method. Then the students were given some exercises in oral such as reading dialogue loudly in front of the class. The teacher did not give the example of retelling giving offering and suggestion before

3. Post-Test

This post-test was conducted in the last meeting to measure students' speaking skill after students got the treatment. The researcher gave an oral test again similar to the pre-test. For the experimental class using the short English conversation application, while for the control class, each student is asked to make giving offering and suggestion and then read it aloud in front of the class.

B. SOURCE OF DATA PARTICIPANTS AND SETTING

a. Participant

According to Arikunto (2006: 130) “A population is the whole of object of the experiment.” A population can be defined as persons or items in such place that have been chosen as the object of experimental research. The population of this research is all of the eleventh grade students of SMA 1 Godong Grobogan Central Java in the academic year of 2022/2023. There are 30 students of IPS 2 in Experimental class and 30 students of IPS 1 in Control class.

b. Setting

This research was conducted in SMA 1 Godong, which is a foundation located Jl. Semarang-Purwodadi Jl. Mlati. Godong Grobogan. This activity was carried out in July 2022.

C. SAMPLE

In this research, used random sampling classes to gain the sample for this research, the research was conducted in two classes from the Eleventh-grade students of SMAN 1 Godong Grobogan in the academic year 2021/2022 which is 30 students of IPS 2 for

Experimental class and 30 students of IPS 1 for Control class.

D. INSTRUMENT

A research instrument is a tool used to measure, obtain, and analyze data from subjects around the research topic. An instrument has an important function. Therefore, the writer must use an appropriate instruments in the process of collecting data. The instrument used to collect the data was test. There was two test that became the instrument of this research. There were pre test and post test. For the pre test, was done in the first meeting to test how is student's ability on speaking before they were taught using short conversation in giving offering and suggestion. For the post test was done on the last meeting where it held after the students were taught using short conversation application. The topic of pre test was entertain the readers about legend. Both of pre-test and post-test were conducted for 3-5 minutes duration. During the test, the researcher directly gave the score based on the rubric scores which has been prepared by the researcher.

Furthermore, in giving the score, the writer used oral rating scale proposed by David P. Harris. The

scoring rubric of the test was a measure of quality of performance on the basis of some criteria: pronunciation, grammatical, vocabulary, fluency and comprehension.²¹

No	Aspects	Description of Indicators	Score	
1	Pronunciation	<ul style="list-style-type: none"> Have few traces of foreign accent. 	5	(95-100)
			4	(85-94)
		<ul style="list-style-type: none"> Always intelligible, though one is conscious of a definite accent. 	3	(75-84)
			2	(65-74)
		<ul style="list-style-type: none"> Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. Very hard to understand 	1	(below 65)

²¹ David P. Harris, *Testing English as a Second Language*, (New York: Tata McGraw-Hill Publishing Company Ltd, 1969), p. 83.

		<p>because of pronunciation problems. Frequently be asked to repeat.</p> <ul style="list-style-type: none"> Pronunciation problems to severe as to make speech virtually unintelligible. 		
2	Grammar	<ul style="list-style-type: none"> Makes few (if any) noticeable errors of grammar or word order. Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning. Makes frequent errors of grammar and word order which occasionally obscure 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>(95-100)</p> <p>(85-94)</p> <p>(75-84)</p> <p>(65-74)</p> <p>(below 65)</p>

		<p>meaning.</p> <ul style="list-style-type: none"> • Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern. • Errors in grammar and word order so severe as to make speech virtually unintelligible. 		
3	Vocabulary	<ul style="list-style-type: none"> • Use vocabulary and idioms is virtually that of a native speaker. • Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. • Frequently uses the 	5 4 3 2 1	(95-100) (85-94) (75-84) (65-

		<p>wrong words; conversation somewhat limited because of inadequate vocabulary.</p> <ul style="list-style-type: none"> • Misuse of words and very limited vocabulary make comprehension quite difficult. • Vocabulary limitations so extreme as to make conversation virtually impossible. 		74) (below 65)
4	Fluency	<ul style="list-style-type: none"> • Speech as fluent and effortless as that of a native speaker. • Speed of speech seems to be slightly affected by language problems. • Speed and 	5 2 3 2 1	(95-100) (85-94) (75-84) (65-

		<p>fluency are rather than strongly affected by language problems.</p> <ul style="list-style-type: none"> • Usually hesitant; often force into silence by language limitations. • Speech is so halting and fragmentary as to make conversation virtually impossible. 		<p>74)</p> <p>(below 65)</p>
5	Comprehension	<ul style="list-style-type: none"> • Appears to understand everything without difficulty. • Understands nearly everything at normal speed, although occasional repetition. • Understands most of what is said at 	<p>5</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p>	<p>(95-100)</p> <p>(85-94)</p> <p>(75-84)</p> <p>(65-74)</p>

		<p>slower-than-normal speed with repetitions.</p> <ul style="list-style-type: none"> • Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions. • Cannot be said to understand even simple conversational English. 		(below 65)
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E. METHOD OF COLLECTING DATA

In the term to collect the data, for quantitative experimental which is quasi experiment, the researcher used test to measure student's speaking skill. There were two kinds of test. Those were pre-test and post-test. The pre-test was given at the first meeting for the students, to measure student's speaking skill before they got treatment from the researcher. The pre-test was

an oral speaking from the students and an interview. Oral speaking was a test to know the score of students' pronunciation, and their fluency. While for student's grammar, comprehension and vocabulary were tested used interview. After pre-test there was a treatment to enhance students' speaking skill which was here, the researcher took short conversation combined with English conversation application as the techniques. After that the researcher gave the post test with the same procedure as the pre-test, to measure student's speaking skill after they got the treatment. The pre-test and post-test were done in both classes, the experimental class and the control class. In the last, the score of pre-test and post-test from experimental class and control class being compared and it proved that the technique used by the researcher is effective to be applied.

F. METHOD OF DATA ANALYSIS

The technique uses to describe of each research by showing descriptive statistical analysis. In analyzing the data, the t-test and mann whitney test was used to find out the use of short conversation combined with English conversation application to enhance students' speaking skill. The formula of t-test is as follow :

$$t_0 = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

M_1 : Mean of the score of experimental class

M_2 : Mean of the score of control class

SE_{M_1} : Standard error of experimental class

SE_{M_2} : Standard error of control class

The steps that must be done in calculation are:

1. Determining mean of variable X, with the formula as follows:

$$M_1 = \frac{\sum xN_1}{N_1}$$

M_1 : Mean of the score of experimental class

Σx : Sum of the students' score of experimental class

N_1 : Number of the students of experimental class

2. Determining mean of variable Y, with the formula as follows:

$$M_2 = \frac{\Sigma y}{N_2}$$

M^2 :Mean the score of control class

Σy :Sum of the students' score of control class

N^2 :Number of the students of control class

3. Determining standard of deviation score of variable X, with formula as follows:

$$SD_1 = \sqrt{\frac{\Sigma X^1}{N_1}}$$

SDx : Standart deviation score of experimental class

4. Determining the standard deviation score of variable Y, with formula as follows:

$$SD_2 = \sqrt{\frac{\sum Y^2}{N_2}}$$

SDy : Standard deviation score of control class

5. Determining standard errors of mean of variable X, with the formula as follows:

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

SEMx : Standard error of experimental class

6. Determining standard errors of mean of variable Y, with the formula as follows:

$$SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

SEMy : Standard error of control class

7. Determining of standard errors of different mean variable X and variable Y, with the formula as follows:

$$SEM_1 - N_2 = \sqrt{SEM_1^2 + SEM_2^2}$$

8. Determining to, with the formula as follows:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - SEM_2}$$

Mx : Mean of the score of experimental class

My : Mean of the score of control class

SEMx : Standard error of experimental class

SEMy : Standard error of control class

9. Determining t-table with the degree of freedom (df) in significant level 5% and 1% with the formula as follows:

$$Df = (N_1 + N_2) - 2$$

Df : Degree of freedom

N₁ : Number of students of experimental class

N₂ : Number of students of control class

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the description of the research finding, the result of the research, data analysis, and discussion.

A. Description of Research Finding

This research was conducted in the Eleventh grade of SMAN 1 Godong Grobogan in the academic year 2022/2023. The research was conducted from 21 July to 28 July 2022. The research was done by using an experimental and control class group.

The description is divided into some section: pre test, post test, gained score and data analysis. And all the data in this explanation were collected from student's speaking score in pre-test and post-test both in experimental and control class. The followings are the descriptions:

B. Result of The Research

1. Pre-test

**Table 4. 1 The Students' Pre Test Score of
Experimental Class (XI IPS 2)**

N O	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	50	65	65	65	70	67
2	N2	70	70	65	65	75	69
3	N3	70	65	70	70	70	69
4	N4	70	65	70	70	65	68
5	N5	60	65	60	60	55	60
6	N6	65	65	50	60	70	62
7	N7	60	50	55	60	60	57
8	N8	50	55	50	55	65	55
9	N9	50	60	65	50	65	58
10	N10	60	55	50	65	50	56

11	N11	60	50	55	50	65	56
12	N12	55	60	60	55	60	58
13	N13	60	65	60	60	65	62
14	N14	65	60	65	55	60	61
15	N15	50	50	55	50	65	54
16	N16	50	50	50	55	60	53
17	N17	60	65	50	50	65	58
18	N18	60	50	50	50	65	55
19	N19	60	70	50	65	65	62
20	N20	60	65	60	50	70	61
21	N21	65	60	55	60	70	62
22	N22	55	55	60	55	70	59
23	N23	70	70	70	65	70	69
24	N24	60	50	50	50	60	54
25	N25	70	55	65	60	55	61
26	N26	75	70	75	70	75	73
27	N27	50	55	50	50	50	51

28	N28	50	50	50	50	60	52
29	N29	60	65	60	65	50	60
30	N30	65	60	60	65	65	63
Total							1800
Mean							60

**The Students' Pre Test Score of Control Class (XI
IPS 1**

N O	Nam e	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	70	60	65	55	70	64
2	N2	70	70	60	70	80	70
3	N3	60	60	60	60	60	60
4	N4	60	60	65	60	60	61

5	N5	65	80	70	65	70	70
6	N6	60	55	65	60	55	59
7	N7	60	65	60	60	60	61
8	N8	65	65	50	60	70	62
9	N9	60	50	50	50	55	53
10	N10	65	60	65	55	55	60
11	N11	60	65	55	70	60	62
12	N12	65	70	60	60	75	66
13	N13	70	60	70	60	50	62
14	N14	60	70	60	55	55	60
15	N15	60	55	55	55	60	57
16	N16	70	65	70	60	60	65
17	N17	65	55	55	60	70	61
18	N18	70	55	70	60	60	63
19	N19	70	65	70	60	80	69
20	N20	75	70	60	60	65	66

21	N21	70	65	55	50	65	61
22	N22	65	50	55	50	55	55
23	N23	60	60	60	60	70	62
24	N24	65	60	55	60	70	62
25	N25	60	60	65	50	55	58
26	N26	50	50	55	50	60	53
27	N27	70	70	75	70	80	73
28	N28	55	50	55	60	55	55
29	N29	50	60	55	60	60	57
30	N30	65	55	65	60	65	62
Total							1849
Mean							61,63 3

As mentioned in table 4.1 and 4.2, regarding the sore pre-test between two classes, the experimental class and the control class, the experimental class got the average of 60, while the control class got the average of 61,633. It can be classified that the control class got a higher

score than the experimental class on pre-test. It can be defined that students' speaking score in the experimental class is lower than students' speaking score in the control class before the researcher gives the treatment.

b. Post-test

**Table 4. 2 The Students' Post Test Score
of Experimental Class (XI IPS 2)**

N O	Nam e	Criteria					Mea n Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	80	70	75	80	75	76
2	N2	80	70	70	80	85	77
3	N3	75	70	70	80	80	75
4	N4	70	75	75	70	75	73
5	N5	70	65	70	70	75	70
6	N6	70	75	75	75	80	75
7	N7	70	70	70	70	80	72
8	N8	75	70	70	70	70	71

9	N9	70	70	70	65	65	68
10	N10	50	50	55	50	55	52
11	N11	65	65	70	65	70	67
12	N12	50	50	55	50	55	52
13	N13	70	75	65	70	75	71
14	N14	70	65	65	70	65	67
15	N15	70	65	70	60	70	67
16	N16	70	65	65	75	70	69
17	N17	70	75	70	75	70	72
18	N18	70	65	75	70	70	70
19	N19	75	75	70	70	75	73
20	N20	70	75	70	70	75	72
21	N21	70	65	65	70	70	68
22	N22	80	80	75	75	80	78
23	N23	80	80	70	85	80	79
24	N24	80	75	75	75	80	77
25	N25	70	75	75	70	75	73

26	N26	80	80	80	85	85	82
27	N27	65	70	70	70	65	68
28	N28	75	75	75	70	80	75
29	N29	50	50	50	50	55	51
30	N30	70	70	60	80	80	72
Total							2112
Mean							70,4

Table 4. 3 The Students' Post Test Score of Control Class (XI IPS 1)

N O	Nam e	Criteria					Mea n Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	70	70	70	65	75	70

2	N2	60	50	55	60	55	56
3	N3	70	75	70	75	75	73
4	N4	65	60	60	65	60	62
5	N5	75	70	75	70	75	73
6	N6	65	50	55	65	65	60
7	N7	70	65	65	70	70	68
8	N8	70	60	60	65	75	66
9	N9	70	65	60	65	75	67
10	N10	65	65	65	70	70	67
11	N11	60	60	60	65	60	61
12	N12	75	70	70	75	80	74
13	N13	65	70	65	65	65	66
14	N14	70	60	60	70	60	64
15	N15	65	60	60	65	70	64
16	N16	50	60	55	55	70	58
17	N17	50	60	55	50	65	56

18	N18	70	75	70	60	80	71
19	N19	75	65	70	80	75	73
20	N20	65	65	70	65	70	67
21	N21	60	60	55	50	60	57
22	N22	55	50	50	50	55	52
23	N23	70	70	60	65	75	68
24	N24	55	50	50	60	60	55
25	N25	60	55	55	65	65	60
26	N26	60	60	55	60	70	61
27	N27	80	75	80	85	80	80
28	N28	60	55	55	60	60	58
29	N29	60	65	60	60	70	63
30	N30	70	65	70	70	75	70
Total							1940
Mean							64.6

The table of 4.3 and 4.4, shows the post-test from both classes, the experimental class and the

control class after the class got the treatment. The experimental class was treated by researcher used short conversation combined with English conversation application, while the control class was treated by conventional technique. Experimental class got 70.4 and for control class, it got 64.6. This means that there is a significance different score between two classes before and after they were treated by each technique. Although control class got the higher score on pre-test but the result after they were treated experimental is got the higher score than control group. It proves that using short conversation combined with English conversation application is effective to enhance students' speaking skill.

c. Gained score

Those table above is showing the comparison between pre-test and post-test from both class whether experimental class and control class, in table below the researcher presented the gained score from both classes. The gained score can be known from the increasing of students' pre-test score compared with students' post-test score.

**Comparison scores between pre test and post test
of both Experimental Class (XI IPS 2) and Control
Class (XI IPS 1)**

kelompok	pre	post				Ngain score	Ngain persen
1	67	76	9	33	0,27	27,27	
1	69	77	8	31	0,26	25,81	
1	69	75	6	31	0,19	19,35	
1	68	73	5	32	0,16	15,63	
1	60	70	10	40	0,25	25	
1	62	75	13	38	0,34	34,21	
1	57	72	15	43	0,35	34,88	
1	55	71	16	45	0,36	35,56	
1	58	68	10	42	0,24	23,81	
1	56	52	-4	44	-0,09	-9,09	
1	56	67	11	44	0,25	25	
1	58	52	-6	42	-0,14	-14,29	
1	62	71	9	38	0,24	23,68	
1	61	67	6	39	0,15	15,38	
1	54	67	13	46	0,28	28,26	
1	53	69	16	47	0,34	34,04	
1	58	72	14	42	0,33	33,33	
1	55	70	15	45	0,33	33,33	
1	62	73	11	38	0,29	28,95	
1	61	72	11	39	0,28	28,21	
1	62	68	6	38	0,16	15,79	
1	59	78	19	41	0,46	46,34	
1	69	79	10	31	0,32	32,26	

1	54	77	23	46	0,5	50
1	61	73	12	39	0,31	30,77
1	73	82	9	27	0,33	33,33
1	51	68	17	49	0,35	34,69
1	52	75	23	48	0,48	47,92
1	60	51	-9	40	-0,23	-22,5
1	63	72	9	37	0,24	24,32
2	64	70	6	36	0,17	16,67
			-			
2	70	56	14	30	-0,47	-46,67
2	60	73	13	40	0,33	32,5
2	61	62	1	39	0,03	2,56
2	70	73	3	30	0,1	10
2	59	60	1	41	0,02	2,44
2	61	68	7	39	0,18	17,95
2	62	66	4	38	0,11	10,53
2	53	67	14	47	0,3	29,79
2	60	67	7	40	0,18	17,5
2	62	61	-1	38	-0,03	-2,63
2	66	74	8	34	0,24	23,53
2	62	66	4	38	0,11	10,53
2	60	64	4	40	0,1	10
2	57	64	7	43	0,16	16,28
2	65	58	-7	35	-0,2	-20
2	61	56	-5	39	-0,13	-12,82
2	63	71	8	37	0,22	21,62
2	69	73	4	31	0,13	12,9
2	66	67	1	34	0,03	2,94
2	61	57	-4	39	-0,1	-10,26
2	55	52	-3	45	-0,07	-6,67

2	62	68	6	38	0,16	15,79
2	62	55	-7	38	-0,18	-18,42
2	58	60	2	42	0,05	4,76
2	53	61	8	47	0,17	17,02
2	73	80	7	27	0,26	25,93
2	55	58	3	45	0,07	6,67
2	57	63	6	43	0,14	13,95
2	62	70	8	38	0,21	21,05

The table from 4.5 shows the gained score using the calculation of Spss 25 determined that group 1 is the experimental class while group 2 is the control class, it can be seen that the Ngain percent in the experimental class is higher than the control class. It can be seen that highest percentage in the experimental class is 47, 92

A. Data Analysis

1. T-Test Significance

In calculating score of t test, there are two kinds of test which each test has their own rules. The test are parametric and non parametric. For parametric test it should pass the normality test first before going to t test independent.

Here, the researcher has try to test the normality of the score from post test and also pre test of both experimental class and control class. The researcher found that the result of normality test is rejected because one of the class didn't acquire the requirement from normality test, but the researcher included the result of the T-independent in the appendix. Therefore, the researcher used non parametric test as the other solution for independent t test.

a. Base Concept of Mann Whitney Test from Non Parametric Test

- 1) Mann Whitney test is on purpose to know whether there is or there isn't from mean differencies of unpaired sample.
- 2) The amount of sample used is musn't same.
- 3) Mann whitney test from non parametric test, therefore it doesn't need a data which have a normal and homogen distribution.
- 4) Mann whitney test is used for the alternative from independent sample t test.

b. Base of Concluding the Result

- 1) If the score of Asymp.Sig < 0,05 then the hypothesis is accepted.
- 2) If the score of Asymp.Sig > 0,05 then the hypothesis is rejected.

c. Result

Table 4. 4 Mann-Whitney Test

		Ranks		
	Kelas	N	Mean Rank	Sum of Ranks
Hasil belajar	kelas experimental	30	38,10	1143,00
	Kelas control	30	22,90	687,00
	Total	60		

Test Statistics^a

	Hasil belajar
Mann-Whitney U	222,000
Wilcoxon W	687,000
Z	-3,377
Asymp. Sig. (2-tailed)	,001

a. Grouping Variable: Kelas

d. Conclusion

Based on the result above, it shows that Asymp.Sig. (2-tailed) is smaller then 0,05 therefore the hypothesis were accepted. From here, it shows that there is significance differenties of speaking skill before and after the students were taught by using storytelling technique at junior high school level.

1. The Hypothesis Testing

The data which has been obtained by the t-test is used for proving the hypothesis which can be seen as follows. Based on the description of data calculation, it shows that:

1. The value of t-observation is 4.
2. The degree of freedom (df) is 58. So the value of t-table in significant level of 5% = 2

t-test Independent (pre test)

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Model				

Data	Pre Test Experiment	30	60,1667	5,63905	1,02954
	Pre Test Control	30	61,6333	4,88123	,89119

		Levene's Test for Equality of Variances	
		F	Sig.
Data	Equal variances assumed	1,049	,310
	Equal variances not assumed		

T-test Independent (Post-test)

Group Statistics					
	Model	N	Mean	Std. Deviation	Std. Error
Data	Post Test Experiment	30	70,4000	7,39804	
	Post Test Control	30	64,6667	6,70220	

		Levene's Test for Equality of Variances	
		F	Sig.
Data	Equal variances assumed	,166	,685
	Equal variances not assumed		

From those calculation it proved that $t\text{-observation} > t\text{-table}$, therefore, it means that the null hypothesis is rejected and the alternative hypothesis is accepted. Which means that there was significant differenties between the students' score in speaking skill before and after using short conversation combined with English conversation application for SMAN 1 Godong Grobogan

B. Interpretation

Table 4.1 and 4.2 shows the pre-test score in both classes. There, the experimental class got an average score of 60 , while the control class got an average score of 61.63, this means in the first (pre-test) the control class got a higher score in speaking skill than the experimental class. This was happpended before the researcher did the treatment. Speaking skill from experimental class was lower than control class, as how the researcher observed, most of the students have the same skill in speaking, they were bored learning through only conventional technique, with no

other motivation on learning English especially for speaking.

Next, table 4.3 and 4.4 show the post-test score in both classes. This score was taken

after the students got treatment. For the experimental class they were taught by using short conversation combined with English conversation application, while the control class were taught by using conventional technique. The experimental class got a score 70.4 and for the control class they got a score 64.6. The reason why the experimental class improved so much with their speaking skill score was because they were threatened by short conversation combined with English conversation application. All students were enthusiastic learning English because of this technique. They also lost their bored and got lots motivation in learning english especially speaking skills. It proved by the performance from students which they truly well prepared in storytelling performance, from learning in giving meaning to each vocabulary from the text, learn to prounounce it, or even memorizing the story. This is the short conversation combined with English conversation application enhance students speaking skill. For the control class, they also enhance but not much as the experimental class because control class still used conventional tehnique, therefore lack of motivation inside.

For gained score, in table 4.5 , which explained that a highest score from the experimental class was 47,92 . And the minimum score of the experimental is only -9, 09 and the minimum score of the control class -2,63. This gained score also proved that, one of student from the experimental class able to improve the score in a highest distance, while no one from the experimental student got the lowest distance from their speaking score. This shows short conversation combined with English conversation application truly effect students speaking skill.

The last table 4.6 and 4.7 show the data analysis from both classes using statistical t-test independent SPSS 25 the pre-test and post-test of experimental class and the control class. It proved the hypothesis, and the result is that the null hypothesis is rejected while the alternative hypothesis is accepted, it means that short conversation combined with English conversation application is significance effective to enhance student's speaking skill for SMAN 1 Godong Grobogan

C. Research Limitations

In conducting the research, the researcher still found some limitations. Those are:

1. The time for conducting the research is too short.
The researcher is only able to have 2 weeks and just 6 times meeting in each class because the time which the researcher conducted this research was near to Independent day , it effects the research time.
2. The researcher realizes that there are many lacks of conducting this research, therefore critics and suggestions are useful for the researcher.

BAB V

CONCLUSION AND SUGGESTION

This chapter explains the researcher's conclusion, suggestion, and closing.

A. Conclusion

This research is quantitative research which has quasi experimental design as the research method in analyzing and collecting the data.. The result of the pre-test is 60 for the experimental class, while for the control class is 61.63. It can be concluded that in the first pre-test, the control class got a higher score than the experimental class. It means, that there was a significance differences of students' score in doing pre-test in both classes (experimental and control class).

The mean score of experimental class in post-test is 70.4 meanwhile the control class mean score is 64.6. The The effects were the students felt happy, comfortable, and enjoy when using the English conversation application in teaching Speaking giving offering and suggestion. They are also motivated to learn English very deeply.

In conclusion this short conversation combined with English conversation application is effective to

enhance students' speaking skill. Besides that, this technique also useful to enhance students' confident fluency, vocabulary, pronunciation and also grammar. Therefore, students' speaking skill in experimental class was enhance effectively after they were got treatment than control class.

B. Suggestion

From these conclusions, there are several suggestions put forward by the researchers:

1. There are several learning strategies to improve the increse Speaking skill of students. One of them is the English Conversation. By associating this strategy is believed to make the students easily understand and keep their motivation in the teaching learning process. This strategy is recommended to the teacher to apply in the teaching-learning process, mainly in teaching Speaking. In addition, the use of short conversation combined with English conversation application is exist in platform that requires media and internet access to reach it.
2. In the modern era, teachers must be more creative in delivering subject matter. Using a fun, fun, and

interesting method, makes it easier for students to accept the material that has been delivered by the teacher. For example, by applying the English conversation application

3. This research needs to be further developed because in this study the researchers only focused on two learning methods. The researcher hopes that other researchers will develop other learning methods when learning Speaking, especially in giving offering and suggestion

Thus, I dedicate this thesis to the readers. The writer realizes that it is still far from being perfect. The author expects suggestions and criticisms to improve it. Hopefully, this research can be useful for the author and all readers. Amen...

C. Closing statement

Sincerely, this thesis is the first academic invention of the researcher as a contribution and dedication towards the academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and

Teacher Training Faculty at UIN Walisongo
Semarang.

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Appendix

Appendix 1. 1 Pre-test of Speaking Skill

Siti : Hello , Jane.

Jane : Hi, Siti.

Siti : You look tired. What is going on?

Jane : I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Siti : Would you like any help?

Jane : Yes, please. I would really appreciate it.

Siti : Tell me what I can and I will start right away.

Jane : Thank you. You are an angel.

The post test is practice the dialogue as the same the pre-test.
They should perform in front of the class.

Appendix 1.2 Oral Post Test Oral Post Test

Siti : Hello , Jane.

Jane : Hi, Siti.

Siti : You look tired. What is going on?

Jane : I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Siti : Would you like any help?

Jane : Yes, please. I would really appreciate it.

Jane : Thank you. You are an angel.

[illegible]

Page _____

Date _____

Lola : "Hai, Lia. Good morning."

Lia : "Good morning, Lola. What are you doing?"

Lola : "I clean roomm."

Lia : "~~Yes~~ My help you?"

Lola : "Yes, Please."

 Dipindai dengan CamScanner

Name :

Class :

No	Aspects	Score (0-100)
1	Pronunciation	
2	Grammar	

3	Voocabulary	
4	Fluency	
5	Comprehension	
Total Score		

**Appendix 1.4 Lesson plan (How to do the treatment) for
Experimental class**

Table 1

**Lesson planning for Experimental Class
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMA 1 Godong Grobogan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / Ganjil

Materi : Giving offering and suggestion

Alokasi Waktu : 1 x 60 Menit (2 x Pertemuan)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa

ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponsnya, sesuai dengan konteks penggunaannya	<p>3.1.1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu dengan penjelasan serta meresponsnya.</p> <p>3.1.2. Menentukan ungkapan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu yang sesuai</p>

	dengan konteksnya.
<p>4.1. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponsnya.</p>	<p>4.1.1. Membuat teks tulis menggunakan ungkapan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu dengan penjelasan dan meresponsnya.</p> <p>4.1.2. Menulis teks lisan dalam bentuk dialog dengan menggunakan ungkapan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu dengan penjelasan dan meresponsnya.</p>

C. Tujuan Pembelajaran

After participating in a series of learning activities, students can :

- i. Identify the purpose of the expression text giving offering and suggestion, their response
- ii. Identify the structure of expression text giving offering and suggestion, as well as their responses
- iii. Identify the linguistic elements of the expression text giving suggestion and offers, as well as their responses
- iv. Mention the expressions of giving offering and suggestion, as well as their responses
- v. Demonstrating the expression of suggestion and offers, as well as their responses and fluently

D. Materi Pembelajaran

Teks lisan dan tulis untuk memberi saran dan tawaran, serta respon nya.

E. Fungsi sosial

- a. Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- b. Terbiasa menggunakan ungkapan memberi saran

dan tawaran, serta responya

F. Pendekatan, model dan metode

1. Pendekatan : Scientific approach
2. Model ajar : *Short conversation*

G. Kegiatan Pembelajaran

Learning Steps		Information
Opening		<ul style="list-style-type: none">• Students respond to greetings and question from the teacher related to their condition• The teacher checks the attendance list of students• The teacher asks the

	Strategi Motivasi	<p>students about last week's (Previous material)</p> <ul style="list-style-type: none"> • The teacher display an image related to the new material for <i>brainstorming</i> • Students guess the material to be taught according to <i>brainstorming</i> • The teacher explains the
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		<p>learning objectives to the students</p> <ul style="list-style-type: none"> • The teacher explains why students should study the material
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> • Students listen or listen to expression of giving offering and suggestion, as well as their responses with (Speech, word stress, intonation, correct

	(Questioning)	<p>spelling, and a polite and caring attitude.</p> <ul style="list-style-type: none"> • Students try to imitate the pronunciation and write down the expression used • Students learn to take turns in performing acts of communication
	Explore	<ul style="list-style-type: none"> • With the teacher directing each student to

	<p>Mengasosiasi/mengmpulkan informasi</p> <p>Using Short conversation method combined with English conversation</p>	<p>make a question related to the material</p> <ul style="list-style-type: none"> • Students asks questions based on the material that contains social function, the expression used to make suggestion and offers, as well as the responses, the use of linguistic elements from
--	--	--

	<p>application</p> <p>Mengkomunikasikan</p>	<p>communicative actions to give suggestion and offers, and the response</p> <ul style="list-style-type: none"> • Students independently seek additional knowledge with the objectives, expression and linguistic elements used in expression of giving suggestions and offers,
--	--	--

		<p>as well as their responses</p> <ul style="list-style-type: none"> • Students practice using these expressions • Students practice taking turns and using politeness in communicating before being directed by the teacher to practice using the English conversation application • Students are
--	--	---

		<p>directed to install the application and are directed to open it on their respective smarthphone s</p> <ul style="list-style-type: none">• Students are asked to develop a hypothesis by opening a theme that ia almost the same as giving offering and suggestion in the English
--	--	---

		<p>conversation practice application</p> <ul style="list-style-type: none"> • Students are asked to listen to the audio of a short conversation in the application • Students are asked to develop conversation by trying to practice with their classmates through the application • Students role-play
--	--	---

		<p>using the application in front of the class and present it</p> <ul style="list-style-type: none"> • Students use expression of giving suggestion and offers, as well as their responses in the context of a reasonable conversation both inside and outside the classroom by paying attention to
--	--	--

		<p>social function and appropriate expression</p> <ul style="list-style-type: none"> • Teacher directly scores the students skill of the speaking's indicator
Closing		<ul style="list-style-type: none"> • Teachers and students conclude the material that has been discussed • The teacher asks students about the difficulties experienced by students

		<p>in the material that has been taught</p> <ul style="list-style-type: none"> • Teachers and students review the material that has been taught along with the questions • The teacher gives assignments to students about the material that has been taught (making a dialogue about giving
--	--	--

		<p>offering and suggestion)</p> <ul style="list-style-type: none"> • The teacher delivers new material for the next meeting • The teacher ends the lesson
--	--	---

H. Media/Alat dan sumber pembelajaran

1. Media/Alat

- a. Papan tulis**
- b. Laptop**
- c. Power point slide**

2. Sumber pembelajaran

I. Penilaian hasil belajar

1. Penilaian Sikap

- Penilaian Utama (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik

terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Assessment:

1. Knowledge: Group task (discuss and answer the questions about the Narrative text)
2. Skills : individual task (Hasil pembuatan teks narrative secara individu)
3. Attitude: discipline, active, responsibilities, careful, and creative

**Appendix 1.5 Lesson plan (How to do the treatment)for
Control class**

Lesson Plan for Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA 1 GodongGrobogan

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / Genap

Materi : Giving offering and suggestion

Alokasi Waktu : 1 x 45 Menit (2 x pertemuan)

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi,

seni, budaya terkait fenomena dan kejadian yang tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponsnya, sesuai dengan	3.1.3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu dengan penjelasan serta meresponsnya.

konteks penggunaannya	<p>3.1.4. Menentukan ungkapan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu yang sesuai dengan konteksnya.</p>
<p>4.1. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponsnya.</p>	<p>4.1.3. Membuat teks tulis menggunakan ungkapan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu dengan penjelasan dan meresponsnya.</p> <p>4.1.4. Menulis teks lisan dalam bentuk dialog dengan menggunakan</p>

	<p>n ungkapan untuk menyarankan melakukan sesuatu atau tidak melakukan sesuatu dengan penjelasan dan meresponsny a.</p>
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C. Tujuan Pembelajaran

After participating in a series of learning activities, students can :

Identify the purpose of the expression text giving offering and suggestion, their response

- i. Identify the structure of expression text giving offering and suggestion, as well as their responses
- ii. Identify the linguistic elements of the expression text giving suggestion and offers, as well as their responses
- iii. Mention the expressions of giving offering

and suggestion, as well as their responses

- iv. Demonstrating the expression of suggestion and offers, as well as their responses and fluently

D. Materi Pembelajaran

Teks lisan dan tulis untuk memberi saran dan tawaran, serta respon nya.

E. Fungsi sosial

- c. Menjaga hubungan interpersonal dengan guru, teman, dan orang lain
- d. Terbiasa menggunakan ungkapan memberi saran dan tawaran, serta respon nya

F. Pendekatan, model dan metode

- 1. Pendekatan: Ilmiah (scientific approach)
- 2. Metode :

Learning steps		Keterangan
Opening	Discussion	<ul style="list-style-type: none">• • Students respond to greetings and question from the teacher related to their

	Motivation strategies	<p>condition</p> <ul style="list-style-type: none"> • The teacher checks the attendance list of students • The teacher asks the students about last week's (Previous material) • The teacher display an image related to the new material for <i>brainstorming</i> • Students guess the material to be
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		<p>taught according to <i>brainstorming</i></p> <ul style="list-style-type: none"> The teacher explains the learning objectives to the students <p>The teacher explains why students should study the material</p>
Main activities	observe	<ul style="list-style-type: none"> Students listen or listen to expression of giving offering and suggestion, as well as

	Questioning	<p>their responses with (Speech, word stress, intonation, correct spelling, and a polite and caring attitude.</p> <ul style="list-style-type: none"> • Students try to imitate the pronunciation and write down the expression used • Students learn to take turns in performing acts of communication
--	-------------	--

	Explore	<p>on</p> <ul style="list-style-type: none"> • With the teacher directing each students to make a question related to the material • Students asks questions based on the material that contains social function, the expression used to make suggestion and offers, as well as the responses, the use of
	Assiciation	

	<p>Communication</p>	<p>linguistic elements from communicative actions to give suggestion and offers, and the response</p> <ul style="list-style-type: none"> • Students independently seek additional knowlwdgw with the objectives, expression and linguistic elements used in expression of giving
--	----------------------	---

		<p>suggestions and offers, as well as their responses</p> <ul style="list-style-type: none"> • Students use expression of giving suggestion and offers, as well as their responses in the context of a reasonable conversation both inside and outside the classroom by paying attention to social function and appropriate expression
--	--	---

		<ul style="list-style-type: none"> • Teacher directly scores the students skill of the speaking's indicator • Students practice using these expressions • Students analyze expressions for asking, giving, and receiving suggestions and offers by grouping their uses • In guided group work,
--	--	--

		<p>students</p> <p>compare the</p> <p>expression of</p> <p>making</p> <p>suggestions</p> <p>and offer and</p> <p>other</p> <p>responses and</p> <p>linking them</p> <p>to various</p> <p>expressions</p> <p>that may be</p> <p>used,</p> <p>according to</p> <p>the context in</p> <p>which they</p> <p>are used</p> <ul style="list-style-type: none"> • Students get feedback from the teacher and friends about everything he
--	--	---

		<p>said in group work</p> <ul style="list-style-type: none"> • Students compare how to take turns and respond with those obtained from other sources • Students role-play giving suggestions and offers and their responses • Students use expressions of giving suggestions and offers in the context of reasonable
--	--	---

		<p>communicati on inside and outside the class room, in the form of conversation/ simulations by paying attention to social functions, and linguistic elements as well as strategies that are correct and in context</p>
Closing		<ul style="list-style-type: none"> Teachers and students

		<p>conclude the material that has been discussed</p> <ul style="list-style-type: none"> • The teacher asks students about the difficulties experienced by students in the material that has been taught • Teachers and students review the material that has been taught along with the questions • The teacher gives
--	--	--

		<p>assignments to students about the material that has been taught (making a dialogue about giving offering and suggestion)</p> <ul style="list-style-type: none"> • The teacher delivers new material for the next meeting • The teacher ends the lesson
--	--	---

G. Media/Alat dan sumber pembelajaran

1. Media/Alat

a. Papan tulis

b. Laptop

c. Power point slide

2. Sumber pembelajaran

H. Penilaian hasil belajar

1. Penilaian Sikap

- Penialain Utama (Penilaian Observasi)

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Rubrik Penilaian

A. Penilaian Sikap Melalui Observasi

Indikator : Peserta didik menunjukkan perilaku ilmiah, disiplin, tanggung jawab, aktif, dan teliti dalam proses pembelajaran.

Cara Penulisan Penilaian Sikap

No.	Nama Siswa	Disiplin	Tanggung Jawab	Aktif	Teliti	Kre
1						
2						

3						
4						

Kolom aspek perilaku diisi dengan angka yang sesuai

dengan kriteria tersebut :

4=Sangat baik

3=Baik

2=Cukup

1=Kurang

Cara perhitungan skor penilaian sikap :

Jumlah skor yang diperoleh siswa X 5 =

Misalnya, siswa mendapat nilai 18 maka nilai yang didapatkan ialah 18 dikali 5 hasilnya yaitu 90.

B. Penilaian keterampilan (skills)

Indikator : Membuat teks narrative sederhana

Aspect	Deskripsi	Score
1. Content (Isi)	- Topic dibahas secara lengkap, jelas, dan runtut sesuai dengan topik yang dipilih	5
	- Topik dibahas secara lengkap, jelas, dan	4

	namun tidak runtut sesuai dengan topik yang dipilih	
	- Topik dibahas secara lengkap, namun masih belum jelas dan runtut sesuai dengan topik yang dipilih.	3
	- Topik dibahas belum lengkap, jelas dan runtut sesuai dengan topik yang dipilih.	2
2. Organization (Organisasi)	- Identifikasi dalam pembuatan kalimat jelas dan dideskripsikan secara urut	5
	- Identifikasi dalam pembuatan kalimat jelas namun dalam pendeskripsian masih belum urut	4

	- Identifikasi dalam pembuatan kalimat masih belum jelas dan pendeskripsian masih belumurut	3
	- Identifikasi dalam pembuatan kalimat tidak jelas dan pendeskripsian tidakurut	2
3. Grammar (aturan penulisan)	- Susunan kalimat di berbagai paragraph terstruktur benar sesuai dengan kaidah aturan grammar	5
	- Susunan kalimat di berbagai paragraph terstruktur benar sesuai kaidah aturan grammar namun terdapat 2-5 kesalahan	4
	- Susunan kalimat di	3

	berbagai paragraph terstruktur benar sesuai dengan kaidah aturan grammar namun terdapat 5- 9 kesalahan	
	- Susunan kalimat di berbagai paragraph terstruktur benar sesuai dengan kaidah aturan grammar terdapat 10 ke atas	2
4. Vocabulary (kosakata)	-Pemilihan kosakata sesuai dengan konteks kalimat dan mudah dipahami	5
	-Terdapat pemilihan kosakata yang tidak sesuai dengan konteks kalimat dan namun masih bisa dipahami	4
	-Terdapat pemilihan	3

	kosakata yang tidak sesuai dengan konteks kalimat dan susah untuk dipahami	
	-Pemilihan kosakata tidak sesuai dengan konteks kalimat dan susah untuk dipahami	2

Appendix 1.6 Four Components of Grading Speaking Scale

No	Aspects	Description of Indicators	Score	
1	Pronunciation	<ul style="list-style-type: none"> Have few traces of foreign accent. 	5	(95-100)
			4	(85-94)
		<ul style="list-style-type: none"> Always intelligible, though one is conscious of a definite accent. 	3	(75-84)
			2	(65-74)
		<ul style="list-style-type: none"> Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. Very hard to understand because of pronunciation problems. Frequently be asked to 	1	(below 65)

		<p>repeat.</p> <ul style="list-style-type: none"> • Pronunciation problems to severe as to make speech virtually unintelligible. 		
2	Grammar	<ul style="list-style-type: none"> • Makes few (if any) noticeable errors of grammar or word order. • Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning. • Makes frequent errors of grammar and word order which occasionally obscure meaning. • Grammar and word order errors make comprehensi 	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>(95-100)</p> <p>(85-94)</p> <p>(75-84)</p> <p>(65-74)</p> <p>(below 65)</p>

		<p>on difficult. Most often rephrase sentences and/or restrict him to basic pattern.</p> <ul style="list-style-type: none"> • Errors in grammar and word order to severe as to make speech virtually unintelligible. 		
3	Vocabulary	<ul style="list-style-type: none"> • Use vocabulary and idioms is virtually that of a native speaker. • Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. • Frequently uses the wrong words; conversation somewhat limited because of 	5 4 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)

		<p>inadequate vocabulary.</p> <ul style="list-style-type: none"> • Misuse of words and very limited vocabulary make comprehension quite difficult. • Vocabulary limitations so extreme as to make conversation virtually impossible. 		
4	Fluency	<ul style="list-style-type: none"> • Speech as fluent and effortless as that of a native speaker. • Speed of speech seems to be slightly affected by language problems. • Speed and fluency are rather than strongly affected by language 	<p>5</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p>	<p>(95-100)</p> <p>(85-94)</p> <p>(75-84)</p> <p>(65-74)</p> <p>(below 65)</p>

		<p>problems.</p> <ul style="list-style-type: none"> • Usually hesitant; often force into silence by language limitations. • Speech is so halting and fragmentary as to make conversation virtually impossible. 		
5	Comprehension	<ul style="list-style-type: none"> • Appears to understand everything without difficulty. • Understands nearly everything at normal speed, although occasional repetition. • Understands most of what is said at slower-than-normal speed with repetitions. • Has great 	5 2 3 2 1	(95-100) (85-94) (75-84) (65-74) (below 65)

		<p>difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetitions.</p> <ul style="list-style-type: none"> • Cannot be said to understand even simple conversational English. 		
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**Appendix 1.7 The Students' Pre Test Score of
Experimental Class (XI IPS 2)**

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	50	65	65	65	70	67
2	N2	70	70	65	65	75	69
3	N3	70	65	70	70	70	69
4	N4	70	65	70	70	65	68
5	N5	60	65	60	60	55	60
6	N6	65	65	50	60	70	62
7	N7	60	50	55	60	60	57
8	N8	50	55	50	55	65	55
9	N9	50	60	65	50	65	58

10	N10	60	55	50	65	50	56
11	N11	60	50	55	50	65	56
12	N12	55	60	60	55	60	58
13	N13	60	65	60	60	65	62
14	N14	65	60	65	55	60	61
15	N15	50	50	55	50	65	54
16	N16	50	50	50	55	60	53
17	N17	60	65	50	50	65	58
18	N18	60	50	50	50	65	55
19	N19	60	70	50	65	65	62
20	N20	60	65	60	50	70	61
21	N21	65	60	55	60	70	62
22	N22	55	55	60	55	70	59
23	N23	70	70	70	65	70	69
24	N24	60	50	50	50	60	54
25	N25	70	55	65	60	55	61
26	N26	75	70	75	70	75	73

27	N27	50	55	50	50	50	51
28	N28	50	50	50	50	60	52
29	N29	60	65	60	65	50	60
30	N30	65	60	60	65	65	63
Total							1800
Mean							60

**Appendix 1.8 The Students' Pre Test Score of
Control Class (XI IPS 1)**

N O	Nam e	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	70	60	65	55	70	64
2	N2	70	70	60	70	80	70
3	N3	60	60	60	60	60	60
4	N4	60	60	65	60	60	61
5	N5	65	80	70	65	70	70
6	N6	60	55	65	60	55	59
7	N7	60	65	60	60	60	61
8	N8	65	65	50	60	70	62
9	N9	60	50	50	50	55	53

10	N10	65	60	65	55	55	60
11	N11	60	65	55	70	60	62
12	N12	65	70	60	60	75	66
13	N13	70	60	70	60	50	62
14	N14	60	70	60	55	55	60
15	N15	60	55	55	55	60	57
16	N16	70	65	70	60	60	65
17	N17	65	55	55	60	70	61
18	N18	70	55	70	60	60	63
19	N19	70	65	70	60	80	69
20	N20	75	70	60	60	65	66
21	N21	70	65	55	50	65	61
22	N22	65	50	55	50	55	55
23	N23	60	60	60	60	70	62
24	N24	65	60	55	60	70	62
25	N25	60	60	65	50	55	58
26	N26	50	50	55	50	60	53

27	N27	70	70	75	70	80	73
28	N28	55	50	55	60	55	55
29	N29	50	60	55	60	60	57
30	N30	65	55	65	60	65	62
Total							1849
Mean							61,63 3

**Appendix 1. 9 The post-test score for experimental class
(XI IPS 2)**

NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	80	70	75	80	75	76
2	N2	80	70	70	80	85	77
3	N3	75	70	70	80	80	75
4	N4	70	75	75	70	75	73
5	N5	70	65	70	70	75	70
6	N6	70	75	75	75	80	75
7	N7	70	70	70	70	80	72
8	N8	75	70	70	70	70	71

9	N9	70	70	70	65	65	68
10	N10	50	50	55	50	55	52
11	N11	65	65	70	65	70	67
12	N12	50	50	55	50	55	52
13	N13	70	75	65	70	75	71
14	N14	70	65	65	70	65	67
15	N15	70	65	70	60	70	67
16	N16	70	65	65	75	70	69
17	N17	70	75	70	75	70	72
18	N18	70	65	75	70	70	70
19	N19	75	75	70	70	75	73
20	N20	70	75	70	70	75	72
21	N21	70	65	65	70	70	68
22	N22	80	80	75	75	80	78
23	N23	80	80	70	85	80	79
24	N24	80	75	75	75	80	77
25	N25	70	75	75	70	75	73

26	N26	80	80	80	85	85	82
27	N27	65	70	70	70	65	68
28	N28	75	75	75	70	80	75
29	N29	50	50	50	50	55	51
30	N30	70	70	60	80	80	72
Total							2112
Mean							70,4
NO	Name	Criteria					Mean Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	N1	70	70	70	65	75	70
2	N2	60	50	55	60	55	56
3	N3	70	75	70	75	75	73
4	N4	65	60	60	65	60	62

5	N5	75	70	75	70	75	73
6	N6	65	50	55	65	65	60
7	N7	70	65	65	70	70	68
8	N8	70	60	60	65	75	66
9	N9	70	65	60	65	75	67
10	N10	65	65	65	70	70	67
11	N11	60	60	60	65	60	61
12	N12	75	70	70	75	80	74
13	N13	65	70	65	65	65	66
14	N14	70	60	60	70	60	64
15	N15	65	60	60	65	70	64
16	N16	50	60	55	55	70	58
17	N17	50	60	55	50	65	56
18	N18	70	75	70	60	80	71
19	N19	75	65	70	80	75	73
20	N20	65	65	70	65	70	67

21	N21	60	60	55	50	60	57
22	N22	55	50	50	50	55	52
23	N23	70	70	60	65	75	68
24	N24	55	50	50	60	60	55
25	N25	60	55	55	65	65	60
26	N26	60	60	55	60	70	61
27	N27	80	75	80	85	80	80
28	N28	60	55	55	60	60	58
29	N29	60	65	60	60	70	63
30	N30	70	65	70	70	75	70
Total							1940
Mean							64.6

**Appendix 1. 11 Comparison scores between pre
test and post test of both Experimental Class (XI
IPS 2) and Control Class (XI IPS 1)**

kelompok	pre	post				Ngain score	Ngain persen
1	67	76	9	33		0,27	27,27
1	69	77	8	31		0,26	25,81
1	69	75	6	31		0,19	19,35
1	68	73	5	32		0,16	15,63
1	60	70	10	40		0,25	25
1	62	75	13	38		0,34	34,21
1	57	72	15	43		0,35	34,88
1	55	71	16	45		0,36	35,56
1	58	68	10	42		0,24	23,81
1	56	52	-4	44		-0,09	-9,09
1	56	67	11	44		0,25	25
1	58	52	-6	42		-0,14	-14,29
1	62	71	9	38		0,24	23,68
1	61	67	6	39		0,15	15,38
1	54	67	13	46		0,28	28,26
1	53	69	16	47		0,34	34,04
1	58	72	14	42		0,33	33,33
1	55	70	15	45		0,33	33,33
1	62	73	11	38		0,29	28,95
1	61	72	11	39		0,28	28,21
1	62	68	6	38		0,16	15,79
1	59	78	19	41		0,46	46,34
1	69	79	10	31		0,32	32,26
1	54	77	23	46		0,5	50

1	61	73	12	39	0,31	30,77
1	73	82	9	27	0,33	33,33
1	51	68	17	49	0,35	34,69
1	52	75	23	48	0,48	47,92
1	60	51	-9	40	-0,23	-22,5
1	63	72	9	37	0,24	24,32
2	64	70	6	36	0,17	16,67
		-				
2	70	56	14	30	-0,47	-46,67
2	60	73	13	40	0,33	32,5
2	61	62	1	39	0,03	2,56
2	70	73	3	30	0,1	10
2	59	60	1	41	0,02	2,44
2	61	68	7	39	0,18	17,95
2	62	66	4	38	0,11	10,53
2	53	67	14	47	0,3	29,79
2	60	67	7	40	0,18	17,5
2	62	61	-1	38	-0,03	-2,63
2	66	74	8	34	0,24	23,53
2	62	66	4	38	0,11	10,53
2	60	64	4	40	0,1	10
2	57	64	7	43	0,16	16,28
2	65	58	-7	35	-0,2	-20
2	61	56	-5	39	-0,13	-12,82
2	63	71	8	37	0,22	21,62
2	69	73	4	31	0,13	12,9
2	66	67	1	34	0,03	2,94
2	61	57	-4	39	-0,1	-10,26
2	55	52	-3	45	-0,07	-6,67
2	62	68	6	38	0,16	15,79

2	62	55	-7	38	-0,18	-18,42
2	58	60	2	42	0,05	4,76
2	53	61	8	47	0,17	17,02
2	73	80	7	27	0,26	25,93
2	55	58	3	45	0,07	6,67
2	57	63	6	43	0,14	13,95
2	62	70	8	38	0,21	21,05

Appendix 1. 12 Mann-Whitney Test

		Ranks		
	Kelas	N	Mean Rank	Sum of Ranks
Hasil belajar	kelas experimental	30	38,10	1143,00
	Kelas control	30	22,90	687,00
	Total	60		

Test Statistics^a

Hasil belajar	
Mann-Whitney U	222,000
Wilcoxon W	687,000
Z	-3,377
Asymp. Sig. (2-tailed)	,001

a. Grouping Variable: Kelas

Appendix 1. 13 T-test Independent pre-test

Group Statistics					
	Model	N	Mean	Std. Deviation	Std. Error Mean
Data	Pre Test Experimental	30	60,1667	5,63905	1,02954
	Pre Test Control	30	61,6333	4,88123	,89119

Levene's Test for Equality of Variances			
		F	Sig.
Data	Equal variances assumed	1,049	,310
	Equal variances not assumed		

Appendix 1. 14 T-test Independent post-test

Group Statistics					
	Model	N	Mean	Std. Deviation	Std. Error Mean
Data	Post Test Experimental	30	70,4000	7,39804	
	Post Test Control	30	64,6667	6,70220	

		Levene's Test for Equality of Variances	
		F	Sig.
Data	Equal variances assumed	,166	,685
	Equal variances not assumed		

Appendix 1. 15 Pictures activity

Giving Information about the application



Researcher doing Pre-test to the students



Giving Treatmen



Researcher ask to make dialogue by their own words



Practice with The English conversation application



The Post-test



Documentation with the participants



CURRICULUM VITAE

A. Personal Identity

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B. Educational Background

1. Formal Education
 - a. Walisongo Islamic State University Semarang
(2018-now)
 - b. Senior High School of Al-Lathifiyyah
(2014-2018)
 - c. Junior High School of ypi Klambu
(2010-2014)
 - d. Primary School of 1 Menawan
(2004-2010)
 - e. Kindegarten of Miftahul huda
(2002-2004)
2. Non-Formal Education
 - a. Islamic Bilingual Boarding School of Al-Lathifiyyah Brati (2014-2018)

Semarang, 10 September
2022

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