

**THE INFLUENCE OF ENGLISH CONVERSATIONS ON THE STUDENTS' COMPETENCE IN ENGLISH SPEAKING AT THE ELEVENTH CLASS OF THE STUDENTS OF MA DAARUL ULUM MAJALENGKA**

Oleh:

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**ABSTRACT**

*This final project is about influence of English conversations on the students' competence in speaking skill. This is an action research in speaking of eleventh grade of students of MA DAARUL ULUUM MAJALENGKA.*

*The subject of the research was eleventh grade of MA DAARUL ULUUM MAJALENGKA. The writer took class XI E as the sample of this research and thirty students were involved in this research. In order to achieve the objective of the research, he designed an action research that consisted of validity test, test, and also interview as the other instrument. There were five meetings during the research. Oral test and posttest was used to get the data.*

*The purposes of this research are to know the influence of English conversations on the students' competence in English speaking, to find out the students' mastery in English conversations and to find out the students' mastery in their competence in English speaking at the eleventh grades of the students of MA DAARUL ULUM MAJALENGKA.*

*The writer uses library research to collect the data and the field research to find out the quantitative data by using the test as the technique. The writer computes the data by using the formula of "product moment".*

*The population of the research is all of the eleventh grades of students of MA DAARUL ULUM MAJALENGKA. The students who become population consist of 231 students consisting of five classes, every class consist of 40 or 30 students. In this research the writer takes IPS XI of the students who become respondents as sample consist of 30 students.*

*The analysis of the influence of English conversation on the students' competence in English speaking is 0.74 which is categorized "high correlation.*

*Keywords: English Conversations, Students' competence, Speaking*

## INTRODUCTION

In Indonesia, the existence of English is important and it has been the first foreign language that has to be learned and taught to the students, started at elementary school up to the students of university.

The problems which are available and often found by the students are how to understand the words and how to arrange them. This frequently happens because they don't know the meaning of the difficult words and they do not mastery in vocabularies. Because most of the eleventh students at *MA DAARUL ULUUM* found difficulties in English conversations besides they have the competence in English speaking. Therefore, here the writer would like to write a thesis which is entitled "the influence of English conversations on the students' competence in English speaking at the eleventh class."

The identification of the problems is needed to give clarification about the problems that will be investigated. The students get trouble in speaking, because speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Furthermore they want to be able to speak English well, with English

conversation which can be done easily by students.

Here are the lists of the problems that the writer found when doing research in eleventh class of students of *MA DAARUL ULUM MAJALENGKA*.

### 1. The Field of Research

The parts of study of this research include the influence of English conversations on the students' competence in English speaking at eleventh class of the students of *MA DAARUL ULUM MAJALENGKA*.

### 2. The Main Problems

The main problem of this school is the lack of students' competence in English speaking at the eleventh class of the students of *MA DAARUL ULUM MAJALENGKA*.

### 3. The Other Kind of Problems

The writer shows problems on English speaking generally. For example: the parts of students don't understand what the vocabulary is, so they felt difficult to speak English, understanding the sentences, paragraphs, and memorizing the lessons. Etc.

## LITERATURE REVIEW

### The Meaning of Speaking

Actually, what is the meaning of speaking? In the process of writing this paper, the writer has tried to find out the meaning of speaking as one of skills in English language. He has finally found several resources that explain speaking as follows.

According to Noah Webster, speaking has a variety of meanings:

- a. To tell, to say, to make known or as by speaking, to declare; to announce
- b. To proclaim; to celebrate
- c. To use or be able to use (a given language) in speaking
- d. To address. (Noah Webster, William Collins publisher: 1980).

In addition, *Oxford Dictionary* states that "speaking is to make use of language in an ordinary, not singing, to state view, wishes etc. or an act of spokesman". (AS Hornby, Oxford: Oxford University 1987).

In this definition we can know that is to use some languages in an ordinary condition. Meanwhile, Henry G. Tarigan defines that, "...speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. (Henry G. Tarigan: 1981).

### English Conversations

The conversation is usually used in daily activities. The conversation aim is to demonstrate that people are in fact aware of the patterns that they appear to follow when talking to one another's talk (Langford 1994: 185).

There are four basic elements in the process of conversation:

- (1) Sender : person who sends information.
- (2) Receiver : person who receives the information sent.
- (3) Message : information that is sent.
- (4) Feedback: response from receiver.

The figure of conversation process is as follows:



Goh and Elaine (2004: 209) state that the goals conversations with children are mainly to encourage more communications and participations. To achieve these goals, they use strategies such as repetition, modeling, prompting, reformulations and contingent utterances. In conversation class, teacher has to teach the students how to listen to others, how to talk with others and how to understand the meaning. Students also learn to give and take of the messages in the conversation class. Conversation is based too on standard competence of speaking in the curriculum about transactional and interpersonal conversation.

### METHODOLOGY

The method of the research is quantitative method. Quantitative methods are research techniques that are used to gather quantitative data information dealing with numbers and anything that are measurable.

Statistics, tables and graphs, are often used to present the results of these methods. (Denzin, Norman K. and Lincoln, 2005: 1) In this research the writer chooses and uses influence method, which is used to know the influence of English conversations on the students' competence in English speaking at the eleventh class, which was analyzed. The writer states the variables into two, they are:

- a. Variable X: English Conversation
- b. variable Y: The Students Competence in English Speaking

In this part the writer will not only discuss population, but also he should explain the sample. Then the population in this research is all of the students of *MA DAARUL ULUM MAJALENGKA*. The total number of the population was 231 students. They were grouped into five classrooms there are A, B, C, D, and E. Each class consisted of around 45-47 students. The next is the Sample could be 10%-15% or 20%-25% or more of the population. The techniques of collecting data using the interview and test then the technique of analysis data for the research of influence is by using the formula of product moment correlation by Pearson. The formula for Pearson is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)\}}}$$

Where:

- $r_{xy}$  : The coefficient correlation between X-variable and Y-variable  
 $\Sigma$  : The sum or the total

$xy$  : The products that are from X-scores multiplied by Y-scores

$X^2$  : X-scores quadrate

$Y^2$  : Y-scores quadrate

(Sugiono, 2009:81).

The result of the formula above can be used to interpret the correlation between X-variable and Y-variable. The followings are the correlation criteria according to Guilford (in Subino, 1987:115, cited by Subana & Sudrajat, 2005:130).

Those are:

Less than 0, 20 = no correlation or very low correlation

0, 20-0, 40 = Low correlation

0, 40-0, 70 =

Sufficient correlation

0, 70-0, 90 = High correlation

0, 90-1, 00 = very high correlation

1, 00 = perfect correlation.

The researcher use the formula of DC (Determination Coefficient) to determine the research has significant influence or no significant influence, and to know how many percents the X variable gives contribution to the Y variable. Its formula is:

$$DC = r^2 \times 100\%$$

Where:

DC : Determination Coefficient

$r^2$  : The result of product moment correlation by Pearson.

(Sugiono, 2009:80).

## THE RESEARCH FINDINGS

### The Application of English conversations at MA DAARUL MAJALENGKA

After the researcher did the research, he found the problems that are faced by the students of MA DAARUL ULUM MAJALENGKA in English conversations especially. The ways to improve speaking in English conversations that ever had been done by the English teacher in that school is by the list below:

- Giving two vocabularies in every meeting.
- Memorizing and applying it in their daily conversations.

After the researcher did this application he observed by the interview and test. Finally, he concluded that in the interview the researcher found the little mistakes. For example, parts of the students don't understand about questions that the researcher gave, lack of vocabularies etc. Besides that the students have the positive side. For example, they can memorize a part of vocabulary that the teacher gave and applying it in their daily activities.

Furthermore, in the test the researcher found some problems, such as the students can't answer the dialogues, lack of vocabulary, etc. Besides, they get some advantages for example, they used to use the language everywhere they stay and whenever they want to talk.

In this research the writer takes 30 participants as the sample from class XI Islamic Senior High school of

### MA DAARUL ULUM MAJALENGKA.

Here are the results of the X variable test from the class XI Islamic High School in English conversation can be seen as below:

No	Name	Score
1.	Abdul Gofur	80
2.	Ade Arief A	75
3.	Aep Saepudin	75
4.	Ali Tirmidzi	80
5.	Agus Triana	80
6.	Atikah Purnamasari	70
7.	Dedeh Sumiati	65
8.	Devi Nurfadillah	60
9.	Dodi Rahardi	60
10.	Fitri Insi Nisa	80
11.	Ida Nurhidayah	80
12.	Ipah Solihah	85
13.	Jumadi	80
14.	Latief Rahman	75
15.	Lia Awaliayah	70
16.	M. Afifah	65
17.	m. Gina wijaya	75
18.	Neng lela l.	80
19.	Noor Muhammad	70
20.	Nurul Bariyah	70
21.	Roni Syahroni	65
22.	Salsabila	80
23.	Pungki Ariwibowo	70
24.	Santika Dewi	75
25.	Sofiq Udin	70
26.	Sofyan n. Hidayat	80
27.	Sukma Lesmana	70
28.	Ujang Misbahul Aripin	80
29.	Yuki Rahman. K	70
30.	Yuni Hartini	75
	<b>total</b>	2210
	<b>average</b>	<b>73.67</b>

To count the average score the writer use form as below:

$$\text{Form} = \frac{\text{SS}}{\text{ST}}$$

Explanation:  
 SS = student's score

ST = Student's Total

Then, the average score is:  
 $2210/30 = 73.67$  circled become 74

### Students' Competence in English Speaking

After doing the research at eleventh class of *MA DAARUL ULUM MAJALENGKA*, the writer found some potency that the students have. And it may aid their daily conversations. In this school, the students also have the potency to improve their speaking in their daily activities. For example, they like English song, desire, going abroad and etc. After the researcher found these all, he did the research and made the test and interview. Of all a sum of the students, the writer takes 30 participants to be the sample from class XI Islamic Senior High school of *DAARUL ULUM MAJALENGKA*. And here are the results of the Y variable test from the class XI Islamic High School in students' competence in English speaking can be seen as below:

No	Name	Score
1.	Abdul Gofur	75
2.	Ade Arief A	70
3.	Aep Saepudin	75
4.	Ali Tirmidzi	75
5.	Agus Triana	80
6.	Atikah Purnamasari	65
7.	Dedeh Sumiati	65
8.	Devi Nurfadillah	60
9.	Dodi Rahardi	65
10.	Fitri Insi Nisa	75
11.	Ida Nurhidayah	80
12.	Ipah Solihah	75
13.	Jumadi	80
14.	Latief Rahman	75

15.	Lia Awaliayah	75
16.	M. Afifah	65
17.	m. Gina wijaya	75
18.	Neng lela l.	80
19.	Noor Muhammad	65
20.	Nurul Bariyah	75
21.	Roni Syahroni	65
22.	Salsabila	75
23.	Pungki Ariwibowo	65
24.	Santika Dewi	75
25.	Sofiq Udin	80
26.	Sofyan n. Hidayat	80
27.	Sukma Lesmana	80
28.	Ujang Misbahul Aripin	80
29.	Yuki Rahman. K	65
30.	Yuni Hartini	80
	<b>total</b>	2195
	<b>average</b>	<b>73.17</b>

To count the average score the writer use form as below:

$$\text{Form} = \frac{\text{SS}}{\text{ST}}$$

Explanation:

SS = student's score

ST = Student's Total

Then, the average score is:  $2195/30 = 73.17$  circled become 73.

The influence of English conversations in this school is good because it was supported by the students' competence in their speaking which always they did en their daily activities. And it was proofed by a sum of the research of English conversations which get the result 74 and supported with the students' competence that reach the result only 73.

Furthermore, here the writer will show how to look for the influence in every variable, first the writer uses the correlation table which using the correlation count of product moment. And below is the list of how to count the

correlation: The Correlation between  
 Variable and Y Variable

No	x	Y	x. y	x <sup>2</sup>	y <sup>2</sup>
1	80	75	6000	6400	5625
2	75	70	5250	5625	4900
3	75	75	5625	5625	5625
4	80	75	6000	6400	5625
5	80	80	6400	6400	6400
6	70	65	4550	4900	4225
7	65	65	4225	4225	4225
8	60	60	3600	3600	3600
9	60	65	3900	3600	4225
10	80	75	6000	6400	5625
11	80	80	6400	6400	6400
12	85	75	6375	7225	5625
13	80	80	6400	6400	6400
14	75	75	5625	5625	5625
15	70	75	5250	4900	5625
16	65	65	4225	4225	4225
17	75	75	5625	5625	5625
18	80	80	6400	6400	6400
19	70	65	4550	4900	4225
20	70	75	5250	4900	5625
21	65	65	4225	4225	4225
22	80	75	6000	6400	5625

23	70	65	4550	4900	4225
24	75	75	5625	5625	5625
25	70	80	5600	4900	6400
26	80	80	6400	6400	6400
27	70	80	5600	4900	6400
28	80	80	6400	6400	6400
29	70	65	4550	4900	4225
30	75	80	6000	5625	6400
Tota	221	219	16260	16405	16177
l	0	5	0	0	5

$$\begin{aligned}
 r_{xy} &= \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}} \\
 &= \frac{(30 \times 162600) - (2210)(2195)}{\sqrt{[30 \times 164050 - (2210)^2][30 \times 161775 - (2195)^2]}} \\
 &= \frac{4878000 - 4850950}{\sqrt{(4921500 - 4884100)(4853250 - 4818025)}} \\
 &= \frac{27050}{\sqrt{(37400)(35225)}} \\
 &= \frac{27050}{36296.2} \\
 &= 0,745257
 \end{aligned}$$

The result of coefficient relation between English conversation on the

student's competence reach the score 0,74. This score is at 0.70 up to 0.90 it mean that include to the high correlation.

### **Coefficient Determinant (CD)**

To know how big the influence of English Conversation and Students' Competence at Islamic Senior High School *DAARUL ULUM MAJALENGKA*. The writer will count it by the form of Coefficient Determinant (CD):

$$\begin{aligned} \text{CD} &= r^2 \times 100\% \\ \text{CD} &= 0,74^2 \times 100\% \\ \text{CD} &= 0,55 \times 100\% \\ \text{CD} &= 55\% \end{aligned}$$

### **Discussion**

Based on the research the writer did, there are some conclusions he got. The eleventh grade students of *ISLAMIC SENIOR HIGH SCHOOL OF DAARUL ULUM MAJALENGKA*.

The students' mastery in English conversation at the eleventh grades of *MAS DAARUL ULUM MAJALENGKA* as the experimental group can be concluded that the highest score in this variable is only one person which the score is 85 then categorized as good enough.

After the researcher doing the research about English conversation at eleventh class he found the problems that are faced by the students especially at eleventh grades of *MAS DAARUL ULUM*. Furthermore, he found the problems solving that ever

had been done by the English teacher in that school. Such as, giving two vocabularies in every meeting. Memorizing and applying it in their daily conversations. After the researcher found this problem solving he observed by the interview and test. And get the results 74 and the mean is 73.67 which circled become 74. It was the high correlation score.

After the researcher doing the research at eleventh grades about the students' competence in English speaking at the eleventh grades of *MAS DAARUL ULUM MAJALENGKA*. The writer found the students' competence in English speaking such as they like English song, desire, going abroad and etc. After the researcher found these all, he and made the test and interview. As the experimental group can be concluded that the highest score in this variable it was about nine persons whose the score is 80 and this score is lower than the X variable which reaches the score 85. And the mean is 73.17 which circled become 73. The influence of English conversation on the students' competence in English speaking in eleventh grades of the students' of *MA DAARUL ULUM MAJALENGKA* is good because it was supported by the students' competence in their speaking which always they did in their daily activities. And it was proofed by result 0.74 in English conversations. Furthermore, supported by the students' competence that reaches the result only 0.73. This score is at 0.70 up to 0.90 it mean that it indicates the high correlation.



There is an influence between English conversations on the students' competence in English speaking at eleventh grades of the students' of MA DAARUL ULUM MAJALENGKA. Besides, this case can be seen from the product moment test  $r_{xy} = 0.74$ . It means that the correlation between the English conversations on the students' competence has the high correlation. The big influence of English conversations on the students' competence is described by the coefficient determinant (CD) form in the amount of 55%. While the residue is 45% and decided by the other factors that can support to English conversations on the students' competence at eleventh class of the students of MA DAARUL ULUM MAJALENGKA school year 2010 - 2011-2010.

Finally, for the researchers, they must concern more with the improvement of teaching English techniques or strategies, so the result will be useful in the future.

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