

**THE EFFECT OF GUIDED CONVERSATION LEARNING STRATEGY
ON STUDENTS' SPEAKING ACHIEVEMENT AT MAS AL-FATAH
PALEMBANG**



UNDERGRADUATE THESIS

**Submitted as a fulfillment of requirements to get a
bachelor's degree of Sarjana pendidikan (S.Pd)**

By:

Afifa Hilwa Khurul Aini


NIM. 1930205070

Advidors:

- 1. Amalia Hasanah, M.Pd., Ed.D.**
- 2. Deta Desvitasari, M.Pd.**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHING SCIENCIES
STATE ISLAMIC UNIVERSITY OF RADEN FATAH
PALEMBANG**

2023

	<p align="center">SURAT KETERANGAN KELENGKAPAN DAN KEASLIAN BERKAS MUNAQOSYAH</p>	<p align="center">GUGUS PENJAMINAN MUTU PENDIDIKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG</p>
		<p align="center">Kode:GPMPFT.SUKET.01R0</p>

Hal : Pengantar Skripsi

Kepada Yth.
Bapak Dekan Fakultas Ilmu
Tarbiyah dan Keguruan UIN
Raden Fatah Palembang
di Palembang

Assalamu'alaikum, Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "The Effect of Guided Conversation Learning Strategy on Students' Speaking Achievement at MAS Al-Fatah Palembang", ditulis oleh saudari Afifa Hilwa Khurul Aini (1930205070) telah dapat diajukan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah surat ini dibuat untuk digunakan semestinya. Atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb

Pembimbing I



Amalia Hasanah, M.Pd, Ed.D
NIP. 197907312007012011

Palembang, 26 November 2023

Pembimbing II



Deta Desvitasari, M.Pd
NIP. 198812312023212066

THE EFFECT OF GUIDED CONVERSATION LEARNING STRATEGY ON
STUDENTS' SPEAKING ACHIEVEMENT AT MAS AL-FATAH
PALEMBANG


This thesis was written by Afifa Hilwa Khurul Aini, Student Number:
1930205070 was defended by the researcher in the final examination and was
approved by the examination committee on December 05th, 2023.

*This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd)*


Palembang, December 05th, 2023
Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Examination Committee Approval

Chairperson,


Winni Agustia Riznanda, M.Pd.
NIP. 198308182023212037

Secretary,


Fitri Alva Okta Sukma, M.Pd.
NIDN. 2021019105

Member 1: Shynta Amalia, M.Pd.
NIP. 198906232015032006

(.....)

Member 2: Husnaini, M.Pd.
NIP. 198905142020122010

(.....)

Certified by,
Dean of Faculty of Tarbiyah and Teaching Sciences


Prof. Dr. Ahmad Zainuri, M.Pd.I
NIP. 19608071993021001



DEDICATION

This thesis is dedicate to:

1. Allah SWT for giving me the strength for finishing my study and writing this thesis.
2. Prophet Muhammad SAW the one who filled my heart with faith he is the light that inspired my thoughts.
3. My beloved parents, Candra, S.Ag and Sapariah, S.Ag who always pray, loving, and support me unconditionally.
4. My beloved brother and sister, Hilal Hisbullah and my little sister Kayyisah Afrin Askanah for always pray and support me.
5. My lovely advisors, Amalia Hasanah, M.Pd., Ed.D. and Deta Desvitasari, M.Pd.thank you very much for the patience and dedication in guiding me .
6. All of my inspiring lecturers in English Education Study Program State Islamic University of Raden Fatah Palembang.
7. MAS Al-Fatah Palembang, thank you very much for willingness to be a research site during process data collection.
8. My splendid friends, Dewi Garnis, Delah, Ranti, Andita Ade Safitri, Ingka, Sintia Anggreini and Yuli Purnamasari. Thank you for all the laughs, for supports, advices who always been there me unconditionally and thanks for being such a fantastic friend to me.
9. All of PBI 1 2019 classmate, thank you for the time we have spent together.

MOTTO

Fa inna ma'al usri yusra

So, verily, with every difficulty, there is relief

Inna ma'al usri yusra

“verily, with every difficulty there is relief”

Al-Insyirah 94:5-6

Just be yourself, push your limits and get your goals.

-Ivan Gunawan

“It's fine to fake it until you make it, until you do, until it true”

-Taylor Swift

STATEMENT PAGE

The researcher hereby,

Name : Afifa Hilwa Khurul Aini

Student's ID Number : 1930205070

Place and Date of Birth : Palembang, 17th February 2001

Program Study : English Education Study Program

Stated that:

1. All the data, information and interpretations, and conclusions presented in this undergraduate thesis, except for those indicate by the sources are the results of my thought, observations, and process with guidance of the outstanding advisors.
2. This undergraduate thesis that researcher write is original and has never been handed in for another degree neither at State Islamic University of Raden Fatah nor other universities.

This statement is made truthfully, and if one day there is evidence of forgery in the statement above, the researcher is willing to accept the academic sanction of the cancellation of the degree that the researcher received though this undergraduate thesis.

Palembang, November 2023
The researcher,

Afifa Hilwa Khurul Aini

NIM. 1930205070

ACKNOWLEDGMENTS

Alhamdulillah, thanks to Allah SWT, the Almighty for providing the researcher with the grace and fortitude to complete this thesis. To the last selected holy messenger, the prophet Muhammad SAW, who has transformed human life, we offer an invocation and wishes for peace.

First of all, the researcher would like to express the greatest gratitude to the researcher's beloved parents, brother and sister and all the researcher family for the prayers, love, and supports that they give to the researcher. Hopefully, Allah protect them all.

My sincere gratitude also goes to the researcher's beloved advisors: Amalia Hasanah, M.Pd., Ed.D., and Deta Desvitasari, M.Pd. who have been willing to spare their valuable time in tight schedule for reading, correcting, and improving this thesis. The researcher is completely grateful for their significant suggestion, bright advice, support, help, and patience during the completion of this thesis. The researcher is also very thankful to the head and secretary of English Education Study Program, Amalia Hasanah, M.Pd., Ed.D., Shynta Amalia, M.Pd., and all of the lectures English Education Study Program State Islamic University of Raden Fatah Palembang have guided and taught the researcher very well.

Furthermore, the researcher would like to thank all the respondents from MAS Al-Fatah Palembang for their assistance and willingness to be the research site and respondents during the data collection. The researcher also would like to express a great thanks to all of the researcher's beloved friends and people who have given the researcher hand, which the researcher cannot mention one by one. The researcher's whole-hearted thanks to them will never be enough, but the researcher believes that god blesses them all.

However, the researcher acknowledges this thesis is still far from perfect, so any critiques, suggestions and ideas are much appreciated. The researcher hopes that this thesis could helpful for the other researcher in particular and readers in general.

Palembang, November 2023

The researcher,

Afifa Hilwa Khurul Aini

NIM. 1930205070

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS.....	iii
LIST OF TABLE	vii
LIST OF PICTURES.....	ix
LIST OF APPENDICES	x
ABSTRACT	xii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Problem of the Study.....	5
1.3 Objective of the Study.....	5
1.4 Significant of The Study	5
CHAPTER II LITELATURE REVIEW.....	7
2.1 Speaking.....	7
2.2 Teaching Speaking	8
2.2.1 Types of Speaking Activities	9
2.2.2 Principles of Teaching Speaking	11
2.3 Components of Speaking	11

2.4 Guided Conversation	13
2.4.1 Procedures of Guided Conversation	14
2.4.2 The Implementation of Guided Conversation	15
2.4.3 Evaluation of Guided Conversation	16
2.4.4 Advantages of Guided Conversation in Teaching Speaking	17
2.5 Previous Related Studies	17
2.6 Hypothesis	20
2.6.1 Testing Hypothesis Criteria	20
CHAPTER III RESEARCH METHODOLOGY	22
3.1 Research Design	22
3.2 Research Procedures	23
3.3 Research Variables	24
3.4 Operational Definitions	25
3.5 Population and Sample	26
3.5.1 Population	26
3.5.2 Sample	26
3.6 Data Collection	27

3.6.1 Test	28
3.7 Research Instrument Analysis	28
3.7.1 Validity Test	28
3.7.1.1 Content Validity	28
3.7.2 Construct Validity	29
3.7.3 Reliability Test	29
3.8 Data Analysis	30
3.8.1 Instrument Analysis	30
3.8.1.1 Data Description	31
3.8.1.2 Distribution of Data Frequency	31
3.8.1.3 Descriptive Statistic	31
3.8.2 Prerequisite Analysis	31
3.8.2.1 Normality Test	31
3.8.2.2 Homogeneity Test	33
3.9 Hypothesis Testing	34
CHAPTER IV FINDINGS AND INTERPRETATIONS	36
4.1 Findings	36

4.1.1 Data Descriptions	36
4.1.1.1 Distribution of Frequency	36
4.1.1.2 Descriptive Statistics	43
4.1.2	H
ypothesis Testing	45
4.1.2.1 Measuring Significant Improvement on Students Speaking Achievement in Experimental Group.....	45
4.1.2.2 Measuring Significant Difference on Students' Speaking Achievement in Experiment and Control Group	46
4.2 Interpretation	48
CHAPTER V CONCLUSION AND SUGGESSTION	51
5.1 Conclusion	51
5.2 Suggestions	51

REFERENCES

APPENDICES

LIST OF TABLES

Table 1. The Procedure of Guided Conversation	24
Table 2. The Population of Study	27
Table 3. Sample of the Study	28
Table 4. Table of Test Specification	29
Table 5. The Classification of Students' Score at MAS Al-Fatah Palembang	32
Table 6. Result of Normality Test Pre-test Score in Experimental and Control Group	33
Table 7. The Result of Normality Test of Students' Post-test Scores in Experimental and Control Groups	34
Table 8. The result of Homogeneity Test of Students' Pre-test Scores in Experimental and Control Groups	35
Table 9. The result of Homogeneity Test of Students' Post-test Scores in Experimental and Control Groups	35
Table 10. Data Frequency of Students' Pre-test scores in Experimental Group	37
Table 11. The Classification of Speaking Achievement Categories Students' Pre-test Scores in Experimental Group	38

Table 12. Data Frequency of Students' Post-test Scores in Experimental Group	39
Table 13. The Classification of Speaking Achievement Categories Students' Post-test Scores in Experimental Group	40
Table 14. Data Frequency of Students' Pre-test Scores in Control Group	41
Table 15. The Classification of Speaking Achievement Categories Students' Pre-Test Scores in Control Group	42
Table 16. Data Frequency of Students' Post-Test Scores in Control Group	42
Table 17. The Classification of Speaking Achievement Categories Students' Post-Test Scores in Control Group	44
Table 18. Descriptive Statistic of Students' Pre-test and Post-test Scores in Experimental Group	45
Table 19. Descriptive Statistic of Students' Pre-test Scores in Control Group	45
Table 20. The Result Analysis in Measuring Significant Improvement on Students' Pre-Test to Post-Test Scores in Experimental Group	46
Table 21. The Result Analysis in Measuring Significant Improvement on Students' Pre-Test to Post-test Scores in Control Group	47
Table 22. The Result Analysis in Measuring Significant Difference on Students' Pre-Test Scores in Experimental and Control Group	48

Table 23. The Result Analysis in Measuring Significant Difference on Students' Post-test Scores in Experimental and Control Group	48
--	----

LIST OF PICTURES

Picture 1. Preliminary Study

Picture 2. Pre-test in Experimental Class

Picture 3. Pre-test in Control Class

Picture 4. Treatment in Experimental Class

Picture 5. Post-test in Experimental Class

Picture 6. Post-test in Control Class

LIST OF APPENDICES

Appendix A. Interview English Teacher of MAS Al-Fatah Palembang

Appendix B. Speaking Instrument Test

Appendix C. Lesson Plan

Appendix D. Validity Of Speaking Test

Appendix E. Reliability of Test

Appendix F. Students' Score of Pre-Test and Post-Test in Experimental and Control Group

Appendix G. Distribution of Data Frequency on Students' Pre-Test and Post-Test in Experimental and Control Group

Appendix H. Descriptive Statistics of Students' Pre-Test and Post-Test in Experimental and Control Group

Appendix I. Normality of Pre-Test and Post-Test Experimental and Control Group

Appendix J. Homogeneity of Pre-Test and Post-Test in Experimental and Control Group

Appendix K. Paired Sample T-Test and Post-Test in Experimental and Control Group

Appendix L. Independent Sample T-Test Pre-Test and Post-Test in
Experimental and Control Group

Appendix M. Research Documentation

Abstract

The purposes of this study were to find out whether there was a significant improvement on students' speaking achievement before and after being taught by using Guided Conversation strategy and whether there was a significant differences on students' speaking achievement who were taught by using Guided Conversation strategy and those who are not. This research was conducted for 12 meetings and quasi-experimental research design was used to conduct the research. The population in this study was all of the eleventh grade students of MAS Al-Fatah Palembang with the total sample were 60 which included the experimental class and control class. To analyze the data this study used paired sample t-test, the p-output was 0.000 with $df=29$ (1.699), and t-output was 8.952. Since the p-output was lower than 0.05 and t-output was higher than t-table (1.699) therefore it can be concluded that there was a significant improvement from students' pre-test to post-test scores in experimental class. And based on the result of independent sample t-test, the p-output was 0.00 with $df=58$ (1.672), and t-output was 4.783. Since the p-output was lower than 0.05 and the t-output was higher than t-table (1.672) therefore it can be concluded that that there was a significant difference on students' speaking achievement who are taught by using Guided Conversation strategy and those who are not at MAS Al-Fatah Palembang.

Keywords: Effect, Guided Conversation Strategy, Speaking Achievement.

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study; (2) problem of the study; (3) objectives of the study; and (4) significant of the study.

1.1 Background of the Study

English is the most widely used international language in the world. It has several skills that must be mastered including speaking, listening, reading and writing. These skills are very important in teaching and learning process, especially for students. To learn English, textbook developers create various learning materials to facilitate students in improving four language skills. According to Susyetina (2019) who argues that children begin to learn from speaking, listening, reading, and writing activities.

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill is to express an idea, someone feeling, thought, and it express spontaneously by orally. According to Chaney & Burk (1998), speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context. Speaking is a crucial part of second language learning and teaching. It means that students should be able to communicate with the others to get or to share information to express what they feel. According to Nunan (2011), success of mastering language is measured in term of ability to carry out a conversation in the target language. It implies that speaking in the indicator of mastering the language.

Furthermore, in learning English, some experts believe that speaking is the most important skill in English among others. According to Richards (2008), the mastery of speaking skill in English is a priority for many second-language or foreign language learners because people who know a language are referred to as a speakers of that language. According to Gert and Hans (2008), speakers' intention just be recognized to speech utterances and their intention must be recognized by

the receiver. Therefore, it can be concluded that speaking is one of the important language skill in English for communication among others.

Furthermore, mastering English speaking is not easy. The speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Indonesian students face many difficulties to communicate in speaking English because of many factors. According to Masbiran & Fauzi (2018), speaking is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation and fluency. Although speaking is considered major language skill that students need to improve, it is widely known that speaking English is difficult. According to Paakki (2013), Speaking English is not easy, and there are many factors that make it difficult to speak. Speaking English is a difficult to understand the language and have good grammar and vocabulary, but it seems there are lacking in vocabulary when speaking. Students usually have difficulty learning English and face difficulty constructing sentences. Students must be able to speak English, so that they can communicate with others smoothly.

Furthermore, Indonesia's speaking ability is low. According to English Proficiency Index (EPI), Indonesia with a score of 469 ranked 81st out of 111 countries in the world based on. In EF EPI (English Proficiency Index) SET (Standard English text) in 2020, Indonesia with a score of 453 ranked of 74 out of 100 countries (Education First, 2020). Thus, Indonesia with-low level English proficiency shows its ability is still at a low stage and has not been able to negotiate, mediate and lobby, or compete with other countries in learning English. Its means that speaking skill is still low. It is important for educators and teachers to encourage and motivate students to speak English, especially in the classroom.

Considering those problems mentions above, the teacher should be active to find and implement an appropriate strategy in solving the students' difficulties. One of the aspects that are involved in process of developing speaking skills in the language learning strategies used by the teacher. In teaching the learning achievement. It shows that, the teacher should apply an enjoyable strategy which

make the students' feel interested to lesson. A suitable strategy can help the students enhance their speaking ability.

One of the strategies which can be used for students to increase their speaking ability is Guided Conversation. According to Shafira (2021) Guided Conversation is an effective strategy to help students learn quickly and can master English material while being able to improve speaking skills, Guided Conversation strategy also inspires students to create a communicative atmosphere in providing ideas, thought and responses while giving a critic in correcting conversation. Guided Conversation strategy related to the professional English speaking skills. Guided Conversation can be used as a strategy to make students speak appropriately and correctly. Therefore, the researcher would like to implement Guided Conversation to the eleventh grade students of MAS Al-Fatah Palembang to solve the problem of the speaking faced by the students.

Those problems mentioned above were also faced by the eleventh grade students of MA Al-Fatah Palembang. After doing preliminary study by interviewing one of the teacher of English at MAS Al-Fatah Palembang. The teacher said, the students had some weaknesses on speaking. They took much time to practice the materials. The students found difficulties to pronounce the words well. The students would not understand the meaning of the material and the students did not have good fluency in speaking English. (S, Personal communication, October 24, 2022). In addition based on the interview with two student of XI MIA 1 with the initial FI (Personal communication, November 2, 2022) who was satisfied with her speaking ability, it was also seen from her speaking course grades. Whereas, another student said he felt shy and afraid when he wanted to speak, he did not know what he wanted to say and how to pronounce some words, then he would be passive while in speaking class. The researcher concluded that the students have some problems in studying speaking. The teacher only explained the material in front of the class and asked the students to do exercises, and asked them to speak so that made them felt confused while the teacher asked them to speak in English (AB, personal communication, November 2, 2022). In conclusion, it showed that the students had difficulties to create an

opinions and ideas to solve the problem in class. It made students passive without interaction with each other. Besides in the studying process, they felt bored and got confused to discuss unfamiliar topic. The English teacher faced the problem about speaking class activity. In fact, there are many kinds of strategies that can encourage students' interest of learning English speaking.

Afterwards, for more information about the students' capability in speaking, researcher conducted a preliminary study. When researcher gave them some question in English, they were difficult to translate and create the words even they combined Indonesian language and English language to respond and answer some questions which means that they were lack of vocabulary. Their grammar and pronunciation were also found unsatisfying. They could not even arrange an easy sentence and they were found mispronounced many words.

Previously, they are the previous related studies focus on the used of Guided Conversation the first study was from Sitepu (2017) conducted this study to eleventh grade students of senior high school Muhammadiyah 2 Medan this research using class action to conducted the study. The second study from Topoh (2018) conducted this study to eight grade students of MTS Putri Aisyiyah Palu this research using pre-experimental research design and using total sampling technique. The third study was from Randong, et,al (2011) conducted asking and giving opinion through Guided Conversation technique This research aims to find out how Guided Conversation in improving students' ability talk about asking and giving opinions. Researcher used classroom action research as a method in this study. The fourth study was from Herlina and Holandyah (2015) conducted this study to teaching speaking skill by using Guided Conversation Technique through Pair Taping to the Seventh Grade Students of SMP PTI Palembang. However, most of the previous studies focus on junior high school. Meanwhile, this study focus on applying Guided Conversation strategy to senior high school.

Therefore, based on the explanation above the researcher is interested to conduct study entitled **“The Effect of Guided Conversation Learning Strategy on Students' Speaking Achievement at MAS Al-Fatah Palembang”**.

1.2 Problems of the Study

The problems of the study are formulated in the following questions:

1. Was there any significant improvement of the eleventh grade students' speaking achievement after they were taught by using Guided Conversation strategy at MAS Al-Fatah Palembang?
2. Was there any significant difference of the eleventh grade students' speaking achievement between those who were taught by using Guided Conversation strategy and those who were not at MAS Al-Fatah Palembang?

1.3 Objective of the Study

This research aimed to find out whether or not:

1. To find out whether or not there was any significant improvement of the eleventh grade students' speaking improvement after they were taught by using Guided Conversation Strategy at MAS Al-Fatah Palembang.
2. To find out whether or not there was any significant difference of the eleventh grade students' speaking achievement between those who were taught by using Guided Conversation Strategy and those who were not at MAS Al-Fatah Palembang.

1.4 Significance of the Study

This significance of the study would be helpful:

1. Teacher

The English teacher will be able to understand the Guided Conversation method.

The teacher can apply this strategy to their students to help them enhance their speaking comprehension skills.

2. Students

By using this strategy, the researcher hopes the students will be ready and motivated in developing speaking ability. By using this method for develop speaking ability it can be cheerful and cozy.

3. Other researchers

By using this study, the researcher hopes this study will be guide for other researcher on doing similar study.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the followings: (1) speaking; (2) teaching speaking; (3) component of speaking; (4) guided conversation; (5) previous related studies; and (6) hypothesis.

2.1 Speaking

Speaking is a productive skill that allows you to use the language in real communication, and it shows how well students can use their language skills in everyday situations. According to Harmer (2007), speaking is the language skills where the students produce the language themselves. According to Richards et.al., (2002), speaking a language is especially difficult for foreign language appropriately in social interactions. According to Sulistiowati (2014), there are three aspects of speaking such as pronunciation, grammar and vocabulary. That is the key to knowing when practice comprehension is not necessary (interaction/relation building) when it is necessary (transaction/information exchange), as well as societal cultural conventions and norms.

Speaking has several components. In order to speak properly in English, people need understand those components. According to Haris (1969 as cited, Helmanda & Nisa, 2019) there are five components in generally recognized to analysis of the speech process (speaking). They are: pronunciation, grammar, vocabulary, fluently, and comprehension. So those five components are important because in order to speak, people need to master them. It can improve someone's speaking.

There are several characteristics in successful of speaking activity. Ur (1996) stated that the successful activity in speaking has four characteristics. They are 1) learners talk a lot, 2) participants is even, 3) motivation is high, and 4) language is of an adequate level. In summary, in order to make successful in the activities of speaking, there are four characteristics that students have to know.

2.2 Teaching Speaking

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which people with no training to teach conversation. Laufer (2008) defined that English is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global international language. In Indonesia, teaching of English has become increasingly important as a foreign language. It is taught in schools, from junior high school to senior high school. According to Nunan (2004), although it is not always immediately apparent, everything we do in the classroom is underpinned by beliefs about the nature of language, the nature of the learning process and the nature of the teaching act. Because learning can be defined as a product of continuous interaction between the development and the life experience. More complex, Hamalik goals that learning means a conscious effort from a teacher to teach the students (directing the interaction of the students with the other learning resources) in order to achieve the expected (as cite in Imtihanaet.al.,2015).

Based on the statement above that teaching speaking to the students in foreign language is simple. The teacher have an important role in teaching learning process, teacher play a vital role in the overall development of the students. According to

Saswandi (2014), The teacher have responsible to develop good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child. According to Yonsisno (2015), speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language or sociolinguistic competence.

Aleksandrak argued that the teacher should make the students fun in learning process (as cited in Herlina&Holandyah, 2017). If the students are not fun and interested in the lesson, the teacher will be very difficult to make the students understand the lesson. English teachers must create an interesting atmosphere in teaching learning process because the students' ability of learning English depends on their previous experience.

According to Brown (2004), speaking is a productive skill that be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

2.2.1 Types of Speaking Activities

Brown (2004)further said that there are five basic types of speaking. They are:

a. Imitative

This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence. E.g repeat after me

b. Intensive

This second type of speaking frequently employed in assessment context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships. E.g reading aloud

c. Responsive

This type includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greeting and small talk, simple request and comments and like. The stimulus is usually a spoken prompt in order to preserve authenticity. E.g short conversation, greetings and small talk, simple requests and comments.

d. Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship .E.g transactional conversation and interpersonal conversation.

e. Extensive

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together. E.g monologue, speech, story telling, and etc.

Furthermore, from the 5 types above it can be concluded that speaking can be done in activities such as imitative, intensive, responsive, interactive, and extensive. It can be concluded that teacher can do these five basic types of speaking in their teaching.

2.2.2 Principles of Teaching Speaking

According to Harmer (2001), there are 6 principles of teaching speaking, they are;

- a. Help the students overcome their initial reluctance to speak. Be encouraging provide opportunity start from something simple.
- b. Ask students to talk about what they want to talk about.
- c. Ask students to talk about what they are able to talk about.
- d. Provide appropriate feedback.
- e. Combine speaking with listening and reading.
- f. Incorporate the teaching of speech acts in teaching speaking.

Moreover, according to Nunan (2003), there are five principle for teaching speaking as describe below:

- a. Be aware of difference between second language and foreign language in learning context.
- b. Give students chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

2.3 Components of Speaking

According to Harmer (2007), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

1. Grammar

Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

2. Vocabulary

The other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written forms.

3. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums”

or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

5. Comprehension

Comprehension is also the one components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones.

There are five components of speaking that must be paid attention by the students if they want to speak well. They are grammar, vocabulary, pronunciation, fluency and comprehension.

2.4 Guided Conversation

Guided conversation is discussion which combines discourse and exercise. The class begins with a model guided discussion that demonstrates the application of one or more functions as well as the structures that students will need all within the framework of a meaningful communication interaction. According to Dragsten (2005), the learning process is carried out through Guided Conversation to gain language speaking skills in English, depending on the conditions and ease with which students may grasp it.

Guided Conversation can be alternative strategy to be applied. According to Shafira (2021), Guided Conversation is an effective strategy to help students learn quickly and can master English material while being able to improve speaking skills, Guided Conversation strategy also inspires students to create a communicative atmosphere in providing ideas, thoughts and responses while giving criticism in correcting conversation. Molinsky & Bliss (1988) stated that Guided Conversation strategy are dialogues and exercises that are the central learning

devices the lesson begins with a model Guided Conversation strategy that illustrate the use of one or more functions and the structures students require, all in the context of a meaningful exchange of communication. This method also solve the problem faced by the students in learning English, such as, low vocabulary, feeling shy to speak English, being unconfident, and being afraid in making mistakes. The researcher believes that the Guided Conversation strategy can be used to teach and to increase students' speaking skill by giving them enough opportunity to speak.

2.4.1 Procedures of Guided Conversation

According to Molinsky and Bliss (1986), the procedures of teaching Guided Conversation as bellow:

Step 1: Give the model conversation offers initial practice with the function and structures of the lesson and the functional expression.

Step 2: Encourage the students to be intensitive as they create their character and situation of the model conversation.

Step 3: Present to the class each sentence of the model conversation containing footnote expression with is alternative.

Step 4: Have pair the students present the model conversation in the class.

Step 5: Have pair the students' to practice all the exercises using the footnote expression with is alternative.

Step 6: Assign the exercise as homework and ask them to present to the class next.

This kind of guidance is carried out by the teacher in the process of learning English speaking skills to strengthen students' utterances in the form of simple conversations for communication in speaking.

2.4.2 The Implementation of Guided Conversation

According to Paterson (2007), he stated that an overview of the skills that speak English very well through Guided Conversation there are eight ways that often become the relevance, they are:

1. Being aware of the degree of informational complexity and ease that can be encountered in communication. Students might therefore expect or prepare alternate answers that are more accurate. Answers that are more accurate should be accompanied by a teacher's appreciation, even if they are not the best course of action for pupils who can actually afford it..
2. Make sure that the questions are weighted so that the answers will grab students' attention and prompt them to continue learning. It's best if the questions take the form of why questions as this will help students improve their English-speaking abilities.
3. Before answering, make sure to pay close attention and keep in mind the question or statement made. In this instance, the teacher actually guides the class in listening comprehension since it is important for them to learn how to take notes during the discussion rather than relying just on the auditory or visual information provided.
2. Provide students the chance to support their claims with logic or proof. To ensure that every student has the chance, obtaining proof of the rationale for encouraging students to reveal or describe in detail a straightforward discourse should be done.

3. Allow all students to take part in a dialogue so that you can practice guided conversation.
4. Give students the option to study a topic further and get a conclusive solution from a range of sources to develop an environment where the English language is spoken actively in the books.
5. In order to offer a report in the form of spoken English, students are given the opportunity to accurately observe the source material or book reviews. This strategy teaches the students to speak English well when discussing findings related to specific subjects. These goals aided in peer interaction while also providing the teacher with an oral report of the report's findings.
6. Given extra time while providing a briefing on the outcome of the student report, oral report requires students to develop their English speaking skills through guided conversation. In addition to receiving guidance and direction from the English teacher, students can also provide it while practicing speaking skills that they have already mastered. This is a unique technique to familiarize students with the material so they can progress in their learning.

2.4.3 Evaluation of Guided Conversation

According to Skillbeck (1990), the term evaluation has been taken to mean the assessment of student at the end of a course, but in recent years its meaning has widened to include all aspects of a programmer. Kinds of evaluation can be used in a course. The first is summative assessment at the end of the course, a useful point at which to review the whole course in order to pin point elements for improvements. The second is formative assessment as the course proceeds. Ideally,

evaluation should be planned from the beginning, a scheduled participant is decided upon and criteria and procedure agreed by all involved. Whereas evaluation of Guided Conversation in teaching speaking is giving dialogue that has connection with the speaking.

2.4.4 Advantages of Guided Conversation in Teaching Speaking

According to Zainil (2006) cited in Zebua (2019) Guide Conversation is one of strategy that can give many advantages either for the students or for the teacher.

For students Guided Conversation can be beneficial in terms of:

1. Brainstorming
2. Improve students new vocabulary.
3. Train the mental students to be confident

Meanwhile, for teacher Guided Conversation is beneficial in term of:

1. Teacher is be able to know how well the students are speaking
2. The teacher will get the information conveniently through looking at the result of reading comprehension.

From the explanation above, Guided Conversation Strategy related to professional English speaking skills. Guided Conversation can be used as a strategy to make students speak English appropriately and correctly. So, in teaching speaking, this strategy often implementation cause it gives many advantages for improving the students.

2.5 Previous Related Studies

In this part, the previous related studies were described. The first previous related study was written by Sitepu (2017) entitle "Improving the Students' Ability

Applying Guided Conversation Strategy at Eleventh-grade Students' of Senior High School Muhammadiyah-2 Medan". The research was conducted by using classroom action research. The result of data analysis showed that there was improvement students' ability in speaking from each cycle. It showed that the mean of the pretest was 60.27, the mean of the posttest was 72,43, and the mean of posttest II was 80. From the data above, the researcher can conclude that the students' ability speaking has been improved by applying a Guided Conversation strategy. The similarities between the previous studies and this study find the student's speaking achievement through Guided Conversation strategy. And the differences the previous related study used class action research and this research uses experimental study.

The second previous related study was written by Tompoh (2018) entitled "Investigating the Effectiveness of Guided Conversation in the Speaking Skills of Grade VIII Students of MTS Putri Aisyiyah Palu". The research used a pre-experimental research design. The population was Grade VIII, with 15 students'. The sample was chosen by using the total sampling technique. Based on the result of the pre-test and the post-test, it was obtained that the counted table value was 26.05. By applying a 0.05 level of significance and the $15-1=14$ degree of freedom, it was found that the table value was 1.761. It shows that the table counted value was higher than the table value. In other words, the Guided Conversation effectively develop the skill of grade VIII students' in speaking. The similarities between the previous studies and this study are that both studies use an experimental method, and find the student's speaking through Guided

Conversation. The differences the previous study used pre-experimental research design, meanwhile the present study will apply quasi-experimental research.

The third previous related study was written by Randong, et.al (2011) entitle “Improving Students’ Ability in Speaking About Asking and Giving Opinion through Guided Conversation Technique”. In the study was conducted to find out the students at SMP N 21 Terpadu Pontianak academic year 2011/2012. This research aims to find out how Guided Conversation in improving students’ ability talk about asking and giving opinions. Researcher used classroom action research as a method in this study. Based on the analysis on students’ test result, the writer conclude that qualification of the average score of the students in the second round (70.8) the reaches 100% mastery is categorized as good to excellent. The similarities between the previous studies and this study are that both studies use experimental method and find the students speaking through Guided Conversation. The differences are the previous study used classroom action, meanwhile the present study will implement experimental research.

The fourth related study was written by Herlina and Holandyah (2015) entitle “Teaching Speaking Skill by Using Guided Conversation Technique through Pair Taping to the Seventh Grade Students of SMP PTI Palembang in the Academic Year of 2013/2014. The research objectives to see if there was a significant improvement in student’s average speaking ability, if there any significant differences in student’s speaking ability between those who were taught using Guided Conversation technique through using teacher technique. The similarities between the previous studies and this study are that both studies use experimental

method and find the students speaking through Guided Conversation. Differences are the previous study used pair taping technique. Meanwhile, the present research will only use Guided Conversation.

2.6 Hypothesis

1. H_{a1} : There was significant improvement in speaking skills of the eleventh grade students of MAS Al-Fatah Palembang after being taught by using Guided Conversation.
2. H_{01} : There was no significant improvement in speaking skills of the eleventh Grade students of MAS Al-Fatah Palembang.
3. H_{a2} : There was significant differences in speaking skills of the eleventh grade students of MAS Al-Fatah Palembang between those who were taught by Using Guided Conversation and those who were not.
4. H_{02} : There was no significant difference in speaking skills of the eleventh grade students of MAS Al-Fatah Palembang between those who were taught by using Guided Conversation and who were not.

2.6.1 Testing Hypothesis Criteria

1. Measuring significant means improvement

If the p-output (sig.2-tailed) is lower than 0.05 and t-output is higher than t-table with $df=29$ (1.699), the null hypothesis (H_{01}) is rejected, and the alternative hypothesis (H_{a1}) is accepted. But if the p-output (sig.2-tailed) is higher than 0.05 and t-output is lower than t-table with $df=29$ (1.699), the null hypothesis (H_{01}) is accepted, and the alternative hypothesis (H_{a1}) is rejected.

2. Measuring means paired differences

If the p-output (sig.2-tailed) is lower than 0.05 and t-output is higher than t-table with df 58 (1.672), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. But if the p-output (sig.2-tailed) is higher than 0.05 and t-output is lower than t-table with df 58(1.672), the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents: (1) research design; (2) research variables; (3) operational definition; (4) population and sample; (5) data collection; (6) research instrument analysis; and (7) data analysis.

3.1 Research Design

In this study, the researcher used quantitative research design based on experimental method. According to Fraenkel, Wallen and Hyun (2012), experimental research is one of the most powerful research methodology that can be used. The researcher applied quasi experimental research design. According to Campbell and Stanley (2015), quasi experimental research design or the design that manipulate the independent variable to observe the effect on dependent variable and the type that used by the researcher were pretest and posttest non-equivalent group design. There were two groups; they were experiment and control group which both give pretest-posttest. The experimental group has been given treatments by using Guided Conversation method, the treatments has been given for twelve meetings excluding the pre-test and post-test. The basic scheme of this design described as follows:

O1 X O2

O3 O4

(Creswell (2012))

Where:

O1 : pretest of experimental group

O2 : posttest of the experimental group

O3 : pretest of control group

O4 : posttest of control group

X : treatment for the experimental group by using

Guided Conversation

3.2 Research Procedures

A pre-test has been given to both experimental and control groups before the experimental group receives the treatment. The treatment Guided Conversation was given only to students in the experimental group for 12 meetings (lesson plan – *RPP* attached). After the treatment completed, both groups has been given a post-test to measure whether or not there is a significances between the experimental and control groups in terms of speaking skills. The procedures are described in table 1 below:

Table 1.The Procedure of Guided Conversation

Experimental class	Control class
Pre-Activities <ol style="list-style-type: none">1. Great and invite students to pray together2. Asking the condition of students and checking students' attendance list.3. Telling the purpose of the study.	Pre-Activities <ol style="list-style-type: none">1. Great and invite students to pray together2. Asking the condition of students and checking students' attendance list.3. Telling the purpose of the study.

<p>Main Activities</p> <ol style="list-style-type: none"> 1. The teacher does brainstorming activities such a showing the example of the video of Guided Conversation and asking some questions related to the video. 2. The teacher explain about Guided Conversation and its steps. 3. The teacher divided the students into 15 groups. Each group consist of 2 students. Then the teacher give the students topic of the dialogue (Asking and Giving Opinion, Expressing Satisfaction and Dissatisfaction, Giving Advice, Giving Warnings). 4. The teacher conducts a pre-dialogue activity to familiarize students with the dialogue such as questioning, explaining the vocabulary, etc. 5. Teacher ask the students to discuss about the topic. Then the students' make a dialogue to practice in front of the class. <p>Post-Activities</p> <ol style="list-style-type: none"> 1. The teacher guide the students to conclude the learning material through classical questions and answer. 2. The teacher reflect with the students on the benefits of the learning process that has been carried out. 3. The teacher and the students closed the lesson by praying. 	<p>Main Activities</p> <ol style="list-style-type: none"> 1. The teacher does brainstorming activities such a showing the example of the video about the material (Asking and Giving Opinion, expressing satisfaction and Dissatisfaction, giving advice, giving warnings). 2. The teacher asking about the video. 3. The teacher explain about the material (Asking and Giving Opinion, Expressing Satisfaction and Dissatisfaction, Giving Advice, Giving Warnings). 4. The teacher divides the students into a group and then the teacher give the students' topic of the dialogue. 5. The students practice the dialogue in front of the class. <p>Post-Activities</p> <ol style="list-style-type: none"> 1. The teacher guide the students to conclude the learning material through classical questions and answer. 2. The teacher reflect with the students on the benefits of the learning process that has been carried out. 3. The teacher and the students closed the lesson by praying.
---	---

3.3 Research Variables

In this study, there were two kinds of variables; independent and dependent variables. Based on Creswell (2014), dependent variable is an attribute or

characteristics that is dependent or influenced by the independent variable, while the independent variable is an attribute or characteristics that influences or affects an outcome or dependent variable. In addition, Wallen & Hyun (2012) reveal that independent variable is those that the researcher chooses to study in order to assess their possible effects on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable, while the variable that the independent variable is presumed to affect is called a dependent variable. In this study, the independent variable was Guided Conversation Strategy and the dependent variable was the students' speaking achievement.

3.4 Operational Definitions

To avoid misinterpretation in this research, the researcher defined some terms to support the readers in understanding this research. Guided Conversation is a discussion which is a combination of discourse and exercise, the class begins with a model guided discussion that demonstrates the application of one or more functions as well as the structures that students needed all within the framework of a meaningful communication interaction.

Then, Speaking Achievement is a proficiency of using the language orally by the eleventh grade students' of MAS Al-Fatah Palembang. Furthermore, Improving means the process of making the capability becomes better. In this research Guided Conversation Strategy was used to improve speaking achievement in the eleventh grade students of MAS Al-Fatah Palembang.

3.5 Population and Sample

3.5.1 Population

Based on Fraenkel, Wallen& Hyun (2012), population is the larger group to which one hopes to apply the results. Creswell (2012) stated that population is a group of individuals who have the same characteristics. The population of this study was all of the eleventh grade students of MAS Al-Fatah Palembang academic year 2022/2023 as shown in the following table.

Table 2. The Population of the Study

No	Class	Total
1	XI. MIA 1	30
2	XI. MIA 2	30
3	XI. IIS	30
Total		90

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

There are 3 classes of the eleventh grade students divided into 2 Science classes and 1 Social class. The total of population in this study was 90 students.

3.5.2 Sample

According to Fraenkel, Wallen& Hyun (2012), sample in a research study is the group on which information is obtained. In this study, the sample was the eleventh grade students in MAS Al-Fatah Palembang selected using purposive sampling. According to Creswell (2012), purposive sampling is a method of selecting a sample based on pre-determined considerations and goals. This research applied purposive sampling technique.

The reason this strategy applied because in order to know the students' English achievement, because class of XI MIA 1 and XI MIA 2 since they had the same criteria. Such as has the same numbers of students, they had by the same English teacher, and they had the same English ability, they also came from the same major, science.

Table 3. Sample of The Study

No	Class	Number of students
1	XI MIA 1	30 (Experimental group)
2	XI MIA 2	30 (Control group)

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

3.6 Data Collection

3.6.1 Test

This study was used a test in collecting the data. Based on Fraenkel, Wallen & Hyun (2012), test is like measure an individual's knowledge or skill in a giving area or subject. In order to got the data that needed to support this research, the researcher was used speaking test to gain the information about speaking ability from the students by giving statements to be considered.

In this research, the test was divided into two pre-test and post-test. The pre-test was given at the beginning of the meeting both on the experimental and control group. The post-test was given at the end of the meeting also both on the experimental and control group. The test was measured tool to see the used of Guided Conversation strategy on the improvement of the eleventh grade students' speaking skills of MAS Al-Fatah Palembang.

The researcher focused on a speaking test in creating the test. The test was scored into five aspects of assessment in speaking. Which were: vocabulary, grammar, pronunciation, fluency and comprehension. The components of the speaking above was evaluated to define the level of students' ability in oral communication. The researcher used analytic scale rubric that categorized within five categories. Each category had five items and each items had scores five, so the maximum score was multiplied by five. The scoring system of speaking from Brown (2004) (See Appendix B).

3.7 Research Instrument Analysis

3.7.1 Validity Test

Validity test is a test used to test the extent of the accuracy or truth of an instruments as a measuring instruments for research variables. According to Fraenkel and Wallen (2009) validity is the most important idea to consider when the preparing or selecting an instrument that is used. Validity test aims to find out whether the research instruments were suitable for use or not. In this study there was two kinds of validity test used, they were:

3.7.1.1 Content Validity

Fraenkel, Wallen& Hyun (2012) claimed content validity refers to judgments on the context and logical structure of an instrument as it is could be used in a particular study. The specification of the skill or structures should be made based on the curriculum and syllabus.

In this study, the content validity of the research instruments involved two types, they were the test and lesson plans. To know whether or not a test had

construct validity, a specification of the skills should be made based on the English curriculum k13 and syllabus for eleventh grade students. The result of analysis of content validity was presented in the test specification shown in appendix (See Appendix D).

3.7.2 Construct Validity

According to Fraenkel, Wallen& Hyun (2012) Construct validity refers to degree to which the totally of evidence obtained is consistent which theoretical expectation. After constructing the instruments related to some aspects measured, then it was consulted to achieve some expert judgments from at two validators to evaluate whether the components of the instruments was valid or not to be applied in research activities. Some qualifications was required for expert judgments or validators, such as master degree, English lecturer with more than five years of classroom experience, and TOEFL score 550.

3.7.3 Reliability Test

Reliability test was conducted to determine the consistency of the instrument to be used. According to Fraenkel et al., (2012) reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To estimate the reliability of the test, inter-rater reliability was applied. Based on Marques and McCall (2005) inter-rater reliability is the extent to which two or more individuals (coders or raters) agree using SPSS type 25.

Furthermore, the rubric of speaking test was evaluated there were five items in rubric speaking test: instructions, topics, time allocation, content, and rubric. The

result showed the instructions, topic and content were very appropriate, and time allocation and rubrics were appropriate. Furthermore, the reliability of the speaking test was obtained. The researcher calculated score by using *Cronbach's alpha*. The test would be reliable if the result of the data measurement was higher 0.70. According to Fraenkel, et al. (2012) reliability should be at least 0.70 and preferably higher. The result showed was 799, the score was higher than 0.70. It means that assessment result was reliable (See Appendix E).

3.8 Data Analysis

In data analysis, the data was obtained from quasi-experimental research design which was calculated by means of the statistical package for Social Science (SPSS) version 25. Moreover, the researcher described some techniques as follows:

3.8.1 Instrument Analysis

In this study, the data from students' speaking test was analyzed by the raters. They was analyzed the data by using rubric for oral proficiency categories from Brown (2006) was used. There were five components that were scored. Those were Pronunciation (1-5), Grammar (1-5), Vocabulary (1-5), Fluency (1-5), and Comprehension (1-5). The highest score was converted into following classification table by using the formula.

Table 5. The classification of students' score at MAS Al-Fatah Palembang

Scale	Category
85-100	Excellent
70-84	Good
50-69	Average

<49	poor
-----	------

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

3.8.1.1 Data Description

In data description, there were two analyses to be done. They were, (1) distribution of data frequency and (2) descriptive statistics.

3.8.1.2 Distributions of Data Frequency

In distributions of frequency data, the students' score, frequency, percentage were achieved. The distributions of frequency data are obtained from students' pretest-posttest scored in experimental and control group.

3.8.1.3 Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation was analyzed. Descriptive statistics was obtained from students' pretest and posttest scores in experimental and control group.

3.8.2 Prerequisite Analysis

In prerequisite analysis, there were two analyses conducted done. They were normality and homogeneity test.

3.8.2.1 Normality Test

In measuring the normality test, the researcher used Kolmogorov-Smirnov on SPSS 25 version. The normality test was used to measure students' pre-test and post-test in experimental and control group.

a) Students' Pre-test scores in Experimental and Control Group

The computations of normality test used the computation on SPSS25. The result of analysis figured in table 6 below:

Table 6. The Result of Normality Test of Students' Pre-test Scores in Experimental and Control Groups

No.	Students' Pre-test	N	Sig.(2-tailed)	Result
1.	Experimental Group	30	0.200	Normal
2.	Control group	30	0.200	Normal

From the table analysis above, it was found the sig. (2-tailed) from students' pre-test scores in experimental group was 0.200 and control group was 0.200 which they were higher than 0.05. It concluded that the data from students' pre-test scores in both group were distributed normally (See Appendix I).

b) Students' Post-test Scores in Experimental and Control Group

The computations of normality test used the computation on SPSS25. The result of analysis figured in table 7 below:

Table 7. The Result of Normality Test of Students' Post-test Scores in Experimental and Control Groups

No.	Students' Post-test	N	Sig.(2-tailed)	Result
1.	Experimental Group	30	0.200	Normal
2.	Control group	30	0.095	Normal

From the table analysis above, it was found the sig. (2-tailed) from students' pre-test scores in experimental group was 0.200 and control group was 0.095 which

they were higher than 0.05. It concluded that the data from students' pre-test scores in both group were distributed normal (See Appendix I).

3.8.2.2 Homogeneity Test

In measuring homogeneity test, levene statistics is a formula that is used to analyze the homogeneity of the data. The homogeneity test was used to measure students' pre-test scores in experimental and control groups, and students' post-test scores in experimental and control groups.

a) Students' Pre-test Scores in Experimental and Control Group

Table 8. The result of Homogeneity Test of Students' Pre-test Scores in Experimental and Control Groups.

No.	Students' Pre-test	N	Levene Statistic	Result
1.	Experimental Group	30	1.104	Homogenous
2.	Control Group	30		Homogenous

From the analysis above, it was found that the sig. (2-tailed) from students' pre-test scores in experimental and control group was 1.104 which they were higher than 0.05. It could be concluded that the students' pre-test scores in both groups were homogenous (See Appendix J).

b) Students' Post-test Scores in Experimental and Control Group

Table 9. The result of Homogeneity Test of Students' Post-test Scores in Experimental and Control Groups.

No.	Students' Post-test	N	Levene Statistic	Result
1.	Experimental Group	30	0.919	Homogenous
2.	Control Group	30		Homogenous

From the analysis above, it was found that the sig. (2-tailed) from students' pre-test scores in experimental and control group was 0.919 which they were higher than 0.05. It could be concluded that the students' post-test scores in both groups were homogenous (See Appendix J).

3.9 Hypothesis Testing

In measuring the significant improvement on students' speaking achievement by using Guided Conversation method, as follows:

1. In measuring significant difference, independent sample t-test was used to test the students' posttest scores in experimental group and posttest scores in control group. The significant different was occurred whenever the p-output (sig,2-tailed) was lower than 0.05 and t- value was higher than t-table (1.672). The significant improvement was rejected when the p-output (sig.2-tailed) was lower than 0.05 and t-obtained was higher than t table (1.672). the significant improvement was rejected when the t-output (sig.2-tailed) was higher than 0.05 and t-value was lower than t-table df=58 (1.672)

2. In measuring a significant improvement paired sample t-test was used to test the students' pretest and posttest score in experimental group. A significant was lower than 0.05 and t-obtained was higher than t-table (1.699). While the significant difference was rejected when the p-output (sig.2-tailed) was higher than 0.05 and t-value was lower than t-tabledf=29 (1.699).

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) findings; and (2) interpretation.

4.1 Findings

The findings of this research cover: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, two analyses were conducted. They were distributions of frequency and descriptive statistics.

4.1.1.1 Distribution of Frequency

In distribution of frequency, score, frequency and percentage were described. The score got from: (a) pre-test score in experimental group, (b) post-test score in experimental group, (c) pre-test score in control group, (d) post-test score in control group.

a) Students' pre-test scores in experimental group

In distribution of frequency, score, frequency and percentage were presented. The results of pre-test scores in experimental group were described in table 10 below.

Table 10. Data Frequency of Students' Pre-test scores in Experimental Group

Score	Frequency	Percentage (%)
32	8	26.7
34	3	10.0
38	1	3.3
40	2	6.7
42	1	3.3

44	2	6.7
46	5	16.7
48	2	6.7
50	3	10.0
56	2	6.7
64	1	3.3
Total	30	100

based on the table above, it was found that there were 8 students (26.7%) who got 32, 3 students (10.0%) who got 34, 1 student (3.3%) who got 38, 2 students (6.7%) who got 40, 1 student (3.3%) who got 42, 2 students (6.7%) who got 44, 5 students (16.7%) who got 46, 2 students (6.7%) who got 48, 3 students (10.0%) who got 50, 2 students (6.7%) who got 56, 1 students (3.3%) who got 64.

Furthermore, there were 4 categories of students' speaking achievement score. The classification of speaking achievement of the students' pre-test score in experimental group can be seen from table 11 below:

Table 11. The Classification of Speaking Achievement Categories Students' Pre-test Scores in Experimental Group

The Range Score	Number of Students	Percentage	Speaking Achievement Categories
85-100	0	0	Excellent
70-85	0	0	Good
50-69	6	20%	Average
0-49	24	80%	Poor
Total	30	100%	

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

Based on the table above, it was found that the total number of sample was 30 students. There were 6 students (20%) who are average category and 24 students (80%) who are poor category.

b. Students' Post-test Scores in Experimental Group

In distribution of frequency, score, frequency and percentage were presented. The result of post-test scores in experimental group were described in table 12 below:

Table 12. Data Frequency of Students' Post-test Scores in Experimental Group

Score	Frequency	Percentage (%)
34	1	3.3
36	1	3.3
38	2	6.7
40	3	10.0
42	2	6.7
44	2	6.7
48	2	6.7
50	3	10.0
52	2	6.7
54	4	13.3
56	1	3.3
58	5	16.7
62	1	3.3
80	1	3.3
Total	30	100

Based on the table above, it was found that there were 1 student (3.3%) who got 34, 1 student (3.3%) who got 36, 2 students (6.7%) who got 38, 3 students (10.0%) who got 40, 2 students (6.7%) who got 42, 2 students (6.7%) who got 44, 2 students (6.7%) who got 48, 3 students (10.0%) who got 50, 2 students (6.7%) who got 52, 4 students (13.3%) who got 54, 1 students (3.3%) who got 56, 5 students (16.7%) who got 58, 1 students (3.3%) who got 62, 1 students (3.3%) who got 80.

Furthermore, there were 4 categories of students' speaking achievement score. The classification speaking achievement of the students' post-test score in experimental group can be seen from table 13 below:

Table 13. The Classification of Speaking Achievement Categories Students' Post-test Scores in Experimental Group

The Range Score	Number of Students	Percentage	Speaking Achievement Categories
85-100	0	0	Excellent
70-85	1	3.33%	Good
50-69	16	53.33%	Average
0-49	13	43.33%	Poor
Total	30	100%	

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

Based on the table above, it was found that the total number of sample was 30 students. There were 1 student (3.33%) in a good category ,16 students (53.33%) who are average category and 13 students (43.33%) in poor category.

b. Students' Pre-test in Control Group

In distribution of frequency, score, frequency and percentage were presented.

The result of pre-test in control group were described in table 14 below:

Table 14. Data Frequency of Students' Pre-test Scores in Control Group

Score	Frequency	Percentage (%)
32	10	33.3
34	2	6.7
36	4	13.3
38	2	6.7
40	2	6.7
42	2	6.7
44	3	10.0
46	1	3.3
50	1	3.3
54	1	3.3
56	1	3.3
58	1	3.3
Total	30	100

Based on the table above, it was found that there were 10 students (33.3) who got 32, 2 students (6.7%) who got 34, 4 students (13.3%) who got 36, 2 students (6.7%) who got 38, 2 students (6.7%) who got 40, 2 students (6.7%) who got 42, 3 students (6.7%) who got 44, 1 student (3.3%) who got 46, 1 student (3.3%) who got 50, 1 student (3.3%) who got 54, 1 student (3.3%) who got 56, 1 student (3.3%) who got 58.

Furthermore, there were 4 categories of students' speaking achievement score. The classification speaking achievement of the students' pre-test score in control group can be seen from table 15 below:

Table 15. The Classification of Speaking Achievement Categories Students' Pre-Test Scores in Control Group

The Range Score	Number of Students	Percentage	Speaking Achievement Categories
85-100	0	0	Excellent
70-85	0	0	Good
50-69	4	13.33%	Average
0-49	26	86.66%	Poor
Total	30	100%	

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

Based on the table above, it was found that the total number of sample was 30 students. There were 4 students (13.33%) who are average category and 26 students (86.66%) who are poor category.

c. Students' Post-test in Control Group

In distribution of frequency, score, frequency and percentage were presented. The result of pre-test in control group were described in table 16 below:

Table 16. Data Frequency of Students' Post-Test Scores in Control Group

Score	Frequency	Percentage (%)
32	2	6.7

36	1	3.3
38	3	10.0
40	5	16.7
42	3	10.0
44	3	10.0
46	5	16.7
48	1	3.3
50	1	3.3
54	2	6.7
56	2	6.7
62	1	3.3
66	1	3.3
Total	30	100

Based on the table above, it was found that there were 2 students (6.7%) who got 32, 1 student (3.3%) who got 36, 1 students (3.3%) who got 38, 3 students (10.0%) who got 40, 5 students (16.7%) who got, 3 students (10.0%) who got 42, 3 students (10.0%) who got 44, 5 students (16.7%) who got 46, 1 students (3.3%) who got 48, 1 students (3.3%) who got 50, 2 students (6.7%) who got 54, 2 students (6.7%) who got 56, 1 student (3.3%) who got 62, 1 student (3.3%) who got 66.

In distribution of frequency, score, frequency and percentage were presented. The result of post-test in control group were describe in table 17 below:

Table 17. The Classification of Speaking Achievement Categories Students' Post-Test Scores in Control Group

The Range Score	Number of Students	Percentage	Speaking Achievement Categories
85-100	0	0	Excellent
70-85	0	0	Good
50-69	7	23.33%	Average
0-49	23	76.67%	Poor
Total	30	100%	

Source: MAS Al-Fatah Palembang in Academic Year 2022/2023

Based on the table above, it was found that the total number of sample was 30 students. There were 7 students (23.33%) who are average category and 26 students (76.67%) who are poor category.

4.1.1.2 Descriptive Statistics

In descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, and standard deviation were analyzed. The score were acquired from: (a) pre-test scores in experimental group, (b) post-test scores in experimental group, (c) pre-test scores in control group (d) post-test scores in control group.

a. Students' Pre-test Scores in Experimental Group

The result analysis of descriptive statistics of students' pre-test and post-test in experimental group were described in table 18 below:

Table 18. Descriptive Statistic of Students' Pre-test and Post-test Scores in Experimental Group

Students'	N	Min	Max	Mean
Pre-test Score				
	30	32	64	41.93
Students'				
Post-test Score	30	34	80	49.73

In descriptive statistics of students' pre-test scores in experimental group, it showed that total number of sample was 30 students. The minimum pre-test score was 32, the maximum score was 64, the mean score 41.93. In post-test scores, it showed that total number of sample was 30 students. The minimum post-test score was 34, the maximum score was 80, the mean score 49.73.

b. Students' Pre-test Scores in Control Group

The result analysis of descriptive statistics of students' post-test in experimental group were described in table 19 below:

Table 19. Descriptive Statistic of Students' Pre-test and Post-test Scores in Control Group

Students'	N	Min	Max	Mean
Pre-test Score				
	30	32	58	38.93
Students'				
Post-test Score	30	32	66	44.93

In descriptive statistics of students' pre-test scores in Control group, it showed that total number of sample was 30 students. The minimum pre-test score was 32, the maximum score was 58, the mean score 38.93. In post-test scores showed that total number of sample was 30 students. The minimum pre-test score was 32, the maximum score was 66, the mean score 44.93.

4.1.2 Hypothesis Testing

In this research, paired sample t-test used to measure significant improvement on eleventh grade students speaking achievement score that taught by using Guided Conversation at MAS Al-Fatah Palembang before and after treatment. Independent sample t-test was used to measure a significant difference on eleventh grade students' speaking achievement score taught by using Guided Conversation and those who were not at MAS Al-Fatah Palembang.

4.1.2.1 Measuring Significant Improvement on Students Speaking Achievement in Experimental Group

In this research, paired sample t-test was used to measure the significant improvement on eleventh grade students' speaking achievement between those who were taught by using Guided Conversation and those who were not at MAS Al-Fatah Palembang. The analysis result of paired sample t-test was figured out in table 20 and 21 below:

Table 20. The Result Analysis in Measuring Significant Improvement on Students' Pre-Test to Post-Test Scores in Experimental Group

By Using Guided Conversation	Paired Sample T-Test			Ho	Ha
	t	df	Sig.(2-tailed)		
	8.952	29	0.00	Rejected	Accepted

Table 21. The Result Analysis in Measuring Significant Improvement on Students' Pre-Test to Post-test Scores in Control Group

Control Group	Paired Sample T-Test			Ho	Ha
	t	df	Sig.(2-tailed)		
	4.813	29	0.00	Rejected	Accepted

Based on the table analysis, it was found that the p-output was 0.00, and t-output was 8.952 with df 29 (1.699). It could be stated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. In control class it was found that the p-output was 0.00, and t-output was 4.813 with df 29 (1.699) Therefore, the first research question was answered that there was significant improvement from students' pre-test to post-test in experimental group taught by using Guided Conversation since the p-output was lower than 0.05 and t-output was higher than t-table (1.699).

4.1.2.2 Measuring Significant Difference on Students' Speaking Achievement in Experiment and Control Group

In this research, independent sample t-test was used to measure the significant difference on eleventh grade students' speaking achievement between those who

are taught by using Guided Conversation and those who were not at MAS Al-Fatah Palembang. The analysis result of paired independent was figured out in table 22 below:

Table 22. The Result Analysis in Measuring Significant Difference on Students' Pre-Test Scores in Experimental and Control Group

Pre-Test	Independent Sample T-Test			Ho	Ha
	t	df	Sig.(2-tailed)		
	1.406	58	0.165		

Based on the table analysis, it was found that the p-output was 0.165 with df 58 = (1.672), and t-output was 1.406 it could be stated that the null hypothesis (Ho) was accepted and alternative hypothesis (Ha) was rejected.

Table 23. The Result Analysis in Measuring Significant Difference on Students' Post-test Scores in Experimental and Control Group

Post-Test	Independent Sample T-Test			Ho	Ha
	t	df	Sig.(2-tailed)		
	4.783	58	0.00		

Based on the table analysis, it was found that the p-output was 0.00 with df 58 = (1.672), and t-output was 4.783 it could be stated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

Therefore, the second research question two has answered that there was significant difference from students' speaking achievement taught by using Guided Conversation and those who were not at MAS Al-Fatah Palembang.

4.2 Interpretation

Based on findings stated previously, some interpretations could be drawn. In this research, it was found that there were two conclusions. First, based on the result of paired sample t-test in experimental group, the p-output was 0.00, and t-output was 8.952, with $df\ 29 = (1.699)$. Since the p-output was lower than 0.05 and the t-output was higher than t-table, it means that there was a significant improvement on the eleventh grade students' speaking achievement before and after being taught by using Guided Conversation at MAS Al-Fatah Palembang. Second, based on the result of independent sample t-test, the p-output was 0.00 with $df\ 58 = (1.672)$, and t-output was 4.783, since the p-output was lower than 0.05 and the t-output was higher than t-table, it means that there was significant difference between the students' post-test score of experimental and control group who were taught by using Guided Conversation Strategy at MAS Al-Fatah Palembang. Based on this result, it could be assumed that Guided Conversation Strategy was effective to improve students' speaking achievement. This was supported by the statement of Herlina & Holandyah (2015) which showed that teaching speaking through Guided Conversation could improve students' speaking achievement. This strategy could help students to solve their problems in speaking.

There were factors the reason Guided Conversation could improve the eleventh grade students' at MAS Al-Fatah Palembang. First, Guided Conversation as the

teaching strategy, the students' speaking skills become better than before the treatment. Furthermore, by using Guided Conversation, students' speaking skills increased. Dragsten (2005) stated that the use of Guided Conversation could stimulate students to get new vocabulary, which also become one of the rubric criteria that improved after the treatment. The researcher also found that the students' vocabulary aspect improved after the treatment.

After the researcher gave the treatment to the students, the students also showed that there were improvements in their fluency and comprehension. This was also supported by Rismaya & Dewi (2013) that found implementing Guided Conversation in teaching made students able to ask and answer correctly and adequately. Same as what the researcher found in this study, these aspects also improved after the treatment.

Furthermore, in experimental class there were students who still in poor category 43,33%, due to some factors. First, when the researcher did treatment there were some students were absent for various reasons. Second, there were still students who did not understand the material. And third, many students were lazy during the post-test because they were not interested and not being focused and having difficulties. According to Tambunan and Siregar (2016), students will learn and remember learning material more easily if they are interested in it the learning process.

At the same time, the research findings were related studies to other previous studies. Sitepu (2017) mentioned that applying Guided Conversation effective and improved students' speaking achievement at SMA Muhammadiyah 2 Tanjung Sari

Medan. Second, Randong, et.al (2011) mention that Guided Conversation Technique could improve students' Speaking ability at SMPN 21 Terpadu Pontianak. In addition Tompoh (2018), in this study the researcher found that the Guided Conversation effectively could develop the speaking skills of grade VIII students speaking skills.

The researcher concluded that, there was significant improvement and difference on students' speaking achievement taught by using Guided Conversation strategy at MAS Al-Fatah Palembang. Guided Conversation strategy was successfully applied to the eleventh grade students' of MAS Al-Fatah Palembang because it could be spark the students' interest. Guided Conversation strategy could help the students' in speaking because it helped the students to activate their background knowledge. Therefore, it could be assumed that Guided Conversation strategy was effective to use in teaching speaking to the students at MAS Al-Fatah Palembang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents: (1) conclusion; and (2) suggestion based on the findings of the research.

5.1 Conclusion

Based on the findings and interpretation in the previous chapter, some conclusions can be drawn as follows: First, from the results of pre-test to the post-test on eleventh grade students' speaking achievement by using Guided Conversation, there was a significant improvement on the eleventh grade students' speaking achievement at MAS Al-Fatah Palembang.

Second, it was found that there was a significant difference on eleventh grade students' speaking achievement by using Guided Conversation who were taught by using Guided Conversation and those who were not

5.2 Suggestions

In relation to the study that has been conducted, the researcher would like to offer some suggestions in order to develop the English teaching and learning in speaking achievement. Some suggestions are offered to the English teachers, students and researchers. The first, for the teacher especially the teacher at MAS Al-Fatah Palembang, Guided Conversation strategy can be used as alternative technique to motivate the students and improve their speaking achievement. Furthermore, by using Guided Conversation the teachers focus on a number of areas including the topics materials, worksheet, and time allocation. The teacher should explain the procedure for using Guided Conversation in stages in several

meetings so that students really understand how to apply this strategy correctly in speaking.

The second, for the students especially for eleventh grade students of MAS Al-Fatah Palembang. The students should be more confident in expressing their ideas, read more books to enlarge the knowledge. The students should also learn more about speaking since the Guided Conversation strategy can be improved in various ways.

The last is for other researcher. Hopefully, this research can be useful as theoretical references for other researchers who want to conduct similar studies with different variables and conditions and focus on aspects of speaking achievement. The researcher suggested that future researchers could hold more treatments and Guided Conversation the researchers can used difference research design Experimental class or compare class on difference levels as well.

REFERENCES

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Longman.
- Brown, S. R. (2006). A match made in heaven: A marginalized methodology for studying the marginalized. *Quality and Quantity*, 40(3), 361-382.
- Cambell, D. T., & Stanley, J. C. (2015). *Experimental and quasi-experimental design for research*. Ravenio Books.
- Chaney, A., L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Cohen, L., manion. L., & Morrison, K. (2007). *Research methods in education*. Routledge
- Cook, V. (2003). *Effects of the second language on the first*. Multilingual Matters.
- Creswell, J. W. (2012). *Research design: qualitative, quantitative and mixed methods approaches* (4thed). SAGE Publication Ltd.
- Creswell, J. W. (2014). *A concise introduction to mixed method research*. SAGE Publication.
- Dragsten, T. (2005). *English for business communication*. Liberty.
- Education First, (2022). Daftar peringkat terbesar berdasarkan kemampuan bahasa inggris di Negara dan wilayah terbesar dunia. Retrieved from <https://www.ef.co.id/ept/>
- Egan, K.B. (1999). Speaking: A critical skill and a challenge. *Calcalico Journal*, 16(3), 277-293. Retrieved from <https://www.jstor.org/stable/24147844>
- Fraenkel, J. R., & Wallen, N. E., (2009). *How to design and evaluate research in education* (7thed). McGraw-Hill.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (7thed). McGraw-Hill.
- Gert, R., & Hans, S. (2008). *Handbook of communication competence*. Mouton de Gruyter
- Harmer, J. (2001). *The practice of English language teaching* (3rded). London: Pearson Education Limited.
- Harmer, J. (2007). *The Practice of english language teaching* (4th ed.). Pearson Education Limited.
- Harris, D. P. (1969). *Testing English as a second language*. McGraw-Hill.
- Herlina, H., & Holandiyah, M. (2015). Teaching speaking skill by using guided conversation technique through pair taping to the seventh grade students of

- SMP PTI Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(2), 107-120. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/602>
- Imtihana, A., Sukirman, S., Mardeli, M., & Nurlela, N. (2015). The role of teaching Islamic religion at sekolah Alam Indonesia Palembang. *Ta'dib: Jurnal Pendidikan Islam*, 20(1), 35-56. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/345>
- Kusumaningrat, C. I. M. (2021). Guided conversation method in English speaking learning for business administration class. *Ganaya : Jurnal Ilmu Sosial Dan Humaniora*, 4(1), 285–299. <https://doi.org/10.37329/ganaya.v4i1.1266>
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara Human Behavior Studies in Asia*, 12(1), 9-20.
- Louma, Sari. (2004). *Assessing speaking*. Cambridge University Press
- Marques, J. F., & McCall, C. (2005). The application of interrater reliability as a solidification instrument in a phenomenological study. *The Qualitative Report*, 10(3), 439-462.
- Masbiran, G., & Fauzi, A. (2018). Speaking skill in using community language learning (CII). *Indonesia Journal of integrated English Language Teaching*, 3(2), 198-205.
- Molinsky, S. J., & Bliss, B. (1988). *ExpressWays: English for communication*. Prentice Hall.
- Nation, P. (1990). *Improving speaking fluency*. System, vol. 17(3), 377-384.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Paterson, N. in Elizabeth, (2007). *Method in teaching language*. Cambridge University Press.
- Priyatno, D. (2010). *Paham analisa statistik data dengan SPSS*. PT. BukuSeru.
- Ragan, T. J., & Smith, P. L. (1999). *Instructional design*. Macmillan Publishing Company.
- Randong, F. A., et al (2013). “Improving students’ ability in speaking about asking and giving opinion through guided conversation”. *Jurnal Pendidikan dan Pembelajaran Untan*, 2(1).
- Richards, J. C. (2008). *Teaching listening and speaking*. Cambridge University Press.

- Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Saswandi, T. (2014). Teaching style and students' interest in learning English. *Jurnal Penelitian Universitas Jambi: Seri Humaniora*, 17(1), 33-39.
- Shafira, A., & Santoso, D, A, A. (2021). Peningkatan keterampilan berbicara Bahasa Inggris melalui guided conversation. *JEdu: Journal of English Education*, 1(1), 1-13. Retrieved from <https://jim.unindra.ac.id/index.php/jedu/article/view/4409>
- Shiamaa, A, E, F, T. (2006). *The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students*. [Doctoral Dissertation] Ain Sham University. Retrieved from <https://eric.ed.gov/?id=ED523922>
- Sitepu, N. (2017). *Improving The student's speaking ability by applying guided conversation strategy at the eleventh year students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year* [Undergraduate thesis] Universitas Islam Negeri Sumatera Utara, Medan, Indonesia. Retrieved from <http://repository.uinsu.ac.id/3820/>
- Skilbeck, M. (1990). *Curriculum reform: An overview of trends*. OECD Publications and Information Centre.
- Sulistiwati, K. (2014). *Mahir gnomon Inggris di semua situasi dan kondisi*. Dan Idea
- Susyetina, A. (2019). Language preference of bilingual preschool children in articulating word-object relationships. *JOLLT Journal of Languages and Language Teaching*, 7(1), 21-37.
- Tambunan, A., R., S., & Siregar, T, M. (2016). Students' motivation in learning English language (a case study of electrical engineering department students). *Journal of English Language Studies*, 1(2).
- Tompoh, U. (2018). *Developing speaking skills of grade VIII students of MTS Putri Aisyiyah Palu through guided conversation*. [Undergraduate Thesis] Universitas Muhammadiyah Palu.
- Underhill, Nic. (2004). *Testing spoken language: A handbook of oral testing technique*. Cambridge University Press.
- Ur, P (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.
- Widdowson, H, G. (1978). *Teaching language as communication*. University Press.

Yonsisno, Y. (2015). The Effect of using debate technique toward students' speaking skill at the eleventh grade students of SMA Negeri 2 Kota Sungai Penuh. *Jurnal Penelitian Universitas Jambi: Seri Humaniora*, 17(1),40-44.

Zebua, E, P. (2019). Pembelajaran percakapan bahasa Inggris dengan metode guide conversation di SMA Negeri 1 Gunung Sitoli. *Warta Dharmawangsa*, 13(2). Retrieved from <https://doi.org/10.46576/wdw.v0i60.414>.

APPENDICES

APPENDIX A

INTERVIEW ENGLISH TEACHER OF MAS AL-FATAH PALEMBANG

Researcher : Assalamu'alaikumWr.Wb madam.

Teacher : Wa'alaikumussalamWr.Wb

Researcher : Perkenalkan saya Afifa Hilwa Khurul Aini mahasiswa Jurusan Pendidikan Bahasa Inggris UIN Raden Fatah Palembang. Sekarang saya sedang menyusun proposal dan ingin melakukan penelitian tentang tingkat speaking achievement pada siswa kelas 11 di MAS Al-Fatah Palembang.Apakah madam bersedia untuk saya wawancarai mengenai hal tersebut?

Teacher : Ya, sayaBersedia

Researcher : Menurut Madam tingkat pemahaman speaking siswa kelas 11 itu bagaimana?

Teacher : untuk tingkat speaking siswa kelas 11 itu masih rendah. Karena kurangnya rasa percaya diri pada saat siswa sedang praktek speaking, tidak memiliki banyak kosakata yang dihapal dan bingung cara penyebutannya sehingga membuat siswa kesulitan dalam penyebutan kosakata bahasa inggris saat berbicara. Hal tersebut membuat siswa kurang percay a diri untuk berbicara bahasa inggris,.

Researcher : Selama madam mengajar apakah pernah dalam satu pertemuan itu khusus praktek speaking?

Teacher : Untuk Kelas 11 termasuk sering dikarenakan kurikulum yang digunakan adalah kurikulum 2013 yang mana pada setiap bab itu menerapkan semua skills salah satunya yaitu speaking.

Researcher : Baiklah, terimakasih madam atas waktunya. Saya akhiri wassalamu'alaikumWr.Wb

Teacher : Iya Sama-sama. Wa'alaikumussalamWr. Wb

APPENDIX B

RUBRIC SPEAKING TEST

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes Few (if any) noticeable errors of grammar and word order
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary

	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Equivalent to that of an educated native speaker.
	4	Can understand any conversation within the range of his experience.
	3	Comprehension is quite complete at a normal rate of speech.
	2	Can get the gist of most conversations of non-technical subjects.
	1	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

Source: Adopted from Brown. 2004

SPEAKING TEST

Test Specification

Test purpose	To measure the students speaking achievement in the form of dialogue transactional speaking.
Description of the examiners	11 th grade students MAS Al-Fatah.
Description of construct	The students used their language ability to express their taught.
Time for each section/paper	1 - 2 minutes
Target language situation	1. Asking and Giving Opinion 2. Expressing Satisfaction Dissatisfaction
Language skill to be tested	Speaking
Language elements to be tested	Vocabulary, grammar, pronunciation, fluency, and comprehension.
rubrics	Speaking assessments from Brown 2004
Criteria for making	Speaking rubric

Direction

1) Make a dialogue conversation with your pair within 1-2 minutes.

With the topics are:

1. Expression Offers about At a Store.
2. Expression Suggestions about what movie should we watch?
3. Expressing Opinion about buying a new car.
4. Expressing formal invitation about meeting.

5. Your performance will be measured based on the rubric speaking test from Brown (2004). With the calculation Pronunciation 20%, Grammar 20%, Vocabulary 20%, Fluency 20% and comprehension 20%.
6. Please mention your name and your class before you start.
7. Your speaking will be video taped by the researcher.
8. Good luck.

APPENDIX C

LESSON PLAN

(Experimental Class)

School	: MAS Al-Fatah Palembang
Subject	: English
Class/Semester	: XI/1
Time	: 2 x 45 minutes
Topic	: Expression Offers
Skill	: Speaking
Meetings	: 1 st meeting

A. STANDARD COMPETENCE

Expressing meaning in a transactional and interpersonal dialogue in the context of daily life.

B. BASIC COMPETENCE

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of offers accurately, fluently and acceptably.

C. INDICATORS

Students are able to;

1. Identify the expressions of Asking and giving opinion.
2. Have accurate pronunciation in using the expressions of offers.
3. Have accurate intonation in using the expressions of offers.
4. Do a semi-guided conversation task in the form of pairwork.

5. Use the expressions of offers based on the situation.

D. LEARNING OBJECTIVES

By the end of the lesson, the students are able to express the meaning of offers accurately, fluently and acceptably.

E. Materials

Expression of Offers

- **Expression of Offer**

- May I...?
- Can I help...?
- Shall I...?
- Would you...?
- How about I...?
- I will...

- **Accepting Offers**

- Yes, please I really appreciate it.
- Thank you. It is very kind of you.
- Yes, please, that would be lovely.
- Yes, please, that would be very kind of you.
- Thank you, I appreciate your help.

- **Declining Offers**

- It's okay, I can do it myself.
- No, thank you.
- No, thanks. I don't want another helping.

- Don't worry, I will do it myself.
- That's alright, I will manage on my own.

F. Dialogue

Worksheet

G. Learning Strategy

Guided Conversation Strategy

H. Source/Media

Source : Internet, English book

Media : Book, Internate, Video.

I. Teaching Learning Procedure

Pre-Activities (10 Minutes)

1. Great and invite students to pray together
2. Asking the condition of students and checking students' attendance list.
3. Telling the purpose of the study.

Main Activities (70 Minutes)

1. The teacher does brainstorming activities such a showing the example of the video of Guided Conversation.
2. The teacher asks some questions related to the video.
3. The teacher explain about Guided Conversation and its steps.
4. The teacher divided the students into 15 groups. Each group consists of 2 students.
5. Then the teacher gives the students topic of the dialogue Expression of Offers.

6. The teacher conducts a pre-dialogue activity to familiarize students with the dialogue such as questioning, explaining the vocabulary, etc.
7. Teacher ask the students to discuss about the topic.
8. Then the students' make a dialogue to practice in front of the class.

CloseActivities (10 Minutes)

1. The teacher guides the students to conclude the learning material through classical questions and answer.
2. The teacher reflects with the students on the benefits of the learning process that has been carried out.
3. The teacher and the students close the lesson by praying.

J. Assessment

Technique : Speaking

Form : Dialogue

Instrument : Attached

K. Assessment Rubric

Aspects of Speaking Assessment:

No.	Aspects	Score
1.	Pronunciation	1-5
2.	Grammar	1-5
3.	Vocabulary	1-5
4.	Fluency	1-5
5.	Comprehension	1-5

- The highest score is 5

- The lowest score is 1
- The maximum score is $5 \times 4 = 20$

Total score : student's score $\times 5 =$

Palembang,

Afifa Hilwa Khurul Aini

NIM: 1930205070

APPENDIX D

VALIDITY OF SPEAKING TEST

Level of Appropriateness is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	Absolutely Appropriate

The Result of Expert Judgement:

No.	Test Item	Level Appropriateness of Speaking test Item					Category
		1	2	3	4	5	
1.	Topic				I	I	Absolutely Inappropriate
2.	Rubric				I	I	Inappropriate
3.	Content				I	I	Moderate
4.	Time Allocation				I	I	Appropriate
5.	Instruction				I	I	Absolutely Appropriate

APPENDIX E

RELIABILITY OF SPEAKING TEST

Reliability Statistics

Cronbach's Alpha	N of Items
.799	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Penilai1	32.1333	125.223	.710	.
Penilai2	51.7333	60.616	.710	.

APPENDIX F

**STUDENTS' SCORE OF PRETEST AND POST-TEST EXPERIMENTAL
AND CONTROL GROUP**

PRE-TEST SCORES EXPERIMENTAL CLASS															
No.	Name	Rater 1						Rater 2						TOT (R1+R2)	AVERAGE
		P	G	V	F	C	total	P	G	V	F	C	total		
1	S1	2	3	3	3	3	56	2	3	3	3	3	56	112	56
2	S2	3	3	3	3	3	60	3	3	3	2	2	52	112	56
3	S3	2	3	3	2	3	52	2	2	2	3	2	44	96	48
4	S4	2	3	3	1	3	48	1	1	1	1	1	20	68	34
5	S5	1	3	3	1	3	44	1	1	1	1	1	20	64	32
6	S6	1	3	3	1	3	44	1	1	1	1	1	20	64	32
7	S7	2	3	3	2	3	52	2	2	2	1	2	36	88	44
8	S8	1	3	3	1	3	44	1	1	1	1	1	20	64	32
9	S9	2	3	3	3	3	56	1	2	2	2	2	36	92	46
10	S10	2	3	3	3	2	52	1	2	2	2	2	36	88	44
11	S11	1	3	3	2	3	48	1	2	2	1	1	28	76	38
12	S12	1	3	3	2	3	48	1	2	2	1	2	32	80	40
13	S13	2	3	3	2	3	52	2	2	2	2	3	44	96	48
14	S14	1	3	3	2	3	48	1	2	2	2	2	36	84	42
15	S15	2	3	3	2	3	52	2	2	2	2	2	40	92	46
16	S16	1	3	3	1	3	44	1	1	1	1	1	20	64	32
17	S17	3	3	3	3	3	60	1	2	2	1	2	32	92	46
18	S18	3	3	3	3	3	60	2	2	2	2	2	40	100	50
19	S19	3	3	3	3	3	60	2	2	2	2	2	40	100	50
20	S20	2	3	3	2	3	52	2	2	2	2	2	40	92	46
21	S21	1	3	3	1	3	44	1	1	1	1	1	20	64	32
22	S22	1	3	3	1	3	44	1	1	1	1	1	20	64	32
23	S23	1	3	3	1	3	44	1	1	1	1	1	20	64	32
24	S24	2	3	3	1	3	48	1	1	1	1	1	20	68	34
25	S25	3	3	3	3	3	60	2	2	2	2	2	40	100	50
26	S26	2	3	3	2	3	52	2	2	2	2	2	40	92	46
27	S27	1	3	3	1	3	44	1	1	1	1	1	20	64	32
28	S28	1	3	3	2	3	48	1	1	1	1	1	20	68	34
29	S29	4	4	4	4	4	80	3	2	2	3	2	48	128	64
30	S30	2	3	3	3	3	56	1	2	1	1	1	24	80	40

POST-TEST SCORES EXPERIMENTAL CLASS															
No.	Name	Rater 1						Rater 2						TOT (R1+R2)	AVERAGE
		P	G	V	F	C	total	P	G	V	F	C	total		
1	S1	2	3	3	2	3	52	3	3	3	3	4	64	116	58
2	S2	2	3	3	2	3	52	3	3	3	3	4	64	116	58
3	S3	3	3	3	3	3	60	2	3	3	3	3	56	116	58
4	S4	3	3	3	3	3	60	2	2	2	2	3	44	104	52
5	S5	1	3	3	1	3	44	1	2	2	2	2	36	80	40
6	S6	1	3	3	1	3	44	1	2	2	2	2	36	80	40
7	S7	1	3	3	2	3	48	2	3	3	2	3	52	100	50
8	S8	1	3	3	2	3	48	2	3	3	2	3	52	100	50
9	S9	3	3	3	3	3	60	2	2	3	2	3	48	108	54
10	S10	1	3	3	2	3	48	2	2	3	3	3	52	100	50
11	S11	2	3	3	3	3	56	1	3	2	2	2	40	96	48
12	S12	1	3	3	1	3	44	1	3	2	2	2	40	84	42
13	S13	3	3	3	3	3	60	2	3	3	3	3	56	116	58
14	S14	2	3	3	2	3	52	2	3	3	3	3	56	108	54
15	S15	2	3	3	2	3	52	2	3	3	3	3	56	108	54
16	S16	1	3	3	1	3	44	1	2	2	2	2	36	80	40
17	S17	3	3	3	3	3	60	2	2	3	2	3	48	108	54
18	S18	2	3	3	3	3	56	3	3	3	3	3	60	116	58
19	S19	2	3	3	2	3	52	3	4	4	3	4	72	124	62
20	S20	2	3	3	2	3	52	3	3	3	3	3	60	112	56
21	S21	1	3	3	2	3	48	2	2	2	2	2	40	88	44
22	S22	1	3	3	1	3	44	2	2	2	2	2	40	84	42
23	S23	1	3	3	1	3	44	1	1	2	2	2	32	76	38
24	S24	1	3	3	1	3	44	1	1	2	2	2	32	76	38
25	S25	2	3	3	2	3	52	2	2	2	2	3	44	96	48
26	S26	1	3	3	1	3	44	2	2	2	2	3	44	88	44
27	S27	1	3	3	2	3	48	1	1	1	1	2	24	72	36
28	S28	1	3	3	1	3	44	1	1	1	1	2	24	68	34
29	S29	4	4	4	4	4	80	4	4	4	4	4	80	160	80
30	S30	3	3	3	3	3	60	2	2	2	2	3	44	104	52

PRE-TEST SCORES CONTROL CLASS															
No.	Name	Rater 1						Rater 2						TOT (R1+R2)	AVERAGE
		P	G	V	F	C	total	P	G	V	F	C	total		
1	S1	1	3	3	1	3	44	1	1	1	1	1	20	64	32
2	S2	1	3	3	1	3	44	1	1	1	1	1	20	64	32
3	S3	3	3	3	3	3	60	1	1	1	1	1	20	80	40
4	S4	2	3	3	2	3	52	1	1	1	1	1	20	72	36
5	S5	3	3	3	3	3	60	1	1	1	1	1	20	80	40
6	S6	1	3	3	1	3	44	1	1	1	1	1	20	64	32
7	S7	1	3	3	1	3	44	1	1	1	1	1	20	64	32
8	S8	2	3	3	2	3	52	1	1	1	1	1	20	72	36
9	S9	2	3	3	2	3	52	1	2	2	1	2	32	84	42
10	S10	2	3	3	2	3	52	2	2	2	2	2	40	92	46
11	S11	1	3	3	1	3	44	1	1	1	1	1	20	64	32
12	S12	2	3	3	2	3	52	1	1	1	1	1	20	72	36
13	S13	3	3	3	3	3	60	2	2	2	2	2	40	100	50
14	S14	2	3	3	3	3	56	1	2	2	1	2	32	88	44
15	S15	1	3	3	1	3	44	1	2	2	1	2	32	76	38
16	S16	1	3	3	1	3	44	1	2	2	1	2	32	76	38
17	S17	1	3	3	1	3	44	1	1	1	1	1	20	64	32
18	S18	2	3	3	1	3	48	1	1	1	1	1	20	68	34
19	S19	1	3	3	1	3	44	1	1	1	1	1	20	64	32
20	S20	1	3	3	1	3	44	1	1	1	1	1	20	64	32
21	S21	4	3	3	4	3	68	2	2	2	2	2	40	108	54
22	S22	2	3	3	2	3	52	1	2	2	2	2	36	88	44
23	S23	1	3	3	2	3	48	1	1	1	1	1	20	68	34
24	S24	1	3	3	1	3	44	1	1	1	1	1	20	64	32
25	S25	1	3	3	3	3	52	1	2	2	1	2	32	84	42
26	S26	2	3	3	1	3	48	2	2	2	2	2	40	88	44
27	S27	2	3	3	2	3	52	1	1	1	1	1	20	72	36
28	S28	1	3	3	1	3	44	1	1	1	1	1	20	64	32
29	S29	3	3	3	4	3	64	2	3	3	2	3	52	116	58
30	S30	2	3	3	3	3	56	3	3	3	2	3	56	112	56

POST-TEST SCORES CONTROL CLASS															
No.	Name	Rater 1						Rater 2						TOT (R1+R2)	AVERAGE
		P	G	V	F	C	total	P	G	V	F	C	total		
1	S1	2	3	3	2	3	52	1	2	2	2	2	36	88	44
2	S2	1	3	3	2	3	48	1	2	2	1	2	32	80	40
3	S3	3	3	3	3	3	60	2	2	2	2	2	40	100	50
4	S4	1	3	3	1	3	44	2	2	2	2	3	44	88	44
5	S5	2	3	3	2	3	52	2	2	2	2	2	40	92	46
6	S6	2	3	3	2	3	52	2	2	2	2	2	40	92	46
7	S7	1	3	3	1	3	44	1	2	2	1	2	32	76	38
8	S8	2	3	3	2	3	52	1	2	2	1	2	32	84	42
9	S9	1	3	3	1	3	44	1	2	2	1	2	32	76	38
10	S10	2	3	3	2	3	52	2	2	2	2	2	40	92	46
11	S11	2	3	3	2	3	52	1	1	1	1	1	20	72	36
12	S12	2	3	3	3	3	56	1	1	1	1	1	20	76	38
13	S13	2	3	3	2	3	52	2	2	2	2	2	40	92	46
14	S14	1	3	3	1	3	44	1	2	2	2	2	36	80	40
15	S15	1	3	3	2	3	48	2	2	2	2	2	40	88	44
16	S16	2	3	3	2	3	52	2	2	2	2	2	40	92	46
17	S17	1	3	3	2	3	48	1	2	2	1	2	32	80	40
18	S18	4	3	3	4	3	68	2	2	2	2	2	40	108	54
19	S19	1	3	3	1	3	44	1	1	1	1	1	20	64	32
20	S20	1	3	3	1	3	44	1	1	1	1	1	20	64	32
21	S21	4	3	3	4	3	68	3	3	3	3	4	64	132	66
22	S22	3	3	3	3	3	60	3	3	3	3	4	64	124	62
23	S23	1	3	3	2	3	48	1	2	2	1	2	32	80	40
24	S24	1	3	3	3	3	52	1	2	2	1	2	32	84	42
25	S25	1	3	3	1	3	44	1	2	2	2	3	40	84	42
26	S26	2	3	3	2	3	52	2	3	3	1	2	44	96	48
27	S27	1	3	3	2	3	48	1	2	2	1	2	32	80	40
28	S28	4	3	3	4	3	68	2	2	2	2	2	40	108	54
29	S29	2	3	3	2	3	52	3	3	3	3	3	60	112	56
30	S30	3	3	3	3	3	60	2	3	3	2	3	52	112	56

APPENDIX G

DISTRIBUTION OF DATA FREQUENCY ON STUDENTS' PRE-TEST AND POST-TEST SCORE IN EXPERIMENTAL AND CONTROL GROUP

Statistics

Pre-test of Experimental Group

N	Valid	30
	Missing	0

Pre-test Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	8	26.7	26.7	26.7
	34	3	10.0	10.0	36.7
	38	1	3.3	3.3	40.0
	40	2	6.7	6.7	46.7
	42	1	3.3	3.3	50.0
	44	2	6.7	6.7	56.7
	46	5	16.7	16.7	73.3
	48	2	6.7	6.7	80.0
	50	3	10.0	10.0	90.0
	56	2	6.7	6.7	96.7
	64	1	3.3	3.3	100.0
	Total		30	100.0	100.0

Statistics

Post-test of Experimental Group

N	Valid	30
	Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	34	1	3.3	3.3	3.3	
	36	1	3.3	3.3	6.7	
	38	2	6.7	6.7	13.3	
	40	3	10.0	10.0	23.3	
	42	2	6.7	6.7	30.0	
	44	2	6.7	6.7	36.7	
	48	2	6.7	6.7	43.3	
	50	3	10.0	10.0	53.3	
	52	2	6.7	6.7	60.0	
	54	4	13.3	13.3	73.3	
	56	1	3.3	3.3	76.7	
	58	5	16.7	16.7	93.3	
	62	1	3.3	3.3	96.7	
	80	1	3.3	3.3	100.0	
	Total		30	100.0	100.0	

Statistics

N	Valid	30
	Missing	0

Pre-test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	32	10	33.3	33.3	33.3	
	34	2	6.7	6.7	40.0	
	36	4	13.3	13.3	53.3	
	38	2	6.7	6.7	60.0	
	40	2	6.7	6.7	66.7	
	42	2	6.7	6.7	73.3	
	44	3	10.0	10.0	83.3	
	46	1	3.3	3.3	86.7	
	50	1	3.3	3.3	90.0	
	54	1	3.3	3.3	93.3	
	56	1	3.3	3.3	96.7	
	58	1	3.3	3.3	100.0	
	Total		30	100.0	100.0	

Statistics

N	Valid	30
	Missing	0

Post-test Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	2	6.7	6.7	6.7
	36	1	3.3	3.3	10.0
	38	3	10.0	10.0	20.0
	40	5	16.7	16.7	36.7
	42	3	10.0	10.0	46.7
	44	3	10.0	10.0	56.7
	46	5	16.7	16.7	73.3
	48	1	3.3	3.3	76.7
	50	1	3.3	3.3	80.0
	54	2	6.7	6.7	86.7
	56	2	6.7	6.7	93.3
	62	1	3.3	3.3	96.7
	66	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

APPENDIX H

DESCRIPTIVE STATISTICS OF STUDENTS' PRE-TEST AND POST-TEST SCORE IN EXPERIMENTAL AND CONTROL GROUP

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Experimental Group	30	32	64	41.93	8.796
post-test of Experimental Group	30	34	80	49.73	9.681

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test of Control Group	30	32	58	38.93	7.697
post-test of Control Group	30	32	66	44.93	8.081

APPENDIX I

NORMALITY OF PRE-TEST AND POST TEST EXPERIMENTAL AND CONTROL GROUP

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk Statistic
		Statistic	df	Sig.	
Hasil Belajar Speaking Skill	Pre-Test Eksperiment Guided Conversation Strategy	.103	30	.200*	.960
	Post-Test Eksperiment Guided Conversation Strategy	.129	30	.200*	.953
	Pre-Test Kontrol (Konvensional)	.110	30	.200*	.955
	Post-Test (Konvensional)	.147	30	.095	.949

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

APPENDIX J

HOMOGENITY OF PRE-TEST AND POST-TEST IN EXPERIMENTAL AND CONTROL GROUP

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
HasilBelajarSpeaking	Based on Mean	1.104	1	58	.298
	Based on Median	1.296	1	58	.260
	Based on Median and with adjusted df	1.296	1	55.870	.260
	Based on trimmed mean	1.358	1	58	.249

APPENDIX K

PAIRED SAMPLE T-TEST PRE-TEST AND POST-TEST IN EXPERIMENTAL AND CONTROL GROUP

1. Paired sample t test pre-test and post-test in experimental group T-TEST

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre & Post	30	.545	.002

Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pre - Post	15.66667	9.58567	1.75010	12.08732	19.24601

Paired Samples Test

		T	df	Sig. (2-tailed)
Pair 1	Pre - Post	8.952	29	.000

2. Paired sample t test pre-test and post-test in control group T-TEST

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44.93	30	8.081	1.475
	Posttest	38.93	30	7.697	1.405

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	30	.626	.000

Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pretest - Posttest	6.000	6.828	1.247	3.450	8.550

Paired Samples Test

		t	Df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	4.813	29	.000

APPENDIK L

INDEPENDENT SAMPLE T-TEST PRE-TEST AND POST-TEST IN EXPERIMENTAL AND CONTROL GROUP

1. Independent sample t-test pre-test scores in experimental and control group

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasilbelajar speaking	experimental class	30	41.93	8.796	1.606
	control class	30	38.93	7.697	1.405

Independent Samples Test				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
hasilbelajar speaking	Equal variances assumed	58	.165	3.000
	Equal variances not assumed	56.995	.165	3.000

2. Independent sample t-test post-test scores in experimental and control group

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
HasilBelajarSpeaaking	Experimental class	30	51.73	7.786	1.421
	control class	30	38.93	7.697	1.405

Independent Samples Test				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
HasilBelajarSpeaaking	Equal variances assumed	58	.000	12.800
	Equal variances not assumed	57.992	.000	12.800

APPENDIX M
RESEARCH DOCUMENTATION

1. Preliminary Study



2. Pre-test in Experimental Class



3. Pre-test Control Class



4. Treatment in experimental class



5. Post-test Experimental Class



6. Post-test Control Class

