

The Effectiveness of Daily Conversation Activities in Griya Cerdas Ahe on Student Speaking Skills

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ABSTRACT

In today's interconnected world, English proficiency has become an essential skill for personal and professional advancement. This study investigates the effectiveness of daily conversation activities in enhancing students' speaking skills, fluency, and confidence in English at Griya Cerdas AHE. Employing a quantitative approach, the research collected data from 10 randomly selected students. Statistical analyses, including mean, standard deviation, and paired sample t-tests, revealed significant improvements in students' speaking proficiency after participating in the program. Additionally, frequency and percentage analysis showed high levels of active participation and positive student perceptions. These findings underscore the transformative impact of conversation-based teaching and suggest its broader applicability for improving English language proficiency in educational settings.

KEYWORDS: *conversation-based teaching, speaking proficiency, english language learning, student engagement.*

1.0 INTRODUCTION

In today's interconnected world, English proficiency has become an essential skill for personal and professional advancement. English language learning has experienced a surge in popularity, with a variety of methodologies and approaches emerging to meet the diverse needs of learners (Yusmiati, 2021; Asiyah, 2018). Various strategies have been developed to enhance speaking skills, including immersive language experiences, multimedia tools, and conversation-based teaching methodologies. Among these, conversation-based teaching has gained significant traction due to its emphasis on developing fluency and improving overall communicative competence.

Research by Dornyei and Scott (2009) provides strong evidence of the transformative impact of conversation-based teaching. Their meta-analysis of 57 studies revealed a significant positive impact on students' speaking fluency, indicating that active engagement in conversational activities effectively improved students' ability to speak English fluently and confidently. Similarly, Li and Zhang's (2014) comprehensive review of 28 studies demonstrated the effectiveness of conversational activities. Their analysis highlights the role of conversation not only in improving fluency but also accuracy and confidence (Suwanda et al., 2024). By engaging in regular conversations, students gain exposure to correct language use and develop the confidence to use English effectively in everyday situations (Wang et al., 2020; Ayu et al., 2024).

Griya Cerdas AHE, an innovative English language learning program, incorporates everyday conversation into its teaching methodology, recognizing the transformative power of the English

language. A supportive learning environment, such as that offered by Griya Cerdas AHE, provides a variety of meaningful conversation situations (Nurcandrani et al., 2020; Rachman et al., 2021). These situations allow students to practice speaking in various contexts, from everyday conversations to academic discussions (Permono et al., 2019). Through these conversations, students can enrich their vocabulary, improve their fluency, and enhance their grammar (Indriastuti, 2022). Additionally, these interactions provide opportunities for students to develop critical thinking skills and express opinions in a clear and structured manner (Mahendra et al., 2024).

The purpose of this research is to carefully investigate the effectiveness of daily conversation activities in enhancing students' speaking skills, fluency, and overall confidence in using English for daily communication in the Griya Cerdas AHE course. This study will use a quantitative approach to gain a comprehensive understanding of the impact of conversation on students' English speaking proficiency.

2.0 METHODOLOGY

This research uses a descriptive quantitative approach to investigate the effectiveness of daily conversation activities in improving students' speaking skills, fluency, and confidence in using English. This approach was chosen to get a clear picture of the impact of the conversation-based English learning program implemented in the Griya Cerdas AHE course.

2.1 Population and Sample

The population of this research is some students from Griya Cerdas AHE. The sample includes 10 students selected randomly from various levels of English proficiency. This sample is expected to represent the population as a whole and provide relevant data for analysis.

2.2 Data Collection Techniques

Data were collected using two instruments, *Questionnaire* is used to measure students' perceptions of the effectiveness of conversation activities in improving their speaking skills, fluency, and self-confidence. This questionnaire included items focusing on learning experiences, engagement in conversation, and the impact of conversation on speaking ability. *Speaking Skills Test* was carried out before and after the program to measure the improvement in students' speaking skills. The test covered aspects of fluency, accuracy, and confidence in speaking.

3.0 RESULTS AND DISCUSSION

The table below describes the Mean and Standard Deviation of questionnaire answers and speaking skills test results before and after the program.

Table 1: Mean and Standard Deviation Analysis

Variable	Before Program (Mean ± SD)	After Program (Mean ± SD)
Speaking Fluency	65.3 ± 10.2	80.5 ± 8.4
Vocabulary	70.1 ± 9.8	85.4 ± 7.6
Grammar	68.7 ± 10.0	82.9 ± 7.9
Self-Confidence	60.2 ± 11.3	78.6 ± 8.8

The Mean and Standard Deviation results show a significant improvement in students' speaking skills after participating in the program. This improvement was seen in all aspects of speaking skills measured: speaking fluency, vocabulary, grammar, and self-confidence.

The table below shows the results of the Paired Sample T-Test to test significant differences between the speaking skills test results before and after the program.

Table 2: Paired Sample T-Test Results

Aspect	t-value	p-value
Speaking Fluency	-4.75	< 0.001
Vocabulary	-5.13	< 0.001
Grammar	-4.89	< 0.001
Self-Confidence	-5.02	< 0.001

The results of the Paired Sample T-Test showed that there was a significant difference between the speaking skills test results before and after the program ($p < 0.001$) in all aspects measured. This shows that the conversation program at Griya Cerdas AHE is effective in improving students' speaking skills.

The following table shows an analysis of the frequency and percentage of participation as well as students' perceptions of the conversation program at Griya Cerdas AHE.

Table 3: Frequency and Percentage Analysis

Variable	Frequency (%)
Active Participation	79%
Satisfaction with the Program	84.2%

Frequency and percentage analysis showed that the majority of students actively participated in the program and had positive perceptions of the conversation program. A total of 79% of students reported themselves as very active or active, and 84.2% of students were very satisfied or satisfied with the program.

The comprehensive analysis of the data indicates that the conversation program at Griya Cerdas AHE has had a highly positive impact on students' speaking skills. The significant improvements in speaking fluency, vocabulary, grammar, and self-confidence, as evidenced by the substantial increases in mean scores and the statistically significant results from the Paired Sample T-Test, underscore the program's effectiveness. The enhancement in all measured aspects reflects the program's success in addressing key areas of language development. Additionally, the high levels of active participation and overall satisfaction among students further reinforce the program's success. With 79% of students actively engaging in the activities and 84.2% expressing satisfaction with the program, it is evident that the conversational activities not only fostered significant skill improvements but also resonated well with the participants. These outcomes suggest that the daily conversation activities at Griya Cerdas AHE are indeed an effective method for enhancing students' speaking abilities, contributing to both their academic growth and personal confidence in language use.

4.0 CONCLUSION

Based on the research results, it can be concluded that the conversation program at Griya Cerdas AHE has a significant impact on improving students' speaking skills. This improvement is proven through test results which show an increase in Mean and a decrease in Standard Deviation, as well as Paired Sample T-Test results which show significant differences before and after the program. Active participation and positive perceptions from students also support the effectiveness of this program. Other educational institutions can use these findings as a reference for implementing similar programs to improve students' speaking skills.

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