

**IMPROVING THE STUDENTS' SPEAKING ABILITY  
THROUGH CONVERSATION CIRCLES FOR THE FIRST  
YEAR STUDENTS OF JUNIOR HIGH SCHOOL**

**THESIS**



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FACULTY OF LANGUAGE, ART, AND HUMANITIES  
HAMZANWADI UNIVERSITY**

**2025**

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A Thesis

Submitted to Hamzanwadi University in the Partial Fulfillment of the  
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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF LANGUAGE, ART, AND HUMANITIES**

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## ABSTRACT

This study aims to examine the effectiveness of the used of conversation circles in improving speaking skills of the first year students of junior high school in Mts Al-Ihsan NWDI Gelondong. This research use a pre experimental reasearch. To collect the data, the research used pre-test, treatment, and post test. The participants included 25 students selected as sample at Mts Al-Ihsan NWDI Gelondong. The result revealed a significant improvement in students' speaking abilities after the implementation of the Concersation Circles method. The data showed that the average score on the pre-test was 61.24 increased to 74.28 in post-test, with a score gain of 13.04 points. The decrease in standard defiation from 4.01 to 3.73 indicates more balanced improvement among students'. These findings suggested that Conversation Circles effectively enhance speaking fluency, confidence, and active participation. Statistical analysis showed a significance value of  $< 0.05$ , confirming that the method had a positive and significant impact on students' speaking performance.

**Keyword :** *Conversation Circles, speaking ability*

## ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas penggunaan metode Conversation Circles dalam meningkatkan keterampilan berbicara siswa tahun pertama di MTs Al-Ihsan NWDI Gelondong. Penelitian ini merupakan penelitian pre-eksperimental. Untuk mengumpulkan data, penelitian ini menggunakan pre-test, perlakuan (treatment), dan post-test. Partisipan dalam penelitian ini adalah 25 siswa yang dipilih sebagai sampel di MTs Al-Ihsan NWDI Gelondong. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan berbicara siswa setelah penerapan metode Conversation Circles. Data menunjukkan bahwa skor rata-rata pada pre-test adalah 61,24, meningkat menjadi 74,28 pada post-test, dengan peningkatan skor sebesar 13,04 poin. Penurunan standar deviasi dari 4,01 menjadi 3,73 menunjukkan adanya peningkatan yang lebih merata di antara siswa. Temuan ini menunjukkan bahwa Conversation Circles secara efektif meningkatkan kefasihan berbicara, kepercayaan diri, dan partisipasi aktif siswa. Analisis statistik menunjukkan nilai signifikansi  $< 0,05$ , yang mengonfirmasi bahwa metode ini memiliki dampak yang positif dan signifikan terhadap kemampuan berbicara siswa.

**Kata Kunci :** *Lingkaran percakapan, kemampuan berbicara*

## **DECLARATION**

I declare this thesis does not contain material which has been accepted for the award of any others degree of diploma in any university, not does it contain material previously published or written by any other person, accept where due reference is made in the next of the thesis.

Pancor, 14<sup>th</sup> August 2025

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## **DEDICATION**

All praise is due to Allah SWT, who has granted me extraordinary blessings, strength, and knowledge. I dedicate this thesis to the incredible people who have been my motivation and the reason I remained strong in completing this thesis.

1. First and foremost, to my beloved parents, Mr. Husen, who has been the greatest motivator in my life and supported me throughout my academic journey, and Mrs. Milasih, I sincerely thank you for your endless love, prayers, and unwavering support throughout every step of my education. May Allah SWT always bless your lives with good health and long life.
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## **MOTTO**

*Not all processes are easy, but every process brings lessons.*

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The present research is fully aware that the completion of this thesis was not without challenges. There were various difficulties faced, including time management, data collection, and other obstacles. However, with determination, hard work, and the invaluable support of many parties, these challenges could be overcome, allowing this thesis to be successfully completed.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is one of the productive English skills that played a crucial role in daily communication. For junior high school students, especially first-year learners, speaking acted as a foundational skill to develop confidence in expressing ideas, feelings, and information in a foreign language (Husnu et al., 2022). (Maysuroh et al., 2022) defines speaking as an active skill that requires mastery of vocabulary, grammar, pronunciation, and fluency. However, in practice, students' speaking ability often lagged behind other skills like reading or writing.

Many junior high school freshmen find it difficult to communicate in English. They frequently experienced shyness, fear of making mistakes, or uncertainty about how to form appropriate statements. This was in line with the findings of (Wati et al., 2024), who claim that the main obstacles to speaking fluency are fear, a lack of speaking practice, and uninteresting instructional strategies. In other words, speech involves social and psychological aspects in addition to language proficiency. Thus, a strategy that tackled language and confidence-building was crucial.

(Maysuroh et al., 2022) Conversation circles, a group-discussion-based learning strategy that prioritises active involvement and collaborative learning, were one possible way to enhance speaking skills. This approach given students the chance to talk in a laid-back, stress-free setting and get feedback

from their peers. Conversation circles given students the chance to practise speaking spontaneously in relevant, everyday situations, claim (Asrobi et al., 2025). This concept was seen to be successful in creating a welcoming and engaging learning environment.

The implementation of conversation circles aligned closely with the principles of Communicative Language Teaching (CLT), which emphasizes the use of language for meaningful and collaborative communication. (Fikni, Surayya, et al., 2024) explains that communicative activities like group discussions can enhance students' fluency and broaden their language awareness. Through conversation circles, students do not only practiced speaking but also learned to listen, respond, and structure arguments—all of which were integral aspects of comprehensive language use.

Additionally, this method lessened the psychological obstacles to communicating. Students worked in a smaller, better-organized community within a circle, which reduced the pressure to perform flawlessly. According to research by (Maysuroh et al., 2022), speaking anxiety is considerably reduced in students who learn in small groups. Consequently, conversation circles not only enhanced students' language proficiency but also cultivated a more optimistic outlook on the use of English.

Since first-year junior high school students were still developing their attitudes and interests towards English, implementing conversation circles in these sessions was a calculated move. Students were more likely to embrace and appreciate the learning process when the proper technique was used.

Students exposed to discussion-based learning did noticeably better while speaking than those taught using traditional methods, according to research by (Fikni, Surayya, et al., 2024) This demonstrated how important teaching methods were to language learning.

Based on the explanation above, it could be concluded that speaking was a vital skill that still faced many challenges at the junior high school level. One promising approach to address these issues was the use of conversation circles. Therefore, this research aimed to explore the effectiveness of conversation circles in improving the speaking ability of first-year junior high school students as a practical contribution to the development of contextual and engaging English teaching methods.

## **B. Scope of the Study**

This study focused on students' Speaking Ability through Conversation Circles for the first year students of junior high school in Mts Al-Ihsan NWDI Gelondong in academic year 2025/2026.

## **C. Statement of the Problem**

1. How is the effectiveness of conversation circles in improving the speaking ability of first-year junior high school students?
2. How did conversation circles affect students' fluency, pronunciation, and grammar in speaking?

## **D. Purpose of the study**

1. To examine the effectiveness of conversation circles in enhancing the speaking skills of first-year junior high school students.

2. To identify the impact of conversation circles on students' fluency, pronunciation, and grammatical accuracy in speaking.

#### **E. Significance of the study**

1. For Students

This study was expected to help students improve their speaking ability in English, especially in terms of fluency, vocabulary, pronunciation, and confidence. Through Conversation Circles, students could engage in more meaningful and interactive speaking activities.

2. For English Teachers

This research could serve as a reference or alternative method for teaching speaking using interactive and student-centered approaches. It might have inspired teachers to implement Conversation Circles in their own classrooms to improve student engagement and speaking performance.

3. For Future Researchers

This study could be used as a reference for future researchers who were interested in developing similar methods or exploring other strategies to improve speaking skills in English language learning.

## **CHAPTER II**

## LITERATURE REVIEW AND HYPOTHESIS

### A. Speaking Ability

#### 1. Definition of Speaking

Speaking is one of the productive language skills that allows individuals to express ideas, thoughts, and feelings orally. According to (Husnu et al., 2024) speaking is one of the ways to convey what is on a person's mind through spoken language. (Laila Wati et al., 2022) defines speaking ability as the capacity to produce oral language by understanding, expressing, and sharing ideas or opinions based on context, participants, experiences, and the intended purpose. (Prasetyaningrum et al., 2022) adds that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in different contexts. (Siti Maysuroh et al., 2025) emphasize that effective oral communication requires the ability to use the language appropriately in social interactions, including verbal aspects like fluency and accuracy, as well as non-verbal cues such as intonation, gesture, and facial expressions. Therefore, speaking ability encompasses not only linguistic elements but also socio-cultural and psychological factors that contribute to meaningful interaction. In second language acquisition, speaking is often seen as the most challenging skill to master due to the spontaneous and real-time nature of communication. Learners must simultaneously process language input, formulate responses, and produce accurate and appropriate output, often under time pressure.

#### 2. Types of Speaking

According to (Prasetyaningrum et al., 2022), speaking is commonly categorized based on its purpose and interactional patterns. These types serve different communicative goals and require varying levels of fluency, accuracy, and spontaneity. Understanding the various types of speaking enables educators to design appropriate speaking activities that align with students' communicative needs and proficiency levels.

a. Interactive Speaking

Interactive speaking involves two-way communication between speakers and listeners, such as in everyday conversations, interviews, or group discussions. It requires skills like turn-taking, asking for clarification, and negotiating meaning (Brown, 2001). In this type, both parties actively contribute to the conversation, making it essential for real-time language processing and spontaneous response.

b. Transactional Speaking

Transactional speaking focuses on the exchange of information, instructions, or services. Examples include giving directions, ordering food, or explaining a process (Richards, 2008). The emphasis here is on clarity, precision, and the successful transfer of factual content, rather than emotional or social interaction.

c. Interpersonal Speaking

Interpersonal speaking emphasizes social interaction and personal expression. This includes casual chats, greetings, and small talk, which help build and maintain social relationships (Jones, 1996). Emotional tone, politeness strategies, and empathy are essential components in this type of communication, often guided by cultural norms.

d. Presentational Speaking

Presentational speaking involves delivering extended monologues or structured speech to an audience, such as giving a speech, telling a story, or presenting a project. Unlike interactive types, presentational speaking does not typically allow for immediate feedback from listeners (Suherman & Kertawijaya, 2023). It requires a higher degree of preparation, organization, and control of language elements such as cohesion and coherence.

According to (Wati et al., 2024), comprehensive speaking performance includes several key aspects: pronunciation, fluency, lexical range, grammatical accuracy, and communication strategies. Each type of speaking places different demands on these areas. For instance, transactional speaking may prioritize accuracy and clarity, while interpersonal speaking requires greater fluency and sociolinguistic competence.

By focusing on these different types of speaking, teachers can help students develop a broad set of speaking competencies applicable

in real-life communication, academic contexts, and professional environments. Integrating varied speaking tasks in classroom practice supports balanced language development and prepares students for authentic use of English.

### 3. Importance of Speaking

Speaking is considered one of the most crucial skills in foreign language learning. (Laila Wati et al., 2022) states that speaking is the most important productive skill because it involves real-time communication that requires learners to think critically and respond immediately. Speaking allows students to actively use the language, develop fluency, and build confidence in their ability to communicate. In contrast to writing, which is often planned and edited, speaking demands spontaneous interaction, making it both challenging and essential for language mastery.

In the broader context of education and society, speaking skills contribute to personal, academic, and professional success. Effective communication is key to collaboration, leadership, and relationship building. Through speaking, students can express their ideas clearly, participate in classroom discussions, and engage with others meaningfully.

According to (Husnu et al., 2022), integrating speaking activities into the curriculum from an early age ensures that students are equipped with the necessary communication tools to navigate diverse social and academic settings. In modern education systems, speaking is increasingly being recognized as a core literacy skill, alongside reading and writing,

because of its role in enhancing critical thinking, interpersonal skills, and global competence.

#### 4. Assessing Speaking

Speaking assessment is an essential aspect of language education as it helps evaluate the learners' ability to use spoken language effectively. (Fikni, Handini, et al., 2024) argues that assessing speaking must be carried out objectively and professionally by English teachers. An effective assessment should include criteria such as fluency, pronunciation, vocabulary usage, grammatical accuracy, and confidence. It should also differentiate between traditional and alternative assessments, such as peer-assessment or performance-based tasks.

(Fikni, Handini, et al., 2024) recommends assessing speaking based on several key dimensions: pronunciation and intonation, lexical range, fluency, syntactic control, and use of communication strategies. These indicators provide a holistic view of a learner's speaking performance and allow educators to provide more targeted feedback.

#### **Speaking Assesment Rubric**

This rubric is designed to asses students' speaking ability based on four criteria: Fluency, Pronunciation, Grammar, and Vocabulary. Each aspect is scored on a scale from 1 to 5

Table 2.1

#### Speaking Assesment Rubric

Aspect	Score 5 Excellent	Score 4 Good	Score 3 Fair	Score 2 Poor	Score 1 Very Poor
Fluency	Speaks very smoothly, with no long pauses or noticeable hesitation	Mostly fluent with minor pauses or repetitions	Sometimes hesitant, but still understandable	Frequently hesitant, with difficulty maintaining flow	Very choppy and hard to follow
Pronunciation	Very clear and accurate pronunciation, correct stress and intonation	Few mispronunciations, not affecting understanding	Mispronunciation occurs, partially affecting clarity	Frequent mispronunciations, hard to understand	Very unclear, pronunciation hinders communication
Grammar	Uses variety of structures with very few or no errors	Minor grammatical errors, but meaning remains clear	Several errors that sometimes affect meaning	Many errors, often unclear or confusing	Grammar mostly incorrect, meaning difficult to understand
Vocabulary	Wide and appropriate range of vocabulary	Adequate vocabulary with some repetition	Limited vocabulary, occasional word misuse	Very limited vocabulary, frequent repetition	Extremely limited vocabulary, often incorrect word

					choices.
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One well-known method of assessing speaking is the Oral Proficiency Interview (OPI), a structured conversation used to gauge a speaker's ability across proficiency levels. This method, used by institutions such as ACTFL, helps measure speaking competence in authentic communicative settings.

By incorporating both formative and summative assessments, teachers can track progress, identify strengths and weaknesses, and adapt instruction to meet learners' needs. Clear rubrics and consistent evaluation standards also help ensure fairness and transparency in assessing oral skills.

#### 5. Micro and Macro Skill

In assessing a person's language proficiency, particularly in speaking, two key concepts are widely used: macro skills and micro skills. These concepts serve as a framework to evaluate both overall communicative ability and specific technical aspects of speech production (Brown, 2004).

##### a. Micro Skills

In contrast, micro speaking skills refer to the speaker's control over specific and detailed aspects of language production, such as phonology, lexis, and grammar. These skills are essential for accurate

and fluent speech performance (Brown, 2004, pp. 142–143). Micro speaking skills include the ability to:

- 1) Produce differences among English phonemes and their allophonic variants.

Example: “The cat sat on the mat.” (/k/ vs. /m/).

- 2) Produce language chunks of varying lengths.

Example: “I’m going to the store.”

- 3) Produce English stress patterns, rhythmic structures, and intonation contours.

Example: “I’m GOING to the STORE.” (with proper stress and intonation).

- 4) Use reduced forms of words and phrases.

Example: “I’m gonna go.” (informal reduction of “going to”).

- 5) Use an adequate number of lexical units to fulfill pragmatic purposes.

Example: “I’m feeling sad today.”

- 6) Produce fluent speech at different rates of delivery.

Example: “I’m going to the store, and I’m going to buy some milk.”

- 7) Monitor one’s own speech and employ repair strategies such as clarification or self-correction.

Example: “I’m sorry, can you repeat that?”

8) Use grammatical word classes (nouns, verbs, etc.), grammatical systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and ellipses.

Example: “The book is on the table.”

9) Produce speech in natural constituents (in appropriate phrases and sentences).

Example: “I’m going to the store, and then I’m going home.”

10) Use cohesive devices in spoken discourse.

Example: “I’m going to the store because I need to buy some milk.”

b. Macro Skills

Macro speaking skills refer to the speaker’s ability to use language effectively in broader communicative contexts. These include using language to achieve communicative goals, interacting appropriately in social situations, and adjusting language style according to the listener and setting. According to Brown (2004, pp. 143–144), macro skills in speaking include the ability to:

1) Accomplish communicative functions appropriately according to the situation, participants, and purpose.

Example: “Hello, how are you?” (greeting in an informal context).

2) Use appropriate styles, registers, implicatures, pragmatic conventions, turn-taking rules, and sociolinguistic features.

Example: “I’m so sorry to hear that.” (formal register in expressing sympathy).

- 3) Convey relationships among events and communicate such connections as main ideas and supporting details, feelings, new versus given information, and generalizations with examples.

Example: “I’m going to the store because I need to buy some milk, and then I’m going home.”

- 4) Use facial expressions, body language (kinesics), gestures, and other nonverbal cues alongside verbal communication.

Example: “I’m happy to see you.” (accompanied by a smile and eye contact).

- 5) Develop and apply various speaking strategies, such as emphasizing key words, rephrasing, providing background information, seeking help, and checking the listener’s understanding.

Example: “Let me explain that again.” (clarification strategy).

## **B. Conversation Circles**

### **1. Definition of Conversation Circles**

Conversation circles are a learner-centered approach to language development, where participants sit in a circle and engage in open yet structured discussions. Emphasizing equality, active listening, and mutual respect, this method allows students to freely express their opinions in a supportive environment. Unlike traditional teacher-centered speaking

activities, conversation circles encourage authentic and spontaneous communication through natural and organic discussion flow (Husnu et al., 2024).

Conversation circles are especially useful in language instruction for increasing students' confidence, expanding their vocabulary, and boosting speaking fluency. Every participant has an equal chance to contribute, and the instructor serves as a neutral facilitator rather than a controlling authority. (Fikni, Surayya, et al., 2024) assert that by encouraging authentic communication and learner agency, this approach is consistent with the tenets of communicative language teaching (CLT). By assisting kids in developing empathy, cultural sensitivity, and the ability to respectfully disagree during debates, conversation circles also promote social-emotional growth.

Conversation circles can dramatically increase oral proficiency in second and foreign language schools, according to recent studies. Researchers (Asrobi et al., 2023) discovered that students show higher interactional skills, increased involvement, and a greater readiness to speak when they participate in regular peer-led conversations in circular contexts. The approach is inclusive and useful for teaching languages in the modern world since it can be modified to fit different age groups and skill levels.

## 2. Features of Conversation Circles

The conversation circle method is a speaking-focused approach that emphasizes equal participation, active listening, and a supportive atmosphere. (Hal et al., 2025) this method is particularly suitable for language learners because it not only improves speaking skills but also fosters empathy, self-confidence, and a sense of belonging in the learning process. The main features of conversation circles include:

### a. Circular Seating Arrangement

A circular seating arrangement promotes visual and symbolic equality among participants. No one holds a position of power or authority, making all members feel equally valued and included in the conversation (Prasetyaningrum et al., 2022). It also facilitates natural eye contact and fluid interaction.

### b. Equal Participation

In conversation circles, every participant has the right to speak, and no individual dominates the discussion. Teachers ensure that all voices are heard and respected (Husnu et al., 2024). This feature helps build learners' speaking confidence and reinforces the principle of shared responsibility in communication.

### c. Active Listening

Students are encouraged to listen carefully and attentively before responding. This promotes empathy, deeper understanding, and more meaningful responses (Maysuroh et al., 2022). Active listening

also helps reduce interruptions and ensures that each participant's contribution is acknowledged.

d. Safe and Open Atmosphere

The conversation circle environment is designed to make students feel psychologically safe to express their thoughts and opinions without fear of being criticized or rejected. This is particularly important for language learners who often experience anxiety when speaking a foreign language (Wati et al., 2024). Such a safe space encourages risk-taking and enhances participation.

e. Neutral Facilitation

The teacher acts as a neutral facilitator rather than a discussion leader. This allows students to take greater ownership of their learning and encourages peer-to-peer interaction (Wati et al., 2024). The facilitator's role is to guide the process, maintain the rules, and ensure balanced participation.

By incorporating these features, conversation circles become an effective strategy for developing students' speaking abilities—especially in second or foreign language learning settings—while also nurturing soft skills like empathy, respect, and collaborative learning.

3. Procedures of Using Conversation Circles in Teaching Speaking

a. General Steps

Implementing conversation circles in the classroom involves several practical stages that aim to create an inclusive and

communicative environment for language learners. These steps help structure the activity while allowing flexibility and learner autonomy.

#### 1) Topic Preparation

The teacher selects a theme that is relevant to students' interests, experiences, and language proficiency levels. When topics are meaningful and contextually appropriate, students tend to engage more actively (Laila Wati et al., 2022). Choosing culturally relevant or student-centered topics is essential for maximizing participation.

#### 2) Seating Arrangement

Chairs are arranged in a circle so that all students can see and interact with one another. This layout promotes equal participation and reduces power distance between participants (Suherman et al., 2025)). A circle also enhances group cohesion and a sense of belonging.

#### 3) Discussion Rules

Before starting, the teacher and students agree on basic rules, such as “one person speaks at a time,” “listen respectfully,” and “no interrupting.” These rules foster a respectful atmosphere where all voices are valued (Roderick, 2011). Setting norms helps prevent conflicts and ensures a smooth discussion process.

#### 4) Discussion Facilitation

The teacher acts as a facilitator, initiating the conversation with open-ended questions and encouraging deeper responses. The facilitator avoids dominating the discussion but steps in when needed to maintain flow and engagement (Prasetyaningrum et al., 2022). The use of scaffolding techniques helps guide less proficient students.

#### 5) Reflection

At the end of the session, students are invited to reflect on what they learned or felt during the discussion. This reflective stage helps students develop metacognitive awareness of their speaking progress and identify areas for improvement (Moon, 1999). Reflection can be done orally or through journal writing.

#### b. Challenges of Using Conversation Circles

Despite its benefits, the conversation circle method also presents several challenges, especially in classrooms with diverse proficiency levels and learner personalities (Brown, 2014).

##### 1) Lack of Vocabulary

Lower-proficiency students may struggle to express their ideas due to limited vocabulary. This can lead to frustration and reduced participation (Nation, 2001). Teachers can address this by pre-teaching key vocabulary or providing visual aids to support comprehension.

## 2) Speaking Anxiety

Some students experience nervousness or fear of making mistakes when speaking in front of peers. According to Horwitz et al. (1986), this kind of foreign language anxiety can negatively affect oral performance. Teachers should foster a supportive environment and normalize errors as part of learning.

## 3) Uneven Participation

In mixed-ability groups, more confident students may dominate the discussion while quieter students withdraw. This imbalance can undermine the purpose of the circle. Techniques such as structured turn-taking or using talking tokens can help ensure equal participation (Suherman et al., 2025).

## 4) Uninteresting Topics

If the discussion topic does not resonate with students, they may disengage or contribute minimally. Interest plays a key role in intrinsic motivation and active participation (Dörnyei, 2001). Teachers should involve students in topic selection to increase relevance and investment.

### c. Advantages and Disadvantages of Conversation Circles

One of its key advantages is that it allows pupils to practice their communication skills in a genuine and meaningful manner since they are actively participating in real-world interactions. Students are

also encouraged to respect one another's viewpoints and cooperate in order to accomplish goals through activities that demand two-way interaction. Additionally, a welcoming learning environment is fostered by an open discourse atmosphere, in which each student feels respected and encouraged to actively participate. This indirectly increases students' self-assurance in articulating their thoughts and viewpoints.

Additionally, this approach encourages students to consider diverse viewpoints, which helps them develop empathy and social awareness. Instead of simply accepting information, students are encouraged to think critically and analyze topics from different perspectives. This method fosters personality traits such as tolerance, responsibility, and the capacity to engage in polite discourse in addition to academic growth. Students are actively involved in the learning process, rather than just passively listening, which makes learning more meaningful.

The adoption of this approach, however, is not without its difficulties. One of the major drawbacks is that it takes more time than traditional methods like lectures or written tasks. Teachers must set aside time for discussion, introspection, and a thorough assessment. Moreover, it might be challenging to put this approach into practice in big classrooms without enough resources, including equipment and teaching staff. The teacher's facilitation abilities are also essential to

the success of this approach. A teacher should be able to foster a productive classroom environment, promote universal student involvement, and steer the conversation in a way that is both meaningful and centered.

As a result, this approach's effectiveness depends on thorough preparation, a positive learning atmosphere, and the teacher's proficiency at controlling the learning process, even if it has long-term advantages. This strategy has the potential to be among the greatest for fostering active, reflective learning that also helps to develop students' personalities in a comprehensive manner, provided that these three criteria are met.

### **C. Relevant Study**

A number of studies have been conducted to examine the effectiveness of using conversation circles in learning, particularly in improving students' speaking abilities. The following studies support the implementation of this method:

The first study conducted by AnisaRahmawati (2023) entitled:Enhancing Students' Speaking Skills through Group Discussion Activities in the Seventh Grade of Junior High School, aimed to determine the extent to which group discussion activities can improve the speaking skills of seventh-grade students at SMP Negeri 2 Praya, Central Lombok. This research applied the Classroom Action Research (CAR) method, implemented in two cycles. Each cycle consisted of four stages: planning, action, observation, and

reflection. The main focus of the study was to describe the implementation of group discussion in speaking lessons, to identify the improvement in students' speaking skills after the application of this method, and to explore students' responses toward the group discussion activities.

The research population included all seventh-grade students of SMP Negeri 2 Praya in the 2023/2024 academic year, totaling 30 students. The instruments used in this study were observation sheets, field notes, student response questionnaires, and oral speaking tests to assess the improvement in speaking skills. The findings revealed that using group discussions increased students' active participation in speaking activities, boosted their confidence, and created a more enjoyable and communicative learning atmosphere. This method provided students with opportunities to express their ideas in a supportive and collaborative environment, significantly contributing to their speaking skill development in English.

The second conducted by Fajar Prasetya (2022) entitled: Using Role Play Technique to Improve the Speaking Ability of First-Year Junior High School Students, aimed to improve the speaking ability of seventh-grade students through the application of the role play technique. This research employed a pre-experimental research design with a one group pre-test and post-test model. The implementation stages included a pre-test, a treatment using the role play technique, and a post-test to measure the students' improvement in speaking ability. The specific objectives of the study were to measure the effectiveness of role play in improving speaking skills, to explore

students' engagement and motivation in speaking classes, and to observe how students express themselves orally through role simulation.

The research population consisted of 32 seventh-grade students at SMP Islam Al-Falah Mataram, West Nusa Tenggara, in the 2022/2023 academic year. The instruments used included oral speaking tests (pre-test and post-test) to measure students' speaking performance, as well as observation checklists and motivation questionnaires to assess student engagement and attitudes during the learning process. The results showed that the use of role play significantly improved students' speaking skills, particularly in terms of fluency, vocabulary mastery, and confidence in public speaking. Furthermore, students displayed high enthusiasm and involvement during the learning sessions. The role play technique proved to be effective in creating an interactive classroom environment and encouraging students to communicate more actively in English.

A comparison of the three studies conducted by Anisa Rahmawati, Fajar Prasetya, and my current research reveals a primary similarity in research focus, namely enhancing speaking skills in seventh-grade junior high school students. All three studies employ interactive and student-centered learning approaches, where students are encouraged to actively participate in speaking activities through different methods: group discussions, role-playing, and conversation circles. Furthermore, all studies utilize pre-tests and post-tests as measures of speaking ability before and after treatment, supplemented by

additional instruments such as observation, questionnaires, and field notes to reinforce their findings.

Despite sharing the same focus and objectives, significant differences exist in terms of design and learning techniques employed. Anisa's research utilizes a classroom action research (CAR) method in two cycles, whereas Fajar's and my current research adopt a pre-experimental design with a one-group pre-test and post-test model. Differences are also evident in the techniques applied; Anisa employs group discussions, Fajar uses role-play techniques, and my research utilizes conversation circles. Each of these methods possesses distinct characteristics, yet all aim to create a conducive learning atmosphere and encourage students to speak actively in English.

Other differences lie in the location, academic year, and additional focus that each researcher attends to. Anisa conducted research at SMP Negeri 2 Praya with an additional focus on student participation and response, Fajar at SMP Islam Al-Falah Mataram with a focus on motivation and engagement, while my current research is conducted at MTs Al-Ihsan NWDI Gelondong with an emphasis on improving fluency, pronunciation, and grammar.

Despite differences in some aspects, the results of the three studies demonstrate a significant improvement in students' speaking ability following the application of each method.

In conclusion, the three studies contribute positively to efforts to enhance students' speaking skills through communicative and collaborative approaches. Although employing different techniques and designs, all

methods successfully create a supportive learning atmosphere, increase students' confidence, and enrich their experience in communicating using English. These findings reinforce the importance of applying innovative teaching methods that cater to students' needs to improve their speaking ability effectively.

#### **D. Theoretical Framework**

Speaking is an essential part of learning a language, especially when studying English as a foreign language (EFL). It is regarded as one of the productive talents and is crucial for empowering students to communicate successfully in both academic and practical contexts. Speaking is an active, multifaceted skill that incorporates vocabulary, grammar, pronunciation, and fluency, according to Brown (2018). Speaking serves as a tool for first-year junior high school students to convey their thoughts and feelings in a foreign language and build their self-confidence in addition to being a language skill. However, psychological obstacles such as low desire, lack of experience, and fear of making mistakes cause many students to struggle when speaking (Sari et al., 2020).

To address these challenges, this study adopts Conversation Circles as its primary instructional strategy. Conversation circles are a learner-centered and discussion-based approach that promotes spontaneous speaking practice in a supportive, non-threatening environment. As Richards & Bohlke (2019) explain, students are given the opportunity to communicate in real-life

contexts, share ideas freely, and receive immediate peer feedback, all of which are conducive to developing fluency and confidence.

This method aligns closely with the principles of Communicative Language Teaching (CLT), which emphasizes interaction and the meaningful use of language. Harmer (2020) argues that group-based communicative activities can foster not only fluency but also greater awareness of how language is used in context. Through conversation circles, students are also trained in essential communication skills such as listening actively, responding appropriately, and organizing thoughts into coherent speech.

In addition to promoting language proficiency, conversation circles are effective in reducing students' speaking anxiety. Learning within small, familiar peer groups helps lessen the psychological pressure often associated with public speaking. Nugroho&Mutiaraningrum (2022) found that small group discussions significantly lower speaking anxiety, making students more comfortable using English. This contributes to building a more positive attitude towards learning and practicing the language.

Furthermore, the strategy is particularly suitable for first-year junior high school students, who are still forming their attitudes toward language learning. Research by Wijayanti&Yulianingsih (2021) shows that students who learn through discussion-based strategies perform better in speaking than those who learn through traditional methods. This underscores the importance of using interactive and contextual teaching methods that engage learners emotionally and cognitively.

In conclusion, this theoretical framework supports the use of conversation circles as a means to improve students' speaking ability by integrating linguistic development with emotional and social growth. By providing a safe, engaging, and interactive learning environment, this approach holds the potential to overcome key barriers to speaking fluency and promote more meaningful language learning experiences.

#### **E. Hypothesis**

1. Alternative Hypothesis (H<sub>a</sub>)

The use of *Conversation Circles* can improve the speaking ability of the first-year students at MTs AL-IHSAN NWDI Gelondong.

2. Null Hypothesis (H<sub>0</sub>):

The use of *Conversation Circles* can not improve the speaking ability of the first-year students at MTs AL-IHSAN NWDI Gelondong.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This study used a quantitative research methodology to measure the impact of conversation circles on students' speaking skills in an objective manner. Quantitative research combines statistical analysis and numerical data collecting to test hypotheses and investigate correlations between variables in an organised way (Ary et al., 2019). It works effectively for studies in education that test teaching strategies using quantifiable results.

The study used a pre-experimental design, more precisely the one-group pretest-posttest design, wherein one participant group was evaluated both before and after the therapy. When assessing the impact of an intervention without a control group, this approach was frequently employed (Cohen et al., 2021). A pretest was given to the students as part of this study's process to gauge their first speaking abilities. Following that, the students underwent follow a course of treatment that consisted of multiple sessions utilising conversation circles as a method of instruction. A posttest was administered after the treatment to measure any progress in their speaking abilities.

By comparing the pretest and posttest data, the researcher observed changes within the group even though this design does not involve a comparison group. To determine whether the use of conversation circles significantly improved students' speaking abilities, the results was examined

statistically using paired sample t-tests. This design helped in offering useful insights into the efficacy of instruction and was considered suitable for classroom-based research (Mills & Gay, 2020)

## **B. Setting of the Study**

This study was conducted at MTs AL-IHSAN NWDI Gelondong, a junior high school located in Desa Pendem, Kecamatan Janapria, Lombok, NTB. The school provided general Islamic education to students at the lower secondary level (grades VII to IX). English was taught as a compulsory subject starting from the first year, and the teaching of speaking skills was part of the English curriculum.

The selection of this school was based on initial observations and discussions with English teachers, which revealed that many students in the first year still struggled with speaking in English. Most students were hesitant to speak due to limited vocabulary, lack of confidence, and minimal opportunities to practice spoken English in the classroom. Therefore, the school setting provides an appropriate environment for implementing the Conversation Circles strategy, which encouraged students to speak in a relaxed and supportive setting.

The study was carried out during the first semester of the academic year [2025/2026]. The research focused on one class of first-year students (Grade VII), which was selected purposively due to the low average performance in speaking skills based on teacher records and prior assessments. The classroom was equipped with basic learning facilities such as whiteboards,

student chairs, and English textbooks, and the class size was considered manageable for implementing group-based speaking activities. This setting allowed for a focused and realistic application of classroom action research, where changes in students' speaking performance can be observed over a series of learning cycles in a natural classroom environment.

### **C. Population and Sample of the Study**

In the context of research, a population referred to a group of individuals or objects that shared certain characteristics and became the focus of the study. The population represents the entire group of subjects from which conclusions were drawn. Determining the population was crucial because it directly affected the validity of the research findings.

The population of this study included all seventh-grade students at MTs AL-IHSAN NWDI Gelondong in the academic year 2025/2026. The seventh grade consisted of several classes, each with varying characteristics and levels of English proficiency. There were three classes, with a total of 75 students.

A sample was a portion of the population that was taken and used as a source of data in a research study. A sample was used when it was not feasible for the researcher to study the entire population due to limitations of time, energy, or cost. The sample had represent the characteristics of the population so that the results of the study can be generalized.

This means that a sample is a representation of the population that has relevant characteristics and can provide an overview of the entire

population. The sample of this study consisted of students from class VII-A at MTs Al-Ihsan NWDI Gelondong in the academic year 2025/2026.

This class was selected using purposive sampling based on the consideration that the students had average English proficiency and 1 represented the overall characteristics of the seventh-grade students. The total number of students in the sample was 25 students.

#### **D. Data Collection**

##### **1. Identification of Variable(s)**

This study involved two main variables:

- a. Independent Variable: Conversation Circles
- b. Dependent Variable: Students' Speaking Ability

##### **2. Definition of Variable(s)**

Conversation Circles were defined as a collaborative learning method where students sat in a circle and engage in guided conversations on specific topics. This technique encouraged every student to speak, listen, and respond actively, promoting a comfortable environment for oral communication practice.

Speaking Ability referred to the students' skill in expressing thoughts, ideas, and opinions orally in English. It included several components such as fluency, pronunciation, vocabulary, grammatical accuracy, and coherence.

### 3. Instrument of Study

The main instrument that was used in this study was a speaking test. This test was administered twice: once before the implementation of conversation circles (pre-test) and once after the implementation (post-test). A speaking rubric was used to assess the students' performance, focusing on five key aspects: fluency, pronunciation, vocabulary, grammar, and coherence.

### 4. Technique of Data Collection

#### a. Pre-test

The initial test was administered to the students before the treatment to assess their initial speaking ability in English. Students were asked to perform a conversation or monologue based on a given topic.

#### b. Post-test

After the treatment, with the implementation of the Conversation Circles technique, the students were given a post-test with the same format and level of difficulty as the pre-test. This aimed to determine the extent of improvement in the students' speaking ability.

#### c. Speaking Assessment Rubric

The results of both the pre-test and post-test were evaluated using a rubric covering five key aspects of speaking ability. The

assessment was conducted objectively to produce quantitative data that could be analyzed statistically.

## **E. Analysis Data**

The data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistics.

### **1. Descriptive Statistics**

Descriptive statistics were used to analyze the students' speaking ability before and after the implementation of conversation circles. This included calculating the mean, median, mode, standard deviation, and percentage to describe the distribution and central tendency of students' speaking scores in both pre-test and post-test.

### **2. Inferential Statistics for Testing Hypothesis**

To test the hypothesis, a paired sample t-test (also known as dependent t-test) was used. This statistical method was appropriate because it compared the means of two related groups — in this case, the students' speaking scores before and after the treatment — to determine whether there was a statistically significant difference between them.

### **3. Testing Hypothesis**

The hypothesis testing was conducted to find out whether the implementation of conversation circles significantly improved the students' speaking ability. The null hypothesis ( $H_0$ ) stated that there was no significant improvement in students' speaking ability after the use of conversation circles, while the alternative hypothesis ( $H_1$ ) stated that there

was a significant improvement. The decision to accept or reject the null hypothesis will be based on the significance value (p-value) obtained from the paired sample t-test. If the p-value was less than 0.05, the null hypothesis was rejected, indicating that conversation circles had a significant effect on improving students' speaking ability.

The data obtained from the pre-test and post-test was analyzed using descriptive and inferential statistics. Descriptive statistics were used to determine the mean, maximum score, minimum score, and standard deviation. To determine whether there was a significant difference between the pre-test and post-test results, a paired sample t-test was conducted. The analysis was carried out with the assistance of the SPSS program.

## CHAPTER IV

### RESULT AND DISCUSSION

#### **A. Result**

Based on the analysis of pre-test and post-test data, the implementation of the Conversation Circles method showed a positive impact on students' speaking ability. The average score on the pre-test was 61.24, with the highest score being 69 and lowest score being 55. The standard deviation of 4.01 indicates that students had relatively similar abilities before the treatment, although some students still experienced difficulties in expressing themselves orally.

After the implementation of Conversation Circles, the average post-test score increased to 74.28, with the highest score being 85 and the lowest score being 68, and a standard deviation of 3.72. This increase of 13.04 points reflects the effectiveness of the method in improving speaking skills, especially in areas such as fluency, confidence, and active participation. The decrease in score variability also indicates that students benefited more equally from the learning process.

Although there were still students whose scores were not optimal, the improvement among the majority suggests that Conversation Circles provide a supportive and interactive environment that encourages learners to speak more frequently and naturally. In line with this, Kayi (2006) emphasizes that using conversation-based activities can create real communication opportunities that

help learners improve their speaking proficiency and reduce anxiety in using the target language in class.

### 1. Tests Normality

Table 4.1  
*Tests of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.145	24	.200	.962	24	.490
POSTEST	.119	24	.200	.938	24	.145

This is a lower bound of the true significance

#### a. Lilliefors Significance Correction

The significance values for both the pre-test and post-test scores are greater than 0.05 in both the Kolmogorov-Smirnov and Shapiro-Wilk tests. Specifically, the Shapiro-Wilk value for the pre-test is .490, and for the post-test is .145. These values indicate that the distribution of the data does not deviate significantly from normality. Therefore, it can be concluded that the pre-test and post-test data are normally distributed, which means that parametric statistical tests, such as the Paired Samples t-Test, are appropriate to use for further analysis.

Overall, the findings of this study support the hypothesis that the Conversation Circles method can enhance students' learning outcomes in English, particularly in speaking skills. This approach encourages students to participate more actively in classroom discussions, builds their self-confidence, and provides a supportive environment for practicing spoken language.

The interactive nature of Conversation Circles also increases students' motivation and creates real-life communication opportunities, allowing them to apply their language knowledge in authentic contexts. These findings offer a strong foundation for recommending the implementation of this method in broader educational settings and open up opportunities for further research to explore other variables that may influence students' speaking development and classroom engagement.

## 2. Test Homogeneity of Variance

Table 4.2  
*Test of Homogeneity of Variance*

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	6.429	1	64	.014
	Based on Median	5.242	1	64	.025
	Based on Median and with adjusted df	5.242	1	55.585	.026
	Based on trimmed mean	6.227	1	64	.015

In this study, a homogeneity of variance test was conducted to determine whether the data across groups had equal variances. This test is important because one of the assumptions that must be met is that the data across groups

have homogeneous variances. The homogeneity of variance was tested using Levene’s Test, which examines whether there are significant differences in group variances.

Based on the results of Levene’s Test, the significance values obtained were 0.898 (based on the mean), 0.952 (based on the median), 0.952 (based on the median with adjusted df), and 0.923 (based on the trimmed mean). All significance values were greater than 0.05, indicating that there were no significant differences in variances between the groups. Therefore, it can be concluded that the data have homogeneous variances, and the homogeneity assumption has been fulfilled.

Levene’s Test is a commonly used method in quantitative research to test homogeneity of variances because it is not sensitive to deviations from a normal distribution (Field, 2013). Therefore, the results of this test provide a strong basis to assert that the data in this study meet the homogeneity requirement.

### 3. Paired Samples Statistics

Table 4.3  
*Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
RESULT	PRETEST	61.8800	25	3.96148	.79230
	POSTEST	74.6000	25	4.08248	.81650

Based on the Paired Samples Statistics table shown above, it is found that the total number of research samples was 25 students. The mean pretest score was 61.88 with a standard deviation of 3.996 and a standard error mean of 0.792. Meanwhile, the mean posttest score increased to 74.60 with a standard deviation of 4.082 and a standard error mean of 0.816. This difference indicates an increase in the average score after the Conversation Circles treatment was given.

The increase in the mean score from the pretest to the posttest, which is quite significant descriptively, suggests that the Conversation Circles method given to the students had a positive impact on their learning outcomes. The relatively small standard deviation in both tests shows that the distribution of students' scores tends to be homogeneous or not highly varied. This means that most students experienced a consistent improvement in scores after participating in Conversation Circles activities. These results, from a descriptive perspective, can be an indication that the Conversation Circles method applied was effective in improving students' speaking abilities.

#### 4. Paired Samples Test

Table 4.4  
*Paired Samples Test*

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
RESULT	PRETEST	-	5.91974	1.18395	-	-	-	24	.000
	POSTEST	12.72000			15.16355	10.27645	10.744		

The paired samples t-test was conducted by comparing students' pre-test and post-test scores. The analysis revealed a mean difference of  $-12.72$ , with a standard deviation of  $5.91974$  and a standard error of the mean of  $1.18395$ . The 95% confidence interval for this difference ranged from  $-15.16$  to  $-10.28$ . Since the entire interval falls below zero, it confirms that the post-test scores were significantly higher than the pre-test scores. This indicates a statistically significant improvement in students' speaking ability after participating in the Conversation Circles activities. The large mean difference further reinforces the effectiveness of this method in enhancing students' fluency, confidence, and performance.

These findings do not stand alone, as similar results have also been reported in previous studies that highlight the effectiveness of structured conversation activities in improving students' speaking skills. A study conducted by Putri (2025) also supports these findings, showing that structured conversation activities significantly increase students' engagement, confidence, and speaking performance by reducing anxiety and promoting authentic communication (journal.unrika.ac.id). Thus, both the findings in this study and recent research demonstrate that conversation-based approaches are highly effective in developing speaking skills in English as a Foreign Language (EFL) learning.

## **B. Discussion**

The effectiveness of Conversation Circles in improving the speaking ability of first-year junior high school students is strongly supported by the findings of this study. The pretest and posttest results revealed a significant difference, with the mean score showing a notable increase after the implementation of the method. A mean difference of  $-12.72$  with a 95% confidence interval between  $-15.16$  and  $-10.28$  was found using the paired samples t-test. Since the entire confidence interval lies below zero, the results confirm the statistical significance of the improvement. This means that the Conversation Circles method effectively enhanced students' speaking performance in measurable ways (Putri, 2025).

Additionally, the results of the Shapiro-Wilk and Kolmogorov-Smirnov normality tests produced significance values greater than 0.05, indicating that

the data were normally distributed and parametric testing was appropriate. This further validates the reliability of the statistical analysis and the credibility of the findings. The data suggest that Conversation Circles are not only theoretically effective but also empirically proven to be a successful strategy in the classroom (Brown, 2004).

The conclusions are consistent with previous research, which has shown that structured conversational activities provide learners with opportunities to practice English in authentic, supportive environments. Nation and Newton (2009) argue that structured speaking practice promotes meaningful communication, while Kayi (2006) highlights that conversation-based activities improve both motivation and confidence. Therefore, Conversation Circles are highly effective in enhancing the overall speaking ability of junior high school students, particularly in early stages of language learning.

Conversation Circles also have a significant impact on specific aspects of speaking, such as fluency, pronunciation, and grammar. In terms of fluency, the method provided consistent opportunities for learners to practice speaking in authentic contexts without the pressure of formal assessment. As students became more comfortable with expressing their ideas, they developed greater confidence, which allowed them to speak more naturally and smoothly. This outcome reflects Richards' (2008) assertion that communicative activities foster fluency by encouraging students to prioritize communication over perfection.

With regard to pronunciation, Conversation Circles allowed learners to improve their clarity and articulation through repeated exposure to peer interaction. The cycle of speaking, listening, and responding helped students to refine their pronunciation patterns gradually. Derwing and Munro (2005) emphasize that frequent, meaningful communication is one of the most effective ways to improve second language pronunciation, as it provides immediate context and opportunities for self-correction. The increase in posttest scores provides further evidence that pronunciation skills were positively affected.

Grammar also improved indirectly through this method. While Conversation Circles are not primarily grammar-focused, the interactive speaking opportunities gave learners the chance to experiment with sentence structures, learn from peers, and adjust their usage naturally over time. Thornbury (2005) notes that grammar acquisition in speaking develops more effectively in communicative settings where learners focus on meaning, while Nation (2011) adds that fluency and accuracy can develop simultaneously when students are provided with structured opportunities for practice. Thus, students' grammar improved alongside fluency and pronunciation in a balanced manner.

In conclusion, the notable improvement in first-year junior high school students' speaking ability demonstrates the effectiveness of Conversation Circles as a teaching strategy in EFL classrooms. The method significantly improved students' overall performance, as confirmed by statistical analysis,

and positively influenced important aspects such as fluency, pronunciation, and grammar. Moreover, the findings align with previous studies emphasizing that structured, participatory activities promote confidence, motivation, and authentic communication. For English teachers, Conversation Circles provide a powerful approach to enhancing speaking skills while fostering collaboration, peer learning, and active engagement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study aims to investigate the effectiveness of the Conversation Circles method in improving the speaking ability of first-year students at MTs Al-Ihsan NWDI Gelondong. The research used a pre-experimental design with one group pre-test and post-test to measure the students' progress. The findings reveal a significant increase in students' speaking scores after the implementation of the Conversation Circles method, indicating that this technique has a positive impact on students' oral language development.

Based on the paired samples t-test analysis, the average difference between pre-test and post-test scores was -12.72, with all confidence interval values below zero. This confirms a statistically significant improvement in students' speaking performance. The improvement is observed not only in terms of linguistic competence—such as vocabulary, grammar, and pronunciation—but also in non-linguistic aspects like self-confidence and participation. Students become more willing to express their thoughts and engage in classroom conversations.

Therefore, it can be concluded that Conversation Circles are an effective and engaging instructional method for enhancing speaking skills in an EFL context. The structured yet flexible nature of this approach allows students to practice spoken English authentically and interactively, making it highly suitable for junior high school learners. This method can serve as a valuable

alternative or complement to traditional speaking activities in English classrooms.

## **B. Suggestion**

### **1. For School**

Schools are encouraged to support the implementation of interactive and student-centered learning methods, especially in speaking classes. One such method is Conversation Circles, which fosters active participation and boosts students' confidence in a relaxed environment. Institutions such as Mts Al-Ihsan Gelondong can integrate this approach into their English curriculum to create more dynamic and communicative classrooms that focus on real interaction rather than memorization.

### **2. For English Teachers**

Based on the research results, it is suggested that English teachers integrate the Conversation Circles method into their speaking lessons. This method encourages students to speak more confidently in a low-anxiety environment. Teachers are advised to facilitate conversations using relevant topics and manageable group sizes to ensure that every student has a chance to speak and be heard. Regular use of this method leads to improved student engagement and speaking proficiency.

### **3. For Students**

Students are encouraged to take an active role in Conversation Circles. They view this method as an opportunity to express their ideas,

listen to their peers, and build self-confidence in speaking English. Instead of focusing on grammatical perfection, students are motivated to prioritize meaningful communication and interaction. In the long run, this will help them become more fluent and independent language users.

#### **4. For Future Researchers**

It is recommended that future researchers conduct similar studies in various educational settings, such as senior high schools or vocational schools, to explore the broader applicability of the Conversation Circles method. In addition, research on the long-term effects of this method would provide valuable insights. Comparative studies involving other speaking methods may also help deepen the understanding of the most effective strategies in teaching speaking in EFL (English as a Foreign Language) classrooms. Further research can also examine how gender, personality traits, or learner motivation influence the development of students' speaking skills.

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## APPENDIX 1

## LESSON PLAN

School	: MTS AL-IHSAN NWDI GELONDONG
Subject	: English
Class/Semester	: 7/1
Main Material	:Introducing self
Skill	: Speaking
Time Allocation	: 2x45 (3 Meetings)

### A. Core Competence

Understanding and expressing meaning in transactional, interpersonal, and monologue communication in the context of introducing self using Conversation Circles.

### B. Basic Competences

Students are able to introduce their self accurately, fluently, and communicatively in conversation circles.

### C. Learning Objectives

By the end of the lesson, students are able to:

1. Use Conversation Circles to generate and practice short speaking texts.
2. Introduce themselves to others fluently in front of the class.

### D. Indicator

1. Students can generate English sentences using Conversation Circles prompts.
2. Students know how to introduce themselves.

### E. Material

- Expressions for introducing themselves.

Hello/Hi

My name is.....

I am... years old

I live in...

I am from...

My hobby...

My ambition...

## **F. Technique**

Conversations Circles

## **G. Teaching Activities**

### **1. Pre-Activity**

- 1) Teacher greets the class
- 2) Teacher checked students attendance list
- 3) Introducing the objective of the lesson

### **2. While Activity**

- 4) Teacher introduce Conversation Circles and how to use it to generate speaking materials.
- 5) Students introduce each other in Conversation Circles.
- 6) Students practice in pairs or small groups, giving each other feedback.
- 7) Some students are invited to present in front of the class.

### **3. Post-Activity**

- 8) Teacher gives feedback and correction on pronunciation and fluency.
- 9) Reflection: Students share their experience using Conversation Circles.
- 10) Closing the session and assigning follow-up practice.

## **H. Learning Method**

Conversations Circles assisted speaking practice

## **I. Media, Tools, and Learning Resources**

- Conversations Circles
- Rubric scoring sheets

## **J. Tools**

Whiteboard, Board marker

Lesson Plan Meeting 1,2,3

**Meeting 1 (Pre-test)**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
<b>Pre-activity</b>	<ol style="list-style-type: none"><li>1. The teacher greets the students</li><li>2. The teacher instruct the class president to lead the prayer</li><li>3. Check class attendance list</li><li>4. Delivering basic competences that will be studied today</li><li>5. Delivering learning objectives to be achieved</li><li>6. Motivating student related to material to be studied</li><li>7. Prepare learning media</li></ol>	10
<b>Whilst activity</b>	<ol style="list-style-type: none"><li>8. Teacher distributes a topic to all students</li><li>9. Teacher explains how to do the test</li><li>10. Students are given 5 minutes to prepare</li><li>11. Students do the test individually</li><li>12. Teacher gives scores directly using speaking rubric</li></ol>	70
<b>Post activity</b>	<ol style="list-style-type: none"><li>13. Teacher analyze the result of the pre-test</li><li>14. Teacher closes the class</li></ol>	10

## Meeting 2

Activity	Description	Time
<b>Pre-activity</b>	<ol style="list-style-type: none"> <li>1. Teacher greets the student</li> <li>2. Teacher leads the students to pray</li> <li>3. Teacher check students attendance list</li> </ol>	10
<b>Whilst activity</b>	<ol style="list-style-type: none"> <li>4. Teacher introduce the material about introduce their self and how to practice by using Conversation Circles</li> <li>5. Teacher tells the students that they are giving a topic</li> <li>6. Teacher going to explain that students will be practice speak about the topic given using Conversation Circles</li> </ol>	70
<b>Post activity</b>	<ol style="list-style-type: none"> <li>7. Pair work: students practice their scripts with partners</li> <li>8. Students present their speech in front of the class</li> <li>9. Teacher encourages students to reflect on Conversation Ciecles benefits</li> <li>10. Teacher closes the class</li> </ol>	10

### Meeting 3 (Post-test)

<b>Activity</b>	<b>Description</b>	<b>Time</b>
<b>Pre-activity</b>	<ol style="list-style-type: none"><li>1. Teacher greeting students</li><li>2. Teacher leads the students to pray</li><li>3. Teacher check students attendance list</li><li>4. Brief review and instructions for the post-test</li></ol>	10
<b>Whilst activity</b>	<ol style="list-style-type: none"><li>5. Students recieve a different topic from the pre-test</li><li>6. Students will be given 5 minutes to prepare</li><li>7. Students perform individual speaking</li><li>8. Teacher scores based on the same rubric as pre-test</li></ol>	70
<b>Post activity</b>	<ol style="list-style-type: none"><li>9. Teacher gives grades directly to students</li><li>10. Teacher analyze the result of the post-test</li><li>11. Teacher compares the result beetwen pre-test and post-test</li></ol>	10

## APPENDIX 2

### PRE-TEST RESULT

NO	STUDENT NAME	RESULT
		PRE-TEST
1.	M. hifzi asrosi	60
2.	Rizku Ramadani	58
3.	M. Ronaldo	60
4.	Lazim Aiptu Yusuf	55
5.	Rifaldi	67
6.	Dimas Ayuda	59
7.	Holmiatul Wahida	63
8.	Mesya Roskandria Putri	64
9.	Yunita Putri	60
10.	Dina Rianti	57
11.	Suci Aulia Ramdani	66
12.	Windi Apriani	65
13.	Nika Rosiani	61
14.	M. marzuki	60
15.	Amanda	68
16.	Rizki	69
17.	M. Bilal	62
18.	Rosihan	64
19.	Gilang Nolvadi Atmaja	58
20.	Ahmad Bayu Adrian	60
21.	Alfa Aulia	68
22.	Husni Santari	62
23.	Mulyati	59
24.	Tuti Handayani	66
25.	Riska Andini	60

### APPENDIX 3

#### POST-TEST RESULT

NO	STUDENT NAME	RESULT
		POST-TEST
1.	M. hifzi asrosi	72
2.	Rizku Ramadani	74
3.	M. Ronaldo	70
4.	Lazim Aiptu Yusuf	81
5.	Rifaldi	73
6.	Dimas Ayuda	76
7.	Holmiatul Wahida	78
8.	Mesya Roskandria Putri	72
9.	Yunita Putri	69
10	Dina Rianti	80
11	Suci Aulia Ramdani	77
12	Windi Apriani	73
13	Nika Rosiani	72
14	M. marzuki	83
15	Amanda	68
16	Rizki	85
17	M. Bilal	75
18	Rosihan	77
19	Gilang Nolvadi Atmaja	70
20	Ahmad Bayu Adrian	71
21	Alfa Aulia	74
22	Husni Santari	82
23	Mulyati	75
24	Tuti Handayani	71
25	Riska Andini	79

## APPENDIX 4

### (INSTRUMENT)

#### 1. Pre-Test and Post-Test

Students are asked to perform a simple conversation in pairs or individually based on the given topic, with a time 2-3 minutes.

Speaking task topics given:

1.1 Introducing self (Pre-test)

1.2 Future plan (Post-test)

#### 2. Speaking Assessment Rubric

This rubric is designed to assess students' speaking ability based on four criteria: Fluency, Pronunciation, Grammar, and Vocabulary. Each aspect is scored on a scale from 1 to 5.

#### *Speaking Assessment Rubric*

Aspect	Score 5 Excellent	Score 4 Good	Score 3 Fair	Score 2 Poor	Score 1 Very Poor
Fluency	Speaks very smoothly, with no long pauses or noticeable hesitation	Mostly fluent with minor pauses or repetitions	Sometimes hesitant, but still understandable	Frequently hesitant, with difficulty maintaining flow	Very choppy and hard to follow
Pronunciation	Very clear and accurate	Few mispronunciations, not	Mispronunciation occur,	Frequent mispronunciations, hard	Very unclear, pronunciation

	pronunciation, correct stress and intonation	affecting understanding	partially affect clarity	to understand	hindering communication
Grammar	Uses variety of structures with very few or no errors	Minor grammatical errors, but meaning remains clear	Several errors that sometimes affect meaning	Many errors, often unclear or confusing	Grammar mostly incorrect, meaning difficult to understand
Vocabulary	Wide and appropriate range of vocabulary	Adequate vocabulary with some repetition	Limited vocabulary, occasional word misuse	Very limited vocabulary, frequent repetition	Extremely limited vocabulary, often incorrect word choices.

### 3. Speaking Scoring Test

Use this sheet to record students' scores during pre-test and post-test sessions.

#### *Speaking Scoring Test*

Student Name	Aspect				Total Max 20	Ket
	Fluency	Pronunciation	Grammar	Vocabulary		

#### Score Interpretation :

Score range	Level
17-20	: Excellent
13-16	: Good
9-12	: Fair
5-8	: Poor
4 or below	: Very Poor

## APPENDIX 5

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.145	24	.200	.962	24	.490
POSTEST	.119	24	.200	.938	24	.145

## APPENDIX 6

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.017	1	48	.898
	Based on Median	.004	1	48	.952
	Based on Median and with adjusted df	.004	1	47.971	.952
	Based on trimmed mean	.009	1	48	.923

## APPENDIX 7

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
RESULT	PRETEST	61.8800	25	3.96148	.79230
	POSTEST	74.6000	25	4.08248	.81650

## APPENDIX 8

### Paired Samples Test

		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
					Lower	Upper				
RESULT	PRETEST - POSTEST	-12.72000	5.91974	1.18395	-15.16355	-10.27645	-10.744	24	.000	

## APPENDIX 9



### UNIVERSITAS HAMZANWADI FAKULTAS BAHASA, SENI, DAN HUMANIORA

Jalan TGP-H. Minnanmad Zainuddin Abdul Madjid No. 132 Pancor, Selong, Lombok Timur, Nusa Tenggara Barat KP. 83612  
Telp./Fax: +62376229654 Website: <http://fhs.hamzanwadi.ac.id> E-mail: [fdh@hamzanwadi.ac.id](mailto:fdh@hamzanwadi.ac.id)

Nomor : 359 /UH.FBSH/LT/2025  
Lampiran : 1 (Satu) Eks.  
Hal : **Mohon Izin Penelitian**

21 Juli 2025

Yth. Kepala BAKFSBANGPOLDAGRI Kab. Lombok Tengah  
di-  
Tempat

*Bismillahiwabihamdih.*

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : ISMAYANTI  
NPM : 210202120  
Fakultas : Bahasa, Seni dan Humaniora  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi/Karya Ilmiah : IMPROVING THE STUDENTS' SPEAKING ABILITY  
THROUGH CONVERSATION CIRCLES FOR THE FIRST YEAR  
STUDENTS OF JUNIOR HIGH SCHOOL

Mohon kiranya diberikan izin melakukan penelitian di instansi/lembaga yang ada di Lombok Tengah sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

*Wallahul Muwaffiqu Walhadi Ila Sabilirryad.*

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*



**Dr. Drs. H. Mohzana, S.Pd., M.Pd**  
NIP: 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.

## APPENDIX 10



### PEMERINTAH KABUPATEN LOMBOK TENGAH BADAN KESATUAN BANGSA DAN POLITIK

Jalan. Raden Pugu, Komplek Kantor Bupati Gedung A Lantai 1

#### SURAT REKOMENDASI

Nomor : 070 / 1141 / VII / R / BKBP / 2025

**1. Dasar :**

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor. 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Surat dari Dekan Fakultas Bahasa, Seni, dan Humaniora Universitas Hamzanwadi Selong NTB, Nomor : 359/UH.FBSH/LT/2025, pada tanggal 21 Juli 2025.  
Perihal : Permohonan Izin Penelitian

**2. Menimbang :**

Setelah mempelajari Proposal Survei/Rencana kegiatan Penelitian yang diajukan, maka Badan Kesbangpol Kabupaten Lombok Tengah dapat memberikan Rekomendasi/ijin kepada :

Nama : ISMAYANTI  
Nim : 210202120  
Alamat : Dusun Gemek Desa Kerembong Kec. Janapria Kab. Loteng NTB  
No. Telfon : 0877 8864 0548  
Pekerjaan/Jurusan : Mahasiswa/i/S.1 Pendidikan Bahasa Inggris  
Bidang/Judul : IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH CONVERSATION CIRCLES FOR THE FIRST YEAR STUDENTS OF JUNIOR HIGH SCHOOL  
Lokasi Penelitian : MTs. Al-Ihsan NWDI Gelondong Kab. Loteng NTB  
Jumlah Peserta : 1 (satu) Orang  
Lamanya : Periode Bulan Juli s/d Agustus 2025  
Status Penelitian : Baru.

**3. Dalam melakukan kegiatan agar yang bersangkutan mematuhi ketentuan sebagai berikut :**

- a. Sebelum melakukan kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
- b. Tidak melakukan kegiatan yang tidak ada kaitannya dengan Bidang/Judul dimaksud, apabila melanggar ketentuan akan dicabut Rekomendasi/ijin Observasi dan menghentikan segala kegiatan.
- c. Mentaati ketentuan Perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat;
- d. Apabila masa berlaku Rekomendasi/ijin telah berakhir, sedangkan pelaksanaan kegiatan tersebut belum selesai maka perpanjangan Rekomendasi/ijin agar diajukan kembali sebagaimana proses pengajuan awal;
- e. Melaporkan hasil-hasil kegiatan kepada Bupati Lombok Tengah, melalui Kepala Bakesbangpol Kabupaten Lombok Tengah.

Demikian Surat Rekomendasi/ijin Penelitian ini dibuat untuk dapat dilaksanakan sebagaimana mestinya

Praya, 18 Juli 2025  
An. Kepala Badan Kesatuan Bangsa dan Politik  
Kab. Lombok Tengah

Kabid. Politik dan Ormas,



ISKANDAR JUNAIDI, S.Sos.MM

NIP. 197605031995031001

Tembusan disampaikan kepada Yth. :

1. Bupati Lombok Tengah di Praya;
2. Camat Janapria Kab. Loteng di Janapria;
3. MTs. Al-Ihsan NWDI Gelondong di Gelondong;
4. Peneliti yang bersangkutan;
5. Arsip;

## APPENDIX 11

### Documetation

#### Pre-test



## Treatment



**Post-test**



## APPENDIX 12



### UNIVERSITAS HAMZANWADI

Sekretariat: Jalan TGKH. M. Zainuddin Abdul Madjid No. 132 Pancor-Selong Lombok Timur Telp.(0376)21394, 22953 Fex. (0376) 22954 E-mail: [universitas@hamzanwadi.ac.id](mailto:universitas@hamzanwadi.ac.id)  
Website : <http://www.hamzanwadi.ac.id>.

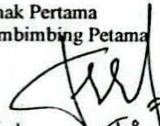
## KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:


BULAN PERTAMA : untuk Pendaftaran Proposal  
BULAN KEDUA : untuk Instrumen Penelitian  
BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya.

Pihak Pertama  
Pembimbing Petama

  
Zahratul Fikri M.Pd

Pembimbing Kedua

  
Siti Masrah M.Pd

Pancor,.....

Pihak Kedua  
Mahasiswa Bimbingan

  
Irmayanti

Mengetahui  
Dekan Fakultas Bahasa Seni dan Humaniora  
Universitas Hamzanwadi



Dr. Drs. H. Mohzana, S.Pd. M.Pd  
NIP. 19611231 1983 01 1 071



# UNIVERSITAS HAMZANWADI

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Website: <http://www.hamzanwadi.ac.id>

## BERITA ACARA BIMBINGAN SKRIPSI


1. Nama Mahasiswa : Ismayanti
2. Nomor Pokok Mahasiswa : 210202120
3. Semester : B
4. Fakultas : FBSH
5. Jurusan/ Program Studi : Pendidikan Bahasa Inggris
6. Dosen Pembimbing : 1. Zahratul Fikri M.Pd  
2. Siti Maysuruk M.Pd
7. Judul Skripsi :

Improving the students' speaking ability through conversation circles for the first year students Junior high school

### 8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
				I	II
1					
2		Thesis proposal - Complete all references			<u>[Signature]</u>
3		Proposal chapter 1-3 - Revise as suggested.	<u>2/7-25</u>		<u>[Signature]</u>

4	Thesis proposal 1-3	4/7-25		<u>Angg</u>
5	thesis proposal 1-3 Acc			<u>Angg</u>
6	Bab 1-3			<u>Angg</u>
7	Instrument, relevant Study	17/7/2025		<u>Angg</u>
8	Acc program	19/7/2025		<u>Angg</u>
9	thesis 1-5	14/8-25		<u>Angg</u>
10	thesis 1-5	23/8-25		<u>Angg</u>
11	Acc Thesis			
12	Bab 4-5			<u>Angg</u>

13		Rmb 4-5			
14		Aspmul 9-5			
15	26/08/2025	Acc Jhesi			
16					

Pancor, Selasa 26/08 2025  
Ketua Program Studi



(M. Adib Hazri, M.P.d.)  
NIDN. 0824038801