
THE IMPACT OF CONVERSATION-BASED LEARNING ON SECOND SEMESTER STUDENTS' PERFORMANCE

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Abstract: *This study investigates the impact of conversation-based learning on the performance of second-semester students in the SI 2 K class at Royal University during the 2023/2024 academic year. The research focuses on three key language skills: accuracy, fluency, and comprehension. Data were collected through assessments evaluating student performance in these areas before and after the implementation of conversation-based learning activities. The pre-test results indicated that students scored an average of 55.00 in accuracy, 49.00 in fluency, and 49.00 in comprehension. Following the introduction of conversation-based learning, the post-test results demonstrated significant improvements: accuracy scores increased to 86.00, fluency to 87.00, and comprehension to 88.00. These findings suggest that conversation-based learning effectively enhances students' linguistic development, leading to improved speaking skills and overall language acquisition. The research highlights the importance of integrating such methodologies into language education to promote active participation and better performance among students.*

Keywords: *conversation-based learning; second-semester; students' performance.*

Abstrak: Studi ini menyelidiki dampak pembelajaran berbasis percakapan terhadap kinerja mahasiswa semester kedua di kelas SI 2 K di Royal University selama tahun akademik 2023/2024. Penelitian ini berfokus pada tiga keterampilan bahasa utama: akurasi, kelancaran, dan pemahaman. Data dikumpulkan melalui penilaian yang mengevaluasi kinerja mahasiswa di area ini sebelum dan sesudah penerapan kegiatan pembelajaran berbasis percakapan. Hasil pra-tes menunjukkan bahwa mahasiswa memperoleh skor rata-rata 55,00 dalam akurasi, 49,00 dalam kelancaran, dan 49,00 dalam pemahaman. Setelah pembelajaran berbasis percakapan diperkenalkan, hasil pasca-tes menunjukkan peningkatan yang signifikan: skor akurasi meningkat menjadi 86,00, kelancaran menjadi 87,00, dan pemahaman menjadi 88,00. Temuan ini menunjukkan bahwa pembelajaran berbasis percakapan secara efektif meningkatkan perkembangan linguistik mahasiswa, yang mengarah pada peningkatan keterampilan berbicara dan penguasaan bahasa secara keseluruhan. Penelitian ini menyoroti pentingnya mengintegrasikan metodologi tersebut ke dalam pendidikan bahasa untuk mendorong partisipasi aktif dan kinerja yang lebih baik di antara mahasiswa.

Kata kunci: pembelajaran berbasis percakapan; semester dua; kinerja mahasiswa

INTRODUCTION

The English language serves as a crucial tool for communication, defined as the act of conveying or transferring ideas from one location, person, or group to another (Apriyanto, 2022). Communication can occur through speaking (oral communication) or writing.

These two skills constitute essential language skills that are important to learn (Petrus Jacob Pattiasina, 2024). This activity is for the SI 2 K class, or second semester, at Royal University for the 2023/2024 academic year.

Acquiring English language abilities can be challenging, particularly if practice is infrequent. This challenge can

intimidate individuals, especially students, from speaking up. Many students struggle with verbal expression due to limited vocabulary and difficulties articulating their thoughts in English. Consequently, appropriate methods are essential for teaching speaking skills effectively. However, students often face numerous challenges when learning to speak, making effective communication difficult.

Common obstacles include a lack of public speaking practice, fear of making mistakes, limited vocabulary, and difficulty enunciating sentences. To address these issues, lecturers can actively respond to students' fears of making mistakes, creating a more supportive environment (Nurmalasari et al., 2023). This encouragement allows students to express their opinions more freely and fosters greater self-expression in English class. Conversely, if English language instruction is inadequate, students may feel nervous about attempting to speak. Improving speaking skills can help students communicate more effectively with other English speakers, alleviating these challenges (Riski, 2023).

Students may lack interest in learning, feel unmotivated, or become bored during instructional sessions, which can hinder their overall performance. One method that can be effective is guided conversation. This approach encourages students to engage in communication, express their ideas, opinions, and reactions, and provide constructive feedback while following appropriate discussion guidelines. Guided conversation is recognized as an excellent strategy for helping students rapidly enhance their English comprehension and speaking abilities (Maulana & Royal, 2024).

Conversation-based learning (CBL) offers a meaningful way to engage students in active language use, allowing them to practice their speaking skills in real-world contexts (Maziyah et al., 2023). This approach not only encourages collaboration and interaction among peers

but also fosters a supportive environment where students feel comfortable expressing their thoughts and ideas. By focusing on dialogue and communication, CBL helps students build confidence and develop essential language competencies that are crucial for effective communication in English (Agus Hidayat, 2024).

This study focuses on the impact of conversation-based learning for the SI 2 K class, or second semester, at Royal University 2023/2024 academic year. on second-semester students performance at Royal University. Clearly state what you aim to achieve with conversation-based learning (CBL). This could include improving students' speaking skills, increasing participation, or enhancing overall academic performance. (Agus Hidayat, 2024) The research aims to determine the impact of conversation-based learning (CBL) activities on the performance of second-semester students. Specifically, it seeks to evaluate how these activities influence students' speaking skills, engagement, and overall academic success.

By exploring the effectiveness of this approach, we can assess how conversation-based learning (CBL) enhances students' speaking abilities, boosts their confidence, and fosters a more interactive classroom environment (Nurmalasari et al., 2023). This exploration will involve gathering data on students' performance and engagement levels before and after implementing CBL activities, providing insights into its overall impact on language acquisition.

METHOD

The method used in this research was a quantitative approach with a pre-experimental design, specifically a One Group Pre-test-Post-test design (Ali, 2021). This design allows for a more accurate assessment of the treatment's effects, as it enables comparison with the situation prior to the intervention.

Furthermore, the experimental method facilitates the identification of causal relationships between the dependent and independent variables.

The researcher needed only one course on pre-test and post-test designs to understand how treatment outcomes were evaluated in this study. To determine the effectiveness of this strategy in helping students develop their speaking skills, the researcher employed an experimental approach. The aim was to assess whether this method was effective in enhancing students' speaking abilities.

Creating a research design for your study on the effectiveness of conversation-based learning (CBL) using a One Group Pre-test-Post-test approach involves several key steps. (Gomm, 2021):

Define Your Research Objectives

1. Identify the main goal of your study: To evaluate the impact of conversation-based learning on students' speaking skills.
2. Formulate specific research questions or hypotheses related to the effectiveness of CBL.

Select Your Participants

1. Determine the target population: Second-semester students at Royal University.
2. Decide on the sample size: Consider how many students will participate in the study for statistical significance.
3. Ensure random selection if possible to avoid bias, but if not, clearly define how participants will be chosen.

Develop Pre-test and Post-test Assessments

1. Create a pre-test: Assess students' speaking skills before implementing CBL activities. This can include: A speaking proficiency test (e.g., oral interviews or presentations).
2. Create a post-test: Administer the same or a similar test after the CBL

intervention to evaluate any changes in performance.

Design the Intervention

1. Outline the CBL activities you will implement. Consider including: Guided conversations on relevant topics.
2. Determine the duration and frequency of the intervention (e.g., weekly sessions for a semester).

Implement the Treatment

1. Conduct the pre-test with participants to establish baseline speaking skills.
2. Implement the conversation-based learning activities over a set period, ensuring to follow the designed intervention plan.

Conduct the Post-test

1. Administer the post-test immediately after the CBL activities to measure changes in students' speaking skills.

Data Collection and Analysis

1. Collect data from both pre-test and post-test assessments.
2. Analyze the results using appropriate statistical methods (e.g., paired t-tests) to determine if there are significant differences between pre-test and post-test scores.

Interpret the Findings

1. Discuss the results in relation to your research questions or hypotheses.
2. Evaluate the effectiveness of CBL in improving students' speaking skills based on the data collected.

Report the Results

1. Prepare a comprehensive report detailing the research design, methodology, findings, and implications of the study.

By clearly identifying your independent, dependent, and control variables, you can design a robust research study that accurately assesses the

impact of conversation-based learning on students' speaking skills (Shabilla Maurarin Rizqi et al., 2024). If you need further help with any specific variables or details. The population for this research consisted of 28 students from Class 2 K, or second semester, at Royal University.

The researcher collected data through a combination of assessments and experimental teaching methods. Specifically, data was gathered using pre-tests, and post-tests to evaluate students' speaking skills, along with observations and feedback during the conversation-based learning activities implemented in the classroom (Adam, 2020).

Pre test

pre-test is an essential step in your research, as it helps establish a baseline for measuring the impact of the intervention. Here's a step-by-step guide on how to effectively administer a pre-test for assessing students' speaking skills:

Speaking Skills Assessment is to measure students' baseline speaking skills, focusing on fluency, vocabulary, pronunciation, and comprehension.

Part 1: Personal Introduction (2-3 minutes)

Instructions:

Please introduce yourself, including your name, hobbies, and reasons for studying English.

Assessment Criteria:

Fluency: Ability to speak smoothly with minimal hesitation.

Vocabulary: Range and appropriateness of words used.

Pronunciation: Clarity and accuracy of sounds and intonation.

Part 2: Picture Description (3 minutes)

Instructions:

You will be shown a picture. Please describe what you see and provide as many details as possible.

Assessment Criteria:

Ability to describe objects, actions, and relationships in the picture.

Use of relevant vocabulary and grammar structures.

Coherence and organization of ideas.

Part 3: Role Play (5 minutes)

Instructions:

You and your partner will role-play a situation. One of you will be a customer at a restaurant, and the other will be a waiter. Make sure to order, ask for recommendations, and respond politely to each other.

Assessment Criteria:

Interaction: Turn-taking and response relevance.

Use of functional language (e.g., greetings, polite requests).

Handling unexpected questions smoothly.

Part 4: Question-and-Answer Session (3-5 minutes)

Instructions:

Researcher will ask you some questions about familiar topics such as your daily routine, favorite movie, or future goals. Please try to answer in complete sentences.

Assessment Criteria:

Listening comprehension: How well students understand the questions.

Use of complex sentences (beyond yes/no answers).

Grammar and syntax accuracy.

Table 1. Scoring Rubric (pre test)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Fluency	Smooth, natural	Minor pauses	Frequent pauses	Struggles to speak
Vocab	Wide range	Sufficient	Limited	Very limited
Pronunciation	Accurate sounds	Minor errors	Understandable with effort	Hard to understand
Comprehension	Full understanding	Mostly clear	Some misunderstandings	Significant difficulty

Post test

Post-Test is to measure improvements in speaking performance after students have undergone conversation-based learning.

Part 1: Personal Introduction (2-3 minutes)

Instructions:

Please reintroduce yourself, including your name, hobbies, and experiences during this semester. If possible, share what you've learned in your English classes.

Assessment Criteria:

Fluency: Reduced pauses and hesitations compared to the pre-test.

Vocabulary: Use of new words, phrases, or expressions learned during the program.

Pronunciation: Improvement in accuracy and natural stress patterns.

Part 2: Picture Description (3 minutes)

Instructions:

Describe this new picture with as much detail as possible. Try to add your opinions or insights."

Assessment Criteria:

Ability to structure longer and more descriptive sentences.

Usage of advanced vocabulary (learned from conversation activities).

Improvement in organization and flow of ideas.

Part 3: Role Play (5 minutes)

Instructions:

In pairs, you will role-play a situation again. This time, one of you will be a traveler asking for directions, and the other will be a local providing help. Try to keep the conversation flowing naturally."

Assessment Criteria:

Interaction: More confident responses, appropriate use of follow-up questions.

Functional Language: Improved use of conversational strategies (clarifying, confirming, etc.).

Managing conversations with fewer breakdowns.

Part 4: Question-and-Answer Session (3-5 minutes)

Instructions:

researcher will ask some questions about new topics, such as recent events or future goals. Please respond in detail and try to express your ideas clearly.

Assessment Criteria:

Better comprehension of questions and ability to respond without long pauses.

Use of more complex grammar structures and varied sentence patterns.

Demonstration of confidence in expressing opinions.

Table 2. Scoring Rubric (post test)

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Fluency	Smooth, natural speech	Minor hesitations	noticeable pauses	Struggles with flow
Vocabulary	Rich and varied	Sufficient for context	Limited use of new words	Repetitive
Pronunciation	Clear, accurate sounds	Minor errors	Understandable with effort	Hard to follow
Comprehension	Full understanding	Mostly accurate	Some misunderstandings	Significant confusion

The formula to calculate a student's score is:

$$\text{Score} = \frac{\text{SS}}{\text{MS}} \times 100$$

In which:

SS (Students' Score): The total score achieved by the student across all aspects (e.g., Fluency, Comprehension).

MS (Maximal Score): The maximum possible score. (Winna & Sabarun, 2023)

RESULTS AND DISCUSSION

The pre-test results reflect the students' speaking skills prior to being taught using guided conversations. The researcher conducted the speaking test to assess the students' initial abilities. Three key criteria were used to evaluate their performance during the individual speaking test: Accuracy, Fluency, and Comprehension. The data for the pre-test scores can be seen in the table below:

No	Name of students	Score		
		Accuracy	Fluently	Comprehension
1	AN	2	1	1
2	AA	1	2	1
3	AJ	3	3	3
4	DM	2	1	1
5	DN	1	2	2
6	DA	1	1	1
7	DR	1	2	2
8	ER	2	1	1
9	FA	1	2	2
10	FK	1	1	1
11	FK	1	1	2
12	HM	2	2	1
13	HZ	3	3	3
14	IC	1	1	1
15	IN	2	2	2
16	MU	3	3	3
17	NA	2	1	2
18	NC	3	3	3
19	ND	2	2	1
20	NO	1	2	2
21	RA	1	1	2
22	RK	2	2	1
23	RM	1	2	2
24	RU	1	1	2
25	RZ	2	2	2
26	SI	1	2	1
27	SJ	2	1	2
28	SK	1	2	2
Total		55,00	49,00	49,00

Table 3 Pre-Test (Accuracy, Fluency, and Comprehension)

Out of 28 students in class SI 2K, 13 students scored one in Accuracy, 11 students scored two, and 4 students scored

three. In Fluency, none of the students scored four or five. The remaining students received scores between one and three: 11 students scored one, 13 students scored two, and 4 students scored three. In Comprehension, none of the students scored four or five. Eleven students scored one, 13 scored two, and four scored three.

Based on the data, it can be concluded that the students' speaking ability fell short of expectations. Some students still received a score of one in both Fluency and Comprehension, and only a few managed to approach the highest possible scores of four.

The post-test is the final assessment used to measure students' speaking skills and evaluate their improvement after practicing guided conversations in class. The researcher administered the post-test to determine the impact of guided conversations on their speaking abilities. The post-test scores are presented in the table below.

No	Name of students	Score		
		Accuracy	Fluently	Comprehension
1	AN	2	3	3
2	AA	3	3	3
3	AJ	4	4	4
4	DM	3	3	3
5	DN	1	1	2
6	DA	3	3	3
7	DR	4	3	3
8	ER	4	3	3
9	FA	4	3	3
10	FK	3	3	3
11	FK	3	3	3
12	HM	3	3	3
13	HZ	3	3	3
14	IC	3	4	4
15	IN	3	4	4
16	MU	3	3	3
17	NA	4	4	4
18	NC	4	3	3
19	ND	3	3	3
20	NO	3	3	3
21	RA	3	3	3
22	RK	2	3	3

23	RM	3	3	3
24	RU	3	3	3
25	RZ	3	2	2
26	SI	3	3	3
27	SJ	3	4	4
28	SK	3	4	4
Total		86,00	87,00	88,00

Table 4 Post-Test (Accuracy, Fluency, and Comprehension)

The table above shows significant improvement in the students' speaking abilities. For a more detailed breakdown, the researcher analyzed the scores across the speaking sub-skills as follows:

In Accuracy, 1 student scored one, 2 students scored two, 19 students scored three, and 6 student scored four. The total accuracy score amounted to 86.00.

In fluently, 1 student scored one, 1 students scored two, 20 students scored three, and 6 student scored four. And The total fluently score amounted to 87.00.

In terms of comprehension, no students scored one, two students scored two, 20 students scored three, and six students scored four. The total comprehension score amounted to 88.00

CONCLULATION

The implementation of conversation-based learning for the SI 2 K class, or second semester, at Royal University in the 2023/2024 academic year demonstrated clear benefits across key language skills.

Accuracy: Students achieved moderate to high levels of accuracy, with a total score of 86.00, indicating that regular conversational practice contributed to improved grammatical precision and sentence structure.

Fluency: The class also showed substantial progress in fluency, scoring a total of 87.00. This suggests that conversation-based learning helped students express themselves more fluidly and naturally during spoken interactions.

Comprehension: Comprehension emerged as the strongest area, with a total score of

88.00. This improvement reflects the effectiveness of conversational activities in enhancing students' understanding of spoken language and contextual cues.

In conclusion, conversation-based learning had a positive impact on students' overall speaking performance, proving effective in cultivating accuracy, fluency, and comprehension. This approach is recommended as a beneficial component of language instruction, supporting the development of practical speaking skills for second-semester students at Royal University.

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