**STUDY ON TEACHING SPEAKING SKILL TO THE FIRST GRADE STUDENTS OF ESCOLA SECUNDARIO TECNICO VOCASIONAL (ESTV) KALOHEDA UATOLARI VIQUEQUE IN THE SCHOOL YEAR 2024**

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| INFO ARTICLE | ABSTRACT |
|---|---|
| **Accepted** <br> Accepted <br> Accepted in the form of revisions <br> Accepted in the form of revisions <br><br> **Keywords**: <br> Teaching English speaking skill by hearth | The objective of this research was found out the students could improve in learning English speaking skill through the conversation to take out the point of the students and also to find out the levels of student's achievement. The methods used this study were descriptive quantitative methods. The sample of this study was 20 students of the first-grade students of Escola Secundario Tecnico Vocasional (ESTVE) Kaloheda Uatolari, Viqueque in the school year 2024. The instrument used in this study was by describing, discussing, conversation and interview questions to help the students in learning process of this study the researcher used photographs while implementing the research. The population of this study was the first-grade students of the researched school in the school year 2024. The test were divided into two types such as: The first is Pre-test, treatment and The second is Post-test. The result shows that 20 students from the first-grade students of Escola Secundario Tecnico Vocasional (ESTV) Kaloheda Uatolari, Viqueque in the school year 202 and 20 test items in question and answers. The result of the test was two types: First experimental class and second control class. The experimental class in the pre-test was 65% and the post-test were 88,5% while the classes divide in three parts: High, average and low levels for the pre-test and post-test with 20% in pre-test in low levels but in the post-test the most students got the high levels. In pre-test students in low levels but in the post-test the most students have gotten high levels. The students learning in pre-test classified Good. From this Thesis, the writer would like to inform to all the teachers in ESTV Uatolari that the teachers in there can use innovative method to teach speaking skill through the conversation. |

## INTRODUCTION

English was one of the languages in the world and English became one of the international languages in the world. In this modern era most people in the worldwide used English language for communication to other people especially with foreigner who can speak their mother tongue. Some people could master English from English course in their school. People also could learn by autodidact reading some books (English books) then practice it with friend who also learning English or listening songs in English. Timor-Leste as one of the countries that has included English in its Education curriculum which was studied from elementary school to university. The Timor-Leste government considered English to be very important for society in the international area. English played an important role in our life as it helps in communication. It is the main language to learn in any subject around the world. English was important for students because it broadened their horizons, develop emotional skills, and improve quality of life by providing job opportunities for example, in business, if someone was planned to enter the global workforce, learning English would be beneficial. It can also open more future opportunities on career paths in the world's top music, books, films published and produced in English.

There are four language skills that must be mastered when someone wanted to learn English, such as speaking, listening, reading, and writing. The four skills are always used when someone wants to learn English. Each language skill has a very close relationship with each other. Acquisition of English skills was usually carried out sequentially, firstly by learning to listen, secondly to speak, thirdly to read, and fourthly to write. It is not easy when someone wanted to learn these four skills, each skill has its own difficulties. This time the researcher chooses one skill to be discussed is speaking skill. Speaking skill is defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand. One of the four language skills that must be learned by the students is speaking. Speaking helps the students to communicate in the target language. In doing workshops and designing materials teachers, use an expanded three-part version such as: talk as interaction; talk as transaction; talk as performance.

Learning speaking skill to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with". From the above opinion, it can be concluded that many teachers think that helping students in learning foreign languages is not easy. Teaching speaking skills not only helps students pass an exam but also helps them in general when they want to used English in the outside world. Speaking is one of the skills that are important in language learning. Because considered that speaking includes linguistic and non-linguistic elements, such as, Vocabulary, Intonation, Articulation formal and Informal expression, and gesture this why becomes difficult for learners to master it. However, many students face several problems in learning it. One of the common problems faced by the students in speaking is lack of vocabulary.

The problem found in speaking skill by the learners, first they may know some words to express and to convey some information, but they are afraid of making mistake in pronunciation or structure or they feel shy to their friends when they make mistakes. Second, they may know structure, but they have limited vocabulary. The last is that the teacher dominates the teaching activities by using Indonesian so it cannot develop students' in speaking skills.

From the problems cited above, the English teachers need to find an alternative technique in teaching English speaking that may help the students so that their problems can be overcome, and their speaking ability can be improved. As we know that technique has a role in improving students' English-speaking ability. There is some expert explained about it, as stated by Cambridge English (2017) technique is a specific strategy or procedure commonly applied to achieve some purposes and has a consistent characteristic with a method and an approach chosen. There are some techniques in teaching English speaking such as asking and answering, describing and drawing, discussing, guessing, remembering, miming, ordering, and completing a questionnaire form and roleplaying. All the techniques mentioned above may have some advantages and disadvantages in teaching speaking, especially for those learning English as a foreign language. Another technique that can build positive mental or confidence of students to do exercise (practice/ dialogue) is called 3p technique. This technique consists of three stages as follow: preparation, presentation and production. It has been applied by previous researcher applied this technique through three stages by focussing on the students' activity. It applied for the first-grade students of Escola Secundario Tecnico Vocasional (ESTV) Kaloheda Uatolari. The result shows that there is an improvement of the students' speaking ability.

This study aimed to improve the speaking skills of students on the first-grade students of Escola Secundario Tecnico Vocasional (ESTV) Kaloheda Uatolari the problem in this study was that the students on speaking skill competence is not good. This problem was discovered by the researcher when the researcher made observations of the class being taught during the teaching assistance training at the school. Teacher needs to choose the most effective or efficient technique in speaking class. There are many learning media that can be used by English teachers in teaching speaking

## RESEARCH METHODOLOGY
### Research Design

This research is a type of pre-experimental research. In doing this research, the writer uses quantitative and qualitative method. Pre-experimental research is used which requires the careful collection, analysis, and interpretation of quantitative and qualitative data. In this research, one group pre-test and post-test design is used to collect data. Evelyn (2001) proposes the procedure in pre- experiment on one group pre-test and post-test design as: Participant selection, Pre-test, Treatment, and Post-test

### Action Research

A German social and experimental psychologist kurt Levin, is generally considered as he father of action research introduce by Levin, in this study the writer would like to focus on the use classroom action research

**Classroom action:** research was a classroom base of the researcher. Mcniff (2000) states that the research when apply to classroom research is an approach to improve education through change, by encouraging teachers to be aware of our practices to be critical of those practices, and to be prepare and change it generally action research is cyclic. In the classroom action research, it has two cycles. They were cycle one and cycle two. Each cycle was covering the four components of plan, action, observed and reflected. This methodology was use by the writer to find out the effectives of conversation in teaching speaking skill

**1. Planning**

Plan the action for the students specifically speaking skill, arrange a lesson plan Prepare the materials, Prepare the check list

2. **Action:** it was the implementation phase of the classroom action research. In this point, before teaching process take place, pre-test is done forward. The next step was learning speaking through the conversation to each other were done to identifying students 'problem post-test

3. **Observation:** observation was one of the collect pieces of information of the students' attitudes in learning process. The researcher observes those students base on the items prepare in the observation sheets.

4. **Reflection:** it was done as all activities complete; in this phase the researcher evaluates the students' progress during teaching learning process. It was fundamental because should provide the feedback for the researcher to make his planning for the next cycle.

**Source and Procedure**

There are two main sources use in source are explaining deeply as follows:

**Library Research**

The library research was the first step that the writer should do before going to field. In this library research the writer found some references relate to the writer's topic. The references will take from books, Articles, Journals, Internet and some other sources that connect with the writer topic. In other to find some information on the subject matter, the writer conducted in library research. In library research, the writer took some relevant sources to support researcher.

**Field Research**

The writer conducted field research at field to obtain accurate data and information from Escola Secundario Tecnico Vocasional (ESTV) Kaloheda Uatolari, Viqueque in the school year 2024

**Subject of Study**

This research is conducted of Escola Sencundario Tecnico Vocasional (ESTV) Kaloheda it is in Uatolari, the subject of this study specially for the first grade students in school year 2024.The writer chose one class as the sample of this research is consist of the 20 students, Their English speaking skills are more passive than the other class. The writer has chosen the class because the class is assumption that students of English-speaking skills are more passive than the other classes.

**The Population of the Study**

The population of the study was the first grade students of Escola Secundario Tecnico Vocasional (ESTV) Kaloheda, Uatolari Viqueque in the school year 2024

**Sample**

In this research, the researcher selected 20 students of the first grade students of Escola Secundario Tecnico Vocasional (ESTV) Kaloheda, Uatolari Viqueque in the school year 2024 as the sample of this study.

**Instrument use in the Research**

Instruments as the facilities that use to support the process of collecting and analysing the data. The researcher use questioner two techniques that the researcher use such as: pre-test and post-test of this study, the researcher will use three types of the test items such as:

**Discussing**

In this section the researcher give the question to the students to discuss together in the classroom. It's covered (5) Numbers The time of the test is ten (10) minutes

## 1. Conversation

The English conversation, the students need to conversation to each other in the classroom two by two, its covered (10) numbers the time of the conversation is ten (10) minutes.

## 2. Interview Questions

Interview questions test it was a type of test for the questions, the researcher will recommend in the test items, this test to the students would be answer the questions from teacher, it's covered (5) numbers and the time of the interview questions should be (30) minutes. In this study the writer uses this type of test to measure the ability of students in order to find out the level of students understanding.

## The Method of Data Collection

The method uses in this research, the writer will use quantitative method. Quantitative method is statistical method that focuses on numerical measurements and amounts of the characteristics display by people and events (Thomas,2003)

## Technique of Data Collection

The writer conducted this study with the experimental class and control class research design. The objective of research was to find out the students ability or the level of mastering and effectiveness learning speaking English skill.

## Pre-Test

Pre-test was the test administer when the students who have knowledge on the course topic without any knowledge. Therefore. The writer should immediately provide examination to the students without any explanation or any learning process.

## Treatment

After conducting the pre-test the researcher implement the treatment so that the researcher explain more detail to the students with learning speaking skill

## Post-Test

Post-test was the test that the researcher conducts after the treatment moreover the purpose of the post-test to identify the improvement of the students learning speaking skill.

## Documenting

Other way to gather the data was documenting through the camera to take the picture, make the video, and recording, that collect from mobile phone in other to help researcher and easy to get main data of this study.

## The Techniques of Data Analysis

The writer analysed the data by using some procedures. The data of this study would be analysed by using quantitative methods. The quantitative method would be used to analyse the score of the data. The procedure of analysing the data is show as bellow.

1. Giving the test questions to the students
2. Collecting the sheets
3. Count the correct answer from interview questions.
4. Analysing answers the questions from students
5. Tabulating data
6. Classifying the level of students 'master
7. The writer computed the percentage (%) of each type of the test items and presenting based on their categories.

To count the percentage of the students', result the writer use the product moment Formula'' (Dajan, p.25), to count the percentage of students answer, Correct, Wrong, and No answer use the Formula Bellow.

$$I= \frac{NT-NR}{K}$$

Notes:

I= Interval Class

NT= the highest score

NR= the lowest score

K= Criterion

1. Identifying the number of students who get high mark level and their percentage
2. Identifying the number of students who get average mark level and their percentage
3. Identifying the number of students who get low mark level and their percentage

**Technique of Data Presentation**

Technique of data presentation classifying into two ways for presentation students result. The result will present into some tables such as: table discussing question, Conversation, Interview question, Combination table and table for students' level. And then will explain into common word.

**The Time use for Conducting the Test**

The researcher provided 60 minutes to acquire the data to the students who do the test giving. The sheets test items were collected, by numbers and scores. The time for carrying out the research as a table below.

| No | Test | Type of items | Time consuming |
|----|------|---------------|----------------|
| 1. | Pre-test | Discussing (5) | |
| | | Conversation (10) | 60 Minutes |
| 2. | Post-test | Interview question (5) | |
| **Total** | | **20  tems** | |

**ANALYSIS AND DISCUSSING OF FINDING**

In this section The researcher want to discuss and presented the result of the students test items of tabulation and description these finding are taken from students result of pre-test and post-test  with the purpose of the test were using to show the students ability to improving learning English speaking skill through the conversation to the first grade students of Escola Secundario Tecnico Vocasional (ESTV) Kaloheda uatolari, Viqueque in the school year 2024 and also to find out of the students ability and level to improving learning speaking skill through the conversation

**Place and Time of the Research**

This research was conducted of escola secundario tecnico vocasional (ESTV) Kaloheda uatolari viqueque in the school year 2024 the research was designed particularly for the students of the first grade with the total number 40 from two classes; Researcher only selected 20 students out of the 40 students of the first grade as the sample of this research.

**Analysis of Finding**

The writer conducted the test to the students and how to know their ability of the speaking skill through the conversation these are two important points to analysing and discussing the finding the field research was undertaken of escola Secundario Tecnico Vocasional (ESTV) Kaloheda Uatolari Viqueque in the school 2024. And students were

providing with these types of the test items to do In addition this study was actually intended to find out the students ability and their level in improving learning English speaking skill through the conversation the result of the test were presenting into table as follow. This table show the result of the student's pre-test and pos-test experimental class.

**a. Experimental Class**

**Table 1. Pre-Test and Post-Test score of Experimental Class**

| NO | Score of Pre-Test | Score of Post-Test |
|----|-------------------|--------------------|
| 1. | 45 | 100 |
| 2. | 75 | 80 |
| 3. | 45 | 70 |
| 4. | 60 | 100 |
| 5. | 80 | 85 |
| 6. | 65 | 100 |
| 7. | 80 | 85 |
| 8. | 45 | 100 |
| 9. | 75 | 95 |
| 10. | 45 | 90 |
| 11. | 80 | 85 |
| 12. | 60 | 70 |
| 13. | 80 | 85 |
| 14. | 45 | 100 |
| 15. | 75 | 95 |
| 16. | 65 | 80 |
| 17. | 80 | 85 |
| 18. | 70 | 85 |
| 19. | 60 | 85 |
| 20. | 70 | 90 |
| Total | 65 | 88.5 |

While the classes are divided into three classes: High, Average, and low class for pre-test and post-test

$$\frac{80-45}{2} = \frac{35}{2} = 17.5$$

**Table 2. The unvaried frequency distribution for pre-test**

| Interval | Categories | Frequency | Percentage |
|----------|-----------|-----------|-----------|
| 80-90 | High | 8 | 40% |
| 60-70 | Average | 8 | 40% |
| 40-50 | Low | 4 | 20% |
| Total | | 20 | 100% |

Source: The data Calculation of the Result

Based on the table above, the writer concludes that the students in pre-test were:
1. The are 8 students who got the high score of (40%)
2. There are 8 students who got the average score of (40%)
3. The are 4 students who got the low score of (20%)

Its mean that the students who got high score and average score are more than the students Low Scores.

In overall, the writes know the unvaried frequency distribution for pre-test the writer tries to find out the unvaried frequency Distribution for post-test and the writer uses the same formula:

$$I = \frac{NT - NR}{K}$$

Notes:
I= Interval Class
NT= the highest score
NR= the lowest score
K= Criterion
While the classes are divided into three classes High, Average, and low class so interval was

$$\frac{100 - 70}{2} = \frac{30}{2} = 15$$

**Treatment (action)**

In process of the treatment, the researcher prepared material and lesson plan to teach the students in the class after pre-test, the first the researcher stated in lead or showed the picture of the conversation to the students, and the second the researcher ask the students about What is the meaning of the Conversation the students gave the meaning of Conversation, and the researcher explained more about the meaning of the conversation and provide some examples about the conversation, after that the researcher gave time to students to ask the question, and in the classroom ask the students, Do you understand about Conversation? If students understand all about conversation Let's do the exercise, the researcher asked the students to sit together every group to discussing together about an English conversation its take 20 minutes to discussed, after that researcher ask to students which group want to come to in front to practice the English conversation in front its take 5 minutes every group, after the researcher ask the students have you finished? Please stand up in front to conversation two by two in front, after the researcher ask to students have any question please ask, and if No question, the researcher ask to students, what subject that you have learnt today? The students said today we have learnt about English conversation its end of the class.

**Table 3. The unvaried frequency distribution to post-test**

| Interval | Categories | Frequency | Percentage |
|----------|-----------|-----------|------------|
| 90-100 | High | 16 | 80% |
| 70-80 | Average | 4 | 20% |
| 50-60 | Low | 0 | 0% |
| Total | | 20 | 100% |

Source: the data calculation: Based on the table above, the writers conclude that the students test in post- test was:
1. There are 16 students who got high scores of (80%)
2. There are 4 students who got the average scores of (20%)
3. There are 0 students who got the low scores of (0%)

From the table 3 the highest and the lowest scores of pre-test and post-test are:

**Table 4. Unvaried frequency distribution of experimental class.**

| Pre-test | Post –test | | | Table |
|---|---|---|---|---|
| | 50-60<br>Low | 70-80<br>Average | 90-100<br>High | %  |
| 80-90 | | | | 8 (40%) |
| 60-70 | | | | 8 (40%) |
| 40-50 | | | | 4 (20%) |
| Total | 0<br>(0%) | 4<br>(20%) | 16<br>(80%) | 20<br>(100%) |

Source: The Data Calculation; According to the table the writer come to explain as follow
1. There are 8 students who got high scores in pre-test of (40%)
2. There are 16 students who got high scores in post-test of (80%)
3. There are 8 students who got average scores in pre-test (40%)
4. There are 4 students who got average scores in post-test (20%)
5. There are 4 students who got low scores in pre-test (20%)
6. There are 0 students who got low scores in post-test (0%)

Moreover, the following table and chart described the frequency distribution score and the percentage of frequency from the result of the students pre-test and post-test scores in experimental class.

**Table 5. Frequency distribution of pre-test score in experimental class.**

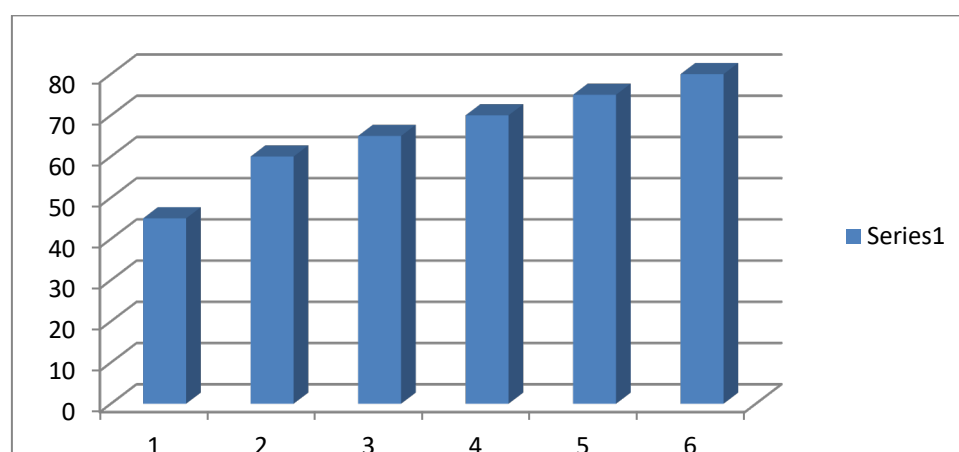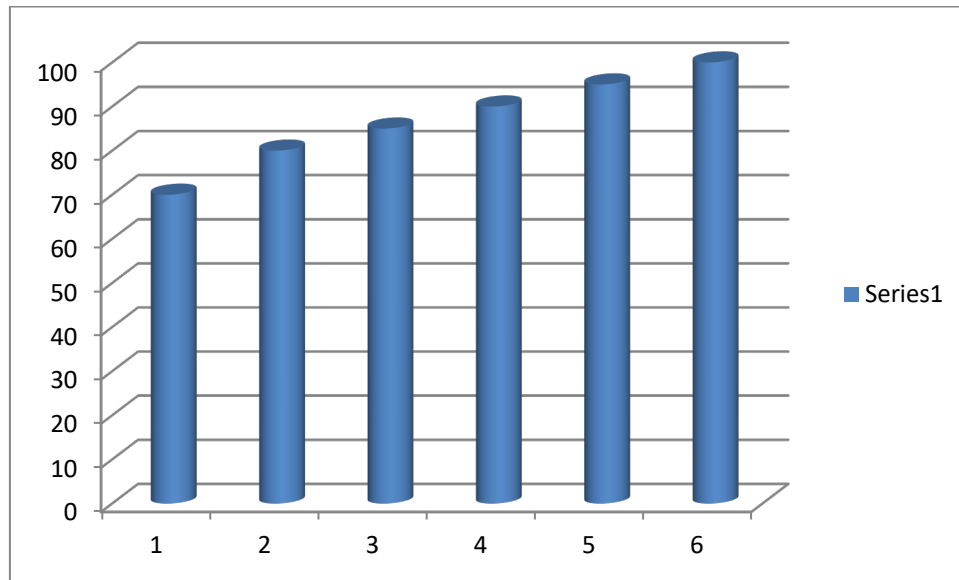| Score | Frequency | % | Valid | Cumulative |
|---|---|---|---|---|
| 45 | 5 | 25 | 25 | 25 |
| 60 | 3 | 15 | 15 | 40 |
| 65 | 2 | 10 | 10 | 50 |
| 70 | 2 | 10 | 10 | 60 |
| 75 | 3 | 15 | 15 | 75 |
| 80 | 5 | 25 | 25 | 100 |
| Total | 20 | 100% | 100% | |



**Figure 1. Experimental class pre-test**

**Table 6. Frequency distribution of post-test score in experimental class**

| Score | Frequency | % | Valid | Cumulative |
|---|---|---|---|---|
| 70 | 2 | 10% | 10 | 10 |

| | | | | |
|---|---|---|---|---|
| 80 | 2 | 10% | 10 | 20 |
| 85 | 8 | 40% | 40 | 60 |
| 90 | 2 | 10% | 10 | 70 |
| 95 | 2 | 10% | 10 | 80 |
| 100 | 4 | 20% | 20 | 100 |
| **Total** | **20** | **100%** | **100** | |



Experimental class post-test
Diagram of frequency distribution of post test score in experimental class
b. Control class

**Table 7. Pre-test and post-test score of control class**

| No | Pre-Test | Post-Test |
|---|---|---|
| 1. | 70 | 75 |
| 2. | 65 | 70 |
| 3. | 50 | 90 |
| 4. | 65 | 90 |
| 5. | 40 | 90 |
| 6. | 70 | 70 |
| 7. | 70 | 100 |
| 8. | 40 | 70 |
| 9. | 40 | 100 |
| 10. | 70 | 80 |
| 11. | 50 | 80 |
| 12. | 70 | 85 |
| 13. | 50 | 85 |
| 14. | 70 | 100 |
| 15. | 80 | 70 |
| 16. | 45 | 100 |
| 17. | 85 | 75 |
| 18. | 45 | 80 |
| 19. | 85 | 100 |
| 20. | 85 | 75 |

| | | |
|---|---|---|
| Total | 62.25 | 84.25 |

The classes are divided into three classes High, Average and low class for pre-test and post-test

$$\frac{85-40}{2} = \frac{45}{2} = 22.5$$

**Table 8. The unvaried frequency distribution for Pre-Test**

| Interval | Categories | Frequency | Percentages |
|---|---|---|---|
| 70-85 | High | 10 | 50% |
| 50-65 | Average | 5 | 25% |
| 40-45 | Low | 5 | 25% |
| **Total** | | **20** | **100%** |

Source the Data Calculation Result
1. There are 10 students who got high score of (50%)
2. There are 5 students who got average score of (25%)
3. There are 5 students who got average score of (25%)

Its mean that the students who got high score are more than the students who got average and low score in over all the writer know the unvaried frequency distribution for pre-test the writer tries to find out the unvaried frequency distribution for post-test and the writer use the same formula:

$$I = \frac{NT-NR}{K}$$

Notes:
I=Interval class
NT= The high score
NR= The lowest score
K=Criterion
While the classes are divided into three classes; High, Average, and Low, so interval was:
$$\frac{100-70}{2} = \frac{30}{2} = 15$$

**Table 9. The unvaried frequency distribution to the students test in post-test**

| Interval | Categories | Frequency | Percentages |
|---|---|---|---|
| 85-100 | High | 10 | 50% |
| 75-80 | Average | 6 | 30% |
| 60-70 | Low | 4 | 20% |
| **Total** | | **20** | **100%** |

Source: The Data Calculation
Based on the table above the writer concludes that, the students test in post-test was:
1. There are 10 students who got high score of (50%)
2. There are 6 students who got average score of (30%)
3. There are 4 students who got low score of (20%)

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From the table above, the highest and the lowest scores of the students in the Pre-Test and Post-Test

**Table 10. Unvaried frequency distribution of control class**

| Pre-Test | Post-Test | | | Table |
|---|---|---|---|---|
| | 60-70 (low) | 75-80 (Average) | 85-100 (High) | % |
| 70-85 | | | | 10(50%) |
| 50-65 | | | | 5(25%) |
| 40-45 | | | | 5(25%) |
| Total | 4 (20%) | 6 (30%) | 10 (50%) | 20 (100%) |

Source: The Data Calculation
1. There are 10 students who got a high score in pre-test of (40%)
2. There are 10 students who got high score in post-test of (65%)
3. There are 5 students who got average score in pre-test of (25%)
4. There are 6 students who got average score in post-test of (35%)
5. There are 5 students who got low score in pre-test of (35%)
6. There are 4 students who got low score in post-test of (20%)

Moreover, the following table and chart described the frequency distribution score and percentages of frequency from the result of the student's pre-test and post-test Control Class

**Table 11. Frequency distribution of the pre-test score in control class**

| Score | Frequency | % | Valid | Cumulative |
|---|---|---|---|---|
| 40 | 3 | 15% | 15 | 15 |
| 45 | 2 | 10% | 10 | 25 |
| 50 | 3 | 15% | 15 | 40 |
| 65 | 2 | 10% | 10 | 50 |
| 70 | 6 | 30% | 30 | 80 |
| 85 | 4 | 20% | 20 | 100 |
| **Total** | **20** | **100%** | **100** | |
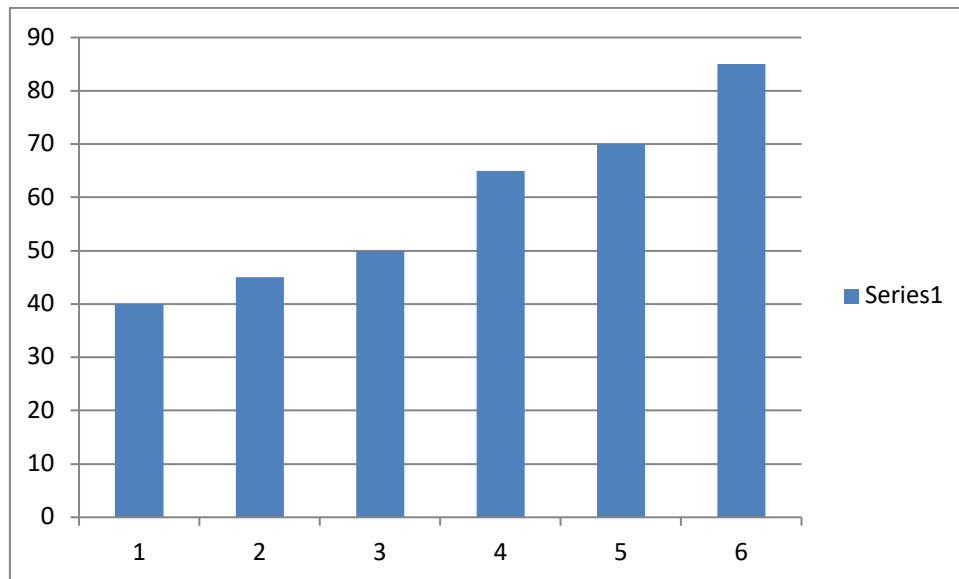
Control class Pre-Test
Diagram frequency distribution of pre-test score in control class.

**Table 12. Frequency distribution of post test score in control class**

| Score | Frequency | % | Valid | Cumulative |
|---|---|---|---|---|
| 70 | 4 | 20 | 20 | 20 |
| 75 | 3 | 15 | 15 | 35 |
| 80 | 3 | 15 | 15 | 50 |
| 85 | 2 | 10 | 10 | 60 |
| 90 | 3 | 15 | 15 | 75 |
| 100 | 5 | 25 | 25 | 100 |
| **Total** | **20%** | **100%** | **100%** | |
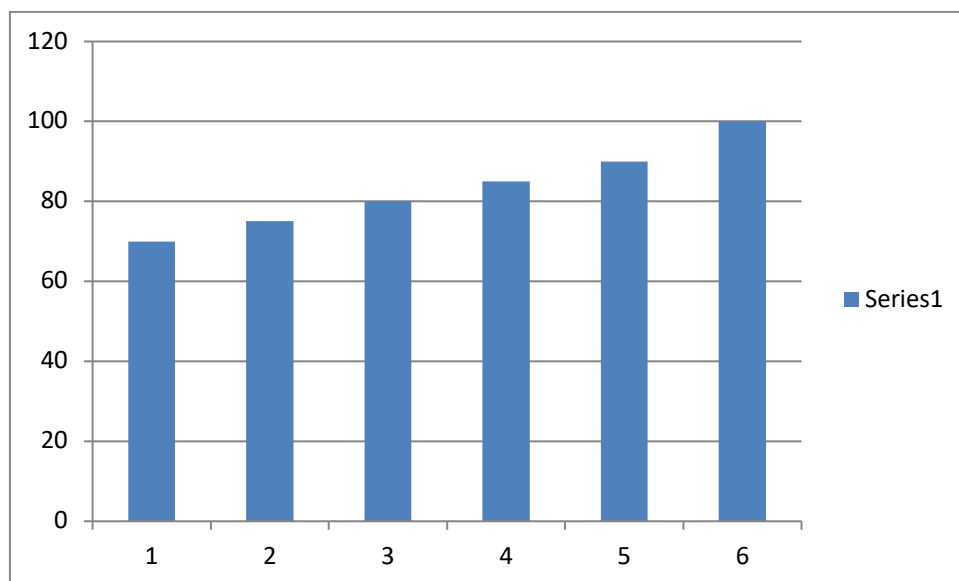


Control class post-test
Diagram of frequency distribution of post-test score in control class
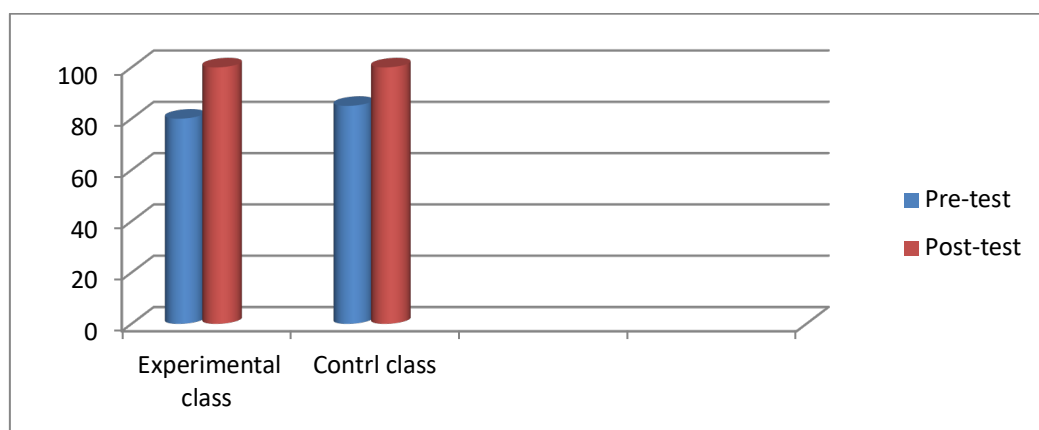
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**Diagram of the average of pre-test and post-test between experimental class and Control Class.**

The outcome of the observation displayed that in the first cycle of pre-test section, most of them were categorized into the average level. It means that they needed more attention from teacher, because their abilities about speaking skill is a little, they needed to improve more about speaking skill, moreover the mistake that have done by students in the first cycle they have confused how to answer the question property. A number of mistakes that the students did in pre-test for example, They don't know how to speak English and they don't know how to conversation in English, in addition, the treatment section the researcher used conversation group, discussing group and interview question as an new method to teach English speaking skill, this method was successfully implemented because all the students were enthusiastic in learning speaking skill. because of student's achievement of learning speaking skill trough English Conversation, In the second cycle (post-test) was effective and efficient, Finally the students did better conversation in English.

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