

Encourage the Students to Speak English through Mixed Conversation Techniques in Semester 2 Tourism Department Manado State Polytechnic

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Abstract: *Mastery of grammar, vocabulary and extensive conversational content is not enough to produce reliable English speaking skills. The courage factor is very necessary to support language skills and mastery of conversational material in speaking English. Courage is a psychological aspect that varies in level for each individual. Some people have a high level of courage, some people have moderate courage and some have less courage. This lack of courage factor often becomes a barrier in learning to speak a foreign language. The aim of this research is to find out whether mixed conversation techniques can encourage to speak English, and how mixed conversation techniques can encourage to speak English. The method used in this research is a qualitative descriptive method where data is collected and analyzed by means of observation, interviews and literature study. The research stage that was carried out is the Pretest (interview, conversation or presentation) for all participants. Then the class was divided into 2 equal parts (11 people each) randomly; experimental group and control group. Next, treatment was carried out for both groups. The experimental group used mixed (free) conversation, namely using English and Indonesian when discussing one topic and the control group used English in their conversations according to normal textbooks. The post test was carried out using the same type of test for both groups in the form of interviews, presentations and discussions on tourism themes. Data analysis was carried out to compare the results of the two groups. Conclusions were drawn after all treatments were carried out. The outputs targeted in this research are: Final research report according to the applicable format, national journal articles Kawanua Aksara and additional outputs are international journal articles (International Journal of Arts and Humanities Social Science)*

Keywords: *Courage, Speaking Skills, Mixed Conversation.*

I. Introduction

Mastery of grammar, vocabulary and broad conversational content is not enough to produce reliable English speaking skills. The courage factor is very necessary to support language skills and mastery of conversational material in speaking English. Courage is a psychological aspect that varies in level for each individual. Some people have a high level of courage, some people have moderate courage and some have less courage. This lack of courage factor often becomes a barrier in learning to speak a foreign language. Therefore, efforts are needed to encourage the courage to speak out, especially for those who lack or even no courage. Using mixed English and Indonesian conversations where students are allowed to mix Indonesian into English conversations when they don't know English. Improvements can be made directly when the conversation occurs, either between the trainer and the trainee or between fellow trainees with the trainer's guidance or afterward by reproducing the conversation with recording tools or conversation videos. Courage is an important element that encourages someone to act. So often an action is delayed or never even carried out because of a lack of courage. To understand the nature of courage, several expert opinions are expressed as follows: 1. According to Peterson and Seligman in Nurbaeti (2014), courage is an emotional strength that involves the desire to achieve personal goals even though there are internal and external obstacles to achieving them. 2. Frinaldi and Embi (<http://enprints.ums.ac.id>) state that courage is defined as the trait of being willing to take risks in making

decisions quickly and on time. A person's courage is not a trait he is born with, but this trait can be formed by creating a conducive atmosphere so that he feels comfortable and more confident. 3. Courage, according to Wikipedia, is the choice and will to resist suffering, injury, danger and uncertainty or intimidation. Physical courage is the courage to resist physical injury, hardship and even death, while moral courage is the ability to act correctly in the face of great resistance, shame, scandal, lack of courage or loss of personality. From the 3 definitions above, it can be concluded that Courage is an emotional strength that contains courage, choices and decisions to fight fear, shame, lack of confidence in doing something to achieve a goal. So courage is an important element in trying to realize a goal, plan or dream even though facing obstacles. Language Skills According to Tarigan (2013), language skills have 4 components, namely: 1. Listening skills, 2. Speaking skills, 3. Reading skills and 4. Writing skills. These 4 language skills are very closely related both in learning and using them. And a person's language skills are considered complete if the person concerned masters these 4 skills. In its application there are 2 types of language communication, namely spoken language and written language, each of which involves 2 language skills. Oral communication involves speaking skills and listening skills while written communication involves writing skills and reading skills. More specifically with regard to communication, Putri (2022) states that oral communication is a form of communication through the pronunciation of words in language use, for example conversation. Meanwhile, written communication is communication carried out through writing, for example letters. Kusumawati (2016) said that oral communication is a form of communication by saying words orally and directly to the person you are talking to. Usually this type of communication is carried out when the communicator is face to face with the communicant. However, it is not uncommon for verbal communication to be carried out remotely, for example via telephone or video call. Fadhillah and Fitriani (2019), define speaking as the process of transferring the contents of thoughts or feelings conveyed by speakers exchanging ideas who convey messages directly. From the 4 opinions above it can be concluded that: 1. There are 4 language skills, namely skills listening, speaking skills, reading skills and writing skills where the first two skills are used for oral communication and the last two skills for written communication. 2. Oral communication (speaking and listening) is used to convey the communicator's thoughts and feelings to the communicant directly, either in physical face-to-face or virtual face-to-face or simply via audio such as a telephone conversation. Factors that influence speaking ability (Factors that Affect speaking ability): In contrast to written communication which is not carried out directly between the communicator and the communicant so that there is time for preparation, oral communication requires thorough preparation when communicating either face to face or only by telephone. For this reason, it is necessary to recognize the factors that encourage speaking ability. According to Muamar et al (2019), speaking ability is influenced by internal factors and external factors as described below: A. Internal factors such as: 1. Motivation. A person's abilities and achievements are also determined by motivation, whether it is motivation from within (intrinsic motivation) or motivation from outside (extrinsic motivation). The ability to speak English is also determined by this motivation. 2. Interest Another important factor that influences English language skills is interest. The emergence of interest can be stimulated by various factors. According to Hakim and Lukmanul in (<https://jurnal.unimed.ac.id>), interest is basically special attention. Someone who is interested in a field will have high attention and this will be a strong incentive to be actively involved in teaching and learning activities. In line with that, Anonymous in an article entitled "Understanding interests and talents, examples and differences between the two" explains that interests can be developed. Meanwhile, Susanto in (<http://sholahuddin.edu> blogs.org) mentions factors that influence interest in learning, namely 1). motivation and aspirations, 2). family, 3). the role of the teacher, 4). facilities and infrastructure and 5). social friends. The development of speaking skills in English is greatly influenced by these interest factors. 3. Self-confidence (self-confidence) Self-confidence is the ability to convince ourselves of our abilities or the ability to develop positive judgments both for ourselves and the environment around us. There are several factors that can influence self-confidence. (Anonymous, 2022) 1. Physical condition: This factor is the most frequently encountered factor. Physical changes that do not match expectations can create a bad image of a person. 2. Life experiences: Bad life experiences can cause feelings of low self-esteem. If someone feels insecure, lacks attention or lacks affection, that person will not feel confident. 3. Family environment: Family and parenting are the most important things in character formation so that a person's self-confidence is formed. Parents who show concern, acceptance, love and affection as well as genuine emotional closeness to their children will inspire self-confidence in the child. B. External factors: A person's language ability is also influenced by external factors as described below: 1. Mother

tongue. Mother tongue also influences a student's foreign language ability. Because most students tend to speak in their mother tongue rather than the foreign language they are studying because they feel too comfortable using their mother tongue. They don't want the hassle of conveying something in a foreign language. 2. Environment: Another factor that influences the ability to speak a foreign language is the environment. The family environment, for example, greatly influences a child's ability to speak a foreign language. When English, for example, is often used in the family, intentionally or unintentionally, a child's language skills, especially speaking skills, are formed more quickly. Likewise, other environments such as schools, places of worship, sports clubs or arts clubs also accelerate the formation of English language habits if English is often used there. In connection with this, Purba (2013:15) states that the language environment is a situation in a certain area where a language grows, develops and is used by its speakers. The environment includes everything that can be heard, seen and influences the communication process. The English language environment at school can be a way for students to hone their English language skills to become more fluent. And an environment like this doesn't always exist but it can be created. Mixed conversation (mixed conversation). Worry about not being able to fully express a conversation in English is one of the main obstacles for someone speaking in English so that many people do not dare to communicate in English even though their knowledge is quite good. This fear is very detrimental to someone in developing English language skills. Megawati (2016) mentioned things that obstacles to speaking in English, namely pronunciation, vocabulary and language structure (grammar). These three things underlie students' fear of speaking English. Various efforts can certainly be made to improve learning outcomes, such as providing practice for pronunciation to produce good English pronunciation so as to increase students' self-confidence in speaking English, providing practice exercises or assignments to expand vocabulary which is a basic element in forming sentences and provide practice exercises or assignments in English structures. All of this will improve your English language skills in the long term. However, in the short term, this lack of courage can be overcome by using mixed conversation techniques where students, in conversation practice, discussions or English speeches, are allowed to mix Indonesian words, phrases or sentences. The goal is to make them dare to try even though they are not perfect. Meanwhile, repairs can be done in 2 ways. The first way is direct repair, namely repairs that are carried out immediately during training. The trainer directly helps provide the necessary English words, phrases or sentences and asks the participants to repeat them. The second way is to let the conversation continue without being interrupted but recorded and corrections given afterwards. And the text of the mixed talk is reproduced and printed as input for participants. Then the participants are asked to repeat the conversation to make improvements after the teacher or trainer provides corrective input.

II. Research Methods

Research Method: The research method used in this research is a qualitative method to achieve the goals that have been set to understand the phenomena experienced by the research subject, for example behavior, motivation, holistic actions by means of descriptions in word form (Moleong, 2004: 6 in A. Lumettu and T R. Runtuwene, 2018 : 5). Location and Research Object: The location of this research is the Tourism Department of the Manado State Polytechnic and the research objects are all Semester II students of the Tourism Department/academic year 2022/2023. Population and Sample: The population in this research is all Semester II students of the Tourism Department while the sample is 20 people for the experimental group and 11 people for the control group will be selected randomly. Nasution (2004) in A. Lumettu et al (2019: 7) stated that in qualitative research only sources that can provide information can be used as samples so that only participants who are ready to take part in this series of research will be used as samples. Data Source: Lofland and Lofland in A. Lumettu et al (2019: 7) state that the main data sources for qualitative research are actions, words, documents and other sources. So the data sources for this research were 20 Semester II students of the Tourism Department who took part in the research with activities and test results in the form of actions and words as well as documents and the administration of the Manado State Polytechnic Tourism Department. Research Instruments: The instruments in this research are: Interview using an interview guide, written and oral tests, observation, documentation. Data Analysis: The collected data was analyzed using descriptive qualitative methods. Research Stages: Pretest (interview or presentation) for all participants. The class was divided into 2 equal parts (10 people each) randomly; experimental group and control group. Treatment was carried out for both groups. The experimental group used a mixed conversation method and the control group used learning

using full English conversation. The post test was carried out using the same type of test for both groups (interview, presentation, multiple choice, tourism-themed essay). Data analysis was carried out to compare the results of the two groups. Drawing conclusions, and reporting research results.

III. Results And Discussions

Courage is a psychological aspect that varies in level for each individual. Some people have a high level of courage, some people have moderate courage and some have less courage. This lack of courage factor often becomes a barrier in learning to speak English. Before giving the lesson material, both groups were given a pre-test. The pre-test results for the two groups can be seen in table 1 below:

Table 1. Results Experimental Group and Control Group Pretests

No	Name	Experimental Group	Name	Control Group
1	A	65	K	65
2	B	70	J	75
3	C	70	I	70
4	D	40	H	70
5	E	70	G	45
6	F	70	F	65
7	G	80	E	75
8	H	75	D	75
9	I	70	C	70
10	J	70	B	65
11	K	81	A	80
	Total	761	Total	755

From table 1 above, it turns out that the mastery of English for the two groups is almost the same, because in each group there are those who achieved scores of 80 and 81, there are also those who achieved scores of 40 and 45. To prove whether the method that will be tried is successful or not, then for the class The learning experiment used mixed methods, while for the control group the learning was according to the textbook used. In this research, 10 learning topics were provided which are very useful for encouraging students' courage to speak in any situation. The ten topics are: 1. Self identification, 2.Describing Activities in Different Tenses, 3.Irregular Verbs, 4.More Practice on The Five Basic Tenses, 5.Identifying Singular and Plural Forms, 6.Pronouns, 7.Telling The Time, 8.Degrees Of Comparisons, 9.Passive Voice, 10.Cardinal and Ordinal Numbers. One way to improve your English language skills is to write words that are appropriate to the topic being discussed. The first lesson is to write a few things about their own identities such as Name: Full Name, Middle Name, Nickname, Family Name, then the conversation is expanded by asking the name of the choir group they follow, the name of the football group or badminton group of which they are members, or the name of the artist and actor they like and then expanded again with the name the types of food that are each other's favorites, and so on so that this learning becomes more widespread and includes the names of what is available in the classroom environment and on the Manado State Polytechnic campus.



Figure 1: Writing Self-Identification Before Practicing Question & Answer.

By holding questions and answers with friends chosen by yourself or determined by the teaching lecturer, conversations can be held in pairs or in small groups consisting of 3 or 4 people.

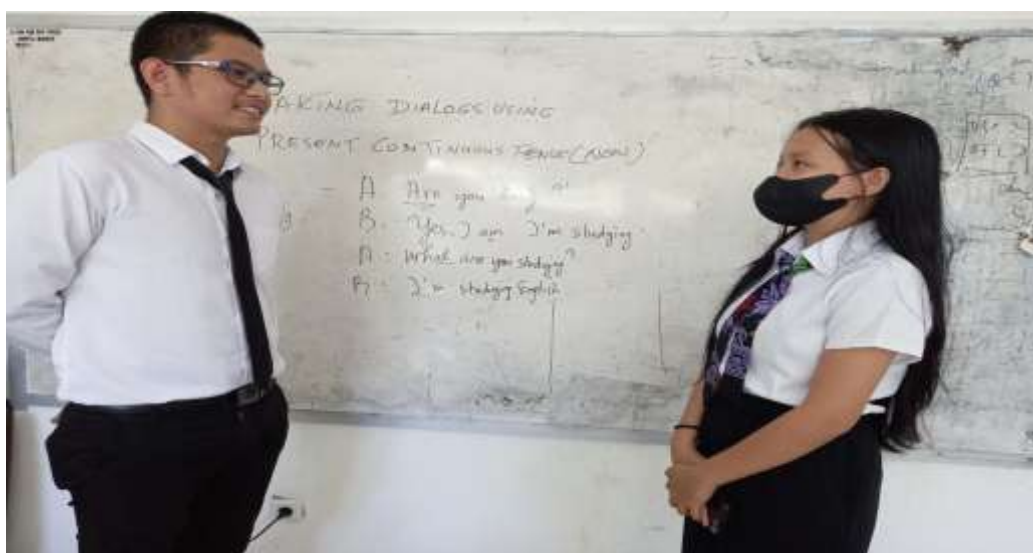


Figure 2. Mixed Speaking Practice Using Present Cont. Tenses

Thus, learning was carried out for the experimental group, while the control group was given standard learning according to the teaching materials used for all parallel classes. After all the material has been given, the test is held again for the two groups in the class. The post test results for the two groups can be seen in table 2 below:

Table 1. Experimental Group and Control Group Post-Test Results

No	Nama	Experimental Group	Nama	Control Group
1	A	83	K	70
2	B	81	J	80
3	C	83	I	75
4	D	80	H	80
5	E	85	G	60

6	F	90	F	75
7	G	91	E	80
8	H	90	D	80
9	I	80	C	75
10	J	80	B	65
11	K	95	A	85
Total		938	Total	825

From the post-test results for these two groups, it turns out that the experimental group obtained a higher score, namely 938 points, while the control group only achieved a score of 825 points, so there is a difference of 113 points compared to the control group. Meanwhile, for comparison, the average increase in scores for the experimental group reached 16.09 points, while the average increase for the control group was only 6.36 points. So there was a significant increase in mastery of English for the experimental group which also affected their courage to appear to speak in English. These results show that learning using mixed techniques can encourage the students to speak in second semester students majoring in tourism.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION :

Several factors needed to master a language are: grammatical skills, breadth of vocabulary and mastery of conversational content. Apart from these factors, courage is a supporting factor for English language skills. Perhaps we only have passive abilities because we are afraid of making mistakes, or are afraid that while speaking there will be vocabulary that we don't know. For this reason, efforts are needed to encourage the courage to speak English. The mixed conversation method is used if students have problems with English words or sentences. In its implementation, it turned out that this method was very interesting and made students brave and very enthusiastic in trying to speak English. Correction of errors in speaking (words or sentences) can be done while speaking or after finishing speaking.

SUGGESTION

Mixed conversation methods are recommended for use by students in all semesters to encourage the courage to speak English at the Manado State Polytechnic.

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