THE EFFECT OF GUIDED CONVERSATION TECHNIQUE TOWARDS SPEAKING PERFORMANCE ACROSS STUDENTS' MOTIVATION LEVEL AT PESANTREN NURUL HUDA BANGAI

Thesis

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ABSTRACT

Muhammad Arif Hasibuan, 20223013. THE EFFECT OF GUIDED CONVERSATION TECHNIQUE TOWARDS SPEAKING PERFORMANCE ACROSS STUDENTS' MOTIVATION LEVEL AT PESANTREN NURUL HUDA BANGAI, A Thesis, State Islamic University of Sjech M Djamil Djambek Bukittinggi, 2025.

This study was designed to investigate the effect of the Guided Conversation Technique (GCT) on the speaking performance of seventh-grade students at Pesantren Nurul Huda Bangai, specifically accounting for their varying levels of learning motivation. The preliminary research revealed a significant problem: students often displayed high levels of theoretical motivation but consistently failed to translate this internal drive into effective, demonstrable speaking proficiency, suggesting that conventional teaching methods were insufficient to bridge the gap between motivation and actual skill acquisition. Consequently, the research aimed to determine whether GCT could serve as the necessary pedagogical intervention to maximize speaking performance across student motivation in the English as a Foreign Language (EFL) classroom.

Employing a quantitative, quasi-experimental research design, this study utilized a two-group pre-test/post-test approach, involving an experimental group taught with the Guided Conversation Technique and a control group taught with conventional methods. Data were collected using validated instruments: speaking performance was measured through standardized oral tests (pre-test and post-test), and student learning motivation was assessed using a comprehensive, reliable questionnaire. The resulting data were analyzed using SPSS, specifically the Two-Way Analysis of Variance (ANOVA), to test the main effect of the technique and the interaction effect between the technique and student motivation levels.

The research yielded three major findings: first, the Guided Conversation Technique showed a highly significant positive effect on student speaking performance, resulting in a substantial mean score difference in favor of the experimental group. Most importantly, the study confirmed a potent interaction effect: GCT proved to be the critical factor that enabled highly motivated students to achieve high speaking performance (not achieved in the conventional class) and acted as a motivational catalyst for moderately motivated students, demonstrating its effectiveness that successfully enable students affective to help improving speaking skill.

Key Words: Guided Conversation Technique (GCT), Speaking, Motivation

ABSTRAK

Muhammad Arif Hasibuan, 20223013. THE EFFECT OF GUIDED CONVERSATION TECHNIQUE TOWARDS SPEAKING PERFORMANCE ACROSS STUDENTS' MOTIVATION LEVEL AT PESANTREN NURUL HUDA BANGAI, A Thesis, State Islamic University of Sjech M Djamil Djambek Bukittinggi, 2025.

Penelitian ini dirancang untuk menyelidiki pengaruh Teknik Bimbingan Percakapan (Guided Conversation Technique/GCT) terhadap kinerja berbicara (speaking performance) siswa kelas tujuh di Pesantren Nurul Huda Bangai, dengan mempertimbangkan berbagai tingkat motivasi belajar mereka. Penelitian awal mengungkap masalah signifikan: siswa sering kali menunjukkan tingkat motivasi teoretis yang tinggi tetapi secara konsisten gagal menerjemahkan dorongan internal ini menjadi kemahiran berbicara yang efektif dan terukur. Hal ini mengindikasikan bahwa metode pengajaran konvensional tidak memadai untuk menjembatani kesenjangan antara motivasi dan perolehan keterampilan yang sebenarnya. Oleh karena itu, penelitian ini bertujuan untuk menentukan apakah GCT dapat berfungsi sebagai intervensi pedagogis yang diperlukan untuk memaksimalkan kinerja berbicara di seluruh spektrum motivasi siswa dalam kelas Bahasa Inggris sebagai Bahasa Asing (*English as a Foreign Language/EFL*).

Dengan menggunakan desain penelitian kuantitatif kuasi-eksperimental, penelitian ini menerapkan pendekatan *pre-test/post-test* dua kelompok, yang melibatkan kelompok eksperimen yang diajar dengan Teknik Bimbingan Percakapan dan kelompok kontrol yang diajar dengan metode konvensional. Data dikumpulkan menggunakan instrumen yang telah divalidasi: kinerja berbicara diukur melalui tes lisan standar (*pre-test* dan *post-test*), dan motivasi belajar siswa dinilai menggunakan kuesioner komprehensif yang andal. Data yang dihasilkan dianalisis menggunakan SPSS, khususnya Analisis Varians Dua Arah (*Two-Way Analysis of Variance/ANOVA*), untuk menguji pengaruh utama teknik dan pengaruh interaksi antara teknik dan tingkat motivasi siswa.

Penelitian ini menghasilkan tiga temuan utama: pertama, Teknik Bimbingan Percakapan menunjukkan pengaruh positif yang sangat signifikan terhadap kinerja berbicara siswa, menghasilkan perbedaan skor rata-rata substansial yang mendukung kelompok eksperimen. Yang paling penting, penelitian ini mengonfirmasi adanya pengaruh interaksi yang kuat: GCT terbukti menjadi faktor kritis yang memungkinkan siswa dengan motivasi tinggi untuk mencapai kinerja berbicara yang tinggi (yang tidak tercapai di kelas konvensional) dan bertindak sebagai katalis motivasi bagi siswa dengan motivasi sedang. Hal ini menunjukkan efektivitas GCT yang berhasil memberdayakan siswa secara afektif untuk membantu meningkatkan keterampilan berbicara.

Key Words: Guided Conversation Technique (GCT), Speaking, Motivation

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the language skills that must be mastered by second language or English learners is speaking skills. Someone who masters a language intuitively means he is able to speak that language. According to Tarigan, speaking skills are a language skill that develops in a student's life, which is preceded by listening skills, and it is during this period that speaking or speaking skills are learned (Tarigan, 2008).

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. By speaking, students can share information, expressing their ideas and their feeling. Because talking is the most direct means for people to connect with one another, it is the foundation of human communication. Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not develop strong oral skill during this time will find it difficult to keep face with their peer in the later years.

As is well known, reading, speaking, listening, and writing are the four components of English proficiency. Speaking is the most crucial of the four

language abilities, according to Ur (2009), since people who acquire a language are known as speakers of that language. Speaking requires more than just knowing how to use language in specific contexts, such as grammar, vocabulary, pronunciation, and other areas of linguistic competence; learners also need to know when, why, and how to use sociolinguistic competency. Declare that you are speaking English is a foreign language that requires a lot of practice to become proficient. Students should practice both inside and outside of the classroom because with extensive practice, they will develop a habit of using the English language and speak it fluently.This issue is caused by a number of circumstances, including mother-tongue use, poor or uneven involvement, inhibition, and nothing to say.

According to Brown performance is the overtly observable and concrete manifestation or realization of competence (Brown D. , 2000). Meanwhile, oxford advance learner maintains that performance is the act of the performing by a person to performs their act included process of performing a tasks and an action. Then, performance is useful primarily because it allows those studying a language to differentiate between a speech error and not knowing something about the language. It can be conclude that performance is a goal that have standards and requirement who have to be done by the learners.

As a mode of communication, performance unifies multiple linguistic activities into a single concept. Additionally, Richard clarifies that "a dual sense of artistic action has been conveyed through performance. (Bauman, 1977). It implies that a performance is an action carried out to convey a dual-sense

creative action. Performance, then, can be described as a sophisticated mode of speech that is employed in an artistic action to convey emotion. Speaking performance can be measured using a number of indicators, including comprehension, vocabulary, grammar, fluency, and pronunciation.

According to (Tuan & Mai, 2015) Performance conditions, affective aspects, listening skills, topical knowledge, and feedback are the five issues that arise when speaking. Performance condition comes foremost. There are numerous factors that affect how well students talk. Nation and Newton propose four categories of performance conditions: the quantity of assistance, the standard of performance, planning, and time pressure. A person's ability to talk may be impacted by those circumstances. The second is affective factors, which means that motivation, self-confidence, and anxiety are all elements that influence how well presenters or pupils talk.

Someone who lacks self-confidence, motivation, and anxiety will feel overburdened and ultimately be unable to communicate effectively. The third is the capacity for listening. Speaking and listening are connected. According to Nguyen, "for a conversation to be successful, students must comprehend what is said to them. "Every speaker actually performs the roles of both speaker and listener. An individual cannot answer if they are unable to comprehend the sentences. Speaking and listening are therefore connected. Topical knowledge refers to the speakers' understanding of pertinent topical information. Feedback during speaking activities comes last. The majority of students anticipate and desire comments on their performance from their teachers. In this instance, the

teacher should correct all of the students' errors possitively and also with encouragement.

In teaching and learning activities, motivation is a determining factor in the smoothness of teaching and learning activities carried out by teachers. Uno (2011) stated that learning motivation is an internal and external drive in students who are learning to behave, generally with several indicators or supporting elements. These indicators include the desire and desire to succeed; drive and need in learning; hopes and aspirations for the future; appreciation in learning; and a conducive learning environment. According to Nashar (2004) learning motivation is a psychological condition that encourages children to learn happily and learn seriously, which in turn will form a systematic, concentrated way of learning for children, and can select their activities. Meanwhile, Purwanto (2007) explains that learning motivation is a complex statement in an organism that directs behavior towards a goal (Herawati, et al., 2023).

Basically motivation is a conscious effort to move, direct and maintain a person's behavior so that they are encouraged to act to do something so as to achieve certain results or goals. There are two approaches used to review and understand motivation are: (1). Motivation is seen as a process. Knowledge of this process can help teachers explain observed behavior and predict the behavior of others. (2). Determine the characteristics of this process based on a person's behavioral cues. The term motivation comes from the Latin word movere, which means motion or encouragement to move and it can be called a

motive which is defined as the power contained within the individual, which causes the individual to act in order to achieve a goal.

Motivation to learn English is a psychic mover that exists within and/or outside the individual student in generating English learning activities, to ensure the smooth running of his learning activities, as well as directing his learning activities to the goals to be achieved in learning through a psychic drive from within. Self (internal) and outside (external). Students' learning motivation is believed to be an element of learning that determines student learning success. Several research results on motivation in foreign language learning show that students' motivation in learning a foreign language is the main driver that leads to the success of learning a foreign language. Meanwhile, Ellis stated that motivation in learning English cannot be separated from two things; namely the attitudes and affective conditions of students that can directly affect the efforts made by students in learning English. These affective attitudes and conditions are the driving factors that encourage students to give more effort to learning so that the goals of learning English can be achieved.

Meanwhile, according to Molinsky & Bliss (1986) Guided conversations are the dialogues and the question-and-answer exchanges. Students are presented with a model conversation that highlights a specific aspect of the grammar. This means that the method is highly structured and aims to develop communicative competence within a focused grammatical context. The model conversation serves as a clear, contextualized example, allowing students to

observe the grammatical structure in natural use before they are asked to produce it themselves.

Students are encouraged to foster a communicative environment by contributing ideas, thoughts, and responses through guided conversation, as well as by offering feedback to improve the dialogue. In order to help students acquire quick learning strategies and master English content while developing their speaking abilities, guided conversation is also a suitable approach. Teaching students how to ask and respond to questions appropriately in accordance with English speaking conventions while also providing advice that mimics native speakers (Herlina & Holandyah, 2013).

The implementation of English speaking skills through Guided Conversation both outside and inside the classroom is strongly influenced by several related factors, such as: a) the relationship between statements and reality in the field. Each statement will be very meaningful when viewed directly in the field so that it provides personal satisfaction, with that reality there are more forms of speech that coincide with the context, b) new situations, students' habits in doing English speaking skills in the form of Guided Conversation prefers new things because in addition to increasing the practice of speaking skills with new vocabulary, because they have never imagined a new existence so that various student questions and answers arise, c) the relationship between the material and student learning experiences. The connection between the two further facilitates the practice of the students' speaking skills which they do repeatedly.

Furthermore, Guided Conversation is a form of English teacher strategy in guiding students to improve their English speaking skills. Guided Conversation can seriously stimulate student interest and students try to get new vocabulary with the right sentence structure on the target of the conversation. In the process of implementing English speaking skills with Guided Conversation, students are expected to be ready to wait their turn to speak and provide answers to questions or statements that may arise from the presenter/guide of the Guided Conversation (of course this moment occurs in the classroom). However, learning English speaking skills is not something easy but requires appropriate and fun ways (Widyaiswara, 2019).

Based on the preliminary research, by conducting observation and interview there are some problems, first is low students' speaking scores, second is lack of student motivation in following English learning, and the last is teacher did not use interesting technique in teaching.

First problem is low students' speaking score at Pesantren Nurul Huda Bangai. The researcher saw that the learning outcomes of students in English learning were very low. This can be seen from the documents or notes of the students' final exams given by the teacher to the researcher. From what is stated on the students' final exam report paper, there are more than half of the students who get final exam scores below the school's KKM.

The second problem is the lack of motivation in participating in classroom learning at Pesantren Nurul Huda Bangai. The researcher observed there were a lot of low motivation students participating in classroom learning. Teachers

are observed to be giving the explanations clearly. However, only few of the students who are able to understand the lesson, which was observed by the frequent question asking from the students. Meanwhile most of the students seem unmotivated and they were observed that they tend to ignore the explanation and rather chatting with their friends or even ask permission to leave the class one after the other

The third problem is the teacher' technique in delivering the lesson. The teacher was observed to used explanation where she taught the material in front of the class using whiteboard only. After that, teacher apply "drilling" where the students were asked to repeat a certain phrase or vocabulary. Then, the students were asked to answer questions or perform in front of the class. This suggests the teacher primarily employs a traditional, teacher-centered instructional style, characterized by a reliance on direct explanation and drilling.

Based on the three problems above, The researcher thinks that the guided conversation technique can solve the issues that are now present in the field. According to Molinsky and Bill Bliss (1987), guided conversation encourages students to foster a communicative environment by offering ideas, thoughts, and answers as well as offering feedback to improve the dialogue. In order to help students acquire quick learning strategies and master English content while developing their speaking abilities, guided conversation is also a suitable approach. Teaching students how to ask and respond to questions appropriately in accordance with English speaking conventions while also providing

assistance that mimics native speakers' speech patterns is another way that guided conversations are related.

It goes without saying that this is also supported by a number of studies that have been published in journals by various researchers. For example, (Zebua, 2019) states that through guided conversations, students are encouraged to foster a culture of communication, express ideas, opinions, reactions, and criticism while following the proper guidelines for discussion. Additionally, Kusumaningrat (2021) Additionally, guided talks are seen to be an excellent method for helping pupils grasp English, learn it more rapidly, and develop their speaking abilities.

Due to several problem descriptions and explanations of previous research above, researchers tried to conduct research entitled **The Effect of the Guided Conversation Technique towards Speaking performance accross students' motivation level at Pesantren Nurul Huda Bangai**. This research will look for the influence of guided conversation techniques in improving speaking reticence and speaking performance.

B. Identification of the problems

Based on the background description presented above, the problems in this study are as follows:

1. Low English speaking scores of students in class VII of Pesantren Nurul Huda Bangai.
2. Lack of student motivation in participating in English learning, especially speaking at Pesantren Nurul Huda Bangai.

3. The use of learning techniques that do not interest students in participating in English learning at Pesantren Nurul Huda Bangai.

C. Formulation of the Problems

Based on the background description presented above, the problems in this study are as follows:

1. Is there any significant effect of using guided conversation technique to improve the speaking performance at seventh grade students of Pesantren Nurul Huda Bangai?
2. Is there any significant difference in the speaking performance of students who are taught using the Guided Conversation Technique and those who are not?
3. Is there any significant effect of using the Guided Conversation Technique on students' speaking performance across their motivation level (e.g., high, medium, low motivation)?
4. Is there any significant interaction effect between the Guided Conversation Technique and students' motivation level on their speaking performance?

D. Limitations of problems

To avoid the possibility of expanding the problem to be researched, the author needs to limit the scope of the problems in this research, namely the object of research is the effect of guided conversation techniques towards speaking performance accross students' motivation level, research subjects are

seventh grade students, located This research is the Pesantren Nurul Huda Bangai.

E. Research objectives and benefits

1. Research Objectives

The objectives of carrying out this research are:

a. To find out Is there any significant effect of using guided conversation technique to improve the speaking performance at seventh grade students of Pesantren Nurul Huda Bangai
b. To find out whethere there is any significant difference in the speaking performance of students who are taught using the Guided Conversation Technique and those who are not
c. To find out whethere there is any significant effect of using the Guided Conversation Technique on students' speaking performance across their motivation level (e.g., high, medium, low motivation)?
d. To find out whethere there is any significant interaction effect between the Guided Conversation Technique and students' motivation level on their speaking performance

2. Benefits of Research

It is hoped that the research carried out by the author will be useful as follows:

a. Theoretically, this research is to contribute ideas and enrich information and knowledge in order to increase success in increasing students' interest and ability in learning speaking performance.
b. Practically, this research is a contribution that is expected to be used as a reference for educational institutions and teachers and parents in providing motivation to students and appropriate guidance in learning English and in improving students' speaking performance.

F. Definition of Key Terms

1. Guided Conversation

   Guided conversations are the dialogues and the question-and-answer exchanges. Students are presented with a model conversation that highlights a specific aspect of the grammar.

2. Speaking

   Speaking is the language ability which allows humans to express what they know, think and feel in the shortest way.

3. Motivation

   Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior

CHAPTER II

LITERATURE REVIEW

A. Theoretical Basis

1. Guided conversation technique

Guided and Conversation is a combination of conversations or conversations that students have in simple English in order to help them communicate better and improve their speaking skills. The treatment in the conversation is provided by guidance, or instructions and guidance, and the conversations are conducted for a long or short period of time, both inside and outside of the learning room.

According to Molinsky & Bliss (1986) Guided conversations are the dialogues and the question-and-answer exchanges. Students are presented with a model conversation that highlights a specific aspect of the grammar. This means that the method is highly structured and aims to develop communicative competence within a focused grammatical context. The model conversation serves as a clear, contextualized example, allowing students to observe the grammatical structure in natural use before they are asked to produce it themselves

Guided Conversation inspires students to create a communicative atmosphere in providing ideas, thoughts and responses as well as providing criticism in correcting the conversation. Guided Conversation is also an appropriate design to help students get fast learning techniques and be able to master English material while being able to realize speaking skills.

Another connection related to Guided Conversation is guiding students how to ask and answer questions correctly according to English speaking procedures accompanied by guidance that approaches the speaking style of native speakers (Herlina & Holandyah, 2013).

The implementation of English speaking skills through Guided Conversation both outside and inside the classroom is strongly influenced by several related factors, such as: a) the relationship between statements and reality in the field. Each statement will be very meaningful when viewed directly in the field so that it provides personal satisfaction, with that reality there are more forms of speech that coincide with the context, b) new situations, students' habits in doing English speaking skills in the form of Guided Conversation prefers new things because in addition to increasing the practice of speaking skills with new vocabulary, because they have never imagined a new existence so that various student questions and answers arise, c) the relationship between the material and student learning experiences. The connection between the two further facilitates the practice of the students' speaking skills which they do repeatedly

Furthermore, Guided Conversation is a form of English teacher strategy in guiding students to improve their English speaking skills. Guided Conversation can seriously stimulate student interest and students try to get new vocabulary with the right sentence structure on the target of the conversation. In the process of implementing English speaking skills with Guided Conversation, students are expected to be ready to wait their turn to

speak and provide answers to questions or statements that may arise from the presenter/guide of the Guided Conversation (of course this moment occurs in the classroom). However, learning English speaking skills is not something easy but requires appropriate and fun ways (Widyaiswara, 2019).

In this case, learning conversational English is not easy, especially for those living in countries where English is not the first language for the speakers The learning process in the field of English speaking skills requires the right strategy to develop students' interest in improving their English speaking skills as best as possible. Learning speaking skills requires thorough preparation by both the teacher as a teacher/mentor and students (Cole & Knowless, 2001).

The preparation of teachers in the implementation of learning English speaking skills are: mastery of vocabulary, mastery of grammar, mastery of learning strategies, learning media, learning facilities, setting the right learning schedule, a good learning environment. The goal is to be able to provide a different feel from conventional learning, able to increase students' interest in learning activities without being bored.

Meanwhile, student preparation is in the form of mental readiness and selfconfidence in the implementation of learning English speaking skills. Usually, students who are interested in English lessons like to speak even with some of the vocabulary expressions they remember. These utterances will become better and develop when accompanied by guidance, direction, guidance and guidance of the English teacher. In addition, mental

preparation and self-confidence are material readiness such as: books Short Daily Conversation Guide to Everyday English Conversation.With the reading material they have, students can learn and imitate new utterances according to current developments. Materials such as the books mentioned above can facilitate student difficulties because they are easy to understand and easy to do with classmates without paying attention to formal or informal conversation situations.

a. Types of Guided Conversation in Speaking English

Furthermore, below are several types of Guided Conversations that can help students practice their English speaking skills. The types are as follows:

1. Guided Conversation which deals with the practice of speaking English skills in the form of brainstorming (Zebua, 2019). The English teacher provides new vocabulary, new sentences and new forms that can become new lessons for the students themselves. The teacher guides students to open students 'thoughts in language that is easy to understand, the students' speech that has not been properly guided by the teacher slowly so that students are able to develop.
2. Guided Conversations related to role-play (Zebua, 2019) conducted by students. This preparation creates conditions for students who are ready to appear with mental maturity in conducting discussions according to the profession to be acted on. Become actors such as fishermen, farmers, teachers, doctors, nurses, who require a specific

style. Guided Conversation for speaking practice skills. The goal is to prepare students to determine the subject matter in certain forums. For example, holding short discussions about English lessons, like or dislike conversations, accept or refuse invitations, debate, make speeches, and ask and answer questions.

3. Guided Conversation related to professional English speaking skills. In this case, the most important thing is the ability of students to speak in an environment open to the public or closed. A professional level in conversational English conducted by students is not yet possible because this level requires optimal practice and practice.

In From the explanation above, it can be illustrated that the process of speaking skills can be developed well and quickly because of the directions and guidance that emerge from the Guided Conversation concept itself. In accordance with the type of description of the type of Guided Conversation in English speaking skills, provides an illustration that there are eight ways to do English speaking skills well through Guided Conversation (kusumaningrat C. I., 2021). The references are as follows:

1. Knowing the size of the difficulty and the ease with which the information gap exists in the form of a conversation. Thus, students can suspect or prepare alternative answers that are closer to the truth. Answers that are close to the truth are very good when accompanied by

teacher appreciation, while answers that are not correct must be given regular guidance until the students are truly capable.

2. Make questions that have weight so that the answers given by students can attract attention and need further study. Form of questions preferably withthe use of the words why because the question "why" can carry out a process that results in student skills in practicing speaking English.
3. Listen carefully and remember what was said / asked so that the answers will be clear and targeted. In this case, the teacher actually guides students to Listening Comprehension because to obtain information from audio or visuals, students must be trained how to capture information from the conversations presented.
4. Provide opportunities for students to use evidence / reasons. Obtaining evidence or reasons helps students to reveal or describe in detail through simple conversations in English. The teacher as a controller in the conversation must provide guidance in accordance with the conversation procedure so that all students have the opportunity.
5. Asking all students to participate in open conversations so that they can indirectly train themselves to carry out guided communication. Provide opportunities for students to dig deeper until they get definite answers from various book sources in order to create an active atmosphere for speaking English. Students are given the opportunity to make observations on one source / book review just to prove it is accurate so that they can provide a report in oral form (English). This method trains

students to dare to reveal small findings related to the lessons they are doing in spoken English. This goal is to facilitate communication between classmates and at the same time notify the teacher of the results of the report in oral form.

The oral report means that students have practiced their English speaking skills through Guided Conversation because it provides sufficient time while giving direction to the results of student reports. Guidance and direction are not only provided by the English teacher but can also be provided by students while practicing the speaking skills they already have. This is a way to get students creative with these skills to become accustomed and develop the better. From the description above, it is clear that developing English speaking skills through Guided Conversation can increase students' creativity to learn English. Activities like this are able to show students' unique personal skills in communicating in a variety of styles.

Communication in this case shows his ability to speak English both inside and outside the classroom. Students are expected to be able to talk with fellow classmates, friends, teachers, and even with people outside the neighborhood (foreigners). The purpose of such treatment is to train students to practice speaking English skills continuously by means of Guided Conversation. This kind of habit must be done by teachers to students in order to empower students in speaking English with the aim of improving student learning outcomes. From this practice, the stages of mastery of students' English speaking skills will emerge, as follows:

b. Characteristics of Speaking English through Guided Conversation

It is difficult to do foreign language speaking skills such as English because you have to integrate other skills (listening skills, reading skills and writing kills) into good speaking. Thus, the process of speaking skills can be more perfect and active. There are at least several characteristics of the success of foreign language speaking skills activities (Brown and Yule, 1983) in (kusumaningrat C. I., 2021), as follows:

6. Students should speak as often as possible.

   In the process of language speaking skills activities, participants actually have to do more communication. In terms of discussing or discussed problems according to the topic. The advantage is that the more frequent speaking skills, the more fluent the reflection will be .

7. Participation.

   It is better if in the process of applying speaking skills through Guided Conversation it is not allowed to be dominated by individuals or a small number of participants who can speak (can speak English), but all participants/students have the right to express their opinions and must speak in order to smooth themselves out to become proficient. The goal is to get used to logical oral communication instead of just speaking without using good language principles, using clear grammar, proper speech, using of correct vocabulary, perfect intonation, and can be understood by the interlocutor.

8. Responsible

Responsibility means a person's ability to do something according to the level of ability-in this case, the ability to speak English in a discussion or in pairs and must be responsible for maintaining it. The practice of speaking English skills in pairs must help each other, one person who is less capable in question and answer, then the other must overcome all the difficulties of his partner. So, in pairs or individually you must feel responsible.

9. Level of language used.

In carrying out oral communication against a foreign language (English), participants must be able to accept it. The language used is simple, precise speech, easily understood by other listeners. Easy, organized and precise in speaking. Thus, as a whole, it has an epistemic language level (capable of expressing knowledge into the target language-English) in accordance with the expectations of the curriculum. The level (epistemic) is in accordance with the level of first semester in business administration class, where students are expected to be able to speak English well and can be understood by the interlocutor.

Based on the four characteristics above, English speaking skills are taught with sufficient time, Implementation of speaking skills as often as possible both in the classroom and outside the class so that it is possible for students to succeed more quickly. In addition, students are expected to have high motivation to train themselves to talk - convey their ideas and thoughts

to fellow friends in conversational situations whether in class or outside the classroom. All of these practices are carried out continuously without knowing any time limit and mastery/proficiency in speaking because fluency in speaking the language depends on habits and regular practice activity.

In listening, we begin with listening and end with understanding or responding. The speaking activity begins with a message that the speaker must have which will be conveyed to the recipient of the message so that the recipient of the message can receive or understand the contents of the message. Humans as social beings need relationship and cooperation with other humans. Relationships with other humans include, among other things, conveying thoughts and feelings, conveying information, ideas or ideas as well as opinions or thoughts with a purpose.

In conveying someone's message using a medium or tool, namely language, in this case it is related to spoken language. A person who will deliver the message hopes that the recipient of the message can understand it. The messenger is also called the speaker and the recipient of the message is called the listener or listener. This event in the process of delivering messages orally is called speaking. With another formula, it can be stated that speaking is the skill of conveying messages through spoken language according to Kusumaningrat (2021).

c. Guided conversation technique procedure

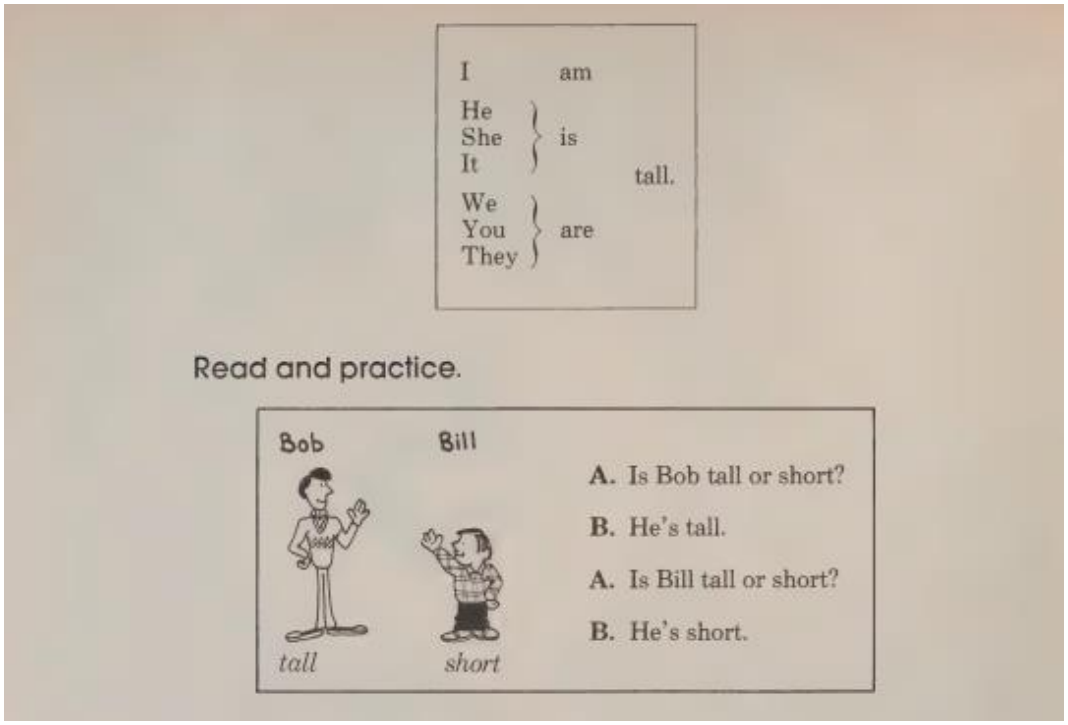
According to Molinsky and Bliss, it might be helpful to define the different stages in the procedure of a guided conversation.

1. The Presentation Stage

   The model conversation is introduced and practiced by the class.

2. The Rehearsal Stage

   Immediately after practicing the model, students do the conversational exercises that follow. For homework, they practice these conversations, and perhaps write out a few. Some lessons also ask students to create their own original conversations based on the model.



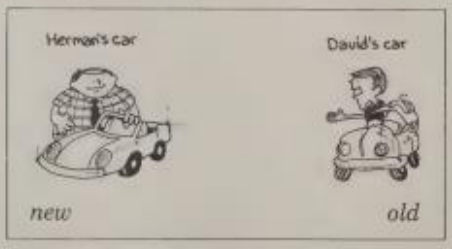
Answer these questions.



1. Is Alice young or old?
2. Is Margaret young or old?



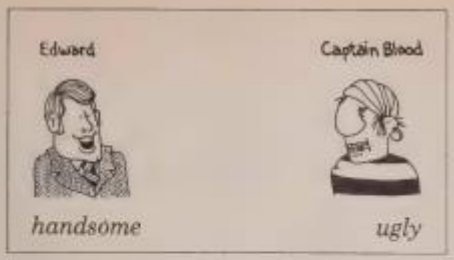
3. Is Herman heavy or thin?
4. Is David fat or thin?



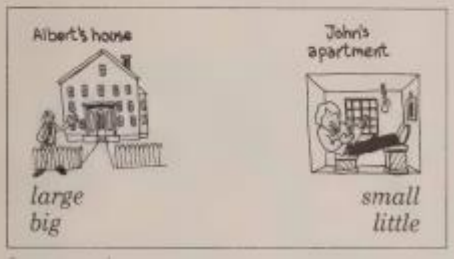
5. Is Herman's car new or old?
6. Is David's car new or old?

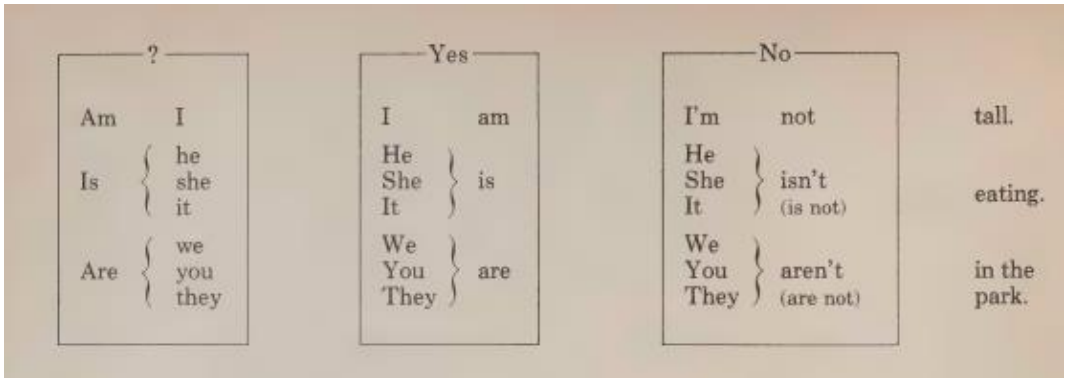


7. Is Betty beautiful or ugly?
8. Is Hilda pretty or ugly?



9. Is Edward handsome or ugly?
10. Is Captain Blood handsome or ugly?

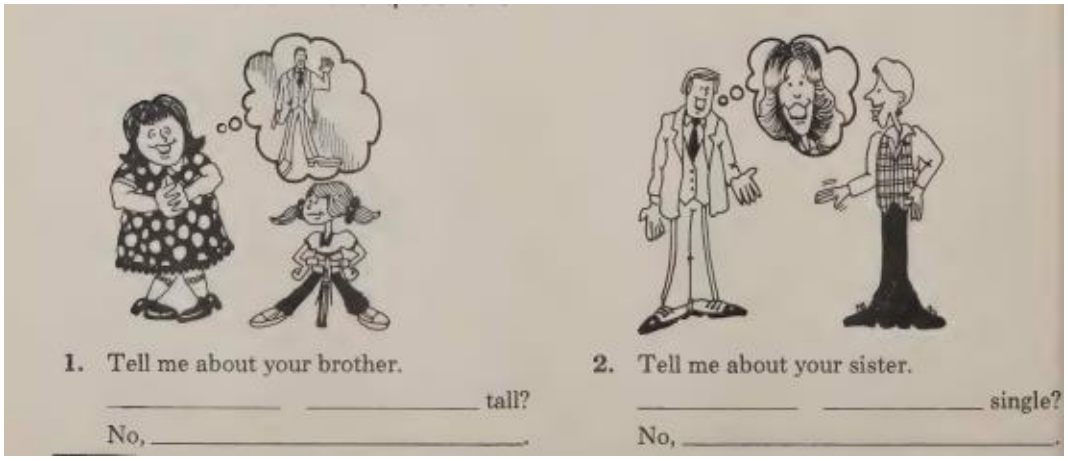




?		Yes		No		
Am	I	I	am	I'm	not	tall.
Is	he / she / it	He / She / It	is	He / She / It	isn't (is not)	eating.
Are	we / you / they	We / You / They	are	We / You / They	aren't (are not)	in the park.

3. The Performance Stage

The next day students do the conversational exercises in class, preferably with their textbooks and notebooks closed. Students shouldn't have to memorize these conversations. They will most likely remember them after sufficient practice in class and at home.



1. Tell me about your brother.

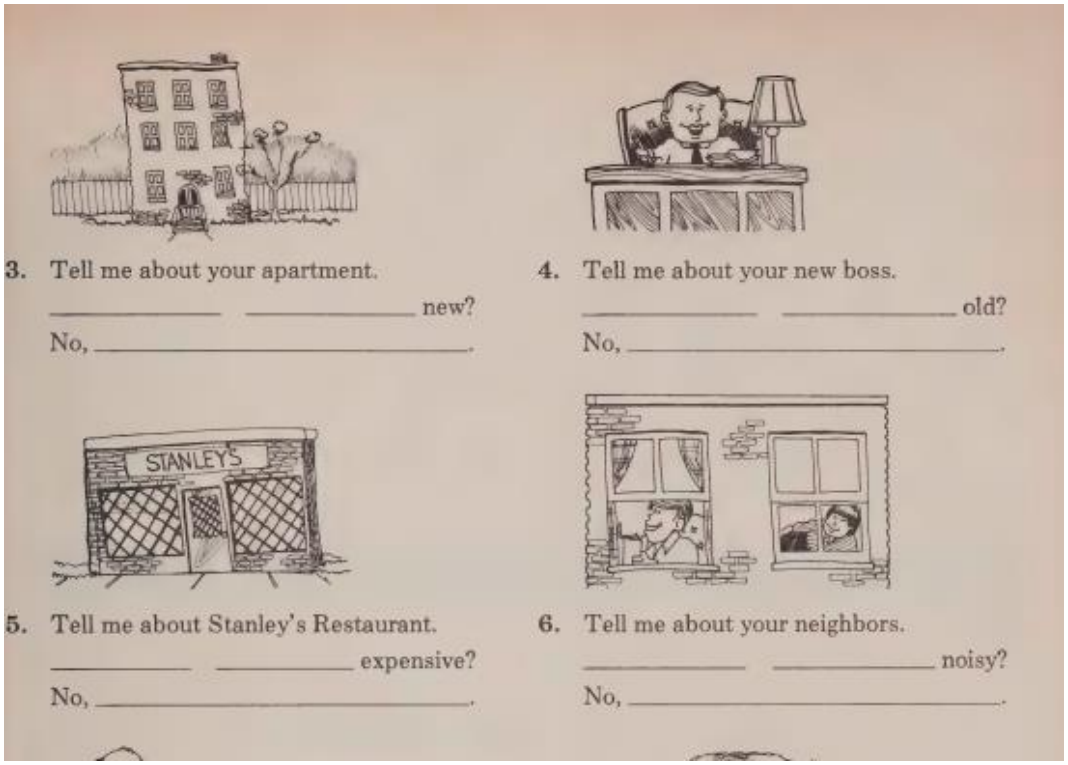
_____ _____ tall?

No, _____.

2. Tell me about your sister.

_____ _____ single?

No, _____.



4. The Incorporation Stage

The class reviews the conversation or pieces of the conversation in the days that follow. With repetition and time, the guided conversation "dissolves" and its components are incorporated into the student's active language.

This technique has four steps that guide the learning. First, the teacher shows a sample conversation, which the whole class then tries out. Next, students work on related exercises both in class and at their own speed, sometimes making up similar conversations. After that, students act out conversations without using any notes. The last step is to go over the material again later on. This helps students to really learn the language feature so they can use it without having to think about it.

2. Students' Motivation

a. Definition of motivation

According to (Maehr & Meyer, 1997) in (Brophy, 2004) Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives, goals, and strategies can be difficult to distinguish in situations that call for intentional learning of cognitive content because optimal forms of motivation to learn and optimal strategies for accomplishing the learning tend to occur together.

In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so.

In their early institution of L2 motivation, Gardner and Lambert suggested that an individuals' motivation to learn an L2 is nurtured by both attitudes toward the L2 community and the goals, or orientations, sought through the acquisition of the L2. These researchers identified two classes of motivation. First, integrative motivation refers to a desire to learn the L2 in order to have contact with, and perhaps to identify with, members from the L2 community. This orientation can be contrasted with the

instrumental orientation, which refers to a desire to learn the L2 to achieve some practical goal, such as job advancement or course credit (Lucas, 2010)

The spoken L2 research community saw motivation as a variable that contributed to learner interest, participation, learning, and persistence with foreign language classes. Gardner and Lambert provided the earliest construct of motivation from a socio-educational perspective, which was further refined in Belmechri and Hummel, Gardner, Ushioda , and Noels, Pelletier, Clement, and Vallerand , into two aspects—integrative and instrumental—of motivation. Integrative, or intrinsic, motivation reflects a genuine interest in learning a second language by identifying with the language and culture of a linguistic community. Instrumental, or extrinsic, motivation pertains to a pragmatic interest in learning a foreign language without identification with a linguistic community. Examples of instrumental motivation are taking foreign language courses for gainful employment and for earning class credit (Russel, 2015). Motivating activities were considered to influence such emotions as pride, shame, guilt, and a general self-concept of the ability to achieve specific goals (Sanna, 2001).

L2 which is meant from the opinion above is a second language (foreign language) which is learned from Lambert's suggestion that individual motivation to learn L2 is fostered by communication attitudes and goals. in this opinion the researcher identified in the first two

motivational classes the integrative motivation refers to the desire to study L2. Instrumental orientation which refers to L2 learning objectives for example work improvement. Noels, Pelletier, Clement & Vallerand The L2 (foreign language) research community sees motivation as a variable that communicates learning interest, participation and persistence. Motivation is divided into two aspects, namely intrinsic which reflects genuine interest. the second is extrinsic relating to interests or achievement of certain goals.

According Alderman (2004) as a teacher although they value student motivational qualities such as effort and self control, they may not think it is our job to teach them. We often focus on these qualities only from a negative viewpoint “students don’t try they don’t have goals”; Socket 1988). The flip side as “what am I going to do to help these students develop adaptive motivational beliefs and strategies”? This aspect is often neglected or it is assumed that these qualities are unteachable. Murphy and Alexander (2000) examined motivational terminology in the current literature and conclude "the most compelling perception is the number of motivational constructs significantly linked to students' academic growth and development". the important point is the extent to which teachers see these constructs as susceptible to instructional intervention in previous chapters we have seen that teachers can influence many factor that affect motivation.

As conclusion motivation defined as the driving force behind the initiation, direction, intensity, and persistence of goal-directed behavior, is a crucial theoretical construct in Second Language (L2) acquisition, directly influencing the effort students invest in learning. Central to this field is the distinction between integrative motivation—an intrinsic desire to learn an L2 for social connection and cultural identification with its community—and instrumental motivation—an extrinsic drive based on pragmatic benefits like career advancement or academic credit. Regardless of the specific type, the literature strongly links these motivational qualities, including the effort valued by teachers, to academic growth. Critically, these constructs are susceptible to instructional intervention, a fact that underscores the teacher's pivotal role in actively employing classroom strategies designed to cultivate and foster adaptive motivational beliefs, thereby directly impacting students' successful L2 learning journeys.

Types of motivation

According to (AM, 2011) Types of motivation are divided into two types, namely: intrinsic and extrinsic motivation".

a) Intrinsic motivation. Sardiman, AM explains that "intrinsic motivation is a motive that becomes active or functions without needing to be stimulated from the outside, because in every individual there is already a drive to do something".

b) Extrinsic motivation. Motivation seen from the basis of its formation is divided into two types, namely:

1. Innate motivation. What is meant by innate motivation is motivation brought from birth, for example the drive to eat, drink, work, rest and so on.
2. Learned motivation. This motivation is motivation that arises because it is learned as an example of the drive to learn a branch of science, the drive to teach something in society.

Sardiman A.M also stated that there are several ways to foster motivation in learning activities, in this case extrinsic motivation, namely:

a) Prizes

For students who get good results in their studies, teachers usually give certain prizes to motivate other students to achieve good learning results.

b) Giving

numbers Numbers are a symbol of learning activities, the number of students prioritizes their learning, namely in order to achieve high numbers. With high numbers or values, it can motivate students to study better.

c) Giving tests

Students will be more active in studying if they know there will be tests. Giving tests is one way to motivate students to study diligently and persistently.

d) Praise

Students who complete assignments well and get high scores need to be given praise. Praise is a form of positive reinforcement and is a good motivation so that students always study in order to get good grades.

e) Punishment

If the punishment given to students is orderly, then the punishment can be a motivation for students. For example, teachers give assignments to students who have not reached the specified standard score. By giving the punishment, it is expected that students can learn well.

f) Desire

To learn Desire to learn means there is an element of gap, a desire to learn. Desire to learn means that in the student there is indeed a good motivation to learn, then the student will get good results.

g) Interest

The learning process will run smoothly if accompanied by interest and interest can be aroused in the following ways:

1. Arousing a need.
2. Connecting with past personal experiences.

3. Providing opportunities to get good results.
4. Using various forms of teaching.

h) Competitors / competence

Competitors or competence can be used as motivational tools to encourage student learning, both individual and group competition can improve student learning achievement.

i) Ego-Involvement

Cultivating awareness in students to feel the importance of the task and accept it as a challenge so that working hard by risking self-esteem is a fairly important form of motivation, someone will try with all their strength to achieve good achievements by maintaining their self-esteem.

Guidance from parents is one of the factors that can influence children's learning motivation, parents must be able to function as motivators in the family so that they can create good stimulation and learning activities (Nasution, 2000).

The author can understand this opinion that motivation can be generated in various ways, namely by providing guidance from parents, giving gifts, tests, high grades, praise, punishment, desire to learn and interest. According to House and Khan there are four forms of parental support, namely:

a) Emotional support, namely in the form of expressions of empathy, protection, attention, and trust in individuals which include parental

participation, creating a learning atmosphere for children, providing learning motivation, and helping children with learning difficulties and openness in solving someone's problems. This support makes someone feel comfortable, peaceful and loved.

b) Instrumental support is support in the form of providing learning facilities that can facilitate the goals to be achieved in the form of material, it can also be in the form of services or providing opportunities for time and opportunity. All of this includes the provision of learning facilities, provision of learning equipment, availability of a place to study and arranging study time.

c) Information support is a form of support that includes providing advice, direction, considerations about how someone should act to achieve problem solving, instructions and suggestions, which include learning supervision and problem solving.

d) Assessment support in the form of giving awards for efforts that have been made, providing feedback on the results of individual achievements, providing positive assessments of individuals to encourage children to progress, namely providing sanctions and punishments, giving gifts, and fulfilling children's desires.

Based on the description above, it can be understood that to achieve good learning achievement, parental support is needed, namely emotional, instrumental, information and assessment support. With the fulfillment of this support, children will feel appreciated and cared for by

their parents so that children will be motivated to be more active in learning to achieve the desired learning achievement. Parental involvement in fulfilling the needs required by children, especially learning needs, is a family obligation. However, the family's task is not finished there, but also the child's attention and learning difficulties must be overcome.

Based on the description above, it can be understood that parental and family support is very important in the child's learning process, this is needed so that children are able to get good grades in terms of learning both at school and at home.

1. Primary motivation

   Primary motivation is motivation that is based on basic motives. These basic motives generally come from the biological, or physical, aspect of humans. Humans are physical creatures, so their behavior is influenced by their instincts or physical needs. Mc Dougall, for example, argues that behavior consists of thoughts about goals, subjective feelings, and the drive to achieve satisfaction.

   Instinctive behavior can be activated, modified, spontaneously triggered, and can be organized. Among the important instincts are maintaining, foraging, escaping, grouping, defending oneself, curiosity, building, and mating (Sardiman, 2007). Another expert, Freud, argues that instincts have four characteristics, namely pressure, target, object, and source. Pressure is the force that

motivates individuals to behave. The greater the energy in an instinct, the greater the pressure on the individual. The target of instinct is satisfaction or pleasure. Satisfaction is achieved when the energy pressure on the instinct is reduced. According to Freud, energy works to maintain physical balance. Instincts work throughout life. What changes is the way of satisfaction or the object of satisfaction. The behavior of individuals who satisfy instincts can be direct or by suppressing. Suppression of instincts does not eliminate energy. Suppression of instincts is attempted to enter the unconscious. Human behavior is so complex, some can be recognized as motivation from the conscious mind, and some come from the unconscious mind.

2. Secondary motivation

Secondary motivation is motivation that is learned. This is different from primary motivation. As an illustration, a hungry person will be attracted to food without learning. To get the food, people must work first. In order to work well, people must learn to work. "Working well" is a secondary motivation. If people work well, they get paid in the form of money. The money is a secondary motivational reinforcer. Money is a general reinforcer, so that people work well.

According to some experts, humans are social beings. Their behavior is not only influenced by biological factors, but also social factors. Human behavior is influenced by three important

components such as affective, cognitive, and conative. The affective component is the emotional aspect. This component consists of social motives, attitudes, and emotions. The cognitive component is the intellectual aspect related to knowledge.

b. Function of Learning Motivation

Sardiman A.M, put forward three functions of motivation, namely:

1. Encouraging humans to do good, namely as a driver or motor that releases energy.
2. Determining the direction of change, namely towards the goal to be achieved.
3. Selecting actions, namely what actions must be done that are harmonious in order to achieve the goal, by setting aside actions that are not beneficial to the goal

The function of motivation as a driver of effort in achieving achievement, because someone makes an effort must encourage his desires, and determine the direction of his actions towards the goal to be achieved. So that students can select actions to determine what must be done that is beneficial for the goals they want to achieve.

c. Factors Influencing Learning Motivation

Several factors that influence humans to learn. Learning motivation occurs from the act of preparing to teach. According to (Dimyati, 2006), the factors that influence learning are as follows:

1. Student ideals/aspirations

   Motivation to learn is seen in the child's desire since childhood, such as the desire to play. The success of achieving this desire fosters the desire to be active. Even later on it gives rise to ideals in life. The emergence of ideals is accompanied by the development of reason, morals, will, language and life values.

2. Student abilities

   A child's desire needs to be accompanied by the ability and skill to achieve it. The desire to read needs to be accompanied by the ability to recognize and pronounce the letter "R".

3. Student conditions

   Student conditions, including physical and mental conditions, affect learning motivation. A person who is sick, hungry, or angry will interfere with learning. On the other hand, a student who is healthy, full, and happy will focus on the lesson and will be motivated to learn.

4. Student environmental conditions

   The student's environment can change the state of nature, the environment of residence, peer relationships and community life. As members of society, students can be affected by the surrounding environment, natural disasters, slums, threats from naughty friends will interfere with the seriousness of learning, on the other hand, a beautiful campus, school, harmonious student relationships will strengthen

learning motivation. With a safe, peaceful, orderly and beautiful environment, the spirit of learning will be easily strengthened.

5. Dynamic elements in learning and teaching Teachers' efforts in managing the class

   Students have feelings, attention, will, memory and thoughts that change due to life experiences, the experiences of their peers influence motivation and learning behavior. The student's environment in the form of the natural environment, residence and social circle also changes. The student's cultural environment in the form of newspapers, magazines, ratios, to all of these environments dynamize learning motivation.

6. Teacher Efforts in Managing Classrooms

   Teacher efforts in teaching students occur in schools and outside of schools. Learning efforts in schools include the following:

   a. Organizing orderly learning at school
   b. Fostering learning discipline at every opportunity
   c. Fostering orderly learning in socializing
   d. Fostering orderly learning in the school environment Raymond and

   Judith revealed that there are four main influences in a child's learning motivation, namely:

   1. Culture, each group or ethnicity has determined and indirectly stated values related to knowledge both in the academic and traditional sense. These values are expressed through the influence of religion,

political laws for education and through the expectations of parents regarding the preparation of their children in relation to school. These things will affect children's learning motivation.

2. Family, based on research, parents have the main influence in motivating a child to learn. Their influence on the development of children's learning motivation has a very strong influence on every development and will continue until the end of high school and after.
3. Schools, when it comes to motivation to learn, it is teachers who make a difference. In many ways they are not as powerful as parents. But they can make school life fun or interesting. And we can remember a teacher who filled the classroom with joy and hope and opened the doors for us to discover the wonders of knowledge.
4. The students himself, students who have the greatest possibility to study seriously, study well and still be able to enjoy studying, have smart behavior and character, are qualified, have an identity, can manage themselves certainly influence their learning motivation.

Judging from their roles, parents and teachers are the most influential in motivating students to learn. Cooperation between these two components will produce extraordinary power that can foster children's learning motivation. To produce collaboration in order to achieve good goals, the pattern of cooperation between the two must be designed in such a way.

The strengths and weaknesses of parents and teachers must be clearly identified. Because by understanding the strengths and weaknesses of teachers and parents, they will be able to make the right design to foster children's motivation.

According to (Telaumbanua, 2005), "Motivation is very important to understand because through motivation humans are driven to do a job". Furthermore, it is stated that: "The emergence of motivation is based on the drive to fulfill the needs of each individual, namely the desire to do and act."

Motivating students means moving students to do something and want to do something. In the early stages, this will cause students to feel the need and want to do something learning activity. So that the need becomes clear in students to build motivation, then there are several basic needs that are owned by students, including:

a. The need to make something effectively
b. The need to please others
c. The need to achieve results
d. The need to overcome difficulties

The strongest factor in influencing motivation is "need". Every action that is a manifestation of motivation is based on need. Humans will not be motivated to achieve a goal or do an action, if they do not need something from their actions and thoughts.

According to Maslow in Suryanto, there are 7 human needs that must be met, which are believed to be the motivation in every human action, namely:

1. Physiological needs. Namely human physical needs, for example, the need for food, drink, sleep, rest, and health. To be able to learn well, students must be in good health, not hungry, thirsty, which can interfere with the performance of their brains in learning (Suryanto, 2008).
2. The need for security. Humans need peace and security of mind. Feelings of disappointment, resentment, fear of failure, mental imbalance and other emotional shocks can interfere with a person's learning activities. To improve students' learning methods more effectively, students must be able to maintain emotional balance, so that feelings of security can be achieved and concentration of thought can be focused on the subject matter to be learned.
3. The need for togetherness and love. Humans in life need affection from parents, siblings and other friends. In addition, he will feel happy if he can help and give love to others too. Learning together will open students' minds and increase students' sharpness of thinking.
4. The need for status. Everyone wants all their efforts to succeed. For smooth learning, optimism, self-confidence, and belief in being able to complete their tasks well are needed. Students must receive

incentives that what they learn will be useful for themselves in the future.

5. The need for self-actualization. More effective learning can be created to meet one's own needs, one's image. Every person certainly tries to fulfill their dreams. Therefore, students must be sure that studying well will help them achieve their dreams.
6. The need to know and understand. Namely the human need to satisfy curiosity, gain knowledge, information, and to understand something. To achieve this, it must be instilled in students that the only way to satisfy their curiosity about something is by studying.
7. Aesthetic needs. Namely the needs that are manifested as the need for order, balance and completeness of an action. This can only be realized if students learn continuously, not only in formal education but also after finishing, after working, having a family and playing a role in society.

With the needs a student can renew his intrinsic motivation if he can see carefully what he needs most now (in the short term). Also if students can see or have a vision or ideals about his life in the future (in the long term). According to (Brownlee, 1993), Factors Influencing Learning Motivation:

a. Teacher Factors

A person is said to be a teacher not only if they “know” the material to be taught, but first they must be someone who has a “teacher

personality" with all the characteristics of maturity and personality. For this reason, it is necessary to present in this discussion ten teacher competencies that are closely related to their duties in forming student learning motivation in schools, including:

1) Mastering teaching materials or materials
2) Managing teaching and learning programs
3) Class management
4) Using media and learning resources
5) Mastering the foundations of education
6) Managing teaching and learning interactions
7) Assessing student achievement for teaching purposes
8) Knowing the functions and programs of guidance & counseling
9) Knowing and organizing school administration
10) Knowing the principles and interpreting the results of educational research for teaching purposes

b. Parental Factors

The parental factor in the family is also very important because they are partners of the teachers in working together for this purpose. Parents are not satisfied enough to just hand over these matters and responsibilities to the teachers.

c. Community Environmental Factors

The environmental factors of the community where the students live are elements that are also considered in the process of

forming student motivation, because students are also part of or citizens of a community. Malcom Brownlee put forward a concept that shows this dependence by stating "Humans in society and society in humans".

It is further explained that the concept of humans in society implies dependence that individuals as part of a community that has a social value system that binds and influences each individual who lives together in a community, both urban communities or rural communities and or learning groups such as students at a school.

The learning environment at school is a place and source of learning for each individual. A good learning environment can stimulate learning. Conversely, a less good environment will disrupt learning concentration. So every school environment is expected to have a good and calm environment in order to support the implementation of a good learning process.

According to Tirtarahardaja stated that schools are gradually developed into a training center for future Indonesian people (Sadulloh, 2010). This is different from what Abu Ahmadi said, "At school, children not only learn knowledge and skills, but also attitudes, values and norms (Ahmadi, 2006).

Based on the opinion above, it can be understood that school is a social system in which there is a relationship or interaction between teachers and students in the form of a process of transferring knowledge, skills,

values and norms. The socio-cultural meaning of the environment is "the environment includes all stimulation, interaction, and conditions in relation to the treatment of others". While several definitions of learning have been put forward above, for a further understanding, several characteristics of change that are learning behavior will be put forward, including. According to (Surya, 2003), the characteristics of change that are learning behavior are:

a. The change is realized, this means that the individual who learns will realize that the change has occurred or at least the individual has experienced a change in himself.
b. Changes in learning are continuous and functional as a result of changes that occur within the individual, ongoing, dynamic and unstable.
c. Changes in learning are positive and active in learning activities, changes are always increasing and aimed at obtaining something better than before.
d. Changes in learning do not mean temporary and not due to the process of growth and development maturity.
e. Changes in learning that are purposeful and directed mean that changes in behavior occur because there are goals that are achieved.

Based on the understanding and characteristics of learning changes that have been put forward, what is meant by a learning environment is a unity of space or conditions used by changes in behavior in a person to

carry out learning activities, this learning environment is the creation of an environmental system that allows the learning process to occur properly. With a good environment, of course, it will be able to support the smooth running of learning activities. Students who experience the learning process in order to succeed in accordance with the goals that must be achieved, one of which must be able to adjust to their learning environment.

d. Measurement of Motivation

According to (suhana, 2014).As a psychological construct, motivation cannot be directly observed or recorded. Therefore, in determining to measure motivation, a researcher needs to understand what kind of motivation which he attempts to measure. Motivation can be measured through three kinds of aspects such as cognitive, affective, and behavioral measures. Cognitive measures include memory accessibility, evaluations, and perceptions of goal-relevant objects. Affective measures involve subjective experience. While behavioral measures include speed, performance, and choice to capture fluctuations in motivational strength (Toure-Tillery & Fishbach, 2014). Motivation in learning can be observed through some aspects such as duration, attitudes, frequency, consistency, persistence, loyalty, visions, and learning achievement.

According to (suhana, 2014) Several tools can be used to measure students' motivation such as performance tests, questionnaires,

freewriting, achievement tests, and scales. These tools are described as follows:

a. Performance tests are used to obtain information related to loyalty, solemnity, targeting, awareness, duration, and frequency of activities.
b. Questionnaires are used to grasp an understanding of persistence and loyalty.
c. Freewriting is used to comprehend the information related to visions and aspirations
d. Achievement tests are used to understand students' academic achievement; and
e. Scales are used to understand students' attitudes towards learning.

Furthermore, Gardner and Lambert state that the value orientation of a potential student of a foreign language can be estimated or measured through structured interviews or carefully planned questionnaires (R.C. & Lambert Wallace E., 1972). The research of Gardner and Lambert in the field of second language acquisition led to the development of the Attitude/Motivation Test Battery (AMTB). This battery of tests was designed to measure the various components of their socio-educational model, which proposes that success in second language learning is influenced by both an ability component (like language aptitude) and an affective/motivational component. The AMTB measures affective factors, including Integrative Motivation (a positive disposition towards the target language group and the desire to interact with them) and Instrumental

Motivation (learning for utilitarian goals like career advancement or passing exams), alongside attitudes toward the learning situation and the target language community (Gardner, 1985). The development of the AMTB provided researchers with a tool to empirically assess these social psychological factors, contributing significantly to the understanding of motivation in language learning.

e. Students' Motivation in Learning English

There are so many reasons for students to learn English. One of them is because these students really like English lessons or they learn English only for school requirements. Students had the motivation to learn because of the tendency to find academic benefits from these activities. This happens because motivation to learn can direct students to the goal and spend effort to achieve that goal (Gardner, 1985). The point here is that motivated students will make any academic activities into meaningful activities so they can improve their skills. When students have motivation in learning, they tend to take their academic work seriously and try to do the best of it. Through motivation, students will have the ability to face all obstacles or failure because they already have a strong determination to realize their dreams.

According to (Azwar, 2012) in (Andriati, Abdi, Mukminin, & Tridayati, 2023) Learning motivation is grouped into three categories, namely high, medium and the last is low. The results of the analysis are usually presented in the form of frequency and percentage, cross tabs,

various forms of graphs and charts on category data and group statistics such as averages. The categorization of the scores of each aspect is then grouped into three categories. Categorization is done based on the ideal average (M) and standard deviation (SD) in each aspect.

According to (Frith, 2001) there are Six components of motivation in learning. These components will be described below:

1) Curiosity. Humans have far more complex behaviors, and naturally, everyone must have curiosity. People who have high curiosity, tend to look for something new, they get their own satisfaction when they can solve the puzzle, and they want to know about anything.
2) self-efficiency. Dividing tasks into pieces and giving success to students is the beginning of a method for developing trust in students. this situation describes a performance achievement, one of the four possible sources of self-efficiency.
3) Attitude. A student's attitude towards learning is an intrinsic characteristic. This situation is not always indicated by behavior. That is to say, attitudes cannot be seen directly, but people can feel the attitude of others.
4) Needs. Maslow classifies human needs as the most famous and respected thing. Maslow also classifies human needs into five levels, psychological (lower level), safety (lower level), love and ownership (high needs), self-esteem (higher needs), selfactualization (higher needs).

5) Competence. Competence is part of the intrinsic motivation in learning that is related to self-efficiency. Humans will feel happy when they can do this well.
6) External motivator. In order to create an environment that stimulates and combats boredom, active participants from students are needed. Not only does it require a stimulating environment, but values also have a role as an external motivator.

A teacher must know the motivation of his students in learning English. Scheidecker and Freeman cited Dornyei states that motivation is the most complex and challenging problem faced by teachers today. (Dornyei, 2001) In this problem, motivation can affect new learning, the performance of skills, strategies, and behaviors that were previously studied. It shows that the role of motivation in learning is equally important.

It's can lead to reciprocal relationships that are, motivation affects learning and performance and what students do and what they learn can influence their motivation. The point is, when students know their purpose, they will be more motivated. After knowing the motivation for learning, students will realize how important it is to improve themselves, especially in their learning. Therefore, they can improve their abilities and efforts.

So the researcher conclude that motivation is very important in English learning. Motivation can be a reference for students and teachers to improve achievement in learning. When students have known their

motivation, students will learn in a direction that is in accordance with the motivation they have. And also the teacher must know the motivation of the students to be able to develop learning materials in accordance with the goals of the students.

f. Learning motivation indicators

(Uno, 2016) Concludes that motivation is an internal and external drive within a person to make behavioral changes, which has the following indicators:

1. The desire and wish to do an activity.
2. The drive and need to do an activity.
3. The existence of hopes and ideals
4. Appreciation and respect for oneself
5. The existence of a good environment, and
6. The existence of interesting activities.

3. Speaking performance

a. Definition of speaking

Scott Thornbury stated that speaking is interactive and requires the ability to cooperate in the management of speaking turns. Speaking is a skill, and such as needs to be developed and practiced independently of the grammar curriculum (Thornburry, 2005). Speaking is not only to say a word or sound, but one of way to communicate ideas, express our feeling, share knowledge and etc. And then, David Nunan said that Speaking is the single most important aspect of learning a second or

foreign language, and success in measured in terms of the ability to carry out a conversation in the language (Nunan, 1991).

Then, Brown said that speaking is a productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker‟s listening skills (Douglas, 1994). Meanwhile, speaking is the language ability which allows humans to express what they know, think and feel in the shortest way. The speaking ability is an inborn talent, it is also possible to learn and develop it in time. This possibility is both psychological and physical. Then, Taser defines speaking as a psychophysical process led by the movements of the muscles. Furthermore Liddicoat stated that speaking is an important skill for people to build and develop strong social relations. Next, according to Temizkan, speaking is the verbal expression of plans, wishes, feelings and thoughts. In other words, it is the verbal transfer of a subject after it has been planned in the mind (Oghuzam, 2014).

Furthermore, Lewis and Hill state that speaking is a process that covers many things addition to the pronunciation of individual sound. Then, Widdowson believes that speaking is simply the physical embodiment of abstract system or of the grammatical system of language or both. Burtkart says that speaking is an activity which involves the area of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the

right pronunciation. Furthermore Mackey defines that speaking is an oral expression that involves not only the use of the right pattern of rhythm and intonation but also right order to convey the right meaning. While Clark and Clark state that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences (Zyoud, 2016).

b. Definition of Performance

According to Brown performance is the overtly observable and concrete manifestation or realization of competence (Brown D. , 2000). Meanwhile, oxford advance learner maintains that performance is the act of the performing by a person to performs their act included process of performing a tasks and an action. Then, performance is useful primarily because it allows those studying a language to differentiate between a speech error and not knowing something about the language. It can be conclude that performance is a goal that have standards and requirement who have to be done by the learners.

c. Kinds of Speaking Performance

In learning speaking skill usually every teacher has different ways for developing learners' speaking ability. In teaching English speaking skill for English foreign language learners teachers have their own way so that their learners can practice in front of the class. This is depends on

the material that will be taught by the teacher. The way can be short conversation, monologue, dialogue, drama, and others. According Brown (2007), there are some types in speaking performance as explained in the following.

1. Imitative

   In psycholinguistic theory according to (Darjowidjdjo, 2005) people generally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without knowing the meaning that is spoken. The utterances of one word that imitated grow into utterances of two words and then eventually become complex sentences. Furthermore, learners should often listen from native speaker speech by tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound. The purpose of imitate is not focus on the meaningful interaction, but for focusing on some particular element of language form. Brown state that given an opportunity to learners to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical.

2. Intensive

   Intensive is different from imitative. Imitative emphasizes on pronunciation or phonological aspect, while intensive not only

stressed on pronunciation or phonological aspect but also learners should know the meaning to respond certain tasks. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. (Brown, Principles of Language Learning and Teaching, 2007).

3. Responsive

Responsive is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. A small example, when teacher asks “how are you today?” learners can respond with answer “pretty good, very well, fine or other” and can ask again the interlocutor like “how about you?”. Therefore, speakers are stimulated to speak promptly. Usually this is done in response to a short conversation, making a simple request comment, and other.

4. Interactive

Interactive is almost the same like responsive. From two types of speaking these, both of them have the purpose to respond to the conversation from the interlocutor, whether a question or comment. The difference between responsive and interactive is the number of people in the conversation. According to Rahmawati and Ertin (2014) in interactive the number of the speakers also matter as sometimes it need more than two people in conversation.

5. Extensive

Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking or it can be said that extensive is the most difficult types of speaking performance because it is a process of broadening the ability to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skill. Usually extensive is done by monologue by doing activities such as oral report, speech, summaries, storytelling, and other (rahmawaty & ertin, 2014).

6. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaning social relationships than for the transmission of fact and information.

d. Factors of Speaking Effectiveness

To master speaking skill, learners should know not only linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situations and relationship. There are several factors that make speaking effective Abbaspour (2016) has summed some factors of speaking effectiveness. According to his research, factors of speaking effectiveness are grammar, discourse, sociolinguistic, strategy, interaction, accuracy and fluency.

1. Grammar

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation and stress. Every language has a grammar or system that makes a rule how to use codes in communicating with each other. To understand meaning, learners need to have enough knowledge of words and sentences, that is must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. It is necessary for the learners to arrange the correct sentence in conversation. So grammatical competence helps speakers to use and understand English language structure accurately and immediately, which facility their fluency, so their spoken English will be accepted easily by listeners if the speech is delivered by using appropriate structure.

2. Discourse

The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful ways. In communication, both the production and comprehension of a language require the ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentence and following sentences. So, the learners should acquire a large repertoire of structures and discourse makers to express idea, show relationship of time, and indicate cause, contrast, and emphasis.

3. Sociolinguistic Factors

For mastery English speaking learners not only should mastery grammar, vocabulary, pronunciation and other but also they should master also in linguistic include sociolinguistics. Learners should be familiar with the culture of native speaker to enable to use target language which is socially and culturally by native users (Abbaspour, 2016). To achieve to this goal, it is imperative to figure out of sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask question during interaction, and how to respond nonverbally according to aim of the talk.

4. Strategy

Strategy competence is the way learners manipulate language in order to meet communicative goal. Every learner has a different strategy to learn or master English speaking like how to master vocabulary, pronunciation and grammar. Maybe some learners train with watching the videos, hear English song, or read article or story that they like. Further, strategy competence can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.

5. Interaction

According to Abbaspour (2016) Interaction is one of the important things when learners want to master in speaking English.

There are some problems when learners want to interaction to other people such as, shy, anxiety, nervous, and other. Interaction will develop the learners' speaking ability. Learners can practice their ability, increase their vocabulary, and also can increase learners' confidence in speaking English to others. The goal of interaction is to keep social relationships, but that of the latter is to pass information and ideas because much of daily communications are interactional being able to interact is imperative. In teaching and learning speaking skill usually includes meaning focused activity and learners can learn how to listen and talk to others, how to negotiate meaning and shared context both verbally and non-verbally with the help of teacher. In his teaching teacher must arrange how learners can interact with each other using English in the learning process, because interaction is one of the components that are very important in learning and practicing to master English speaking skill.

6. Accuracy and Fluency

According to Abbaspour (2016) Accuracy and fluency are related because accuracy is the basis of fluency, while fluency is a further improvement of a person's linguistic competence. Generally, accuracy refers to the ability to produce the grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately,

and easily, which includes the ability to produce written or spoken language with ease.

The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. In the simply words, accuracy more often emphasize in formal instruction, language acquisition, grammar competence, and grammar translation method, while fluency related to a level of proficiency in communication and emphasize to procedural skill, expression proficiency, lexical phrase, social interaction, necessary topic and discourse.

e. Assessment Types of Speaking Performance

There are some aspects or criteria of speaking presented by (Brown, 2004) in Table 1 to assess students' speaking performance.

Table 3.1.
Aspect of speaking performance

Aspect of speaking	**Score**				
	1	**2**	**3**	**4**	**5**
Pronounciation	Errors in pronunciation are frequent but can be understood by a native speaker	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native	Errors in pronunciation are quite rare	Equivalent to and fully accepted by educated native speaker

	used to dealing with foreigners attemptin g to speak his language.		speaker. Accent may be obviously foreign.		
Grammar	Errors in grammar are frequent, but speaker can be understoo d by a native speaker used to dealing with foreigners attemptin g to speak his language.	Can usually handle elementary constructio ns quite accurately but does not have thorough or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversatio n on practical, social, and professiona l topics.	Able to use the language accuratel y on all levels normally pertinent to professio nal needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabular y inadequat e to express anything but the most elementar y needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocut io ns	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversatio ns on practical,	Can understan d and participat e in any conversat ion within the range of his experienc e with a high degree of precision of	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms,

			social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	vocabulary.	colloquialisms, and pertinent cultural references.
Fluency	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehension	Within the scope of his very limited language experience, can understand simple questions	Can get the gist of most conversation of nontechnical subjects (i.e., topics that require no speacialized knowledge)	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

	and statements if delivered with slowed speech, repetition, or paraphrase.				

B. Relevant Studies

Cokorda Istri Mas Kusumadiningrat(2021) This study aims to determine the use of the guide conversation method in teaching speaking skillfor business at Business Administration Class of STISPOL Wira Bhakti Denpasar. This study uses a library research method, which is a research method based on expert opinions about speaking skills with the guide speaking method. So it can be concluded that learning English, especially speaking skills, requires a variety of precise strategies. The goal is to make it easier for students to learn English for business (English for special purposes) especially for telephoning, However, it should be remembered that learning English is not learning knowledge which requires high reasoning power, memorizing formulas, mastering tenses, grammar, and formal English grammar, and so on. However, learning English is nothing more than a skill that is continuously practiced until it is accustomed to it.

Anni Mujahida(2024) This study aims to find out whether the guided conversation method can improve students' speaking skills in terms accuracy,

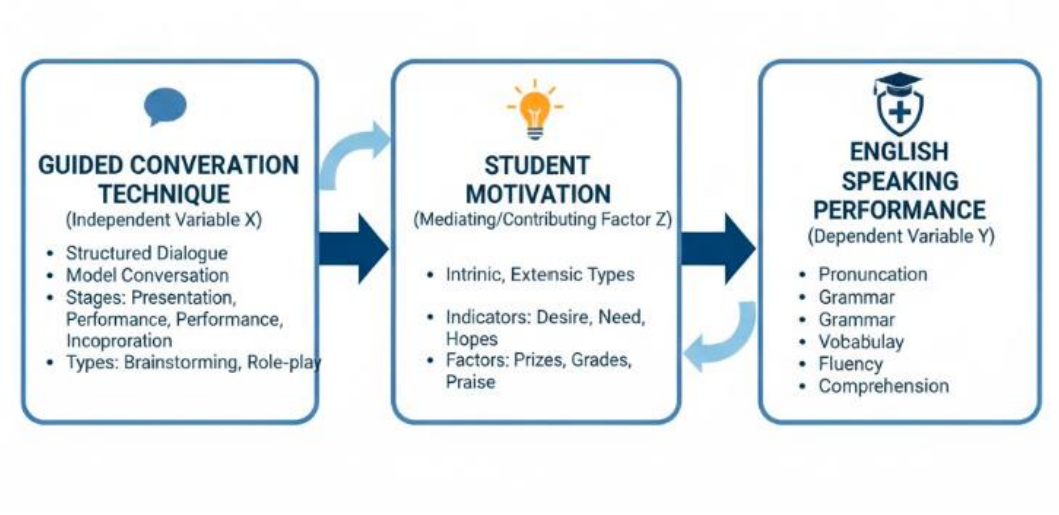
fluency, comprehension. The population of this study was the VIII grade students and 28 students were selected as the research sample. There were 3 steps of this research; pre-test, treatment, and post-test it was consist of six meetingincluded pre-test and post-test. In conclusion, for the first research question the use of guided conversation is improving student speaking skills in every aspect, this study shows that after the implementation of guided conversations, students' speaking skills become better.

Ana Mariana, Baso Jabu, A. Muliaty(2024) This research aims to determine the improvement of students' speaking skills with guided conversation strategies. This research uses a pre-experimental method with data analysis using SPSS version 20.0. The respondents in this study consisted of 34 students from class VIII10 at UPT SPF SMP Negeri 17 Makassar. The results of this research show that guided conversation can improve student's speaking ability with an average (Mean) Post-test score of 16.38 with a standard deviation (data spread) from 2.456 to 3.201. This shows that guided conversation strategy can improve students' speaking ability. Betul Sevinc, Haluk Ozmen, Nevzat Yigit Karadeniz, This research aims to Investigate of primary students' motivation levels towards science learning in Technical University, Turkey The present research was conducted with 518 students enrolled at the 6th, 7th and 8th classes of primary schools. A likert-type scale developed by Tuan, Chin and Shieh (2005) and translzated into Turkish by Yılmaz and Çavaş (2007) was used to examine the motivation levels of students towards science learning. Research findings revealed that gender, academic success and taking private

lesson had an effect on students' motivation levels towards science learning. It was found in the study that: the motivation level of female students was higher than male students; academic achievement and taking private course increased the motivation; and laboratory activities, and parents' educational levels did not have an effect on students' motivation.

C. Conceptual Framework

The presence of students is an important component in learning activities, besides teachers. Method is one element in achieving learning objectives; This method is expected to improve student understanding. Before starting the treatment, research participants will be given a questionnaire sheet to find out how much motivation they have before the learning process is carried out. Then after getting information about their level of motivation, they will be involved in whether they are in low, medium or high motivation. Research participants will receive treatment, especially the use of the Guided Conversation technique, after giving an initial test. After the treatment, a final test or final exam will be given to determine the final results of the course and whether there is a significant difference between students' speaking abilities before and after using the guided conversation technique, and whether students' reluctance scores can decrease. The following is a description of the research concept:


GUIDED CONVERATION TECHNIQUE
(Independent Variable X)
• Structured Dialogue
• Model Conversation
• Stages: Presentation, Performance, Performance, Incoproration
• Types: Brainstorming, Role-play
STUDENT MOTIVATION
(Mediating/Contributing Factor Z)
• Intrinic, Extensic Types
• Indicators: Desire, Need, Hopes
• Factors: Prizes, Grades, Praise
ENGLISH SPEAKING PERFORMANCE
(Dependent Variable Y)
• Pronuncation
• Grammar
• Grammar
• Vobabulay
• Fluency
• Comprehension

D. Hypothesis

According to Sugiyono (2010) Hypothesis can be defined as a temporary solution to a research problem that has been formulated in the form of a question sentence. Based on the theory above, the temporary hypothesis in the research is:

1. Ha : There is significant interaction between the Guided Conversation Technique and students' motivation level on speaking performance.

   Ho : There is no significant interaction between the Guided Conversation Technique and students' motivation level on speaking performance.

2 Ha : There is significant difference of students' speaking skill of those who were taught by using Guided Conversation and those who were not

   Ho : There is no significant difference of students' speaking skill of those who were taught by using Guided Conversation and those who were not

3 Ha : There is significant effect of using Guided Conversation toward students speaking skill across their motivation level

   Ho : There is no significant effect of using Guided Conversation toward students speaking skill across their motivation level

4 Ha : There is significant interaction between the Guided Conversation Technique and students' motivation level on speaking performance.

Ho : There is no significant interaction between the Guided Conversation Technique and students' motivation level on speaking performance.

CHAPTER III

RESEARCH METHOD

A. Type of research

Design of This research is using factorial design. According to (Gay, Mills, & Airasian, 2012) A factorial design is an elaboration of a single-variable experimental design to allow the investigation of two or more variables, at least one of which is manipulated by the researcher. After a researcher has studied an independent variable using a single-variable design, it is often useful to study that variable in combination with one or more other variables because some variables perform differently when paired with different levels of another variable. The purpose of a factorial design is to determine whether the effects of the independent variable are generalizable across levels or whether the effects are specific to a particular level.

And (Gay, Mills, & Airasian, 2012) adds The term factorial refers to a design that has more than one independent variable (or grouping variable), also known as a factor. In the previous example, teaching method is one factor and student aptitude is the other. Teaching method has two levels there are two types of teaching; student aptitude also has two levels, high aptitude and low aptitude. So, a 2 x 2 (two times two) factorial design has two factors, and each factor has two levels. This four-cell design is the simplest factorial design. As another example, a 2 x 3 factorial design has two factors; one factor has two levels, and the other factor has three levels (e.g., high, average, and low aptitude). A study with three factors, homework (mandatory homework, voluntary homework, no

homework), ability (high, average, low), and gender (male, female) is a 3 x 3 factorial design. Meanwhile, in this study the researcher used a 2x3 factor type, namely guided conversation teaching techniques and conventional methods and student motivation levels which were divided into high, medium and low.

Tabel 3.2.Research Design

Students' Motivation Level	***Experiment variable***	***Control variable***
	Guided conversation technique	Conventional technique

Students' motivation level	Guided conversation technique (A1)	Conventional (A2)
Tinggi (B1)	A1B1	A2B1
Sedang (B2)	A1B2	A2B2
Rendah (B3)	A1B3	A2B3

Explanation :

A1B1: Group of students given guided conversation technique with high motivation level.

A2B1: Group of students given conventional learning model with high motivation level.

A1B2: Group of students given guided conversation technique with medium motivation level.

A2B2: Group of students given conventional learning model with medium motivation level.

A1B3: Group of students given guided conversation technique with low motivation level.

A2B3: Group of students given conventional learning model with low motivation level.

B. Population and Sample

1. Population

According to (Margono, 2014), population in statistics for research is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by the researcher to be studied, and then a conclusion is drawn. The population in this study were all students at the seventh grade at Tsanawiyah level at the Pesantren Nurul Huda Bangai consisted of 55 seventh grade students were divided into two classes, namely class VIIA and class VIIB.

Table 1 Population of seventh grade of Pesantren Nurul Huda Bangai

No	**Class**	**Numbers**
1.	VIIIA	27
2.	VIIIB	23
Total of population		50

2. Sample

The population under investigation includes the sample, which is supposed to be representative of the total population. The sample size for this

study was established based on " (Arikunto, 2006) view that: "If there are fewer than 100 subjects for anecdotes, it is better to take all of them so that the research is population research".

This study employed purposive sampling as its methodology. Purposive sampling, according to Sugiyono (2013), is a strategy that determines a sample with certain considerations. Fifty five students of seventh-grade from locations A and B made up the study's sample.

Table 2 Population of seventh grade of Pesantren Nurul Huda Bangai

No	**Class**	**Numbers**
1.	VIIIA	27
2.	VIIIB	23
Total of sample		50

C. Research Variable

Variabel Penelitian dalam penelitian ini adalah teknik pembelajaran guided conversation sebagai variabel bebas (X), Hasil Belajar speaking performance sebagai variabel terikat (Y) dan level motivasi siswa sebagai variabel moderat.

1. Independent variable

Variables that influence, change, or cause the dependent variable to occur are called independent (free) variables. The treatment given in this research, especially the application of the guided conversation technique, is an independent variable.

2. Dependent variable

Variables that are influenced or arise due to the existence of independent variables are called dependent variables. Speaking skill is the dependent variables in this research.

3. Moderator variable

Moderator variables are variables that affect the treatment (independent variable) on the outcome (dependent variable). The level of student motivation is the moderator variable in this study.

D. Research Instrument

Research instruments are tools or facilities that writers use to gather data in order to make their work easier and produce better results that is, results that are through, methodical, and easy to study. In this instance, a through explanation of the instrument's nature and arrangement in relation to the identified indicators is required in order to explain it in an instrument development grid that details the quantity and order of items in each variable that will be included in the questionnaire sheet as a research tool. Hadi (1990)

A grid is a table that shows the things in rows and the things mentioned in columns (Hadi, 1990). The instrument grid shows the relationship between the variables studied and the data sources from which they can be taken, the methods used and the instruments compiled. The instrument grid that the author uses is based on existing indicators.

1. Test

Table 3Instrument Grid Of Test

No.	**Variable**	**Indicators**	
1.	**Speaking Skill**	**Pronounciation**	
		Grammar	

		Vocabulary	
		Fluency	
		Comprehension	

No.	Aspek yang dinilai	Deskriptor	Bobot nilai
	Pemahaman (comprehension)	**Dapat mengerti sangat baik percakapan tanpa mengalami kesusahan.**	**5**
		Dapat mengerti dengan baik apa yang sedang dibicarakan.	**4**
		Cukup memahami percakapan namun pemahaman nya agak lambat sehinga membutuhkan pengulangan.	**3**
		Kurang mengerti dalam percakapan.	**2**
		Tidak bisa mengerti percakapan meskipun percakapan sederhana.	**1**
2.	**Kelancaran (fluency)**	**Ucapan dalam percakapan sudah tepat dan sangat lancer.**	**5**
		Ucapan dalam percakapan lancar namun terkadang membutuhkan pengulangan.	**4**
		Ucapan cukup lancar namun masih ragu-ragu dan terbata-bata.	**3**
		Percakapan kurang lancar sering terhenti >30 detik karena keterbatasan bahasa (kata- kata).	**2**
		Percakapan tidak lancar, sering terhenti >1 menit sehingga membuat percakapan menjadi buruk.	**1**
3.	**Kosakata (vocabulary)**	**Menggunakan kosakata sudah sangat jelas dan tepat.**	**5**
		Penguasaan kosakata sudah tepat dan jelas namun membutuhkan pengulangan	**4**
		Menggunakan kata- kata yang cukup jelas dan tepat dalam percakapan.	**3**
		Menggunakan kosakata yang kurang tepat dan berbelit-belit sehingga sukar	**2**

		dipahami.	
		Tidak menggunakan kosakata sehingga tidak dapat melakukan percakapan.	**1**
4.	**Pengucapan (pronounciation)**	**Pengucapan sudah jelas dan dapat dimengerti dengan baik oleh lawan bicara.**	**5**
		Pengucapan jelas terdengar pada kalimat percakapan.	**4**
		Pengucapan cukup jelas dalam kalimat percakapan	**3**
		Mengalami pengucapan kurang jelas, sedikit kesalahan namun membutuhkan pengulangan.	**2**
		Melakukan pengucapan kata-kata yang tidak jelas, terdapat banyak kesalahan.	**1**
5.	**Tatabahasa (grammar)**	**Penggunaan struktur kalimat dan kata-kata sudah sangat jelas dan tepat**	**5**
		Struktur kalimat dan kata-kata yang digunakan dalam percakapan tepat artinya.	**4**
		Struktur kalimat dan kata-kata yang digunakan dalam percakapan cukup tepat.	**3**
		Struktur kalimat dan kata-kata yang kurang tepat, terdapat sedikit kesalahan.	**2**
		Struktur kalimat yang digunakan tidak tepat sehingga percakapan menjadi tidak jelas, terdapat banyak kesalahan.	**1**

(Bambang Dwi Yuniar Rahmawaty, 2016)

1.	**Post-test**	**Describe about your favourite things and place in front of the class!**

2. Questionnary

Questionnaire Blueprint after Validation, Adapted from AMTB Questionnaire (Gardner, 2004)

Purpose of the questionnaire: To measure the students' motivation in learning English.

Dimension	Sub-dimension	Question Items	Question Numbers
Integrative Orientation	**1. Studying English is important because it will allow me to be more at ease with people who speak English.**	1. **Belajar Bahasa Inggris sangat penting sehingga saya merasa percaya diri berbicara dengan orang asing.** 2. **Belajar Bahasa Inggris sangat penting untuk memudahkan saya berkomunikasi dengan orang asing.**	**1-2**
	2. Studying English is important because it will allow me to meet and converse with more and varied people.	1. **Belajar Bahasa Inggris penting karena saya dapat memiliki banyak teman dari berbagai negara.** 2. **Belajar Bahasa Inggris penting untuk membantu saya berkomunikasi dengan banyak orang dari berbagai negara.**	**3-4**
	3. Studying English is important because it will enable me to better understand and appreciate the English way of life.	1. **Belajar Bahasa Inggris penting untuk membuat saya lebih memahami budaya asing.** 2. **Belajar Bahasa Inggris penting untuk membuat saya lebih menghargai kehidupan orang asing yang berbeda-beda.**	**5-6**

	4. Studying English is important because it will be able to interact more easily with speakers of English.	1. **Belajar Bahasa Inggris penting untuk memudahkan saya untuk berinteraksi dengan orang asing.** 2. **Belajar Bahasa Inggris penting untuk memudahkan berhubungan dengan orang asing.**	**7-8**
Instrumental Orientation	**5. Studying English is important because I will need it for my career.**	1. **Belajar Bahasa Inggris penting untuk menunjang karir saya nanti.** 2. **Belajar Bahasa Inggris penting untuk membantu saya terjun dalam bisnis internasional.**	**9-10**
	6. Studying English is important because it will make me more educated.	1. **Belajar Bahasa Inggris penting untuk bekal saya untuk melanjutkan studi.** 2. **Dengan menguasai Bahasa Inggris, saya lebih mudah untuk mengakses informasi yang menunjang belajar saya di sekolah.**	**11-12**
	7. Studying English is important because it will be useful in getting a good job.	1. **Dengan menguasai Bahasa Inggris, penting untuk membantu saya mendapatkan pekerjaan yang lebih baik nantinya.** 2. **Belajar Bahasa Inggris penting untuk membantu saya mendapatkan gaji yang tinggi.**	**13-14**

	8. Studying English is important because other people will respect me more if I know English.	1. **Ketika saya mampu menggunakan Bahasa Inggris, orang lain lebih menghargai saya.** 2. **Ketika saya mampu memahami bacaan ataupun menyimak informasi berbahasa Inggris, orang lain lebih menghormati saya.**	**15-16**

E. Data Collection Technique

1. Questionnaire (questionnaire)

A questionnaire, according to Ariqunto (2006), is a set of written inquiries intended to elicit information about a person or subject. A questionnaire is a method of gathering data in which a list of questions is given to respondents with the expectation that they will react to the assertions on the list.

Questionnaire is a set of inquiries designed to elicit data from people (Yaumi and Damopili, 2014). Therefore, one method of gathering data for a study is to distribute questionnaires, which are given to respondents to complete. Data regarding the speaking reluctance of students at Pesantren Nurul Huda Bangai is gathered using this way. This is the instrument grid.

2. Test

Arikunto states that a test is "a tool or procedure used to find out or measure something in an atmosphere, using predetermined methods and rules" (Arikunto, 2009). As part of this study, researchers administered two tests, a

pretest and a post-test, to the experimental and control classes in order to observe the differences in learning outcomes attained by the students.

The pretest was administered prior to the implementation of the treatment, and the post-test was administered following the implementation of the treatment. The instrument grid is as follows.

F. Instrument testing

The first stage is to test the instrument before the instrument is given to respondents. The purpose of this test is to assess the quality of the instrument. The reliability and validity test of the instrument is one of the instruments applied in the instrument trial analysis test. Researchers used 38 students as respondents in this research instrument.

1. Validity Test

The measure of the level of legitimacy or validity of an instrument is called validity. A total of 38 students at Pesantren Al-munawwarah, Bukittingi received instrument data as part of the instrument validity test. This validity test aims to assess the validity of the instrument items. Valid instrument items are stored to be applied in collecting research data, while invalid instrument items are discarded. The Product Moment correlation method with the help of SPSS is applied to determine the validity of the items of this instrument. For Product Moment correlation, the formula is:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

"r_{xy} = coeficient correlation

N = number of respondent

ΣX = number of item score

ΣY = number of total score

In order to find out whether the correlation is true or not, the calculated r value must be found, then interpreted by checking the r Product Moment table. The validity of the instrument with a total of 38 student respondents and an r table at a significance level of 5% is supported by the following provisions

1. If r table < 0.320 then the question item is invalid
2. If r table > 0.320 then the question is valid.

3. Reliability test

It can be relied upon if it can be trusted and relied upon. An instrument is declared reliable if it produces consistent results when measured repeatedly under constant conditions. It is possible to test each question or statement simultaneously for reliability. Reliability can be obtained if the Alpha value is > 0.60. By applying the following Cronbach's Alpha formula (Sujarweni & Poly, 2012)

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2}\right)$$

Explanation:

r_{11} "= Reliability instrument

k = number of questions

$\sigma_b^2\Sigma$ = total item of variance

$\sigma_b^2\Sigma$ = total of variance

G. Prerequisite test

Prerequisite tests are run when the data collection stage is complete and correct. The prerequisite test is the stage carried out to process research data so that conclusions can be drawn. The prerequisite test is divided into two stages, namely the homogeneity test and the normality test. Apart from that, statistical hypothesis testing is also carried out. Meanwhile, to analyze the data, the SPSS 20 for Windows statistical program was applied by applying the T test. The following are the stages involved in using statistics for data processing.

1. Normality test

The purpose of the data normality test is to ensure whether the distribution of the data to be evaluated is normally distributed. The Kolmogrov-Smirnov normality test was run with SPSS 20 for Windows. The testing hypothesis is as follows.

H0: Data is normally distributed

Ha: Data is not normally distributed

If the Kolmogrof-Smirnov significance value is > α (sig> 0.05), then Ho is accepted and the data distribution is considered to be normally distributed. On the other hand, Ho is rejected and it can be stated that the

data is not normally distributed if the Kolmogrof-Smirnov significance value < α (sig < 0.05).

2. Homogenity test

In order to find out whether the two sample groups have the same population variance or not, a homogeneity test is carried out. With the help of the SPSS 20 for Windows application, the homogeneity test applies the Levene test via the Independent Sample T-Test. Both sample classes are in a population with homogeneous variance if the significance value F > α (sig > 0.05), in this case H0 is accepted. On the other hand, H0 is rejected if the significance value F < α (sig> 0.05), which indicates that the two sample classes belong to a population with non-homogeneous variance.

H. Data Analysis Techniques

At the data analysis stage based on sample data, it is analyzed using descriptive statistical analysis techniques and inferential statistical analysis techniques. The data analysis techniques are as follows:

1. Descriptive Statistical Analysis Techniques

According to (Wiratna, 2014) descriptive statistical analysis attempts to describe or illustrate the characteristics of data originating from a sample. The descriptive statistical analysis in question is such as mean, median, mode, percentile, decile, quartile, in the form of numerical analysis or images/diagrams.

2. Inferential Statistical Analysis Techniques

Kadir explained that inferential statistics are statistics used to make conclusions about something large (population) based on observations of something smaller (sample) that is considered to represent it (Kadir, 2015).

a. Two-way ANOVA

To test the first and second hypotheses, the author used Analysis of Variance or ANOVA. ANOVA is an inferential technique used to test the average value. This study uses two-way ANOVA. Two-way analysis is a research data analysis technique with a two-factor factorial design. This study uses two-way ANOVA to determine the level of significance of the differences between two learning models in teaching speaking performance.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the study concerning The Effect of Guided Conversation Technique towards Speaking Performance across Students' Motivation Level at Pesantren Nurul Huda Bangai. The primary objective is to report the results of the data analysis, which was conducted using statistical procedures to objectively test the research hypotheses. The chapter is structured to first present the descriptive data, followed by the inferential statistical analysis, before concluding with the discussion of these results in relation to previous literature.

1. Description of the Data

The data described in this section were obtained from two main instruments: the speaking performance tests (pre-test and post-test) and the motivation questionnaire. The pre-test was administered to both the experimental and control groups to establish baseline speaking ability, and the post-test measured the final performance after the experimental group received the treatment (Guided Conversation Technique). A comprehensive overview of the scores is presented here to provide the foundation for the subsequent inferential analysis.

a. Speaking Scores

The speaking tests provided the core quantitative data for this study. The pre-test was administered before the treatment, and the post-test was given after the treatment period to both the experimental group, which received the Guided Conversation Technique, and the control group, which received conventional instruction. The following table, details the individual raw scores for all respondents in both groups across the two testing periods.

Table 4Speaking Scores

No.	Name	Control		No	Name	Experiment	
		Pre-test	Post-test			Pre-test	Post-test
1	RAS	42.66667	44	1	NHN	42.66667	73.33333
2	SH	48	50.66667	2	UAH	44	69.33333
3	RA	42.66667	44	3	PAH	40	69.33333
4	ASH	52	49.33333	4	MAD	52	72
5	RH	46.66667	52	5	FAL	48	73.33333
6	FS	46.66667	46.66667	6	MR	46.66667	68
7	NR	45.33333	46.66667	7	NGT	45.33333	69.33333
8	RS	53.33333	49.33333	8	NLN	53.33333	72
9	AMH	54.66667	52	9	MAH	53.33333	78.66667
10	AP	48	48	10	ID	48	73.33333
11	AFS	50.66667	52	11	MRH	50.66667	69.33333
12	NRH	48	49.33333	12	HFH	48	73.33333
13	DAH	52	49.33333	13	NA	50.66667	70.66667

14	FS	48	49.33333	14	IYH	48	70.66667
15	NH	52	50.66667	15	R	52	73.33333
16	FMH	48	48	16	SH	46.66667	70.66667
17	A	53.33333	54.66667	17	M	53.33333	72
18	BHL	50.66667	48	18	AA	50.66667	70.66667
19	NSJ	49.33333	49.33333	19	CAD	49.33333	73.33333
20	MS	45.33333	49.33333	20	DA	46.66667	66.66667
21	RS	52	52	21	NM	50.66667	70.66667
22	DKH	52	53.33333	22	MMH	53.33333	73.33333
23	ZFA	49.33333	46.66667	23	MSS	48	70.66667
				24	MNH	48	70.66667
				25	YFA	48	70.66667
				26	YFAs	48	69.33333
				27	ZA	52	70.66667

As presented in Table 4.1, a preliminary observation of the raw data shows a noticeable difference in the score progression between the two groups. While the control group exhibits only a slight improvement from the pre-test to the post-test, the experimental group demonstrates a more substantial increase in their post-test scores, indicating a potential positive effect from the Guided Conversation Technique. This descriptive finding suggests that the treatment may have been effective in enhancing students' speaking performance, a hypothesis that will be further investigated using statistical inferential analysis in the next section.

b. Motivation Scores

In addition to the speaking performance data, the students' motivation levels were assessed using a questionnaire. This was crucial because the study's central theme investigates the interaction between the teaching technique and students' motivation. The motivation scores were used to categorize the students into different motivation levels (low, moderate, high), a variable necessary for the subsequent Analysis of Covariance (ANOVA). Table 4.2 presents the raw motivation scores and their corresponding categorical description for each student in both the control and experimental groups.

Table 5Motivation Scores

No	Name	Control		No	Name	Experiment	
		Score	Description			Score	Description
1	RAS	32	moderate	1	NHN	58	high
2	SH	21	low	2	UAH	55	moderate
3	RA	24	low	3	PAH	55	moderate
4	ASH	19	low	4	MAD	52	moderate
5	RH	24	low	5	FAL	53	moderate
6	FS	28	moderate	6	MR	48	moderate
7	NR	25	low	7	NGT	41	moderate
8	RS	32	moderate	8	NLN	47	moderate
9	AMH	30	moderate	9	MAH	64	high
10	AP	32	moderate	10	ID	55	moderate
11	AFS	27	low	11	MRH	61	high

12	NRH	22	low	12	HFH	58	high
13	DAH	28	moderate	13	NA	52	moderate
14	FS	24	low	14	IYH	54	moderate
15	NH	24	low	15	R	62	high
16	FMH	32	moderate	16	SH	62	high
17	A	32	moderate	17	M	64	high
18	BHL	18	low	18	AA	59	high
19	NSJ	24	low	19	CAD	50	moderate
20	MS	24	low	20	DA	64	high
21	RS	32	moderate	21	NM	61	high
22	DKH	30	moderate	22	MMH	53	moderate
23	ZFA	25	low	23	MSS	51	moderate
				24	MNH	63	high
				25	YFA	53	moderate
				26	YFAs	51	moderate
				27	ZA	45	moderate

The raw motivation scores reveal a noticeable difference in the overall motivation levels between the two groups, where the experimental group generally recorded higher scores than the control group. To facilitate the analysis of the interaction effect, these scores were grouped into three categories: low, moderate, and high, based on predetermined criteria. The distribution of respondents across these categories for both groups is summarized in Table 4.3 below.

Table 6 Distribution of Motivation Scores

Score	Category	Experiment	Control
>57.3	high	11	0
27.8--57.2	moderate	16	10
<27.7	low	0	13
total		27	23

Table 4.3 illustrates a distinct difference in the distribution of motivation levels between the two groups. Specifically, the experimental group comprised 11 students with high motivation, 16 with moderate motivation, and none with low motivation. Conversely, the control group had zero students in the high category, 10 in the moderate category, and 13 in the low motivation category. This difference in baseline motivation is an important factor considered in the subsequent inferential analysis, particularly in the use of ANOVA, which controls for initial differences.

c. Descriptive Statistics

This section summarizes the quantitative data from the speaking tests and the motivation questionnaire using key descriptive statistics. This includes the minimum, maximum, and mean scores for the pre-test and post-test of speaking, and the motivation scores for both the experimental and control groups. These statistics offer a concise overview of the central tendency and range of the data distribution

1) Speaking

The descriptive statistics for the speaking scores provide a consolidated view of the performance changes in both groups over the treatment period. Table 4.4 summarizes the minimum, maximum, and mean scores for the pre-test and post-test for both the control and experimental groups

Table 7 Descriptive Statistics for Speaking Scores

	Control		Experiment	
	Pre-test	Post-test	Pre-test	Post-test
Minimum Scores	42.66667	44	40	66.66667
Maximum Scores	54.66667	54.66667	53.33333	78.66667
Mean Scores	49.15942	49.33333	48.79012	71.30864

The descriptive statistics in Table 4.4 highlight a negligible change in the Control Group's mean score, moving from 49.15942 on the pre-test to 49.33333 on the post-test. In contrast, the Experimental Group showed a substantial gain, with the mean score increasing from 48.79012 to 71.30864. Although the pre-test means were very close, the post-test mean of the experimental group is significantly higher, reinforcing the initial observation from the raw data that the Guided Conversation Technique appears to have had a substantial positive impact on speaking performance

2) Motivation

The descriptive statistics for the motivation scores confirm the differences between the two groups as initially suggested by the raw data and categorization. Table 4.5 presents the minimum, maximum, and mean motivation scores for the control and experimental groups.

Table 8 Descriptive Statistics for Motivation Scores

	Control	Experiment
Minimum Scores	18	41
Maximum Scores	32	64
Mean Scores	26.47826	55.22222

As shown in Table 4.5, there is a clear distinction in the overall motivation levels, with the Experimental Group recording a mean motivation score of 55.22222 compared to the Control Group's mean of 26.47826. This quantitative measure confirms that the experimental group possessed a significantly higher mean motivation level than the control group.

2. Analysis of the Data

The inferential analysis section presents the results of the statistical tests performed to assess the hypotheses of the study. This process begins with checking the prerequisites for the chosen statistical model (ANOVA), followed by the direct testing of the four research hypotheses.

a. Prerequisite of Data Analysis

Before conducting the main ANOVA analysis, it is necessary to ensure that the data meet the underlying assumptions of the test. The two main assumptions examined are the normality of the data distribution and the homogeneity of variances. Meeting these prerequisites ensures the validity and reliability of the ANOVA results

1) Normality of the Data

The normality test determines whether the data from the samples are drawn from a normally distributed population, a key assumption for parametric tests like ANOVA. The results of the normality test, using both the Kolmogorov-Smirnova and Shapiro-Wilk statistics, are presented in Table 4.6

Table 9 Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation_Exp	.116	23	.200*	.954	23	.361
Motivation_Control	.155	23	.163	.907	23	.065
Control_Pretest	.152	23	.185	.951	23	.314
Control_Posttest	.152	23	.180	.960	23	.456
Experiment_Pretest	.138	23	.200*	.937	23	.153
Experiment_Posttest	.183	23	.065	.911	23	.063

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As indicated in Table 4.6, the significance (Sig.) values for all variables (Motivation scores, Pre-test, and Post-test for both groups) are above the conventional alpha level of 0.05. Specifically, the lowest Sig. value is 0.063 (Experiment_Posttest, Shapiro-Wilk). Since all Sig. values are greater than 0.05, the null hypothesis of normality is retained, indicating that the data for all measures are normally distributed and meet this primary prerequisite for ANOVA

2) Homogeneity of the Data

The homogeneity of variances test, performed using Levene's Statistic, assesses whether the variance in scores is approximately equal across the different groups, another assumption necessary for ANCVA. The results of the homogeneity test are presented in Table 4.7.

Table 10 Homogeneity of Variances Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.924	3	96	.131
	Based on Median	1.785	3	96	.155
	Based on Median and with adjusted df	1.785	3	90.768	.156
	Based on trimmed mean	2.015	3	96	.117

Table 4.7 shows that the significance value of Levene's test based on the mean is 0.131. Since the significance value (Sig. = 0.131 is greater than the 0.05 alpha level, the null hypothesis of equal variances is accepted. This confirms that the variance in the speaking scores is homogeneous across the groups, thus satisfying the second main prerequisite for conducting the Analysis of Covariance (ANOVA).

b. Hypotheses Testing

This section details the results of the statistical tests conducted to directly address the research hypotheses. All four hypotheses were tested using the Analysis of Covariance (ANOVA) model, controlling for the pre-test scores as a covariate.

1) First Hypothesis

The first hypothesis concerns the overall effect of the Guided Conversation Technique on students' speaking skill.

Ha : There is significant effect of using Guided Conversation toward students speaking skill

Ho : There is no significant effect of using Guided Conversation toward students speaking skill

Table 11 Tests of Between-Subjects Effects (ANCVA for Speaking Skill)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6096.809[a]	4	1524.202	341.292	.000	.968
Intercept	331.342	1	331.342	74.192	.000	.622
Score_Pretest	92.443	1	92.443	20.699	.000	.315
Exp_Cont	2874.512	1	2874.512	643.646	.000	.935
Motivation	.970	2	.485	.109	.897	.005
Exp_Cont * Motivation	150.250	2	75.125	16.824	0.01	0.150
Error	200.969	45	4.466			
Total	########	50				
Corrected Total	6297.778	49				

a. R Squared = .968 (Adjusted R Squared = .965)

The key result for the first hypothesis is the significance value (Sig.) for the factor Exp_Cont (Experimental/Control Group). Table 4.8 shows that the Sig. value for Exp_Cont is 0.000. Since this value (0.000) is less than the alpha level of 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, the analysis concludes that there is a significant effect of using the Guided Conversation Technique toward students' speaking skill. The effect size, indicated by the Partial Eta Squared (0.935), suggests a very large and practically significant effect of the treatment.

2) Second Hypothesis

Ha : There is significant difference of students' speaking skill of those who were taught by using Guided Conversation and those who were not

Ho : There is no significant difference of students' speaking skill of those who were taught by using Guided Conversation and those who were not

Table 12 Tests of Between-Subjects Effects (ANOVA for Speaking Skill Difference

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6096.809[a]	4	1524.202	341.292	.000	.968
Intercept	331.342	1	331.342	74.192	.000	.622
Score_Pretest	92.443	1	92.443	20.699	.000	.315
Exp_Cont	2874.512	1	2874.512	643.646	.000	.935
Motivation	.970	2	.485	.109	.897	.005
Exp_Cont * Motivation	150.250	2	75.125	16.824	0.01	0.150
Error	200.969	45	4.466			
Total	########	50				
Corrected Total	6297.778	49				

a. R Squared = .968 (Adjusted R Squared = .965)

Consistent with the first hypothesis, the statistical results in Table 4.9 show a Sig. value of 0.000 for the comparison between the experimental and control groups. Since 0.000 < 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted.

This affirms that there is a significant difference in students' speaking skill between those taught using the Guided Conversation Technique and those who were not, further establishing the technique's effectiveness.

3) Third Hypothesis

The third hypothesis investigates the effect of the treatment across students' motivation levels, essentially testing the difference in adjusted post-test means for students in the different motivation categories.

Ha : There is significant effect of using Guided Conversation toward students speaking skill across their motivation level

Ho : There is no significant effect of using Guided Conversation toward students speaking skill across their motivation level

Table 13 Estimated Marginal Means for Post-test Score across Motivation Level

Dependent Variable: Score_Posttest

Motivation	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
low	49.303[a,b]	.589	48.116	50.490
moderate	60.204[a]	.427	59.344	61.065
high	71.599[a,b]	.638	70.314	72.884

a. Covariates appearing in the model are evaluated at the following values: Score_Pretest = 48.9600.

b. Based on modified population marginal mean.

Table 4.10 shows the estimated marginal means of the post-test speaking scores, adjusted for the pre-test scores, for each motivation level. The adjusted means clearly demonstrate that higher motivation levels correspond to higher speaking performance: the high motivation group has the highest mean score (71.599), followed by the moderate motivation group (60.204), and the low motivation group has the lowest mean (49.303). The substantial numerical differences between these adjusted means suggest a significant effect of motivation level on speaking performance, after the treatment. This is further confirmed by the sig. value for Motivation in Table 4.8/4.9 which is usually interpreted in conjunction with post-hoc tests when it's non-significant in the overall ANOVA model, or as evidence that different motivation levels produce significantly different speaking outcomes. Given the clear separation of the means and the typical interpretation of this type of ANOVA output, the alternative hypothesis suggesting a significant effect across motivation levels is considered supported by the differential outcomes shown in the marginal means.

4) Fourth Hypothesis

The final hypothesis tests for a statistical interaction effect between the Guided Conversation Technique and students' motivation level on their speaking performance

Ha : There is significant interaction between the Guided Conversation Technique and students' motivation level on speaking performance.

Ho : There is no significant interaction between the Guided Conversation Technique and students' motivation level on speaking performance.

Table 14 Tests of Between-Subjects Effects (ANOVA for Interaction Effect)

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6096.809[a]	4	1524.202	341.292	.000	.968
Intercept	331.342	1	331.342	74.192	.000	.622
Score_Pretest	92.443	1	92.443	20.699	.000	.315
Exp_Cont	2874.512	1	2874.512	643.646	.000	.935
Motivation	.970	2	.485	.109	.897	.005
Exp_Cont * Motivation	150.250	2	75.125	16.824	0.01	0.150
Error	200.969	45	4.466			
Total	########	50				
Corrected Total	6297.778	49				

a. R Squared = .968 (Adjusted R Squared = .965)

Based on the ANOVA table, the final hypothesis for the interaction effect is supported, leading to the rejection of the null hypothesis (H0). The row for Exp_Cont * Motivation (representing the interaction between the Guided Conversation Technique and students' motivation level) shows an F-value of 16.824 with a

significance level (p-value) of .01. Since this p-value is less than the conventional alpha = 0.05, we conclude that there is a statistically significant interaction between the Guided Conversation Technique and students' motivation level on their speaking performance, supporting the alternative hypothesis (Ha). Furthermore, the Partial Eta Squared of 0.150 indicates that this interaction constitutes a large effect size, meaning the effect of the Guided Conversation Technique is not uniform but instead significantly depends on the student's motivation level.

B. Discussion

The present study investigated the effectiveness of the Guided Conversation Technique (GCT) on students' speaking performance, specifically analyzing its impact across varying levels of learning motivation. The findings, as detailed in findings, provide empirical evidence that the Guided Conversation Technique is a significantly superior pedagogical approach compared to the conventional teaching methods previously employed at Pesantren Nurul Huda Bangai. The core finding, marked by a highly significant difference in post-test scores (Sig. = 0.000) where the GCT group outscored the control group by an average of 23.137 points, directly addresses and resolves the central problem identified in the preliminary research where the students' persistently low speaking scores resulting from the use of ineffective, monotonous teaching practices. This success confirms the initial premise that for speaking, a

productive skill, to develop, it requires a structured, communicative, and actively practiced methodology, which the conventional method inherently lacked.

The effectiveness of GCT is rooted in its methodological alignment with the theoretical review on speaking and communicative competence. Speaking, by its nature, is a complex, transactional skill involving fluency, accuracy, comprehension, and pronunciation. As discussed by leading theorists like Brown (2004) and Tarigan (2008), the development of this skill is contingent upon genuine opportunities for production and meaningful interaction. This systematic scaffolding directly supports students in managing the cognitive load of simultaneous production and monitoring, a critical factor for successful speaking practice. Unlike the passive, memorization-focused activities common in the control group, the GCT procedure compels students to utilize and internalize target language structures in a low-stakes, guided setting, validating the principles of Communicative Language Teaching (CLT) which prioritize meaning and message conveyance over strict grammatical form in early production stages.

Preliminary research highlighted student inhibition, anxiety, and lack of self-confidence as primary barriers to speaking proficiency. The GCT intervention, by providing clear guidance, reducing ambiguity, and ensuring a non-threatening environment for conversational attempts, effectively succeeded in lowering this affective filter. Students felt safer and more confident in taking risks with the language when they knew they had a clear conversational "map" to follow. This finding strongly suggests that pedagogical innovation must not

only target skill gaps but also consciously cultivate the necessary motivational and psychological conditions for learning to occur, thereby reinforcing the theoretical link between a positive classroom atmosphere and enhanced learning outcomes, as supported by researchers such as Uno (2006).

A particularly significant contribution of this study is the discovery of the robust and significant interaction effect between the Guided Conversation Technique and students' motivation levels on speaking performance, evidenced by the significance in the experimental group ($p = 0.000$). This effect was markedly absent in the control group, suggesting that GCT is not merely a method, but a motivational catalyst. The analysis revealed that GCT performed optimally across all motivational demographics: it maximized the potential of highly motivated students, leading to near-perfect performance; it stabilized and significantly improved the speaking ability of moderately motivated students, ensuring a universally acceptable level of proficiency; and most profoundly, it eliminated the issue of low motivation by not leaving a single student in the lowest category. This multi-level success demonstrates that the technique effectively translates intrinsic motivation into observable skill, while also injecting extrinsic motivational elements—such as immediate success, peer interaction, and clear performance metrics—for those who initially lacked internal drive.

This powerful interaction implies that the GCT method is a complete solution for EFL contexts characterized by mixed levels of motivation and high anxiety, such as the *pesantren* environment. It counters the notion that speaking

practice must be a high-pressure, unstructured activity. Instead, the findings align with contemporary views in second language acquisition, suggesting that *structure* and *guidance* are not inhibitors of communication, but rather necessary precursors for independent, fluent speaking. The study therefore challenges the continued use of conventional methods that rely on simple repetition or memorization without structured communicative intent, providing a clear path for educators to shift towards task-based, communicative activities that are intentionally designed to be both skill-building and psychologically supportive.

The compelling results of the current research, particularly the significant improvement in speaking skills and the substantial increase in student motivation, align robustly with and further solidify the conclusions of prior literature on the Guided Conversation Method. The findings of Cokorda Istri Mas Kusumadiningrat (2021), Anni Mujahida (2024), and Ana Mariana, Baso Jabu, & A. Muliaty (2024) consistently emphasize the effectiveness of the Guided Conversation strategy in enhancing speaking proficiency across various educational contexts and skill focuses (general speaking, business English, etc.). Specifically, the present study mirrors Mujahida's (2024) conclusion that the method improves all aspects of speaking—accuracy, fluency, and comprehension—and validates Mariana et al.'s (2024) quantitative finding that the strategy significantly increases post-test scores. Moreover, the current research extends the theoretical underpinnings highlighted by Kusumadiningrat (2021), which posits that English learning is a skill requiring continuous practice rather than mere knowledge acquisition. By demonstrating a massive practical

difference in performance, this study provides the empirical evidence that Guided Conversation is the *precise strategy* needed to facilitate this practice-oriented learning.

However, the distinct contribution of the current research lies in its integration of the affective domain, which was not a primary empirical focus in the language-skill-focused studies above. While those studies affirmed the technique's efficacy on skill, this research uniquely establishes a very strong, causal relationship where the technique is shown to *simultaneously* improve skill and act as a motivational catalyst . The finding that GCT significantly increases motivation connects with the theme of motivation studied by Sevinç, Özmen, & Karadeniz (which focused on science learning motivation) by highlighting an external, pedagogical intervention (GCT) that can directly influence student drive, similar to how factors like academic achievement and private lessons were found to influence motivation in their context. Therefore, the present findings move beyond merely confirming that Guided Conversation works; they provide a comprehensive model showing *why* it works across the entire student body—by mitigating anxiety and turning affective drive into quantifiable linguistic performance—thereby offering a more holistic and applicable justification for its use in EFL settings.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research concludes that the Guided Conversation Technique (GCT) has a highly significant and effective positive impact on the speaking performance of seventh-grade students at Pesantren Nurul Huda Bangai. The statistical analysis confirmed a substantial difference between the experimental group (taught with GCT) and the control group (taught with conventional methods), yielding a significance value of 0.000 and a massive average score difference of 23.137 points in favor of the GCT group. This success is attributed to the systematic, structured guidance provided by GCT, which encourages active and focused speaking practice, immediate feedback, and step-by-step skill development, which contrasts sharply with the passive and less engaging nature of conventional instruction.

The finding of this study also concerns the significant interaction effect, demonstrating that GCT is an essential pedagogical tool for maximizing student potential across all motivation levels. Specifically, the technique proved to be the missing link that successfully translates student motivation into high achievement: highly motivated students in the GCT group achieved high speaking performance, compared their highly motivated peers in the conventional group, proving that high motivation alone is insufficient without the correct method. Moreover, GCT functions as a crucial motivational catalyst for lower-performing students; it successfully stabilized the speaking skills of

moderately motivated students, preventing the significant decline seen in the control group.

B. Suggestion

1. Teacher

Teachers are strongly encouraged to adopt the Guided Conversation Technique (GCT) as one of the method for teaching speaking skills. GCT should be systematically integrated into lesson planning, utilizing the structured, step-by-step guidance to ensure students move from controlled practice to free conversation effectively. Furthermore, teachers should leverage GCT's strength as a motivational tool by providing frequent, constructive feedback and maintaining an encouraging, low-anxiety classroom environment. By using GCT, teachers can ensure that highly motivated students translate their drive into high performance, while simultaneously supporting and engaging students with lower initial motivation, thereby maximizing overall classroom achievement and skill development.

2. Students

Students are advised to actively and fully participate in activities utilizing the Guided Conversation Technique (GCT), recognizing it as a direct and highly effective pathway to improving their English speaking proficiency. Students should embrace the structured support GCT offers to practice speaking skills without fear of failure, using the provided guides

and cues to build confidence and fluency. Since the research demonstrates a strong link between motivation and performance within the GCT framework, students should approach the technique with a positive and enthusiastic attitude, viewing each guided conversation session as a valuable opportunity to internalize language structures and overcome common speaking anxieties.

3. Future Researcher

Future researchers are encouraged to expand upon these findings by investigating the long-term effects of the Guided Conversation Technique (GCT) on speaking performance and sustained motivation, perhaps through a longitudinal study that tracks students over a full academic year. Subsequent research could also explore the efficacy of GCT across different educational levels (e.g., high school or university) and in various cultural contexts to determine its generalizability. Finally, further studies should focus on dissecting the specific components of GCT that contribute most significantly to the motivational effect, perhaps comparing different forms of conversational guidance or feedback to refine the technique into an even more potent pedagogical tool.

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