

# Improving Communication Skills of Tertiary Level Indonesian Learners through a Conversation Lounge

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## Improving Communication Skills of Tertiary Level Indonesian Learners through a Conversation Lounge Fahrur Rozi, Ph.D Universitas Negeri Semarang, Indonesia

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**Abstract:** The objective of this research was to examine how to improve speaking skills of tertiary level Indonesian learners through a conversation lounge. The population was tertiary level Indonesian learners. This research employed a quasi experimental design. The sample consisted of 12 learners of the discipline of Management Studies of Economics Faculty of Universitas Negeri Semarang. The instruments were tests, questionnaires, and observation. The result of the research showed that the quality and quantity of learners' speaking skills in English improved when they practised English in a conversation lounge. Participation in the conversation lounge enhances learners' speaking skills and enriches their vocabulary, improves their pronunciation, strengthens grammar, and has a positive impact on their fluency. Moreover, based on the results of learners' observation in the conversation lounge, all learners enjoyed learning English in the informal setting. In brief, it is clear that doing some speaking tasks in a conversation lounge is an effective way of improving learning conditions outside of the classroom. This suggests that English teachers could be positively encouraged to use this model for teaching English at schools, colleges and universities.

**Keywords:** Communication skills, Conversation Lounge, and Speaking Skills

### Introduction

This study aims to carry out an investigation to find an effective, influential, and practical method of teaching English to tertiary level Indonesian learners. This study deals with the conduct of a research project to find out a particular strategy in teaching English to improve speaking skills. Indonesia is a multicultural, multiethnic and multilingual country where many linguistic communities exist. Three kinds of languages are spoken and used in Indonesia. Firstly, it is the regional language and several dialects. Almost all states or provinces have their own languages or mother tongues. It is reported that there are 700 regional languages spoken across the country. Secondly, it is the national language which is Bahasa Indonesia, which was established as the unifying language in 1928, even before Indonesia attained independence. The choice of Bahasa Indonesia as the national language has been something of a success story. It is understood and spoken by majority of Indonesians. The third category consists of foreign languages. After the independence, the Dutch language was not chosen to be one of the foreign languages taught in schools because it was the language of the colonialist rulers and it did not have the international status and registration as a language of communication as English has today. English is one of a number of foreign languages which has been in use for some time. Foreign language learners are at a disadvantage because they are surrounded by their own native languages and must search for stimulation in the target language. The foreign languages include Arabic, English, German, French, Japanese and Mandarin. Therefore, the three language formula is implemented in the educational structure in Indonesia. The regional language, the national language "Bahasa Indonesia" and the foreign language, preferably English, are the three languages which are taught.

English is formally taught as a compulsory subject at the university or the school levels in Indonesia. Indonesian learners typically receive input from the target language or English only in a classroom setting and lack the opportunities to practice the target language on a daily basis. Then, English is introduced in class I and continues up to the tertiary level. During this period, English instruction is found to be more or less a failure in the Indonesian education system. One of the reasons for the failure is that Bahasa Indonesia is used as medium of instruction for all content subjects. Moreover, English is not used as a tool of communication. Learners interact with their teachers or classmates in and out of the class in Bahasa Indonesia. For example, they speak in Bahasa Indonesia when they go for shopping in department stores, traditional markets, and mini markets. They use it while talking to their family at home. They use it when they deal with many people in various different settings, in particular, in offices, public transportations, meetings, parties and celebrations. Then, most learners never watch any 249 programmes in English because it is only a few families which can watch the programmes at their home, for example, Animal Planet, Discovery, CNN, History, National Geographic and HBO or Movie channel. Therefore, these descriptions of the use of Bahasa Indonesia and the limited of watching English programmes would be the indicators of the quality of communication skills, especially speaking skills of the tertiary level Indonesian learners. These would give us a clear picture of their competence in English. In other words, it is assumed that the proficiency of English of tertiary level learners is disappointing. The unsatisfactory quality of English is related to various different variables. In addition, a number of reports show that Indonesian learners have not attained a good level of oral English proficiency. The problems they face in improving their English relates not only to their linguistic and personality factors, but also to the surrounding environment or facilities, resources, the methodology of teaching English in the classroom and classroom tasks provided by teachers in the learning process.

## Literature Review

### Spoken Communication

Communication is an essential thing in daily routines. We sit in the school or universities and listen to colleagues. We converse with teachers or supervisors at the university. We read many articles or journals, books, newspapers and magazines. We communicate over the internet such as Facebook, twitter, WhatsApp, BBM, yahoo messenger, e-mail and other devices. Communication is a skill that we can learn. It is like riding a bicycle or typing. If we are willing to work at it, we can rapidly improve the quality of every part of our life (Brian Tracy in Sen 2007: p.3). The basic stages of good communication skills are receiving, understanding and accepting, For instance, when we ask a question to a learner as "Would you like to give me that paper?" The learner basically receives the information that we give. If s/he understands our question, s/he will accept the information. Then, s/he will take an action and give us that paper. In this way our communication has been completed. However, if s/he does not accept our information and understand our question, the communication fails. It means that the learner is not receiving, understanding and accepting the question. In spoken communication, there is at least one speaker and one listener. Or there could be one speaker and many listeners. When we communicate, each of us normally has something that we need to know from others. We also want to say, to share, or to inform them about something. We are heard, understood and interpreted by the listeners. According to Duck and McMahan (2012:17) Communication is a transaction, action and interaction. Moreover, "Effective 250 communication extends the concept to require that transmitted content is received and understood by someone in the way it was intended" (Brown, 2011).

A person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position (Morozova: 2013.p.1). Enhancing spoken language will help in communicating more easily and accurately. Therefore, any practice is good whether we speak to someone

who is a native English speaker or not. Speaking is an action to convey information or express thoughts and feelings in spoken language. In spoken language, it is a good principle to keep as much as possible to short sentences and simple words. A good speaking is dominated by meaning, not by fine words. In learning English language, if our learners' first language is not English or they are from diverse language backgrounds such as Indonesian, Thai, Vietnamese, Arabic, Malaysian, Bangladesh, they do learn English in the natural way in which the first language is acquired or learnt. They learn English in a way that is different from the way of natural language acquisition. For example, they learn English in schools, home, training centers and universities. They can communicate well in spoken English, but they may take time to learn it and need more practice. In that case, when they start speaking in English, most of the words remain on the tip of their tongue and do not readily come out. Sometimes they find spoken English <sup>43</sup>her clumsy and unclear. They fumble and gropes for the proper <sup>4</sup>ords. Extrapolating the findings of MacIntyre and Charos (1996) in Baker and MacIntyre (2000: p.2), if foreign language learners lack the opportunity for constant interaction in the L2, they are less likely to increase their perceived competence, willingness to communicate, and frequency of communication. Therefore, if they want to speak English fluently and the others understand what they say, they should learn about pronunciation, intonation, tone, pauses, question tags, contracted forms, weak forms, voice modulation and politeness. So, effective speaking is a skill where some elements are considered in order to convey messages, ideas or information to other people.

#### Conversation Lounge

Learning is something which we have understood and participated <sup>29</sup> both the formal and informal formats. Learning is not a simple thing, but it is a complex thing. It is not only the acquisition of subject <sup>25</sup> matter, but habits, attitudes, perceptions, preferences, interests, social adjustment, skills, and ideals. In everyday terms, it is supposed that learning is the process of gaining more knowledge and how doing something (Pritchard, 2009: p.1). Then, according to McGeoch and Irion (1952: 5) cited in Bernard (1965: p.20), learning is a change in performance through condition of activity, practice, and experience. Moreover, for social constructivists, 251 people learn through interaction with others in the society <sup>1</sup>. Through these interactions, they have their own understanding of the world. Learning develops in interaction between individuals in the social context. It means that the development of learning will increase significantly when people interact and share ideas or experiences with each other. When they only stay at home, spend much time in a room and they do not care about their environment, their learning will not make good progress. On learning the context, social constructive model of learning emphasizes the interplay between learners and class, learners and peers, learners and teacher, learners and family, and learners and society as a whole (Leonatiev, 1981: p.82).

Learners have different overall preferences in learning and this can affect their learning outcomes. For instance, learners sometimes use pictures, videos, short movies, songs and recordings instead of written texts. They work in groups as opposed to work alone. They <sup>12</sup> learn in unstructured rather than in a structured manner. These learning styles are <sup>28</sup>ique to them, and they are formed as a result of both social and biological processes. Therefore, it has an important bearing on how <sup>7</sup> learning proceeds for each learner, especially what teachers expect from learners in the classroom. If a particular approach to learning is encouraged by a teacher, there is a possibility that some learners will work and learn less effectively than others in the classroom. For this reason, an awareness of learning styles is important for teachers. Pritchard (2009: P.44) in Tarone and Swierzbini (2009: p.5) categorizes three particular learning styles of learners, namely, visual, audit <sup>24</sup> and kinesthetic. Visual learners prefer to learn by watching pictures, charts, reading materials, etc. Auditory learners prefer to learn by listening. They have good auditory memory and they seldom take notes. Kinesthetic learners prefer to learn by doing. They prefer learning through moving, manipulating, drawing, etc. They process new information best when it can be touched



and manipulated. <sup>24</sup> They are good at recalling events and they enjoy physical activity, field trips, practical and others.

<sup>1</sup> When we talk about learning language, learning English in natural situations, therefore, seems to provide a very high success rate as compared to language learning in formal instruction setting such as conventional classes. Conventional classes offer a highly structured speech situation compared to most ordinary speech situations. In conventional classes, teaching is form-based. Language is presented in a structured and linear practice. <sup>1</sup> This teaching model is largely unsuitable for language learning, as it needs accuracy rather than fluency. So, it is not surprising that about 70 per cent of the utterances in most classrooms come from the teachers. While learning English in a conversation lounge is another model of <sup>2</sup> learning. It is taken as one model of communicative approach and it is placed as an informal communicative approach because activities are projected to engage learners in the process of real <sup>252</sup> communication. <sup>33</sup> Communication approach has gained increasing support from the late 1970s onward. Communication approach has served as a major source of influence on language teaching practice (Widdowson, 1978 cited in Penny, 2012: p.8). Communicative approach <sup>1</sup> uses techniques that learners communicate in a second language or foreign language effectively. A conversation lounge is not a substitute <sup>1</sup> for a conventional classroom, but it is a supplement to it and it is an informal learning model. Hence, a conversation lounge is helpful for learners in learning English and it should be provided at school or university. However, the design of this environment needs careful consideration, for instance, space, color, thermal comfort, lighting and resources. Learning space has a significant effect on learning. It can encourage exploration, collaboration and discussion. Indeed, learning space will influence and accommodate learners to study effectively. The use of color has also a <sup>34</sup> significant impact on learning. It deals with emotion which can influence learners' studying. Some studies show a direct link between color and positive and negative feelings in learning. Color can affect learners' mood in learning. The color would definitely influence how learners felt. Therefore, in a conversation lounge brightcolored furniture is a good choice, such as red sofas or blue chairs. Learners feel to be in different settings or situations when they sit on the colored-furniture. We can also put <sup>36</sup> colorful painting on walls, but a room which has many patterns will distract learners' <sup>26</sup> concentration. Then, cold and poorly ventilated classrooms provide an unhealthy environment for learners. Extremely warm conditions may reduce concentration and attention, and can lead to heatrelated illnesses, including thermal stress, fatigue, and heat stroke (World Health Organization, 2003). When we advise learners to sit in a conversation lounge for learning, the thermal condition of the place should be suitable for them. A conversation lounge should be designed in a way that facilitates temperature management with appropriate insulation. The temperature should be controlled so that it remains comfortable. Moreover, learners should study in a pleasant atmosphere and perfect room. The perfect room needs the perfect lighting as well. Lighting arrangement is an essential thing in the learning process. Miwa and Hanyu (2006) observed that clients disclosed more and spoke more in a counseling setting with soft lighting rather than under brightly lit conditions. Clients also <sup>11</sup> more relaxed and had a more favorable impression of the interviewer. Barrett (2013) mentions that <sup>6</sup> six factors come out as particularly influential learning, namely, light, choice for the user, flexibility, connections such as corridors and the way different areas fit together, complexity for instance having different types of learning areas and colour. Besides that, resources help learners improve their knowledge and skills. Without resources, the whole learning process could be boring, there would be no information that backs up topics that learners are discussing, and there would be no facilities, <sup>253</sup> which learners use when they practice English. The learning resources are English magazines and newspapers, a TV set with karaoke, LCD projector, and musical instruments.

Methodology

## Population and Sample

The unit of analysis or population was that of the tertiary level Indonesian learners. The sample in this study was the learners of the discipline of Management Major of Faculty in the Economics of Universitas Negeri Semarang, Indonesia. The members of the sample population are those who have studied in semester one and almost of them are from semi urban places or rural areas. They study English only once a week. They study English in a large class and the number of students is 65 students. Then, the responses by 12 learners as members of the sample population have been analyzed in this study. The learners have been divided into four group conversations. Each group consisted of three learners and one learner has marked as a facilitator. The main work of the facilitator was to operate LCD, laptop, TV or DVD and to provide worksheets.

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## Hypothesis

The hypothesis of this study is speaking skills of tertiary level learners are likely to improve when they practice speaking in a conversation lounge.

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## Research Design

The study employed quantitative and qualitative approaches. The research design of this study is of a quasi-experimental nature. The type of the design is one-group pretestposttest. A single pretest is taken on a group of respondents (O1). Treatment (X) then occurs, and a single posttest is given on the same measure (O2). The procedures of this study were that the learners sat in a conversation lounge. They sat there three times a week for one hour when they did not have class and other academic activities in the morning and in the afternoon. They had 24 sessions, of which used for practicing speaking skills. Indeed, when they sat in the conversation lounge, they spoke in an informal manner and in a relaxed atmosphere. Sometimes they used to have drinks and snacks when they practiced conversations. They talked on a variety of topics and the topics of conversation included hobby matters, family matters, economic matters, political matters, social matters, cultural life and educational matters. They used the topics for discussion and sharing ideas or information to each other. In the activities, they spoke spontaneously. They did not have any preparation at home or in 254 classroom before they sat in the conversation lounge. Then, when they finished discussing and sharing ideas or information about the topics, they listened to English songs by filling missing information on the worksheet that had been prepared by researcher. After they checked the missing information such as words or phrases on the worksheet, they sang the songs together. They discussed about the story of the songs. They expressed their feelings. Indeed, music has the ability to verbalize and express their feelings better than any other medium. Listening to the right songs can put them in a better mood and emotional set up.

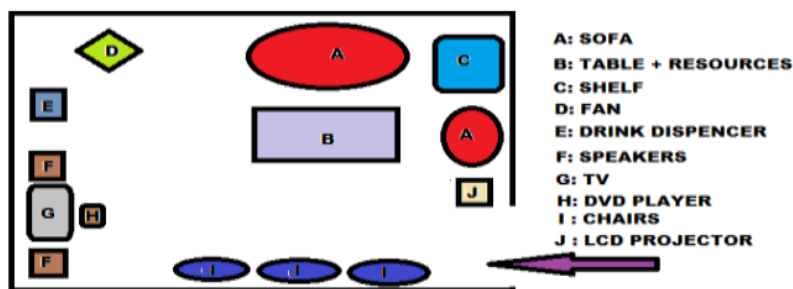


Figure 1: Conversation Lounge Design

## **Finding and Discussion**

Pre-test was used in the population sample of 12 learners without giving interventions to them. Speaking test was given to them before they practiced in the conversation lounge. Interview was used for speaking test. This test consisted of confidence, accuracy and fluency test. Then, after learners got interventions of speaking skills in a conversation lounge for 24 sessions or two months, a post-test was administered to them similar to the pre-test. The researcher used t-test value analysis to analyze the result of the tests. A paired sample t-test was used in this study in order to determine whether there was a significant difference between the average values of the same measurement made in two different conditions. Both measurements were made for each unit in a variable, and the test was based on the paired differences between these two values. The performance of learners took the pre-test and post-test represent the following figures and the t-test value for two tests; pre-test and post-test are presented by tables in SPSS.

Table 1: A Comparison of Score of Pre-Test and Post-Test

## Pre-Test

Speaking skills								
Accuracy								
No	Gender	Conf	V	P	Gram	Total	Fluency	Total
S1	1	20	10	20	10	40	20	80
S2	2	20	20	20	20	60	30	110
S3	1	20	20	20	20	60	20	100
S4	1	30	30	20	30	80	30	140
S5	2	30	30	30	20	80	30	140
S6	2	20	30	30	20	80	30	130
S7	2	30	20	20	20	60	20	110
S8	2	20	20	20	20	60	30	110
S9	2	10	20	20	20	60	30	100
S10	2	20	30	30	20	80	30	130
S11	2	20	30	30	30	90	30	140
S12	2	30	30	30	30	90	30	150

## Post Test

Speaking skills								
Accuracy								
No	Gender	Conf	V	P	Gram	Total	Fluency	Total
S1	1	40	20	30	20	70	30	140
S2	2	40	30	20	20	70	30	140
S3	1	50	40	30	30	90	30	170
S4	1	50	40	30	20	90	40	180
S5	2	40	40	50	20	110	40	190
S6	2	50	40	40	30	110	40	200
S7	2	50	40	40	30	110	30	190
S8	2	40	30	30	30	90	30	160
S9	2	50	40	40	40	110	40	200



S10	2	50	30	30	30	90	40	180
S11	2	50	40	40	40	110	40	200
S12	2	40	40	40	30	110	40	190

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Gend = Gender      V = Vocabulary      P =Pronunciation      C = Comprehension  
 Conf = Confidence      Gram = Grammar      F = Fluency

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Pre-Test and Post-Test

No	Pre-Test	Post-Test	D
S1	80	140	60
S2	110	140	30
S3	100	170	70
S4	140	180	40
S5	140	190	50
S6	130	200	70
S7	110	190	80
S8	110	160	50
S9	100	200	100
S10	130	180	50
S11	140	200	60
S12	150	190	40

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D : Difference between scores of pre-test and post-test

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Table 2: The Result of T-Test Value (Confidence)

## Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
		Pair 1	Confidence1	22.50	12
	Confidence2	45.8333	12	5.14929	1.48647

3

## Paired Samples Correlations

Pair 1		N	Correlation	Sig.
		Confidence1 and Confidence2	12	-.213

12

## Paired Samples Test

Pair 1		Paired Differences							
		Mean	Std. Deviation n	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Confidence1	Confidence2	-2.333331	8.87625	2.56235	-28.97304	-17.69363	-9.106	11	.000

The above table displays the pre-test and post-test performances of learners with respect to the confidence. The t-test value is -9.106 at 11 df. The calculated value is significant since the significant value of 2 tailed test is 0.000 which is less than 0.05 and 0.01. Then, t-test value is also smaller than t-table value which is -2.201. The mean scores of pre-test and post-test of confidence (paired sample statistics) were 22.50 vs 45.83, leading to a difference of 23.33 in the favor of the listening skills. This result shows that pre-test and post-test differences are significant or these data indicate that the positive difference was made by the interventions during the experiment.

Table 3: The Result of T-Test Value (Vocabulary)

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Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Vocabulary1	24.17	12	6.686	1.930
	Vocabulary2	35.8333	12	6.68558	1.92996

3

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Vocabulary1 & Vocabulary2	12	.627	.029

5

Paired Samples Test

		Paired Differences					
			Std.	95% Confidence Interval of the Difference		t	Sig. (2- tailed)
		Mean	Deviation Mean	Lower	Upper		
Pair 1	Vocabulary1 – Vocabulary2	-1.16667	5.77350	1.66667	-15.33498 -7.99836	-7.000	11 .000

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The above table demonstrates the pre-test and post-test performances of learners with respect to the vocabulary. The t-test value is -7.000 at 11 df. The calculated value is significant since the significant value of 2 tailed test is 0.000 which is less than 0.05 and 0.01. Then, t-test value is also smaller than t- table value which is -2.201. The mean scores of pre-test and post- test of vocabulary (paired sample statistics) were 24.17 vs 35.83, leading to a difference of 11.66 in favor of the speaking skills. This result shows that pre-test and post-test differences are significant or these data indicate that the positive difference was made by the interventions during the experiment.

Table 4: The Result of T-Test Value (Pronunciation)

6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
		Pair 1	Pronunciation1	24.17	12
	Pronunciation2	35.0000	12	7.97724	2.30283

3

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pronunciation1 and Pronunciation2	12	.553	.062

20

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pronunciation1 – Pronunciation2	-1.08333	6.68558	1.92996	-15.08115	-6.58552	-5.613	11	.000

45

The above table indicates the pre-test and post-test performances of learners with respect to the pronunciation. The t-test value is -5.613 at 11 df. The calculated value is significant since the significant value of 2 tailed test is 0.000 which is less than 0.05 and 0.01. Then, t-test value is also smaller than t- table value which is -2.201. The mean scores of pre- test and post-test of pronunciation (paired sample statistics) were 24.17 vs 35.00, leading to a difference of 10.83 in favor of the speaking skills. This result shows that pre-test and post-test differences are significant or these data indicate that the positive difference was made by the interventions during the experiment.

Table 5: The Result of T-Test Value (Grammar)

6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Grammar1	21.6667	12	5.77350	1.66667
	Grammar2	28.3333	12	7.17741	2.07194

3

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Grammar1 & Grammar2	12	.293	.356

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation n	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper		t	df	Sig. (2- tailed)
Pair 1	Grammar1 - Grammar2	-6.66667	7.78499	2.24733	-11.61301	1.72032	-2.966	11	.013

The above table indicates the pre-test and post-test performances of learners with respect to the grammar. The t-test value is -2.966 at 11 df. The calculated value is significant since the significant value of 2 tailed test is 0.013 which is less than 0.05 and 0.01. Then, t-test value is also smaller than t-table value which is -2.201. The mean scores of pre-test and post- test of grammar (paired sample statistics) were 21.66 vs 28.33, leading to a difference of 6.67 in favor of the speaking skills. This result shows that pre-test and post-test differences are significant or these data indicate that the positive difference was made by the interventions during the experiment.



Table 6: The Result of T-Test Value (Total)

6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Total1	70.00	12	15.374	4.438
	Tota2	96.6667	12	15.56998	4.49467

3

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Total1 and Tota2	12	.608	.036

5

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Total1 Tota2	- 2.66667E1	13.70689	3.95684	-35.37561	-17.95773	-6.739	11	.000

The above table displays the pre-test and post-test performances of learners with respect to the total score of accuracy. The t-test value is -6.739 at 11 df. The calculated value is significant since the significant value of 2 tailed test is 0.000 which is less than 0.05 and 0.01. Then, t-test value is also smaller than t- table value which is -2.201. This result shows that pre- test and post-test of the total score of accuracy differences are significant or these data indicate that the positive difference was made by the interventions during the experiment.

Table 7: The Result of T-Test Value (Fluency)

6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Fluency1	27.50	12	4.523	1.306
	Fluency2	35.8333	12	5.14929	1.48647

3

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Fluency1 & Fluency2	12	.683	.014

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Fluency1 - Fluency2	-8.33333	3.89249	1.12367	-10.80651	-5.86016	-7.416	11	.000

21

The above table indicates the pre-test and post-test performances of learners with respect to the fluency. The t-test value is -7.416 at 11 df. The calculated value is significant since the significant value of 2 tailed test is 0.000 which is less than 0.05 and 0.01. Then, t-test value is also smaller than t-table value which is -2.201. The mean scores of pre-test and post- test of fluency (paired sample statistics) were 27.50 vs 35.83, leading to a difference of 8.33 in the favor of the speaking skills. This result shows that pre-test and post-test differences are significant or these data indicate that the positive difference was made by the interventions during the experiment.

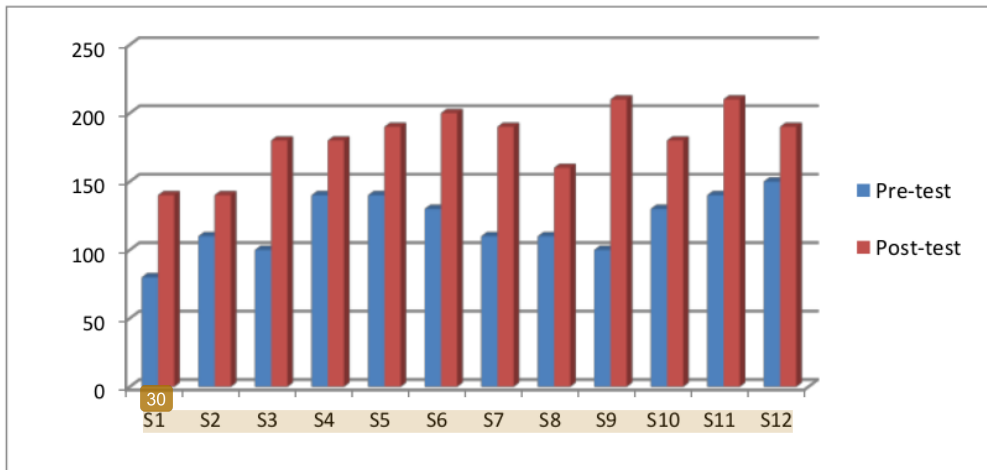


Figure 2: Graph

The above figure, the vertical bars in blue color represent the total score of each learner in pre-test and the bars in red color represent the score of post-test. The total score of post-test is higher than the total score of pre-test.

### Conclusion

The progress and growth of Indonesian economy demand communication skills. Teachers in Indonesian schools and universities are required to teach English language skills at all levels of education. However, English language teaching has not been satisfactory. Many learners have such problems in communication. It is due to some reasons. One of the reasons is the teaching methodology which is being implemented in schools and universities. In fact, most teachers still use traditional methodology when they teach English to learners. Teaching learning is still dominated by the behavioral perspective, that is, lecture and notes method. Therefore, the present study serves as an eye opener to see and visualize English teachers concerning English language teaching and learning. We have seen that a conversation lounge has a great impact on learning English by tertiary level of Indonesian learners and it can be helpful for learning English as a foreign language. So, learners' English communication skills especially speaking skills has been improved when they practice it in a conversation lounge.

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