

ENGLISH CONVERSATION TRAINING FOR HIGH SCHOOL STUDENTS IN KISARAN

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Abstract: This debate focuses on important elements for teaching high school students to improve their English conversational skills. The importance of choosing proper resources, fascinating topics, and acceptable skill levels is highlighted. Role-playing, brainstorming, and group discussions are examples of excellent teaching techniques that promote active engagement and error correction. The engagement of the students demonstrated a high level of interest in rehearsing the discussion. This behaviour encourages the pupils to practice better conversation, which will eventually improve their conversational skills. The main emphasis is on improving speaking talents, boosting confidence, and giving consistent feedback through a variety of techniques. With the help of this community service initiative, teachers and students will be able to have fruitful conversations and share information and creative teaching techniques. The discussion's overall goal is to improve English language learning opportunities and foster creativity in classroom instruction. All of the students are deemed to have more knowledge and confidence in practicing English conversation by the conclusion of this community service.

Keywords: Community Service, English Conversation, Students' Training

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Introduction

Experts' observations suggest that English communication is very important. The most common opinion is that English is the universal language of communication. It is a common language used by millions of people worldwide and is used for international trade, diplomacy, tourism, and academic exchange. The ability to communicate in English with people from different cultures promotes understanding and collaboration across nations, according to experts. The worldwide employment market places a high emphasis on English competence. A wide range of professional options are made available by being able to communicate well in English, according to experts. Conversational English abilities can improve job prospects, promote networking, and let people compete in global job markets(Rogers, 2002).

The language of instruction at many educational institutions around the world is English. The ability to participate actively in class discussions, interact with study materials, and access the huge diversity of English-language educational resources is emphasized by experts as being essential for academic achievement. The internet, scholarly work, and international media are all in English. Experts emphasize that speaking English gives people access to a multitude of knowledge, including scientific articles, books, and digital resources that are available in English. People who are fluent in English are better able to engage with global issues, broaden their knowledge base, and stay informed(Myles & Cheng, 2003).

English conversation serves as a vehicle for cross-cultural communication and comprehension. The ability to communicate in English, according to experts, enables people to

interact with works of literature, movies, music, and other kinds of cultural expression from nations that speak the language. It encourages the investigation of many viewpoints, developing cultural awareness and cross-cultural interaction. Conversational English proficiency is acknowledged by experts to promote confidence and personal development. Being able to communicate in English helps people feel more confident, get over language hurdles, and build their social and professional networks. Speaking English with others can promote self-esteem and personal growth(Abayadeera et al., 2018).

In international partnerships, conferences, and professional networks, English is frequently the language spoken. The importance of being able to communicate effectively in English with people from various backgrounds and countries is emphasized by experts. It encourages collaboration, streamlines communication, and expands chances for career advancement. Travelers and tourists would benefit greatly from learning how to converse in English. According to experts, several well-known tourist sites have a large English-speaking population. Speaking English fluently can improve travel experiences, make it easier to communicate with people, and ensure better communication while traveling overseas(Nakayama & Halualani, 2011).

Experts emphasize the value of English conversation for international communication, career promotion, academic success, information access, cultural exchange, personal development, teamwork, and travel. Knowledge of the English language allows people to connect with the world and prosper in a society that is becoming more globalized and linked. Children's interest in speaking English is still poor in this aspect. And as a result, they are ignorant of the requirements for using a foreign language, which they must learn. This community service project's major goal is to disseminate knowledge in the form of tactics that people can use to improve their ability to speak English appropriately and confidently.

Method

Several methods are carried out in stages of this Community Service activity. These include: Introductions: Students took the lead in making their own self-introductions in English, which were then continued by the professors while they engaged in community service projects. 140 kids and 4 English teachers were supposed to participate in this exercise, but one class had to undertake some fieldwork.

Theory presentation and discussion: In this instance, the theory pertaining to speaking theory was presented, and the discussion that followed. Students helped the lecturer team deliver the course while also providing material on English Conversation. A lecture format is used for content distribution, together with a question-and-answer format. According to the lecturer's content, students are given the chance to speak in front of the class. Teachers who were in attendance were also given advice on how to lead English dialogues that could encourage students to talk even though they occasionally couldn't or didn't feel confident doing so in front of others.

As part of an experiment, students were required to respond in English to questions about current events that linked to the knowledge they had at the time the theory was delivered. The topic choice is modified to reflect the current hot issue at the time of implementation. To help

pupils better understand the subject matter or content of what they wish to convey, issues that are currently receiving a lot of discussion are chosen.

Reflection: After the students have the talk, they reflect by checking their grammar, pronunciation, etc. The presenters concentrated on the key elements of English Conversation that are also relevant to Speaking Assessment throughout this reflection activity. It relates to fluency, pronunciation, and performance skill are all related to how well students can speak English fluently, clearly, and with a foreign accent, respectively. Performance skill is also related to how well students can dare to speak in front of their peers.

Evaluation: This final step is where the professor evaluates the successes of the completed activities. Practical tasks that have been completed have led to this evaluation. This is done in order to gauge how much the activities have affected how English teachers and students teach and conduct English Conversation in class. This was done by conducting interviews with instructors and students who took part in the program to learn more about the advantages realized. Then, we immediately inquire about a number of factors or indicators to assess this activity, such as its execution, its presenters, its resources, and its participation.

Findings and Discussion

A meeting between English teachers and lecturers served as the starting point for this charitable endeavor. Specifically for students in conducting discussions with peers and lack of desire in speaking English becomes intriguing to follow up, there was communication sharing related to communication sharing related to challenges of learning English in the classroom. As a result, an activity was planned that focused on teaching students how to communicate in English and instructor tactics that may be used in the classroom (exchanging best practices). The event's opening and the speakers' introductions are shown in Figure 1 below.

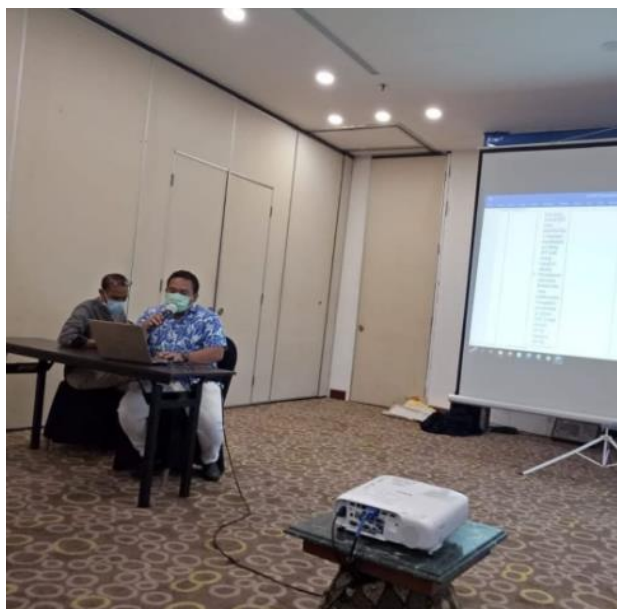


Figure 1. Speaker Introduction

Then both teachers' and students' questions and responses came next. This activity demonstrates that it is still quite challenging to get kids to speak in front of the class in English. The goal of this community service project is to provide instructors and students with teaching

tools for English conversation that may be used in the classroom. The strategy incorporates a number of elements, including the choice of subject matter, the application of efficient techniques, the use of technology, and the improvement of students' speaking abilities. The content was devoted to Tips and Tricks for Teaching English Conversation and covered topics like the value of teaching English conversation, how to set up a special English conversation class, efficient teaching methods, how to evaluate the conversation, and difficulties associated with teaching English.

It is clear that the community service activity covered a lot of vital ground. Conversational English is the most crucial aspect of language proficiency. As speaking abilities are directly tied to fluency, vocabulary, and grammar, it enables pupils to practice these abilities. This has an effect on boosting language confidence in daily life, such as in the workplace, in commerce, and in social situations when students are ready to engage directly in community service.

It was explained how to set up an English class as material to share with teachers. Here, the teacher must have a very clear lesson plan that incorporates a variety of subjects and exercises to hold students' interest. Additionally, there ought to be a nice, cozy classroom where students can express ideas without worrying about messing up. Use of games, debates, discussions, and role-playing. These give pupils the chance to practice critical thinking skills, improve their speaking abilities, and collaborate with other students.

Along with the above listed factors, there are other factors that emerge as the primary problem, such as pupils' lack of enthusiasm, their reluctance to perform, and their limited language knowledge. These difficulties can be overcome, nevertheless, by English teachers providing constructive criticism and attending to the individual requirements of their students. In summary, teaching English conversation demands unique planning, successful teaching techniques, and accurate assessment. The goal of learning English, especially in conversation classes, will be successfully attained if teachers and students can effectively use and comprehend these tools.

The first point made in this section of the conversation is how crucial it is to choose the appropriate materials in order to create a welcoming, enjoyable environment that sparks students' interest in learning English. The chosen subject matter must be interesting to kids, simple to comprehend, and appropriate for the level of their skills. If this type of training is offered at the school and is immediately implemented in the classroom, it must be understood that English teachers are really enthusiastic. The chosen resources should also provide opportunity to develop speaking abilities through dialogue, role playing, and discussion. Second, educators must focus on the application of successful strategies. To ensure that learning English through conversation is successful, teaching strategies are also crucial. Role-playing exercises, brainstorming sessions, games, and group discussions are a few techniques that can be used. In order for teachers to be more active and effective, an effective teaching strategy must be able to encourage students to talk in order to systematically correct students' errors and give them opportunities to actively use English. If done properly, teaching students to start with simple tasks like stringing words together before moving on to sentences is incredibly beneficial (Peltokorpi, 2010).

Secondly, technology can be a very useful tool for teaching English communication. Considering how quickly technology is developing, an English conversation could be conducted

via chat or video conferencing, video courses, and online learning platforms. Both soft and hard technological tools can be used effectively to learn English, particularly in conversation. Additionally, teachers must introduce technology to grade 12 pupils such that it can help learning in the classroom. By doing this, students can speak with native speakers or students from other nations, extend their minds, and, of course, become more motivated to learn foreign languages like English. They can also boost their networking for goals related to future job growth. In this figure, the students are practicing the conversation in a room.



Figure 2. Students' Practice

The primary objective of this instruction should be the improvement of speaking abilities. Providing opportunities for active speaking can help students develop the confidence to speak in front of a group, in small groups, and outside the classroom. Last but not least, they should receive regular feedback so they may improve. You can accomplish this in person or using a voice recording program. Feedback can therefore be given verbally or in writing. Teachers must be able to modify their usage of methods in light of the learning environment and the characteristics of the pupils(Wang et al., 2020). This community service project provides an opportunity for discussion and information sharing, as well as practice speaking English for teachers and students. Everyone involved in the training should get something from it, and it should help teachers and students learn better. Of course, it also produces teachers who are more inventive in how they deliver lessons in the classroom.

Conclusion

As a result of this activity, it can be inferred that teachers and students are being given the opportunity to learn about and put to the test some entertaining conversational English skills. Obviously, the goal is to boost both the teachers' and the students' speaking confidence by doing this together. The goal is to carry out this exercise consistently while carrying out Tri Dharma of University.

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