ELABORATION OF TRANSACTIONAL CONVERSATION FOR MIDDLE-SCHOOL STUDENTS: SPEAKING SKILLS THROUGH "COIN-SPA" LEARNING

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Article Info	ABSTRACT
	COIN-SPA learning is one of the learning models that will be used in this research to improve speaking skills in transactional conversations. Considering that the speaking skills of class VII-A students at SMP Negeri 1 Pati are not yet optimal due to the poor learning process and the low level of student activity in practicing speaking in English, it is necessary to have learning that can create opportunities for students to do more practice, speaking, namely COIN-SPA learning. This research aims to: (a) determine the implementation of the transactional conversation learning process; (b) increase student activity; and (c) improve speaking skills in transactional conversation through COIN-SPA learning for class VII-A students of SMP Negeri 1 Pati, which was carried out in two cycles with a time allocation of 6 x 40 minutes each (three meetings). The results of the research show that the implementation of the transactional conversation learning process with COIN-SPA learning can be carried out with category C (fair) in cycle I and increased to category B (good) in cycle II. The results of observations of student activities showed an increase in the average percentage from 59.9% to 78.4% or a percentage gain of 18.5%. The results of observing learning outcomes showed an increase in the average score from 73.68 to 76.44 or an increase of 2.76, and further increasing to 78.55, or an increase of 2.11, in the last cycle. Based on these results, it can be concluded that COIN-SPA learning has gone well so that it can be used to improve speaking skills in transactional conversations, and through COIN-SPA learning, it can increase student activity and student learning outcomes in transactional conversation learning in class VII-A SMP Negeri 1 Pati.

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1. INTRODUCTION

Currently, many junior high schools are competing to provide bilingual class programs (Menken & Solorza, 2015; Hansen-Thomas et al., 2021). A bilingual class is a class that organizes a learning program where the material, teaching and learning process, and assessment are presented in a foreign language (English). Bilingual classes

use the national plus curriculum, namely the national curriculum developed with an international outlook so that it becomes a curriculum that has international characteristics (Soepriyanti, 2014; Serrano, 2017; Ramírez-Romero & Vargas-Gil, 2019). The bilingual class program aims to produce graduates who have high competence in mathematics and natural sciences, improve their mastery of mathematics and natural sciences in English through international developments, and produce graduates who have high proficiency in English, including speaking skills (Lindholm-Leary, 2011; Yang, 2015; Zainuddin et al., 2019; Brutt-Griffler & Jang, 2019).

Judging from the objectives, it shows that this class program requires students' English language skills to be very adequate. However, based on observations in several schools, students' speaking skills in English still really need to be developed.

This was also experienced by the students of SMP Negeri 1 Pati, especially in class VII-A taught by the author. This is proven by the low daily score for speaking skills, namely 73.68. This value is still far below the minimum completeness criteria (KKM) of the basic competencies set out in the education unit-level curriculum (KTSP) of SMP Negeri 1 Pati, namely 76. In detail, the learning outcomes are presented in the following table:

The lowest aspect is the fluency aspect, with a value of 71.58, followed by the expression aspect of 73.25, the intonation aspect of 74.88, and the pronunciation aspect of 75.00. The values of these four aspects are still below the KKM value. Low speaking skills can be caused by various factors, including teachers' teaching methods that are less attractive to students, the design of teaching materials that are not arranged systematically, learning activities that are less interesting, and so on.

Therefore, the author needs to understand the needs and conditions of the students in the class so that they can adapt learning activities to the student's abilities. At the initial stage of learning English, students still have difficulty participating in learning activities that require the ability to speak English, for example, making presentations using English.

To overcome the conditions above, the author tries to make a change in teaching through the COIN-SPA learning model, namely learning designed in a collaborative, integrative manner through speaking practice activities to develop speaking skills (Maisaroh et al., 2019; Warman & Mardiyah, 2019; Muhali, 2019; Wijaya, 2021). Collaborative learning is seen as very suitable to the characteristics of the students, where students in this class are very active, so it is necessary to design learning that can involve all students, and integrative learning is felt to make it easier or easier for students or teachers to carry out learning because it can be done in a variety of ways. language skills by focusing on one skill (Theng & Mai, 2013; Zheng et al., 2014; Weinberger & Shonfeld, 2020). For example, teaching speaking skills can be done through the learning process of reading first or writing first.

Speaking is one of the language skills taught in junior high school and is often referred to as speaking (Amrullah, 2015; Fithria & Ratmanida, 2019). In addition, speaking is an interaction process to build meaning that includes producing, receiving, and processing information. Its form and meaning depend on the context in which it

occurs, including the speaker, their experiences, the physical environment, and the purpose for speaking. Furthermore, speaking skills are skills that a speaker must have when he wants to communicate orally (Drozdzial-Szelest, 2011; Masuram & Sripada, 2020; Mridha & Muniruzzaman, 2020). The ability to speak as intended in the Competency Standards and Basic Competencies according to Minister of National Education Regulation No. 22 of 2006 is the ability to express meaning in very simple transactional and interpersonal conversations to interact with the immediate environment and the ability to express meaning in short, very simple functional oral texts to interact with the immediate environment. The ability to express what is meant is the ability to communicate. So the goal of learning to speak is to communicate efficiently. To be able to communicate efficiently, you need to learn a lot about speaking.

Based on previous conceptions and facts, classroom action research is needed with a focus on the theme of increasing "speaking skills" in transactional conversations through "COIN-SPA" learning. The aim is to describe the implementation of learning through COIN-SPA to improve speaking skills in transactional conversations. Through this learning, it is hoped that students can improve their speaking skills in transactional conversations.

2. METHOD

This type of research is classroom action research (Glanz, 2014; Zuber-Skerritt, 2021), which focuses research on efforts to improve speaking skills in transactional conversations in class VII-A students at SMP Negeri 1 Pati through learning "COIN-SPA. This research was designed in three stages, namely the preparation, implementation, and reporting stages. The preparation stage is used to prepare, namely compiling a research proposal, and preparing instruments that will be used in the research.

The implementation stage is used for carrying out actions, starting with planning, implementation, observation, and reflection. The final stage is reporting, which is used to compile the report. The subjects in this research were students in class VII-A of SMP Negeri 1 Pati. The number of students in one class is 28. Students in this class include those who have high motivation to learn, and the majority come from an adequate social environment. This research is a form of classroom action research where the research procedure includes four (4) stages, namely: planning, acting, observing, and reflecting. This research was carried out in two action cycles, and each cycle was carried out in three meetings (6 x 40 minutes). The activities carried out in each cycle use these four stages.

Planning activities are carried out to facilitate the implementation of classroom action research, which will be carried out by first preparing, including: (a) carrying out problem analysis; (b) determining alternative solutions; (c) compiling observation sheets; (d) making learning implementation plans; (e) preparing learning materials and media; and (f) preparing an assessment rubric. Action is carried out by implementing

learning with "COIN-SPA" in 2 action cycles, with time for each cycle in three meetings (6 x 40 minutes). Learning is carried out according to the learning implementation plan for each cycle with the same theme, namely school life, but in a different context, namely "in the library" and "in the canteen." In implementing the learning, the COIN-SPA learning process is used.

3.   RESULTS AND DISCUSSION
3.1 Results

Class VII-A is a bilingual class with 28 students. Before conducting classroom action research, the implementation of learning in this class used the existing method. This means that improving speaking skills can only be done by providing exercises and practicing dialogues taken from the books used by students. Activities are carried out by memorizing dialogues and then practicing them in front of the class. So speaking skills are difficult to develop and tend to stagnate. The following initial condition values are presented in Table 1.

Table 1. Initial Condition Values

No	Assessment Aspects	Condition Initial Value
1.	*Fluency*	71,58
2.	*Pronounciation*	75,00
3.	*Intonation*	74,88
4.	*Expression*	73,25
	Average	73,68

Learning outcome data was obtained from observations of the implementation of conversations where students carried out free conversation at the third meeting.

Observations focused on four aspects of comprehension, namely (a) fluency, (b) pronunciation, (c) intonation, and (d) expression. The results of observations of learning outcomes in cycle I are shown in the following table.

Table 2. Cycle I learning results

No	Assessment Aspects	Cycle I Values
1.	*Fluency*	75,63
2.	*Pronounciation*	76,88
3.	*Intonation*	76,96
4.	*Expression*	76,29
	Average	76,44

The data above shows that the highest score is in the intonation aspect, and the lowest is in the fluency aspect, with an average score of 76.44. This means that the value of learning outcomes in cycle I has increased. Meanwhile, the highest percentage was still in the activity of imitating dialogue, namely 86.7%. This is because students only participate by imitating the teacher to practice speaking fluency by paying attention to pronunciation and intonation in dialogue.

Learning outcome data was obtained from observations of the implementation of conversations where students carried out free conversation at the third meeting.

Observations focused on four aspects of observation, namely (a) fluency, (b) pronunciation, (c) intonation, and (d) expression. The results of observations of learning outcomes in cycle II are presented in the following table.

Table 3. Cycle II learning outcomes

No	Assessment Aspects	Cycle II Values
1.	*Fluency*	77,17
2.	*Pronounciation*	79,17
3.	*Intonation*	80,08
4.	*Expression*	77,79
	Average	78,55

The data above shows that the highest score is in the intonation aspect with a score of 80.08, and the lowest is in the fluency aspect with a score of 77.17 and an average score of 78.55. This means that the value of learning outcomes in cycle II has increased.

3.2 Discussion

The data above shows that activity in transactional learning using COIN-SPA has increased from cycle I to cycle II. This can be seen by the increase in the average percentage from 59.9% in cycle I to 78.4% in cycle II, or a gain percentage of 18.5%. Based on learning result data in cycles I and II of transactional conversation learning using COIN-SPA. Data on improving student learning outcomes for cycle I and cycle II are presented in table 4 below.

Table 4. Improvement in student learning outcomes in cycle I and cycle II

No	Assessment Aspects	The value of learning outcomes			Increase gain value
		Initial Conditions	Cycle I	Cycle II	
1.	*Fluency*	71,58	75,63	77,17	5.59
2.	*Pronounciation*	75,00	76,88	79,17	4.17
3.	*Intonation*	74,88	76,96	80,08	5.20
4.	*Expression*	73,25	76,29	77,79	4.54
	Average	73,68	76,44	78,55	4.87

An overview of improving learning outcomes in transactional conversation learning using COIN-SPA in cycles I and II.

In cycle I, COIN-SPA learning was carried out using pair work (face-to-face), moving dialogue, and free conversation in the context of the library, and in cycle II, it was carried out using pair work (back-to-back), moving dialogue, and free conversation in the context of the canteen. In cycle I, transactional conversation learning was carried out using COIN-SPA, which took three (3) meetings, or 6 x 40 minutes. At the first meeting, activities were more focused on collaborative and integrative activities, where collaborative activities were used to organize students before learning. An example is

the arrangement of students in groups or pairs. Meanwhile, integrative activities focus more on language skill integration activities. So, in this case, the activity is not only about speaking skills but also involves reading, listening, and writing skills before focusing on speaking skills. At the first meeting, students still received a lot of drills from the teacher and imitated the teacher to practice fluency, pronunciation, and intonation. Then students are allowed to learn by memorizing and practicing with friends who are nearby, either in front, behind, or beside them. After that, students in pairs practice the dialogue that has been rehearsed in front of the class.

At meeting II, the activities focused on SPA activities, namely speaking practice activities. This activity is a follow-up to the activity at a meeting I, namely students writing another conversation. The follow-up is that students study individual written conversations to practice pronunciation and intonation. Then students study conversation collaboratively with other students in their group or partner.

Meanwhile, at meeting III, activities focused on SPA activities, namely evaluation activities. In this activity, students must practice conversation in front of the class, and then the teacher carries out an assessment. At this meeting, students must play roles to have free conversations. The material taught is based on competency standards and basic English competency for class VII, odd semester, for speaking competency.

Based on the statement of results above, several suggestions are put forward, as follows:

1. Teachers should be able to implement COIN-SPA learning to improve speaking skills so that learning is more interesting and enjoyable, which will make students more active and happy to learn.
2. Teachers should be able to integrate several language skills into English learning.
3. Teachers are expected to try to apply various learning models, including COIN-SPA learning, to improve students' speaking skills.

4. CONCLUSION

Based on the data analysis and discussion presented above, the following results can be presented:

1. Implementation of the transactional conversation learning process with COIN-SPA learning can be carried out with category C (fair) in cycle I and increased to category B (good) in cycle II. So it can be concluded that COIN-SPA learning has gone well and can be used to improve speaking skills in transactional conversational learning.
2. The results of observations of student activities in transactional learning using COIN-SPA showed an increase in the average percentage from 59.9% in cycle I to 78.4% in cycle II, or a percentage gain of 18.5%. So it can be concluded that COIN-SPA learning can increase student activity in transactional conversation learning for class VII-A students at SMP Negeri 1 Pati.
3. The results of observations of student learning outcomes in transactional learning through COIN-SPA learning showed an increase in the average score from 73.68 in the initial condition to 76.44 in cycle I, or an increase of 2.76, and further increased in cycle II. With an increase in the average, the average value became 78.55,, or

increased again by 2.11. So it can be concluded that COIN-SPA learning, can improve student learning outcomes in transactional conversation learning for class VII-A students at SMP Negeri 1 Pati.

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