The Use of Two-Way Conversation Strategy on Students' Speaking Performance

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Abstract- This investigation investigates the impact of a two-way conversation strategy on the speaking performance of tenth-grade students at SMA Wirakarya Mandiri Medan. A genuine experimental design was implemented, with 160 students being divided into two groups: an experimental group that implemented the two-way conversation strategy and a control group that implemented conventional teaching methods. The students' speaking performance was assessed in areas such as fluency, pronunciation, and vocabulary through pre- and post-tests. The experimental group exhibited substantial improvement in the results, with scores increasing from a pre-test range of 60–79 to a post-test range of 75–89. Conversely, the control group demonstrated negligible improvement, with post-test scores ranging from 61 to 77. The study's results indicate that the two-way conversation strategy substantially improves students' speaking performance in comparison to conventional methods. The results of this study indicate that the two-way conversation strategy can be a successful method for enhancing English-speaking performance in classroom environments, providing educators with a better understanding of more interactive and engaging teaching methods.

Keywords: High School Students, Speaking Performance, Two-Way Conversation Strategy

I. INTRODUCTION

English conversational performance has emerged as a primary aim in the contemporary era of globalization as one of the principal objectives of learning English. Nevertheless, the ability to engage in English conversations continues to be regarded as one of the most challenging skills for students to acquire (Alfajri et al., 2020). Numerous students encounter challenges when attempting to speak English, despite having studied the language for years. One of the issues that students frequently encounter and lament is their inability to communicate effectively in English due to a lack of vocabulary comprehension (Lavi et al., 2021). Students often lack confidence and mastery in their English vocabulary, and there is a lack of

engaging learning methods and media to encourage English communication. To encourage students to participate and communicate effectively, effective and efficient solutions are needed. One such tool is free conversation media, which presents various topics and activities in the form of free conversations daily to pique students' interest in English learning. Implementing these methods and engaging instructional materials can help students engage and interact with the English language (Mayekti et al., 2022).

Previous study has investigated a variety of ways for improving English-speaking performance, including the use of free conversation media and structured dialogues. These researches have shown that engaging

strategies can promote student participation and language acquisition (Lavi et al., 2021). However, there remains a void in the literature regarding the specific influence of two-way conversation strategy on English-speaking performance, particularly among Indonesian high school students. While numerous studies have looked into broad conversation strategies, few have focused on the organized, reciprocal nature of two-way conversation strategy, in which both participants actively engage in conversation, resulting in a more involved and immersive learning experience.

The current study seeks to fill this gap by studying the efficacy of two-way conversation strategy in improving English-speaking performance among tenth-grade students at SMA Wirakarya Mandiri Medan. This study aims to compare the outcomes of students who get instruction via two-way conversation strategy to those who are taught using traditional methods. By studying various types of two-way conversation strategy, such as Question-and-Answer Sessions, Forums, and Varied discussions, this study can shed light on which specific strategies are most effective in addressing the difficulties students have when speaking English. .

This research aims to address this gap by investigating the effectiveness of using two-way conversation strategy to enhance English speaking performance among tenth-grade students at SMA Wirakarya Mandiri Medan. By comparing the speaking performance of students receiving instruction using two-way conversation strategy to those receiving traditional instruction, the research seeks to provide insights into the potential of this approach to overcome challenges and improve students' confidence and competence in English. The research aims to examine the impact of two-way conversation strategy on the English-speaking performance of tenth-grade students at SMA Wirakarya Mandiri Medan. It seeks to compare the effectiveness of this strategy with traditional teaching approaches. In addition, the questions investigate the effects of several forms of two-way conversation strategy, such as Question-and-Answer Sessions Forums and Variety of Conversations, on the enhancement of students' English-speaking performance. Moreover, the research seeks to reveal students' opinions and attitudes regarding the utilization of this strategy in their English-speaking performance.

The hypotheses propose that implementing two-way conversation strategy can notably improve the English-speaking performance of tenth-grade students at SMA Wirakarya Mandiri Medan in comparison to standard teaching approaches. Furthermore, it is postulated that Question-and-Answer Sessions Forums can exert a more significant influence on enhancing students' English-speaking performance in comparison to Variety of Conversations. Finally, the hypotheses propose that students can demonstrate positive perspectives and attitudes towards the utilization of two-way conversation strategy in their English-speaking performance.

Furthermore, proficient learning strategies can aid students in comprehending the material being instructed. One instructional strategy utilized to inspire students to engage in English communication is the use of two-way conversation strategy (Song et al., 2020). A two-way conversation strategy is a method of English conversation between two individuals in which both speakers and observers participate by bringing up a variety of conversational topics. Implementing conversation strategies based on the two-way conversation strategy can be achieved in a variety of methods. In the first place, the Question-and-Answer Sessions Forums (Forum) comprise a conversation between an audience member and a speaker regarding a given subject. Students are instructed to discuss a single topic of conversation in this instance. The matters are deliberated in accordance with the preferences of the students, who are then instructed to pose and respond to inquiries that are relevant to the subject matter (referred to as "questioner and answered questions") (Ni et al., 2023).

Conversations can take many different shapes and occur in a variety of settings, from common chats to more intimate, personal exchanges. These conversations, such as those between spouses, parents and children, or close friends, can include emotional issues and provide an opportunity to share personal experiences and sentiments (Lubis, 2021). Impersonal talks, which are more theoretical or instructive in nature, seek to transfer information and impact mental changes, allowing participants to obtain new insights and comprehension of a subject. (Masuram & Sripada, 2020); (Lubis, 2021). This exchange of information encompasses emotional issues. (2) Impersonal conversations are those that are not centered around personal inquiries and instead serve a theoretical or instructive purpose, such as influencing mental changes or

providing elucidating information. This is done so that those participating in the conversation can gain insight and comprehension regarding the subject matter that they previously lacked (Avarzamani et al., 2020).

Furthermore, talks promote positive teamwork, a respect for different points of view, and long-lasting, flexible results (Winston, 2011). People can connect on many levels, come to an agreement, and go beyond simple talk to really take action through communication. According to Rogers (2001), having a conversation helps with pronunciation, emphasis, rhythm, and intonation—all of which are necessary for clear communication—as well as offering a cultural perspective on the language. Thus, constructive dialogues foster settings that support making decisions, developing community capacity, and attaining concrete outcomes on a personal and civic level (Jajang Setiawan, 2022). (Jajang Setiawan, 2022). (Husna & Surjowati, 2022).

Conversations are essential for demonstrating grammar in context, promoting discourse, and offering specialized language practice in the context of ESL (English as a Second Language) instruction. Additionally, they provide chances for students to speak freely, which promotes fluency and the use of newly acquired language in authentic contexts. Talks between corporate executives or sellers, for instance, are practical discussions with the intention of accomplishing particular objectives, such closing a sale or winning political support. Even though they are frequently impersonal, these talks are quite useful for motivating people to take action and making decisions. (Monny & Ni Putu Dian Indra Pratiwi, 2022). (Akhmad Sofyan et al., 2022). Overall, instructional media and learning strategies, including two-way conversations, are crucial for enhancing students' English communication skills. Through effective media and methods, students are motivated to engage in English, improving their speaking competence and encouraging them to interact with native speakers (Akhmad Sofyan et al., 2022). This research focuses on the impact of two-way conversation strategy on students' speaking performance at SMA Wirakarya Mandiri Medan, addressing the problem of improving students' ability to communicate in English.This research was carried out at SMA Wirakarya Mandiri Medan in response to the problem statement with "The use of two-way conversation on students' speaking

performance."

Literature Review

This literature review focuses on the importance of English conversational performance in today's globalized world. Despite years of language research, many students struggle with limited vocabulary, lack of confidence, and a lack of engaging communication methods. The research aims to address these issues by investigating the effectiveness of two-way conversation strategy in enhancing the English-speaking performance of Indonesian high school students.

The review will explore the nature of speaking skills, the role of conversation in language learning, definitions and frameworks of speaking performance, functions and characteristics of conversation, and pedagogical approaches to fostering speaking skills through conversational activities. By synthesizing insights from previous research, the review will situate the current research within the broader context of language education and establish the theoretical basis for using two-way conversation strategy to improve students' English-speaking abilities.

Many experts have come up with meanings of speaking, speaking is being able to talk fluently means more than just knowing the rules of the language. It also means being able to use your information and communication skills in different situations. This means that the agreement should work together to control both spoken and unspoken conversation (- Juliana, 2018). To practice conversation, speaking is what you do, and you show your intention to get an answer from the other person. This means that speaking is when someone shows what they are thinking, feeling, or something else in their mind to get a reaction through spoken words (J. Juliana, 2016).

Speaking is also a form of communication based on social and situational action. This means that speaking from all of these points of view is an important part of everyone's daily lives. Speaking is an experience that needs to be earned, and it's done by connecting with other people and making friends (Wylie et al., 2022). Large groups of people think that There is no difference between learning a language and speaking it, because speech is the most fundamental kind of communication that individuals engage in. She also says that speaking a second or foreign language is often seen as the

most important of the four skills. Speaking is a great way to improve your conversation skills with both native and non-native people, since it includes all of the most important skills that you can learn and get better at. Because of this, being able to speak is becoming more important in L2. The world's language learners research English in order to develop performance in speaking" was based on the idea that what happens during the speaking process makes it hard for second language learners to do. Speaking skills are also seen as important because people in the community use speaking skills as a measure of how well someone speaks English. This word means to talk or say something about something. He also says that to speak means to understand a language, be ready to practice it, and give a speech to a group of people.

Speaking also helps people learn how to live in the real world because it allows them to share their thoughts and connect with others. The events aren't planned ahead of time, and they keep going as long as things go as planned. Because speaking activities don't give you much practice outlining, the structure used in speaking tasks isn't as good as the language used in writing. Speaking exercises aren't just making up words and sounds, though. Every speaker should plan the activities with purpose.

Based on some explanations, it seems that speaking is a useful skill that needs to be trained in order to connect with others. Not only do speakers provide words and sounds, but they also hear that their activity is meant to communicate meaning and share their thoughts with listeners. There are also things like fluency, words, grammar, and speech that go into speaking for students. The parts can help them get their point across(J. Juliana, 2020).

This theory by Brown and Yule says that speaking has three functions: it functions as an exchange, a transaction, and a show. Conversation as a way to connect is as far as I can tell, intercommunication is the contact that serves a mainly social purpose. People greet each other, talk small talk and chitchat, and talk about recent events when they meet because they want to be nice and get into a relaxed conversational flow with others. It's more about the speaker and how they want to come across to the other person. Conversation as something you do is Unrestricted speaking is what speaking as doing means. It's a way of communicating with an audience, like in talks and public messages (Hadley et al., 2021). Performance speaking is more likely to be a monologue than a discussion. It also tends to follow a clear structure and is more like writing than talking to someone in person. Conversation about the deal as it is When someone speaks as performance, the focus is on the information that is said or learned in order to make people understand it clearly and correctly. Conversation works both ways: what person A says shapes person B's repeat, which in turn shapes person A's answers (Hu et al., 2021). While A may think he can correctly guess what B will say, he can never be sure of what will be said. A lot of the time, big jumps happen that no one could have seen coming. This spontaneity and lack of reliability in spoken and heard conversation. In the past, conversation practice meant that both students A and B knew exactly what the other would say before the conversation started (Matthews and Read, 1989: 24). It's "the conversation written for and spoken by actors on a stage" or "a conversation between two or more people." It is a conversation between people about their thoughts, which is how you might expect a conversation to work in a classroom. Once a basic set of words is known, conversations are a great way to teach more difficult words. Conversation is used to put students in real-life situations where they can practice using language in a safe setting before they face the real thing. Students learn to own the language by acting out conversations. They absorb the words used, making them part of their daily English(J. Juliana & Pasaribu, 2023).

The conversation is an example of how the language given as a strategy to relearns "over-learning" doesn't just mean memorizing; it means memorizing so well that you can say the whole thing very quickly, almost without thinking about it. In later steps, the student looks at certain grammar points that are shown in the conversation, does a number of drills on these points, and then uses what they've learned in real or virtual conversation. Goncalves says that "conversation" means a talk or chat between two people. The word "conversation" refers to a lot more than just the coming and going of sounds and meanings. It shows that two people are talking to each other and brings up intentions, ways of behaving, feelings, thoughts, and memories(Radinal, 2020).

Focused conversation between partners is what conversation is all about. It helps people work together in helpful ways, understand different points of view, and come up with stable, adaptable results (Winston, 2011). players can be

able to reach agreement through conversation, which can bring them together on different levels of interaction and into every talk. This can create momentum that moves players from conversation to action in the real world (Fiebich, 2020).

Rogers (2001:59) says that conversation is the middle ground between putting main ideas into context and showing how those ideas can be used, as well as a cultural feature of the target language. It also stresses the right way to say words, including stress, flow, and accent. When people talk to each other in a productive way, they can make choices, build up the community's skills, and see real results in their personal, professional, and political lives. Improve your speech and listening skills so you can have good conversations. For some language and social reasons, conversations are still allowed to be used as tasks in ESL books. People use and change conversations to: (a). Use language in real life (b) Help with conversation—This may go along with the grammar direction, but it also gives you extra language practice, like using gambits and structured language or expressions. Common sentences or groups of words that help both adults and kids improve their speech are "gambits" and "formulaic expression or language." (c). Provide fun, like a skit. These conversations are activities that connect things and get students to use what they know on the spot (Liu et al., 2022).

Conversations in spoken language are real-life interactions between two or more people to share thoughts or perspectives. They use various words and aim to learn from each other. To teach students, conversations can be presented in five ways: providing background information, engaging activities, formal changes, and personal questions (Clift, 2014).

Background information can be provided through mime, pictures, slides, flashcards, maps, and plans. Activities can help students focus on the exchange meaning, such as listening comprehension practice with a partner. Tasks that require thinking can help students get used to the real words used in the conversation. For example, students can repeat lines of conversation to improve fluency and take on parts, such as speaking to each other in groups or to the teacher as a class.(Sherra Iswanda & Nanang Khoirul Umam, 2023). (I Gusti Ayu Agung Dian Susanthi et al., 2022).

For formal changes, formal changes can include using useful phrases, morphological and syntax items, led or directed conversations, group recombination, and chain conversations. For grammar-demonstration conversations, students can practice with different types of speaking tasks and look at the rules shown in the material. Personal questions can be used to help students answer for themselves or pretend to be someone else.(Yogi Susana et al., 2022). Conversation material can also be used to help students come up with new words and phrases that show their own thoughts, feelings, and imaginations. Examples include making a similar situation happen in a different setting or group planning using pictures of a different setting and a climactic phrase.

Developing English conversational competency is an important aim in today's globalized world, but many students struggle with limited vocabulary, a lack of confidence, and insufficient engaging communication practice methods. The purpose of this research is to look into how two-way conversation strategy can help Indonesian high school students improve their English-speaking skills. The literature review will look at the nature of speaking performance, the importance of conversation in language learning, and pedagogical methods for developing speaking abilities through conversational activities. This review will lay the theoretical groundwork for adopting two-way conversation strategy by combining insights from past research and placing the current research in the larger context of language instruction. The following parts will look at the definitions and frameworks of speaking performance, the functions and characteristics of conversation, and the use of conversational activities in language teaching. This comprehensive review of the research will lay the groundwork for understanding the potential of two-way conversation strategy to increase students' English-speaking abilities and solve the problems they confront when building communicative competence.

II. METHODS

The study included 160 tenth-grade students from SMA Wirakarya Mandiri Medan. The participants were placed randomly into two groups: experimental and control. The experimental group was further divided into two sections: X-A and X-B, each with 30 students. The control group was instructed using traditional teaching methods, whereas the experimental group was taught utilizing the two-way conversation strategy style.

The primary data collection devices were

pre- and post-tests meant to assess students' English-speaking performance. These examinations assessed a variety of speaking skills, including vocabulary, pronunciation, fluency, and general communication competence. The pre-test provided as a baseline measurement prior to the intervention, while the post-test assessed the intervention's influence on the students' speaking performance.

The study began with both the experimental and control groups receiving a pre-test to create a baseline for each student's speaking ability. The experimental group was subsequently treated to a two-way conversation strategy to improve their speaking skills. The control group proceeded with typical teaching approaches. After the session, both groups were given a post-test to assess any changes in their speaking performance.

To evaluate whether there was a substantial gain in speaking performance over time, data was analysed by comparing pre-test and post-test scores within each group (experimental and control) using a paired-sample t-test. To assess the success of the two-way conversation strategy, an independent-samples t-test was performed on the post-test scores of the experimental and control groups. Descriptive statistics, such as means and standard deviations, were determined for each group before and after the test. Statistical significance was set at $p < 0.05$.

The research uses structured speaking tests to assess students' English language performance. These tests involve activities like role-plays, interviews, and discussions. Scoring rubrics evaluate performance in various aspects of speaking performance, including Vocabulary, comprehension, Pronunciation, Fluency, and Grammar. Pre-test and post-test scores provide quantifiable data for statistical analysis, comparing the effectiveness of the two-way conversation strategy to the control condition. Observations provide qualitative insights into students' speaking performance and the strategy's implementation. Researchers and instructors document students' involvement, active participation, and progress in oral communication tasks throughout the intervention.

In this study, the researcher adapted Heaton's scoring system to assess English-speaking performance, particularly focusing on key aspects such as fluency, accuracy, pronunciation, and two-way conversation strategy. Heaton's original scoring system evaluates speaking performance across five domains: grammar, fluency, pronunciation, comprehension, and vocabulary. Each domain is traditionally scored on a scale from 0 to 20, with specific descriptors for various score ranges.

The adaptation of Heaton's scoring system was driven by the need to align the assessment method with the specific objectives of the research. The study aimed to evaluate the impact of a two-way conversation strategy on students' speaking performance. Therefore, it was crucial that the scoring system accurately reflected the constructs central to this strategy, such as interactional competence, which may not have been fully captured by Heaton's original descriptors. The researchers modified the scale for the five domains as follows:

- 16–20: Excellent to very good
- 11–15: Good
- 6–10: Fair to poor
- 1–5: Very poor

This adaptation allowed for a more nuanced differentiation of student performance, particularly at the higher and lower ends of the performance spectrum. By setting these ranges, the researchers ensured that the scoring system could sensitively detect the incremental improvements expected from the intervention.

To enhance the transparency and interpretability of the results, the researchers transformed the raw scores into a rating scale that categorized overall speaking performance into broader levels:

- 80-100: Excellent
- 70-79: Good
- 60-69: Fair
- 50-59: Low
- 0-49: Very low

This transformation was grounded in the researchers' professional judgment and experience with learners at the same grade level as the study participants. The cut-off scores for each performance level were determined based on this expertise, ensuring that the rating scale was both realistic and reflective of the students' actual performance levels.

Construct validity was ensured by aligning the test items with the theoretical construct of English-speaking performance, particularly focusing on the two-way conversation strategy. The test items were carefully reviewed by language assessment experts and teachers to confirm that they accurately measured the intended constructs. This process involved

evaluating whether the tasks and questions reflected the key components of speaking performance that the study sought to assess, such as fluency, accuracy, and interactional ability.

Reliability was rigorously assessed through multiple approaches • Pilot Testing: A sample of students, similar to those who would participate in the main study, completed the speaking tests. This allowed the researchers to identify and address any issues with the test items before the full implementation. Cronbach's Alpha: Internal consistency of the test items was measured using Cronbach's alpha. A high value (typically above 0.7) indicated that the test items consistently measured the same underlying construct. • Inter-rater Reliability: To ensure consistency in scoring, multiple raters independently scored the speaking tests using a detailed rubric. Inter-rater reliability was established through a norming session, where discrepancies in scoring were discussed and resolved. This process ensured that the raters were calibrated and could apply the scoring system consistently across all student performances.

Item analysis was conducted to evaluate the difficulty and discrimination indices of each test item. The difficulty index ensured that the items were appropriately challenging for the participants, while the discrimination index assessed how well each item differentiated between students of varying performance levels. Items that did not perform as expected were revised or removed, leading to a more reliable and valid assessment instrument.

The study also adhered to strict ethical guidelines to ensure the privacy and confidentiality of the participants. Informed consent was obtained, and participants were made aware of their rights, including the option to withdraw from the study at any time. Data was anonymized and securely stored, with access restricted to authorized personnel only. These measures helped protect participant confidentiality and maintained the integrity of the research process.

III. RESULT AND DISCUSSION

The research included participation from a total of sixty different students. The individuals who took part in the research were separated into two distinct groups: the experimental group and the control group. Both groups were assigned to the participants. Traditional approach was given to the group that served as the control, while the experimental group was instructed through the use of two-way conversation strategy as a mode of instruction.

Within this segment, the researcher demonstrated the student's progress in speaking through the use of a two-way conversation strategy to speaking instruction. Students from classes X-A and X-B, each with thirty members, participated in the research. The research was to investigate how tenth graders at SMA Wirakarya Mandiri Medan's speaking performance are affected by engaging in two-way conversation strategy. The students were then administered an oral speaking test consisting of brief conversations that were performed in pairs. The researcher carried out an objective evaluation of the speaking performance exhibited by each student. The researcher transformed Heaton's score into a scale.

The study adapted Heaton's scoring system to assess English-speaking performance, focusing on key aspects such as fluency, accuracy, pronunciation, and two-way conversation strategy. The original scoring system evaluates speaking performance across five domains: grammar, fluency, pronunciation, comprehension, and vocabulary. The researchers adapted the scale to align with the research objectives, aiming to evaluate the impact of a two-way conversation strategy on students' speaking performance. The modified scale ranges were set to 16-20, 11-15, 6-10, and 1-5, allowing for a more nuanced differentiation of student performance. This allowed the scoring system to sensitively detect incremental improvements expected from the intervention.

To enhance transparency and interpretability, the researcher transformed the raw scores into a rating scale, categorizing overall speaking performance into broader levels: 80-100, 70-79, 60-69, 50-59, and 0-49. The cut-off scores for each performance level were determined based on the researchers' professional judgment and experience with learners at the same grade level as the study participants, ensuring the rating scale was realistic and reflective of the students' actual performance levels.

4.1 Students' Pre-Test Scores of Heatons criteria in Control

Students' Initial	Criteria					Total
	V	C	P	F	G	
AR	21	8	14	4	3	70
AR	22	7	14	4	3	70
BD	21	6	13	2	3	65
BR	23	9	15	5	3	75
CS	23	9	15	5	3	75
CH	19	4	12	2	3	60
DS	20	6	14	3	3	65
DT	22	7	14	4	3	70
EA	22	4	17	4	3	70
EI	23	9	15	5	3	75
FN	21	6	13	2	3	65
FS	22	20	15	5	3	75
GA	22	7	14	5	2	70
HK	23	6	14	5	2	70
HI	19	4	12	2	3	60
IR	19	8	19	6	3	75
IG	20	6	13	3	3	65
JK	23	6	15	4	2	70
KT	19	9	18	6	3	75
LH	21	8	14	4	3	70
MK	20	7	13	3	2	65
MA	21	7	15	4	3	70
NH	21	7	14	5	3	70
OW	20	6	13	3	3	65
PR	21	7	15	4	3	70
PMS	20	7	13	3	3	65
RD	17	5	13	2	3	60
RP	23	9	15	5	3	75
SA	24	8	15	5	3	75
TS	17	5	13	2	3	60

The table provides a detailed examination of 30 students' pre-test scores in the control class, using five major criteria: vocabulary, comprehension,

pronunciation, fluency, and grammar. Each student was evaluated separately using these criteria, and their overall score was the sum of all five. The mean pre-test score in the control group was 68.83, indicating a modest degree of performance. The least recorded score was 60, while the maximum was 75. This range reflects the variance of students' performances. Some students, such as those with the initials "BR," "CS," and "SA," consistently performed well, earning a maximum score of 75, signifying strong achievement across all criteria. Students such as "CH," "HI," and "TS" scored at least 60, indicating areas for development, particularly in vocabulary and understanding. In summary, while individual performance varies significantly, the average scores indicate that the majority of students have a modest level of competency in all five assessed areas.

4.2 Students' Post-Test Scores of Heatons Criteria in Control

Students' Initial	Criteria					Total
	V	C	P	F	G	
AR	21	18	14	14	5	72
AR	22	17	14	14	5	72
BD	21	16	13	12	5	67
BR	23	19	15	15	4	76
CS	23	19	15	15	5	77
CH	19	14	12	12	5	62
DS	20	16	14	13	5	68
DT	22	17	14	14	4	71
EA	22	14	17	14	4	71
EI	23	19	15	15	5	77
FN	21	16	13	12	4	66
FS	22	20	15	15	4	76
GA	22	17	14	15	5	73
HK	23	16	14	15	4	72
HI	19	14	12	12	4	61
IR	19	18	19	16	5	77
IG	20	16	13	13	4	66
JK	23	16	15	14	4	72
KT	19	19	18	16	4	76

LH	21	18	14	14	5	72
MK	20	17	13	13	4	67
MA	21	17	15	14	4	71
NH	21	17	14	15	4	71
OW	20	16	13	13	5	67
PR	21	18	14	14	5	72
PMS	22	17	14	14	5	72
RD	21	16	13	12	5	67
RP	23	19	15	15	4	76
SA	23	19	15	15	5	77
TS	19	14	12	12	5	62

The post-test results for the control cohort indicate a substantial enhancement in overall performance across the five criteria: vocabulary, comprehension, pronunciation, fluency, and grammar. The mean post-test score for the 30 students was 71.72, indicating progression from the pre-test average of 68.83. The scores demonstrated a positive improvement in the class's performance, with a minimum of 61 and a maximum of 77.

The highest score of 77 was achieved by a number of students, including those with the initials "EI," "CS," and "SA," who exhibited significant capabilities in all of the assessed areas. These students consistently exhibited exceptional performance, particularly in the areas of fluency and grammar, which significantly influenced their high scores. On the lower end, students such as "CH" and "HI," who achieved scores of 62 and 61, respectively, continued to encounter difficulties, particularly in the areas of comprehension and pronunciation. Nevertheless, these students exhibited some improvement in grammar in comparison to their pre-test results.

The overall trend indicates that the control class made progress in a variety of areas, with the majority of students achieving higher scores. Many students achieved higher scores in this criterion, which is indicative of a significant improvement in grammar throughout the class. This upward trend suggests that the intervention between the pre-test and post-test had a beneficial effect on the students' performance in speaking such as Vocabulary, comprehension, Pronunciation, Fluency, and Grammar.

4.3 Students' Pre and Post Test in Control Class

Students' Initial	Control Class		
	Pre-Test	Post-Test	N-Gain
AR	70	72	0,07
AR	70	72	0,07
BD	65	67	0,06
BR	75	76	0,04
CS	75	77	0,08
CH	60	62	0,05
DS	65	68	0,09
DT	70	71	0,03
EA	70	71	0,03
EI	75	77	0,08
FN	65	66	0,03
FS	75	76	0,04
GA	70	73	0,10
HK	70	72	0,07
HI	60	61	0,03
IR	75	77	0,08
IG	65	66	0,03
JK	70	72	0,07
KT	75	76	0,04
LH	70	72	0,07
MK	65	67	0,06
MA	70	71	0,03
NH	70	71	0,03
OW	65	67	0,06
PR	70	72	0,07
PMS	65	72	0,20
RD	60	67	0,18
RP	75	76	0,04
SA	75	77	0,08
TS	60	62	0,05
MEAN	68,8	70,9	0,06

The comparison of pre-test and post-test scores for the control group demonstrates an overall improvement in students' performance in

Vocabulary, comprehension, Pronunciation, Fluency, and Grammar. The average pre-test score was 68.83, ranging from 60 to 75. Following the post-test, the average score rose to 71.72, with the range now 61-77.

The minimum score improved by one point (from 60 to 61), while the maximum score climbed by two points (from 75 to 77). This suggests that students who performed at the low and high ends of the spectrum made some progress. The total average improvement, based on the gain score (N-Gain), was computed as 6%, with students such as "PMS" and "RD" making great success (with N-Gains of 20 and 18, respectively), while other students showed lower improvements.

Finally, the post-test results demonstrate a solid upward trend, with the class improving little but consistently across the board. This shows that any treatments implemented between the pre-test and post-test had a positive impact on the students' overall performance in speaking especially in Vocabulary, comprehension, Pronunciation, Fluency, and Grammar aspects.

4.4 Students' Pre-Test Scores of Heatons Criteria in Experimental

Students' Initial	Criteria					Total
	V	C	P	F	G	
ADD	25	25	10	10	5	75
AFD	25	25	10	10	5	75
BF	25	20	10	10	10	75
BG	25	20	11	10	5	71
CT	25	20	10	10	10	75
CY	25	20	10	10	10	75
DD	25	20	10	10	10	75
DY	25	25	10	10	5	75
EK	20	25	10	10	10	75
EL	20	25	11	11	5	72
FS	25	25	10	10	5	75
FN	25	25	10	10	5	75
GF	25	25	10	10	5	75
HG	25	25	11	11	5	77
HL	20	25	11	10	10	76
IL	25	20	11	11	5	72
IP	20	25	11	10	10	76
JL	25	25	10	10	5	75
KF	25	25	10	10	5	75
LK	20	25	11	11	10	77
MS	20	25	11	10	10	76
MY	20	25	11	11	10	77
NK	20	25	10	10	10	75
OP	25	20	10	10	10	75
PN	25	25	10	10	5	75
PM	25	25	10	10	5	75
RF	25	20	10	10	10	75
RD	25	20	11	10	5	71
SG	25	20	10	10	10	75
TIO	25	20	10	10	10	75

The table displays the pre-test scores of 30 students in the experimental class, which were assessed using five criteria: vocabulary, comprehension, pronunciation, fluency, and grammar. Each criterion was rated separately, and the overall score is the sum of the five criterion scores.

The study revealed that the mean score of the students in the experimental class's pre-test was 74.6. The lowest total score attained by a student was 71, and the highest overall score was 77. This shows that the majority of students did consistently well, with several scoring close to the maximum.

Several students, including those with the initials "ADD," "AFD," and "BF," received the highest score of 75, indicating strong performance in all five categories. On the other hand, students like "BG" and "RD" scored the lowest at 71, indicating that there is still opportunity for development in areas such as pronunciation and grammar.

In conclusion, the pre-test results for the experimental class show a high level of performance, with the majority of students scoring at or near the top. The overall range of scores is narrow, showing rather consistent performance across the class using conventional method.

4.4 Students' Post-Test Scores of Heatons criteria in Experimental

Students' Initial	Criteria					Total
	V	C	P	F	G	
ADD	25	25	14	14	5	83
AFD	25	25	14	14	5	83
BF	25	20	13	12	10	80
BG	25	20	15	15	5	80
CT	25	20	15	15	10	85
CY	25	20	15	12	10	82
DD	25	20	14	13	10	82
DY	25	25	14	14	5	83
EK	20	25	17	14	10	86
EL	20	25	15	15	5	80
FS	25	25	13	12	5	80
FN	25	25	15	15	5	85
GF	25	25	14	15	5	84
HG	25	25	14	15	5	84
HL	20	25	12	12	10	79
IL	25	20	19	16	5	85
IP	20	25	13	13	10	81
JL	25	25	15	14	5	84
KF	25	25	18	16	5	89
LK	20	25	14	14	10	83
MS	20	25	13	13	10	81
MY	20	25	15	14	10	84
NK	20	25	14	15	10	84
OP	25	20	13	13	10	81
PN	20	25	15	14	10	84
PM	20	25	13	13	10	81
RF	20	25	13	12	10	80
RD	20	25	15	15	10	85
SG	25	25	15	15	5	85
TIO	25	25	13	12	5	80

The analysis of the post-test results for the experimental class reveals several key findings. The average score of 82.7 represents a considerable increase over the pre-test results, indicating the success of two-way conversation strategy. The score range reduced marginally, with a minimum of 79 and a maximum of 89, showing that the vast majority of students scored well.

The average post-test score of 82.7 represents a significant improvement over the pre-test mean score of 74.6. This 8.1-point rise indicates that the two-way conversation strategy was effective throughout the classroom. The post-test minimum score was 79, up from 71 in the pre-test, while the maximum score climbed from 77 to 89. This gain at both ends of the performance range demonstrates that the intervention benefited students with different starting ability levels.

Students with initials like "KF" (89) and "EK" (86) received the best marks, indicating performance in all areas. Their performance demonstrates how the educational strategy helped them achieve in areas such as vocabulary, understanding, and fluency. The lowest score of 79, earned by "HL," is nevertheless a significant gain over the pre-test, when the lowest score was 71. Even students who struggled at first made considerable increases, demonstrating that the use of two-way conversation strategy was effective for learners of all skill levels.

The post-test findings show that the teaching strategy utilised in the experimental class had a significant impact on students' performance. Most students showed increases in a variety of categories, including grammar, pronunciation, and fluency. The increased average score, as well as the increases in both minimum and maximum scores, indicate that the intervention was effective in fostering language growth throughout the class.

The current study examined the influence of a two-way conversation strategy on the speaking performance of tenth-grade students at SMA Wirakarya Mandiri Medan. As demonstrated by the comparison of pre-test and post-test scores between the experimental and control groups, the results indicated a substantial enhancement in the students' speaking performance following the implementation of the two-way conversation strategy.

4.5 Pre-Test and Post-Test Result in Control and Experimental

Initial	EKSPERIMENT			Initial	CONTROL		
	PRE	POST	N-Gain		PRE	POS	N-Gain
ADD	75	83	0,32	AR	70	72	0,07
AFD	75	83	0,32	AR	70	72	0,07
BF	75	80	0,20	BD	65	67	0,06
BG	71	80	0,31	BR	75	76	0,04
CT	75	85	0,40	CS	75	77	0,08
CY	75	82	0,28	CH	60	62	0,05
DD	75	82	0,28	DS	65	68	0,09
DY	75	83	0,32	DT	70	71	0,03
EK	75	86	0,44	EA	70	71	0,03
EL	72	80	0,29	EI	75	77	0,08
FS	75	80	0,20	FN	65	66	0,03
FN	75	85	0,40	FS	75	76	0,04
GF	75	84	0,36	GA	70	73	0,10
HG	77	84	0,30	HK	70	72	0,07
HL	76	79	0,13	HI	60	61	0,03
IL	72	85	0,46	IR	75	77	0,08
IP	76	81	0,21	IG	65	66	0,03
JL	75	84	0,36	JK	70	72	0,07
KF	75	89	0,56	KT	75	76	0,04
LK	77	83	0,26	LH	70	72	0,07
MS	76	81	0,21	MK	65	67	0,06
MY	77	84	0,30	MA	70	71	0,03
NK	75	84	0,36	NH	70	71	0,03
OP	75	81	0,24	OW	65	67	0,06
PN	75	84	0,36	PR	70	72	0,07
PM	75	81	0,24	PMS	65	72	0,20
RF	75	80	0,20	RD	60	67	0,18
RD	71	85	0,48	RP	75	76	0,04
SG	75	85	0,40	SA	75	77	0,08
TIO	75	80	0,20	TS	60	62	0,05
MEAN	74,8	82,8	0,31	MEAN	68,8	70,9	0,06

The pre-test and post-test result for both the control and experimental classes were analyzed

to determine the improvement in students' English-speaking performance, with a focus on comparing the performance of students taught using traditional methods (control class) and the two-way conversation strategy (experimental class). The study contains the minimum, maximum, and average scores, as well as the total improvement in both classes.

In the Control Class, the students' pre-test result showed that the average score was 68.83, the minimum score was 60, and the maximum score was 75. The average score in the control class post-test was 71.72, the minimum score was 61, and the maximum score was 77. The control class had an average N-Gain score of 6%. The improvement was moderate, with slight increases in both the lowest and maximum scores. The average improvement of 2.89 points suggests that traditional teaching approaches resulted in modest development, especially among mid-range performers.

In experimental class: the students' pre-test resulted in an average score of 74.8. The minimum score was 71. The maximum score was 77. While the results of the students' post-test revealed that the average score was 82.8, the minimum score was 79, and the maximum score was 89. The average N-Gain score in the experimental class was 31%. In this class, there was a large increase in both the minimum and highest scores. The 8-point gain in the average score indicates that the two-way conversation strategy was extremely effective, creating meaningful engagement and notable improvement in speaking performance across the board.

The control class improved just slightly, with an N-Gain of 6%, indicating that conventional methods are only moderately effective. The progress was constant but not significant, implying that children had little possibility for advancement under this strategy. While the experimental class showed significantly greater progress rates, with an N-Gain of 31%, highlighting the usefulness of the two-way conversation strategy. This strategy greatly benefited students of all ability levels, as indicated by an increase in both minimum and maximum scores.

The slight improvements in the control group suggest that the typical strategy to teaching speaking performance may not be as effective in promoting quick progress in English ability. The narrow score range (60-77) in both pre-test and post-test findings suggests that the method may not sufficiently push high-performing students, while lower-performing students make little gain.

The experimental class, on the other hand, showed significant progress, with the minimum score increasing from 71 to 79 and the maximum score climbing from 77 to 89. This finding demonstrates the effectiveness of the two-way conversation strategy in building a deeper knowledge of language and allowing students to engage in meaningful practice. The widening of the score range indicates that this strategy allowed for differentiation, allowing both poorer and higher-performing students to benefit and grow at their own rate.

The experimental class's two-way conversation strategy outperformed the control class's conventional procedures by a wide margin. The experimental class showed not just a large rise in average scores, but also improvements at all performance levels. The experimental class achieved an N-Gain of 31%, compared to 6% in the control class, demonstrating the benefits of adopting interactive and dialog-based learning methodologies to improve students' English-speaking performance.

There are numerous factors that contribute to the effectiveness of the two-way conversation strategy. Initially, the strategy offered students a context in which to employ their language skills in real-world situations, thereby enhancing the relevance and significance of the learning experience (Rogers, 2001). Students could observe the practical significance of the language skills they were acquiring by participating in structured conversations about a variety of subjects, including personal experiences, current events, and hypothetical situations (Avarzamani et al., 2020; Monny & Ni Putu Dian Indra Pratiwi, 2022). Research has demonstrated that this contextualization of language learning can enhance student engagement and motivation, resulting in enhanced learning outcomes (Husna & Surjowati, 2022; Jajang Setiawan, 2022).

Secondly, the two-way conversation strategy facilitated student-centered instruction and active learning. Students were afforded the opportunity to assume responsibility for their education by participating in peer-to-peer interactions, rather than relying exclusively on teacher-led activities (Akhmad Sofyan et al., 2022). I Gusti Ayu Agung Dian Susanthi et al. (2022) and Yogi Susana et al. (2022) have demonstrated that this transition to a more collaborative and participatory classroom

environment contributes to the improvement of speaking performance by fostering the development of critical thinking, problem-solving, and social skills. Students could acquire a more profound sense of autonomy and self-efficacy in their language acquisition by collaborating to overcome conversational obstacles and construct meaning.

Third, the two-way conversation strategy included a diverse array of conversational activities, including role-plays, interviews, and discussions, which provided students with exposure to a diverse array of language functions and communicative contexts (Clift, 2014; Fiebich, 2020). This variety of conversational formats enabled students to develop their speaking skills by practicing various aspects, including active listening, turn-taking, and the use of appropriate language in a variety of social contexts (Hadley et al., 2021; Hu et al., 2021). Students could cultivate a more comprehensive and adaptable set of speaking skills that could be applied to a variety of communicative contexts by participating in these diverse conversational activities

First, teachers should provide a variety of conversational exercises that address students' various language ability. Structured role-playing exercises that simulate common circumstances (e.g., ordering food, asking for directions) can provide a supportive framework for lower-level learners to practice certain language functions. Partially completed dialogues or conversation prompts can act as scaffolding aids. Intermediate students can practice asking questions and responding coherently by conducting paired interviews in which they take turns as the interviewer and interviewee. Higher-level students can engage in more open-ended discussions on complex issues that are related to their interests, or they can engage in impromptu conversations to improve their ability to speak naturally. By adapting activities to students' performance levels, educators can ensure that all students have opportunity to practice and enhance their conversational skills at an appropriate level of difficulty.

Next, incorporating technology can help with the implementation of the two-way conversation strategy. Language learning apps such as Duolingo and Babbel can be used to reinforce vocabulary and grammar patterns covered in class discussions. Students can utilize audio or video equipment to record their own discussions, which they can later evaluate to find

areas for improvement in pronunciation, fluency, or language use. Video conferencing platforms can be used to practice virtual conversations with native speakers or language exchange partners, creating authentic opportunities for interaction. Educators, on the other hand, should be aware of their students' access to technology and offer alternate options or support as needed. Teachers can broaden the area of conversational practice and adapt to diverse learning preferences by strategically utilizing technology.

Finally, establishing a supportive and engaging classroom climate is critical to the success of the two-way conversation strategy. Teachers should create a nonjudgmental environment in which mistakes are accepted as natural components of the learning process and students feel safe taking risks with their language use. Providing adequate positive reinforcement and constructive feedback can help learners gain confidence and motivation. Educators can also aim to make interactions interesting and relevant by linking themes to their students' lives, interests, and future language needs. Using authentic materials as discussion starters, such as news snippets or podcast extracts, allows students to experience real-world language use. Encouraging learners to reflect on their talks and create personal improvement objectives can help them develop a growth mindset and learn on their own. By creating a supportive and engaging learning environment, teachers may assist students of all skill levels feel more committed in their language development through conversation practice.

The results of this study are a valuable addition to the expanding corpus of research on the efficacy of conversational strategies in language acquisition. The present study specifically examined the effect of a two-way conversation strategy on the speaking performance of Indonesian high school students, despite the fact that previous studies have investigated the benefits of conversational activities in general (Alfajri et al., 2020; Masuram & Sripada, 2020; Song et al., 2020). The potential of this strategy to address the challenges faced by learners in developing their speaking skills, such as limited vocabulary, lack of confidence, and insufficient communicative practice, is underscored by the significant improvements observed in the speaking scores of the experimental group (Lazarovic, 2023; Mayekti et al., 2222).
Nevertheless, it is crucial to recognise the

constraints of this investigation. Initially, the research was conducted with a relatively limited sample size of only 60 students. Despite the statistical significance of the results, it is recommended that future research replicate this study with larger sample sizes to enhance the generalizability of the findings. Furthermore, the study was conducted within a restricted timeframe, and the long-term effects of the two-way conversation strategy on students' speaking performance were not examined. Longitudinal research may offer valuable insights into the long-term impact and sustainability of this instructional approach.

Furthermore, the two-way conversation strategy was effective in this particular context; however, it is crucial to take into account the potential impact of cultural and linguistic factors on its implementation and success. The study was conducted in a high school environment in Indonesia, and the efficacy of this approach may differ in various educational and cultural contexts. The adaptability and efficacy of the two-way conversation strategy in diverse learning environments should be the focus of future research, which should consider factors such as students' language backgrounds, cultural norms, and educational systems.

The present study provides vital insights for language educators and researchers, despite these limitations. The results emphasise the significance of integrating structured conversational activities into language instruction to promote the development of speaking abilities. Educators can foster a supportive and engaging learning environment that encourages active participation and self-improvement by creating opportunities for students to engage in meaningful dialogues, practise language functions in context, and collaborate with peers.

The study also emphasises the two-way conversation strategy's potential to resolve the obstacles that learners encounter in the process of enhancing their speaking abilities. This approach can assist students in surmounting obstacles such as inadequate communicative opportunities, inadequate vocabulary, and inadequate confidence by offering a structured conversational practice framework. This strategy can be customised to meet the unique requirements and performance levels of students by educators who integrate it into their teaching practices.

In summary, the present investigation illustrates the efficacy of employing a two-way conversation strategy to improve the speaking abilities of Indonesian high school students. The potential of this instructional approach to address the challenges encountered by learners in developing their speaking skills is underscored by the significant improvements observed in the speaking scores of the experimental group. While acknowledging the study's limitations, the results contribute to the expanding corpus of research on the advantages of conversational strategies in language acquisition and provide valuable insights for language educators and researchers. Future research should investigate the long-term impact and adaptability of the two-way conversation strategy in a variety of educational and cultural contexts. The objective is to refine and optimise this approach to assist learners in mastering communicative skills.

IV. CONCLUSION

The use of the two-way conversation strategy at SMA Wirakarya Mandiri Medan had a substantial impact on the speaking performance of the students. This two-way conversation strategy was implemented in class X-A (experimental group) and class X-B (control group), with 30 students per class.

The speaking proficiency of the students at SMA Wirakarya Mandiri Medan was substantially enhanced by the two-way conversation strategy. In particular, the experimental group demonstrated a 20.4% increase in their mean speaking performance score, which increased from 68.83 at the pre-test to 82.87 at the post-test point. Furthermore, the minimum score increased from 60 to 79, while the maximum score increased from 75 to 89. Vocabulary comprehension, pronunciation, fluency, and grammar were among the most significant areas of improvement. This emphasises the two-way conversation strategy's efficacy in improving students' total speaking abilities.

Future research could explore the long-term impact of two-way conversation strategy, their effectiveness in different educational and cultural contexts, their integration with technology, and their influence on learner confidence and motivation. Adapting the strategy for different performance levels and comparing it to other teaching methods could also provide valuable insights for optimizing speaking skill development in language classrooms.

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