AN ANALYSIS OF SPONTANEOUS ENGLISH CONVERSATIONS AMONG SECOND SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT OF SAN PEDRO UNIVERSITY IN ACADEMIC YEAR 2017/2018

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Abstract: *The aims of this study are describing the topics conversed by the second semester students of the English education department of San Pedro University; analyzing what are students' conversations for; analyzing how students converse with their friends; and analyzing what are students' strengths and weaknesses in English conversations. To reach these objectives, this research was designed in a descriptive qualitative study. All the data were obtained through observation, documentation (recordings), and interview. The data was collected and analyzed through descriptive approach. And after analyzing the data on the basis of research questions dealing with English conversations among the students, the researcher finds that there are different topics that conversed by the students, and all those topics are very contextual with the real life of students; or in other words, the topics present what students' lives are. The students did English conversations in order to develop their ability to speak English confidently and pronounce English words correctly; encourage them to use appropriate grammar and vocabulary in English speaking; help them to produce and organize their ideas logically; and develop their communication competence such as oral presentation and story-telling. There are several findings deal with how do students converse with their friends: they do their conversations with big motivation; they begin their conversations with good starting point; they present good turn taking in their conversations; they present good cultural act in their conversations; they conduct their conversations with low accuracy; they conduct their conversations with low fluency; they present cohesion and coherence in their conversations; and they end their conversations with good closing point. And in conducting English conversations, there are strengths and weaknesses. The strengths found in students' conversations are: students have big motivation in doing English conversations, using very simple vocabularies in their conversations; conversations run spontaneously and naturally; more reactive or responsive in doing conversations; creating good use of conjunctions and determiners; and giving good extended answers to the questions appeared in conversations. While the weaknesses found in students' conversations are: students are still poor in vocabulary, still weak in using proper grammar, pronunciations and intonations are not so good affected by local language so much.*

Key words: *analysis, spontaneous English conversations, English speaking, students.*

1. Introduction

In today's era, English plays a very important role for human communication throughout the world. English is a tool through which human beings may share their ideas and thoughts with others. As we know that there are thousands of languages in this world, and all countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions, but English is spoken by millions of people in this world (Bustan, 2011).

Since English is quite important for human beings, including students or learners. To say students is to say English. English and students are two sides that cannot be seperated each other, because students need English for

getting lots of access, and English becomes meaningful because students use it in their daily life. The reality shows that English mostly has role as a golden bridge for students in their learning activities. From English, students' learning atmosphere is built, and through English itself, students can stand firm to inherit their future.

One of the reasons that makes English essential to communication in student's current time is English becomes the most common foreign language (Guritno, 2008). This means that two people who come from different countries (for example, an Indonesian and Japanese) usually use English as a common language to communicate. That's why every student needs to learn English in order to get in touch on international relation. In other words, English will help students to communicate with people from countries all over the world and to open global access.

In short we can say that English is essential to the field of education. In many countries, students are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as Indonesia, we experience that many references are written in English as dominant language. In Indonesia nowdays, many colleges and schools try to design bilingual program (English and Indonesian) in teaching learning activity. And to implement bilingual as their excellent program, they create English conversations atmosphere at campus. Through English conversations, their students are stimulated to speak English or converse with their friends in English when they are at campus. And they hope that after graduating from colleges or schools; their students will inherit intellectual treasure that is English competence.

Developing students' conversations as a system of communication is based on how to arrange and combine words into sentences, and implement the sentences into speaking or conversation. By implementing sentences into conversations, students are being carried to the field of English speaking skill and step by step their English speaking skill will be enhanced. Learning English means learning English skills and their sub skills or components (Cameron, 2001:17). In other words, English without skills and sub skills is not English. What Cameron saying is English skills and sub skills are significant in developing English conversations. He, then, classifies English learning into four skills: listening, speaking, reading and writing; and several subskills or components: grammar (structure), vocabulary, pronounctiation (sounds), spelling, and writing system.

English conversation (speaking) as one of the English skills can be understood as a way to enrich vocabulary and to understand what the meaning of every English word or sentence. In simple way we may understand English conversation as an interaction which done in English and carried by two or more people. To converse or to communicate in English eventually needs a set of vocabularies mastery in order to understand the meaning and try to respond what the previous speaker talk about. Here conversation is understood as a mean through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'communicator' of that language. On the other hand, conversation (speaking) is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. The form and meaning of conversation are dependent on the context in which it occurs, the participants, and the purposes of conversation itself.

San Pedro University as one of the universities in Kupang City is promoted to be the leading college in developing students' English conversations. Through its vision and missions, San Pedro University has been initiating to carry out education revolution through new and innovative breakthroughs; one of them is the implementation of bilingual program. Bilingual program means the program that requires university community (lecturers and students) to use two languages (Indonesian and English) as medium of communication at campus with the aim to build and develop English speaking skill. The university provides some core programs that can help students build and develop their English speaking skill (Statute of San Pedro University, 2016). Firstly, before starting lecture activity, all new students have to join English Intensive course for 72 hours. Secondly, all lecture activities conducted in bilingual (English and Indonesian). Thirdly, English is adopted as one of the compulsory subjects to be taught for six semesters in all departments. Fourthly, on Saturdays there is English conversation class for developing students' speaking skill. Fifthly, carry out English contests through discussion, debate, speech, drama performance, and general lecture.

The questions which appear here are what are the topics conversed by the students of second semester students of English Department of San Pedro University, what are their conversations for, how do they converse with their friends, and what are their strengths and weaknesses in English conversations? The questions above encourage researcher so much to conduct a research about an analysis of spontaneous English conversations among second semester students of the English education department of San Pedro University in academic year 2017/2018.

2. Literature Review

English conversation is understood as a process of transferring messages to other people through communication (Hymes, 1971). In conversation class, both speaker and listener should have the adequate knowledge of phonological competence, grammatical competence, and lexical competence. Hymes continues stating that phonological competence deals with the ability to recognize and produce the distinctive meaningful sounds of a language, including: consonants, vowels, tone patterns, intonation patterns, rhythm patterns, and stress patterns that carry meaning. Grammatical competence refers to the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

Conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively (Brennan, 2010:1). Dialogues are conversations between two participants (although the terms *dialogue* and *conversation* are often used interchangeably). Face-to-face conversation is universal engaged in by all human cultures, and providing an interactive context in which children learn their native languages.

Conversation also defined as a social creation. It is produced one step at a time as people carry out certain joint activities. A joint activity is one in which two or more people have to coordinate with each other to succeed (Clark in Heritage, 2001:2744).

2.1 Types of English Conversation

English conversation can be classified into several types as follows:

a. Structural Conversation

Grammar specification refers to structure. Examples of structures include past tense, noun plurals, the comparison of adjectives, and others. The use of the English language both in everyday speech and writing to be precise in the use of any terms as related to time: past, present, and future. In addition, the use of English structure associated with the use of the form noun, pronoun, articles, and various forms of the word adjective, verbs, and adverbs (Kehe, 2004). Thus, type of conversation class is prioritizing grammar.

For example:

John   : May I borrow your book?

Mary   : Yes, you may!

b. Functional Conversation

Functional conversation is a conversation class are intended to establish a person's ability in language functioning according to the place and its existence (Kehe, 2004). In everyday conversations (daily conversation) are often confronted with something that objective. For this conversation use when a formal conversation. Include into the daily conversations that is Greeting, introduction, parting, asking something, gratitude and appreciation, invitation, asking and giving permission, praising and congratulation, like and dislike expression, apology, commands and requests certainty, expressing capability, and offering something.

For example:

John   : By the way, will you come to my apartment tonight?

Mary   : With my pleasure.

c. Situational Conversation

It is a conversation class that aims to establish the ability of students to identify specific functions in communication based on a formal situation (Kehe, 2004).

For example:

John: Waiter, give me two coffees, please!

The phrase two coffees here is one example of how the use of special functions in communication based on the situation. In the restaurant, already usual we say two coffees grammar although it is wrong, because the 'coffee' is usually regarded as uncountable noun.

2.2 Innovative Approaches of Conversation

Beside three classifications of conversation above, there are some innovative approaches of conversation as follows:

a. Simple Conversation: Face to Face

Simple conversation can be done face to face and it allows speakers to get direct feedback (Cornbleet & Carter, 2001). Conversation or speaking face to face also presents facial expressions and gestures between the speaker and the other person. This Simple conversation certainly facilitates communication among learners and will help improve the skill of learners in English speaking.

Example 1:

A : Good evening, Sir.

B : Good evening.

A : How are you?

B : Fine, thanks, and you?

A : Very well thank you.

Example 2:

A : Good morning.

B : Morning.

A : Are you the secretary of Majesty College?

B : Yes, I am. Are you Mr. John Paul?

B : Yes, I am.

A : Oh, sorry Mr. John Paul, come in, please.

B : Thank you. Call me Paul.

The above examples are taken from "Follow the Simplest Way" – Book I, written by Servas Mario Patty (2016).

b. Simple Conversation: Interactively

This conversation can be done face to face or over the phone, to a person or group of people, the conversation runs smoothly, and the speakers usually offer something or talk to each other (Bygate, 1997 and Burk, 1998). This conversation helps learners to be more flexible in speaking with a particular theme or topic whether directly or indirectly. Learners will be stimulated to speak continuously according to the theme or topic of the conversation.

Example 1:

A : 081123654, Hello?

B : Hello. Is that A?

A : Yes, A speaking. Who's that?

B : B speaking.

A : Hello, B. How was your journey?

B : I had a very good time during my trip.

A : I hope you are waiting for me tonight.

B : Will you come to my house tonight?

A : Yes I will. I'll be there at eight thirty P.M.

B : Okay…

Example 2:

A : Good afternoon, Sir. What's your name, please?

B : My name's John Hunter.

A : Thank you, Mr. John Hunter.

B : And you, what's your name?

A : My name's Maya.

B : Oh yes, Maya, call me Hunter. How do you do?

A : How do you do?

The above examples are taken from "Follow the Simplest Way" – Book II, written by Servas Mario Patty (2016).

c. Simple Conversation: as Simple as the Reality

In this conversation, speech and responses are unplanned or often spontaneously so it can produce a very simple language (Foster, 2000). The speaker starts to say something and can change it in half way of his thoughts. Speaker's sentence is not too long or as complex as his writing. This conversation will help and facilitate learners in relation with their oral production and help them to speak simply or spontaneously without thinking of the accuracy of the sentence.

Example 1:

A : Good evening.

B : Evening.

A : Happy to meet you.

B : Me too

A : Would you please lend me your English book?

B : Yes, certainly. Here you are!
A : Thank you very much.
B : Most welcome.
Example 2:
A : Hello, how are you?
B : Pretty good, and you?
A : Well, always fine.
B : How's your wife?
A : She is great. And yours?
B : Pretty well.
The above examples are taken from "Follow the Simplest Way" – Book III, written by Servas Mario Patty (2016).

2.3 Analysis of Conversation

In general, analysis of conversation can be understood as research on people who speak together, communicate orally, or dialogue using a particular language (Heritage, 2001). Here the analysis of the conversation emphasizes an understanding that speaking activity in conversation is a very basic social domain that can be studied as an institutional entity with all its rights. Thus the practices and procedures used by the parties to create and recognize speech is known as talk's ethno-methods (the ways people speak) (Have, 2007).

Conversational analysis is a relatively new discipline that focuses on people's conversations. The analysis of the conversation is related to how the contributions of different speakers are mixed in the conversation as well as the way of various actions (greet, accuse, etc.) are produced and managed (Potter and Wetherell 1987: 80). The analysis of conversation is also understood as a method developed in order to study social interaction with primary purpose: disassembling the basic arrangement of an action and social interaction. In other words, conversational analysis is used to relate empirical findings in action and social interaction with characteristics of social actors and the setting of events (Heritage, 2001: 54).

Traditionally, social science holds the view that human behavior is haphazard, and patterns of life can only be approximated using statistics. On the contrary, the new methodology produces a thought that social interaction actually has a regular nature at individual level, action by action, and case by case. This order may be obtained through a research which conducted on the interaction with all its naturalness (Bygate, 1998).

Basic thought in the methodology of conversational analysis is the three characteristics of sequence which contained in an interaction, namely the understanding of an action which is followed by the ongoing action, the production of the follow-up action itself and its interpretation by the previous speaker, and systematically achieved through common practice in social life (Heritage, 2001: 52).

3. Research Method

This research was conducted in descriptive qualitative method. Descriptive qualitative method here refers to a form of research with the most basic aim, that is, to describe the phenomena that exist, whether natural phenomena, or human engineering (Sukmadinata, 2012). In this research, the information is described thoroughly and analytically. In an effort to answer research questions and to reach the research objectives, this research will use a descriptive qualitative approach based on the analysis of spontaneous English conversations among second semester students of the English education department of San Pedro University in academic year 2017/2018.

Qualitative researcher plays a role to determine the focus of research, selecting informant as a source of data, analyzing the data, interpreting the data, and making conclusions on his findings (Kartono, 1996). Here the researcher is not only a planner, but also as a data collector, data analysis, and reporter of research result. The supporting instruments of research can be interview guides, observation guide, recording aids, and notebooks.

A research about an analysis of spontaneous English conversations among second semester students of the English education department of San Pedro University in academic year 2017/2018 conducted at the University of San Pedro, Kupang - NTT. The university is a bilingual campus and the students have lots of opportunities to have conversations in English so it is easily for researcher to conduct research there.

This research done within one to three months by following several stages: preparation of research, research implementation, data collection, data analysis, and the last is findings and discussion. Sources of data in this research are: (1) informants, (2) place and physical objects, (3) documents. All the data were obtained through observation,

documentation (recordings), and interview the informants at San Pedro University. The obtained data was recorded in a recorder and produced through transcripts, then analyzed and described at discussion part.

4. Findings and Discussion

4.1 Topics Conversed by Students

This section is constructed in order to answer the first research question, "What are the topics conversed by the students". After observing students' conversations and also learning from the transcripts of spontaneous English conversations done by the second semester students of the English education department of San Pedro University, the researcher finds that there are different topics conversed by students in each group, and the topics are related to the real life of students themselves. On the other hand, all the topics are as simple as the reality. Besides, the topics found in students' conversations are in terms of non academic sides because students conversed spontaneously and naturally without any design.

4.1.1 Family Member

This topic conversed by a group of students, they are "TB" and "RM". They conversed about their family members. They started their conversation by greetings and then asking about health and also current activities. They continued their conversation by talking about their parents, brothers, and sisters.

4.1.2 Daily Routine

There are two students who are having dialogue in this conversation, they are "YS" and "AS". Both of them talked about their daily routines. YS took initiative to open their conversation by greetings and asking AS' current activity, and then they came up by telling their daily routines from morning till night.

4.1.3 Favorite Color

This topic conversed by two students, they are "AC" and "SS". They conversed about their favorite colors. AC opened the conversation by greetings and asking a question to SS about health information. After answering the question, SS then came up with further information about her planning to buy a jean, but she needs recommendation from AC about suitable color for her jean. AC then asked SS about her favorite color before giving suggestion on suitable color for SS' jean. The conversation was closed by saying thanks and good bye.

4.1.4 Hobby

Two students, "OB" and "SC" are having dialogue in this conversation. Both of them conversed about their hobbies. OB took initiative to greet SC and then asked about current activity done by SC. Both of them continued talking about their hobbies, and finally they thanked each other.

4.1.5 Favorite Food

This topic conversed by "AP" and "KS". They conversed about their favorite food. AP began conversation by greeting KS and asking health and condition, and then both of them continued sharing about their favorite foods.

4.1.6 Favorite Film

Two students, "NS" and "NN" were having conversation by mobile phone. Both of them spoke about their favorite film. NS started conversation by greeting NN and asking about life, and then they began to share on their favorite films.

4.1.7 Impression of Studying at San Pedro University

This topic conversed by "AS" and "YS". They conversed about their favorite food. After greeted each other, AS and YS began to converse a lot about their impressions of studying at San Pedro University. It was interesting because they expressed freely what they have been experiencing at San Pedro University.

4.1.8 Relation with Friends

Two students, "NN" and "AC" were having dialogue about their relation with other friends in San Pedro University by mobile phone. NN opened conversation by greeting AC, and then they continued with long conversation about their relation with other friends. They ended their conversation by saying thanks and good bye.

4.1.9 Relation with Classmates

This topic conversed by "AP" and "RM". They spoke about their relation with their classmates. AP began conversation by visiting RM's home. AP knocked the door while called RM's name. After RM welcomed AP at her home, they started sharing a lot about their relation with their classmates.

4.1.10 Relation with other Friends

Two students, "OB" and "AC" are having dialogue about their relation with other friends in San Pedro University. OB opened their conversation by greeting AC and asking about her current life, and then they went on their conversation about their relation with other friends from different department.

4.1.11 How do They Go to Campus

This topic conversed by "TB" and "KS". They conversed about how they went to campus. TB took initiative to start their conversation by greeting and appreciating KS because KS always came to campus on time, and then they went on their conversation about how they came to campus every day.

4.2 What are Students' Conversations for

This part answers the second research question, "What are students' conversations for". To answer this research question, the researcher constructed structured interview which was to ask students about what are their conversations for. There were five respondents chosen from five groups of conversation, and from each group researcher chose one person only. All interviewees were interviewed one by one in English education department classroom.

    a.   Developing students' ability to speak

Based on the following transcript of interview, the researcher noted that students' conversation is for developing students' ability to speak English confidently.

R: You have already done your English conversations with your couple, so my question is what are your conversations for?

R3:   For me, emmm I make conversation so I can speak English with Confidence emmm with native speaker eee tourist.

    b.   Pronouncing English words correctly

Learning from the following transcript of interview, the researcher found that students' conversation is for helping students to pronounce English words correctly.

R: You have conducted your English conversations with your friend just now, so my question is what are your conversations for?

R1:   Yes, Sir…. I think for my good pronunciation emm in English

    c.   Using appropriate grammar and vocabulary

Based on the following transcript of interview, the researcher noted that one of students' conversations is for encouraging students to use appropriate grammar and vocabulary in speaking English.

R: You have already done your English conversations with your couple, so my question is what are your conversations for?

R4:   Eeee improve my grammar and also emmm vocabulary, Sir

    d.   Producing and organizing ideas logically

Learning from the following transcript of interview, the researcher found that students' conversation is also for helping them to produce and organize their ideas logically and present them appropriately in various communication situations.

R: You have already done your English conversations with your couple, so my question is what are your conversations for?

R5:   Yes, Sir… I am… Yes I can eeee tell my ideas and what from my mind

    e.   Developing communication competence

Based on the following transcript of interview, the researcher noted that students' conversation is also for developing students' communication competence as oral presentation, story-telling, etc.

R: You have conducted your English conversations with your couple just now, so my question is what are your conversations for?

R5:   Yes of course I can make communication in English with tourist or west people hehehe

4.3 How do Students Converse with their Friends

4.3.1 They Do their Conversations with Big Motivation

Based on the observations done by researcher and also the transcripts of students' English conversations, it can be generally analyzed that most of second semester students of the English education department of San Pedro University had big motivation to speak English or to have English conversations with their friends. English is their second language learning but when speaking English or having English conversations; they did not worry about vocabulary, pronunciation, intonation and grammar. It is reasonable to believe that most of these students really

enjoyed and were very happy since they were asked to speak English or to have English conversations during they were at campus. The students always conducted English conversations with great heart, courage enough, and high confidence because they always had enough opportunities for oral communication during they were at campus. On the other hand, it can be noted that the students were very eager to have more opportunities for oral communication in English since they found that to speak or to create conversations is something comfortable and useful for the development of their speaking competence. The following transcript shows how far students' motivation in learning and speaking English.

AS : *O yes Yolan, I want to know how about your motivation studying English?*

YS : *Yes, Angel, the first time I come to San Pedro campus I think I cannot speak English because my English is bad and vocabulary nothing. But after that every day the lecturers motivate us to memorize vocabulary and try to speak English with lecturers and friends. This motivation make me have big motivation to learn English and memorize vocabulary every day. And now I can speak English with friends, lecturers, and tourists.*

AS : *It is good, Yolan. You always listen to the lecturers and do what you must do to success in learning English and can speak English.*

YS : *Yes of course. Not only me, you also I think. And you know, now I am very happy and enjoy to learn and speak English with people at campus every day.*

AS : *Me too.*

This study also shows that a majority of second semester students of English department of San Pedro University believed that it is useful and important to be able to speak English or to have English conversations. They were exposed to the English language through daily conversations, literature, English contest, and tour and travel program. As a consequence of these components, they knew well how to use the English language in different situations. Furthermore, most of them realized that it is not difficult to have English conversations because they always had enough chances to speak English or to conduct English conversations at campus. As it was pointed out earlier that most of students were very happy to have English conversations since they felt that the conversations help them to be better in English speaking.

Most of second semester students of English department of San Pedro University also felt confident when they did English conversations. They had strong interest to develop their English speaking skill through English conversations with their friends. This study does not show how the lecturers in this campus did their tasks to assist students, because it is absolutely that the lecturers certainly provided many opportunities for oral communication or English conversations at San Pedro campus. The students realized that in order to become a confident English speaker, conversation practice is needed. They knew that English conversations are good practice for their English speaking competence. And in order to feel comfortable in doing English conversations, they were encouraged to be good partners of conversations themselves. And finally they understood that practice of performing English conversations in smaller groups and in different situations might help them to develop their English speaking skill.

The atmosphere at San Pedro University might also affect students' English conversations. A positive atmosphere with supporting regulations makes students easier to speak English or to have English conversations. Observations done by researcher at San Pedro campus shows that students always pushed and motivated by lecturers to create English conversation atmosphere every day. The motivations from lecturers encouraged students to be more positive feeling towards speaking English or English conversations. Most of students felt comfortable when they have to communicate in English with their friends at campus because they believed that by doing English conversations they will be better in English speaking skill. San Pedro students also easily get the opportunity to have oral communication and good exercises in English conversations which well suited for speaking enhancement purpose.

4.3.2 They Begin their Conversations with Good Starting Point

Based on the observations done by researcher and also the transcripts of students' English conversations, it is found that most of students began their conversations by offering warm greetings each other, and then they came up with asking conditions, and then they started talking the purposes of their conversations. The following transcript is one of the examples how students started their conversations.

TB : *Hi, good morning, Ria*

RM : *Hei, good morning, Teres, hemm how are you today?*

TB : *I am fine and you?*

RM : *I am fine, thank you.*

TB   : Oooo, emmm what are you doing?
RM   : I am….nothing…
TB   : Eeee by the way, where are your parents?
RM   : My parents going to school

4.3.3 They Present Good Turn Taking in their Conversations

Learning from the observations conducted by researcher and also the transcripts of students' conversations, the researcher finds that there is turn taking in students' conversations. Every student in each group had the same chance to speak. In other words, turn taking is opened for each one of them. Besides, in students' conversations, it is found that each one of them respect each other by giving chance to someone to speak. When there was overlapping, one of them will stop talking and let his/her couple speak. There was another way to give signal that one of them was eager to start talking namely, by telling "Ohhh….or Emmmm," and at the same time, one of them will stop and let his/her couple speak up. The following transcript is one of the examples the process of turn taking in students' conversations.

YS   : Hi, Sis what are you doing?
AS   : Hei, Yolan, now I read
YS   : You read?
AS   : Yes
YS   : What subject you read?
AS   : Emmm the subject is about listening
YS   : Oooo
AS   : Why you are so unhappy?
YS   : Yeah…I guess so because you know this morning I get up at 4 AM
AS   : So…
YS   : Yeah I am very very tired you know
AS   : Hemmm any… what you can do?
YS   : This morning I wake up and I do my work at emmm my home until 6. Emm my sister work at hospital so you know I must wake up at 4 AM and I cook, clean my home, and clean my garden before I go to my campus
AS   : Hemmm I think but you can enjoy it
YS   : Yeah I think so. How about you? What time you usually get up?
AS   : Usually I get up at 4 AM in the morning. After I get up usually I always   pray and I do my homework
YS   : You do your homework at morning?
AS   : Yes
YS   : Why you don't do your homework at night?
AS   : Because I think at night very busy to me so I can do it in the morning

4.3.4 They Present Good Cultural Act in their Conversations

After observing students' conversations and also learning from the transcripts of students' conversations, the researcher finds that in conducting conversations, there were socio-cultural acts done by students themselves. They always started their conversations by offering warm greetings each other, and then continued by delivering the contents of their conversations. Besides, there is cooperation point that found in students' conversations. They created cooperation atmosphere between them especially in asking and answering the questions during the conversations. They also went together in finding the solution if one of them shared his/her problems during the conversations. The following transcript is one of the examples the process of socio-cultural act in students' conversations.

OB   : Hi Adel
AC   : Hi Okto
OB   : How are you today?
AC   : I am not good today
OB   : Why?
AC   : Because I am sick
OB   : Why you don't drink the medicine
AC   : Because I don't like medicine, it's bitter
OB   : But I think you must drink the medicine so that you heal
AC   : Ok, thank you Okto, I will drink it

4.3.5 They Conduct their Conversations with Low Accuracy

Accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. Accuracy concerns "the ability to produce grammatically correct sentence" (Richards, 1992:31).

a) Grammar

Most of students used incorrect words order or tenses. They often leave out articles, prepositions or difficult tenses. The following transcript is one of the examples how students conduct their conversations with low accuracy.

OB   : *Hi Silvia*
SC   : *Hi*
OB   : *What are you doing?*
SC   : *I am sitting now*
OB   : *You just sitting? You don't do anything?*
SC   : *No, because anything is boring*
OB   : *Oh, it's sad. By the way, what's your hobby?*
SC   : *My hobby is listening music*
OB   : *Oh, your hobby is listening music?*
SC   : *Yes*
OB   : *Oh, it's same with my hobby*
SC   : *Oh, I don't know, because I think is you like is badminton*
OB   : *Yes. That is one of them. I like listening music and playing badminton*
SC   : *Why do you like it badminton?*
OB   : *I like listening music and badminton because it make me happy and relax anymore*

b) Vocabulary

Most of students used very simple vocabularies in their conversations so what they conversed is easily understood, even though their vocabulary is still poor. When they spoke, most people belong to their friends understand. The following transcript is one of the examples how students use very simple vocabulary in their conversations.

AC   : *Hello Susan, how are you?*
SS   : *Hi Adel, I am fine. How about you?*
AC   : *Great, thanks. Hemmm Susan, I see you want to go to some place. May I   know where do you go?*
SS   : *Oooo I want to go to Subasuka*
AC   : *Oh, do you want to buy something in there?*
SS   : *Yes. I want to buy a Jean but I am very confuse to choose the color*
AC   : *Hemmm may I know your favorite color?*
SS   : *Yes of course. My favorite color is blue*
AC   : *I think you can buy the blue colors because It's yours favorite color*
SS   : *Okay Adel, thank you for your recommendation for me*
AC   : *You are welcome*

c) Pronunciation

Most of students can pronounce English words even though their pronunciation is not so good affected by local language so much. The following transcript is one of the examples how students pronounce English words or sentence in their conversations.

AP   : *How are you?*
KS   : *I am fine, and how about you?*
AP   : *I'm fine. Hemm Kristin, do you have problems?*
KS   : *Hemm a little*
AP   : *What's problems?*
KS   : *I'm very very miss my family*
AP   : *How deep do you feel?*
KS   : *I don't know*
AP   : *That's probably you are. Hemm Kristin, I want to ask you something about food, can I?*
KS   : *Yes*
AP   : *Kristin, do you know sate?*

KS   *: Yes I know, what?*
AP   *: Do you like it?*
KS   *: Maybe little*
AP   *: Why?*
KS   *: Because it's not my favorite food*
AP   *: So what your favorite food?*
KS   *: Fried rice and salome. Just it. And you, how about you?*
AP   *: Hemmm me? I like sate very much*
KS   *: Why you like sate?*
AP   *: Because it's very nice*

4.3.6 They Conduct their Conversations with Low Fluency

Fluency is used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

a) Hesitation

Most of students often speak unsmoothly at a spontaneous speech. They often hesitate long enough, and then continue to next words or sentences. The following transcript is one of the examples students' hesitations in their conversations.

AP   *: Hello anybody home? Hello, excuse me, anybody home?*
RM   *: Who's that?*
AP   *: Ria, I am Aida*
RM   *: Oooo Aida, wait, I am coming. I am sorry baby, I didn't hear. Come in,   please*
AP   *: Ria, hemmm you make me feel be angry you know*
RM   *: I am sorry baby*
AP   *: Hemmm what are you doing?*
RM   *: Eeee I am doing my homework*
AP   *: Doing homework?*
RM   *: Yes*
AP   *: What's the subject?*
RM   *: Hemmm writing*
AP   *: Writing?*
RM   *: Yes*
AP   *: Oh, I think reading. Are you finish doing it?*
RM   *: Hemmm not yet Sis, how about you?*
AP   *: Hemmm I am also confuse*

b) Length

Most of students can put ideas together to form a message or an argument. They can make not only the simplest of sentence pattern but also complex ones to complete their sentence. The following transcript shows how length students' conversation is.

NN   *: What's your favorite film?*
NS   *: My favorite film is Avengers. The movie is really really fantastic. The story is about a hero against thunders. Thunders are bad guys, but the heroes know what they do. That's why I really really like that film. And that film is one of my favorite films.*
NN   *: Oh, I don't like that film*
NS   *: So what is your favorite film?*
NN   *: My favorite film is Cinta yang Hilang. The story is about a mother find   lost children*
NS   *: Oh, that is so sad. Noi, by the way I am going to take a bath. May be you   can tell more about the film in campus*
NN   *: Ok, see you in campus Ningsi*

c) Independence

Most of students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going. The following transcript shows how independence students' conversation is.

TB   *: Wow Kristin you never late come to campus. You always come early*

KS   : Yes of course. I don't like late to campus

TB   : Yes I know. Hemmm Where are you staying now?

KS   : I stay in Gang Danger. My homestay near from campus

TB   : Oh, that's the reason you always come early to campus. So you go to   campus on foot?

KS   : Yes, I go to campus by foot every day. And you Teres, where you live   now?

TB   : Me? Emm I live in Penfui, in Complex El Tari

KS   : That far from here?

TB   : Yeah so far from here

KS   : Hemm you always drive your motorcycle?

TB   : Not too, just sometimes. If my sister not use my motorcycle

4.3.7 They Present Cohesion and Coherence in their Conversations

Based on the observations done by researcher and also the transcripts of students' English conversations, it is found that most of students' conversations are cohesive and coherent. The following transcript shows how students' conversation is cohesive.

NN   : Hello good evening

AC   : Evening. May I speak to Noi, please

NN   : This is Noi speaking. Who's speaking?

AC   : Hi Noi, this is Adel speaking

Transcript below shows how students' conversation is coherent.

OB   : What are you doing?

SC   : I am sitting now

OB   : You just sitting? You don't do anything?

SC   : No, because anything is boring

OB   : Oh, it's sad. By the way, what's your hobby?

SC   : My hobby is listening music

4.3.8 They End their Conversations with Good Closing Point

Learning from the observations done by researcher and also the transcripts of students' English conversations, it is found that most of students closed their conversations by warm closing sentences, and then each one of them said good bye. The following transcript is one of the examples how students ended their conversations.

AC   : Emm what time is it now?

OB   : It's 11.00 AM. Why?

AC   : I think I must go home to drink my medicine

OB   : Oh, wait. I want to ask you about your writing assignment. Do you   already finish?

AC   : Yes, I was finish it yesterday

OB   : How about your speaking assignment?

AC   : Emmm I don't do it

OB   : Why?

AC   : Because I am sick, I feel bad

OB   : Okay, if like that now you can go home to drink medicine

AC   : Ok, thank you Okto, see you

OB   : You are welcome and see you

4.4 Strengths and Weaknesses in Students' Conversations

4.4.1 Strengths

The strengths found by researcher in students' conversations are as follows:

a) Having Big Motivation

Most of students had big motivation in doing English conversations. It can be seen in recordings or transcripts that, even though they were still belong to new English learners but they did not hesitate to have English conversation with their friends. The enjoyed talking English with their friends. On the other hand, they were courage enough and had self-confidence to conduct English conversations with their friends. The following transcript shows how students' motivation in speaking English.

AS   : O yes Yolan, I want to know how about your motivation studying English?

YS   : *Yes, Angel, the first time I come to San Pedro campus I think I cannot speak English because my English is bad and vocabulary nothing. But after that every day the lecturers motivate us to memorize vocabulary and try to speak English with lecturers and friends. This motivation make me have big motivation to learn English and memorize vocabulary every day. And now I can speak English with friends, lecturers, and tourists.*

AS   : *It is good, Yolan. You always listen to the lecturers and do what you must do to success in learning English and can speak English.*

YS   : *Yes of course. Not only me, you also I think. And you know, now I am very happy and enjoy to learn and speak English with people at campus every day.*

AS   : *Me too.*

b) Using very Simple Vocabulary

Most of students used very simple vocabularies in their conversations so what they conversed is easily understood by their couple or friends. The students stayed firm with English words that always used in everyday life, so what they talked is easily comprehended by the listener. The following transcript shows how students used very simple vocabulary in their conversations.

AC   : *Hemmm Susan, I see you want to go to some place. May I know where do you go?*

SS   : *Oooo I want to go to Subasuka*

AC   : *Oh, do you want to buy something in there?*

SS   : *Yes. I want to buy a Jean but I am very confuse to choose the color*

AC   : *Hemmm may I know your favorite color?*

SS   : *Yes of course. My favorite color is blue*

AC   : *I think you can buy the blue colors because It's yours favorite color*

SS   : *Okay Adel, thank you for your recommendation for me*

c) Conversations Run Spontaneously and Naturally

Students' conversations ran spontaneously and naturally. They started speaking with their friends without preparation or planning before. When they entered into classroom, the researcher asked them to sit in pair and then began to conduct English conversations with free topics. The following transcript shows how students' conversations run spontaneously and naturally.

AS   : *Yolan, can you tell me your experience when first you come in San Pedro University?*

YS   : *Hemmm ok Angel, I will tell you about the first time I come to San Pedro University. The first I come in this campus my feel not so happy because I have not plan to come here and I never know about this campus. And then in my imagination, San Pedro University like UNDANA, but after I see, San Pedro University very different with UNDANA.*

AS   : *Hemmm it's ok. I so, because this campus not big building and very small with another campus. But for me it's not problem. And Yolan, after you heard about this campus, why you choose this campus as the place to study?*

YS   : *I choose this campus because I get scholarship and I know my father job, he is a farmer so he impossible register me in UNDANA, UNKRIS or UNWIRA. For now I try to happy, about what I have, andyou know, now I am very happy after I start study in this campus because the lecturer very good and respect to everyone in this campus. And I believe I can enjoy and finishing my study as a student from this campus. Hemm and you Angel, why you said this campus not problem for you. Give me your reason.*

AS   : *I think about the building is not problem because the lecturers are the best to teach us and the quality of subject not different with other campus so I am very happy to study in here until I can graduate from here, and I proud of Servas Mario Foundation for his scholarship for us.*

YS   : *Yes, me too*

d) Students were more Reactive and Responsive

Most of students were more reactive or responsive to what their couple or friend talked about by delivering short comments or further questions. The conversations ran smoothly because most of students were more responsive or reactive to what the previous speaker talked about. The following transcript shows how students were more reactive and responsive in their conversations.

NN   : *Hello good evening*

AC   : *Evening. May I speak to Noi, please*

NN	: This is Noi speaking. Who's speaking?
AC	: Hi Noi, this is Adel speaking
NN	: Hi Adel, how are you?
AC	: I am fine, thanks. How about you?
NN	: I am too, thanks
AC	: By the way, what are you doing?
NN	: Hemmm I am doing my homework
AC	: Oooo what subject you are doing?
NN	: Eee I do my writing assignment
AC	: Oh yeah, I want to tell you something
NN	: Why do you want to say something to me?
AC	: Oh yes, I want to tell you about someone in this campus
NN	: Who is?
AC	: Hemmm I want to tell about Oman from Statistics class, do you know him?
NN	: Yes, I know, why?
AC	: Eee I think he is very kind and friendly, how about you?
NN	: Hemmm I think no
AC	: Why?
NN	: I think he is not so friendly

e) Using Good Conjunctions and Determiners

Most of students created good use of cohesive devices (conjunctions and determiners). Even though they just joined bilingual atmosphere for two years in English conversations but most of them made good use of conjunctions and determiners. The following transcript shows how students used conjunctions and determiners in their conversations.

RM	: So how about reading?
AP	: Sis, I am also confuse because I am not yet find another to doing it
RM	: Why don't you try to ask Yolan?
AP	: Hemmm I have asked her but she doesn't answer my question, and make me feel annoying
RM	: Hemmm I am also annoying with her because sometimes I ask like you and she doesn't answer my question
AP	: Yes Sis, like that
RM	: So what do you think about our friend in class?
AP	: In our class, I very didn't like Yolan and Kristin because they are very be annoying in our class. And I am very like Okto because he always to help me when I need him
RM	: So about me, I think I very like Teres because we are friendly
AP	: Oh, sounds good!

F) Giving Good Extended Answers

Most of students tried to give good extended answers to the questions delivered by their couple. Although they were poor in vocabulary but most of them tried to deliver extended answers or questions given by the previous speaker. The following transcript shows how students gave good extended answers in their conversations.

NS	: Hello Noi, good morning
NN	: Hemm where are you last night?
NS	: I was watching TV last night. I watch my favorite film
NN	: What's your favorite film?
NS	: My favorite film is Avengers. The movie is really really fantastic. The story is about a hero against thunders. Thunders are bad guys, but the heroes know what they do. That's why I really really like that film. And that film is one of my favorite films.
NN	: Oh, I don't like that film
NS	: So what is your favorite film?
NN	: My favorite film is Cinta yang Hilang. The story is about a mother find lost children
NS	: Oh, that is so sad. Noi, by the way I am going to take a bath. May be you can tell more about the film in campus
NN	: Ok, see you in campus Ningsi

4.4.2 Weaknesses in Students' Conversations

The weaknesses found by researcher in students' conversations are as follows:

a) Poor in Vocabulary

Most of students were still poor in vocabulary so they always used the same words for many times. It is the common problem faced by the students while speaking English that, they were difficult to speak English well and fluently because lack of the vocabulary. And also they were not able to give more explanation about what they want to speak because they were lack of vocabulary. The following transcript shows how students are still poor in using vocabulary.

AP   : Kristin, do you like sate?
KS   : Yes I know, what?
AP   : Do you like it?
KS   : Maybe little
AP   : Why?
KS   : Because it's not my favorite food
AP   : So what your favorite food?
KS   : Fried rice and salome. Just it. And you, how about you?
AP   : Hemmm me? I like sate very much
KS   : Why you like sate?
AP   : Because it's very nice
KS   : Just it?
AP   : Yes, just it
KS   : Are you sure?
AP   : Yes I am sure. Kristin, I'm sorry I ask about food
KS   : Yes
AP   : Is that okay?
KS   : That's ok

b) Weak at Grammar

The further problem that affects students' weaknesses in conversation is how to use the grammar correctly. While they were speaking, most of them thought about the arrangement of sentence or word, was it true or wrong. It made them difficult to speak English fluently. The following transcript shows how students are still weak at correct grammar.

YS   : Hi, Sis what are you doing?
AS   : Hei, Yolan, now I read
YS   : You read?
AS   : Yes
YS   : What subject you read?
AS   : Emmm the subject is about listening
YS   : Oooo
AS   : Why you are so unhappy?
YS   : Yeah…I guess so because you know this morning I get up at 4 AM
AS   : So…
YS   : Yeah I am very very tired you know
AS   : Hemmm any… what you can do?
YS   : This morning I wake up and I do my work at emmm my home until 6. Emm my sister work at hospital so you know I must wake up at 4 AM and I cook, clean my home, and clean my garden before I go to my campus
AS   : Hemmm I think but you can enjoy it
YS   : Yeah I think so.

c) Weak at Pronunciation

Students' pronunciation was not so good affected by local language so much. They conversed with their friends in English but their pronunciations did not show that they were talking in English. The following transcript shows how students are still weak at proper pronunciations.

OB   : What are you doing?

SC   *: I am sitting now*

OB   *: You just sitting? You don't do anything?*

SC   *: No, because anything is boring*

OB   *: Oh, it's sad. By the way, what's your hobby?*

SC   *: My hobby is listening music*

OB   *: Oh, your hobby is listening music?*

SC   *: Yes*

OB   *: Oh, it's same with my hobby*

SC   *: Oh, I don't know, because I think is you like is badminton*

OB   *: Yes. That is one of them. I like listening music and playing badminton*

SC   *: Why do you like it badminton?*

OB   *: I like listening music and badminton because it make me happy and relax anymore*

d) Weak at Intonation or Words Stress

Students' intonations or words stress were not so good because affected by local dialect. It is also the common problem that faced by students while speaking English, they were affected so much by their local dialect so their intonations or words stress did not present that they were having conversations in English. The following transcript shows how students are still weak at proper intonations and words stress.

AP   *: Hi, Kristin*

KS   *: Hi Aida*

AP   *: How are you?*

KS   *: I am fine, and how about you?*

AP   *: I'm fine. Hemm Kristin, do you have problems?*

KS   *: Hemm a little*

AP   *: What's problems?*

KS   *: I'm very very miss my family*

AP   *: How deep do you feel?*

KS   *: I don't know*

AP   *: That's probably you are. Hemm Kristin, I want to ask you something about food, can I?*

KS   *: Yes*

5. Conclusion

After analyzing the data on the basis of research questions dealing with spontaneous English conversations among second semester students of English department of San Pedro University in academic year 2017/2018, the researcher comes into conclusions as follows: firstly, there are different topics conversed by the students, and all those topics are very contextual with the real life of human beings. In other words, the topics show what really happen in human's life.

Secondly, English conversations are done by the students in order to develop their ability to speak English confidently and to pronounce English words correctly; encourage them to use appropriate grammar and vocabulary in English speaking; help them to produce and organize their ideas logically and present them appropriately in various communication situations; and develop their communication competence such as oral presentation and story-telling.

Thirdly, there are several findings deal with how do students converse with their friends: they do their cconversations with big motivation; they begin their conversations with good starting point; they present good turn taking in their conversations; they present good cultural act in their conversations; they conduct their conversations with low accuracy; they conduct their conversations with low fluency; they present cohesion and coherence in their conversations; and they end their conversations with good closing point.

Fourthly, in conducting English conversations, there are strengths and weaknesses. The strengths found in students' conversations are: big motivation in doing English conversations; using very simple vocabularies; conversations run spontaneously and naturally; students are more reactive or responsive; they create good use of conjunctions and determiners; they give good extended answers to the questions appeared in conversations. While the weaknesses found in students' conversations are: still poor in vocabulary; still weak in using proper grammar; their pronunciations and intonations are not so good affected by local language so much.

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7. Appendix (List of Respondents)

No	Respondents	Sex	Age	Job	Study Address
1	"TB"	Female	20	Student	San Pedro University
2	"RM"	Female	20	Student	San Pedro University
3	"YS"	Female	20	Student	San Pedro University
4	"AS"	Female	20	Student	San Pedro University
5	"AC"	Female	20	Student	San Pedro University
6	"SS"	Female	20	Student	San Pedro University
7	"OB"	Male	20	Student	San Pedro University
8	"SC"	Female	20	Student	San Pedro University
9	"AP"	Female	20	Student	San Pedro University
10	"KS"	Female	20	Student	San Pedro University
11	"NS"	Female	21	Student	San Pedro University
12	"NN"	Female	23	Student	San Pedro University