AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES

TO INCREASE THE STUDENTS' SPEAKING ABILITIES

AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02

EAST LAMPUNG

By :

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Tarbiyah and Teacher Training Faculty

English Education Department

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES TO INCREASE THE STUDENTS' SPEAKING ABILITIES AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02 EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd.)

in English Education Department

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APPROVAL PAGE

The Title   : THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES TO INCREASE THE STUDENTS' SPEAKING ABILITES AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02 EAST LAMPUNG.

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NOTA DINAS

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Assalamua'alaikum Wr. Wb

        Setelah kami adakan pemeriksaan dan bimbingan serta perbaikan seperlunya, maka sekripsi penelitian yang disusun oleh:

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Judul   : **THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES TO INCREASE THE STUDENTS' SPEAKING ABILITES AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02 EAST LAMPUNG.**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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To The Honorable,
The Dean of Tarbiyah and Teacher Training Faculty
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Assalamua'alaikum Wr. Wb

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name   : **Eka Mariana**
Student Number : 13107027
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Departmen   : English Education
Judul   : **THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES TO INCREASE THE STUDENTS' SPEAKING ABILITES AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02 EAST LAMPUNG.**

It has been agreed so it can be continued to the Tarbiyah and Teacher Training Faculty in order to be examined on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE
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An Undergraduated Thesis entitled: THE IMPLEMENTATION OF
CONVERSATIONAL STRATEGIES TO INCREASE THE STUDENTS'
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MA'ARIF NU 02 EAST LAMPUNG, written by Eka Mariana student number
13107027, English Education Department, has been examined (Munaqosyah) in
Tarbiyah and Teacher Training Faculty on Thursday , January 18th, 2018 at 13.00-
15.00 p.m.

BOARD OF EXAMINERS:

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ABSTRACT

**THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES
TO INCREASE THE STUDENTS' SPEAKING ABILITIES
AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02
EAST LAMPUNG**

By:
EKA MARIANA

This research is aimed to show that conversational strategies can increase speaking abilities among the second graders of MA Ma'arif NU 02 east lampung. This research was to know the speaking ability in conversation. Main problem is the students' find difficulties how to speak well.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in speaking abilities. The CAR design used in this research is Kemmis Mc Taggart's design. It consists of four phases: planning, acting, observing, and reflecting. This research was conducted in 2 cycles and every cycle consists of 2 meetings. The subject of this research is the students of class XI MA Ma'arif NU 02 east lampung. In collecting the data, this research used test, observation, and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of Conversational Strategies to Increase the students' Speaking Abilities is success because the criteria of success was achieved. This research will be called success if there is 80 % or more of students who passed the minimum standard criteria 70 and there is increase in learning activity. Before the action was conducted, there were just 2 (6,46%) of students who passed the minimum standard criteria in the pre-test. The result show that there were 27 (87,09%) of students who passed the minimum standard criteria in the post-test 2. Besides that, the significant increase can be seen from the students' learning activity. They seem more active during teaching learning process. Based on the result mentioned before, the researcher suggests that the English teacher should implement Conversational Strategies to increase the students' Speaking Abilities.

ABSTRAK

**THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES
TO INCREASE THE STUDENTS' SPEAKING ABILITIES
AMONG THE SECOND GRADE OF THE MA MA'ARIF NU 02
EAST LAMPUNG**

OLEH:
EKA MARIANA

Penelitian ini bertujuan untuk menunjukan bahwa strategi percakapan dapat meningkatkan kemampuan berbicara siswa kelas XI MA Ma'arif NU 02 lampung timur. Penelitian ini bertujuan untuk mengetahui kemampuan berbicara dalam percakapan. Masalah utamanya adalah Siswa merasa kesulitan untuk berbicara dengan baik.

Penelitian ini dikatagorikan sebagai penelitian tindakan kelas (CAR). Hal ini dilakukan untuk memecahkan masalah siswa dalam kemampuan berbicara. Desain CAR yang digunakan dalam penelitian ini adalah desain dari Kemmis MC Taggart. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus, setiap siklus terdiri dari 2 pertemuan. Subjek penelitian ini adalah siswa kelas XI MA Ma'arif NU 02 Lampung timur. Strategi yang digunakan dalam mengumpulkan data adalah tes, observasi, dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan strategi percakapan dapat dikatakan berhasil dalam meningkatkan kemampuan berbicara karena criteria keberhasilan telah tercapai. Penelitian ini dapat dikatakan berhasil jika 80 % atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningatan dalam aktifitas belajar. Sebelum penelitian dilakukan, hanya ada 6,46 % siswa yang dapat mencapai KKM pada pre-test. Hasil penelitian menunjukan bahwa 83, 87 % siswa dapat mencapai KKM dalam post-test II. Selain itu, peningkatan yang signifikan dapat dilihat dari aktifitas belajar siswa. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyarankan bahwa guru bahasa inggris dapat menerapkan conversational strategies untuk meningkatkan kemampuan berbicara.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name	: EKA MARIANA
Student Number	: 13107027
Department	: English Education
Faculty	: Tarbiyah and Teacher Training

States that this undergraduate thesis is originally the result of the researcher's research. in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January   , 2018

The researcher,

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St. ID. 13107027

ORISINALITAS PENELITIAN

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Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2018

Penulis

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MOTTO

مَنْ خَرَجَ فِى طَلَبُ الْعِلْمِ فَهُوَ فِى سَبِيْلِ اللهِ يَرْجِعَحَتَّى

Whoever come out to seek knowledge then he is on the way of Allah SAW.

(HR Turmudzi)

DEDICATION PAGE

This piece of work is dedicated to:

My beloved father (Bapak Rokijan), my beloved mother (Ibu Painte) and all of my

big family for loving, carrying, praying and supporting to finish my

undergraduate thesis.

My beloved best friends who have given motivation and support to finish this

undergraduate thesis, they are Indah, Eri, mbk dewik, Sulastri, Al'imroah, Amel,

Nopi, Istikomah, Novi, Ririn, Dewik, Tuatul.

All of my lecturers, advisors, friends and closed friends

May Allah SWT always bless us Aamiin

ACKNOWLEDGEMENT

As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that she could accomplish this proposal. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitles "The implementation of conversational strategies to increase the students' speaking abilities among the second grade of the MA Ma'arif NU 02 east lampung". The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd.) in English Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis that writer could not mention one by one. The greatest gratitude would be addressed to the Dean of Tarbiyah and Teacher Faculty Mrs Dr.Akla, M.Pd. The head of the Englis Education Departmen Mr. Ahmad Subhan Roza, The greatest gratitude would be addressed to both of advisor, Mr Dr. MahrusAs'ad, M.Ag. and Mrs Trisna Dinillah Harya M.Pd. The deepest gratitude would be addressed to my parents who always give me everlasting love and pray. May Allah SWT give them His better reward for their supporting and guiding during the proposal writing process.

The writer do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit especially for our campus and all of the readers generally in increasing language learning.

Metro, January 2018
The Writer,

EKA MARIANA
St.Id. 13107027

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CHAPTER 1
INTRODUCTION

A. Background of The Study

Language is primary tool to communicate for all people in the world. Language makes people in every place have a connected well. With language people more suitable to interact, express felling, and share ideas. So that why language is very important in our life.

As we know that English is an international language, where many countries use it as a formal language. In Indonesia, English is a foreign language which learned from elementary school up to university.

In learning english, there are four basic skills that have to be mastered such as listening, speaking, writing and reading. The four basics are related to each other. In english learning process the teacher is able to teach the four skills all together for they are closely related. But in fact, the teacher is still difficult to teach the four basics. It is because the teacher should teach them altogether. They have to determine whether the materials are suitable, the alocated time is enough, the student are interested in learning process, or Strategy the used work well in the class. The difficult one of basic skills is speaking.

Speaking is one of the skills to be mastered by students in learning english. Speaking is oral to communicate one to each other. Speaking used to express the needs or reguest , information, service, etc. The speakers say

words to the listener not only to express what in their mind but also to give the information.

Speaking is the important one beside listening, writing, and reading in learning english. For every people who want to learned english is also study about speaking. Studying in speaking will help learns to know how pronounce words well, to make good conversation with each other, and the learner can show what is their mind, ideas, or opinion. For some students, Speaking is often said as the most difficult skill. It is because learners are still have a little vocabularies, they can not spell or pronounce the words well, do not have confidence and still ashamed when speak up.

Based on the data pre-survey, the writer found that most of students at MA Ma'arif NU 02 east lampung got problem in speaking abilities. First, the learners did not have motivation to learn English. They argued that to learn speaking was not interesting. Second, it came from the teacher or few teacher was still difficult to find the Strategy how to teach speaking fun, attractive, and easy in teaching learning process. So, they have to find what is the Strategy that will help them in learning speaking. conversational strategies is one of good strategy that can be use in teaching speaking. The data can be show as follow:

Table 1.

The Data Speaking abilites of Pre-Survey on November 19, 2016 at the
X graders of MA Ma'arif NU 02 east lampung

No	Score	Category	Number of Students	Percentage
1	≥ 70	Completed	7	22,58 %
2	< 70	Uncompleted	24	77,42 %
Total			31	100 %

Source: The English teacher's archives, taken on the pre-survey at November 19, 2016.

Based on the data above, from the 31 students of the tenth graders of MA Ma'arif NU 02 east lampung, it can be seen that the level of the students speaking abilities were low. The total subject of the research ware 31 students, only 7 students with percentage 22,58 % were completed, and 24 students with percentage 77,42% were uncompleted. The writer thinks it is important to try a new strategy as an effort in that school to increase the students' english score. That is why the writer wants create a good atmosphere in the classroom, select relevant materials and apply suitable strategy in order to make the students can increase their speaking abilities.

Besed on the data above, the teacher needs a strategy that can encourage the students' speaking abilities. There are some reasonable strategy that can applied in teaching speaking. One of them is conversational strategies. Conversational strategies is a strategy of teaching speaking which make the students interested and help students to speak. This strategy can make students: active in the classroom, learn how

to cooperate in a group and have a chance to speak english. Because in conversational strategies, students are divided into several groups and each mamber of the groups will have a turn to speak engllish.

However, studies on teaching speaking by using conversational strategies are rarely conducted in learning activity, because it is not known well by most of the teachers. Thus, this reserch is expected to reveral some advantages of the use of strategy. Therefore the writer would like to conduct a research entitled "The implementation of conversational strategies to increase the students' speaking abilities among the second grade of the MA Ma'arif NU 02 east lampung in the academic year 2017/2018."

B. Prolem Identification

Based on the background of the study above, the writer can identify some problems as follows :

1. The students do not have good self confidence to speak English

2. The students are not interested in the speaking topics.

3. The students are lack of vocabulary.

4. The students find difficulties how to speak well.

5. The students lack of teaching facilities.

C. Problem Limitation

Based on the problem identification above, the writer just focus of English speaking that is the students have low ability in comprehending of speaking into the conversation's class. So the writer limits the problem on the implementation of conversational strategies to increase the students' speaking abilities among the second grade of the MA Ma'arif NU 02 east lampung in the academic year 2017/2018.

D. Problem Formulation

Based on the background of study and problems identification above, the writer formulates the problem in this research is " Can the implementation Conversational Strategies increase the students' speaking abilities among the second grade of the MA Ma'arif NU 02 east lampung in the academic year 2017/2018?"

E. Objective and Benefit of The Study

1. Objective of The Study

Based on the problem formulation above, the objective of the study to show that conversational strategies can increase the students speaking abilities at the second grade of the MA Ma'arif NU 02 east lampung in the academic year 2017/2018"

2. Benefits of The Study

After doing this research and finding the results, the writer hopes that it will be useful:

a. For The English Teacher

The results of this study are hopefully useful for teachers of English they may also find it easier to develop the materials which are interesting to the students so that teachers will be more creative in teaching.

b. For The Headmaster

To give information for headmaster as one of the considerations to develop teachers' achievement, especially English teacher.

c. For the Further Researcher

To motivate the further researcher to be creative and innovative in designing the method used in teaching.

d. For the students

By using conversational strategies, it hoped that students become active during the lesson in the class, and they have many chances to express their idea.

e. For the readers

as an inform them about the conversatinal strategies and how to apply it in teaching speaking.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Speaking

1. **The Definition of Speaking Ability**

   Spoken language is at the heart of much human interaction, at home, at work and society.[1] It means that everyone use spoken language in everywhere and everytime. When they use spoken language, they often do the conversation to others.

   Brown douglas states that speaking is the ellements of communication. Where communication is the output modality and learning is the input modality of language ecquistion.[2]

   Derakhsan said that speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language.[3]

   While Cornbleet and Ronald said that speaking is combining sounds in a recognised and systematic way, according to language-specific principles, to form meaningful utterances.[4] It means that speaking is a set of rules to produce sound that has a meaning.

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[1] Crown, *Improving speaking and listening skill: a practical guide for skills for life teachers*, (Department for education and skills, 200), p. 2.

[2].Brown Douglas, *principles of language learning and teaching.* New york (2002) p.210

[3]. Derakhsan A, "*Developing EFL Learner's Speaking Ability, Accuracy and Fluency*, (Gorgan,Iran: Canadian Center of Science and Education), Vol.VI, No.2/march-may 2016 P.2

[4] Cornbleet Sandra and Ronald Carter, *The Language of Speech and Writing*, (London and New York: Routledge, 200), p.17.

According to Scott speaking is so much a part of daily life that we take it for granted. [5] It means that most of people produce thousands words a day. To achieve this ability, we have to learn how to do it all over again.

Moreover, Cameron state that speaking is the active use of language to express meaning so that other people can make sense them.[6] It means that speaking ability is the activity that not only focuses on producing language but also on the understanding the meaning from the speaker.

Speaking is one of the skill that have to be mastered by students in learning English. The ability to speak fluently presupposes not only know knowledge of language feature, but also the ability to process information and language.[7] There are some activities to promote speaking, such as: discussing or debate, role play, simulation, information gap, brainstorming, story telling, interviews, and etc. These activities have purpose of discussing or debating is to make the students fluent in speaking and have a special ability in discussing.

Ability is defined as the capacity of the individuals to perform various tasks in a specific job[8]. Ability basically mean that you have the potential to do something. For example a statement like "you have the ability to pass this test with flying colours" means you have all the

[5] Thornbury Scott, *How to Teach Speaking*, (Longman), p.1.

[6] Cameron Lyne, *Teaching Language to Young Learners,* (Cambridge: Cambridge University Press, 2001), p.40.

[7]. Harmer Jeremy, *The Practice of English Language Teaching, Third Edition*, (. Longman: Pearson, 2001), p. 269

[8]. Derakhsan A, "*Developing EFL Learner's Speaking Ability, Accuracy and Fluency,* (Gorgan,Iran: Canadian Center of Science and Education), Vol.VI, No.2/march-may 2016 P.177

potential as well as the brains in order to pass this big test that lies in front of you.

Carrol state that ability refers to the possible variations over individuals in the luminal level of tasks difficulty (or in derived measurements based on such luminal levels) at which, on any given occasion in which all condition appear favorable, individuals perform successfully on a defined class of tasks.[9]

Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado state that points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

2. The Kinds of Speaking Ability

According to fluncher G speaking is the verbal use of language to communicate with other. There are some kinds of speaking ability, such us:[10]

a. Pronouncation and Intonation

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[9].John B. Carrol, *human cognitive abilities : a survey of factor-analytik studies,* (USA: Cambridge University Press, 1993), P.8.

[10].Fluncher G, *testing second language speaking,* (New york:pearson education limited, 2003) p.23.

Generally pronounciation is one of important aspect in ESL. Pronounciation is the way for students' to produce clever language when they speak. Pronunciation is the manner of uttering or speaking (word or suons), and 'good' pronunciation is the way of speaking that ordinary people find easy to understand. Pronounciation refers to the ability to use to correct strees, rhythm and intonation of a word in a spoken language. A word could be spoken in different ways by various individuals or groups, depending on many factors, such as: the ware in which they grew up, the ware in which they now life.

Intonation is used to carry a variety of different kinds of information. It signals grammatical structure, though not in a one-to-one way; whilst the end of a complete intonation pattern will normally coincide with the end of a grammatical structure such as a sentence or clause, even quite major grammatical boundaries may lack intonation marking, particularly if the speech is fast. Intonation can reflect the information structure of an utterance, highlighting constituents of importance. Intonation can indicate discourse function; for instance most people are aware that saying 'This is the Leeds train' with one intonation constitutes a statement, but, with another, a question.

b. Fluency and Accuracy

Fluency is an essential element of ESL speaking ability. Brown state that "Fluency was probably best achieved by allowing the. "

stream" of speech to "flow".[11] Fluency refers to speech language term that means the smoothness or flow with which sounds, syllables, word and phrases were joined together when speaking quickly. Fluency could be defined as the ability to speak Fluency and accurately. Accuracy was achieved to some extent by allowing student to focuson the elements of phonology, grammer, and discourse in their spoken output.[12] It means that speaking is the ability to produce the best language possible. using good pronouncation intonation and fluency makes conversation more effective.

3. **The Problems of Teaching Speaking Ability**

    Penny Ur describes some problems in speaking activities in her book as follows:

    a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience.

    b. Nothing to say. Even if they not inhibited, you often hear learners complain that they cannot think of anything to say ; they have no motive to express themseves beyond the guilty feeling that they should be speaking.

    c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this mean that each one will have only very little talking time.

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[11]. Brown. H Douglas, *Teaching by Principles. An Interactive Approach to Language Pedagogy*, (San Fransisco State University: Longman, 2001) , p. 268
[12]. Flucher G, *Testing Second Language Speaking,* (USA:Routaledge,2014) h.27

d.   Mother-thongue use. In class. On the other hand, she classified

some characteristic of a successful speaking activity

4. The Assessment of speaking

To know the achievement of speaking should be measured use the

assessment of speaking. There are the measurements of speaking according

to Harris, as follows:[13]

Table 2

Harris oral rating scale

No.	Criteria	Rating Score	Description
1.	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2.	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and word order errors that do not, howeverobscure meaning.
		3	Make fluent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.

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[13]. David P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill Book Company, 1969), P. 81.

		1	Errors in grammar and word order. So servere as to make speech virtually unintelligible.
3.	Vocabulary	5	Use of vocabulary and idioms is virtually that native speaker.
		4	Sometimes uses inapproriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of word and very limited vocabulary makes comprehension quite difficult.
		1	vocabulary limitation so extreme as to make conversation virtually impossible.
4.	Fluency	5	Speeech as fluent and effortless as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and flluency are rather strongly affected by language problem.
		2	usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	5	Appears to understand everything without difficulty.
		4	Understand nearly everything a normal speed although occasional repetition may be necesssary.
		3	Understand most most of what is said at slower than normal speed without repetition.
		2	Has great difficulty comprehend. Social conversation spoken slowly and with frequent repetition.
		1	Can not be said to understand even siple conversatition.

B. The Concept of Conversational Strategies

1. The Definition of Conversational Strategies

Oxford Advanced Learner's Dictionary is derived from the word 'conversational' that can be defined as follows: 1). not formal, 2). connected with conversation.[14] It means that conversational is an informal talk involving a small group. It is involves a free spontaneous discussion by two or more persons of any topic of common interest.

Terminologically, there are some opinion of the experts that have different definitions for conversational strategies, but here the writer will take several definitions depending on the experts as follows: Harmer states that the real talk if the students are to be involved in spontaneous face to face conversation outside the classroom with competent English language speakers.[15] Furthermore, Bambang states that Conversation must not be confused with oral practice.[16] The activities can involve real communication are spontaneous and essential for language learning.

Harmer states that elements of speaking include as conversational strategies to interaction depend on a knowledge.[17] In the speaking practice, the speakers allowed to used conversational strategies in order they get a knowledge by the best topics. By element of speaking as conversational strategies, the speakers will be able to find what the best topics they are used in speaking practice.

Moreover, Jeffery states that the importance of conversations are trying to motivate people, get them to be more productive, or help them

[14]Hornby, AS. *Op.Cit*.,p.335.
[15]Jeremy Harmer. *Op.Cit*.,p.344.
[16]Bambang Setiyadi, *Teaching English As A Foreign Language*. (Yogyakarta: Graha Ilmu. 2006),p.61.
[17]Jeremy Harmer,*Op.Cit*.,p.343.

solve a problem.[18] Conversations are largely made up of questions and answers that are constantly heard in everyday English that will be more easy and quick to be received and understood for the students' performance if they used in everyday English. Iskandar Wassid and Dadang Sunendar states that strategy is from the word Yunnan *strategia* which means the art of war or war captain.[19] Based on this definition, so strategy is a plan to operate in a war, likes the step to manage a position, or way to war, army or navy. Strategy also can be defined as a skill to manage an event.

In general seldom is stated that strategy is a technique that is used to get a purpose. Moreover, J. R. David in Wina Sanjaya's book said that strategy is "a plan, method, or series of activities designed to achieves a particular educational."[20] Based on the quotations above, it can be inferred that conversational strategies is speaking strategy that involve face to face interaction and informal talk of the learning activity to manage an event and achieves a particular of educational goals. Sometimes the speakers should speak spontaneous and oral their speaking period, that depend on the conversation. If the conversation is easy, the speakers will be spontaneous with their speaking performance.

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[18]Jeffery Ford and Laure Ford, *The Four Conversations Daily Communication That Gets Result First Edition.* (San Fransisco: Berret-Koehler Publishers. 2009),p.3.

[19]Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa.* (Bandung: PT remaja Rosda Karya. 2008),p.2.

[20] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses pendidikan.* (Jakarta: Kencana. 2009),p.124.

2. The principles of Conversational Strategies.

What are Conversation Strategies? They are strategy that help the speaker and listener keep a conversation going to its natural and desired conclusion. In social science generally and linguistics specifically, the conversational principle describes how effective communication in conversation is achieved in common social situations, that is, how listeners and speakers must act cooperatively and mutually accept one another to be understood in a particular way. As phrased by Paul Grice, who introduced it, "Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged." Though phrased as a prescriptive command, the principle is intended as a description of how people normally behave in conversation. Jeffries and McIntyre describe Grice's maxims as "encapsulating the assumptions that we prototypically hold when we engage in conversation".

The cooperative principle can be divided into four maxims, called the Gricean maxims, describing specific rational principles observed by people who obey the cooperative principle; these principles enable effective communication is a way to explain the link between utterances and what is understood from them.

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3. The Types of Conversational Strategies

Jeffery proposes the types in conversational strategies as follows:

a) Initiative Conversations

When we talk in a way that proposes something new or different, such as intoducing a new goal, proposing an idea, or launching a change in strategy we are having an initiative conversation.

> *Example*: You are a manager who announces a new customer service policy. Your announcement can be done in a way that attracts people toward working with you to implement the new policy, or it can be so vague or bossy that everyone goes back to doing their own work, leaving you to wonder how you will do it all yourself.

b) Understanding Conversations

When we want people to understand the meaning of our ideas, relate idea them to their current jobs about the future so that they will consider working with us that is having an understanding conversations.

> *Example*: You explain the purpose of your new customer service policy and your plan for its implementation, and encourage people to make suggestions and contribute their advice. The way you talk will either help people see how to support you or create confusion and annoyance.

c) Performance Conversations

When we want people to take specific actions or procedure specific results. Performance conversations, when properly conducted, will lead people to work, perform tasks and produce results.

Example: You are a manager who directs all employees to follow the new customer service policy starting today (your request) and asks for a show of hands (their promise) by everyone who accepts the request. This establishes an agreement for action. Your request could be so effective that people start to implement it that afternoon, or so sketchy it leaves people unsure about what you really want, when you want it, and whether it really matters.

d) Closure Conversations

When we thank someone for their work, summarize the status of a project or tell people that a job is complete. you are having a Closure Conversation. [21]

Example: Six months after the new customer service policy was implemented, you and your staff review the customer evaluations and complaints to find out what worked and what did not work. Your talk in this situation can give people a sense of accomplishment and bring out new ideas for improvement, or it can leave people wondering whether everyone is really using

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[21]Jeffery Ford and Laure Ford,*Op.Cit*.,p.2.

the new policy yet, whether it works, or if anyone learned something from the implementation process.

There are four types that must be passed for the students to use the conversational strategy correctly. The students must speak used the best topics. They should focus on the best topics that are ability in conversation such as fluency, pronounciation, vocabulary, grammatical accuracy and interactional strategies. Conversation by following types correctly then the students will get maximum result. By those types above, the speakers just consentrate on the students' activity in conversation practice. The speakers can find to used the topics and speak English directly with their own word.

C. **The Use of Conversational Strategies To Increase Speaking Ability**

The purpose of teaching speaking is a skill or competence that have to be mastered by the students in the activity to communicate each others. The activity that not only focuses on producing language but also on the understanding the meaning from the speaker or we can express our feeling and ideas by speaking. A strategy of learning is an important aspect in teaching learning process. If we want to be successful in teaching and learning English is suggested to use a good strategy. Choosing a good strategy is important. The students will enjoy in studying if the strategy can make them interested in learning, especially for the students of senior

high school. One of the strategy to teach speaking is conversational strategies.

Goodwin, C. states that the use of conversational strategies will be very helpful to increase students' speaking ability because conversational strategies is one of teaching strategies that can make the students' increase speaking ability.[22] It can increase students' speaking ability because the teacher can monitor the students to be active in the class, not only a student that dominates the speaking activity in the class. In addition, this strategy forces the students to be active in the speaking activity in the class.

1. **The Procedures of Conversational Strategies**

Hymes states that Conversation strategy as a pedagogical approach is at the core of teaching and learning in any subject.[23] It comprises instructional and regulative components as it takes into account what kind of knowledge is to be exchanged and how it should be transmitted. Since common attitudes, beliefs, and values are reflected in the way language is used, conversational rules vary in different cultures and different languages.

Walsh state that One of the essential observations of conversational analysis is that, when conversing, participants obviously change their roles of speaker and hearer, i.e., they take turns. In the

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[22]. Gorjin B and Parviz H *Jurnal of applied linguistics and language lear.* (2015) p.16
[23]. Hymes, D.). *On communicative competence*. Philadelphia: University of Pennsylvania Press. (2000) p.23

second language class, interactions between teachers and students serve as the main point for learning how to use the language. After the teacher asks a question, students mentally process their answers. Conversation strategy could be the pause which the speaker thinks after questions and answers refer to the process by which people in a conversation decide who is going to speak next. It depends on both cultural factors and smart cues. In fact, the participants as Ellis R states look at language learning as an outcome of participating in discourse, particularly face-to-face interaction. This interpersonal interaction is thought of as a fundamental requirement of second language acquisition (SLA).

Finally, the teacher asks the learners to reflect on the language class, as a class or in group. Reflection provides the basis for discussion of oral contracts that learner and teacher have agreed upon and that specify what they agree to accomplish within the class, personal interaction, feeling toward the learner, and the sense of progress

2. The Steps of Conversational Strategies

Lulu T states that make the conversational is successful in teaching learning in the classroom, there are some steps to have to do, such as:[24]

a. Greeting and self-introductions were made.

   Example: assalamungalaikum wr wb . good morning

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[24]. Gorjin B and Parviz H *Jurnal of applied linguistics and language lear.* (2015) p.16

Oke… Introduce myself my name is indah dwi astuti, you can call me indah I am from metro.

b. The research prepares the materials and the topic.

Example: The research prepare lesson plan and material about congratulation topic such as: happy graduation, happy birthday, and etc.

c. The students make a team of two or three each students is given Conversation.

Example: the research make team two or three students such as: team 1 (ustika,nurul, and zaenal) team 2 (ahmad and andi) etc.

d. The students choose the topic and perform in front of the class

Example: every team choose the topic and perform in front of the class.

Based on the steps above the students can implement and participating in discussing.

D. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis as follow: The implementation of conversational strategies can increase the students' speaking abilities among the second grade of the MA Ma'arif NU 02 east lampung in the academic year 2017/2018?

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of The Study

This research is classroom action research (CAR) and the research will conduct in the second grade of the MA Ma'arif NU 02 east lampung in the academic year 2017/2018. MA Ma'arif NU 02 East Lampung

The subject of the study is 31 students of class XI. The writer chooses this class after getting information from the collaborator that most of the students are low in speaking. So, the writer wants to improve the students' speaking ability.

B. Object of The Study

The object of this research is the students second grade of the MA Ma'arif NU 02 east lampung. The writer of the use the implementation conversational strategies to increase the students' speaking ability.

C. Research Procedures

This research is classroom action research (CAR). Mcnif states that action research is a name given to particular way of researching your own

learning.[25] It means that action research is a practical way of research on your practice in order to solve problem or to repair something.

Action research deals with social practice and it involves the direct interaction of teacher and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing and reflecting.

Here is step of classroom action research design:

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                        ┌──────────────┐
                        │   Planning   │──────────┐
                        └──────────────┘          │
                                                   ▼
┌──────────────┐     ┌──────────────┐    ┌──────────────┐
│  Reflecting  │     │   Cycle 1    │    │    Acting    │
└──────────────┘     └──────────────┘    └──────────────┘
         ▲                 ┌──────────────┐         │
         └─────────────────│  Observing   │◄────────┘
                           └──────────────┘
         │
         └──────────────►┌──────────────┐
                         │   Planning   │──────────┐
                         └──────────────┘          │
                                                    ▼
┌──────────────┐     ┌──────────────┐    ┌──────────────┐
│  Reflecting  │     │   Cycle II   │    │    Acting    │
└──────────────┘     └──────────────┘    └──────────────┘
         ▲                 ┌──────────────┐         │
         └─────────────────│  Observing   │◄────────┘
                           └──────────────┘
         │              ?
```
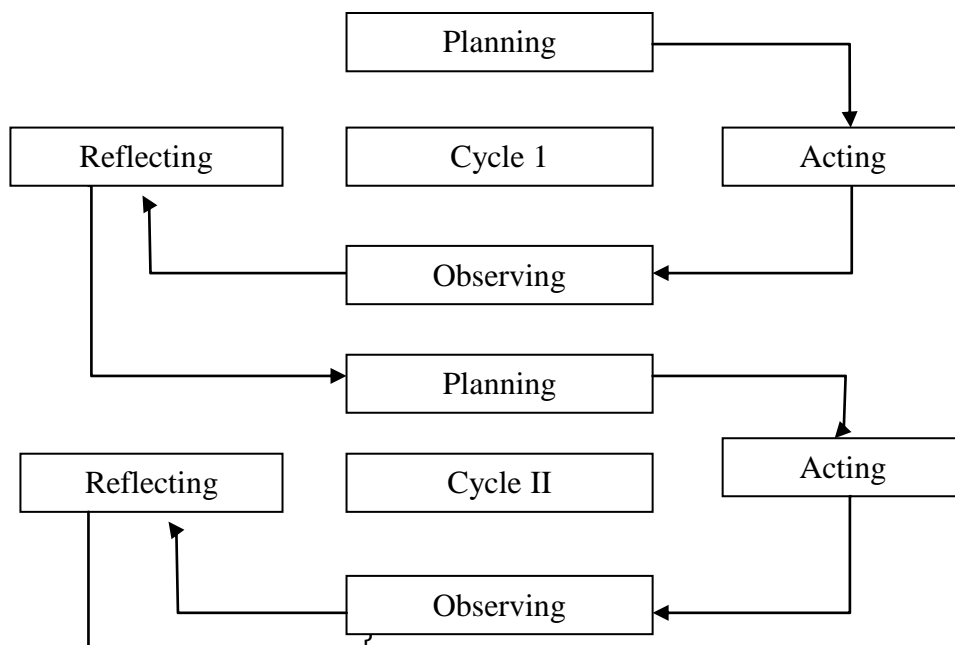
Picture 1. Spiral Classroom Action Research.[26]

Classroom action research (CAR) cycle are:

1. Cycle 1

   a. Planning

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[25] McNiff. Jean Whitehead, *Action Research: Principles and Practice, Second Edition*, (London and New York: 2002), p.15

[26] Creswell, J., W. *Research design Pendekatan kualitatif, Kuantitatif and Mixed; second edition,,(* Yogyakarta: Pustaka Pelajar: 2012)

Planning is the first step in every activity, researcher explains about what, why, when, where, who, and how the action is done. Without planning, the writer's activity will not focus. The planning will be reference in doing action.

Here is the step that the writer can make in planning:

1) The writer identifies the problem causes and finds the problem solving.

2) The writer makes a lesson plan.

3) The writer prepares the material, Method and technique of teaching.

4) The writer prepares the source of learning.

5) The writer prepares the observation sheet.

6) The writer prepares the evaluation format to evaluate the students' activities after teaching learning process.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the writer has made. Without the action, the planning just imagination that never can be real. After finishing the planning, the learning process will be done in the second grade of the MA Ma'arif NU 02 east lampung. It describes about teaching procedures of the research. There are many steps that the researcher does in the action:

1) The writer applies the lesson plan.

2) The writer explains the advantages of the implementation conversational strategies in teaching speaking.

3) The writer explains the strategy of learning speaking.

4) The writer guides the students in the teaching learning process based on the lesson plan.

c. Observing

Observing is the activity of recording the event and action. The observation is doing in teaching learning process. In this step, the writer observes the process of teaching learning by using form of observation.

d. Reflecting

Reflecting is the fourth steps that the writer has done. The writer will try to see and amuse again something that the writer has done. It is also know whether there is effect to the students' learning process. By reflection, the writer will know the strength and weakness from action that the writer has done. The writer decides that the next cycle focused on the weakness in preview cycle.

2. Cycle II

a. Planning

1) The writer identifies the problem and finds the problem from the first cycle.

2) The writer makes a lesson plan.

3) The writer prepares the material, Method and technique of teaching.

4) The writer prepares the source of learning.

5) The writer prepares the observation sheet.

6) The writer prepares the evaluation format to evaluate the students' activities after teaching learning process.

b. Acting

The writer applies the action plan II.

c. Observing

In this step, the writer observes the process of teaching learning by using observation to collect the data in action plan II.

d. Reflecting

In this step, the research and collaborator analyzed how the effect of the eacting , and the writer can compare the score of pre-test and post-test. The writer reviews and reflects on students' activity whether there is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Method

To collect the data, the writer uses the data collection method as follows:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned. In this research, the writer uses action test. The test is devided by two part as follows:

a. Pre-test

The pre-test is given in the first meeting before doing treatments in order to know ability of students before doing the action research.

b. Post-test

The post-test is given in the last meeting after doing the treatments to find out whether the treatment gave any contribution to the students' achievment in the class or not. The increase can be seen if the average score of post-test is higher than pre-test. This step will be done after the treatment to know the influence of the implementation conversational strategies whether is able to increase students' speaking ability.

2. Observation

Observation is data collection technique by observing directly to the object that examined. In this observation, the writer

make some notes and check-list to recheck the data. It means to know the activity and the process of the students in the classroom.

3. Documentation

   During the process of creating the research, the research collected documents. The writer uses this strategy to get data about the history of the school, teacher, official employed and students at MA MA'ARIF NU 02 east lampung.

E. Research Instrument

   This research instrument is tool or facility that is used in data collection. Furthermore, the research instrument involves:

1. Instrument blueprint

   Research instrument used in this research:

   a. The instrument used for the test is giving a topic. The topic will discuss by students in a group.

   b. The instrument which used for test, the technique is speaking test. The speaking test was given to the students to know their ability in speaking. The test is divided in two types, namely pre-test and post-test. The pre-test was the speaking test given before treatment, in this test; the students will ask to deliver free speech. Whereas, the post-test from by using spoken test will used to know the knowledge of students after the treatment conducted.

2. Instrument Calibration

Instrument calibration is the scale of measurement which used to decide the Instrument standard which used. Furthermore, Instrument calibration is screening or examination of items of instrument that made by the research.

In this research, the collect research data by using the test which consists of pre-test and post-test.

a. Pre-test and post-test are Instrument research to know the influence of using conversational strategies toward the students' speaking ability.

b. Speaking test is research Instrument to know the level students' speaking ability.

Moreover, the writer in constructing the speaking test based on harris oral English rating scale frame as below.[27]

F. Data Analysis Technique

The data analyzed step by step to take the average score of the pre-test and post-test in cycle I and cycle II.

The formula to get the average of pre-test and post-test as follow:[28] Where: $X = \dfrac{\Sigma X}{\Sigma N}$

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[27]. Harris,"*oral English rating scale frame* " in http:// funspeaking .blogspot.com on February 072016

[28]. Donald Ary, *et. al., Introduction to research in Education: 8th Edition,* (Canada: Wadsworth, Cengage Learning, 2010), p. 108.

X   = Mean or average score

$\sum$ X = Total students score

$\sum$ N = Total number of students.[29]

   Furthermore, to know the result the writer will compare between pre-test and post-test. The result is matched by minimum standard criteria (KKM) at the school at least 70. If from the cycle I, there are some students are not sucessful so we conduct cycle II. The minimum cycle in classrom action research is two cycle. So if in cycle II all of the students are succesfull, it is not continue to other cycle.

G. **Indicator of Success**

   Indicator of success can be grouped into two aspects as follow:

1. The indicator of success of the process. It can be described as follow:

   a. The learning process becomes interesting and fun.

   b. The students follow the learning process actively.

2.   The indicator of success of the result. It is determined as follow:

   a. The students can increase their speaking ability.

   b. 80 % of the students can achieve the grade of KKM 70.

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[29] Zainal Aqib, *Penelitian Tindakan Kelas, (*Bandung CV: Yrama Widya, 2009), p. 40

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. Brief History of MA Ma'arif NU 02 East Lampung

MA Ma'arif NU 02 east lampung was established on june 11[th], 1989. It is located on Ir sutami street 45 Lintas panjang-Sribhawono, Sidorejo, sekampung udik, East Lampung**.** Since MA Ma'arif NU 02 east lampung was established, this school has been led by the following principals:

a.	Maryani BA	(1989 until 1994)
b.	Hj. Drs. Sudirman latif	(1994 until 1999)
c.	Drs. Sugito	(1999 until 2004)
d.	Sutarso, S.pd	(2004 until 2014)
e.	Muhamad Muslim Rois, S.Pd	(2014 until now)

2. Vision, Mission and Goal of MA Ma'arif NU 02 East Lampung

a. Vision of MA Ma'arif NU 02 East Lampung

Making educational institutions MA Ma'arif excellent in education based on faith, taqwa and noble character.

b. Mission of MA Ma'arif NU 02 East Lampung

1) Growing the appreciation and implementation of Islamic teachings

2) uphold and obey Islam in accordance with Aswaja understand.

3) Improving teacher' professionalism.

4) Development students' potential to shape characters that fit the vision of the madrasah

5) Implementing effective teaching and learning activities.

c. **Goal of MA Ma'arif NU 02 East Lampung**

1) Schools have special teams that are included in religious contests.

2) Make the students knowledgeable, skillful, and having quality in religion.

3) Have a team of academically achieving children and be included in the Olympics

3. **List of Teachers and Staff in MA Ma'arif NU 02 East Lampung**

Total of teachers and staff in MA Ma'arif NU 02 east lampung are 29 that can be identified as follows:

Table 3

List of Teachers and Staff at

MA Ma'arif NU 02 East Lampung

No.	Name	Last Eduaction	Position
1.	M. Muslim Rois, S.Pd	S1	*Headmaster*
2.	Sutarso, S.Pd	S1	*Biology science*
3.	Drs. A. Sudirman	S1	*Qur'an Hadits*
4.	Wahyudin, S.Pd	S1	*History and geography*

5.	Asngari, S.Pd	S1	*Indonesian language*
6.	Dian kurniasih	SMA	*Aqidah ahlak*
7.	Ilyas, S.Pd	S1	*Indonesian language dan chemist science*
8.	Hi. Suharto, S.Pd.I	S1	*Fiqih, Arabic*
9.	Umi kompriatin, S.Pd.I	S1	*Civic education*
10.	Suswiwik, S.Pd	S1	*Economy and geography*
11.	Sutriyono, S.Pd	S1	*Sociology and Indonesian language*
12.	Drs. Sugito	S1	*BPI and history religion*
13.	Dra. Masliah	S1	*Art and cultur*
14.	M.A.R. Yani, S.Pd.I	S1	*Islamic cultur*
15.	Nur kholis	S1	*Biology and chemist*
16.	Heriyani, S.Pd	S1	*English*
17.	Umu habibah, S.Pd.I	S1	*Arabic*
18.	Siti nur hayati, S.Pd	S1	*English*
19.	Suyatno, S.Pd.I	S1	*Physc science*
20.	Imam muhtadi, S.Pd.Si	S1	*Mathematic*
21.	Suprapti, S.Pd	S1	*Economy*
22.	Purwanto, S.Pd.I	S1	*Counseling*
23.	Katino	D.II	*Sport*
24.	Basuni, S.Pd.I	S1	*Religion history*

25.	Vera prichilia P.A,S.Pd	S1	*Sociology*
26.	Hamari	SMA	*Crafts*
27.	Lia Rosita	SMA	*Staff*
28.	M. Khoyarun	SMA	*Computer lab*
29.	Reeza wahyudi	SMA	*Library*
30.	Hj. Imam Rifai	S1	*Ski*

Source: The Documentation of MA Marif NU 02 east lampung

4. Building Condition of MA Marif NU 02 East Lampung

MA Ma'arif NU 02 east lampung has many buildings such as classroom, library, canteen and many others. The explanation of these building as follow:

Table 4

Building Condition of MA Ma'arif NU 02 East Lampung

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teacher Room	1
3.	Class Room	9
4.	Library	1
5.	School Healthy Unit Room	1
6.	Mosque	1
7.	Canteen	1
8.	Kitchen	1

9.	Teachers' Toilet	1
10.	Students' Toilet	2

5. Total of The Students at MA Ma'arif NU 02 East Lampung

Table 5

Total of Students at MA Ma'arif NU 02 East Lampung

No.	Class	Gender		Total
		Male	**Female**	
1.	Class X	70	63	133
2.	Class XI	59	52	111
3.	Class XII	28	50	78
	Total	157	165	322

6. Location Sketch of MA Ma'arif NU 02 East Lampung

Figure 2

Location Sketch of MA Ma'arif NU 02 East Lampung

. Ir. Sutami Street 45, Lintas Panjang – Sribhawono

U

| Classroom MIBU |
| Classroom MI Kelas I |
| Classroom MI Kelas II |
| Classroom MI Kelas III |
| Classroom MI Kelas IV |
| Classroom MI Kelas V |
| Classroom MI Kelas VI |
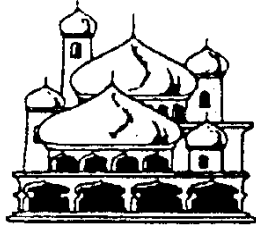
Teachers room MTs

Teachers room MA

Canteen

| Classroom X IPA I |
| Classroom X IPA II |
| Classroom X IPS I |

| Classroom MTs |
| Classroom MTs |
| Classroom MTs |
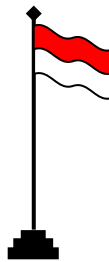
II		
Classroom XI IPS I	Classroom XI IPAII	Classroom XI IPA I

I		
Classroom X IPS I	Classroom XI IPS II	Teachers Bathroom

| Classroom MTs |

Library

Cooperation Room

Park of student

7. The School Organization

Figure 3
Department of Rreligious Affairs
The Structure Organization of MA Ma'arif NU 02 East Lampung

comite	Headmaster	TU
M. Khoyarun	M. Muslim Rois	
	Vice Headmaster	Lia Rosita
	Hj. Imam Rifai	

X IPA 1	X IPA 2	X IPS 1	X IPS 2
Fajar Arrosyid, S.Pd	Suyatno, S.Pd	Dra. Masliah	Suprapti, S.Pd

XI IPA 1	XI IPA 2	XI IPS 1	XI IPS 2
Imam muhtadi, S.Pd.SI	Ilyas,S.Pd	Vera prieclela P.A., S.Pd	Dian Kurniasih

XII IPA 1	XII IPA 2	XII IPS 1
Siti Nurhayati,S.Pd	Asngari, S.Pd	Suswiwik, S.Pd

Extracurricular

English	Sport	BBQ	Scout
Siti Nurhayati,S.Pd	Katino	Hj. Imam Rifai	Hanari

B. Description of Result Finding

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aimed to know how far the students' speaking abilities before they were given the treatment. The students' result of speaking abilities was gained through test which consisted of pre-test and post-test in the beginning research and in the end of each cycle while the students' activities were gained from observation during the learning process.

In this research before the process of cycle I, the research conducted the pre-test on Wednesday, September 6[th] 2017. The researcher gave a pre-test for the students to see how far the students' speaking abilities before the treatment was given. In pre-test activity, the researcher gave oral test. Then, the result of pre-test can be seen on the table below:

Table 6

The Students' score of Pre Test

No.	Students' Name	Analytic Speaking Criteria					Pre Test	Explanation
		P	G	V	F	C		
1.	AS	2	2	1	2	1	30	**Failed**
2.	AH	2	2	1	2	2	45	**Failed**
3.	APS	3	2	1	1	1	40	**Failed**

4.	DSAZ	3	3	3	3	1	65	**Passed**
5.	DY	2	2	1	2	2	45	**Failed**
6.	EW	3	2	3	3	2	65	**Passed**
7.	EY	2	2	2	3	2	55	**Failed**
8.	EPR	3	2	3	3	2	65	**Passed**
9.	ES	1	1	2	1	2	35	**Failed**
10.	E	3	3	3	2	3	70	**Passed**
11.	FTN	3	1	3	3	2	60	**Passed**
12.	GH	2	2	2	3	3	60	**Passed**
13.	IS	2	1	1	1	2	35	**Failed**
14.	LS	1	1	2	2	1	35	**Failed**
15.	LKN	3	1	1	2	1	40	**Failed**
16.	MR	2	3	2	2	2	55	**Failed**
17.	MAL	3	2	3	3	3	70	**Passed**
18.	MF	3	2	3	3	2	65	**Passed**
19.	MF	2	3	3	2	3	65	**Passed**
20.	MK	2	3	3	2	2	60	**Passed**
21.	NA	2	1	2	1	2	35	**Failed**
22.	RD	2	3	2	3	3	65	**Passed**
23.	RF	1	1	2	2	2	40	**Failed**
24.	SF	1	1	1	2	2	35	**Failed**
25.	SL	3	3	3	2	2	65	**Passed**

26.	TA	2	1	1	1	2	35	**Failed**
27.	UAL	2	3	2	2	2	55	**Failed**
28.	WPA	3	2	2	3	3	65	**Passed**
29.	WW	2	2	1	2	2	45	**Failed**
30.	ZM	3	3	2	3	2	65	**Passed**
31.	ZA	1	2	2	2	2	45	**Failed**
Total score							1610	**14 students passed**
Average							51,93	**17 students failed**

Note :

P   : pronounciation   F   : fluency

G   : grammatical   C   : Comprehension

V   : vocabulary

Table 7

Frequency of Students' Score at Pre-test

No.	Students' Score	Frequency	Percentage	Category
1.	30 – 37	7	22,58%	Low
2.	38 – 45	7	22,58%	Low
3.	46 – 53	0	0%	Low
4.	54 – 61	6	19,35%	Low
5.	62 – 69	9	29,03%	Average

6.	70 – 77	2	6,45%	Average
	Score	**31**	**100%**	
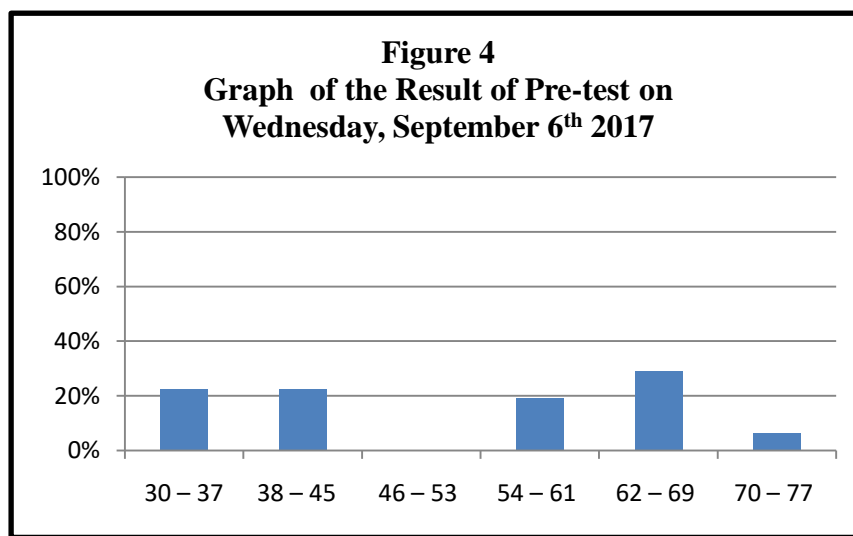
Figure 4
Graph of the Result of Pre-test on
Wednesday, September 6th 2017

Based on the result of the students' pre test, just 2 (6,46%) students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as the students do not have good self confidence to speak English and the student difficulties how to speak well. The problem could be seen by the students' score in pre-test. There were 29 students who got score less than 70. It showed that the result of student' speaking ability was still low. That is reason, why the researcher choose the implementation of conversational strategies to increase the students' speaking abilities among the second grade of the MA Ma'arif NU 02 east lampung .

C. Description of The Research

1. **Cycle I**

   a. **Planning**

   In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was about oral test, it consisted of two or more dialog based on the topic (expressions). And then, they performed and practiced about the conversational strategies and the structure of the conversational strategies in speaking abilities, because the researcher would be increased the students' speaking abilities through conversational strategies in speaking lesson. The writer recorded of the students' speaking abilities in learning process of speaking lesson that makes a conversational strategies in the dialog (topic) as instrument.. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

   b. **Acting**

   Acting was the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table 8

The Schedule of Action in Cycle I

Meeting	Day/Date	Time
1st	Wednesday , September 13th 2017	07.30- 08.50 p.m
2nd	Wednesday, September 20th 2017	07.30- 08.50 p.m

1) The First Meeting

The first meeting was done on Wednesday , September 13th 2017 at 07:30 until 08.50 pm . In this meeting the collaborator was being the teacher and the researcher was being the observer. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition.

Before action, the teacher gave test (pre test) to practice than perform based on the topic in the dialogs about expressing congratulations that was entitled the experience of the students' personal in the school. After that, the researcher asked the students to practice and perform in front of the class with groups. Therefore, the teacher and researcher value the result with used the scoring of speaking test as follows fluency, pronounciation, vocabulary, grammatical accuracy, and interactional strategies.

For the last meeting the result of the speaking test, most of the students were difficult speak and fluency to perform the dialog used their own words. In this meeting the students got difficult to speak, because the teacher had just explained a little about the dialogs.

2) **The Second Meeting**

The second meeting was conducted on Wednesday, September 20^{th} 2017 at 07.30 until 08.50 pm. In this meeting the researcher was being the teacher and the collaborator was being the observer. At the beginning of teaching learning process, I greeted the students by saying, "good morning, nice to meet you all my students" and all of the students answered by saying "good morning too Miss and nice to meet you too". The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. In this meeting, the researcher reviewed the oral test that the students have done at the first meeting. Then, at the end of this meeting the researcher gave post-test cycle I with the similar task on pre-test before. The kinds of the test were oral test. The students did it seriously. It seemed that the students' score will be increased. In the post-test 1 only 8 students who got good score, but the result of the students' test was better than the students' test before giving treatment. The score of post-test cycle I can be seen on the table below:

Table 9

The Students' score of Post Test Cycle I

No.	Students' Name	Analytic Speaking Criteria					Pre Test	Explanation
		P	G	V	F	C		
1.	AS	3	2	2	3	2	35	**Filed**
2.	AH	3	2	2	1	2	50	**Failed**
3.	APS	2	3	3	2	2	60	**Passed**
4.	DSAZ	3	3	2	3	3	70	**Passed**
5.	DY	3	2	2	2	2	55	**Failed**
6.	EW	2	2	3	2	2	65	**Passed**
7.	EY	3	3	3	2	2	65	**passed**
8.	EPR	3	3	3	3	2	70	**Passed**
9.	ES	2	1	1	3	3	50	**Failed**
10.	E	3	3	3	3	3	75	**Passed**
11.	FTN	2	3	2	2	1	50	**Passed**
12.	GH	3	3	2	2	3	65	**passed**
13.	IS	2	2	2	2	1	45	**Failed**
14.	LS	3	3	3	3	2	70	**Passed**
15.	LKN	2	2	2	1	3	50	**Failed**
16.	MR	2	3	3	2	2	60	**passed**
17.	MAL	3	3	3	3	3	75	**Passed**

No.	Name	P	G	V	F	C	Score	Result
18.	MF	2	3	2	3	3	65	**passed**
19.	MF	3	3	3	3	2	70	**passed**
20.	MK	2	3	3	2	3	65	**passed**
21.	NA	2	3	3	3	2	65	**Passed**
22.	RD	3	3	3	3	2	70	**Passed**
23.	RF	2	3	1	2	2	50	**Failed**
24.	SF	1	2	1	2	3	45	**Failed**
25.	SL	3	3	3	3	2	70	**Passed**
26.	TA	2	2	1	2	2	45	**Failed**
27.	UAY	2	2	2	3	3	60	**passed**
28.	WPA	3	3	2	3	3	70	**Passed**
29.	WW	2	1	1	3	3	50	**Failed**
30.	ZM	2	2	2	1	3	50	**Failed**
31.	ZA	2	2	1	2	3	50	**Failed**
Total score							**18,60**	**20 students passed**
Average							**59,19**	**11 students failed**

Note :

P   : pronounciation   F   : fluency

G   : grammatical   C   : Comprehension

V   : vocabulary

Table 10

Frequency of Students' Score at Post-test Cycle I

No.	Students' Score	Frequency	Percentage	Category
1.	35 – 42	1	3.22%	Low
2.	43 – 50	11	35,49%	Low
3.	51 – 58	1	3,22%	Low
4.	59 – 66	9	29,04%	Average
5.	67 – 74	7	22,58%	Average
6.	75 – 82	2	6,46%	Average
	Score	**31**	**100%**	

Figure 5
Graph of the Result of Post-test 1
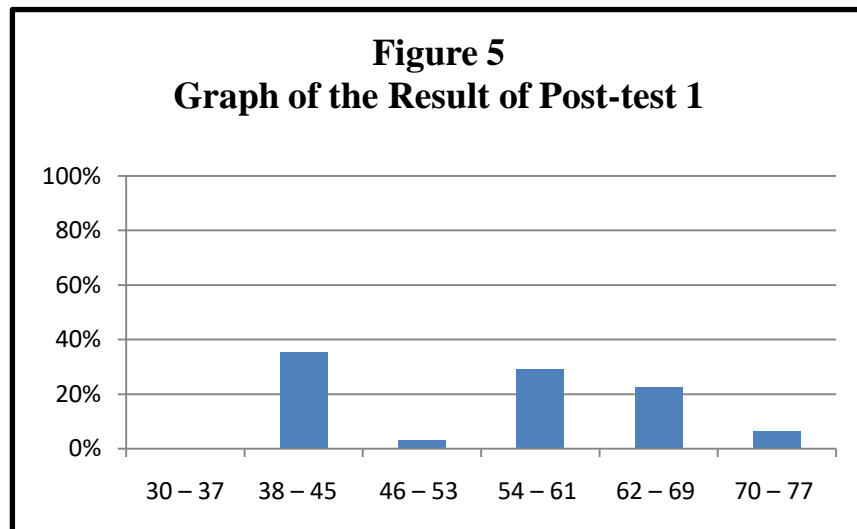
Based on the data above, it can be seen that just 9 students passed in the post-test. It was be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the result of

pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 51,93 % and the average score at post-test in cycle I was 59,19%. It was not fulfill the minimum standard criteria at least 80% students must got ≥ 70. Therefore, the researcher had to do Cycle II.

c. Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 11

The Result of Students' Activities in Cycle I

No.	Name	Score of the students activity				Percentages
1.	AS	1	1	1		60 %
2.	AH		1	1		40 %
3.	APS		1		1	40 %
4.	DSAZ		1	1	1	60 %

5.	DY	1	1	1	1	80 %
6.	EW	1		1		40 %
7.	EY	1	1	1	1	80 %
8.	EPR	1		1		40 %
9.	ES	1	1	1	1	80 %
10.	E		1	1	1	60 %
11.	FTN		1		1	40 %
12.	GH				1	20 %
13.	IS	1	1		1	60 %
14.	LS	1	1	1	1	80 %
15.	LKN		1		1	40 %
16.	MR	1	1	1		60 %
17.	MAL				1	20 %
18.	MF		1	1		40 %
19.	MF	1	1	1		60 %
20.	MK		1		1	40%
21.	NA		1	1	1	60 %
22.	RD	1	1		1	60 %
23.	RF	1	1			40 %
24.	SF		1	1	1	60 %
25.	SL				1	20 %
26.	TA	1	1	1		60 %

27.	UAL	1				20 %
28.	WPA		1			20 %
29.	WW			1	1	40 %
30.	ZM	1		1	1	60 %
31.	ZA	1	1			40 %
Total			76			49,03%

Note: ≤50% = Not Active

≥50% = Active

The students Score Criteria:

1) To pay attention to the teacher's explanation.

2) Active to practice new vocabulary.

3) To answer the question.

4) To ask the teacher.

To do the group task and active in the group.

Scoring:

Score 1, with percentages 20% = low

Score 2, with percentages 40% = enough

Score 3, with percentages 60% = good

Score 4, with percentages 80% = very good

Score 5, with percentages 100% = excellent

Table 12

Frequency of Students' Activities in Cycle I

No.	Interval	Total	Percentages	Categories
1.	5	-	-	Excellent
2.	4	4	12,90 %	Very good
3.	3	11	35,49 %	Good
4.	2	11	35,49 %	Enough
5.	1	5	16,12%	Low
Total		31	100 %	

Source : Table of the result of observation sheet I

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 12,90 % of positive activity in learning process, 35,49 %,the students interested, 35,49 % enough active and then 16,12 % not active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students got difficulty in perform and practice the dialogs about the topic. It happened because the teacher has not

explained more about the conversational strategies yet. Occasionally, in doing the assignment, the students face difficulty and they felt bored following the class.

Moreover, in the second meeting the teacher explained conversational strategies more. So, it has positive effect to the students in teaching and learning process. It can be seen from the result of the test in the first meeting and the next in the second meeting. Although few students who get score more than 70, but there was increase in it. It proves that implement the conversational strategies was better than not implement it. The teaching and learning process will be effective if the teacher used bilingual language, those are English and Indonesia. Although there was increasing of the result from the first and the second meeting, but the research should be continued to the next cycle because the students' average have not achieved the minimum standard criteria (70) yet.

2. **Cycle II**

Because the action was not success, in order that in the stage need to be held the cycle II again to repair the weakness in the cycle I. The steps of the cycle II as follow:

a. **Planning**

In the planning of cycle II, the researcher and collaborator discussed about some of problems that found in cycle I. Therefore, in this

step the researcher would to prepare the lesson plan, and material that would be used in teaching learning process. The material is make a simple dialogs based on the topic (expressions). Moreover, the researcher made an observation sheet that consists of list students' name and list of the students' activities that will be observed during teaching learning process.

b. Acting

The researcher and collaborator arranged the schedule of action in cycle II. It can be seen on the table below:

Table 13

The Schedule of Action in Cycle II

Meeting	Day/Date	Time
1st	Wednesday, September 27th 2017	07.30 - 08.50 p.m
2nd	Wednesday, October 4th 2017	07.30 - 08.50 p.m

1) The First Meeting

The first meeting was done on Wednesday, September 27th 2017 at 07.30 until 08.50 p.m. In this meeting, the collaborator was being the teacher and the researcher was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The learning process in the cycle II was focused on the weakness of cycle I.

After that, the researcher explained the material. The material was the dialogs about expression compliment. Based on their own words therefore, the teacher explained the conversational more.

After the teacher explained the material, then the teacher gave the students dialogs about compliment. In that dialogs there are questions/answers than the teacher asked the students to perform it. The students looked very enthusiastic. In the second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 45 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about speaking.

2) **The Second Meeting**

The second meeting was done on Wednesday, October 4^{th} at 07.30 until 08.50 p.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle II with the similar task on post-test cycle I before. The score of post-test cycle II can be seen on the table below:

Table 14

The Students' score of Post Test Cycle II

No.	Students' Name	Analytic Speaking Criteria					Pre Test	Explanation
		P	G	V	F	C		
1.	AS	4	3	3	3	3	80	**Passed**
2.	AH	3	3	3	3	3	75	**Passed**
3.	APS	3	3	3	3	3	75	**Passed**
4.	DSAZ	3	2	3	3	3	70	**Passed**
5.	DY	3	3	3	3	3	75	**Passed**
6.	EW	3	3	2	3	2	65	**Passed**
7.	EY	3	3	3	3	3	75	**Passed**
8.	EPR	3	3	3	3	4	80	**Passed**
9.	ES	3	3	4	2	3	75	**Passed**
10.	E	3	2	3	3	4	75	**Passed**
11.	FTN	3	3	3	3	3	75	**Passed**
12.	GH	3	2	2	3	2	60	**Failed**
13.	IS	2	2	2	3	3	60	**Failed**
14.	LS	3	3	3	3	4	80	**Passed**
15.	LKN	3	3	3	3	3	75	**Passed**
16.	MR	3	3	3	3	3	75	**Passed**
17.	MAL	4	3	2	3	3	75	**Passed**
18.	MF	3	3	3	3	3	75	**Passed**

No.	Name	P	G	V	F	C	Score	Result
19.	MF	4	3	3	3	2	75	**Passed**
20.	MK	3	3	3	3	3	75	**Passed**
21.	NA	3	3	3	3	4	80	**Passed**
22.	RD	4	3	3	3	3	80	**Passed**
23.	RF	3	3	2	3	3	70	**Passed**
24.	SF	3	3	3	3	3	75	**Passed**
25.	SL	2	3	3	3	3	70	**Passed**
26.	TA	3	3	3	3	4	80	**Passed**
27.	UAL	3	1	2	2	2	50	**Failed**
28.	WPA	3	3	3	3	3	75	**Passed**
29.	WW	1	2	2	3	3	55	**Failed**
30.	ZM	3	3	3	3	3	75	**Passed**
31.	ZA	2	3	3	3	3	70	**Passed**
Total score							**22.50**	**25 students passed**
Average							**73,58**	**6 students failed**

Note :

P	: pronounciation	F	: fluency
G	: grammatical	C	: Comprehension
V	: vocabulary		

Table 15

Frequency of Students' Score at Post-test Cycle II

No.	Students' Score	Frequency	Percentage	Category
1.	50 – 56	2	6,46%	Low
2.	57 – 63	2	6,46%	Low
3.	64 – 70	5	16,12%	Average
4.	71 – 77	16	51,61%	Average
5.	78 –84	6	19,35%	Average
	Score	**31**	**100%**	

Figure 6
Graph of the Result of Post-test 2
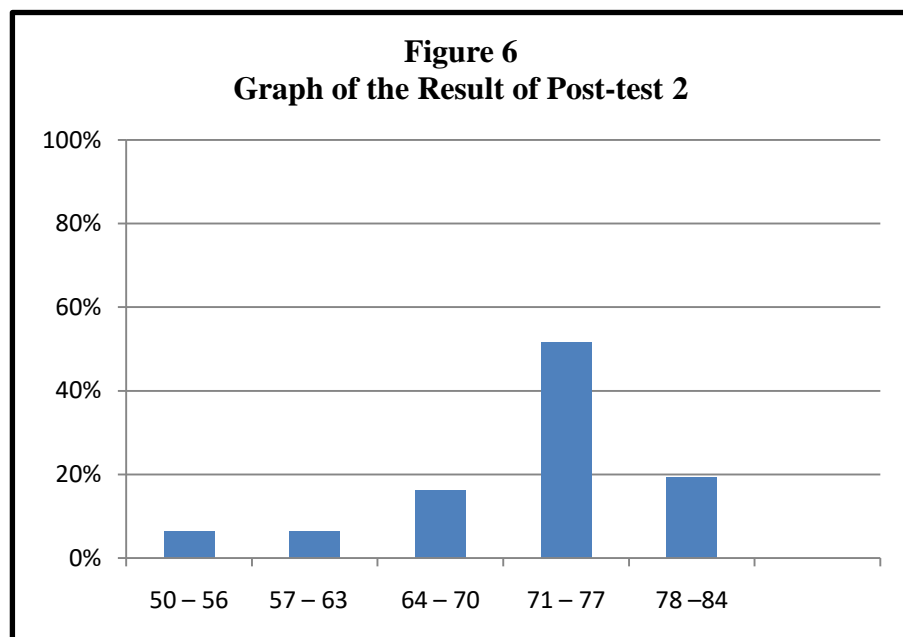
Referring to the data above, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 27 students got score ≥ 70 and only 4 students who was success yet. The average score of post-test cycle II was 87,09%. It means that they were successful.

c. **Observing**

An observation was conducted with the same in cycle I. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 16

The Result of Students' Activities in Cycle II

No.	Name	Score of the students activity				Percentages
1.	AS	1	1	1	1	80 %
2.	AH	1		1	1	60 %
3.	APS		1	1	1	60 %
4.	DSAZ	1	1	1		60 %
5.	DY	1		1		40 %
6.	EW	1	1			40 %
7.	EY	1	1		1	60 %
8.	EPR	1	1	1	1	80 %

9.	ES		1	1	1	60 %
10.	E	1	1	1		60 %
11.	FTN		1	1	1	60 %
12.	GH		1		1	40 %
13.	IS	1		1	1	60 %
14.	LS	1	1	1	1	80 %
15.	LKN	1	1	1		60 %
16.	MR	1	1		1	60 %
17.	MAL	1		1	1	60 %
18.	MF		1		1	40 %
19.	MF		1	1	1	60 %
20.	MK	1	1		1	60%
1.	NA	1	1	1	1	80 %
22.	RD	1	1		1	60 %
23.	RF	1		1		40 %
24.	SF	1	1	1	1	80 %
25.	SL	1		1	1	60 %
26.	TA	1	1	1		60 %
27.	UAL		1	1	1	60 %
28.	WPA	1	1	1		60 %
29.	WW		1		1	40 %
30.	ZM	1	1	1		60 %

31.	ZA		1	1	1	60 %
Total			93			49,03%

Note:

≤50% = Not Active

≥50% = Active

The students Score Criteria:

1) To pay attention to the teacher's explanation.

2) Active to practice new vocabulary.

3) To answer the question.

4) To ask the teacher.

To do the group task and active in the group.

Scoring:

Score 1, with percentages 20% = low

Score 2, with percentages 40% = enough

Score 3, with percentages 60% = good

Score 4, with percentages 80% = very good

Score 5, with percentages 100% = excellent

Table 17

Frequency of Students' Activities in Cycle II

No.	Interval	Total	Percentages	Categories

1.	5	1	3.22%	Excellent
2.	4	4	12,90 %	Very good
3.	3	20	64,52 %	Good
4.	2	6	19,36 %	Enough
5.	1	-	0%	Low
Total		31	100	

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

d. Reflecting

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty in answering the oral test Based on the result of the first meeting, it can be seen that the most of the students have not difficulty in answering the oral test. It happened because the teacher explained conversational strategies more. The students have serious, more enthusiast in doing the test. In this meeting, most of the students got good score. It happened caused the teacher and the reseacher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to practice the dialogs in conversation. It means that the

conversational strategies is effective strategy to increase the students' speaking abilities. The students who got score more than 70 were 27 (87,09%) out of 31 students. The research did not continue to the next cycle because the students' average was 87,09%.

D. Discussion

1. The Result of Pre-Test

To see the students' conversational strategies before implementing the treatment, the researcher conducted the pre-test. It carried out on, Wednesday, September 6th 2017. Based on the result of the students' pre-test, just 2 (6,46%) students passed the minimum standard criteria that were 70. In pre-test, the researcher found the students' problem such as The strategies which are used in the learning process are boring, they do not have good self confidence to speak English and the student difficulties how to speak well. The problem could be seen by the students' score in pre-test. There were 29 students who got score less than 70. It showed that the result of students' conversational strategies was still low. So, it needs increasement by using an effective strategies of teaching.

2. The Result of Post-Test Cycle I

Based on the result of post-test cycle I, it can be seen that just 9 students passed in the post-test. It was more be higher than the students' score in pre-test. The minimum standard criteria were 70. By looking the

result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 51,93% and the average score at post-test in cycle I was 59,19%. It was not fulfill the minimum standard criteria at least 80% students must got ≥ 70. It can be seen that most of the student failed in achieving material. So, it needs increasing by using an effective strategies.

Table 18

The Result of Students' Score at Pre-test and Post-test Cycle I

No	Students' Code	Score of Pre-test	Score of Post-test Cycle I	Explanation
1.	AS	30	35	Increased
2.	AH	45	50	Increased
3.	APS	40	60	Increased
4.	DSAZ	65	70	Increased
5.	DY	45	55	Increased
6.	EW	65	65	Constant
7.	EY	55	65	Increased
8.	EPR	65	70	Increased
9.	ES	35	50	Increased
10.	E	70	75	Increased
11.	FTN	60	50	Decreased

12.	GH	60	65	Increased
13.	IS	35	45	Increased
14.	LS	35	70	Increased
15.	LKN	40	50	Increased
16.	MR	55	60	Increased
17.	MAL	70	75	Increased
18.	MF	65	65	Constant
19.	MF	65	70	Increased
20.	MK	60	65	Increased
21.	NA	35	65	Increased
22.	RD	65	70	Increased
23.	RF	40	50	Increased
24.	SF	35	45	Increased
25.	SL	65	70	Increased
26.	TA	35	45	Increased
27.	UAL	55	60	Increased
28.	WPA	65	70	Increased
29.	WW	45	50	Increased
30.	ZM	65	50	Decreased
31.	ZA	45	50	Increased
Total Score		**1610**	**18,60**	Increased
Average		**51,93**	**59,19**	Increased

Figure 7

Graph of the Average of the Students' Score on Pre-test and Post-test I
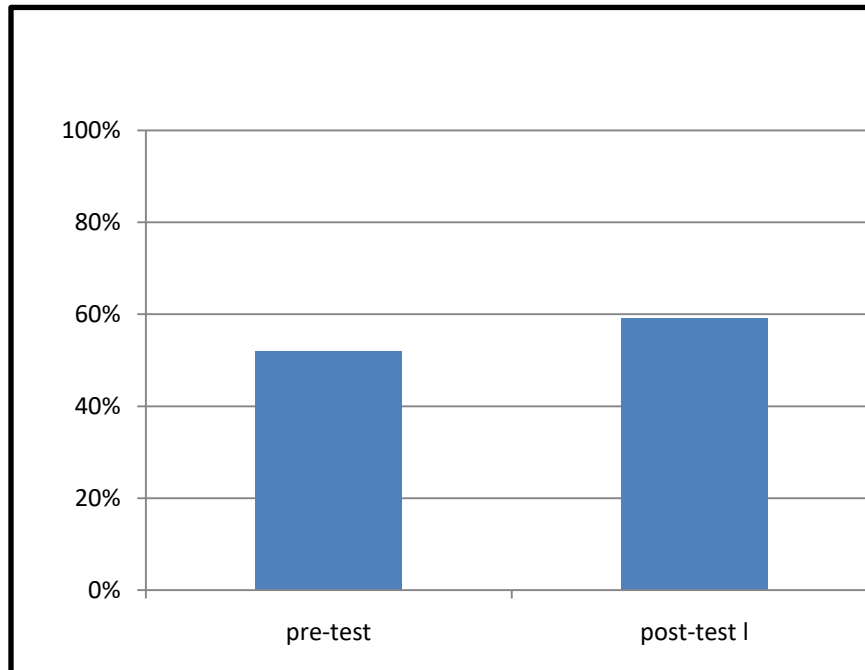
3. The Result of Post-Test Cycle II

The result of post-test cycle II, it showed the result of post-test cycle II fulfill the minimum standard criteria in which there were of 27 students got score ≥ 70 and only 4 students who was success yet. The average score of post-test cycle II was 89,09%. It means that they were successful.

Table 19
The Result of Students' Score at Post-test 1 and Post-test 2

No	Students' Code	Score of Post-test Cycle I	Score of Post-test Cycle II	Explanation
1.	AS	35	80	Increased
2.	AH	50	75	Increased
3.	APS	60	75	Increased

4.	DSAZ	70	70	Constant
5.	DY	55	75	Increased
6.	EW	65	65	Constant
7.	EY	65	75	Increased
8.	EPR	70	80	Increased
9.	ES	50	75	Increased
10.	E	75	75	Constant
11.	FTN	50	75	Increased
12.	GH	65	60	Decreased
13.	IS	45	60	Increased
14.	LS	70	80	Increased
15.	LKN	50	75	Increased
16.	MR	60	75	Increased
17.	MAL	75	75	Constant
18.	MF	65	75	Increased
19.	MF	70	75	Increased
20.	MK	65	75	Increased
21.	NA	65	80	Increased
22.	RD	70	80	Increased
23.	RF	50	70	Increased
24.	SF	45	75	Increased
25.	SL	70	70	Constant

26.	TA	45	80	Increased
27.	UAL	60	50	Decreased
28.	WPA	70	75	Increased
29.	WW	50	55	Increased
30.	ZM	50	75	Increased
31.	ZA	50	70	Increased
Total Score		**1685**	**2250**	Increased
Average		**59,35**	**72,58**	Increased

Figure 8

Graph of the Average of the Students' Score on Post-test 1 and Post-test 2
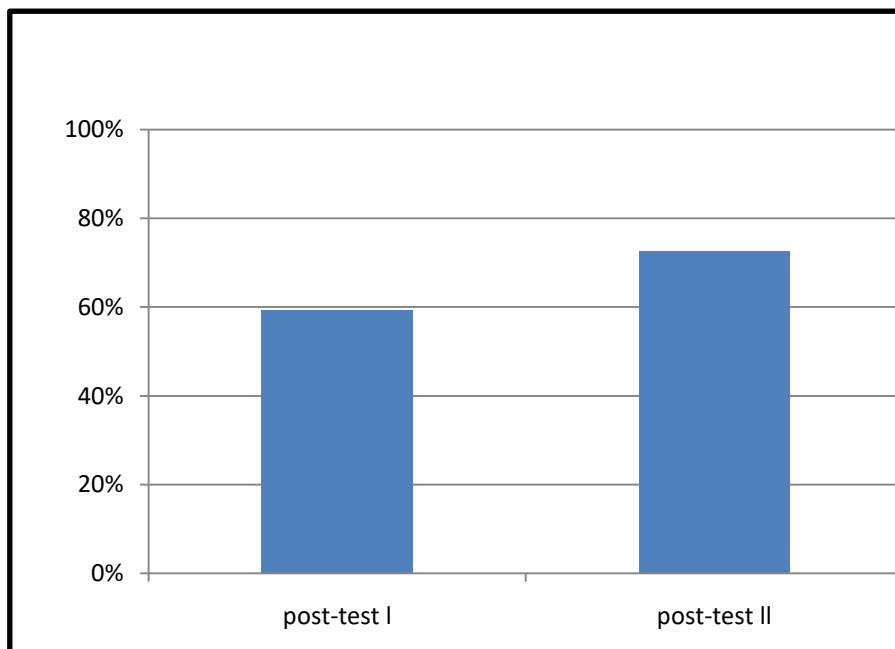
Source: the result of post-test 1 and post-test 2.

4. The Comparison of Pre test, Post-test 1, Post-test 2

Based on the observation and reflection in this cycle the researcher and collaborator surely assumed that by Implementation of Conversational Strategies gave many useful for the students to increased their speaking abilities. It was supported by the result of students' score at pre-test, post-test I and post-test II. The comparison of students' score was shown on the table as follows:

Table 20
Comparison of Students' Score at Pre-test,
Post-test 1 and Post-test 2

No	Students' Code	Score of Pre-test	Score of Post-test 1	Score of Post-test 2	Explanation
1.	AS	30	35	80	Increased
2.	AH	45	50	75	Increased
3.	APS	40	60	75	Increased
4.	DSAZ	65	70	70	Constant
5.	DY	45	55	75	Increased
6.	EW	65	65	65	Constant
7.	EY	55	65	75	Increased
8.	EPR	65	70	80	Increased
9.	ES	35	50	75	Increased
10.	E	70	75	75	Constant
11.	FTN	60	50	75	Increased

12.	GH	60	65	60	Decreased
13.	IS	35	45	60	Increased
14.	LS	35	70	80	Increased
15.	LKN	40	50	75	Increased
16.	MR	55	60	75	Increased
17.	MAL	70	75	75	Constant
18.	MF	65	65	75	Increased
19.	MF	65	70	75	Increased
20.	MK	60	65	75	Increased
21.	NA	35	65	80	Increased
22.	RD	65	70	80	Increased
23.	RF	40	50	70	Increased
24.	SF	35	45	75	Increased
25.	SL	65	70	70	Constant
26.	TA	35	45	80	Increased
27.	UAL	55	60	50	Decreased
28.	WPA	65	70	75	Increased
29.	WW	45	50	55	Increased
30.	ZM	65	50	75	Increased
31.	ZA	45	50	70	Increased
Total Score		1610	1860	2250	Increased
Average		51,93	59,19	72,58	Increased

Moreover, the comparison of students' score can be seen on the graph below:

Figure 9

Graph of Comparison of Average Score at Pre-test,

Post-test 1 and Post-test 2
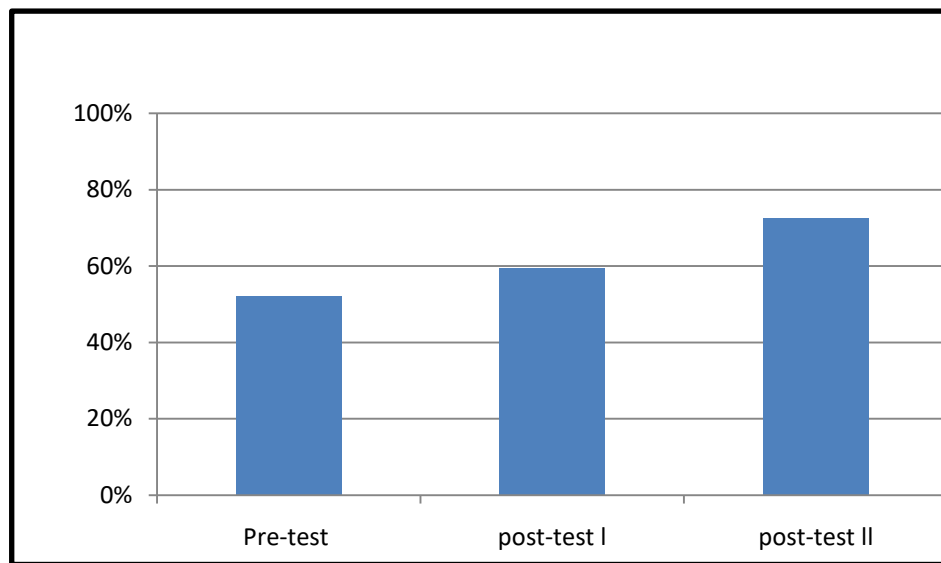
E. Interpretation

After the researcher analyzed of the result of post-test cycle I and post-test cycle II there was comparison between of them. There was increasing score of the students' speaking abilities. There was increasing score from post-test cycle I to post-test cycle II. It can be seen from the graph of average score. The students' average score in post-test cycle I was 59,35 and average score in post-test cycle II was 89,09%. It means that the students could achieve the target of this research that was 70.

Moreover, referring to the data of students' activities result in cycle I and cycle II, there was increasing in students' activities during teaching

learning process. By applying the implementation of conversational strategies the students feel more enjoy in learning process. Therefore the students' activities were also increased because the target of this research was 80 % of students have got score at least 70 in speaking and 80 % of students became more active in the class. So it can be concluded that the research was successful.

Conversational strategies can apply in the classroom in order to make the students more active in learning process. This strategies can increase the students' speaking abilities. So the teacher can use this strategy in teaching speaking.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the implementation of conversational strategies to increase the speaking abilities, the researcher would like to give the conclusion as follows:

Conversational strategies can increase the students' speaking abilities at the second grade of MA Ma'arif NU 02 east lampung. It can be seen that the average score of the students' speaking ability before and after being given the treatment, the result of the pre-test, post-test 1 and post-test 2. In the pre-test, the average score of the students' speaking ability was 51,93 while in the post-test I was 59,35 and in the post-test II was 89,09%.

The students' speaking abilities increase by using conversational strategies. The implementation of conversational strategies. The students were interested, active, enthusiastic and enjoy during teaching learning activity. It can be seen from the observation data of students' activities of each cycle. Based on the result of the implementing conversational strategies in teaching speaking above, could be concluded that the conversational strategies could increase the students' speaking ability and the teaching learning process at the second grade of MA Ma.arif NU 02 east lampung in academic year 2017/2018.

B. Suggestion

      Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. **For The Students**

      The students must be more active in learning process in order to they can understand the material and increase their result especially in speaking abilities.

2. **For The English Teacher**

      The English teacher can apply conversational strategies that effective to increase and to motivate the students in learning speaking.

3. **For The Headmaster**

      The headmaster should take a positive side of this strategy when the strategy is applied in the class because of conversation strategies can make the students more attractive in the class.

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PRE TEST

SPEAKING ABILITY

No	Name	Pronouncations					Grammatical					Vocabulary					Fluency					Comprehension					Total score
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	AS		√					√				√						√				√					30
2.	AH		√					√				√						√					√				45
3.	APS			√				√				√					√					√					40
4.	DSAZ			√					√					√					√			√					65
5.	DY		√					√				√						√					√				45
6.	EW			√				√						√					√				√				65
7.	EY		√					√					√						√				√				55
8.	EPR			√				√						√					√				√				65
9.	ES	√					√					√					√						√				35
10.	E			√					√					√				√							√		70
11.	FTN			√			√							√					√						√		60

No.	Name																Score
12.	GH		√				√			√			√			√	60
13.	IS		√		√			√			√				√		35
14.	LS	√			√				√			√		√			35
15.	LKN			√	√			√				√		√			40
16.	MR		√				√		√			√				√	55
17.	MAL			√		√				√			√			√	70
18.	MF			√		√				√		√				√	65
19.	MF		√				√			√		√				√	65
20.	MK		√				√			√		√			√		60
21.	NA		√		√				√		√				√		35
22.	RD		√				√		√				√			√	65
23.	RF	√			√				√			√			√		40
24.	SF	√			√			√				√			√		35
25.	SL			√			√			√		√			√		65
26.	TA		√		√			√			√				√		35
27.	UAL		√				√		√			√			√		55

No.	Name																							Score
28.	WPA		√			√			√					√				√			65
29.	WW	√			√			√				√				√					45
30.	ZM		√				√		√				√				√				65
31.	ZA	√				√			√				√				√				45
Total score																								1610
Average score																								51,93%
Highes score																								70
Low score																								30

Sidorejo, September 2017

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peneliti

Eka Mariana
NPM 13107027

POST TEST I

SPEAKING ABILITY

No	Name	Pronouncations					Grammatical					Vocabulary					Fluency					Comprehension					Total score
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	AS			√				√					√						√				√				305
2.	AH			√				√					√				√						√				50
3.	APS		√						√					√				√					√				60
4.	DSAZ			√					√				√						√						√		70
5.	DY			√				√					√					√					√				55
6.	EW		√					√						√				√					√				65
7.	EY			√					√					√				√					√				65
8.	EPR			√					√					√					√				√				70
9.	ES		√				√					√							√						√		50
10.	E			√					√					√					√						√		75
11.	FTN		√						√				√					√				√					50

No.	Name	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	Score
12.	GH			√		√		√			√				√	65
13.	IS		√		√			√			√		√			45
14.	LS			√		√			√			√		√		70
15.	LKN		√		√			√		√					√	50
16.	MR		√			√			√		√				√	60
17.	MAL			√		√			√			√			√	75
18.	MF		√			√		√				√			√	65
19.	MF			√		√			√			√		√		70
20.	MK		√			√			√		√				√	65
21.	NA		√			√			√			√		√		65
22.	RD			√		√			√			√		√		70
23.	RF		√			√	√				√			√		50
24.	SF	√			√		√				√				√	45
25.	SL			√		√			√			√		√		70
26.	TA		√		√		√				√			√		45
27.	UAY		√		√			√				√			√	60

No.	Name																					Score
28.	WPA		√				√			√						√				√			70
29.	WW	√				√				√						√				√			50
30.	ZM	√				√				√				√						√			50
31.	ZA	√				√				√				√						√			50

Total score	1860
Average score	59,19
Highes score	75
Low score	35

Sidorejo, September 2017

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Siti Nurhayati,S.Pd   **Eka Mariana**
                                                                                                                         NPM 13107027

POST TEST I

SPEAKING ABILITY

No	Name	Indicators																									Total score
		Pronouncations					Grammatical					Vocabulary					Fluency					Comprehension						
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	AS				√				√					√					√					√			80
2.	AH			√					√					√					√					√			75
3.	APS			√					√					√					√					√			75
4.	DSAZ			√				√						√					√					√			70
5.	DY			√					√					√					√					√			75
6.	EW			√					√				√						√				√				65
7.	EY			√					√					√					√					√			75
8.	EPR			√					√					√					√						√		80
9.	ES			√					√						√			√						√			75
10.	E			√				√						√					√						√		75
11.	FTN			√					√					√					√					√			75

No.	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	Score
12.	GH		√			√		√			√	√			60
13.	IS	√				√		√			√		√		60
14.	LS		√				√		√		√			√	80
15.	LKN		√				√		√		√		√		75
16.	MR		√				√		√		√		√		75
17.	MAL			√			√	√			√		√		75
18.	MF		√				√		√		√		√		75
19.	MF			√			√		√		√	√			75
20.	MK		√				√		√		√		√		75
21.	NA		√				√		√		√			√	80
22.	RD			√			√		√		√		√		80
23.	RF		√				√	√			√		√		70
24.	SF		√				√		√		√		√		75
25.	SL	√					√		√		√		√		70
26.	TA		√				√		√		√			√	80
27.	UAY		√		√			√		√		√			50

No.	Name																	Score
28.	WPA		√			√			√			√			√			75
29.	WW	√			√			√			√				√				55
30.	ZM		√			√			√			√			√				75
31.	ZA		√			√			√			√			√				70
Total score																		2250
Average score																		72,58
Highes score																		80
Low score																		50

Sidorejo, October 2017

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Siti Nurhayati,S.Pd   **Eka Mariana**
                                                                          NPM 13107027

OBSERVATION SHEET OF TEACHER PERFORMANCE

Cycle   : 1
Meeting   : I
Day / Date : Wednesday, 13 september 2017

Teacher Activities	Good	Enough	Bad

1. Pre teaching
   a. The teacher greets the students.
   b. The teacher asks the students condition.
   c. The teacher check the students' attendance list.
   d. The teacher prepare the material.
   e. The teacher explaining the goal of the teaching and learning.
	55
	 50
	 55
	 55
	 55		

2. While Teahing
   f. Inform the objective of learning.
   g. Explain the material.
   h. Guid the students follow the lesson.
   i. Motivate the students to ask.
   j. Practice the students answer questionabout the material.
		45	25
			 25
			 25
			 45

3. Post teaching
   k. The teacher conclude the result of learning.
   l. The teacher close the process of learning.
	50	45	

Total	515		
Precentage (%)	61,8%		

Score criteria : Good   :50-63
             Enough :36-49
             Bad   :21-35

Sidorejo, September 2017

English Teacher   Researcher

Siti Nurhayati, S.Pd   **Eka Mariana**
                                     NPM. 13108647

OBSERVATION SHEET OF TEACHER PERFORMANCE

Cycle   **:1**

Meeting   **: II**

Day / Date   **: Wednessday, 20 september 2017**

Teacher Activities	Good	Enough	Bad

1. Pre teaching
    a. The teacher greets the students.
    b. The teacher asks the students condition.
    c. The teacher check the students' attendance list.
    d. The teacher prepare the material.
    e. The teacher explaining the goal of the teaching and learning.
	55
	55
	50
	60
	60		

2. While Teahing
    f. Inform the objective of learning.
    g. Explain the material.
    h. Guid the students follow the lesson.
    i. Motivate the students to ask.
    j. Practice the students answer questionabout the material.
		45
		
		45
			
			30
			30
			30

3. Post teaching
    k. The teacher conclude the result of learning.
    l. The teacher close the process of learning.
	
	55
		45	

Total	**560**		
Precentage (%)	**67,2%**		

Score criteria : Good   :50-63

               Enough   :36-49

               Bad   :21-35

                                    Sidorejo,   September 2017

        English Teacher   Researcher

   Siti Nurhayati, S.Pd   **Eka Mariana**
                                            NPM. 13108647

OBSERVATION SHEET OF TEACHER PERFORMANCE

Cycle   **: 2**

Meeting   **: I**

Day / Date   **:Wednessday, 21 september 2017**

Teacher Activities	Good	Enough	Bad

1. Pre teaching
  a. The teacher greets the students.
  b. The teacher asks the students condition.
  c. The teacher check the students' attendance list.
  d. The teacher prepare the material.
  e. The teacher explaining the goal of the teaching and learning.
	55
	60
	60
	60
	60		

2. While Teahing
 	
  f. Inform the objective of learning.
  g. Explain the material.
  h. Guid the students follow the lesson.
  i. Motivate the students to ask.
  j. Practice the students answer questionabout the material.
	50	**48**
		45
		45
		
		48	

3. Post teaching
 	
  k. The teacher conclude the result of learning.
  l. The teacher close the process of learning.
	60	**48**	

Total		**639**	
Precentage (%)		**76,68%**	

Score criteria : Good   :50-63

        Enough   :36-49

        Bad   :21-35

                          Sidorejo,   September 2017

         English Teacher   Researcher

        Siti Nurhayati, S.Pd   **Eka Mariana**
                                             NPM. 13108647

OBSERVATION SHEET OF TEACHER PERFORMANCE

Cycle : 2

Meeting : II

Day / Date : **Wednessday, 4 october 2017**

Teacher Activities	Good	Enough	Bad

1. Pre teaching
   a. The teacher greets the students.
   b. The teacher asks the students condition.
   c. The teacher check the students' attendance list.
   d. The teacher prepare the material.
   e. The teacher explaining the goal of the teaching and learning.
	60
	60
	60
	60
	60		

2. While Teahing
 	
   f. Inform the objective of learning.
   g. Explain the material.
   h. Guid the students follow the lesson.
   i. Motivate the students to ask.
   j. Practice the students answer questionabout the material.
	55
	50
	50
		48
		
		48	

3. Post teaching
 	
   k. The teacher conclude the result of learning.
   l. The teacher close the process of learning.
	50
	60		

Total	**661**		
Precentage (%)	**79,32%**		

Score criteria : Good   :50-63

        Enough   :36-49

        Bad   :21-35

Sidorejo,   October 2017

English Teacher   Researcher

Siti Nurhayati, S.Pd   **Eka Mariana**
                                        NPM. 13108647

Observation Sheet of Students' Activities Pre Test

School : MA Marif NU 02 Sidorejo
Class/Semester : XI
Subject : English

NM NO	Students' Name	The Aspect that observed			
		The students pay attention of teacher's explanation	Practice in front of the class	The students were active in group	Respond to the topic enthusiastically
1.	AS	√	√		
2.	AH			√	
3.	APS	√			
4.	DSAZ			√	
5.	DY	√			√
6.	EW		√		
7.	EY	√			
8.	EPR				√
9.	ES			√	
10.	E	√	√		
11.	FTN			√	√
12.	GH		√		
13.	IS	√	√	√	
14.	LS				√
15.	LKN	√			
16.	MR				√
17.	MAL			√	
18.	MF	√			√
19.	MF				
20.	MK	√		√	
21.	NA				
22.	RD			√	
23.	RF	√			
24.	SF				√

No.					
22.	RD			√	
23.	RF	√			
24.	SF				√
25.	SL	√			
26.	TA				√
27.	UAL	√		√	
28.	WPA			√	
29.	WW				√
30.	ZM			√	
31.	ZA	√			
	Total	13	8	11	9

Note   :

Percentage of students' activities   :

1.   The students pay attention of teacher's explanation: 41,93%

2.   The students ask/answer question : 25,80%

3.   The students were active in group : 35,80%

4.   The students able do the task : 29,03%

Sidorejo, september 2017

Mengetahui

Gutu mapel bahasa inggris   peneliti

Siti Nurhayati,S.Pd   Eka Mariana

                                                                Npm.13107027

Observation Sheet of Students' Activities in Cycle 1

School : MA Marif NU 02 Sidorejo
Class/Semester : XI
Subject : English

NM NO	Students' Name	The Aspect that observed			
		The students pay attention of teacher's explanation	Practice in front of the class	The students were active in group	Respond to the topic enthusiastically
1.	AS	√	√	√	
2.	AH	√		√	√
3.	APS			√	√
4.	DSAZ	√	√	√	
5.	DY	√			√
6.	EW	√	√		√
7.	EY	√	√	√	
8.	EPR				
9.	ES	√		√	√
10.	E	√	√	√	
11.	FTN		√	√	
12.	GH	√		√	√
13.	IS	√		√	√
14.	LS	√		√	
15.	LKN		√		√
16.	MR	√		√	
17.	MAL	√		√	
18.	MF			√	√
19.	MF	√			
20.	MK			√	√
21.	NA	√	√		
22.	RD	√		√	√
23.	RF	√	√		√
24.	SF	√		√	

Sidorejo, 13 september 2017

Mengetahui

Gutu mapel bahasa inggris   peneliti

Siti Nurhayati   Eka Mariana

Npm.13107027

Observation Sheet of Students' Activities Cycle II

School : MA Marif NU 02 Sidorejo
Class/Semester : XI
Subject : English

NM NO	Students' Name	The Aspect that observed			
		The students pay attention of teacher's explanation	Practice in front of the class	The students were active in group	Respond to the topic enthusiastically
1.	AS	√	√	√	√
2.	AH	√	√	√	√
3.	APS	√		√	
4.	DSAZ	√	√	√	√
5.	DY	√	√	√	√
6.	EW	√	√	√	√
7.	EY	√	√	√	
8.	EPR	√	√		√
9.	ES	√		√	√
10.	E		√	√	√
11.	FTN	√	√	√	√
12.	GH		√	√	√
13.	IS	√		√	√
14.	LS	√	√		√
15.	LKN	√	√	√	√
16.	MR	√	√		√
17.	MAL	√	√	√	
18.	MF			√	√
19.	MF	√	√	√	√
20.	MK	√	√		
21.	NA	√	√	√	√
22.	RD	√	√	√	√
23.	RF	√	√		√
24.	SF	√	√	√	√

		√	√		
25.	SL	√	√		
26.	TA			√	√
27.	UAL	√	√	√	√
28.	WPA	√			√
29.	WW	√	√	√	√
30.	ZM	√	√	√	√
31.	ZA	√	√		
	Total	27	25	23	25

Note   :

Percentage of students' activities   :

1. The students pay attention of teacher's explanation= 87,09%

2. The students ask/answer question= 80,64%

3. The students were active in group= 74,19%

4. The students able do the task= 80,64%

Sidorejo, October 2017

Mengetahui

Gutu mapel bahasa inggris   **peneliti**

Siti Nurhayati S.Pd   **Eka Mariana**

                                               Npm.13107027

The Recapitulation Pre-Test, Post-Test I, Post-Test II

No	Students' Code	Score of Pre-test	Score of Post-test 1	Score of Post-test 2	Explanation
1.	AS	30	35	80	Increased
2.	AH	45	50	75	Increased
3.	APS	40	60	75	Increased
4.	DSAZ	65	70	70	Constant
5.	DY	45	55	75	Increased
6.	EW	65	65	65	Constant
7.	EY	55	65	75	Increased
8.	EPR	65	70	80	Increased
9.	ES	35	50	75	Increased
10.	E	70	75	75	Constant
11.	FTN	60	50	75	Increased
12.	GH	60	65	60	Decreased
13.	IS	35	45	60	Increased
14.	LS	35	70	80	Increased
15.	LKN	40	50	75	Increased
16.	MR	55	60	75	Increased
17.	MAL	70	75	75	Constant
18.	MF	65	65	75	Increased
19.	MF	65	70	75	Increased
20.	MK	60	65	75	Increased
21.	NA	35	65	80	Increased
22.	RD	65	70	80	Increased
23.	RF	40	50	70	Increased
24.	SF	35	45	75	Increased
25.	SL	65	70	70	Constant
26.	TA	35	45	80	Increased
27.	UAL	55	60	50	Decreased
28.	WPA	65	70	75	Increased

29.	WW	45	50	55	Increased
30.	ZM	65	50	75	Increased
31.	ZA	45	50	70	Increased
Total Score		**1610**	**1838**	**2250**	Increased
Average		**51,93 %**	**59,19 %**	**72,58 %**	Increased

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2017/2018

NO	NAMA	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	S	I	A
1	AAN SETIAWAN	L						A	A						·							A	A							·	·					
2	ALI HASAN	L						·	·						·							·								·	·					
3	ANI PUSPITA SARI	P						·	·						·							·								·	·					
4	DEVI SURAYA AZ ZAHRA	P						·	·						·							·								A						
5	DEVI YULIANTI	P						·	·						·							·								·						
6	EKA WAHYUNINGSIH	P						·	·						·							·								·						
7	ELMA YESIANA	P						·	·						·							·														
8	ELSA PUTRI RAHAYU	P						·	·						·							·								·						
9	ERIK SETIABUDI	L						·	·						·							·								·						
10	ERVIYANTO	L						·	·						·							·								·						
11	FIKRI TAZKIYATUN NABILA	L						·	·						·							·								·						
12	GUNAWAN HARIDA	L						·	·						·							·														
13	ISMIATI SOLEKHAH	P						·	·						·							A								·						
14	LAILATUS SOLEKHAH	P						·	·						·							·								·						
15	LUTHFIYAH KHOIRUN NISA	P						·	·						·							·								A						
16	MIFTAHUL ROJAK	L						·	·						·							·								·						
17	MUHAMMAD AGUNG LAKSONO	L						·	·						A							·								·						
18	MUHAMMAD FARID	L						·	·						A							·								·						
19	MUHAMMAD FIRMANSYAH	L						·	·						·							·								·						
20	MUHAMMAD KURNIAWAN	L						A	A						·							·								·						
21	NURUL AFIFAH	P						·	·						·							·								·						
22	RAMA DANI	L						·	·						·							·								·						
23	RENDI FERIAWAN	L						·	·						·							A								·						
24	SITI FATONAH	P						·	·						·							·								·						
25	SUFI LUTFIA	P						·	·						·							·								A						
26	TIKA ADELIA	P						·	·						·							·								·						
27	USTIKA AYU LESTARI	P						·	·						·							·								A						
28	WAHYU PRASETYO AJI	L						·	·						A							·								·						
29	WARGI WIDODO	L						·	·						·							·								·						
30	ZAENAL MA'ARIF	L						·	·						·							·								·						
31	ZAINAL ARIFIN	L						·	·						A							·								·						

Mengetahui Guru Bidang
Bahasa Inggris

Siti Nurhayati, S.Pd

DAFTAR HADIR SISWA
TAHUN PELAJARAN 2017/2018

NO	NAMA	L/P	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	S	I	A
1	AAN SETIAWAN	L				·																													
2	ALI HASAN	L				≮																													
3	ANI PUSPITA SARI	P				·																													
4	DEVI SURAYA AZ ZAHRA	P				·																													
5	DEVI YULIANTI	P				·																													
6	EKA WAHYUNINGSIH	P				·																													
7	ELMA YESIANA	P			A																														
8	ELSA PUTRI RAHAYU	P				·																													
9	ERIK SETIABUDI	L				·																													
10	ERVIYANTO	L				·																													
11	FIKRI TAZKIYATUN NABILA	L				·																													
12	GUNAWAN HARIDA	L				·																													
13	ISMIATI SOLEKHAH	P				·																													
14	LAILATUS SOLEKHAH	P				·																													
15	LUTHFIYAH KHOIRUN NISA	P				·																													
16	MIFTAHUL ROJAK	L				·																													
17	MUHAMMAD AGUNG LAKSONO	L				A																													
18	MUHAMMAD FARID	L				·																													
19	MUHAMMAD FIRMANSYAH	L				·																													
20	MUHAMMAD KURNIAWAN	L				·																													
21	NURUL AFIFAH	P				·																													
22	RAMA DANI	L				·																													
23	RENDI FERIAWAN	L				·																													
24	SITI FATONAH	P				·																													
25	SUFI LUTFIA	P				J																													
26	TIKA ADELIA	P				·																													
27	USTIKA AYU LESTARI	P				·																													
28	WAHYU PRASETYO AJI	L				·																													
29	WARGI WIDODO	L				·																													
30	ZAENAL MA'ARIF	L				·																													
31	ZAINAL ARIFIN	L				✓																													

Mengetahui Guru Bidang
Bahasa Inggris

Siti Nurhayati, S.Pd

Nomor : P.1638/In.28/FTIK/PP.00.9/07/2017
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Sdr. Dr. Mahrus As'ad, M.Ag
2. Sdri. Trisna Dinillah Harya, M.Pd.
Dosen Pembimbing Skripsi
di-
     Tempat

Assalamu'alaikum Wr. Wb.

      Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawah ini:

Nama   : Eka Mariana
NPM   : 13107027
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
    a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
    b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
    a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
    b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian

      Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                       Metro, 10 Juli 2017
                       Ketua Jurusan TBI

                       Ahmad Subhan Roza, M.Pd.
                       NIP. 19750610 200801 1 014

Nomor   : 3606/In.28/R/TL.00/08/2017
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MADRASAH MA MA`ARIF
NU 02 SIDOREJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 3605/In.28/R/TL.01/08/2017, tanggal 01 Agustus 2017 atas nama saudara:

Nama	:	**EKA MARIANA**
NPM	:	13107027
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA MA`ARIF NU 02 SIDOREJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES TO INCREASE THE SPEAKING ABILITIES AMONG THE SECOND GRADERS OF THE MA MA`ARIF NU 02 SIDOREJO IN THE ACADEMIC YEAR OF 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

01 Agustus 2017
Dekan Tarbiyah dan Ilmu Keguruan,

Dr. Akla M.Pd.
NIP 19691008 200003 2 005

SURAT TUGAS
Nomor: 3605/In.28/R/TL.01/08/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**EKA MARIANA**
NPM	:	13107027
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MA MA'ARIF NU 02 SIDOREJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF CONVERSATIONAL STRATEGIES TO INCREASE THE SPEAKING ABILITIES AMONG THE SECOND GRADERS OF THE MA MA'ARIF NU 02 SIDOREJO IN THE ACADEMIC YEAR OF 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 01 Agustus 2017

Dekan Tarbiyah dan Ilmu Keguruan,

Mengetahui,
Pejabat Setempat

M. Muslim Rois, S.Pd

Dr. Akla M.Pd.
NIP 19691008 200003 2 005

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH ALIYAH MA'ARIF NU 02 SIDOREJO
KECAMATAN SEKAMPUNG UDIK - LAMPUNG TIMUR
STATUS : TERAKRIDITASI TIPE : B   TAHUN 2013

NPSN : 10816319	NIS : 310030	NSM : 131218070019

Alamat : Jl. Ir. Sutami Km. 45 Lintas Panjang-Sribhawono, Sidorejo. Kode Pos 34183 HP. 082378926341

Nomor   : MA.08.07/0019/PP.00.6/888/I/2016
Lampiran   : -
Perihal   : PEMBERIAN IZIN PRA SURVEY

Kepada Yth.
Ketua Jurusan Tarbiyah
STAIN Jura Jurai Siwo Metro

Assalamu'alaikum Wr. Wb.

Berdasarkan surat Permohonan Izin Pra Survey Nomor :
Sti.06/JST/PP.00.9/3727/2016 tanggal 14 November 2016, maka bersama ini
kami **Memberikan Izin** kepada :

Nama   : EKA MARIANA
NPM   : 13107027
Jurusan   : Tarbiyah
Prodi   : PBI
Judul   : The Implementation of Talking Chips Technique to Increase the
               Speaking Abilities among the second Grade's of the MA Ma'arif NU
               02 Sidorejo.

Untuk melakukan PRA SURVEY di MA Maarif NU 02 Sidorejo.

Demikian perberian izin ini kami buat dan kami berikan kepada yang
bersangkutan untuk dapat dipergunakan sebagai mana perlunya.

Wallahul Muwaffiq ilaa Aqwatih Thariq.
Wassalamu'alaikum Wr. Wb.

Sidorejo, 19 November 2016

Kepala Madrasah,

MUHAMAD MUSLIM ROIS, S.Pd.
NIP. ---

LEMBAGA PENDIDIKAN MA'ARIF NU

MADRASAH ALIYAH MA'ARIF 02 SIDOREJO

KECAMATAN SEKAMPUNG UDIK LAMPUNG TIMUR

STATUS : TERAKRIDITASI TIPE B / D / KW / MA / LTM / 60 / 2013

NPSN : 10816319   NSM : 131218070019

Alamat : Jl. Ir. Sutami Km. 45 Lintas Panjang- Sribhawono, Sidorejo - Sekampung udik - Lampung Timur

SURAT KETERANGAN

Nomor : MA.08.07/0019/PP.00.6/1055/XII/2017

Yang bertanda tangan dibawah ini   :

Nama	:	M. MUSLIM ROIS, S.Pd
NIP	:	-
Jabatan	:	Kepala Madrasah
Alamat	:	Sidorejo Kec. Sekampung Udik,Kab. Lampung Timur

Dengan ini menerangkan bahwa   :

Nama	:	EKA MARIANA
N P M	:	13107027
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	" The Implementation Of Conversational Strategies To Increase The Speaking Abilities Among The Second Graders Of The Ma Ma'arif Nu 02 Sidorejo In The Academic Year Of 2017/2018 "

Yang bersangkutan telah mengadakan penelitian di Ma Ma'arif NU 02 Sidorejo dari tanggal 23 Agustus 2017 s.d selesai. Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Sidorejo, 13 Desember 2017

Kepala MA. Ma'arif NU 02 Sidorejo,

M. MUSLIM ROIS, S.Pd

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1145/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: EKA MARIANA
NPM	: 13107027
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107027.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 November 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa,

Nama   : EKA MARIANA

NPM   : 13107027

Fakultas   : TARBIYAH

Jurusan   : TBI

Angkatan   : 2013

Telah menyerahkan buku berjudul _Language Ethnicity_

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Mariana   Jurusan : TBI

NPM : 13107027   Semester : IX

No.	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda tangan mahasiswa
1	kamis-ag/'' 2017		⌐	Revise Chapter IV	
2	kamis- 24/'' 2017		⌐	Change Into English language the teacher Subject.	
3.	Senin 27/11-17.		∨	Revise grammar	
4.	kamis 14/12-17		∨	Acc Ch. IV - V	

Mengetahui:
Ketua Jurusan TBI   Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.   **Trisna Dinillah Harya, M.Pd**
NIP. 19750610 200801 1 014   NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka marana   Jurusan : TBI

NPM : 13107027   Semester : IX

No.	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda tangan mahasiswa
		I	II		
5.	Senin, 08-01-2018	✓		Perbaikan seminar. Acc di munaqasah	

Mengetahui:
Ketua Jurusan TBI

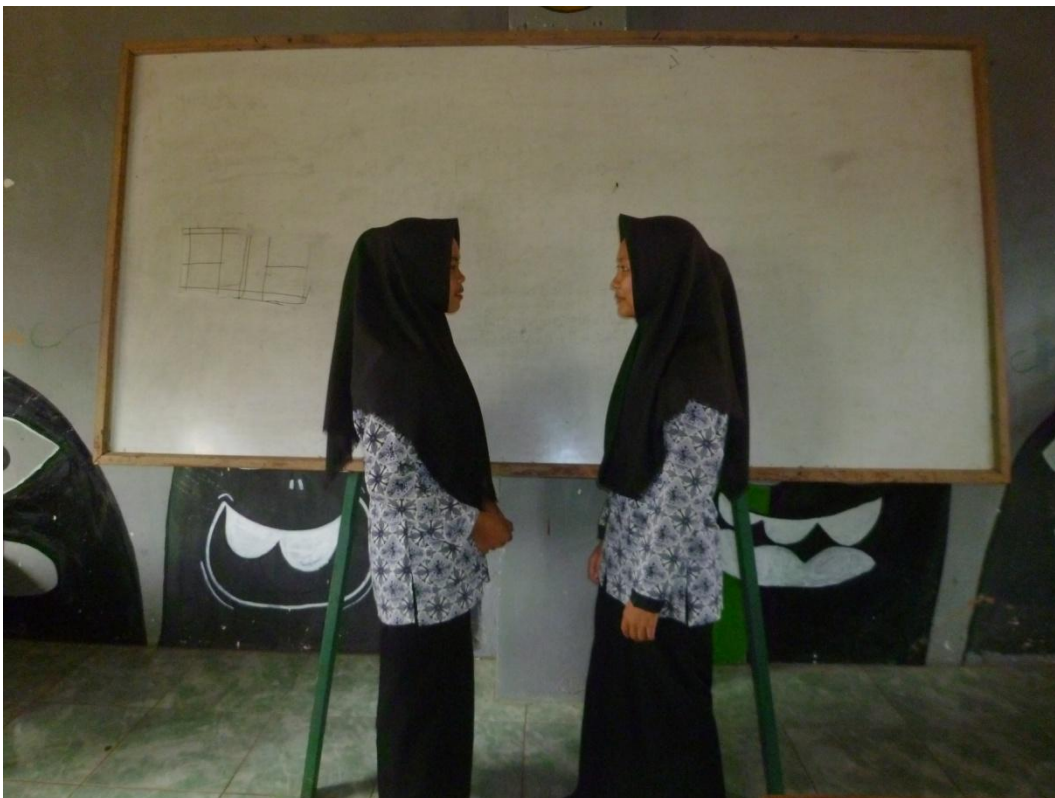**Ahmad Subhan Roza, M.Pd.**
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. MahrusAs'ad, M.Ag.
NIP. 196112211996031001

DOCUMENTATION OF PRE-TEST

DOCUMENTATION OF MEETING CYCLE I

DOCUMENTATION OF MEETING CYCLE II

CURRICULUM VITAE

The name of the writer is Eka Mariana. She was born in Brawijaya, sekampung udik, East Lampung, on January 11, 1995. She is the third child of Mr. Rokijan and Mrs. Painten.

She took her elementary school at SDN 1 Brawijaya,sekampung udik, east Lampung and finished in 2007. Then she took her junior high school at Mts Ma'arif 27 Baitul Ulum, sekampung udik, east lampung and finish in 2010. Having graduated from junior high school, She continued her study on senior high school at MA Ma'arif NU 02 Sidorejo and graduated in 2013. in the same year of 2013, she was registered as a S-1 student of English Education Program of State Institute of Islamic Studies of Metro.