

**AN UNDERGRADUATE THESIS**

**THE IMPLEMENTATION OF DAILY CONVERSATION  
METHOD TO IMPROVE STUDENT SPEAKING ABILITY AT  
SMPN 1 TULANG BAWANG BARAT**

**BY:**

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2023 M**

**AN UNDERGRADUATE THESIS**

**THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO**

**IMPROVE STUDENT SPEAKING ABILITY AT SMPN 1 TULANG**

**BAWANG BARAT**

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: "THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING ABILITY AT SMPN 1 TULANG BAWANG BARAT" Written by Elly Sofiana, Student Number 1801071017, English Education Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 27<sup>th</sup>, 2023 at 15.30– 17.30 p.m

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## ABSTRACT

### THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING SKILL ABILITY AT SMPN 1 TULANG BAWANG BARAT

By: Elly Sofiana

This research aimed to improved the students' speaking skill in English lesson by uding action learning strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was XI IPA 3 grade of SMPN 01 Tulang Bawang Barat 2022/2023 academic year which consisted of 28 students. The objective of this research was to improve students' speaking skill in English Lesson. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative data.

The result of this research showed that there was improved of students in speaking skills. The mean of pre-test was 57,46. The mean of post-test I was 63,85. The mean of post-test 2 was 66,21. It indicated that the score and the mean in second cycle were better than first cycle. The percentage who get point >72 also grow up. In the pre-test, the students who got point >72 up were 3 students (11%). In the post-test of cycle I students who got point >72 up were 12 students (43%). In the post-test cycle 2, students who got point >72 up were 23 students (82%). In other words, the students ability in speaking improved and became well in the first meeting and the next meeting.

**Key words :** *Action Learning Strategy, Daily Conversation, Students' Speaking Skill.*

## ABSTRAK

### **PENERAPAN METODE PERCAKAPAN SEHARI-HARI UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SMPN 01 TULANG BAWANG BARAT**

**Oleh : Elly Sofiana**

Penelitian ini bertujuan untuk meningkatkan prestasi berbicara siswa dalam pelajaran bahasa Inggris dengan menggunakan strategi pembelajaran tindakan. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas VII SMPN 01 Tulang Bawang Barat tahun ajaran 2022/2023 yang berjumlah 28 siswa. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa dalam Pelajaran Bahasa. Penelitian ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui data kuantitatif.

Hasil penelitian ini menunjukkan bahwa adapeningkatan keterampilan berbicara siswa. Rerata pre-test adalah 57,46. Rerata post-test I adalah 63,85. Rerata post-test 2 adalah 66,21. Hal ini menunjukkan bahwa skor dan rerata pada siklus II lebih baik dari siklus I. Persentase yang mendapatkan poin >72 juga bertambah. Pada pre-test siswa yang memperoleh nilai >72 keatas sebanyak 3 siswa (11%). Pada post-test siklus I siswa yang mendapat nilai >72 keatas sebanyak 12 siswa (43%). Pada post-test siklus 2 siswa yang memperoleh nilai >72 keatas sebanyak 23 siswa (82%). Dengan kata lain, kemampuan siswa dalam berbicara meningkat dan menjad i baik pada pertemuan pertama dan pertemuan berikutnya.

***Kata Kunci:*** Strategi Pembelajaran Tindakan Kelas, Percakapan Sehari-hari, Keterampilan Berbicara Siswa.



## STATE OF ORIGINALITY PAGE

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Stating that this thesis as a whole is the result of my research, except for certain parts which are quoted from the source and mentioned in the bibliography.

Metro, 20 Juni 2022

Who make the statement



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Menyatakan bahwa skripsi ini secara keseluruhan merupakan hasil penelitian saya, kecuali adanya bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka tersebut.

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Yang membuat pernyataan



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## **MOTTO**

“A great person is one who has the ability to hide his troubles, so that others think he is always happy.”

-Imam Syafi'i

## **DEDICATION PAGE**

From the bottom of my heart, i would like to dedicate this thesis to:

1. My beloved parents, my great father Mr. Suyatno and Mr. Faturohman my patient mother Mrs. Yuliati and Mrs. Reni who always loves, prays and supports my success, because of their great sacrifice, her daughter was able to complete her studies at this campus.
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6. My self, thanks for me, for being strong until this undergraduate thesis is finished.
7. My beloved Almamater of State Institute for Islamic Studies of Metro.

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Praise be to Allah SWT, because of the grace and guidance the researcher can finish the thesis. Shalawat and salam to our prophet Muhammad SAW, who has brought us from the darkness of the lightness so we are always in the right way. The thesis "The Implementation Of Daily Conversation Method To Improve Student Speaking At Smpn 1 Tulang Bawang Barat" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, Islamic Institute of Metro. Therefore, the researcher would sincerely thank:

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2. Dr. Zuhairi, M.Pd, as the dean of Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd, as the head of English Education Department.
4. Trisna Dinillah Harya, M.Pd, as the sponsor,
5. All the lecturers of English Department of Islamic Institute of Metro.

Finally, nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Metro, June 20<sup>th</sup> 2022

The researcher,



Elly Sofiana

**Student Number 1801071017**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

The development of increasingly sophisticated science and technology requires the skills we have to keep up with the times. English has become a worldwide lingua franca even though it is not the most widely spoken language in terms of the number of native speakers. The economic and cultural impact of the United States has paved the way towards dominating the use of English in various regions of the world.

The teaching and learning process of English must be actively applied to communication and more focus on productive skills as Brown stated that good oral communication insucceed in the target language with other speakers serves as: display of language mastery successful.<sup>1</sup> This statement raises the importance of developing speaking skills, demonstrating a competent language learner.

Thus, the need to improve students' speaking skills has attracted to be discussed in research. One of the most important goals of a teacher is to enable students to use English for communication. Teachers should use lots of English activities to motivate students to learn and speak English, and they should improve the learning environment of the classroom.<sup>2</sup> Teachers should train students to use and practice various strategies that can help them deal

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<sup>1</sup>H. Douglas Brown, *Teaching by principles An interactive Approach to Language Pedagogy*(2 En), (new York: Longman. 2000). P. 211

<sup>2</sup>Ali Derakhshan, etal, "Developing EFL Learner's Speaking Ability, Accuracy, and Fluency". *English Language And Literatue Studies*, Vol. 6 No. 2 (2016), pp. 178-179

with difficult situations especially those related to skills. communicative. Students need more practice, a good learning environment, and a development program to optimize their language learning.

Speaking skill in English is a skill someone to convey his desires and thoughts to anyone through words, will. However, speaking skills are difficult to develop if they are not trained continuously and can be done with colleagues in the classroom, English teachers, or other teachers who can speak English. The students of SMPN 1 Tulang Bawang Barat have many obstacles in speaking such as low self-confidence speaking, poor vocabulary limited, and teachers in practicing English, and so on.

Daily conversations are used by SMPN 1 Tulang Bawang Barat to improve students' speaking ability. However, it still needs to be done more deeply research related to how this method is applied, how students respond, and what obstacles they face in implementing it. Therefore, this study was conducted to reveal the application of the daily conversation method in improving students' speaking skills at SMPN 1 Tulang Bawang Barat.

## **B. Research Question**

Regarding to background of study the researcher formulated the research question as follows:

1. How is the teaching and learning process in daily implementation? conversation method in SMPN01 Tulang Bawang Barat?



2. What are the obstacles faced by students in the teaching and learning process? the process of implementing daily conversations in SMPN 1 Tulang Bawang Barat?

### **C. Problem Identification**

The importance of identifying problems, researchers identified the following problems:

1. Students still have low speaking skills.
2. Students are less brave and confident in speaking.
3. Students lack vocabulary in speaking.
4. Students have low motivation in speaking.
5. Teaching methods in speaking are not very effective.

### **D. Problem Limitation**

From the identification above, the problem boundaries are focused and emphasizing teaching and learning process research in implementation daily conversation method at SMPN 01 Tulang Bawang Barat.

### **E. Objectives and Benefit of Study**

#### **1. Research objectives**

- a. To find out the teaching and learning process in the daily implementation of the conversation method.
- b. To find out the obstacles faced by students in the teaching and learning process the process of applying the method of daily conversation.

## **2. Research Benefit**

### a. Student

It is hoped that with this research, students can be more fluent, fluent, and confident, to speak in public using the daily conversation method.

### b. Teacher

With this research, teachers are expected to be more innovative, creative in improving and developing students' speaking skills through daily conversations.

### c. Researcher

To broaden the author's knowledge of research, especially in daily conversation topics. To contribute in the development of teaching and learning to speak English theoretically and practically as a foreign language and for those who are very concerned in the field of language teaching and learning.

### d. The next researchers

To add references for future researchers who have the same problem as the researcher

## **F. Prior Research**

Elza Eka Putri in her research "Using Cue Card Media to Improve the Students' Speaking Ability at the second year of SMK Negeri 4 Pinrang" finding that after doing classroom action research by using cue card media was able to improve the speaking ability of the students. There are difference

before and after using cue card, through students has active to speak English using cue card. in cycle I just 53,8 of students speaking skill have achived but in cyle II, there was 76,8 of students speaking skill have achived. The researcher found that using cue card media with make a story, make conversation and giving opinion based on the cue card create a good learning atmosphere to get students' to participate more and made the students' enjoy the learning atmosphere in order to reduce anxiety. They expressed their minds, emotion and their feeling freely. This case they felt comfort and convenience in progress their idea. This media also build up students' motivation, enthusiasm, and stimulate students' to speak up freely.

Nur Azizah in her research "The Applying of Conversation with Different Topics to Improve Speaking Ability of Class VIII at MTs DDI Kanang Kab. Polewali Mandar conclude that result of data analysis showed that there was significant improvement of the students' speaking ability through conversation with different topics method. It is provide through the mean score of pre-test 17 and the mean post-test was 23. Teaching speaking by using conversation between different topics could help the students in learning english speaking everywhere specially in the school. It was proved by the researcher sample of this research, most of them could speak english without shy, this method was interesting and easy to learn.

Based on the previous explanation about the research that has been done, this proves that this research has differences and similarities with previous research. The thing that distinguishes this research from previous

research is that Elza Eka Putri's research focuses on the use of cue card media to improve speaking skills, as well as research conducted by Nur Azizah which focuses on the application of conversation. with different topics to improve speaking skills. However, in this study, the researcher tried to focus on the students' ability to improve students' speaking. The similarity of this study with previous research is that researchers both focus on improving students' speaking skills. Meanwhile, in this study, researchers will analyze the implementation of the daily conversion method to improve student speaking at SMPN 1 Tulang Bawang Udik.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Speaking

##### 1. Definition of Speaking

Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech<sup>3</sup>. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Marry Ann cited in burns that It can also defined as an interactive process of making meaningthat includes producing, receiving, and processing information.<sup>4</sup> Meanwhile Lwinstates, that “ speaking ability is the main aspect and mainly appears from verbal intelligence and linguistic intelligence”.<sup>5</sup> Speaking ability can be called by verbalintelligence.

Of course, the students need interaction with others (teachers, friends) to communicate. Martin Bygate in Lwin’s book acquaints that “interaction skillinvolves the ability to use language in order to satisfy particular demands. First, itis related to the internal conditions of speech. Second, it involves the dimension ofinterpersonal in conversation. Despite the fact that it is taken for granted, speaking is very important in people’s everyday life. In addition, Bygate states that speaking is the vehicle: part

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<sup>3</sup> David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (Sidney:Macquire University, 1991), p. 39

<sup>4</sup> Marry Ann, *Improving Adult English Language Learners’ Speaking Skills*. *ERIC Digest*. Available on: <https://www.ericdigests.org/2000-3/adult.html/> (September 20th 1007)

<sup>5</sup> Lwin, Adam Khoo, Kenneth Lyen, and Carrolin Sim, *How to multiply Your Child’sintelligence*,(2nd Ed), (Jakarta: indeks publisher, 2008), p. 11

excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged. In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

Furthermore, speaking is the term that the researcher uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reason. Harmer states the reason as follows:

- a. They want to say something". What is used here is general way to suggest thatthe speaker make definite decisions to address other people. Speaking may of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
- b. They have some communicative purpose". Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or



complain. In each of these cases they are interested in achieving this communicative purpose, what is important is the message they wish to convey and the effect they want it to have.

- c. They select from their language store". Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they possess) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have a communication purpose. When the students are involved in a drill or in repetition, they will be motivated to reach the objective of accuracy. The emphasis is on the form of language. The teacher should be in creating procedures of teaching in order that the objective is reached.<sup>6</sup> Referring to the explanation above, it can be concluded that speaking is the ability to express the ideas, feelings, and many others by using the appropriate words, good grammar, and understandable by the listener.

## **2. The Importance of Speaking**

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because

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<sup>6</sup> Jeremy Harmer, *How to Teach English* (7th Ed), (Longman, 2001), p, 46

speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people.

Speaking is of great significance for the people interaction where they speak every where and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English we should use the language in real communication and ask them to do the same process. Richards and Rodgers stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills.<sup>7</sup> For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup who said that learners who speak English

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<sup>7</sup> Jack. C Richards., & Rodgers, T. S, *Approaches and Methods in Language Teaching*.(Cambridge: Cambridge University Press, 2001), p. 131

very well can have greater chance for better education finding good jobs, and getting promotion.<sup>8</sup>

### 3. Component of Speaking

Brown (2003: 172-173) elaborates five components the assessment of speaking skill concerned with contentgrammar, vocabulary, comprehension, pronunciation, and fluency.<sup>9</sup>

#### a. Grammar

It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

#### b. Vocabulary

Someone cannot communicative effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.

#### c. Comprehension

It means how far students' ability to respond the oral communication. Students should be able to understand whatever the speakers say.

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<sup>8</sup> Joanna Baker, &Heather Westrup, *Essential Speaking Skills: A Handbook for EnglishLanguage Teacher*, (London: Continuum, 2003), p. 94

<sup>9</sup>Ilham1 Moh. Fauzi Bafadal2 Muslimin3; The An Analysis of Students' Speaking Ability on Specific Purpose of Learning; Linguistics and English Language Teaching Journal; Vol.7; No.1; June 2019; 35.

d. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

#### **4. Types of Speaking Activities**

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should incorporate activities in a group work. There are some types of speaking performance which can be used in the classroom activities:

a. Imitation

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

b. Responsive

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom.

For example:

*T: How's it going?*

*S: Pretty good!*

c. Intensive

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

d. Transactional Dialogue

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation.

For example:

*T: What is the main idea in this essay?*

*S: The USA should have more power.*

*T: What do you mean?*

*S: Well, for example the USA should have the power to destroy the others countries.*

e. Interpersonal Dialogue

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert “agenda” (Brown, 2007).

For example:

Carol :*Hi, Tom, How's it going?*

Tom :*Oh, not bad.*

Carol :*Not a great weekend, huh?*

Tom :*Well, I'm really miffed about last week.*

f. Extensive

It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile they can increase their knowledge by reading short story and sometimes memorizing some important parts of it. When students read a book, story and magazine aloud, it can help students more. When students practice, their fluency would be better too.

## 5. Definition of Speaking Ability

To enable students to communicate, we need to apply the language in real communication. Speaking is the ability to produce utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Speaking ability of the students is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. Speaking skill is the ability to use the language in oral form. This skill is limited to the ability to conduct a simple conversation on some subjects (e.g., expressing regret, gratitude, agreement, offer, certainty, etc.). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process:

- a. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).
- b. Grammar
- c. Vocabulary
- d. Fluency (the ease and speed of the flow of speech)

e. Comprehension<sup>10</sup>

So it can be concluded that students' speaking ability is their ability to retell the contents of communication given to their friends by using their own words, with measuring of their pronunciation, grammar, vocabulary, fluency, and also comprehension of dialogue.

## 6. Problems in Mastering Speaking

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood expressed that a language classroom can also create inhibitions and apprehension for the students.<sup>11</sup>

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers who thinks that learners often have nothing to say probably because their teachers had selected a topic that is

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<sup>10</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices (1st Ed)*, (Longman, 2004), p, 140

<sup>11</sup> William Littlewood, *Communicative Language Teaching*. (Cambridge: Cambridge University Press, 2007), p.153



not appropriate for them or they do have enough information about it.<sup>12</sup> It is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

## **B. Teaching Speaking**

In this section, the writer will discuss about concept of teaching speaking. In teaching speaking there are some materials that will be written as follows: the basic principles of teaching speaking, problems in teaching speaking and problems in learning speaking.

### **a. The Basic Principles of Teaching Speaking**

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other persons in any situation, and influence the others. For this reason, in teaching speaking skill, it is necessary to have understanding involved in speech. Harmer states that there are three reasons for teaching speaking, they are as follows:

- 1) Speaking activities provide practice opportunities to practice real-life speaking in classroom safety.
- 2) A speaking task in which students try to use any or all of the languages they know provides feedback for both teacher and students.
- 3) More opportunities for students to activate various elements of language.

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<sup>12</sup> Wilga. M Rivers, *Teaching Foreign Language Skills* (2nd Ed), (Chicago: University of Chicago Press, 1981) . p. 271

Teaching speaking means teaching how to use language for communication, to transfer ideas, thoughts, or even feelings to another person. The purpose of teaching speaking skills is to communicate efficiently. Students should be able to make themselves understood, use their current abilities to the fullest. They should try to avoid confusion in messages due to incorrect pronunciation, grammar, or vocabulary and to achieve social and cultural rules that apply in every communication situation.

Teaching speaking is to train students to communicate. Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each student to speak, therefore, it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic. There are three steps of lesson methodology of speaking:

b. Introduction

In the first step, before a teacher starts a lesson, the teacher must start the class quickly and efficiently. This can be a challenge, so be prepared. The key recognition strategy is for the teacher to check attendance and find out more about the students. In addition he does daily or weekly activities and tells about the agenda. And finally the teacher gives various ideas to students and motivates students.

c. Main-activity

In the main-activity in speaking lesson consists of three steps, they are:

1) Modeling

In this steps the teacher introduces about speaking, then the teacher models learning outcome, besides she/he engages students.

2) Guided Practice

In guided practice, the students practice learning outcome as a class and/or in pairs then the teacher provides help and feedback.

3) Independent Practice

In the last steps, the students demonstrate learning outcome individually or in pairs. Furthermore the teacher assesses learning outcome.

d. Post-activity

Be sure to stop independent practice 5 minutes before the end of class to give time for closing. Many teachers skip this step, but research shows that reflecting on the lesson is very beneficial for students learning. In the 31 post activity, the teacher can reflect on the learning outcome, then recap main point and the last review any errors.<sup>13</sup>

Related to the explanation above, it is clear that the teacher must be able to encourage the students to explore themselves to develop speaking

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<sup>13</sup> Goerino De Chile, *The 3-,Step Lesson Methodology Programa Ingles*, available on: <http://GoerinoDeChile.hubpages.com/hub/The-3-Lesson-Methodology-Programa-Ingles.html>. AbrePuertas Unidad de Curriculum y Evaluacion Miniterio de Educacion. [February 3rd, 2015].

ability. It can be practiced by trying to interact with others in the class. Therefore, they could be challenged to expose their ability in speaking supported by the teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and the students practice in front of the class, and also they could communicate in the target language.

### **C. Concept of Daily Conversation Method**

#### **1. Definition of Daily Conversation Method**

Daily conversation method is a method of language education that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking. Based on the explanation of Cambridge dictionary, Daily is happening on or relating to every day.<sup>14</sup> It is supported by Oxford dictionary, it explains that daily is happening, done or produced every day.<sup>15</sup> Conversation is talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged. It is supported by Oxford Dictionary, it explain that conversation is an informal talking involving a small group of people or only two.

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<sup>14</sup> Cambridge University, "*Cambridge Advanced Learner's Dictionary*", (Cambridge:Cambridge University Press, 2008), p. 349

<sup>15</sup>Oxford , "*Oxford advanced learner's Dictionary*", (New York: Oxford University Press,2009), p. 366

Therefore, as its primary function is to assist in the maintenance of social relationships, conversation is not (and should not be) held to the written grammar's rigid standards, which often cause conversation to be viewed in a negative way. Moreover, conversation should not be equated with uses of language that are not authentic, spontaneous interpersonal communication. Method is a procedure, technique, or way of doing something, especially in accordance with a definite plan. In other words, method is a planned way of doing something, especially one that a lot of people know about and use. Daily conversation is conversation activity in a modern boarding school Darussalam Gontor which students do by forming a line with friends actively and creatively.

Daily conversation method aims to promote speaking improvement through daily communication. This method is mostly used in modern school or students' dormitory which obligates students to speak in foreign languages such as English and Arabic language through students' conversational routines in their daily communication.

Daily Conversation Method implementation is language education method with the setting of foreign language practice outside the classroom. It aims to accustom students in practicing foreign language speaking. Any kind of abilities needs a custom and practice continuously to be more skillful including the improvement of language skill adeptness. It is important to construct the language practice which not only promotes their language ability, but also their own belief and experiences in social ability.

along with promoting the students' aptitude, feeling, ideas, and other learning factors.<sup>16</sup>

In the words of Krashen "the ability to speak fluently cannot be taught directly but it emerges independently at time when acquirer has built linguistic competence by understanding it".<sup>17</sup> It is difficult for second language learners to speak well and with ease because they do not get exposure to communicate in the target language outside the classroom. Therefore, some schools set rules of Daily Conversation Method to provide their students to get more exposure in communicating target language outside the classroom.

Providing other activities outside of the classroom such as English Daily conversation can be really beneficial toward their progress in learning speaking. It will influence the students ability to provide appropriate content-area instruction to the students. 34 It can also necessary to promote the interaction between language learners and shape the individual development both the form and the content of target language.<sup>18</sup> Therefore, additional language learning environment is important in improving the students' speaking ability. The concept of participation in conversation also reveals the importance of daily conversation in language learning since it is responsible for language

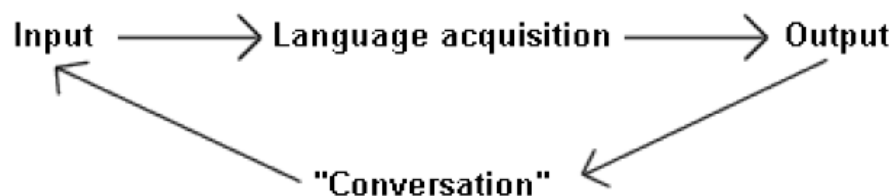
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<sup>16</sup> Jo Mynard, "Learning environments that facilitate reflection". *The jalt call Journal*. Vol. 7, No.3 (2011) p. 249

<sup>17</sup> Yang Hong. "On teaching strategies in second language acquisition". *US-China Education Review*, Volume 5, No.1 (2008). p. 61

<sup>18</sup> Shima Kameli, et.al. "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies". *Journal of Language Teaching and Research*, Vol. 3, No.1(2012.). p, 24-25

acquisition. Conversation is not a oneway to obtain language input, but it consists of language acquisition process which can be illustrated as follows:<sup>19</sup>



**Figure 01. Conversation and Language Acquisition**

In conversation, language learners do not only listen their partner, but also actively engage in conversation. In this case, Kosar and Bedir stated that the good language learning have a strong motivation to make use of the chances for communication. Hence, the more the learners talk, the more people will talk back to them which will increase the quantity of input and improve their language ability.

Based on the explanation above, it can be concluded that daily conversationmethod is a set of rules and guidelines of language education that encourage students' speaking fluency improvement through daily communication. The communication which happens in daily life would be students habits to use English as students' speaking and English environment which built by daily conversation method encourages students to be havepositif behavior toward theirstudying. It can also be stated as the activities in talking or interpersonal communication which

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<sup>19</sup> Stephen D Krashen, *Principles and PracticeinSecond Language Acquisition*. (California:University of Southern California, 2009.) p. 61

expresses authentic thoughts and ideas which happens between two or more people which happens to every day in human life.

## **2. Procedures of Daily Conversation Method**

To improve students' foreign language proficiency, some schools or studentsdormitories implement DCM (Daily Conversation Method) as a language education method to support students in learning foreign languages. It consists of rules, reward and punishment systems by obligating them to speak foreign language in their daily conversation routines in order to in enhance the quality of students' foreign language.

The procedures of DCM can be stated as follows:

- a. Students are informed that in two months after entering the class, they have to speak English anytime and anywhere especially within the school.
- b. In the first month, the half regulation is implemented so the students can use mixed language between their native language and English for daily speaking.
- c. After the second month ends, the students are obligated to speak fully in English.
- d. Some students are appointed as the spies who will look for those who does not use English.
- e. Every month, there is a language court which give rewards for those who made a good progress and punishments for those who break the language rules.



The procedures of daily conversation method are set to improve students speaking ability which help step by step. It also helps the students to learn responsibility in their process. So it will be easier for students to follow the language learning process and of course to improve their speaking ability.

### **3. Advantages and Disadvantages of Daily Conversation Method**

DCM aims to accustom in practicing foreign language speaking. There are some of benefits of using DCM in improving speaking ability:

- a. It creates a good learning environment to learn English.
- b. It encourages the students fluency in speaking.
- c. It can be maintained outside of classroom.
- d. It give more exposures and practices for a long time continuously.
- e. The speaking improvement is faster than in conventional way.

Based on the explanation above, it can be concluded that the implementation of DCM give many advantages especially in improving speaking ability. Which in improving speaking ability, students need to have a good language learning environment and partner to practice their speaking continuously. By using DCM, it can help to improve students speaking ability. However, there are also some disadvantages of using DCM which can discussed below:

- 1) It needs more people and sources to manage the rules and systems.
- 2) It adds more pressures for the students who has a low motivation or those who are easily deppressed with strict rules.

- 3) It can only be optimized in special place such as boarding schools and students dormitories. The implementation in the formal class will be limited.

In using DCM, there are advantages and disadvantages, it shows that DCM needs to be discussed how to improve the advantages and complete the disadvantages of DCM. So, DCM will be the solution to improve students speaking ability.

#### **4. Application of the Daily Conversation Method**

In the daily conversation method, the teaching and learning process is part of the method. In which subject matter such as vocabulary, grammar, and some examples of daily conversations are given in the classroom and then the implementation of daily conversations outside the classroom and controlled by the teacher. Garner cited in Well-Papanek has developed a human-centered and learner-directed learning model, which has been used successfully by students of all ages around the world. This teaching and learning model is divided into five steps as follows:<sup>20</sup>

- a. Explore (Students notice, experience, and collect sensory input)

Start with engaging and engaging non-academic exercises (such as images, literary works, words, symbols, etc.) to help students develop cognitive structures such as noticing patterns and relationships and then applying them to content areas. Provide concrete material for students to touch, see, hear, smell, taste, and interact with. The teacher

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<sup>20</sup> Doris Well-Papanek, *effective Instructional flow*, available on: <http://www.designlearning.us/instructional-flow/> (September 27th , 2017)

encourages questions and comments that students make to share their curiosity, observations, and what they notice. Students need to "see with their eyes" the physical characteristics of objects and "see with their minds" connections and things they are not used to paying attention to and having questions about.

Exploration is the first step where the teacher begins with an interesting dialogue based on each theme. This helps students develop their conversations to later apply in their daily activities. Teachers encourage students to enhance their conversations with what they learn, what they see and what they think. Students need to practice these conversations in daily activities assisted by the material provided by the teacher. Teachers and students need to communicate intensively to practice their daily conversations to improve students' speaking skills.

- b. Describe (Students begin cognitive processing by making connections with prior knowledge)

Provide time for students to describe and discuss with each other and with the class what they noticed and wondered about. Encourage students to ask questions. Encourage students to write and/or draw what they noticed to make connections, find patterns, formulate rules, and make abstract generalizations. This is an excellent opportunity for a formative assessment to gain insight into 40 the types

of words learners use to think and communicate, their level of knowledge, and how they process information.

Teacher provides time for students to explain and discuss with each other and with the class what they notice and wonder to speak . Encourage students to ask questions in the process teaching learning in the class. This is an excellent opportunity of students for a formative assessment to gain insight into the types of words students use to think and communicate, their level of knowledge, and how they process information.

c. Explain

Teacher clarifies and builds on student descriptions, introduces new materials concepts, and asks students what sense they are making of it all and expand their processing. Provide connections between student experiences; offer feedback, and present new information. Pace content and skills so that students can enjoy the challenge of new learning and the satisfaction of understanding. Encourage cognitive, physical, and emotional engagement. Present the material in multiple ways to meet the needs of individual students.

In this step, students share evidence of learning outcomes given in class, by practicing their daily conversations in daily activities. Students are required to show their daily conversation outside the classroom.

This method is carried out to regulate students so that the daily conversation method is carried out to familiarize students with practicing foreign languages in daily communication. This is considered so that students are accustomed to practicing foreign languages in daily communication, so as to be able to improve the quality of their foreign languages, especially in improving their speaking skills.

## **5. The Obstacles in Implementation of Daily Conversation Method**

In the application of the daily conversation method, there are several factors that influence learning.

There are factors that affect learning achievement:<sup>21</sup>

a. Factors from within students (internal) There are several levels of internal factors:

### 1) Physical Factor

The physical factors can be divided into two factors, namely health factors and disability factors.

### 2) Psychological factors

Psychological factors can include intelligence, attention, talent, interest, motivation, maturity, readiness.

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<sup>21</sup> Rahmat Ardiansyah, Learning Achievement, available on:<http://www.idsejarah.net/2014/11/faktor-faktor-yang-mempengaruhi-hasil.html> (September 27th 2017)

b. Factors originating from outside (external factors)

External factors that influence learning achievements it can be grouped into three factors: family factors, the factors the school and community factors:

1) Family factors

Family factors are very active role for students and can affect the family, among others: how to educate parents, relations between family members, family circumstances, understanding parents, family economic circumstances, cultural background and atmosphere of home.

2) Factor of school

School factors may be the way teachers teach, ala-tools, curricula, school time, the interaction of teachers and pupils, school discipline, and educational media.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variables and Variable Operational Definitions**

There are two variables in this study, namely:

##### 1. Dependent Variable

The dependent variable in this study is the variable that is observed and measured to determine the effect of the independent variable. The dependent variable in this study is daily conversation which is defined as activities to get, and put information, and arrange greetings.

In addition, the data collection technique for this variable is a test and the instrument for this variable uses questions that have been scored on the pre-test. The form of the question is to make daily conversations in English. In addition, everyday conversation at SMPN 01 Tulang Bawang Barat has indicators including vocabulary, grammar, understanding, pronunciation, fluency.

##### 2. Independent Variable

The independent variable is the main variable that is expected to be studied. Is a variable selected, controlled, and measured by the author. The independent variable in this study is text conversation as a medium which can be defined as a tool to teach interesting English in front of the class and to help students read in English more easily. Actually to improve students' daily conversations in using English.

## B. Research Location

The researcher will conduct the Classroom Action Research (CAR) at the SMPN 01 Tulang Bawang Barat. The location of research is Jl. Kartini Margakencana, Tulang Bawang Barat 34692.

## C. Research Subject

The subjects of this study were grade VII students of SMPN 01 Tulang Bawang Barat. The researcher chose them as the sample because most of the students who had problems were speaking, based on data:

**Table 1**

**The Whole Data of Class VII SMPN 01 Tulang Bawang Barat**

Class	Gender	
	Male	Female
VII	11	17
<b>Total</b>	<b>28</b>	

## D. Research Procedure

The research that would be conducted is a classroom action research. Simply stated, action research is a systematic process of solving educational problems and making improvements. Action research is different from quantitative and qualitative research, but has characteristics of both. An action researcher utilizes an appropriate intervention to collect and analyze data and to implement action to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate



statistical analysis (e.g., quantitative research), or lengthy narrative explanations (e.g., qualitative research), but is more concerned with solving a problem in an efficient and feasible manner. Also, while traditional research methods have given much more concern for relating the findings to other settings or populations, action research is more concerned with improvements within the context of the study (i.e., solving a given problem).<sup>22</sup>

According to Anne Burn, action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of reflective practice and, the teacher as researcher.<sup>23</sup> So, one of the main aims of classroom action research is to identify a problem's situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically.

Moreover, McNiff states a form practitioner research that can be used to help you improve your professional practice in many different types of workplaces.<sup>24</sup> It means that the research is done by individuals themselves into their own practices.

Based on the explanation above, the researcher could conclude that action research is a research in teaching and learning in the classroom which the purpose is to repair something or to solve a problem.

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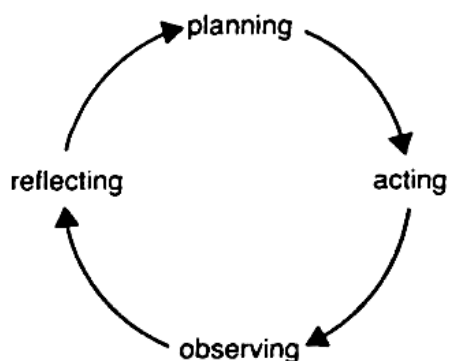
<sup>22</sup>Daniel R. Toman, *Action Research for Educators*, (USA: Scarecrow Press, 2003), p.5.

<sup>23</sup>Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.2.

<sup>24</sup>Jean McNiff and Jack Whitehead, *Action research: Principles and Practice*, (New York: Routledge, 2002), p.41.

In the research, the writer conducted in 2 cycles. The first cycle was not successful; it continued in the second cycle. It conducted until there is an increasing on the students' writing skill. There were four steps in each cycle which have relationship one another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

**Figure 2**  
**Design of Classroom Action Research Model**



Classroom Action Research model of Jean and Jack<sup>25</sup>

### **Cycle 1**

The first cycle in this classroom action research consist of acting, observing, and reflecting as follow:

#### **1. Planning**

- a) Researcher prepared the lesson plan including teaching procedure, media and relevant material to be applied in acting phase.

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<sup>25</sup>*Ibid.*

- b) Researcher analyzed syllabus to know basic competency to be conveyed by the students using picture series through whatsapp messenger media.
- c) Researcher made lesson plan of using small group discussion technique, and also made instrument evaluation that used in classroom action research cycles ending.
- d) Researcher arranged instruction evaluation instrument.
- e) Researcher prepared form for observe the students' activities in learning process.

## 2. Acting

The activity is the scenario learning process; it is the implementation from the planning which has made by the researcher.

The activities are:

- a) In each class, English lesson consist of 45 minutes. In this class learned about narrative text. Then, the teacher divided the students into some group, each group consist of two until four students. The teacher must be balance the time between meeting individual needs of students and addressing as many important principles and activities as possible.
- b) If the time allotted for interaction of small group discussion techniques is less than 45 minutes, or if student progress is such

that the lesson is not complete, it is still important to build review and reinforcement in each lesson.

- c) Welcoming activities start each lesson.
- d) Followed by a review of the previous material. After that, the teacher gives a topic to each group of students. After that, students discuss the topic and make daily conversations.
- e) Other activities may be introduced at available time.
- f) Each lesson ends with a review (material in the lesson).

### 3. Observing

Observation is the activity of recording events and actions. In this study, the researcher identified and made all the problems needed during the teaching and learning process based on the observation paper that had been prepared. Then the researchers conducted an evaluation using the results of the study to determine the extent of the improvement. Finally, the researcher provides opportunities for students to provide suggestions in action research.

### 4. Reflecting

The results of the data that have been carried out are continued in the analysis until reflection after the research. Reflection discusses as well as a supervisor while the teacher makes research plans for the next cycle. That. This research plan is planned for the next cycle which has been repaired from the cycle.

## **Cycle II**

Based on cycle 1 evaluation of the weakness the felt, and then the cycle of action are developed and so on. The step at the second cycle is same with the first cycle and the cycle will be successful if the indicators of success have been achieved.

### **E. Data Collection Techniques**

In collecting data the author will use the following steps:

#### 1. Test

The writer uses the test to get the students' speaking skill test results. The result of this test is the students' speaking score based on the application of the technique. This test aims to measure students' speaking ability. The type of pre-test in this study is a test that asks students to make daily conversations with their friends.

#### 2. Post-test

The post-test was carried out when teaching speaking skills in the classroom. The type of post-test in this study was to ask students to make daily conversations in English.

#### 3. Observation

Observation aims to explain the situation under investigation: the activities, people, or individuals involved in an activity and the relationship between them. Observations are recorded systematically rather than stored solely in personal memory, and interpreted and analyzed with care, again using a systematic and planned procedure. This means

that observation is a data collection strategy in which the subject's activities are visually examined. In this study the author will observe the learning process of class VII students of SMPN 01 Tulang Bawang Barat. During the learning process, the author will observe the activeness of students in learning daily conversation.

#### 4. Documentation

Documentation may refer to specific individuals, such as school records and student reports, or it may concern a more 'macro' matter, such as one of His Excellency's Inspectorate reports on the physical state of the school, documentation can have a number of features. For example, they may consist only of the written word, or they may include statistics, as in a survey research report. This means that documentation is a record of information in the form of documentation. In this case the authors need documentation to obtain complete data about the history of stabilization of SMPN 01 Tulang Bawang Udik, organizational structure of SMPN 01 Tulang Bawang Barat, names of teachers in each subject, data about school buildings. a sketch to find out the location of each class, office, library, canteen, mosque, laboratory, parking lot, and yard.

#### 5. Field Notes

Field notes are observational instruments used in CAR to provide notes about what happened during observations which include descriptions of places, people, objects, actions, activities, events, goals, times and feelings. In this study, the authors will use field notes to record student

activities during the learning process. In this study, the authors will conduct field notes to obtain complete data from class VII students of SMPN 01 Tulang Bawang Barat about student activities, events in each step of learning, learning objectives, learning time, and students' feelings in learning. learning process.

## F. Data Collecting Instrument

### 1. Observation

**Table 2 Observation sheets**

	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
<b>A.</b>	<b>Pre-Teaching</b>						
	The teacher is admired by the students.						
	The students reply to the greeting.						
	The teacher inquiries about the students' condition.						
	The students inform the teacher of their situation.						
	The teacher goes over the attendance list.						
	The content is outlined by the teacher.						
	The teacher describes the purpose of teaching and learning.						
	The teacher introduces himself to the students by asking them questions regarding the content.						

<b>B</b>	<b>Whilst teaching</b>						
	Students are eager to study the content.						
	The content is explained by the teacher.						
	The teacher assesses the students' knowledge.						
	The teacher gives the test to the Students						
	The students uses Daily conversation						
<b>C</b>	<b>Post-Teaching</b>						
	The teacher recaps the lesson.						
	The teacher assigns tasks to students about daily conversation.						
	The teacher rewards the students and encourages them to engage more at the next meeting.						
<b>D</b>	<b>Classsituation</b>						
	The students' enthusiasm/motivation						
	Participation of the students						
	Time management						
	The teacher's guidance						

Description:

- 5 :Perfect.
- 4 :Excelent.
- 3 :Aboveaveragee.
- 2 :Average.
- 1 :Unsatisfactory.
- 0 :Noapplicable.



**Scoring :**

Mark 1, with percentage 25 = low

Mark 2, with percentage 50 = enough

Mark 3, with percentage 75 = good

Mark 4, with percentage 100 = excellent

**2. Test****Table 3 Categories aspects for students score**

<b>NO</b>	<b>CATEGORIES</b>	<b>ASPECTS</b>	<b>RANGE</b>	<b>SCORE</b>
<b>1.</b>	<b>Vocabulary</b>			
	a.Unsatisfactory	Because of the limited vocabulary, comprehension is difficult.	1-6	
	b.Fair	Uses incorrect speech on a regular basis, with a restricted vocabulary.	7-12	
	c.Good	Because of a lack of vocabulary, they sometime use unsuitable linguistic words.	13-18	
	d.VeryGood	Almost never has a problem	19-25	
<b>2.</b>	<b>Pronunciation</b>			
	a.Unsatisfactory	Had tounderstandbecauseof	1-6	
		sound,accent, pitch, difficult,incomprehensible		
	b.Fair	Mispronunciation of simple words	7-12	
	c.Good	There are just a few visible mistakes.	13-18	

	d.VeryGood	Understandable	19-25	
<b>3.</b>	<b>Grammar</b>			
	a.Unsatisfactory	Usage is clearly poor; they usually have to restructure or limit themselves to basic structure.	1-6	
	b.Fair	Mistake in core structure, meaning occasionally hidden by grammatical error	7-12	
	c.Good	Occasionally, there may be grammatical faults that do not hinder meaning.	13-18	
	d.VeryGood	There are no more than two faults / the speech is typically natural	19-25	
<b>4.</b>	<b>Fluency</b>			
	a.Unsatisfactory	Speech speed and utterance length are below average, there is a significant gap, and an utterance is left incomplete.	1-6	
	b.Fair	Some definite stumbling, but managed to rephrase and continue	7-12	
	c.Good	Speech is generally natural	13-18	
	d.VeryGood	Understandable	19-25	
	<b>Totalscore</b>		100	

### 3. Data Analysis Technique

Data analysis was conducted by taking the average of the pre-test and post-test. To know students achievement they were conducted and given test at the early and the last cycle. Then, the results the seven grade

students of SMPN 01 Tulang Bawang Barat, the minimum mastery criterion (KKM) for English Subject is 75.

The researcher used SPSS program to analyze the data by a formula for counting the average score is as follows :

Where :

: The number of students

Then, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 75. If in cycle I there were some students not successful, so the researcher would like to conduct in cycle II.<sup>26</sup> The minimum cycle in CAR (Classroom Action Research) was two cycles, if from cycle II all of students were successful from Minimum Standard Criterion (MSC), the cycle able to be stopped until cycle II. To calculate the percentage of the student score, the formula which is used as:<sup>27</sup>

Where :

P = Percentage of Students Activity

F = Frequency of the correct answer

N = The Total of Student

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<sup>26</sup>Daniel R. Tomal, "Action research for Educator. Second edition", ( United Kingdom: Rowman & Littlefield Publisher. Inch, 2010), p.109.

<sup>27</sup>Timothy C.Urdan, "Statistics in Plain English", (London : Lawrence Erlbaum Associate Publisher, 2015), p.10.

**G. Indicator Of Success**

The indicator of Success take from the process and the result of the action research. The research reputed to be success if 70% of students got minimum score at least 75 and was improvement students become more activity in teaching and learning process. Therefore, the students become more active and enthusiastic in learning English.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Research Location

###### a. The History of SMPN 01 Tulang Bawang Barat

This school has the following identity:

- 1) School Name : SMP N 1 Tulang Bawang Barat
- 2) School Statistics Number : 201181201003
- 3) School Type : A
- 4) School Address : Jln. Kartini No. 56, Dusun III Tiyuh  
Margakencana, Kecamatan Tulang  
Bawang Udik, Kabupaten Tulang  
Bawang Barat, Provinsi Lampung
- 5) Postal Code : 34691
- 6) School Status : Negeri
- 7) School Accredited Score : B (Baik)

SMPN 01 Tulang Bawang Barat is located in Tiyuh Margakencana, Tulang Bawang Udik district.

###### b. School Geographical Location of SMPN 1 Tulang Bawang Barat

SMPN 1 Tulang Bawang Barat is located at Jl. Kartini No.56 Tiyuh Margakencana, Tulang Bawang Udik District, Tulang Bawang Barat Regency, Lampung Province. This junior high school was built right in a densely populated residential area, because this school can also

be reached by other villagers, the students are not only from the village of margakencana but also from outside the village of Margakencana, such as from the village of Kagungan Ratu, Gading Kencana, Dayamurni, Kartaraharja and so on.

## 2. Description of The Research Result

### a. Initial Condition

In this study, the pre-test was conducted on August 3, 2022, before the production cycle of one producer was completed. The pre-test was used at the first meeting to measure the students' abilities before being given treatment. The researcher asked the students to talk dialogue with their friends freely. The following table shows the results of students' test scores:

**Table 4**  
**The Pre-test Result of Students Speaking Achievement Class VII**

NO	NAME	GENDER	CRITERIA OF THE SCORE				TOTAL	CATEGORY
			V	P	G	F		
1	Az	P	10	13	10	12	45	INCOMPLETE
2	ANA	L	11	10	12	11	44	INCOMPLETE
3	AP	P	18	20	15	20	73	COMPLETE
4	ATW	P	12	13	10	12	47	INCOMPLETE
5	ALP	P	13	15	13	13	54	INCOMPLETE
6	DNS	P	15	10	12	14	51	INCOMPLETE
7	DY	P	19	18	16	20	73	COMPLETE
8	DS	P	15	12	12	13	52	INCOMPLETE
9	DRR	L	17	19	15	18	69	INCOMPLETE
10	DAH	L	15	11	13	14	53	INCOMPLETE
11	EF	L	16	13	14	14	57	INCOMPLETE
12	FA	L	18	19	16	19	72	COMPLETE

13	IM	L	14	13	14	15	56	INCOMPLETE
14	IAF	L	18	17	18	18	71	INCOMPLETE
15	IFS	L	17	16	15	17	65	INCOMPLETE
16	KA	P	16	15	13	16	60	INCOMPLETE
17	MS	P	13	12	10	12	47	INCOMPLETE
18	M.AA	L	10	11	12	14	47	INCOMPLETE
19	NKF	P	17	17	18	18	70	INCOMPLETE
20	NPL	P	12	12	12	12	48	INCOMPLETE
21	NA	P	13	12	10	12	47	INCOMPLETE
22	NDA	P	16	15	15	16	62	INCOMPLETE
23	RAS	P	17	18	17	18	70	INCOMPLETE
24	RML	P	17	16	15	16	64	INCOMPLETE
25	RY	L	12	13	14	14	53	INCOMPLETE
26	RS	L	12	12	10	13	47	INCOMPLETE
27	S	L	13	14	12	15	54	INCOMPLETE
28	YNC	P	14	15	15	14	58	INCOMPLETE
	<b>ΣX</b>		<b>1,609</b>					
	<b>AVERAGE</b>		<b>57,46</b>					
	<b>HIGH SCORE</b>		<b>73</b>					
	<b>LOWEST SCORE</b>		<b>44</b>					

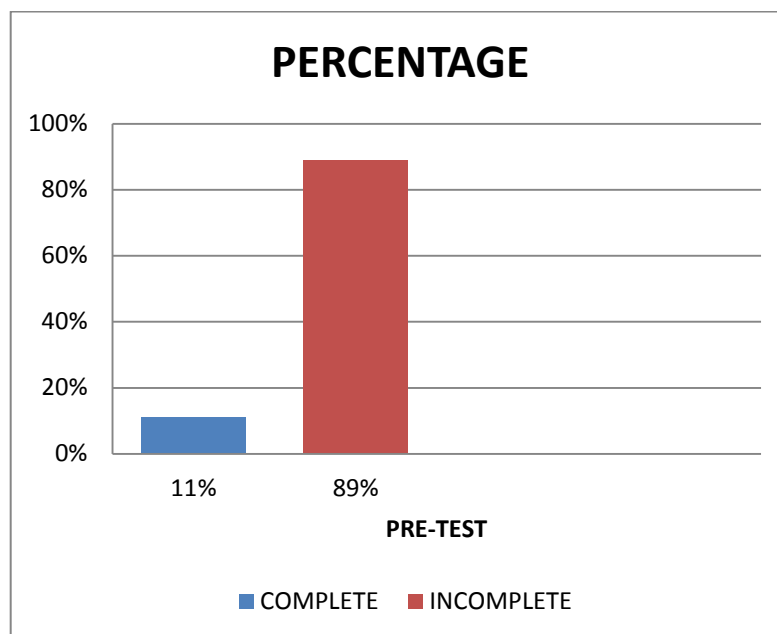
Source: The result of Pre-test on 3<sup>rd</sup> August 2022

**Table 5**

**The Precantage of Student's Speaking Achievements Through Daily  
Conversation Pre-Test Score**

No	Score	Frequency	Percentage	Category
1	≥72	3	11%	COMPLETE
2	<72	25	89%	INCOMPLETE
Total		28	100%	

Source: The result of Pre-test on 3<sup>rd</sup> August 2022



**Figure 3**

**Chart of Student Results in Speaking Achievement Through Daily Conversation Pre-Test Score**

Based on the table above, it can be seen that the highest pre-test score is 73 and the lowest is 44. There are only 3 students who are included in the complete category and 25 students are included in the incomplete group. The minimum standard of learning English at SMPN 1 Tulang Bawang Barat is 72. Therefore, this study chose daily conversational dialogue through direct classroom learning in improving speaking achievement of seventh grade students of SMPN 1 Tulang Bawang Barat.



## **b. Cycle I**

### 1) Planning

In this plan, the researcher prepared several things related to the teaching and learning process for actions based on the problems faced by students in speaking skills. This study also prepared post-test 1 to collect data to find out whether there was an increase in scores of some students from pre-test to post-test 1.

### 2) Acting

Cycle 1 was conducted on August 5, 2022. In the meeting, before involving students in the action learning strategy, the researcher acted as a teacher and he did it based on the previous lesson plans. First, greeting the researcher and checking the students' attention. Second, discussing the material with students, English teaching materials about speaking in the form of Daily Conversation. Third, this study introduces the material by providing examples of dialogue in the form of daily conversational texts. Fourth, the research provides feedback to students by providing verbal reinforcement to students who have been able to complete their assignments. Fifth, students are asked to make daily conversational dialogue texts. Then, students read the dialogue directly in front of the class. Furthermore, students and teachers reflect on the activities that have been carried out. Finally, divert the RPP at the next meeting.

**Table 6**  
**The Post-test I Result of Students Speaking Achievement ClassVII**

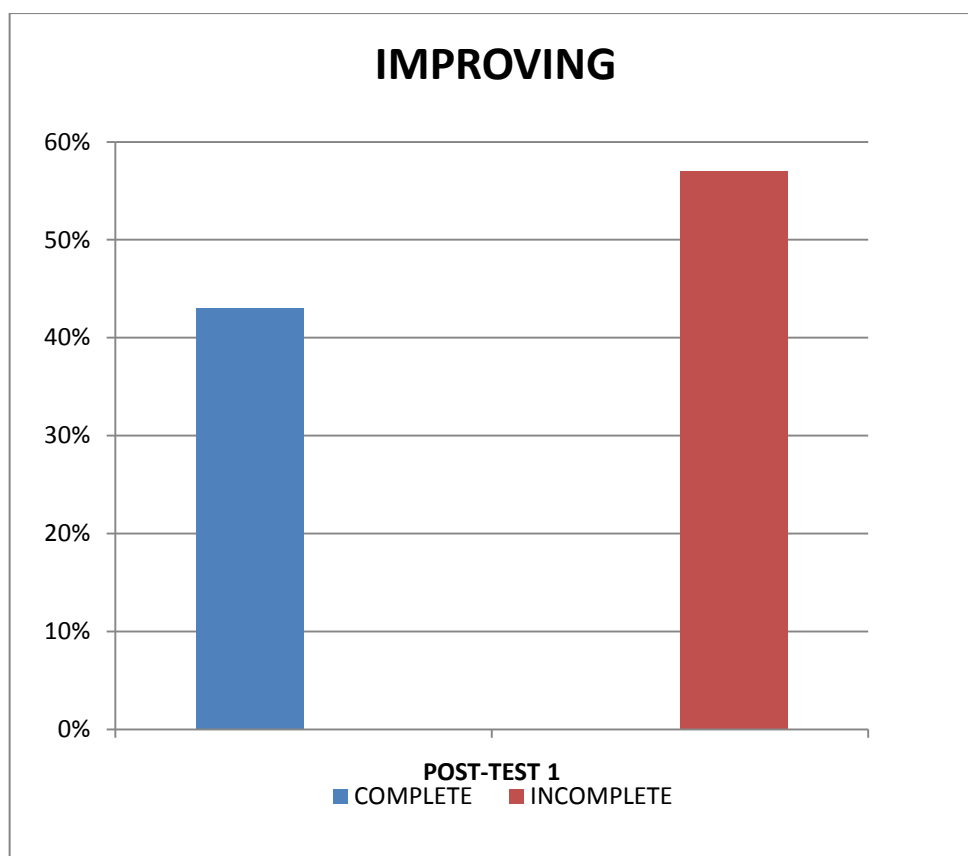
NO	NAME	GENDER	CRITERIA OF THE SCORE				TOTAL	CATEGORY
			V	P	G	F		
1	AI	P	15	15	15	16	61	INCOMPLETE
2	ANA	L	15	14	14	15	58	INCOMPLETE
3	AP	P	19	20	20	19	78	COMPLETE
4	ATW	P	15	14	14	15	58	INCOMPLETE
5	ALP	P	16	16	15	16	63	INCOMPLETE
6	ADNS	P	16	15	15	14	60	INCOMPLETE
7	DY	P	19	19	18	18	74	COMPLETE
8	DS	P	19	18	18	17	72	COMPLETE
9	DRR	L	19	19	18	18	74	COMPLETE
10	DAH	L	17	15	15	14	61	INCOMPLETE
11	EF	L	19	18	18	18	73	COMPLETE
12	FA	L	20	19	18	19	76	COMPLETE
13	IM	L	17	15	16	17	65	INCOMPLETE
14	IAF	L	19	19	19	19	76	COMPLETE
15	IFS	L	19	18	19	19	75	COMPLETE
16	KA	P	18	19	18	18	73	COMPLETE
17	MS	P	16	16	16	13	61	INCOMPLETE
18	MAA	L	16	16	16	15	63	INCOMPLETE
19	NKF	P	18	19	18	18	73	COMPLETE
20	NPL	P	16	15	15	15	61	INCOMPLETE
21	NA	P	14	13	13	12	52	INCOMPLETE
22	NDA	P	17	16	16	17	66	INCOMPLETE
23	RAS	P	18	18	18	18	72	COMPLETE
24	RML	P	18	17	17	16	68	INCOMPLETE
25	RY	L	16	16	15	15	62	INCOMPLETE
26	RS	L	13	12	12	13	50	INCOMPLETE
27	S	L	14	14	14	15	57	INCOMPLETE
28	YNC	P	18	19	18	18	73	COMPLETE
	<b>ΣX</b>		<b>1,788</b>					
	<b>AVERAGE</b>		<b>63,85</b>					
	<b>HIGH SCORE</b>		<b>78</b>					
	<b>LOWEST SCORE</b>		<b>50</b>					

Source: The result of Post-test on 5<sup>th</sup> August 2022

**Table 7**  
**The Precantage of Student's Speaking Achievements Through Daily Conversation Post-Test I Score**

No	Score	Frequency	Precentage	Category
1	$\geq 72$	12	43%	COMPLETE
2	$< 72$	16	57%	INCOMPLETE
Total		28	100%	

Source: The result of Post-test on 5<sup>th</sup> August 2022



**Figure 4**  
**Chart of The Students Result in Speaking Achievements Through Daily Conversation Post-Test I Score**

Based on the table above, it can be seen that the highest score for the post-test I was 78 and the lowest one was 50. There are only 12 students who belong to the complete category and 16 students who belong to the incomplete group. The standard minimum for English lesson at SMPN 01 Tulang Bawang Barat is 72. So, the research chooses daily conversation in improving students speaking achievement at eleventh graders of SMPN 01 Tulang Bawang Barat.

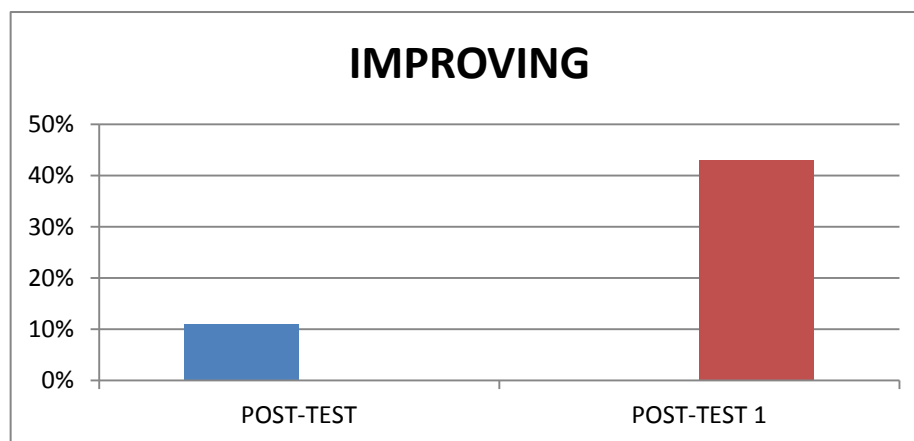
**Table 8**  
**The Result of Students' improving for Pre-Test and Pots-Test I**

NO	NAME	GENDER	PRE-TEST	POST-TEST I	INCREASING SCORE	NOTE
1	AI	P	45	61	16	INCREASE
2	ANA	L	44	58	14	INCREASE
3	AP	P	73	78	5	INCREASE
4	ATW	P	47	58	11	INCREASE
5	ALD	P	54	63	9	INCREASE
6	DNS	P	51	60	9	INCREASE
7	DY	P	73	74	1	INCREASE
8	DS	P	52	72	20	INCREASE
9	DRR	L	69	74	5	INCREASE
10	DAH	L	53	61	8	INCREASE
11	EF	L	57	73	16	INCREASE
12	FA	L	72	76	4	INCREASE
13	IM	L	56	65	9	INCREASE
14	IAF	L	71	76	5	INCREASE
15	IFS	L	65	75	10	INCREASE
16	KA	P	60	73	13	INCREASE
17	MS	P	47	61	14	INCREASE
18	MAA	L	47	63	16	INCREASE
19	NKF	P	70	73	3	INCREASE
20	NPL	P	48	61	13	INCREASE
21	NA	P	47	52	5	INCREASE
22	NDA	P	62	66	4	INCREASE

23	RAS	P	70	72	2	INCREASE
24	RML	P	64	68	4	INCREASE
25	RY	L	53	62	8	INCREASE
26	RS	L	47	50	3	INCREASE
27	S	L	54	57	3	INCREASE
28	YNC	P	58	73	15	INCREASE
<b>ΣX</b>			<b>1,609</b>	1,788		
<b>AVERAGE</b>			<b>57,46</b>	63,85		
<b>HIGH SCORE</b>			<b>73</b>	<b>78</b>		
<b>LOWEST SCORE</b>			<b>44</b>	<b>50</b>		

**Table 9**  
**The Result of Students' Score for Pre-Test and Pots-Test I**

<b>MEETING</b>	<b>STUDENTS WHO GET SCORES &gt;72</b>	<b>PERCENTAGE</b>
PRE-TEST	3	11%
POST-TEST I	12	43%



**Figure 5**

**Chart of The Students Result in Speaking Achievements Through Daily Conversation Between Pre-test and Post-Test I Score**

Based on the statistics presented above, it is clear that in the pre-test only 3 students were included in the complete group and 12 students who were included in the complete category, and in post-test I students

who were included in the complete group there were 3 students and 25 students who were included in the incomplete category, this achieved a 57% increase in students' speaking in post-test I. If 70% of students get a minimum score of 72, then the learning process becomes considered complete.

### 3) Observing

In this phase, researchers try to pay attention to all physical activity class activity. From the observation sheet data, the activeness of student activities can be said to be good if it is equal to or exceeds the percentage of 75, in this section students have a total score of each observation item, namely, from pre-teaching the students get a score of 29 out of score 40 whilst teaching 19 scores out of a total score of 25, post-teaching got a score of 12 out of a score of 15, and finally in the class situation students got a score of 16 out of a total score of 20. From the observation data above, the learning process can be said to be going well because more students are active than the average inactive students. It was found that the students had difficulty in speaking. Some students have enthusiasm in learning, while some students have low motivation in the lesson. Some students are serious in the class but there are some students who still noise, and disturbing his friends. Observations were carried out carefully because the data taken from this activity are used as the basis for reflection.

#### 4) Reflecting

Reflection is carried out based on the analysis of observation data and evaluation activities. Reflection is done to find out to what extent media can improve students' speaking skills and find out the strengths and weaknesses of shortcomings of the implementation of the learning process that has been implemented to avoid recurrence and overcome obstacles may be found in the second cycle. The fact shows that students are considered to have not achieved improvement during post-test I. In addition, students seem to accept the material easily by using action learning strategies. From reflection the above stage, there must be more efforts to improve students' speaking skills this effort is carried out in the next lesson plan cycle two.

### c. Cycle II

#### 1) Planning

The activities in the second cycle planning are the same as the planning for cycle I. The planning stage in the second cycle is based on the results of reflection of the activity cycle I. Planning is carried out to avoid deficiencies and obstacles that arise occurred in the first cycle, both for students and in the implementation process learning to improve the students' speaking ability.

#### 2) Action

The cycle II was done on August 10<sup>th</sup> 2022. In the meeting, before involving students in action learning strategy, the research acts as the

teacher and she done based on the lesson plan before. First, the research greeting and checking students attended. Second, discussing the material with students, english teaching materials regarding dialog in the form of Daily Conversation. Third, the research providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments. Then, students a retell of daily conversation in front of the class. Next, explaining the teacher gives task with the theme and that has been given. At the end, the researcher gave the conclusion about the material, then closes the class and pray together.

**Table 10 The Post-test II  
Result of Students Speaking Achievement Class VII**

NO	NAME	GENDER	V	P	G	F	TOTAL	CATEGORY
1	AI	P	18	18	18	18	72	COMPLETE
2	ANA	L	19	18	18	17	72	COMPLETE
3	AP	P	21	21	21	21	84	COMPLETE
4	ATW	P	17	17	17	17	68	INCOMPLETE
5	ALP	P	19	18	19	17	73	COMPLETE
6	DNS	P	18	17	18	17	70	INCOMPLETE
7	DY	P	20	20	20	19	79	COMPLETE
8	DS	P	20	20	20	19	79	COMPLETE
9	DRR	L	20	20	20	18	78	COMPLETE
10	DAH	L	20	17	18	18	73	COMPLETE
11	EF	L	20	19	20	19	78	COMPLETE
12	FA	L	20	20	20	20	80	COMPLETE
13	IM	L	19	18	19	17	73	COMPLETE
14	IAF	L	20	20	20	20	80	COMPLETE
15	IFS	L	20	19	20	20	79	COMPLETE
16	KA	P	20	20	20	20	80	COMPLETE
17	MS	P	19	18	19	18	74	COMPLETE
18	M.AA	L	19	17	19	18	73	COMPLETE

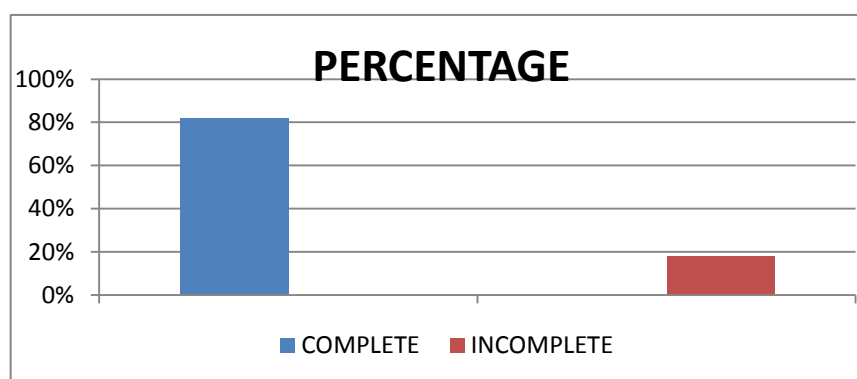


19	NKF	P	20	19	20	19	78	COMPLETE
20	NDL	P	19	18	18	17	72	COMPLETE
21	NA	P	17	16	17	16	66	INCOMPLETE
22	NDA	P	20	18	20	19	77	COMPLETE
23	RAS	P	20	19	20	18	77	COMPLETE
24	RML	P	19	17	19	17	72	COMPLETE
25	RY	L	19	17	19	17	72	COMPLETE
26	RS	L	17	15	17	15	64	INCOMPLETE
27	S	L	17	17	16	17	67	INCOMPLETE
28	YNC	P	20	21	20	20	81	COMPLETE
<b>ΣX</b>			<b>2.091</b>					
<b>AVERAGE</b>			<b>74,67</b>					
<b>HIGH SCORE</b>			<b>84</b>					
<b>LOWEST SCORE</b>			<b>64</b>					

Source: The result of Post-test on 10<sup>th</sup> August 2022

**Table 11**  
**The Precantage of Student's Speaking Achievements Through Daily Conversation Post-Test II Score**

\	Score	Frequency	Percentage	Category
1	$\geq 72$	23	82%	COMPLETE
2	$< 72$	5	18%	INCOMPLETE
Total		28		



**Figure 6**  
**Chart of The Students Result in Speaking Achievements Daily Conversation Post-Test II Score**

Based on the table above, it can be seen that the highest score for the post-test II was 84 and the lowest one was 64. There are 23 students who belong to the complete category and only 5 students who belong to the incomplete group. The standard minimum for English lesson at SMPN 01 Tulang Bawang Barat is 72.

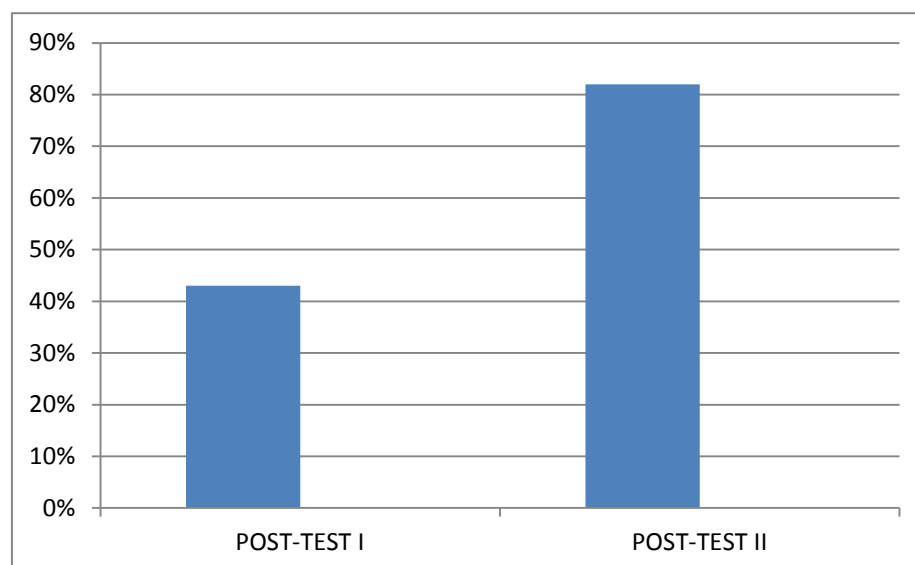
**Table 12**  
**The Result of Students' improving for Post-Test I and Pots-Test II**

No	NAME	POST TEST I	POST TEST II	INCREASING SCORE	NOTE
1	AI	61	72	11	INCREASE
2	ANA	58	72	14	INCREASE
3	AP	78	84	6	INCREASE
4	ATW	58	68	10	INCREASE
5	ALP	63	73	10	INCREASE
6	DNS	60	70	10	INCREASE
7	DY	74	79	5	INCREASE
8	DS	72	79	7	INCREASE
9	DRR	74	78	4	INCREASE
10	DAH	61	73	12	INCREASE
11	EF	73	78	5	INCREASE
12	FA	76	80	4	INCREASE
13	IM	65	73	8	INCREASE
14	IAF	76	80	4	INCREASE
15	IFS	75	79	4	INCREASE
16	KA	73	80	7	INCREASE
17	MS	61	74	13	INCREASE
18	M.AA	63	73	10	INCREASE
19	NKF	73	78	5	INCREASE
20	NPL	61	72	11	INCREASE
21	NA	52	66	14	INCREASE
22	NDA	66	77	11	INCREASE
23	RAS	72	77	5	INCREASE
24	RML	68	72	4	INCREASE
25	RY	62	72	10	INCREASE

26	RS	50	64	14	INCREASE
27	S	57	67	10	INCREASE
28	YNC	73	81	8	INCREASE
<b>ΣX</b>		<b>1749</b>	<b>1854</b>		
<b>AVERAGE</b>		<b>62,46</b>	<b>66,21</b>		
<b>HIGH SCORE</b>		<b>78</b>	<b>84</b>		
<b>LOWEST SCORE</b>		<b>50</b>	<b>64</b>		

**Table 13**  
**The Result of Students' Score for Post-Test I and Pots-Test II**

No	Score	Post test I		Post test II		Category
		Ferquency	Percentage	Ferquency	Percentage	
1	$\geq 72$	12	43%	23	82%	COMPLETE
2	$<72$	16	57%	5	18%	INCOMPLETE



**Figure7**

**Chart of The Students Result in Speaking Achievements Daily Conversation  
Between Post-test I and Post-Test II Score**

Based on the statistics presented above, it is clear that in the post-test I only 12 students were included in the complete group and 16 students who were included in the complete category, and in post-test II students who were included in the complete group there were 23 students and only 5 students who were included in the incomplete category, this achieved a 82% increase in students' speaking in post-test II. If 70% of students get a minimum score of 72, then the learning process becomes considered complete. It means that the implementation of daily conversation can improve the students' speaking achievements.

### 3) Observing

In this phase, researchers try to pay attention to all physical activity class activity. From the observation sheet data, the activeness of student activities can be said to be good if it is equal to or exceeds the percentage of 75, in this section students have a total score of each observation item, namely, from pre-teaching the students get a score of 29 out of 40 scores, whilst teaching 19 scores out of a total score of 25, post-teaching got a score of 12 out of a score of 15, and finally in the class situation students got a score of 16 out of a total score of 20. Based on the observations above, the learning process can be said to be very good because more students are active than those who are not active in learning. It was found that students had difficulty in speaking. Some students have more enthusiasm in post-test II than in post-test I in

learning activities. so it can be concluded that there is a good increase in student activity in learning.

#### 4) Reflecting

Based on the results in cycle 2, the average the student's score in improving speaking was successfully increased from 62,46 in post-test I to 66,21 in post-test II. Equally, the students' activity also increased. After passing cycle II, the researcher decided not to continue the cycle forward as the result showsthat student grades have increased.

## B. Discussion

In this section, the researcher wants to discuss the findings of the teaching and learning process to speak through the daily conversation method, the problems of students in learning to speak through daily conversation produced by the students of class VII SMPN 02 Tulang Bawang Barat semester 2 of the 2021/2022 academic year which have been observed.Regarding to the process in cycle I ans II the result can be summarized as follow:

### 1. Cycle I

No	Score	Frequency	Precentage	Category
1	$\geq 72$	12	43%	COMPLETE
2	$< 72$	16	57%	INCOMPLETE
<b>Total</b>		28	100%	

Based on student learning outcomes, it can be seen that the highest score for the post-test I was 78 and the lowest one was 50. There are only 12(43%) students who belong to the complete category, and 16(57%)

students who belong to the incomplete group. The standard minimum for English lesson at SMPN 01 Tulang Bawang Barat is 72.

Problems related to the theory is pronunciation and memorization. Students have difficulty pronouncing and memorizing the meaning of words. Based on observations, mispronounced phonemes such as "homework" are read the same as "homework", "here" is read the same as writing. On fluency, most of the students want to say something but they forget the word, so they say something like "ee..." and many others. students also do not focus on learning so it looks crowded and seems to disturb other students.

## 2. Cycle II

No	Score	Frequency	Percentage	Category
1	$\geq 72$	23	82%	COMPLETE
2	$< 72$	5	18%	INCOMPLETE
Total		28		

Based on student learning outcomes, it can be seen that the highest score for the post-test II was 84 and the lowest one was 64. There are 23(82%) students who belong to the complete category and only 5 (18%) students who belong to the incomplete group. The standard minimum for English lesson at SMPN 01 Tulang Bawang Barat is 72. So in cycle II students can improve their speaking skills through voice chat. it happened because the component of their speaking errors were very few compared to cycle II, and the students' activities were very good, they had the enthusiasm to learn.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom research, the researcher got some conclusion of the research and some suggestion in the research result.

#### A. Conclusion

Based on the results of classroom action research, researchers can conclude the average score of students in class VII SMPN 01 Tulang Bawang Barat, the results of observation sheets and student activities in learning to speaking skills. It can be conclude that students are more active and participate in learning process of speaking.

Therefore, using daily conversation can be an alternative strategy for teachers in teaching speaking that can improve and maintain their speaking skills. In the first test (pre-test) students who passed the KKM 72 were 3 students out of 28 students (11%). In the second test (post-test I) students who get up to 72 or pass the KKM as many as 12 students from 28 students (89%). in the third test (post-test II) students who passed the KKM 72 were 23 students out of 28 students (82%). This means that there is an increase in student scores from pre-test to cycle I and Cycle II, so the application of daily conversation can improve the students' speaking skills in SMPN 01 Tulang Bawang Barat.

## **B. Sugesstion**

Referring for the data in the prvious cchapter and conclusion, several advice is recommended.

### 1. For the English Teachers

Teachers must use a variety of approaches, particularly when teaching speaking, to make the teaching and learning process more entertaining and appealing to pupils. In addition, the instructor must establish instructional objectives that must be met. That Teachers must be able to make learning enjoyable, such as by selecting a fresh text or instructional material, such as voice chat.

### 2. For the Students

Students should be more engaged and driven to learn and practice English in and out of school in order to enhance their speaking abilities. Students must practice saying what they have learnt in regular life when learning to speak. Students should continue to work hard and be good students as normal, while also making less noise in the classroom.

### 3. For the Headmaster

Principals are advised to support Englishlearning process by preparing facilitation andinstrument completely. This research is about developingstudents' speaking skill.



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# **APPENDICES**

## SYLLABUS

<b>Subjects</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII/2</b>
<b>Core Competencies</b>	<b>:</b>
<b>KI-1</b>	: Appreciate and practice the teachings of their religion.
<b>KI-2</b>	: Appreciate and practice honest, disciplined, polite, caring behavior (mutual assistance, cooperation, tolerance, peace), responsibility, responsiveness, and pro-activity in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nation, state, regional area, and international area.
<b>KI-3</b>	: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply knowledge procedural in a specific field of study according to their talents and interests to solve problems.
<b>KI-4</b>	: Processing, reasoning, and presenting in the concrete and abstract realms related to the development of what they learn in school independently, acting effectively and creatively, and being able to use methods according to scientific rules.

## SYLLABUS

**SCHOOL** : SMAN 01 TULANG BAWANG UDIK  
**SUBJECTS** : English Subject  
**CLASS / Semester** : VII / 1

Competency Standards	Basic Competencies	Learning Materials	Learning Activities	Indicators of Competence Achievement	Time Allocation	Learning Resources
1. Expressing meaning in everyday conversation using a variety of spoken language accurately, thanking and thanking for interacting in the context of everyday life.	1.1.Responding to the meaning of short functional texts, both formal and informal, that use a variety of spoken languages accurately, fluently and acceptably in the	<ul style="list-style-type: none"> <li>• <i>Daily Conversation in class</i></li> </ul>	<ul style="list-style-type: none"> <li>• Students listen to explanations about everyday conversations, and various examples of daily conversation texts.</li> <li>• Discuss the contents of everyday conversations that are heard.</li> <li>• Teachers and students listen to each other and provide feedback on their speaking performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning in everyday speech</li> <li>• Identify the language used by students in daily conversation.</li> <li>• Students identify expressions of asking, giving, and refusing information.</li> <li>• Students are able to use expressions asking for information, giving information, rejecting information.</li> </ul>	2 JP	<ul style="list-style-type: none"> <li>- Script</li> <li>- Paper</li> <li>- Dictionary</li> </ul>

Competency Standards	Basic Competencies	Learning Materials	Learning Activities	Indicators of Competence Achievement	Time Allocation	Learning Resources
	context of everyday life.					
2. Expressing meaning in short texts in the form of conversations in the context of everyday life.	1.2 Responding to meanings in monologue texts that use a variety of spoken language accurately, fluently and acceptable in the context of daily life in the form of daily conversation	<ul style="list-style-type: none"> <li>• <i>Dialogue about daily conversation</i></li> </ul>	<ul style="list-style-type: none"> <li>• Write conversational dialogue text</li> <li>• Demonstrate the dialogue in pairs</li> <li>• Listening to daily conversation.</li> </ul>		2 JP	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Script</li> <li>- Dictionary</li> </ul>
	1.3 Expressing	<ul style="list-style-type: none"> <li>• <i>Performing of</i></li> </ul>	<ul style="list-style-type: none"> <li>• Telling the result</li> </ul>	<ul style="list-style-type: none"> <li>• • Able to express</li> </ul>	2 JP	<ul style="list-style-type: none"> <li>- Paper</li> </ul>

Competency Standards	Basic Competencies	Learning Materials	Learning Activities	Indicators of Competence Achievement	Time Allocation	Learning Resources
	meaning in formal and informal short functional spoken texts accurately and fluently in the context of daily life.	<i>a daily conversation text</i>	orally in front of the class.	simple meanings in the form of daily conversations with a variety of spoken languages with accurate, fluent grammar, correct pronunciation, and vocabulary.		<ul style="list-style-type: none"> <li>- Script</li> <li>- Dictionary</li> </ul>

Knowing:

Subject Teacher



Nur Suciati, S.Pd

## LESSON PLAN

<b>School Name</b>	<b>:SMPN 01 TULANG BAWANG UDIK</b>
<b>Subjects</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII/1</b>
<b>Time Allocation</b>	<b>: 2 x 45 minute ( 2x meeting)</b>
<b>Learning Topic</b>	<b>:Daily Conversation</b>
<b>Meeting</b>	<b>:The First and Second meeting</b>

### A. Competency standards

#### Listen

1. Understanding the meaning of short functional textsdaily conversation.

#### Speak

2. Expressing meaning in short functional texts in the form of conversation in the context of daily life.

### B. Basic competencies

1.1 Responding to the meaning of short functional texts, both formal and informal, that use a variety of spoken languages accurately, fluently and acceptable in the context of everyday life.

1.2 Responding to meanings in monologue texts that use a variety of spoken languages accurately, fluently and acceptable in the context of daily life in the form of daily conversation.



**C. Indicators of Competence Achievement**

1. Identify the conversation that was heard.
2. Identify the specific information of the text that is heard.
3. Use spoken language in delivering short functional texts, grammatically accurate, fluent, correct pronunciation, and have good vocabulary.

**D. Learning Objective**

At the end of learning students can:

1. Responding to daily conversation discourse
2. Do it in the form of daily conversation text.

**E. Subject matter**

discourse in the form of daily conversation dialog, for example:

Student I : Hi, do you mind if I sit beside you?

Student II: No problem

Student I : Thanks; do we have any homework today?

Student II: Yes, Miss Lucky wanted us to do Exercise 5 and 6 of the previous  
chapter

Student I : He did? I mean, Exercise 6 too?

Student II: Yes

Student I : May I copy your homework, then?

Student II: No, sorry... but I'll help you do it

Student I : Okay, Thank you.

**F. Learning Methods/Techniques:**

Discussion

**G. Learning strategies**

Structured	Independent
<ol style="list-style-type: none"> <li>1. Discuss the values contained in the dialogue in the form of: daily conversation..</li> <li>2. Telling the result orally in front of the class</li> <li>3. Discuss the difficulties faced by students in carrying out group activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students carry out various activities related to the daily conversation given by the teacher.</li> <li>2. Students collect each work in paper, and report the things that have been obtained and the difficulties faced regularly to the teacher.</li> </ol>

**Learning Activity Steps****Initial Activities**

1. Greeting students in a friendly manner when entering the classroom and pray (instilled values: polite, caring)
2. Checking student attendance (instilled values: discipline, diligent)
3. Linking the material/competence to be studied with the character
4. Referring to the syllabus, lesson plans, and teaching materials, convey the items of character to be developed other than those related to SK/KD
5. Students discuss the questions given by the teacher

**Core Activities****Exploration**

Teacher exploration activities:

1. Provide a stimulus in the form of providing material.
2. Discussing the material with students. English Teaching Materials about conversation.
3. Provide opportunities for students to communicate orally or present monologues in the form of conversations.
4. Asking the students to discuss examples of conversations in everyday life.

**Elaboration**

In teacher elaboration activities:

Familiarize students to make conversations in the form of : everyday life

**Confirmation**

In teacher confirmation activities:

1. Providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
2. Confirming the work that has been done by students.
3. Facilitating students to reflect to gain the learning experience that has been done. Provide motivation to students who are lacking and have not been able to follow the material on monologue in the form of daily conversation.

**Final Activity**

1. Students and teachers reflect on the activities that have been carried out.
2. Delivering the lesson plan at the next meeting.
3. Closing the lesson with greetings.

**H. Sources/Materials/Tools**

- 1.Dictionary
- 2.Paper
- 3.Script: Daily conversation

**I. Evaluation**

<b>NO</b>	<b>CATEGORIES</b>	<b>ASPECTS</b>	<b>RANGE</b>	<b>SCORE</b>
<b>1.</b>	<b>Vocabulary</b>			
	a.Unsatisfactory	Very limited vocabulary, make Comprehension quite difficult	1-6	
	b.Fair	Frequent uses wrong speech Limited to simple vocabulary	7-12	
	c.Good	Sometimes uses inappropriate terms about language because Of inadequate vocabulary	13-18	
	d.Very Good	Rarely has trouble	19-25	
<b>2.</b>	<b>Pronunciation</b>			
	a.Unsatisfactory	Had to understand because of	1-6	

		sound,accent, pitch, difficult, incomprehensible		
	b.Fair	Error of basic pronunciation	7-12	
	c.Good	Few notice able errors	13-18	
	d.VeryGood	Understandable	19-25	
<b>3.</b>	<b>Grammar</b>			
	a.Unsatisfactory	Usage definitely Unsatisfactory, frequently needs to rephrase construction or restrict himself to basic structure	1-6	
	b.Fair	Error of the basic structure, meaning occasionally obscured By grammatical error	7-12	
	c.Good	Occasional grammatical errors Which do not obscure meaning	13-18	
	d.VeryGood	No more than two errors/ speech is generally Natural	19-25	
<b>4.</b>	<b>Fluency</b>			
	a.Unsatisfactory	Speed of speech and length of utterances are below normal, long pause,utterance left Unfinished	1-6	

	b.Fair	Some definite stumbling, but manageto rephrase and continue	7-12	
	c.Good	Speech is generally natural	13-18	
	d.VeryGood	Understandable	19-25	
	<b>Totalscore</b>		100	

Knowing :

Subject Teacher



Nur Suciati, S.Pd

Researcher



Elly Sofiana

## LESSON PLAN

<b>School Name</b>	<b>:SMPN 01 TULANG BAWANG UDIK</b>
<b>Subjects</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII/ 1</b>
<b>Time Allocation</b>	<b>: 2 x 45 minute</b>
<b>Learning Topic</b>	<b>: Daily Conversation</b>
<b>Meeting</b>	<b>: The Third Meeting</b>

### **A. Competency standards**

Speak

2. Expressing the meaning of form in conversations in everyday life..

### **B. Basic competencies**

1.3 Expressing meaning in spoken texts accurately and fluently in the context of everyday life.

### **C. Indicators of Competence Achievement**

1. Able to express simple meanings in the form of conversations in everyday life with a variety of spoken language in accurate, fluent grammar, correct pronunciation, and have vocabulary.

### **D. Learning objectives**

At the end of learning students can:

1. Responding to daily conversation discourse

2. Conducting discussions in the form of two people's conversations about everyday life.

**E. Subject matter**

Discourse in the form of daily conversation dialog, for example:

Annisa : Yay! Finally, the exams are over. Now it's time for us to enjoy holidays

Doni : I think I didn't do the exams well

Annisa : It's okay, we've tried our best. Whatever the results, we can use them as our evaluation in the future

Doni : Thank's Annisa. By the way, where are you planning to go this holiday?

Annisa : I'm going to visit Grandma's house in Bandar Lampung. How about you?

Doni : I don't have any plans to go on vacation. I saw on the bulletin board that there will be a scientific essay competition and the winner can go to Jakarta. So, I want to use this vacation time to practice scientific writing with my team and teacher

Annisa : That's cool! I hope you will have a good time!

Doni : Thank you, and enjoy your holiday in Bandar Lampung!

**F. Learning Methods/Techniques:**

Discussion



**G. Learning strategies**

<b>Structured</b>	<b>Independent</b>
<ol style="list-style-type: none"> <li>1. Discuss the values contained in the dialogue in the form of: daily conversation..</li> <li>2. Telling the result orally in front of the class</li> <li>3. Discuss the difficulties faced by students in carrying out group activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Students carry out various activities related to the daily conversation given by the teacher.</li> <li>2. Students collect each work in paper, and report the things that have been obtained and the difficulties faced regularly to the teacher</li> </ol>

**Learning Activity Steps****Initial activity**

1. Greeting students in a friendly manner when entering the classroom and pray to start learning (instilled values: polite, caring).
2. Checking student attendance (instilled values: discipline, diligent).
3. Linking the material/competence to be studied with the character.
4. Referring to the syllabus, lesson plans, and teaching materials, convey the items of character to be developed other than those related to SK/KD.

**Core Activities****Exploration**

In teacher exploration activities:

1. Provide a stimulus in the form of providing material.
2. Discussing the material with students. English Teaching Materials about conversation.

3. Provide opportunities for students to communicate orally or present monologues in the form of conversations.
4. Asking the students to discuss examples of conversations in everyday life.

### **Elaboration**

Teacher elaboration activities:

1. Familiarize students to make conversations in the form of : everyday life

### **Confirmation**

In teacher confirmation activities:

1. Providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
2. Confirming the work that has been done by students.
3. Facilitating students to reflect to gain the learning experience that has been done. Provide motivation to students who are lacking and have not been able to follow the material on monologue in the form of daily conversation.

### **Final Activity**

1. Students and teachers reflect on the activities that have been carried out.
2. The teacher closes the meeting by greeting and praying.

### **H. Sources/Materials**

1. script
2. Dictionary

**I. Evaluation**

<b>NO</b>	<b>CATEGORIES</b>	<b>ASPECTS</b>	<b>RANGE</b>	<b>SCORE</b>
<b>1.</b>	<b>Vocabulary</b>			
	a.Unsatisfactory	Very limited vocabulary, make Comprehension quite difficult	1-6	
	b.Fair	Frequent uses wrong speech Limited to simple vocabulary	7-12	
	c.Good	Sometimes uses inappropriate terms about language because Of inadequate vocabulary	13-18	
	d.VeryGood	Rarely has trouble	19-25	
<b>2.</b>	<b>Pronunciation</b>			
	a.Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	1-6	
	b.Fair	Error of basic pronunciation	7-12	
	c.Good	Few noticeable errors	13-18	
	d.VeryGood	Understandable	19-25	
<b>3.</b>	<b>Grammar</b>			
	a.Unsatisfactory	Usage definitely unsatisfactory, frequently needs to rephrase construction or restrict them self to basic structure	1-6	

	b.Fair	Error of the basic structure, meaning occasionally obscured By grammatical error	7-12	
	c.Good	Occasional grammatical errors Which do not obscure meaning	13-18	
	d.VeryGood	No more than two errors/ speech is generally natural	19-25	
<b>4.</b>	<b>Fluency</b>			
	a.Unsatisfactory	Speed of speech and length of utterances are below normal, long pause,utterance left Unfinished	1-6	
	b.Fair	Some definite stumbling, but manageto rephrase and continue	7-12	
	c.Good	Speech is generally natural	13-18	
	d.VeryGood	Understandable	19-25	
	<b>Totalscore</b>		100	

Knowing:

Subject Teacher



**NUR SUCIATI, S.Pd**

Researcher



**ELLY SOFIANA**

### Data Collecting Instrument

#### 1. Observation

	OBSERVATION ITEM	OBSERVATION S CORE					
		0	1	2	3	4	5
<b>A.</b>	<b>Pre-Teaching</b>						
	The teacher greats the students						
	The students respond to the greeting						
	The teacher ask the students' condition						
	The students tell their condition to The teacher						
	The teacher checks the attendance List						
	The teacher outlines the material						
	The teacher explain the goal of teaching and learning						
	The teacher warms up to the students, suchas giving the students some question about the material						
	<b>B</b>	<b>Whilst teaching</b>					
The students are ready to learn the material							

	The teacher gives the explanation of the material						
	The teacher checks the students' understanding						
<b>C</b>	<b>Post-Teaching</b>						
	The teacher summarizes the lesson						
	The teacher gives assignments to students via voice chat						
	The teacher gives reward and motivates the students to participate morein the next meeting						
<b>D</b>	<b>Classsituation</b>						
	The students' enthusiasm/motivation						
	The students' involvement						
	Time allocation						
	The teacher's instruction						

Description:

- 5 :Perfect.
- 4 :Excelent.
- 3 :Above averagee.
- 2 :Average.
- 1 :Unsatisfactory.
- 0 :No applicable.

## 2. Test

NO	CATEGORIES	ASPECTS	RANGE	SCORE
<b>1.</b>	<b>Vocabulary</b>			
	a.Unsatisfactory	Very limited vocabulary, make Comprehension quite difficult	1-6	
	b.Fair	Frequent uses wrong speech Limited to simple vocabulary	7-12	
	c.Good	Sometimes uses inappropriate terms about language because Of in adequate vocabulary	13-18	
	d.VeryGood	Rarely has trouble	19-25	
<b>2.</b>	<b>Pronunciation</b>			
	a.Unsatisfactory	Had to understand because of	1-6	
		sound,accent, pitch, difficult, incomprehensible		
	b.Fair	Error of basic pronunciation	7-12	
	c.Good	Few notice able errors	13-18	
	d.VeryGood	Understandable	19-25	
<b>3.</b>	<b>Grammar</b>			
	a.Unsatisfactory	Usage definitely Unsatisfactory, frequently needs to rephrase construction or restrict them self to basic structure	1-6	

	b.Fair	Error of the basic structure, meaning occasionally obscured By grammatical error	7-12	
	c.Good	Occasional grammatical errors Which do not obscure meaning	13-18	
	d.VeryGood	No more than two errors/ speech is generally Natural	19-25	
<b>4.</b>	<b>Fluency</b>			
	a.Unsatisfactory	Speed of speech and length of utterances are below normal, long pause, utterance left Unfinished	1-6	
	b.Fair	Some definite stumbling, but manage to rephrase and continue	7-12	
	c.Good	Speech is generally natural	13-18	
	d.VeryGood	Understandable	19-25	
	<b>Totalscore</b>		100	



### **Pre-test**

Reading dialogue daily conversations in front of the class!

Student I : Hi, do you mind if I sit beside you?

Student II : No problem

Student I : Thanks; do we have any homework today?

Student II : Yes, Miss Lucky wanted us to do Exercise 5 and 6 of the previous chapter

Student I : He did? I mean, Exercise 6 too?

Student II : Yes

Student I : May I copy your homework, then?

Student II : No, sorry... but I'll help you do it

Student I : Okay, Thank you.

### **Post-test**

Reading dialogue daily conversations in front of the class!

Annisa : Yay! Finally, the exams are over. Now it's time for us to enjoy holidays

Doni : I think I didn't do the exams well

Annisa : It's okay, we've tried our best. Whatever the results, we can use them as our evaluation in the future

Doni : Thank's Annisa. By the way, where are you planning to go this holiday?

Annisa : I'm going to visit Grandma's house in Bandar Lampung. How about you?

Doni : I don't have any plans to go on vacation. I saw on the bulletin board that there will be a scientific essay competition and the winner can go to Jakarta. So, I want to use this vacation time to practice scientific writing with my team and teacher

Annisa : That's cool! I hope you will have a good time!

Doni : Thank you, and enjoy your holiday in Bandar Lampung!

**STUDENTS ATTANDANCE LIST**

NO	STUDENT'S NAME	L/P
1	AI	P
2	ANA	L
3	AP	L
4	ATW	P
5	ALP	P
6	DNS	L
7	DY	P
8	DS	L
9	DRR	P
10	DAH	P
11	EF	L
12	FA	P
13	IM	L
14	IAF	P
15	IFS	P
16	KA	P
17	MS	P
18	MAA	L
19	NKF	P
20	NPL	L
21	NA	L
22	NDA	P
23	RAS	P
24	RML	P
25	RY	P
26	RS	L
27	S	L
28	YNC	P

## LESSON PLAN

<b>School Name</b>	<b>:SMPN 01 TULANG BAWANG BARAT</b>
<b>Subjects</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII/1</b>
<b>Time Allocation</b>	<b>: 2 x 45 minute ( 2x meeting)</b>
<b>Learning Topic</b>	<b>:Daily Conversation</b>
<b>Meeting</b>	<b>:The First and Second meeting</b>

### A. Competency standards

#### Listen

1.Understanding the meaning of short functional textsdaily conversation.

#### Speak

1. Expressing meaning in short functional texts in the form of conversation in the context of daily life.

### B. Basic competencies

1.1 Responding to the meaning of short functional texts, both formal and informal, that use a variety of spoken languages accurately, fluently and acceptable in the context of everyday life.

1.2 Responding to meanings in monologue texts that use a variety of spoken languages accurately, fluently and acceptable in the context of daily life in the form of daily conversation.

### **C. Indicators of Competence Achievement**

1. Identify the conversation that was heard.
2. Identify the specific information of the text that is heard.
3. Use spoken language in delivering short functional texts, grammatically accurate, fluent, correct pronunciation, and have good vocabulary.

### **D. Learning Objective**

At the end of learning students can:

1. Responding to daily conversation discourse
2. Do it in the form of daily conversation text.

### **E. Subject matter**

discourse in the form of daily conversation dialog, for example:

Student I : Hi, do you mind if I sit beside you?

Student II : No problem

Student I : Thanks; do we have any homework today?

Student II : Yes, Miss Lucky wanted us to do Exercise 5 and 6 of the previous chapter

Student I : He did? I mean, Exercise 6 too?

Student II : Yes

Student I : May I copy your homework, then?

Student II : No, sorry... but I'll help you do it

Student I : Okay, Thank you.

**F. Learning Methods/Techniques:**

Discussion

**G. Learning strategies**

<b>Structured</b>	<b>Independent</b>
1. Discuss the values contained in the dialogue in the form of: daily conversation.. 2. Telling the result orally in front of the class 3. Discuss the difficulties faced by students in carrying out group activities.	1. Students carry out various activities related to the daily conversation given by the teacher. 2. Students collect each work in paper, and report the things that have been obtained and the difficulties faced regularly to the teacher.

**Learning Activity Steps****Initial Activities**

1. Greeting students in a friendly manner when entering the classroom and pray (instilled values: polite, caring)
2. Checking student attendance (instilled values: discipline, diligent)
3. Linking the material/competence to be studied with the character
4. Referring to the syllabus, lesson plans, and teaching materials, convey the items of character to be developed other than those related to SK/KD
5. 5Students discuss the questions given by the teacher

**Core Activities****Exploration**

Teacher exploration activities:

1. Provide a stimulus in the form of providing material.

2. Discussing the material with students. English Teaching Materials about conversation.
3. Provide opportunities for students to communicate orally or present monologues in the form of conversations.
4. Asking the students to discuss examples of conversations in everyday life.

### **Elaboration**

In teacher elaboration activities:

1. Familiarize students to make conversations in the form of: everyday life

### **Confirmation**

In teacher confirmation activities:

1. Providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
2. Confirming the work that has been done by students.
3. Facilitating students to reflect to gain the learning experience that has been done. Provide motivation to students who are lacking and have not been able to follow the material on monologue in the form of daily conversation.

### **Final Activity**

1. Students and teachers reflect on the activities that have been carried out.
2. Delivering the lesson plan at the next meeting.
3. Closing the lesson with greetings.

**H. Sources/Materials/Tools**

1. Dictionary
2. Paper
3. Script: Daily conversation

Knowing :

Subject Teacher



Nur Suciati, S.Pd



## LESSON PLAN

<b>School Name</b>	<b>: SMPN 01 TULANG BAWANG BARAT</b>
<b>Subjects</b>	<b>: English</b>
<b>Class/Semester</b>	<b>: VII/ 1</b>
<b>Time Allocation</b>	<b>: 2 x 45 minute</b>
<b>Learning Topic</b>	<b>: Daily Conversation</b>
<b>Meeting</b>	<b>: The Third Meeting</b>

### A. Competency standards

Speak

2. Expressing the meaning of form in conversations in everyday life..

### B. Basic competencies

1.3 Expressing meaning in spoken texts accurately and fluently in the context of everyday life.

### C. Indicators of Competence Achievement

2. Able to express simple meanings in the form of conversations in everyday life with a variety of spoken language in accurate, fluent grammar, correct pronunciation, and have vocabulary.

### D. Learning objectives

At the end of learning students can:

1. Responding to daily conversation discourse

2. Conducting discussions in the form of two people's conversations about everyday life.

### **E. Subject matter**

Discourse in the form of daily conversation dialog, for example:

Annisa : Yay! Finally, the exams are over. Now it's time for us to enjoy holidays

Doni : I think I didn't do the exams well

Annisa : It's okay, we've tried our best. Whatever the results, we can use them as our evaluation in the future

Doni : Thank's Annisa. By the way, where are you planning to go this holiday?

Annisa : I'm going to visit Grandma's house in Bandar Lampung. How about you?

Doni : I don't have any plans to go on vacation. I saw on the bulletin board that there will be a scientific essay competition and the winner can go to Jakarta. So, I want to use this vacation time to practice scientific writing with my team and teacher

Annisa : That's cool! I hope you will have a good time!

Doni : Thank you, and enjoy your holiday in Bandar Lampung!

### **F. Learning Methods/Techniques:**

Discussion

### G. Learning strategies

Structured	Independent
<ol style="list-style-type: none"> <li>1. Discuss the values contained in the dialogue in the form of: daily conversation..</li> <li>2. Telling the result orally in front of the class</li> <li>3. Discuss the difficulties faced by students in carrying out group activities</li> </ol>	<ol style="list-style-type: none"> <li>4. Students carry out various activities related to the daily conversation given by the teacher.</li> <li>5. Students collect each work in paper, and report the things that have been obtained and the difficulties faced regularly to the teacher</li> </ol>

### Learning Activity Steps

#### Initial activity

1. Greeting students in a friendly manner when entering\ the classroom and pray to start learning (instilled values: polite, caring).
2. Checking student attendance (instilled values: discipline, diligent).
3. Linking the material/competence to be studied with the character.
4. Referring to the syllabus, lesson plans, and teaching materials, convey the items of character to be developed other than those related to SK/KD.

#### Core activities

#### Exploration

In teacher exploration activities:

1. Provide a stimulus in the form of providing material.
2. Discussing the material with students. English Teaching Materials about conversation.

3. Provide opportunities for students to communicate orally or present monologues in the form of conversations.
4. Asking the students to discuss examples of conversations in everyday life.

### **Elaboration**

Teacher elaboration activities:

2. Familiarize students to make conversations in the form of : everyday life

### **Confirmation**

In teacher confirmation activities:

1. Providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
2. Confirming the work that has been done by students.
3. Facilitating students to reflect to gain the learning experience that has been done. Provide motivation to students who are lacking and have not been able to follow the material on monologue in the form of daily conversation.

### **Final Activity**

1. Students and teachers reflect on the activities that have been carried out.
2. The teacher closes the meeting by greeting and praying.

### **H. Sources/Materials**

1. script
2. Dictionary

## II. Evaluation

NO	CATEGORIES	ASPECTS	RANGE	SCORE
<b>1.</b>	<b>Vocabulary</b>			
	a.Unsatisfactory	Verylimitedvocabulary,make Comprehensionquitedifficult	1-6	
	b.Fair	Frequentuseswrongspeech Limitedtosimplevocabulary	7-12	
	c.Good	Sometimesusesinappropriateter msaboutlanguagebecause Ofinadequatevocabulary	13-18	
	d.VeryGood	Rarelyhas trouble	19-25	
<b>2.</b>	<b>Pronunciation</b>			
	a.Unsatisfactory	Hadtounderstandbecauseof sound,accent, pitch, difficult, incomprehensible	1-6	
	b.Fair	Errorofbasicpronunciation	7-12	
	c.Good	Fewnoticeableerrors	13-18	
	d.VeryGood	Understandable	19-25	
<b>3.</b>	<b>Grammar</b>			
	a.Unsatisfactory	Usagedefinitelyunsatisfactory,fr equentlyneeds to rephrase constructionorrestricthimselfto asicstructure	1-6	

	b.Fair	Errorofthebasicstructure,mean ngoccasionallyobscured Bygrammaticalerror	7-12	
	c.Good	Occasionalgrammaticalerrors Whichdonotobscuremeaning	13-18	
	d.VeryGood	Nomorethan twoerrors/ speech isgenerallynatural	19-25	
<b>4.</b>	<b>Fluency</b>			
	a.Unsatisfactory	Speed of speech and length ofutterancesarebelownormal,lo ngpause,utteranceleft Unfinished	1-6	
	b.Fair	Somedefinitestumbling,butman ageto rephraseandcontinue	7-12	
	c.Good	Speechisgenerallynatural	13-18	
	d.VeryGood	Understandable	19-25	
	<b>Totalscore</b>		100	

Knowing:

Subject Teacher



Nur Suciati, S.Pd

Researcher



Elly Sofiana

### Observation Sheet

#### 4. Observation in post-test I

	OBSERVATION ITEM	OBSERVATION SCORE						TOTAL
		0	1	2	3	4	5	
<b>A. Pre-Teaching</b>								
	The teacher is admired by the students.					√		29
	The students reply to the greeting.					√		
	The teacher inquiries about the students' condition.					√		
	The students inform the teacher of their situation.	√						
	The teacher goes over the attendance list.						√	
	The content is outlined by the teacher.					√		
	The teacher describes the purpose of teaching and learning.					√		
	The teacher introduces herself to the students by asking them questions regarding the content.					√		
<b>B. Whilst teaching</b>								
	Students are eager to study the content.			√				19
	The content is explained by the teacher.					√		
	The teacher assesses the students' knowledge.				√			
	The teacher gives the test to the students.						√	
	The students uses Daily Conversation						√	





	The teacher describes the purpose of teaching and learning.					√		
	The teacher introduces herself to the students by asking them questions regarding the content.					√		
<b>B</b>	<b>Whilstteaching</b>							
	Students are eager to study the content.			√				19
	The content is explained by the teacher.					√		
	The teacher assesses the students' knowledge.				√			
	The teacher gives the test to the Students						√	
	The students uses daily conversation						√	
<b>C</b>	<b>Post-Teaching</b>							
	The teacher recaps the lesson.					√		12
	The teacher assigns tasks to students daily conversation.						√	
	The teacher rewards the students and encourages them to engage more at the next meeting.				√			
<b>D</b>	<b>Classsituation</b>							
	The students' enthusiasm/motivation						√	20
	The students' involment						√	
	Time management						√	
	The teacher's guidance						√	
	<b>TOTAL SCORE</b>							<b>84</b>

Description:

- 5 :Perfect.
- 4 :Excelent.
- 3 :Aboveaveragee.
- 2 :Average.
- 1 :Unsatisfactory.
- 0 :Noapplicable.

**Scoring :**

Mark 1, with percentage 25 = low

Mark 2, with percentage 50 = enough

Mark 3, with percentage 75 = good

Mark 4, with percentage 100 = excellent

### **Pre-test**

Introducing your self!

#### **Pre-test I**

Reading dialogue daily conversations in front of the class!

Student I : Hi, do you mind if I sit beside you?

Student II : No problem

Student I : Thanks; do we have any homework today?

Student II : Yes, Miss Lucky wanted us to do Exercise 5 and 6 of the previous chapter

Student I : He did? I mean, Exercise 6 too?

Student II : Yes

Student I : May I copy your homework, then?

Student II : No, sorry... but I'll help you do it

Student I : Okay, Thank you.

**Post-test II**

Reading dialogue daily conversations in front of the class!

Annisa : Yay! Finally, the exams are over. Now it's time for us to enjoy holidays

Doni : I think I didn't do the exams well

Annisa : It's okay, we've tried our best. Whatever the results, we can use them as our evaluation in the future

Doni : Thank's Annisa. By the way, where are you planning to go this holiday?

Annisa : I'm going to visit Grandma's house in Bandar Lampung. How about you?

Doni : I don't have any plans to go on vacation. I saw on the bulletin board that there will be a scientific essay competition and the winner can go to Jakarta. So, I want to use this vacation time to practice scientific writing with my team and teacher

Annisa : That's cool! I hope you will have a good time!

Doni : Thank you, and enjoy your holiday in Bandar Lampung



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4239/In.28/J/TL.01/10/2021  
 Lampiran : -  
 Perihal : IZIN PRASURVEY

Kepada Yth.,  
 KEPALA SMPN 1 TULANG BAWANG  
 UDIK  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ELLY SOFIANA**  
 NPM : 1801071017  
 Semester : 7 (Tujuh)  
 Jurusan : Tadris Bahasa Inggris  
 Judul : THE IMPLEMENTATION OF DAILY CONVERSATION  
 METHOD TO IMPROVE STUDENTS SPEAKING AT SMPN  
 1 TULANG BAWANG UDIK

untuk melakukan prasurvey di SMPN 1 TULANG BAWANG UDIK, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 26 Oktober 2021  
 Ketua Jurusan,



**Andianto M.Pd**  
 NIP 19871102 201503 1 004



**PEMERINTAH KABUPATEN TULANG BAWANG BARAT**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPT SMP NEGERI 1 TULANG BAWANG BARAT**  
 NSS. 20.1.1218.01.003, NPSN. 10808387



Alamat : Jalan Kartini Margakencana , Tulang Bawang Udik , Kodepos 34692, e-Mail : [smpn1tbb@gmail.com](mailto:smpn1tbb@gmail.com) website : [www.smpn1tbb.net](http://www.smpn1tbb.net)

Nomor : 422/ 034 /422.1/SMPN1TBB/TBB/2021  
 Lampiran : -  
 Perihal : Surat Tanggapan

Kepada  
 Yth Ketua Jurusan Tadris Bahasa Inggris  
 Institut Agama Islam Negeri Metro  
 di. Kota Metro

Berdasarkan surat nomor : B-4239/In.28/J/TL.01/10/2021 tanggal 26 Oktober 2021 tentang Pra Survey ,  
 Kepala UPT SMPN 1 Tulang Bawang Barat, Kecamatan Tulang Bawang Udik Kabupaten Tulang  
 Bawang Barat dengan ini mengizinkan kepada :

Nama : ELLY SOFIANA  
 NIM : 1801071017  
 Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan kegiatan Pra- Survey di UPT SMPN 1 Tulang Bawang Barat dengan tujuan data  
 hasil Pra – survey tersebut dipergunakan yang bersangkutan untuk penyusunan skripsi, dengan judul : The  
 Implementation Of Daily Conversation Method To Improve Students Speaking At SMPN 1 Tulang  
 Bawang Udik. Kabupaten Tulang Bawang Barat.

Demikian surat tanggapan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Tulang Bawang Udik, 11 November 2021  
 Kepala UPT SMPN 1 Tulang Bawang Barat

**NURHAMID, M.Pd**  
 NIP. 19720218 2006041007



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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Nomor : B-2580/In.28.1/J/TL.00/06/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Trisna Dinillah Harya (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ELLY SOFIANA**  
NPM : 1801071017  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING AT SMPN 1 TULANG BAWANG UDIK

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Juni 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2892/In.28/D.1/TL.00/02/2022  
 Lampiran : -  
 Perihal : IZIN RESEARCH

Kepada Yth.,  
 KEPALA SMPN 1 TULANG BAWANG  
 BARAT  
 di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2892/In.28/D.1/TL.01/06/2022, tanggal 21 Juni 2022 atas nama saudara:

Nama : ELLY SOFIANA  
 NPM : 1801071017  
 Semester : 8 (Delapan)  
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 TULANG BAWANG BARAT, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING AT SMPN 1 TULANG BAWANG BARAT".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juni 2022 Wakil  
 Dekan Akademik dan  
 Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
 NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-2892/In.28/D.1/TL.01/06/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **ELLY SOFIANA**  
 NPM : 1801071017  
 Semester : 8 (Delapan)  
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di UPT SMPN 1 TULANG BAWANG BARAT, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING AT SMPN 1 TULANG BAWANG UDIK".
  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 : 21 Juni 2022

Wakil Dekan Akademik dan  
 Kelembagaan,



**Dr. Yudiyanto S.Si., M.Si.**  
 NIP 19760222 200003 1 003







**PEMERINTAH KABUPATEN TULANG BAWANG BARAT**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMP NEGERI 1 TULANG BAWANG BARAT**



NSS. 20.1.1218.01.003, NPSN. 10808387  
 Alamat : Jalan Kartini Margakencana, Tulang Bawang Udik, Kodepos 34692, e-Mail : [smpn1tbb@gmail.com](mailto:smpn1tbb@gmail.com) website : [www.st](http://www.st)

Nomor : 422/086/422.1/SMPN1TBB/TBB/2022  
 Lampiran : -  
 Perihal : Surat Tanggapan

Kepada

Ketua Jurusan Pendidikan Agama Islam  
 Institut Agama Islam Negeri Metro  
 di. Kota Metro

Berdasarkan surat Nomor : B-2892/In.28/D.1/TL.01/06/2022 tanggal 21 Juni 2022 tentang Reserch / survey dalam rangka menyelesaikan tugas akhir skripsi, Kepala SMPN1 Tulang Bawang Barat, Kecamatan Tulang Bawang Udik Kabupaten Tulang Bawang Barat dengan ini mengizinkan kepada

Nama : ELLY SOFIANA  
 NIM : 1801070017  
 Program Studi : Tadris Bahasa Inggris

Untuk melaksanakan kegiatan research di SMPN1 Tulang Bawang Barat dengan tujuan data hasil research tersebut akan dipergunakan yang bersangkutan untuk penyusunan tugas Akhir /skripsi, dengan judul : " THE IMPLEMENTION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING AT SMPN 1 TULANG BAWANG UDIK".

Demikian surat tanggapan ini kami buat untuk dapat dipergunakan sebagaimana mestinya..



Margakencana, 8 Agustus 2022  
 Kepala UPT SMPN 1 Tulang Bawang Barat

**NURHAMID, S.Pd., M.Pd**  
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Prodi : TBI  
Semester : IX

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Semester : VII

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Jurusan : TBI  
 Semester : VII/2021

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2.	Kamis, 23/9/2021	✓		Bimbingan Bab I Proposal	
3.	Senin, 4/10/2021	✓		Revisi bab I proposal (acc)	
4.	Kamis, 23/12/2021	✓		Bimbingan proposal Bab II (Acc)	
5.	Selasa, 4/1/2022	✓		Bimbingan proposal Bab III	

Mengetahui  
 Ketua Jurusan TBI

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Nama : Elly Sofiana  
NPM : 1801071017  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris. Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 21 juni 2023

Ketua Program Studi TBI

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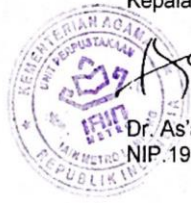
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# THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENT SPEAKING AT SMPN 1 TULANG BAWANG BARAT

*by Elly Sofiana 1801071017*

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## CURRICULUM VITAE



The name writer is Elly Sofiana. She was born in Tulang Bawang Barat, on February 13<sup>th</sup> 2000. She is the first daughter from third siblings, Mr. Suyarno and Mrs. Yuliati. She was enrolled her study in Kotabumi at TK Al Hidayah in 2005 and graduated in 2006. She continued her study at SD Negeri 1 Kotabumi and graduated 2012. She continued her study at SMP Negeri 02 Lambu Kibang, North Lampung and graduated in 2015. Having graduated from junior high school continued her study at MAN 02 Tulang Bawang Barat and graduated in 2018. In the same year of 2018, she registered as S-1 students of English Education Department of the State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to Post Graduate Program.