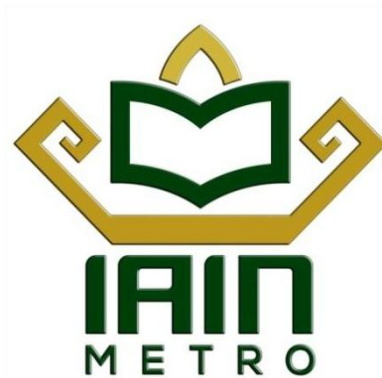


**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
GUIDED CONVERSATION METHOD FOR THE STUDENTS  
OF SMK INSAN CENDIKIA BANDAR MATARAM**

**By :**

**ADINDA LEMBAYUNG SUKMA  
Student Number: 1801072002**



**Tarbiyah and Teachers Training Faculty  
English Education and Study Program**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1445 H / 2023 M**

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OF SMK INSAN CENDIKIA BANDAR MATARAM**

Presented as Partial Fulfillment of the Requirements For the Degree  
of Sarjana Pendidikan (S. Pd) In English Education and Study Program

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Title : IMPROVING STUDENTS SPEAKING SKILL BY GUIDED  
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Metro, 19 October 2023  
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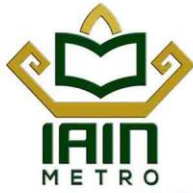


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*Assalamu'alaikum, Wr. Wb.*

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

*Wassalamu'alaikumWr.Wb.*

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*AssalamualaikumWr.Wb.*

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Sudah kami setujui dan dapat diajukan untuk dimunaqosyahkan, atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Ketua Jurusan Tadris Bahasa Inggris

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**RETIFICATION PAGE**

No. 8-5370/In-28.1/D/PP.00:9/11/2023

An Undergraduate Thesis entitled: **IMPROVING THE STUDENTS SPEAKING SKILL BY GUIDED CONVERSATION METHOD FOR THE STUDENTS OF SMK INSAN CENDIKIA BANDAR MATARAM.** Written by: **ADINDA LEMBAYUNG SUKMA**, Student Number **1801072002**, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Monday, November 13<sup>th</sup> 2023 at 10.00-11.30 a.m. WIB, Located at Gedung Dosen Lantai III A.**

**BOARD OF EXAMINERS:**

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**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
GUIDED CONVERSATION METHOD FOR THE STUDENTS  
OF SMK INSAN CENDIKIA BANDAR MATARAM**

**ABSTRACT**

**By:  
ADINDA LEMBAYUNG SUKMA**

English is an international language that should be mastered by students, especially speaking skill. To stimulate and improve speaking skill, the students have to do a lot of speaking activities using target language. The problem arises when students are asked to practice their speaking skill, almost all students are not willing to speak and just silent. To solve this problem, researchers use the guided conversation method to increase students' speaking skill. The purpose of this study was to find students' speaking skill before and after the process using the guided conversation method and also to find out the students' responses to the use of the guided conversation method.

A Classroom Action Research (CAR) was used as the research method in this study to overcome students' problem of learning English, especially speaking skill, which consists of four phases: planning, acting, observing, and reflecting per cycle. In sustaining the research result, two types of data are collected: qualitative data derived from observation and interview toward the students and the teacher as well. On the other hand, the quantitative data derived from the test result; pre-test and post-test result.

The result of this study shows that the implementation of the guided conversation method toward students' English learning, especially speaking skill, is effective. It is proven by data that was derived from this study. First, from the interview result showed that the students were more motivated and interested in learning English. Second, from the test result which consisted of three tests: pre-test, posttest of the first cycle, and posttest of the second cycle. There were found 2.07 points of improvement of students' mean score; 0.53 points were derived from post test I result, and 1.54 points were derived from post test II after using the guided conversation method. On the other hand, there were 63.34% of students' passed the KKM (65); 20% were obtained from the first cycle and 43.34% were obtained from the second cycle. Based on those results, there were 26 of 30 students passed the KKM, and it is meant that this action research is successful.

**Key word: Guided Conversation Method, Speaking Skill**

# **MENINGKATKAN KEMAMPUAN BERBICARA SISWA DENGAN METODE PERCAKAPAN TERBIMBING PADA SISWASMKINSAN CENDIKIA BANDAR MATARAM**

## **ABSTRAK**

**Oleh:**

**ADINDA LEMBAYUNG SUKMA**

Bahasa Inggris merupakan bahasa internasional yang harus dikuasai oleh siswa, khususnya keterampilan berbicara. Untuk merangsang dan mengembangkan keterampilan berbicara, siswa harus banyak melakukan aktivitas berbicara dengan menggunakan bahasa target. Permasalahan muncul ketika siswa diminta untuk melatih keterampilan berbicaranya, hampir semua siswa tidak mau berbicara dan hanya diam. Untuk mengatasi masalah ini peneliti menggunakan metode percakapan terbimbing untuk meningkatkan keterampilan berbicara siswa. Tujuan dari penelitian ini adalah untuk mengetahui keterampilan berbicara siswa sebelum dan sesudah proses menggunakan metode percakapan terbimbing dan juga untuk mengetahui tanggapan siswa terhadap penggunaan metode percakapan terbimbing.

Penelitian Tindakan Kelas (CAR) yang digunakan sebagai metode penelitian dalam penelitian ini dalam mengatasi permasalahan siswa dalam pembelajaran bahasa Inggris khususnya keterampilan berbicara, yang terdiri dari empat fase; merencanakan, bertindak, mengamati, dan merefleksikan per siklus. Untuk menunjang hasil penelitian, dua jenis data dikumpulkan; data kualitatif yang diperoleh dari observasi dan wawancara terhadap siswa dan guru. Sedangkan data kuantitatif yang diperoleh dari hasil tes; hasil sebelum tes dan pasca tes.

Hasil penelitian ini menunjukkan, bahwa penerapan percakapan terbimbing terhadap pembelajaran bahasa Inggris siswa khususnya keterampilan berbicara adalah efektif. Hal ini dibuktikan dengan data yang diperoleh dari penelitian ini. Pertama, dari hasil wawancara menunjukkan siswa lebih termotivasi dan tertarik belajar bahasa Inggris. Kedua, dari hasil tes yang terdiri dari tiga tes; pre-test, post-test siklus I, dan post-test siklus II. Ditemukan peningkatan nilai rata-rata siswa sebesar 2,07 poin; 0,53 poin diperoleh dari hasil post test I, dan 1,54 poin diperoleh dari hasil post test II setelah menggunakan metode percakapan terbimbing. Sedangkan siswa yang lulus KKM sebanyak 63,34% (65); 20% diperoleh dari siklus I dan 43,34% diperoleh dari siklus II. Berdasarkan hasil tersebut, terdapat 26 dari 30 siswa yang lulus KKM, yang berarti penelitian tindakan kelas ini berhasil.

**Kata Kunci: Metode Percakapan Terbimbing, Keterampilan berbicara**



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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It is believed that this undergraduate thesis is original, except the certain parts of it quoted and mentioned in the bibliography.

Metro, November 13<sup>th</sup> 2023  
The Writer



**Adinda Lembayung Sukma**  
St.Number: 1801072002

## ORISINALITAS PENELITIAN

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Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 13 November 2023

Penulis



**Adinda Lembayung Sukma**

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## MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

Barang siapa keluar untuk mencari ilmu maka dia berada di jalan Allah ‘’

(HR.Turmudzi)

## **DEDICATION PAGE**

The undergraduate thesis would highly be dedicated to:

1. My beloved Parents who always give me support, give me blessings and praying for me.
2. My sponsor Dr. Umi Yawisah, M.Hum who always guided me to finished this undergraduatet thesis.
3. My beloved friends especially in TBI'2018 thanks for all your support, help, care, and thanks for your assistance, so that I could finish my graduate thesis.

## ACKNOWLEDGMENT

### *Bismillahirrahmanirrahim*

All praise and gratitude, the researcher prays to the presence of Allah SWT, who has bestowed His mercy and guidance so the researcher can complete this undergraduated thesis entitled " Improving Student Speaking Skill by Guided Conversation Method"

In this time, the researcher would express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deiniatur, M.Pd.BI, as the Head of English Education Department of IAIN Metro Lampung.
4. Dr. Umi Yawisah, M.Hum as the advisor valuable knowledge and support in finishing this a research proposal.

Finally, the researcher realizes that there are many short comings in this research. Researchers expect constructive criticism and suggestions.

Metro, November 13<sup>th</sup> 2023  
Researcher,



**Adinda Lembayung Sukma**  
NPM. 1801072002

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that has become one compulsory subject at every level of education. It is undeniable, that the importance of English language gets many attention from people around the world. Mastering English, especially speaking skill is one of big achievement for own success. Someone who can communicate with people around the world using English will get prioritied in many ways.

In teaching and learning English four skills that should be mastered are listening, speaking, reading and writing. Speaking skill is important skill because it is the basis for communication. To improve speaking skill, students need a lot of practice, encouragement, and correction. To stimulate and improving students speaking skill, the students have to do a lot of speaking activities using target language.

Speaking activities can motivate students and increase their confidence in learning.<sup>1</sup> It means that, in learning language the most important thing is action. In fact, the language is a habit, so it can be improved by trying to practice or use the target language even if only using one or two words.<sup>2</sup>

Improving students speaking in the English language is not easy, especially in Indonesia. The students a bit hard to understand because English

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<sup>1</sup> Marta Santiago Iribas, *The Effects of Teacher Talk on Students' Oral Productions*, (Doctor Dissertation, TED Masters Degree UAB. 2010), p.4

<sup>2</sup> Marta Santiago Iribas. *The Effects.*, p.13

is a foreign language and that is not used in daily conversation. For learners who are studying English it is very important to make real communicative situations so they will learn how to express their own views and opinions and to improving their oral fluency and accuracy which are essential for the success of foreign language communication.

Some problem when students want to learn English such as, having little vocabulary of English, students who have enough vocabulary but they do not have a high confidence to use the language and the students who not interest to study English because they think that is difficult. The problems in the English class have to be the main attention for a teacher to make a qualified students.

The teachers should choose method that can influence to get the attention of students in the learning process and the teacher must combine English and Indonesian language to make sure the students get what the teacher say, this conditions is possible in classroom interactions.<sup>3</sup>

Interaction involves not just expression of one's own ideas but comprehension from others. The teacher can ask students to practice speaking English outside the classroom and do lots of practices when they are in class..

Speaking is describe something, to make the polite request, to interrupt people's argument, to entertain other people with jokes or to get things done etc.

---

<sup>3</sup> Marta Santiago Iribas. *The Effects.*, p.4

Based on the prasurey on SMK Insan Cendikia, March, 22, 2023 the students try to speak English inthe classroom especially English language lesson. But some of them felt nervous andnot confident to speak out in front of their friends.

To solve problems that occur in English learning classes, many method which can be applied, because there are many research resultssaid that guided conversation method were effectively used in teaching speaking.

Based on the phenomen on mentioned above, the researcher is interested toconduct a research under the title "Improving Students Speaking Skill by Guided Conversation Method for the Students of SMK Insan Cendikia Bandar Mataram.”

## **B. Problem Identification**

Based on the background of the study described above, it can be identified several problem such as:

1. The student ability to learning English is still low.
2. The students ability to speak up in front of the class is still low.

## **C. Problem Limitation**

In the reference to the background of the study and problem identification, this study would focus on improving students speaking skills in English by using guided conversation method. The reason why the researcher chose it because this method make the learners to contribute actively in learning activity.

#### **D. Problem Formulation**

Based on the statement in the background, the researcher formulates the problem formulation as follow:

1. Is the use of guided conversation method able to improving students speaking skill at SMK Insan Cendikia?
2. How does the students response about guided conversation method at SMK Insan Cendikia?

#### **E. Objective and Benefit of the Study**

##### **1. Objective of The Study**

Based on the problem formulation above, the researcher focus on finding out:

- a. Whether the use of guided conversation method is able to improving students speaking skill at SMK Insan Cendikia.
- b. To know the students response about guided conversation method of the student at SMK Insan Cendikia.

##### **2. Benefit of The Study**

- a. For students

By experiencing the use of guided conversation method to improving students speaking skill, the students are expected to always try to speak English and beable to master it, so they can easier to speak English.

- b. For the teachers

Through this research, it is hoped that the English teacher can improve thelearning process by using more method such as guided

conversation method. The teacher can use everything to facilitate the students to learn.

c. For the researcher

By doing this research, the researcher expects to get a valuable experience which can be used for doing a better action research in the future.



## CHAPTER II

### THEORETICAL REVIEW

#### A. Speaking Skill

##### 1. Definition of Speaking Skill

Many definitions about speaking have been proposed by language. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things, talk, be able to use a language, make a speech, express ideas, feelings, etc.<sup>4</sup> Speaking is the verbal use of language to communicate with other.<sup>5</sup>

In addition, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.<sup>6</sup>

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.<sup>7</sup>

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<sup>4</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 1995), p.398

<sup>5</sup> G. Fulcher, *Testing Language Second Language Speaking*, (Sydney: Longman, 2003), p.79

<sup>6</sup> Dewi Hughes, *Public Speakin*, (Jakarta: Gramedia Widiasarana, 2007), p.57

<sup>7</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, Inc., 2003), p.48

According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.<sup>8</sup>

From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message. Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson I can besome times lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

As we can see, there are many reasons why people speak to each other. One primay use of language is to establish and maintain social relationship. We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relation ships. As part of this social use of language we all say something to entertain each other by making jokes and telling anecdotes and stories. We may also share

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<sup>8</sup> Peter Watkins, *Learning to Teach English: A Practical Introduction for New Teachers*, (England: Viva Books Private Limited, 2007), p. 26

views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the conversation can introduce a variety of subjects.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time to detailed planning. Therefore, the fluency is required to reach the goal of the conversation.<sup>9</sup>

Cameron states that it is also important to organize the discourse so that the interlocutor understand what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.<sup>10</sup>

Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.<sup>11</sup>

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<sup>9</sup> J. Harmer, *Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2001), p. 269

<sup>10</sup> Lynne Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.41

<sup>11</sup> Henry Guntur Tarigan, *Berbicara Sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Angkasa, 1981), p.15

It means that people in the world have speaking ability because speaking is an activity that we always do in everytime to communicate with other people and to make a good relationship in society.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other said who use a foreign language too.

## **2. The Function of Speaking Skill**

The mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking consist of talk as interaction, talk as transaction, talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.

### **a. Talk as interaction**

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of

interaction with others. The focus is more on the speaker and how they wish to presents them self to each other.

b. Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c. Speaking as transaction.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.<sup>12</sup>

### 3. Students Speaking Achievement

The students use achievement in speaking when they wish to express them self but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term “Speaking Achievement” here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose the ability to understand English dealing with every subjects and spoken at normal

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<sup>12</sup> Jack C. Richards, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006), p. 19-23

speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accurancy and fluency for Senior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

#### **4. Classroom Speaking Activities**

Many of the clasroom speaking activities which are currently use for real communication. In this section we will look at some of the most widely used.

##### **a. Acting from a Script**

We can ask our students to act out scenes from plays or their course books, sometimes filming the results. Students will often act out dialogues they have written them selves. This frequently involves them in coming out to the front of the class.

##### **b. Communication Games**

Games which are designed to provoke communication between students frequently depend on an information gap so that one student

has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

c. Discussion

Some discussions just happen in the middle of lessons; they are unprepared for by the teacher, but if encouraged can provide some of the most enjoyable and productive speaking in language classes. Their success will depend upon our ability to prompt and encourage and, perhaps, to change our attitude to errors and mistakes from one minute to the next. Pre-planned discussions, on the other hand, depend for their success upon the way we ask students to approach the task in hand.

d. Prepared Talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous. However, if possible students should speak from notes rather than from a script. Prepared talks represent a defined and useful speaking genre, and if properly organised, can be extremely interesting for both speaker and listener. Just as in process writing the development of the talk, from original ideas to finished work, will be of vital importance.

e. Questionnaires

Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the natural use of certain repetitive language patterns- and this be situated in the middle of our communication continuum. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.<sup>13</sup>

f. Simulation and Role-Play

Many students derive great benefit from simulation and role-play. Students 'stimulate' a real-life encounter (such as a business meeting, an encounter in an aeroplane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aeroplane, or taking on the role of a character different from themselves or with thoughts and feelings they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.

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<sup>13</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh: Pearson Education Limited, 2001), p. 271-274



## 5. Indicator of Speaking

The indicator of speaking consist from five aspect there are can be seen on the table below:

**Table 2.1**  
**Indicator of Speaking**

Scores	Pronunciation	Grammar	Vocabulary	Fluency	Comprehend
80–100	Has few traces of foreign language	Makes few Errors of grammar and word order	The use of vocabulary is virtually	Speech as fluent as thenative speaker	Understand every thing with out difficulty
60–79	Always intelligible	Occasionally grammatical errors	Sometimes uses In appropriate terms and need rephrase	Speed of speech seems to beslight	Understand at normal speed
40–59	Occasionally lead to mis-Understanding	Make frequent errors	Frequently uses the wrong words	Speed and fluency are rather strong	Understand at slower than normal speed
20–39	Very hard to understand	Hard to comprehend	Make conversation quite difficult	Usually hesitant	Comprehend inslow speedwith repetition
1–19	Speech virtually unintelligible	Speech virtually unintelligible	Make conversation virtually impossible	Make conversation virtually impossibe	Cannot be understood even in simple conversation

## B. Guided Conversation Method

### 1. Definition of Guided Conversation Method

Guided conversation is dialogue and exercise that is the central learning material in guided conversation because in addition to reproduce the practice of speaking skills with the new vocabulary also because it has

never imagined the existence of a new so that it appears a variety of questions and answers students.

The teacher guides the students to open the students' minds with easy to understand language, the students' speech that has not been properly guided by the teacher slowly so that the students are able to improving. The teacher provides a link between the material and the student's learning experience. Both connections facilitate the practice of repetitive student speaking skills.

Guided Conversation is an effective method to help students learn quickly and can master English material while being able to improve speaking skills, guided conversation also inspires students to create a communicative atmosphere in providing ideas, thoughts and responses while giving criticism in correcting conversations.<sup>14</sup>

Guided Conversation is also an effective design to help students acquire fast learning method and can master English material as well as able to realize speaking skills. Treatment in the conversation is done with guidance in long and short duration conducted inside the study room. The implementation of English speaking skills through Guided Conversation inside the classroom is strongly influenced by several related factors. Learning conversational English is not easy, especially for those living in countries where English is not the first language for the speakers. So, Guided conversation can be the best way in teaching speaking skill.

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<sup>14</sup> Steven J Molinsky and Bill Bliss, *English for Communication*, (New Jersey: Prentice Hall Regents, 1987), p.9

In short, guided conversation is one of method to teach speaking by guide the students to speak in pairs with good pronunciation and giving the students opportunity about how to speak English well, then they can speak in less mistakes with their opposite speakers.

## **2. Procedure of Guided Conversation Method.**

According to Molinsky and Bliss the procedures of teaching guided conversation, as step:

- a. Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.
- b. Encourage the students to be inventive as the create their character and situation of the model conversation
- c. Present to the class each sentences of the model conversation a containing footnote expression with is alternative.
- d. Have pairs the students present the model conversation in the class.
- e. Have pair the students practice all the exercise using the footnoted expression with is alternative.
- f. Assign the exercise as homework and ask them to present to the class.

Diaz and Grochowsky stated there are some procedures in Practical hints on the guided conversation

Activate background knowledge and pre-teach new vocabulary words. Set a purpose for the exercise. Students listen to the CD or teacher as they read along. Students listen and repeat each line after the CD or teacher.

Teacher substitutes another vocabulary word into the model conversation. Teacher takes one part and students take the other. Divide the class into two groups. Each group takes one part. Students practice the dialogue in pairs. Student pairs volunteer to present dialogues to the class. Teacher reinforces the dialogue with cloze activity, quiz, matching, created conversations, or group chants.

From the procedures above, the researcher concludes that the procedures will used in this research is from Diaz and Grochowsky, because the procedure provided by Diaz and Grochoswky is more detailed and researcher feel more comfortable in its implementation.

The similarities of the two procedures above are the same as giving the conversation to students and forming students in pairs, and the difference is that we can see in the second procedure, in the section "students listen and repeat each line after the CD or teacher", in that step which is in the second procedure is very sufficient to define the method that will used by researcher in this research, and that step is not available in the first procedure, so the researcher decided to choose the procedure according to Diaz and Grochowsky.

### **3. Advantages of Guided Conversation**

Guide conversation is one of method that can give many advantages either for the students or for the teacher. Guided conversation as an oral text is a direct meeting between two or more people, and it can provide results that we can get from conventional written text.

Due to the teacher is able to know how well the students speaking and the teacher also can get information conveniently through looking at the result of reading comprehension. Guided conversation can be used as a method to make students speak English appropriately and correctly. So, in teaching speaking, this method is often implemented because it gives many advantages for improving the students.

#### **4. Disadvantages of Guided Conversation Method**

Essentially a science that created by humans is not perfect, all the science there are advantages and disadvantages. If we see the guided conversation strategy within the scope of the way in the process of teaching and learning in the scope education of course in addition to the advantages and disadvantages. The disadvantages of the guided conversation method such as the guided conversation method requires a relatively large amount of time to practice the conversation of the students with their partner because it will be guided by the teacher when something is wrong, most students or groups designated as actors feel embarrassed to practice the conversation in front of the class for fear of being wrong and in commenting, and not all subject matter can be presented through this method.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Operational Definition of Variables**

##### **1. Variables of The Research**

This research includes of two variables that are independent variable and dependent variable. Independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected manipulated, and measured by the researcher. Dependent variable is the variable which the researcher observes and measures to determine the effect of the independent variable.

##### **2. Operational Definition of Variables**

###### **a. Dependent Variable**

Dependent variable of this research is speaking skill. Speaking is a productive language skill. In this research, the researcher increased students' speaking skill of Student at SMK Insan Cendikia. To measure the students' monologue speaking skill, the researcher conducted the speaking test in the form of oral test by asking them to describe a thing.

In scoring the result of speaking test, the researcher used speaking rubric that consists of fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies. To know whether that students' speaking skill is improved or not, the researcher analyzed

the data by using descriptive statistics, particularly by analyzing the average grade of the students speaking score in a class. In addition, the researcher considered the indicator of success.

b. Independent Variable

Independent variable is the major that expect to investigate. The independent variable of this research is guided conversation method. In short, guided conversation is one of method to teach speaking by guide the students to speak in pairs with good pronunciation and giving the students opportunity about how to speak English well, then they can speak in less mistakes with their opposite speakers.

**B. Setting of the Research**

Classroom Action Research was conducted at SMK Insan Cendikia. The setting of the research is Sumber Rejeki, Bandar Mataram.

**C. Subject and object of the Research**

The subject of this research is the eleventh graders at SMK Insan Cendikia Bandar Mataram. The total of students are 36 students. Meanwhile, the object of this research is the students speaking skill at class XI SMK Insan Cendikia Bandar Mataram.

**D. Action Plan**

**1. Classroom Action Research**

According to McNiff and Whitehead, action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate

their work. Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others. These accounts come to their own practical theories of practice.<sup>15</sup> It means that action research can function as a tool to overcome problems diagnosed in classroom learning situations to improve the quality of classroom learning.

In addition, Zina O'Leary states that action research is a highly participative and collaborative type of research for which defined methodological approaches are outside the full control of the lead researcher.

Based on the explanation of Zina O'Leary.<sup>16</sup> The process of classroom action research begins from the plan. In this case, the researcher did the plans on everything that can support the achievement of learning objectives. That is to improve students speaking skill. Then, after doing a plan the researcher did the act or implementation. In this case, the researcher took steps from guided conversation method to improve students speaking skill.

After that, the researcher did the observation. In the process of observe the researcher collect the data related to students learning activities. At the end of the cycle, the researcher undertook a reflect process that aims to find out whether students speaking skill have improved or not.

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<sup>15</sup> Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, Second Edition, (New York: Routledge Falmer, 2002), p.7

<sup>16</sup> Zina O'Leary, *The Essential Guide To Doing Research*, (London; Sage Publications Ltd, 2004), 140.



## 2. The Steps in the Research

They are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrated by this following procedures:

### a. Cycle 1

#### 1) Planning

After analyzing the finding of the pre-survey such as identifying and diagnosing student's problem in speaking that occur in the classroom, the researcher prepared some plans to conduct the classroom action research. They are as follows:

- a) The researcher prepared the lesson plan, procedure, media, and relevant material to be applied in the acting phase.
- b) The researcher prepared learning resources, determined the method to be applied in the classroom.
- c) The researcher prepared observation format and also evaluation format to evaluate the student's activity after the learning process.
- d) The researcher designed the criteria of success.

#### 2) Action

The researcher must follow the plan that had been planned to implement the actions that have been arranged in the planning phase. This activity is carried out in the following steps:

## a) Pre teaching activity

- (1) The researcher started the lesson by greeting to the students.
- (2) The researcher asked the students to pray.
- (3) The researcher checked students' attendance.
- (4) The researcher informed to the students about the competence, the indicator and the objectives that should be achieve.

## b) While teaching activity

- (1) The researcher determined a learning topic.
- (2) The researcher asked the students to sit in a circle.
- (3) The researcher posted the topic and allows each students to make a comment, one by one, by taking turns around the circle.
- (4) The researcher asked the students to reflect on what was said to note patterns after students have finished discussing the topic.
- (5) The researcher reflected questions that asks students to continue to reflect on their participation in the circle and to draw conclusions about the topic.

## c) Post teaching activity

- (1) The researcher gave positive feedback to the students.

(2) The researcher and the students concluded the learning topic that have been discussed.

(3) The researcher greeted the students in end of the meeting.

(4) After giving treatment in cycle 1, the researcher gave the post-test. The instrument of post-test 1 which was given to the students have different type from the instrument which was given in the pre-test.

### 3) Observation

The researcher observed the student' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collected the data from the post test and result of student's activity. The researcher observed the overall activities to find out the effectiveness of learning process which have been occurred and the result is concluding and discussing in reflecting phase.

### 4) Reflection

The researcher tried to see and think again something that researcher has done to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher conducted the next cycle and use the collected data in

cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, when the researcher found the problem in the first cycle, the researcher repaired the problem in the next cycle. It is explained as follows:

- a) The researcher studied the reflection result to obtain the solving problem.
- b) The researcher prepared the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.
- c) The researcher rearranged observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

The researcher applied the same steps in previous cycle, but the researcher apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

- (1) The researcher started the lesson by greeting to the students.
- (2) The researcher asked the students to pray.

- (3) The researcher checked student's attendance.
- (4) The researcher informed to the students about the competence, the indicators and objectives that will be achieved.

b) While teaching activity

- (1) The researcher determined a learning topic.
- (2) The researcher asked the students to sit in a circle.
- (3) The researcher posted the topic and allows each student to make a comment, one by one, by taking turns around the circle.
- (4) The researcher asked the students to reflect on what is said to note patterns after students have finished discussing the topic.
- (5) The researcher reflected questions that asks students to continue to reflect on their participation in the circle and to draw conclusions about the topic.

c) Post teaching activity

- (1) The researcher gave positive feedback or reinforcement to the students.
- (2) The researcher and students concluded the learning topic that have been discussed.
- (3) The researcher greeted the students in the end of the meeting.

### 3) Observation

The researcher observed the student's activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collected the data from the post-test and the result of student's activity.

### 4) Reflection

The researcher discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of community circle runs successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle to find out the student's achievement. If there is a research result that shows the good improvement of students' speaking skill based on the criteria of success that have determined before, the researcher did not continue the action in next cycle.

## **E. Data Collecting Technique**

In collecting data, the researcher used:

### **1. Test**

Test of this research consists of two kinds of test, as follows:

#### a. Pre-test

Pre-test that was conducted before the treatment. Pre-test was done to measure the students' monologue speaking skill. In this case,

the researcher conducted the speaking test in the form of oral test by asking them to describe something according to the topics listed on the syllabus of the class with the topic of describing an animal.

b. Post-test

Post-test that was done at the end of each cycle. Post-test was done to measure the students' monologue speaking skill. In this case, the researcher conducted the speaking test in the form of oral.

## **2. Observation**

The purpose of this observation is to find out the situation being investigated: activities, people, or individuals involved in an activity and relationship between them. Observation is recorded systematically rather than stored only in personal memory, and carefully interpreting and analyzing, again using systematic procedures and plans. This means that observation is a data collection strategy in which the subject's activities are visually examined. In this study the author observed the learning process of class XI of SMK Insan Cendikia Bandar Mataram

## **3. Documentation**

Documentation is collection of various documents relevant to the research questions which can include students' student records and profile, course overviews, lesson plans, classroom materials. In this case, documentations is needed by the researcher in order to get the complete data about the establishment history, the vision and mission, the condition of teacher and official employees at, and the students' quantity of SMK Insan Cendikia Bandar Mataram

#### **4. Field Note**

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings. In this research, the researcher used field note to record the student's activity during the learning process and to get the complete data about the students activities, events in each learning steps, learning purposes, learning time, and feelings of the students in the learning process.

#### **F. Instrument of the Research**

##### **1. Speaking Test**

To measure students' speaking skill, the researcher applied speaking test that consist of pre-test and pos-test. Both of the tests are in form of asking them to describe something in order to measure the students' monologue speaking skill. In this case, the researcher conducted the speaking test in the form of oral test.

##### **2. Observation sheet**

In order to observe the learning activity and each cycle, the researcher used observation sheet. It deals with learning activity such as<sup>17</sup>

- a. The students pay attention of teacher's explanation.
- b. The students ask or answer the questions.
- c. The students being active in the class.

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<sup>17</sup> Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco: California, 2003), p. 267, 268.



- d. The students being able to do the task.
- e. The students being active in the group activity.

### G. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, documentation, the researcher analyzed the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step is in form of making abstraction of all collecting data. After conducting the research, the researcher made an abstraction of all data. Then, the data that select is related to the research question and classified them into the categories data in learning process.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean was calculated by applying the following formula:<sup>18</sup>

$$X = \frac{\sum X}{N}$$

Notes:

X = Mean of score

$\Sigma Y$  = The sum of all scores

N = the total number of student

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<sup>18</sup> Donald Ary, *Introduction to Research in Education*, (Australia: Wadsworth Cengage Learning, 2010), p. 108

Furthermore, to know the percentage of increasing score in students' learning activities, the researcher used formula as follows:<sup>19</sup>

$$P = \frac{F}{N} \times 100$$

Notes:

P = Rate percentage

F = Frequency of the correct answer

N = The total number of students

#### **H. Indicators of Success**

To know the gain of data, the researcher analyzed the result of test by taking the average score of pre-test and post-test. Furthermore, the result must achieve the minimum mastery criteria (MMC) that is at least 70. This research is declared successful if the mean of post-test has fulfilled at least 70. In addition, 70% of the students has been passed MMC in their speaking skill and learning activity.

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<sup>19</sup> Louis Cohen, *et al*, *Research Methods*, (Great Britain: Cambridge University Press, 2001), p. 423

## CHAPTER IV

### RESERCH RESULT AND DISCUSSION

#### A. Description of Research Location

##### 1. History of SMK Insan Cendikia



**Picture 4.1**  
**SMK Insan Cendikia Building**

SMK Insan Cendikia is an educational unit with an upper secondary level which was established on March 30, 2004 with the school principal Sukardiono, M,Pd who previously replaced Mr. Nengah Sukarta, S, Pd. M.M who served from 2014 to 2019.

SMK Insan Cendikia is located on Sri Basuki street, Sri Basuki Village, Bandar Mataram, Central Lampung and it is a very strategic place and easy to reach.

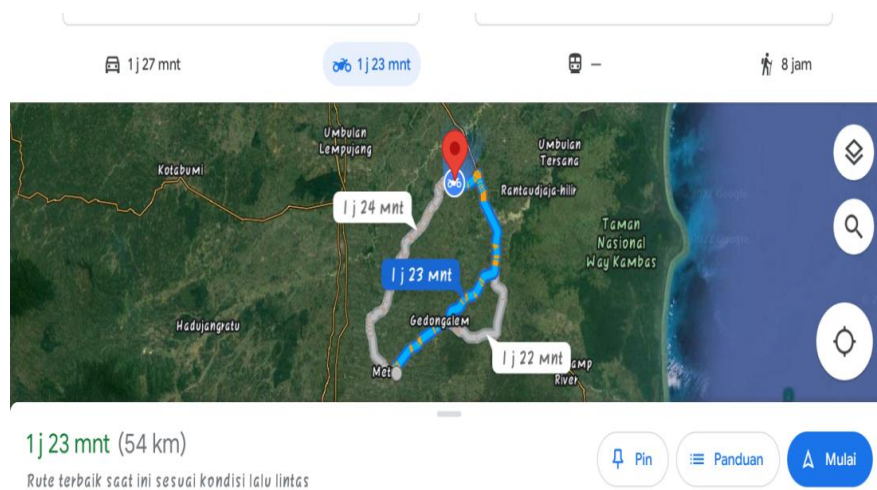
The development of SMK Insan Cendikia began in 2012 where new buildings were built to support school infrastructure, many achievements were obtained by students, both academic and non-academic achievements, and technological developments at SMK Insan Cendikia.

These things are supporting factors for SMK Insan Cendikia to get A accreditation in 2018.

Until now, SMK Insan Cendikia is a favorite high school in Bandar Mataram area and its surroundings because of the many achievements, both academic and non-academic achievements, qualified learning facilities, many extracurricular activities for students. These things have become a factor for SMK Insan Cendikia to become one of the favorite high schools in the Bandar Mataram area.

## 2. Geographical Location of SMK Insan Cendikia

SMK Insan Cendikia located on Jalan Sri Basuki, Sri Basuki, Bandar Mataram, Central Lampung Regency, Lampung, with postal code 34156.



**Picture 4.2**  
**Geographical Location of SMK Insan Cendikia**

## 3. Human Resources (Education Personnel)

Human Resources (Education and Education Personnel) at SMK Insan Cendikia are as follows:

**Table 4.1**  
**Human Resources (Education Personnel)**

<b>Teacher Data</b>	
<b>Gender</b>	<b>Total</b>
Female	17
Male	12
<b>Total</b>	<b>29</b>

#### 4. Facilities and Infrastructure

The facilities and infrastructure at SMK Insan Cendikia are fairly good and sufficient. Facilities and infrastructure include the following:

**Table 4.2**  
**Facilities and Infrastructure**

<b>FACILITIES</b>		
<b>NO</b>	<b>Jenis Sarpras</b>	<b>Jumlah</b>
1	Clasroom	12
2	Office Business Room	2
3	Library	1
4	Teacher's Room	1
5	Head Master's room	1
6	Vice Head Master's Room	1
7	Praying Room	3
8	Medical Room	1
9	Toilet	8
10	Warehouse Room	1
11	Scout & OSIS Room	2
12	Admiistration Room	1
13	Counseling Room	1
14	Dance Room	1
15	Server Room	1
16	Meeting Room	2
17	Workshop Room	2
18	Schoolo Guard Hause	1
19	Parking Area	1
20	Canteen	5
<b>Total</b>		<b>58</b>

#### 5. Description of School Culture

School culture is school culture which includes norms, values and beliefs, rituals and ceremonies, symbols and stories that shape the

personality of the school. According to Peterson, school culture influences the way people think, feel, and act. Being able to understand and shape culture is key to a school's success in promoting learning for both staff and students. According to Willard Waller, schools have a clear culture about themselves. At school, there are complex rituals in relationships, a set of unreasonable customs, customs and sanctions, a moral code that prevails between them. Here are some of the cultures that exist in schools:

- a. 3S activity (smile, greet, greet)
- b. Flag ceremony
- c. The use of school uniforms
- d. Suggestions for maintaining cleanliness
- e. Advice to keep calm
- f. Advice to use time
- g. Creating a calm and comfortable atmosphere for learning
- h. The atmosphere at school is fun

## **6. School Vision**

The school's vision is a moral imagination that is used as a basis or reference in determining the goals or future conditions of the school that are specifically expected by the school. The School Vision is a derivative of the National Education Vision, which is used as the basis or reference for formulating the Mission, Goals and targets for the envisioned future development of schools and their survival and development.

The vision of SMK Insan Cendikia was compiled and formulated together with the school community by referring to the educational goals at the unit level of primary and secondary education and the general goals of education. The aim of secondary education is to improve intelligence, knowledge, personality, noble character, and skills to live independently and to attend further education.

Vision of SMK Insan Cendikia:

“GLOBAL – EXCELLENCE – CHARACTER”

Indicators:

- a. Active in social and religious activities
- b. Able to compete in the selection of new student admissions.
- c. Creative youth scientific work activities
- d. Respond quickly to the development of knowledge and technology.
- e. Excellent in academic and non-academic activities.
- f. High discipline, tolerance and noble character
- g. Environmentally conscious school community. Master the field
- h. Information and communication technology.

## **7. School Mission**

The mission of SMK Insa Cendikia was compiled and formulated by the school community together with the school committee with reference to the vision indicators and considering the results of the analysis of the Graduate Competency Standards of the education unit, detailed as follows:

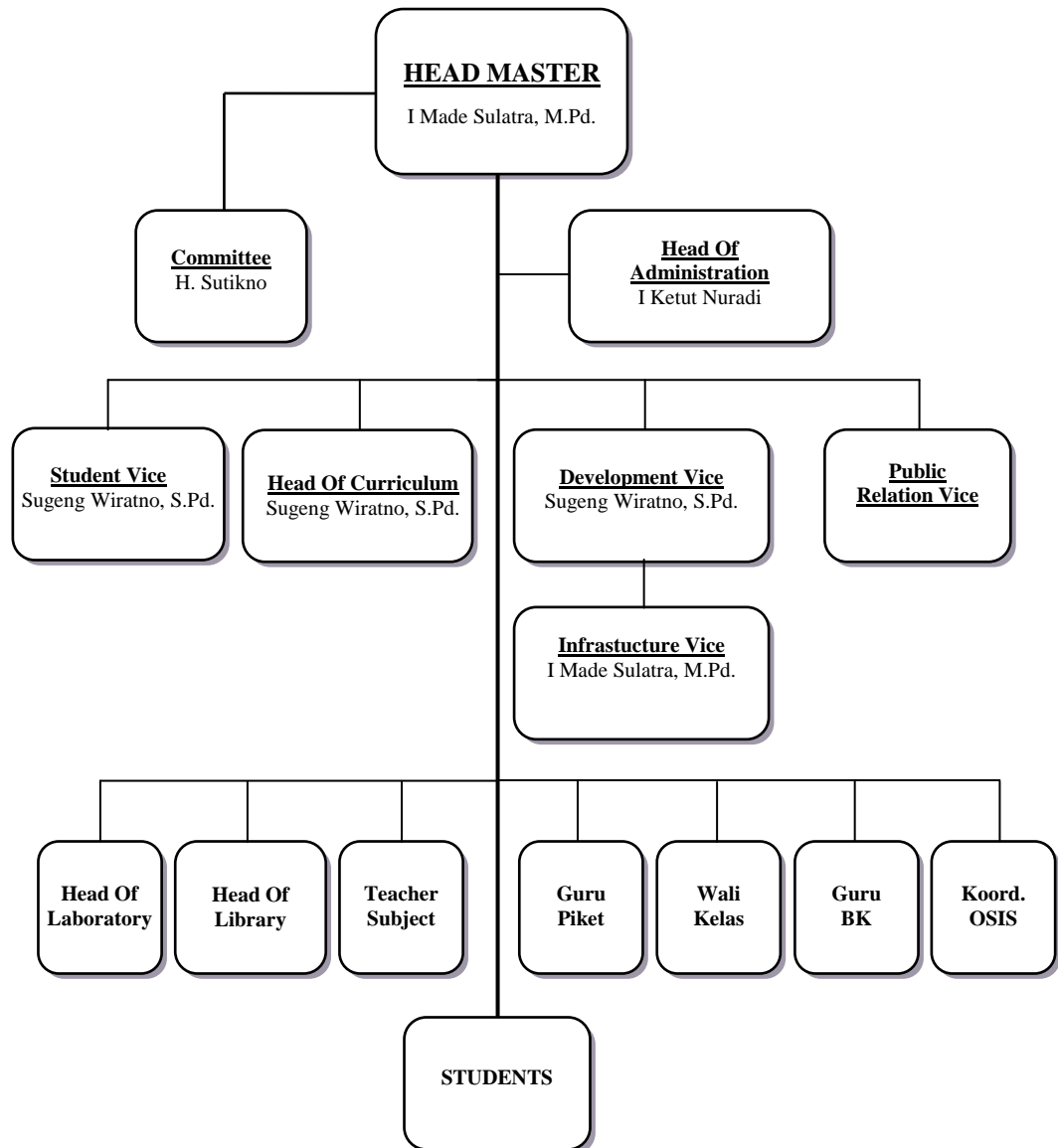
- a. Creating a conducive climate in the appreciation and practice of the teachings of each religion
- b. Carry out coaching in the process of realizing the values of Pancasila and the 1945 Constitution in the life of the nation and state at school
- c. Improving the quality of professionalism of educators and educational staff
- d. Carry out school-based management that is innovative, accommodative and participatory from all stake holders
- e. Creating a harmonious and conducive working environment and learning environment
- f. Instilling discipline through a clean culture, orderly culture, and work culture
- g. Empowering all components of the school and optimizing school resources in optimally developing the potential and interests of students
- h. Carry out the learning process and guidance optimally
- i. Carry out achievement development, both academic and non-academic
- j. Providing facilities to create quality learning with an insight into life skills.

#### **8. School organizational structure**

To create a conducive school climate in achieving the expected goals in accordance with the school's mission and vision, a professional, proportional, intelligent, dynamic, and compact organizational structure is



formed. The work team that was built at SMK Insan Cendikia is shown in Figure 4.1 of the following school organizational structure chart.



**Figure 4.1: School Organization Structure**

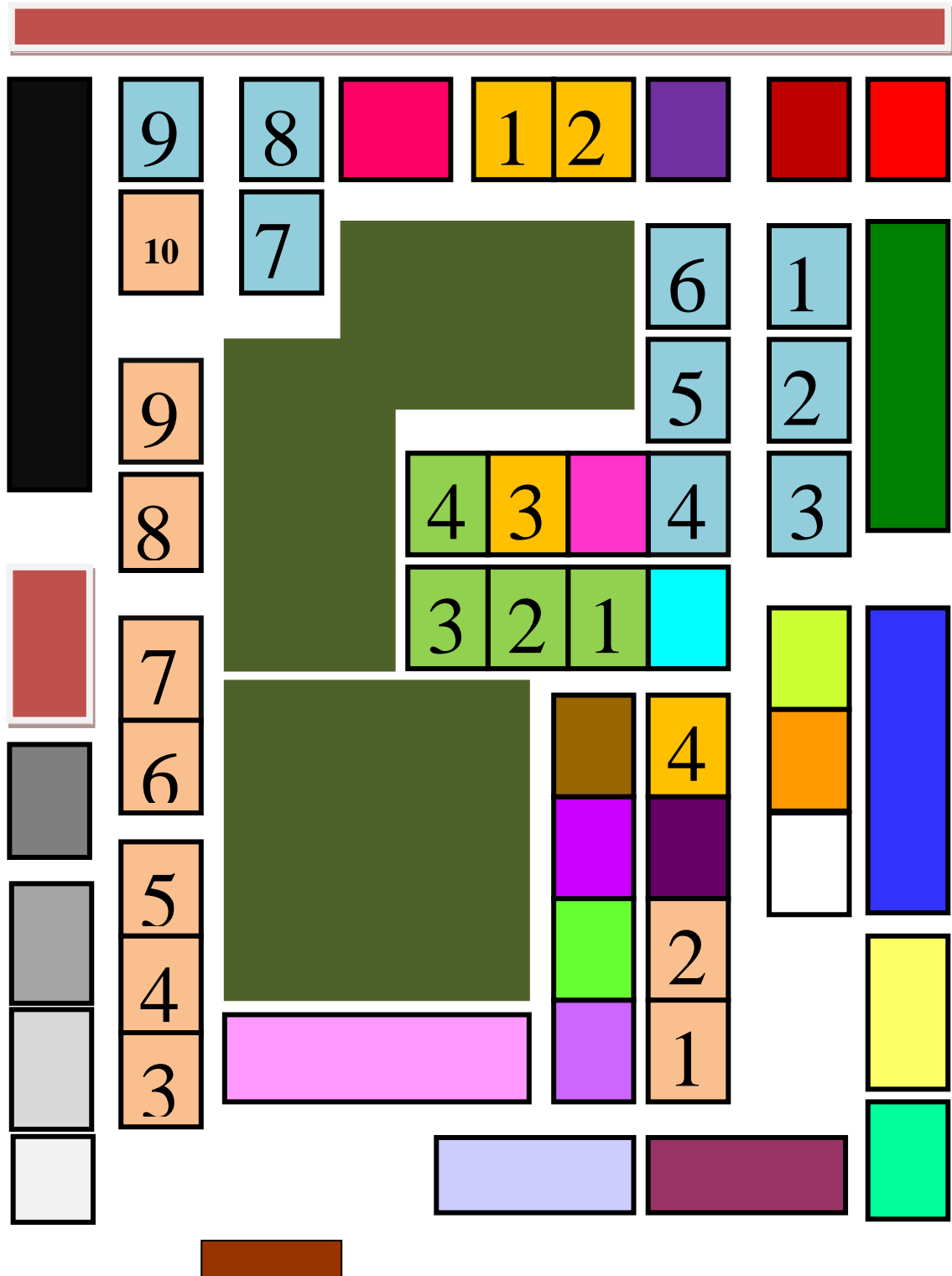
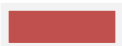









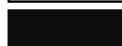




















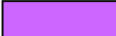


Figure 4.2 Building Structure of SMK Insan Cendikia

**Keterangan :**

	: Toilet		: Chemistry Lab
	: Mosque		: Biology Lab
	: Osis Room		: Computer Room
	: Counseling Guidance Room		: UKS
	: Scout Room		: Volleyball Court
	: Parking For Student		: Canteen
	: Class X		: GSG
	: Class X1		: Basket Ball Court
	: Class Xii Digital Busines		: Cristian Religion Room
	: Mechanical Engineering Room		: Hindunese Religion Room
	: Yard		: Business Space
	: Dance Room		: Security Pos
	: Committee Room		: Teacher Room
	: Pura		: Parking Area
	: Church		: Gate
	: Physics Laboratory		: Library

**9. Academic and Non-Academic Excellence Programs**

The flagship program is a student activity program which is a school priority program with a focus on:

- a. Achieving creative, innovative human resources with intellectual toughness and moral strength
- b. There is a change from passive students to active students
- c. Having superior academic or non-academic achievements for certain fields as proof of accountability for the success of educators to the community.
- d. Able to excel in Olympic activities or Quick Accurate Competitions or Art or student studies at the city or provincial level and national level.

As for the activities of the academic and non-academic activity program:

**Table 4.3**  
**Academic and Non Academic Activity**

<b>Academic Activity</b>	<b>Non Academic Activity</b>
OSIS	LCT
Computer Olympic	Scout
Biology Olympic	Basket Ball
Math Olympic	PMR
Physics Olympic	Hapkido, Karate, Tae Kwon Do)
Chemistry Olympic	Foot Ball and Futsal

## **B. The Observation Result**

The aim of observation is to know the teaching learning process directly before implementing guided conversation method in the Classroom Action Research(CAR). Researcer use interview to do observation. The scedule of pre- observation can seen in the table below:

**Table 4.4**  
**The Scedule of Pre-Observation**

<b>Time and Date</b>	<b>Activity</b>
Wednesday, July 22 <sup>th</sup> 2023	Interview with english teacher
Friday, July 24 <sup>th</sup> 2023	Interview with students
Saturday, July 25 <sup>th</sup> 2023	Pre- Test

In this research, interview was done on Friday, July 24<sup>th</sup> 2023at 09.00A. M.It was conducted to interview the teacher and the students at SMK Insan Cendikia Bandar Mataram by using structured interview.

### **1. The Result of Interview with the Teacher**

In this part, the writer asked some question to the teacher related with the general condition of the English teaching primarily teaching speaking, the question involves how the teacher taught English in that class, what kinds of strategy used when she was teaching speaking, how

she adjusted the material with techniques, and what difficulties faced by her during the teaching process.

From those interviews, it was known that the teacher taught speaking by teacher-center and also she seldom used some game or methods especially guided conversation method in SMK Insan Cendikia Bandar Mataram. She usually uses traditional strategy in teaching speaking, such as giving dialogue on the white board. After giving the dialogue, she reads it loudly and instructs students to repeat after her.

Then, the teacher asks the student to memorize and perform that dialogue in front of the class without giving them a more communicative activity to practice the material that has been given to the students or asking them to improve a more communicative dialogue using their own way. So, they only memorize the dialogue and most of the students do not know how to use some expressions taught by their teacher in real communication, even they do not know the meaning of dialogue that they memorize.

The teacher also said that this strategy is used because of many problems. First, it relates to the condition of students who lack of vocabulary which will make them unable to say words or sentences in real communication. Second, the students get used to speak Indonesian language in the classroom. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. They are shy to perform English conversation in front of their friends. Consequently it makes them uninterested in learning English.

The teacher also has difficulties to teach in large class. The main problem is the way to manage it. During the teaching hours the teacher should make the students pay attention to the materials given to them and also to their friends' performances in front of the class. It needs hard work to get students' attentions without giving them an interesting activity for more than one hour.

## **2. The Result of Pre Interview With The Students**

After interviewing the teacher, the writer interviewed the students. The researcher chose ten students of the whole students. He interviewed them one by one using structured interview. Based on the interview result with them, the writer could sum up that they were bored and unmotivated in learning English, because they thought English is the difficult lesson to be learned, difficulty in arranging words into the right order or sentences and feeling awkward to say things in English. They felt uncomfortable when they have to take part in the conversation and wait the other till their turn comes.

Based on their teacher's strategy of teaching, they always were instructed to memorize dialogue, memorize vocabularies and do some exercises from students' handbook (LKS) without giving a time for them to practice in applying speaking skill. So this case made the students was lazier in learning English lesson.

## **3. The Pretest Result**

The pretest was conducted on Saturday, July 25<sup>th</sup> 2023. It was started at 08.00 A.M. and was finished at 09.30 A.M. This is done before the Classroom Action Research (CAR). The teacher gives a theme

as the guideline. It was 'introduction', each student have to come forward to introduce themselves in front of the class by turns with in three minutes.

Based on the pretest result, it showed that the mean of this pretest score was 64, and only seven students who could pass the criterion of minimum completeness (KKM). Whereas 23 students who got the score below the KKM. So, it can be concluded that most of the second grade students were still lacking in speaking aspect. To be more detail, the writer explained in the following table.

**Table 4.5**  
**Students Pretest Score**

No	Students' Name	P	G	V	C	F	Total Score	Final Score
1	A	60	62	63	62	63	310	62*
2	AR	60	65	65	62	63	315	63*
3	ARB	60	60	60	60	60	300	60*
4	AS	64	62	63	60	64	313	63*
5	AY	84	82	83	85	85	419	84
6	AHA	60	65	65	60	60	310	62*
7	BF	68	68	68	69	68	341	68
8	BS	84	80	85	80	85	414	83
9	DOP	60	60	60	60	60	300	60*
10	E	60	60	60	60	60	300	60*
11	FP	60	60	60	60	60	300	60*
12	F	60	62	63	62	62	309	62*
13	HP	70	70	70	70	70	350	70
14	HH	60	60	60	60	55	295	59*
15	IM	65	65	60	65	60	315	63*
16	LDM	65	64	64	60	65	318	64*
17	MF	64	64	62	64	64	318	64*
18	MFS	55	65	60	65	65	310	62*
19	MKA	60	65	60	60	65	310	62*
20	MD	60	60	65	60	60	305	61*
21	MP	65	65	65	65	60	320	64*
22	R	60	60	62	60	60	302	60*
23	RN	60	60	60	60	60	300	60*
24	RDPS	65	65	65	60	65	320	64*
25	RF	84	80	85	85	85	419	84
26	SAY	65	65	65	65	65	325	65
27	SBG	68	68	68	68	69	341	68
28	SAB	63	63	62	63	63	314	63*
29	SGK	64	63	62	63	63	315	63*
30	YSP	60	60	65	65	60	310	62*

\*Student whodoes not pass the KKM(65)

Explanation:

P : Pronunciation

C : Comprehension

G : Grammar

V : Vocabulary

F : Fluency

**Table 4.6**  
**The Criteria of Students Score**

Scores	Pronunciation	Grammar	Vocabulary	Fluency	Comprehend
80–100	Has few traces of foreign language	Makes few Errors of grammar and word order	The use of vocabulary is virtually	Speech as fluent as thenative speaker	Understand every thing with out difficulty
60–79	Always intelligible	Occasionally grammatical errors	Sometimes uses In appropriate terms and need rephrase	Speed of speech seems to beslight	Understand at normal speed
40–59	Occasionally lead to mis-Understanding	Make frequent errors	Frequently uses the wrong words	Speed and fluency are rather strong	Understand at slower than normal speed
20–39	Very hard to understand	Hard to comprehend	Make conversation quite difficult	Usually hesitant	Comprehend inslow speedwith repetition
1–19	Speech virtually unintelligible	Speech virtually unintelligible	Make conversation virtually impossible	Make conversation virtually imposibe	Cannot be understood even in simple conversation

The average of the students' pre-test is:

$$\begin{aligned}
 \sum \text{Pre-test} &= 1945 \\
 \text{Pre-Test} &= \frac{\sum X}{N} \\
 &= \frac{1945}{30} \\
 &= 62,444
 \end{aligned}$$

After calculating students' score in the form of average, then the writer calculates it in the form of percentage, it is done to know the total student who passes the criterion of minimum completeness by



dividing the number of students who passes the test with the total students who takes the test it self, and then multiplied by 100%, by which the total number of students who passes the KKM in percentage will be as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{30} \times 100\% \\ = 23.33\%$$

### C. The Implementation of The Action

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting.

#### 1. Cycle1

##### a. Planning Phase

The writer and the teacher collaboratively made instruments which were needed in this planning phase, such as lesson plan which contained about teaching material, teaching procedure, and some exercises. Besides, the writer and the teacher prepared structured observation sheet to observe the teacher's performance, students' response, and class situation during the teaching learning process. The writer also prepared the post test to know there is any improvement in students' score from pre test to post test. The material in this cycle provided include: Talking about traveling

The steps taken include:

- 1) Creating a role setting to make it appear as it should. For example, explain to students what asking for attention and checking for understanding mean.

- 2) Explain the purpose and rule so material and method.
- 3) Give the expressions used, guiding the way how to pronounce several times and at the same time explaining its use.

Through guided conversation method, the teacher is expected students to engage their will to be better in speaking skill. In this case, grammar, vocabulary, and pronunciation as pectareal so the main goals to be obtained. In detail the writer presents in acting phase.

b. Acting Phase

Acting phase is the implementation of the planning phase that has been planned by the teacher and the researcher as well. Here, the writer acts as the teacher who does the action by teaching students at second grade of SMK Insan Cendikia use guided conversation method. In teaching the lesson, the researcher uses three phase techniques that contains about three phases, those are; opening phase, core phase, and closing phase. In this acting, the writer tried to integrate students to participate in the classroom activities. In detail, the writer presents in the following action.

1) First Meeting

Day/date: Monday 28 July 2023

a) Opening

The teacher opens the class by saying greeting and asking students' condition. Besides, she also asks students' readiness to learn.

b) Coreactivity

Based on the materials that have been selected in the planning phase before, in this meeting the teacher attempted to introduce guided conversation method in teaching English by using the theme that has been determined. Based on step by Molinsky and Bliss first of all, the teacher stimulated students by asking their experiences when they go to traveling. Some student shared their experience and the other paid attention. After sharing the experience, the teacher gave a video about talking traveling. Then the teacher gave example about how to retell expression of traveling, expression to invite someone to go traveling and other. The students discuss about expression on the video and looking from internet. The last the student make dialogue about traveling. Every pair practice in front of the class and teacher give guiding about some expression if it not related with the topic

c) Closing.

Before closing the class, firstly the teacher asked students regarding their difficulties during the teaching and learning process. If it might there some questions concerning with the materials, the teacher will a bit explain and give the answer. Some advices are also given to students to motivate them to always practice their English. While to close the class, the teacher closes it by saying greeting or salam.

## 2) Second Meeting

Day/date: Tuesday July 28 2023

### a) Opening

As usual, the teacher starts the class by saying salam and asks students condition. To stimulate students' motivation to learn the teacher gives a brain storming and then asks their readiness in joining the class.

### b) Core activity

Still with the same topic but different theme, the teacher gave another material that related to that theme. The theme for second meeting is traveling to the beach. After considering students have had enough understanding of the material, the teacher strengthens it by using guide conversation method.

First of all the teacher ask student to make a group consist of 4 people. After that the teacher give material and some expession related the topic. The teachher guided students to speak and make conversation with theme traveling to the beach and the last the teacher asking student to show up in front of the class.

### c) Closing

The teacher asks students' difficulties regarding the material given during the learning process. She also gave feedback concerning with the students work. The last, she closes the class by saying salam.

c. Observing Phase

Observing students' activity in the classroom is the observer duty. She observed every single thing that happen in the classroom while the teaching and learning process were accomplishing. Here, the used observation form that has been formed by the researcher concerning with cases to be observed. Along with the observation, the observer also noticed things that did not note in the observation form by using unstructured observation form to help him in verifying the data.

Based upon the structured and unstructured observation data, as for the observer, the teacher has applied the guided conversation in teaching speaking, yet it still did not work well. Because, some students did not pay attention to the instruction given and did not actively participate in the learning process. The classroom condition still uncontrolled yet. Still there was some trouble maker who disturbed the other students while the learning process was processing.

The observer then suggested the teacher to modify the guided conversation and clarify the instruction, so students will integrate and seriously pay attention to the material explanation. If the teacher still can not control students, the observer suggested him to give punishment.

d. Reflecting Phase

After finishing the three-phase, it was the time to reflect the all activities whether the implementation of the guided conversation improving students' speaking skill or it did not. Based on data have

been collected and analyzed by the teacher and the researcher as well, it shown that there was an improvement of students' speaking ability in the classroom action research (CAR) by using guided conversation. Nevertheless, it was not prestigious or had not achieved the target yet. There were so many things to be well-prepared again to gain the target. To be an ongoing concern, the writer then limited three points for the discussion, those were; students' speaking achievement, students' participation in the classroom, and classroom situation.

Students speaking achievement is the primary concern for this research. Dealing with this case, the writer found that some students are lacking in several aspects that they can not achieve the lesson as fast as another students did. Consequently, the teacher had to be aware to whom that could not participate actively as the teacher expected to do. He also had to help them to activate their will to learn, at least they able to response even in a short sentence. Concerning with the improvement.

The secondary concern was integrating students in the classroom. Relating to this case, the observer revealed that the implementation of guided conversation method to stimulate students speaking is good way, besides it is fun, it also can make students socialize themselves and build their solidarity. But teacher have to be more pay attention to students who lacks in speaking aspect. Because sometimes, students feeling so fool in front of their friend when they can not do likely the other did, so that student would not work well during the activity. Therefore, teacher has to cover all students without any

exception and make them to attempt to do as best as their friend to speak.

## 2. Cycle2

### a. Planning Phase

In the previous cycle, the writer did the four-phase of the cycle and from that cycle found the improvement of students speaking skill, even though it still there were many things to be improved. Therefore, in the second cycle the writer would like to improve things that have not been obtained yet. The previous lesson plan is revised; along with this, the writer also reselects the teaching material and modifies the guided conversation method that would be implemented in the acting phase. By using the lesson plan, the teacher is expected improvements of students' speaking ability not only in grammatical, vocabulary (common used verb and adjective), and pronunciation aspects but also the improvement of fluency and comprehension aspects. In this phase, the writer also formed the evaluation that would measure the students' progress, by all means through discussion with the teacher.

### b. Acting Phase

The revised lesson plan had been formed by the researcher based on the problem that still happen at second grade of SMK Insan Cendikia after applying the guided conversation in teaching speaking. In cycle two, the teacher will teach students still using guided conversation. Here, the writer wished to have more improvement to students speaking score than in previous section.

## 1) First meeting

Day/date: Monday August 5, 2023

### a) Opening

Saying salam and asking students' condition. Here the teacher also asking students' activity.

### b) Coreactivity

In this phase, the teacher gives materials about giving and asking suggestion.

Students pay attention to the teacher explanation. If it considered enough for students, then the teacher begins to apply it into the real situation by using guided conversation method. The procedures were; firstly students are divided into pair and the teacher show a video dialogue. Then they are given a blank dialogue, so complete it based determined condition by teacher. After complete the dialogue the teacher ask student to practice it in front of the class, as procedure by Molinsky

In closing phase, the teacher asks regarding students difficulties during the learning process and sometimes she gives advice to motivate and to encourage them to learn more and more. At the last, she closes the class by saying salam.

## 2) Second Meeting

### a) Opening

Here, the teacher firstly addressed students by saying salam, and asked students' condition.



b) Coreactivity

The teacher gives the material which it about asking and giving suggestion. After giving the expressions and a video the teacher give students a draf dialogue from it video. Then the teacher instruct students to read all together the dialogue likely modeled by teacher.

The teacher begins to give an instruction of the guided conversation that would be applied in that class. The procedures are; firstly students are divided into pairs. students make a conversation based on the condition. Each student has about 5 opportunities to ask based on their condition or by act based on their role. After that all of student practice it in front of the class.

c) Closing

The teacher asks students difficulties regarding the material given. To encourage students to speak English, once she gives an advice, motivation, and feedback. In the end of the class she closes by saying salam.

c. Observing Phase

This phase is as the same as in observation phase within the first cycle. The observer duty is notice everything that happens in the classroom during the teaching and learning process. He also notes what ever she found involving; students' activities, teacher's performance, and the classroom situation.

In the cycle 2 the researcer implemented the technique a bit better than in first cycle. The classroom situation controlling also can

be handled by him, so when students were using guided conversation method, the overall students are participating enthusiastically, students seem more enjoyed joining the activities.

d. Reflecting Phase

Acting phase with in the second cycle is completely accomplished. Data that were obtained from test and observations also have been collected. It is the time to analyze those data, reflects the all activities, and proves the students progress in learning English by using guided conversation.

From the observation data and the post test result of the second cycle. The writer and the teacher felt satisfied to the action research result, because the implementation of guided conversation in teaching English especially teaching speaking showed amount changes. For example, student who is at the first time feeling afraid of making mistake in grammatical and the vocabulary, after learning by using *guided conversation method*, now they begin to understand the use of simple presenting speaking even in simple sentence by which students can use the vocabularies that have been stored in their brain. Then, student who is at the first time feeling awkward to say in English, and after learning by using guided conversation method in which expressions are involved their daily activities, so students can practice which bring about habit to using English orally, so in this technique all students can be acting.

## D. Post-Implementation of the Action

### 1. The Result of Post Test I

**Table 4.7**  
**The Result of Post Test I**

No	Students' name	P	G	V	C	F	Total Score	Final Score
1	Adam	65	60	65	65	60	315	63*
2	Ahmad Ramdani	60	60	60	60	60	300	60*
3	Akbar Ramadhan	60	60	60	60	60	300	60*
4	Amelia	69	65	68	67	67	336	67
5	Annisa Yulita	85	82	83	85	85	420	84
6	Ayulia Hidayatul Aisy	60	65	65	60	60	310	62*
7	Bijar Faturrahman	70	68	68	70	68	344	69
8	Bonita Safitri	80	80	80	80	80	400	80
9	Deni Ocha Pamungkas	60	60	60	60	60	300	60*
10	Eko	60	60	63	70	62	315	63*
11	Fahmi Pangestu	60	60	60	60	60	310	60*
12	Fahrurozi	65	60	65	65	60	315	63*
13	Hadi Prasityo	70	70	70	70	70	350	70
14	Hena Hestiana	62	60	60	63	60	305	61*
15	Ibnu Mulabi	60	65	65	60	60	310	62*
16	Lina Dina Maudina	65	64	64	70	65	328	66
17	M Fadli	68	68	65	68	68	337	67
18	M Firmansyah	60	60	60	65	65	310	62*
19	M Khaerul Anam	60	65	60	65	65	315	63*
20	Meliana Dzinafri	60	60	65	65	60	310	62*
21	Mia Pramitias	65	65	65	65	65	325	65
22	Rahmat	65	63	62	65	60	315	63*
23	Ramadhan	55	60	60	60	55	290	58*
24	Ria Dwi PS	67	67	67	65	67	333	67
25	Ricky Fandiani	85	80	85	80	80	410	82
26	Santri	65	65	65	65	65	325	65
27	Selvia	70	68	68	70	69	345	69
28	Sinta	63	63	62	63	63	314	63*
29	Sintia	65	63	62	70	65	325	65
30	Yunia Suchi Pareni	60	60	60	60	60	300	60*

\*Student who does not pass the KKM

Explanation:

P : Pronunciation

G : Grammar

V : Vocabulary

C : Comprehension

F : Fluency

65 : Criterion Minimum of Completeness (KKM)

The average of students' posttest I scores is:

$$\sum \text{Posttest I} = 1961$$

$$\begin{aligned} \text{Post-Test I} &= \frac{\sum X}{N} \\ &= \frac{1961}{30} \\ &= 65,36 \end{aligned}$$

From the calculation of students' post test I score, it can be inferred that there are some improvement toward students' speaking score after implementing the guided conversation method in teaching English. It is proven by students' mean test result comparison between pre test and post test in cycle I, the *mean* of pretest is 64.83 while the *mean* of post test result is 65.36. It means there are 0.53 improvements toward students speaking score.

It means that there are about 20% ( $43.33 - 23.33 = 20$ ) of students' score passed the KKM after learning English by using guided conversation method. On the other hand, there are 13 students finally passed the KKM and the other 17 students are still in lower score.

## 2. The Result of Post Test II

**Table 4.8**  
**Students' Post Test II Score**

No	Students' name	P	G	V	C	F	Total Score	Final Score
1	Adam	65	65	65	65	65	325	65
2	Ahmad Ramdani	65	65	65	66	64	325	65
3	Akbar Ramadhan	60	60	60	60	60	300	60*
4	Amelia	65	65	65	70	65	330	66
5	Annisa Yulita	85	82	83	85	85	420	84
6	Ayulia Hidayatul Aisy	65	65	65	65	65	325	65
7	Bijar Faturrahman	70	70	65	70	65	340	68
8	Bonita Safitri	80	80	80	80	80	400	80
9	Deni Ocha Pamungkas	60	55	60	60	60	295	59*
10	Eko	65	65	65	70	65	330	66
11	Fahmi Pangestu	65	65	65	65	65	325	65
12	Fahrurozi	65	63	65	70	62	325	65
13	Hadi Prasityo	65	65	70	70	70	340	68
14	Hena Hestiana	65	65	65	70	65	330	66
15	Ibnu Mulabi	65	65	65	65	65	325	65
16	Lina Dina Maudina	65	65	65	70	65	330	66
17	M Fadli	65	65	65	65	65	325	65
18	M Firmansyah	60	60	60	65	60	305	61*
19	M Khaerul Anam	65	65	65	65	65	325	65
20	Meliana Dzinafri	65	65	70	65	65	330	66
21	Mia Pramitias	65	65	70	70	65	335	67
22	Rahmat	65	65	65	65	65	325	65
23	Ramadhan	65	60	60	60	60	305	61*
24	Ria Dwi PS	65	65	65	70	65	330	66
25	Ricky Fandiani	85	80	85	85	85	420	84
26	Santri	65	65	65	70	65	330	66
27	Selvia	70	70	70	70	70	350	70
28	Sinta	65	65	65	65	65	325	65
29	Sintia	65	63	65	70	65	328	66
30	Yunia Suchi Pareni	65	65	70	70	65	335	67

\*Student who does not pass the KKM

Explanation:

P : Pronunciation

G : Grammar

V : Vocabulary

C : Comprehension

F : Fluency

65 : Criterion Minimum of Completeness (KKM)

Based on the data above, it can be interpreted that the average of students' post-test II scores was:

$$\sum \text{PostTest II} = 2007$$

$$\text{Post-Test II} = \frac{\sum X}{N}$$

After finding the improvement of students' score, then the writer tried to find the class percentage of the whole students' who able to pass the KKM as follow:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{26}{30} \times 100\%$$

$$= \mathbf{86.67\%}$$

It is meant that about 1.54% ( $66.9 - 65.36 = 1.54$ ) students' score averages are increased. It is improved from the previous cycle which is only improved 0.53 points. It showed that the implementation

of guided conversation method in teaching English especially teaching speaking are successful.

From those interpretations, the writer obtained that there are 43.34% ( $86.67 - 43.33 = 43.34$ ) of students score had improved within the second cycle, or 26 of 30 students are passed the KKM while the other 4 students are still below the KKM.

If it is calculated the whole improvement of students score from the pretest result, it would be 60% of students score are passed the KKM. Or 7 students are better after learning by using guided conversation method. In this case, those scores showed the successful of the classroom action research toward students of second grade of SMK Insan Cendikia Bandar Mataram.

Throughout these scores are derived not only within the tests that carried out to know students' progress but also it derived from students' English development during the research even oral or written. So that the researcher is not only value the final result of the research but also the process itself. As revealed by Finocchiaro and Brumfit concerning with the Communicative Language Teaching for the beginning Level. Furthermore, the main problem is just matter of habit to practice; the more students have opportunities to practice the better they will be.

**Table 4. 9**  
**Result of Pre-Test and Post Test I and II**

No	Students'Name	PreTest	PostTest I	PostTest II
1	Adam	62*	63*	65
2	Ahmad Ramdani	63*	60*	65
3	Akbar Ramadhan	60*	60*	60*
4	Amelia	63*	67	66
5	AnnisaYulita	84	84	84
6	Ayulia Hidayatul Aisy	62*	62*	65
7	Bijar Faturrahman	68	69	68
8	Bonita Safitri	83	80	80
9	Deni Ocha Pamungkas	60*	60*	59*
10	Eko	60*	63*	66
11	Fahmi Pangestu	60*	60*	65
12	Fahrurozi	62*	63*	65
13	Hadi Prasityo	70	70	68
14	Hena Hestiana	59*	61*	66
15	Ibnu Mulabi	63*	62*	65
16	Lina Dina Maudina	64*	66	66
17	M Fadli	64*	67	65
18	M Firmansyah	62*	62*	61*
19	M Khaerul Anam	62*	63*	65
20	Meliana Dzinafri	61*	62*	66
21	Mia Pramitias	64*	65	67
22	Rahmat	60*	63*	65
23	Ramadhan	60*	58*	61*
24	Ria Dwi PS	64*	67	66
25	Ricky Fandiani	84	82	84
26	Santri	65	65	66
27	Selvia	68	69	70
28	Sinta	63*	63*	65
29	Sintia	63*	65	66
30	Yunia Suchi Pareni	62*	60*	67
<b>Total Score</b>		<b>1945</b>	<b>1961</b>	<b>2007</b>
Students' scores' mean $M = \frac{\sum X}{N}$		<b>64,83</b>	<b>65,36</b>	<b>66,9</b>
Students' score class percentage $P = \frac{F}{N} \times 100\%$		<b>23.33%</b>	<b>43.33%</b>	<b>86.67%</b>



### 3. The Result of Post Interview

The writer did the post interview on Friday, 12<sup>nd</sup> of August 2023. This interview did after finishing the second cycle. Along with this, she implied student to value the implementation and the writer work during the classroom action research. In this case, she categorized into four view points, those were; students' speaking achievement, students' motivation to learn, teachers' opinion on the implementation of guided conversation method, and the last was classroom condition controlling.

Based on the students' answers with in the interview, they can express them selves by using English, with out any hesitation even in simple sentence. They also feeling satisfy that they do not feel awkward and feel afraid of making mistake when they are saying some thing in English. Besides it is fun, it also tends to make them comfort and make them more confidence because they can be acting.

As for the teacher, it was good way to teach English by using guided conversation method. Despite, for the first time she hesitated that this technique would make students crowded and unserious in learning. Moreover, it was the deadline to finish the all materials that he did not have much time to play. Nevertheless, when th ewriter applied the guided conversation method into the lesson for twice, she saw something different by which students more active in participate thec lass. The feedback given makes students compete to get more points from the competition. Since the guided conversation method are applied in teaching process and for

sixtimes the writer applied the technique by using group work and pair bring about changes toward student; students who at the first time do not want to participate in the classroom, finally they do their best and students who are difficult to make group, at last they automatically become one when the instruction revealed.

From those results mentioned above, it can be inferred that teaching speaking by using guided conversation method are effective for engaging students' motivation and encouraging them to practice.

#### **4. The Result of Post Observation**

The writer gave the real teacher observation form to observe his teaching. For the first teaching, the observer found that his teaching didn't give influence, because the students confused about guided conversation method what he applied in his teaching and they were passive when the teacher asked to do guided conversation method.

The next teaching, the observer found that his teaching improved because he could manage the classroom and his explanation about guided conversation method was acceptable by students. It can be proved that the students were active in conversation.

Based on observation to students, there was found an improvement of amount of active students in describing something clear and right, active to express their ideas, active to ask or answer.

## CHAPTER V

### CONCLUTION AND SUGESSTION

#### A. Conclusion

The result of the study shows that the use of guided conversation in teaching speaking can over come the students' problem effectively. The conclusions drawn from results of the research as follows:

1. The improvement of students' speaking skill can be seen in the improvement of their achievement in pre-test and pot test. The result of pre-test and post-test showed the significant improvement. The average of pre-test score is 64.83, and average of post-test score is 66.9. It showed that teaching speaking using role play is significant. it can be said that the teaching English speaking by using guided conversation is successful.
2. The use of role play can improve students' speaking skill. It can be proved based on the several data as:
  - a. The observation results that the students were more creative, active and independent in expressing what they have known.
  - b. The interview result, it could be summed up that students not only had chance to be active and cooperative in speaking activity but also could speak English bravery and fluently.

#### B. Suggestion

Having concluded the result of research, the writer would like to propose some suggestions that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

Being aware that speaking is important in English communication, the Students should be trained or practice to speak individually, pair or ingroup, both inside and outside the classroom.

2. For the teacher

The teacher should learn and be creative to find the way of how to teach speaking using effective method, one of them is by using role play. She/he must also give motivation and explanation about the importance of speaking in English communication or universal communication.

3. For the researcher

The result of the study can be used as an additional reference or further research with different discussion.

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# APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan	: SMK Insan Cendikia
Mata Pelajaran	: Bahasa Inggris
Fase/Kelas	: F/XI
Semester	: Ganjil
Topik	: Talking about travelling
Durasi Waktu	: 4 JP
Elemen	: Menyimak-Berbicara

**TUJUAN PEMBELAJARAN**

Di akhir pembelajaran, peserta didik mampu melakukan percakapan menggunakan kata-kata sendiri terkait travelling.

**KEGIATAN PEMBELAJARAN****Kegiatan Awal**

1. Melakukan apersepsi materi yang akan dibahas dengan pertanyaan pemantik (menghubungkan dengan kompetensi awal peserta didik).
2. Menyampaikan tujuan pembelajaran dan manfaat mempelajari topik yang dibahas.

**Kegiatan Inti****Pertemuan 1**

1. Peserta didik menyimak video percakapan *talking about travelling* dan melakukan *repetition drill*. (VIDEO 1)
2. Guru mrmbrikan contoh ungkapan ajakan, deskripsi tempat traveling.
3. Peserta didik secara berpasangan melakukan dialog yang disimak.
4. Peserta didik mendiskusikan kata sifat, ungkapan atau frase yang digunakan dalam dialog tentang *travelling*.
5. Peserta didik mencari di internet atau sumber lainnya ungkapan/frase lain yang digunakan membicarakan tentang *travelling*.
6. Peserta didik menyampaikan secara lisan ungkapan/frase yang ditemukan.

**Pertemuan 2**

1. Peserta didik menyimak video percakapan *talking about travelling* dan melakukan *shadowing*. (VIDEO 2)



2. Peserta didik mendiskusikan kata sifat, ungkapan atau frase yang digunakan dalam dialog tentang *travelling*.
3. Peserta didik berlatih membuat kalimat tanya terkait *travelling* menggunakan kata-kata sifat dan frase yang ditemukan.
4. Peserta didik bertukar pertanyaan dengan pasangannya dan memberikan jawaban atau respon terhadap pertanyaan yang diberikan.
5. Peserta didik berlatih bertanya dan merespon menggunakan kalimat yang dibuat terkait *travelling*.

### **Kegiatan Akhir**

1. Guru bersama peserta didik menyimpulkan pembelajaran.
2. Melakukan refleksi terhadap kegiatan pembelajaran.
3. Menutup pembelajaran.

### **ASSESSMEN**

1. Asesmen formatif
  - a. Formatif awal pembelajaran: pertanyaan lisan terkait pengetahuan prasyarat peserta didik
  - b. Formatif proses pembelajaran: observasi keterlibatan peserta didik dalam kegiatan pembelajaran baik secara individu maupun berpasangan.
  - c. Formatif akhir pembelajaran: pertanyaan lisan dan lembar refleksi pembelajaran
2. Asesmen sumatif: performa dialog terkait *travelling*.

Mengetahui,  
Guru Mata Pelajaran



**Nurma Januarti**

Seputih Banyak, 18 Juli 2023  
Peneliti



**Adinda Lembayung Sukma**

## Lampiran

### Instrumen Penilaian

#### 1. Asesmen formatif:

##### a. Formatif awal pembelajaran

Pertanyaan lisan terkait pengetahuan prasyarat peserta didik:

- 1) Do you like travelling?
- 2) Have you been travelling to interesting places? Where was that?
- 3) How was your travelling?

##### b. Formatif proses pembelajaran

Catatan Anekdotal:

NO	NAMA PESERTA DIDIK	KETERLIBATAN		
		Aktif	Cukup Aktif	Kurang Aktif

#### 2. Instrumen penilaian sumatif:

a. Make a dialog taling about travelling.

b. Perform your dialog with your partner in front of the class.

No	Nama	Grammar	Vocabulary	Pronouncation	Fluency

#### Rubrik penilaian:

ASPEK	SKOR	KETERANGAN
LAFAL (Pronunciation)	4	Sangat jelas sehingga mudah dipahami.
	3	Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.
	2	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.
	1	Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.

ASPEK	SKOR	KETERANGAN
TATA BAHASA (Grammar)	4	Tidak ada atau sedikit kesalahan tatabahasa.
	3	Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.
	2	Sering membuat kesalahan sehingga makna sulit dipahami.
	1	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami.
KOSAKATA (Vocabulary)	4	Menggunakan kosakata dan ungkapan yang tepat.
	3	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.
	2	Sering menggunakan kosakata yang tidak tepat.
	1	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.
KELANCARAN (Fluency)	4	Sangat lancar.
	3	Kelancaran sedikit terganggu oleh masalah bahasa.
	2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa.
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.

Poin maksimum: 16

$$\text{Nilai} = \frac{\text{Poin Perolehan}}{\text{Poin Maksimum}} \times 100\%$$

**Kriteria Ketercapaian Tujuan Pembelajaran:**

Interval	Keterangan
0 – 40%	Belum mencapai ketuntasan, remedial di seluruh bagian
41 – 60%	Belum mencapai ketuntasan, remedial di bagian yang diperlukan
61 – 80%	Sudah mencapai ketuntasan, tidak perlu remedial
81 – 100%	Sudah mencapai ketuntasan, perlu pengayaan atau tantangan lebih

## **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan	: SMK Insan Cendikia
Mata Pelajaran	: Bahasa Inggris
Fase/Kelas	: F/XI
Semester	: Ganjil
Topik	: Giving and Asking Sugestion
Durasi Waktu	: 4 JP
Elemen	: Menyimak-Berbicara

### **TUJUAN PEMBELAJARAN**

Di akhir pembelajaran, peserta didik mampu melakukan percakapan menggunakan kata-kata sendiri terkait giving and asking sugestion.

### **KEGIATAN PEMBELAJARAN**

#### **Kegiatan Awal**

1. Melakukan apersepsi materi yang akan dibahas dengan pertanyaan pemantik (menghubungkan dengan kompetensi awal peserta didik).
2. Menyampaikan tujuan pembelajaran dan manfaat mempelajari topik yang dibahas.

#### **Kegiatan Inti**

##### **Pertemuan 1**

1. Peserta didik menyimak video percakapan *giving and asking sugestion* dan melakukan *repetition drill*. (VIDEO 1)
2. Guru memberikan contoh ungkapan memberikan saran dan meminta pendapat.
3. Peserta didik secara berpasangan melakukan dialog yang disimak.
4. Peserta didik mendiskusikan kata sifat, ungkapan atau frase yang digunakan dalam dialog tentang *giving and asking sugestion*.
5. Peserta didik mencari di internet atau sumber lainnya ungkapan/frase lain yang digunakan membicarakan tentang *giving and asking sugestion*.
6. Peserta didik menyampaikan secara lisan ungkapan/frase yang ditemukan.

## **Pertemuan 2**

1. Peserta didik menyimak video percakapan *giving and asking suggestion* dan melakukan *repetition drill*. (VIDEO 1)
2. Guru memberikan contoh ungkapan memberikan saran dan meminta pendapat.
3. Peserta didik secara berpasangan melakukan dialog yang disimak.
4. Peserta didik mendiskusikan kata sifat, ungkapan atau frase yang digunakan dalam dialog tentang *giving and asking suggestion*.
5. Peserta didik membuat dialog *giving and asking suggestion*.
6. Peserta didik menyampaikan dialog yang sudah di buat secara berpasangan di depan kelas.

## **Kegiatan Akhir**

1. Guru bersama peserta didik menyimpulkan pembelajaran.
2. Melakukan refleksi terhadap kegiatan pembelajaran.
3. Menutup pembelajaran.

## **ASSESSMEN**

1. Asesmen formatif
  - a. Formatif awal pembelajaran: pertanyaan lisan terkait pengetahuan prasyarat peserta didik
  - b. Formatif proses pembelajaran: observasi keterlibatan peserta didik dalam kegiatan pembelajaran baik secara individu maupun berpasangan.
  - c. Formatif akhir pembelajaran: pertanyaan lisan dan lembar refleksi pembelajaran
2. Asesmen sumatif: performa dialog terkait *giving and asking suggestion*.

Mengetahui,  
Guru Mata Pelajaran



**Nurma Januarti**

Seputih Banyak, 18 Juli 2023  
Peneliti



**Adinda Lembayung Sukma**

## Lampiran

### Instrumen Penilaian

#### 1. Asesmen formatif:

##### a. Formatif awal pembelajaran

Pertanyaan lisan terkait pengetahuan prasyarat peserta didik:

- 1) Can you explain how the way to ask and give a suggestion?
- 2) Have you been giving and asking suggestion? Where was that?
- 3) How was other people response?

##### b. Formatif proses pembelajaran

###### Catatan Anekdotal:

NO	NAMA PESERTA DIDIK	KETERLIBATAN		
		Aktif	Cukup Aktif	Kurang Aktif

#### 2. Instrumen penilaian sumatif:

- a. Make a dialog talking about giving and asking suggestion
- b. Perform your dialog with your partner in front of the class.

No	Nama	Grammar	Vocabulary	Pronunciation	Fluency

###### Rubrik penilaian:

ASPEK	SKOR	KETERANGAN
LAFAL (Pronunciation)	4	Sangat jelas sehingga mudah dipahami.
	3	Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi.
	2	Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh.
	1	Ada masalah pengucapan yang serius sehingga tidak bisa dipahami.

ASPEK	SKOR	KETERANGAN
TATA BAHASA (Grammar)	4	Tidak ada atau sedikit kesalahan tatabahasa.
	3	Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna.
	2	Sering membuat kesalahan sehingga makna sulit dipahami.
	1	Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami.
KOSAKATA (Vocabulary)	4	Menggunakan kosakata dan ungkapan yang tepat.
	3	Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi.
	2	Sering menggunakan kosakata yang tidak tepat.
	1	Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.
KELANCARAN (Fluency)	4	Sangat lancar.
	3	Kelancaran sedikit terganggu oleh masalah bahasa.
	2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa.
	1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.

Poin maksimum: 16

$$\text{Nilai} = \frac{\text{Poin Perolehan}}{\text{Poin Maksimum}} \times 100\%$$

#### Kriteria Ketercapaian Tujuan Pembelajaran:

Interval	Keterangan
0 – 40%	Belum mencapai ketuntasan, remedial di seluruh bagian
41 – 60%	Belum mencapai ketuntasan, remedial di bagian yang diperlukan
61 – 80%	Sudah mencapai ketuntasan, tidak perlu remedial
81 – 100%	Sudah mencapai ketuntasan, perlu pengayaan atau tantangan lebih

**PRE-TEST**

Subject/Sub Mater : English/Speaking

Sub Subject Matter : Speaking about willingnes

**Instruction :**

Please make the dialogue about willingnes based on expression bellow

1. It is forbiden to
2. You are not allowed to
3. You are not permitted to
4. It is prohibited to
5. You must not
6. You can't



**POST-TEST 1**

Subject/Sub Mater : English/Speaking

Sub Subject Matter : Speaking about capability

**Instruction :**

Please make the dialogue about capability based on expression bellow

1. Can you..
2. Do you know how to
3. Do you think you are able to
4. Are you capable to
5. Are you capabilyty of
6. Do you think you can
7. Do you think you are capable of

## POST-TEST II

Subject/Sub Mater : English/Speaking

Sub Subject Matter : Speaking about invitation

### **Instruction :**

Please make the dialogue about invitation based on expression bellow

1. Would you like to come with me
2. Do you want to..
3. How if we...
4. Do you like to...
5. What about...
6. Might you...

### Response

1. Sure...
2. Yes, i will...
3. Unfortunately i can't
4. I'd like to, but...
5. With my pleasure

**OBSERVATION SHEET OF STUDENTS 'LEARNING ACTIVITIES  
CYCLE 1**

**Subject : English**

**Class : XI/Ganjil**

**School : SMK INSAN CENDIKIA BANDAR MATARAM**

No	Students' Name	Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1	Adam	✓	✓	✓	✓
2	Ahmad Ramdani	✓	✓	✓	✓
3	Akbar Ramadhan	✓	✓	✓	✓
4	Amelia	✓	✓	✓	✓
5	AnnisaYulita	✓	✓	✓	✓
6	Ayulia Hidayatul Aisy	✓	✓	✓	✓
7	Bijar Faturrahman	✓	✓	✓	✓
8	Bonita Safitri	✓	✓	✓	✓
9	Deni Ocha Pamungkas	✓	✓	✓	✓
10	Eko	✓	✓	✓	✓
11	Fahmi Pangestu	✓	✓	✓	✓
12	Fahrurozi	✓	✓	✓	✓
13	Hadi Prasityo	✓	✓	✓	✓
14	Hena Hestiana	✓	✓	✓	✓
15	Ibnu Mulabi	✓	✓	✓	✓
16	Lina Dina Maudina	✓	✓	✓	✓
17	M Fadli	✓	✓	✓	✓
18	M Firmansyah	✓	✓	✓	✓
19	M Khaerul Anam	✓	✓	✓	✓
20	Meliana Dzinafri	✓	✓	✓	✓
21	Mia Prमितias	✓	✓	✓	✓
22	Rahmat	✓	✓	✓	✓
23	Ramadhan	✓	✓	✓	✓
24	Ria Dwi PS	✓	✓	✓	✓
25	Ricky Fandiani	✓	✓	✓	✓
26	Santri	✓	✓	✓	✓
27	Selvia	✓	✓	✓	✓
28	Sinta	✓	✓	✓	✓
29	Sintia	✓	✓	✓	✓
30	Yunia Suchi Pareni	✓	✓	✓	✓

Note:

-Tick (✓) for each positive activity

-Percentage of student's activities

1. Paying attention of teacher's explanation
2. Asking and answering the teacher's question
3. Being active in class
4. Doing the task given by the teacher

Mengetahui,  
Guru Mata Pelajaran



**Nurma Januarti**

Seputih Banyak, 18 Juli 2023  
Peneliti



**Adinda Lembayung Sukma**

**OBSERVATION SHEET OF STUDENTS 'LEARNING ACTIVITIES  
CYCLE 2**

**Subject : English**

**Class : XI/Ganjil**

**School : SMK INSAN CENDIKIA BANDAR MATARAM**

No	Students' Name	Paying attention to teacher's explanation	Asking/ answering the teachers' question	Being active in class	Doing the task given by the teacher
1	Adam	✓	✓	✓	✓
2	Ahmad Ramdani	✓	✓	✓	✓
3	Akbar Ramadhan	✓	✓	✓	✓
4	Amelia	✓	✓	✓	✓
5	AnnisaYulita	✓	✓	✓	✓
6	Ayulia Hidayatul Aisy	✓	✓	✓	✓
7	Bijar Faturrahman	✓	✓	✓	✓
8	Bonita Safitri	✓	✓	✓	✓
9	Deni Ocha Pamungkas	✓	✓	✓	✓
10	Eko	✓	✓	✓	✓
11	Fahmi Pangestu	✓	✓	✓	✓
12	Fahrurozi	✓	✓	✓	✓
13	Hadi Prasityo	✓	✓	✓	✓
14	Hena Hestiana	✓	✓	✓	✓
15	Ibnu Mulabi	✓	✓	✓	✓
16	Lina Dina Maudina	✓	✓	✓	✓
17	M Fadli	✓	✓	✓	✓
18	M Firmansyah	✓	✓	✓	✓
19	M Khaerul Anam	✓	✓	✓	✓
20	Meliana Dzinafri	✓	✓	✓	✓
21	Mia Pramitias	✓	✓	✓	✓
22	Rahmat	✓	✓	✓	✓
23	Ramadhan	✓	✓	✓	✓
24	Ria Dwi PS	✓	✓	✓	✓
25	Ricky Fandiani	✓	✓	✓	✓
26	Santri	✓	✓	✓	✓
27	Selvia	✓	✓	✓	✓
28	Sinta	✓	✓	✓	✓
29	Sintia	✓	✓	✓	✓
30	Yunia Suchi Pareni	✓	✓	✓	✓

Note:

-Tick (✓) for each positive activity

-Percentage of student's activities

1. Paying attention of teacher's explanation
2. Asking and answering the teacher's question
3. Being active in class
4. Doing the task given by the teacher

Mengetahui,  
Guru Mata Pelajaran



**Nurma Januarti**

Seputih Banyak, 18 Juli 2023  
Peneliti



**Adinda Lembayung Sukma**

**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES  
POST-TEST I**

Researcher Activities	Good	Enough	Low
1. Pre-Teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material using Tiktok Application	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Bandar Mataram, August 20 2023  
Collaborator



**Nurma Januarti, S.Pd**

**OBSERVATION SHEET OF RESEARCHER'S ACTIVITIES  
POST-TEST II**

Researcher Activities	Good	Enough	Low
1. Pre-Teaching			
a. Preparing the lesson	✓		
b. Preparing the material	✓		
c. Class opening ability	✓		
2. While-teaching			
a. Informing the objective of learning	✓		
b. Explaining the material using Tiktok Application	✓		
c. Guiding the students to follow the lesson	✓		
3. Post-teaching			
a. Concluding the result of learning	✓		
b. Class closing ability	✓		
Tick (✓) for each positive effect			

Bandar Mataram, August 20 2023  
Collaborator



**Nurma Januarti, S.Pd**



## ATTENDANCE LIST OF POST-TEST 1

No	Students' name	Signarure
1	Adam	✓
2	Ahmad Ramdani	✓
3	Akbar Ramadhan	✓
4	Amelia	✓
5	Annisa Yulita	✓
6	Ayulia Hidayatul Aisy	✓
7	Bijar Faturrahman	✓
8	Bonita Safitri	✓
9	Deni Ocha Pamungkas	✓
10	Eko	✓
11	Fahmi Pangestu	✓
12	Fahrurozi	✓
13	Hadi Prasityo	✓
14	Hena Hestiana	✓
15	Ibnu Mulabi	✓
16	Lina Dina Maudina	✓
17	M Fadli	✓
18	M Firmansyah	✓
19	M Khaerul Anam	✓
20	Meliana Dzinafri	✓
21	Mia Prमितias	✓
22	Rahmat	✓
23	Ramadhan	✓
24	Ria Dwi PS	✓
25	Ricky Fandiani	✓
26	Santri	✓
27	Selvia	✓
28	Sinta	✓
29	Sintia	✓
30	Yunia Suchi Pareni	✓

## ATTENDANCE LIST OF POST-TEST 2

No	Students' name	Signarure
1	Adam	✓
2	Ahmad Ramdani	✓
3	Akbar Ramadhan	✓
4	Amelia	✓
5	Annisa Yulita	✓
6	Ayulia Hidayatul Aisy	✓
7	Bijar Faturrahman	✓
8	Bonita Safitri	✓
9	Deni Ocha Pamungkas	✓
10	Eko	✓
11	Fahmi Pangestu	✓
12	Fahrurozi	✓
13	Hadi Prasityo	✓
14	Hena Hestiana	✓
15	Ibnu Mulabi	✓
16	Lina Dina Maudina	✓
17	M Fadli	✓
18	M Firmansyah	✓
19	M Khaerul Anam	✓
20	Meliana Dzinafri	✓
21	Mia Prमितias	✓
22	Rahmat	✓
23	Ramadhan	✓
24	Ria Dwi PS	✓
25	Ricky Fandiani	✓
26	Santri	✓
27	Selvia	✓
28	Sinta	✓
29	Sintia	✓
30	Yunia Suchi Pareni	✓

## STUDENTS PRE TEST SCORE

No	Students' Name	P	G	V	C	F	Total Score	Final Score
1	A	60	62	63	62	63	310	62*
2	AR	60	65	65	62	63	315	63*
3	ARB	60	60	60	60	60	300	60*
4	AS	64	62	63	60	64	313	63*
5	AY	84	82	83	85	85	419	84
6	AHA	60	65	65	60	60	310	62*
7	BF	68	68	68	69	68	341	68
8	BS	84	80	85	80	85	414	83
9	DOP	60	60	60	60	60	300	60*
10	E	60	60	60	60	60	300	60*
11	FP	60	60	60	60	60	300	60*
12	F	60	62	63	62	62	309	62*
13	HP	70	70	70	70	70	350	70
14	HH	60	60	60	60	55	295	59*
15	IM	65	65	60	65	60	315	63*
16	LDM	65	64	64	60	65	318	64*
17	MF	64	64	62	64	64	318	64*
18	MFS	55	65	60	65	65	310	62*
19	MKA	60	65	60	60	65	310	62*
20	MD	60	60	65	60	60	305	61*
21	MP	65	65	65	65	60	320	64*
22	R	60	60	62	60	60	302	60*
23	RN	60	60	60	60	60	300	60*
24	RDPS	65	65	65	60	65	320	64*
25	RF	84	80	85	85	85	419	84
26	SAY	65	65	65	65	65	325	65
27	SBG	68	68	68	68	69	341	68
28	SAB	63	63	62	63	63	314	63*
29	SGK	64	63	62	63	63	315	63*
30	YSP	60	60	65	65	60	310	62*

## STUDENTS POST TEST I SCORE

No	Students' name	P	G	V	C	F	Total Score	Final Score
1	Adam	65	65	65	65	65	325	65
2	Ahmad Ramdani	65	65	65	66	64	325	65
3	Akbar Ramadhan	60	60	60	60	60	300	60*
4	Amelia	65	65	65	70	65	330	66
5	Annisa Yulita	85	82	83	85	85	420	84
6	Ayulia Hidayatul Aisy	65	65	65	65	65	325	65
7	Bijar Faturrahman	70	70	65	70	65	340	68
8	Bonita Safitri	80	80	80	80	80	400	80
9	Deni Ocha Pamungkas	60	55	60	60	60	295	59*
10	Eko	65	65	65	70	65	330	66
11	Fahmi Pangestu	65	65	65	65	65	325	65
12	Fahrurozi	65	63	65	70	62	325	65
13	Hadi Prasityo	65	65	70	70	70	340	68
14	Hena Hestiana	65	65	65	70	65	330	66
15	Ibnu Mulabi	65	65	65	65	65	325	65
16	Lina Dina Maudina	65	65	65	70	65	330	66
17	M Fadli	65	65	65	65	65	325	65
18	M Firmansyah	60	60	60	65	60	305	61*
19	M Khaerul Anam	65	65	65	65	65	325	65
20	Meliana Dzinafri	65	65	70	65	65	330	66
21	Mia Pramitias	65	65	70	70	65	335	67
22	Rahmat	65	65	65	65	65	325	65
23	Ramadhan	65	60	60	60	60	305	61*
24	Ria Dwi PS	65	65	65	70	65	330	66
25	Ricky Fandiani	85	80	85	85	85	420	84
26	Santri	65	65	65	70	65	330	66
27	Selvia	70	70	70	70	70	350	70
28	Sinta	65	65	65	65	65	325	65
29	Sintia	65	63	65	70	65	328	66
30	Yunia Suchi Pareni	65	65	70	70	65	335	67

**PEDOMAN INTERVIEW GURU SEBELUM PELAKSANAAN  
PENELITIAN TINDAKAN KELAS**

1. Sudah berapa lama anda mengajar bahasa Inggris di sekolah ini?  
*saya mengajar kira-kira 8 tahun*
2. Kendala apa yang sering anda hadapi saat mengajar pelajaran Bahasa Inggris?  
*Banyak, diantaranya: siswa sering ribut dan susah diatur.*
3. Dari ke-4 skill (listening, speaking, reading, dan writing), manakah yang paling sulit bagi anda untuk di ajarkan kepada siswa? Kenapa?  
*sebenarnya semua skill, khususnya speaking dan listening. Karena keterbatasan pembendaharaan kosa-kata yang dimiliki siswa dan media/fasilitas dalam pembelajaran.*
4. Kendala dan kesulitan apa yang siswa hadapi saat pembelajaran Bahasa Inggris khususnya speaking?  
*kendala dan kesulitannya adalah terbatasnya kosa-kata yang dimiliki para siswa sehingga mereka merasa malu dan kaku untuk berbicara bahasa inggris.*
5. Bagaimana respon siswa saat pembelajaran bahasa Inggris khususnya “speaking”? responnya baik, tetapi mereka butuh rangsangan seperti perintah untuk membaca dan menghafalkan dialog.
6. Metode apa yang anda gunakan saat mengajar Bahasa Inggris?  
*jujur saya menggunakan metode grammar translation method dikarenakan minimnya kosa-kata yang dimiliki para siswa.*
7. Kegiatan apa yang anda berikan kepada siswa saat mengajar speaking?  
*Menghafalkan dialog atau vocabulary, kemudian mempraktikannya didepan kelas.*

**PEDOMAN WAWANCARA PADA SAAT OBSERVASI  
RESPONDEN/SISWA**

1. Bagaimana menurut pendapatmu tentang pembelajaran bahasa Inggris di kelas
2. Metode apa yang di gunakan oleh guru Bahasa Inggris kamu dalam mengajarkanspeaking di kelas? Jelaskan!
3. Bagaimanakah pendapat kamu mengajar bahasa Inggris dengan metode tersebut?
4. Biasanya kegiatan apa yang digunakan oleh guru bahasa Inggris dalam mengajarspeaking di kelas?
5. Kegiatan apa yang paling kamu sukai saat belajar bahasa Inggris khususnya speaking?
6. Dalam belajar speaking hambatan apa yang sering kamu hadapi saat belajar bersama
7. Bagaimanakah Miss. X memberi tes untuk mengukur kemampuan speaking kamu?
8. Apakah kamu sudah mengetahui tentang metode guided conversation?
9. Apakah gurumu sudah menggunakan metode tersebut di kelasmu?

**PEDOMAN INTERVIEW GURU SETELAH PELAKSANAAN  
PENELITIAN TINDAKAN KELAS**

1. Bagaimana tanggapan anda tentang pembelajaran dengan menggunakan technique bermain peran?

*Sebelumnya saya berpikir bahwa metode ini akan membuat gaduh ketika pengkondisian dan pengelolaannya. Walaupun kadang kala terjadi juga, tetapi itu tidak masalah dikarenakan menjadikan siswa aktif dan mau terlibat dalam proses pembelajaran dan metode ini juga menjadikan siswa-siswa yang sebelumnya diam atau pasif berani untuk bicara dan aktif.*

2. Menurut anda apakah kemampuan berbicara siswa dalam bahasa Inggris meningkat setelah belajar dengan menggunakan technique ini?

*Ya ada peningkatan, faktanya banyak yang tadinya diam atau pasif ketika proses pembelajaran menjadi berani dan tidak takut lagi dalam pengucapan bahasa inggris.*

3. Apakah anda tertarik mengajar dengan menggunakan technique ini?

*Sepertinya akan saya coba kembali, walaupun dalam penerapannya mungkin akan menemui hambatan atau kesulitan.*

4. Bagaimana menurut pendapat anda sikap siswa belajar dengan menggunakan role play (bermain peran)?

*Pertamanya mungkin para siswa belum tahu atau bingung ketika penerapan metode ini, tetapi lambat laun mereka menikmati bahkan menjadikan mereka lebih aktif dan semangat dalam belajar.*

**PEDOMAN WAWANCARA RESPONDEN/SISWA SETELAH  
PENELITIAN TINDAKAN KELAS**

1. Bagaimana tanggapan kamu belajar dengan menggunakan percakapan terpadu?
2. Apakah kamu suka belajar dengan menggunakan guided conversation? Kenapa?
3. Apakah kesulitan yang kamu hadapi selama belajar dengan menggunakan guided conversation?
4. Sejauh mana peningkatan kemampuan berbicara kamu yang kamu rasakan setelah belajar dengan menggunakan metode ini?
5. Apakah kesulitan kamu teratasi setelah belajar dengan menggunakan metode percakapan terbaru?





**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-4353/In.28.1/J/TL.00/08/2023  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **ADINDA LEMBAYUNG SUKMA**  
NPM : 1801072002  
Semester : 11 (Sebelas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING THE STUDENTS SPEAKING SKILL BY GUIDED CONVERSATION METHOD FOR THE STUDENTS OF SMK INSAN CENDIKIA BANDAR MATARAM

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, 20 Agustus 2023  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH 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-4100/In.28/J/TL.01/09/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SMK INSAN CENDIKIA  
BANDAR MATARAM  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **ADINDA LEMBAYUNG SUKMA**  
NPM : 1801072002  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris  
Judul : **IMPROVING THE STUDENTS SPEAKING SKILL BY  
GUIDED CONVERSATION METHOD FOR THE  
STUDENTS OF SMK INSAN CENDIKIA BANDAR  
MATARAM**

untuk melakukan prasurvey di SMK INSAN CENDIKIA BANDAR MATARAM, 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, 09 Juli 2022  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004



**YAYASAN HARAPAN INSAN CENDIKIA**  
**SMK INSAN CENDIKIA**  
KEC. BANDAR MATARAM KAB. LAMPUNG TENGAH  
NPSN . 70034592

Alamat: Jln Dusun 01 Sumber Urip Sumber Rejeki Mataram ,Kec. Bandar Mataram Telp-,Email  
:smkinsancendikia22oke@gmail.com Kode Pos :34169

Nomor : 420.3/013/SMK-IC/C.28/09/2022  
Lampiran : -  
Perihal : **Balasan Permohonan Izin Pra-survey**

Kepada Yth.  
Ketua Jurusan Tadris Bahasa Inggris  
di-  
IAIN Metro

*Assalamu'alaikum Wr. Wb*

Dengan Hormat

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: B-4100/In.8/J/TL.01/09/2022, berkenaan dengan izin prasurvey, maka dengan ini kami menerangkan mahasiswa di bawah ini:

Nama : **ADINDA LEMBAYUNG SUKMA**  
NPM : 1801072002  
Semester : 10 (Sepuluh)  
Jurusan : Tadris Bahasa Inggris  
Judul : IMPROVING THE STUDENTS SPEAKING SKILL BY GUIDED  
CONVERSATION METHOD FOR THE STUDENTS OF SMK INSAN  
CENDIKIA BANDAR MATARAM.

Telah kami setuju untuk melakukan prasurvey di SMK Insan Cendikia Bandar Mataram.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

*Wasalamualaikum Wr. Wb.*

Bandar Mataram, 17 September 2022  
Mengetahui,  
Kepala SMK Insan Cendikia



**SUKARDIONO, S.P**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH 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

## **SURAT TUGAS**

Nomor: B-2634/In.28/D.1/TL.01/08/2023

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

Nama : **ADINDA LEMBAYUNG SUKMA**  
NPM : 1801072002  
Semester : 11 (Sebelas)  
Program Studi : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK INSAN CENDIKIA BANDAR MATARAM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING SKILL BY GUIDED CONVERSATION METHOD FOR THE STUDENTS OF SMK INSAN CENDIKIA BANDAR MATARAM".
  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 : 20 Agustus 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH 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-2635/In.28/D.1/TL.00/08/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK INSAN CENDIKIA  
BANDAR MATARAM  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4286/In.28/D.1/TL.00/08/2023,  
tanggal 20 Agustus 2023 atas nama saudara:

Nama : **ADINDA LEMBAYUNG SUKMA**  
NPM : 1801072002  
Semester : 11 (Sebelas)  
Program Studi : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMK INSAN CENDIKIA BANDAR MATARAM bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK INSAN CENDIKIA BANDAR MATARAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SPEAKING SKILL BY GUIDED CONVERSATION METHOD FOR THE STUDENTS OF SMK INSAN CENDIKIA BANDAR MATARAM".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 Agustus 2023  
Wakil Dekan Akademik  
dan Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



**YAYASAN HARAPAN INSAN CENDIKIA**  
**SMK INSAN CENDIKIA**  
KEC. BANDAR MATARAM KAB. LAMPUNG TENGAH  
NPSN . 70034592

Alamat: Jln Dusun 01 Sumber Urip Sumber Rejeki Mataram ,Kec. Bandar Mataram Telp-,Email  
:smkinsancendikia22oke@gmail.com Kode Pos :34169

Nomor : 521.3/002/SMK-IC/C.28/08/2023  
Lampiran : -  
Perihal : **Balasan Izin Research**

Kepada Yth.

Wakil Dekan Akademik dan Kelembagaan  
Fakultas Tarbiyah dan Keguruan IAIN Metro  
di-

IAIN Metro

**Assalamu'alaikum Wr. Wb**

Dengan Hormat

Sehubungan dengan surat Izin Penelitian dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, Nomor: B-2635/In.8/J/TL.00/08/2023, maka dengan ini kami menerangkan mahasiswa di bawah ini:

Nama : **ADINDA LEMBAYUNG SUKMA**  
NPM : 1801072002  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris  
Judul : **IMPROVING THE STUDENTS SPEAKING SKILL BY GUIDED CONVERSATION METHOD FOR THE STUDENTS OF SMK INSAN CENDIKIA BANDAR MATARAM**

Telah kami setuju untuk melaksanakan penelitian di SMK Insan Cendikia Bandar Mataram.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terimakasih.

**Wasalamualaikum Wr. Wb.**

Bandar Mataram, 23 Agustus 2023  
Mengetahui,  
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DOCUMENTATION









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The author's name is Adinda Lembayung Sukma. Born in Batam, 05 May 2000, residence address in Sriwijaya Village, Bandar Mataram. The author started his education at SDN 2 Notoharjolulus in 2012. After graduating, he continued his education to the first level (SMP) at MTS GUPPI 2 UNTORO and graduated in 2015. Then continued to the upper level (SMA) at SMA PURNAMA TRIMURJO with the Social Sciences Department and graduated in 2018. Currently the author is studying as a student at the Tarbiyah Faculty of IAN Metro Teacher Training (FTIK), English Education Department, semester 11. The author hopes that he can graduate on time, can realize his dreams and become a successful person so that he can be a source of pride for his parents. and make everything easier.