

**USING GUIDED CONVERSATIONS AS A STRATEGY TO ENHANCE
STUDENTS' ENGLISH SPEAKING SKILLS
(An Experimental Study at an Islamic Junior High School in Aceh Besar)**

THESIS

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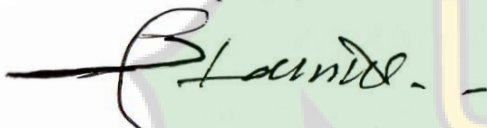
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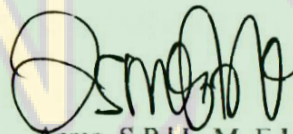
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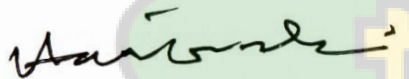
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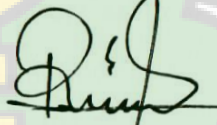
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**USING GUIDED CONVERSATIONS AS A STRATEGY TO ENHANCE
STUDENTS' ENGLISH SPEAKING SKILLS**

(An Experimental Study at an Islamic Junior High School in Aceh Besar)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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Speaking skill is one of the basic language skill that has an important role for oral communication. The students of an Islamic Junior High School in Aceh Besar found that their speaking ability was poor. Therefore, an appropriate teaching method need to be used in teaching and learning process in order to enhnace their speaking ability. This study attempts to find out whether the use of guided conversations could enhance the students' speaking ability at that school. The population of this study was the VIII grade students and 27 students were selected as the research sample. The design of this study was a pre-experimental study which consists of four meetings; first meeting was for introduction, second, and third was for treatments, and last meeting was for post-test. As the quantitative method, the I analysed the data by means of t-test. The result showed that there was significant difference on the students' speaking skills taught by using guided conversations. The students' mean of pre-test score was 41.48. Then in post-test, the mean score of the students was 66.52. In other words, guided conversation was successfully enhancing speaking skills for the VIII grade of Islamic Junior High School students in Aceh Besar. Therefore, the guided conversations may be one of the appropriate teaching methods to improve students' English speaking skills.

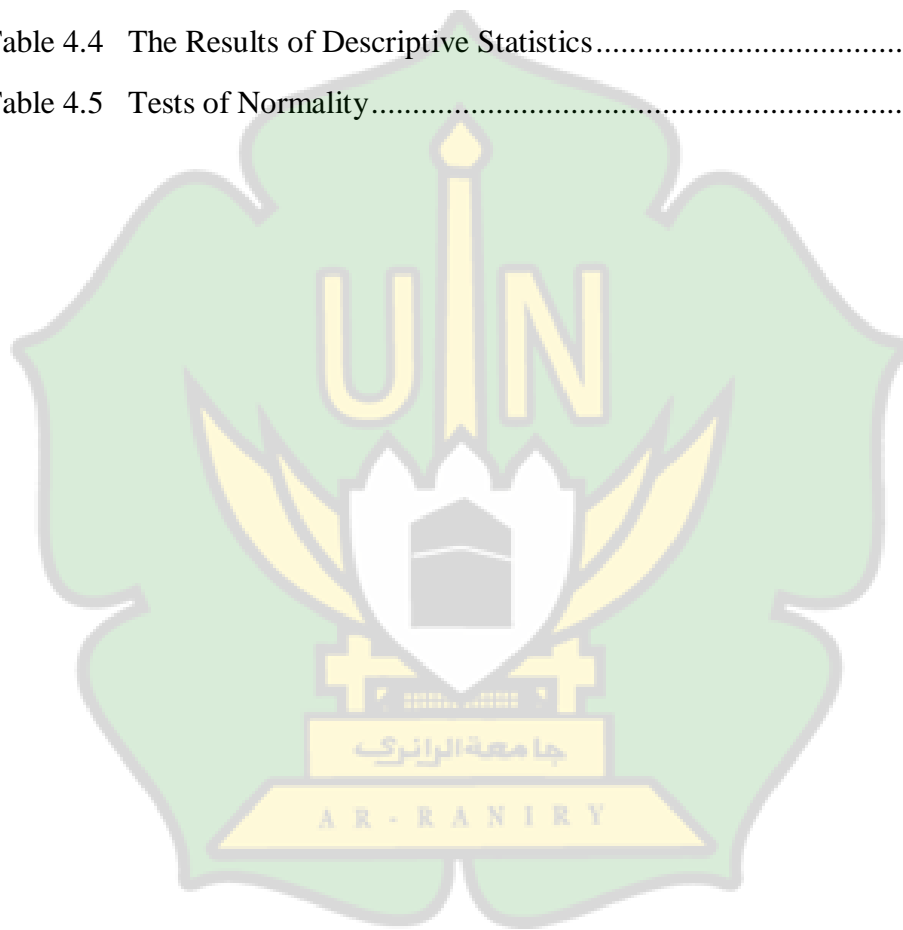
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CHAPTER 1

INTRODUCTION

This particular chapter addresses the background of the study, research questions, aims of the study, significance of the study, and key terminology in this research.

A. Background of Study

The mastery of four language skills: understanding speech (listening), speaking, reading, and writing is the goal of English language learning (Widdowson, 1978). As one of the four skills, speaking is an interactive process of constructing meaning involving producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Therefore, if a listener understands what a speaker is saying, a conversation is already running. Speaking does more than just create grammatically correct sentences. Instead, it covers a wide range of mechanics, function, pragmatics, and social interactions (Kürüm, 2016). Further, Harmer (2007) stated that “speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot” (p. 284). However, English language skills are generally difficult to develop if not continuously trained. This can cause someone, especially students’ to be afraid to try to speak.

Here, many students think that speaking English is not easy. Heriansyah (2012) states the most common problems his respondents face are lack of vocabulary, lack of confidence in speaking, unfamiliarity with speaking in class, and difficulty expressing

words and sentences. Due to these issues, students avoid speaking in English. In addition, students' reluctance to speak will cause some problems. They may not be engaged in learning, may not have the knowledge, may feel lazy and bored when listening to the learning instructions from the teacher, and may not get a good score. Consequently, students would require appropriate strategies when learning to speak in English.

One of the strategies to help students develop their English speaking skills is using guided conversations. Guided conversations can inspire students to create a communicative atmosphere, provide ideas, thoughts, and responses, and provide criticism while following correct conversations (Zebua, 2019). A guided conversation is also deemed an appropriate design to help students get fast learning techniques and master English material while realizing speaking skill (Kusumaningrat, 2021). Likewise, a guided conversation guides students on how to ask and answer correctly and adequately according to English-speaking procedures accompanied by guidance that approaches the speaking style of native speakers. In short, guided conversations can stimulate students' interest seriously, and students try to get new vocabulary with the correct sentence structure regarding the target of the conversation.

Much research has been conducted to investigate guided conversations' success in enhancing students' English-speaking skills within the context of Indonesia. Rismaya's and Dewi's (2013) study about improving students' ability to ask and give opinions through guided conversations suggested that guided conversations could improve students' English- speaking ability.

Furthermore, a similar study was also conducted by Alma and Doni (2021) regarding English-speaking skills improvement through guided conversations. The result also suggested that the students' succeeded in improving their ability to speak English. They found the guided conversations to be fun and easy to follow and understand.

Previous studies have shown the potential benefits of guided conversations. They make it easier for students to understand the material and enhance English students' skills in speaking English. However, few studies have focused on improving students' English speaking ability through guided conversations within the context of Aceh. Therefore, I conducted an experimental study in one of an Islamic junior high schools in Aceh Besar. I chose this particular school because I found many students were shy when they make mistakes and afraid how to start English conversation. Furthermore, I found these issues when I interacted with them during my teaching practice there.

B. Research Question

This research seeks to answer the following research questions:

1. To what extent can the guided conversations help improve students' English speaking?
2. What problems do students face in learning English-speaking?

C. The Aims of Study

Therefore, this study aims to:

1. Find out how much the guided conversations help improve students' speaking.
2. Find out the problems students face in improving their speaking.

D. Significance of Study

This research is expected to contribute to the following:

1. Theoretical Significance

The significance of the research could add to the existing evidence that using guided conversations in the process of learning speaking can have positive effects.

2. Practical Significance

This research serves three practical significances in teaching and learning English speaking as follows:

a. Teachers

This will be useful for the teacher and will inform the teacher that the guided conversations can improve good speaking.

b. Learners

This observation is expected to benefit students' about the problems faced in speaking English so that their English-speaking can be appropriately guided.

c. Next researchers

The result of this research was expected to give information for the next research that has the same area.

E. Key Terminology in This Research

The following terms are defined to give the research readers the same perception for some terms used in this research. The terms are as follows:

1. Guided Conversations Method

The guided conversations consist of dialogue and question-and-answer exchanges in which students are supplied with a model conversation that focuses on a certain component of grammar in order to assist them in improving their sentence construction accuracy. Herlina and Holandiyah (2015) write that guided conversations aim to help students speak in proper English.

2. Speaking

Speaking is an interactive process. The process here is the process for both parties to receive and convey something. It is like what Brown (2006) stated that speaking is “an interactive process of meaning formation that includes the creation, reception, and processing of sound language as the main instrument” (p. 4). It can be concluded that speaking is a daily activity carried out by two people who want to convey ideas. In this study, the term of speaking refers to the teacher guiding students to find out how to convey something in English based on grammar by paying attention to manners.

CHAPTER 2

LITERATURE REVIEW

This chapter discusses everything related to the theories of the topic discussed in the research. It consists of theoretical review including the definition of guided conversations, types of guided conversations, the procedure of guided conversations, speaking skills, teaching English-speaking skills, speaking skill criteria, and previous related studies.

A. Definition of Guided Conversations

The word guided, which is closely related to the process of learning English speaking skills, is guiding students in learning. It is difficult to practice speaking a foreign language like English because it has to integrate other skills (listening skills, reading skills, and writing skills) into good speaking (Anggreni & Antara, 2019). In the process of speaking English skills, students actually have to do more practice in speaking. Encouragement and guidance from the teacher as well as the desire of the students are important things so that students learn English can run well. We expect this to happen in the school environment because it is difficult to practice speaking English without other skills like listening, reading, and writing skills.

The guided conversations are dialogue and exercise that is the central learning device in a lesson. It begins with a model-guided conversation that illustrates the use of one or more functions and the structures students need, all within the context of a meaningful exchange of information (Pratama, 2020). The teacher must prepare the

conversation material well. Then, guide the students' in speaking to establish useful conversation.

B. Types of Guided Conversations

Furthermore, below are several types of guided conversations that can help students in practicing English-speaking skills:

- a. The guided conversations are related to the practice of speaking English skills in the form of brainstorming. The English teacher provides new vocabulary, new sentences, and new forms, which can be a new lesson for the students themselves. The teacher guides students to open students' mind with language that is easy to understand, students' speech that is not correct is guided by the teacher slowly so that students can develop.
- b. The guided conversations are related to role-playing. This preparation creates conditions for students who are ready to appear with mental maturity in conducting discussions according to the profession that will be carried out. Become actors such as fishermen, farmers, teachers, doctors, nurses, who need a specific style.
- c. The guided conversations are for speaking practice skills. The aim is to prepare students to determine the subject of discussion in certain forums. For example, students conduct short discussions about English lessons, discuss likes or dislikes, accept or refuse the invitation, debate, give speeches, and ask questions.
- d. The guided conversations are related to professional English-speaking skills. In this case, the most important thing is the student's ability to speak both in an open and

closed environment. Students' professional level in English conversation is not yet possible because this level requires optimal continuous practice (Zebua, 2019).

C. The Procedure of Guided Conversations

According to Molinsky and Bliss (1986), the procedures of teaching guided conversations are as follow:

1. Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.
2. Encourage the students to be inventive as they create their character and situation of the model conversation.
3. Present to the class each sentence of the model conversation containing footnote expression with is alternative.
4. Pair the students present the model conversation in the class.
5. Pair the students' to practice all the exercises using the footnoted expression with is alternative.
6. Assign the exercise as homework and ask them to present to the class next.

D. Speaking Skills

Speaking skills is the capability to perform verbal knowledge in factual communication. The capability functions to express our ideas, feelings, considerations and needs orally. The general essentials of speaking proficiency are 'accurateness,' 'fluency,' and 'comprehensibility' (Heaton, 1989). Term of speaking that as a two-way process that involves an actual exchange of opinions, information, or emotions. This

top-down view considers spoken texts as collaborative acts between two or more individuals in the shared time and shared space (Howarth, 2001). Nunan (2003) further stated that speaking is the process of conveying ideas or information through the use of language. Speaking is an aural/oral skill that involves producing systematic verbal utterances to convey meaning. Speaking is important in English language skills because a speaker must know the grammar, manners, and vocabulary sufficient to support the interlocutor's understanding. Leong and Ahmadi (2017) states that the most important skill is speaking because it is a necessary item for a conversation. Consequently, teaching English-speaking skills is not easy because the teacher must master many competencies such as pronunciation, grammar, vocabulary, fluency, and comprehension.

E. Teaching English-Speaking Skills

Speaking is a very crucial communication skill that needs to be taught (Yoestara & Putri, 2019). Teaching English-speaking skills can be done in the classroom to enhance students' speaking skills. Teachers and students both have an essential role in achieving learning speaking skills. Anuradha et al. (2014) stated that teachers have an important role in encouraging interaction and developing speaking skills. The roles are as follow:

- Teachers should be fluent and accurate in spoken English so that they can serve as role models.

To encourage learners to practice the target language, the teacher ask questions and compels them to answer. It is one of the types of oral drills.

According to Anuradha et al. (2014), speaking is an art, and achieving it, speaking is an art students need to:

- Be conversational and courteous in traditional greetings and different expressions.
- Ask questions and solve them too to preserve communication with other classmates and the teacher.
- Attempt for building vocabulary, obtaining fluency, and accomplishing accuracy. Try and improve pronunciation, suitable intonation, and strain in expressing thoughts and feelings.

Based on the explanation above, it can be concluded that speaking conveys information, opinion, and emotion. Therefore, to be a good speaker, people must master many competencies speaking skills criteria such as pronunciation, grammar, vocabulary, fluency, and comprehension.

F. Speaking Skills Criteria

Assessment on speaking can be a highly judgmental subject referring to native/non-native speakers based on pronunciation (Luoma, 2004). Additionally, Nunan (1999) stated that a person's language skills in terms of speaking voice, sufficient vocabulary, and structural or grammatical elements. Speaking also requires functional abilities, namely the ability to answer questions completely and logistically.

Another competency is strategy competency, which allows the speaker to use corrective strategies when the conversation is interrupted.

1. Grammar

Test takers are assessed on how to control its usage within sentences, construct, use it appropriately and accurately, and avoid grammatical errors in speaking.

2. Vocabulary

The use of appropriate vocabulary in the conversation used by the test takers indicates their level of proficiency.

3. Comprehension

Understand the context of the conversation and be able to provide appropriate responses to the questions. That, including good comprehension in speaking.

4. Fluency

Have confidence in delivering a speech and able to respond to certain themes without much hesitation in choosing words. It shows that the production of speech in a conversation is conveyed well

5. Pronunciation

Aspects of pronunciation assessment relate to how often mistakes are made in communication.

G. Problems in Speaking

Some students who are learning to speak English may experience difficulties or make mistakes when they attempt to pronounce words, phrases, or sentences.

Speaking issues or mistakes cannot be fixed by themselves, thus an explanation is required. Ur (1991) stated that there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue;

- 1) Inhibition - the fear of making errors, losing face, and receiving criticism; shyness
- 2) Nothing to say- Nothing to say - students struggle to find motivation to talk, establish thoughts, or make significant comments.
- 3) Low participation -low or unequal involvement - typically driven by certain students' inclination to dominate the group;
- 4) mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

To speak English well, students must have a deep understanding of grammar, stemming and pronunciation. At the same time, students should have a diverse English vocabulary. Because even students with great ideas cannot express their ideas well due to lack of vocabulary (Amiruddin, 2019). Therefore, the lack of English vocabulary is a problem in speaking. Having sufficient vocabulary can make it easier for students to enhance students' speaking skills.

H. Previous Related Studies

In the previous chapter, I have mentioned a few previous studies related to this research variable. Sitepu (2017) analyzed improving the student's ability applying guided conversations strategy at eleventh-grade students' of Senior High School

Muhammadiyah-2 Medan. The research was conducted by using classroom action research. The result of data analysis showed that there was improving students' ability in speaking from each cycle. It showed that the mean of the pretest was 60.27, the mean of the posttest I was 72, 43, and the mean of posttest II was 80. From the data above, the researcher can conclude that the students' ability at speaking has been improved by applying a guided conversations strategy.

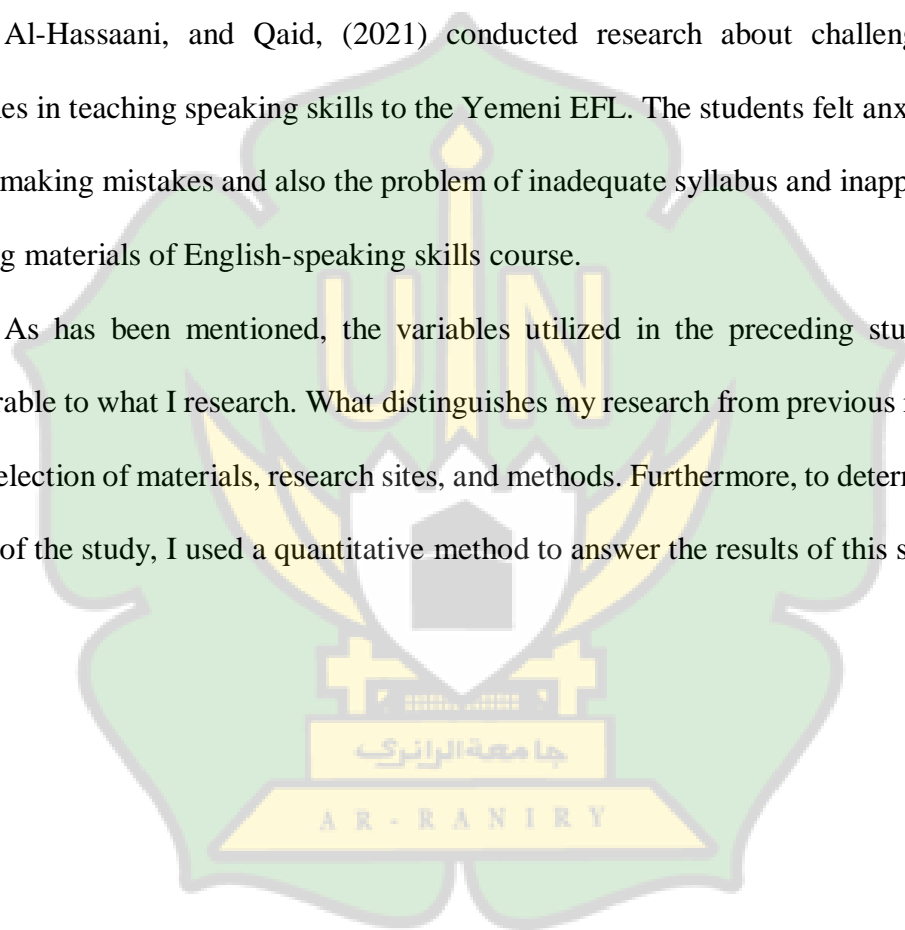
Tompoh (2018) also conducted research aimed at investigating the effectiveness of guided conversations in the speaking skills of grade VIII students of MTS Putri Aisyiyah Palu. The research used a pre-experimental research design. The population was Grade VIII, with 15 students'. The sample was chosen by using the total sampling technique. Based on the result of the pre-test and the post-test, it was obtained that the counted table value was 26.05. By applying a 0.05 level of significance and the $15-1=14$ degree of freedom, it was found that the table value was 1.761. It shows that the table counted value was higher than the table value. In other words, the guided conversations effectively develop the skill of grade VIII students' in speaking.

Sriharto (2018) conducted research about problem faced by the teacher in teaching speaking at seventh grade in one of the school at Sukoharjo. The problem faced by teachers in teaching speaking in English to their students can be a lack of motivation, lack of attention from parents, lack of vocabulary, influence of innate language, language identity and ego, and factors from outside the student.

The problem faced by teachers in teaching speaking in English to their students can be a lack of motivation, lack of attention from parents, lack of vocabulary, influence of innate language, language identity and ego, and factors from outside the student.

Al-Hassaani, and Qaid, (2021) conducted research about challenges and strategies in teaching speaking skills to the Yemeni EFL. The students felt anxiety and fear of making mistakes and also the problem of inadequate syllabus and inappropriate teaching materials of English-speaking skills course.

As has been mentioned, the variables utilized in the preceding studies are comparable to what I research. What distinguishes my research from previous research is the selection of materials, research sites, and methods. Furthermore, to determine the results of the study, I used a quantitative method to answer the results of this study.



CHAPTER 3

RESEARCH METHODOLOGY

Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, this chapter discusses the research method, research participants, data collection, and data analysis.

A. Research Design

The method used in this research is quantitative. Quantitative research employs statistical and computational data to define variables, examine the relationship between variables, and discover cause and effect interactions between investigation variables (Meizalia, 2009). Furthermore, Cresswell (2012) stated that true experimental, quasi-experimental, pre-experimental, and single-subject designs are the four primary types of experimental research designs. I conducted a pre-experimental design, with one group pre-test and post-test design.

In addition, I used experimental teaching to find out whether the strategy of using guided conversations enhances students' English-speaking skills. In this research, a pretest was given to know students' ability in speaking. After all the materials were taught, the students were given a post-test to know their learning outcomes after learning.

B. Research Participants

1. Population

The population is the number of people who have characteristics in a group that is large or small for the purpose of learning (Hadi, 2000). Here, the population of this study consists of all the students of an Islamic junior high school located in Aceh Besar.

2. Sample

The sample is a smaller part of the research population. Large population size is ineffective in the research (Arikunto, 1983). While in the discussion, I reduced the scope of the research; it will make it easier for me to take a sample of the data. By using random sampling, I decided to work with the eighth-grade students'. This class consists of 27 students', where 14 of them are males, and 16 are females.

C. Method of Data Collection

In this study, I used several instruments in collecting the data: tests, experimental teaching, and questionnaire. The test is one of the instruments used to collect data and information needed in this research. This is intended to determine the ability of previous students and after treatment. In particular, tests are used to find out grammar, selected words, and pronunciation.

1. Test

a). pre-test

The pretest was used in the first meeting to measure the ability of students before being given the treatment. I asked the students to make conversation by free topics in front of the class for a minute. Then, I recorded what they were talking about during the presentation. This video record was used to analyze the ability of students' speaking skills in terms of pronunciation, grammar, vocabulary, and fluency.

b). post-test

A post-test was used to find out the improvement of students' speaking after being given the treatment. I also asked the students to speak about "specific topics," and they have to prepare in their group and practice the conversation in front of the class. I did the same steps as in the pretest. The recording of students' presentations was analyzed to found whether or not there is an improvement after giving the treatment.

2. Experimental Teaching

During the study, I conducted experimental teaching in the ninth-grade class. I used guided conversations as a strategy to enhance students' English-speaking teaching speaking of experimental class. Additionally, I used guided conversations to know the progress of students' achievement in speaking skills. Each meeting took 90 minutes. The following are the details of each meeting in experimental teaching:

1. First meeting

In the first meeting, I introduced myself as well as tell the students about the purpose of my presence. Then, I explained what guided conversations is and how its role in the learning process. Then, I did a pretest to measure the ability of students' before giving the treatment. Then, I asked the students to try a conversation about go to the canteen in front of the class for a minute. I recorded the video of what they were talking about during the presentation. The recording was used to analyze the ability of students' speaking skills in terms of pronunciation, grammar, vocabulary, comprehension and fluency.

2. Second meeting

I started to apply guided conversations in teaching speaking. First, I showed a short conversation video about present continuous tense. Then, I tried to attract students by asking some questions such as, "Do you know what the video is about?". This kind of simulation aims to activate students' background knowledge. Second, I explained more about the tenses is use in present continuous tense and guide them in conversation on how to speak well during conversation. Then, I divided the students into groups consisting of five to make two conversations about present continuous tense.

Finally, the students present the results of the conversation examples that have been made in groups in front of the class. This aimed to give the opportunity to students to improve students' skills as the main purpose of the guided conversations.

3. Third meeting

Before starting the class, I asked the students to mention some verb related to present continuous tense. I showed several pictures containing two people who were talking and ask the students to fill in the speech by using present continuous tense in group assignments. The Students and their groups take 25 minutes to complete their work. I randomly chose the students who are in a group to present their project and start a conversation with what has been made.

4. Third meeting

Finally, this is the last meeting for this research. In this session, I conducted a post-test to each group that contain two students to speak up within a minute to talk and take part in the conversation. I took the same steps as in the pretest and record student presentations using a rubric to be analyzed and gave the score to find out the improvement in students' speaking skills after receiving treatment.

5. Questionnaire

The questionnaire contains a list of questions that must be filled out by the respondent. The role of this technique is to obtain data from research respondents. The purpose of the questionnaire in this study is to determine students' perceptions about the application of guided conversations to improve their speaking skills. The questionnaire form is a closed questionnaire consisting of alternative answers prepared to be chosen by the respondent. The questionnaire consists of ten questions related to the perception of guided conversations in the learning process.

D. Data Analysis

1. Descriptive Statistics

Descriptive statistics are statistics used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. (Sugiyono, 2007). These data are calculated with the minimum value, maximum value, mean (average) and standard deviation (standard deviation). Descriptive statistical calculations using SPSS (Statistical Product and Service Solution) 22 for Windows.

2. Data Analysis Prerequisite Test

After obtaining the next data, I conducted a prerequisite test of data analysis for normality and homogeneity of the data.

a. Normality test

The data normality test is a basic requirement that must be met in parametric analysis. Normality test is useful to find out whether the sample taken from the population is normally distributed or not. If the research data is normally distributed, the test can use parametric analysis techniques. However, if the data is not normal then use non-parametric statistical techniques. In SPSS (Statistical Product and Service Solution) 22 for Windows the normality test that is often used is the Liliefors (Kolmogrov-Smirnov) method with the following conditions:

1. If the significant value is > 0.05 then the data is normally distributed.
2. If the significant value is < 0.05 , then the data is not normally distributed.

Statistical tests are used to see the level of accuracy of a function or equation to estimate the analyzed data. This statistical test can be seen from the Independent Sample T Test.

1. Independent Sample T Test

Independent Sample T Test or two-mean difference test is used to test two means of two independent data groups. The test uses a significance level of 0.05.

Before the two-average difference test is carried out, an F test (homogeneity test) is carried out, meaning that if the variances are the same, the t-test uses the Equal Variance Assumed value (assumed the same variance) and if the variance is different, the Equal Variance Not Assumed value is used (assumed a different variance). Testing is done by proposing a hypothesis:

H_0 : Guide Conversation independent variable has no effect on the dependent variable (students speaking skills).

H_a : The independent variable Guide Conversation has an effect on the dependent variable (students speaking skills).

The basis for decision making are:

1. If the value of $t_{count} < t_{table}$, then H_0 is accepted and H_a is rejected, which means that there is no difference in average (students speaking skills) between the pretest and the post-test.
2. If the value of $t_{count} > t_{table}$, then H_0 is rejected and H_a is accepted, which means that there is an average difference (students English speaking skill) between the pre-test and the post-test.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, I present research findings of the study concerning the implementation of guided conversations in enhancing the speaking ability of the students of a private Islamic school in Aceh. The experiment commenced on May 11, 2022, and finished on May 25, 2022, (the first day was used for introduction, two days were spent for the treatment, and the last day was used for the post-test).

A. Findings

Having analyzed the results of the research, I present the table and apply some statistical procedures. These statistical procedures were presented in order to calculate the data easily and systematically. The table shows the distributions of the scores before and after the treatment which means it displays the scores for pre-test and post-test. The significant differences between both scores are illustrated in the comparison table below.

1. Description of Data

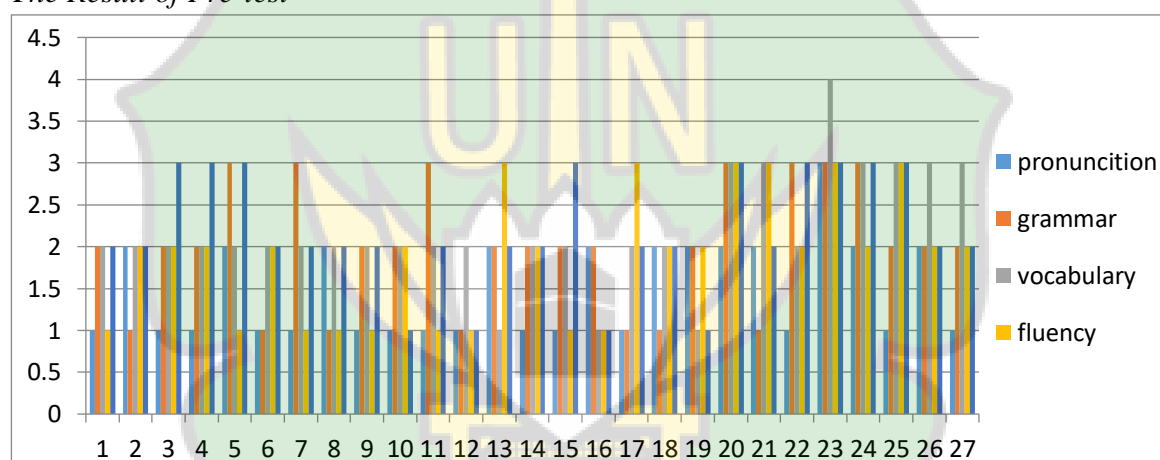
In collecting, the data I used two tests; they were pre-test and post-test. The pre-test was given before conducting the treatment and the post-test was given after conducting the treatment to see the differences. The following explanation is the result of the pre-test and post-test comparison scores, the difference between the pre-test, and also the mean scores of the pre-test and post-test.

2, The Result of Pre-test

The result of the pre-test indicates students' speaking skills before teaching them using guided conversations. I did the speaking test to know the initial ability of the students. There were five speaking criteria that I assessed during the individual speaking test, there are pronunciation, grammar, vocabulary, fluency, and comprehension. The data for the pre-test scores can be seen in chart 4.1 below:

Table 4.1

The Result of Pre-test



(SPSS 22 and Micosoft Excel)

From the chart, it can be seen that the X-axis refers to the number of students and Y-axis refers to the scale on the students speaking sub-skills namely pronunciation, grammar, vocabulary, fluency, and comprehension. In the pronunciation, 15 students got one, 11 students got two, and only one student got three. One of the students got scores of four and five. In grammar, none of the students obtained four and five. The rest of them obtained scores from one to three, seven students obtained one, 13 students obtained two, and seven students obtained three. In vocabulary, none of them received

five, and only one student received four. Then three students received one, 17 students received two, and also six students received three. In fluency, good students scored one, 12 students scored two, and the rest of them got three. For comprehension, four students scored one, 14 students got two, nine students got three, and none of them got four and five.

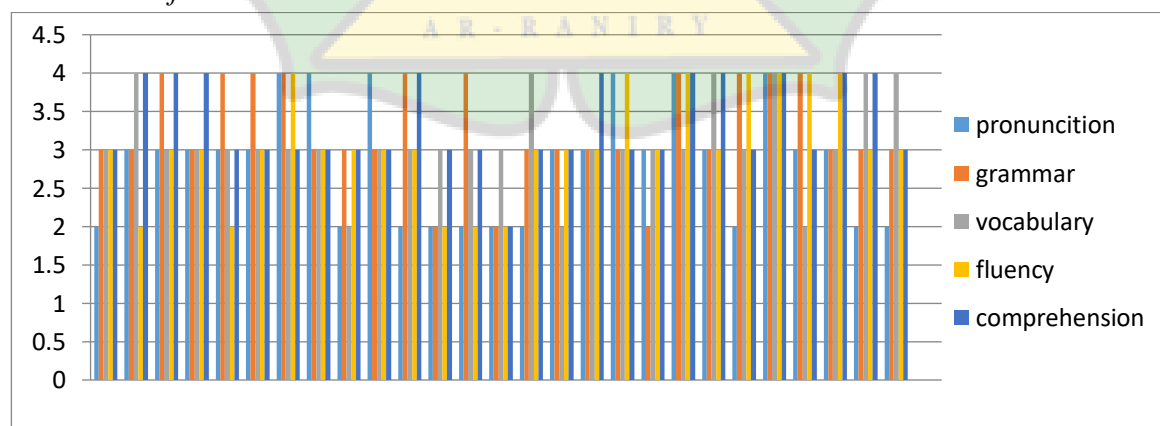
From the chart, it can be said that the students' speaking ability was far from what was expected. Some students still obtained a score of one for fluency and comprehension, and very few students could reach the highest scores of four.

3. The Result of Post-test

Post-test is the final test to measure students' speaking skills and to see the improvement after giving guided conversations in their speaking class. I gave the post-test to see the impact of guided conversations on their speaking skills. The data of post-test scores can be seen in chart 4.2

Table 4.2

The Result of Post-test



(SPSS 22 and Microsoft Excel)

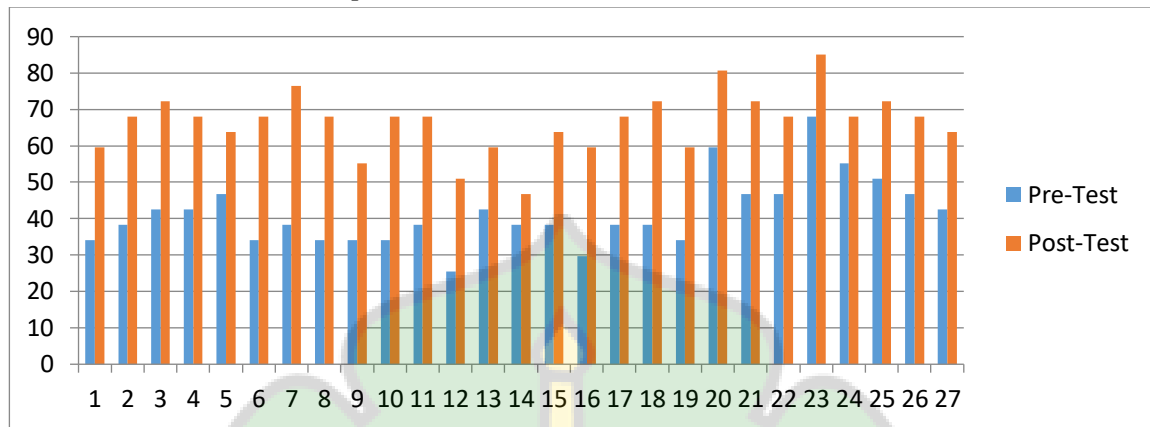
From the chart above, it can be seen that there was a lot of improvement in the students' speaking ability. The first indicator of success is that nobody obtained one in all sub-skills of speaking, few students received two and most of them reached three and four. For more detail, I explain the scores for the speaking sub-skills as follows.

In pronunciation, none of the students got one, ten students got scores of two, 11 students got three, and six students got four. In grammar, none of the students obtained one, three students obtained two, 14 students obtained three, and ten students obtained four. In vocabulary, none of them received one, three students received two, 18 students received three, and seven students received four. In fluency, there was still none of the students got one, five students got two, 15 students got three, and seven students got four. Last in comprehension, none of the students reached one, there was only one student reached two, 16 students reached three, and ten students reached four.

Furthermore, the description of the numbers above has shown that in the results of the post-test there is an increase from pre-test to post-test. This shows that the application of guided conversations plays an important role in learning speaking.

4. Pre-test and Post-test Scores Comparison

The scores of the pre-test and post-test are combined in one chart, the chart 4.3 below shows the difference between the pre-test and post-test scores clearly.

Table 4.3*Pre-test and Post-test Comparison**(SPSS 22 and Microsoft Excel)*

Based on chart 4.3, it can be clearly seen that each student has their own the pre-test and post-test scores. All of the students have better post-test scores compared to their pre-test scores where it was done before the guided conversations was applied in teaching speaking. 20 students get the highest scores above Minimum Mastery Criteria (KKM) in Post-Test. Three students get a score of 64, three students got a score of 68, and four students score 72. Three students got 77, 81, and 85 respectively. So, the number of students whose scores are above the KKM after being taught using guided conversations is 20 students.

Furthermore, it also shows that there are four students whose scores are the same as the KKM, which are 60. Even though it was taught by the new teaching technique, there are three students whose scores are still under the Minimum Mastery Criteria (KKM) which are 47, 51, and 55 marks respectively. Thus, it can be concluded that all the students' post-test scores are better compared to their pre-test scores. It

shows that the implementation of guided conversations in teaching speaking plays the role properly.

B. Discussion

1. The Analysis of Data

a) Descriptive Test

According to Jackson (2009), "descriptive statistics are numerical measures that describe a distribution by providing information on the central tendency of the distribution, the width of the distribution, and the distribution's shape" (p. 109). Statistical descriptive analysis is useful for describing and describing research data including the amount of data (N) maximum value, minimum value, mean value (average), and std. Deviation (standard deviation).

The table of statistical descriptive results can be seen in the following table:

Table 4.4
The Results of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	27	26	68	41,48	9,288
Post-test	27	47	85	66,52	8,196
Valid N (listwise)	27				

From the output table above, the results of the pre-test were 27 students with a minimum score of 26, a maximum of 68, an average (mean) of 41.48, and a standard deviation of 9.288. Post-test results indicate that 27 students have a minimum result of 47, a maximum of 85, a mean of 66.52, and a standard deviation of 8.196.

Table 4.5
Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a		
		Statistics	Df	Sig.
Students English	Pre-test (X)	,202	27	,116
Speaking Skills	Post-test (Y)	,201	27	,209

Based on the output above, the pre-test result of the Kolmogorov-Smirnov normality test is used to decide whether a sample comes from a population with a completely specified continuous distribution. In implementing the Kolmogorov-Smirnov test, statistical software packages use the sample mean and sample variance as the parameters of the normal distribution. (Drezner et al., 2010). To show a significant value is $0.116 > 0.05$. The post-test result has a significant value of $0.209 > 0.05$. So, from the table of results of the Kolmogorov-Smirnov normality test above, it can be concluded that all pre-test and post-test data are normally distributed. Thus, the assumptions or requirements for normality have been met.

2. The Analysis of the Questionnaire

As mentioned in chapter III, in evaluating the data I applied two techniques; test and questionnaire. The questionnaire was given to students after giving a test consisting of ten questions. The data was obtained from distributions of questionnaires to the students. It used simple statistics with a cumulative frequency distribution method to count the percentage from all alternatives of the answers to every question.

In order to collect the data, the formula used that is stated by McLeod (2008, p.1):

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

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value

Furthermore, the data can be seen in the following description.

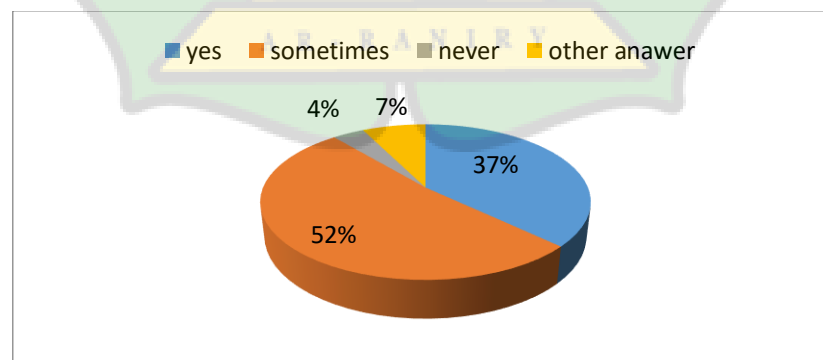


Figure 4.1 Percentage of English class one of favorite subjects.

In the first question, it was a surprise that 37% of students answered English was their favorite subject which was not even half of the students in the class. 52% of students thought that English sometimes was a favorite subject depending on the class situation. 4% of students answered that English was not their favorite one and the rest of the students stated nothing.

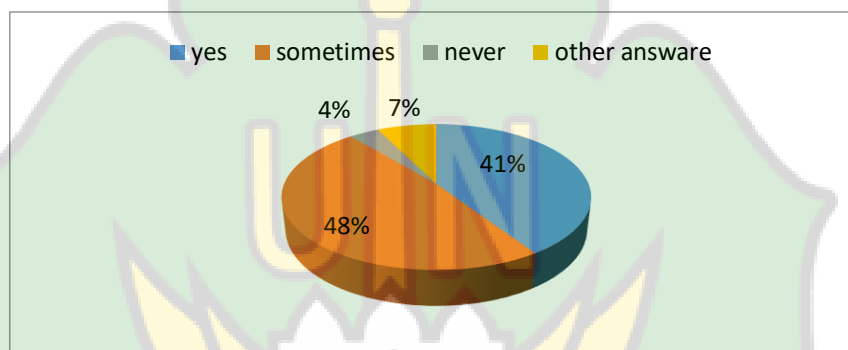


Figure 4.2 Percentage of English students' interest in speaking English.

The second question was about how interested the students are in speaking English. It can be seen that 41% of students were interested in speaking English. 48% of the students stated that sometimes they were interested and sometimes they were not. Only 4% of the students were not interested at all in speaking English and the rest of them did not state anything.

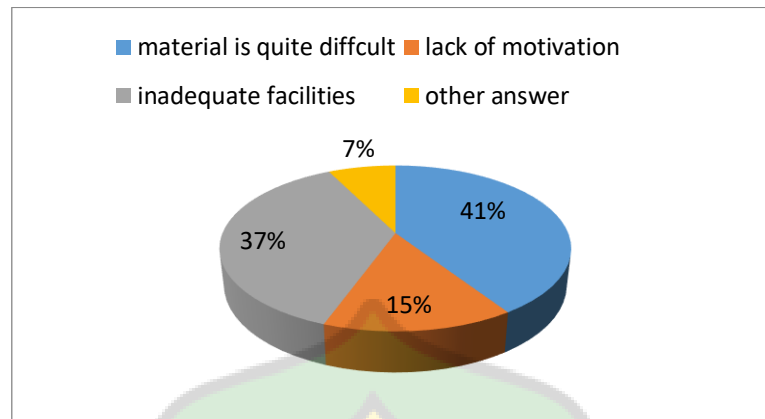


Figure 4.3 Percentage of students' difficulties when learning English, especially in Speaking.

The third question was about the difficulties they found in learning English, especially speaking. 41% of students stated that given teaching material was quite difficult. 37% of them talked about facilities; they thought the learning facilities were not adequate. Another 15% of students also need similar treatment. It was only 7% of students had other answers.

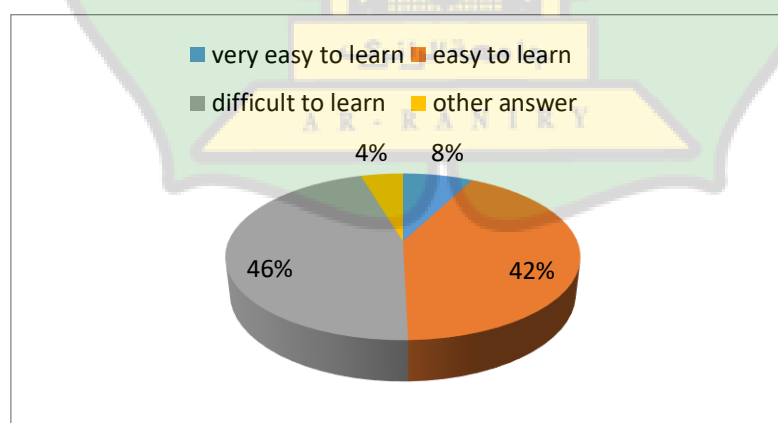


Figure 4.4 Percentage of student thinking about the English learning materials that were given to the student by the teacher so far.

Here, the data questionnaire data showed that 46% of students thought English was difficult to learn. In other words, English was not easy for most of them. It was slightly different between students who thought English was difficult and who thought English was not; it was 42% of students considered English was easy to learn. It is just slightly different. Only 8% of students considered English very easy to learn and the rest of them had other answers.

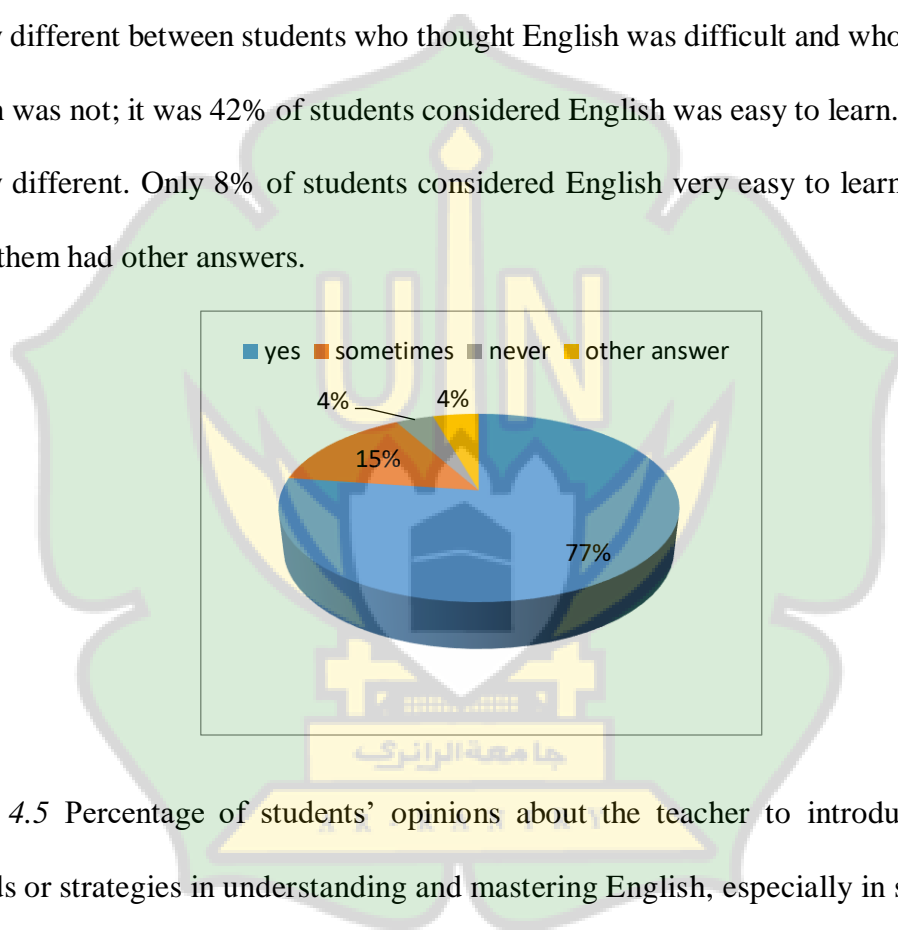


Figure 4.5 Percentage of students' opinions about the teacher to introduce good methods or strategies in understanding and mastering English, especially in speaking English.

In the fifth question, it was a surprise that 77% of students answered that the teaching method used by their teacher in teaching speaking was good. It was 15% of students thought the teaching method used by the teacher was sometimes good. The

remaining 8 and 4% of them never thought it was an easy method and the other 4% had other answers.

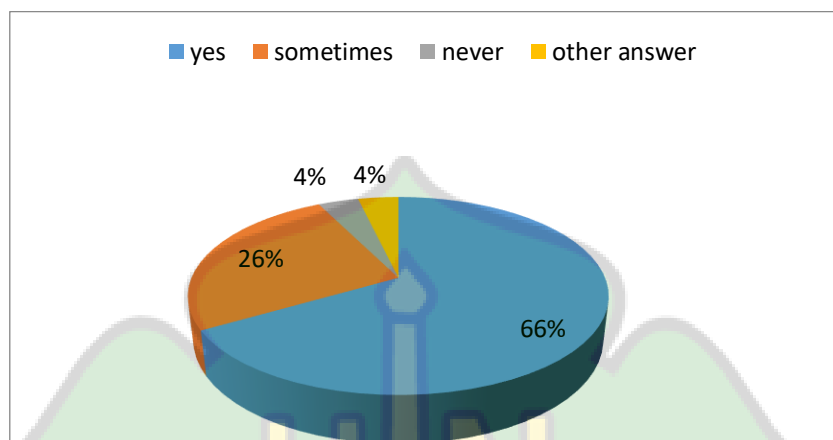


Figure 4.6 Percentage of students' thinking about the technique that used by the teacher makes it easier for student to speak.

In the sixth question, there was 66% of students thought the technique used by the teacher make them easier to speak in English. It was 26% of them thought that sometimes the technique was easy to make them speak in English. The remaining 8% are 4% of them never thought it helped them to speak English easily and the other 4% had other answers.

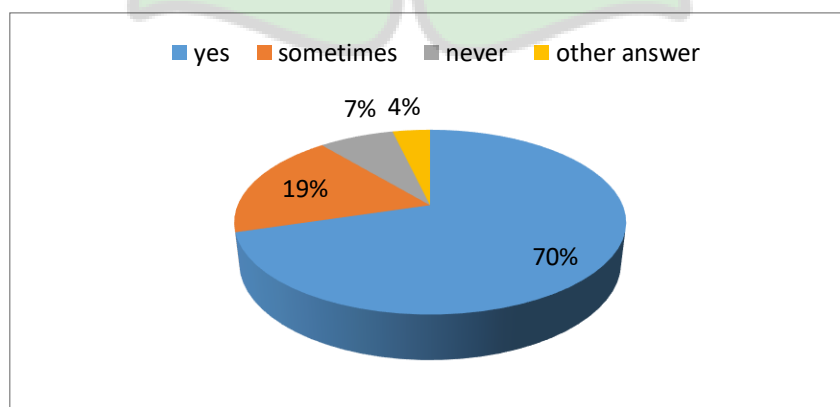


Figure 4.7 Percentage of the students' opinions about guided conversations as a strategy to enhance students' ability in learning English speaking.

In the seventh question, 70% of students experienced that Guided Conversation made them improve their ability in speaking and 19% of students considered it did not really help them to improve their speaking ability. The remaining 11%, 7% of them never had any improvement and the other 4% had other answers.

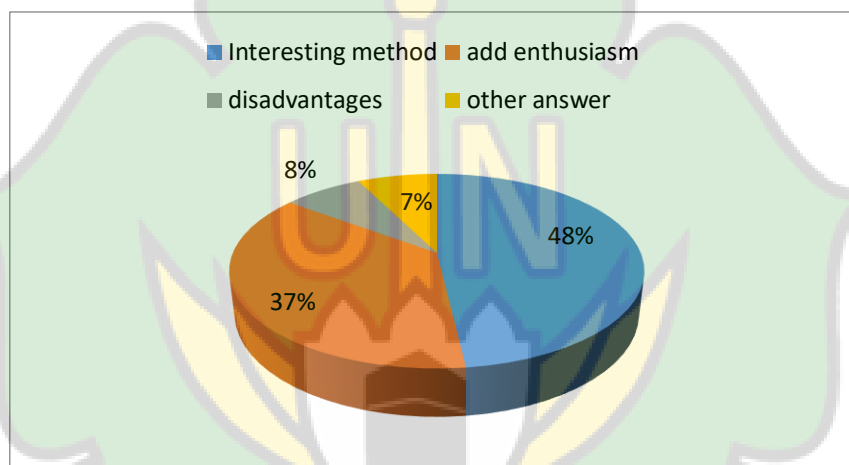


Figure 4.8 Percentage of students' opinion about the advantages of learning speaking with the guided conversations strategy.

Guided conversations are one of the methods that help students improve their speaking ability and it was expected to make students feel interested and motivated in learning English, especially speaking. It was proved by looking at 48 % of students thought it was an interesting method and 37% of them thought it could make them feel enthusiastic. It was only 8% of students did not even get any advantages of guided conversations. The remaining 7% did not have the answers.

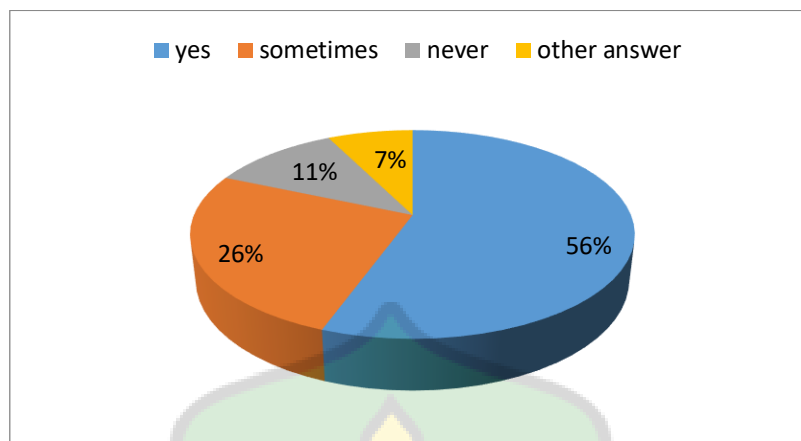


Figure 4.9 Percentage of the students' thinking about the guided conversation as a strategy that makes the students more fluent in expressing ideas in speaking.

The ninth question proved clearly that 56% of students experienced that guided conversation made them more fluent in expressing their ideas in English. 26% of students answered it was sometimes. 11% of them experienced nothing. The rest of the students had other answers.

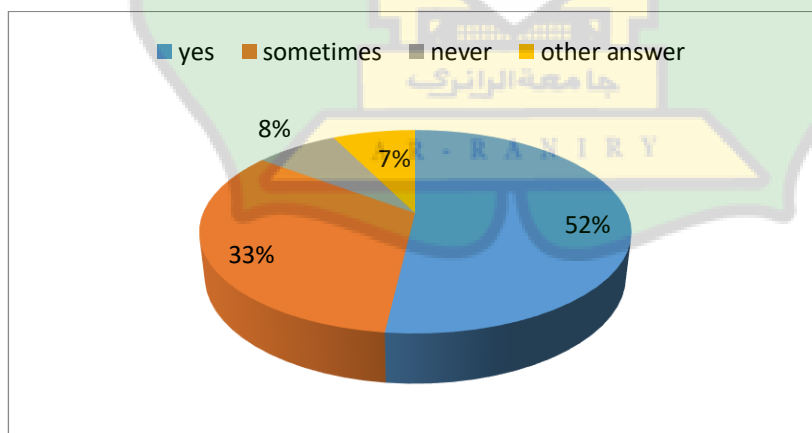


Figure 4.10 percentage of the students' opinions that the guided conversations strategy can be motivated in learning speaking.

The tenth question was the last which was about students' opinions on whether they feel motivated or not learning to speak using Guided Conversation. It can be seen that 52% of them feel motivated and 33% of them answered that they feel motivated sometimes. It was only 8% of the students never feel that they were motivated by being taught using Guided conversation in speaking class. The remaining 7% had other answers.

After having analyzed all the questions from distributed questionnaire, it can be seen that most of students like studying English; very few of them do not like English or do not feel motivated in learning English. As we know that English is difficult for some students although some of them think that English is easy to learn. It was proved that 11 students feel that English is difficult related the teaching material was quite difficult to understand. Contrary to the fact that more than half of the students in the class stated that their English teacher applied the good teaching method. Overall, each student has their own problem in learning English at school, moreover in speaking class. Not all of them feel motivated to learn English.

1. Discussion

Based on the results above, this subchapter discusses the research finding related to the used of guided conversations in improving student speaking skill and what problem was faced by students during learning speaking. This research aimed to find out how much the guided conversations help improve students' speaking and find out the problems students face in improving their speaking.

First, After I conducted this experimental research, I found that, there is an improvement in students' speaking skills in general. After the treatment, there are differences between pre-test and post-test students' scores, from 41.48 before the treatment, become 66.52 after the treatment. Then, from this score it can see that with using of guided conversations the students' speaking skills can be improved.

The result of this research is also supported by the previous studies, such as Sitepu (2017). In this previous research the students also were given a guided conversation treatment. In his study, the researcher treated students by giving guided method in class, the measurement students' score in two times, the measurement indicated there is an improvement in students speaking skills. In total from 60,27 to 80,00. Another previous research by Tompoh (2018) that also used guided conversations in improving student speaking skills in Junior High School also shows students' speaking skills after the treatment is become better than before. In this study, the researcher found that the guided conversations effectively develop the skill of grade VIII students' speaking skills.

From the results above, it seems that after the use of guided conversations as the teaching method, the student's speaking skills is coming better than before the treatment. Furthermore, the use of guided conversations to students speaking skills is increased. Kusumaningrat (2013) stated that the use of guided conversations can stimulate students to get new vocabulary, which is also become one of the rubric criteria that improved after the treatment. I also found that the students' vocabulary aspect is improved after the treatment.

After I gave the treatment to the students, the students also showed that there are improvements in their fluency and comprehension. This also was supported by Rismaya and Dewi (2013) that found implementing guided conversation in teaching, it made students able to ask and answer correctly and adequately. Same as what I found in this study, these aspects also improved after the treatment.

In conclusion, for the first research question the use of guided conversation is improving student speaking skills in every aspect, this study shows that after the implementation of guided conversations, students' speaking skills become better. Especially in comprehension, grammar, and fluency.

Second, after having analyzed all the questions from the distributed questionnaire, I see that most of the students like studying English; very few of them do not like English or do not feel motivated in learning English. This was supported by Sriharto (2018) that found about problems faced by the teacher in teaching speaking at seventh grade of SMPN 5. English is difficult for some students although some of them think that English is easy to learn. I see with evidence that 11 students' feel that English is difficultly related the teaching material difficult to understand and was not adequate learning facilities. This was also supported by Al-Hassaani, A. M. A., and Qaid, A. F. M. (2021) that found shortages of teaching materials and are not adequate to prepare the learners for English-speaking skills. Therefore, supplementary materials are needed for the learners to learn how to communicate in English with others.

In conclusion, for the second research question contrary to the fact that more than half of the students in the class stated that their English teacher applied a good teaching method. Overall, each student has their own problem in learning English at school, moreover in speaking class. Not all of them feel motivated to learn English.



CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. This conclusion is based on the research findings in the previous chapter. Some suggestions are also given at the end of this chapter.

A. Conclusions

From the result of the analysis of the research, it is proven that the students' ability to speak taught by using guided conversation seems to increase. The result proved that the research questions were fairly answered. The implementation of guided conversation can help students enhance their speaking ability. It is because learning English through guided conversation makes the students feel more motivated and easier to grasp the lesson. It can be also seen from the mean score of the post-test (66.52) which is higher than the mean score of the pre-test (41.48).

Furthermore, information from questionnaire can be concluded that English has been one of the difficult subjects to be mastered by the students due to some problems such as less motivated in learning English and difficult material used in English class. This situation leads students feel difficulty to master English especially in speaking. However, after guided conversations is applied, most students feel more motivated and they can improve their ability in English speaking.

B. Suggestions

The success in teaching speaking does not only depend on the lesson program, but more important is how the teacher presents the lesson and applies appropriate teaching methods to make the class more enjoyable, interesting, and lively. Therefore the writer would like to give some suggestions for English teachers as follow:

- 1) The teacher should increase students' motivation and interest in learning English by implementing interesting and proper teaching methods such as guided conversation which can help students much in speaking.
- 2) The teacher needs to find the teaching method and technique that is related to the curriculum. If it focuses on speaking subject, the teacher has to match it with the standard of competence provided in the curriculum
- 3) The teacher should make a careful choice of topic and task to stimulate students' interest.
- 4) The teacher always keeps students speaking in the target language.

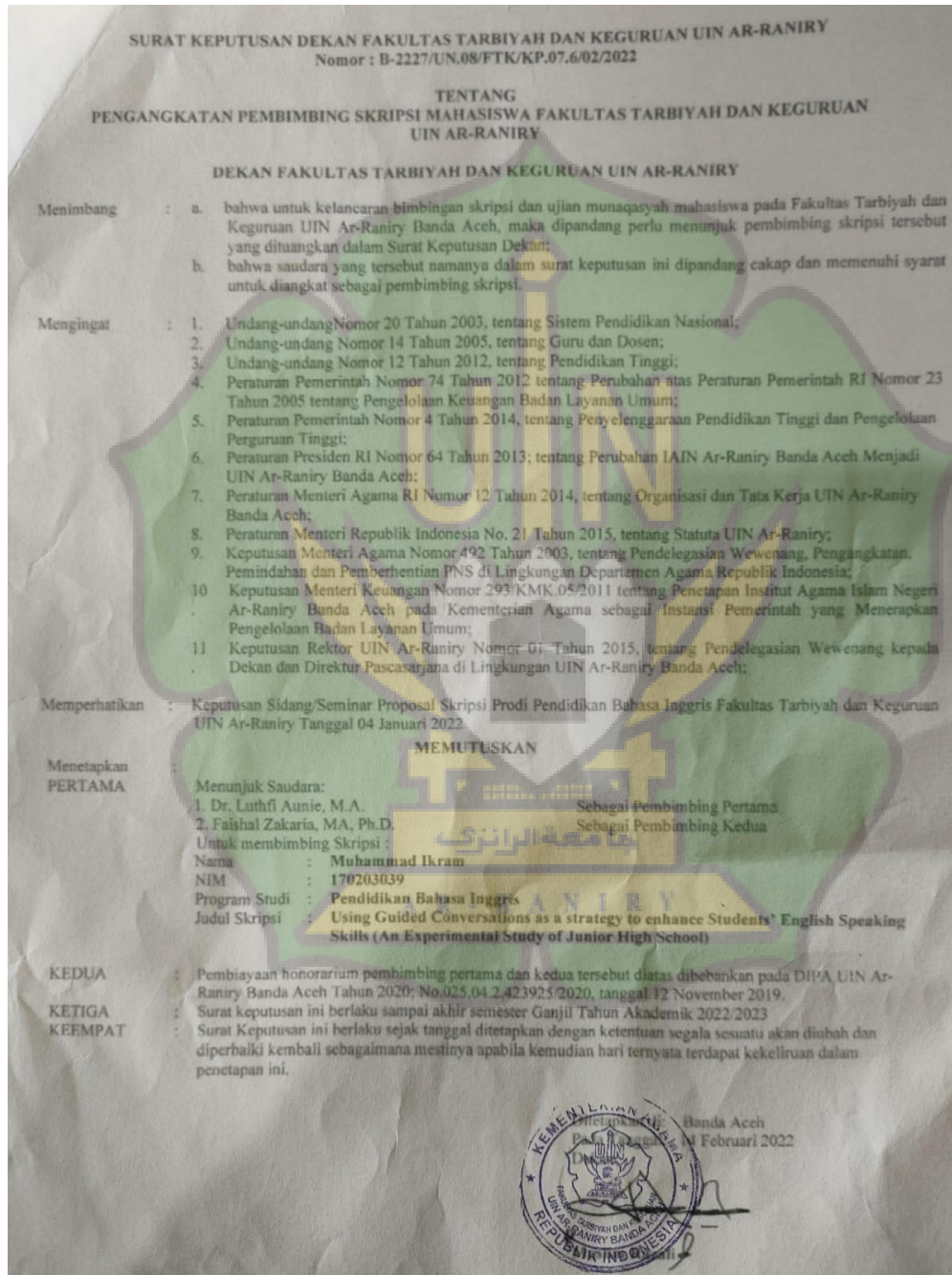
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APPENDICES

Appendix A Approval Letter of Supervisor



Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research

Document

<https://siakad.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/cetak>



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B-6028/Un.08/FTK.1/TL.00/05/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Pimpinan Dayah Madrasatul Qur'an

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MUHAMMAD IKRAM / 170203039**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Jl.Tgk.Glee Iniem Gampoeng Tungkob Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Using Guided Conversation as A Strategy to Enhance Student's English Speaking Skills*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.


Banda Aceh, 19 Mei 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 19 Juni 2022

Dr. M. Chalis, M.Ag.

Appendix C Confirmation Letter

 **YAYASAN MADRASATUL QUR'AN ACEH (YMQA)**
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMPIT MADRASATUL QUR'AN
Jln. Laksamana Malahayati KM 6,5 Desa Baet, Kecamatan Baitussalam Aceh Besar
Email : smpitmadrasatulq@gmail.com Web : smpitmadrasatulquran.sch.id Kode Pos: 23373



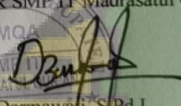
Surat Keterangan Penelitian
Nomor : 059/YMQA/SMP-IT MQ/V/2021

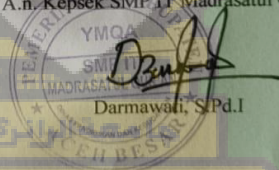
Kepala Sekolah SMP IT Madrasatul Qur'an Desa Baet Kecamatan Baitussalam Aceh Besar menerangkan bahwa:

Nama : Muhammad Ikram
NIM : 170203039
Prodi : Pendidikan Bahasa Inggris
Alamat : Jl.Tgk.Glee Iniem Gampoeng Tungkop Kec. Darussalam, Kab. Aceh Besar

Bahwa yang tersebut namanya di atas benar telah melakukan penelitian Skripsi dalam rangka memperoleh data untuk menyelesaikan skripsi dengan judul: *Using Guided Conversation as A Strategy to Enhance Student's English Speaking Skills*

Demikian surat keterangan penelitian ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Aceh Besar, 25 Mei 2022
A.n. Kepsek SMP IT Madrasatul Qur'an

Darmawati, S.Pd.I



AR-RANIRY

Appendix D Research Questionnaire

QUESTIONNAIRES

Nama Siswa:

Note: anda bisa menjawabnya dengan melingkari atau menyilang salah satu dari beberapa pilihan di bawah ini. Jika tidak tersedia jawablah sesuai dengan yang anda inginkan, maka isilah pilihan no D

1. Apakah pelajaran Bahasa Inggris merupakan salah satu mata pelajaran yang anda sukai?
 - a. Ya
 - b. Kadang-kadang
 - c. Tidak sama sekali
 - d.
2. Apakah anda tertarik untuk berbicara Bahasa Inggris ?
 - a. Ya
 - b. Tidak terlalu
 - c. Tidak sama sekali
 - d.
3. Kesulitan apa yang anda hadapi saat mempelajari Bahasa Inggris khususnya dalam Speaking?
 - a. Materinya terlalu sulit
 - b. Fasilitas yang kurang memadai

- c. Kurangnya motivasi
- d.
4. Apa pendapat anda tentang materi pembelajaran Bahasa Inggris yang di berikan guru anda selama ini?
- a. Sangat mudah untuk dipelajari
- b. Mudah dipelajari
- c. Sulit untuk dipelajari
- d.
5. Apakah guru anda memperkenalkan metode-metode atau strategi yang baik dalam memahami dan menguasai Bahasa Inggris khususnya dalam berbicara Bahasa Inggris?
- a. Ya
- b. Tidak terlalu
- c. Tidak sama sekali
- d.
6. Apakah menurut anda teknik yang digunakan oleh guru memudahkan anda dalam speaking?
- a. Ya
- b. Tidak terlalu
- c. Tidak sama sekali
- d.

7. Menurut anda, apakah dengan strategi Guided Conversations ini dapat meningkatkan kemampuan anda dalam belajar Speaking?
- Ya
 - Tidak telalu
 - Tidak sama sekali
 -
8. Menurut anda, apa keuntungan mempelajari speaking dengan strategi Guided Conversations?
- Metodenya menarik
 - Menambah antusias
 - Tidak ada keuntungan
 -
9. Apakah menurut anda strategi Guided Conversation membuat anda lebih lancar mengungkapkan ide dalam speaking?
- Ya
 - Tidak terlalu
 - Tidak sama sekali
 -
10. Menurut anda, apakah strategi Guided Conversations dapat memotivasi anda dalam belajar Speaking?
- Ya
 - Tidak terlalu

c. Tidak sama sekali

d.



Appendix E The Rubric of Speaking Assessment

The Rubric of Speaking Assessment

Rated Qualities	Behavioural Statements	Points
Pronunciation	✓ Has few traces of foreign accent	5
	✓ Always intelligible, though one is conscious of definite accent	4
	✓ Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3
	✓ Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	✓ Pronunciation problem so severe as to make speech virtually unintelligible	1
Grammar	✓ Makes few (if any) noticeable errors of grammar or word order	5
	✓ Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning	4
	✓ Makes frequent error of grammar and word order which occasionally obscure meaning.	3
	✓ Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns	2
	✓ Errors in grammar and word order so severe as to make speech virtually unintelligible.	1
Vocabulary	✓ Use vocabulary and idioms is virtually that of a native speaker	5
	✓ Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	4
	✓ Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	3
	✓ Misuse of words and very limited vocabulary make comprehension quite difficult	2
	✓ Vocabulary limitation so extreme as to make conversation virtually impossible	1
Fluency	✓ Speech as fluent and effortless as that of native speaker	5
	✓ Speech of speaker seems to be slightly affected by language problem	4

	✓ Speed and fluency are rather than strongly affected by language problem	3
	✓ Usually hesitant; often forced into silence by language limitations	2
	✓ Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	✓ Appear to understand everything without difficulty	5
	✓ Understand nearly everything at normal speed, although occasional repetition maybe necessary	4
	✓ Understand most of what is said at slower than normal speed with repetitions	3
	✓ Has great difficulty following what is said. Can comprehend only "Social Conversation" spoken slowly and with frequent repetitions	2
	✓ Cannot be said to understand even simple English conversation	1

(adapted from Brown. 2004)



Appendix F Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : Dayah Madrasatul Qur'an
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII / 2
 Alokasi Waktu : 2 x 45 menit
 Topik Pembelajaran : Speaking

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	<p>3.8.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini</p> <p>3.8.2. Mengidentifikasi ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini</p> <p>3.8.3. Membedakan ungkapan menyatakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini</p>
2	4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian	4.8.2. Melengkapi teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/

yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>berlangsung saat ini, dengan bahasa Inggris</p> <p>4.8.3. Menulis teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris</p> <p>4.8.4 Menanyakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.</p>
--	--

B. Tujuan Pembelajaran

Melalui pendekatan Saintifik dengan menggunakan model pembelajaran Guided Conversation, peserta didik dapat *mengidentifikasi dan membedakan* fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait *keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan* serta peserta didik dapat *melengkapi, menulis, dan menanyakan* teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait *keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan*,

C. Materi Pembelajaran

- **Interactive video**
Fungsi sosial

Untuk menghibur dan memotivasi siswa dalam berinteraksi menggunakan bahasa Inggris.

Unsur Kebahasaan

Pada *Interactive video*, terdapat beberapa unsur kebahasaan antara lain sebagai berikut :

- Kalimat deklaratif dan interogatif dalam *Present Continuous Tense*
- Adverbial: *now*

- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

D. Metode Pembelajaran

Pendekatan : Scientific Approach

Langkah-langkah : pengamatan, pemodelan, kerja kelompok, dan mempraktekkan

E. Media Pembelajaran

Media : Interactive video yang diambil dari situs berbasis pendidikan bahasa Inggris

F. Sumber Belajar

Interactive video yang relevan dengan pembelajaran speaking

G. Langkah-Langkah Pembelajaran

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Kegiatan Awal	<ul style="list-style-type: none"> • Menyapa siswa • Mempersilahkan para siswa memperkenalkan diri secara umum seperti; <i>my name is..., I live in..., What is your name?, Where do you live?, nice to meet you..., how do you do?, dsb</i> • Penyampaian tujuan pembelajaran

KEGIATAN INTI (70 menit)	
Observation	<ul style="list-style-type: none"> • Siswa memperhatikan <i>interactive video</i> tersebut. • Mengobservasi <i>interactive video</i> yang ditampilkan. Memperhatikan dan mendengarkan penjelasan dari guru tentang <i>interactive video</i> dengan judul Present Continuous in English Conversation - What Are You Doing-struktur teks, dan language feature di dalam <i>interactive video</i> yang diberikan
Questioning	<ul style="list-style-type: none"> • Peserta didik membuat pertanyaan berdasarkan contoh <i>interactive video</i> yang dilihat.

Assosiation	<ul style="list-style-type: none"> • Peserta didik membuat kesimpulan sementara tentang materi ajar yang sedang dipelajari • Guru memberikan penguatan tentang fungsi sosial dan unsur kebahasaan yang dipelajari
Experimenting	<ul style="list-style-type: none"> • Peserta didik mempraktekkan dialog dengan lawan bicaranya memakai Present progressive kedepan kelas
Communicating	<ul style="list-style-type: none"> • Peserta didik menempatkan hasil kerja kelompoknya berupa dialog present progresive di papan informasi yang ada di dalam kelas
PENUTUP (10 menit)	
Penutup	<ul style="list-style-type: none"> • Menyimpulkan hal-hal yang telah dipelajari • Refleksi

H. Penilaian

- Rubrik Penilaian

No	Aspek	Skor	Items
1	Pronunciation/ pengucapan	5	Mudah dipahami dan memiliki aksen penutur asli
		4	Mudah dipahami meskipun dengan aksen tertentu
		3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahpahaman
		2	Sulit dipahami karena ada masalah pengucapan, sering diminta mengulang
		1	Masalah pengucapan serius sehingga tidak bisa dipahami
2	Grammar/ Tata bahasa	5	Tidak ada atau sedikit kesalahan tata bahasa
		4	Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna
		3	Sering membuat kesalahan tata bahasa yang mempengaruhi makna
		2	Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat
		1	Kesalahan tata bahasa begitu parah sehingga sulit dipahami

3	Vocabulary/ Kosa kata	5	Menggunakan kosa kata dan ungkapan seperti penutur asli
		4	Kadang-kadang menggunakan kosa kata yang tidak tepat
		3	Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata
		2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
		1	Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi
4	Fluency/ Kelancaran	5	Lancar seperti penutur asli
		4	Kelancaran tampak sedikit terganggu oleh masalah bahasa
		3	Kelancaran agak banyak terganggu oleh masalah bahasa
		2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa
		1	Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi
5	Comprehension/ Pemahaman	5	Memahami semua tanpa mengalami kesulitan
		4	Memahami hampir semuanya, walau ada pengulangan pada bagian tertentu
		3	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
		2	Susah mengikuti apa yang dikatakan.
		1	Tidak bisa memahami walaupun percakapan sederhana

- **Pedoman Penilaian**

Attitude

No	Nama	Aspek yang di amati		Skor
		<i>Percaya diri</i>	<i>Tanggung jawab</i>	

Kreteria:

BT (Belum Tampak)

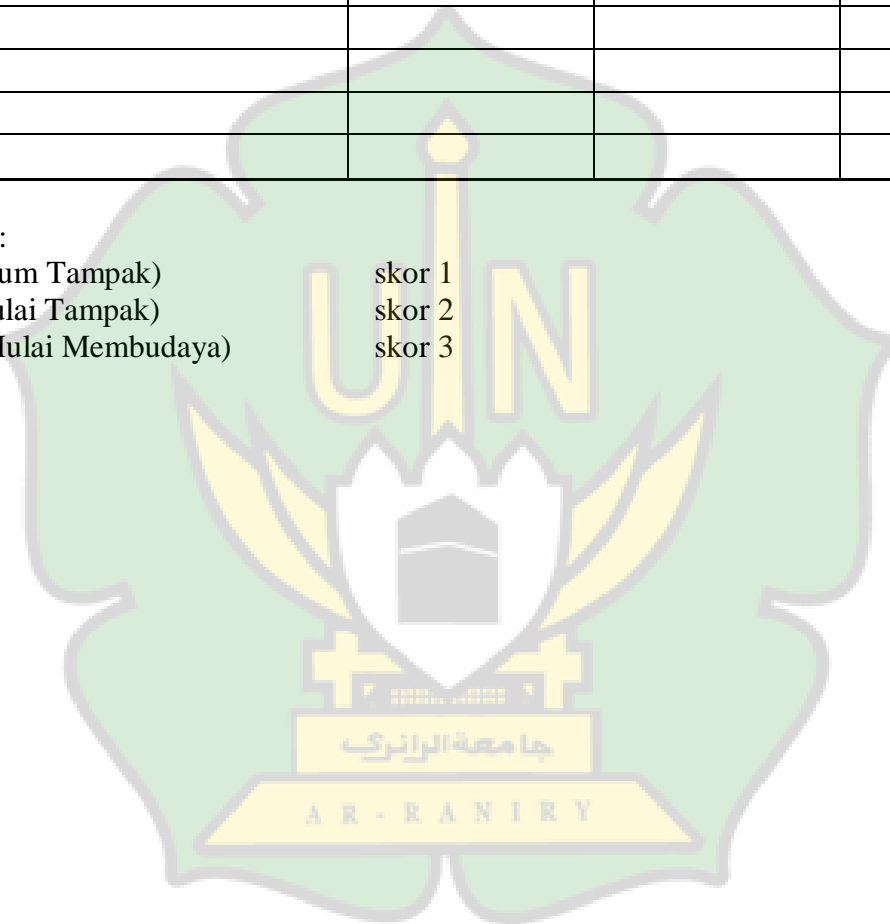
skor 1

MT (Mulai Tampak)

skor 2

M M (Mulai Membudaya)

skor 3



Appendix G Documentation

