IMPROVING THE STUDENT'S SPEAKING ABILITY BY APPLYING GUIDED CONVERSATION STRATEGY AT THE ELEVENTH YEAR STUDENTS OF SMA MUHAMMADIYAH-2 TANJUNG SARI MEDAN IN 2016/2017 ACADEMIC YEAR

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of Requirements for the (Degree of Sarjana Pendidikan) S-1 Program

By:

NURAFNI SITEPU

34.13.3.145

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF

NORTH SUMATRA MEDAN

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2017

ABSTRACT

Nurafni Sitepu.2017.Improving The Sudents' Speaking Ability by Applying Guided Conversation Strategy at Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year.

Key word: Speaking, Ability, and Guided Conversation.

This research aimed to improve the students' ability at speaking skill by applying guided conversation strategy at eleventh grade students of Senior High School Muhammadiyah-2 Medan.The research was conducted by using classroom action research, which carried out through four step, they are planning, action, observation, and reflection. The subject of this study was students class XI of Senior High School Muhammadiyah-2 Medan in academic year 2016/2017. Consist of 37 students. The technique of analyzing the data of this research was applied quantitative and qualitative approach. The quantitative data were taken from a speaking Test. The qualitative data were taken from observation sheet, interview, diary note, and documentation. The result of data analysis showed that there was improving students' ability in speaking from each cycle. It showed from mean of pre-test was 60,27 the mean of the post-test I was 72,43 and the mean of post-test II was 80. From the data, the researcher can conclude that the students' ability at speaking has been improved by applying Guided Conversation Strategy. Based on the qualitative data that taken from interview, observation sheet, and diary note. It was found that the students' difficulties in speaking; the first is environment that not support to speak English in daily conversation, and the second is how to speak the sentence well and said the words well, they also still lack of confidence but by applying guided conversation strategy, that problems were solved. The students' response was good after using of guided conversation strategy. It could be seen of the students' response while learning process. The students were not difficult and felt confident to speaking in front of the class based on the key word, they also felt enjoy during practice speaking in their group. The Researcher Conclude that teaching speaking by using Guided Conversation Strategy could increase the students' ability. It is suggested that English teacher apply this strategy as one of alternative in teaching speaking.

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At last, this *skripsi* is far from being perfect, but it is expected that this *skripsi* will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestions, and critics are welcome to make this *skripsi* better.

Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiin.

Medan,   Oktober 2017

The Writer

NURAFNI BR SITEPU
NIM. 34.13.3.1.45

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CHAPTER I

INTRODUCTION

A. Background of the study

A language is a means of communication. A language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts.[1] Because the language is social contrust; the purpose of language is communication.[2] Communication is a part of human's daily activities. For many years, English has been adopted as an international language. It means that teachers must teach the students how to communicate in English well. The students have to be more active in learning English specially in speaking classes and active in giving response to each other.

The component of English speaking skill that should be delivered and studied in English speaking class are pronounciation, vocabulary, grammar, fluency, accurancy, and comprehension. In Speaking class, the students should be taught how to speak. It means that the teaching of speaking is an important role to support learners to master a speaking ability.

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[1] Sholihatul Hamidah Daulay,(2011), Introduction to General Linguistics, Medan: La-Tansa Press, P.11

[2] Jodi Reiss, (2005), Teaching content to English Language learners, USA: Longman Publishing, P. 10.

Speaking is one of the skills that has to be mastered by the students in learning English. As the importance of language skills, speaking gets less proportion in the English teaching and learning. The students should be able to have a good ability in speaking skill as one of the achievements in learning English. Speaking just an interaction between speaker and listener, but in the process of learning speaking, students found that speaking was difficult to practice. When the teacher asked students to say something about their opinion, most of the students felt unconfident to express it. They were ashamed to make a mistake in speaking English language. In teaching speaking, teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. For example in oral language class, the students should be serving with conductive learning activity. So, they can practice English as well as possible.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.[3] As we all know that Most of the students think that speaking English is difficult because we should adapt among the written form and the pronounciation. We can see the fact that most of the Indonesian students cannot speak English as well and the students have some difficulties to improve their speaking skills in English. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation. One way to

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[3] Jack C Richards, (2008), Teaching Listening and Speaking From Theory to Practice, USA: Cambridge University Press, P. 19

improve the students' speaking skills is the students have to be more active than the teacher and the students also have to be confidence.

As described in Surah (Al-Ahzab: 70-71) about keeping orally to always speak well, Allah swt. said in Al-Quran:

$$يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا$$

O ye who believe! Fear Allah, and [always] say a word directed to the Right:

$$يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ ۗ وَمَنْ يُطِعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا$$

That He may make your conduct whole and sound and forgive you your sins: He that obeys Allah and His Messenger, has already attained the highest achievement.[4]

Guided conversation are dialogues and exercises that are the central learning devices the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaning full exchange of communication (Molinsky& Bliss 1986). It means that guided conversation are the dialogue and the question and answer exchanges, the students are presented with a model conversation that highlight a specific aspect of grammar to help students improve their accuracy in constructing the sentences.

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[4] A.Yusuf Ali, *The Meaning of The Holy Quran*,P.211

The word Guided means, in the learning process the teachers have one task to give, lead and guide the students with the best possible to get something that is desired. The desire that related with self and the improvement of the results of the study in the field of skills speak English.

Conversation was the interaction between one people to other that in specificly we can said that Conversation is a form of interactive, spontaneous communication between two or more people. Typically, it occurs in spoken communication, as written exchanges are usually not referred to as conversations.[5] In conversation we can learn new concepts, share and evolve knowledge, and confirm agreement.

In General, Guided Conversation can be said as a way to help students to practice speaking because it gives the simple and easy way for students to create the sentences through the model of dialogue then called frame work as the guidance.

The students at SMA MUHAMMADIYAH-2 TANJUNG SARI MEDAN still have low ability in speak English. The problems caused in many factors, such as the lack of confidence, being afraid of making mistakes, and the method of the teachers was still conventional and seldom let the students to speak English in learning process. To solve this problem it needs to implement a new method such as Guided conversation. The writer assumes that the students can improve their speaking ability by applying guided conversation method. Therefore, the writer is interested in conducting the research entitled "**IMPROVING THE STUDENTS'**

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[5] https://en.wikipedia.org/wiki/Conversation

SPEAKING ABILITY BY APPLYING GUIDED CONVERSATION AT THE ELEVENTH YEAR STUDENTS OF SMA MUHAMMADIYAH-2 TANJUNG SARI MEDAN".

B. Identification of the Problems

Based on the background of the study above there problems can be Identified, as follows:

1. The students have studied about speaking but their ability in speaking is still low.

2. Teachers have motivate the students to learn English well but they are lack of confidence and the students' do not interest in learning English.

3. There are so many new strategies in teaching speaking but the teachers still uses the conventional teaching strategy in teaching English.

4. English is fun to learn but students is affraid to make a mistake to start the speaking.

C. Limitation of Study

This Research only focus at Guided Conversation Strategy as an effort to improve student's speaking ability at elevent year students of SMA Muhammadiyah-2 Tanjung Sari Medan.

D. Formulation of The Problems

Based on the research background above, this research problem can be formulated as follows:

1. Is there any improvement of students' speaking ability by applying guided conversation strategy?

2. What are the students' difficulties in speaking by applying guided conversation strategy?

E. Objective of the Study

The objective of the study of this research were formulated:

1. to Investigate the improvement of students' ability in speaking English by applying guided conversation strategy.

2. to investigate the students difficulties in speaking by applying guided conversation strategy.

F. Significance of the Study

The writer hopes that this study will give some benefits in the following ways:

a. Teacher

Hopefully, this study will give new insights to teachers. The result of the study will give general picture of the successful and effective methods in teaching speaking skills. This study is expected to be able to inspire them in implementing effective learning in their class.

b. Students

This study will give the students new experiences in doing speaking tasks that can be shared with their new teachers and friends. This research also will enrich students' speaking skills mastery.

c. Researcher

For the researcher, this study will be used as an experience on how to conduct research related to problem-solving capability.

d. Students of English Education Department

For other researchers in the same topic, this research hopefully can be an input or reference to their research.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical framework

The basic concept of the study should be made clear from the start, so that the reader might not miss-interprate and got confused in comprehending the ideas. The following is considered to be important to discuss for clarifying the concepts used or being discussed, so that the readers get the points clearly.

To support the ideas of study, the researcher provides some information, from some books, journals and websites which helps the writer to design this proposal.the terms used must be clarified in order to have a clear perspective of the implementation in this field. In order to avoid misunderstanding between the writer and the reader it is consider necessary to clarity the term used in this study.

1. Concept of Speaking

a. Definition of Speaking

Speaking can be defined as a speech production that becomes a part of our daily activities.[6] There are three aspect of speaking, they are (pronunciation, grammar, and vocabulary)[7]. It is the key to use the right words in the right order with the correct pronunciation, function (transaction and interaction): knowing when clarity of message is

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[6] Scott Thornbury, (2005), How to Teach Speaking. Essex: Pearson Education Limited, ISBN:0-582-85359-

[7] Khairul Sulistyowati, (2014), Mahir Ngomong Inggris di semua situasi dan kondisi. Cilandak: Dan Idea.

essential (transaction/information exchange) and when precise understanding is not required (interaction/relation building) and also social cultural rules and norms.

It consists of the knowledge of turn-taking, rate of speech; length of pauses between speakers, relative's roles of participants). It is an ability to understand how to take into account who is speaking to whom, in what circumstances, about what and for what reason. In daily activity, when we do communication, we usually attempt to have a good speaking for not hurting anyone who hears us. [8] Then Weir defines that there are five aspects have to pay attantion in speaking, they are content, vocabulary, grammar, performance, and fluency.

Rychman said that there are many requirements for making a good speech, such as voice and introduction, vocabulary, grammar, and self confidence.[9]

Speaking is stated as an activity when people produce their voice to express their opinion, suggestion, information and critic. When we talk about something of course there are many elements that we should understand those are: the topic of what the speaking about, vocabulary, grammar, and also intonation.

[8] Pardiyono, (2004), Pasti Bisa Communicative Grammar Focus and Excercise for Easier Conversation and Better Assesment: For both Teacher and Student of Senior High School, Yogyakarta: Andi

[9] Yaumi Rychman, Muhammad Syahid Sirate and Siti Fatimah S, (2013), English in Real Situation: Cara Efektif Membangun Percakapan Praktis, Dialog,dan Meeting Club, Jakarta: Kencana

Topic of speaking is important to be mastered by speaker because by mastering the topic the speaker will be easier to divide the important things from the topic that will be asked to the listeners. The second element is vocabulary, it is important for speaker in order to speak well at least the speaker has enough vocabularies to express some idea.

Grammar is very useful when people speaking, because grammar is able to give implicit meaning in speaking activity. The last one is intonation; by using the appropriate intonation probably make the information successfully transferred to the listeners. All of the elements are needed to make a good understanding between speaker and listener.

b. **Elements of Speaking**

Most of students believe that they have difficulties in speaking. There are many elements of speaking that must be mastered by students in order to be a good speaker, they are:[10]

1. Connected speech: effective speakers of English need to be able not only to produce the individual phonemes of English, but also using fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

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[10] Paul Nation, (1990), Improving Speaking Fluency. New Zealand: University of Wellington Vol.17

2. Expressive devices: native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3. Lexis and grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying. We often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

c. **Speaking Competence**

According to Oxford Advance Dictionary by Hornby, competence is (of person) having ability, power, authority, skill, knowledge, etc, (to

do what is needed).[11] While the meaning of ability or competence according to Chomsky [12]is "the speaker-hearer's knowledge and ability thus includes concepts of appropriateness and acceptability. The study of competence will inevitably entail consideration of such variables as attitude, motivation, and a number of socio cultural factors.

Speaking ability is not fluent speaking but conversation.Speaking competence means conversation ability or conversation skill. It performs mutual interdependent, interactive nature of conversation. It is an awareness activity as well as feedbackactivity so that a series of tasks is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activities done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skill, needs gradual practice-controlled, awareness, and finally fluency conversation.

Indicators of Speaking Competence

Brown indicating that one can be called have speaking competence if he/she is able to: [13]

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[11] Hornby, (2013), Oxford Advanced Dictionary, Cambridge University Press: United Kingdom

[12] Rosinet, Betty Wallace, (1978), Teaching English to Speakers if Other Languages : Substance and Technique, New York : University of Minnesota Press, P. 48.

[13] H D Brown, (2004), *Language Assessment: Principles and Classroom Practices*.

1) Imitate a word or phrase or possibly a sentence (imitative).

2) Produce short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Such as prosodic elements-intonation, stress, rhythm, juncture, intensive ability (intensive).

3) Respond a very short conversation, standard greetings and small talk, simple requests and comments

4) Take the two forms of either transactional language which has the purpose of exchanging specific information, or interpersonal exchanges which have the purpose of maintaining social relationships (interactive).

5) Maintain social relationships with the transmission of facts and information (interpersonal).

6) Develop oral production including speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listener is either highly limited or ruled out together (extensive).

As the part of linguistics, speaking has been taken into account of linguistic communication, Canale and Swain (1980) provided a spesification of their

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United States of America: Pearson Education, Inc

interacting factors. Canale (1983) later subdivided one of these factors, listing a total of four areas of knowledge and skill : [14]

- Grramatical competence(master of the language code)

- Sociolinguistic competence (appropriateness of utterances with respect both two meaning and form)

- Discourse competence (master of how to combine grammatical form and meanings to achieved unity of spoken text)

- Strategy competence(master of verbal communication strategies used to compensate for breakdowns in communications, and to make communication more effeective).

Characteristics of Speaking as Spoken language

To deliver the aim of speaker when speaking, there are several things a speaker should pay attention to. Here, a speaker should at least pronounce the words well, choose the proper dictions, and apply correct grammar, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult:[15]

a. Clustering

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[14] An Introduction to Foreign Language Learning and Teaching, (2001), United Kingdom: Pearson Education Limited, P.

[15] John, D.Vogelsang, (2015), Handbook for Facilitating Difficult Conversation in the Classroom; version 7. Michael Hamington Centre

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak, allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum – without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation. This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

d. Speaking Skills

Anderson and Bachman stated that speaking skill was an important part of the curriculum in language teaching, and this makes them an

important object of assessment as well. [16]As known that language ability can measured from four language skill however now days people usually judge the language skill from how well someone able to speak in language itself. The professionals are expected to have good speaking skill; in addition, many people speak in order to show their ability and influence someone, for example politicians, teacher, lawyer however president. Brown stated that speaking is productive skill that can directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test – taker's listening skill which is necessary compromises the reliability and validity of an oral production test. From that statement it can be concluded that listening skill has a big influence in speaking skill.

Listening is a first language skill taught when the learners learn about language because listening skill can give the learners how to improve speaking skill. By listening learners able to learn how to speak from the models, it will give a good effect to learners. In addition listening able to add the vocabularies mastering; influence the pronunciation and intonation. From all statements above it can be concluded that speaking skill is an important skill to be mastered when someone learn about language especially foreign language.

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[16] Anderson and Bahman quotation in Darsini,Ni Wayan, (2013), Improving Speaking Skill through Cooperative Learning Method of the Eight Grade Students of SMPN 2 Ubud in Academic year 2012/2013. Mahasaraswati Denpasar University: Denpasar.

Speaking skill becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In language teaching, language is essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the use of grammar, comprehension, fluency, and all of these should be used appropriately in a socialinteraction. Therefore the appropriate method and technique are needed to improve students' speaking skill.

Producing spoken language has often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech.

All of these have to be taken into consideration while practising conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practise "real" communication with our students within the learning process. If it is neglected, it may be a reason why students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

In global era speaking ability in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. That fact requires people to master English active in order to make verbal interaction with people around the world.

2. Ability

Ability is skill, proficiency, capability, talent, facility, qualification, strength. Ability is capacity, suitability, the quality or state of being able. According to John. M. Echols and Hasan Shadily in an English Indonesia Dictionary, ability is kecakapan, bakat dan kemampuan, it's mean that ability is talent, skill, power, interest, to do something.[17] In wikipedia ability is a component of a competency to do a certain kind of work at a certain level.[18]

The some factors that can improve original ability are talent, and human character. Commonly, this ability comes since they babies. In which the ability to have talent will show when we were interested in something. other to get

Allah says in holy Qur'an (An-Nahl: 78)

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[17] John M echols and hasan shadly, kamus inggris indonesia. Jakarta: PT Gramedia, 2003. P. 2.

[18] https://en.wikipedia.org/wiki/Ability

وَاللّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لاَ تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالأَبْصَارَ وَالأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

Meaning: it is he who brought your forth the wombs of your mothers when you are nothing, and he gives you hearing, sight and intelligence and affections: that you may give thanks to Allah.[19]

From this verse, we will know that men borned purely. Their environment especially their parents, influence their need and characters in daily. The ability of students to understand the material is not same, although they are thought by same teacher because their power to understand the material is different.

3. **Concept of Teaching**

As a notion discussed, teaching is defined as the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development of the personal characteristics and skills. Teaching is also viewed as something that is constructed by individual teachers to integrate theory and practice in teaching and learning process for the students. Teacher is viewed as a monoIingual model. It is because while teaching second language, the audienece that is students are not familiarly know

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[19] http://id.noblequran.org/quran/surah-an-nahl/ayat-78/

about what has just said by the teacher[20]. Therefore, teacher as a source knowledge of students should enable build a good atmosphere in the class, thus students will not get bored. To sum up, teaching is concluded as the process to give someone information about specific subject or knowledge, besides that teaching is the process to guidance the learners to reach the goals and to make average learner capable of competence and performance.

So, Transfer the knowledge is important thing that must people do specially Teacher.

As Hadits:

عَنْ عَبْدِاللهِ ابْنِ عُمَرَ رَضِيَ اللهُ عَنْهُ قَالَ : قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ : بَلِّغُوْا عَنِّى وَلَوْ اَيَةً وَحَدَّثُوْاعَنْ بَنِيْ إِسْرَائِيْلَ وَلَا خَرَجَ : وَمَنْ كَذَّبَ عَلَيَّ مُتَعَمِّدًا فَلْيَتَبَوَّاءْ مَقْعَدَهُ مِنَ النَّارِ(رَوَاهُ الْبُخَارِى

From Abdullah ibn Umar R.A he said: The Rasulullah said: "Convey from me though one verse, and tell me what comes from the children of Israel and there is no sin, and whoever lies over me intentionally, let him prepare his seat in hell" (HR. Bukhori)

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[20] Richards,Jack C, (1994), The Context of Language Teaching, Cambridge Language Technique Library: United Kingdom

a. Teaching Speaking

Teaching speaking in Indonesia is not easy to be done by native people in this country. The teacher should make the students fun in learning process. If the students are not fun and interested in the lesson, the teacher will be very difficult to make the students understand the lesson. English teachers must create an interesting atmosphere in teaching learning process because the student's ability of learning English depends on their previous experience.

There are some problems faced by the teachers in teaching speaking.[21] The problem are caused by several reasons. It was because; (1) the students seldom practices speaking English in daily activities; (2) the students sometimes had no partner to practice speaking in English and; (3) the students were not accustomed to say anything in English. It means that in the practice of speaking English in daily activity we need to more active at the ask and answer as hadits Rasulullah:

نْ اِبْنُ عَلِيٍّ رَضِيَ اللهُ عَنْهُ قَالَ : قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ

وَسَلَّمَ : اَلْعِلْمُ خَزَئِنُ وَمَفَتِحُهَا اَلسُوَّالُ أَلَا فَسْئَلُوْا فَإِنَّهُ يُؤَجَّرُ فِيْهِ

اَرْبَعَةٌ : اَلسَّائِلُ وَالْعَالِمُ وَالْمُسْتَمِعُ وَالْمُحِبُّ لَهُمْ (رَوَاهُ اَبُوْا نُعَيْمٍ)

From Ibn Ali R.A he said: Rasulullah SAW said: The science is like a closet (which is closed), and as the key to the opening is a question. Therefore,

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[21] Aleksandrzak quotation in Herlina,Mohammad Hollandyah, (2014), Teaching Speaking Skill by Using Guided Conversation Technique through Pair Taping to the Seventh Grade Students of SMP PTI Palembang. UIN Raden Patah Palembang: Palembang.

you ask, for verily in the question and answer will be rewarded four kinds, namely the pen, the knowledgeable, the listener and the one who loves them. "(H.R Abu Nu'aim)

One of the fundamental thing in english language is it is better that student is more active to talk in the classroom than the teacher. the phenomenon of the speaking demand towards the students has markedly affected both the nature of calassroom management at a global level and the dynamics of iterations between teacher and student over the last 30 to 40 years.

Activities based around speaking need to be managed through careful planning and direction by the teacher, and through a choice of suitable tasks to stimulate speech. The basic need of speech interaction has brought fast development of a range of teaching techniques and supporting published materials to help students to speak, in the form of information gap activities, role plays, stimulations, and games.

There are three basics aspects of spontaneous speech which language students need to be made aware of, and which language teachers may find it helpful to reflect on :[22]

a. Speaking is fundamentally an interactive task

This leads to features not only such as interruptions, corrections, and overlaps, but also evidence of speaker co-operation as two or more people seek to speak and understand one another in real time, **Hughes (1996).** Students also

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[22] Rebecca Hughess, (2002), Teachung and Researching Speaking, Great Britain: Pearson Education

need to become aware of the potentially different mechanics of interaction in their own language and the target language

b. Speaking happens under real time processing constraints

While the written form can generally be edited, rewritten, and polished speech – even speech that is prepared in advanced-is delivered to the listener with no possibility for the recall of a word or the erasure of a grammatical error. The esception, is, of course, spoken discourse which is – recorded, and can be re-taped if necessary. However, the greater part of speech taht is conversational data, is created in real time. This means that speaker tends to use simpler vocabulary, use the higher frequency of co-ordinated clauses, and use many fixed filler expression, such as 'you know, you see, to buy processing time.

c. Speaking is more fundamentally linked to the individual who produces it than the written form is.

Spoken discourse reaches the word directly from the human vocal tract. As such is it is a less mediated form than the written , which is transferred on to (or with technological advances such as computers, and personal communication devices in to) another medium before it is read. Something of this is reflected in the greater evidence of personal involvement shown by the sopekn form, for example high frequency of personal pronoun, especially first and second and verb showing stance to the topic such as 'think, feel, believe, and so on. These are the elements which root directly from the way speech is produced and distinguish it from standarts written forms.

4. Conversation

This is the most thing in the world to people living to a conversation on topic of common interest. It is also the hardest to make happen in the frame work of a language text: it can only occur when both partiees are relaxed and confident an something spark between them, allowing the activity (a conversation) to become dominant, and its ulterior purpose (a language test) to be temporarity subordinate. The oral test then reaches its highest degree of authenticity by no longer being a test.[23]

To somebody outside the conversation, it is hard to distinguish for an interview, but the distinction is useful. The difference is one of attitude or intention, rather than technique: in a discussion/ conversation, the interviewer keeps overall control but is willing and able to yieled the inisiative to the learner to stir the conversation or bring out a new topic. More accurately, the topic discussed and the direction taken by the conversation are the result of the interaction between the people, involved in a kind of negotiation below the surface level of the words. Tone of voice, pitch and intonation, and expressions of fake and body language all contribute to this negotiation. These are features of natural conversation which make this procedure, when is succeeds authentic and communicative.

In practice, this success depends very much on the ability of the interviewer to create the right atmosphere and it is question of human personality; it has nothing

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[23] Nic Underhill, (2004), Testing Spoken Language: A Handbook of Oral Testing Technique Cambridge Handbooks, Cambridge University Press: United Kingdom.

to do with conventional testing. On the contrary, our inherited attitudes to tests and the way they are usually conducted, hold learners away from use at arm's length and prevent this positve atmosphere. It is a challenge to the interviewer to create the right atmosphere in a very short time, just as it is a challenge to the learner to respond to it. When this happens, and interview test suddenly becomes a human encounter a meeting between two people. usually, only leraners with quite a high level of proficiency will feel confident enough to take the conventional initiative. Some oral tests programmes will not went to over the opportunity, in the interest of consciousnessand comparability of language elicitate.

Talking the initiative, asking questions, expressing this agreement, all require a comment of particular language feature. They can be learned, like any other language feature. But they require also the kind of personality willing to do such things in a situatin where you know you are being assessed: in other words, willingness to take risk. Reach talking can be deliberately encouraged as a language learning strategy, as part of a program to help learners to have themselves. However, a learner will only try to use it in a test if he knows that it will be considered positively.

Conversation is defined as a multifaceted construct. Thornbury and Slade point out that this complexity derives from conversation being so ubiquitous in our daily language usage.[24] In other words, conversation has relationship with daily interactions that it is difficult to define. Also, various fields of study have

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[24] Scott Thornbury, (2005), How to Teach Speaking, Essex: Pearson Education Limited ISBN:0-582-85359-, P. 156.

informed conversation: linguistics, psychology, anthropology, and sociology.[25] So it becomes harder to compile a concise yet comprehensive definition of conversation. It is necessary to define conversation by its characteristics, its functions and its conditions.

Conversation is "*a type of speech event*" [26] that is distinct from lectures, discussions, interviews and courtroom trials. Conversation is *social,* meaning it establishes rapport and mutual agreement, engages in phatic communication, maintains and modifies social identity and involves interpersonal skills (Richards, 1980: 420, Thornbury and Slade, 2006: 17). This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching conversation. Cook illustrates how politeness and keeping face are important social aspects of conversation. Also, conversation is *multi-sensory.* [27]This entails paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow.[28]

Thus, it can be concluded that conversation is an act to convey what speaker aim in order the listener gets to know which is uttered through speech organ and

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[25] Daniel Crystal and Derek Davi, (1984), Advanced Conversational English. Longman : Harlow,

[26] K Methold, (1981) English Conversation Practice, Singapore: Longman.

[27] Djatinus Hymes in Syah, (2008), Modern English Conversation, Jakarta: Bumi Aksara

[28] Scott Thornbury, (20015), How to Teach Speaking, Essex:Pearson Education Limited ISBN:0-582-85359-1, P.156.

constructing situation where communication is taking place. It is usually suported by body language to encourage the intention of the speaker.

5. Guided Conversation

Guided conversation are dialogues and exercises that are the central learning devices the lesson begins with a model guided conversation that illustrate the use of one or more functions and the structures students require, all in the context of a meaning full exchange of communication (Molinsky& Bliss 1986). It means that guided conversation are the dialogue and the question and answer exchanges, the students are presented with a model conversation that highlight a specific aspect of grammar to help students improve their accuracy in constructing the sentences.

a. Teaching Procedure Using Guide Conversation

To apply guide Conversation as a strategy to attract students be confident when they are speaking, Underhill stated that teacher must be friendly in his role. Teacher should involve directly in it yet be easy going to be approached by students. The writer adjusts several friendly procedures by Underhill to be applied in guide conversation strategy , they are:[29]

How to apply a guided conversation strategy procedure:

1) Before the Test

- Use the learners name (first name or family name) as appropriate.
- Identify yourself

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[29] Nic Underhill, (2004), Testing Spoken Language: A Handbook of Oral Testing Technique. Cambridge Handbooks, Cambridge University Press: United Kingdom

- Put a name to the faceless tester!

- Describe the purpose of the test even if the learners know it already, he will be relieved to hear that you know it too.

- Outline the text conversation based on its theme.

- Mention the likely duration.

2) **During the test** :

- Take the opportunity, once or twice, to personalize the test of the learner. In an interview, type text, look for an area of common interest. If the learner does, or has done , something interesting or unusual, get him to talk about it. As the example, the greetings he should say to the teacher in the class. It is a challenge to the interviewer to find out what that story is in a matter of minutes just as talking a text in a foreign language is a challenge to the learner even it is not a part of the fixed test prosedure a couple of minutes of personal conversation will have relaxed the atmosphere and courage free conversation.

- As a teacher and also the addresser of your student, you should say something about yourself too, if a natural opportunity occurs. Give the learner a glimpse of yourself as a person : your interest, your experience, your opinions. Just as simple as possible so he could understand what you said. You don't have to agree with him, just show him that you, as a human being, when to talk to human being, and not just to process him as test further. Be prepare to become involved with the learner.

3) At the end of the test

- Announce the end of the test. Leave the learner with a sense of accomplishment, filling that he has done something interesting and learned something useful.

- Explain any deviation from procedure.

- Ask the learner if he has any question

- Give the score or resolve if it is appropriate and possible

- Thank him!

b. The Implementation of Guide Conversation

According to Peterson, he stated that an overview of the skills that speak english very well through guided conversation there are eight ways that often become the reference. Eight references are as follows : [30]

1. Knowing the size of difficulty and easy of information gaps that exist in the form of conversation. Thus, students can expect or prepare alternative answer are closer to the truth. Answer are closer to the truth it is nice to be accompanied by a teacher appreciation, while not the right answer should be given gudiance on a regular basis to students really afford.

2. Make question are weighted so that the answer given to attract the attention of students and the need for further study. Preferably in the form of question using words (why) because the question "why" can perform the process that results in the students skill in practice speaking english.

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[30] Norm Peterson in Elizabeth,(2007), Method in Teaching Language. Cambridge University Press, P.

3. Listen carefully and remember what was said or asked that the answer will be clear and focus. In this case, the teacher actually leads student on the listening comprehension as to obtain information from the audio or visual, the students should be trained how to capture information from the discussion presented.

4. Provide opprtunities for student to use evidence or reason. Obtaining evidence of reason to help student to reveal or decribe in detail a simple conversation in english. The teacher as a controller in the conversation should provide guidance in accordance with theh procedure conversation so that all student have the opportunity.

5. inform all students to participate in an open conversation so indirectly can train yourself to do a gudied communication.

6. Provide chances for students to dig deeper to get a definitive answer from a variety of sources in order to create an atmosphere of active book speaks english.

7. Students are given the chance to make observation on the source or book review approve accurately so as to provide a report in the form of verbal english. This method trains the students there to reveal the findings related small subjects lived in spoken english. These objectives facilitated communication between fellow classmates and simultanously notify the result of the report to the teacher in oral form.

8. Oral report means students have to practice english speaking skill through guided conversation because it gives enough time while giving a briefing on the result of the student report. Guidance and direction was not only

given by the english teacher but can also be given by the students while doing speaking skills can already master. This is a creative way to familiarize student become accostumed to the skills and developing well.

c. Evaluation of Guide Conversation

According to Skillbeck, the term of ''evaluation'' has been taken to mean the assesment of student at the end of a course, but in recent years its meaning has widened to include all aspect of a programmer. Kinds of evaluation can be used a course. The first is summative assesment at the end of the course, a useful point at which to review the whole course in order to pin point elements for improvements. The second is formative assesment as the course proceed. [31] Ideally, evaluation should be planned from the beginning, a scheduled participant decided upon and criteria and procedure agreed by all involved.

Where as, evaluation of guide conversation in teaching speaking is gift dialogue that has connection with the speaking is oral test.

d. Advantages of guide conversation in teaching speaking

   Guide conversation is one of strategy that can give many advantages either for the students or for the teacher. According to Nic, guide 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.[32] Due to the teacher is be

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[31] Pater Strevens, (2003) New Orientation in The Teaching of English, New York. Oxford University Press.

[32] Nic Underhill, (2004), Testing Spoken Language: A Handbook of Oral Testing Technique. Cambridge Handbooks, Cambridge University Press: United Kingdom

able to know how well the students are speaking and the teacher also can get information conveniently through looking at the result of reading comprehension.

Guide conversation can be used as a strategy to make students speak english appropriately and correctly. So, in teaching speaking, this strategy often implemented cause it gives many advantages for improving the students.

e. Disadvantages of guide conversation in teaching speaking

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 of education of course in addition to the advantages and disadvantages. The disadvantages of the guided conversation strategy such as; The Guided conversation strategy 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 strategy.

B. Relevant Studies

1. Ichsan, Cholilul.2015 conducted an analysis related to the problem of students ability in speaking. He got three problems of the school where he was going to analyze, e.i MTS. Kh Syamsuddin Durisawo Ponorogo. The teachers who taught there 1). Using monotone strategy to teach 2). The students speaking activity conducted passively 3). Students output is far from the expectation. Therefore, he conducted a research to improve

students speaking ability by using guide conversation. It is conducted by using class action research. Luckily, the result has significantly increased. In Cycle I, it was 61,87, Cycle II was 65,41, and Cycle III was 72,50. Therefore, he concluded that improving students speaking ability through guide conversation was suitably to be used by the teachers in related school.

2. Holandyah,Muhammad.2014 conducted similiar analysis toward student speaking ability in SMP PTI Palembang. He used guide conversation through pair typing to prove whether or not this technique could improve speaking ability of students. After conducting the research, the result showed significant increasing. It could be seen from the average of students test in pre-test to the result in post test.

3. Saniboo,Hayas.2014 conducted a research that compared two techniques on improving students speaking ability in Rajaprachanukroh Songkhla Province School. He used both online conversation and face to face conversation in class technique. After conducting the research, he found that those who were examined by face to face technique showed more significant improvement than those who used online conversation. It could be concluded that a face to face conversation technique was more efficient to improve students speaking ability.

In accordance to the previous researches, the research will conduct the similiar one yet having different subject of research, that is XI grade students of SMA Muhammadiyah 2 Tanjung Sari Medan.

C. Conceptual Framework

Concept can be defined as a point that can be generalized consists of existing idea. According to the previous explanation elaborated above, the researcher conceptualizes   the identified problems and considers one main problem. The main problem is the students' lack of speaking ability in english class. Thus, the researcher will have to improve the student speaking ability. The researcher tried to use guided conversation to teach speaking. The researcher will implement guided speaking role in the teaching and learning process at the stage of production.

Using guide conversation relates to the themes of daily used in teaching speaking provides some activities that encourage and attract students to show their confidence in speaking english even it only imitate from what teacher told. The researcher will also observe the classroom activity during the implementation of the actions and find some improvement after implementing the actions. By applying the action, that is using guide conversation, it is expected that there are some improvements of the students' speaking skills. The researcher would give the students activities that encourage and support them to speak in order to make them able to speak English in daily communication.

The research will use Classroom Action Research, Classroom action research (CAR) is an action research conducted by teachers in the classroom as well as researcher or jointly with others (collaboration) with design, implement, and reflect the collaborative and participatory actions that aim to improve or enhance the learning process in class through a specific action within a cycle. Classroom

action research is action research conducted with the aim of improving the quality of practice learning in the classroom. Classroom action research goal is to solve the real problems that occur in the classroom and increase of real activities of teachers in professional development activities.[33]

D. Action Hypothesis

Hypothesis can be defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved. Related to the wide explanation of the researcher on the above, the hypothesis turns out that :

1. There is improvement on students' speaking skill ability after being taught by using guide conversation.

2. The guide conversation technique can increase the interest of students to actively speak english in their daily activity

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[33] Kunandar, (2008), Langkah Mudah Penelitian Tindakan Kelas Sebagai Profesi Guru, Jakarta: Rajawali Pers

CHAPTER III
RESEARCH METHODOLOGY

A. Type of the Research

The type of research used in this study is Classroom Action Research. Ideally, class room activities and tasks that form the methodology of teaching different language skill should be designed by the teacher and should be perceived by the learners as a mean towards an end, not merely as end in themselves.[34] Classroom Action Research has a great role if it can be conducted well on its implementation. It means that, the teacher enables to solve the problem occur in the class then finding its resolvement in the class too. [35]

From all the definitions above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching speaking through guided conversation, this data was analyzed through two cycles in action.

1. Characteristics of Classroom Action Research

there are three defining characteristic of action research, they are:

a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers.

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[34] Michael Bassey, (2013), Case Study Research in Education Setting.

[35] Kunandar, (2008), Langkah Mudah Penelitian Tindakan Kelas Sebagai Profesi Guru, Jakarta: Rajawali Pers.

b. It is collaborative.

c. It is aimed at changing things.

Action research is regularly done to improve a learning process. With this research, the teacher will be know his or her weakness in teaching their students. They will be know the effective methods in teaching speaking.

B. The Subject of the Study

The subject of this study is the students of XI grade of SMA 2 Muhammadiyah Tanjung Sari Medan. The class chosen is XI-IPA2 that consists of 37 students within. Therefore, those all students will be the population of this study.

C.Setting of The Research

This research is conducted in SMA Muhammadiyah 2 Tanjung Sari Medan. It is located at Jalan Abdul Hakim No.2 Tanjung Sari Medan Selayang , Sumatera Utara .

D. Observation Procedure

There are too cycles of Procedures of Classroom Action Research conducted in this research. The first is pre-test, that the researcher measure how far the ability of each students on speaking skill before being taught by using guided conversation. The second is the cycle where students have already taught by guide conversation while they are speaking in front of the class. The conversation

themes relates to the daily use that commonly applied by students when interacting to their other surroundings. [36]

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. [37] The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research are based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle.

Before the researcher conducting the cycle in action, she will do an initial observation at first. Then she does some steps to do as follows:

1. Asking for students about their difficulty in speaking english
2. Discussing with the english teacher about the difficulty
3. Formulating the difficulty
4. Find out interested conversation theme as the solution of applying guided conversation.

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[36] Djatinus Syah, (2008), Modern English Conversation, Jakarta: Bumi Aksara.

[37] Zainal Aqib, (2006), Penelitian Tindakan Kelas Bagi Pengembangan Profesi Guru, Bandung.

1). Pretest Procedure

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        ┌─────────────────┐
        │    PLANNING     │
        └─────────────────┘
                 ⇩
        ┌─────────────────┐
        │     ACTING      │
        └─────────────────┘
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        ┌─────────────────┐
        │    OBSERVING    │
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        ┌─────────────────┐
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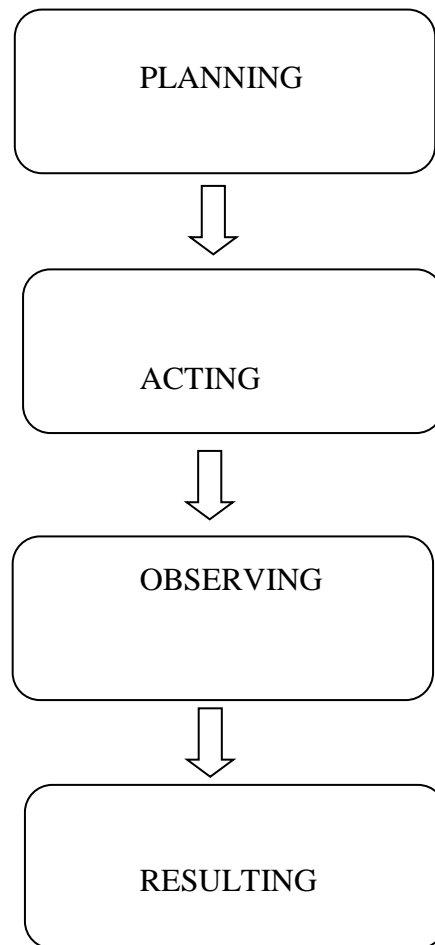
Picture 3.1 illustration of cycle I

In cycle I, The teacher uses guide conversation technique in teaching speaking with the topic is expressing inviting and offering something. The procedure as follow:

a. Planning

1) Arranging lesson plan

2) Preparing the media related to the material.

3) Preparing teaching material.

4) Preparing checklist observation

5) Making the test material

b. Action

1) Teacher explains the material.

2) Teacher introduces guide conversation technique to the students.

3) Teacher asks students to make group and conduct guide conversation based on the topic given.

c. Observation

The observation is conducted to check:

1) The students' activity in guide conversation.

2) The students' response during the teaching and learning process.

3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discuss and make evaluation to determine the next cycle.

a. Post-test (Cycle II)

| Set of Problems from Cycle 1 |

PLANNING

ACTING

OBSERVING

RESULTING

CONCLUDING
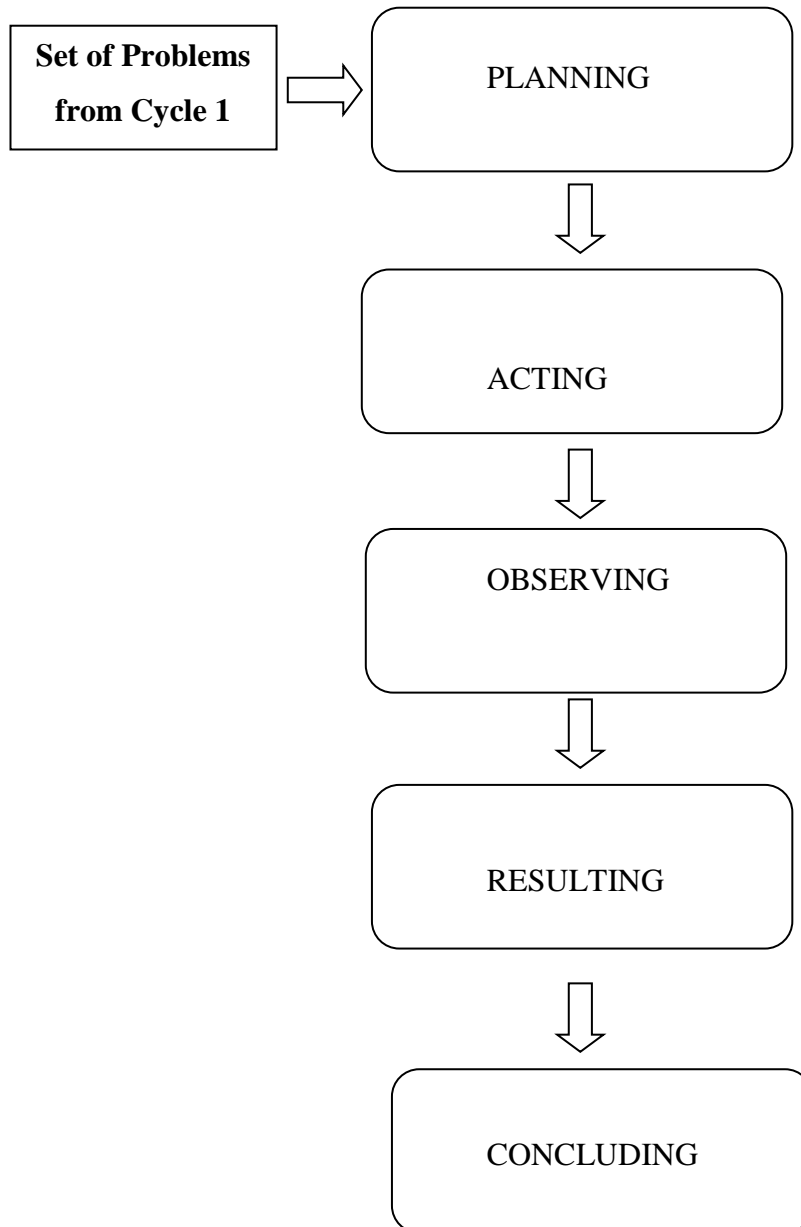
Picture 3.2. Illustration of Cycle II

Explanation of Cycle 2

a. Planning

1) Identify the problem and make the solution for the problem.

2) Arranging lesson plan

3) Preparing the media related to the material.

4) Prepare teaching material.

5) Prepare checklist observation.

6) Make the test material.

b. Action

1) Teacher explains the material.

2) Teacher introduces guide conversation technique to the students.

3) Teacher asks students to make group and conduct guide conversation based on the topic given.

c. Observation

The observation is conducted to check:

1) The students' activity in guide conversation.

2) The students' response during the teaching and learning process.

3) The students' speaking skill improvement.

d. Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation.

e.Concluding

The researcher analyzes the result of all tests and compares the whole result of the students' achievement. As a result, the researcher can make conclusion in conducting classroom action research.

E.Technique of Collecting Data

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, and etc. In this research, the researcher gathered the data to support above. [38]The researcher chooses some of which are appropriate to the school environment, and can be done there. Thus, The techniques and methods which are used by the researcher to collect the data are observation and test.

1. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted. In classroom observation, the objects of observation are students' activities in

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[38] Muhammad Adnan Latief, (2013), Research Methodology on Language Learning, Malang: IKIP

English language teaching learning. The researcher will use activities and response which might happen. Observation is intended to see and to know about the condition of class and students. Process of teaching and learning through guide conversation to know the obstacles appear during teaching learning process, the students' motivation, to see their difficulties, their problem, and their understanding about the material given that can be seen from their attitude, behavior, and also response.[39]

2. Interview

Interview is a technique to collect the data directly between the researcher and the participants, in interview the researcher and the participant are face to face. [40]The researcher interviews the teacher before applying classroom action research. It is to know general description about process of learning speaking skill, to know the students' difficulties in learning speaking skill, to know the situation in speaking activity and the strategies usually implemented the teacher in teaching speaking.

3. Test

Test can be stated as an important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to

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[39] Richard Sagor, (2005), The Action Research Guide Book: A Four Steep Process of Educators and School Teams. Jakarta: Corwin Press.

[40]Suryani dan Hendrayadi,(2015) *metode riset kuantitatif,* Jakarta: prenadamedia grup, p: 183.

motivate the students' performance in the language. [41]Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria. The researcher used an achievement test to measure the student's progress in speaking. The forms of tests are spoken test in the form of guide conversation. There are 2 lessons plan prepared by the researcher. Each lesson plan has duration of 90 minutes. It includes the topic of Expression of inviting and offering something, and asking and offering helps. [42]The oral communication tasks were pre-test and post-test. In the pre-test conversation, the participants were Practice to the dialogue about inviting and offering something and the conversations were recorded for subsequent assessment. After the treatment students were engaged in post-test to see individual improvement.

From those forms, the researcher can get score directly to the specific learning. The scoring can be done quickly and easily. There are five aspects of assessment in speaking. They are vocabulary, grammar, pronunciation, fluency and comprehension. The components of the speaking above were evaluated to define the level of students' ability at oral communication. The researcher used analytic scale that categorized within four categories. Each category has five items and each item scores five, so the maximum score was multiplied with five.

[41] Yalde Janice, (1987), Principle of Course Design for Language Teaching, USA: Cambridge University Press.

[42] Anwarsyah Nur, (2006), Daily Expressions Word Study in Conversation, Bandung: Cipta Pustaka Media.

According to David P. Haris in Muhammad Dalimunte; Those are scoring system of speaking.[43]

Aspects	Score	Description
Pronounciation	5	Have few traces of foreign accent
	4	Always Intelligible, though one is conscious of a defenite accent
	3	Pronounciation Problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronounciation problems, must frequently be asked to repeat
	1	Pronounciation problems so severe as to make speech virtually unintelligible
Grammar	5	Makes Few (if any) noticable errors of grammar and word order
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtuslly impossible.

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[43] Muhammad Dalimunte, (2015), English Language Teaching For Adult Learners' Speaking Proficiency Through Pair Work Technique At The First Year Students Of UIN SU In 2014/2015, Medan.

Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem
	3	Speed and fluency are rather strongly affected by language problems
	2	Usually hesitant; often forced into silent by language limitations
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.

4. Diary Note

Diary notes was essentially private documents and there was essentially no rule about how keep a diary. Since diary is private, diary-writer can confide it whatever thought or feeling occur. Diary notes can be written immediately after a teaching event, when the details were fresh in the mind or at the end of the day, when there may be more free time the main attraction of the diary notes, as opposed to other ways of articulating reflection was that the written can be totally honest and forthright in the writers' comments. In this study, diary notes which were written by the writer as the result of the observation during the action held. Diary notes contain the writers' personal evaluation about the class and progress of the project.

F. Technique for Data Analysis

Technique of data analysis derives from the interpretation of the data collection. In analysis the data, the researcher gets the data from observing and testing which are conducted in the teaching learning process, and the result of the students' test. In processing the data, the researcher uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using guide conversation in

improving speaking skill. [44] The data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' activeness when the guide conversation technique is introduced. The result of observation is analyzed such as below:

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \text{ X } 100\%$$

Picture 3.4 Score Measurement

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in speaking.

The formula is as follow:[45]

$$M = \frac{\sum x}{N}$$

Picture 3.4 Score Measurement

Explanation:

M : The average of students' score

∑x : Total score

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[44] Muhammad Adnan Latief, (2013), Research Methodology on Language Learning, Malang: IKIP.

[45] C.R. Kothari, (1990), *Research Methodology: Methods and Techniques (Second Revised Edition).* India: New Age International Publisher.

N : The number of students

The researcher gets score from the two cycles conducted in the research. Mean of score from first cycle will be compared with mean of second cycle. It is to know how far the progress of students in this research.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A.   Data Description

The data were analyzed by qualitative and quantitative data. The qualitative data were taken from observation sheet, interview, diary notes and documentation. The quantitative data was taken from the mean of the students' score in taking test. This research was conducted in one class with 37 students. It was accomplished in two cycle. Each cycle consisted of four steps (Planning, Action, Observation, and Reflection). The first cycle consisted of two meetings including pre-test, giving material and post test I. The second cycle consisted of two meeting , they were giving material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle.

B.   Data Analysis

1. Students ability at speaking before being taught by applying Guided Conversation Strategy

The Researcher gave the intensive attention to the learning process and made some notes about it. The researcher made a point mark in structure observation draft. The researcher recorded students activeness. And Interpretation; The students were not enthusiastic to practice speaking they only read the text a dialogue or conversation about asking and offering helps. The students affraid to practice the conversation in front of class. It caused the situation of study were boring.

Table 4.1 The Students' Score in Pre Test

No.	INITIAL OF STUDENTS	Elements of speaking				Total score	Criteria Success(>75)
		V	G	P	F		
1	AA	20	15	15	15	65	Unsuccess
2	APS	15	15	15	15	60	Unsuccess
3	ADY	15	15	10	15	55	Unsuccess
4	AR	15	15	15	15	60	Unsuccess
5	CI	20	20	15	20	75	**Success**
6	DV	15	15	20	15	65	Unsuccess
7	AW	15	10	15	10	50	Unsuccess
8	DS	20	15	15	15	65	Unsuccess
9	FAM	20	15	15	15	65	Unsuccess
10	FAT	15	15	15	20	65	Unsuccess
11	IAH	20	20	15	20	75	**Success**
12	IM	10	15	10	15	50	Unsuccess
13	IN	15	15	10	15	55	Unsuccess
14	MS	15	10	15	15	55	Unsuccess
15	MDZ	15	15	10	15	55	Unsuccess
16	MD	20	15	15	15	65	Unsuccess
17	MFB	15	10	15	15	55	Unsuccess
18	MAY	15	10	15	15	55	Unsuccess
19	MDF	15	15	10	15	55	Unsuccess
20	NI	15	15	15	15	60	Unsuccess

21	NA	15	15	15	15	60	Unsuccess
22	RH	10	15	15	15	55	Unsuccess
23	RDA	20	20	15	20	75	**Success**
24	RMW	15	15	10	15	55	Unsuccess
25	RF	15	15	10	15	55	Unsuccess
26	RDA	15	15	10	15	55	Unsuccess
27	SNF	20	15	15	15	65	Unsuccess
28	SFD	15	10	15	15	55	Unsuccess
29	SVL	15	15	15	15	60	Unsuccess
30	SN	10	15	10	15	50	Unsuccess
31	SRY	15	15	15	15	60	Unsuccess
32	TS	15	15	15	15	60	Unsuccess
33	WIP	15	20	15	15	65	Unsuccess
34	WL	20	20	20	15	75	**Success**
35	YN	15	20	15	15	65	Unsuccess
36	ZA	15	15	15	15	60	Unsuccess
37	MFF	15	15	15	15	60	Unsuccess
Total		$\sum X = 2230$ $\overline{X} = 60,27$					

From the table of pre-test in the first cycle, the total score of the students was 2230 and the number of students who took the test was 37, so the mean of the students was:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{2230}{37}$$

$$= 60,27$$

From the analysis above, the students' ability in speaking was low. The mean of the students' score was 60,27. The number of students who were complement in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P1 = \frac{4}{37} \text{ x } 100\%$$

$$= 10,81\%$$

And,

$$P2 = \frac{33}{37} \text{x } 100\%$$

$$= 89,19\%$$

Table 4.2 The Precentage of Students Score in Pre-Test of The Pre Cycle

	Criteria	Total Students	Percentage
P1	Success	4	10,81%
P2	Unsuccess	33	89,19%
Total		37	100%

From the table analysis, the students' ability in speaking skill was low. it can be seen from the mean of students's score was 60,27. The percentage of students' score was 4 students got success score or it was only 10,81%. On the other hand, 33 students got unsuccess score or it was 89,19%. It can be classified the students'

mastery in speaking skill were low when doing action research in pre-test. So, post test continued in the first cycle.

2. Students ability at speaking after being taught by applying Guided Conversation Strategy in Cycle I

    a. Planning

In the first cycle, the teaching learning activities were presented by applying guide conversation. This cycle had 45 minutes of teaching learning. Learning in this method shows the proccess of learning which places the learner as the center stage performance which is learned-centered learning (Student Center). This learning more emphasis on learners, meaning that the learning activities are very involved learners to find a concept that they generate from everyday experience both at school and at home. With that, they were able to find and express their opinions on any matters concering the learning they experienced in the field and assist their difficulties in the activity of thinking.

The plan was arranged before doing research. All the preparation that was needed in the process of research was prepared, such as anayzing and observing, examining, conducting students test, preparing observation sheet, designing questionnaire, designing the Conversation cards. Researcher made the concept of lesson plans for two meetings. It would be done for ninety minutes for each meeting.

In this plane, there were some activities done by the writer. They were:

    1. Making lesson plan consist of the action.

    2. Preparing the teaching guide conversation needed in action.

3. Preparing the test to measure the result of the study.

4. Preparing observation sheets, interview sheets and diary notes.

5. Determining the collaborator who will help the writer in conducting the research.

b. Acting

Pre activity

1) The researcher begins a class with small conversation.

2) The researcher also begins a class with energized and motivation.

3) The researcher gives explanation about the subject material.

Core activity

1) The researcher divides the students the small groups consist of two students.

2) The researcher gives some materials about conversation.

3) The researcher shows an example about how to speak it.

4) The researcher gives the time for students to practice with their partner.

5) The researcher ask each group to pracrice the conversation in front of class.

6) The researcher ask the other students to give a comment to their friend in front of class.

7) The researcher opens the questions from the students.

Post activity

1) The researcher gives the oral questions to each group.

2) Closing

c. Observing

The researcher paid attention and observed the students' activities during the teaching and learning procces. The writer filled the observation which helped a collaborator. It was used to record all of the students' activeness in teaching learning process.

d. Reflecting

On the first cycle students were not enhuasiastic practice conversation. They only road the texts of conversation and did not ready yet to practicel in front of class. It caused the situation of study were noisy and boring. So, the researcher should help the students' activity and should give motivation for the students to speak in the next cycle.

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluations of two meetings became the reflection to the researcher in making second cycle. Second cycle was held to achieve the improvement score of the students. The evaluation could be from the students result test and observation of the students' attitude and also from the diary notes.

At the observation the observer every action in notebook to share at reflection. At these phase the students' behavior and responding during teaching learning process recorded by using documentation. From the data,

researcher decided to continue to second cycle in order to get the better result.

Table 4.3 The Students' Score in Post Test of the first Cycle

No.	INITIAL OF STUDENTS	Elements of speaking				Total score	Criteria Success(>75)
		V	G	P	F		
1	AA	20	15	25	15	75	**Success**
2	APS	20	15	20	15	70	Unsuccess
3	ADY	20	15	15	20	70	Unsuccess
4	AR	20	15	15	20	70	Unsuccess
5	CI	20	20	25	20	85	**Success**
6	DV	20	20	15	15	70	Unsuccess
7	AW	15	20	15	20	70	Unsuccess
8	DS	20	20	20	15	75	**Success**
9	FAM	20	20	15	15	70	Unsuccess
10	FAT	20	20	15	20	75	**Success**
11	IAH	20	20	20	20	80	**Success**
12	IM	15	20	15	20	70	Unsuccess
13	IN	20	20	20	20	80	**Success**
14	MS	20	15	15	20	70	Unsuccess
15	MDZ	15	15	20	20	70	Unsuccess

16	MD	20	15	20	15	70	Unsuccess
17	MFB	20	15	20	15	70	Unsuccess
18	MAY	20	15	20	15	70	Unsuccess
19	MDF	20	15	20	20	75	**Success**
20	NI	20	15	20	15	70	Unsuccess
21	NA	20	15	20	15	70	Unsuccess
22	RH	15	20	20	20	75	**Success**
23	RDA	20	20	20	20	80	**Success**
24	RMW	20	15	20	15	70	Unsuccess
25	RF	20	20	15	15	70	Unsuccess
26	RDA	20	15	20	15	70	Unsuccess
27	SNF	20	20	15	15	70	Unsuccess
28	SFD	20	20	15	15	70	Unsuccess
29	SVL	15	20	20	15	70	Unsuccess
30	SN	20	15	20	15	70	Unsuccess
31	SRY	20	15	15	20	70	Unsuccess
32	TS	15	15	20	20	70	Unsuccess
33	WIP	15	20	25	15	75	**Success**
34	WL	20	25	15	20	80	**Success**

35	YN	15	20	20	20	75	**Success**
36	ZA	20	15	15	20	70	Unsuccess
37	MFF	15	20	20	15	70	Unsuccess
Total		$\sum X = 2680$ $\overline{X} = 72{,}43$					

In the post test of the first cycle, the students that get success the test was 12, and the students did not get success was 25. Total score of the students was 2680 and the number of students who took the test was 37, so the mean of the students was:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{2680}{37}$$

$$= 72{,}43$$

From the analysis above, the student's ability in Speaking skill was low. The mean of the students' score was 72,43. The number of students who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{12}{37} \times 100\%$$

$$= 32{,}43 \%$$

And, $P2 = \frac{25}{37} \times 100\% = 67{,}57\%$

Table 4.4 The Precentage of The Students' Score in Post Test of The First Cycle

	Criteria	Total Students	Percentage
P1	Success	12	32,43%
P2	Unsuccess	25	67,57%
Total		37	100%

From the table analysis, the students' mastery in vocabulary was still low. It can be seen from the mean of students' score was 72,43. The percentage of students' score was 12 students got success score or it was only 32,43%. In the other hand, 25 students got unsuccess scores or it was 67,57%. It can be conclude that the students mastery in speaking skill were still low. So, post test of the first cycle was categorized unsuccess. The second cycle will be conducted by the researcher.

3. **Students ability at speaking after being taught by applying Guided Conversation Strategy in Cycle II**

   a. **Planning**

   In the second cycle like in the first cycle, the teaching learning activities were held and presented by applying guided conversation. The cycle had 45 minutes of teaching learning. The researcher made planning based on result of reflecting in the first cycle.

In this cycle, guided conversation was applied in teaching learning process. In this cycle, teaching learning process in speaking more emphasized students. Here, I planned to apply the guided conversation but with a new topic so it would enrich their ability of speaking. I also planned to give clear examples of pronouncing the words possibly used in the conversation cards. Further, the lesson plans are enclosed in the appendix.

b. Acting

Pre activity

1) The researcher begins a class with small conversation.

2) The researcher also begins a class with energized and motivations.

3) The researcher reviews about the subject materials ago using question-answer.

4) The researcher asks the students to express the conversation asking and offering helps.

Core activity

1) The researcher asks the students make in pairs.

2) The researcher gives subject materials of conversation.

3) The students asked to practice the conversation like on example.

4) The researcher gives the time for students to practice with their partner.

5) The researcher asks each pairs to practice the conversation in front of class.

6) The researcher asks the other groups give a comment to the group in front of class.

7) The researcher opens the questions from the students.

Post activity

1) The teacher gives the oral questions to each group.

2) Closing.

c. Observing

In this cycle, the researcher paid attention and observed during teaching and learning process. The researcher recorded students' activeness by giving a point mark in structure observation draft. Then, the researcher recorded each students' ability in conversation with their partner by giving a point mark in structure observation draft and makes a note the result of study.

d. Reflecting

The researcher reflects from the result of observation includes the activeness ability and analysis the score. The students had more activeness to give attention in speaking on this cycle and the students' ability better than at the first cycle.

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and the result test, the researcher could be concluded as follows:

- The researcher could be increased on the students' ability in speaking by guide conversation. It was based on the observation sheet that

showed to improve every meeting. Every students were seen enthusiastic and joyful activities.

- Students' score had improvement too. It was based on the percentage of the students' score, they were 32,43% at the first cycle and 86,48% at the second cycle. So, the total improvement of the students' score from the post test of cycle was 54.05%.

It made the researcher felt that the cycle could be stopped because the students' speaking ability improved by guided conversation.

Table 4.5 The Students' Score in Post Test of the Second Cycle

No.	INITIAL OF STUDENTS	Elements of speaking				Total score	Criteria Success(>75)
		V	G	P	F		
1	AA	20	20	25	15	80	**Success**
2	APS	20	20	20	15	75	**Success**
3	ADY	15	20	20	20	75	**Success**
4	AR	20	20	20	20	80	**Success**
5	CI	20	25	20	25	90	**Success**
6	DV	20	20	20	20	80	**Success**
7	AW	20	20	15	20	75	**Success**
8	DS	20	20	20	20	80	**Success**
9	FAM	20	20	20	20	80	**Success**
10	FAT	20	25	20	20	85	**Success**

11	IAH	20	25	20	25	90	**Success**
12	IM	20	20	25	20	85	**Success**
13	IN	25	20	20	20	85	**Success**
14	MS	20	15	20	15	70	Unsuccess
15	MDZ	20	20	20	20	80	**Success**
16	MD	20	20	25	20	85	**Success**
17	MFB	15	20	20	20	75	**Success**
18	MAY	20	20	20	15	75	**Success**
19	MDF	20	20	20	20	80	**Success**
20	NI	20	20	20	20	80	**Success**
21	NA	20	20	20	20	80	**Success**
22	RH	20	20	20	20	80	**Success**
23	RDA	25	25	25	20	95	**Success**
24	RMW	20	20	20	20	80	**Success**
25	RF	20	20	20	20	80	**Success**
26	RDA	20	20	20	15	75	**Success**
27	SNF	20	15	20	20	70	Unsuccess
28	SFD	20	20	20	20	80	**Success**
29	SVL	20	20	20	20	80	**Success**

30	SN	20	20	25	20	85	**Success**
31	SRY	20	15	15	20	70	Unsuccess
32	TS	20	20	20	20	80	**Success**
33	WIP	25	20	20	20	85	**Success**
34	WL	20	25	25	20	90	**Success**
35	YN	20	25	20	20	85	**Success**
36	ZA	15	20	20	15	70	Unsuccess
37	MFF	15	15	20	20	70	Unsuccess
Total		$\sum X = 2960$ $\overline{X} = 80$					

In the post test of the second cycle, the students' that got success the test was 32 the total score of the students was 2960 and the number of students who took the test was 37, so the mean of the students was:

$$\overline{X} = \frac{\sum x}{n}$$

$$\overline{X} = \frac{2960}{37}$$

$$= 80$$

From the analysis above, the students's ability in speaking skill was improved. The mean of the students was 80. The number of students who were competent in speaking test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{32}{37} \times 100\% \quad = \quad 86,48\%$$

$$\text{And, } P2 = \frac{5}{37} \times 100\% \quad = 13,52\%$$

Table 4.6 The Precentage of the Students' Score in Post Test of The Second Cycle

	Criteria	Total Students	Percentage
P1	Success	32	86,48%
P2	Unsuccess	5	13,52%
Total		37	100%

From the table analysis, the students' ability in speaking skill was improved. It can be seen from the mean of the students' score was 80. The percentage of students' score was 32 students got success score or it was 86,48%. In the other hand, 5 students got unsuccess scores or it was 13,52%. It can be concluded that the students ability in speaking was improved. So, post test of the second cycle was categorized success.

4. **The Percentage of students speaking progress**

Table 4.7 The Precentage of the Students' Score in Cycle I-II

Meeting			The Students Who Got Up To 75	Percentage
Pre Cycle	1	Pre-Test	4	10,81%
Cycle I	2	Post-Test	12	32,43%

Cycle II	3	Post-Test	32	86,48%

Based on the table above, the result of the analysis showed that there was a Improvement on the students' speaking ability. It is showed from the mean of pre-test was 60,27 the mean of post test in the first cycle was 72,43 and the mean of post test in the second cycle was 80. The percentage of the students' score in the pre-test who got point up to 75 there were only 4 of 37 students (10.81%) and the percentage of the students' score in the post test of the first cycle who got point up to 75 there were only 12 of 37 students' (32,43%). It means that there was improvement about 21.62%. Then, the percentage of the students score in the post test of the second cycle who got point up to 75 there were 32 of 37 students (86.48%). It means that the improvement was about 54.05 %.

From the data, it was indicated that using guided conversation in improving student's speaking ability was effective, and the researcher concluded that the students' ability in speaking skill have been improved by applying guide conversation.

5. **The students responds on learning activities in the classroom**

The process of teaching learning in implementation of guide conversation strategy in the class was more active and active than the first meeting, most of students enjoyed their activities. They were active to practice the dialogue of conversation card.

From the diary notes, it was found that the students were active and enthusiastic during teaching learning process after implementing by guided

conversation. However, some students lazy to speak English. But, after they have known the procedures of learning speaking skill by guided conversation strategy, they were active and interested in speaking.

Observation sheet was used to measure the level of students activities during teaching learning process. The observation was focused on situation of teaching learning process by using guide conversation strategy was applied students' activities and behaviour students' mastery in speaking skill and interaction between teacher and students.

From the observation sheet, the researcher was noted that students were active and enthusiastic in speaking by applying guide conversation. Although, in first meeting they still confused to understand the pronounciation, guide conversation strategy created good environment in teaching learning process which made the students to speak actively and independent study, and than they can improve their speaking skill in the next meeting.

Table 4.8 Observation sheet in 1st cycle

No	Activities	Very Poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	Students' attendance				✔		
2	The students are enthusiastic in listening to teacher				✔		

	explanation						
3	The students show seriously by asking the question			✓			
4	The students are enthusiastic in responding teachers' question				✓		
5	the students enthusiastic in participating the conversation groups				✓		
6	The students understand to the teachers' explanation and instruction			✓			
7	Students work in their group			✓			
8	Students are able to control their manner and voice in the classroom		✓				
9	Students do all task actively and				✓		

	cooperatively						
10	Students collect their task on time			✓			
	Jumlah	0	2	12	20		

Notes:

1 = bad   2 = enough   3 = good   4 = very good

Mean : 34

Score : 34:10 = 3, 4

So the mean of the observation sheet for students in cycle one is four (4). And four (4) is good

Table 4.9 Observation sheet in 2nd Cycle

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	Students' attendance				✓		
2	The students are enthusiastic in listening to teacher explanation				✓		

3	The students show seriously by asking the question				✓		
4	The students are enthusiastic in responding teachers' question				✓		
5	the students enthusiastic in participating the conversation of the dialogue				✓		
6	The students understand to the teachers' explanation and instruction				✓		
7	Students work in their group			✓			
8	Students are able to control their manner and voice in the classroom			✓			
9	Students do all task actively and				✓		

	cooperatively							
10	Students collect their task on time			✓				
	Jumlah			9	28			

Notes:

1 = bad   2 = enough   3 = good   4 = very good

Mean : 37

Nilai : 37:10 = 3, 7

6. **The Students difficulties in speaking in the aplication of guide conversation Strategy**

The first cause that makes the students difficult in speaking English is that the environment does not support the students to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking ability.

The second cause is problem with grammar and pronounciation. Most students are very easy to get confused with English grammar and pronounciation of the word, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the

grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

Every problem can be solved, likewise the problem to speak English fluently that senior high school students have. Even though the problem seems as students' problem, but in fact teachers also play an important role in solving this problem. Students' difficulties to speaking in English must be solved as soon as possible considering their needs in facing the working world. In conclusion, by strategies that teacher had, specially guided conversation strategy will solve their difficulties to speak English.

C. Research Finding

Table 4.10 The Students' Score In Pre-Tes, Post Test I and II

No.	INITIAL OF STUDENTS	CYCLE I				CYCLE II	
		PRE-TEST		POST-TEST		POST-TEST	
		Score	Criteria Success ≥70	Score	Criteria Success ≥70	Score	Criteria Success ≥70
1	AA	65	Unsuccess	75	**Success**	80	**Success**
2	APS	60	Unsuccess	70	Unsuccess	75	**Success**
3	ADY	55	Unsuccess	70	Unsuccess	75	**Success**
4	AR	60	Unsuccess	70	Unsuccess	80	**Success**
5	CI	75	**Success**	85	**Success**	90	**Success**

6	DV	65	Unsuccess	70	Unsuccess	80	**Success**
7	AW	50	Unsuccess	70	Unsuccess	75	**Success**
8	DS	65	Unsuccess	75	**Success**	80	**Success**
9	FAM	65	Unsuccess	70	Unsuccess	80	**Success**
10	FAT	65	Unsuccess	75	**Success**	85	**Success**
11	IAH	75	**Success**	80	**Success**	90	**Success**
12	IM	50	Unsuccess	70	Unsuccess	85	**Success**
13	IN	55	Unsuccess	80	**Success**	85	**Success**
14	MS	55	Unsuccess	70	Unsuccess	70	Unsuccess
15	MDZ	55	Unsuccess	70	Unsuccess	80	**Success**
16	MD	65	Unsuccess	70	Unsuccess	85	**Success**
17	MFB	55	Unsuccess	70	Unsuccess	75	**Success**
18	MAY	55	Unsuccess	70	Unsuccess	75	**Success**
19	MDF	55	Unsuccess	75	**Success**	80	**Success**
20	NI	60	Unsuccess	70	Unsuccess	80	**Success**
21	NA	60	Unsuccess	70	Unsuccess	80	**Success**
22	RH	55	Unsuccess	75	**Success**	80	**Success**
23	RDA	75	**Success**	80	**Success**	95	**Success**
24	RMW	55	Unsuccess	70	Unsuccess	80	**Success**

No	Name	Score	Result	Score	Result	Score	Result
25	RF	55	Unsuccess	70	Unsuccess	80	**Success**
26	RDA	55	Unsuccess	70	Unsuccess	75	**Success**
27	SNF	65	Unsuccess	70	Unsuccess	70	Unsuccess
28	SFD	55	Unsuccess	70	Unsuccess	80	**Success**
29	SVL	60	Unsuccess	70	Unsuccess	80	**Success**
30	SN	50	Unsuccess	70	Unsuccess	85	**Success**
31	SRY	60	Unsuccess	70	Unsuccess	70	Unsuccess
32	TS	60	Unsuccess	70	Unsuccess	80	**Success**
33	WIP	65	Unsuccess	75	**Success**	85	**Success**
34	WL	75	**Success**	80	**Success**	90	**Success**
35	YN	65	Unsuccess	75	**Success**	85	**Success**
36	ZA	60	Unsuccess	70	Unsuccess	70	Unsuccess
37	MFF	60	Unsuccess	70	Unsuccess	70	Unsuccess
Total		$\sum X = 2230$		$\sum X = 2680$		$\sum X = 2960$	
Mean		$\overline{X} = 60,27$		$\overline{X} = 72,43$		$\overline{X} = 80$	

The result was indicated that there was an improvement on the students'
speaking ability by guided conversation strategy. It was supported by the
fact of the mean of the score in every meeting increased. The mean of the
first cycle was 72,43. It was low because the students have still many
difficulties to speak well. The mean of second cycle was 80. It was indicated
that the scores and the means in second cycle were better than the first

cycle. The percentage of students' score who got point up to 75 also grew up. In the pre test of the first cycle, students who got point up to 75 there were only 4 of 37 students (10.81%). In the post test of the first cycle, students who got pint up to 75 there were only 12 of 37 students (32,43%). It means that there were improvement about 21.62%. Then in the post test of the second cycle, students who got point up 75 there were 32 of 37 students (86.48%). It means that the improvement was about 54.05%. in another words, the students was became better in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the researcher finding beside the quantitative data. The qualitative data were organized from diary notes, interview, observation sheet. All of these was data indicated that the students given their good attitude and response during teaching learning process.

The researcher got that the students' difficulties in speaking; the first is environment that not support to speak English in daily conversation, and the second is how to speak the sentence well and said the words well, they also still lack of confidence but by applying guided conversation strategy, that problems were solved. Based on the result of the quantitative and qualitative data it was indicated that the action and the implication of guide conversation in teaching learning process of speaking skill was kept improving.

D. Discussion

Guided conversation is strategy in teaching learning English that helps the students' mastery in speaking skill. The researcher found that in the first cycle, the students did not get meaningful changes score from pre-test to post test I. Although the researcher had applied guided conversation in teaching speaking skill, the students' are still got low scores. It was caused by the lack of the students' motivation.

But in the second cycle the students got satisfied improvement score. In this cycle the researcher still applied guided conversation and did some additional activities that were based on the reflection done by the researcher and collaborator prevent the same mistake in the first cycle and to get better improvement to the students' score. Teacher motivated the students to generate their interest in learning.

The research indicated that Guided conversation was effective or could be used in teaching speaking. It could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle I and post-test of cycle II. The increasing because of the researcher as the teacher knew how to control the class and created the active class. Besides that, Guided conversation helped the students to understand how to speak easily.

Based on the data and data analysis, it shows that the improvement of the students' score were better. In addition, teaching and learning process in the second cycle was more interesting

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on result and discussion about improving the students' speaking ability by using guided conversation strategy could be conclude that:

1. This research is aimed to improve the students' ability in speaking skill by applying guided conversation strategy at eleventh grade students of Senior High School Muhammadiyah-2 Medan.The research was conducted by using classroom action research, which carried out through four step, they are planning, action, observation, and reflection. The subject of this study was students class XI of Senior High School Muhammadiyah-2 Medan in academic year 2016/2017. Consist of 37 students. The technique of analyzing the data of this research is applied quantitative and qualitative data. The quantitative data were taken from, speaking Test. The qualitative data were taken from observation sheet, interview, diary note, and documentation. The result of data analysis showed that there was improving students' ability in speaking from each cycle. It showed from mean of pre-test was 60,27 the mean of the post-test I was 72,43 and the mean of post-test II was 80. From the data, the researcher can conclude that the students' ability at speaking has been improved by applying Guided Conversation Strategy.

2. Based on the qualitative data that taken from interview, observation sheet, and diary note. It was found that the students' difficulties in speaking; the first is environment that not support to speak English in daily

conversation, and the second is how to speak the sentence well and said the words well, they also still lack of confidence but by applying guided conversation strategy, that problems were solved. The students' response was good after using of guided conversation strategy. It could be seen of the students' response while learning process. The students were not difficult and felt confident to speaking in front of the class based on the key word, they also felt enjoy during practice speaking in their group. The Researcher Conclude that teaching speaking by using Guided Conversation Strategy could increase the students' ability. It is suggested that English teacher apply this strategy as one of alternative in teaching speaking.

B. Suggestions

This study showed that by using of guided conversation strategy could improve students' ability at speaking. In relation above, some points are suggested as follows:

1. For The English Teacher

The teacher must use guided conversation or one of the alternative strategy to increase the student's ability at speak English to make the classroom more conducive and more innovative. The teacher should apply the various strategies to teach students. Guided conversation strategy is one of many interesting and apropriate strategy for speaking. And the teacher should help the students to develope their ability and guided conversation useful to improve the students' ability at Speaking skill. Guided conversation as one of alternative teaching and can do the

variation of teaching-learning process so the students' will feel spirit and enthusiastic in learning process at the classroom. It is important for the teacher to improve the students' speaking skill. The teacher should create good atmosphere in the classroom and motivate the students

2. **For the Students**

The Students should increase their motivation to improve their ability of speak English, particularly in speaking because English is a foreign language that must be studied. The students should have high selfconfidence to practice speaking ability, they will feel more interested in the learning process, the students will feel spirit, and the important thing is they can write freely about something they want to convey in their speaking. It gives advantages for the students if they can develop their speaking ability, they can easily understand what they heard, read, say, and speak.

3. **For The Researcher**

After conducting this research, many experiences are gotten. The researcher could know the teaching learning process in class. It is important for the researcher to know the appropriate technique in the teaching English. it is recommended to the other researchers who are interested in the same field to continue and develop this action research in order to find out other efforts in the aim at improving students' speaking ability by applying Guided Conversation. And to other researchers, it can be the alternative technique to conduct the reseach related to the improvement of students' ability at speaking.

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LESSON PLAN (CYCLE I)

A. **Identity**

Subject   : **English**

School   : **SMA MUHAMMADIYAH-2 TJ.SARI MEDAN**

Class   : **XI (Eleventh Grade)**

Topic   : **Speaking (Expressing Invitation)**

Time   : **2 x 45 Minutes (2 Meetings)**

B. **Standard Competence**

Speaking

Expressing meaning in a transactional and interpersonal dialogue in the context of daily life

C. **Basic Competence**

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of Invitation

D. **Indicators**

Students are able to;

1. Identify the expressions of invitation.

2. Have accurate pronunciation in using the expressions of invitation

3. Have accurate intonation in using the expressions of invitation

4. Do a semi-guided conversation task in the form of pair work.

5. Use the expressions of expressions of invitation.

E. **Objectives**

By the end of the lesson, the students are able to express the meaning of expressions of invitation

F. **Material**

- Dialogue

- Worksheet

G. **Learning Strategy**

- Learning strategy   : Guided Conversation

H. **Source/Media**

Source : Internet, English Book

Media : Observation sheet and English conversation cards

I. **Teaching Learning Procedure**

Steps   :

1. **Introduction**

   - The teacher opens the class by greeting the students

   - Pray together before start lesson

   - The teacher checks the attended list

   a. Apperception:

   - The teachers asks about the last material

   b. Motivation

   - The teacher motivates the student and arise their attention to the topic which will be learned.

- The teacher introduces the topic and explain the purpose its topic.

2. Main Activities

a. Exploration:

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of invitation.

- Provide material stimulus for the provision of conversation in spoken language in the context of daily and involving expressions of invitation.

- Discuss with students the material of English regarding conversations in spoken language in the context of daily and involving expressions of invitation.

- Provide opportunities for learners to communicate orally short functional dialogue in the form of expressions of invitation.

b. Elaboration:

In this lesson the teacher using guided conversation.

- Teacher explain about guided conversation

- Teacher explain the procedures of using Guided conversation

- Facilitate students through the provision of duty doing exercises contained in the textbook of English to be done individually.

c. Confirmation

- The teacher asks the students about the material have not understood yet.

- The teacher and students make conclusion together.

- The teacher ask the students to finished the task.

3. Close Activities

- The teachers gives homework

- The teacher close the learning by greeting the students'.

J. Evaluation

- Technique : Speaking test

- Form : Short conversation cards

- Instrument test: Enclosed

Medan,   2017

Known by:

Principal of SMA Muhammadiyah-2   **English Teacher**

(   )   **(Salmawaty S.Pd)**

Researcher

(<u>Nurafni Sitepu</u>)

NIM.34.13.3.145

LESSON PLAN (CYCLE II)

A. Identity

Subject   : English

School   : SMA MUHAMMADIYAH-2 TJ. SARI MEDAN

Class   : XI (Eleventh Grade)

Topic   : Speaking (Asking and offering Help)

Time   : 2 x 45 Minutes (2 Meetings)

B. Standard Competence

Expressing meaning in a transactional and interpersonal dialogue in the context of daily life

C. Basic Competence

Expressing meanings in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of Asking and offering help accurately, fluently and acceptably

D. Indicators

Students are able to:

1. Identify the expressions of Asking and offering help.

2. Have accurate pronunciation in using the expressions of Asking and offering help.

3. Have accurate intonation in using the expressions of Asking and offering help.

4. Do a semi-guided conversation task in the form of pair work.

5. Use the expressions of Asking and offering help based on the situation.

E. Objectives

By the end of the lesson, the students are able to express the meaning of Asking and offering help accurately, fluently and acceptably.

F. Material

- Dialogue

- Worksheet

G. Learning Strategy

- Learning strategy   : Guided Conversation

H. Source/Media

Source : Internet, English Book

Media : Observation sheet, Picture, English Conversation Cards

I. Teaching Learning Procedure

Steps   :

1. Introduction

   - The teacher opens the class by greeting the students

   - Pray together before start lesson

   - The teacher checks the attended list

2. Apperception:

   The teachers asks about the last material

3. Motivation

The teacher motivates the student and arise their attention to the topic which will be learned. The teacher introduces the topic and explain the purpose its topic.

a. Exploration:

- Expressing meaning in formal and non formal transactional (to get things done) and interpersonal (socializing) conversation in spoken language in the context of daily and involving expressions of Asking and offering help.

- Provide material stimulus for the provision of conversation in spoken language in the context of daily and involving expressions of Asking and offering help.

- Discuss with students the material of English regarding conversation in spoken language in the context of daily and involving expressions of Asking and offering help.

- Provide opportunities for learners to communicate orally short functional dialogue in the form of Asking and offering help.

b. Elaboration:

In this lesson the teacher using guided conversation.

- Teacher explain about guided conversation

- Teacher explain the procedures of using Guided conversation

- Facilitate students through the provision of duty doing exercises contained in the textbook of English to be done individually.

d. Confirmation

- The teacher asks the students about the material have not understood yet.

- The teacher and students make conclusion together.

- The teacher ask the students to finished the task.

4. Close Activities

- The teachers gives homework

- The teachers close the learning by greeting the students'.

J. Evaluation

- Technique   : Speaking test

- Form   : Dialogue

- Instrument test: Enclosed

Medan,   2017

Known by:

Principal of SMA Muhammadiyah-2   **English Teacher**

(   )   **(Salmawaty S.Pd)**

Researcher

(Nurafni Sitepu)

NIM.34.13.3.145

APPENDIX III

PRE TEST

(**Expressions of asking and offering helps**)

Franda : Hi Denis, how are you?

Denis : I am fine, what about you?

Franda : I have a little problem, can you help me?

Denis : What is your problem Franda? What can I do for you?

Franda : I have math homework, but there are some questions that I can't answer. Do you want to help me to do it?

Denis : No problem. I have completed all about the Math and I can help you.

Franda : Thank you Denis.

Denis : You're welcome Franda.

APPENDIX IV

POST-TEST

(Expressions of invitation)

Zarah : Good afternoon, dear friend!

Etra   : Good afternoon. Why are you very happy ?

Zarah : Don't you know , today is my birthday.

Etra   : Really ? Oh, happy birthday

Zarah : Yeah , thank you. **Would you mind coming to my birthday party tonight?**

Etra   : Oh, I'd love to. Where will the party be held ?

Zarah : at Garing's cafe at 8 p.m.

Etra   : Okay. Who will you invite?

Zarah : I invite my classmates and some friends from our piano course. I invite your crush, Toni, too.

Etra   : Haha. Yeah, I hope he will come to your birthday party.

Zarah : Yeah, it would be nice if you can go together with him.

Etra   : May be I'll ask him later.

Zarah : Okay, good luck!

Etra   : Yeah, wish your party will be great and fun. See you!

INTERVIEW TO THE STUDENT I

Interview with the students' at the first time.

The researcher	: How are you?
The student	: I am fine
The researcher	: Do you feel fine today?
The student	: yes miss
The Researcher	: Do you like English lesson? why?
The Student	: Yes, I did like the English lesson, because it's so interesting and the English lesson is the best language in the universal, and that is the International language, its mean that all of the people in the world must speak english to communicate.
The Researcher	: Do you speak English with your friend?
Student	: Yes, but sometimes

APPENDIX VI

INTERVIEW TO THE TEACHER I

Interview with the teacher at the first time.

The Researcher : Hello Miss, Good Morning

The Teacher : Hi, Good Morning.

The Researcher : What do you think about the students' in the class, Miss?

The Teacher : Yeah, I think the students in the class is very good, because there are many students interested in learning english lesson especially speaking and quis.

The Researcher : Based on your experience, how is the students' ability at speaking?

The Teacher : Almost of them are good at speaking english. 70% the students of this class are good at speaking english. There are some students affraid to practice because they are nervous and shy.

The Researcher : Then, how did you solve this problem?

The Teacher : Sometimes I motivate them.

The Researcher : What strategy do you use in teaching English?

The Teacher : Sometimes practice and give opinion.

APPENDIX VII

INTERVIEW TO THE STUDENT II

Interview with the student in the last meeting of cycle II

The Researcher   : Hello, Good Morning

Student   : Morning Miss

The Researcher   : How are you today?

Student   : I am fine miss.

The Researcher   : What do you think about Guided conversation strategy?

Student   : I Think this strategy is good and fun because it make us

more active in speaking.

The Researcher   : From the learning process, I see most of you are

                        brave/shy/nervous. now are you still nervous/shy/brave?

The Student   : No, I see my friends more active and not nervous to

                        speaking English.

INTERVIEW TO THE TEACHER II

Interview with the teacher in the last meeting.

The Researcher   : What are the common problems of your students in

speaking English?

The Teacher   : The common problems of my students is lack of

confidence.

The Researcher   : What have you done to solve the problem?

The Teacher   : I still try to motivate and give them the knowledge that

english lesson is fun to learn.

The Researcher   : Do you think that this strategy can help students to speak

English?

The Teacher   : I think Yes.

The Researcher   : What do you think about Guided conversation

strategy,Miss?

The Teacher   : I Think this strategy is good and effective to use,

moreover there addition the conversation cards to be

amedia of learning process, can make they feel interest to

speak English.

The Researcher   : Do you want to try this strategy?

The Teacher   : yes, may be sometimes I will use this strategy.

The Researcher   : Thanks for the support and helping in this research, Miss.

The Teacher   : Yes you are welcome.

APPENDIX IX

OBSERVATION SHEET

Observation sheet in 1st cycle

No	Activities	Very poor	Poor	Fair	Good	Excell ent	Total
		1	2	3	4	5	
1	Students' attendance				✓		
2	The students are enthusiastic in listening to teacher explanation				✓		
3	The students show seriously by asking the question			✓			
4	The students are enthusiastic in responding teachers' question				✓		
5	the students enthusiastic in participating the conversation groups				✓		
6	The students understand to the teachers' explanation and instruction			✓			
7	Students work in their group			✓			
8	Students are able to control their manner and voice in the classroom		✓				

9	Students do all task actively and cooperatively				✓		
10	Students collect their task on time			✓			
	Jumlah	0	2	12	20		

Notes:

1 = bad   2 = enough   3 = good   4 = very good

Mean : 34

Score : 34:10 = 3, 4

So the mean of the observation sheet for students in cycle one is four (4). And four (4) is good

English Teacher   **Researcher**

Salmawaty, S. Pd   **Nurafni Sitepu**

                                                                 Nim. 34133145

OBSERVATION SHEET

Observation sheet in 2nd Cycle

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	Students' attendance				✓		
2	The students are enthusiastic in listening to teacher explanation				✓		
3	The students show seriously by asking the question				✓		
4	The students are enthusiastic in responding teachers' question				✓		
5	the students enthusiastic in participating the conversation of the dialogue				✓		
6	The students understand to the teachers' explanation and instruction				✓		
7	Students work in their group			✓			
8	Students are able to control their manner and voice in the			✓			

	classroom							
9	Students do all task actively and cooperatively				✓			
10	Students collect their task on time			✓				
	Jumlah			9	28			

Notes:

1 = bad   2 = enough   3 = good   4 = very good

Mean : 37

Nilai : 37:10 = 3, 7

So the mean of the observation sheet for students in cycle one is four (4). And four (4) is very good.

English Teacher   **Researcher**

Salmawaty, S.Pd   **Nurafni Sitepu**

                                                         Nim. 34133145

APPENDIX XI

DIARY NOTE

First meeting

  The researcher entered the class for the first time and prepared many tools for recording documents such as camera for taking picture. And the teacher started to open the class. Firstly teacher introduced me to the students and many goals being front of them. There were some dialogue between the researcher, teacher and students.

  I' am so nervous but I am tired so hard made it as usual. I introduce myself, and begin the teaching. And then given pre-test, much of them looked confused with the test. The result of the test so make me surprise, just 4 person who get score 75. The class so noisy, I have plan to next meeting to repair and do the better one.

Second meeting

  I begin with greeting, call their name, and gave material about Asking and offering helps. They listened my explanation about the material. But some students just silent and did not active in this meeting. I try to ask of several students and they can answer my question especially about the material.

Third meeting

  The third meeting was better than second meeting. For the third meeting, I begin with greeting, call their name, and gave explanation to the students about guided conversation stategy, why it is very important and how to apply it. They listened to my explanation. The activities of the students in class:

- Pay attention on my explanation about

- Students afraid to come in front of the class to practice the dialogue.

- The students practice to speak with the group

- Some students still confuse what should they say, they were crowded and disturb their friends.

- Some of the students were busy in practicing, but some of them just silent without doing anything.

Fourth meeting

I begin with greeting, call their name, and gave material about last meeting. They listened my explanation about material. But some students just silent and did not active in this meeting. I try to ask of several students and they can answer my question especially about the material.

Fifth meeting

In this meeting the students were more enthusiastic in learning by using guide conversation strategy. But some of them still shy to show their ability to speak english, in this meeting the researcher gave the test post test I. the result of the students' score better than pre test. The activities of the students in the class:

1. Pay attention on my explanation about procedure of guided conversation.

2. Students follow my instruction to read the dialogue well.

3. A students enthusiastic in doing their practice

4. Some of students were busy in discussing

5. Some of students make noisy

DOCUMENTATION

1. The location of research

2. Students listen to the Reasearcher explanation

3. **The students do Pre-Test**

4. The student try to discusse with their group

5. The Students do Post-Test

6. **The Teacher with the Researcher and the Students**

7. **The Conversation Cards**