

**THESIS**

**IMPLEMENTING ENGLISH MORNING CONVERSATION TO  
IMPROVE SPEAKING SKILL AT SURVIVAL CLASS STUDENTS OF  
LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 2020/2021**



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FACULTY OF EDUCATION AND TEACHER TRAINING  
ISLAMIC INSTITUTE OF DARUSSALAM  
BLOKAGUNG BANYUWANGI**

**2021**

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**2021**

## APPROVAL SHEET

This is certifying that Sarjana thesis of **Nailil Wafiroh** has been approved by  
thesis advisor for further approval by the Board of Examiners.

Banyuwangi, August 8<sup>th</sup> 2021

Head of Undergraduate Program

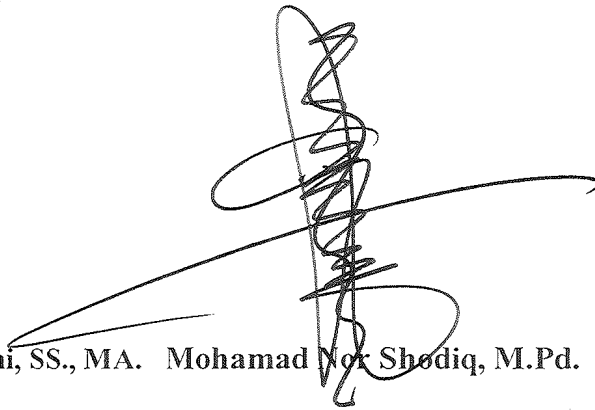
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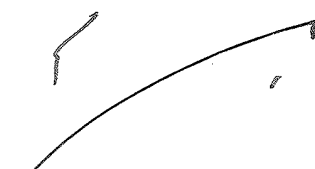
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## AGREEMENT

This is to certify that Sarjana's thesis of **Nailil Wafiroh** has been approved by the board of examiners as a requirement for the Sarjana Degree in English Education Departement.

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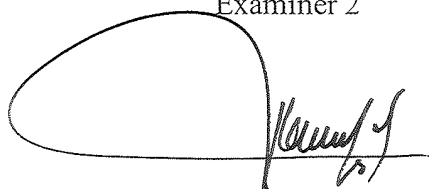
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## **DEDICATION**

Praise the presence of Allah SWT who has given grace, taufiq, and guidance to us, This thesis is especially dedicated to:

1. My beloved parents Imam Tauchid and Catur Prastiani, who has supporting me in any condition.
2. My beloved brother Anas Jordiano, who has gives motivate to me
3. And to all my great teacher, friends, and family. Thank you so much

**MOTTO**

**Belajar Dari Pengalaman Untuk Menjadi Yang Lebih Baik**

**Studied From Experience To Be The Best**

## DECLARATION OF AUTHORSHIP

Bismillahirrohmanirohim

Here with, I :

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Declare That :

1. This thesis has never submitted to any outhor tertiary education for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.
3. If a later time is found the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.



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Nailil Wafiroh

## ABSTRACT

Wafiroh, N. 2021. *Implementing English morning conversation to improve speaking skill at survival class students of LKP Aloha Edu Tegaldlimo in academic year 2020/2021.*

**Key Word:** Speaking Skill, English Morning Conversation

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Speaking is the most common way people use everyday communication. In addition, speaking is one of the most important English skills that must be mastered by tourism service business students at LKP Aloha Edu, while tourism service business students at LKP Aloha Edu still have problems in speaking, especially they find it difficult to be confident and fluently in speaking English. So this study aims to improve students' speaking skills by using English morning conversation. This study was conducted to determine whether the use of English morning conversation can improve students' speaking skills. The research was carried out in the Survival Class of Aloha Edu Tegaldlimo which consisted of 10 students.

The researcher used classroom action which was carried out in two cycles. Each cycle consists of two meetings, in this study consists of four stages, namely planning, implementation, observation, and reflection. The object of this research is the students' speaking ability. In collecting data, researchers use interviews, observations, and documentation. And the researcher analyzed the data by using the score rubric as a technique.

The results of this study conclude that the use of debate to improve speaking skills has a positive impact. Although, based on the analyzed data, it showed that there was an increase in students' speaking scores, starting from the preliminary study to the second cycle. By applying the success criteria (SKM) 0% of students passed the success criteria (SKM) in the preliminary study, then increased in the first cycle, there were 37.5% of students who passed the score. success criteria (SKM). Finally, students experienced an increase in cycle II. 100% of students passed the criteria for success (SKM). From these results the researchers concluded that the application of the English morning conversation has succeeded in improving students' speaking skills.



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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

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I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 26 September 2021

Nailil Wafiroh

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English has become global language all around the world although it is not the most spoken language about the number of its native speaker (Crystal, 1997). The economic and cultural impact of the USA has paved the way toward the prevailed use of English in various areas of the globe. It has become the medium of technology, and commerce etc, which has channeled lots of people in almost all parts of the world toward engaging into attempts to learn English as a foreign/second language.

It is generally described as a means of communication, but in studying it, we constantly come up against the question of what it is to be „competent“in communicating (McArthur, 1983:31). We communicate; but our communication has no guarantee of success, and the feedback we get from the words and actions of others often indicates that they have received something different from what we thought we were transmitting. That is why, language and communication is closely related to each other. They cannot be separated. People must know the language used for communication.

In some countries, English becomes second language, but in Indonesia English becomes foreign language. English is taught for kindergarten as introduction about the first foreign language in Indonesia, and for elementary school as the local content subject, whereas from junior high school up to university as the compulsory subject. It is supported by

Bambang Setiyadi who says “ The government decides English is learnt by students from junior high school up to university as a compulsory subject”. The objective to be achieved is that the outputs of the school are able to communicate by using English in both spoken and written forms.

English teaching learning process should be applied into active communication and focused more on productive skills as Brown states that successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students’ speaking skills has been intriguing to be discussed in the research.

One of the most important goals of teachers is to enable learners to use English for communication. Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment. Teacher should train learners to use and practice the different strategies that can help them face difficult situations especially dealing with communicative skill. The students need more practice, good learning environment, and development programs to optimize their language learning.

Teachers should also focus their teaching on minimizing the students’ learning problems especially in speaking. Some speaking problems faced by the students are lack of vocabularies, can not communicate actively, lack of linguistic knowledge, lack of practice,

insufficient of a good learning environment, and other external factors. Those problems faced by learners make them unconfident in practicing foreign language and impede their speaking skill improvement. They need habitual of speaking practice to be familiar with foreign language.

LKP ALOHA EDU Tegaldlimo which focused in language, tourism, hospitality development has systems and programs which aim not only in giving sufficient knowledge, but also in developing English Language especially communicative skills. It has rules and systems that the students have the obligation of speaking foreign language in their daily conversation routines. This rule is considered in order to make the students accustomed in practicing foreign language in their daily communication, so that they are able to improve their foreign language quality, especially in improving their speaking skill.

Based on the interview in the preliminary research by doing an interview with survival class that is the students before joining in the LKP ALOHA EDU Tegaldlimo have many problems in speaking such as low confident in speaking, limited vocabularies, and so on. One of the language development method applied in LKP ALOHA EDU Tegaldlimo is English Morning Conversation. It is a method of language education that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking.

English morning conversation has been widely used in many Boarding School especially in LKP ALOHA EDU Tegaldlimo to improve



the students speaking ability. However, it is still necessary to conduct a deeper research related to how this method be applied, how the responses of the students, and what obstacles they faced in implementing it. Therefore, this research was done in order to reveal the implementation english morning conversation to improve speaking skill at survival class students of LKP ALOHA Tegaldlimo in academic year 2020/2021.

### **1.2 Research Problem**

Due to the background of the study above, the researcher formulated the research problem is “How is the implementation of morning English conversation to improve speaking skill at survival class studens of LKP ALOHA EDU Tegaldlimo in academic year 2020/2021?

### **1.3 Objective Of The Study**

Based on the statement of the problems, the objective of this research is to describe how the morning english conversation is implemented in improving speaking skill at survival class studens of LKP ALOHA EDU Tegaldlimo in academic year 2020/2021.

### **1.4 Significance of the Study**

This research is expected to be useful:

1. To inform the reader about an analysis of the teaching learning process in implementation of daily conversation method at LKP ALOHA EDU Tegaldlimo.

2. To become inspiring ideas for other researcher to conduct the follow up of the analysis study.

### **1.5 The Scope and Limitation**

To conduct specific study the research limited such as the subject of the research were the survival class students. The researcher focuses and limits the research on the implementing english morning conversation to improve speaking skill at survival class students of LKP ALOHA Tegaldlimo in academic year 2020/2021. The research began at february until the month of march.

### **1.6 Definition of Key Term**

a. Implementing

Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen.

b. Speaking skill

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

c. English Conversation

It may be an informal conversation with a friend or an acquaintance (someone you know, but not very well). Or you may use a

more formal dialogue when having an English conversation with a colleague, a teacher, a stranger or a government employee.

d. Survival Class

Survival class is name of class which is that class still new class and having class of course approx three month. This class contain by new students of course.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Teaching English as a Foreign Language

English is the first foreign language in Indonesia and has been taught from Junior High Schools to Senior High Schools. English must be taught so that students are able to compete in this global era. There are four skills in English that are owned by students must master, namely listening, speaking, reading, and writing, and the purpose of the teaching and learning process is to develop the above skills. But in reality, most students learning English do not use English for daily communication but they only use English when they have English classes because English is not their mother tongue.

According to tafsir Al Maraghi “Qoula baliighon” mean “words that the impact you will put into their soul. Meanwhile, according to Al Qurthubi, sentence “Qoula baliighon” means “talk what is in heart”. Based on the experts it can be concluded that “Qoula baliighon” can be interpreted as fluent and precise talking, clear interpretation, and able to inform the message well. Besides that, by domain it touched, it can be called as effective speaking.

As Harmer said, one of the teacher's main duties is to generate interest and involvement in a subject even when students are not initially attracted to it. With their choice of topics, activities, and linguistic content they may be able to change the class. It is with the attitude of the class through their participation, their conscientiousness, their humor and the seriousness that they can influence students. With their own behavior and enthusiasm they can inspire. As stated by Brown that teaching is showing or helping someone to learn how to do something,

give, guide in learning something that gives knowledge that causes to know or understand.

Based on the above statement, the researcher assumes that teaching is the process of transferring teacher knowledge to students so that students understand the lesson. It is clearly stated that the teacher must be creative in teaching, so that students do not lose their enthusiasm for learning.

## **2.2 Concept of Speaking**

### **1. Definition of Speaking**

Speaking is speaking words verbally, communicating such as speaking, making requests, and making speeches. Speaking is the process of making and sharing meanings using verbal and non-verbal symbols in different contexts. Marry Ann cites in burns that it can also be defined as an interactive process of making meaning that includes generating, receiving, and processing information. Meanwhile, Lwin stated, "the ability to speak is a major aspect and mainly emerges from verbal intelligence and linguistic intelligence". can be called verbal intelligence.

Of course, the students need interaction with others (teachers, friends) to communicate. Martin Bygate in Lwin's book acquaints that "interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal in conversation. Despite the fact that it is taken for granted, speaking is very important in people's everyday life. In addition, Bygate states that speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business.

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

Furthermore, speaking is a term that researchers use for verbal communication between people. When two people are talking to each other, the writer believes that they are communicating. Communication between people is a very complex and always changing phenomenon. There are certain generalizations we can make about most communicative events and these have particular relevance to the teaching and learning process. People communicate for a reason. Harmer stated the reasons as follows:

- (1) "They have something to say". What is used here is a general way of suggesting that
- (2) the speaker makes a definite decision to speak to the other person. Of course, speaking may be forced on them, but we can still say that they feel the need to speak, otherwise they will remain silent.
- (3) "They have a communicative purpose". Speakers say something because they want something to happen as a result of what they said. They may want to captivate the audience; to provide some information, to express pleasure; they may decide to be rude or flattering, to agree or complain. In each of these cases they were interested in achieving this communicative goal, what was the significance of the message they wanted to convey and the effect they wanted.

(4) "They choose from their language shop". Speakers have unlimited capacity to compose new sentences. To achieve this goal of communication, they will select (from their "store" of languages) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have communication goals. When students engage in exercises or repetitions, they will be motivated to reach the goal of accuracy. The emphasis is on the form of language. Teachers should make teaching procedures so that their goals are achieved. Referring to the description above, it can be concluded that speaking is the ability to express ideas, feelings, and many others by using appropriate words, good grammar, and can be understood by the listener.

### **2.3 Importance of Speaking**

Humans are programmed to speak before they learn to read and write. However, humans spend more time verbally interacting with language than using it in written form. Speaking is the most important skill because it is one of the abilities needed to have a conversation. Speaking English is not an easy task because the speaker has to know many important components such as pronunciation, grammar, vocabulary, fluency and comprehension. Students must have sufficient English proficiency in order to communicate easily and effectively with others. Talking is very important for the interaction of people where they speak everywhere and every day. Talking is a way of verbally communicating ideas and messages. If we want to encourage students to communicate in English, we must use that language in real communication and ask them to do the same

process. Richards and Rodgers argue that in the traditional method, speaking skills are neglected in the classroom which emphasizes reading and writing skills. For example, in the Translation-Grammar method, reading and writing are important skills, while speaking and listening skills are not very important.

The significance of speaking is shown by the integration of other language skills. Speaking helps learners develop their vocabulary and grammar skills and then improve their writing skills. Students can express emotions, ideas; tell stories; Request; speak, discuss, and perform various language functions. Talking is very important outside of the classroom. Therefore, language speakers have more opportunities to find work in various organizations and companies. This statement is supported by Baker and Westrup who say that students who speak English very well can have a greater chance of getting a better education to get a good job, and get a promotion.

#### **2.4 Types of Speaking Activities**

One of the most important goals of teachers is to enable students to use English for communication. According to many theories speaking skills can be improved by playing, role playing, etc. Evidence suggests that speaking should include activities in group work. There are several types of speaking performances that can be used in class activities:

##### **A. Imitation**

Students must pay attention to certain vowel sounds and intonations; then they have to imitate properly. Meanwhile, students need to train intonation contours or find certain vowel sounds appropriately.

##### **b. Responsive**



This refers to a short reply to the teachers. It can be a learner to initiate a question or comment. Students must be active in class. They must answer teacher questions and comments. They must participate in class. As an example:

Q: How are you?

S: Pretty good!

#### c. Intensive

Each speaking performance is planned to practice some of the phonological or grammatical features of the language which can be initiated alone or in paired work activities.

#### d. Transactional Dialogue

It is used to convey messages or exchange information. In addition, it is used to describe a concept or realize the goal of something. Learners must participate in the conversation. As an example:

Q: What are the main ideas in this essay?

S: The US should have more power.

Q: What do you mean?

S: Yes, for example the US must have the power to destroy other countries.

#### e. Interpersonal Dialogue

It is considered as maintaining social relations rather than for transmitting facts and information involving factors such as: regular registers, colloquial language, slang, ellipsis, sarcasm and secret "agenda" (Brown, 2007). As an example:

Carol: Hi, Tom, How are you?

Tom: Oh, not bad.

Carol: Not a great weekend, huh?

Tom: Well, I was really pissed off last week.

#### f. Extensive

It refers to students at intermediate to advanced levels who are asked to give extensive monologues in the form of oral reports, summaries, or short speeches. To improve second language skills, students must practice regularly. Students must first develop their general vocabulary and then they can increase their vocabulary domain by listening from simple sentences to complex sentences. Meanwhile, they can increase their knowledge by reading short stories and sometimes memorizing some important parts of it. Students reading books, stories and magazines aloud can help students even more, when students practice their fluency will be better too.

#### 4. Definition of Speaking Ability

To enable students to communicate, we need to apply language to real communication. Speaking is the ability to speak or speak in order for the intention to be recognized by the speaker and the recipient processes the statement to recognize their intention. Student speaking skills depend on the complexity of the information to be communicated; however, speakers sometimes find it difficult to explain what they want to say. Speaking is the first way in which children learn language, it is part of most people's daily engagement with language activities, and it is a major motor of language change. It also provides our primary data for understanding bilingualism and language contact. Speaking skill is the ability to use language in spoken form. In junior and senior high school this skill is limited to the ability to have simple conversations about several subjects (for example, expressing regret, gratitude, agreement, offers, reassurance, etc.). Among the four

skills, speaking skills are difficult skills to be assessed with accuracy, because speaking is a complex skill to acquire.

The following four or five components are generally recognized in speech process analysis:

1. Pronunciation (including segmental features, vowels and consonants; as well as stress and intonation).
2. Grammar
3. Vocabulary
4. Fluency (ease and speed of speech flow)
5. Understanding

In addition, it can be concluded that students' speaking ability is the ability to retell the content of communication given to their friends using their own words, by measuring pronunciation, grammar, vocabulary, fluency, and understanding of the dialogue.

### **2.5 Problems in Mastering Speaking**

There are several problems in speaking skills that teachers can encounter in helping students speak in class. These are barriers, lack of topical knowledge, low participation, and use of the mother tongue. Barriers are the first problem students face in class. When they want to say something in class, they are sometimes blocked. They worry about making mistakes and are afraid of being criticized. They are embarrassed by other students' attention to themselves. Littlewood points out that language classes can also create barriers and concerns for students.

The second problem is that students complain that they can't remember anything to say and they don't have any motivation to express themselves. This is supported by Rivers who argues that learners often have nothing to say maybe because their teacher has chosen a topic that is not suitable for them or they have insufficient information about it. It is very difficult for students to answer when their teacher asks them to tell something in a foreign language because they have little opinion on what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is very low participation. In a class with a large number of students, each student will have less time to talk because only one student is speaking at a time and the other students are trying to listen. In speaking class, some students dominate the whole class while others speak very little or never speak.

The last problem related to speaking ability is when some students have the same mother tongue, they try to use it in speaking class because it is very easy for them. According to Harmer, there are several reasons why students use their mother tongue in their speaking class. The first reason is when teachers ask their students to talk about a topic they do not have sufficient knowledge of, they will try to use their language. The second reason is that the application of mother tongue is very natural for students to use. If teachers do not encourage their students to speak English, learners will automatically use their first language to explain something to their classmates. The last reason refers to the fact that if teachers regularly use the mother tongue of their students, students will feel comfortable doing so. so in their speaking class.

## **2.6 Activities to Promote Speaking**

Teachers must use a lot of activities in English to motivate students to learn and speak English, and they must improve the classroom environment for learning. The teacher can use humorous discussion and ask students to talk about the best moments they have had. Participation of students in discussions other students are actively involved in negotiations;

Therefore, students become surprised by their abilities and intelligence. Some students have less desire to speak up due to shyness and low self-esteem, but there is no precise solution on how the teacher can overcome this problem.

There are several activities to promote speaking.

### **1. Discussion**

After content-based learning, discussions can take place for a variety of reasons. Students may aim to come to a conclusion, share ideas about an event, or find solutions in their discussion groups. Before discussion, it is important that the objectives of the discussion activities are determined by the teacher. In this way discussion points are relevant to the goal, so that students do not spend their time chatting about irrelevant things. For example, students can engage in agree / disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 students in each group, and give controversial sentences such as "people learn best when they read vs. people learn best when they travel." Then each group worked on their topic for a certain period of time, and presented their opinions to the class. Talks should be divided equally among group members. In the end, the class decides on the winning group that best

defends the idea. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in a polite way while disagreeing with others.

## 2. Role Play

Another way to get students to talk is role play. Students pretend to be in various social contexts and have various social roles. In roleplay activities, teachers provide information to students such as who they are and what they think or feel.

## 3. Information Gaps

In this activity, students are expected to work in pairs. A student will have information that other partners don't have and the partner will share their information.

In this activity, students are expected to work in pairs. A student will have information that other partners don't have and the partner will share their information. Information gap activities serve many purposes such as solving problems or gathering information. In addition, each partner plays an important role because the task cannot be completed if the partner does not provide the information needed by the other party. This activity is effective because everyone has the opportunity to speak extensively in the target language.

## 4. Storytelling

Students can briefly summarize a fairy tale or story they heard from someone before, or they can create their own story to tell their classmates. Storytelling fosters creative thinking. In addition, it also helps students express ideas in initial, development, and final formats, including characters and story

settings that will be owned. Students can also tell riddles or jokes. For example, at the beginning of each class session, the teacher might call on several students to tell a short riddle or joke to start off. In this way, the teacher will not only demonstrate the students' speaking skills, but also attract the attention of the class.

#### 5. Interview

Students can conduct interviews on a selected topic with a variety of people. It is a good idea for the teacher to give rubrics to students so that they know what types of questions they can ask or which path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students the opportunity to practice their speaking skills not only in the classroom but also outside and helps them socialize. After the interview, each student can present their study in front of the class. In addition, students can interview each other and "introduce" their partners to the class.

#### 6. Story completion

This is a very fun, free-to-speak, whole class, where students sit in a circle. For this activity, a teacher starts telling stories, but after a few sentences he stops telling stories. Then, each student begins to tell from the point where the previous student stopped. Each student is expected to add from four to ten sentences. Students can add new characters, events,

#### 7. Picture Describing

Another way to use pictures in speaking activities is to give students only one picture and ask them to describe what is in the picture. For this activity students can form groups and each group is given a different picture, students discuss the picture with their group, then the spokesperson for each group

explains the picture to the whole class. This activity fosters the creativity and imagination of students as well as public speaking skills.

### **C. Teaching Speaking**

In this section the author will discuss the concept of teaching speaking. In teaching speaking, there are several materials that will be written as follows the basic principles of teaching speaking, problems in teaching speaking and problems in learning to speak:

#### **A. Basic Principles of Teaching Speaking**

Teaching speaking is a student's way of expressing emotions, communicative needs, interacting with others in any situation, and influencing others. For this reason, in teaching speaking skills, the understanding involved in speech is needed. Harmer states that there are three reasons for teaching speaking, namely as follows:

1. The speaking activity provides practice opportunities to practice speaking in real life in classroom safety.
2. A speaking assignment in which students try to use any or all of the languages they know provides feedback for teachers and students.
3. More and more students have the opportunity to activate various elements of language.

Teaching speaking means teaching how to use language for communication, to transfer ideas, thoughts or even feelings to others. The goal of teaching speaking skills is to communicate efficiently. Students must be able to make themselves understood by using their current proficiency completely. They should try to avoid confusion in messages due to pronunciation, grammar, or vocabulary errors



and to achieve social and cultural rules that apply in every communication situation.

#### A. Introduction

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

#### b. Main activity

The main activity in learning to speak consists of three steps, namely:

##### 1. Modeling

In this step the teacher introduces talking, then the teacher exemplifies learning outcomes, in addition to involving students.

##### 2. Guided Practice

In guided practice, students practice learning outcomes in class and / or in pairs then the teacher provides assistance and feedback.

##### 3. Independent Practice

In the final step, students demonstrate the learning outcomes individually or in pairs. Furthermore, the teacher assesses learning outcomes.

#### c. Post activity

Be sure to stop self-training 5 minutes before class ends to allow for closing time. Many teachers skip this step, but research shows that reflecting on the lessons is very beneficial for student learning. In post-activity, the teacher can reflect on the learning outcomes, then recap the main points and finally review

each mistake. Related to the explanation above, it is clear that teachers must be able to encourage students to explore themselves to develop speaking skills. This can be practiced by trying to interact with other people in the class. Therefore, they can be challenged to expose their ability to speak supported by the teacher. In this case the teacher can also provide opportunities to explore students by providing themes and students practicing in front of the class, and can communicate in the target language.

#### **D. Concept of English Morning Conversation Method**

##### **1. Definition of English Morning Conversation**

English morning conversation method is a language education method that encourages the improvement of students' speaking fluency through daily communication. This aims to overcome some of the obstacles faced by students in learning foreign language skills, especially speaking. Based on the description of the Cambridge dictionary, Daily occurs on or is associated with every day. Supported by the Oxford dictionary, which explains that every day occurs, is done or produced every day. Conversation is a conversation between two or more people in which thoughts, feelings and ideas are expressed, questions are asked and answered, or news and information are exchanged. Supported by the Oxford Dictionary, this explains that conversation is an informal conversation involving a small group of people or just two people.

Therefore, since its primary function is to assist in the maintenance of social relations, conversation is not (and shouldn't) be conducted to a rigid standard of written grammar, which often results in conversation being viewed in a negative light. Moreover, conversation should not be confused with the use of

inauthentic language, spontaneous interpersonal communication. A method is a procedure, technique, or way of doing something, especially in accordance with a definite plan. In other words, a method is a planned way of doing things, especially those that are known and used by many people. Daily conversation is a conversation activity in modern Islamic boarding schools which students carry out by actively and creatively lining up with their friends.

English Morning Conversation aims to promote improved speaking skills through daily communication. This method is widely used in modern schools or students require students to speak a foreign language such as English through the conversation routine of students in daily communication.

EMC implementation is a language education method with a foreign language practice setting outside the classroom. This aims to familiarize students with speaking foreign languages. All kinds of abilities require habit and continuous practice to be more skilled, including increasing language skills. It is important to establish language practices that not only improve their language skills, but also their own beliefs and experiences in social skills along with promoting students' attitudes, feelings, ideas, and other learning factors.

In the word Krashen "the ability to speak fluently cannot be taught directly but appears independently when the acquirer has built linguistic competence by understanding it". It is difficult for second language learners to speak well and easily because they do not get exposure to communicate in the target language outside the classroom. Therefore, some schools set EMC rules to give their students more exposure to communicating the target language outside of the classroom.

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

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

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

between two or more people which happens to every day in human life.

## 2. Procedures of English Morning Conversation

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

The procedures of EMC can be stated as follows:

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

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

## 3. Advantages and Disadvantages of English Morning Conversation

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

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

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

- 1. It needs more people and sources to manage the rules and systems.
- 2. It adds more pressures for the students who has a low motivation or those who are easily depressed with strict rules.
- 3. It can only be optimized in special place such as boarding schools and students dormitories. The implementation in the formal class will be limited.

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

#### **4. The Implementation of English Morning Conversation**

In English conversation method, teaching and learning process is a part of method. Which the material of the lesson such as vocabularies, grammar, and some examples of daily conversation are given in the classroom and then the implementation of daily conversation is out of classroom and it is controlled by guidance counselor. Garner cited in Well–Papanek has developed a human-centered and learner-directed instructional model, which has successfully used by students of all age around the world. This model of teaching-and-learning is divided into five steps as follows:

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

Start with an interesting and engaging nonacademic exercise (such as imagery, a piece of literature, words, symbols, etc.) to help the students develop cognitive structures such as noticing patterns and relationships to then apply to content areas. Provide concrete materials for students to touch, see, hear, smell, taste, and interactive with. Teacher encourages student-generated questions and comments to share their curiosity, observations, and what they notice. Students need to “see with their eyes” the physical characteristics of objects and “see with their minds” the connections and unusual things they notice and have questions about.

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

Provide time for students to describe and discuss with each other and with the class what they noticed and wondered about. Encourage students to ask questions. Encourage students to write and/or draw what they noticed to make connections, find patterns, formulate rules, and make abstract generalizations. This

is an excellent opportunity for a formative assessment to gain insight into the types of words learners use to think and communicate, their level of knowledge, and how they process information.

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

c. Explain

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

d. Demonstrate (Students share evidence of learning outcomes, by analyzing and integrating information and applying their understandings)



Provide time, coaching, and materials for students to demonstrate in their own words of their understanding of the new concept. Encourage continuous inquiry and learning through research projects (groups and individuals) related to new information. Encourage the application of new information in life through relevant actions to effect change without imitating what the teacher has presented (writing letters, calling, e-mails, internet research, interviews, etc.).

Encourage creative ways to demonstrate understanding (written reports, journals, letters, editorials; oral reports, role plays, plays, PowerPoints, animations, films, videos, drawings, posters, models, or by teaching information to others, or by composing Duty). In this step, students share evidence of the learning outcomes provided

in class, by practicing daily conversation in daily activities. Students are obliged to demonstrate daily conversations outside the classroom, of course in their daily activities as well as guide counselors and control their conversational communication. Students and counselors are able to communicate intensively knowing that they live and study in the same place. By practicing daily conversation, it can be seen the extent of the students' speaking ability.

#### e. Evaluation

Give the opportunity to respond to the question in a reflective way: "What do I understand about this?" Encourage students to help develop assessment guides to evaluate the effectiveness of learning. How do they know they have learned new knowledge or skills? How can we do this differently next time to improve this learning experience? Develop a plan of action, what will students do

as a result of this learning? How will they continue to use these new concepts in everyday life and in other areas of study?

In the final step, students and musyrifah collaborate to evaluate learning to determine personal investment in continuous learning. Both students and musyrifah reflect on and assess the implementation of daily conversations, what are the obstacles, how to fix them, and what questions come to mind as a result of these experiences.

Based on the learning model above, the teaching and learning process in the classroom is incomplete without practice in the outer classroom. Because in this method the teaching and learning process in class only provides material that helps daily conversations, and what is most needed is activities outside the classroom to train students' daily conversations.

To implement this method, LKP ALOHA EDU Tegaldlimo establishes rules and governance of language education. The formation of a language division is one way to control students' language activities. The people in the language division act as language mover. In the implementation of language education, LKP ALOHA Tegaldlimo enforce a system of rewards and punishments. Reward and punishment system means controlling students' language activities by giving punishment so that they feel controlled because of the linguistic rules between them, and vice versa students who practice foreign languages in daily conversations are highly appreciated to motivate them. for always practicing foreign languages.

This method is carried out to foster students to obey the rules of language at LKP ALOHA EDU Tegaldlimo. In short, the colloquial method of conversation is a payoff rule

and a system of penalties implemented to familiarize students who practice foreign languages in daily communication around LKP ALOHA EDU Tegaldlimo. This is done so that students get used to practicing foreign languages in daily communication, so that they can improve the quality of their foreign languages, especially in improving their speaking skills.

#### 5. Barriers to the Application of the Morning English Conversation Method

In the application of the English morning conversation method, there are several factors that affect learning achievement. Learning achievement is the result or level of ability that has been achieved by students after participating in the teaching and learning process within a certain period of time in the form of changes in behavior, skills and knowledge which will then be measured and assessed and then manifested in the form of numbers or statements. . These factors can become obstacles to the implementation of morning English conversations that need to be discussed and evaluated in the implementation of English morning conversations. There are factors that affect learning achievement:

##### 1. Factors from within students (internal)

There are several levels of internal factors:

##### A. Physical Factors

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

b. Psychological factors

Physical factors can include intelligence, attention, talents, interests, motivation, maturity, readiness.

c. The fatigue factor

Several factors that influence student achievement, among others, can be divided into two types, namely physical exhaustion and spiritual fatigue. The physical exhaustion of the body appears bony and there is a tendency to lie down. Physical fatigue occurs because there are substances in the body that are burned, so that the blood is not smooth in certain parts.

While the spiritual fatigue can be continuously thinking about the problem which means without a break, doing something because it was forced, not in accordance with the interest and attention.

From the above description then the physical and mental fatigue can affect learning and achievement so that students learn best not to happen should avoid fatigue in the study as spinelessness body. So it is necessary to arrange the conditions that are free from such spiritual exhaustion that means thinking about problems without a break, doing something because it had not in accordance with the interest and attention. This is all a huge influence on student learning achievement. In order for students as students should not occur with either physical and psychological exhaustion.

**2. Factors originating from outside (external factors)**

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

a. Family factors

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

b. Factor of school

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

**3. Society of Environmental Factors**

Factors affecting student achievement to include friends hanging out, other activities outside of school and living in the family environment.

a. Students in community activities

Students in community activities can be beneficial to the development of his personality. But if students take part in too many community activities such as organizing, social activities, religious and others, learning will be disrupted, especially if it is not wise in a set time.

b. Friends Mingle

Children need to socialize with other children, salts develop socialization. But it needs to be taken not to make friends hanging out a bad temperament. Good deeds are not easily affect others, then it needs to be controlled with whom they associate on child growth. This example of children living in environments people learn, the child will take effect automatically diligent also without prompting.

The obstacles of using daily conversation method can be concluded to be three main factors: First: Internal factors :

(1) Physical Factors which divided into two factors namely health and disability factors,

(2) psychological factors may include intelligence, attention, talent, interest, motivation, maturity, readiness.

(3) Fatigue factors can be divided into two kinds, namely physical exhaustion and spiritual exhaustion.

Second: External factors:

- a. Family factors: how to educate parents, relations between family members, family circumstances, understanding parents, family economic circumstances, cultural background and atmosphere of home.
- b. Factor of school : the way teachers teach, ala-tools, curricula, school time, the interaction of teachers and pupils, school discipline, and educational media.

## **2.5 Previous Study**

- a. The first previous study was written by Imam Arif, a student of English Language Education, Department of Teacher Training and Education, Faculty of the State Islamic Institute (IAIN) Salatiga. 2017. entitled "Improving Students Skills Through the Seventh Grade Investigation Engineering Group of MTs Sudirman Jambu Semarang in Academic year 2016/2017 ". This implementation method describes the problem problem framework, problem problem realization, target audience, and the method of implementing this community service activity. What will be done is storytelling training in English. The methods that will be applied in this activity are discussion, conversation and presentation. First, this lecture is applied to deliver material

which includes: 1) English speaking practice, 2) How to pronounce a vocabulary, 3) How to make sentences, 4) How to have a conversation. Second, the workshop is implemented to provide models and steps in speaking and carrying out conversations in English so that participants can master English speaking skills.

Results and discussion of the above research. First, Most Students Speak Well. Talking is one way for students to convey ideas and improve communication, with students being able to talk about what is on their minds. Starting learning skills by providing vocabulary and also giving time to have a conversation this is very effective for students. Support from students by using the English morning program so that it can awaken students in learning. These steps help students to understand convey their thoughts. Students' abilities get better after conveying messages to convey their thoughts. This can be seen from their appearance at the first, second, and third meetings.

b. The second research was written by Hamka Hamzah, a student at the Semarang University. With the title "Improving The Ability to Speak English Through Conversation in Students of Vocational School 5 Semarang City". This type of research the researcher uses is action class research using a quantitative approach. Classroom Action Research is a reflection of learning activities in the form of actions that are deliberately raised and emitted in one class together. The classroom research model describes four stages that are usually passed, namely planning, observation, and reflection (Arikunto, 2006).

c. The third research was written by Risqi Arif Mustagfirin, A student at the Semarang University. With the title "Improving The Speaking Skills Of Grade

Viii Students Of Smp Negeri 2 Godean Through Pictures.” This type of research the researcher uses is qualitative disciptif . Classroom Action Research is a reflection of learning activities in the form of actions that are deliberately raised and emitted in one class together. The classroom research model describes four stages that are usually passed, namely Interview , observation, and document (Handoyo, 2008).

Researchers above use the same method, namely by using the conversation method. The difference lies in the use of research methods and the intended object of research.

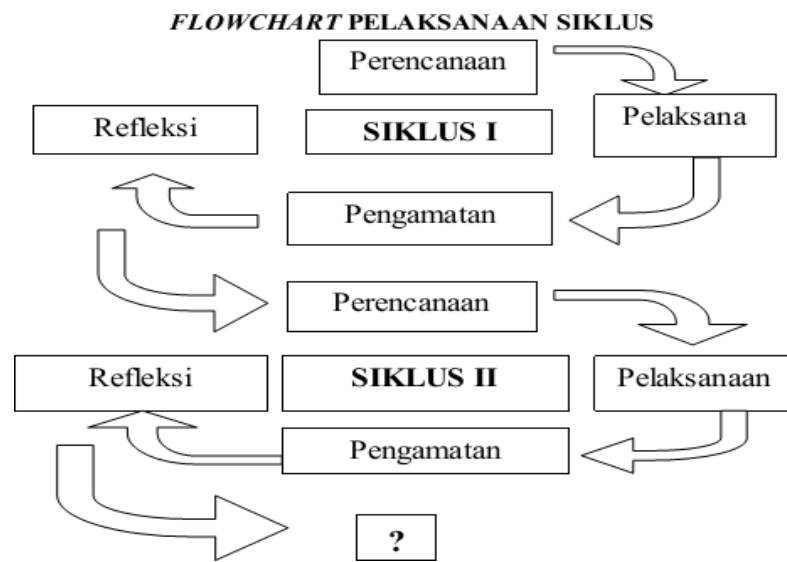
### CHAPTER III

#### RESEARCH METHODOLOGY

This chapter discusses the research design, research setting, Research subject, and research procedure.

#### 3.1 Research Design

This research uses Classroom Action Research because the researcher acts directly in the research, from the beginning to the end of the action. According to Suharsimi in (Dila Canrawati, 2013: 32) that CAR is a combination of the definitions of three words "Class, Action, and Research". Observing objects in an





activity can also be called research, using certain methodological principles to obtain data or to improve the quality of various fields and be useful for researchers or people related to this research. And this study uses a procedure based on the model of Kemmis and Mc Taggart. And explained by figure 3.1:

**Picture 3.1 Kemmis and Mc Taggart model**

### **3.2 Subject and Setting of the Research**

The subject of this research is the students of LKP ALOHA EDU Tegaldlimo. The students of LKP ALOHA EDU are divided into two categories that are male and female students. Based on the table above, it is known that the number of students of LKP ALOHA EDU Tegaldlimo are 8 students, consisting of 5 male students, 3 female students.

When researchers conducted a preliminary study, researchers found that students still had problems in speaking skills. Most of them feel that speaking is difficult, they have to deal with grammar. Second, students feel insecure, but also lack of ideas. They admit that they are confused about making sentences in speaking. Then students only focus on income to be a good introduction. Most of them only know the material about it but they lack practice. In short, students need a lot of motivation and practice in speaking. Because of this problem, the researcher applies debate techniques which are expected to solve students' problems in speaking.

### **3.3 Procedure of the Research**

This study follows the following steps: Preliminary study, Planning, Action, Observation, Reflection.

- Preliminary Study: investigate, identify to determine the conditions of activities in the classroom, and also formulate problems and work with teachers.
- Planning: prepare teaching strategies, prepare lesson plans and syllabus, prepare instructional media, prepare success criteria.
- Action: by interviewing, evaluating, reflecting, and analyzing the data collected, to determine whether the action was successful or not.
- Observation: Collecting the data, observation forms, adjudication sheet, and field notes.

### **3.3.1 Preliminary Study**

A preliminary study conducted in February 2021 at LKP Aloha Edu. This preliminary study is an action taken to obtain original data about English in general, especially speaking. To get this data, the researcher conducted a direct observation class, when the researcher took this action the researcher found that there were still some problems with students in speaking skills. The problem is the students still have difficulty expressing their ideas and the average score is below the KKM, which is 07.00. From the data obtained above, the researcher conducted research by following action research procedures starting from planning, implementing, observing and reflecting. The researcher is responsible for observing the actions and the results of the observations.

### **3.1 Planning**

Increase a plan of action to improve what is already happening. The researcher prepares everything that is needed in doing this action, for instance researcher talk through problems and possible topics which is as an essential stage in this plan. Researcher prepares the lesson plan that will be used in teaching speaking class, the material that is used in implementing the action and the evaluation after conducting the action to know the improvement of students' speaking skill.

The first step, the researcher starts the teaching learning process with greeting and checking attendance list. The second step, the researcher began with introducing and explaining about what the english morning conversation. The third step during the practice of English morning conversation with their peers, the researcher observe the students performance in speaking achievement. And this are going to fix:

### **a. Preparing Teaching Strategy**

In preparing teaching strategies the researcher will use debate as a teaching strategy. Before the researcher applies the debate technique, the researcher will take the following steps, first the researcher will introduce the debate and the stages of the debate, second implementing debate, third carry out the debate.

First, the researcher will introduce the debate activity and explain about the debate and everything about the debate by providing a video debate on YouTube as an illustration or an example of debate in order to understand how to debate.

After giving a video debate on YouTube, the researcher invited the students to ask questions and comment on the debate. before the teacher leaves the classroom the teacher asks them to make groups of two. they are divided into affirmative and negative teams. then the teacher gave them motion to debate at the next meeting.

The second step the researcher carried out the teaching and learning process. Researchers enter the class and greet students and attend students' absences. then the teacher motivates the students. after that the teacher carries out the debate according to the previously designed plan.

Third step, the researcher observes student activity when debating in collaboration with the teacher, in this activity the researcher and the teacher also record student errors in these activities, after which the researcher and the teacher discuss the results of these activities to continue or stop the cycle.

### **b. Designing the Module**

This model was created to support researchers in the learning process so that strategies in learning activities are more effective. In this process, there are three stages, among others:

- In Pre Activity, researchers motivate students, so that students are excited, and in this learning process students have a very important influence.
- Main Activity, the researcher explains the purpose of this learning so that students can find out what students will get after this learning activity is complete. The researcher will also explain and provide information to help the learning activities to be carried out.
- Post Activity, for the last activity the teacher gave a presentation on the conclusion of the activity and closed the activity.

### **c. Criteria of Success**

To achieve student success, the researcher uses criteria in seeing whether the implementation of debate on improving student speaking is successful or not, this is also done to determine whether or not it is necessary to continue the cycle.

The criteria for success are measured in observations during the activity. If the quality of speaking ability of 8 students reaches 75 on an average scale of 0-100. By determining the success criteria, the researcher hopes that students can be active during the learning process, and are also more confident in speaking English.

### **3.3.3 Action**

Actions where in research, the researcher will carry out actions in accordance with the plans that have been made or lesson plan.

The steps taken by the researcher are as follows:

**Table 3.2**

**The procedure of Teaching Learning Activities through Debate**

| No | Stages         | Activities  |
|----|----------------|---|
| 1. | Pre-activities | Greet and pray with students.<br>The researcher checks the attendance list.<br>The researcher asked the student's condition.<br>The researcher explain what is the material<br>conduct in English morning.<br>. |
| 2. | Main activity  | Implementing of the<br>english morning<br>conversation Grouping the<br>students Giving the discuss<br>Starting conversation   |
| 3. | Post activity  | Evaluation<br>The researcher giving motivation.<br>The researcher closes the meeting.<br>The researcher greet students.<br>The researcher leaves the class.   |

**Table 3.3**

**time of research study**

| No | Date                          | Stages               | Topic   | Activities                                |
|----|-------------------------------|----------------------|---|---|
| 1. | 26 <sup>th</sup> june<br>2021 | Preliminary<br>Study | Smartphone brings<br>negative effect than<br>positive effect. | - Observation students'<br>speaking skill |

|    |  |                      |  |   |
|----|--|----------------------|--|---|
| 2. |  | Cycle I<br>Meeting 1 |  | <ul style="list-style-type: none"> <li>- Motivating the students</li> <li>- Explain and give example about conversation</li> <li>- Make a group</li> <li>- Exploring Ideas</li> </ul> |
| 3. |  | Cycle I<br>Meeting 2 |  | <ul style="list-style-type: none"> <li>- carry out the debate</li> <li>- observing debate activity</li> <li>- evaluate and improve further activities</li> </ul>                      |

### 3.3.4 Observation

Observation is made in the classroom during the teaching and learning process. It is focused on observing student activity in the learning process. This observation is done by collaborating with tutors and researchers to observe all the processes that occur in the act of learning. Researchers prepare instruments in data collection with observation sheets, student debate questionnaires, field notes. As a result, this data can be useful for further research.

### 3.3.4 Reflection

Reflection is carried out based on the data obtained. If the data obtained is in accordance with the criteria for success, the action is stopped, but if the data obtained does not meet the criteria for success, the action will continue to the next cycle until the criteria for success are achieved. In conclusion, the success criteria using debate refers to the quality of the students' speaking ability reached 75 in 0-100 scale of the average. (Based on the KKM of English at tourism service business of LKP Aloha Edu Tegaldlimo Banyuwangi).

### 3.3 Technique of data collection

In collect data, the research used field notes, questionare, and interview as

the techniques of the research, they were as follows:

### **1. Observation Field Notes**

This form is designed to collect data that refers to student performance in activities during the teaching and learning process and then all the conditions in the classroom are written and then transferred to the observation guideline.

### **2. Interview**

In this research, the interview is taken to collect the data in the form of information about their difficulties in the process. Furthermore, the researcher and the teacher discuss what the appropriate action which can be applied.

## **3.4 Technique of Data Analysis**

The researcher analyzes all process teaching and learning which are happened in preliminary study, the cycle I, And the cycle II by identifying students' categories abilities in speaking skill, such as grammar, vocabulary, fluency, and comprehension. There are techniques that researchers use in technique of data analysis such as:

### **1. Using Score rubric (Adapted from Brown 172-173, 2004 )**

The researcher used score rubric to analyzed students' score in speaking. There is score rubric that adapted from Brown, Hd (2004,172-173) that researcher uses to convert students score.



**Table 3.4 Scoring Rubric Categories for evaluating speaking**

| N<br>O | CATEG<br>ORIES | SCORE   |  |   |   |  |
|--------|----------------|---|--|---|---|--|
|        |                | 1   | 2  | 3   | 4   | 5  |
| 1      | GRAM<br>MAR    | Errors in grammar<br>Are frequent, but speaker can be understood .                | Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. | Able to use The Language Accurately on all Levels normally pertinent to professional needs. Errors in grammar are quite rare. | Equivalen<br>nt to that<br>of an<br>educated<br>native<br>speaker.                               |
| 2      | VOCAB<br>ULARY | Speaking vocabulary inadequate to express anything but the most elementary needs. | Has speaking vocabulary sufficient to express himself simply with some circumlocutio<br>ns.                                  | Able to speak the language with Sufficient vocabulary to Participate effectively in most formal and Informal conversations on practical, social, and professional topics.                                     | Can understand And participate in any conversati<br>on within the range of his experience with a high degree of               | Speech on all levels is fully accepted by educated native speakers in all its features including |

|   |               |  |   |   |   |  |
|---|---------------|--|---|---|---|--|
|   |               |  |   | Vocabulary is broad enough that he rarely has to grope for a word.                                  | precision of vocabulary .   | breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.                     |
| 3 | COMPREHENSION | Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition, | Can get the gist of most conversations of non-technical subjects.         | Comprehension is quite complete at a normal rate of speech.   | Can understand any conversation within the range of his experience.                       | Equivalent to that of an educated native speaker.  |
| 4 | FLUENCY       | No specific fluency description  | Can handle with confidence but not with facility most social situations,. | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. | Able to use the language fluently on all levels normally pertinent to professional needs. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. |

### 3.3.5 The Formula of Assessing Students' Speaking Ability

$$\text{Student's Score} = \frac{n}{N} \times 100$$

n : score reached by the student

N : Maximum Score of Speaking Components

## CHAPTER IV

### RESEARCH FINDING

#### A. Preliminary of observation

The researcher observed the teaching-learning in the Usaha Jasa departement on 26<sup>th</sup> june 2021, There was schedule of research as follows.

**Table 4.1**  
**Schedule of research**

| Activity     | Date                           |                                |                            |
|--------------|--------------------------------|--------------------------------|----------------------------|
|              | 26 <sup>th</sup> february 2021 | 30 <sup>th</sup> february 2021 | 6 <sup>th</sup> march 2021 |
| Pre-study    |                                |                                |                            |
|              |                                |                                |                            |
| The cycle I  |                                |                                |                            |
|              |                                |                                |                            |
| The cycle II |                                |                                |                            |
|              |                                |                                |                            |

The observation was started to conduct teaching-learning activities In the pre-activity, the researcher started the teaching and learning activity by greeting them, and the researcher introduced by her self. And then the researcher checked their attendance lists. Furthermore, in main activity, the researcher presented and explained the material include all aspects such as definition of debate, example of debate, procedure of debat and etc. And then, In the main-activity, the researcher found some problems related to teaching and learning speaking. The first, when the researcher taught them in the classroom, not all students paid attention, their

attention was mostly spent to chat with each other. The Second, not a few students focus on their cellphones, even their reasons for translating. And third, most of the students are still not confident to practice speaking. In addition, students are also shy to ask questions, so students need more guidance or approaches. Furthermore, to analyze all conditions in the classroom, observations are also supported by an observation checklist, as below.

**Table 4.2**  
**Observation checklist for students**

| No | Name             | Pay Attention            | Asking the question      | Responding to the question | Students were active in English morning conversation |
|----|------------------|--------------------------|--------------------------|----------------------------|--|
| 1  | Rusti Astika     | <input type="checkbox"/> |                          | <input type="checkbox"/>   | <input type="checkbox"/>                             |
| 2  | Yudha Noval P    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>                             |
| 3  | Arlinda Arya A   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/>                             |
| 4  | Fara Aulia Rahma | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                             |
| 5  | Rizki Aditiya    | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                             |
| 6  | Moh Sudirman     | <input type="checkbox"/> | <input type="checkbox"/> |                            | <input type="checkbox"/>                             |
| 7  | Samuel Duta      |                          |                          | <input type="checkbox"/>   | <input type="checkbox"/>                             |
| 8  | Erinzia Afkarina |                          |                          |                            | <input type="checkbox"/>                             |

**Table 4.3**

**Observation checklist for the teacher**

| <b>Num</b> | <b>The teacher activities</b>                | <b>Yes</b>               | <b>No</b> | <b>Description</b>   |
|------------|--|--------------------------|-----------|--|
| 1          | Providing a material Well                    | <input type="checkbox"/> |           | The teacher prepared the material as well as possible                              |
| 2          | Greeting students                            | <input type="checkbox"/> |           | The teacher began the teaching-learning by greeting students                       |
| 3          | Checking students' attending lists           | <input type="checkbox"/> |           | The teacher checked students' attending list by calling them one by one            |
| 4          | Giving a motivation                          | <input type="checkbox"/> |           | The teacher gave the motivation in teaching and learning                           |
| 5          | Explaining the Material                      | <input type="checkbox"/> |           | The teacher presented and explained the Materials                                  |
| 6          | Giving a traditional media to teach          | <input type="checkbox"/> |           | The teacher gave a media to deliver the material such as picture and etc.          |
| 7          | Giving the difficult for students to ask     | <input type="checkbox"/> |           | The teacher gave students' time to ask what made they still confused were          |
| 8          | Helping students' difficulty during Learning | <input type="checkbox"/> |           | The teacher helped them to solve the difficulty in teaching and learning           |
| 9          | Giving the feedback after the lesson ended   | <input type="checkbox"/> |           | The teacher gave the feed back according to the resut of the teaching and learning |

Based on the observation checklist above, the researcher can conclude that, There are two students who still didn't pay attention, as mentioned in the description of the observation above. Their attention is not only to pay attention to the teacher's explanation, but they are divided to talk to each other. and focus on their phones. Furthermore, when the researcher asked them questions. Students rarely answer. Even researchers'' and not many students answered the researcher's questions. There were only four students who answered the researcher's questions during the speaking lesson using debate. In addition, when the researchers let them ask questions related to the debate, most of the students were not active in asking questions.

Moreover, only a few students were enthusiastic to ask questions, there were three students who actively asked questions related to the Biography text.

Meanwhile, most of the students were active in listening. It was seen that the students were still embarrassed to ask questions. In addition, to find out the students' achievement in speaking, observation was completed by conducting a test by the researcher at the end of the activity. the researcher gave 2 motions "smartphone brings negative effect than positive effect and smartphone bring positive effect than negative effects". Each student may choose the motion given and then speak one by one.

In the result, the researcher analyzed their works by using a scoring rubric which adapted from Brown. Besides, after students finished their works in speaking test, students' score was converted as follows:

**Table 4.4**  
**Students' score in preliminary study**

| <b>NO</b>            | <b>NAME</b>          | <b>SCORE<br/>PRELIMINARY<br/>STUDY</b> |
|----------------------|----------------------|--|
| <b>1</b>             | <b>rusti</b>         | <b>40</b>                              |
| <b>2</b>             | <b>yudha</b>         | <b>35</b>                              |
| <b>3</b>             | <b>arlinda</b>       | <b>65</b>                              |
| <b>4</b>             | <b>fara</b>          | <b>50</b>                              |
| <b>5</b>             | <b>rizki</b>         | <b>45</b>                              |
| <b>6</b>             | <b>sudirm<br/>an</b> | <b>55</b>                              |
| <b>7</b>             | <b>samuel</b>        | <b>55</b>                              |
| <b>8</b>             | <b>erinzia</b>       | <b>45</b>                              |
| <b>TOTAL SCORE</b>   |                      | <b>390</b>                             |
| <b>MEAN/AVERAGE</b>  |                      | <b>48.75</b>                           |
| <b>LOWEST SCORE</b>  |                      | <b>35</b>                              |
| <b>HIGHEST SCORE</b> |                      | <b>65</b>                              |

According to the table of students' scores in observation above, therefore 8-students joined the test. Besides their score was analyzed by using score rubric, while standard criteria score SKM was 70. Moreover, there were 100% of students were not successful in speaking.

## **B. Cycle 1 Meeting 1**

The researcher used English morning conversation. The procedure as follows:

### **1. Planning**

- a. Provide a lesson plans. The lesson plans were used to manage activities and time and it was guided by using lesson plans.
- b. Researchers prepare the learning media needed for the learning process.
- c. Prepare the criteria for success, there are 70 success criteria, so the purpose of this study is to increase the student's score more than 70 which is the score of success criteria (SKM).

### **3. Implementing**

Implementing is the second step in research, the researcher will carry out the action according to the plant that has been made. The steps that the researcher took into action were as follows:

#### **a. Pre activity**

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to students, and then the researcher continued to lead praying by reading Bassamallah together. Furthermore, the teacher checked the attendance list. After that, the researcher asked the student's condition and give motivation. And then, showed the debate video and explain the procedure of debate. And then ask students to ask question about debate which they don't understand.

Implementing of the debate , the researcher give topic for debate, and then the researcher grouping the students affirmative and negative team / group and then giving the discuss starting the debate

b. Post Activity

And then student continued to debate. After all teaching and learning was done. The researchers give homework to students, to seek material for a motion to be debated at the next meeting. And than the researchers provide motivation to students. Then it was closed by reading allhamdullilah together which led by the researcher.

**4. Observing**

In The third step, the researcher observed the condition and process which happened in the cycle I more intensively. The teaching and learning also supported by using observation checklist, as bellow:



**Table 4.5**  
**Observation checklist for students**

| No | Name     | Paying attention         | Asking the question | Responding to the question | Students were active in doing the debate |
|----|----------|--------------------------|---------------------|----------------------------|--|
| 1  | rusti    | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 2  | yudha    | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 3  | arlinda  | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 4  | fara     | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 5  | rizki    | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 6  | sudirman | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 7  | samuel   | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 8  | Erinzia  | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |

**Table 4.6**

**Observation checklist for the teacher**

| <b>Num</b> | <b>The teacher activities</b>                | <b>Yes</b>               | <b>No</b> | <b>Description</b>  |
|------------|--|--------------------------|-----------|---|
| 1          | Providing a material Well                    | <input type="checkbox"/> |           | The teacher prepared the material as well as possible                     |
| 2          | Greeting students                            | <input type="checkbox"/> |           | The teacher began the teaching-learning by greeting students              |
| 3          | Checking students' attending lists           | <input type="checkbox"/> |           | The teacher checked students' attending list by calling them one by One   |
| 4          | Giving a motivation                          | <input type="checkbox"/> |           | The teacher gave the motivation in teaching and learning                  |
| 5          | Explaining the Material                      | <input type="checkbox"/> |           | The teacher presented and explained the materials                         |
| 6          | Giving a traditional media to teach          | <input type="checkbox"/> |           | The teacher gave a media to deliver the material such as picture and etc. |
| 7          | Giving the difficult for students to ask     | <input type="checkbox"/> |           | The teacher gave students' time to ask what made they still confused were |
| 8          | Helping students' difficulty during learning | <input type="checkbox"/> |           | The teacher helped them to solve the difficulty in teaching and learning  |

According to the observation checklist above, it presented that all students were paid attention when the researcher explained debate. Besides, students enjoyed the implementing debate. Furthermore, they also were active in debate activities. There is no one student who ask.

### **C. Cycle 1 Meeting 2**

The second meeting in the cycle I was done on Wednesday, 30<sup>th</sup> June 2021.

#### **1. Implementing**

##### **a. Pre activity**

The researcher started the teaching by greeting Assalamualaikum Wr. Wb to students, and then the researcher continued to lead praying by reading Bassamallah together. Furthermore, the teacher checked the

attendance list. After that, the researcher asked the student's condition and give motivation. The researcher asked about the last material that explained in the first meeting. And then the researcher also gave some questions related about debate.

b. Main activity

The researcher explained again about English morning conversation, and gave example and explained to students about the topics determined at the previous meeting, here the researcher focused on students' self-confidence and how long students were able to speak after the researcher explained.

c. Post activity

When students continue the debate, in the middle of activity there is students asking , Lihat google translate boleh Ms?" "May I use google translate?" And the researcher answered "No, just keep on speaking, any vocabulary you don't know I'll write down on the board". And then students continued to implementing debate. Finally. After all teaching and learning was done. They write the vocabbuary and then it was closed by reading allhamdullilah together which led by the researcher.

## 2. Observing

In The third step, the researcher observed the condition and process which happened in the cycle I more intensively. The teaching and learning also supported by using observation checklist, as bellow:

**Table 4.7**  
**Observation checklist for students**

| No | Name     | Paying attention         | Asking the question      | Responding to the question | Students were active in doing the debate |
|----|----------|--------------------------|--------------------------|----------------------------|--|
| 1  | Rusti    | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 2  | Yudha    | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 3  | Arlinda  | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 4  | Fara     | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 5  | Rizki    | <input type="checkbox"/> | <input type="checkbox"/> |                            | <input type="checkbox"/>                 |
| 6  | Sudirman | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 7  | Samuel   | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 8  | Erinzia  | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |

**Table 4.8**

**Observation checklist for the teacher**

| <b>Num</b> | <b>The teacher activities</b>                | <b>Yes</b>               | <b>No</b>                | <b>Description</b>  |
|------------|--|--------------------------|--------------------------|---|
| 1          | Providing a material Well                    | <input type="checkbox"/> | <input type="checkbox"/> | The teacher prepared the material as well as possible                     |
| 2          | Greeting students                            | <input type="checkbox"/> | <input type="checkbox"/> | The teacher began the teaching-learning by greeting students              |
| 3          | Checking students' attending lists           | <input type="checkbox"/> | <input type="checkbox"/> | The teacher checked students' attending list by calling them one by one   |
| 4          | Giving a motivation                          | <input type="checkbox"/> | <input type="checkbox"/> | The teacher gave the motivation in teaching and learning                  |
| 5          | Explaining the Material                      | <input type="checkbox"/> | <input type="checkbox"/> | The teacher presented and explained the materials                         |
| 6          | Giving a traditional media to teach          | <input type="checkbox"/> | <input type="checkbox"/> | The teacher gave a media to deliver the material such as picture and etc. |
| 7          | Giving the difficult for students to ask     | <input type="checkbox"/> | <input type="checkbox"/> | The teacher gave students' time to ask what made they still confused were |
| 8          | Helping students' difficulty during Learning | <input type="checkbox"/> | <input type="checkbox"/> | The teacher helped them to solve the difficulty in teaching and learning  |

According to the observation checklist above, it presented that all students were paid attention when the researcher explained debate. Besides, students enjoyed the implementing debate. Furthermore, they also were active in debate activities. There is one student who ask. Furthermore, the score of the student was converted by the researcher as bellow

**Table 4.9**  
**Students' score at the 2<sup>nd</sup> meeting in cycle I**

| <b>NO</b>            | <b>NAME</b>     | <b>SCORE CYCLE 1</b> |
|----------------------|-----------------|----------------------|
| <b>1</b>             | <b>Rusti</b>    | <b>65</b>            |
| <b>2</b>             | <b>Yudha</b>    | <b>70</b>            |
| <b>3</b>             | <b>Arlinda</b>  | <b>80</b>            |
| <b>4</b>             | <b>Fara</b>     | <b>75</b>            |
| <b>5</b>             | <b>Rizki</b>    | <b>70</b>            |
| <b>6</b>             | <b>sudirman</b> | <b>75</b>            |
| <b>7</b>             | <b>Samuel</b>   | <b>55</b>            |
| <b>8</b>             | <b>Erinzia</b>  | <b>65</b>            |
| <b>TOTAL SCORE</b>   |                 | <b>555</b>           |
| <b>MEAN/AVERAGE</b>  |                 | <b>69.375</b>        |
| <b>LOWEST SCORE</b>  |                 | <b>65</b>            |
| <b>HIGHEST SCORE</b> |                 | <b>80</b>            |

### **1. Reflection**

Based on the first and second meetings in cycle I only a few children increased and there was no significant change, therefore the analysis of cycle I can be concluded that cycle I is considered unsuccessful because there are still students who have not received standard scores, considering the minimum completeness criteria (SKM) is 75. And, 62.5% of students have not succeeded. and only 37.5% of students are successful.

However, based on the results above, the student's score in the first cycle has increased compared to the value in the preliminary learning. Furthermore, the researchers found that the use of debate techniques made them interested in speaking. Meanwhile, students are still confused about the use of plural and singular forms. This step analyzes all the actions that have been taken. Based on the data that has been collected, the researchers conducted an evaluation to determine the next cycle. Cycle 1 was not successful, so the researcher did cycle II. The results of the first cycle for evaluation and reflection materials for the second research.

#### **D. Cycle II Meeting 1**

The researcher provided all instruments were related to teaching and learning in the cycle II, such as:

##### **1. Planning**

- a. Provide a lesson plans. The lesson plans were used to manage activities and time and it was guided by using lesson plans.
- b. Researchers prepare the learning media needed for the teaching and learning process.
- c. The researcher prepares an observation sheet that is used to determine student responses and the condition of the class as a whole and to see if there is an increase.
- d. Prepare the criteria for success, there are 75 success criteria, so the purpose of this study is to increase the student's score more than 75 which is the score of success criteria (SKM).

## **2. Implementing**

The first meeting in the cycle II was done on Thursday, 4<sup>th</sup> July 2021. And the duration of teaching was applied based on the lesson plans, exactly 1 hours @ 45 minute. Besides, in this meeting the researcher's role was as the teacher. There were activities as bellow.

### **a. Pre Activity**

As usual, the researcher's role as teacher. And then, the researcher started the meeting by reading *Basmalah* and greeting the how are you to them, and they answered together. And then, the researcher checked their attendance lists, after that, the research give different motion and point of view to each student.

### **b. Main Activity**

Next, the researcher explains the material given, in this study the researcher focuses more on the weaknesses and obstacles of students in speaking using the debating technique in Cycle I. And then implementing of the debate.

### **c. Post Activity**

After all teaching and learning was done. It was closed by reading *allhamdullilah* together which led by the researcher.

## **3. Observing**

The researcher used the second observation checklist to monitor all students' activities during the teaching and learning activities in the cycle II



**Table 4.10**

**Observation checklist for students**

| No | Name     | Paying attention         | Asking the question | Responding to the question | Students were active in doing the debate |
|----|----------|--------------------------|---------------------|----------------------------|--|
| 1  | rusti    | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 2  | yudha    | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 3  | arlinda  | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 4  | fara     | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 5  | rizki    | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 6  | sudirman | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 7  | samuel   | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |
| 8  | Erinzia  | <input type="checkbox"/> |                     |                            | <input type="checkbox"/>                 |

**Table 4.11**

**Observation checklist for the teacher**

| Num | The teacher activities                       | Yes                      | No | Description  |
|-----|--|--------------------------|----|--|
| 1   | Providing a material Well                    | <input type="checkbox"/> |    | The teacher prepared the material as well as possible                                |
| 2   | Greeting students                            | <input type="checkbox"/> |    | The teacher began the teaching-learning by greeting students                         |
| 3   | Checking students' attending lists           | <input type="checkbox"/> |    | The teacher checked students' attending list by calling them one by one              |
| 4   | Giving a motivation                          | <input type="checkbox"/> |    | The teacher gave the motivation in teaching and learning                             |
| 5   | Explaining the Material                      | <input type="checkbox"/> |    | The teacher presented and explained the materials                                    |
| 6   | Giving a traditional media to teach          | <input type="checkbox"/> |    | he teacher gave a media to deliver the material such as PowerPoint, picture and etc. |
| 7   | Giving the difficult for students to ask     | <input type="checkbox"/> |    | The teacher gave students' time to ask what made they still confused were            |
| 8   | Helping students' difficulty during Learning | <input type="checkbox"/> |    | The teacher helped them to solve the difficulty in teaching and learning             |
| 9   | Giving the feedback after the lesson ended   | <input type="checkbox"/> |    | The teacher gave the feed back according to the resut of the teaching and learning   |

## **E. Cycle II meeting 2**

The second meeting in the cycle II was done on Thursday, 6<sup>th</sup> July 2021.

There were activities as bellow:

### **1. Implementing**

#### **1. Pre Activity**

The researcher started the lesson by greeting Assalamualaikum Wr. Wb went to class, then the researcher continued to lead the prayer by reading Bassamallah together. And continued by saying how are you to the students. The researcher also gave motivation or enthusiasm to the students. Next, the researcher asked the last material that had been explained at the first meeting of cycle II. And invite students to ask questions.

#### **2. Main Activity**

When there were no questions and students had been given an explanation, the researcher asked them to sit down with their group and discuss to get ready to implementing of debate.

#### **3. Post Activity**

After finishing the discussion, the researcher asked them to do a debate. Finally, after teaching and learning were done, it was closed by reading hamdalah together.

## 2. Observing

The researcher used the second observation checklist to monitor all students' activities during the teaching and learning activities in the cycle II

**Table 4.12**  
**Observation checklist for students**

| No | Name     | Paying attention         | Asking the question      | Responding to the question | Students were active in doing the debate |
|----|----------|--------------------------|--------------------------|----------------------------|--|
| 1  | rusti    | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 2  | yudha    | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 3  | arlinda  | <input type="checkbox"/> | <input type="checkbox"/> |                            | <input type="checkbox"/>                 |
| 4  | fara     | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 5  | rizki    | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 6  | sudirman | <input type="checkbox"/> | <input type="checkbox"/> |                            | <input type="checkbox"/>                 |
| 7  | samuel   | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |
| 8  | Erinzia  | <input type="checkbox"/> |                          |                            | <input type="checkbox"/>                 |

**Table 4.13****Observation checklist for the teacher**

| <b>Num</b> | <b>The teacher activities</b>                | <b>Yes</b>               | <b>No</b>                | <b>Description</b>   |
|------------|--|--------------------------|--------------------------|--|
| 1          | Providing a material Well                    | <input type="checkbox"/> | <input type="checkbox"/> | The teacher prepared the material as well as possible                                |
| 2          | Greeting students                            | <input type="checkbox"/> | <input type="checkbox"/> | The teacher began the teaching-learning by greeting students                         |
| 3          | Checking students' attending lists           | <input type="checkbox"/> | <input type="checkbox"/> | The teacher checked students' attending list by calling them one by one              |
| 4          | Giving a motivation                          | <input type="checkbox"/> | <input type="checkbox"/> | The teacher gave the motivation in teaching and learning                             |
| 5          | Explaining the Material                      | <input type="checkbox"/> | <input type="checkbox"/> | The teacher presented and explained the materials                                    |
| 6          | Giving a traditional media to teach          | <input type="checkbox"/> | <input type="checkbox"/> | he teacher gave a media to deliver the material such as PowerPoint, picture and etc. |
| 7          | Giving the difficult for students to ask     | <input type="checkbox"/> | <input type="checkbox"/> | The teacher gave students' time to ask what made they still confused were            |
| 8          | Helping students' difficulty during Learning | <input type="checkbox"/> | <input type="checkbox"/> | The teacher helped them to solve the difficulty in teaching and learning             |
| 9          | Giving the feedback after the lesson ended   | <input type="checkbox"/> | <input type="checkbox"/> | The teacher gave the feed back according to the resut of the teaching and learning   |

Therefore students' score from the test in the cycle II as bellows.

**Table 4.14****Students' score at the 2<sup>nd</sup> meeting in cycle 2**

| <b>NO</b>           | <b>NAME</b>     | <b>SCORE CYCLE II</b> |
|---------------------|-----------------|-----------------------|
| <b>1</b>            | <b>Rusti</b>    | <b>90</b>             |
| <b>2</b>            | <b>Yudha</b>    | <b>95</b>             |
| <b>3</b>            | <b>Arlinda</b>  | <b>80</b>             |
| <b>4</b>            | <b>Fara</b>     | <b>75</b>             |
| <b>5</b>            | <b>Rizki</b>    | <b>85</b>             |
| <b>6</b>            | <b>Sudirman</b> | <b>80</b>             |
| <b>7</b>            | <b>Samuel</b>   | <b>80</b>             |
| <b>8</b>            | <b>Erinzia</b>  | <b>90</b>             |
| <b>TOTAL SCORE</b>  |                 | <b>675</b>            |
| <b>MEAN/AVERAGE</b> |                 | <b>84.375</b>         |

|                      |           |
|----------------------|-----------|
| <b>LOWEST SCORE</b>  | <b>75</b> |
| <b>HIGHEST SCORE</b> | <b>95</b> |

According to the result of the test in the cycle II, 100% of students passed from SKM, and the mean of students scores was. And then The lowest students' score was. Meanwhile, The highest students' score was

### **3. Reflecting**

In this stage, the researcher analyzed the students' score from the test that was got from the preliminary study, the cycle I, and the cycle II, as follows

**Table 4.15**

**Improvement of the students' whole test**

| <b>NO</b>            | <b>NAME</b>          | <b>SCORE<br/>PRE STUDY</b> | <b>SCORE<br/>CYCLE 1</b> | <b>SCORE<br/>CYCLE<br/>2</b> |
|----------------------|----------------------|----------------------------|--------------------------|------------------------------|
| <b>1</b>             | <b>rusti</b>         | <b>45</b>                  | <b>65</b>                | <b>75</b>                    |
| <b>2</b>             | <b>yudha</b>         | <b>55</b>                  | <b>70</b>                | <b>80</b>                    |
| <b>3</b>             | <b>arlinda</b>       | <b>65</b>                  | <b>80</b>                | <b>95</b>                    |
| <b>4</b>             | <b>fara</b>          | <b>55</b>                  | <b>75</b>                | <b>90</b>                    |
| <b>5</b>             | <b>rizki</b>         | <b>45</b>                  | <b>70</b>                | <b>85</b>                    |
| <b>6</b>             | <b>Sudirm<br/>an</b> | <b>50</b>                  | <b>75</b>                | <b>90</b>                    |
| <b>7</b>             | <b>Samuel</b>        | <b>35</b>                  | <b>55</b>                | <b>80</b>                    |
| <b>8</b>             | <b>Erinzia</b>       | <b>40</b>                  | <b>65</b>                | <b>80</b>                    |
| <b>TOTAL SCORE</b>   |                      | <b>390</b>                 | <b>555</b>               | <b>675</b>                   |
| <b>MEAN/AVERAGE</b>  |                      | <b>48.75</b>               | <b>69.375</b>            | <b>84.375</b>                |
| <b>LOWEST SCORE</b>  |                      | <b>35</b>                  | <b>65</b>                | <b>75</b>                    |
| <b>HIGHEST SCORE</b> |                      | <b>65</b>                  | <b>80</b>                | <b>95</b>                    |

**Table 4.16**

**The category of the students' whole test result**

| <b>Interval</b> | <b>Preliminary Study</b> |            | <b>The Cycle I</b> |             | <b>The Cycle II</b> |            | <b>Category</b>             |
|-----------------|--------------------------|------------|--------------------|-------------|---------------------|------------|-----------------------------|
|                 | <b>Freq</b>              | <b>%</b>   | <b>Freq</b>        | <b>%</b>    | <b>Freq</b>         | <b>%</b>   |                             |
| <b>75-100</b>   | <b>0</b>                 | <b>0</b>   | <b>3</b>           | <b>37.5</b> | <b>8</b>            | <b>100</b> | <b>Passed the SKM</b>       |
| <b>&gt;75</b>   | <b>8</b>                 | <b>100</b> | <b>5</b>           | <b>62.5</b> | <b>0</b>            | <b>0</b>   | <b>Did not pass the SKM</b> |
| <b>Total</b>    | <b>8</b>                 | <b>100</b> | <b>8</b>           | <b>100</b>  | <b>8</b>            | <b>100</b> |                             |

According to the table above, it showed that there was improvement of students' score in speaking use debate technique from the preliminary study test until the cycle II. The improvement also happened in the cycle I to the cycle II. By applying the score of criteria success, 0% of students passed from SKM in Preliminary study, and then it was improved in the cycle I. There were 37.5% of students passed from the SKM. Finally, students got an improvement in The cycle II, 100% of students passed from SKM. In short, the researcher concluded that implementing debate to improved students' ability in speaking. And it solved students' problem in speaking.

## **F. Interview**

Based on the results of interviews conducted by researchers on July 7<sup>th</sup> 2021.8 students said that there was a significant change in their speaking ability by using the English morning conversation, besides that they also said that they also got a lot of new vocabulary. In English morning conversation, they admitted to feeling emotional and also agreed that the debate technique was suitable to be used in improving speaking skills, because in debate students were required to actively speak.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of the study, before this research was conducted, the researcher found that students still had problems in speaking skills. First, most of them feel that speaking is difficult, they have to deal with grammar, Second, students feel insecure, but also lack ideas, and also students only focus on studying to be a good introduction. This is also seen when looking at the scores in the preliminary study. This shows that there are still some students whose scores are below the minimum criteria of SKM 70 and there are still students who get a score of 65 which means that these students have not reached the maximum criteria.

With the classroom action research method, there are several findings that can be concluded as follows. First, where the first cycle was unsuccessful because the topic given was biased, the researcher continued the second cycle by giving a different topic and point of view. This is indicated by the increase in the final score produced by all students, such as:

1. There is a Mean of students in Pre-study. The achievement was 48.75.
2. There is a Mean of students in the cycle I. The achievement was 69.375
3. There is a Mean of students in the cycle II. The achievement was 85.



. Thus, it can be concluded that students experienced a significant increase in speaking, that the application of the debate method could involve students to interact. In addition, the students' ability in speaking increases as well as their motivation. They can understand speaking better. Therefore, some aspects that students improve in speaking such as (Grammar, vocabulary, fluency, comprehension). In short, the effectiveness and efficiency of speaking using English morning is carried out by students.

The second conclusion the results of interviews which show that overall students really like learning activities using English morning conversation. In addition, students stated that students felt helped in several ways such as the use of grammatical structures, pronunciation of vocabulary and getting new vocabulary and motivation to speak more actively. Thus it can be concluded that the use of the debate method is effectively applied to improve students' speaking skills .

The third conclusion shows that in addition to increasing the speaking score of proficient students who have speaking skills, the debate method applied also increases students' motivation to speak and give opinions. This method also motivates students to interact during group discussions. This finding is supported by the results of observations which show that students who have low speaking skills in class are able to carry out an interactive discussion process for 2 cycles. This proves that the method of focusing students on speaking makes students more skilled and accustomed to speaking. This proves that the teaching method applied on average is very well received by students and has a significant effect. play a role in enhancing skills. speaking specifically for students who have low speaking scores.

## **B. Suggestion**

Based on the result of research, researcher provides several suggestion, those are:

### 1. For Students

It is hoped that with this method students can be more active and able to develop students abilities in the field of speaking skill, by using this method hopefully can help students to facilitate them in the field of students.

### 2. For Teacher / Tutor

It is expected in implementing the teaching and learning can apply various types of models so it can make students motivated, not to be bored and more active in the learning process so that the students become developed.

### 3. For The Institution

It is expected that the institution will be able to provide the good facilities to support the success of student learning result and to facilitate the teachers in applying the other learning English morning conversation through media.

### 4. For The Next Researcher

For other researcher who wants to do the same research it is recommended to conduct this research with different subjects and schools. In order to obtain broader and useful research results as information material for education.

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## Appendix 1

### Students' score in preliminary study

| <b>NO</b>            | <b>NAME</b>          | <b>SCORE<br/>PRELIMINARY<br/>STUDY</b> |
|----------------------|----------------------|--|
| <b>1</b>             | <b>rusti</b>         | <b>40</b>                              |
| <b>2</b>             | <b>yudha</b>         | <b>35</b>                              |
| <b>3</b>             | <b>arlinda</b>       | <b>65</b>                              |
| <b>4</b>             | <b>fara</b>          | <b>50</b>                              |
| <b>5</b>             | <b>rizki</b>         | <b>45</b>                              |
| <b>6</b>             | <b>sudirm<br/>an</b> | <b>55</b>                              |
| <b>7</b>             | <b>samuel</b>        | <b>55</b>                              |
| <b>8</b>             | <b>erinzia</b>       | <b>45</b>                              |
| <b>TOTAL SCORE</b>   |                      | <b>390</b>                             |
| <b>MEAN/AVERAGE</b>  |                      | <b>48.75</b>                           |
| <b>LOWEST SCORE</b>  |                      | <b>35</b>                              |
| <b>HIGHEST SCORE</b> |                      | <b>65</b>                              |

**Table 4.9**  
**Students' score at the 2<sup>nd</sup> meeting in cycle I**

| <b>NO</b>            | <b>NAME</b>     | <b>SCORE CYCLE 1</b> |
|----------------------|-----------------|----------------------|
| <b>1</b>             | <b>Rusti</b>    | <b>65</b>            |
| <b>2</b>             | <b>Yudha</b>    | <b>70</b>            |
| <b>3</b>             | <b>Arlinda</b>  | <b>80</b>            |
| <b>4</b>             | <b>Fara</b>     | <b>75</b>            |
| <b>5</b>             | <b>Rizki</b>    | <b>70</b>            |
| <b>6</b>             | <b>sudirman</b> | <b>75</b>            |
| <b>7</b>             | <b>Samuel</b>   | <b>55</b>            |
| <b>8</b>             | <b>Erinzia</b>  | <b>65</b>            |
| <b>TOTAL SCORE</b>   |                 | <b>555</b>           |
| <b>MEAN/AVERAGE</b>  |                 | <b>69.375</b>        |
| <b>LOWEST SCORE</b>  |                 | <b>65</b>            |
| <b>HIGHEST SCORE</b> |                 | <b>80</b>            |

## **Appendix 2**

### **a. About Daily Activity**

In the morning i got up at 03.30 a.m, after that i was taking a ritual ablution and pray tahajjud. With waiting subuh i reading holy Qur'an until 04.30 a.m, after that i pray subuh together with all of my friends and then i reading al- Waqiah at 05.00 a.m. After that i study Qiro'ati until at 06.15 a.m. Then after did all of activity i toke a bath, breakfast, playing with my friends until at 08.00 a.m my teacher come to study together. After school in dorm, i went to sleep in my bad. After that i got up at 01.00 p.m and then praying dzuhur together, and then takror at 01.30 p.m-02.30 p.m. after that i toke a bath and then i praying ashar until 16.30 p.m

then i memorizing diniyah. Next I praying magrib and Sorogan after that dinner, then I praying isya' and went to diniyah at 08.00 p.m-10.00 p.m. and then i was sleeping at the night.

b. Kuta Beach

Kuta is one of beach that really beautiful beach and there are many foreigner that go to there just wanna refresh their brain and to holiday, not only foreigner but also visitor from indonesia is also there is to holiday there. In every place we will find many shop about everything that you need, there are cafe, dress shop, shoes shop, etc. If you wanna go there and wanna look for some facilities in kuta so many hotel, motel, villa, etc about homestay there. So it very easy and not difficult to get hotel or place to sleep because kuta is so crowded place in Bali. Be the main tourism place in bali, because all of there is modern and follow foreigner style.



## LESSON PLAN

School : LKP Aloha Edu  
Subject : English  
Class : Survival  
Language Skill : Speaking  
Time Allocation : 30 minutes x 1 meeting

### First Meeting

#### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking inclass

#### B. Basic Competence

Speaking with her friends and can remembering every vocab that was givig by teacher, can explain about daily activity.

#### C. Learning Method

1. Listening Vocab

2. Practice

#### D. Teaching and Learning Process

| No | Activities             | Time      |
|----|------------------------|-----------|
| 1. | Opening<br>a. Greeting | 5 Minutes |

|   |  |            |
|---|--|------------|
|   | b. Checking the class  |            |
| 2 | Main Activities<br>a. Teacher gives the vocab.<br>b. The teacher gives video for listening to the student.<br>c. Students asked to follow the teacher.<br>d. Students should memorize the vocab one by one.<br>e. The teacher asking students to repeat the vocab.<br>f. The students practice speaking. | 25 Minutes |
| 3 | Closing<br>g. Teacher give motivation.<br>h. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.<br>i. Greeting  | 5 Minutes  |

E. Material

1. Vocab

1. Pronunciation

2. Speaking

F. Learning short and Media

1. Video

2. Laptop

3. Sound

4. Whiteboard

5. Board marker

Blokagung, 01<sup>st</sup>

February 2021

Acknowledgement,

Head master of LKP Aloha Edu

Researcher

Ridwan, MPd

Nailil Wafiroh

## LESSON PLAN 2

School : LKP Aloha Edu

Subejct : English

Class : Survival

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Second Meeting

### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking inclass

### B. Basic Competence

Speaking with her friends and can remembering every vocab that wasgivig by teacher, can explain about daily activity.

### C. Learning Method

1. Listening Vocab

2. Practice

### D. Teaching and Learning Process

| No | Activities  | Time       |
|----|---|------------|
| 1. | Opening<br><br>a. Greeting<br><br>b. Checking the class   | 3 Minutes  |
| 2  | Main Activities<br><br>c. Students memorize last vocab<br><br>d. Teacher gives the vocab.<br><br>e. The teacher gives video for listening to the student.<br><br>f. Students asked to follow the teacher.<br><br>g. Students should memorize the vocab one by one.<br><br>h. The teacher asking students to repeat the vocab.<br><br>i. The students practice speaking. | 25 Minutes |
| 3  | Closing<br><br>j. Teacher gives a motivation.<br><br>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.<br><br>l. Greeting  | 7 Minutes  |

E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, February 28<sup>th</sup> 2021

Acknowledgement,

Head master of LKP Aloha Edu

Researcher

Ridwan MPd

Nailil Wafiroh

### LESSON PLAN 3

School : LKP Aloha Edu

Subject : English

Class : Survival

Language Skill : Speaking

Time Allocation : 30 x 1

Meeting : Third Meeting

#### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

#### B. Basic Competence

Speaking with her friends and can remembering every vocab that was given by teacher, can explain about daily activity.

#### C. Learning Method

1. Listening Vocab

2. Practice

#### D. Teaching and Learning Process

| No | Activities  | Time       |
|----|---|------------|
| 1. | <p>Opening</p> <ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Checking the class</li> </ul>   | 3Minutes   |
| 2  | <p>Main Activities</p> <ul style="list-style-type: none"> <li>c. Student memorizing last vocab.</li> <li>d. Teacher gives the vocab.</li> <li>e. The teacher gives video for listening to the student.</li> <li>f. Students asked to follow the teacher.</li> <li>g. Students should memorize the vocab one by one.</li> <li>h. The teacher asking students to repeat the vocab.</li> <li>i. The students practice speaking.</li> </ul> | 25 Minutes |
| 3  | <p>Closing</p> <ul style="list-style-type: none"> <li>j. Teacher gives a motivation.</li> <li>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</li> <li>l. Greeting</li> </ul>  | 7 Minutes  |



E. Material

1. Pronunciation
2. Speaking

E. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 04<sup>th</sup> February 2021

Acknowledged by,

Head master of LKP Aloha Edu

Researcher

Ridwan, MPd

Nailil Wafiroh

## LESSON PLAN 4

School : LKP Aloha Edu English Course

Subject : English

Class : Survival

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Fourth Meeting

### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking in class

### B. Basic Competence

Speaking with her friends and can remembering every vocab that wasgiving by teacher, can explain about daily activity.

### C. Learning Method

1. Listening Vocab

2. Practice

### D. Teaching and Learning Process

| No | Activities  | Time       |
|----|---|------------|
| 1. | <p>Opening</p> <ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Checking the class</li> </ul>   | 3 Minutes  |
| 2  | <p>Main Activities</p> <ul style="list-style-type: none"> <li>c. Student memorizing last vocab.</li> <li>d. Teacher gives the vocab.</li> <li>e. The teacher gives video for listening to the student.</li> <li>f. Students asked to follow the teacher.</li> <li>g. Students should memorize the vocab one by one.</li> <li>h. The teacher asking students to repeat the vocab.</li> <li>i. The students practice speaking.</li> </ul> | 25 Minutes |
| 3  | <p>Closing</p> <ul style="list-style-type: none"> <li>j. Teacher gives a motivation.</li> <li>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.</li> <li>l. Greeting</li> </ul>  | 7 Minutes  |

E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 05<sup>th</sup> February 2021

Acknowledged by,

Head master of LKP Aloha Edu

Researcher

Ridwan, MPd

Nailil Wafiroh

## LESSON PLAN 5

School : LKP Aloha Edu

Subject : English

Class : Survival

Language Skill : Speaking

Time Allocation : 30 x 1 Meeting

Meeting : Fifth Meeting

### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking inclass

### B. Basic Competence

Speaking with her friends and can remembering every vocab that wasgiven by teacher, can explain about daily activity.

### C. Learning Method

1. Listening Vocab

2. Practice

### D. Teaching and Learning Process

| No | Activities                                      | Time     |
|----|---|----------|
| 1. | Opening<br>a. Greeting<br>b. Checking the class | 3Minutes |

|   |   |            |
|---|---|------------|
| 2 | Main Activities<br>c. Student memorizing last vocab.<br>d. Teacher gives the vocab.<br>e. The teacher gives video for listening to the student.<br>f. Students asked to follow the teacher.<br>g. Students should memorize the vocab one by one.<br>h. The teacher asking students to repeat the vocab.<br>i. The students practice speaking. | 25 Minutes |
| 3 | Closing<br>j. Teacher gives a motivation.<br>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.<br>l. Greeting  | 7 Minutes  |

## E. Material

### 1. Vocab

#### 2. Pronunciation

#### 3. Speaking

## E. Learning short and Media

### 1. Video

### 2. Laptop

### 3. Sound

### 4. Whiteboard

### 5. Board marker

Blokagung, <sup>th</sup> February 2021

Acknowledgement by,

Head master of LKP Aloha Edu

Researcher

Ridwan, MPd

Nailil Wafiroh

## LESSON PLAN 6

School : LKP Aloha Edu

Subject : English

Class : Survival

Language Skill : Speaking

Time Allocation : 30x 1 Meeting

Meeting : Sixth Meeting

### A. Standard Competence

Understanding vocab, can spelling pronunciation, can practice speaking inclass

### B. Basic Competence

Speaking with her friends and can remembering every vocab that wasgiven by teacher, can explain about daily activity.

### C. Learning Method

1. Listening Vocab
2. Practice

### D. Teaching and Learning Process



| No | Activities  | Time       |
|----|---|------------|
| 1. | Opening<br><br>a. Greeting<br><br>b. Checking the class   | 3 Minutes  |
| 2  | Main Activities<br><br>c. Student memorizing last vocab.<br><br>d. Teacher gives the vocab.<br><br>e. The teacher gives video for listening to the student.<br><br>f. Students asked to follow the teacher.<br><br>g. Students should memorize the vocab one by one.<br><br>h. The teacher asking students to repeat the vocab.<br><br>i. The students practice speaking. | 25 Minutes |
| 3  | Closing<br><br>j. Teacher gives a motivation.<br><br>k. Teacher gives the conclusion of material and asks to the students about the difficulty of spelling vocab.<br><br>l. Greeting  | 7 Minutes  |

E. Material

1. Vocab
2. Pronunciation
3. Speaking

F. Learning short and Media

1. Video
2. Laptop
3. Sound
4. Whiteboard
5. Board marker

Blokagung, 07<sup>th</sup> February 2021

Acknowledged by,

Head master of LKP Aloha Edu

Researcher

Ridwan, MPd

Nailil Wafiroh



# INSTITUT AGAMA ISLAM DARUSSALAM IAIDA

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Nomor : 31.5/211.07/FTK.IAIDA/C.3/IV/2021

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

**Kepala LKP ALOHA EDU TEGALDLIMO BWI**

Di - Tempat

*Assalamu'alaikum warahmatullahi wabarokatuh*

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

**"IMPLEMENTING ENGLISH MORNING CONVERSATION TO IMPROVE SPEAKING SKILL AT SURVIVAL CLASS STUDENTS OF LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 2020/2021"**

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

*Wassalamu'alaikum warahmatullahi wabarokatuh.*

Blokagung, 17 April 2021

Dekan



**Dr. Siti DEKMAN, S.Pd.I., M.Si.**

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LEMBAGA PENDIDIKAN DAN PELATIHAN  
**ALOHA EDUCATIONAL CENTER**

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**SURAT KETERANGAN PENELITIAN**

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Prodi : **Tadris Bahasa Inggris**  
Status : **Mahasiswa IAIDA Banyuwangi**


Yang bersangkutan benar-benar telah melakukan penelitian di LKP ALOHA EDUCATIONAL CENTER Tegaldlimo terhitung mulai tanggal **24 Februari 2021s.d 21 Maret 2021** sesuai dengan surat dari IAIDA Banyuwangi No. **31.5/211.04/FTK.IAIDA/C.3/IV/2021**.

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Tegaldlimo, 27 Juli 2021

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| PERIODE       | 20202  |   |
| JUDUL         | IMPLEMENTING ENGLISH MORNING CONVERSATION TO IMPROVE SPEAKING SKILL AT SURVIVAL CLASS STUDENTS OF LKP ALOHA EDU TEGALDLIMO IN ACADEMIC YEAR 20202021 |   |

| No | Periode | Tanggal Mulai   | Tanggal Selesai | Uraian Masalah | Bimbingan                 |
|----|---------|-----------------|-----------------|----------------|---------------------------|
| 1  | 20202   | 02 Agustus 2021 | 06 Agustus 2021 | Final check    | Final check recheck       |
| 2  | 20202   | 19 Juli 2021    | 31 Juli 2021    | Daftar pustaka | Writing daftar pustaka    |
| 3  | 20202   | 05 Juli 2021    | 10 Juli 2021    | Appendix       | Appendix                  |
| 4  | 20202   | 14 Juni 2021    | 30 Juni 2021    | Chapter 5      | Conclusion                |
| 5  | 20202   | 24 Mei 2021     | 31 Mei 2021     | Chapter 4      | Finding                   |
| 6  | 20202   | 10 Mei 2021     | 15 Mei 2021     | Chapter 3      | Research design           |
| 7  | 20202   | 03 Mei 2021     | 08 Mei 2021     | Chapter 2      | Review related literature |
| 8  | 20202   | 15 April 2021   | 20 April 2021   | Chapter 1      | Background of study       |
| 9  | 20202   | 12 April 2021   | 14 April 2021   | Tittle         | Defining tittle           |



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CHAPTER I INTRODUCTION Background of Study English has become global language all around the world although it is not the most spoken language about the number of its native speaker (Crystal, 1997). The economic and cultural impact of the USA has paved the way toward the prevailed use of English in various areas of the globe. It has become the medium of technology, and commerce etc, which has channeled lots of people in almost all parts of the world toward engaging into attempts to learn English as a foreign/second language.

It is generally described as a means of communication, but in studying it, we constantly come up against the question of what it is to be competent? in communicating (McArthur, 1983:31). We communicate; but our communication has no guarantee of success, and the feedback we get from the words and actions of others often indicates that they have received something different from what we thought we were transmitting. That is why, language and communication is closely related to each other. They cannot be separated.

People must know the language used for communication. In some countries, English becomes second language, but in Indonesia English becomes foreign language. English is taught for kindergarten as introduction about the first foreign language in Indonesia, and for elementary school as the local content subject, whereas from junior high school up to university as the compulsory subject. It is supported by Bambang Setiyadi who says The government decides English is learnt by students from junior high school up to university as a compulsory subject.

The objective to be achieved is that the outputs of the school are able to communicate by using English in both spoken and written forms. English teaching learning process should be applied into active communication and focused more on productive skills as Brown states that successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners.

Thus, the need to improve students speaking skills has been intriguing to be discussed in the research. One of the most important goals of teachers is to enable learners to use English for communication. Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment. Teacher should train learners to use and practice the different strategies that can help them face difficult situations especially dealing with communicative skill.

The students need more practice, good learning environment, and development programs to optimize their language learning. Teachers should also focus their teaching on minimizing the students learning problems especially in speaking. Some speaking problems faced by the students are lack of vocabularies, can not communicate actively, lack of linguistic knowledge, lack of practice, insufficient of a good learning environment, and other external factors.

Those problems faced by learners make them unconfident in practicing foreign language and impede their



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