

CHAPTER I

INTRODUCTION

This chapter of the research focuses on the background of study, as well as explains the aims and research questions. Furthermore, it covers the definition of key term to clarify the details.

A. Background of Study

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. By applying speaking skills, students are expected to be able to convey their thoughts orally. However, most students in high school do not master speaking skills in learning English. This is because students still cannot escape from the textbook and focus on theory. Students in high school are able to understand what they hear from the teacher but cannot respond or give a response. When teachers ask for their opinion, most of them lose confidence and are afraid to make mistakes.

The researcher also finds the same difficulties experienced by students at Madrasah Aliyah Muthi'ul Huda Hatungun in speaking English. Madrasah Aliyah Muhi'ul Huda is located in the Hatungun sub-district, Tapin, South Kalimantan it is about 87 Kilometeres from the capital city of South Kalimantan, Banjarmasin. Because it is located far above the mountains, it could be said that this school is still unable to keep up with other schools, such as in terms of learning methods that are less varied and not diverse and also learning media are not adequate. In the interview that the researcher conducted on the first visit with the English subject

teacher, the teacher said the students were very difficult to express what they wanted to convey in speaking English. This is because students do not master this speaking skill, then it is strengthened by other factors, such as the influence of the mother tongue that spoken in their daily life so that it is difficult to practice speaking English, also adequate learning media requires teachers to looking for other strategies to teach English.

To deal with this situation, the teacher applies the guided conversation method in learning to speak English. Allah The Almighty. said in Surah Al-Ahzab verses 70-71 about keeping orally to always speak well;

وَيَعْفِرْ أَعْمَالَكُمْ لَكُمْ يُصْلِحَ ٧٠ ۝ سَدِيدًا قَوْلًا وَقُولُوا اللَّهُ أَنْتُمْو الَّذِينَ يَأْتِيهَا

٧١ عَظِيمًا فَوْرًا فَارَ فَقَدْ وَرَسُولَهُ ۝ اللَّهُ يُطِيعُ وَمَنْ ذُنُوبَكُمْ ط لَكُمْ

Based on the verse above, Allah declares to fear Him, speak good things and say words that are directed at the truth, then Allah will correct our deeds and forgive our sins. In this case we can conclude that we are commanded to speak with good words and guided conversation is a suitable method to use in this case.

Then it is strengthened in the hadith of the prophet Muhammad Peace Be Upon Him which asserts that a Muslim must say something good or it is better to be silent, narrated by Bukhari and Muslim.

وَمَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

Therefore, Guided Conversation is suitable to guide students in speaking English and guide them to speak well and correctly according to the Islamic religion.

Guided Conversation is a combination of conversations carried out by students to facilitate their English speaking skills with guidance or instructions. Furthermore, Guided Conversation is a dialogue or question and answer exchange in which students are presented with model conversations that focus on certain aspects or topics to help students improve their accuracy in making sentences. Thus, Guided Conversation can be an appropriate method design to help students master English material and be able to realize speaking skills. As said by Widyaiswara (2009), Guided Conversation is an effective technique to help students learn quickly and can master English material while at the same time improving speaking skills, Guided Conversations also inspire students to create a communicative atmosphere in providing ideas, thoughts and responses as well as providing feedback. criticism in correcting the conversation.

Guided Conversation is still being implemented as a solution to problems encountered when learning to speak English at Madrasah Aliyah Muthi'ul Huda Hatungun. The implementation of this guided conversation only took place in 2018-2019 and was temporarily stopped during the Corona Virus pandemic because it was required to carry out online learning. The teacher hopes that with this Guided Conversation method students will feel happy and like English lessons because they are taught in a fun method so that students are motivated to learn more actively. If students are happy and active in learning, their English proficiency will increase.

According to Piarawan (2019) Guided Conversation can stimulate students' interest in earnest and students get new vocabulary with the right sentence structure regarding the target of the conversation. Then the teacher re-implemented Guided Conversation at Madrasah Aliyah Muthi'ul Huda Hatungun after the situation had subsided and face-to-face meetings were permitted. The reason why the teacher implemented it again was because looking back at the time before Corona Virus, the teacher found developments in students' English speaking and felt it was effective for learning English in class, so the teacher decided to carry out learning using Guided Conversation, especially for students' speaking skills. Guided Conversation is used as an additional teaching material to complement student books so that students can improvise in their conversations and not always depend on textbooks. From the teacher's statement, when learning English using Guided Conversation the students responded well and were more active in using English when they spoke. This further strengthens the teacher's reasons for re-applying Guided Conversation in English language learning, especially speaking skills.

To support this research, the researcher takes related literacy from previous research. The first research entitled "Guide Conversation Method in English Speaking Learning For Business Administration Class" was written by Cokorda Istri Mas Kusumaningrat. The results of this study are Guided Conversation inspires students to create a communicative atmosphere by providing ideas, thoughts and responses as well as providing criticism in correcting the conversation. Developing English speaking skills through Guided Conversation can increase students' creativity to learn English. The Activities are able to show students' unique personal

skills in communicating in a variety of styles. The next research was written by Ni Putu Yunik Anggreni and I Made Agung Rai with the research title “Pembelajaran Keterampilan Berbicara Talks as Interacion Dalam Bahasa Inggris Profesi Melalui Guided Conversation Di Stipar Triatma Jaya, Bali”. This research is Classroom Action Research (CAR)/ *Penelitian Tindakan Kelas (PTK)*. The results of the study indicate that the application of the guided conversation method can improve students' speaking skills, as evidenced by the results of qualitative and quantitative data analysis. Quantitatively there is an increase in the average of each test evaluation.

Starting from the problem and study of the previous researches, the writer is interested in conducting a research in order to investigate the teacher in applying Guided Conversation for students' speaking skill and to find out students' responses on the use of Guided Conversation in learning speaking and based on the description above, the researcher is interested in choosing the problem to observe deeper in title **“GUIDED CONVERSATION FOR STUDENTS' SPEAKING SKILLS AT ISLAMIC SENIOR HIGH SCHOOL”**.

B. Research Question

Based on the background above the researcher will investigate and focus on :

1. How does the teacher apply Guided Conversation for student' speaking skills?
2. How do students respond toward the use of Guided Conversation in learning speaking?

C. Objective of Study

Based on the statement of the problem above, the objectives of the research aim :

1. To investigate the teacher's ways of applying Guided Conversation for student's speaking skills.
2. To find out students' responses toward the use of Guided Conversation in learning speaking.

D. Significance of Study

The result of this research is expected to contribute to the field as follow :

1. For the teacher

This research is expected to inspire teachers to apply effective learning in their classrooms and to provide information to English teachers that Guided Conversation techniques are more effective in teaching speaking skills.

2. For the student

Giving students a new experience in doing speaking assignments that can be shared with their teachers and new friends will also enrich students' mastery of speaking skills.

3. For the researcher

Researchers will know about students' speaking skills, especially by using Guided Conversation techniques and researchers can apply these techniques for further learning in class.

E. Definition of Key Terms

To avoid misunderstanding toward the title, the researcher needs to be explained several key terms :

1. Guided Conversation :

As a way to guide students on how to ask and answer correctly according to English speaking procedures.

2. Speaking Skills :

For senior high school students, speaking English is targeted to reach the informational level. The objectives of speaking skills in high school is to make students are able to convey suggestions, information and criticism in accordance with learning objectives.