

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the findings and discussion of the research data. The first part is the findings, this section explains how the teacher teaches English using Guided Conversation to help students' speaking skills. The second part is discussion, this section explains how the researcher's point of view is on the findings that occur in the field based on the theory in chapter two. The findings and discussion are structured to answer the questions and problems that have been formulated in this study.

#### **A. Findings**

This research has been conducted at Madrasah Aliyah Muthi'ul Huda district of Hatungun, Tapin, South Kalimantan. This study involved a teacher of English as the main subject and a class of tenth graders.

##### **1. Guided Conversation for Students' Speaking Skills**

This section describes the results of observing in applying of guided conversation to students' speaking skills in applying guided conversation in the classroom, the teacher focused on English components such as vocabulary, pronunciation, and fluency.

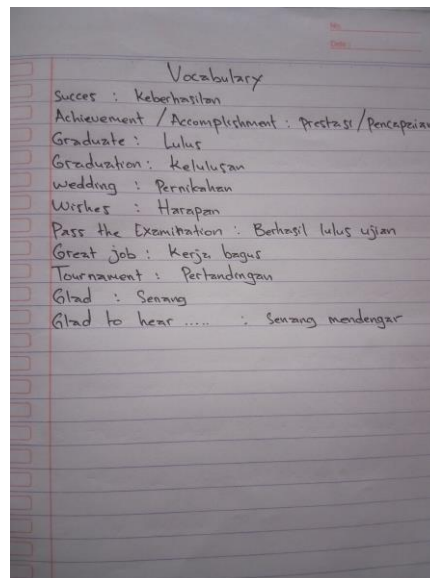
- a. Activate background knowledge and pre-teach new vocabulary words.

The teacher always did pre-teach new vocabulary words that are related to the lesson on that day. It is important for the student for increased the students' vocabulary. Before the teacher enters the class, the teacher has prepared the material in advance. In this case, when providing learning materials in class, the teacher still follows curriculum 13 (K13) and uses LKS (*Lembar Kerja Siswa*) as a support for learning in class. The objectives of the English subject at the high school level according to K13 are for students to be able to develop communication competence in spoken and written form to reach the level of information literacy, students to have an awareness of the nature and importance of English to increase the nation's competitiveness in a global society and develop students' understanding of the relationship between language and culture. In practice, the teacher prepares learning material carefully in order to create active and conducive learning so that the objectives of learning English at the high school level are achieved following K13.

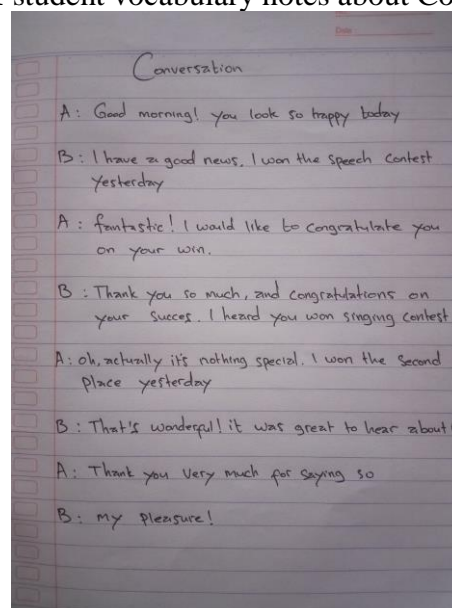
- b. Set a purpose for the exercise.

At the first meeting, the first step taken by the teacher is to provide pre-teaching, the teacher prepares vocabulary and examples of conversations related to learning material. at this meeting, the material learned was about "Congratulating". The teacher enters the class while

saying *Assalamualaikum*, and then the teacher takes student attendance one by one. After that, the teacher tells the students about the lessons they will learn and also tells them the purpose of the learning. Before starting the lesson, the teacher writes the vocabularies and conversations on the whiteboard and then asks the students to copy in their notebooks.



**Figure 4.1** student vocabulary notes about Congratulating



**Figure 4.2** student notes on congratulating conversations

After greeting and opening the lesson, the teacher takes to explain congratulations. The teacher also gives examples of how to congratulate and give praise such as:

“Congratulations Ema on your achievement this month! You did a good job”

The teacher also gives another expression that can help students to have short conversations such as,

*Let me congratulate you*

*I would be the first to congratulate you on...*

*I would like to congratulate you on*

*Please accept my warmest congratulations.*

*May I congratulate you.*

*It was great to hear about ...*

*Well done!*

and responds to expressions of congratulations like,

*Thank you, I can't forget your help to me*

*How nice of you to say so*

*Thank you very much for saying so*

*Oh, thanks*

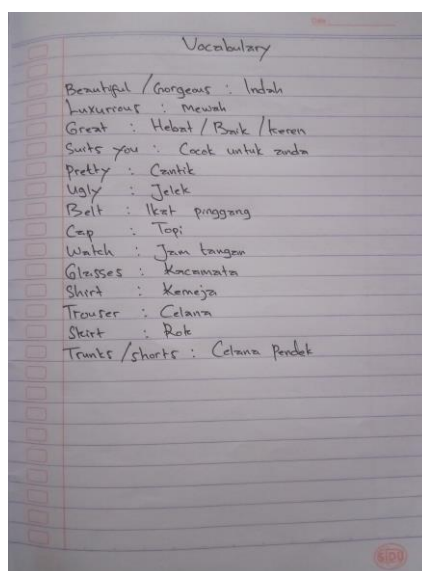
In this activity, students pay close attention to the teacher's explanation and understand without asking questions.

Then in the second meeting, when the teacher opens the class, the teacher reminds them of their vocabulary memorization from the

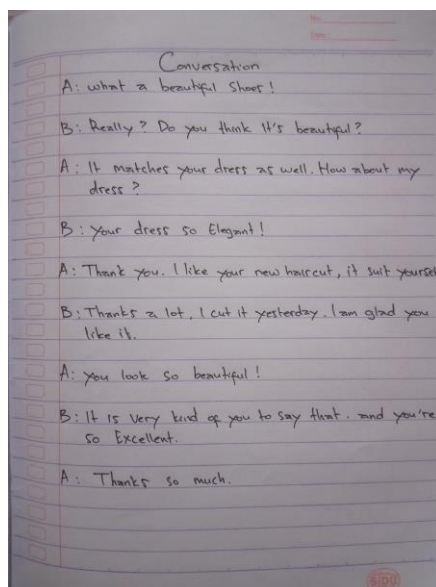
previous meeting, such as: "Assalamualaikum, good morning class, what about your vocabulary memorization, are you ready? Before we start the lesson, we will test your memorization first, okay?".

Then while the teacher is taking student attendance one by one, the teacher calls one by one the students come forward to read the vocabulary they have memorized at the previous meeting. After that, the teacher gave them a compliment for doing their best effort, seperti: "Good Job, Nice, You did a great job". Then the teacher explains to students about "Compliment" and tells them the purpose of the learning

Just like the previous meeting, the teacher wrote down the vocabulary and conversations related to the material. Because at this meeting the material to be learned is about Compliment, the teacher writes vocabulary and conversations related to Compliment on the whiteboard and then asks students to copy it in their notebooks.



**Figure 4.3** student vocabulary notes about Compliment



**Figure 4.4** student notes on the conversation of the Compliment

The teacher also gives other expressions that can help students to have short conversations such as:

*What a wonderful...*

*I must express my admiration to you!*

*What a nice .....*

*You look so gorgeous!*

*Great job! / Good job!*

*What a beautiful .....*

*You really did a good job!*

*I'm proud of you!*

*I think you are very great!*

*It looks good on you.*

*You look beautiful today.*

In this second meeting, what the researcher got was the teacher invited students to have conversations outside the classroom while taking a leisurely walk. This is done by the teacher so that students do not feel bored while learning and also the teacher hopes that students will find inspiration in making improvements to their conversations. For this reason, because their schools are private-based, teachers are free to carry out effective and enjoyable learning activities without having to always do the learning in the classroom.

At this step, the teacher explains to the students the purpose of learning and the purpose of the Guided Conversation to help students with their speaking skills. The teacher also pays attention to several aspects that are used to measure the quality of students' speech.

c. Students listen to the CD or teacher as they read along.

In the next step, the teacher asks the students to open their notebooks and then read together the vocabularies that had been written before. First, the teacher reads the words and then the students follow the teacher. Then, the teacher reads one word and the students follow, one more word and then the students follow again, and so on until the last vocabulary. After that, the teacher asks the students to read each the vocabularies by themselves and asked them to memorize all vocabulary.

In the results of observations, the researchers found that the teacher guided students on how to pronounce words correctly and clearly. When

there are words that are a little difficult for students to pronounce, the teacher repeats the word several times. The teacher also appoints students one by one to take turns saying the word. Students feel helped by the teacher's actions like this, they feel more comfortable and are used to saying words in English.

d. Students listen and repeat each line after the CD or teacher.

After the teacher give a short modal conversation, the teacher asks the students to listen the teacher read first and repeat after the teacher. the teacher reads one sentence then asks the students to follow it, then one more sentence and the students follow it, and so on. The teacher also appoints students to read the sentence one by one from the conversation. On this step, the teacher repeats it for 2-3 times until the teacher felt the students are fluent with the pronunciation.

In this activity, students participated enthusiastically. Besides paying attention to the sentences from the conversation that was delivered by the teacher, students also pay attention to how the teacher pronounces words in English. Students sometimes ask the teacher to repeat the way of pronunciation when they find it difficult to pronounce the word.

e. Teacher substitutes another vocabulary word into the model conversation.



The teacher changes several words in to the model conversation for give another example for the students. The teacher improvises the conversation by inserting words into the conversation and modelling it to students.

At the first meeting, the teacher reads the vocabulary and conversation, the teacher then improvises the conversation by inserting words into the conversation and modelling it to students. then the teacher reads the conversation that has been changed and then asks students to follow. For example, in the following sentence:

*A: Good morning! You look so happy today.*

*B: I have good news, **I won the speech contest yesterday.***

The teacher replaces the sentence with the vocabulary that has been written before, becomes:

*A: Good morning! You look so happy today.*

*B: I have good news, **I just pass the exam.***

Then in the sentence:

*A: Fantastic! **I would like to congratulate you on your win.***

The teacher changes the sentence to:

*A: Fantastic! **I would like to congratulate you on your achievement.***

Same as the first meeting, in the second meeting, the teacher reads the conversation that was also written before. the teacher reads one sentence then asks the students to follow it, then one more sentence and the students follow it, and so on. The teacher also appoints students to read the sentence one by one from the conversation. Then, the teacher improvises the conversation by inserting words into the conversation and modelling it to students. For example:

A: *What a beautiful shoes!*

The teacher replaces the sentence with the vocabulary that has been written before, becomes:

A: *What a luxurious watch!*

The teacher reads the conversation that has been changed and then asks students to follow.

Another example in sentence:

A: *How about my dress?*

B: *Your dress is so elegant*

The teacher changes the sentence to:

A: *How about my glasses?*

B: *Your glasses is great, it suits on you.*

In practice, it can help students more easily to use English word and make it into good sentences. And students will be more accustomed to using English in their daily lives.

f. Teacher takes one part and students take the other.

The teacher and students take turns reading the conversation, the teacher guides according to the conversation procedure so that all students have the opportunity.

Furthermore, the teacher and students take turns reading the conversation (the conversation consists of two parts, part A and part B). Starting from the teacher takes part A and then the students take part B.

g. Divide the class into two groups. Each group takes one part.

On this step the teacher asks the students to read a model of conversation one by one part each group. The teacher also divides the class into two groups.

In the next step, the teacher divides the class into two parts on the right and left. And then asks them to have a conversation, such as the students on the right taking part A and the students on the left getting part B. And then take turns, the students on the left read out part A and the students on the right read out part B.

The students were very enthusiastic about this activity, they raised their voices while reading the conversation. The students shouted excitedly and not wanting to lose to the other groups one another.

h. Students practice the dialogue in pairs.

The teacher asks students to have a conversation with their partners and gives them a few minutes to do the conversation.

Next steps, the teacher divides students into pairs, then asks students to have a conversation with their partners. The teacher gives a few minutes to have a conversation. If there is still a lot of time left, the teacher asks students to make their own short conversation that related with the topic of the lesson on that day, students are allowed to improvise their conversations as long as they speak English. Students are also given the freedom to improve their English skills using the vocabulary that has been given. In this case, students will be more familiar with English.

In this activity, when students have a lot of time left, they take advantage of it by improvising their conversations with the help of the vocabulary provided by the teacher. As an example, DE and I, they change several sentences in their conversation, such as:

*DE: Good Morning! You look so happy today.*

*I: I have good news, I won the speech contest yesterday.*

*DE: Fantastic! I would like congratulate you on your win.*

Becomes:

*DE: Good Morning! You look so happy today.*

*I: Yes of course, my sister is having a wedding.*

*DE: Wahh! I'm so happy to hear that, congratulation!*

The teacher also helps students who have difficulty when they want to improvise their conversation but don't know English for the sentence. For example, MS asks the teacher "Sir, how to say *aku memenangkan pertandingan voli*". Then the teacher answered "I won a volleyball match". And students do not forget to say thank you.

i. Student pairs volunteer to present dialogues to the class.

The teacher asks some students to present the dialogues to the class. The students are asked to return to their seats and then the teacher asks several pairs of students to practice their conversation in front of the class, while other students pay attention.

j. Teacher reinforces the dialogue with cloze activity, quiz, matching, created conversations or group chants.

The teacher does something interesting for students such as class games or gives assignments that can improve their skills. As in the first meeting the teacher asks students to memorize vocabulary to strengthen their memory and help them carry out conversations.

After all steps are completed, the teacher closes the lesson. But before closing, the teacher re-explains the learning material and provides conclusions. Also, the teacher asks students to memorize the vocabulary that the teacher has given to read at the next meeting.

What the researchers found at this second meeting was that the teacher implemented Guided Conversation by taking the students out of the classroom to train them so they could focus on learning and not be distracted by other things, which could also increase the students' self-confidence.

From the two meetings that were held, researchers concluded that the enthusiasm of the students was also the same at both meetings, the students were very attentive to the lesson and excited. Teachers also help students to better express their conversations and not let students feel difficult.

Furthermore, from the results of observations that researchers found, apart from being able to improve students' speaking skills, making students speak English fluently, Guided Conversation also increases students' vocabulary because the teacher also provides vocabulary for them to memorize.

In addition to this observation, when learning English in the classroom, students must speak English when asking questions or asking permission to go to the toilet. And when the students don't know the

English words from the sentence they want to say, they can open a dictionary or ask their friend or teacher using the sentence "how to say...". However, there is no penalty for students who accidentally speak Bahasa, students are only required to speak English so that they are accustomed and proficient in speaking English.

## **2. Students' Responses**

We will discuss student responses to Guided Conversation for Speaking skills. From the results obtained by researchers during interviews, the responses obtained varied, primarily positive responses.

- a. Students' opinions about Guided Conversations in learning and how they enjoy learning with these Guided Conversations.

When the researcher asked their opinion about Guided Conversation in learning, eighteen students stated that they enjoyed learning using Guided Conversation, supported by answers from ILM "Guided conversation helps me speak English, I enjoy learning with this method". In comparison, two other students have different opinions, some felt confused, supported by AS "In my opinion, Guided Conversation is a little confusing", and some had difficulty with this method, supported by INA "In my opinion, learning using Guided Conversation is a little difficult, I have to think about what I want to convey when answering the questions given. Luckily given a vocabulary that can help me convey my conversation. Sometimes I

enjoy it and sometimes I don't". It can be concluded that out of twenty students, there are eighteen students who enjoy learning with Guided Conversation and like and approve with learning with this method, but two students are still confused and have difficulties.

- b. Students' opinions about their teacher using Guided Conversations in learning and the teacher's explanation.

Regarding students' opinions when the teacher uses the Guided Conversation method in learning, all students agree that the teacher explains well, making it easier for students. Supported by MS he said "Teacher explains in detail so I understand". It can be concluded that of the twenty students all agreed that Guided Conversation was indeed a method that was easily understood by students.

- c. Students' opinions about the procedure when applying Guided Conversation.

The researcher asked about the procedures of implementing Guided Conversation. From the results of the interviews, all students answered that the procedures or stages of the Guided Conversation were not troublesome and easy to understand. Supported by AH "The procedure when applying the guided conversation carried out by the teacher is appropriate and I understand each of its stages". In conclusion, that Guided Conversation can be used during learning because the procedures or stages are easy.



d. The difficulties when using Guided Conversation.

Further, regarding students' opinions about the difficulties of using Guided Conversation during learning. From the interview results, sixteen students did not find it difficult at all and enjoyed it. supported by NI "In my opinion, Guided Conversation is easy to do and makes students more active in speaking English". However, out of the sixteen students earlier there were two people who still felt nervous during the implementation. Supported by AS's answer he said "It's not difficult it's just that I feel nervous when asked to talk to my friends using this guided conversation". Then, four people still find it difficult to use Guided Conversation, as supported by MH "It's a little difficult, with Guided Conversation we have guided conversations and we are required to improvise with the given vocabulary". It can be concluded that Guided Conversation for some students is easy, but there are still students who feel difficult or nervous.

e. The differences between book conversations and Guided Conversation according to the students.

The researcher then asked about the differences between the conversations in the book and the Guided Conversation. The answers from the students varied, according to ATW "In my opinion even though they are the same there are differences, with guided conversations we are more guided in carrying out conversations and we are more free to express what we want to convey". Then according to

IAS "With guided Conversations, we are guided in speaking and also given the freedom to make our conversations".

- f. Students' opinions of which one is easier between the guided conversation and the conversation in the book.

Then the researcher also asked which one was easier between the conversations in the book and the Guided Conversation. From the answers of the students, eight of them said that the two conversations were the same, neither was it more difficult or easier. Supported by DE "The both are the same, in my opinion, the conversation in the book is all we have to do, so the method is easier, but to improve our speaking skills it is of course easier to use Guided Conversation". Different answers were expressed by five students, they thought that conversations in books were easier. Supported by ILM "It's easier to have a conversation in a book because we just read enough". And six people answered that it was easier to use Guided Conversation, as stated by RR "Guided Conversation is easier because it trains us to be confident by improvising conversations". From the interview results it can be concluded that Guided Conversation is no more difficult than the conversations in the student handbook, this means that Guided Conversation can be reused in subsequent lessons.

- g. The advantages of Guided Conversation

Furthermore, regarding the advantages that students get when learning to use Guided Conversation, each student answers differently.

They feel confident and not awkward in speaking English, supported by AH "I am more confident and trains me not to stammer in speaking English". Then, they get new vocabulary additions, supported by NK "My English vocabulary is increasing". Then, learning with Guided Conversation is fun and doesn't make you sleepy, supported by MHA "I feel more excited when learning, not sleepy and more focused on following the lesson". And another advantage is that students get used to speaking English and their English speaking skills increase, supported by RR "Guided Conversation helps us in our conversations and improves English speaking skills". From the answers of the students, it can be concluded that Guided Conversation has many advantages that are beneficial to students.

#### h. Improving students' speaking skills with the use of Guided Conversations

Next related to the previous question, students get many benefits from this Guided Conversation method. So, the researcher wants to know more about improving students' speaking skills. The researcher asked them "Do you find it difficult to speak English? Do you think that with the use of guided conversations, your English-speaking skills can improve?". All students stated that their speaking skills had increased from those who were initially confused to be accustomed to speaking in English. Supported by ATW "Yes, I often find it difficult to speak English. With guided conversations I think there is improvement and I

am more used to it". And the statement from NI "Speaking in English is complicated because it's not my language, my speaking ability has improved with this guided conversation". From the answers of these students, it was concluded that with Guided Conversation in addition to getting many benefits for students, students' speaking skills in English had also increased.

- i. Students agree or support if this Guided Conversation can be carried out again.

The researcher asked about the use of Guided Conversation in the future or in the following semester. All students agreed that this method would be used in the future to improve students' speaking skills.

- j. Suggestions or expectation from students for Guided Conversations in English learning.

For this last question, students' answers varied. most of them give their expectation for learning English with this Guided Conversation. They expect that guided conversations will continue to be implemented in the future and it will be better if teachers apply this method more often to get used to speaking English.

## **B. Discussion**

This part presents the discussion of research findings. The purposes of this research are how does the teacher apply Guided Conversation For Students' Speaking Skills and how do the students respond toward the use of Guided in Learning Speaking.

## **1. Guided Conversation for Students' Speaking Skills**

Based on the Findings, researchers can conclude that teachers use Guided Conversation well. The researcher found that in using Guided Conversation by the tenth grade English teacher MA Muthi'ul Huda Hatungun adapted the theory from Diaz and Grochowsky (2007). Based on the theory, there are ten procedure steps in practical instructions on guided conversations. as follows, Activate background knowledge and pre-teach new vocabulary words; Set a purpose for the exercise; Students listen to the CD or teacher as they read along; Students listen and repeat each line after the CD or teacher; Teacher substitutes another vocabulary word into the model conversation; Teacher takes one part and students take the other; Divide the class into two groups. Each group takes one part; Students practice the dialogue in pairs; Student pairs volunteer to present dialogues to the class; Teacher reinforces the dialogue with cloze activity, quiz, matching, created conversations or group chants.

In using Guided Conversation in learning English in class, the students were more active in speaking English. Developing English speaking skills through Guided Conversation can increase students' creativity in learning English. In line with previous research by Cokorda Istri Mas Kusumaningrat (2021), in his research he said that Guided Conversation inspires students to create a communicative atmosphere in providing ideas, thoughts and responses as well as providing criticism in correcting conversations. Students become more free to say what they want to convey in English because they are not given a limit in speaking but are still under the supervision of the teacher.

In their English pronunciation, they are also more fluent, besides listening to what the teacher says, they are also guided to pronounce the words. The teacher plays a very important role in this activity, according to Harmer (2010), 3 specific roles of the teacher can help students speak fluently, namely Prompter, Participant and Feedback Provider. In this case, the teacher acts as a prompter when students are confused about what they want to convey, the teacher can give separate advice to these students. Then the teacher also acts as a participant, to increase the enthusiasm of the students the teacher can also mingle with the students, the teacher can introduce new information to help with student activities, ensure student involvement and maintain a more creative atmosphere. Last, the teacher also provides feedback to students, corrects whether students use good language or not, or corrects where there are errors in students when speaking or having conversations.

In addition, the observation results from the application of the Guided Conversation for students' speaking skills above, show that student involvement in the teaching and learning process increases, helping teachers overcome students who have difficulty speaking English and also obtaining interesting vocabulary. It can be seen that students can carry out conversations in English step by step correctly, students can be more active and increase student confidence, besides that students can also pay more attention in the teaching and learning process. According to Molinsky (1986), Guided Conversation is an effective technique to help students learn quickly and be able to master English material while improving speaking skills, Guided Conversation also inspires students to create a

communicative atmosphere by providing ideas, thoughts and responses as well as providing criticism in correcting the conversation.

## **2. Students' Responses**

Based on the data above, by using Guided Conversation for the speaking skills of tenth grade students at Madrasah Aliyah Muthi'ul Huda Hatungun, the researcher received a positive response, from the results of the interview the researcher found various answers from students about their opinions about the implementation of Guided Conversation.

There were ten questions asked by researchers. As follow; 1. What do you think about guided conversation in learning? Did you enjoy learning with this guided conversation? 2. What do you think about your teacher using guided conversation in learning? Did your teacher explain it well? 3. What do you think about the procedure when applying this guided conversation? Do you understand the stages? 4. Do you find it difficult to use guided conversation? 5. Is there a difference between the conversation in the book and this guided conversation? 6. Give your opinion which one is easier between the guided conversation and the conversation in the book? 7. Are there any advantages of guided conversation in learning? If is there, what is it? give your opinion! 8. Do you find it difficult to speak English? Do you think that with the use of guided conversations, your English-speaking skills can improve? 9. Do you agree or support if this guided conversation can be done again in the future to support improving English

speaking? 10. Can you tell me, what do you expect or suggest from guided conversation for speaking English?

From the answers of the students, the students enjoy learning with Guided Conversation and like and approve of learning with this method, they all agreed that Guided Conversation was indeed a method that was easily understood by students and Guided Conversation can be used during learning because the procedures or stages are easy, Guided Conversation is no more difficult than the conversations in the student handbook this means that Guided Conversation can be reused in subsequent lessons, the students agree that Guided Conversation has many advantages that are beneficial for them, with Guided Conversation in addition to getting many benefits for students, students' speaking skills in English had also increased. This strengthens and adds to the advantages of Guided Conversation apart from those stated by Nic (2004), Guided Conversation as an oral text is a direct meeting between two or more people which can make students more accustomed to it, and the teacher can find out how well students speak, teachers can obtain information easily by looking at the results of students' reading comprehension, by guiding students in conversation, students can speak English properly and correctly.

Apart from being able to improve students' English pronunciation, Guided Conversation also increases their vocabulary, increases students' ability to understand what they say and what the speaker is talking about and increases fluency and accuracy in the quality of students' speaking. This can fulfil the aspects



that are related to speaking which have been stated by Brown (2000), including Vocabulary, Grammar, Pronunciation, Comprehension, Accuracy and Fluency.

Last, based on suggestions from students who said that the Guided Conversation should be held again indefinitely, it was concluded that this Guided Conversation was not enough for just one or two meetings and there had to be continuations afterwards. This is one of the weaknesses of Guided Conversation itself. as Nic (2004) argues, Guided Conversation requires a relatively long duration of learning to practice student conversation.