

ABSTRACT

Ihcsan, Kholikul.2015. Improving Speaking Skill by Using Guide Conversation at Mts Kh Syamsuddin Durisawo Ponorogo. Thesis, English Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo).

Key Words: Speaking Skill, Guide Conversation

Speaking as one of four skills in English is seen as the most crucial skill to be mastered by English learners. For most people, the success in learning a language can be seen from how far the students can speak and communicate in the language learning. But in fact, speaking is often neglected in the classroom. One of the factors is because it is not tested in the final examination. Then, the students don't have motivation to learn or practice speaking.

The researcher got the problems in teaching speaking such as ;(1) students' speaking activity at MTs KH Syamsuddin Durisawo Ponorogo passively, (2) the use of strategy for language teaching monotonously, and (3) students' achievement after teaching by using strategy. The researcher uses the guide conversation to teach speaking ability to solve the problems.

Classroom action research is used in the research that is researcher applies the treatment directly to the students in class to find out how the treatment can help to improve the students' speaking ability. The subject of this study was eight students of MTs KH Syamsuddin Durisawo Ponorogo . The researcher collects the data through interview, observation and documentation. In doing the research, the researcher is helped by a collaborator. In this study, three cycles are given. Guide conversation as the strategy was used in teaching and learning process.

The researcher got the data that the students active in teaching speaking using guide conversation. The students' achievement increased from 61,87 in cycle I, 65,41 in cycle II and 72,50 in cycle III. Finally, the teaching speaking by using guide conversation helps students in improving their speaking ability. The use of this strategy regularly will help the students to improve their speaking better. Thus, the researcher suggests that teachers to use it as a variation in teaching English.

CHAPTER I

INTRODUCTION

A. Background of The Study

Education is the experience and nurture of personal and social development towards worthwhile living.¹ Education also defined is the acquisition, development transmission, conversation, discovery and renewal of worthwhile culture.²

In education, all of teachers need language for communication with students'. Language is essentially a set of items.³ English is one of international languages that are used by many people in the world and many areas of everyday life. English is a foreign language for Indonesian. Language learning is basically a matter of developing a set of habits through drilling.⁴Earning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing.⁵ We use the skills to understand the world through listening and reading to communicate the feeling and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want.

¹Michael Bassey, Case Study Research In Educational Settings(USA : Open University, 1999), 38

²Ibid,38

³ Ronald wardhough, An Introduction to Sociolinguistics (United Kingdom : Blackwell publishing, 2006), 10

⁴David nunan, Practical English Language taching,(Singapore:Mcgraw-hill, 2003),5

⁵Ibid, 4

English also learned by many students in the world, one of it is students in Indonesian. As a foreign language, certainly English different with Indonesian language. In learning English there are four skills; listening, speaking, reading, and writing.⁶ All of them must be thought to fulfil understanding or comprehension of language.

Speaking is an important language skill to be acquired by every student. It has become the goal of language education program in recent year. Students are considered successful in their language if they can communicate effectively in their foreign language. Speaking skill is also one the importance of four skills which is used to communicate face to face and it is influenced by student's ability in using language as well.

The teacher communicates with students by language. Then, language must be express with speak. Speaking can be defined as “the action of conveying information or expressing one's thoughts and feeling in spoken language”.⁷ In speaking class, speaking not only learn of the theory but also should be practiced. The people can convey the information or opinion or idea through speaking. In fact, the majority in Indonesia assume speaking ability as a part of difficulties in learning foreign language. Although the way be able to speak English is practice it in everyday life but this case as something difficult to do it by learners. A causal factor is nothing to say and fell shy and afraid to speak English.

⁶J,b. Heaton, Writing English Language Test(New York : Longman Group UK Limited 1998), 8

⁷www. Encyclopedia.com, accesed on January 11, 2015, 11:20.43

Many students have less of enthusiasms and motivation for English lesson specially in speaking, because of the methods that use not interest for student. The teacher often uses question and answer method in learning process.

The problem above needed to solve. The teacher should teach the students with an appropriate approach. According to Antony's model, approach is the level at which assumptions and beliefs about language learning are specified.⁸ An approach is a set of correlative assumption dealing with the nature of language learning.⁹

In reference to the explanation above and the strong desire of finding the solution of these problem, the writer has motivation to do the research in improving the teaching of speaking in real class by using guided conversation because English as a language on international communication companion often used in the form of oral or conversation. The researchers as a teacher not only teach like usual but also to do observation of student's activity in learning by using the technique in order to the students active more. It is hoped that the way to improve the student's ability in speaking.

The same case also takes place in MTs KH Syamsuddin Durisawo Ponorogo. The school is one of favorite junior high school in Ponorogo. But many students of MTs KH Syamsuddin Durisawo Ponorogo,

⁸Jack c. Richard and Theodore S Rodgers, *Approaches And Method In Language Teaching*.(USA: Cambridge University Press, 2001), 15

⁹H. Douglas brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Addison Wesley Longman, inc, 2001), 14

especially in class VIII B, can't speak English well. They felt shy and afraid to speak English and nothing to say. Then, the students are often to write in learning process.¹⁰ According to the English teacher in this school that the students emphases for writing and then reading because in the last examination both of them more important.¹¹ But the researcher hope to this problem should be changed because spoken English is certainly used in daily life. The students should be trained to use spoken English language.

The researcher takes place the study at MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015. As the sample, this study focuses on the eighth grade. The title of this study is **Improving Speaking Skill by Using Guide Conversation to the Eighth Grade of MTs KH Syamsuddin Durisawo Ponorogo in Academic Year 2014/2015.**

B. Identifications and limitation of The Problem

From the background of the study above, according to writer's observation the indicators of the problems are as follow;

1. The students felt shy to express their ideas in English.
2. The students seem to be in doubt and nervous to speak English.
3. The students are afraid to be laughed at by teacher or the others students.

¹⁰ Look at the transcript of interview by coding 01.

¹¹ Look at the transcript of interview by coding 02.

4. The students haven't a motivation to practice speaking.

The limitations and focuses of problems are:

1. Motivation and activeness of the students on speaking subject.
2. The student's speaking ability on English language subject.

C. Statement of The Problem

Based on the background of the study above, the researcher focused the research as following:

1. How is the implementation of teaching speaking by using guided conversation strategy for the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015?
2. Does guided conversation can improve students' speaking skill of the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015?

D. Objective of The Study

The researcher hoped to this study to get problem solving, based on the problem formulation above, the objectives of the research are:

1. To describe the implementation of teaching speaking by using guided conversation strategy for the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015.

E. Significance of The Study

From the result of this research, the researcher hoped to give an alternative way in teaching learning and also give variation of teaching speaking. The significance of the study as the following:

a. Theoritically

This research is expected to contribute ideas for the implementation of English language learning in improving the ability Speaking students and can analyze the application of the guide conversation in improving the English language skills of students in MTs KH Syamsuddin Durisawo Ponorogo.

b. Practically

1. The teacher

This research can be useful to give teaching innovation and to increase the professionalism of the teacher English lesson in MTs KH Syamsuddin Durisawo Ponorogo.

2. Students

This study is expected to improve the students' speaking ability and give learning motivation for students, especially for the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015.

3. Readers

This study is expected to give contribution to readers, particularly the students of English Department of STAIN Ponorogo as reference when they are research same problem.

4. Other research

This study can be comparison and example to other researcher in research the students' speaking ability.

F. Organization of the Thesis

In this thesis researcher divide some chapter, they are:

CHAPTER I : Introduction

This chapter explains about the whole content of the thesis they are: background of the study, identification and limitation of the problem, statement of the problem, objective of the study, significances of the study and organization of the thesis.

CHAPTER II : Review of related literature

This chapter explains about theoretical analysis (speaking, teaching speaking, guide conversation and teaching speaking using guide conversation) study on earlier research, theoretical framework and hypothesis.

CHAPTER III : Research methodology

This chapter explains about research object, research setting/location/subject, research variable, research procedure,

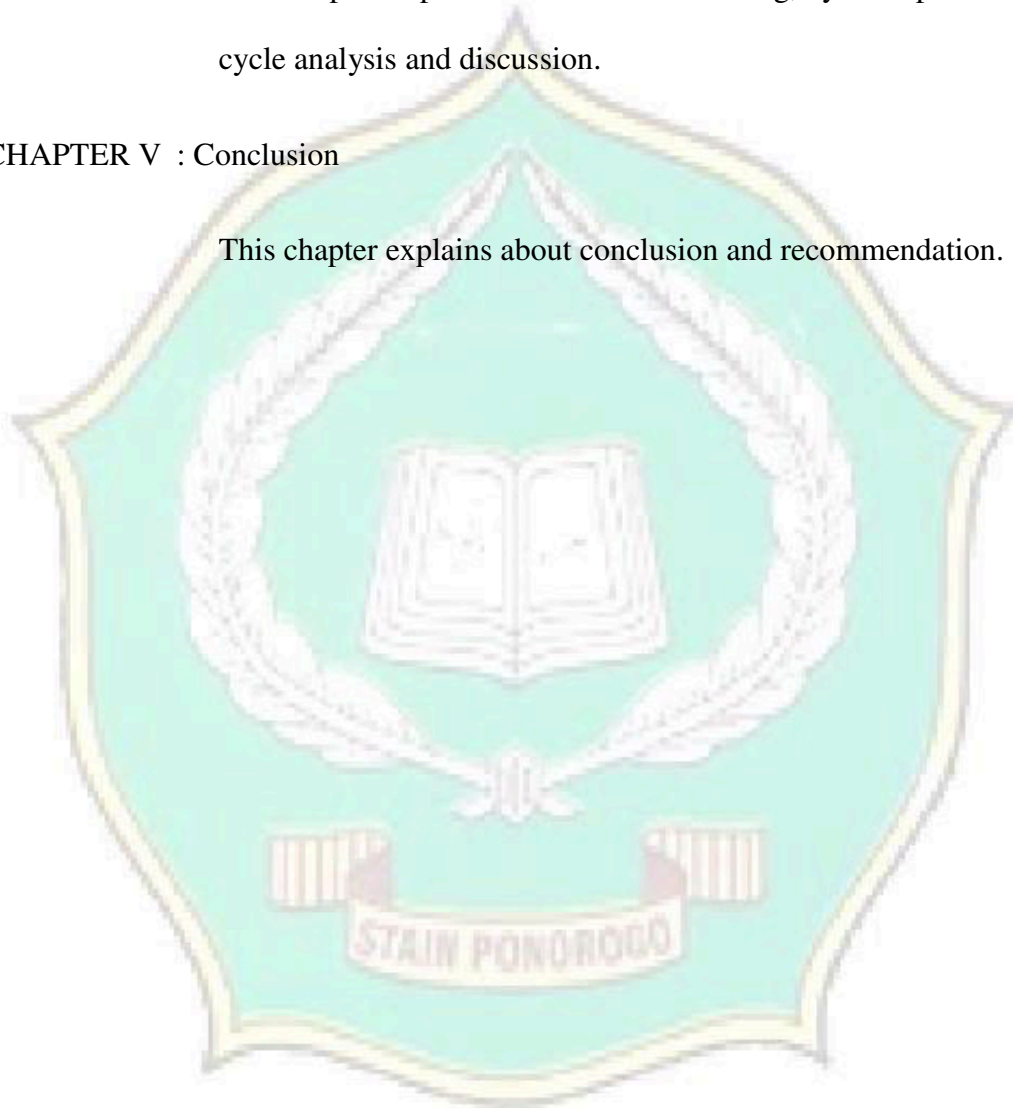
and technique of data collection, technique of data analysis and schedule of classroom action research.

CHAPTER IV : The result of classroom action research

This chapter explains about research setting, cycle explanation, cycle analysis and discussion.

CHAPTER V : Conclusion

This chapter explains about conclusion and recommendation.



CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical Analysis

The chapter present reviews of related literature used in this study. The reviews of related literature have a purpose of providing previous studies information concerned with the research problems, including over views of speaking, teaching speaking, guided conversation and teaching speaking using guided conversation strategy.

1. Speaking

a. The definition of speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.¹² Speaking is superseded in all but a perverse reading of the sentence.¹³ Speaking also difined is the verbal use of language to communicate with others.¹⁴

The writer concludes from the above opinions that speaking is expressing the language to give information to all persons.

The students who want to talk continually, they will get used to talk with easy. Because like Nunan say that oral

¹² Kathleen M. Bailey, Practical English Language Teaching: Speaking (Singapura: Mc Graw-Hill, 2005),2.

¹³ Pam Peters, The Cambridge Guide To English Usage (United Kingdom : Cambridge University Press, 2004),509

¹⁴ Gleen Fulcher, Testing Second Language Speaking, (Great Britian: Longman,2003), 23.

interaction can be characterized in terms of routines, which can either focus on information or interaction.¹⁵ In learning process, the students' involvement is very important. The process of speaking in learning foreign language will be easy if the students involved for communicatively.¹⁶

Speaking ability is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding each other.

Ability to speak the meaning can be communicate using the English designs appropriate with situation in some where the people need to express the through, mind and their opinion.¹⁷

The student or the people assumed have the speaking ability when they able to communicate with participant.¹⁸ Ability to express the opinion in many kinds so that the other people want to listen and understand has been natural requirement for individual, society life and especially for students.

¹⁵ David Nunan, *Language Teaching Methodology* (London: International Book Distributors Ltd, 1998), 40

¹⁶ Furqanul Azies, *Pengajaran Bahasa Komunikatif : Teori Dan Praktek*. (Bandung: PT. Remaja Rosdakarya, 1996), 93.

¹⁷ Kasihani K. E. Suyanto, *English For Young Learners*. (Jakarta : Bumi Aksara , 2008), 58.

¹⁸ Iskandar Wassid, *Strategy Pembelajaran Bahasa*. (Bandung: PT. Remaja Rosdakarya, 2008), 240

b. Characteristic of successful speaking activities

Again, sometimes spoken language is easy to perform, but in some cases it is difficult.¹⁹ The entire teacher hoped the students to practice in speaking activities. Therefore, before all, must be understood the characteristic of a successful in speaking activity as follow:

1. Learners talk a lot, as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious. But often must time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talk active participation: all get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant easily

¹⁹ H.Douglas Brown, Principle of Language Learning and Teaching By Principles, An Interactive Approach to Language Peadagogy,2nd Edition,9 (New York: Addison Wesly Longman Inc, 2001), 270.

comprehensible to teach other, and of acceptable level of language accuracy.

c. Problem with speaking activities

There are some problems with speaking activities such as²⁰:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real – time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motivated to express themselves beyond the guilty felling that they should by speaking.

3) Only one participant can talk at a time if he or she is to be heard and in a large group this mean that each one will have only very little taking time. This problem is compounded by the tendency of some

²⁰ Penny Ur, A Course in Language Teaching, Practice and Theory, 120.

learners to dominate, while others speak very little or not at all.

4) Mother – tongue use

In classes where all, or the number of the learners share the same mother tongue, they may tend to use it. Because it is easier, because feels unnatural to speak to one another in a foreign language, because they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or motivated ones to keep to the target language.²¹

d. The component of speaking

1) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.²² And also fluency is an important dimension of communication. It means that we don't have very ignored quality of speaking, but we have to speak quiet and possible.

²¹ Penny Ur, *A Course In Language Teaching* (USA : Cambridge University Press, 2001), 121

²² David Nunan, *Practical English Language Teaching*, 55

The term of fluency relates to language production and it's normally reserved to speech. It is the ability to link units of speech together with facility and without strain of inappropriate slowness or undue hesitation.²³

2) Accuracy

Accuracy is the extent to which students' speech matches what people actually say when they use the target language.²⁴

3) Grammar

Grammar is set of language or norms language and rules must be follow when learn about language rightly. This component is the step of language that fulfils in order to receive.

4) Pronunciation

Pronunciation refers to the way a word or language is spoke, or the manner in which someone utters a word. Pronunciation is the way to talk some word of language.²⁵

²³ Tricia Hedge, *Teaching And Learning In The Language Classroom* (New York: Oxford University Press, 2003), 54.

²⁴ David Nunan, *Practical English Language Teaching*, 55

²⁵ Kasihani, *English For Young Learners*. 43.

2. Teaching speaking

Teaching is regarded as providing opportunities for students to learn.²⁶

Teaching is way and process in interaction between teacher and students does something together.²⁷

Teaching is the most important part of education, because teaching is transfer knowledge to learners. As Muhibbin say that teaching is transfer knowledge and culture for learners.²⁸

Teaching is an activity that is very need responsible. Because teaching is very need a professional in there. That mean teaching not only just give transfer knowledge but must transfer of value that is will applicative in the life of students.

Teaching is not constructing the process of constructing knowledge of the student. Teaching speaking is somewhat difficult sometime because the teacher has to check each student capability in producing language orally. The goal of the teaching foreign language if defined as enabling the learners can participate to some degrees and for certain purpose as member of community other than individual.

Teaching speaking is a teaching language which emphasizes on practice activities. Teaching speaking has different

²⁶ George Brown, Madelienie Atkins. *Effective Teaching in Higher Education*(London : Methuen & Co. Ltd), 2

²⁷ Muhibbin Syah, *Psychology Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2008), 182.

²⁸ *Ibid.*, 181

aims than other skill of language but it skill have an integration to other skills.

a. Problem solving in teaching speaking

In producing spoken language it is often found that many learners are having problem. Thus, it has been the obligation of the teacher to help the students' speaking. To easy that problem, the teacher can do to help to solve the problem, there are:

1. Use group work

These increase the sheer amount of learner talk going on in a limited period of time and also lower the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learners speech, so that not all utterances will be correct, and learners, may occasionally slip into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full class set – up.

2. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language learning activities in the same class it should be

easily recalled and produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before that activity starts.

3. Make a careful choice of topic and task to stimulate interest.
4. Give some instruction or training in discussion skills.

If the task based on group discussion than include instruction about participation when introduction it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chair person to each group who will regulate participation.

5. Keep students speaking the target language

You might appoint one of the group as monitor, whose job it is remind participant to use the target language, and perhaps report later to the teacher how well the group managed to keep to it.

Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participant to be more careful. However, when all is said and done, the best way to keep students speaking the target language is simply to be you as much possible,

reminding them and modelling the language use yourself.²⁹

b. Approach in teaching speaking

Increasingly important since the 1970s is the view that the students need to learn to communicate their own personal intention. The communicative approach focuses on the need for students to express meaning that are important to them and their lives. This approach assumes that language teaching can utilize both inductive and deductive learning, based on what is known from analysis of natural discourse about semantics and pragmatics, to meet the particular needs of the target learners.³⁰

The communicative approach in language teaching starts from theory of language as communication. The goal of the language teaching is to develop what Hymes referred to as communicative competence. Communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in approach will be applied to two courses, one for speaking and one for writing. In short, this running example will include two contrasting skill area courses, speaking and writing that the students need to take in

²⁹ Penny Ur, *A Course In Language Teaching*. 121-122

³⁰ James Dean Brown, *The Element Of Language Curriculum* (USA: Heinle & Heinle Publisher, 1995), 6.

order to learn to express those meanings which are most important to them.

3. Guide conversation strategy

a. Definition of guide conversation

In the process of learning a variety of subjects having the best ways. The goal is to raise the potential of student's active learning, fun, and really showed an interest in a given subject, especially this is English subject. Guided word comes from English, which means guiding, directing, guiding, tell, demonstrate, guide and encourage.³¹

Of the meaning of guided vocabulary can be described that in the process of learning one task of the teacher is to give, lead and guide the students as well as possible to get something to be desired. Wishes relating to the acquisition and improvement of learning outcomes in the areas of English speaking skill.

Of some sense of the world guided above, which is closely related to the process of learning to speak English skill are "guiding and guide" for students to learn. Between the guide and the guide have the same meaning and purpose because those two words together lead students toward a brilliant (speak) English.

³¹ Hornby, *Oxford Advanced Learner's Dictionary Of Current Language*, 308

Students who previously are still many do not yet know how to pronounce a word in the English language for example, like to book are sometimes read by students with bo-ok. With the teacher's guidance of bo-ok being (drunk) and more vocabulary or sentence that is difficult to say by students as familiar with the mother tongue or Indonesian and local languages.

Such guidance that teachers in the learning process of English speaking skills inside or outside the classroom to reinforce students utterance's in the form of a simple conversation and the next conversation is the use both of formal and informal task which involves small group of people or only two.³²

Conversation is also indispensable for the successful accomplishment of almost all activities between people, especially the coordination of work, the formation of friendship and learning.

The face to face conversation remains one of the best ways to engage speakers. It builds upon the active question – answer that is the very essence of the foreign language classroom. In the face to face encounters, speaker

³² Hornby, *Oxford Advanced Learner's Dictionary Of Current Language*, 254.

learns to adjust responses to the needs of their interlocutor.³³

b. The implementation of guide conversation

Peterson said that an overview of the skills that do speak English very well through guided conversation there are eight ways that often become the reference. Eight references are as follows:³⁴

- 1) Knowing the size of difficulty and easy of information gaps that exist in the form of conversation. Thus, students can expect or prepare alternative answer are closer to the truth. Answer are closer to the truth it is nice to be accompanied by a teacher appreciation, while not the right answer should be given guidance on a regular basis to students really afford.
- 2) Make question are weighted so that the answer given to attract the attention of students and the need for further study. Preferably in the form of questions using words why (why) because the question “why” can perform the process that results in the students’ skill in practice speaking English.

³³ Helen toner and Elizabeth, English Language And Literature (Cambridge University Press, 2005), 46.

³⁴ Elizabeth Norm, Mehod In Teaching Language, Cambridge University Press, 2007), 32

- 3) Listen carefully and remember what was said/ asked that the answer will be clear and focused. In this case, the teacher actually leads students on the listening comprehension as to obtain information from the audio or visual, the students should be trained how to capture information from the discussion presented.
- 4) Provide opportunities for student to use evidence / reason. Obtaining evidence or reason to help student to reveal or describe in detail through a simple conversation in English. The teacher as a controller in the conversation should provide guidance in accordance with the procedure conversation so that all students have the opportunity.
- 5) Telling all students participate in an open conversation so indirectly can train yourself to do a guided communication.
- 6) Provide opportunities for students to dig dipper to get a definitive answer from a variety of sources in order to create an atmosphere of active book speaks English.
- 7) Students are given the opportunity to make observation on the source/ book review a proof

accurately so as to provide a report in the form of verbal (English). This method trains students dare to reveal the findings related small subjects lived in spoken English. These objectives facilitate communication between fellow classmates and simultaneously notify the results of the report to the teacher in oral form.

- 8) Oral report means students have to practice English speaking skills through guided conversation because it provides sufficient time while giving a briefing on the result of the students report. Guidance and direction was not only given by the English teacher but can also be given by the students while doing speaking skills can already master. This is a creative way to familiarize students become accustomed to the skills and developing well.

c. Evaluation of guide conversation

According to skill beck, the term of “evaluation” has been taken to mean the assessment of student at the end of a course, but in recent years its meaning has widened to include all aspect of a programmer.³⁵

³⁵ Pater strevens, *New Orientation In The Teaching Of English* (New York: Oxford University Press, 2003), 351.

Kinds of evaluation can be used a course. The first is summative assessment at the end of the course, a useful point at which to review the whole course in order to pinpoint elements for improvement. The second is formative assessment which takes place as the course proceeds.³⁶

Ideally, evaluation should be planned from the beginning, a schedule set, participant decided upon, and criteria and procedures agreed by all involved.

Whereas evaluation of guide conversation in teaching speaking is give dialogue that has connection with the speaking. The form is oral test.

d. The advantages of guided conversation in teaching speaking

Guided conversation is one of strategies that often implemented by the in teaching speaking. Caused this strategy give many advantages either for the students or for the teacher. According to Penny Ur explain that, “read the text than question is useful for students caused it may provide the learners with a purpose in reading and make the whole activity more interesting and effective, beside that for the teacher is useful too, caused the teacher can to know how well the students are speaking and the teacher also can

³⁶ Vallette Rebecca, *Modern Language Testing* (New York: Harcourt Brace Javarovich, 1979), 355.

get information conveniently through looking at the result of reading comprehension.³⁷

Guide conversation is a learning strategy which began to lead the students to speak English language appropriately and correctly. So in teaching speaking, this is strategy often implemented caused give many advantages for the students and for the teacher.

B. Earlier Research

The writer takes a research that has Sa'idatul maslahah under the title "The use of role play method to increase the speaking ability for the tenth grade students of MA Darul Huda Ponorogo in academic year 2009/2010.

The problems of statement are: first, how is the implementation of role play method to increase that the speaking ability for the tenth grade students of MA Darul Huda Ponorogo in academic year 2009/2010? And second, can the role play method increase the achievement of speaking ability for the tenth grade students of MA Darul Huda Ponorogo in academic year 2009/2010?

Finally she has conclusion are follow: first, the implementation of role play method in the teaching speaking for the tenth grade students of MA Darul Huda Ponorogo in academic year 2009/2010 is using some step of teaching and learning process . There are teacher divides the students to be six groups, and then the students must be met with their group. The teacher

³⁷ Peny Ur, a Course in Language Teaching. (New York: Cambridge University Press, 1996), 145.

gives manuscript of story to each group. The each group learns that manuscript and presents it in front of class. And second, the use of role play method can increase the student's speaking ability. The role play method can make students speak English well. This is can be seeing from a result of the study by student's active at class of X. K. MA Darul Huda Mayak Ponorogo in each cycle to experience increasing. In the cycle I (33, 3%), the cycle II (42, 4) and the cycle III (84, 8%).

C. Theoretical Framework

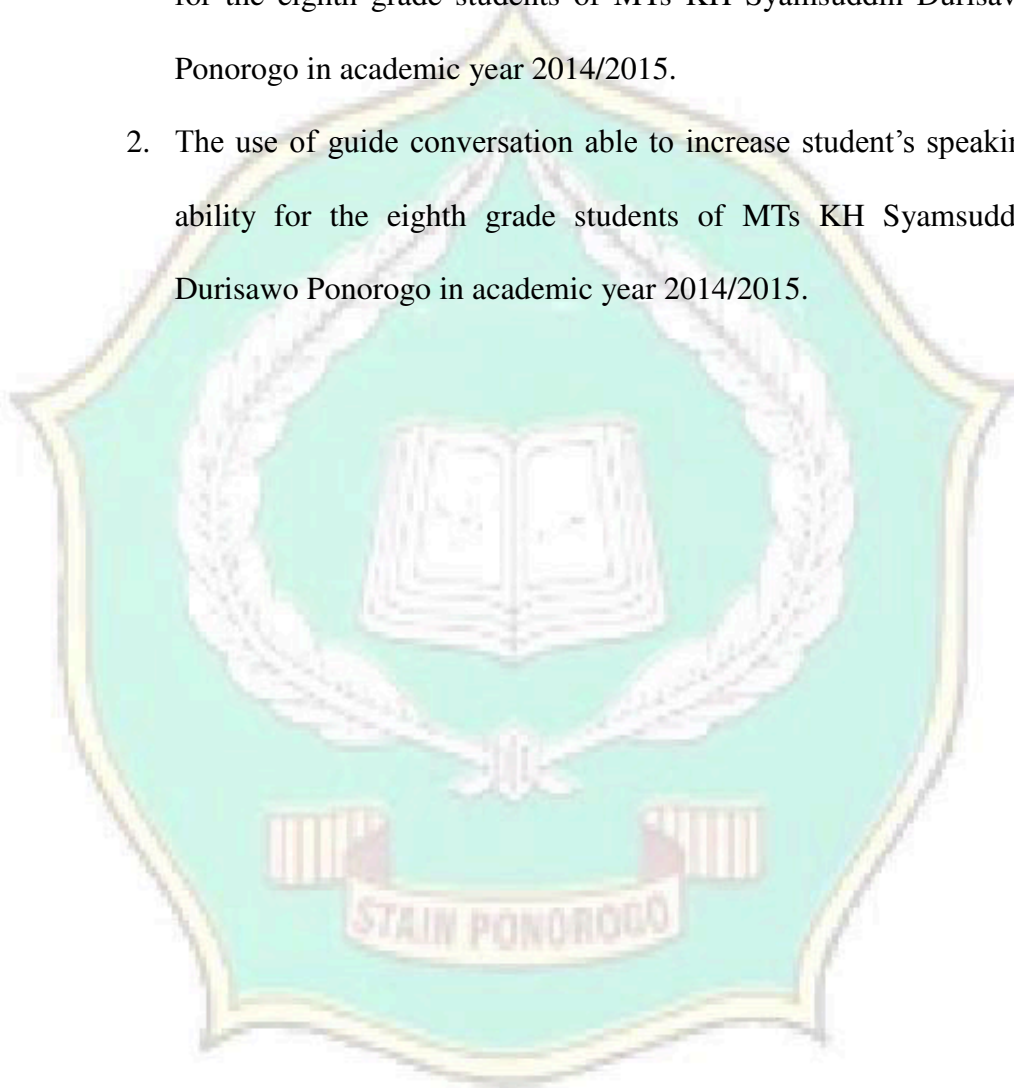
Speaking is important part in study language. If the learner studies the language they must be able to speak the target language. Dialogue technique is a learning strategy that helps approach reaches its goal. It can help developing speaking ability as communicative competence among students. It is the strategy which student learns with their friends because with dialogue or conversation the students can practice to speak.

The present of dialogue technique provides a conducive situation for study speaking. So, conversation will make students reflect their habitual. It is as interesting strategy to develop speaking skill of the student in junior high school. The application of conversation hoped the students confident with their spoke by English language and can performance their achievement.

D. Hypothesis

Based on the frame of thought, the researcher assumes hypothesis as follow:

1. Guide conversation strategy can improve student's speaking skill for the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015.
2. The use of guide conversation able to increase student's speaking ability for the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015.



CHAPTER III

RESEARCH METHODOLOGY

A. Research object

Object of this research is the eighth graders exactly at students VIII B of MTs KH. Syamsuddin Durisawo Ponorogo in teaching speaking.

B. Research setting and characteristic of subject

The research has been conducted at MTs KH. Syamsuddin Durisawo Ponorogo in Academic year 2014/2015. The school it is located at Lawu Street. The students consist of 24 female.

C. Research variable

1. Students' being active in speaking class especially in conversation for the eighth grade students of MTs KH. Syamsuddin Durisawo Ponorogo in academic year 2014/2015.
2. Students' achievement using conversation guide for the eighth grade student of MTs KH. Syamsuddin Durisawo Ponorogo in academic year 2014/2015.

D. Research procedure

The important thing in this research is determining the method. This research applies classroom action research. Research is systematic,

critical and self- critical enquiry which aims to contribute to the advancement of knowledge and wisdom.³⁸

Classroom action research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom³⁹. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, other conduct formal empirical studies on teaching and learning. Classroom action research is a planned systematic, cyclical approach to understanding the learning process and to analysing educational places of work.⁴⁰

Classroom action research begins with a question or question about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspect of teaching and learning and to take action to change and improve.⁴¹

Classroom action research activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. Kemmis & Mc Taggart said that the result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.⁴²

³⁸ Michael Bassey, *Case Study Research In Educational Settings*, 38

³⁹ Muhammad Adnan Latief, *Research Methods on Language Learning* (Malang: IKIP, 2013), 144

⁴⁰ Donald ary add all, *Introduction To Research In Education* (Canada : Nelson Education Ltd, 2010), 514

⁴¹ <http://www.teachingenglish.org.uk/transform/teacher/teacher-development-tools/action> - research, accessed on march 18 th 2015, 17 34

⁴² Muhammad Adnan Latief, *Research Methods on Language Learning*.145

Planning is to develop the action plan critically to increase what have happened. Planning is very thing related to plan of the software and hardware which is needed in the action research. Action is the application what to do be aware and the practice variation wisely. In this study, action is the application of the plan in classroom.

Observation it the observation activities to collect the data of teaching learning process. The observation activities when the students get the treatment. Reflection is a phase when the researchers reflect about the result, analysis, interpretation and explanation of all information that get from the observation.⁴³

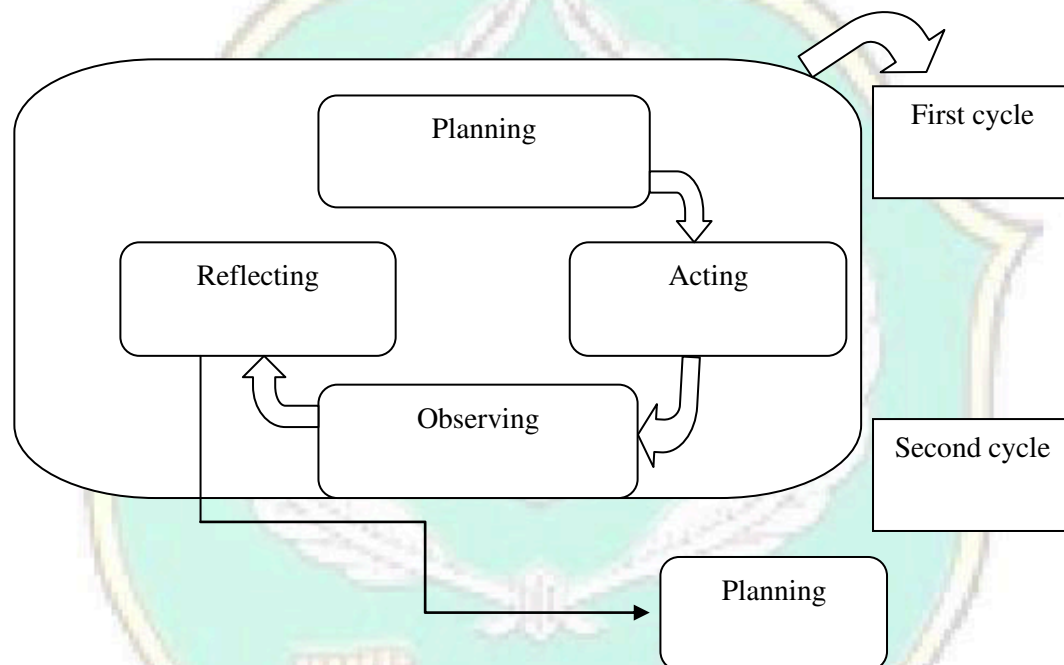
The action research has the major steps of planning, action, observation, and reflection before revising the plan, beside it, classroom action research has three means:

1. Research is the action to see an object, that use rule of methodology to find the information or data that useful to increase the quality of something interest and important for researcher.
2. Action is an action of activity that deliberate to do by certain purpose, in the form series of activity cycle.

⁴³ Kunandar. Langkah mudah PTK sebagai pengembangan (Jakarta: Rajawali Press, 2009) 71-75

3. Classroom is a cluster of student in the same time received the same of lesson too from the teacher.⁴⁴

The researcher applied Kemmis's model as quoted by Muhammad Adnan Latief, classroom action research was carried out in more than one cycle to get the accurate data. The cycle procedure of classrooms action research could look at the picture 3.1 follow:⁴⁵



Picture 3.1

Cycle procedure of classroom action research

The cycle procedure there is planning, acting, observing and reflecting that would be explicitly explained below:

⁴⁴ Zainal aqib. Penelitian Tindakan Kelas Bagi Pengembangan Profesi Guru(Bandung: Anggota IKAPI, 2006). 12

⁴⁵ Zaenal aqib, Penelitian Tindakan Kelas, 14

1. Planning

- a. Identifying the main problems of speaking
- b. Choosing subject material
- c. Preparing lesson plan
- d. Preparing teaching media
- e. Making the study instruments

2. Acting

- a. The teacher begins a class with energized and motive
- b. The teacher gives instruction to students to answer or express of students' mind.
- c. The teacher also begins a class with small conversation
- d. The teacher shows a good example to the students.
- e. The teacher teaches students with lesson plan.
- f. The teacher always opens the question from the students.
- g. The students do the activity in groups of three.
- h. One student asks another student a question.
- i. The second student answer.
- j. The third student listens and provides assistance or comments on the answer.

3. Observing

The researcher observed the process of learning and teaching activities and made notes about students' activeness and achievement. The researcher also noted everything happened in the classroom.

4. Reflecting

Looking the process and result of assignment, the researcher considers what should be done the researcher would go on the second cycle.

After doing the first cycle, the researcher still has second which have same topic and same action but it has need to something interest or teach more and more. It would make the research clear and successful.

E. Technique of data collection

The researcher uses the data collection for this study that consists of interview, observation, and documentation. The researcher will explain as follow:

1. Interview

The interview is a face-to-face interaction which allows the interviewer asks carefully prepared question and in addition to probe the respondent so that further information is obtained.⁴⁶

An interview is a purposeful conversation, usually between two people but sometime involving more, that is directed by one in order to get information from the other.⁴⁷

The researcher planned to interview some students of the eight grade of MTs KH. Syamsuddin Durisawo Ponorogo. The researcher expects to get information about their felling, attitude and opinion toward English teaching learning process.

In this research is conducted to acquire information about the implementation of conversation cards in teaching speaking to increase the students' speaking ability for the eighth grade students of MTs KH. Syamsuddin Durisawo Ponorogo, the respondent's interview, they are:

- 1) The English teacher of MTs KH. Syamsuddin Durisawo Ponorogo.
- 2) The students of MTs KH. Syamsuddin Durisawo Ponorogo.

2. Observation

⁴⁶ Christine Machintyre, the Art of Action Research in the Classroom (London: David Fulton Publishers), 34.

⁴⁷ Robert C Bogdan, Qualitative Research For Education (USA : Library of Congress Cataloging in Publication Data, 1992), 96

The observation needs a practice directly. The researcher observes by teachers to solve the problems. As Christine said that observation i.e. being able to see rather than just looking is a critically important skill in teaching. This is because it is the basic of being able to understand and act upon all the complexities in the classroom, e.g. how and why different children respond to different teaching episodes and therefore what to do next; how peer pressures may influence children's progress and therefore what kind of grouping would be best; what specific problems some children face and what resources can be used to help.⁴⁸

The researcher observed the students' activity when they were doing the activity and their speaking activity at the same time the researcher took notes for the details of the classroom action research.

3. Documentation

Document is applied as technique of collecting data in this research to know the implementation conversation guided to improve the students' speaking ability.

F. Technique of Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcript and other materials accumulate to

⁴⁸ Christine Machintyre, *The Art of Action Research in The Classroom*, 64-65

increase understanding of them and to enable to present what have discovered to others.⁴⁹

Technique of data analysis which is used model of plot, there are data reduction, data display and conclusion. Each of the stages is presented in the following:

1. Data reduction

Data reduction is stage of summarizing, classifying and focusing on essential things. In this stage, the researcher needs to separate the accurate data from inaccurate data that will be analysed.

2. Data display

Data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, data in the form narrative text, diagram and table information about this research.

3. Conclusion

Conclusion is analysing the data constantly during or after the data being collected to get the conclusion of research. The conclusion is the answer of the research problems that have been formulated.⁵⁰

⁴⁹ Robert C Bogdan, *Qualitative Research For Education*, 153.

⁵⁰ Kunandar, *Langkah Mudah PTK Sebagai Pengembangan*, 101-102.

G. Schedule of Classroom Action Research

Table 3.1

Schedule of Classroom Action Research

No	Type of activity	Week left				
		1	2	3	4	5
1	Planning	√				
2	Preparation	√				
	Constructing instrument	√				
	Preparing proposal	√				
3	Acting the first cycle		√			
	Acting the second cycle		√			
	Acting the third cycle			√		
4	Preparation of report				√	
	Preparation of daft report					√
	Perfecting the daft report					√

CHAPTER IV

THE RESULT OF STUDY

A. Data Description

1. The First Cycle

a. Planning

In the first cycle, the teaching learning activities were presented by applying guide conversation. This cycle had 45 minutes of teaching learning.

Some activities were:

1) Making lesson plan

The teacher made the lesson plan and criteria minimal score in order to learning process run well. The learning process run well when teachers use appropriate learning methods one of them is active learning, innovative, effective, creative, and fun called Conversation Guide.

Learning in this method shows the process of learning which places the learner as the center stage performance which is learner-centered learning (Student Center). This learning more emphasis on learners, meaning that the learning activities are very involved learners to find a concept that they generate from everyday experience both at school and at home. With that, they were able to find and express their opinions on any matters concerning the learning they experienced in the field. Task teachers themselves only to direct and assist their difficulties in the activity of thinking.

2) Prepare the subject material

The subject material is expressions asking and giving agreement, then giving attention to the speaker and phone conversation.

3) Prepare the study instrument

The teacher made structured observation to this cycle and list of documentation.

4) Consider a time which is needed

This cycle had 45 minutes, then, has four indicators and three materials of study. Each of material determined well.

b. Acting

1) Pre activity

- a) The teacher begins a class with small conversation
- b) The teacher also begins a class with energized and motivations.
- c) The teacher gives explanation about the subject material.

2) Core activity

- a) The teacher divides the students the small groups consist of two students.
- b) The teacher gives some materials about conversation.
- c) The teachers shows an example about how to speak it.
- d) The teacher gives the time for students to practice with their partner.
- e) The teacher ask each group to practice the conversation in front of class.

- f) The teacher ask the other students to give a comment to their friend in front of class.
- g) The teacher opens the questions from the students.

3) Post activity

- a) The teacher gives the oral questions to each group.
 - b) Giving home work
 - c) Closing
- c. Observing

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

d. Reflecting

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

In the first cycle the result of reflection can be reported as the table 4.1 follow:

Table 4.1

The students' score in cycle 1

No	Name	Aspect				Total	Score Activeness
		Achievement					
		F	V	G	P		
1	Afifah istiqomah	15	20	15	15	65	4
2	Arradilla sagita ningtiyas	10	20	10	15	55	2
3	Elly ernawati	15	15	20	15	65	2
4	Fadilah tri wulandari	10	20	15	15	60	1
5	Faridah amanina	15	10	10	15	50	2
6	fauziyatin	20	20	10	15	65	3
7	Frista riski nur fatikah	15	20	15	20	70	4
8	Husnul khotimah	10	15	10	15	50	1
9	Kasma tri rahayu	20	15	15	15	65	3
10	lesta pangestu	15	15	20	15	65	3
11	Miftakhu alfi zahrotus.	20	10	20	10	60	1
12	Nanda apprilia dwi . K	15	20	15	10	60	2
13	Nina cholistiani	15	10	15	15	55	3
14	Putri alfiyatul rohmah	20	20	15	15	70	4
15	Qusnul khotimah	15	15	15	15	60	2
16	Riesma nesya ainul. J	20	15	15	20	70	4
17	Rindi kusuma ningrum	20	20	10	15	65	3
18	Riska ardianti	15	15	15	10	55	2
19	Sefiana titasari	15	15	15	10	55	2
20	Sukma friski arian	15	20	15	15	65	2

21	Tilla febrianawati	20	20	15	15	70	3
22	Tsamrotul hidayah'	15	10	10	20	55	2
23	Zayyana fauzia	20	15	15	15	65	1
24	Channa nuchla	20	15	15	20	70	4
	The average					61,87	11

2. The second cycle

a. Planning

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

1) Making lesson plan

The teacher made the lesson plan and criteria minimal score in order to the learning process run well. The learning process goes well when teachers use appropriate learning methods one of them is active learning, innovative, effective, creative, and fun called Conversation Guide.

Learning in this method shows the process of learning which places the learner as the center stage performance which is learner-centered learning (Student Center). This learning more emphasis on learners, meaning that the learning activities are very involved learners to find a concept that they generate from everyday experience both at school and at home. With that, they were able to find and express their opinions on any matters concerning

the learning they experienced in the field. Task teachers themselves only to direct and assist their difficulties in the activity of thinking.

2) Prepare the subject material

The subject material is same with the first cycle, there are expression asking and giving agreement, then giving attention to the speaker and phone conversation.

3) Prepare the study instrument

The teacher made list of observation and list of documentation to this cycle.

4) Consider a time which is needed

This cycle had 45 minutes, then, has five indicators and three materials of study. Each of material determined well.

b. Acting

1) Pre activity

- a) The teacher begins a class with small conversation
- b) The teacher also begins a class with energized and motivations.
- c) The teacher reviews about the subject material ago using question-answers.
- d) The teacher gives the reward for the true answer.

2) Core activity

- a) The teacher asks the students make in pairs.
- b) The teacher gives two different color cards.
- c) The teacher shows an example about conversation like in the cards with students.

- d) The teacher gives the time for students to practice with their partner
- e) The teacher asks each pairs to practice the conversation in front of class.
- f) The teacher ask the other students to give a comment to their friend in front of class.
- g) The teacher ask students to gives comment to other group.
- h) The teacher with the students determines a punishment for the pairs who don't gives comment to friends in front of class.
- i) The teacher opens the questions from the students.

3) Post activity

- a) The teacher gives the oral question to each group.
- b) The students asked to complete the phone conversation.
- c) Closing.

c. Observing

In this cycle, the researcher paid attention and observed during teaching and learning process. The writer filled the observation sheet which helped collaborator. It used to record all of the students activeness in teaching and learning process.

d. Reflecting

On the second cycle the students had more enthusiastic practice conversation and more activeness to give attention in speaking than at the first cycle. But the students' not enjoy to practice in front of class. So, the teacher should help the students' activity and should give motivation for the students to speak in the next cycle.

In the second cycle the researcher has the result of the students' achievement can be reported in the table 4.2 as follow:

Table 4.2
The students' score in cycle 2

No	Name	Aspect				Total	Score Activeness
		Achievement					
		F	V	G	P		
1	Afifah istiqomah	15	20	15	15	65	4
2	Arradilla sagita ningtiyas	15	15	20	20	70	3
3	Elly ernawati	20	20	15	10	65	3
4	Fadilah tri wulandari	15	20	10	20	65	2
5	Faridah amanina	15	15	20	10	60	2
6	fauziyatin	20	20	10	10	60	2
7	Frista riski nur fatikah	20	10	15	10	65	3
8	Husnul khotimah	15	10	15	20	60	1
9	Kasma tri rahayu	10	15	20	15	60	2
10	lesta pangestu	15	20	20	15	70	2
11	Miftakhu alfi zahrotus.	15	15	15	20	65	3

12	Nanda apprilia dwi . K	20	15	15	15	65	3
13	Nina cholistiani	20	20	15	15	70	4
14	Putri alfiyatul rohmah	20	20	15	15	70	4
15	Qusnul khotimah	15	15	20	15	65	3
16	Riesma nesya ainul. J	20	15	15	15	65	3
17	Rindi kusuma ningrum	20	15	15	15	65	3
18	Riska ardianti	20	20	15	15	70	4
19	Sefiana titasari	20	15	15	15	65	4
20	Sukma friski arian	20	20	15	15	70	3
21	Tilla febianawati	10	20	20	10	60	2
22	Tsamrotul hidayah'	20	20	10	15	65	3
23	Zayyana fauzia	15	20	15	15	65	3
24	Channa nuchla	20	15	15	20	70	4
	The average					65,41	17

3. The Third Cycle

a. Planning

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

1) Making lesson plan

The teacher made the lesson plan and criteria minimal score in order to the learning process run well. The learning process goes well when teachers use appropriate learning methods one of them is active

learning, innovative, effective, creative, and fun called Conversation Guide.

Learning in this method shows the process of learning which places the learner as the center stage performance which is learner-centered learning (Student Center). This learning more emphasis on learners, meaning that the learning activities are very involved learners to find a concept that they generate from everyday experience both at school and at home. With that, they were able to find and express their opinions on any matters concerning the learning they experienced in the field. Task teachers themselves only to direct and assist their difficulties in the activity of thinking.

The researcher as the teacher changed a little way in learning process.

2) Prepare the subject material

The subject material is same with the first cycle, there are expression asking and giving agreement, then giving attention to the speaker and phone conversation.

3) Prepare the study instrument

The researcher made structured observation to this cycle and list of documentation.

4) Consider a time which is needed

This cycle had 45 minutes, then. Have five indicators and three materials of study. Each of material determined well.

b. Acting

1) Pre activity

- a) The teacher begins a class with small conversation.
- b) The teacher also begins a class with energized and motivations.
- c) The teacher reviews about the subject materials ago using question-answer.
- d) The teacher asks the students to express the phone conversation expressing together.

2) Core activity

- a) The teacher asks the students make in pairs.
- b) The teacher gives two subject materials of conversation.
- c) The students asked to make the phone conversation like on example.
- d) The teacher gives the time for students to practice with their partner.
- e) The teacher asks each pairs to practice the conversation in front of class.
- f) The teacher asks the other groups give a comment to the group in front of class.
- g) The teacher opens the questions from the students.

3) Post activity

- a) The teacher gives the oral questions to each group.

1	Afifah istiqomah	20	10	15	15	60	3
2	Arradilla sagita ningtiyas	20	20	20	15	75	4
3	Elly ernawati	20	15	20	20	75	3
4	Fadilah tri wulandari	20	20	20	20	80	4
5	Faridah amanina	15	20	15	20	70	4
6	fauziyatin	15	20	20	15	70	4
7	Frista riski nur fatikah	15	15	20	20	70	3
8	Husnul khotimah	20	15	20	20	75	3
9	Kasma tri rahayu	20	15	15	10	60	2
10	lesta pangestu	20	20	20	15	75	4
11	Miftakhu alfi zahrotus.	20	20	20	15	75	4
12	Nanda apprilia dwi . K	15	10	20	15	60	2
13	Nina cholistiani	15	10	20	20	65	4
14	Putri alfiyatul rohmah	20	20	15	20	75	4
15	Qusnul khotimah	20	20	20	20	80	3
16	Riesma nesya ainul. J	15	20	20	20	75	3
17	Rindi kusuma ningrum	20	20	20	20	80	4
18	Riska ardianti	20	20	20	20	80	4
19	Sefiana titasari	20	15	20	20	75	4
20	Sukma friski arian	20	20	15	20	75	2
21	Tilla febrianawati	20	20	20	10	70	3
22	Tsamrotul hidayah'	15	20	20	20	75	4
23	Zayyana fauzia	20	20	15	20	75	4
24	Channa nuchla	20	15	15	20	70	3
	The average					72.50	21

B. The Cycle Data Analysis

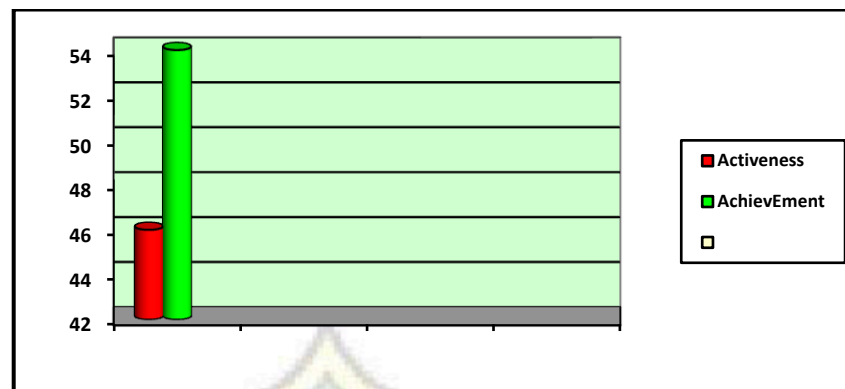
Process of data analysis as the result of study includes the improvement of activeness and achievement when implemented the conversation cards in speaking process have three cycles as follows:

1. The First Cycle

The researcher implements the guide conversation strategy and gave the intensive attention to the learning process and made some notes about it. The researcher made a point mark in structure observation draft. The researcher recorded student's activeness and achievement. From, two variables not show the results are significance. But a few students still activeness. This problem caused bellow:

- a. The students felt bored when the researcher asks to finish the exercise.
- b. The time for learning not enough because just 45 minutes.
- c. This strategy seems interest and more varieties then usually.

From the explanation above in VIII B students of MTs KH Syamsuddin Durisawo Ponorogo, the researcher got the result of the first cycle can be seeing in picture 4.1 as follow:



Picture 4.1

The graphic of the students' ability in first cycle

Interpretation; on the first cycle the students were not enthusiastic to practice speaking. They only read the text a dialogue or conversation about giving agreement and giving attention to the speaker. The students cannot be different both of them and afraid to practice a conversation in front of class. It caused the situation of study were boring.

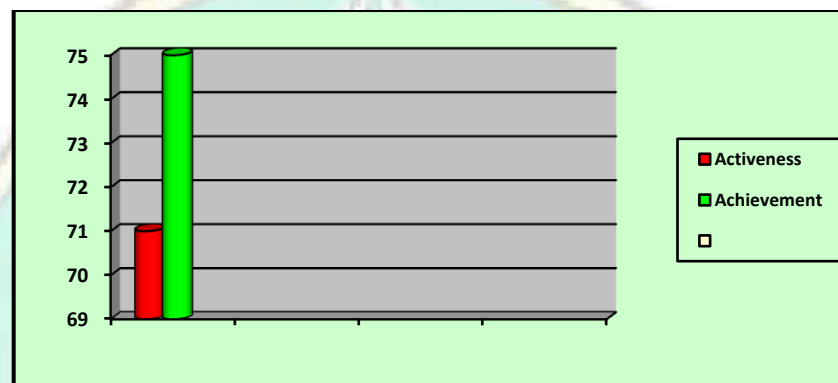
2. The Second Cycle

The process of teaching learning in implementation of guide conversation in this cycle was more active than the first cycle. Most of students enjoyed their activities. They were active to practice and make a conversation. The little problem could be identified that the students felt difficult to make a small phone conversation. On the other hand, the students felt difficult to give a comment to the other friends when they were practice conversation.

During teaching learning process, the researcher recorded the students' activeness and achievement during teaching learning process.

The activeness was got from some aspects. They were students asking, answering, and giving comment. The teacher gave a check list to each aspect.

From the explanation above in VIII B students of MTs KH Syamsuddin Durisawo Ponorogo, the researcher got the result of the second cycle can be seeing in picture 4.2 as follow:



Picture 4.2

The graphic of students' ability in second cycle

Interpretation; on the second cycle, the students enjoyed to discuss with their friends about the dialogue conversation. The students with their partner were enthusiastic to practice conversation in front of the class. But they were afraid making mistakes.

3. The Third Cycle

From the observation in third cycle, the process of teaching learning was more active than the second cycle. Most of students enjoyed their activities. They were active to practice a conversation in front of class.

The researcher recorded the student's activeness and achievement during teaching learning process. Most of the students had more creative to make a phone conversation and practice it in front of the class. The students seem to be confidently.

From the explanation above in VIII B students of MTs KH Syamsuddin Durisawo Ponorogo, The researcher got the result of the third cycle can be seeing in picture 4.3 as follow:

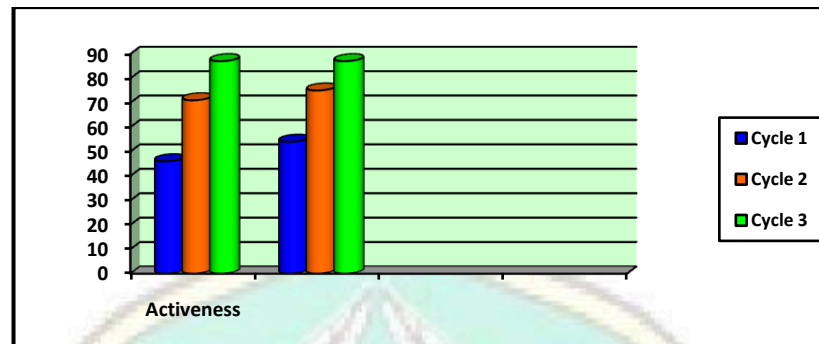


Interpretation; on the third cycle, all of the students' activities were running well. The students have begun to speak English confidently. They weren't afraid to make any mistake when they were speaking English especially on conversation.

C. Discussion

The researcher was able to find what he should really find in this research. The researcher was going to verify the result of the study was able to answer the research question stated in the first chapter. The students' speaking ability was increasing from activeness and

achievement. The degree of improvement can be looked at this following diagram:



Picture 4.4

The graphic of the total students' ability

The result of research can be seeing in the form table 4.4 as follow:

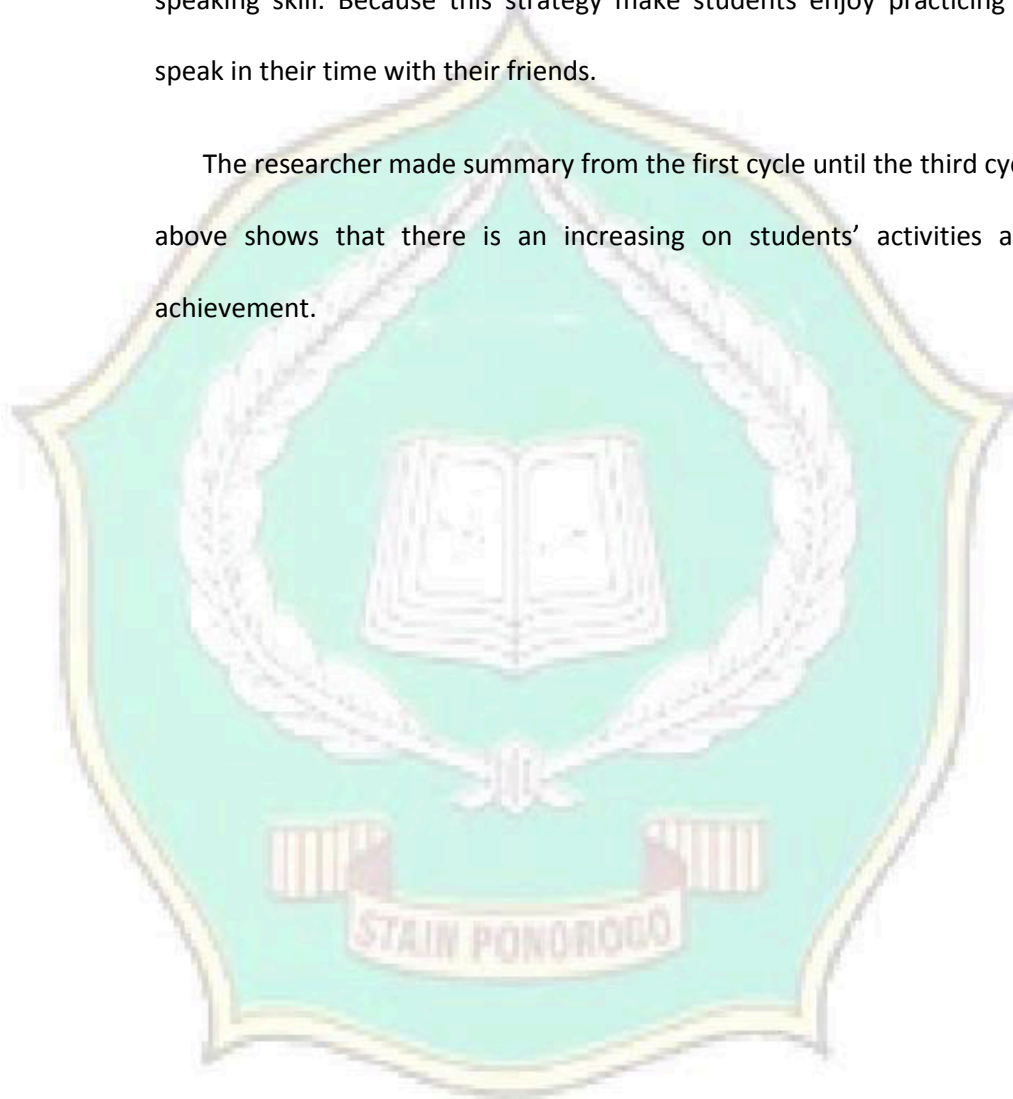
Variables	Cycles	Sum of students	Percentage (%)
Activeness	I	11	46
	II	17	71
	III	21	87
Achievement	I	13	54
	II	18	75
	III	21	87

Guide conversation strategy is a good effort to improve teaching English speaking in MTs KH Syamsuddin Durisawo Ponorogo. Because speaking is a part of some skills in English language that is very important.

Guide conversation in MTs KH Syamsuddin Durisawo Ponorogo is very suitable to increase speaking ability of their student. Teaching speaking is

a teaching language which emphasizes on practice activities in communication form. Teaching speaking has different aims than other skills of language but each skill has integration to other skills, as the result guide conversation strategy is one of a good solution to increasing their speaking skill. Because this strategy make students enjoy practicing to speak in their time with their friends.

The researcher made summary from the first cycle until the third cycle above shows that there is an increasing on students' activities and achievement.



CHAPTER V

CLOSING

A. Conclusion

Based on the data analysis and discussion above, it can be concluded as follow:

- 1) The implementation of guide conversation strategy in the teaching speaking for the eighth grade students of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015 is using some steps of teaching and learning process. There are teacher divides the students to be eighth groups, and then the teacher gives some expression and conversation to the each group. Then, the students practice it with their group in front of class. On the first cycle, the teaching learning process was not enthusiastic to practice speaking. On the second cycle, the students had been enjoying by using guide conversation strategy because they were got experience based on the first cycle. On the third cycle, all of the students' activities were running well.
- 2) The use of guide conversation strategy can improve the students' speaking ability. The guide conversation strategy can suppose students to speak English with their friends. This is can be seem from the result of study that students active at class of VIII B at MTs KH Syamsuddin Durisawo Ponorogo in each cycle to

experience increasing from the first cycle to the second cycle is 21% (54%-75%) and to the third cycle is 12% (75%-87%). So, most of the students get the target achievement.

From this result, the writer can make conclusion that guide teaching strategy through conversation can increase speaking skill of students in eight grade of MTs KH Syamsuddin Durisawo Ponorogo in academic year 2014/2015.

B. Recommendation

Based on the conclusion above, the researcher would like to give some recommendations:

1) For The English Teacher

It is expected for the teachers to increase and to develop the ability in teaching, to make the classroom more conducive and more innovative. The teacher should apply the various strategies to teach students. Guide conversation strategy is one of many interesting and appropriate strategy for speaking. And the teacher should help the students to develop their ability.

2) For The Students

Students should increase their motivation to improve their study English, particularly in speaking because English is a foreign language that must be studied. The students should have high self-confidence to practice speaking ability.

3) For The Institution

The institution expected facilitate the teaching and learning activities well and motivate the teachers to each with many creative strategies. Then, it is expected for the teachers to increase and to develop the professional of the teachers in order the English teaching process runs well. The possible policy can be taken by delegating the teachers to attend seminar, English training, workshop, etc.

