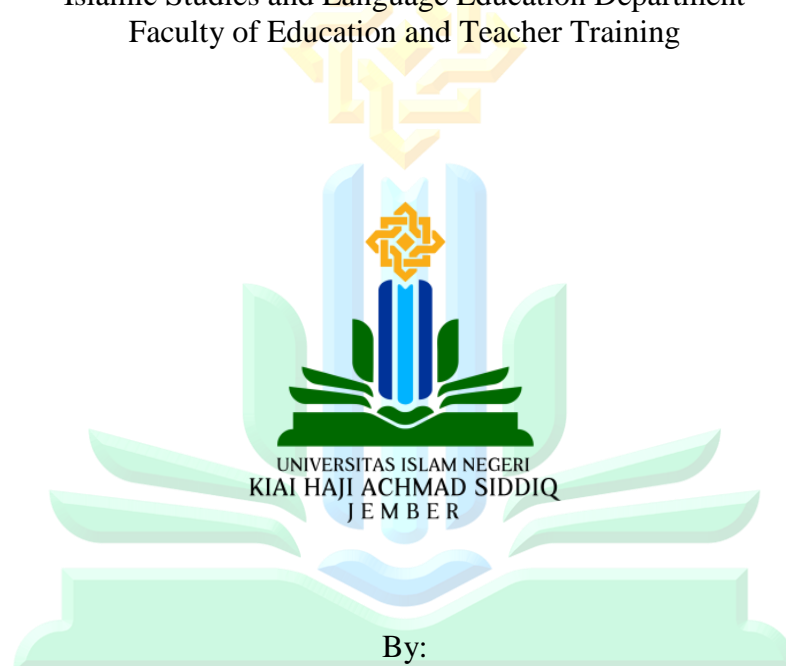**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL**
THROUGH GUIDED CONVERSATION TECHNIQUE
AT THE ELEVENTH GRADE OF SMAN 4 JEMBER
2022-2023 ACADEMIC YEAR

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirements of Bachelor Degree (S.Pd)
English Education Program
Islamic Studies and Language Education Department
Faculty of Education and Teacher Training

By:

Qoniatuzzakiyah
NIM: T20196188

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
OCTOBER 2023

i

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Supervisor Approval

As'ari, M.Pd.I
NIP. 197609152005011004

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To fulfill the requirements of Bachelor Degree (S.Pd)
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Day and Date : Wednesday, 25th of October 2023

Examiner Team

Chairman	Secretary
Dr. Indah Wahyuni, M.Pd.	Nina Hayuningtyas, M.Pd.
NIP. 198003062011012009	NIP. 198108142014112003

Members:

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D   (   )

2. As'ari, M.Pd.I   (   )

Approved by
The Dean Faculty of Education and Teacher Training

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032001

MOTTO

يَٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا۟ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

Meaning: "O mankind! We have created you from male and female and made you into nations and tribes, that you may know one another. Verily, the most honorable of you with Allah is that (believer) who has At-Taqwa. Verily, Allah is All-Knowing, All-Aware.[1] **(QS. Al-Hujurat : 13)**

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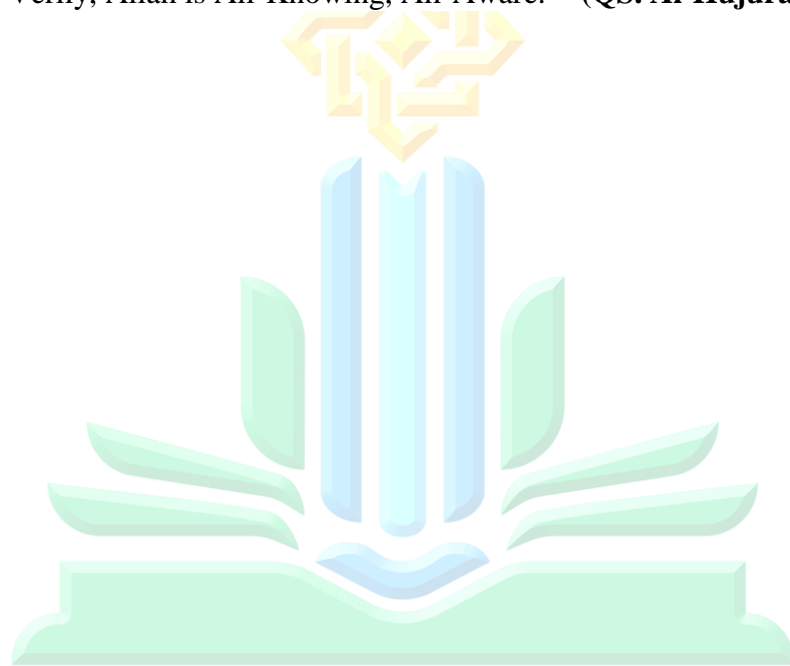
[1] Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, Translation of the meaning of THE NOBLE QUR'AN In the English Languange. (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an, 1998), 700.ahd Complex for the Printing of the Holy Qur'an, 1998), 700.

iv

DEDICATION

I dedicate this thesis to:

1. Allah SWT, the God and the Lord of the universe, who has granted me a lot of mercies and blessing. So that, I can complete this thesis as well as possible.

2. Myself, the one and only encourager and performer who spent the energy, thought, and the persistent struggle to finish this thesis. I deserved to be proud of myself.

3. My dearest mother, Halimah, S.Pd.I the strongest hero of my life. She greatly fights to raise me and my siblings, no matter how hard the storm hit and the harshness of life greeted. Thanks for the pray and love. She is truly an angle; she also deserves to savor my undergraduate tittle.

4. My precious father, Almarhum Drs. Sulaiman, the superb family priest, thanks for all the sacrifices and guidance. Hope, heaven is the last home and wishing you are here and proud of me. I dedicate my thesis and undergraduate tittle for you.

5. My family; my grandmother, my old sister, my little brothers, brother–in-law, and my nephew, niece. Thank you for becoming one of my reasons to always keep going on my life well and enthusiastically.

6. All kind people around me, including my inspiration family in Jember, Muhammad Yamin and adorable girls, the ughtea who spreads positive circumstances, elaborates advice, idea, and, criticism. Thanks a lot.

7. Lastly, those who cannot be mentioned individually yet have supported the writer to finish this thesis. Thanks a lot.

ACKNOWLEDMENT

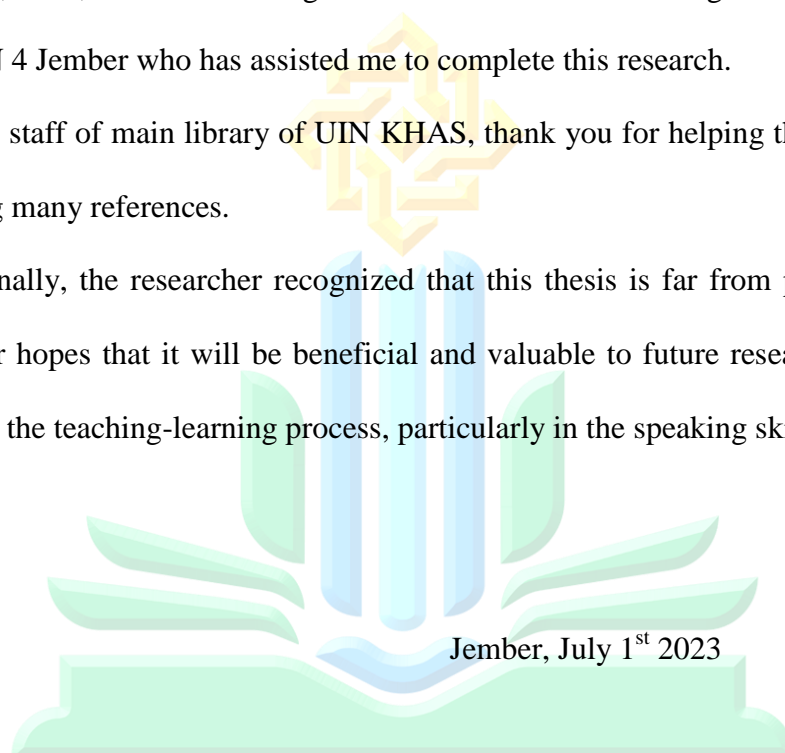بِسْمِ اَللّٰهِ اَلرَّحْمٰنِ اَلرَّحِيمِ

Praise and gratitude to the presence of Allah SWT, the most gracious and the most merciful, the lord of the world who has given abundant mercy, relief, and guidance so that the writer can complete this thesis well, entitled: *"The Implementation of Teaching Speaking Skill through Guided Conversation Technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year."* that becomes one of the requirements to fulfill the bachelor's degree. Sholawat and salam may praise our great prophet Muhammad SAW, peace be upon him, who has guided us from the darkness into the lightness, especially for the bright future and the world civilization.

At this point, the author would like to express her gratitude and appreciation to the following individuals that assisted, contributed, and encouraged the researcher throughout the course of this research:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.

2. Prof. Dr. Hj. Mukni'ah, M.Pd.I., as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given the permission to do this research.

3. Dr. Rif'an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department who has given the permission to do this research.

4. As'ari, M.Pd.I., as the Head of English education program and as my thesis advisor, who has given me the guidance, suggestions, and patience.

ABSTRACT

Qoniatuzzakiyah, 2023: *The Implementation of Teaching Speaking Skill through Guided Conversation Technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.*

Key Words: Teaching Speaking Skill, Guided Conversation Technique

Currently, languages are extra vital in communication. Likewise, English as studies which incorporate of four basic language skills, one of those is speaking skill. Yet, the speaking skill problems faced by students of eleventh grade were, first, lack of confidence that was caused by the students did not understand the material well. Second, less of vocabularies. Third, feel embarrassed that effected student's fluency, and last difficult to pronounce words and sentences. Therefore, the English teacher of SMAN 4 Jember utilized a guided conversation technique at the eleventh-grade science 1 to solve the students' problems and develop students speaking skill.

The research focus forms as follows; 1) How is the purpose of teaching speaking skill through guided conversation technique? 2) What are the materials of teaching speaking skill through guided conversation? 3) How are the steps of teaching speaking skill through guided conversation technique? 4) How is the evaluation of teaching speaking skill through guided conversation technique?

This research utilized qualitative approach particularly a case study as the research design. This research was conducted at SMAN 4 Jember. While, the researcher selected the purposive sampling so that the subject were the English teacher and four students of the eleventh grade. The data collection consisted of: observation, interview, and document review. Besides, this research used data analysis technique from Miles Huberman and Saldana, that includes; data condensation, data display, and drawing and verifying conclusion. Last, the data validity was clarified from source triangulation and technique triangulation.

The findings of the research were; 1) The purpose of teaching speaking skill through guided conversation technique were; a) The students were able to apply the social function, b) The students were able to use text structures, c) The students were able to utilize language features, d) The students were able to construct written and spoken transactional interaction text that involve giving and asking for information by telephone regarding appointment and reservation. Those purposes affected student speaking skill development especially improved students to be more fluently, confidently, and it increased student's comprehension, and vocabulary. 2) The materials were making reservation and appointment. 3) The steps were a) The teacher explained and elaborated example of the material, b) The teacher instructed the students to practice a conversation orally and in writing, c) Teacher facilitated feedback. 4) The evaluation was Formative evaluation through some techniques, such as; a) Attitude assessment b) knowledge assessment, c) Skill assessment.

LIST OF CONTENT

x

LIST OF TABLES

LIST OF APPENDICES

Appendix 1: Declaration of Authenticity

Appendix 2: Matrix of Research

Appendix 3: Syllabus

Appendix 4: Lesson Plan

Appendix 5: Research Instrument

Appendix 6: Research Journal

Appendix 7: Research Permission Letter

Appendix 8: Research Finishing Letter

Appendix 9: Turn it in Check Letter

Appendix 10: Documentation

Appendix 11: Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter bestows the research introduction covering the thesis components of research context, research objectives, research significance, definition of key term, and systematic discussion.

A. Research Context

Today, in the foreign English classroom, learning English is not as easy as learning the source language. Some students frequently consider English a laborious lesson to be acquired. Therefore, to learn English simply the student should master four skills in English, such as; listening, speaking, reading, and writing. Moreover, to effectively master English, some constituents need to learn simultaneously such as grammar, vocabulary, and pronunciation[2].

Unfortunately, through the preliminary study, the researcher identified some problems of speaking skill faced by the eleventh-grade students of SMAN 4 Jember, those were; first, lack of confidence, which was caused by the students not comprehending the material well. Second, the students were low in vocabulary mastery. Third, the students were feeling embarrassed which affected student's fluency. Last, the students found it hard to pronounce words and sentences. It was also supported by the student's background knowledge. Therefore, these problems impact their speaking skill practice development.[3]

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[2] Nailah 'Ainayis Sa'adah, Sofkhatin Khumaidah. *Comparative Study between Englsih and Arabic: Common Noun Vs Isim Nakirah and Proper Noun Vs Isim Ma'rifah & Its Implication in English and Arabic Language Teaching.* (Oxford: Journal of English Language Studies,2022), 10.

[3] Yuliati, interviewed by researcher, Jember, 22 Mei 2023.

Indeed, speaking is a collaborative process that involves the creation, receiving, and processing of information. Yet, speaking is a laborious ability that calls for the simultaneous use of varied talents that frequently develop at various speeds[4]. Besides, another note indicates that speaking has many various communicative aspects, with two key categories being correctness and fluency. Accuracy defines the practice of vocabulary, grammar, and pronunciation through controlled and directed exercises.[5].

Related to the importance of English-speaking skill, however, students tend to deal with many problems in speaking. Several studies report that students' difficulties are as follows, first, the psychological issues are divided into some parts, namely nervous, anxiety about making mistakes, and confidence less. Second, linguistic issues are limited such as in terms of grammar, expressiveness, and vocabulary. Last, an environmental issue is a lack of English conversation learning context.[6].

On the other hand, Afshar and Asakereh clarify that the main difficulties students face when speaking English belong to three categories: effective-related issues, social-related issues, and linguistically-related issues. Next, attitude, motivation, self-assurance, anxiety difficulties, length of language exposure, classroom atmosphere, family history, and student and instructor competency are involved in the effective-related issues. The

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[4] Florez, MaryAnn Cunningham, "Improving Adult English Language Learners' Speaking Skills," January 1999.

[5] Roger Gower, Steve Walters, and Diane Phillips-Teaching Practice Handbbok, (Heinemann, 1995), Chap. 5, 99.

[6] Ming-yueh Shen, and Tzu-yen Chiu, "EFL learners' English speaking difficulties and strategy use," Education and Linguistics Research 5, no: 2 (2019), 88-102. DOI:10.5296/elr.v5i2.15333.

comprehension issues that appear when speaking during class activity and practicing English outside the class are divisible into socially related problems. Then, some linguistically related issues, including those with vocabulary, fluency, grammar, and pronunciation[7].

Hence, in this current era, languages are extra vital in communication. Language is a tool for expressing thoughts, feelings, and data. As Islamic belief, in surah Ar-Rahman verses three to four refer to Allah has also taught humans to become creatures who are eloquent; this has been explained in His words:

خَلَقَ ٱلْإِنسَٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

Meaning: "He created human (3) He taught him eloquent speech (4).[8]

The verse clarifies that the word al-bayan in the verse above represents human identity. In verse 3 humans are created and then continued with verse 4, this indicates that language is something special and very important which is an inherent characteristic of humans. Tafsir al-Mawardiy explains the word al-bayan which is meant by several meanings including intelligence in speaking, writing, guidance, reason, explanation of self and environment, and humans are created not to know then taught the way of knowledge.

Nowadays, knowing more than one language, specifically English, is exceptionally beneficial to anyone who wants to comprehend what is going on

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[7] Afshar, H. S, and Asakereh, A, "Speaking skills problems encountered by Iranian EFL freshmen H and seniors from their own and their English instructors' perspectives," Electronic Journal of Foreign Language Teaching 13, no.1, June 2016 :112-130. DOI: 10.56040/e-flt.192

[8] Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, Translation of the meaning of THE NOBLE QUR'AN In the English Languange. (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an, 1998), 728.

around the globe and to obtain the accessibility of a global communication system. As such, English plays an essential role in commercial communication, travel, and education. Moreover, English as an international language, or EIL, has been widely discussed by scholars around the world it is also closely related to globalization. Also, EIL refers to a global community of nations and societies where English is spoken as an international language or for world language communication as proof that some 86 countries use English as the official language[9].

As time progresses the rapid world development affects English utilization some countries use English as a second language, especially since there are 1,080 million more non-native speakers (individuals who converse ESL)[10]. It shows that English has versatility which becomes a beneficial way of communicating. As well known, English is utilized as a foreign language or EFL in Indonesia. It is because Indonesia is a nation that has a population that uses Bahasa Indonesia as its native language. On the other hand, English is also applied as a part of the education sector in Indonesian.

Assuredly, the Indonesian government recognized the relevance of English and included it in its national school curriculum. The English language subject is implemented at both the primary and secondary school levels. It also continues at the university level. Based on the education minister regulation (PERMENDIKNAS), Ministry of National Education: "Language plays a

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[9] Wordspathteam, "86 Countries with English as the Official Language [Complete List]," January 10, 2023. https://www.wordspath.com/countries-with-english-as-the-official-language/.

[10] Richard Rogers, "How Many People Speak English in 2023 (20+ Data Statistics)," May 17, 2023. https://myclasstracks.com/how-many-people-speak-english/.

primary role in student's intellectual, social, and emotional development, and it becomes a proponent to achieve a successful learning in all fields of study".[11] as the example is English.

Likewise, English studies include four fundamental language skills: speaking, listening, reading, and writing. Speaking is one of the significant language skills that students must acquire. Furthermore, speaking is a type of activity that delivers information to others verbally. Some experts have recommended speaking definitions, such as; Speaking is a means of conveying thoughts, information, and emotions to other individuals. It is the most pivotal way for the narrator to express himself in language[12]. Richards added, that speaking is about being together or exploring ideas, getting something done, or subtracting various components of the world. This means that learners can speak accurately and fluently which affects good results by communicating and exploring ideas handily[13].

Indicating from the implications above, the teacher has to fix the teaching-learning process in the classroom. However, language teacher cultivates a variety of approaches to facilitate student learning and communication of the target language in the classroom. It attempts to successfully develop students' subject-matter competency effectively.

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[11] Departemen Pendidikan Nasional. Peraturan Menteri Pendidikan Nasional Nomor 22 tahun 2006 tentang Kurikulum, p, 106.

[12] Jeremy Harmer, The Practice of English Language Teaching 3rd Edition, (Pearson Education Limited,Longman 2001) 269.

[13] Richard, Jack C. Teaching Listening and Speaking From Theory to Practice. (New York: Cambridge University Press, 2008), 19. 255634567_Teaching_Listening_and_Speaking_From_Theory_to_Practice.

Regarding the preliminary study the English teacher of SMAN 4 Jember, Ma'am Yuli utilized a guided conversation technique at the eleventh-grade science 1 to achieve an effective English learning classroom process and improve students' speaking skill development by practicing and performing a conversation. It means that the teaching technique that was applied by Ma'am Yuli was able to solve the students' problems.[14]

Guided conversation technique elaborates successfully teaching learning results in the classroom which means it becomes an appropriate technique to create a responsive class and students play an active role in the teaching-learning process. As the evidence some previous researches showed that the guided conversation technique could improve students' speaking skill, as follows; first, Flaurensia Agustine R, Rismaya Marbun, Dewi Novita (2013), entitled "Improving Students' Speaking about Asking and Giving Opinion through Guided Conversation."[15] Second, Nurafni Sitepu (2017), entitled "Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year."[16] Third, Shaefani Arif Romadhon, M. Taufik Qurohman (2019), entitled "Increasing Mechanical Engineering

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[14] Yuliati, interviewed by researcher, Jember, 22 Mei 2023.

[15] Flaurensia Agustine R, Rismaya Marbun, Dewi Novita, "Improving Students' Speaking about Asking and Giving Opinion Through Guided Conversation," Jurnal Pendidikan dan Pembelajaran Untan, 2013. https://www.neliti.com/publications/215950/improving-students-ability-in-speaking-about-asking-and-giving-opinion-through-g.

[16] Nurafni Sitepu, "Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year" (Skripsi, UIN-SU Medan,2017)

Students Speaking Skills Using Guided Conversation."[17] Fourth, Kusumaningrat, C. I. M (2021), entitled "Guided Conversation Method in English Speaking Learning for Business Administration Class." [18] Fifth, Muhammad Ikram (2022), entitled "Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skill (An Experimental Study at an Islamic Junior High School in Aceh Besar)."[19].

The previous researches above presented some similarities and differences with the current research. The differences were clarified in some points, such as; the research subject, research location, research method, and research focus. Therefore, this current research is important and crucial to be conducted and the researcher needs to examine the phenomenon deeply about the implementation of teaching speaking skill through guided conversation technique. It aims to obtain an in-depth explanation of the purpose, materials, steps, and evaluation of teaching speaking skill through guided conversation technique.

B. Research Focus

Based on the research background above, the researcher bestows some research focuses, specifically:

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[17] Shaefani Arif Romadhon, M. Taufik Qurohman, "Increasing Mechanical Engineering Students Speaking Skills Using Guided Conversation," EnJourMe (English Journal Merdeka): Culture, Language, and Teaching of English 4, no. 1 (2019) 18-23. https://doi.org/10.26905/enjourme.v4i1.3252.

[18] Kusumaningrat, C. I. M, "Guided Conversation Method in English Speaking Learning for Business Administration Class," Jurnal Ilmu dan Sodal dan Humaniora 4, no. 1 (2021): 285-299. https://doi.org/10.37329/ganaya.v4i1.1266.

[19] Muhammad Ikram, "Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skill (An Experimental Study at an Islamic Junior High School in Aceh Besar" (Skripsi, UIN Ar-Raniry Darussalam Aceh, 2022)

1. How is the purpose of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year?

2. What are the materials of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year?

3. How are the steps of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year?

4. How is the evaluation of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year?

C. Research Objective

Based on the research focus, it formulates some research objectives such as:

1. To describe the purpose of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year.

2. To describe the materials of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year.

3. To describe the steps of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year.

4. To describe the evaluation of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year.

D. Research Significance

The writer expects the current research grants variety advantages for the teaching and learning process of English particularly speaking skill. However, research significances elaborated into several points namely; theoretical and practical significance, those are:

1. Theoretical significance

This research is expected to contribute to English education knowledge and confirm the theories related to the student speaking skill and guided conversation technique implementation. Besides, this research expected to inform and add general knowledge to the readers about teaching speaking skill process through guided conversation technique.

2. Practical significance

a. For English Teachers

The research is supposed to provide beneficial knowledge about speaking technique which can be applied to enrich teacher's insight in teaching learning process particularly in teaching speaking skill through guided conversation technique.

b. For Students

This research expects to attract students in learning English especially speaking skill through guided conversation technique which support to master and comprehend the speaking skill easily.

c. For other Researchers

This research can be a beneficial reference for future researchers that increase the comprehension about the implementation of teaching speaking through guided conversation technique.

E. Definition of Key Term

The definition below refers to the understanding an essential term of the research tittle. Besides, it aims to prevent misunderstanding toward content interpretation of the researcher implication, as follows:

1. Teaching Speaking Skill

Speaking becomes the necessity of student language skill which refers to a process that conveys idea, information, and feelings. This skill has a purpose to achieve a certain goal exactly in social relation among other people such oral communication. To have a better speaking skill the speaker has to apply and understand the four elements of speaking, such as: grammar, pronunciation, vocabulary, and fluency.

In fact, teaching speaking skill is avowed as an important section on language teaching learning. Meanwhile, teaching speaking skill is a manner to pay attention to student's needs, share knowledge and experience about the speaking skill. It also assists student to interact and communicate with

other particularly developing student speaking skill by making student be more active, creative, and confident on their speaking activities.

2. Guided Conversation Technique

Guided Conversation is one of method for teaching speaking that encourages students to speak in pairs with clear pronunciation and gives them opportunity to practice speaking English correctly so the students can communicate with their interlocutors more effectively.

3. Teaching Speaking Skill through Guided Conversation Technique

This term means a teacher's way to comply student's necessity in gaining knowledge and experiences about speaking skill through guided conversation technique. The guidance that is executed by the teacher in the learning English speaking skill process assists to amplify student's utterance in practicing the simple conversation activity. Thus, this technique affects classroom activity to develop student's speaking skill.

F. Structure of the Thesis

Structure of the thesis describes the flow of thesis discussion from the introduction chapter to the concluding chapter. A descriptive narrative, not a table of contents, is the format of systematic writing. The Systematic of discussion is organized into some points, those are:

Chapter I provided thesis introduction, such as research context, research focus, research objective, research significant, definition of key term, and systematic discussion.

Chapter II provided a review of related literature including the previous research and the theoretical framework.

Chapter III provided the current research method that consists of research approach and design, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV provided the research object explication, data presentation and discussion.

Chapter V provided the conclusion and suggestion of research.
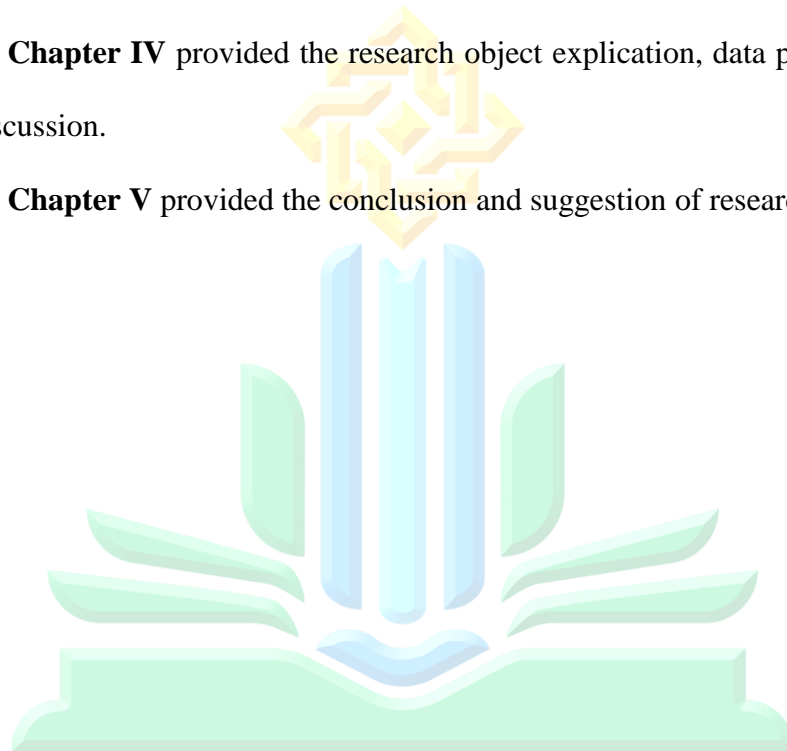
CHAPTER II

LITERATURE REVIEW

This chapter provides a review of related literature which consists of previous research and theoretical framework.

A. Previous Research

Presently, the researcher clarifies the previous research findings which are relevant to the current research. It aims to create the desired scope of the uniqueness and research viewpoint may be seen. The following are some previous researches on teaching speaking skill and the guided conversation technique:

1. The first previous research was written by Flaurensia Agustine R, Rismaya Marbun, Dewi Novita (2013), entitled "Improving Students' Speaking about Asking and Giving Opinion through Guided Conversation."[20]

   The aim of this research was to identify the utilization of guided conversation enable to improve student speaking skill particularly in the material of asking and giving opinion which was implemented for eight grade B student of SMPN 21 Terpadu Pontianak Academic Year 2011/2012 Besides, it applied Class Action Research (CAR) as the methodology that consisted of two cycles and each cycle existed two meetings. There are thirty-six students who were participated to support the course of this research. Hence, the finding of this research were; first cycle showed

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[20] Flaurensia Agustine R, Rismaya Marbun, Dewi Novita, "Improving Students' Speaking about Asking and Giving Opinion Through Guided Conversation," Jurnal Pendidikan dan Pembelajaran Untan, 2013. https://www.neliti.com/publications/215950/improving-students-ability-in-speaking-about-asking-and-giving-opinion-through-g.

13

student score was 68,19 whose five student did not pass the minimum mastery criteria (KKM, 65). The second cycle showed 70.83. It means the minimum mastery criteria (KKM) were achieved by students of eight grades B SMPN 21 Terpadu Pontianak achieved. So, it can be conclude that the guided conversation has a significance improvement on student speaking ability.

2. The second previous research was written by Nurafni Sitepu (2017), entitled "Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year."[21]

   The aim of this research was to improve the students' ability at the speaking skill by applying guided conversation strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year. Besides, this research utilized quantitative and qualitative approach which the participants were thirty-seven students. Meanwhile, the findings of this research were success which showed in each cycle such 60,27 was the score of mean pre-test whose 4 students with score go up to 75 (10,81%), the mean of the post-test was 72,43 whose 12 students with score go up to 75 (32,43%) and 80 whose 32 students with score go up to 75 (86,48%) was the result of second post-test. So, it can be concluded that the guided conversation strategy for the student was improved students' ability at speaking.

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[21] Nurafni Sitepu, "Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year" (Skripsi, UIN-SU Medan,2017)

3. The third previous research was written by Shaefani Arif Romadhon, M. Taufik Qurohman (2019), entitled "Increasing Mechanical Engineering Students Speaking Skills Using Guided Conversation."[22]

The purpose of this study was to describe how guided conversation technique was used and to increase English skills, specifically speaking skills in the sixth semester student of Mechanical Engineering study program. This research utilized class action research (CAR) which was applied in two cycles. There were thirty mechanical engineering students who took English course and as the participant of this research. Besides, this research verified three cases of outcome and discussion: fluency, speech volume, and prosecution communicating to students with guided conversation. Meanwhile, the results of this study were displayed in each cycle. First cycle of (student fluency result) showed thirteen student's speaking fluency value was 65% with 74 or up to 74 (50%) of minimum score. Next, second cycle showed student's speaking fluency increased (20%) which the fluency value was 85%. In short, this research achieved 100% learning completeness with the average score of student speaking ability was 85,90%. First cycle of (student speech loudness result) showed 68% average of student speaking loudness whose 13 or (50%) student got the minimum score. The second cycle showed any improvement which the loudness speaking increased (20%) which the fluency value was 88%. In

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[22] Shaefani Arif Romadhon, M. Taufik Qurohman, "Increasing Mechanical Engineering Students Speaking Skills Using Guided Conversation," EnJourMe (English Journal Merdeka): Culture, Language, and Teaching of English 4, no. 1 (2019) 18-23. https://doi.org/10.26905/enjourme.v4i1.3252.

short, this research achieved 100% learning completeness with the average speaking ability was 85,90% students. First cycle of (student prosecution talking result) showed student's speaking fluency value was 70% whose 13 or 50% students passed the learning completeness. The second cycle showed student's mastery learning outcomes increased (16%) which 86% was the average value. In short, this research achieved 100% learning completeness with the average score was 85,90. So, it can be concluded that the utilization of guided conversation method was improved student speaking ability in terms of student fluency, loudness, and speech.

4. The fourth previous research was written by Kusumaningrat, C. I. M (2021), entitled "Guided Conversation Method in English Speaking Learning for Business Administration Class." [23]

The goal of this study was to specify the utilization of guided conversation methods in teaching speaking skills to business administration students at STISPOL Wira Bhakti Denpasar. Besides, this research utilized the library research method. , this research clarified speaking skills and the guide conversation method that build upon the opinion of some experts. So, it can be concluded from some experts' theory that the guide conversation method for English for business students improved student's creativity in learning English at speaking. Additionally, effective speaking demands a range of exact techniques.

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[23] Kusumaningrat, C. I. M, "Guided Conversation Method in English Speaking Learning for Business Administration Class," Jurnal Ilmu dan Sodal dan Humaniora 4, no. 1 (2021): 285-299. https://doi.org/10.37329/ganaya.v4i1.1266.

5. The last previous research was written by Muhammad Ikram (2022), entitled "Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skill (An Experimental Study at an Islamic Junior High School in Aceh Besar)."[24]

The aim of this study was to inspect whether the application of guided discussions could improve the students' speaking skills in the twelfth grade at Islamic Junior High School in Aceh Besar. Besides, this research applied a quantitative method particularly in a pre-experimental study that consisted of four meetings and the participants were twenty-seven students. While, the results of this study showed a substantial difference in student speaking skills especially when the guided conversation was applied, the mean pre-test score was 41.48, and the mean post-test score was 66.52. So, it can be concluded that the guided conversation was successfully improved student speaking skill.

Table 2.1
Similarities and Differences between the Previous Research and Current Research

NO	Author and Title	Similarities	Differences
1	2	3	4
1.	Flaurensia Agustine R, Rismaya Marbun, Dewi Novita 2013, entitle: Improving Students' Speaking about Asking and Giving Opinion Through Guided Conversation.	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used CAR as the design of method while the current research used qualitative research b. The previous research conducted at the Eighth grade B students of SMPN 21 Terpadu

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[24] Muhammad Ikram, "Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skill (An Experimental Study at an Islamic Junior High School in Aceh Besar" (Skripsi, UIN Ar-Raniry Darussalam Aceh, 2022)

1	2	3	4
			Pontianak Academic Year 2011/2012. While, this research conducted at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. c. The focus of the previous research was to know the guided conversation utilization improves students' ability in speaking about asking and giving opinion while the current research clarified about the purpose, material, steps, and the evaluation of teaching speaking skill through guided conversation technique.
2.	Nurafni Sitepu 2017 entitled: Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year.	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used CAR as the design of method while the current research used qualitative research b. The previous research conducted at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year. While this research conducted at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. c. The focus of the previous research was to improve the students' ability at the speaking skill by applying guided conversation strategy while the current

1	2	3	4
			research clarified about the purpose, material, steps, and the evaluation of teaching speaking skill through guided conversation technique.
3.	Shaefani Arif Romadhon, M. Taufik Qurohman 2019, entitled: Increasing Mechanical Engineering Students Speaking Skills Using Guided Conversation.	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used CAR as the design of method while the current research used qualitative research b. The previous research conducted at Harapan Bersama Tegal Polytechnic while this research conducted at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. c. The focus of the previous research was to improve the students' ability at the English skill (speaking skill) particularly in terms of student's fluency, loudness, and speech by applying guided conversation method while the current research clarified about the purpose, material, steps and the evaluation of teaching speaking skill through guided conversation technique.
4.	Kusumaningrat, C. I. M. (2021), entitled; Guided Conversation Method in English Speaking Learning for Business Administration Class	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used library research method while the current research used qualitative research b. The previous research conducted at Business Administration Class while this research was

1	2	3	4
			conducted at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. c. The focus of this research was about determining the utilization of the guide conversation method in teaching speaking while the current research clarified about the purpose, material, steps, and the evaluation of teaching speaking skill through guided conversation technique
5.	Muhammad Ikram (2022), entitled; Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skill (An Experimental Study at an Islamic Junior High School in Aceh Besar)	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used pre-experimental study while the current research used qualitative research b. The previous research conducted at Islamic Junior High School in Aceh Besar while this research conducted at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. c. The focus of this research was about determining the utilization of the guide conversation method in teaching speaking while the current research clarified about the purpose, material, steps and the evaluation of teaching speaking through guided conversation technique.

The explication of some previous studies above demonstrates several similarities and differences between the previous studies and the current research. The similarities between the previous and the current research were illustrated by both studies analyzing the same issue and variables, such as teaching speaking skills and the guided conversation technique. Meanwhile, the differences between the previous research and the current research were clarified in various terms, including; the level or the subject of the research, the research location, multifarious research method, and particularly the research focus.

To classify the importance in conducting this research, the researcher informed two main points, such as; the focus and the aim of the research. Besides, the purpose, material, step, and evaluation of teaching speaking skill through guided conversation technique was the current research focus in which those research focuses has not already been researched deeply by the previous research. Besides, the current research aims to describe the implementation of teaching speaking skill through guided conversation technique.

B. Theoretical Framework

It describes the theory of discussion that referred to a perspective application in conducting the research. A broader and deeper discussion of theory will further deepen the researcher's insights in examining the problems to be solved that accordance with the focus and objectives of the research. Those are:

1. **Teaching Speaking Skill**

   a. **Speaking Skill**

      1) The Essentials of Speaking Skill

         In this contemporary era, the communication skill performs as a pivotal role in which people have to master it. It aims to achieve the certain fields. Without communication, people cannot survive. Consequently, to communicate effectively in today's global society, speaking is considered the most significant of the four language abilities.

         Moreover, students must acquire communication skills due to the widespread use of English around the world.[25]. Because, speaking is the ability on which students will be valued at most in real-world circumstances'[26] and allow students to not only understand but also directly produce language elements.[27]

         Besides, speaking is a notable part of language acquisition and education. Because the teaching speaking goal is to increase students' speaking abilities, students can express and acquire them by adhering to social and cultural standards.[28]. Therefore, speaking skill is obligatory learned by EFL or ESL learners. Also, the school

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[25] Parupalli Srinivas Rao, "The Importance of Speaking Skill in English Classrooms," ACIEL Journal, 2 no. 2, (March, 2019): 8.

[26] Gillian Brown, and George Yule, Teaching the Spoken Language, 96.

[27] Fitriya, Nina Hayuningtyas , Siti Khodijah. *Improving the Students' Speaking Skill by Implementing Snowball Throwing Technique.* (CREW Journal, 2022), 34.

[28] Devi Rufiana, and Mulyadi, "Using Think-Pair-Share Strategy to Improve Students' Speaking Ability for Indonesian Senior High School Students," Journal of Applied and Literature 2, no: 1 (January-June 2017) 2.

environment is ideal for developing excellent communication skills, especially speaking ability.

Hence, to obtain mastery of effective speaking skills the students need to learn some aspects and the teachers instruct the students in a way that allows the students to evolve and pursue their speaking skills.

2) The Element of Speaking Skill

In addition, learning the indicator or component of speaking skill is necessary to be mastered by students because it includes to the communication process. Those are:[29]

a) Grammar, which examines how to use language effectively and prevent grammatical mistakes.

b) Vocabulary, which evaluates words used well. It also shows the test-takers degree of proficiency.

c) Comprehension, which evaluates the ability to comprehend the conversation's context and offer a response.

d) Fluency, a sign of a well-delivered speech output in a conversation. It can evaluate the speech given with confidence and respond to the specific theme without being perplexed by the word choice

e) Pronunciation, which assesses pronunciation errors and characteristics of pronunciation that inhibit communication.

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[29] Nunan, Yenny rahnawati, and Ertin, "Developing Assessment for Speaking," Journal of IJEE, 1 no. II (2014), 202.

f) The task involves following the instructions provided during the speaking test.

3) The Type of Speaking Skill[30]

a) Imitative

The ability to repeat back (imitate) a word, phrase, or possibly a sentence is at one extreme of a spectrum of types of speaking performance.

While imitative is essentially a phonetic level of oral production, criteria performance may also consider prosodic, lexical, and grammatical parts of the language. Furthermore, this sort of speaking is evaluated using four sections: reading aloud, repeating sentences, conveying words, and answering questions.

b) Intensive

The production of small oral language segments to demonstrate mastery in a certain range of grammatical, phrasal, lexical, or phonological relationships (such as prosodic components, intonation, stress, rhythm, and juncture).

These are two types of speech that are commonly utilized in evaluation circumstances. The following are some examples of intense assessment tasks: translation up to the simple sentence level; guided response activities; read aloud; phrase and

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[30] H. Douglas Brown, Language Assessment Principles and Classroom Practice, 141-142.

conversation completion; restricted picture-cued tasks with simple sequences.

c) Responsive

Responsive assessment refers to tasks of interaction, and comprehension test, those are including; simple conversations, polite small talk, straightforward requests, comments, and so forth. This type enables to be formed as one or two questions or retort, such as:

Y: Hello excuses me, how is your life going?

Z: Pretty good, how about you?

Y: I am good

Z: Yeah, okay.

d) Interactive

In addition, the distinctions between responsive and interactive type is situated in the term of intricacy and the length sentence which occasionally involves a number of participants and/or many exchanges.

Besides, interaction enables to include as two formats of transactional language which are used to exchange specific information or interactions between people. It aims to preserve social relationships. There some assessment types, namely; role play conversation, discussion, debriefing, and game.

e) Extensive

Extensive type is also known as monolog. Besides, Extensive oral production duties include speeches, oral presentations, and story-telling. During these exercises, listeners' spoken participation is either completely prohibited (potentially to nonverbal responses) or severely restricted (perhaps to nonverbal responses).

4) The Activities of Speaking Skill

Promoting speaking skills that teachers might utilize to get students to speak out during the class activities is one method of teaching speaking. Students can be motivated by effective speaking exercises. Hence, there are two activities involved in teaching speech, those are[31]:

a) Monologue

There are two types of monologues: planned and impromptu. Monologue refers to a speaker's use of spoken language during speeches, readings in lectures, brand-new broadcasts, and other occasions. Long spans of communication must be processed without pausing and the speech is continuously keeping going whether or not the listeners understand.

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[31] H.Douglas Brown , Op Cit,251.

b) Dialog

There are two types of dialogue: interpersonal and transactional. However, interpersonal refers to dialogue that consists of two up to three or more speakers. While, transactional refers to interaction in which delivering or exchanging certain information, those include to responsive language elaboration. For instance, negotiating nature may be more present in them than responding speech.

5) The Advantages of Speaking Skill

Although English language skills consist of four skills, speaking skill becomes the most beneficial among other skills because Speech is the main section of communication. As a result, speaking ability is a prominent manner of communication. Mastering each skill is essential to become a well-rounded communicator. Moreover, having good speaking offers several distinct advantages for the speaker. The following are the advantages of speaking abilities, those are[32];

a) To actively engage in group or pair activities in the classroom.

b) To make a first-class speech on many occasions.

c) To actively engage in conversations and arguments.

d) To promote students a critical thinking mindset.

e) To achieve continuing a higher study in a foreign countries.

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[32] Parupalli Srinivas Rao, "The Importance of Speaking Skill in English Classrooms," ACIEL Journal, 2 no. 2, (March, 2019): 12.

f) To communicate with folks across the world.

g) To encourage the business's goods sales.

h) To live abroad simpler and easier

i) To enhance your job possibilities.

j) Using the internet successfully.

k) To finish a job interview.

l) To expand insight.

m) To move to a foreign nation.

n) To have successful international trade.

o) To achieve a high level of social standing.

p) To convey speech on all changes

q) To talk with others properly

r) To increase an individual's income.

b. **The Definition of Teaching Speaking Skill**

Generally, not everyone finds teaching to be simple. It requires a formal training to become a professional teacher who can comprehend and adjust to any dynamic changes that might affect the teaching-learning process. Teaching is an activity done by the teacher to teach student at school. This activity utilizes a range of techniques to formally transfer knowledge to students. It is particularly covered of the concept which set on the lesson plan, material, explanation, and evaluation[33].

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[33] Ajeng Rosi Adellia, "The Implementation of Teaching Speaking Skills through Think-Pair-Share Strategy at Eighth Grade Student of Junior High School Queen Ibnu Sina 2022-2023 Academic Year" (Skripsi, UIN KHAS Jember, 2022).

Furthermore, Teaching usually refers to an act when someone grant knowledge or ability to another, "grant" means sharing experiences or conveying information such discourse. Teaching is regarded as an art or science draft. It highlights the teachers' inventive and artistic ability to generate good situations in the classroom to assist students in learning.

Besides, as a science, it employs logical, mechanical, or procedural processes to be complied with to attain an effective purpose. Varied instructors have varied perspectives on the concept of teaching.[34]. Davis and Glaser pointed out in 1962 that there are four steps in the overall teaching process; first stage: Planning the lesson, including content analysis, target identification, and objective writing. Second stage: Teaching organization, which specifies the instructional methodologies for achieving the teaching goals. Third stage: to select the most effective teaching-learning approaches to ensure the content is presented properly. Step 4: Managing teaching-learning involves assessing learning goals in terms of student achievement and providing feedback to teachers and students[35].

Meanwhile, teaching speaking skill means; first, generating the sounds and patters of English speech. Second, employ the rhythm of the second language, word and sentence, and intonation patterns. Third, Select suitable words and sentences based on the concept of the social

[34] Isola Rajagopalan, "Concept of Teaching," International Journal of Education 7, no: 2 (2019) 5. https://doi.org/10.34293/education.v7i2.329.
[35] Isola Rajagopalan, "Concept of Teaching," International Journal of Education 7, no: 2 (2019) 6. https://doi.org/10.34293/education.v7i2.329.

setting, forum, circumstances, and topic matter. Fourth, arrange their ideas in a valuable and logical order. Fifth, Use words for communicating your values and opinions. Last, utilize the language fluently[36].

In brief, teaching speaking is the process of teaching speaking entails the teacher supporting the pupils in achieving the learning aim which is the requirement to enhance their performance in speaking ability. The instructor could encourage pupils to improve their public speaking skills during the teaching and learning process.

c. **The Principle of Teaching Speaking Skill**

To gain an effective teaching learning process of speaking skill class, the teacher needs to utilize some principles to achieve the aim of teaching speaking skill, those are[37]:

1) Depend on learning goal: Prioritize fluency and accuracy

A range of learner demands must be considered, from language-based accuracy focus to message-based engagement, meaning, and fluency focus.

2) Provide intrinsically motivating technique

Try to use call times that appeal to students' primary goals and interests, such as meeting their need for insight and status, achieving competence and autonomy, and "being all that they can be." though

when using teaching methods that don't cause them to experience ecstasy but assist the students to recognize the advantages of the activity. Because, frequently English students do not understand why the teacher ask students to perform specific things, therefore teacher obligatory deliver the profit to learn English material.

3) Encourage the use authentic language in meaningful contexts

In this term, maintaining significant interactions is a challenging process. So, teacher must utilize anything in the teaching learning process, such travel around the classroom asking each student to select the correct response. Creating authentic environments and meaningful interactions requires effort and imagination, but it is possible with the aid of a wealth of teacher resource materials.

4) Provide appropriate feedback and correction

For appropriate linguistic feedback in the majority of EFL situations, the teacher is the only source available to the students. Even while kids may seek comments "out there" outside of the classroom in an ESL scenario, you are still in a position to be very helpful. You must use your command of the language to provide the right kinds of corrective feedback at the right time.

5) Take use of the inherent link between speaking and listening

In addition, listening is a component of many interactive strategies that entail speaking as well. Do not pass up chances to combine these two skills. Because you may be focusing on speaking

goals, listening goals may naturally coincide, and the two skills can complement one another. Comprehension frequently serves as the starting point for language production skills.

6) Allow students by initiating oral communication

A Teacher language introduction accounts for a considerable amount of normal classroom engagement. Students are trained to "speak when spoken to" and are asked questions, given directions, and given information. Oral communication proficiency is the ability to initiate, include; discussions, offer subjects, pose questions, direct dialogues, and switch topics.

7) Encourage the development of speaking strategies

Beginning language learners are familiar with the idea of strategies competency. Simply put, they haven't given any effort to create their own unique methods for achieving spoken communication goals.

Teachers should do the following to make students feel satisfied and motivated to participate in the lesson.

a) Choose engaging subjects to capture students' interest and inspire them based on instinct or experience, depending on the teacher's credentials. It is impossible to acquire productive skills outside of meaningful circumstances. Additionally, pupils cannot participate

in such real-life activities as jobs and academic settings in unreal circumstances.[38]

b) Teacher is able to establish fun and interest topic by delivering it enthusiastically. Identifying the topic before it starts. To increase motivation, teachers can ask a number of guiding questions before the activity, and supply essentials explanation of information.[39]

c) Teacher assists to create enjoy circumstances, non- anxious which this mean help the reluctant and weak students in the class. Thus, it can be implemented through some activities, those are; guessing game, doing small group exercise before practicing speaking in front of many people, and practice speaking while being guided by the teacher through repetition, mechanical exercises.[40]

d) Teachers should assign work that is the right amount of difficulty neither too hard nor too easy, or pupils can get bored. Finally, teachers should encourage students to communicate about themselves by using meaningful learning and activities that are applicable to real-life situations.

In short, the principles of teaching speaking skill become an essential matter on the teaching learning process, it has the goal to

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[38] James E. Green and Sheryl O'Sullivan Smyser, "Changing Conceptions about Teaching: The Use of Portfolios with Pre-Service Teachers," JSTOR Journal 22, no: 2 (1995) 43-53. https://www.jstor.org/stable/23475746.

[39] Jeremy Harmer, The Practice of English Language Teaching, (2nd impression, Longman 2002) 253.

[40] Jeremy Harmer, How to Teach English 2nd Edition, (Fifth Impression ,Longman 1999) 234-235.

create an affective speaking activity in the class to accomplish the teaching speaking teaching objectives.

d. The Element of Teaching Speaking Skill

1) Teaching Purpose

Generally, teaching purpose does not always mean grant out information meanwhile the major purpose of teaching is to maintain students engaged in learning. Besides, the goal of educational term refers to a long term-goal that has a great sense of personal significance that aims to benefit something greater than oneself.

Besides, a purpose indicates a stimulus which motivates and organizes short-term goal setting, action goal, and behavior. When young people have a sense of purpose, they are more inclined to seek out and gain the knowledge and skills they need to achieve their goals, so purpose can motivate learning that produces the essential college and career readiness abilities[41].

As Anagha states that the teaching' purpose include; First, to assist students in learning; the primary purpose of education is to disseminate wisdom and knowledge. Second, to formalize behavior and character therefore teachers facilitate students in learning material based on the syllabus. It affects character and the behaviors are formalized during the learning process. Third, teachers urge students to be capable and self-sufficient. Excellent education produces two

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[41] Heather Malin, Teaching for Purpose: Preparing Students for Live of Meaning, (Harvard Education Press, 2021) 280.

outcomes: independence and a solid foundation. Fourth, to inspire learners; Teachers have the power to dismiss students intrinsically. Fifth, to foster creative thinking; Important life skills that are required to lead a successful life include the ability to think imaginatively and solve issues. The sixth is to improve social skills.

A teacher is essential to a child's whole growth. They must assist their students in developing emotional, physical, and intellectual traits that are beneficial to mental and general wellbeing. Seventh, one of a teacher's main goals is to help the school or educational institution achieve its objectives. Last, involve parents in children's education. Meanwhile, to ensure that instruction is effective the teachers must be inclusive[42].

In addition, teaching speaking notably intends to develop student speaking skill. As well as according to Hughes, the goals of a teacher in teaching speaking is to facilitate students to develop their awareness, practice a specific feature of linguistic science, such as grammatical rules. Second, practice productive skills such as rhythm, intonation, and vowels. Third, increase understanding of sociolinguistics and pragmatic issues, such as the manner of interrupting gracefully or responding correctly to praise.[43]

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[42]Anagha Vallikat, "Objective of Teaching," Teachmint (blog). Juni 29, 2021, https://blog.teachmint.com/objectives-of-teaching/.

[43] Rabecca Huhghes and Beatrice Szozepek Reed, Teaching and Researching Speaking: Third Edition, (New York, 2017) 5-6.

Moreover, Harmer added, the prominent teaching purpose is to improve students' ability to communicate effectively in spoken English. This involves assisting them in developing an understanding of how spoken English works and helping them learn conversational skills so they can express themselves verbally[44].

In essence, teaching speaking purpose attempts to help student to learn and improve the spoken language knowledge. It also to reach the teaching learning process achievement that creates better student comprehension.

2) Teaching Material

In the teaching-learning process, the material is one of the pivotal appliances; it is applied by the teacher to fulfill students' needs such as increasing their knowledge. Indeed, teacher has to create appropriate and interesting materials to form a comfortable classroom circumstance and an effective learning process. Furthermore, teaching material is a type of material or a collection of learning substances designed to aid teachers or instructors in systematic teaching and learning activities that strive to meet competency criteria.

Teaching material also include to such information, tool, and text needed for planning and reviewing the learning implementation which assists the teaching learning activities systematically in the classroom that students enable to master the material provided. In

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[44] Jeremy Harmer, The Practice of English Language Teaching Fifth Edition, (Harlow, UK: Pearson, 2015), 384.

addition, Materials include to a form of first, instructional refers to a manner that informs the learners about the language. Second, experimental refers to a manner that facilitates the experience of the language used. Third, elicitative refers to a manner that encourages the language use. Last, exploratory refers to a manner that assists students in discovering the language use[45].

However, material describes as anything that students and teacher use to speed up the language learning such in a form of DVDs, emails, movies, YouTube, dictionaries, workbooks, grammar guide, newspaper, picture etc. This means, the material could be anything utilized and related to the teaching purpose to assist language learners in gaining additional insight and experience.[46] Meanwhile, there some guidelines about the way of designing and producing effective teaching material in the classroom, such as[47]:

a) Contextualized English language teaching material.

b) English language teaching material promotes interaction and generative language.

c) English language teaching materials assist students in developing their learning approaches and skills.

d) English language teaching materials should encourage the usage of several languages.

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[45]Brian Tomlison, Material Development in Language Teaching (Second Edition), (Cambridge University Press 1998, 2011), 2.
[46]Brian Tomlison, 2.
[47] Jocelyn Howard, and Jae Major, "Guidelines for Designing effective English Language Teaching Materails," 104-107.

e) The authentic English language teaching materials

f) English language teaching materials should be visually appealing.

g) English-language teaching materials must provide suitable directive.

h) Adaptable English language teaching materials

In short, teaching English materials have a substantial role in the learning process; those also have a significant impact on the success of student learning outcomes in the sense that English teaching materials assist teachers in facilitating teaching activities and transferring knowledge properly. Also, it can actualize broad-minded students.

3) Teaching Step

After teacher establish and design the appropriate teaching material, now move to the teaching step that places significant matter on teaching learning process. As stated previously, teaching is transmitting knowledge process from the teacher to the students. In fact, lacks of teaching step components enable to create learning process ineffective. Therefore, to support the classroom activities runs optimally, teacher must prepare the appropriate steps. The teaching steps are known as systematically arrangement or generally state as lesson plan. A lesson plan is a roadmap for a teacher to simplify a lesson in teaching learning. It usually comprises some points, include; First, consider the aim and what students must learn. Second, achieve

the purpose, such as the execution and procedural approach. Finally, a technique for determining the purpose is fulfilled effectively, commonly this way is implemented through homework assignments or testing.

Meanwhile, Lesson plan is an organized notation of a teacher's idea which will be examined during the lesson[48]. And, Richard argued that lesson plan assists the teacher in deciding and designing appropriate lesson which enable to work out problems and difficulties, providing a map to direct the teacher, providing lesson structure, and providing notes of the lesson[49]. There are several internal and external reasons for planning lessons, such as; it intends to increase teachers' self-confidence, to acquire learning materials preferably, to create learning process well, and to anticipate problems occur. Besides, the external reasons include; supplying the head master or supervisor prospect, and guiding the alternate teacher if the class requires it.

However, lesson planning is a significant matter for pre-service teachers, who may feel a higher desire to be in charge before the commencement of the session. There are various methods for planning lessons. Tyler's rational-linear framework is the most commonly utilized paradigm for lesson planning. Tyler's model comprises four sequential steps: Define the objectives and select the

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[48] Jack C. Richards, and Willy A. Renandya, Methology in Language Teaching: An Analogy of Current Practice, (Cambridge, New York 2002,), Chapter 3, 31.
[49] Richards, J. C. What's the use of lesson plans? In J. C. Richards (Ed.), Beyond training, (New York: Cambridge University Press 1998), 103-121.

learning activities, design the learning activities, and establish the evaluation criteria[50]. On the other hand, lesson plan sets as a generic component, such;

Table 2.2
Generic Component of Lesson Plan

Lesson Phase	Role of Teacher	Role of Students
A. Perspective (opening)	Ask what students have learned in previous lesson Preview new lesson	Tell what they have learned previously Respond to preview
II. Simulation	Prepare students for new activity Present attention grabber	Relate activities to their lives Respond to attention grabber
III. Instruction/Participation	Present activity Checks for understanding Encourage Involvement	Do activity Show understanding Interact with others
IV. Closure	Asks what students have learned Previews future lessons	Tell what they have learned Give input on future lessons
V. Follow Up	Presents other activities to reinforce some concept Presents opportunities for interactions	Do new activities Interact with others

- Adapted from Shrum and Glisan[51]

Thus, to formulate the lesson plan there some elements are required to do, as follows[52]:

a) Identification and the educational unit's name.

b) Identity of subject or theme, sub-theme.

c) The Class and semester.

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[50]Gail McCutcheon. "How do elementary school teachers plan? The nature of planning and influences on it," The Elementary School Journal, 81 no. I (September, 1980), 4-23. https://www.journals.uchicago.edu/doi/abs/10.1086/461201.

[51]Judith L. Shrum, and Eileen W Glisan. Teacher's Handbook: Contextualized Language Instruction (Boston, MA: Heinle & Heinle, 1994).

[52]Ninik P, Mpd, Dr. Teguh D,MS, and Ratma Dyah. "Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Atas," Geocoties.ws (blog). 2020, https://www.geocities.ws/mrteddy/penyusunanRPPSMP.pdf.

d) The Subject.

e) Time allocation is defined by the number of study hours available in the syllabus and decided based on the needs of KD achievement and learning load.

f) Objectives for learning are developed utilizing KI-KD and observable and measurable operative verbs such as attitudes, knowledge, and abilities.

g) Indicators of basic competence and competency achievement.

h) Goals.

i) Learning materials providing pertinent information, concepts, principles, and procedures written in the form of points based on the development of competency success indicators.

j) Learning methods are a way used by teachers to establish a learning environment and learning process.

k) Learning media, it forms a learning process that aids in conveying subject matter.

l) Learning resources, this can be in the form of books, print, and electronic media, the natural surroundings, or other relevant learning resources.

m) The steps of learning such as the preliminary, core and closing stages.

n) Learning outcomes assessment

4) Teaching Evaluation

Evaluation is frequently mistaken with 'testing' and 'measuring,' although these are very different concepts. As a result, many teachers who administer tests to their students erroneously think that they are measuring their academic progress. Testing is merely a method for gathering data about student behavior. On the other hand, measurement is restricted to a quantitative description of student behavior.

The phrase "evaluation" is more inclusive and encompasses testing, measurement, and qualitative descriptions of student behavior. A value judgment regarding the worth or desirability of the behavior being measured or evaluated is also included[53].

Furthermore, evaluation is defined as "a systematic process of assessing the level of student achievement of educational goals." This definition implies that evaluation is a methodical procedure, and leaves out haphazard, unplanned, or uncontrolled student observation. The term also suggests that prioritizing educational goals is necessary. It is impossible to assess students' development, growth, and progress without established the objectives[54].

Particularly, teaching evaluation is a manner to confirm that the teacher teaching process enables to assist student to achieve the potential it also to evaluate and re-examine the effectiveness of

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[53] Dr. V.K.Maheshwari, Ph.D, "Unit 23 Concept of Educational Evaluation," January 27, 2017, https://egyankosh.ac.in/bitstream/123456789/7660/1/Unit-23.pdf.
[54] Dr. V.K.Maheshwari, Ph.D, and Tyler, 6.

teaching implementation. By systematically evaluating teaching process, teachers can provide students with continuously learning experience. Indeed, trough evaluation the teacher does not only determine whether or not the student has achieved the learning objectives but it also evaluates the success of the learning experiences, method or technique, and material employed to accomplish those goals. There some varieties of evaluations utilized in the classroom, include[55];

a) Summative evaluation

Summative evaluation is the most well-known type of evaluation. It happens at the end of a term, course, or instructional program. It comprises formally testing students' intellectual achievement. Two examples of this evaluation type are annual and semiannual tests, such as public exams. This type of assessment applies to compare, rate, rank, and classify, and advance the students. Additionally, certification purposes call for its utilization. Summative evaluation is also utilized to select student for achieving scholarship or admittance to certain courses. On the basis of it, predictions about students' future success in their endeavors can also be formed.

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[55]Maheshwari, 7-9.

b) Formative Evaluation

Formative evaluation is implemented during course instruction to enhance student learning. The evaluation's goal is to provide feedback on their development by identifying the students' learning gaps and students' weakness. Then, the teacher enables to regulate the remedial session for the students.

Additionally, formative assessment provides feedback to the teacher on the effectiveness of teaching strategies, allowing lesson plans to be modified. It also offers suggestions on how the course of content, resources, and materials are applied well. For example, after teaching and testing, the teacher can determine whether the topic is appropriate for the student's level and whether the textbook addresses the student's comprehension handily.

Hence, the primary goal of formative evaluation is to enhance learning. Formative evaluations are carried out throughout the course time continuously; it can be implemented through assignments, informal tests, and other classroom activities. In contrast to summative evaluation, this evaluation is a formal evaluation. Meanwhile, the formative evaluation is informal and it can be carried out using a variety of methodologies, including observation, oral tests, written examinations, etc.

c) Diagnostic Evaluation

Another evaluation types that is closely relational to formative than summative evaluation is called as diagnostic evaluation. Indeed, it is conducted along with the formative evaluation. Besides, the primary goal of diagnostic evaluation is to uncover the causes of students' learning impairments. It is also prominent before instruction begins to place pupils correctly based on accomplishment levels. As a result, the diagnostic assessment provides a starting point for executing the instruction.

2. Guided Conversation Technique

a. Definition of Guided Conversation Technique

Additionally, the goal of the educational process is to increase students' capacity for active learning, enjoyment, and genuine interest in the subjects being studied particularly English. The word "Guided" is derived from the English words "guide," "direct," "inform," "show," and "encourage[56]." The guided conversation is a dialog and practice that becomes the major learning equipment. The learning process starts utilizing model-guided conversation at the opening session that illustrates one or some purposes and structure of students' needs that include the context of prominent communication exchanged.

On the other hand, this technique involves the teacher performing the energetic role. While the students should pay close attention in class

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[56]John M. Echols, Hassan Shadilly, Kamus Indonesia - Inggris, and Indonesian-English Dictionary, (Jakarta, 1989), 3rd edition.

and adhere to the regulations at all times. This technical guidance is provided by the teacher in the classroom and is purposed to assist students more fluent in a modest conversation.

A group discussion with a moderator who keeps everyone on track is the ideal example of a guided conversation. The teacher must prepare recent material for guided conversation. Because aside from increasing the practice of speaking skills that consist of new vocabulary, it also shows students can have various questions and answers. Moreover, the teacher leads students to gain an available mindset by utilizing simple language to comprehend and gently guiding students' speech that has not been adequately guided. Therefore, the students can evolve it. The teacher connects the subject matter to the learning process of the students. Thus, it makes students easier to practice their speaking skills repeatedly[57].

Through guided conversation, students can master English material more quickly and develop their speaking abilities. Moreover, the activity of guided conversation, students are encouraged to establish a communicative environment by providing ideas and thoughts, and responses while elaborating comments and suggestions on the conversation delivered. Furthermore, guided conversation becomes an

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[57] Steven J. Molinsky, Expressways: English for Communication, 7.

efficient design for teaching students how to learn quickly, understand the English curriculum, and develop speaking abilities[58].

The conversation guidance provides via long and brief conversations that take place in the classroom. Several linked aspects have a significant impact on how English-speaking abilities are taught in the classroom through guided conversation. Conversational English is difficult to learn, especially for individuals who reside in nations where English is not the native language. So, the most effective method for training speaking skills is probably a guided conversation.

In short, the guided conversation is a technique for teaching speaking that includes assisting students to speak in pairs with correct pronunciation and allowing them to learn how to speak English properly. So, the students can talk more accurately with their counterparts.

b. Syntax of Guided Conversation Technique

Indeed, both teachers and students must comprehend several procedures that are applied in the classroom to achieve appropriate learning results through the guided conversation technique. According to Molinsky and Bliss, the GCT procedures are as follows[59];

1) Elaborate the conversations model to provide practice with the lesson's purpose, structures, and functional expressions.

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[58] Enidar widyaiswara, "Peningkatan Keterampilan Berbicara Bahasa Inggris melalui Guided Conversation," 5.

[59] Steven J. Molinsky, Bill Bliss, Side to Side: English Grammar trough Guided Conversations, 9.

2) Encourage the students to be creative for the conversation model by composing their figure and atmosphere for the hypothetical conversation.

3) Give an example of each conversation sentence in the class in conjunction with an alternative that includes a footnote expression.

4) Have students present the sample discussion in front of the class in pairs.

5) Assign students to work in pairs to complete all activities using the alternative expression from the footnote.

6) Request that they deliver the activity to the class after finishing it as homework.

c. **Advantages and Disadvantages of Guided Conversation Technique**[60]

One of the methods that have many benefits for both teachers and students is guided conversation. Nic claims that a guide conversation refers to an oral text that immediately practices between two or more individuals and it provides the same outcomes as a conventional written text. "Because the teacher may simply get information by examining the reading comprehension test results, the teacher can simply determine how well the students are speaking.

Moreover, a technique for getting students to speak English accurately and appropriately is the guided conversation technique.

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[60]Beatriz Diaz, Christi Grochowsky, "Strategies and Method in Learning English". Article of creating an interactive classroom with the guided conversation model (2007), available on.http://adultesolprogram dadeschools.net/pdfs/smile_feb07.pdf, Accessed on Monday 17th, June 2019.

Therefore, this speaking teaching technique is frequently utilized by the teacher because it has numerous benefits for improving students' speaking skill performance.

Fundamentally speaking, any science that is developed by humans has both advantages and disadvantages. When the guided conversation technique is considered in the context of teaching and learning within the context of education, in fact, the disadvantages of guided conversation technique include, for fear of being wrong and commenting, most students or groups assigned as actors are ashamed to practice the discussion in front of the class. As a result, the guided conversation technique mandates that students practice communication with their partners for an extended period. Additionally, not all subjects can be applied using this technique.

CHAPTER III

RESEARCH METHOD

This chapter examines the current research method that consists of approach and design of research, research location, research subject, data collection technique, data triangulation, data analysis technique, validity of data, and research procedure.

A. Approach and Design of Research

In this research, the researcher utilized qualitative approach. Generally, Qualitative research comprises acquiring and analyzing non-numerical data (such as text, video, or audio) to understand ideas, opinions, or experiences well. Besides, since its research focuses on the knowledge basis, individual, arbitrary, and experiential execution, qualitative research refers to humanistic. This approach is also indicated to be holistic and seeks to define the particular behavior's meaning and how to carry out things in a specific context. Then, qualitative research methods are generally open and in-depth, naturalistic, which means they attempt to study objects, people, or events in natural (non-experimental) environments.[61].

Meanwhile, this research design is case study that refers to a researcher deeply investigates several elements, such as; a program, a process, an event, an activity, and one or more personalities.[62] A case study becomes one of the various types of qualitative research and the qualitative data are obtained

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[61] Karina Kielmann, Fabian Cataldo, and Janet Seeley, Introduction to Qualitative Methodology: A Training Manual. (UK Department for International Environment (DFID), 2012), 7-9. https://ueaeprints.uea.ac.uk/id/eprint/40319.

[62] John W. Creswell, Research Design Qualitative, Quantitative, and Mixed Method Approaches, (Sage Publication, Inc, 2009), 30.

through interview and observation.[63] The case study in this research is emphasizing the case that occurred in the research location related to the teaching speaking implementation through guided conversation technique that the meaning and process are not in the form of numbers but descriptive; written or spoken words from certain informants. Besides, it produces truthful, accurate, and systematic descriptions of reality and population characteristics[64].

Therefore, the case study research design was chosen by the researcher because it became an appropriate and relevant design for the current research. Then, the researcher did in-depth research to describe the implementation of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN4 Jember 2022-2023 academic year.

B. Research Location

In this current research, the researcher selected SMAN 4 Jember as a research location for conducting research. From a geographical perspective, SMAN 4 Jember has resided in the eastern region of the East Java province map. The position of SMAN 4 Jember is on Hayam Wuruk 145 street, Kaliwates sub-district, Jember and it stays on the right on the edge of the provincial road and nearby the Tawang Alun terminal from Surabaya. In fact, specifying the research location becomes a significant matter to support successfully in finding the data of the research as it addresses on the research

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[63] Indah Wahyuni, *"The Students Mathematical Thinking Ability in Solving the Program for International Student Assessment (PISA) Standard Questions"*, Journal of Advance Research in Dynamical and Control Systems, (Institute of Advanced and Scientific Research, 2019), 777-757.

[64]Sumandi Suryabrata, Metodologi Penelitian, (Jakarta:Raja Grafindo Persada), 2008. https://www.rajagrafindo.co.id/produk/metodologi-penelitian/.

focus. The research location determines the data which whether the data can be carried out and satisfy the data requirements needed in this research. Moreover, the consideration of geographical context, time, cost, and energy are important factors which researchers should take into account.

The distinctiveness or gap that is discovered in the activities or program implemented at the target location also influences the research location. Several goals were attached by the researcher in selecting the research location, such as; first, this school location was appropriate field that implemented the Guided Conversation Technique in the teaching learning process and it was necessary to explore it extensively. Second, this school location was appropriate with the currents research tittle that was proven by the preliminary study. Third, this school location was able to support elaborating the research focus result such as acquire scientifically about the purpose, material, steps, and evaluation of the teaching learning process at SMAN 4 Jember. Fourth, the Guided Conversation Technique was appropriate with the students' condition that assisted student speaking skills. Hence, by applying the GCT the students simply fulfilled its need and it created effectiveness on the process of teaching learning in the classroom.

C. Research Subject

This research utilized the purposeful "qualitative" sampling which refers to selecting people and venues that can provide optimum help to the researcher in comprehending the phenomenon easily. It also aims to develop a detailed understanding which might involve beneficial information, and assist

people to learn about the phenomenon.[65] In addition, homogeneous sampling was the variety of purposeful sampling utilized in this research; this sampling form is a suitable variety for the research phenomenon.[66] As for research subjects determined by a purposive sampling strategy, namely selected with particular considerations and objectives, as follows;

1. English Teacher of SMAN 4 Jember

    In addition, to conduct interview and observation, Mrs. Yuliati, S.pd, M.pd as the only English teacher at the eleventh grade science one was selected to be the subject of this current research. It aimed to obtain the related data, namely teaching English speaking through guided conversation technique about the purpose, material, steps, and evaluation.

2. The students of SMAN 4 Jember

    While the second subject was taken from SMAN 4 Jember of class XI Science 1 in conducting the observation part that consists of 35 students, particularly 16 males and 19 females. Besides, to conduct the one-on-one interview, four students were selected by the researcher, they were; Yunita, Aghnia, Nailah, and Iqbal. Those four students were selected to be research subjects for varieties reasons, such as; first, the English teacher recommendation. Second, one of the students has English background knowledge, active, clever, and capable. Second, two students could learn English without having English background knowledge. Third, one of the students has no English background knowledge but was highly motivated.

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[65]John. W. Creswell, Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, (Boston: Pearson Education, 2012), 206.
[66]Creswell, 208.

Last, those subjects clarified above applied a guided conversation to teach and learn English especially speaking skill. Those information above were obtained from the English Teacher of SMAN 4 Jember.

Hence, from the description the researcher assumed that the teacher and those students were able to give information related to the guided conversation technique on teaching speaking skill learning process.

D. Data Collection Technique

The data collection techniques which were utilized in this current research included:

1. Observation

Observation refers to an application to collect overt, direct evidence by observing subject or individual, and place at the research venue.[67] Besides, one of the observation roles is the non-participation observer refers to the observer who visits the venue and records the notes or information without engaging into the participants' activities[68].

This research, the researcher selected a non-participant observer who concentrated on a monitor and took notes during observation activities without involved in the participant's activities. In observation activities, the researcher observed since the teacher entered the class and started it with salam, greeting, praying, checking students' condition and attendance list.

Also, some elements were considered as an important part to be observed, those were; first, the researcher observed the objective condition

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[67]Creswell, 213.
[68]Creswell, 214.

of SMAN 4 Jember. Second, the researcher observed on teacher way to explain the materials and the material used of teaching speaking skill through guided conversation technique. Third, the researcher observed on teacher steps of teaching speaking skill through guided conversation technique, such as started since the preliminary, core up to the closing activity. Last, the researcher observed on teacher way to evaluate student and the speaking skill teaching learning process through guided conversation technique.

Hence, the observation activities generated the researcher's desired outcome. Furthermore, this research observation was conducted under the objective conditions of SMAN 4 Jember, and during the implementation of teaching speaking skills by guided conversation technique, which included the following elements: purpose, materials, steps, and evaluation.

2. Interview

The qualitative interview is organized when the researcher asks generic, open-ended questions to one or more participants and then notes their responses. Some concepts of interview are as follows:[69] One–on–One interviews, Focus group interviews, Telephone interviews, and E-mail interviews.

One–on–One Interview

The prevalent approach that is usually utilized in educational research especially in qualitative research is one-on-one interview. the

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[69]Creswell, 217-219.

researcher utilized the one-on-one interview that included to the researcher asked questions and recorded responses from just one study participant at a time. This interview became an appropriate and ideal to interview the subjects who were confident in their ability to speak, eloquent, and able to openly communicate opinions.

Besides, the researcher applied a semi-structured interview, which meant this interview naturally occurred to deliver questions to the research subjects without compromising their comfort during its activity. In a semi-structured interview, questions were proposed within a pre-planned theme framework to collect data. Nevertheless, the questions were not unregulated within sequence or phrase.

Further, the researcher conducted the one-on-one interview with the English teacher and four students; first, the researcher invited the subject to have a comfortable conversation by giving a friendly smile, salam, greeting, and asking conditions. Second, the researcher delivered the questions clearly; third, the subject answered the questions satisfactorily. Fourth, the researcher recorded and took notes. Then, all these steps above were carried out sequentially until the researcher closed the interview session by giving salam, thanking, and shaking hands.

Thus, the researcher utilized one-on-ne interview to obtain the research data, such as the purpose, materials, steps, and evaluation of teaching speaking skill through GCT. The detail classification above, the

one-on-one interview was applied to the English teacher, and four students of SMAN 4 Jember.

3. Document Review

Document review includes to some private and public notes that this research gain about a study venue and participant. Those are; a newspaper, meeting minutes, an individual journal, letters, and so forth. These resources offer insightful data that aids researchers in comprehending central phenomena in qualitative research[70].

In this current research collected the document review as follows; a. Profile of SMAN 4 Jember, b. Goal, vision, and mission of SMAN 4 Jember, c. Teacher and staff data of SMAN 4 Jember, d. The students' data at the eleventh grade of SMAN 4 Jember, e. Syllabus consists of core competence, learning material, and learning activity, f. The lesson plans, the lesson plan include, Identity, the educational unit's name, subject identity, class/semester, time location, core and basic competence, goal, learning material, learning objectives, learning method, learning media, it formed a learning process that assisted to impart subject information, and learning materials, including; books, print, and electronic media, the natural environment, or other applicable learning resources, learning steps, and learning assessments.

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[70]Creswell, 223.

E. Data Analysis Technique

Additionally, data collection from interviews, observations, and document reviews are organized and searched for systematically in data analysis. This process relates to the action of classifying data into groups, validating them into units, selecting some crucial information that must be provided as research data, and drawing a straightforward conclusion that can be comprehended by both the general public and the researcher. The data analysis for the senior high school students was analyzed by utilizing the qualitative concept analysis from Miles, Huberman, and Saldana. Those steps were:[71]

1. Data Condensation

   In data condensation, the researcher started to picked out, focused, streamlined, abstracted, and modified data from the research topic, such as field notes, interview transcripts, papers, and other empirical materials. Data was made stronger by condensing it. Then, the researcher summarized the findings from the data collection, which included the purpose, the material, the steps, and the evaluation of teaching speaking skills through Guided Conversation Technique. Subsequently, the researcher condensed the summary result to proceed to the data display.

   Hence, the researcher applied a data condensation by going over the interview and observation reports afterwards rewritten and categorized various significant points that were associated with the research focus.

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[71]Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, Qualitative Data Analysis: a methods sourcebook, third edition (London: Sage Publications, 2014), 12-13.

2. Data Display

    After the researcher categorized the data, next move to data display. In qualitative research, data display refers to a brief explanation, blueprint, and a connection among categories. In this research, the data organization was achieved in a descriptive manner. At this point, data has been taken and organized using data retrieval. Then, the researcher represented the outcomes of the data content, included; the purpose, material, steps, and evaluation of teaching speaking skill trough guided conversation technique. Last, the researcher drew verification conclusion.

3. Drawing and Verifying Conclusions

    Conclusion is drawn after the data collection result is presented and in-depth comprehension has provided. The researcher then corroborated the data by examining its correlation with previously provided data and new data which were utilized to draw a conclusion from the teaching speaking skills purpose, materials, steps, and evaluation through Guided Conversation technique

F. **Data Validity**

    In fact, the validity becomes a major deliberation to develop and evaluate the instrument of measuring. The extent to which an instrument measures what it is intended to measure.[72] To set the data validity of qualitative research data, the researcher should pay attention on 'the triangulation'. In addition, source triangulation and technique triangulation are the two types of

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[72]Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225. https://www.modares.ac.ir/uploads/En-Agr.Doc.AgriculturalExtension.7.pdf

triangulations utilized by the researcher to determine the reliability of qualitative data[73]. By comparing the data that had been collected from various sources exist.

1. Source Triangulation

The source triangulation method is to determine the reliability of the data. It was produced using data from one-on-one interview results of the eleventh-grade English teacher and students at SMAN 4 Jember especially students who demonstrated good speaking class participation. So, the first and the second sources were compared by the researcher to obtain valid data. For example, according to Ma'am Yuli as the English teacher, actually, the subjects I used to teach the learning process, particularly dialogue, were based on the syllabus, which was available in the eleventh grade. Furthermore, the teaching substance was pertinent to the educational objective. As an example, consider calling and making a reservation or an appointment. Besides, the content included various idioms and language elements, allowing students to recall common telephony expressions.

The interview from the teacher was compared with the students interview result from Yunita Nur Eka F, such as she stated; Ma'am Yuli gave us material about making reservations and an appointment during the teaching and learning process of speaking through guided conversation. Those materials were still defined into multiple parts, and then my partner and I created a conversation related to the material, which were about

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[73] Matthew, 266.

creating reservations at the hotel and making school project appointments. Furthermore, through this activity, I learned new insight such I know several expressions and I assumed that this material was easier than other material that affected my speaking skill progress.

In brief, from source triangulation, the researcher determined valid data by cross-checking the same information from different sources and comparing both sources to find whether or not the data obtained the same conclusion.

2. Technique Triangulation

The triangulation technique refers to determining the authenticity of data by comparing the same data using various techniques, such as data from interviews, observations, and document reviews which were merged by the researcher. The interview example has explained by the researcher on first point (source triangulation). Next example, based on the observation the researcher observed since the classroom activity started, the researcher discovered that when the teacher began delivering the information simultaneously, the pupils maintained calm and focused attention, allowing them to conceive the material provided. Besides, the researcher discovered that the teacher's materials were about making a reservation and an appointment including some expression, language features, and so on.

On the other hand, on the approved document review, the material for teaching speaking skills by guided conversation approach was stated on the syllabus, such as KD 3.6 and 4.6. Points B and D are also listed on the

lesson plan. It was plainly stated that the material for teaching peaking ability was making a reservation and an appointment.

In brief, after the researcher compared and or cross-checked the source triangulation then the next step was the researcher utilize the triangulation technique to verify valid data by cross-checking the same information from different techniques and comparing those results to discover if the data provided the same conclusion.

G. Research Procedure

The research procedure refers to the researcher's research implementation strategy, which includes preliminary research, design development, actual research, and report writing. Regarding the research technique described above, this research comprises three steps that the researcher must complete on the research procedure form, as follows:

1. Pre-field Stage

Pre-field stage was implemented before doing the field work.

a. Developing the research design

The plan was created by the researcher after considering the following factors: the title of the research, the justification for the research, the research's focus, its objective, its advantages, its subject and its methodology.

b. Selecting research field

The researcher selected the research field at SMAN 4 Jember

c. Permit processing

   Before the researcher conducted the research, the researcher obtained a license from the university website, visited the research site to obtain authorization, and then started the research stage process.

d. Assessing the state of the field

   Following authorization, the research began to improve comprehension of the context of the research object, and to facilitate data collection.

e. Make a research instrument

   Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research.

2. Field Work Stage

   The research data was collected at this stage. Three methods were used by the researcher to gather the data for the study: document review, interviews, and observation.

3. Data Analysis Stage

   After data collection through observation, interviews, and document reviews were completed, Huberman and Saldana's model was used to analyze the data. Following that, it was explained to the report's format and discussed with the adviser. Then, this study was tested and revised one last time after the examination was conducted.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Finding

1. The Research Object Description[74]

The object of this research was carried out in SMAN 4 Jember which located in Hayam Wuruk 145 street, Kaliwates sub-district, Jember. For more detail information were clarified on its school profile, as follow:

a. Profile of SMAN 4 Jember

  1) Name   : SMAN 4 JEMBER

  2) NPSN   : 20523826

  3) Established   : 1977

  4) Address   : Hayam Wuruk 145 street

  5) Zip code   : 68135

  6) Village   : Sempusari

  7) Districts   : Kaliwates

  8) Regency- City   : Jember

  9) Province   : East Java

  10) School status   : Negeri

  11) The principal's name   : Drs. Eddy Prayitno, M.Pd

  12) Educational level   : SMA

  13) Accreditation   : A

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[74] Document Review, "School Profile", 14 Juni 2023

b. Goal, Vision and Mission of School

1) Goal of School

a) Forming school members to become pious and noble human beings.

b) Inculcating awareness to all school members intensively. As a result, the students are always honest, disciplined, responsible, environmentally conscious, and patriotic.

c) Providing students with scientific and technology skills. Therefore, students can progress to higher school levels.

d) Optimizing the implementation of Active, Innovative, Creative, Effective, and Fun Learning.

e) Instilling an attitude of never giving up in competition, adjusting to the situation, and promoting a supportive attitude.

f) Form school members who have personality and are critical can make decisions in looking to the future.

g) Equipping students with skills based on Information and Communication Technology (ICT).

h) Equipping school members to be able to communicate actively in English.

i) Establishing a timely culture in every activity. Besides, the headmaster, and teacher council, with the approval of the School Committee, set program targets both for the short, medium, and long term. The program objectives mean to realize the vision and mission of the school.

2) Vision

   "The Realization of Graduates with Character, Innovative and Achievement"

3) Mission

   To embody the vission, SMA Negeri 4 Jember determines the strategic plan to fulfill the vision, such as:

   a) Realizing the life of school members who have faith and piety to the Almighty of God and have noble character.

   b) Realizing school members who have the spirit of Bhinneka Tunggal Ika, love for the motherland and nation, uphold the values of unity and entity, also respect for differences in religions/beliefs and ethnicities.

   c) Possessing an excellent work ethic, being tough, having the determination to succeed, being competent, innovative, courageous, and being an active learner.

   d) Realizing school members who have a culture of cooperation: mutual respect and respect, deliberation to reach a consensus, working a team, and helping each other, Compassion and unity, nondiscrimination, no hardness, and volunteerism are all values.

   e) Realizing school members who have integrity (commitment, honesty, consistency) and are responsible.

   f) Realizing creative and innovative (imaginative, challenging, adaptive) collaborative, art-based communicative and

entrepreneurial (School Based Art and Entrepreneurial) school members.

g) Realizing school members who can master 21st-century knowledge and technology.

h) Realizing school members who can win academic and non-academic competitions at the National and International levels.

c. Data of Teacher and Staff

The following part, researcher noted the structure of teachers and staff at SMAN 4 Jember 2022-2023 Academi Year.

Table 4.1
Data of Teacher and Staff at SMAN 4 Jember

No	Teacher and Staff	Man	Woman	Total
1.	Teacher	21	27	48
2.	Administration Staff	6	3	9
3.	Kasubag TU	1	-	1
4.	UKS Officer	1	1	2
5.	Security	4	-	4
	Total	32	31	64

d. Data of Students

The following part, the researcher noted the number of sudents at SMAN 4 Jember 2022-2023 Academi Year particularly student of the eleventh grade. Meanwhile, there were 394 students (Male), and 554 students (Female).

Table 4.2
Data of the Eleventh Grade Student at SMAN 4 Jember

Class	Number o Students
Science 1	35
Science 2	34
Science 3	35
Science 4	34

Class	Number o Students
Social 1	32
Social 2	32
Social 3	34
Social 4	30

The following part, the researcher recorded the eleventh grade student's name of science one that consisted of 34 students.

Table 4.3
Data of the Eleventh Grade Students of Science One

NO	Name	Male / female
1	Adelia Cinta Firalda Luqman	Female
2	Aghnia Azizah Hamdi	Female
3	Auria Mirza Khoirun Nisa	Female
4	Az Zahra Meidia Putri Basuki	Female
5	Azzah Aqila	Female
6	Fairus Hakim Nurrohman	Male
7	Fakhrian Iqbal Zulkarnain	Male
8	Farah Aliya Soebandono	Male
9	Febby Nayla Suci Robaniah	Female
10	Galuh Aprillia Farinnina	Female
11	Itzna Zidan Mubarok	Female
12	Livia Atina Sepdiana Zaini	Female
13	Livia Nur Wasilla	Female
14	Lusi Febrianti	Female
15	M. Deo Ary Nur Badri	Male
16	Moch. Dafa Rizky Pratama	Male
17	Moch. Harits Mabruroh	Male
18	Mochammad Zainul Alim Nur Ra	Male
19	Much. Iqbal Kurniawan	Male
20	Muhamad Ali Akbar	Male
21	Muhammad Azzami Saugi	Male
22	Muhammad Hisyam Pratammulya	Male
23	Muhammad Rafli Hidayatullah	Male
24	Muhammad Rifqi Wahyu N	Male
25	Nadhifah Rizqiyyah Alkaff	Female
26	Nailah Ansaria Hermawan	Female
27	Qornil Aulya Rahman	Female
28	Rayya Sahrul Ramadhan	Female
29	Rijal Ahmad	Male
30	Rizaldo Nasrullah Akmal	Male
31	Sabrina Auliya Salsabila	Female
32	Syerafinda Marsyadanicla	Female

NO	Name	Male / female
33	Widhi Indira Prasasti D	Female
34	Yoristania Nur Aisyah	Female
35	Yunita Nur Eka Fatmawati	Female

B. Data Presentation and Analysis

Generally, the approaches and procedures indicated in Chapter 3 were used to generate the data descriptions and conclusions and then included in the data presentation and analysis. The data descriptions in this research were classified to the subject that was relevant to the research questions.

Every research required to present data because the data was a proof that the writer did the research, saw, felt, and examined directly the situation of the research object, conducted interviews with several informants in obtaining data, and gained various supporting documents. Besides, this was relevant to the data collection techniques that the researchers determined by interview, observation, and document review techniques.

When the data has been collected, then, an analysis was carried out in which the interview results were strengthened from various informants, supported by the results of observations and also with varied documents review needed in the research, so that related data were described, such as; the purpose, material, steps, and evaluation of the implementation in teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. As follows:

1. **The purpose of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

   The researcher conducted interview, observation and document review to gain a complete and valid data presentation. Besides, the researcher described, elaborated, and interpreted through each research focus. Accurately, before the teacher taught at the classroom, certainly the teacher prepared a lesson plan especially the purpose of teaching speaking skill through guided conversation technique. Meanwhile, according to the statement interview of ma'am Yuli as the English teacher of SMAN 4 Jember, she stated:

   > "The purpose of teaching speaking skills through guided conversation technique was developing student speaking skills. Particularly, it builds students' fluency, increases students' vocabulary, and trains students to be more confident. Besides, I have inserted the main purposes of the lesson plan such as students could be more critical in using the social function, text structures, and language features to create written and spoken transactional interaction text, included, first, the students were creative in creating a conversation that consisted of some expressions based on the material given; second, the students were able to respond to the conversation correctly. At least, those matters were clarified at the beginning of the class."[75]

   As the researcher concluded the statement above, the purposes delivered in teaching speaking skill through guided conversation technique were; first, students could be more critical in using the social function, text structures, and language features to create written and spoken transactional

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[75] Yuliati, S.Pd, M.Pd, interviewed by Qoniatuzzakiyah, Jember, 7th of June 2023

interaction text. Second, students were creative to make oral and written transactional interaction texts related to the teaching material.

The teacher statement above was supported by the one-on-one interview from Yunita as the student of SMAN 4 Jember, she said that:

> "In my opinion, as before Ma'am Yuli started the material, she explained that the purpose of teaching speaking skills through guided conversation technique was the student could be more perceptive to adjust some of the text structures, social function, and language elements, and the students were innovative to compose the conversation orally and in writing. Also, it improved my speaking skill, and of course grammar structure and knowing new vocabulary. On the other hand, the process of teaching speaking skill through guided conversation also trained me and other students to practice speaking in front of many people confidently even though I ever felt shy but step by step the situation of the speaking class changed me to better my speaking skill."[76]

It was added by the other student in the one-on-one interview from Naila as the student of SMAN 4 Jember, she confirmed that:

> "In my point of view, when Ma'am Yuli taught us about speaking especially through guided conversation technique it helped me to increase the insight about the material that was a conversation, it also improved my speaking skill with friends, explored new vocabularies. Moreover, from this activity, I felt more confident to practice and expressed the conversation because it trained my pronunciation and intonation. In addition, Ma'am Yuli also explained to me the main purposes, which were; I could be responsive in utilizing the language elements, social function, and text structures. Particularly, other students and I were creative to create the conversation project through speaking and writing practice."[77]

Based on the interview from the teacher and the students of SMAN 4 Jember regarding to the purpose of teaching speaking skill through guided conversation technique, it summarized that before the teacher started the

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[76] Yunita Nur Eka F, interviewed by Qoniatuzzakiyah, Jember, 31st of May 2023
[77] Nailah Ansaria H, interviewed by Qoniatuzzakiyah, Jember, 31st of May 2023

classroom activities, the teacher clarified the purposes of it, those were; first, students were critically applying the social function, text structures, and language elements. Second, the students creatively construct written and spoken transactional interaction text (conversation) based on the material. Those purposes affected student speaking skill development, especially students were more fluent, and confident, and it increased student's English mastery and vocabulary.

Moreover, on the document review, lesson plan was also proven about the purpose of teaching speaking skill through guided conversation technique. As it stated on point C 'learning objectives' number 1 up to 4, there were several purposes, as follows; first, Students can apply social functions, second, student can use text structures, third, students can utilize language features of spoken and written transactional interaction texts that involved giving and asking for information by phone regarding appointments, and reservations, according to the context of their use. Fourth, the student can compose written and spoken transactional interaction texts that involve giving and asking for information by telephone regarding appointments, and reservations, taking into account social functions, text structure, and linguistic elements that are correct and in context.[78]

In brief, based on the interview, and document review clarification above, the researcher indicated that teaching speaking skill through guided

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[78] Document Review, "Lesson Plan : point C number 1 and 2", 12 Juli 2021.

conversation technique at the eleventh grade of SMAN 4 Jember elaborates great effects for students. The teaching purposes are 1) The students were able to apply the social function, 2) The students were able to use text structures, 3) The students were able to utilize language features, 4) The students were able to construct written and spoken transactional interaction text (conversation) based on the material. Thus, it improves student's fluency, pronunciation, confident, comprehension on the material, and increased students vocabulary.

2. **The material of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

   In pursuance of the interview from Ma'am Yuli as the English teacher in SMAN 4 Jember which was related to the material of teaching speaking skill through guided conversation technique, she stated that:

   > "Ordinarily, the material I gave for teaching learning process especially conversation was based on the syllabus and it was available at the eleventh grade. Besides, the material was also relevant to the teaching purpose. For the example; telephoning which included making reservation, and making an appointment. Also, the material consisted of some expressions, language features therefore students could mention the expressions that usually used in telephoning."[79]

   In short of the interview from Ma'am Yuli, the materials utilized for guided conversation technique were making reservation and an appointment which those materials referred to asking and giving information through telephoning.

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[79] Yuliati, S.Pd, M.Pd, interviewed by Qoniatuzzakiyah, Jember, 7th of June 2023

In fact, the statement above was reinforced by the one-on-one interview from Iqbal as the student of SMAN 4 Jember, he said that:

> "During the teaching and learning process of speaking through guided conversation, Ma'am Yuli gave us material about making reservation and an appointment, those materials were still specified into several parts and accidentally my partner and I created a conversation related to the material, those were about making reservation at the hotel and making school project appointment. Besides, from this conversation I knew some expressions that usually I did not know before and I supposed this material was easier than other material that affected my speaking skill improvement."[80]

It was added by the other student in the one-on-one interview from Agnia as the student of SMAN 4 Jember, she confirmed that:

> "Well, in the classroom process the material was about telephoning that included making reservation and an appointment. Ma'am Yuli actually explained us clearly and completely about the content of the material started since the definition, social function, linguistic structure, giving example of the material and showed the student how to practice it orally. I thought, this material was a pretty easy for me."[81]

Based on the interview from the teacher and the students of SMAN 4 Jember regarding to the material of teaching speaking skill through guided conversation technique, it could be summarized that the material given by the teacher were about making reservation and an appointment that based on the syllabus and related to the purpose of teaching speaking skill.

Those interviews were also amplified by the observation on 30th of May 2023 in the teaching speaking skill through guided conversation technique at the classroom; the researcher found that when the teacher started explaining the material simultaneously the students kept quiet and

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[80] Fakhrian Iqbal Zulkarnain, interviewed by Qoniatuzzakiyah, Jember, 6th of June 2023
[81] Aghnia Azizah Hamdi, interviewed by Qoniatuzzakiyah, Jember, 6th of June 2023

paid attention to easily comprehend the material delivered. Furthermore, the researcher also found that the materials explained by the teacher were about making reservation and an appointment that contained of some expression, language feature, and so forth.[82]

Moreover, on the document review that was also approved about the material of teaching speaking skill through guided conversation technique was mentioned on the syllabus such as; KD 3.6 and 4.6. In fact, it also mentioned on the lesson plan point B and D. It clearly clarified the material for teaching peaking skill were making reservation and an appointment.[83]

In brief, based on the data gathered from interview, observation, and document review clarification above, the researcher deduced that the result was related to the material of teaching speaking skill through guided conversation technique at the eleventh grade of SMAN 4 Jember 2022-2023 Academic Year that were about making reservation and an appointment.

3. **The step of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

The researcher detailed the steps utilized during the speaking class, the used of learning media, and the time allocation of the class in this part. Meanwhile, according to the statement interview of ma'am Yuli as the English teacher of SMAN 4 Jember, she stated:

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[82] Observation in SMAN 4 Jember (Class of Science 1), 30th of May 2023
[83] Document Review, "Lesson Plan: point B and D", 12 Juli 2021.

"Okay, the type of speaking that I used for implementing teaching speaking at this school especially the eleventh grade of science 1 was intensive type which included a conversation as the activity. While, I also utilized the guided conversation technique as it was related to the material that I have explained before and certainly in the application of this technique there some steps needed to be considered. Besides the teaching media were book, white board, and marker. Then, the time allocation was frothy five minutes."[84]

Furthermore, the steps of teaching speaking skill through guided conversation technique circumstantially stated on the interview from Ma'am Yuli, she confirmed that:

"In the steps of this teaching learning process that I applied in the classroom has been listed on the lesson plan, those were: Preliminary included first orientation; opening by saying salam, started to pray, checked students' attendance, asked students condition. Second, apperception included; the teacher linked the material with the student's experience and the previous material, the teacher asked student related to the material. Third, motivation included; the teacher explained the learning benefits and purposes. Last, the teacher gave reference included; conveyed the competencies, the material outline, learning method, and divided students into groups. Furthermore, core activities included stimulation; the teacher explained the material, students paid attention on my explanation, I guided and practiced the conversation orally, then they kept track of conversation text example, after that I gave them opportunity to find out some expressions about the conversation then the students practiced the example in pairs. Next, question and answer or problem identification, I also gave them either individual or group opportunity to ask about anything that they did not understand. I guided the student to discuss about the material in pair, then, student in each group created a conversation related to the material given, after they have made the conversation text the student performed the conversation in pairs and gave the students opportunity to express opinion and asked for the presentation of other groups. At last, student concluded what they have learned, I corrected the students work, gave feedback and appreciation of the students work then reviewed the material through asking the student understanding, concluded the material, supplied assignment and salam."[85]

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[84] Yuliati, S.Pd, M.Pd, interviewed by Qoniatuzzakiyah, Jember, 7th of June 2023
[85] Yuliati, S.Pd, M.Pd, interviewed by Qoniatuzzakiyah, Jember, 7th of June 2023

To summarize the teacher interview utterance above, the teacher used a conversation as the speaking type and applied a guided conversation as the technique for speaking skill teaching learning process. As the steps implemented as follows; Preliminary activity, core activity, and closing activity. The time allocation for each activity is forty-five minutes. Besides, the teacher also used book, white board and marker as a teaching media.

The statement above was supported by the one-on-one interview from Yunita as the student of SMAN 4 Jember, she said that:

"At first, Ma'am Yuli used to open the class by salam, greeted the students, checked students' attendance, and asked students' condition. Then, she also connected the current material with my experience and last material; asked the students how far we knew about the topic. While, she mentioned the purposes and advantage during we learned about it. Next, she explained about the topic, gave example such; 'okay guys, today we learn about this topic, and I wanted to tell you about the topic and practiced it' but before it she has already divided us into some groups then Ma'am Yuli gave us chance to ask about the material that we still did not understand. Afterwards, she guided us to create conversation, then we discussed in each pair after all me and my partners performed the result in front of our friend. After performing, students have opportunity to respond on other group's performance while we summed up about what we have learned. Last, Ma'am Yuli gave feedbacks and advises to student's performance, she also reviewed and concluded the material given, and made sure our understanding through asking some questions related to the material, then she gave a task and salam."[86]

It was added by the other student in the one-on-one interview from Naila as the student of SMAN 4 Jember, she confirmed that:

"Well, Ma'am Yuli used to start it with opening like salam, she greeted us, asked our condition, checked our attendance, Ma'am Yuli never directly explained the material. But she associated the material with our experience and inquired us about the current and previous topic material, then Ma'am Yuli asked the student's

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[86] Yunita Nur Eka F, interviewed by Qoniatuzzakiyah, Jember, 31st of May 2023

question. She told the purpose and benefit to learn about the topic and clarified about the teaching method then divided us into several groups. Next, she explained us about the topic theoretically and she did not miss to give us the example and practiced it. Before Ma'am Yuli asked and guided us to make a conversation based on the material in pairs, she gave us opportunity to ask question freely about the material that we did not understand. Then when we have finished it, we presented and practiced the conversation in pairs and continuously to other groups. Each group has a chance to ask about what our friends has presented the conversation. Lastly, we concluded the material that we got and Ma'am Yuli did the same while she reviewed, gave feedback and suggestion to us about the conversation task, gave homework and closing salam."[87]

Based on the interview from the teacher and the students of SMAN 4 Jember regarding to the steps of teaching speaking skill through guided conversation technique, it could be summarized that the teachers steps to teach included preliminary activities, core activities; observing, questioning, data collection, data processing, communicating, and closing activities.

Those interviews were also strengthened by the observation on 30th of May 2023 at the classroom, the researcher saw that in the beginning of the teaching learning process the teacher stated salam, started by praying, the teacher made sure that the students were in good condition then she checked students' attendance. Followed by, the teacher gave appreciation by connecting the current material with the student's experience and the previous material, after that the teacher asked the student related to the material. Then, the researcher saw the teacher also clarified the learning benefits and purposes. Gave reference such as; delivered learning

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[87] Nailah Ansaria H, interviewed by Qoniatuzzakiyah, Jember, 31st of May 2023

competencies, the material outline, learning method, and divided students into several groups.[88]

Furthermore, core activities, the researcher watched the teacher explained the material then students paid attention on her explanation, also the students focused on the conversation text example after that the teacher provided student opportunity to discover out some expressions about the conversation then the students practiced the example in pairs. Next, questioned and answered such the teacher gave opportunity to ask about the material. Then, the researcher found the teacher told the student to discuss actively about the material in pair afterward student in each group created a conversation related to the material given, After the students have created the conversation text together the teacher ordered them to perform the conversation in pairs, after the students presented it the teacher provided the students opportunity to express opinion and ask for the presentation of other groups. At last, student concluded what they have learned. Then, the teacher corrected the students work, gave feedback and appreciation of the students work then reviewed the material through asking the student understanding, finally the teacher conclude the material, supplied assignment and said salam.[89]

Moreover, on the document review, lesson plan was also assured about the steps of teaching speaking skill through guided conversation technique. As it stated completely on point G about teaching steps which

[88] Observation in SMAN 4 Jember (Class of Science 1), 30th of May 2023
[89] Observation in SMAN 4 Jember (Class of Science 1), 30th of May 2023

consisted of three activities, they were; preliminary activities such as: orientation, apperception, motivation, and providing guidance. Besides, core activities, included observing, questioning, data collecting, data processing, and communicating. Last was closing activities. In each activities have different time allocation, those were; 5 minutes for preliminary activities, 35 minutes for core activities section. Then, 5 minutes for closing activities.[90]

In brief, based on the interview, observation, and document review clarification above, the researcher concluded that the teacher used guided conversation as the technique. Where this technique could easy student understanding and improves student speaking skill and encouraged students to have communicative classroom activities. This classroom activities have several specific activities and different time allocation, include; 5 minutes for preliminary activities, 35 minutes for core activities section. Then, 5 minutes for closing activities.

4. **The evaluation of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

Regarding to the interview from Ma'am Yuli as the English teacher in SMAN 4 Jember which was related to the evaluation of teaching speaking skill through guided conversation technique, she stated that:

> "In the evaluation section, I actually evaluated the students during the course of activities. For examples; I evaluated the student's attitude, knowledge, and skill during the teaching learning process. Besides that, first, in attitude I assessed the student's attendance

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[90] Document Review, "Lesson Plan: point G", 12 Juli 2021.

(students journal), student self-assessment. Second, in the knowledge, I gave the students writing test (create a conversation, oral test (practice a conversation), and multiple-choice tests which was available on the students' worksheet (LKS). Third, skill assessment, I assessed them from how they learned, and scrutinized the subject matter, completed the assignment, also individual or group written report and product. But, in this lesson I did not utilize to create product as the assessment. Well, as for the components assessment in students speaking skill were; the comprehension, pronunciation, fluency, grammar, and vocabulary. So, from the evaluation I gave to the students, it has achieved the teaching purposes."[91]

The researcher simplified that the English teacher adapted formative evaluation in the teaching speaking skill through guided conversation technique and it reached the teaching purposes. The formative evaluation included; attitude assessment, knowledge assessment, and skill assessment.

Moreover, the interview report above was reinforced by the one-on-one interview from Iqbal as the student of SMAN 4 Jember, she said that:

"As long as this teaching learning process especially about the conversation class, after Ma'am Yuli explained and guided us about the material she told us to do assignment to create a conversation related to the topic of material and practiced it orally with each partner in front of our friends after that she evaluated such gave feedback, suggestion, and corrected our pronunciation, vocabulary that we used to express the conversation topic, grammar, and fluency. Checked the student's comprehension by asking question Last, we did assignment on student worksheet which consisted of multiple-choice questions."[92]

It was added by the other student in the one-on-one interview from Agnia as the student of SMAN 4 Jember, she confirmed that:

"Well, Ma'am Yuli examined the students used writing test included making a conversation about reservation or an appointment. Then speaking test through practicing the conversation orally. After each

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[91] Yuliati, S.Pd, M.Pd, interviewed by Qoniatuzzakiyah, Jember, 7th of June 2023
[92] Fakhrian Iqbal Zulkarnain, interviewed by Qoniatuzzakiyah, Jember, 6th of June 2023

group performed or presented it, she usually asked the students understanding, gave comments, feedback, suggestion like repairing our pronunciation, and error grammar structure because usually the students used Google translate therefore sometimes there a mistake in arranging the sentences. Also, the vocabulary used, there some students who were still used and chosen ambiguous vocabulary. After all, she gave an assignment to do students work on LKS and the questions were multiple-choice then we corrected the result of it together."[93]

Based on the interview from the teacher and the students of SMAN 4 Jember regarding to the evaluation of teaching speaking skill through guided conversation technique, the researcher summarized that the English teacher of SMAN 4 Jember utilized the formative evaluation which was implemented during the course activities to observe and know the students' gap during the teaching learning process.

Furthermore, those interviews were also amplified by the observation on 30th of May 2023 at teaching speaking skill through guided conversation technique at the classroom, the researcher found that since ma'am Yuli as the English teacher started the class up to the end of the class, Ma'am Yuli used to watch the students' performance to identified whether the teaching material, method, technique, and evaluation were able to assist student in achieving the teaching purpose. Besides, Ma'am Yuli provided assignment or test to hone and measure student's skill and understanding by instructing students to create a conversation text related to the material explained before. The researcher also saw that after the students discussed and created the conversation in pairs, the teacher told the students

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[93] Aghnia Azizah Hamdi, interviewed by Qoniatuzzakiyah, Jember, 6th of June 2023

to present it orally. The students were enthusiastic to practice the conversation. Afterward, the teacher gave comments and suggestion from the student's error on pronunciation, vocabulary, structure, etc. When both assignments were done by students, next test was the student instructed to answer some multiple-choice questions from student's worksheet (LKS) then correct together.[94]

Moreover, on the document review that was also proven about the evaluation of teaching speaking skill through guided conversation technique. As it stated on the lesson plan point H number 1 and 2 about First, assessment technique which consisted of attitude, knowledge, and skill assessment. Second, instrument assessment included pronunciation, fluency, comprehension, grammar, and vocabulary.[95]

In brief, based on the data gathered from interview, observation, and document review clarification above, the researcher deduced that the result was the teacher utilized the formative evaluation on teaching speaking skill through guided conversation technique. Besides, this evaluation was implemented by the aim to measure students' performance and discover out the classroom problems. Thus, the teacher was able to find the solution to make the teaching learning process improvement. There some techniques to evaluate or assess the students, those were valued from; first, attitude assessment. Second, knowledge assessment included; writing test that referred to create a conversation, speaking test referred to practice a

[94] Observation in SMAN 4 Jember (Class of Science 1), 30th of May 2023

[95] Document Review, "Lesson Plan: point H number 1 and 2", 12 Juli 2021.

conversation, multiple choice questions that existed in student's worksheet

(LKS). And last, a skill assessment included student's performance. From

those explanation the formative evaluation has achieved the teaching

purposes.

Table 4.4
Data Presentation and Analysis

NO	Research Focus	Findings
1	2	3
1.	How is the purpose of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year?	The purpose of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year were: a. The students were able to apply the social function b. The students were able to use text structures c. The students were able to utilize language features d. The students were able to construct written and spoken transactional interaction text (conversation) based on the material. Those purposes affected student speaking skill development especially improved students were more fluently, confidently, and it increased student's vocabulary.
2,	What are the materials of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year?	The materials of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year were about telephoning included; making reservation and appointment.
3.	How are the steps of teaching speaking skill through guided conversation technique at the	The steps of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year were: a. Preliminary Activities; Teacher started 1) Salam 2) Praying 3) Checking students' condition and attendance 4) The teacher gave appreciation by

1	2	3
	Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year?	connecting the current material with the student's experience and the previous material 5) The teacher asked the student related to the material 6) The teacher also clarified the learning benefits and purposes. 7) Gave reference such as; delivered learning competencies, the material outline, learning method, 8) Divided students into several groups.
		b. Core activities; 1) The teacher explained the material 2) Students paid attention on her explanation 3) The students focused on the conversation text example and the teacher guided and practice the conversation orally 4) The teacher provided them opportunity to discover out some expressions about the conversation 5) The teacher guided the students to practice the example in pairs. 6) Questioned and answered 7) The teacher guided and told the student to discuss actively about the material in pair 8) Student in each group created a conversation related to the material given 9) The teacher ordered them to perform the conversation in pairs 10) The teacher provided the students opportunity to express opinion and asked for the presentation of other groups.
		c. Closing activities; 1) Student concluded what they have learned 2) The teacher corrected the students work, gave feedback and appreciation of the students work 3) Reviewed the material through asking the student understanding 4) The teacher conclude the material, supplied assignment, and said salam.
4.	How is the evaluation of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year?	The evaluation of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year was formative evaluation through some test techniques; those were first, attitude assessment which referred to journal observation, self-assessment, and work-assessment. Second, knowledge assessment, include; writing test, speaking test, and multiple-choice questions. And last, a skill assessment such as; student's performance, individual or group written report. Hence, the formative evaluation has achieved the purposes of teaching speaking skill through guided conversation technique.

C. Discussion

This section was the researcher idea about the result discussion of previous research findings obtained from the field through interview, observation, and document review. Next, the researcher presented the result of the research findings to be compared with the theories reviewed in the previous chapter above.

1. **The purpose of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

   Based on the research finding through interview, observation and document review declared that before the teacher explained the material; the teacher clarified and informed the students about the purposes and the benefits of teaching and learning speaking skill through guided conversation technique. This matter aimed to build and drive student's enthusiasm and increase student motivation to gain knowledge and improve their speaking skill especially to achieve the purpose of teaching. Meanwhile, as Heather Malin stated that young people were more likely to seek out and acquire the knowledge and skills they needed to accomplish their goals when they have a sense of purpose, so purpose could motivate learning that produced the essential college and career readiness abilities[96].

   Besides, teaching speaking notably intended to develop student speaking skill. According to the findings about the purpose of teaching

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[96] Heather Malin, Teaching for Purpose: Preparing Students for Live of Meaning, (Harvard Education Press, 2021) 280.

speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year, it mentioned such as; first, the students were able to apply the social function. Second, the students were able to use text structures. Third, the students were able to utilize language features. Fourth, the students were able to construct written and spoken transactional interaction text (conversation) based on the material. Those purposes affected student speaking skill development, especially students were more fluent and confident, and it increased student's vocabulary, comprehension. It also improved student's pronunciation. From the speaking practiced through conversation, students were expected to have a better communicative English skill.

Statement above was associated with Hughes; the goals of a teacher in teaching speaking is to facilitate students to develop their awareness, practice a specific feature of linguistic science, such as grammatical rules. Second, practice productive skills such as rhythm, intonation, and vowels. Third, increase understanding of sociolinguistics and pragmatic issues, such as the manner of interrupting gracefully or responding correctly to praise.[97]. Moreover, Harmer added, the prominent teaching purpose is to improve students' ability to communicate effectively in spoken English. This involves assisting them in developing an understanding of how spoken

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[97] Rebecca Huhghes and Beatrice Szozepek Reed, Teaching and Researching Speaking: Third Edition, (New York, 2017) 5-6.

English works and helping them learn conversational skills so they can express themselves verbally[98].

In brief, the research findings about the purposes of teaching speaking skill through guided conversation technique were relevant with the theory clarified on teaching purpose. Those are; first, built student motivation to achieve teaching purpose. Second, students were able to practice orally and in written context correctly and appropriately. Last, students were able to develop the English communicative skill.

2. **The materials of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

Build upon the research finding through interview, observation and document review indicated that the teaching learning material that was delivered by the English teacher started from explaining the definition, social function, text structures, and linguistic elements of spoken and written transactional interaction texts, those were; giving information about making a reservation and an appointment. So, the material included to a conversation practice. Besides, the English teacher also utilized English book, and mobile phone to ease teacher shared the material and knowledge also to simplify student acquired and comprehended the knowledge.

However, material describes as anything that students and teacher use to speed up the language learning such in a form of DVDs, emails,

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[98] Jeremy Harmer, The Practice of English Language Teaching Fifth Edition, (Harlow, UK: Pearson, 2015), 384.

movies, YouTube, dictionaries, workbooks, grammar guide, newspaper, picture, etc. This means, the material could be anything utilized and related to the teaching purpose to assist language learners in gaining additional insight and experience.[99]. Meanwhile, there some guidelines about the way of designing and producing effective teaching material in the classroom, such as[100]: Contextualized English language teaching material, English language teaching material promotes interaction and generative language, English language teaching materials assist students in developing their learning approaches and skills, English language teaching materials should encourage the usage of several languages, the authentic English language teaching material, English language teaching materials should be visually appealing, English-language teaching materials must provide suitable directive, and adaptable English language teaching materials.

In summary, there was suitability between the finding result and the theory, those are; first, theory from Briand and the finding result that showed the teacher utilized the material which was able to assist language learners obtain more knowledge and or experience through the English book or student's worksheet and mobile phone to speed up the language learning process. Second, the materials applied were making reservation and appointment was relevant on the "Guidelines for Creating Efficient English Language Teaching Materials." from Howard and Major's book. Which referred to; first, the materials were contextualized. Second, stimulates

[99]Brian Tomlison, 2.
      [100] Jocelyn Howard, and Jae Major, "Guidelines for Designing effective English Language Teaching Materials," 104-107.

interaction. Third, the material encouraged learners to improve their learning skills and techniques. Fourth, the materials were authentic, interesting, and adaptable and provided suitable directive.

3. **The steps of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

Based on the findings through interview, observation, and document review showed that the method used by the English teacher was learning model; guided conversation technique to develop student's speaking skill and it enables students to develop a communicative circumstance. Besides, the finding result above was associated to Enidar statement, it stated that through guided conversation, students can master English material more quickly and develop their speaking abilities. The guided conversation also gave good affects, such as; students are encouraged to establish a communicative environment by providing ideas and thoughts, and responses while elaborating comments and suggestions on the conversation delivered. Furthermore, guided conversation becomes an efficient design for teaching students how to learn quickly, understand the English curriculum, and develop speaking abilities[101].

Furthermore, basically, the teaching steps are known as systematically arrangement or generally state as lesson plan. A lesson plan is a roadmap for a teacher to simplify a lesson in teaching learning. There

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[101] Enidar widyaiswara, "Peningkatan Keterampilan Berbicara Bahasa Inggris melalui Guided Conversation," 5.

are various methods for planning lessons. Tyler's rational-linear framework is the most commonly utilized paradigm for lesson planning. Tyler's model comprises four sequential steps: Define the objectives and select the learning activities, design the learning activities, and establish the evaluation criteria[102]. Besides, according to Shrum and Glisan[103], the lesson plan sets as a generic component, such as; Perspective (opening), simulation, instruction or participation, closure. Next, follow up. Thus, to formulate the lesson plan there some elements are required to do, as follows[104]: a) Identity, namely the name of the educational unit. b) Subject identity or theme/sub-theme. c) Class/semester. d) Subject matter. e) Time allocation is determined according to the requirements for achieving KD and learning load by considering the number of study hours available in the syllabus and KD. f) Learning objectives formulated based on KI-KD, using observable and measurable operational verbs, which include attitudes, knowledge, and skills. g) Basic competence and competency achievement indicators. h) Goals. i) Learning materials. j) Learning methods. k) Learning media. l) Learning resource. m) The learning steps carried out through the preliminary, core and closing stages. n) Assessment of learning outcomes.

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[102]Gail McCutcheon. "How do elementary school teachers plan? The nature of planning and influences on it," The Elementary School Journal, 81 no. I (September, 1980), 4-23. https://www.journals.uchicago.edu/doi/abs/10.1086/461201.

[103]Judith L. Shrum, and Eileen W Glisan. Teacher's Handbook: Contextualized Language Instruction (Boston, MA: Heinle & Heinle, 1994).

[104]Ninik P, Mpd, Dr. Teguh D,MS, and Ratma Dyah. "Panduan Penyusunan Rencana Pelaksanaan Pembelajaran Sekolah Menengah Atas," Geocoties.ws (blog). 2020, https://www.geocities.ws/mrteddy/penyusunanRPPSMP.pdf.

In addition, according to Molinsky and Bliss, the GCT procedures are as follows[105]; first, elaborate the conversations model to provide practice with the lesson's purpose, structures, and functional expressions. Second, encourage the students to be creative for the conversation model by composing their figure and atmosphere for the hypothetical conversation. Third, give an example of each conversation sentence in the class in conjunction with an alternative that includes a footnote expression. Fourth, instruct students present the sample discussion in front of the class in pairs. Fifth, assign students to work in pairs to complete all activities using the alternative expression from the footnote. Sixth, request that they deliver the activity to the class after finishing it as homework.

In the field of the research, the researcher found the steps of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year were relevant on theories clarified above, such as: firstly, preliminary Activities; Teacher started 1) Salam 2) Praying 3) Checking students condition and attendance 4) The teacher gave appreciation by connecting the current material with the student's experience and the previous material 5) The teacher asked the student related to the material 6) The teacher also clarified the learning benefits and purposes. 7) Gave reference such as; delivered learning competencies, the material outline, learning method, 8) Divided students into several groups. Secondly, core activities; 1) The teacher explained the

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[105] Steven J. Molinsky, Bill Bliss, Side to Side: English Grammar trough Guided Conversations, 9.

material 2) Students paid attention on her explanation 3) The students focused on the conversation text example and the teacher guided and practice the conversation orally 4) The teacher provided them opportunity to discover out some expressions about the conversation 5) The teacher guided the students to practice the example in pairs. 6) Questioned and answered 7) The teacher guided and told the student to discuss actively about the material in pair 8) Student in each group created a conversation related to the material given 9) The teacher ordered them to perform the conversation in pairs 10) The teacher provided the students opportunity to express opinion and asked for the presentation of other groups. Lastly, closing activities; 1) Student concluded what they have learned 2) The teacher corrected the students work, gave feedback and appreciation of the students work 3) Reviewed the material through asking the student understanding 4) The teacher conclude the material, supplied assignment, and said salam.

In short, the researcher concluded that the method utilized by the English teacher was matched with Enidar theory about the effect of guided conversation technique toward students speaking development. While, the steps implementation on the research field were related to the Tyler's model theory and Shrum and Glisan's generic component that showed in formatting the lesson plan. On the other side, the steps were implemented by the English teacher of SMAN 4 Jember has already based on the lesson plan and related to the "guidelines for preparing senior high school learning implementation lesson plans". While according to Molinsky and Bliss about

the procedures that were applied in the classroom has a relevant point on the teaching speaking step through guided conversation technique at the SMAN 4 Jember.

4. **The evaluation of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year.**

The evaluation of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year was formative evaluation through some test techniques, those are; first, attitude assessment which referred to journal observation, self-assessment, and work-assessment. Second, knowledge assessment, include; writing test, speaking test, multiple choice questions. And last, a skill assessment such as; student's performance, individual or group written report, and product assignment.

According to Dr. V.K.Maheshwari, Ph.D, and Tyler there some varieties of evaluations utilized in the classroom, included; summative evaluation, formative evaluation, diagnostic evaluation.[106] One of the evaluation theory related to the finding described above was the formative evaluation which referred to an evaluation section was carried out during the course of activities with the goal of enhancing student learning. Besides, the evaluation's goal was to provide feedback on their development by identifying the students' learning gaps and students' weakness. Also,

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[106] Dr. V.K.Maheshwari, Ph.D, and Tyler, 7-9

formative evaluation was informal and it could be carried out using a variety of methodologies, including observation, oral tests, written examinations, etc.

Meanwhile, the scoring rubric on the lesson plan that was created and utilized by the English teacher of SMAN 4 Jember consisted of five elements, those were; pronunciation, fluency, grammar, comprehension, and vocabulary. The finding result about it was relevant on Nunan, Yenny and Ertin statement theory on the varieties component to be assed in teaching speaking as follows; 1) Grammar, which examines how to use language effectively and prevent grammatical mistakes. 2) Vocabulary, which evaluates words used well. It also shows the test-takers degree of proficiency. 3) Comprehension, which evaluates the ability to comprehend the conversation's context and offer a response. 4) Fluency, a sign of a well-delivered speech output in a conversation. It can evaluate the speech given with confidence and respond to the specific theme without being perplexed by the word choice. 5) Pronunciation, which assesses pronunciation errors and characteristics of pronunciation that inhibit communication. 6) The task involves following the instructions provided during the speaking test.[107]

Thus, some theories and findings about the evaluation of teaching speaking skill through guided conversation technique above have relevant parts, such as; first according to Dr. V.K.Maheshwari, Ph.D, and Tyler theory mentioned were related to the findings result regarding to the

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[107] Nunan, Yenny rahnawati, and Ertin, "Developing Assessment for Speaking," Journal of IJEE, 1 no. II (2014), 202.

formative evaluation which implemented during the teaching learning process. The formative evaluations were attitude assessment which referred to journal observation, self-assessment, and work-assessment. Second, knowledge assessment, include; writing test, speaking test, multiple choice questions. Writing test referred to making a conversation, speaking test referred to the practicing the conversation in pair orally, multiple choice referred to assignment on students' worksheet. And last, a skill assessment such as; student's performance, individual or group written report, and product assignment. Second, the scoring rubric findings related to the theory statement consisted of five components that were necessary to be considered, involved; pronunciation, fluency, grammar, comprehension, and vocabulary.
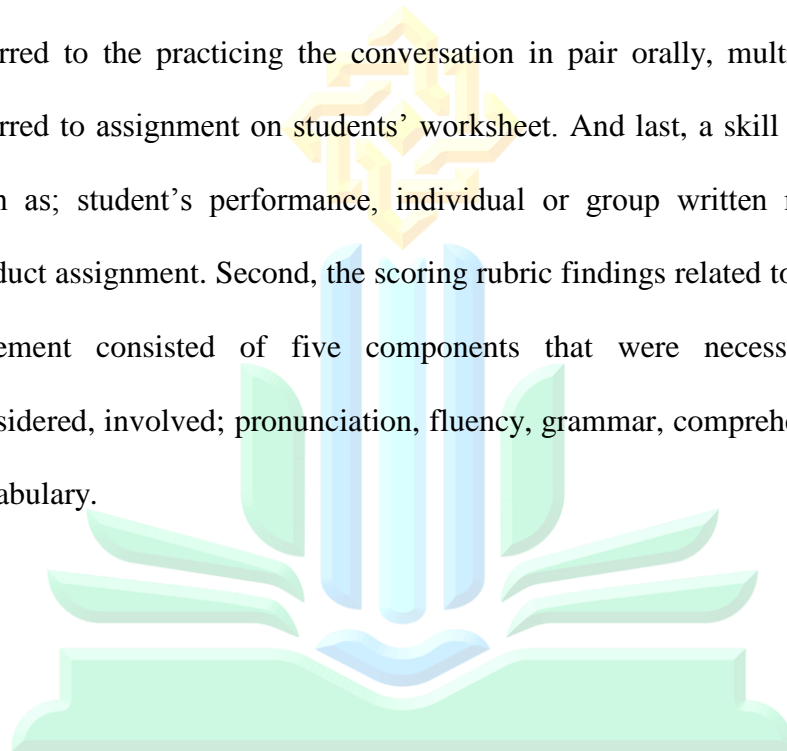
CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

This chapter clarified the conclusion session with a brief explanation that was based on chapter IV and noted some points of suggestion, as follows:

1. The purposes of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year were;

   a. The students were able to apply the social function

   b. The students were able to use text structures

   c. The students were able to utilize language features

   d. The students were able to construct written and spoken transactional interaction text (conversation) based on the material.

   Those purposes affected student speaking skill development especially improved students were more fluently, confidently, and it increased student's comprehension and vocabulary.

2. The materials of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year were about telephoning included; making reservation and appointment.

3. The steps of teaching speaking skill through guided conversation technique at the Eleventh Grade of SM AN 4 Jember 2022-2023 Academic Year were; the teacher used guided conversation as the technique. Where this technique could easy student understanding and improves student speaking skill and

encouraged students to have communicative classroom activities. This classroom activities have several specific activities and different time allocation, include; 5 minutes for preliminary activities, 35 minutes for core activities section. Then, 5 minutes for closing activities.

4. The evaluation of teaching speaking skill through guided conversation technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year was formative evaluation through some test techniques; those were first, attitude assessment which referred to journal observation, self-assessment, and work-assessment. Second, knowledge assessment, included; writing test, speaking test, multiple choice questions. And last, a skill assessment such as; student's performance, individual or group written report. Hence, the formative evaluation has achieved the purposes of teaching speaking skill through guided conversation technique.

B. Suggestion

In this section, based on the discussion and conclusion that has been stated, the researcher would elaborate some suggestions, as follows:

1. The English Teacher

In the teaching learning process through implementing guided conversation technique the researcher suggested that the teacher should be able to have sustainability innovation in creating a lively and pleasure circumstances classroom activities. Besides, the teacher can enhance a various creative media for students to attract student's attention, to

simplify students in comprehending the lesson, and accelerate students speaking skill.

2. The Future Researcher

For the future researcher, the researcher suggested that it is crucial to dive deeper into the case in order to find new novelty in the same topic. It distinguishes the current research from the previous one.
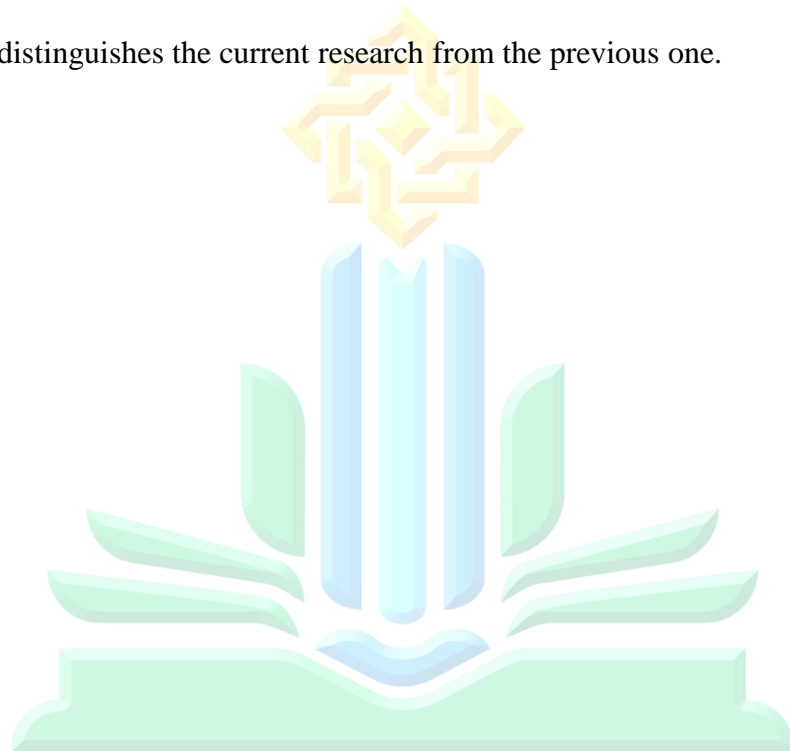
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Appendix 1

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Qoniatuzzakiyah

NIM : T20196188

Major : English Education Program

Faculty : Faculty of Education and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis untitled "The Implementation of Teaching Speaking Skill through Guided Conversation Technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 16th of October 2023
Author

Qoniatuzzakiyah
NIM. T20196188

Appendix 2   **MATRIX OF RESEARCH**

Title	Variable	Indicator	Source of Data	Research Method	Research Problem

The Implementation of Teaching Speaking Skill through Guided Conversation Technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year	1. Teaching Speaking Skill	1. Teaching Speaking skill
		  a. Speaking skill
		  b. Teaching speaking skill
		2. The element of teaching speaking skill
		  a. The purpose
		  b. The materials
		  c. The steps
		  d. The evaluation
			1. Interview
			A. English Teacher of SMAN 4 Jember
			B. Students of SMAN 4 Jember
			2. Observation
			A. Objective condition of SMAN 4 Jember
			B. The implementation of Teaching Speaking Skill through Guided Conversation Technique in the class.
			3. Document Reviews
			A. The profile of SMAN 4 Jember
			B. The goal, vision and mission of SMAN 4 Jember
				1. Research Approach:
				 • Qualitative Research
				 • Case study
				2. Collecting Data:
				 • Observation
				 • Interview
				 • Document Review
				3. Data Analysis
				 • Data Condensation
				 • Data Display
				 • Drawing/ Verification Conclusion
				4. Data Validity
				 • Source Triangulation
				 • Technique Triangulation
					1. How is the purpose of teaching speaking skill through Guided Conversation Technique?
					2. What are the materials of teaching speaking skill through Guided Conversation Technique?
					3. How are the steps of teaching speaking skill through Guided Conversation Technique?
					4. How is the evaluation of teaching speaking skill through Guided Conversation Technique?

	2. Guided Conversation Technique	1. Definition of GCT 2. Syntax of GCT 3. Advantages and Disadvantages of GCT	C. The teacher and the staff data of SMAN 4 Jember D. The data of students at the eleventh grade of SMAN 4 Jember E. Syllabus F. Lesson plan		

Appendix 3

B. Pengembangan Silabus

SILABUS

Bahasa Inggris Peminatan

Satuan Pendidikan	: SMA / MA
Kelas	: XI (Sebelas)
Alokasi Waktu	: 4 jam pelajaran/minggu
Kompetensi Inti	:

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan	- *Fungsi sosial* Menjaga hubungan Interpersonal dengan guru, teman, dan orang lain - *Struktur teks*	- Menyimak dan menirukan beberapa contoh percakapanmenyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
atau tidak melakukan sesuatu dengan penjelasan, serta meresponsnya, sesuai dengan konteks penggunaannya 4.1. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponsnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	- Memulai - Menanggapi (diharapkan/tidak diharapkan) • *Unsur kebahasaa* - Ungkapan yang sesuai untuk menyarankan.(*I believe ..., I think ..., I suppose ..., In my opinion ...*) - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • *Topik* Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa ungkapan yang sedang dipelajari. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut. • Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa. • Secara lisan dan tulis, melakukan tindakan komunikatif yang sedang dipelajari dalam bahasa Inggris secara kontekstual. • Melakukan refleksi tentang proses dan hasil belajar.
3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan	• *Fungsi sosial* Menjelaskan, meyakinkan, mengarahkan, menjanjikan, dsb. • *Struktur teks*	• Menyimak dan menirukan interaksi yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/telah dilaku-kan/terjadi dikaitkan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan past perfect, present perfect, future perfect)
 	
4.2. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
	- Memulai
	- Menanggapi (diharapkan/di luar dugaan)
	• *Unsur kebahasaan*
	  - Pernyataan dan pertanyaan terkait tindakan/kegiatan/kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang
	  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
	  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.
	• *Topik*
	  Perbuatan, kegiatan, dan tindakan di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.
		dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akandatang sesuai dengan konteks penggunaannya.
		• Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut.
		• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut.
		• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa tindakan memberi dan meminta informasi terkait tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dalam konteks yang berbeda
		• Secara lisan dan tertulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan/kegiatan/ kejadian yang sudah/telah dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang sesuai dengan konteks.
		• Melakukan refleksi tentang proses dan hasil

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
		belajarnya.

3.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan if dalam present tense)
4.3. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
	• *Fungsi sosial*
	  Mengingatkan, menasehati, berita-cita, menyatakan kebenaran umum, dsb.
	• *Struktur teks*
	  - Memulai
	  - Menanggapi (diharapkan/di luar dugaan)
	• *Unsur kebahasaan*
	  - Pernyataan dan pertanyaan terkait menyatakan pengandaian: *if ..., unless ...*
	  - *Adverbial* dengan –ly, adverbila untuk menyatakan waktu, tempat, dsb.
	  - Kosa kata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan peserta didik sebagai remaja
	  - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
	  - Ucapan, tekanan kata, intonasi,
		• Menyimak dan menirukan interaksi yang melibatkan rencana yang akan datang dengan kondisi tertentu sesuai dengan konteks penggunaannya.
		• Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut.
		• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut.
		• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa rencana yang akan datang dengan kondisi tertentu, dalam konteks yang berbeda
		• Secara lisan dan tertulis, menyampaikanrencana yang akan datang dengan kondisi tertentu sesuai dengan konteks.
		• Melakukan refleksi tentang proses dan hasil belajarnya.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	ejaan, tanda baca, dan tulisan tangan. • *Topik* Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan peserta didik SMA,yang dapat menumbuhkan perilaku yang termuat dalam KI.	
3.4. Menginterpretasi fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya 4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja	• *Fungsi sosial* Untuk menjalin pergaulan dengan lingkungannya • *Unsur kebahasaan* - Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi. - Penggunaan *nominal singular dan plural* secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • *Topik* Berbagai hal terkait dengan kehidupan peserta didik sebagai	• Menyimak dan menirukan beberapa model teks khusus dalam bentuk poem. • Membaca dengan cermat teks khusus dalam bentuk poem dengan intonasi, ucapan, dan ejaan yang benar • Bertanya dan mempertanyakan tentang hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Membaca dan mendiskusikan contoh tabel analisis isi teks khusus dalam bentuk poem yang sedang dipelajari. • Mempelajari cara mempresentasikan hasil analisis tersebut. • Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	• beberapa teks khusus dalam bentuk poem dari sumber lain. • Mempresentasikan hasil analisis secara lisan di depan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya.

3.5. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya
4.5. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif,lisan dan tulis, terkait cerita pendek
	• *Fungsi sosial*
	Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.
	• *Struktur text*
	(gagasan utama dan informasi rinci)
	  - Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
	  - Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
	  - Krisis yang terjadi terhadap tokoh utama (komplikasi)
	  - Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih
	  - Ulasan atau komentar umum (reorientasi), opsional.
	• *Unsur kebahasaan*
		• Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek.
		• Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar.
		• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.
		• Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari.
		• Membahas cara mempresentasikan hasil analisis tersebut.
		• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.
		• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain.
		• Mempresentasikan hasil analisis secara lisan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Tata bahasa: *tense Simple, Continuous, Perfect*, dalam bentuk *Present* dan *Past*, dengan atau tanpa kata kerja bantu modal, secara terintegrasi - Kosa kata: terkait karakter, watak, dan setting dalam cerita pendek - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Semua jenis adverbia. - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan • *Topik* Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.	di depan kelompok lain. • Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.6. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi	• *Fungsi sosial* Menjaga keharmonisan komunikasi antara penyedia jasa dan pelanggan untuk saling menguntungkan	• Menyimak dan menirukan percakapan untuk menelpon dan menerima telepon dalam (a) membuat perjanjian dan (b) membuat reservasi sesuai dengan konteks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannyapenggunaannya 4.6. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• *Struktur teks* - Memulai - Menanggapi (diharapkan/di luar dugaan) • *Unsur kebahasaan* - Ungkapan baku yang lazim digunakan. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, tulisan tangan • *Topik* Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.	penggunaannya. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa percakapantersebut. • Secara lisan dan tertulis, melakukan tindakan komunikatif memberi dan meminta informasi terkait menelpon dan menerima telepon dalam (a) membuat perjanjian dan (b) membuat reservasi sesuai dengan konteks yang berbeda. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.7. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta	• Fungsi *sosial* Mempromosikan kegiatan, program, tokoh, dsb., agar menarik perhatian khalayak sasaran • Struktur *text*	• Menyimak dan menirukan beberapa model teks khusus berbentuk brosur, leaflet, banner, dan pamflet. • Membaca dengan cermat teks khusus berbentuk brosur, leaflet, banner, dan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
informasi terkait promosi barang/jasa/kegiatan sesuai dengan konteks penggunaannya 4.7. Brosur, leaflet, banner, dan pamflet 4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan 4.7.2. Menyusun teks khusus brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Menyebutkan tujuan *brosur, leaflet, banner*, dan *pamflet* - Menyebutkan informasi rinci dan informasi tertentu dari brosur, *leaflet*, *banner*, dan pamflet • *Unsur kebahasaan* - Ungkapan dan kosa kata yang lazim digunakan brosur, leaflet, banner, dan pamflet - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. • *Topik* Orang, barang, jasa, dan kegiatan (*event*) yang relevan dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA,yang dapat menumbuhkan perilaku yang termuat dalam KI.	pamflet dengan intonasi, ucapan, dan ejaan yang benar. • Bertanya dan mempertanyakan hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari. • Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus berbentuk brosur, leaflet, banner, dan pamflet dari sumber lain. • Membuat proyek teks brosur, leaflet, banner, dan pamflet dan memajangnya di majalah dinding kelas. • • Melakukan refleksi tentang proses dan hasil belajarnya.
3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	• Fungsi sosial Memberikan	• Menyimak dan menirukan percakapan terkait pemberian contoh sesuai dengan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan for example, such as) 4.8. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	penjelasan/memperjelas informasi. • *Struktur Teks* - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi. • Topik Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luaryang dapat menumbuhkan perilaku yang termuat dalam KI.	konteks penggunaannya. • Bertanya dan mempertanyakan fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut. • Membaca dengan cermat beberapa percakapan serupa dari sumber lain. • Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa percakapantersebut. • Secara lisan dan tertulis, melakukan tindakan komunikatif terkait pemberian contoh sesuai dengan konteks yang berbeda. • Melakukan refleksi tentang proses dan hasil belajarnya.
3.9. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *hortatory exposition* lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya	• Fungsi Sosial Mengajak, membujuk orang lain/pembaca atau pendengar untuk menyetujui melakukan tindakan yang direkomendasikan dalam teks • Struktur teks - Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan (*Thesis statement*) - Menyebutkan pandangan/pendapat	• Menyimak guru membacakan beberapa teks eksposisi hortatori. • Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar. • Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut. • Membaca dan mendiskusikan contoh tabel

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran

4.9. *Teks hortatory exposition*
4.9.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual
4.9.2. Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
	mengenai permasalahan tersebut beserta ilustrasi sebagai pendukung (*Arguments*)
	- Diakhiri dengan jalan keluar/ solusi yang ditawarkan untuk mengatasi permasalahan tersebut
	• Unsur Kebahasaan:
	  - Kalimat Simple Present
	  - Conditional Clauses
	  - Modals
	  - Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.
	• Topik
	  Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar
		analisis isi teks yang sedang dipelajari.
		• Membahas cara mempresentasikan hasil analisis tersebut.
		• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.
		• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi hortatori dari sumber lain.
		• Mempresentasikan hasil analisis secara lisan di depan kelompok lain.
		• Menulis teks eksposisi hortatori secara kontekstual.
		• Menyampaikan isi teks eksposisi hortatori yang telah dibuatnya secara lisan sesuai dengan konteksnya.
		• Melakukan refleksi tentang proses dan hasil belajarnya.

3.10. Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA
4.10. Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA
	- Fungsi *sosial*
	Memahami pesan moral lagu dan menghargai lagu sebagai karya seni
	- Unsur *kebahasaan*
	  - Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
	  - Penggunaan nominal singular dan plural secara tepat, dengan atau
		• Membaca, menyimak, dan menirukan lirik lagu secara lisan.
		• Mempertanyakan informasi dalam teks yang dibaca.
		• Bertanya dan mempertanyakan tentang fungsi sosial dan unsur kebahasaan dari lirik lagu, yang sedang dipelajari secara kontekstual.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal	• Membacakan dan menyalin lirik lagu yang telah dipelajari dengan memperhatikan fungsi sosialdan unsur kebahasaan. • Melakukan refleksi tentang proses dan hasil belajarnya.

Jember, 18 Juli 2022

Mengetahui
Kepala SMAN 4 Jember

Guru Mata Pelajaran

Drs. Eddy Prayitno, M.Pd
NIP: 19650414 199003 1 009

Yuliati, S.Pd, M.Pd
NIP: 19740521 200701 2 011

Appendix 4

<div align="center">

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

Satuan Pendidikan : SMAN 4 Jember
Mata Pelajaran : Bahasa dan Sastra Inggris (Peminatan)
Kelas/Semester : XI/Genap
Tahun Pelajaran : 2021/2022
Alokas i Waktu : 8 JP (2 Pertemuan)

A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya penggunaannya	3.6.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi sesuai dengan konteks penggunaannya 3.6.2 Memahami unsur kebahasaanteks interaksi transaksional lisan dan tulis dalam memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi 3.6.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya:

4.6	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.6.1	Membuat teks percakapan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasidengan memerhatikan fungsi social, struktur teks, dan unsur kebahasaan.
		4.6.2	Mencontohkan beberapa jenis teks memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi sesuai konteks
		4.6.3	Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk memulai dan menanggapi memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi

C. Tujuan Pembelajaran

Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat

1. Peserta didik dapat menerapkan fungsi sosial interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait janji dan reservasi sesuai dengan konteks penggunaannya.
2. Peserta didik dapat menggunakan struktur teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait janji dan reservasi sesuai dengan konteks penggunaannya.
3. Peserta didik dapat menggunakan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait janji dan reservasi sesuai dengan konteks penggunaannya.
4. Peserta didik dapat menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait janji dan reservasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

dengan rasa rasa ingin tahu, tanggung jawab, displin selama proses pembelajaran, bersikap jujur, santun, percaya diri dan pantang menyerah, serta memiliki sikap responsif (berpikir kritis) dan pro-aktif (kreatif), serta mampu berkomukasi dan bekerjasama dengan baik.

D. Materi Pembelajaran

1. Materi Pembelajaran Reguler

a. Fakta
  ➢ Di Tunjukkan Contoh teks memberi dan meminta informasi melalui telepon terkait janji dan reservasi.

b. Konsep
  ➢ Fungsi social dan struktur teks memberi dan meminta informasi melalui telepon terkait janji dan reservasi.

c. Prinsip
  ➢ Ungkapan baku yang lazim digunakan.
  ➢ Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal

> Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, tulisan tangan

   d. Prosedur
> Membuat kalimat ungkapan yang sesuai untuk memberi dan meminta informasi melalui telepon terkait janji dan reservasi,
> Membuat teks tertulis tentang memberi dan meminta informasi melalui telepon terkait janji dan reservasi

2. **Materi pembelajaran remedial**
> *Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal*

3. **Materi pembelajaran pengayaan**
> *Menirukan beberapa contoh percakapanmenyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar*

E. Metode Pembelajaran
- Pendekatan   : Saitific Approach, Comunicative Language Teaching
- Metode   : Guided Conversation Technique

F. Media/alat, Bahan, dan Sumber Belajar
1. **Media/alat:**
   > Buku
   > Papann tulis, marker
2. **Sumber Belajar**
   1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Siswa Mata Pelajaran *Bahasa Inggris (Peminatan)Kelas XI* . Jakarta: Kementerian Pendidikan dan Kebudayaan.
   2. Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran *Bahasa Inggris (Peminatan)Kelas XI* . Jakarta: Kementerian Pendidikan dan Kebudayaan.
   3. Buku lain yang relevan

G. Langkah-langkahPembelajaran

1. Pertemuan Ke-1 dan 2 (8 x 45 menit)	Waktu
Kegiatan Pendahuluan	**10 menit**
Guru : **Orientasi** *(Menunjukkan sikap disiplin sebelum memulai proses pembelajaran, menghayati dan mengamalkan ajaran agama yang dianut (Karakter) serta membiasakan membaca dan memaknai (Literasi)).* • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. **Apersepsi** • Mengaitkan *materi/tema/kegiatan* pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan *materi/tema/kegiatan* sebelumnya, > *Mengidentifikasi fungsi social, struktur tes, dan unsur kebahasaanterkait teks naratif berbentuk cerita pendek yang sudah dipelajari dan dari sumber lain* • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.
- Apabila *materi/tema/ projek* ini kerjakan dengan baik dan sungguh-sungguh, maka peserta didik diharapkan dapat menjelaskan tentang:
  - ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait acara dan tawaran*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan.

Pemberian Acuan

- Menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari
- Menyampaikan garis besar cakupan materi
- Menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan
- Membagi peserta didik menjadi 8 Kelompok (dengan setiap anggota kelompok berjumlah 4 - 5 orang).

Kegiatan Inti		70 Menit
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**	
Observing (stimullasi/ pemberian rangsangan)	1. Peserta didik mendengarkan dan memerhatikan penjelasan guru, tentang materi: ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasi melalui telepon terkait reservasi dan janji* 2. Peserta didik mengamati contoh teks percakapan yang diberikan oleh guru, tentang: ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasi melalui telepon terkait reservasi dan janji* 3. Peserata didik diberi kesempatan untuk menemukan beberapa ungkapan tentang memberi dan meminta informasi melalui telepon terkait reservasi dan janji 4. Peserta didik mempraktekkan contoh teks percakapan perkelompok	
Problem statemen (pertanyaan/ identifikasi masalah)	1. Pendidik memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi percakapan **Mengajukan pertanyaan** tentang : ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait reservasi dan*	

	janji
Data collection (pengumpulan data)	1. Peserta didik mengumpulkan berbagai informasi *(Berpikir kritis, kreatif, bekerjasama dan saling berkomunikasi dalam kelompok* yang dapat mendukung jawaban dari pertanyaan-pertanyaan yang diajukan, baik dari buku paket maupun sumber lain seperti internet; melalui kegiatan: ❖ **Mengamati obyek/kejadian,** ❖ **Wawancara dengan nara sumber** ❖ **Mengumpulkan informasi** Mengumpulkan data/informasi melalui diskusi kelompok atau kegiatan lain guna menemukan solusi masalah terkait materi pokok yaitu ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait acara dan tawaran* ❖ **Membaca sumber lain selain buku teks,** Peserta didik diminta mengeksplor pengetahuannya dengan membaca buku referensi tentang ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait acara dan tawaran* ❖ **Mempresentasikan ulang** ❖ **Aktivitas:** ➢ *Peserta didik diminta mengidentifikasi fungsi social dan struktur tekk dan unsur kebahasaan dari beberapa tindakan memberi dan meminta informasimelalui telepon yang sedang dipelajari.* ➢ *Peserta didik diminta secara lisan dan tulis, melakukan tindakan komunikatif yang sedang dipelajari dalam bahasa Inggris secara kontekstual.* ➢ *Peserta didik diminta membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks terkait memberi dan meminta informasi melalui telepon dari sumber lain* ➢ *Peserta didik diminta menyimak dan menirukan beberapa contoh teks tindakan komunikatif memberi dan meminta informasi melalui telepon terkait acara dan tawaran* ➢ *Pesertadidik diminta untuk memulai dan menanggapi tindakan memberi dan meminta informasi melalui telepon terkait acara dan tawaran* ❖ **Mendiskusikan**	

	❖ **Mengulang** ❖ **Saling tukar informasi tentang** : ➤ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait acara dan tawaran* dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	1. Pendidik memandu dan mengintruksikan peserta didik untuk membuat percakpan sesuai materi dan kelompok masing-masing. 2. Pendidik mendorong agar peserta didik secara aktif terlibat dalam diskusi kelompok serta saling bantu untuk menyelesaikan masalah *(Mengembangkan kemampuan berpikir kritis, kreatif, berkomunikasi dan bekerjasama).* Selama peserta didik bekerja di dalam kelompok, pendidik memperhatikan dan mendorong semua peserta didik untuk terlibat diskusi, dan mengarahkan bila ada kelompok yang melenceng jauh pekerjaannya dan bertanya *(Nilai Karakter: rasa ingin tahu, jujur, tanggung jawab, percaya diri dan pantang menyerah)* apabila ada yang belum dipahami, bila diperlukan pendidik memberikan bantuan secara klasikal. 3. Peserta didik berdiskusi tentang data : ➤ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait acara dan tawaran* yang sudah dikumpulkan / terangkum dalam kegiatan sebelumnya. 4. Pesrta didik mengolah informasi yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

	5. Pesertadidik membuat tesk percakapan yang mencakup: ➢ *Fungsi sosial dan struktur teks, dan unsur kebahasaan beberapa teks melakukan tindakan komunikatif memberi dan meminta informasimelalui telepon terkait reservasi dan janji*	

Communicating	1. Peserta didik berdiskusi untuk menyimpulkan
	    a. Menyampaikan hasil diskusi berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan
	    b. Mempresentasikan hasil diskusi kelompok secara klasikal tentang percakapn terkait reservasi dan janjian
	    c. Mengemukakan pendapat atas presentasi yang dilakukan dan ditanggapi oleh kelompok yang mempresentasikan
	    d. Bertanya atas presentasi yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.	

Catatan : **Selama pembelajaran berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan)**	
Kegiatan Penutup Peserta didik : • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan. • Mengagendakan pekerjaan rumah. • Mengagendakan projek yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. Guru : • Pendidik memberi koreksi terhadap tugas murid, memberi feedback dan apresiasi • Pendidik meninjau ulang pelajaran dengan menaanyakan pemahaman peserta didik • Memfasilitasi dalam menemukan kesimpulan sementara berdasarkan hasil temuan tentang konsep pertidaksamaan rasional dan irasional, melalui reviu indikator yang hendak dicapai. • Memberikan tugas kepada peserta didik, dan mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya • Memberi salam.	**10 Menit**

H. Penilaian, Pembelajaran Remedial dan Pengayaan
   1. Teknik Penilaian
      a. Sikap
         1) Observasi (Jurnal)
         2) Penilaian Diri
         3) Penilaian Antar Teman
      b. Pengetahuan
         1) Tes Tertulis
         - Uraian/esai
         2) Tes Lisan
            ➤ *Tes lisan pemaparan materi dari pemahaman siswa.*
      c. Keterampilan
         1) Proyek, pengamatan, wawancara'
            ➤ *Mempelajari buku teks dan sumber lain tentang materi pokok*
            ➤ *Menyimak tayangan/demo tentang materi pokok*
            ➤ *Menyelesaikan tugas yang berkaitan dengan pengamatan dan eksplorasi*
         2) Portofolio / unjuk kerja
            ➤ *Laporan tertulis individu/ kelompok*
         3) Produk/
   2. Instrumen Penilaian
      a. Pertemuan Pertama dan kedua

No	Nama Siswa	Disiplin	Tangggung Jawab	Percaya diri	Kerjasama	Ket
1.						
2						
3.						
4.						

Kolom aspek perilaku diisi dengan angka yang sesuai dengan kriteria berikut.

4: Sangat baik

3: Baik

2: Cukup

1: Kurang

Aspect	Score	Criteria	Indicator
Pronounciation	1	Poor	Makes frequent problems with pronounciation.
	2	Fair	Pronounciation is sometimes not clear or accurate.
	3	Good	Pronountiation is clear and accurate.
	4	Exelent	Pronountiation is almost always clear or accurate.
Comprehension	1	Poor	Student did not understand or ignore most questions and statements, student may have been using note.
	2	Fair	Student failed to answer some questions, appropriately or failed to acknowledged some statements, and incorporate these into the conversation.

	3	Good	Student responded to most questions, acknowledged most statements, and incorporated many of these into the conversation..
	4	Exelent	Student responded to questions with appropriate answer, acknowledged all statements, and incorporated them into the discussion.
Fluency	1	Poor	Hasitate too often when speaking, which interfereces the communication.
	2	Fair	Speak with some hesitation, which often interfences the communication.
	3	Good	Speak with some hesitation, which seldom interfences the communication.
	4	Exelent	Speak smoothly, with little hesitation that does not interfence the communication.
Grammar	1	Poor	Use basic structure and make frequent error.
	2	Fair	Use variety structure with frequent errors or usebasic structure occasionally.
	3	Good	Use a variety of grammar structures, but make some errors.
	4	Exelent	Use a variety of structures with only occasional grammatical errors.
Vocabulary	1	Poor	Use only basic vocbulary and make expresions.
	2	Fair	Use limited vocabulary and expressions.
	3	Good	Use a variety of vocabulary and expressions, but make some errors in the ord choice.
	4	Exelent	Use a variety of vocabulary and expressions, and almost never make some errors in the ord choice.

3. Pembelajaran Remedial dan Pengayaan
a. Remedial
❖ Remidial dapat diberikan kepada peserta didik yang belum mencapai KKM maupun kepada peserta didik yang sudah melampui KKM. Remidial terdiri atas dua bagian : remedial karena belum mencapai KKM dan remedial karena belum mencapai Kompetensi Dasar

❖ Guru memberi semangat kepada peserta didik yang belum mencapai KKM (Kriteria Ketuntasan Minimal). Guru akan memberikan tugas bagi peserta didik yang belum mencapai KKM (Kriterian Ketuntasan Minimal), misalnya sebagai berikut.

> *Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal*

b. Pengayaan
- ❖ Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.
- ❖ Pengayaan dapat ditagihkan atau tidak ditagihkan, sesuai kesepakatan dengan peserta didik.
- ❖ Direncanakan berdasarkan IPK atau materi pembelajaran yang membutuhkan pengembangan lebih luas misalnya
  > *Menirukan beberapa contoh percakapanmenyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar*

Jember, 12 Juli 2021

Kepala SMAN 4 Jember   Guru Mata Pelajaran

Dr. Moh Edi Suyanto, M.Pd   Yuliati, S.Pd, M.Pd
NIP: 19650414 199003 1 009   NIP: 19740521 200701 2 011

Appendix 5

Research Instrument

1. **Observation Instrument**

   a. Geographic condition of SMAN 4 Jember 2022-2023 year.

   b. The implementation of teaching speaking skills through guided conversation technique at the eleventh grade students of SMAN 4 Jember 2022-2023 year.

2. **Interview Instrument**

   a. How is the purpose of teaching speaking skill through Guided conversation technique at the eleventh grade students of SMAN 4 Jember 2022-2023 year?

   b. What are the materials of teaching speaking skill through Guided conversation technique at the eleventh grade students of SMAN 4 Jember 2022-2023 year?

   c. How are the steps of teaching speaking skill through Guided conversation technique at the eleventh grade students of SMAN 4 Jember 2022-2023 year?

   d. How is the evaluation of teaching speaking skill through Guided conversation technique at the eleventh grade students of SMAN 4 Jember 2022-2023 year?

3. **Document Review Instrument**

   a. Profile of SMAN 4 Jember

   b. Goal, vision and mission of SMAN 4 Jember

   c. Teacher and staff data of SMAN 4 Jember

   d. The data of students at the eleventh grade of SMAN 4 Jember

   e. Syllabus

   f. The lesson plan

Appendix 6

RESEARCH JOURNAL

The Implementation of Teaching Speaking Skill through Guided Conversation Technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year

No	Day/ Date	Activity	Signature
1.	April 3rd, 2023	The observation permission letter accepted	
2.	April 5th, 2023	The researcher did the preliminary study by conducting observation and interview with English teacher.	
3.	May 24th, 2023	The research permission supplication letter accepted	
4.	May 25th, 2023	The researcher gained the research documentation.	
5.	May 30th, 2023	The researcher observed the implementation of teaching speaking skill through guided conversation technique.	
6.	May 31th 2023 June 6th, 2023	The researcher interviewed the student about the implementation of teaching speaking skill through guided conversation technique.	
7.	June 7th, 2023	The researcher interviewed the English teacher about the implementation of teaching speaking skill through guided conversation technique.	
8.	June 13th, 2023 June 14th, 2023 June 20th, 2023	The researcher completed the data include; documentation and document review.	
9.	June 22nd, 2023	The researcher asked for a letter of research finishing.	

Jember, 22nd of June 2023

Researcher

Qoniatuzzakiyah
NIM. T20196188

Headmaster

Drs. Eddy Prayitno, M.Pd
NIP: 196504141990031009

Appendix 7

Nomor   : B-2577/In.20/3.a/PP.009/05/2023
Sifat   : Biasa
Perihal : Permohonan Ijin Penelitian

Diterima tgl. :
Nomor Agenda : 086/400
Diteruskan : 1.
2.
Paraf petugas :

Yth. Kepala SMAN 4 Jember
Jl. Hayam Wuruk No.145, Krajan, Sempusari, Kec. Kaliwates, Kabupaten Jember, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : T20196188
Nama   : QONIATUZZAKIYAH
Semester   : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Teaching Speaking Skill through Guided Conversation Technique at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. Eddy Prayitno, M.pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 Mei 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 8

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI 4 JEMBER
Jl. Hayam Wuruk 145 Telp.(0331) 421819 Fax. (0331) 412463 Jember 68135
Web:http//www.sman4jember.sch.id – e-mail:admin@sman4jember.sch.id

SURAT KETERANGAN

Nomor   :   421.3/708/101.6.5.4/2023
Perihal :   Penelitian

Yang bertanda tangan dibawah ini Kepala SMA Negeri 4 Jember menerangkan dengan sebenarnya bahwa :

Nama   :   **QONIATUZZAKIYAH**
NIM   :   T20196188
Program Studi :   FTIK / Tadris Bahasa Inggris
                   UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

Benar-benar telah melaksanakan penelitian di SMA Negeri 4 Jember pada tanggal 24 Mei s.d 22 Juni 2023 dengan judul The Implementation Of Teaching Speaking Skill Through Guided Conversation Technique at The Elevent Grade of SMAN 4 Jember 2022-2023 Academic Year .

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jember, 24 Juli 2023
Kepala Sekolah

Drs. EDDY PRAYITNO, M.Pd
19650414 199003 1 009

Appendix 9

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Qoniatuzzakiyah
NIM	:	T20196188
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	The Implementation of Teaching Speaking Skill Through Guided Conversation Technique at the Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS

Jember dengan skor akhir sebesar (10,2%)

1. BAB I   : 14%

2. BAB II : 16%

3. BAB III : 12%

4. BAB IV : 9%

5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 27 September 2023

Petugas Ruang Baca

(Ulfa Dina Novienda S.SOs. I, M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 10

Documentation

Geographic Condition of SMAN 4 Jember

Research Location: SMAN 4 Jember

Teacher explained the material

Students practiced the conversation in pairs

Students practiced the conversation in pairs

One-on-one interview with the student of SMAN 4 Jember

One-on-one interview with the teacher of SMAN 4 Jember

Researcher with Ma'am Yuli as the English teacher at the eleventh grade of science

01 – SMAN 4 Jember

Appendix 11

CURRICULUM VITAE

1. **Personal Information**
   a. Name   : Qoniatuzzakiyah
   b. SRN   : T20196188
   c. Place, date of birth : Probolinggo, 16th of June 2001
   d. Gender   : Female
   e. Address   : Selogudig Wetan- Pajarakan- Probolinggo
   f. Faculty   : Education and Teacher Training
   g. Major   : English Education Program
   h. Email   : qoniatuzzakiyah2001@gmail.com

2. **Education Background**
   a. Kindergarten   : TK Uswatun Hasanah
   b. Elementary School : MI Uswatun Hasanah
   c. Junior High School   : MTS Nurul Jadid
   d. Senior High School   : MA Nurul Jadid

3. **Organization Experience**
   a. The Art Member Division of NATO NEC-FLDI Nurul Jadid (2017-2018)
   b. The Governor of NATO NEC-FLDI Nurul Jadid (2018-2019)
   c. Chief of ESA (English Student Association) UIN KHAS Jember (2020-2021)
   d. Chief of Scientific Division of KOPRI Rayon FTIK UIN KHAS Jember (2021-2022)
   e. Controlling Commission of SEMA- FTIK UIN KHAS Jember (2022-2023)