

**THE INFLUENCE OF GUIDED CONVERSATION METHOD
ON STUDENTS' SPEAKING SKILL
AT MTS NURUL ISLAM BADES LUMAJANG**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
MAY 2025**

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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements for Undergraduate Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Study Program



By :
Imro'atul Mukhlisoh
212101060045

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JEMBER

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THESIS

Has been examined and approved by the board
Examiners in partial fulfillments of the requirements
For the Bachelor's Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
Islamic Education and Language Education Department
English Education Program

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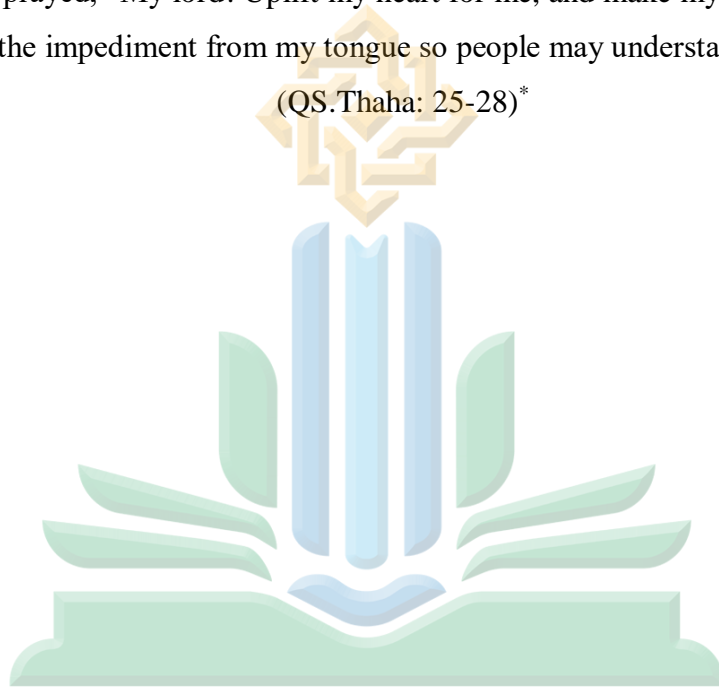
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MOTTO

رَبِّ اشْرَحْ لِي صَدْرِي ۖ وَيَسِّرْ لِي أَمْرِي ۖ وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي ۖ
يَفْقَهُوا قَوْلِي ۖ

“Moses prayed, “My lord! Uplift my heart for me, and make my task easy, and remove the impediment from my tongue so people may understand my speech”

(QS.Thaha: 25-28)*



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* Al-Qur'an, Surah Thaha (20): 25-28, <https://quran.com/id/tha-ha/25-28>.

DEDICATION

I proud dedicated this thesis for :

1. My beloved parents, my Father Mr. M. Kasnan and my Mother Mrs. Arukah Setyowati who have given me support, motivation, love and have prayed for me to finish my thesis.
2. My sister Siti Nur Aisyah and my brother Slamet Daroeni who has encouraged me to do my bestAll of my families who have supported me to finish this thesis.
3. All of my families who have supported me to finish this thesis.
4. Mrs. Ana Fitriana, M.Pd., Mrs. Dzurotun Nafisah, M.Pd., Kamilatun Nisya', and Alisa Maftukha Rohma who have supported and helped me to finish this thesis.



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Alhamdulillah Rabbil ‘Alamiin. Thanks to Allah SWT who has always given me his blessing and guidance. So, I could accomplish this undergraduate thesis well. Shalawat and Salam are given to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of UIN Khas Jember. The undergraduate thesis entitled “The Influence of Guided Conversation Method on Students’ Speaking Skill at MTs Nurul Islam Bades, Lumajang”.

I also fully aware that the undergraduate thesis could never be finished without helping and supported from others during the process of writing.

Therefore, in this occasion the writer expresses her respect and gratitude to:

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6. Irma Rosadi, S.Pd as English teacher MTs Nurul Islam Bades for being cooperative to be my research subject

7. All the seventh grade students of MTs Nurul Islam Bades for being cooperative to be my research subject.

The researcher hope Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestion for the improvement of this thesis are greatly appreciated.

Jember, 26 April 2025

The writer

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ABSTRACT

Imro'atul Mukhlisoh, 2025. *The Influence of Guided Conversation Method on Students' Speaking Skill at MTs Nurul Islam Bades, Lumajang.*

Keywords: Guided Conversation, Speaking Skill

Speaking is one of the basic skills in mastering English besides listening, reading, and writing. Many students have difficulty speaking due to lack of vocabulary, grammar, and confidence. This study aims to determine whether the use of guided conversation method affects the speaking skills of seventh grade students at MTs Nurul Islam Bades.

The formulation of the problem in this study is whether there is a significant influence of guided conversation method on students' speaking skill. The purpose of this research is to find out whether students who are taught using guided conversation method have better speaking learning outcomes compared to students who are taught using conventional methods.

This research used a quantitative approach with a quasi-experimental design. The samples in this study were class VII D as the control group and class VII E as the experimental group. Tests were conducted before (pre-test) and after (post-test) treatment. The assessment of speaking ability is based on five aspects: pronunciation, fluency, vocabulary, grammar, and comprehension.

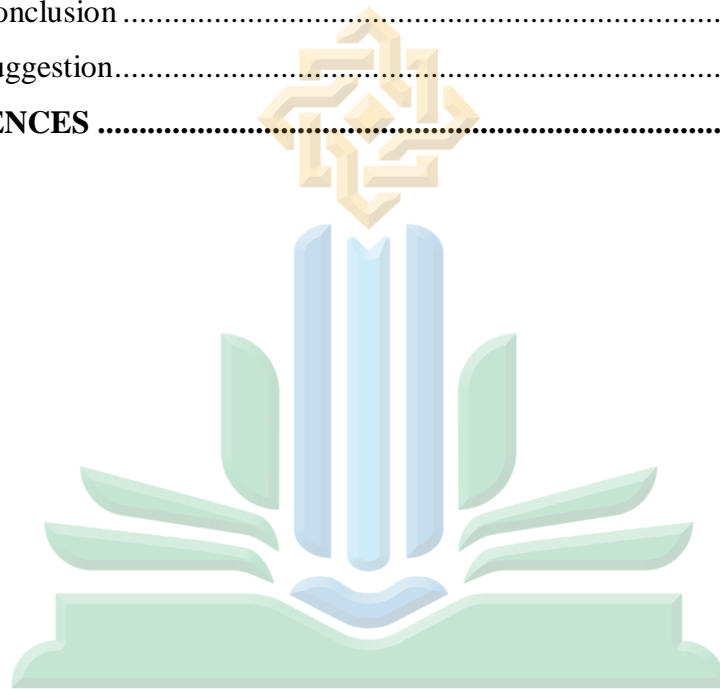
The results showed that there was a significant difference between the post-test scores of the experimental and control classes. The average post-test score of the experimental class was 80.75, while the control class was 58.09. The results of the independent sample t-test showed a significance value of <0.001 which means there is a significant difference between the two groups. Based on these results, the researcher concluded that the guided conversation method has an influence on the speaking skill of seventh grade students of MTs Nurul Islam Bades Lumajang.

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CHAPTER I

INTRODUCTION

A. Background of Study

The mastery of four language skills: understanding speech (listening), speaking, reading, and writing is the goal of English language learning.¹ As one of the four skills, speaking is one of the skills in communication that involves expressing thoughts, ideas, or information orally. These skills are essential in everyday life, both in formal and informal contexts. According to Harmer, speaking is the ability to improve fluency, like that of a native speaker.² Therefore, it is important for students to speak in order to develop students' communication skills because speaking is an interesting topic to discuss.³

In Islam, the ability to speak well and clearly is a gift that must be used wisely. Allah SWT says in QS. Thaha verses 27-28:

وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِي ۚ يَفْقَهُوا قَوْلِي ۚ

Meaning: *“And remove the impediment from my tongue, so people may understand my speech.”*⁴

This verse illustrates how important the ability to speak clearly in conveying a message is, as the Prophet Moses asked Allah to give him fluency in speaking.

This shows that effective communication is key in conveying ideas and

¹ Widdowson, H. G., “Teaching language as communication,” (Oxford Applied Linguistics, 1978), (1st ed.).

² Harmer, J., “The practice of English language teaching with DVD (4th Edition),” (Pearson Longman ELT, 2007)

³ Iman, J. N., “Debate instruction in EFL classroom: Impacts on the critical thinking and speaking skill,” (International Journal of Instruction, 10(4), 2017).

⁴ Al-Qur'an, Surah Thaha (20): 27-28, <https://quran.com/id/tha-ha/27-28>.

interacting with others. In an educational context, mastery of speaking skills is essential for students to convey their understanding of the subject matter as well as contribute to classroom discussions. Good speaking skills will help students express their opinions confidently and broaden their horizons through meaningful interactions. In addition, Islamic values-based education also emphasizes the importance of speaking with wisdom and kindness. In general, English language skills are difficult to develop without consistent practice. This can cause someone, especially students to feel hesitant and even afraid to speak English.

Many students feel that speaking in English is a challenge that is not easy to overcome. They often face various difficulties, both in terms of vocabulary acquisition and confidence when speaking. According to Heriansyah, the most common problems his respondents face are lack of vocabulary, lack of confidence in speaking, unfamiliarity with speaking in class, and difficulty expressing words, and sentences.⁵ Furthermore, Jaya H.P revealed that when someone lack of public speaking practice, fear of making mistakes, a lack of vocabulary, and difficulty enunciating sentences are the main causes of speaking problems. Some of these problems cause students to be reluctant to speak English so that they have a sense of laziness or boredom when following learning in class and they will get unsatisfactory grades. As a result, teachers are required to provide an interesting learning environment by applying

⁵ Heriansyah, H., "Speaking problems faced by the English department students of Syiah Kuala University," (Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa, 6(1), 37, 2012).

the right strategies, methods, approaches, or learning materials to learn English speaking.

One of the effective methods to develop English speaking skills is by using guided conversation. Given the definition of "guided," it is clear that one of the tasks of teachers during the teaching process is to provide as much help, direction, and guidance as students require to attain their objectives.⁶ Through guided conversation, students are encouraged to create an atmosphere of communication, express ideas, opinions, reactions, and express criticism while adhering to appropriate discussion guidelines.⁷ Guided conversation is also regarded as the best way for students to acquire quick learning methods, master English materials, and develop their speaking skills.⁸ By using guided conversation, students not only learn to speak purposefully but also get used to communicating in situations close to real life, thus improving their abilities gradually. In addition, this method allows students to be more confident as they get direct guidance from the teacher and a clear discussion framework to follow. According to Molinsky and Bliss that the procedure of guided conversation with a model conversation and provide student creativity. It provides opportunities for students to enrich their vocabulary, improve their pronunciation, and construct better sentences through repeated practice. In the end, guided

⁶ Shafira, A., & Santoso, D. A. A., "Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Guided Conversation," (JEdu: Journal of English Education, 1(1), 1–13, 2021).

⁷ Zebua, E. P., " Pembelajaran Percakapan Bahasa Inggris Dengan Metode Guide Conversation di SMA NEGERI GUNUNG SITOLI," (Jurnal Warta Edisi :60, April, 2019).

⁸ Ikram., "Using guided conversation as a strategy to enhance students' English 53 speaking skill (An Experimental Study at an Islamic Junior High School in Aceh Besar)," (1-23, 2016).

conversation can be an effective learning strategy to build good English speaking skills and familiarize students to speak fluently in various contexts.

English learning with guided conversation method can improve speaking skill. According to the findings of the research conducted by Rismaya and Dewi, enhancing students' capacity to ask questions and voice ideas through guided conversations has the potential to improve students' English language skills. Meanwhile, Alma and Doni also done a similar study of a improve students' English skills through guided conversations. They concluded that the guided because it is fun and easy to understand. Guided conversation is the most effective way for students to learn and master English material and improve their speaking skills.⁹ More specifically, conversation is a form of interactive communication skill that takes place between two or more people.¹⁰

Previous research has shown the benefits of guided conversation which makes it easier for students to understand the material and improve speaking skills in English. However, only a few studies focused on the influence of guided conversation on students' speaking skills. Therefore, the researcher conducted an experimental study in one of the MTs in Lumajang. The researcher chose this school because the researcher found many students who had difficulties in speaking English. Students feel shy, hesitant, and afraid to start a conversation in English, which is caused by their lack of vocabulary and

⁹ Ikram, M., "Using Guided Conversations As A Strategy To Enhance Students' English Speaking Skills (An Experimental Study At An Islamic Junior High School In Aceh Besar)," (Doctoral dissertation, UIN Ar-Raniry Banda Aceh, 2022).

¹⁰ Sitepu, N., "Improving the student's speaking ability by applying guided conversation strategy at the eleventh year students of SMA Muhammadiyah 2 Tanjung Sari Medan in 2016/2017 academic year," (Thesis, UIN Sumatera Utara, 2017).

lack of confidence in speaking English. Based on these reason, the researcher wants to conduct a research with the title “The Influence of Guided Conversation Method on Students’ Speaking Skill at MTs Nurul Islam Bades” to investigate whether or not there is significant influence of guided conversation method on students speaking skill at MTs Nurul Islam Bades.

B. Research Question

Based on the background of study previously described, the problem that are the focus of this research can be formulated as follows:

Is there any significant influence of guided conversation method on students’ speaking skill at MTs Nurul Islam Bades?

C. Research Objective

Based on the formulation of the problem above, this research aim:

To investigate whether or not there is significant influence of guided conversation method on students’ speaking skill at MTs Nurul Islam Bades

D. Research Significances

The two significances of this research are;

1. Theoretical Significance

This research is expected to contribute to the existing theory on speaking skill on guided conversation, especially about asking and giving directions.

2. Practical Significance

a. English Students

The result of the study will provide students, particularly the students in the ninth grade of MTs Nurul Islam Bades students will more confidence when they speak in English

b. English Teachers

Provide information and insight to teachers, who at first did not know how much students were interested in speaking, and in the course of the study, the teacher was able to identify the student's vocabulary, and to find out The Influence of Guided Conversation on Students' Speaking skills.

E. Research Scope and Limitation

This research focused on developing students' speaking skills by using the guided conversation method. This method was chosen because it provides structured guidance to students in conducting conversations, so that it can help them develop vocabulary and confidence in speaking English. The scope of this research covers the influence of guided conversation strategy on students' speaking skills.

F. Research of Key Terms

The researcher described the research key terms as follows:

1. Speaking

Speaking is one of the abilities to convey ideas, comment or asking giving information to others orally. This involves several main components, namely grammar, vocabulary, comprehension, fluency and pronunciation.

2. Guided Conversation

Guided conversation is a language learning strategy that involves structured conversations between students and teachers, where teachers provide assistance, direction and guidance to help students develop English speaking skills. This method uses guided conversation for speaking practice, where students are provided with model conversations, useful sentence structures, and opportunities to actively practice speaking with classmates in pairs or groups.

G. Hypothesis

Hypothesis are the result of a structured thinking process, not just conjectures that are conveyed carelessly.¹¹ Hypothesis can also be interpreted as temporary answers that will be tested for truth through the research process. It is called a temporary answer because the hypothesis is basically a response to problems that have been formulated previously, but the truth of the hypothesis needs to be proven empirically through analysis of data obtained from the field.¹² The hypothesis in this research are:

- 1) H_1 : There is a significant influence of guided conversation method on students' speaking skill at MTs Nurul Islam Bades.
- 2) H_0 : There is no significant influence of guided conversation method on students' speaking skill at MTs Nurul Islam Bades.

¹¹ Syahrums, dan Salim, "Metode Penelitian Kuantitatif," (Bandung: PT Remaja Rosdakarya, 2013), 41.

¹² Ma'ruf Abdullah, "Metode Penelitian Kuantitatif," (Jakarta: PT Raja Grafindo Persada, 2013), 206.

H. Systematic Discussion

This thesis is organized into five chapters with the following systematics.

Chapter I is an introductory chapter that contains the background of the problem, problem formulation, research objectives, research benefits, scope of research, operational definitions, hypotheses, and systematic discussion as a guide to the flow of thesis preparation.

Chapter II contains a literature review, which includes a description of previous studies and theoretical studies that are relevant and support the theme of the research being conducted.

Chapter III describes the research method, which explains the approach and type of research used, population and research samples, as well as instrument preparation techniques and data collection techniques.

Chapter IV is the data presentation and analysis chapter, which contains a description of the object of research, presentation of research results, data analysis, hypothesis testing, and discussion of research results based on theory and previous research.

Chapter V is the closing chapter which presents conclusions from the overall research results based on the data analysis that has been carried out, and contains suggestions compiled based on research findings for related parties.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

There are six previous researches that relevant to this research, they are:

1. Muhammad Ikram a thesis in 2022 entitled “Using Guided Conversations as a Strategy to Enhance Students’ English Speaking Skills”.¹⁴ This research aims to find out whether the use of guided conversations can improve students' speaking skills at the school. This research used quantitative research method. The design of this research was a pre-experimental research which consist of four meetings. The result showed that there was a significant difference in the speaking skills of students who were given the guided conversation treatment. Guided conversation successfully improved the speaking skills for the VIII grade students of Madrasah Tsanawiyah in Aceh Besar. Therefore, guided conversation can be one of the appropriate teaching methods to improve students' English speaking skills.
2. Anni Mujahida a thesis in 2024 entitled “The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 Balocci”.¹⁵ This research aims to find out whether the guided conversation method can improve students’ speaking skills in term of accuracy, fluency, and comprehension. This research used quantitative research method. There

¹⁴ Ikram, “Using Guided Conversations as a Strategy to Enhance Students’ English Speaking Skills,” (Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh, 2022).

¹⁵ Mujahida, “The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 BALOCCI,” (Muhammadiyah University of Makassar, 2024).

were 3 steps of this research; pre-test, treatment and post-test. The research findings showed that there were significant results from pre-test and post-test. After the use of guided conversation in the classroom, the students' speaking skills became better than before the treatment. The researcher found that this method is suitable for teaching English speaking skills.

3. Afifah Hilwa Khurul Aini a thesis in 2023 entitled "The Effect of Guided Conversation Learning Strategy on Students Speaking Achievement at MAS Al-Fatah Palembang".¹⁶ The purposes of this research is to determine whether there is a significant improvement on students' speaking achievement before and after being taught using the guided conversation strategy and whether there is a significant difference in the speaking achievement of students who are given treatment using the guided conversation strategy and those who are not. This research used quantitative research method. This research was conducted for 12 meetings and used quasi-experimental research design to conduct the research. The results of this research showed that there is a significant increase from the pre-test to post-test scores of students in the experimental class. It can be concluded that there is a significant difference in the speaking achievement of students who are taught using the guided conversation strategy and those who are not at MAS Al-Fatah Palembang.

¹⁶ Aini, "The Effect of Guided Conversation Learning Strategy on Students Speaking Achievement at MAS Al-Fatah Palembang," (State Islamic University of Raden Fatah Palembang, 2023).

4. Mutiara Rezki, Melyann Melani, Veni Roza, Irwandi an Article in 2024 entitled “The Effect of Guided Conversation Method Toward Students’ Speaking Ability in Eleventh-Grade of MAN 2 Bukittinggi”.¹⁷ This research aims to determine the effect of using the guided conversation method on the speaking ability of XI grade students at MAN 2 Bukittinggi. This research used quantitative research method. This quasi-experimental research design involved pre-tests and post-tests with an experimental and control group. The results showed a significant improvement on students speaking ability who given treatment using the guided conversation method. In addition, the comparison between the experimental group and the control group showed a significant difference, with the experimental group achieving higher post-test scores so it can be included that the guided conversation method effectively improves students’ speaking ability.
5. Masriyah, Leroy Holman Siahaan, Tiara Dian Sari a Article in 2024 entitled “Improving Students’ English Speaking Skill Through Guided Conversation at SMK Industri Nasional 1 Setu Bekasi”.¹⁸ This research aims to establish how far students’ ability to speak English has developed, as well as experimenting with guided conversation techniques in English language learning. This research applies the classroom action research method. The results of this research showed that using guided conversation

¹⁷ Rezki, Melani, Roza, Irwandi, “The Effect of Guided Conversation Method Toward Students’ Speaking Ability in Eleventh-Grade of MAN 2 Bukittinggi,” (Education Achievement: Journal of Science and Research, vol. 5 Issue, 2024).

¹⁸ Masriyah, Leroy Holman Siahaan, Tiara Dian Sari, “Improving Students’ English Speaking Skill Through Guided Conversation at SMK Industri Nasional 1 Setu Bekasi,” (Jurnal Pendidikan, Sains dan Teknologi, vol. 3, No. 4, 2024), 848-852.

to help students learn English, especially speaking skills has proven to be successful. This is supported by the data from this research.

6. Muhammad Arif Syaifuddin an article in 2023 entitled “Learning Speaking Using Guided Conversation Method to Increase Student Ability to Compose a Simple Dialoge”.¹⁹ This research aim to apply project-based learning model combined with guided conversation technique in learning asking and giving opinion. The research method applied in this research carries a combinative approach between project-based learning models and guided conversation techniques. The results showed a significant increase in students’ active participation during the learning process. Students are more actively involved in group discussion, asking questions, and doing assignments. They are not only the recipients of information, but also the main actors in their own learning.

Table 2.1

Similarities and Differences of Previous Research

No	Name and Year	Similarities	Differences
1.	Muhammad Ikram, 2022. Using Guided Conversations as a Strategy to Enhance Students’ English Speaking Skills.	a. Both researchers use guided conversation b. Both researchers use quantitative research	a. The previous research focused on how to use guided conversation as a strategy to improve students’ speaking skills while this research focused

¹⁹ Muhammad Arif Syaifuddin, “Learning Speaking Using Guided Conversation Method to Increase Student Ability to Compose a Simple Dialoge,” (AlSysTech: Journal of Education Technology, vol. 2 Issue 1, 2024), 1-12.

			<p>on the influence of guided conversation on students' speaking skill.</p> <p>b. The previous research used pre-experimental while this research used quasi-experimental</p>
2.	Anni Mujahida, 2024. The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 Balocci.	<p>a. Both researchers use guided conversation</p> <p>b. Both researchers use quantitative research</p>	<p>a. The previous research focused on measuring how effective guided conversation is as a strategy to improve students' speaking skills while this research focused on the influence of guided conversation on students' speaking skill.</p>
3.	Afifah Hilwa Khurul Aini, 2023. The Effect of Guided Conversation Learning Strategy on Students Speaking Achievement at MAS Al-Fatah Palembang	<p>a. Both researchers use guided conversation</p> <p>b. Both researchers use quantitative research and used quasi-experimental</p>	<p>a. This previous research focuses on learning strategies that emphasize speaking achievement while this research focuses on the influence of guided conversation on</p>

			students' speaking skill which refers to fluency, accuracy, and pronunciation.
4.	Masriyah, Leroy Holman Siahaan, Tiara Dian Sari, 2024. Education Achievement: Journal of Science and Research, vol. 5. Improving Students' English Speaking Skill Through Guided Conversation At SMK Industri Nasional 1 Setu Bekasi.	a. Both researchers use guided conversation b. Both researchers use quantitative research	The previous research focused on the process of improving students' speaking skills using guided conversation while this research focuses on the influence of guided conversation on the students' speaking skill.
5.	Mutiara Rezki, Melyan Melani, Veni Roza, Irwandi, 2024. The Effect of Guided Conversation Method Toward Students' Speaking Ability in Eleventh-Grade of MAN 2 Bukittinggi.	Both researchers use guided conversation	This previous research used classroom action research while this research used quantitative research with quasi-experimental design
6.	Muhammad Arif Syaifuddin, 2023. AISysTech: Journal of	Both researchers use guided conversation	The previous research emphasizes how the guided

	Education Technology, vol. 2. Learning Speaking Using Guided Conversation Method to Increase Student Ability to Compose a Simple Dialogue		conversation method is used in the process of learning to speak to help students compose simple dialogues while this research focuses on the influence of guided conversation on the students' speaking skill.
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Meanwhile, the researcher applied the guided conversation method to find out the influence of the guided conversation method on students' speaking skill. Several previous studies have been conducted with almost the same model as this research, namely the use of the guided conversation method. The difference between this research and previous researches lies in the research design, the material studied, and the research setting. This research was conducted at MTs Nurul Islam Bades Lumajang.

B. Theoretical Framework

1. Speaking Skill

a. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. According to Chaney that speaking is the ability to express ideas, opinions, and feelings in an oral way using

words or sentences to communicate effectively.²⁰ According to Richard and Willy A. Renadya that speaking is one of the elements of communication.²¹ Communication primarily involves exchanging ideas, information, and perspectives on various social, cultural, political, and other aspects of daily life.

Another definition of speaking is stated by Brown that speaking is a productive process that involves the ability to produce spoken language precisely and accurately, including mastery of pronunciation, grammar, and vocabulary. Brown states that speaking also includes interactive aspects such as understanding and responding to other people's speech.²² According to Harmer that speaking is a key skill in language learning that emphasizes students' ability to use language spontaneously and interactively. Harmer also highlights the importance of structured exercises, such as guided conversation to improve students' speaking skills.²³

Based on some of the theories above, the researcher concludes that speaking is an important skill in communication that involves the ability to express ideas, opinions, and feelings orally in a clear and effective manner. This skill includes mastering linguistic

²⁰ Ann L. Chaney, Tamara L. Burk, "Teaching Oral Communication in Grades K-8," (Boston: Allyn and Bacon, 1998).

²¹ Jack C, Richard and Willy A. Renandya, "Methodology in Language Teaching," (First Edition: South Africa: Cambrige University Press, 2002). 210.

²² H. D. Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," (Third Edition: United States America: Longman, 2001).

²³ J. Harmer, "The Practice of English Language Teaching," (Fourth Edition: Person Longman, 2007).

elements such as pronunciation, grammar, and vocabulary, as well as interactive aspects such as understanding and responding to others. Speaking also plays an important role in language learning, requiring both spontaneous and structured practice to develop fluency and accuracy in variety of contexts.

b. Aspects of Speaking

According to Brown, speaking has five aspects. The five aspects must be considered by students if they want to speak well. There are:²⁴

1) Pronunciation

In defining pronunciation, Harmer states that pronunciation is the ability to produce the sounds of language accurately, including elements such as individual sounds, word stress, sentence stress, and intonation.²⁵ Pronunciation involve

understanding how sounds are produced and how they are understood by others in communication. Harmer states that this ability is important to ensure the speaker can be understood by the listener. The aim of pronunciation is to give clarity in communication, intelligibility, confidence building, and integration with other skills.

²⁴ H. D. Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," (Third Edition: United States America: Longman, 2001) 270-274.

²⁵ J. Harmer, "The Practice of English Language Teaching.," (Fourth Edition: Person Longman, 2007) 344-345.

2) Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with easy. The teacher does not correct immediately where is the idea being that too much correction interferes with the flow of conversation.²⁶

3) Vocabulary

Vocabulary is a collection of words in a language that is known by someone or used in certain communications.²⁷ Harmer explains that vocabulary mastery is an important component in language learning because words serve as the basis for building effective communication. The aim of vocabulary teaching is to help students develop the ability to use words in real communication. This includes the ability to choose the right word in a given situation.

²⁶ Pollar, Lucy, "Guide to Teaching English," (USA: Longman Group, 2008).

²⁷ J. Harmer, "The Practice of English Language Teaching," (Third Edition: Pearson Educational Limited, 2001), 153-154.

4) Grammar

In defining grammar, H. Douglas Brown states that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentences.²⁸ Grammar is a set of rules which described how we used a language. The aim of grammar is also to learn a correct way to again expertise in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.²⁹

5) Comprehension

Comprehension is an active process that involves individuals in interpreting, analyzing, and understanding the meaning of input, whether it is spoken or written language. Comprehension requires cognitive engagement to connect new information with existing knowledge.³⁰ The aim of

comprehension are to improve contextual understanding, support effective communication, develop critical thinking skills, and facilities language learning to improve speaking and listening skills.³¹

²⁸ H. D. Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," (Third Edition: United States America: Longman, 2001), 273-274.

²⁹ David p Haris, "Testing English as a Second Language," (Washington DC: George Town University, 1969), 81-82.

³⁰ Cohen, L., Manion, L., & Morrison, K., "Research Methods in Education," (Sixth Edition: Routledge, 2007), 254.

³¹ Cohen, L., Manion, L., & Morrison, K., "Research Methods in Education," (Sixth Edition: Routledge, 2007), 257-259.

c. Teaching English Speaking Skill

Speaking is one of the important communication skills that must be taught.³² Teaching English speaking skills can be done in the classroom to help students improve their ability in speaking. In this learning process, both teachers and students have significant roles. According to Anuradha et al, teachers play an important role in encouraging interaction as well as developing students' speaking skills. The teacher's role includes:³³

- 1) Teachers must have fluent and accurate English speaking skills in order to be role models for students.
- 2) To encourage students to use the target language, teachers can ask questions and encourage students to provide answers as form of speaking practice.

Anuradha et al. also mentioned that speaking is an art that requires effort to master. In order to master speaking skills, students need to:

- 1) Be communicative and polite in using traditional greetings and other expressions.
- 2) Ask questions and give answers to maintain smooth communication with classmates and teachers.

³² M. Yoestara, Z. Putri., "An Alternative way to improve EFL students' listening and speaking performance," (Englisia Journal, 6, 2019), 15.

³³ Anuradha, R. V., Raman, G., & Hemalini, H. C., "Method of Teaching English," (Hyderabad: Neekamal Publications, 2014).

- 3) Work to enrich vocabulary, improve fluency and achieve speaking accuracy, including improving pronunciation, intonation and stress when conveying thoughts and feelings.

Based on the explanation, it can be concluded that speaking is a means to convey information, opinions, and emotions. Therefore, to be a good speaker, one needs to master several aspects of speaking skills, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

2. Guided Conversation

a. Definition

Guided conversation is one of the language learning techniques that falls under the communicative approach which involves providing guidance such as topics, key words, or language structures to help students speak in a purposeful manner.³⁴ This technique emphasizes interaction and communication, allowing students to practice speaking within a structured framework before moving on to more spontaneous and independent conversations. By using guided conversations, teachers can create a supportive environment where students feel less anxious about making mistakes and more motivated to express themselves.

According to Richard, Rodgers that guided conversation is a directed approach in communicative language teaching where students

³⁴ D. Larsen-Freeman, "Techniques and Principles in Language Teaching," (Second Edition: Oxford University Press, 2000), 132-133.

practice speaking using guidelines such as specific topics, vocabulary list, or specific grammatical structures.³⁵ This method is effective for overcoming speaking barriers, such as lack of ideas or vocabulary. This method aims to build students' confidence in speaking and help them understand conversation patterns.

Based on several theories, guided conversation can be understood as a structure technique designed to improve students' speaking skills by providing clear guidance and support. This approach integrates elements such as topic selection, key vocabulary, and grammar patterns to help students engage in purposeful communication. This approach not only fosters interaction and confidence, but also minimizes anxiety by offering a controlled environment for practice. Guided conversations serve as a bridge between guided language use and more spontaneous speech, allowing students to gradually improve their fluency and accuracy in real-life communication.

b. Types of Guided Conversation

According to Fumiyo, there are several types of guided conversation used in language teaching to improve students' speaking skills. These types include structured approaches to guide students in interacting in the target language. Based on the theory, the types of guided conversation are:³⁶

³⁵ J. C., Richards, T. S., Rodgers, "Approaches and Methods in Language Teaching," (Second Edition: Cambridge University Press, 2001), 156-158.

³⁶ S. Fumiyo, "The Role of Guided Conversations in English Language Teaching," (Journal of Language and Education, 2007).

1) Topic-based Guided Conversation

In this type, the conversation is focused on a specific topic that is relevant to the students. The topic is prepared by the teacher to provide a clear and in-depth conversation structure. Students then practice speaking by following the guidance provided by the teacher, which includes vocabulary, sentences, and phrases related to the topic.

2) Role-playing

This type of conversation involves students in role-playing where they assume the roles of individuals in realistic situations. For example, students can play the roles of a doctor and a patient, or a teacher and a student, to practice speaking skills in a specific context. Role-playing gives students the opportunity to practice speaking according to specific situations that they may encounter in real-life.

3) Discussion-based Guided Conversation

In this type, students are encouraged to discuss a particular topic, with the help of guidelines or questions prepared by the teacher. The aim is to develop students' speaking skills in a freer but still structured discussion situation.

4) Interactive Practice

This involves conversations that allow students to interact with each other, such as question and answer activities or activities

that involve exchanging information. In this type of conversation, students actively engage with their partner or group to practice speaking with given context.

c. Procedures of Guided Conversation

According to Molinsky and Bliss, guided conversation procedure is a structured approach designed to help students practice speaking in English through systematic guidance. Here are some procedures of guided conversation:³⁷

- 1) Give the model conversation offers initial practice with the function and structures of the lesson and the functional expressions.
- 2) Encourage students to be creative in developing their personalities and model interview situations.
- 3) Present to the class each sentence of the model conversation containing footnote expression with is alternative.
- 4) A model conversation should be presented to the class by students who are paired together.
- 5) Pair the students' to practice all the exercises using the footnoted expression with is alternative.
- 6) Make the exercise a homework assignment, and then invite them to give a presentation to the class after that.

³⁷ S. J. Molinsky & B. Bliss., "English Trough Guided Conversation," (Prentice Hall: 187).

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher using a quantitative approach with a type of quasi-experimental research. Quasi-experimental research is research that includes treatment, measurement of results, and experimental units, but does not apply random assignment to form a comparison group in order to analyze changes that occur due to the treatment.³⁸ While the quantitative approach is a research method that studies certain populations or samples by collecting data through research instruments. The data is analyzed statistically or quantitatively to test the hypothesis that has been formulated previously.³⁹

In this research, the researchers discussed about the influence of guided conversation method on students' speaking skill at MTs Nurul Islam Bades.

B. Research Subject

1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions.⁴⁰ The population in this research was all 7th grade

³⁸ Irfan Abraham dan Yetti Supriyati, "Desain Kuasi Eksperimen Dalam Pendidikan: Literature Review," (Jurnal Ilmiah Mandala Education, vol. 8, no. 3, 2022), 2477-2478.

³⁹ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R&D," (Bandung: Alfabeta, 2013), 8.

⁴⁰ Sugiyono, "Metode Penelitian Pendidikan Kuantitatif, Kualitatif, Dan R&D," (Bandung: Alfabeta, 2016), 80.

students of MTs Nurul Islam Bades, the implementation time began in second semester of the 2024/2025 academic year. Students of all 7th grade in MTs Nurul Islam Bades was consisted of 122 students.

2. Sample

The sample is a small part of the population. In this research, researchers used a purposive sampling technique which means sampling technique with certain considerations.⁴¹ The purposive sampling technique select a group of subjects based on certain characteristics that are considered to have a relationship with the characteristics of the population to be studied. In this research, researchers were taken the D class which consists of 23 students and E class which consists of 24 students of 7th grade students.

C. Data Collection Technique and Instrument

1. Data Collection Technique

To find out the influence of the guided conversation on students' speaking skill, specifically in improving their grammar, vocabulary, comprehension, fluency, and pronunciation, the researcher used a test speaking instrument as data collecting technique. Test that used in this research were pre-test and post-test.

⁴¹ Sugiyono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D," (Bandung: Alfabeta, 2015), 124.

2. Instrumentation

a. Speaking skill test

1) Pre-test

Pre-test was conducted on control and experimental classes before the treatment was given to the experimental class. In this research, the pre-test took the form of a speaking test. The students were asked to come forward and conduct a guided conversation with a topic that had been prepared by the researcher. This test aims to evaluate students' initial abilities in speaking skills, especially in the aspect of grammar, vocabulary, comprehension, fluency, and pronunciation. The data from this pre-test will be used as a reference to compare the development of students' speaking skills after the treatment is given.

2) Post-test

The post-test was conducted on the control and experimental classes after the treatment (guided conversation method) was applied. After the explanation of the material, the same test was given to the experimental group and the control group. This post-test was designed to assess students' ability to ask for and give directions in various contexts. The students were given a series of scenarios where they had to ask for and give directions in pairs or in small groups using the expressions they had learned. They are encouraged to use the right phrases, markers and clue words to give clear and

accurate instructions. Afterward, the students took turns presenting their conversations in front of the class. The researcher carefully observed and recorded each students, evaluating their pronunciation, grammar, vocabulary, fluency, and comprehension in using the target expressions. In addition, common mistakes that occurred were discussed, and suggestions for improvement were given. The post-test aims to measure students' progress in using the learned expressions naturally and confidently when requesting and giving directions.

b. The Quality of the Instrument

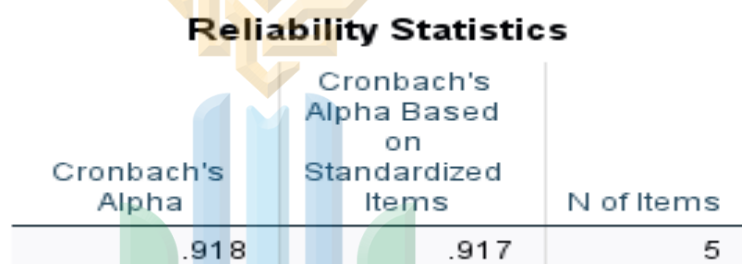
To ensure the quality of the instruments used in the pre-test and post-test, researchers also conducted validity and reliability tests before giving them to the control class and experimental class.

1) Validity Test

Before carrying out the speaking ability test, the researcher first carried out content validity. The researcher asked for help from an expert to provide comments or input on the test that had been prepared. Based on the validation results, the test was declared valid although there were some notes. The expert said that there were several mistakes, namely scoring rubric that was less simple and adding one map of asking and giving directions. The expert also suggested that the researcher revise the instruction part of the test.

2) Reliability Test

Before the instrument was applied to the experimental and control classes, the researcher first conducted a trial to students to ensure that the test used had a good level of reliability. The data from the trial was analyzed using Cronbach's Alpha through the SPSS version 27 program and the results are as follows:



The image shows a screenshot of the SPSS Reliability Statistics output for a pre-test score. It features a decorative background with a yellow geometric pattern at the top and green leaf-like shapes at the bottom. The table has three columns: 'Cronbach's Alpha', 'Cronbach's Alpha Based on Standardized Items', and 'N of Items'. The values are .918, .917, and 5 respectively.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.918	.917	5

Figure 3.1

Reliability Test Cronbach's Alpha Output for pre-test score SPSS 27

Based on the results of the analysis using SPSS version 27, the Cronbach's Alpha instrument reliability value is 0.918. Referring to the interpretation of reliability standards from George and Mallery (2003), this value is included in the excellent category. Thus, the pre-test instrument is suitable for data collection.



The image shows a screenshot of the SPSS Reliability Statistics output for a post-test score. It features a decorative background with a yellow geometric pattern at the top and green leaf-like shapes at the bottom. The table has two columns: 'Cronbach's Alpha' and 'N of Items'. The values are .888 and 5 respectively.

Cronbach's Alpha	N of Items
.888	5

Figure 3.2

Reliability Test Cronbach's Alpha Output for post-test score SPSS 27

Based on the results of the analysis using SPSS version 27, the Cronbach's Alpha instrument reliability value is 0.888. Referring to the interpretation of reliability standards from George and Mallery (2003), this value is included in the good category. Thus, the pre-test instrument is suitable for data collection.

D. Data Analysis

In this research, students' speaking skill was assessed based on a scoring rubric adapted from Brown (2004). This rubric evaluates five aspects of speaking ability: pronunciation, fluency, vocabulary, grammar, and comprehension. Each aspect is scored on a scale of 1 to 5, with a score of 5 indicating excellent performance and a score of 1 indicating very poor performance. The description for each score in each aspect is detailed to ensure consistent and objective scoring. The final score of students' speaking ability is calculated through the score of each aspect, namely pronunciation, fluency, vocabulary, grammar, and comprehension, each of which is given a score between 1 to 5 multiplied by 4 points. For example, if each aspect gets a score of 5, then each aspect gets a score of $5 \times 4 = 20$, then the results of the scores of all aspects are summed up, then the total final score for all aspects is 100, this shows that students achieve excellent performance in each aspect of the assessment. This shows that students achieved excellent performance in each aspect of the assessment.

The assessment criteria for each aspect are as follows:

Table 3.1

Speaking Assessment Adapted from Douglas Brown

Aspect	Score	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Fluency	5	Speech as fluent and effortless as that of a native speaker.
	4	Speech of the speaker seems to be slightly affected by language problem.
	3	Speech and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase the idea because of lexical inadequacy.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Grammar	5	Makes Few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Comprehension	5	Understand all without experiencing Difficulty.
	4	Understand almost everything, although there are repetition in certain parts.
	3	Understands most of what is said when speech is somewhat slowed although there is repetition.
	2	Difficult to follow what is being said.
	1	Unable to understand even simple conversations simple conversation.

Source: Adapted from Brown, 2004⁴²

The highest score is 5

The lowest score is 1

Example :

- Pronunciation : $5 \times 4 = 20$
- Fluency : $5 \times 4 = 20$
- Vocabulary : $5 \times 4 = 20$
- Grammar : $5 \times 4 = 20$

⁴² Brown, H. Douglas. Language Assessment: Principles and Classroom Practice. White Plains, NY: Pearson Education, 2004.

- Comprehension : $5 \times 4 = 20$

Total score : $20+20+20+20+20 = 100$

After the data assessment is carried out, to analyze the data there are several steps that must be taken, namely the normality test, the homogeneity test and the hypothesis test. In parametric statistics, researchers used the t-test to analyze the speaking test scores of experimental class students. After calculating the normality test, a t-test was conducted to obtain statistical results from the data. In the last step, the researcher calculated the effect size to explain the significant influence of the data.

1. Normality Test

The data normality test is a basic requirement that must be met in parametric analysis. Normality test is useful to find out whether the sample taken from the population is normally distributed or not. If the research data is normally distributed, the test can use parametric analysis techniques. However, if the data is not normal then use non-parametric statistical techniques. In SPSS (Statistical Product and Service Solution) 27 for Windows the normality test that is often used is the Liliefors (Kolmogorov-Smirnov) method with the following conditions:

- a. If the significant value is > 0.05 then the data is normally distributed.
- b. If the significant value is < 0.05 , then the data is not normally distributed.

If the data is normally distributed, the statistical test used in SPSS is typically an independent sample t-test or paired sample t-test. However, if the data is not normally distributed, the analysis is conducted using non-parametric tests such as the Mann-Whitney U test or Wilcoxon signed-rank test.

2. Homogeneity Test

Homogeneity test is one of the important stages that need to be done before proceeding to hypothesis testing in inferential statistical analysis. This test can only be done if the data being analyzed is normally distributed. The main purpose of the homogeneity test is to ensure that differences found in parametric statistical analysis (such as t test, ANOVA, or ANCOVA) are really caused by differences between groups, not by differences in variability within groups. In this study, the homogeneity test was conducted with the help of IBM SPSS Statistic 27 software, using the Levene test. The data analyzed included posttest results of the speaking skill test. The decision-making criteria in the homogeneity test are as follows:

- a. If the significant value $\alpha < (0,05)$ then H_0 is rejected, that is, the data between groups is not homogeneous.
- b. If the significant value $\alpha \geq (0,05)$ maka H_1 is accepted, that is, the data between groups is homogeneous.

If the data is homogeneous, then the analysis can proceed using parametric tests such as the Independent Sample t-test. However, if the data is not homogeneous, then a non-parametric alternative such as the Mann-Whitney U test should be used instead.

3. Hypothesis Test

If the data is normally distributed, then hypothesis testing is carried out. Hypothesis testing is an initial assumption of a problem that is conjectural because it requires proof. This conjecture is temporary and will be tested using data obtained through research.⁴³ In this research, hypothesis testing will be carried out using IBM SPSS Statistic 27 software using the Independent Sample t-test.

Hypothesis Formulation:

$$H_0: \mu_{pretest} = \mu_{posttest}$$

$$H_1: \mu_{pretest} \neq \mu_{posttest}$$

Description:

H_0 : There is no difference between the experimental group and the control group.

H_1 : There is a difference between the experimental and control groups.

$\mu_{pretest}$: Average pretest score.

$\mu_{posttest}$: The average of the posttest score.

⁴³ Vera Mandailina and Others, "Uji Hipotesis Menggunakan software Jasp Sebagai Upaya Peningkatan Kemampuan Teknik Analisa Data Pada Riset Mahasiswa," (Journal of Character Education Society, 5. 2, 2022). 512-519.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

Research findings and discussion are presented in this chapter. The research findings are data collected in the field which includes the school profile, school organizational structure, school history, school vision and mission, and all information related to the implementation of this research. Meanwhile, the research discussion is the process of making decisions about actions or conclusions related to the research topic. The findings and discussion are explained as follows;

A. Description of Research Object

In this part, there are some phases would like to be presented, those are;

1. The profile of MTs Nurul Islam Bades

The profile identity of Madrasah Tsanawiyah Nurul Islam Bades are as follows:

1. Name of Madrasah : MTs Nurul Islam Bades
2. Address :
 - a. Street : Jl. Nusa Indah No. 01 Bades
 - b. District : Pasirian
 - c. Regency : Lumajang
3. Name of Madrasah Head : H. Ahmad Nahidl Mashury,
S.Pd.I.,M.A
4. Decree of Establishment : August 25, 1991
5. Accreditation Level : A
6. Land Status : Owned by the Foundation
 - a. Land Ownership Letter : Waqf
 - b. Land Area : 6430 M²
7. Student Data :

a. 2018/2019	: 432
b. 2019/2020	: 438
c. 2020/2021	: 430
d. 2021/2022	: 417
8. Classroom Data	: 15 Classrooms
9. Number of Study Groups	: 15 Rombongan Belajar
10. Teachers	: 37 People
11. Administrative staff	: 6 People

2. The Organizational Structure of MTs Nurul Islam Bades

1. Ketua Yayasan	: H. Jamaluddin, MM
2. Ketua Komite	: Moch. Zawawi
3. Kepala Madrasah	: H. Ahmad Nahidl Mashury, S.Pd.I,M.A
4. Waka Kurikulum	: M. Anwar Arisadi, S.Pd
5. Waka Kesiswaan	: Abdul Malik Luthfi, S.H.I.
6. Waka SARPRAS	: Moh. Holilur Rahman, S.Pd.
7. Waka HUMAS	: M. Maftuh Sururi, S.Pd.
8. Ka. Tata Usaha	: Imam Musthofa, SE.,S.Pd.I
9. Bendahara	: Nurul Khuril Aini
10. Wali Kelas VIIA	: M. Qoumayurriza, S.Si.
11. Wali Kelas VIIB	: Rony Afta Wahyu R, S.Pd
12. Wali Kelas VIIC	: Diana Ratnawati, S.Pd.
13. Wali Kelas VIID	: Anifatus Sholihah, S.Pd
14. Wali Kelas VIIE	: Luluk Widayati, S.Pd
15. Wali Kelas VIIIA	: Puguh Wiranto, S.Pd.
16. Wali Kelas VIIIB	: Andi Hilal Itmamoddin, S.Pd

17. Wali Kelas VIIC : Yuli Astutik, S.Pd
18. Wali Kelas VIID : Unik Fitrotul Mawaddah, S.Pd .I
19. Wali Kelas IXA : Dliyaul Fuadah, S.Pd.
20. Wali Kelas IXB : M. Arif Musthofa, S.E
21. Wali Kelas IXC : Siti Huriyah, S.Pd.I.
22. Wali Kelas IXD : Yulianis Shoiruro, S.Pd.
23. Wali Kelas IXE : Marya Ulfa, S.Pd.I

3. The History of MTs Nurul Islam Bades

The history of the establishment of MTs Nurul Islam Bades stems from :

The desire of the Bades community and community leaders to establish an advanced level educational institution (MTs) because at that time in Bades village there was only one elementary level educational institution (MI) so that MI graduates if they wanted to continue to an advanced level had to go to the sub-district or outside the city which was 5 to 20 km away. Along with the wishes of the Community in 1990 Nurul Islam Bades Madrasah Management (KH. Abd. Hadi, KH. Thohir Sholihin, H. Rois Ach. Syukri, and Muqoddar) Deliberation to prepare for the establishment of MTs, and the results of the deliberation set and sent several people to consult with LP. Maarif NU Lumajang branch, the people sent among others: KH. Abd. Hadi, Ach. Syukri Muqoddar, H. Said Rohmatullah, and Drs. H. Imron Mas'udi. From the consultation, Drs. H. Imron Masudi was given the mandate by the board to prepare the establishment of MTs Nurul Islam Bades.

At the beginning of 1991 in January-March Drs. H. Imron Mas'udi prepared the establishment of MTs by making a proposal for the establishment of MTs to the Ministry of Religion which was assisted by several people, among others: 1. Ach. Syukri, 2. Muqoddar, 3. Agus Muhaimin, 4. M. Zainuri . Which later became the founding team of MTs Bades. The task of the team was divided into two : 1. Drs. H. Imron Mas'udi was in charge of lobbying and registering with LP. Ma'arif and the depag while the others were in charge of making approaches to community leaders and village and sub-district governments.

From the various tests and trials faced by the founding team of MTs, then in early July 1991 Drs. H. Imron Mas'udi gathered the Management and prospective teachers, namely H. A. Fadlan, Ach. Buchori, Agus Muhaimin, Hj. Mawaddah, Jamaluddin BA, Drs. Paeni, Drs. Rubandi, Fadori BA, Drs. Nur Kholiq were invited to deliberate to determine the right time for the establishment of MTs, from the deliberation it was decided that MTs Nurul Islam Bades was inaugurated on July 15, 1991 in the MI Nurul Islam Bades building by KH. Thohir Arifin.

4. The Vision and Mission of MTs Nurul Islam Bades

a. VISION

“Excelling in Achievement and Noble Morality, with a Foundation in Ahlussunnah Wal Jama’ah.”

b. MISSION

1. Organizing general learning activities to enable each student to develop optimally.

2. Encourage and assist each student in exploring their potential in the fields of science and technology, sports, and arts to achieve optimal development.
3. Raising students' awareness of cleanliness as part of faith.
4. Instilling a deep understanding of Islamic teachings so that they can act with wisdom.
5. Participating in scouting activities both at the district and provincial levels.

B. The Description of Data

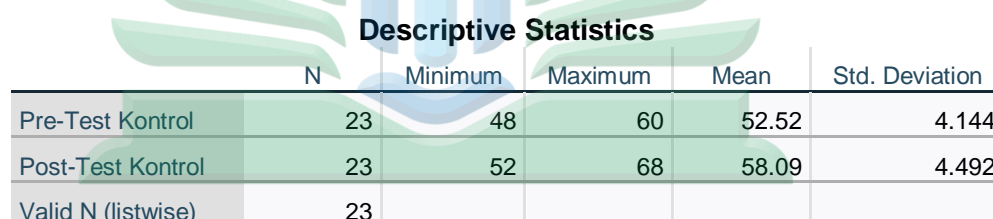
This research was conducted at MTs Nurul Islam Bades which is located at Jl. Nusa Indah No. 01 Bades, Pasirian sub-district, Lumajang district. This research was conducted on February 17 - March 13, 2025. The samples of this study were students of class VII D and VII E MTs Nurul Islam Bades in the 2024/2025 academic year.

In this research, researchers held 4 learning meetings each in the control class and experimental class. The first meeting, the researcher distributed the pretest with the material of asking and giving directions to the control class and the experimental class. The second meeting, researchers conducted the first lesson using conventional learning methods in the control class (VII D) and guided conversation methods in the experimental class (VII E). The third meeting, researchers conducted the second lesson using conventional learning method in control class (VII D) and guided conversation method in experimental class (VII E) with the material of asking and giving directions.

The fourth meeting, researchers distributed posttests with the material of asking and giving directions to control class students (VII D) and experimental class (VII E) MTs Nurul Islam Bades.

The following are the results of data presentation and discussion based on the pretest results of the speaking ability of control class and experimental class students on the material of asking and giving directions. The results of this study were used as a benchmark to determine students' speaking ability before the conventional learning method was applied in the control class and the guided conversation method in the experimental class.

To analyze the data in appendix 6 and 7, researchers analyzed using descriptive statistical data as follows.



The table displays descriptive statistics for two groups: Pre-Test Kontrol and Post-Test Kontrol. Each group has a sample size (N) of 23. For the Pre-Test group, the minimum score is 48, the maximum is 60, the mean is 52.52, and the standard deviation is 4.144. For the Post-Test group, the minimum score is 52, the maximum is 68, the mean is 58.09, and the standard deviation is 4.492. A valid N (listwise) of 23 is also shown.

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Kontrol	23	48	60	52.52	4.144
Post-Test Kontrol	23	52	68	58.09	4.492
Valid N (listwise)	23				

Figure. 4.1
SPSS Output Results Descriptive Data Statistics of Speaking Ability of Control Class Students, Source: Personal Documentation

Based on the figure 4.2, the mean pre-test value of speaking ability in the control class is 52.52 with a minimum value of 46, a maximum value of 60, and a standard deviation of 4.144, and the mean post-test value of speaking ability in the control class is 58.09 with a minimum value of 50, a maximum value of 66 and a standard deviation of 4.492.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreEks	24	52	68	50.75	3.480
PostEks	24	72	92	80.75	5.682
Valid N (listwise)	24				

Figure. 4.2
SPSS Output Results Descriptive Data Statistics of Speaking Ability of
Experimental Class Students, Source: Personal Documentation

Based on the figure 4.3, the mean pre-test value of speaking ability in the experimental class is 50.75 with a minimum value of 46, a maximum value of 58, and a standard deviation of 3.480, and the mean post-test value of speaking ability in the experimental class is 80.75 with a minimum value of 70, a maximum value of 92 and a standard deviation of 5.682.

Furthermore, researchers made categorization criteria. The researcher classified the level of students' speaking ability in 3 categories, namely high, medium, and low. Based on the calculations, it can be seen that the distribution of control class pretest and posttest data which is as follows.

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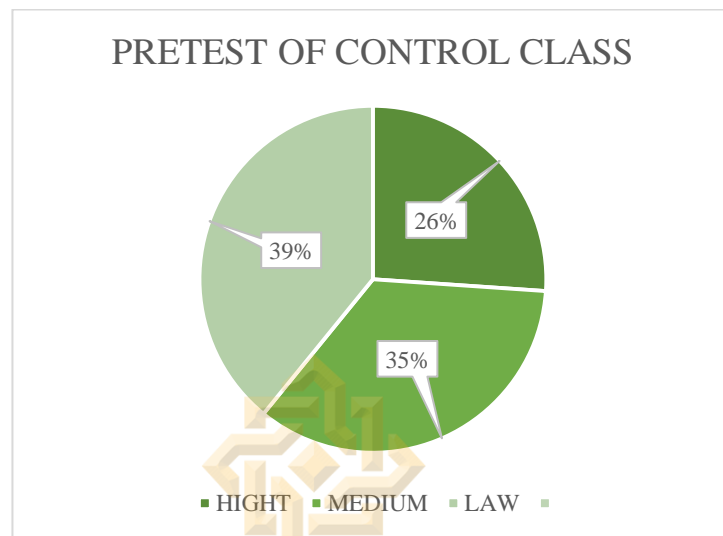


Figure 4.3

Circle Diagram of Categorization of Pretest Speaking Ability of Control Class

Based on the figure 4.4, it is known that the pre-test of speaking ability in the high category is 26%, the medium category is 35%, and the low category is 39%.

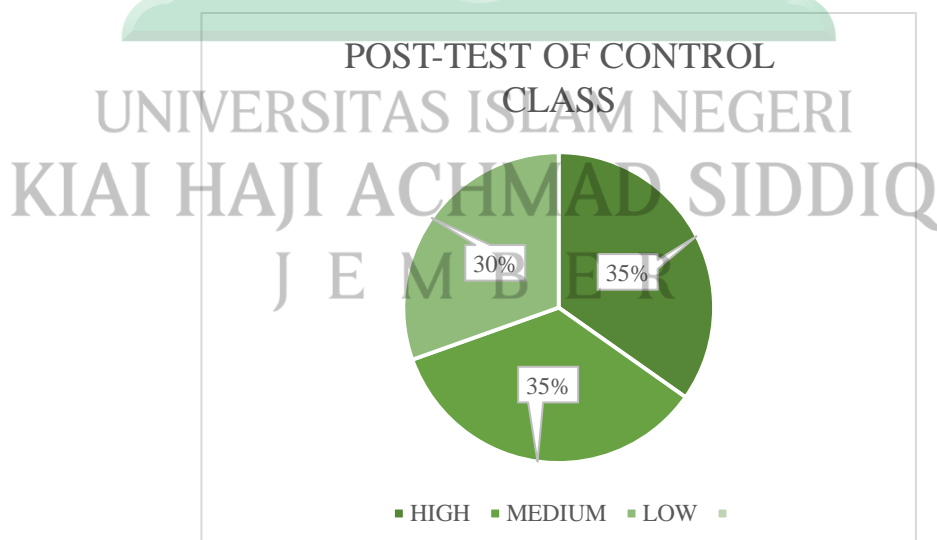


Figure 4.4

Circle Diagram of Categorization of Posttest Speaking Ability of Control Class

Based on the figure, it is known that the post-test of speaking ability in the high category is 35%, the medium category is 35%, and the low category is 30%. Researchers also made categorization in the experimental class. The researcher classified the level of speaking ability in 3 categories, namely high, medium, and low. Based on the calculation, it can be seen that the distribution of pre-test and post-test data of the experimental class which is as follows.

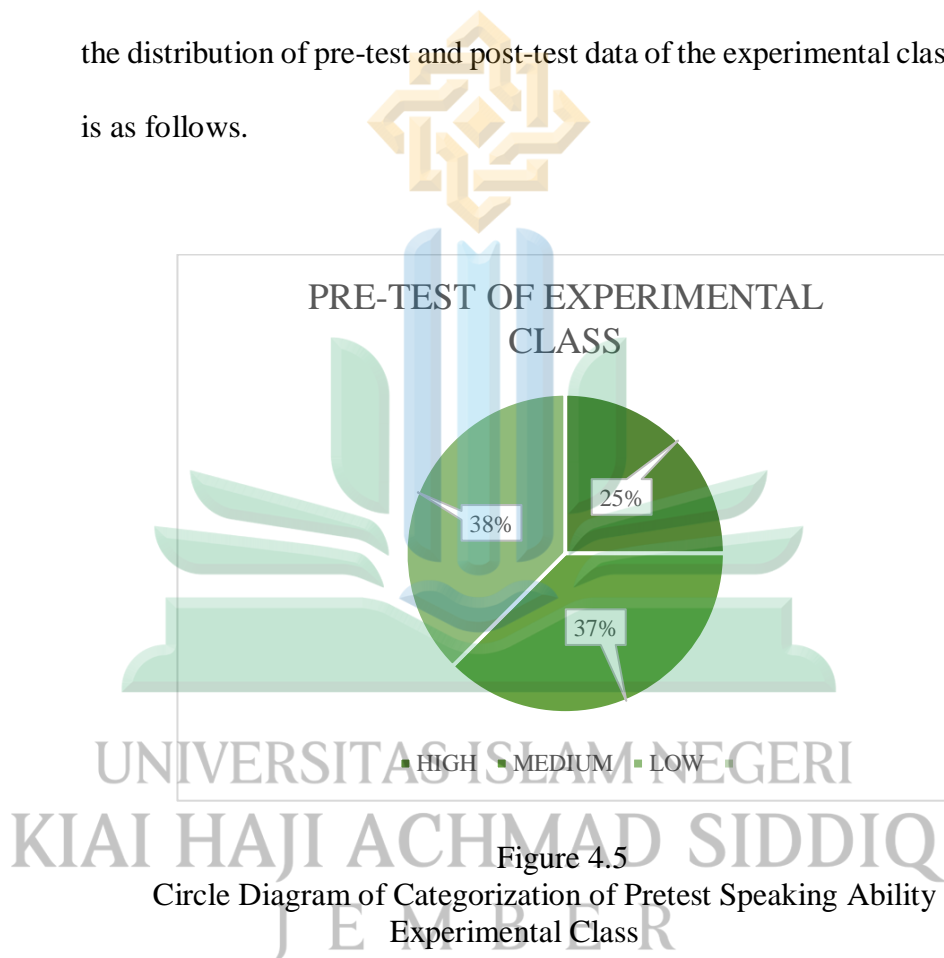


Figure 4.5
Circle Diagram of Categorization of Pretest Speaking Ability of
Experimental Class

Based on the figure 4.6, it is known that the pre-test of speaking ability in the experimental class in the high category is 25%, the medium category is 37%, and the low category is 38%.

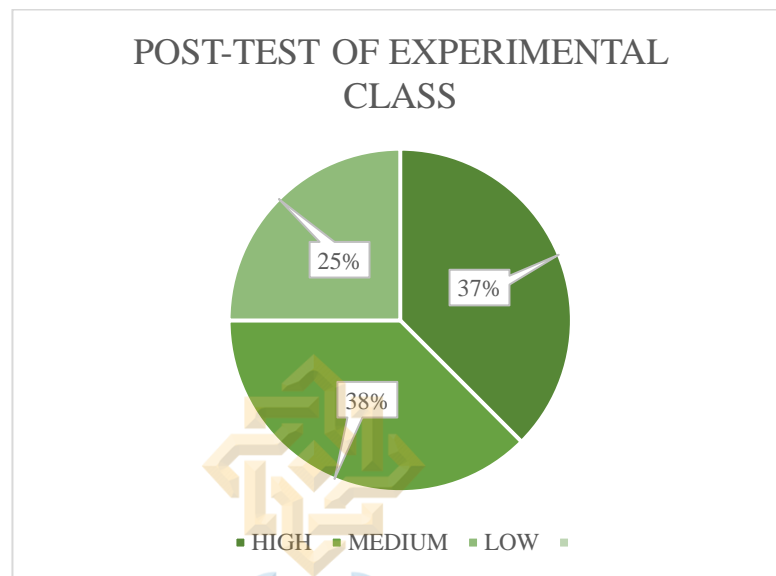


Figure 4.6
Circle Diagram of Categorization of Posttest Speaking Ability of Experimental Class

Based on the figure 4.7, it is known that the post-test of speaking ability in the experimental class in the high category is 37%, the medium category is 38%, and the low category is 25%.

C. Finding

1. Comparison of speaking ability test of control class and experimental class.

The comparison of pretest and posttest of speaking ability of control and experimental class students can be presented in the form of diagram in Figure 4.10 below.

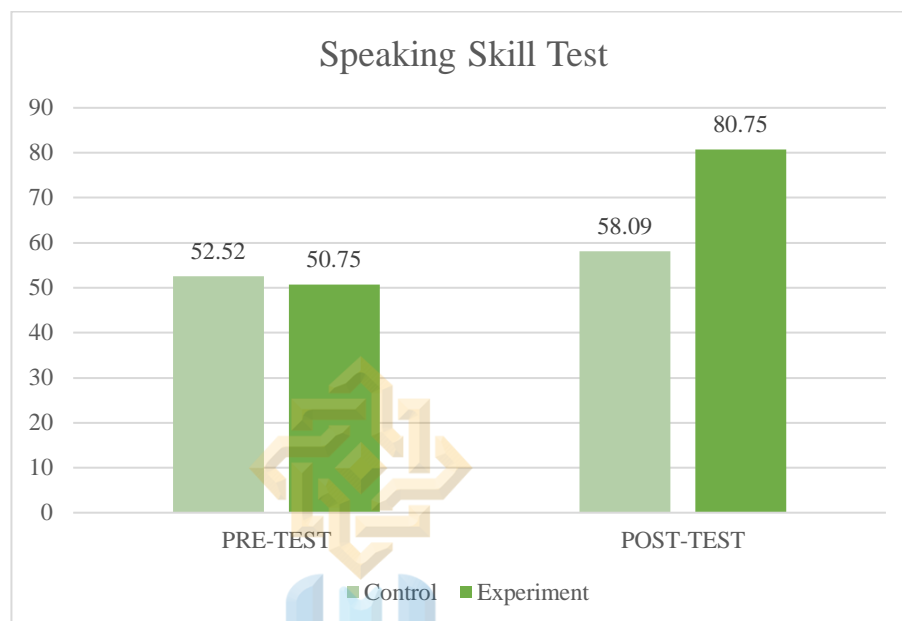


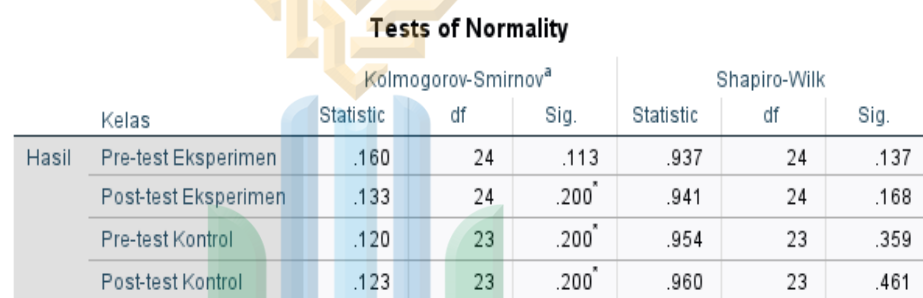
Figure 4.7
Comparison diagram of speaking ability test of control class and experimental class

Based on the figure 4.8, it is known that the pre-test of the control class averaged 52.52 and the experimental class obtained an average of 50.75. The control class posttest obtained an average of 58.09 and the experimental class posttest obtained an average of 80.75. From the results presented, it can be concluded that the speaking ability of the control class has increased slightly with the conventional learning method and the speaking ability of the experimental class has increased with the guided conversation method.

2. Prerequisite Analysis Test

a. Normality Test

Normality testing in this research was carried out as the main requirement before proceeding to the statistical analysis stage. In its implementation, researchers used the Shapiro Wilk test to evaluate data distribution. The test results are presented as follows:



		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-test Eksperimen	.160	24	.113	.937	24	.137
	Post-test Eksperimen	.133	24	.200 [*]	.941	24	.168
	Pre-test Kontrol	.120	23	.200 [*]	.954	23	.359
	Post-test Kontrol	.123	23	.200 [*]	.960	23	.461

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

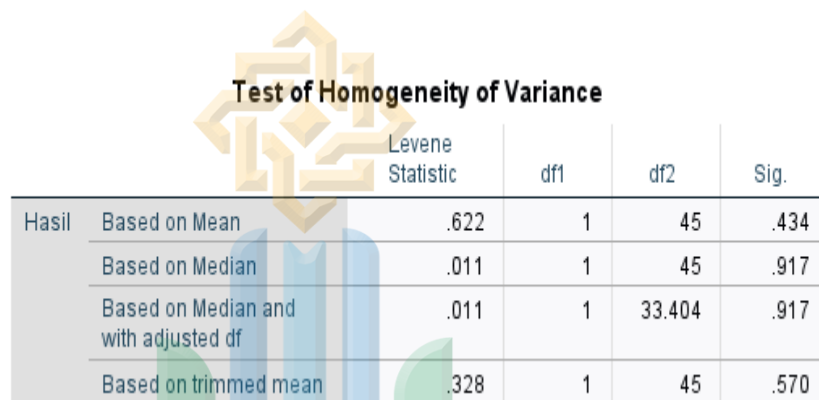
Figure 4.8
SPSS Output Results of Normality Test of Students' Speaking Skill,
Source: Personal Documentation

The normality test above is focused on the significance value of the Shapiro Wilk test. Based on the test results, it can be concluded that the data has a normal distribution because all significance values are above 0.05. This shows that all values from the Shapiro Wilk test meet the normality criteria.

b. Homogeneity Test

In addition to testing the normality of data distribution, it is also necessary to test the equality of variance between samples. The variance homogeneity test conducted using SPSS version 27 aims to determine

whether the post-test data in the experimental class and control class have a diverse variance (homogeneous) or not (heterogeneous). This is important because one of the prerequisite requirements in applying the independent sample t-test test is that the data must be homogeneous. The results of the test are presented as follows:



The figure shows a screenshot of an SPSS output window titled "Test of Homogeneity of Variance". It contains a table with the following data:

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.622	1	45	.434
	Based on Median	.011	1	45	.917
	Based on Median and with adjusted df	.011	1	33.404	.917
	Based on trimmed mean	.328	1	45	.570

Figure 4.9
SPSS Output Results of Homogeneity Test of Students' Speaking Skill,
Source: Personal Documentation

Based on the results of the data output, the significance value (sig.) is $0.434 > 0.05$. This indicates that the post-test data from the experimental and control classes have homogeneous variances. Thus, one of the prerequisites for conducting an independent sample t-test has been fulfilled.

c. Independent Sampe T-test

Independent sample t-test is used to determine whether there is a significant difference between the means of two sample groups. In this research, the t-test was conducted by analyzing post-test data from the experimental and control classes.

		Independent Samples Test				
		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Hasil	Equal variances assumed	.622	.434	13.280	45	<.001
	Equal variances not assumed			13.253	44.152	<.001

Figure 4.10
SPSS Output Results of Independent Sample T-test of Students' Speaking Skill, Source: Personal Documentation

Based on the data that has been presented, there is a difference in post-test results between the experimental class and the control class. The significance value obtained is $<0,001 < 0,05$.

D. DISCUSSION

The research conducted at MTs Nurul Islam Bades aims to find out whether the guided conversation method has an effect on students' speaking ability in learning English in Class VII E of MTs Nurul Islam Bades. The results showed that the application of guided conversation method succeeded in improving students' speaking ability. This is evidenced through the results of the Independent Sample T-test which shows a significance value of <0.001 , which means it is smaller than 0.05. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that there is a significant difference between the experimental group using guided conversation method and the control group using conventional learning method. The average posttest score of the experimental class was higher than that of the control class with the

average posttest score of the experimental class of 80.75 and the control class of 58.09. When viewed from the descriptive analysis category, the speaking ability test in the experimental class is classified as high, while the control class is classified as medium. This shows that the application of guided conversation method has an effect in improving students' speaking skill.

The results of this research are in line with the theory presented by Richard and Rodgers who revealed that guided conversation is an approach that provides assistance in the form of certain topics, vocabulary, or language structures to students to facilitate their directed speaking.⁴⁴ In addition, Molinsky and Bliss also emphasized that the use of conversation models and providing opportunities for students to develop their creativity in conversation can improve speaking effectively.⁴⁵ This finding also supports Fumiyo's theory that various types of guided conversation, such as role-playing, topic-based conversation, and interactive practices, can help students speak in a more real and meaningful context.⁴⁶

In practice, students in the experimental class showed high enthusiasm during the learning process. They were more active in interacting, more confident in expressing ideas, and able to use better vocabulary and sentence structure. This is in accordance with Brown's view that speaking includes five important aspects, namely pronunciation, fluency, vocabulary, grammar, and

⁴⁴ J. C., Richards, T. S., Rodgers, "Approaches and Methods in Language Teaching," (Second Edition: Cambridge University Press, 2001), 156-158.

⁴⁵ S. J. Molinsky & B. Bliss., "English Through Guided Conversation," (Prentice Hall: 187).

⁴⁶ S. Fumiyo, "The Role of Guided Conversations in English Language Teaching," (Journal of Language and Education, 2007).

comprehension, where these five aspects have improved in this research.⁴⁷ In contrast, students in the control class who received conventional learning only showed minimal improvement, proving that learning that only focuses on theory without directed speaking practice is less effective in improving speaking skill.

The results of this study are in line with Ikram's research which shows that guided conversation can significantly improve students' speaking ability.⁴⁸ This result is also supported by Aini who stated that there is a significant difference in speaking achievement between students who are taught by using guided conversation and students who are not taught by using guided conversation.⁴⁹ This research was also agreed by Rezki et al. who stated that the use of guided conversation effectively improved students' speaking test results. Thus, the results of this study are not only consistent with existing theories, but also strengthen the findings of previous studies.

Based on the description above, it can be concluded that the use of guided conversation method in learning English at MTs Nurul Islam Bades influence students' speaking skill significantly, both from the aspects of pronunciation, fluency, vocabulary, grammar, and comprehension, to students' confidence in speaking English.

⁴⁷ H. D. Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," (Third Edition: United States America: Longman, 2001) 270-274.

⁴⁸ Ikram, "Using Guided Conversations as a Strategy to Enhance Students' English Speaking Skills," (Universitas Islam Negeri Ar-Raniry Darussalam-Banda Aceh, 2022).

⁴⁹ Aini, "The Effect of Guided Conversation Learning Strategy on Students Speaking Achievement at MAS Al-Fatah Palembang," (State Islamic University of Raden Fatah Palembang, 2023).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion conducted at MTs Nurul Islam Bades, it can be concluded that the application of guided conversation method has a significant influence on enhancing students' speaking skill. This finding is reinforced by the results of the Independent Sample T-test which shows a significance value of <0.001 , which indicates a significant difference between the experimental group and the control group. Students in the experimental group, who received learning through the guided conversation method, obtained an average posttest score of 80.75, higher than the average posttest score of the control group of 58.09. This means that the guided conversation method has a positive influence on students' speaking skill in English language learning at MTs Nurul Islam Bades.

B. Suggestion

Based on the results of this research, the suggestion given are:

1. Suggestion for English Teachers

In teaching speaking skills, teachers should increase students' involvement, be more creative and interesting so that they are interested in the English teaching and learning process, especially in speaking skills. Teachers should choose and implement creative and interesting activities. Furthermore, teachers should be able to make the classroom atmosphere more fun and comfortable.

2. Suggestion for Students

Students should regularly practice their speaking skills in learning English. They can practice speaking in pairs with their classmates. If they have difficulty in speaking English, they can also use the guided conversation method to increase vocabulary usage, reduce lack of confidence, and improve students' speaking skill.

3. For other researchers

The researcher suggests that future studies with similar topics use the results of this study as sources and information because it allows future researchers to get some important information about the guided conversation method on students' speaking skills.



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Appendix 1

MATRIX

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	Research Focuses
The Influence of Implenting Guided Conversation on Students' Speaking Ability at MTs Nurul Islam Bades	<ul style="list-style-type: none">Guided ConversationStudents' Speaking Ability	<ul style="list-style-type: none">Guided Conversation for Speaking PracticeAssessment of Speaking	<ul style="list-style-type: none">Providing Model ConversationsEncouraging CreativitySentence PresentationClassroom Pair PracticeExtended Pair PracticeHomework AssignmentGrammarVocabularyComprehensionFluencyPronunciation	The Students of MTs Nurul Islam Bades, Grade 7 th D and 7 th E.	<p>Research Method: Quantitative Research.</p> <p>Research Design: Quasi-Experiment Method.</p> <p>Data Collection:</p> <ul style="list-style-type: none">Test (Pretest-Posttest) <p>Data Analysis:</p> <ul style="list-style-type: none">Normality testHomogenity testUji Hypothesis (Independent t-test)	Is there any significant influence of implementing Guided Conversation on students' speaking ability at MTs Nurul Islam Bades?

Appendix 2

MODUL AJAR KELAS EKSPERIMEN

INFORMASI UMUM

IDENTITAS		
Nama Penyusun	:	Imro'atul Mukhlisoh
Satuan Pendidikan	:	MTs Nurul Islam Bades, Lumajang
Tahun Penyusunan	:	2025
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	VII
Semester	:	Genap
Alokasi Waktu	:	2 x 30 menit
Topik	:	Giving Directions
Capaian Pembelajaran	:	Peserta didik dapat memahami dan menggunakan ungkapan untuk memberi dan meminta petunjuk arah dengan percaya diri serta menggunakan bahasa Inggris yang sesuai dengan konteks percakapan
Tujuan Pembelajaran	:	<ul style="list-style-type: none"> - Peserta didik mampu memahami ungkapan umum dalam asking and giving directions - Peserta didik mampu menggunakan ekspresi yang tepat untuk memberi dan meminta petunjuk arah dalam bahasa Inggris - Peserta didik dapat berlatih berbicara atau percakapan dalam bahasa Inggris menggunakan metode guided conversation
Kompetensi Awal	:	<ul style="list-style-type: none"> - Peserta didik telah mengenal beberapa kosakata tentang tempat dan arah dalam bahasa Inggris (hospital, school, office, etc.) - Peserta didik telah memiliki dasar tentang percakapan sederhana dalam bahasa Inggris
Profil Pelajar	:	<ul style="list-style-type: none"> - Beriman, bertakwa kepada Allah SWT, dan berakhlak mulia - Bernalar kritis - Mandiri - Bergotong royong
Sarana dan Prasarana	:	Papan tulis, Spidol, Peta Sederhana, LKPD

Target Peserta Didik	:	Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
Pendekatan Pembelajaran	:	<i>Konstruktivistik</i>
Model Pembelajaran	:	<i>Communicative Language Teaching (CLT)</i>
Metode Pembelajaran	:	<i>Guided Conversation</i>



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KOMPONEN INTI

Pemahaman Bermakna
Peserta didik memahami bahwa komunikasi yang efektif dalam bahasa Inggris, terutama dalam memberi dan meminta petunjuk arah dapat membantu mereka dalam situasi nyata.
Pertanyaan Pemantik
<ul style="list-style-type: none"> • What should we do if we get lost in a new place? • How to ask for directions in English? • How to explain directions clearly?

KEGIATAN PEMBELAJARAN

Pertemuan I

Tahapan	Kegiatan	Alokasi waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru memberi salam dan memimpin dalam berdoa - Guru mengkondisikan suasana belajar yang menyenangkan (mengecek kehadiran peserta didik, meminta peserta didik menyiapkan perlengkapan dan peralatan yang diperlukan, serta mengajak peserta didik untuk memungut sampah yang ada di sekitar mejanya) <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru memberikan rangsangan untuk memusatkan perhatian pada topik asking and giving directions dengan memberikan pertanyaan pemantik - Guru memberikan kesempatan kepada peserta didik untuk menyimak dan merespon apersepsi <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memberikan motivasi tentang pentingnya mempelajari asking and giving directions dalam kehidupan sehari-hari <p>Pemberian acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang akan dicapai kepada peserta didik. 	10 Menit

Kegiatan inti	<p>Langkah 1 : Give the model conversation</p> <p>Aktivitas :</p> <ul style="list-style-type: none"> Guru memberikan dan menjelaskan beberapa ekspresi yang digunakan dalam asking and giving directions Guru menunjukkan percakapan tentang asking and giving directions melalui dialog antara dua orang. Example: A: "Excuse me, could you tell me how to get to the library?" B: "Sure! Go straight ahead, then turn left at the corner. It's on your right, next to the post office" A: "Thank you so much" B: "You're welcome" <p>Langkah 2 : Encourage students to be creative</p> <p>Aktivitas :</p> <ul style="list-style-type: none"> Peserta didik diberikan situasi lain, seperti: mencari school, market, mosque, etc. Peserta didik dipasangkan dan diminta untuk membuat percakapan dengan sedikit modifikasi. <p>Langkah 3: Present expressions with some alternatives</p> <p>Aktivitas:</p> <ul style="list-style-type: none"> Guru memberikan dan menjelaskan beberapa cara lain (alternative) untuk mengatakan arah, misalnya: <ul style="list-style-type: none"> Go straight → Walk along this road Turn left → Take a left turn It's next to the school → It's beside the school Guru memberikan model percakapan yang berisi variasi ungkapan (alternative) <p>Langkah 4: Pair the students present the modal conversation</p> <p>Aktivitas:</p> <ul style="list-style-type: none"> Peserta didik diminta untuk mempratikan percakapan yang sudah dibuat Guru berkeliling untuk memberikan umpan balik. 	40 menit
Penutup	<ul style="list-style-type: none"> Guru menyimpulkan materi yang sudah dipelajari Siswa merefleksikan kesulitan dan hal yang mereka pelajari Guru menyampaikan tugas rumah: mencari peta sederhana dan membuat percakapan sesuai dengan peta tersebut secara berpasangan Guru menutup pembelajaran dengan doa dan salam 	10 menit

Pertemuan II

Tahapan	Kegiatan	Alokasi waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru memberi salam dan memimpin dalam berdoa - Guru mengkondisikan suasana belajar yang menyenangkan (mengecek kehadiran peserta didik, meminta peserta didik menyiapkan perlengkapan dan peralatan yang diperlukan, serta mengajak peserta didik untuk memungut sampah yang ada di sekitar mejanya) <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru memberikan rangsangan untuk memusatkan perhatian pada topik asking and giving directions dengan memberikan pertanyaan pemantik - Guru memberikan kesempatan kepada peserta didik untuk menyimak dan merespon apersepsi <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memberikan motivasi tentang pentingnya mempelajari asking and giving directions dalam kehidupan sehari-hari <p>Pemberian acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang akan dicapai kepada peserta didik. 	5 minutes
Kegiatan inti	<p>Langkah 1: Presenting a homework assignment</p> <p>Aktivitas :</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk mempraktikkan tugas percakapan bersama pasangan masing-masing • Guru berkeliling untuk memberikan masukan dan bimbingan kepada peserta didik <p>Langkah 2 : Encourage students to be creative</p> <p>Aktivitas :</p> <ul style="list-style-type: none"> • Peserta didik diberikan peta sederhana lain, seperti: mencari school, market, mosque, etc. • Peserta didik dipasangkan dan diminta untuk membuat percakapan menggunakan ungkapan variasi (alternative) asking and giving directions <p>Langkah 2 : Present expressions with some alternatives</p> <p>Aktivitas :</p> <ul style="list-style-type: none"> • Peserta didik diminta untuk mempraktikkan model percakapan yang berisi variasi ungkapan dengan pasangan masing-masing secara bergantian • Guru memberikan umpan balik dan masukan 	20 minutes

Penutup	<ul style="list-style-type: none"> Guru menyimpulkan materi yang sudah dipelajari Siswa merefleksikan kesulitan dan hal yang mereka pelajari Guru menutup pembelajaran dengan doa dan salam 	5 minutes
---------	--	-----------

ASSESSMENT

Asesmen	Teknik	Media/kriteria
Formatif	Kesungguhan mengikuti kegiatan	Observasi
Formatif	Penugasan	LKPD
Sumatif	Tes tertulis	Soal pretest - post-test

REFLEKSI GURU dan PESERTA DIDIK

Refleksi guru	Refelksi peserta didi
1. Apakah tujuan pembelajaran tercapai? 2. Apakah seluruh peserta didik mengikuti pelajaran dengan baik? 3. Apakah pembelajaran yang saya lakukan sudah sesuai dengan apa yang saya rencanakan? 4. Hal-hal apa yang berjalan dengan baik ? 5. Apa yang perlu diperbaiki untuk pembelajaran selanjutnya yang lebih baik?	1. Materi apa yang kamu pelajari pada pembelajaran yang telah dilakukan? 2. Apakah materi yang disampaikan, didiskusikan, dan dipresentasikan dalam pembelajaran dapat kamu pahami? 3. Manfaat apa yang kamu peroleh dari materi pembelajaran? 4. Kesulitan apa yang kamu alami dalam pembelajaran? 5. Apakah guided conversation method membantu kamu selama pembelajaran?

GLOSARIUM

Directions : Arahan, petunjuk jalan

Location : Lokasi, tempat

Vocabulary : Kosakata

Expression : Ungkapan

LKPD 1

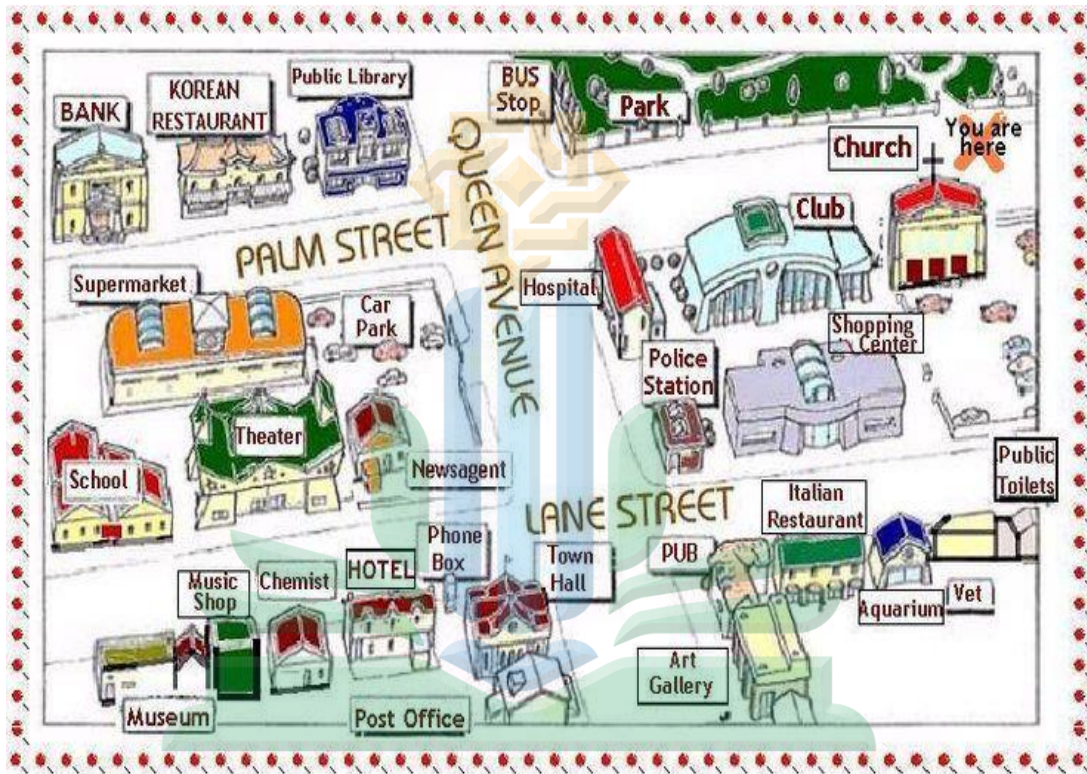
Make a conversation about asking and giving directions with your partner using the map below! (from the Shop Supermarket to the Hospital)



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LKPD 2

Make a conversation about asking and giving directions with your partner using the map below! (from the Park Supermarket to the Museum)



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Appendix 3

MODUL AJAR KELAS KONTROL

INFORMASI UMUM

IDENTITAS		
Nama Penyusun	:	Imro'atul Mukhlisoh
Satuan Pendidikan	:	MTs Nurul Islam Bades, Lumajang
Tahun Penyusunan	:	2025
Mata Pelajaran	:	Bahasa Inggris
Kelas	:	VII
Semester	:	Genap
Alokasi Waktu	:	2 x 25 menit
Topik	:	Giving Directions
Capaian Pembelajaran	:	Peserta didik dapat berinteraksi dalam bahasa Inggris untuk meminta dan memberikan arahan dengan jelas dan tepat
Tujuan Pembelajaran	:	<ul style="list-style-type: none"> - Peserta didik dapat mengidentifikasi dan menggunakan kosakata yang berkaitan dengan lokasi dan arah - Peserta didik dapat bertanya dan memberikan arahan dengan runtut dan mudah dipahami
Kompetensi Awal	:	<ul style="list-style-type: none"> - Peserta didik telah mengenal beberapa kosakata tentang tempat dan arah dalam bahasa Inggris (hospital, school, office, etc.) - Peserta didik telah memiliki dasar tentang percakapan sederhana dalam bahasa Inggris
Profil Pelajar	:	<ul style="list-style-type: none"> - Beriman, bertakwa kepada Allah SWT, dan berakhlak mulia - Bernalar kritis - Mandiri - Bergotong royong
Sarana dan Prasarana	:	Papan tulis, Spidol, Peta Sederhana, LKPD
Target Peserta Didik	:	Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
Pendekatan Pembelajaran	:	<i>Komunikatif</i>
Model Pembelajaran	:	<i>Conventional Learning Model</i>
Metode Pembelajaran	:	<i>Lecturing Method</i>

KOMPONEN INTI

Pemahaman Bermakna
Peserta didik memahami bahwa komunikasi yang efektif dalam bahasa Inggris, terutama dalam memberi dan meminta petunjuk arah dapat membantu mereka dalam situasi nyata.
Pertanyaan Pemantik
<ul style="list-style-type: none"> • What should we do if we get lost in a new place? • How to ask for directions in English? • How to explain directions clearly?

KEGIATAN PEMBELAJARAN

Pertemuan I

Tahapan	Kegiatan	Alokasi waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru memberi salam dan memimpin dalam berdoa - Guru mengkondisikan suasana belajar yang menyenangkan (mengecek kehadiran peserta didik, meminta peserta didik menyiapkan perlengkapan dan peralatan yang diperlukan, serta mengajak peserta didik untuk memungut sampah yang ada di sekitar mejanya) <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru memberikan rangsangan untuk memusatkan perhatian pada topik asking and giving directions dengan memberikan pertanyaan pemantik - Guru memberikan kesempatan kepada peserta didik untuk menyimak dan merespon apersepsi <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memberikan motivasi tentang pentingnya mempelajari asking and giving directions dalam kehidupan sehari-hari <p>Pemberian acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang akan dicapai kepada peserta didik. 	10 Menit

Kegiatan inti	<p>Eksplorasi :</p> <ul style="list-style-type: none"> Guru menjelaskan dan memperkenalkan ungkapan-ungkapan yang umum digunakan untuk <p>Asking directions :</p> <ul style="list-style-type: none"> “Excuse me, how do I get to...?” “Could you tell me the way to...?” <p>Giving directions :</p> <ul style="list-style-type: none"> Go straight ahead Turn left Turn right It’s your right It’s your left <ul style="list-style-type: none"> Guru memberikan contoh percakapan tentang asking and giving direction Guru memberikan contoh pengucapan yang benar dan peserta didik menirukan pengucapan tersebut Peserta didik diminta untuk menulis ungkapan-ungkapan tersebut dibuku masing-masing <p>Elaborasi :</p> <ul style="list-style-type: none"> Guru membagi siswa secara berpasangan Setiap pasangan menerima LKPD berupa teks percakapan rumpang Peserta didik diminta untuk mengisi bagian rumpang dengan ungkapan yang tepat berdasarkan konteks percakapan 	30 menit
Penutup	<ul style="list-style-type: none"> Guru menyimpulkan materi yang sudah dipelajari Siswa merefleksikan kesulitan dan hal yang mereka pelajari Guru menutup pembelajaran dengan doa dan salam 	10 menit

Pertemuan II

Tahapan	Kegiatan	Alokasi waktu
Pendahuluan	<p>Orientasi</p> <ul style="list-style-type: none"> - Guru memberi salam dan memimpin dalam berdoa - Guru mengkondisikan suasana belajar yang menyenangkan (mengecek kehadiran peserta didik, meminta peserta didik menyiapkan perlengkapan dan peralatan yang diperlukan, serta mengajak peserta didik untuk memungut sampah yang ada di sekitar mejanya) <p>Apersepsi</p> <ul style="list-style-type: none"> - Guru memberikan rangsangan untuk memusatkan perhatian pada topik asking and giving directions dengan memberikan pertanyaan pemantik - Guru memberikan kesempatan kepada peserta didik untuk menyimak dan merespon apersepsi <p>Motivasi</p> <ul style="list-style-type: none"> - Guru memberikan motivasi tentang pentingnya mempelajari asking and giving directions dalam kehidupan sehari-hari <p>Pemberian acuan</p> <ul style="list-style-type: none"> - Guru menyampaikan capaian pembelajaran dan tujuan pembelajaran yang akan dicapai kepada peserta didik. 	5 minutes
Kegiatan inti	<p>Elaborasi :</p> <ul style="list-style-type: none"> • Guru memberikan LKPD pada pertemuan sebelumnya • Peserta didik diminta untuk mempraktikkan percakapan tersebut secara bergantian bersama pasangan masing-masing di depan kelas • Guru memberikan umpan balik 	15 minutes
Penutup	<ul style="list-style-type: none"> • Guru menyimpulkan materi yang sudah dipelajari • Siswa merefleksikan kesulitan dan hal yang mereka pelajari • Guru menutup pembelajaran dengan doa dan salam 	5 minutes

ASSESSMENT

Asesmen	Teknik	Media/kriteria
Formatif	Kesungguhan mengikuti kegiatan	Observasi
Formatif	Penugasan	LKPD
Sumatif	Tes tertulis	Soal pretest - post-test

REFLEKSI GURU dan PESERTA DIDIK

Refleksi guru	Refelksi peserta didi
6. Apakah tujuan pembelajaran tercapai?	6. Materi apa yang kamu pelajari pada pembelajaran yang telah dilakukan?
7. Apakah seluruh peserta didik mengikuti pelajaran dengan baik?	7. Apakah materi yang disampaikan, didiskusikan, dan dipresentasikan dalam pembelajaran dapat kamu pahami?
8. Apakah pembelajaran yang saya lakukan sudah sesuai dengan apa yang saya rencanakan?	8. Manfaat apa yang kamu peroleh dari materi pembelajaran?
9. Hal-hal apa yang berjalan dengan baik ?	9. Kesulitan apa yang kamu alami dalam pembelajaran?
10. Apa yang perlu diperbaiki untuk pembelajaran selanjutnya yang lebih baik?	10. Apakah lecturing method membantu kamu selama pembelajaran?

GLOSARIUM

Directions : Arahan, petunjuk jalan

Location : Lokasi, tempat

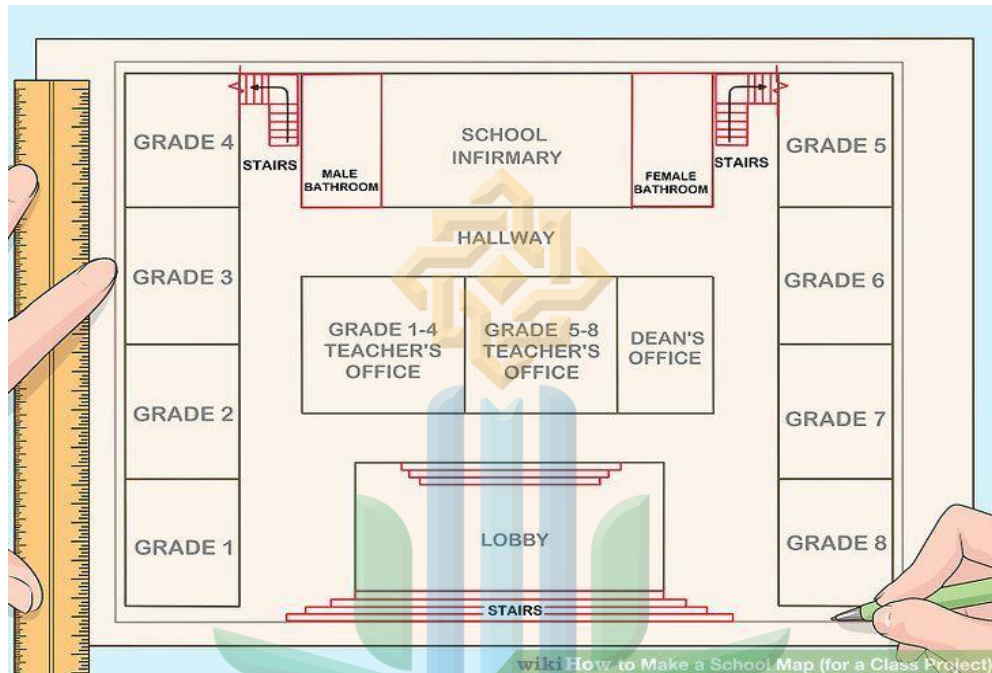
Vocabulary : Kosakata

Expression : Ungkapan

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LKPD

Fill in the dots below with the correct answers!



Student A: Excuse me, can you help me? I'm new student here and I don't know where the Dean's Office is.

Student B: Sure! From the lobby, go straight through the hallway. The Dean's Office is ___ the Grade 5-8 Teacher's Office.

Student A: Oh, I see! What about the School Infirmary?

Student B: The School Infirmary is at the ___ of the hallway, between the ___ and the ___.

Student A: Got it! And where can I find the stairs to go upstairs?

Student B: There are two staircases. One is near the ___ and the other is near the ___.

Student A: Thank you so much for your help!

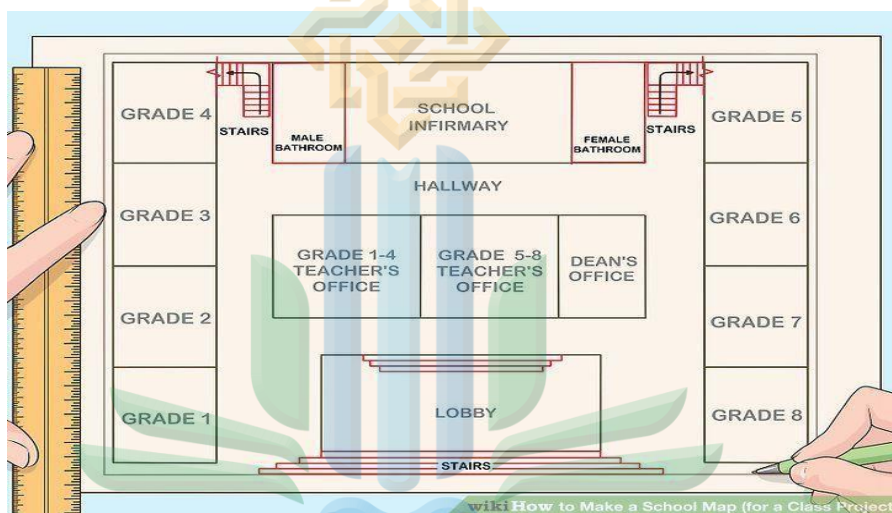
Student B: You're welcome!

Appendix 4

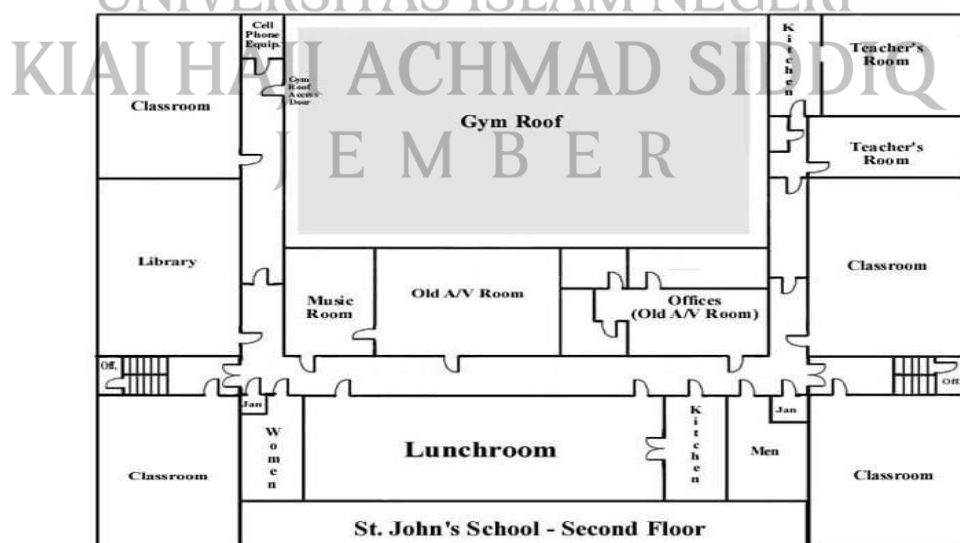
PRE-TEST

Instruction :

1. Please make a group with your seatmate!
2. Make a conversation about asking and giving directions with your partner by using the school map below!
 - A. Group 1-8 : Make conversation about asking and giving directions from the Grade 5 to the Grade 1



- B. Group 9-15 : Make conversation about asking and giving direction from the Library to the Teacher's Room



3. Practice the conversation with your partner in front of the class without text!
4. Your performance will be measured based on the rubric speaking test adapted from Brown (2004) with the calculation pronunciation 20%, fluency 20%, vocabulary 20%, grammar 20%, comprehension 20%.
5. Please mention your name and your class before you start!
6. Your performance will be record taped by the researcher.



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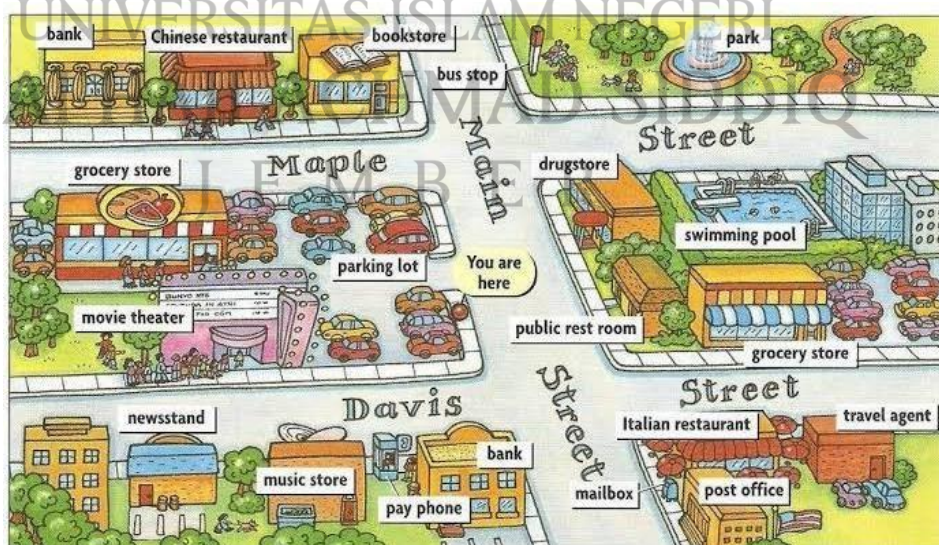
POST-TEST

Instruction :

1. Please make a group with your seatmate!
2. Make a conversation about asking and giving directions with your partner by using the city map below!
 - A. Group 1-8 : Make conversation about asking and giving directions from the Public Library to the Clifford Hotel



- B. Group 9-15 : Make conversation about asking and giving directions from the Travel Agent to the Bank



3. Practice the conversation with your partner in front of the class without text!
4. Your performance will be measured based on the rubric speaking test adapted from Brown (2004) with the calculation pronunciation 20%, fluency 20%, vocabulary 20%, grammar 20%, comprehension 20%.
5. Please mention your name and your class before you start
6. Your performance will be record taped by the researcher.



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Appendix 5

Validity Testing Sheet

VALIDITY OF SPEAKING TEST

Validator Name : Nina Hayuningtyas, M.Pd.

NIP : 198108142019112003

Institution : UIN KHAS JEMBER.

Instructions :

You are requested to provide an assessment of each aspect of the based on the criteria given. Give a score according to the following scale :

1 : Absolutely Inappropriate

2 : Inappropriate

3 : Moderate

4 : Appropriate

5 : Absolutely Appropriate

Please also provide suggestions or comments to improve the quality of the instrument.

No	Test Item	Level Appropriate of Speaking Test Item					Comments / Suggestions
		1	2	3	4	5	
1.	Topic				✓		
2.	Rubric				✓		
3.	Content				✓		
4.	Time Allocation				✓		
5.	Instruction				✓		

ASSESSMENT RECAPITULATION

You can give an overall evaluation of the following questions :

1. Is this question appropriate for research use?

- ☐ Feasible without revision
☒ Feasible with minor revision
☐ Needs major revision
☐ Not suitable for use

2. General suggestions and improvements :

It has been Revised based on suggestion

Jember,

Validator

Nina Hayuningtyas, M.Pd

Appendix 6

Pretest Speaking Skill Scores of the Control Class

No.	Name	Pronun	Fluen	Vocab	Gram	Compre	Pre-Test
1.	ASS	2	3	3	2	4	56
2.	AZR	3	3	3	2	2	52
3.	BDR	2	3	3	2	3	52
4.	CPH	2	3	3	2	2	48
5.	DFF	3	3	4	2	3	60
6.	DLP	2	3	4	2	3	56
7.	DPA	2	2	3	2	3	48
8.	DAWS	2	3	4	2	3	56
9.	DWK	3	2	3	2	3	52
10.	FM	2	2	3	2	3	48
11.	GFA	2	3	3	3	3	56
12.	HHK	3	3	4	2	3	60
13.	HS	3	2	3	3	3	56
14.	IDA	2	2	3	2	3	48
15.	INI	3	2	3	2	3	52
16.	KPR	3	3	3	2	3	56
17.	LJF	2	3	4	3	3	60
18.	MNS	2	2	3	2	3	48
19.	NR	2	3	3	2	3	52
20.	PRA	3	2	4	2	3	56
21.	SP	2	2	3	3	3	52
22.	VKJ	2	2	3	2	3	48
23.	ZR	3	2	3	2	3	52

Posttest Speaking Skill Scores of the Control Class

No.	Name	Pronun	Fluen	Vocab	Gram	Compre	Post-Test
1.	ASS	3	3	4	3	3	64
2.	AZR	3	3	3	2	3	56
3.	BDR	2	3	4	3	3	60
4.	CPH	3	2	3	2	3	52
5.	DFF	2	3	4	3	4	64
6.	DLP	3	3	4	2	3	60
7.	DPA	2	3	3	2	3	52
8.	DAWS	3	3	4	2	3	60
9.	DWK	2	3	4	2	3	56
10.	FM	3	2	3	2	3	52
11.	GFA	3	3	3	3	4	64
12.	HHK	2	3	4	3	4	64
13.	HS	2	3	4	3	3	60
14.	IDA	2	2	4	3	3	56
15.	INI	3	2	4	2	3	56
16.	KPR	3	2	4	3	3	64
17.	LJF	3	3	4	3	3	68
18.	MNS	2	3	2	3	3	52
19.	NR	3	2	3	3	4	60
20.	PRA	3	2	4	2	3	56
21.	SP	3	3	4	2	3	60
22.	VKJ	3	2	3	2	3	52
23.	ZR	3	3	4	3	3	64

Appendix 7

Pretest Speaking Skill Scores of the Experimental Class

No.	Name	Pronun	Fluen	Vocab	Gram	Compre	Pre-Test
1.	ASDA	2	3	4	2	3	56
2.	AZ	2	3	3	2	3	52
3.	AAN	3	2	4	2	3	56
4.	AN	3	2	3	2	3	52
5.	AZA	3	2	3	2	2	48
6.	ANF	2	3	2	3	3	52
7.	CNA	2	3	3	2	2	48
8.	DA	2	3	4	2	3	56
9.	DH	3	3	2	2	2	48
10.	DMP	2	2	3	2	3	48
11.	ER	2	2	3	3	3	52
12.	ENM	2	2	4	3	3	56
13.	LS	3	3	2	2	3	52
14.	MC	3	2	4	2	3	56
15.	NFA	3	2	3	2	2	48
16.	NAP	2	3	3	2	3	52
17.	NDA	2	2	3	2	3	48
18.	ODA	2	2	3	2	3	48
19.	PNA	2	3	2	3	3	52
20.	SPDN	2	2	3	2	3	48
21.	SJ	2	3	3	2	3	52
22.	VCA	3	3	4	2	2	56
23.	VDL	2	3	3	3	2	52
24.	ZMH	3	2	2	3	2	48

Posttest Speaking Skill Scores of the Experimental Class

No.	Name	Pronun	Fluen	Vocab	Gram	Compre	Post-Test
1.	ASDA	5	4	4	4	5	88
2.	AZ	4	3	4	4	4	76
3.	AAN	4	4	5	4	4	84
4.	AN	5	4	5	4	5	92
5.	AZA	3	4	4	4	4	76
6.	ANF	3	4	4	5	4	80
7.	CNA	4	4	4	3	4	76
8.	DA	4	5	5	4	4	88
9.	DH	4	3	4	3	4	72
10.	DMP	4	5	5	4	5	92
11.	ER	4	3	4	5	4	80
12.	ENM	4	4	4	4	5	84
13.	LS	4	4	4	3	4	76
14.	MC	4	4	5	4	5	88
15.	NFA	3	4	4	3	4	72
16.	NAP	3	4	4	4	5	80
17.	NDA	5	4	4	4	4	84
18.	ODA	4	3	4	3	4	72
19.	PNA	4	3	4	5	4	80
20.	SPDN	3	4	4	4	4	76
21.	SJ	4	4	4	4	5	84
22.	VCA	3	4	4	4	5	80
23.	VDL	3	4	5	4	4	80
24.	ZMH	4	4	5	4	5	88

Appendix 8

Pretest Answer Sheet of the Experimental Class

Kelompok 3

SPEAKING TEST
PRE-TEST

Instruction :

1. Please make a group with your seatmate!
2. Make a conversation about asking and giving directions with your partner by using the school map below!

Group 1-8 : Make conversation about asking and giving directions from the Grade 5 to the Grade 1

3. Practice the conversation with your partner in front of the class without text!
4. Your performance will be measured based on the rubric speaking test adapted from Brown (2004) with the calculation pronunciation 20%, fluency 20%, vocabulary 20%, grammar 20%, comprehension 20%.
5. Please mention your name and your class before you start!
6. Your performance will be video taped by the researcher.

A. Excuse me, where is the Grade 1?

B. Yes. From Grade 5, go straight ahead, turn left, turn right, and go straight ahead.

C. Yes. From Grade 5, go straight ahead, turn left, go past School Infirmary, turn right, go straight ahead, go past Grade 1-2 and to Grade 1.

Nama: Anggi Nuris Samir
: AZIZA nur Vitra

WLS: VIIe / 2e

Kelompok: 3

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B E R
S E R T I F I K A T

CS Diglasar dengan CamScanner

Appendix 9

Posttest Answer Sheet of the Experimental Class

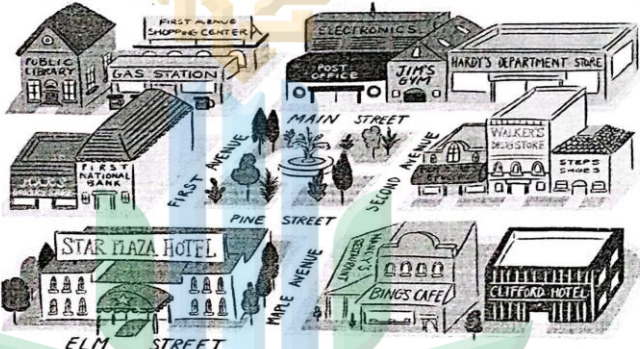
NAME: Putri Nur Azaliah NPM: 021202000000

4

POST-TEST

Instruction :

1. Please make a group with your seatmate!
2. Make a conversation about asking and giving directions with your partner by using the city map below!
 - A. Group 1-7 : Make conversation about asking and giving directions from the Public Library to the Clifford Hotel



3. Practice the conversation with your partner in front of the class without text!
4. Your performance will be measured based on the rubric speaking test adapted from Brown (2004) with the calculation pronunciation 20%, fluency 20%, vocabulary 20%, grammar 20%, comprehension 20%.
5. Please mention your name and your class before you start!
6. Your performance will be video taped by the researcher.

A: Excuse me, which way is Clifford hotel

B: Walk straight, left at pine street and continue walking. you'll see Star plaza hotel on your left, keep going until you reach maple avenue, then turn right. Clifford hotel is ahead.

Putri nur 02120
Devi amelia

CS Dipindai dengan CamScanner

Appendix 10

Pretest Answer Sheet of the Control Class

Kelompok : 2
 anggota : Himatus Syarifah
 Ifa dwi Anggreani

SPEAKING TEST

PRE-TEST

Instruction :

1. Please make a group with your seatmate!
2. Make a conversation about asking and giving directions with your partner by using the school map below!

Group 1-8 : Make conversation about asking and giving directions from the Grade 5 to the Grade 1

3. Practice the conversation with your partner in front of the class without text!
4. Your performance will be measured based on the rubric speaking test adapted from Brown (2004) with the calculation pronunciation 20%, fluency 20%, vocabulary 20%, grammar 20%, comprehension 20%.
5. Please mention your name and your class before you start!
6. Your performance will be video taped by the researcher.

1. A: Excuse me, How Can I get to the grade 1
 B: it is..Go Straight Ahead turn right go Straight turn left go Straight

Appendix 11

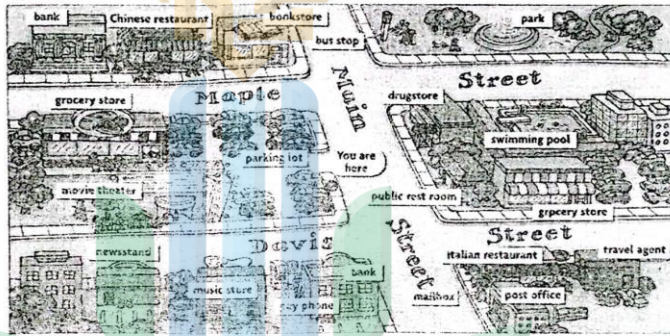
Posttest Answer Sheet of the Control Class

V110 Fauziah Maulidigab & Ben dan Vanira Kahrizah.
Kelas 11

POST-TEST

Instruction :

1. Please make a group with your seatmate!
2. Make a conversation about asking and giving directions with your partner by using the city map below!
3. Group 8-15 : Make conversation about asking and giving directions from the Travel Agent to the Bank



4. Practice the conversation with your partner in front of the class without text!
5. Your performance will be measured based on the rubric speaking test adapted from Brown (2004) with the calculation pronunciation 20%, fluency 20%, vocabulary 20%, grammar 20%, comprehension 20%.
6. Please mention your name and your class before you start!
7. Your performance will be video taped by the researcher.

A. How far is the bank from here?

B. It's just a short walk. Go straight pas the post office, turn right at the Italian restaurant, and you will see it next to the bookstore.

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CS Scanned dengan CamScanner

Appendix 12

Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://tik.uinkhas-jember.ac.id](http://tik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-9951/In.20/3.a/PP.009/01/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Unggulan Ma'arif NU Nurul Islam Bades

Jl. Nusa Indah Nomor 01, Dusun Purut, Desa Bades, Kecamatan Pasirian, Kabupaten Lumajang

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

NIM : 212101060045
 Nama : IMRO'ATUL MUKHLISOH
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Influence of Guided Conversation Method on Students' Speaking Skills at MTs Nurul Islam Bades" selama 25 (Dua puluh lima) hari di lingkungan lembaga wewenang Bapak H. Ahmad Nahid Mashury, S.Pd.I.M.A

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 08 Januari 2025

Dekan,

Yth. Dekan Bidang Akademik,



KHOTIBUL UMAM

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 JEMBER

Appendix 13


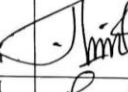
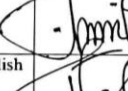


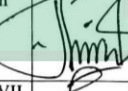



Journal of Thesis Research Activities

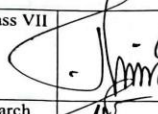

JOURNAL OF THESIS RESEARCH ACTIVITIES

Name : Imro'atul Mukhlisoh

NIM : 212101060045

Location : MTs Nurul Islam Bades, Lumajang

No.	Day/Date	Activities	Signature
1	Wednesday, January 8, 2025	Initial research observation and submission of research permit letter	
2	Tuesday, January 14, 2025	Consultation with the English Teacher about class schedule and class that will be used for research	
3	Monday, February 17, 2025	First meeting: Pre-test in class VII "E" as the experimental class	
4	Monday, February 17, 2025	Second meeting: Conducting English learning in the experimental class	
5	Tuesday, 18 February, 2025	First meeting: Pre-test in class VII "D" as the control class	
6	Wednesday, 19 February, 2025	Second meeting: Conducting English learning in the control class	
7	Monday, 24 February, 2025	Third meeting: Conducting English learning in the experimental class	
8	Monday, 24 February, 2025	Fourth meeting: Post-test in class VII "E" as the experimental class	
9	Tuesday, 25 February, 2025	Third meeting: Conducting English learning in the control class	

10	Wednesday, 26 February, 2025	Fourth meeting: Post-test in class VII "D" as the control class	
11	Thursday, 13 March, 2025	Requesting a certificate of research completion	

Lumajang, 13 March, 2025



H. A. Nasrullah, S.Pd.I, M.A.

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J E M B E R

Appendix 14

Research Completion Letter



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KABUPATEN LUMAJANG
MTs MA'ARIF NU NURUL ISLAM BADES
(TERAKREDITASI : A)
BADAN HUKUM PERKUMPULAN NAHDLATUL ULAMA NOMOR AHU - 119.AH.01.08 Tahun 2013
Jl. Nusa Indah Bades Tlp. (0334) 2803011 Pasirian Lumajang 67372
E-Mail : mnurisbades@gmail.com Website: mtnurisbades.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : KM/069 /B4.08/III/2025

Yang bertanda tangan di bawah ini :

Nama : **H. Ahmad Nahid Mashury, S.Pd.I., M.A**
Jabatan : Kepala MTs Nurul Islam Bades Pasirian
NIP : -
Alamat : Jl. Nusa Indah No 01 Bades Pasirian

Menerangkan dengan sebenarnya bahwasannya :

Nama : **Imro'atul Mukhlisoh**
Tempat/Tanggal Lahir : Lumajang, 25 Maret 2003
NIM : 212101060045
Jurusan : Tadris Bahasa Inggris
Judul penelitian : **The Influence Of Guided Conversation On Student's Speaking Skill
at MTs Nurul Islam Bades**

Telah melaksanakan tugas penelitian pada MTs Ma'arif NU Nurul Islam Bades Pasirian Lumajang
dalam rangka menyusun SKRIPSI mulai tanggal 17 Februari 2025 sampai tanggal 13 Maret 2025
Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Pasirian, 13 Maret 2025

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J E M E R



H. Ahmad Nahid Mashury, S.Pd.I., M.A

Appendix 15

DECLARATION OF AUNTENTICITY

The undersigned below :

Name : Imro'atul Mukhlisoh
 Place, Date of Birth : Lumajang, March 25th 2003
 Adress : Jl. Pantai Bambang. Bago Krajan 1, Lumajang City
 Faculty : Education and Teacher Training
 Program : English Education

State that thesis entitled "The Influence of Guided Conversation Method on Students' Speaking Skill at MTs Nurul Islam Bades. Lumajang" is truely my origina! work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, May 5th 2025

Author



Imro'atul Mukhlisoh
 212101060045

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 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

*Appendix 16***AUTOBIOGRAPHY**

Name : Imro'atul Mukhlisoh
 Place, Date of Birth : Lumajang, March 25th 2003
 Address : Jl. Pantai Bambang, Bago Krajan 1, Lumajang City
 Gmail Address : imroatulmj@gmail.com
 Educational Background :

1. PAUD HARAPAN KITA
2. TK DHARMA WANITA
3. SDN BAGO 03
4. MTs NURUL ISLAM BADES
5. MA NURUL ISLAM BADES
6. UIN KHAS JEMBER