THE IMPLEMENTATION OF GUIDED CONVERSATION STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE OF MTSN 5 JEMBER IN 2024/2025 ACADEMIC YEAR

THESIS

By:

<u>**MIA ELOK ZAKIA**</u>
212101060008

STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER

FACULTY OF TARBIYAH AND TEACHER TRAINING

ENGLISH EDUCATION DEPARTMENT

JUNE 2025

THE IMPLEMENTATION OF GUIDED CONVERSATION STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE OF MTSN 5 JEMBER IN 2024/2025 ACADEMIC YEAR

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfilment of requirement for the degree of Sarjana Pendidikan (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Written by:

Mia Elok Zakia
NIM: 212101060008

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

"THE IMPLEMENTATION OF GUIDED CONVERSATION STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE OF MTSN 5 JEMBER IN 2024/2025 ACADEMIC YEAR"

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember

to fulfillment of requirement for the degree of *Sarjana Pendidikan* (S.Pd)

Faculty of Tarbiyah and Teacher Training

English Education Department

By :

Mia Elok Zakia
212101060008

Had been approved by Advisor

AS'ARI M.Pd.I
NIP: 19760915 200501 1 004

ii

THE IMPLEMENTATION OF GUIDED CONVERSATION STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE OF MTSN 5 JEMBER IN 2024/2025 ACADEMIC YEAR

THESIS

It has been examined and approved To fulfill the requirements of Bachelor Degree (S.Pd) English Education Program Islamic Studies and Language Education Department Faculty of Education and Teacher Training

Day : Thursday

Date : 26 June 2025

Examiner Team

Chairman	Secretary
Dr. Indah Wahyuni, M.Pd	**Febrina Rizky Agustina, M.Pd**
NIP . 198003062011012009	NIP .199502212019032011

Members

1. Dr. Suparwoto Sapto Wahono M.Pd   (   )

2. As`Ari, M.Pd.I   (   )

Approved by

The Dean Faculty of Education And Teacher Training

Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP . 197304242000031005

iii

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الإنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ

عَلَّمَ الإنْسَانَ مَا لَمْ يَعْلَمْ.

(1) Recite in the name of your Lord who created, (2) Created man from a clinging substance, (3) Recite, and your Lord is the most Generous, (4) Who taught by the pen, (5) Taught man that which he knew not.

(Q.S Al-ʹAlaq:1-5)[1]

---

[1] Surat Al-Alaq Ayat1-5‖ nuonline. Accessed May 01, 2025. https://quran.nu.or.id/alalaq/1-5

DEDICATION

I proudly dedicate this thesis to:

1. My beloved parents Mr. Mashur and Mrs. Sunarsih, who have given me part of their lives, beautiful history, immeasurable love, approval, support and prayers throughout the day. I am very happy and proud to have you in my life.

2. Mochammad Nizar Asrofi, S.E, my best partner thanks for motivates and supports me to finish my thesis.

3. All my beloved friends, who have accompanied me for four years studying at this University. I am very happy to be able to study with you. And thank you very much to my best friends, Nanda Mayang W, S.Sos , Firda Widyasari S.Pd , Najmah Fairus S.Ag. Thank you for your togetherness so far, my friends, good luck in the future.

ACKNOWLEDGEMENT

Firstly, all praises due to Allah SWT for giving me mercy and blessing. health, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

1. Prof. Dr. H. Hepni, S.Ag, MM, Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.

2. Dr. H. Abdul Mu'is, S.Ag, M.S i., the dean of the faculty of Tarbiyah and teacher training of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has facilitated my study in this faculty.

3. Dr. Nuruddin, M.Pd.I, the head of Islamic and Language Education Department who had supported and facilitated me in every matters.

4. Dewi Nurul Qomariyah, S.S, M.Pd. the Chief of English Education Department of who approved the title of this thesis.

5. Moh. Rofid Fikroni, M.Pd. the academic supervisor who has given permission to conduct this research.

6. As`ari M.Pd.I as beloved advisor of this Thesis who has helped, guided, motivated and supported me during writing of my thesis.

7. All lecturers of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember who has shared their sea of knowledge.

8. Participants in this study who are willing to be involved in a series of learning activities and in-depth interview session.

9. The head master of MTsN 5 Jember, Mrs Enike Kusumawati, S.Pd. and the staffs who have given me a permission and helped me during my research.

10. The English teacher, Mrs Irnawati, S. Pd as collaborator who has given me support and help in conducting my research in MTsN 5 Jember.

11. The students of VII B who participated in this research. I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes that this thesis will be useful for readers and other researchers who need it.

Jember , 21th May 2025

Author

<u>**Mia Elok Zakia**</u>

212101060008

ABSTRACT

Mia Elok Zakia, 2025: *The Implementation of Guided Conversation Strategy to Improve Students' Speaking Skill at the Seventh Grade of MTsN 5 Jember in 2024/2025 Academic Year.*

Keywords: *Guided Conversation Strategy, Speaking Skill*

Relating to the importance of speaking skills in learning English, speaking help students to express their thoughts, emotions, and opinions in spoken form. There were some components that were scored in speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. However, many students still faced difficulties in speaking. To overcome these challenges, the guided conversation strategy was applied through command-based activities that combined movement and verbal interaction. Where many students had speaking difficulties. Based on an interview with the English teacher, only 60% or 14 out of 23 students had reached the Minimum Mastery Criteria (KKM), and the average score was 71. The main obstacle is their discomfort in speaking, most likely due to a lack of exposure to interactive language use and limited opportunities to practice conversations in real-life situations. After discussing with the English teacher, the teacher and the researcher decided to implement the conversation strategy to help solve the speaking problems in class. This strategy was chosen to improve students' speaking ability, especially in understanding and expressing conversational English more effectively.

The purpose of this research was to improve students' speaking skills by using the guided conversation strategy in the seventh grade of MTsN 5 Jember, The research question of this study was: ―How was the implementation of guided conversation strategy able to improve the speaking skills of 7th-grade students at MTsN 5 Jember in 2024/2025 academic year?‖

This study used the Classroom Action Research (CAR) method. The research design was collaborative classroom action research. The participants of this research were students of class 7thB at MTsN 5 Jember, consisting of 23 students. The research was conducted in one cycle, which included four steps: plan, implement, observe, and reflect. The techniques for collecting data in this study were students' speaking tests, observation, interviews, and field notes. This research used content validity, in which the English teacher acted as the validator of the speaking test instrument. The criteria for success in this study were that at least 65% of the students should have achieved a score of 75 or above on the KKM.

The results of the students' speaking test after the cycle showed that the average score was 75 and 74% or 17 students passed the KKM, while 26%, or 6 students did not meet the criteria. It could be concluded that the implementation of the Conversation strategy improved the students' speaking skills, and the research was considered successful. The observation results also showed that students could pronounce words more fluently, enriched their vocabulary, and better understood the content. The researcher suggested that future studies be conducted using other strategies or media to improve different language skills in English.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF APPENDIX

1. Appendix 1 : Matrix of Research
2. Appendix 2 : Surat Permohonan Penelitian
3. Appendix 3 : Surat Telah Menyelesaikan Penelitian
4. Appendix 4 : Silabus Pembelajaran
5. Appendix 5: Lesson Modul
6. Appendix 6 : Test Instrument
7. Appendix 7 : The Result of Interview (teacher and student)
8. Appendix 8 : The Result of Observation Checklist and The Result of
9. Observation (field note)
10. Appendix 9 : Students' Score from English Teacher in Preliminary Research
11. Appendix 10 : Instrument Validity
12. Appendix 11 : Field Note (in every meeting)
13. Appendix 12 : Scoring Rubric for Speaking Test
14. Appendix 13 : The Students' Attendance List
15. Appendix 14 : Students' Speaking Test Score
16. Appendix 15 : Research Journal's Activities
17. Appendix 16 : MTsN 5 Jember Maps
18. Appendix 17 : Documentations
19. Appendix 18 : Researcher's Biodata

CHAPTER I

INTRODUCTION

This chapter contains the introduction of the research consist of research background, research questions, research objective, research significances, scope of the research, and definition of key term.

A. **Research Background**

English language is the international language, because it is used for communication by people all over the world. ―English language is spoken language by many people in the word, English as the second language or as foreign language‖.[2] In this study foreign language acquisition is one of the most challenging process people may experience in their lives . Hence, they often face some challenges and difficulties when they are required to communicate by using foreign language.

Among nations it serves as a lingua franca. It is spoken learned and understood event in those countries where its not a nattive`s language. English is playing major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. [3]

---

[2] Jeremy harmer, *The Practice of English Language Teaching* (England: Pearson Education Limited, 200I), 13.

[3] Sadullayeva Nilufar Kadamovna, ―The Importance of Speaking Skills for EFL Learners,‖ *Interntional Journal of Innovations in Engineering Research and Technology* 8, no. 1 (2021): 28–30.

we can see that today many people use English is not only for school, but also in technology, business, and politics. The important of learning English language is also explained in government ordinance of the republic Indonesia number 23 of 2013 about amendment explanation to government regulations number 19 of 2005 concerning national standards of education article 77 1 section 1 sub-part c that foreign language, English language is an international language that has important usage in global association.[4]

On the other hand, Afshar and Asakereh clarify that the main difficulties students face when speaking English belong to three categories: effective-related issues, social-related issues, and linguistically-related issues. Next, attitude, motivation, self-assurance, anxiety difficulties, length of language exposure, classroom atmosphere, family history, and student and instructor competency are involved in the effective-related issues. The comprehension issues that appear when speaking during class activity and practicing English outside the class are divisible into socially related problems. Then, some linguistically related issues, including those with vocabulary, fluency, grammar, and pronunciation.[5]

Consequently, it is essential that need a language to communicate with one another. This becomes familiar in presenting ideas, feelings, or

---

[4] RI Secretary. *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan*, Pasal 77 I Ayat 1C, 8.

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

transferring information. In this world , there were varieties of language. Allah states about the varieties of language in surah Ar-Rahman verse 3-4 :

$$ \text{خَلَقَ الْإِنسَانَ ۝٣ عَلَّمَهُ الْبَيَانَ ۝٤} $$

Meaning: ―He created human (3) He taught him eloquent speech (4) [6]

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

Language is a tool for communication. We communicate with others, to express our ideas, and to know other`s ideas well. Communication takes place, where there is speech. The importance of speaking skills hence is enormous for the learners of any language. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. As a result, English is being taught and learned around the world as a second language today. Meanwhile, English is a foreign language that should be learned by the students from elementary school, up to university level. In this regard, Brown stated that ―being able

---

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

to communicate effectively students need to acquire adequate competence in the four language skills, which include listening, speaking, reading, and writing‖.

Assuredly, the Indonesian government recognized the relevance of English and included it in its national school curriculum. The English language subject is implemented at both the primary and secondary school levels. It also continues at the university level. Based on the education minister regulation (PERMENDIKNAS), Ministry of National Education: ―Language plays a primary role in student's intellectual, social, and emotional development, and it becomes a proponent to achieve a successful learning in all fields of study‖.11. as the example is English.[7]

Speaking skill is the most important skill to acquire foreign language learning. Among the four key of language skills, speaking is deemed to be the most important skill in learning foreign language.[8] Speaking is delivering a language through the mouth. Speaking is the action or expression of someone in spoken language.[9] Tarigan also defined that Speaking is a behavioral skill in which the speakers will become proficient in using it if they practice it repeatedly and continuously.[10] It can be said that speaking skill is a key of communication. However, speaking is the

[7] Departemen Pendidikan Nasional. Peraturan Menteri Pendidikan Nasional Nomor 22 tahun 2006 tentang Kurikulum, p, 106.
[8] Parupalli Srinivas Rao, ―The Importance of Speaking Skills in English Classrooms,‖ *ACIELJ* Vol. 02 No. 2 (2019): 8.
[9] Arnanda Novia, Harpain. ―An Analysis of Students'' Difficulties in Speaking English at Grade X of SMA PERSADA BANDAR LAMPUNG,‖ *Jurnal Linguistika*, Vol 8, No 2(Oktober 2017): 34.
[10] Tarigan, H.G, *Prinsip-prinsip Dasar Metode Pembelajaran dan Pembelajaran Bahasa.* (Bandung: Angkasa, 1990), 134.

most important ability in learning English for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand about the topic.

In daily life, we often hear that most students are still confused with grammatical patterns. This can be caused by many factors, such as interference from the native language, the students' understanding of the second language, including the mastery of vocabulary as the basic foundation of language (speaking), and so on. The aim of teaching speaking in English to students is to enable them to use it in the target language. Therefore,In teaching speaking, the teacher teaches how to speak or express ideas. In this case, English teachers must find the appropriate techniques or methodologies in order to provide many opportunities as an effective way of teaching that can help students improve what they learn and help them feel confident so that they can learn better.

At MTsN 5 Jember, the challenge of enhancing students' speaking skills in English, particularly for seventh-grade learners, has been a persistent issue. Although they are capable of reading and writing in English, students showed a lack of confidence when asked to engage in conversations. The primary barrier appeared to be their discomfort in speaking, likely due to limited exposure to interactive language use and a lack of opportunities to practice real-life conversations. Additionally, many students at MTsN 5 Jember are still more accustomed to using their local

language in daily life, which affects their ability to adapt to English in conversations.

Regarding students' inconveniences in speaking, they cannot express their likes, dislikes, and activities they are doing at the moment of speaking at the level they are. They have a low level of vocabulary to express information related to the topics, and the fewer words they know, the more they pronounce them as they are spelled. Some students struggle with pronouncing English words due to differences in sound and intonation patterns from their regional language. This is often seen with words containing different vowel sounds, which they pronounce in a way that sounds similar to their regional dialect.These factors make students unable to speak in English; therefore, there is no fluency to establish good communication between their classmates and teachers.

Actually, the process of learning English might be stressful for certain students. The teaching process also has to be done interestingly, so, that the students feel more engaged, then they tend to be more active in the classroom.

The guided conversation strategy can help students enhance their English speaking abilities. Guided conversation is also regarded as the best way for students to acquire quick learning methods, master English materials, and develop their speaking skills. 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 . Conversation refers to the interaction of one person with another. More specifically, conversation is an interactive method of communication between two or more persons. In general, guided conversation may be defined as a method for students to practice speaking since it gives a straightforward and easy manner for students to construct sentences utilizing a dialogue model knownas a framework as a guide.[11]

From the explanation, the conclusion was in teaching speaking we have to give more opportunities for the students to use and practice their speaking. Use the communicative teaching in the classroom, and give a communicative exercise in order to develop the students' speaking skill.

The guided conversation strategy proved to be very effective in addressing the diverse learning needs of seventh-grade students. Guided involvement with the language not only improved their understanding but also enhanced their pronunciation and intonation. As a result, students began using English more confidently both inside and outside the classroom.

―Teaching speaking to children is very rewarding since they are less-conscious than older learners‖. It makes difficult to teach in an explicit way, so teachers need to teach the language as a natural way using the characteristics that children have to learn such as movements, mimics, repetition drills and listening to songs to learn the language. Cameron states that teaching and learning English to children must focus on oral

---

[11] Kusumaningrat, C. I. M, ―Guided Conversation Method in English Speaking Learning for Business Administration Class,‖ Jurnal Ilmu dan Sodal dan Humaniora 4, no. 1 (2021): 285299. https://doi.org/10.37329/ganaya.v4i1.1266.

communication to develop speaking skill. The author asserts that meaning come first to understand the language and then be able to use it. Thus, children need to be involved in speaking activities to familiarize with the language.

Although guided conversation strategy is most commonly used to introduce new vocabulary and give instructions, it can also help students passively learn the structure and grammar of a language. Guided conversation strategy is most commonly used for young learners and beginners; however, it can still be useful for adult learners and more advanced language users. Dr. Asher based his TPR method on the way parents/caregivers interact with their young children. He noticed that adults and children were able to communicate without the use of complete language, and children could comprehend far more complex language structures than they could produce themselves.12

Therefore, the researcher raised the title "The Implementation Of Guided Conversation Strategy To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember In 2024/2025 Academic Year"

B. **Research Questions**

Based on the background of research above, the researcher formulated the research question is:

---

12 J. Asher. The Total Physical Response Approach to Second Language Learning. *The Modern Language Journal*. (1969).

How could The Implementation Of Guided Conversation Strategy To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember In 2024/2025 Academic Year?

C. **Research Objectives**

Based on the research focus, this study aimed to find and answer as follows:

To describe The Implementation Of Guided Conversation Strategy To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember In 2024/2025 Academic Year.

D. **Research Significances**

By doing this research, the writer hopes that the results of this research could be useful for readers as well in the English teaching learning process especially in improving speaking skill.

There are two kinds of significances: Theoretical significance and practical significance.

1. Theoretically significance

The results of this study are expected to be advice, increase knowledge and information for educators and students regarding the use of this guided writing procedure as learning strategy

2. Practically significance

a. For the other reseacher, the results of this study are expected to be a source of knowledge and are expected to be enrich

research references especially in the English education department

b. For the teachers, the results of this study are expected to be advice or suggestion for teaching writing especially in improving students' speaking skill.

c. For the students, the results of this study are expected to provide knowledge or understanding about the material by using of guided writing procedure as a learning strategy.

E. Action Hypothesis

From the objectives mentioned above, the hypothesis is formulated based on the possibility of improving the students' speaking skills by implementing the Guided Conversation Strategy. This strategy is assumed to be effective in helping students learn speaking in a structured and supportive way. Through guided conversation, students are provided with models, prompts, and structured dialogue practice that make it easier for them to understand and use spoken English in context. The steps of guided conversation allow students to practice speaking in a communicative setting with teacher support, which helps them become more confident and fluent. Therefore, it can be hypothesized that the Guided Conversation Strategy can help improve the students' speaking skills by offering clear models of dialogue, repeated practice, and meaningful interaction.

F. Definition of Key Term

To avoid any misunderstanding of the key terms, below are the definiotns of some terms used in this study:

1) Guided Conversation strategy

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

2) Speaking Skill

The ability to communicate effectively using spoken language. In this research, speaking skill refers to students' ability to use English in conversation, express their thoughts clearly, and engage in interactions using correct vocabulary, pronunciation,comprehension, fluency, and grammar.

CHAPTER II

LITERATURE REVIEW

The review of related literature, which included previous studies and theoretical frameworks are presented in this chapter.

A. Previous Research

Researchers provide ideas related to the type of research that researchers do to ensure the uniqueness of the research, such as:

1. The first previous research was written by Flaurensia Agustine R, Rismaya Marbun, Dewi Novita, entitled —Improving Students' Speaking about Asking and Giving Opinion through Guided Conversation.‖[13]

   The aim of this research was to identify the utilization of guided conversation enable to improve student speaking skill particularly in the material of asking and giving opinion which was implemented for eight grade B student of SMPN 21 Terpadu Pontianak Academic Year 2022/2023 Besides, it applied Class Action Research (CAR) as the methodology that consisted of two cycles and each cycle existed two meetings. There are thirty-six students who were participated to support the course of this research. Hence, the finding of this research were; first cycle showed student score was 68,19 whose five student did not pass the minimum mastery criteria (KKM, 65). The second cycle showed 70.83. It

---

[13] Flaurensia Agustine R, Rismaya Marbun, Dewi Novita, —Improving Students' Speaking about Asking and Giving Opinion Through Guided Conversation,‖ Jurnal Pendidikan dan Pembelajaran Untan, 2023. https://www.neliti.com/publications/215950/improving-studentsability-in-speaking-about-asking-and-giving-opinion-through-g.

means the minimum mastery criteria (KKM) were achieved by students of eight grades B SMPN 21 Terpadu Pontianak achieved. So, it can be conclude that the guided conversation has a significance improvement on student speaking ability.

2. The second previous research was written by Nurafni Sitepu, entitled ―Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2021/2022 Academic Year.[14]

The aim of this research was to improve the students' ability at the speaking skill by applying guided conversation strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2021/2022 Academic Year. Besides, this research utilized quantitative and qualitative approach which the participants were thirty-seven students. Meanwhile, the findings of this research were success which showed in each cycle such 60,27 was the score of mean pre-test whose 4 students with score go up to 75 (10,81%), the mean of the post-test was 72,43 whose 12 students with score go up to 75 (32,43%) and 80 whose 32 students with score go up to 75 (86,48%) was the result of second post-test. So, it can be concluded that the guided conversation strategy for the student was improved students' ability at speaking.

---

[14] Nurafni Sitepu, ―Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2021/2022 Academic Year‖ (Skripsi, UIN-SU Medan,2022)

3. The third previous research was written by Shaefani Arif Romadhon, M. Taufik Qurohman 2021, entitled ―Increasing Mechanical Engineering Students Speaking Skills Using Guided Conversation.[15]

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

---

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

4. The fourth previous research was written by Kusumaningrat, C. I. M, entitled ―Guided Conversation Method in English Speaking Learning for Business Administration Class.[16]

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

5. The last previous research was written by Muhammad Ikram, entitled ―Using Guided Conversation as a Strategy to Enhance Students' English

---

[16] Kusumaningrat, C. I. M, ―Guided Conversation Method in English Speaking Learning for Business Administration Class,‖ Jurnal Ilmu dan Sodal dan Humaniora 4, no. 1 (2021): 285299. https://doi.org/10.37329/ganaya.v4i1.1266.

Speaking Skill (An Experimental Study at an Islamic Junior High School in Aceh Besar).‖[17]

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

Table 2.1
The Similarities And Differences Between The Previous Research And This Research

NO	Author and Title	Similarities	Differences
1	2	3	4
1.	Flaurensia Agustine R, Rismaya Marbun, Dewi Novita (2023), entitle: Improving Students' Speaking about Asking and Giving Opinion Through Guided Conversation.	a. Both researches have the same topics were about speaking and Guided Conversation.	a. The previous research used CAR as the design of method while the current research used qualitative research. b. The previous research conducted at the Eighth grade B students of SMPN 21 Terpadu Pontianak Academic

---

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

			Year 2011/2012. While, this research conducted at Eleventh Grade of SMAN 4 Jember 20222023 Academic Year. c. The focus of the previous research was to know the guided conversation utilization improves students' ability in speaking about asking and giving opinion while the current research clarified about the purpose, material, steps, and the evaluation of teaching speaking skill through guided conversation technique.
2.	Nurafni Sitepu (2022), entitled —Improving the Students Speaking Ability by Applying Guided Conversation Strategy at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2021/2022 Academic Year.	a. Both researches have the same topics were about speaking and Guided Conversation.	a. The previous research used CAR as the design of method while the current research used qualitative research. b. The previous research conducted at the Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year. While this research conducted at Eleventh Grade of SMAN 4 Jember 20222023 Academic Year.

			c. The focus of the previous research was to improve the students' ability at the speaking skill by applying guided conversation strategy while the current research clarified about the purpose, material, steps, and the evaluation of teaching speaking skill through guided conversation technique.
3.	Shaefani Arif Romadhon, M. Taufik Qurohman (2021), entitled ―Increasing Mechanical Engineering Students Speaking Skills Using Guided Conversation.	a. Both researches have the same topics were about speaking and Guided Conversation.	a. The previous research used CAR as the design of method while the current research used qualitative research. b. The previous research conducted at Harapan Bersama Tegal Polytechnic while this research conducted at Eleventh Grade of SMAN 4 Jember 20222023 Academic Year. c. The focus of the previous research was to improve the students' ability at the English skill (speaking skill) particularly in terms of student's fluency, loudness, and speech by applying guided conversation method while the current research clarified

			about the purpose, material, steps and the evaluation of teaching speaking skill through guided conversation technique.
4.	Kusumaningrat, C. I. M (2021), entitled —Guided Conversation Method in English Speaking Learning for Business Administration Class.	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used library research method while the current research used qualitative research. b. The previous research conducted at Business Administration Class while this research was 20 1 2 3 4 conducted at Eleventh Grade of SMAN 4 Jember 2022-2023 Academic Year. c. The focus of this research was about determining the utilization of the guide conversation method in teaching speaking while the current research clarified about the purpose, material, steps, and the evaluation of teaching speaking skill through guided conversation technique.
5.	Muhammad Ikram (2022), entitled —Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skill (An	a. Both researches have the same topics were about speaking and Guided Conversation	a. The previous research used pre-experimental study while the current research used qualitative research.

Experimental Study at an Islamic Junior High School in Aceh Besar).		b. The previous research conducted at Islamic Junior High School in Aceh Besar while this research conducted at Eleventh Grade of SMAN 4 Jember 20222023 Academic Year. c. The focus of this research was about determining the utilization of the guide conversation method in teaching speaking while the current research clarified about the purpose, material, steps and the evaluation of teaching speaking through guided conversation technique.

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

researcher informed two main points, such as; the focus and the aim of the research. Besides, the purpose, material, step, and evaluation of teaching speaking skill guided conversation strategy was the current research focus in which those research focuses has not already been researched deeply by the previous research. Besides, the current research aims to describe The Implementation Of Guided Conversation Strategy To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember.

Therefore, to fill the research gap, this study focuses on how English teachers perceive the application of the guided conversation strategy to improve speaking skills in seventh-grade students. In this study, the researcher will discuss in depth how the implementation of guided conversation strategy can improve students' speaking skills and the challenges teachers face in implementing this strategy in conversation learning in the seventh-grade classroom.

B. **Theoretical Framework**

   1) **Speaking Skill**

   Speaking skill is one of the basic language skills that plays a crucial role, especially in learning English. Speaking is an interactive process, including producing, receiving, and processing information. In addition, students can only build their high-order thinking skills if they can speak freely. This skill refers to the ability to express thoughts, feelings, and information verbally in a clear and effective manner. In practice, speaking skill involves several important aspects such as

accurate pronunciation, fluency in speaking without frequent pauses or hesitation, sufficient vocabulary mastery, and correct use of grammar. Additionally, speaking skill is supported by the ability to organize ideas logically (coherence) so that the listener can understand the content of the speech well. Confidence in speaking and the ability to listen and respond to the interlocutor are also integral parts of speaking skill.[18]

Speaking is the most important ability in learning english for asking and delivering information. It indicates that both of speaker and listener at least can communicate and understand the topic. Michelle Maxom stated that, Speaking is the most important skill in teaching English language.[19] Therefore, speaking skill is essential to develop, especially in the context of learning a foreign language like English.

2) **The Component of Speaking Skill**

According to Harris there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.[20]

a) Grammar

Grammar, Heaton suggested that grammar is needed for students to arrange a correct sentence in conversation.[21] It means

---

[18] Ni Nyoman Saka Nimas Ajeng Leonita et al., ―Speaking Skill in 21St-Century: Studentsâ€™ Perceptions and Challenges in English Language Teaching,‖ *Premise: Journal of English Education* 12, no. 2 (2023): 614, https://doi.org/10.24127/pj.v12i2.7262.

[19] Michelle Maxom, *Teaching English as A Foreign Language for Dummies*, (England: John Waley & Sons, Ltd, 2009), 183.

[20] Harris, David. 1974. *Testing English as a Second Language.* New York: Mc. Graw. Hill Book Company.

[21] Heaton, Teaching Speaking and Component of Speaking (New York: Cambridge University Press, 1990), 32.

that grammar is needed in learning speaking English, because it uses to avoid misunderstandings and helps people to speak correctly.

b) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.[22]

c) Pronunciation

Pronunciation is the way for students" to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.[23]

---

[22] Kurniati Azlina, Eliwarti, and Novitri, ―A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru,‖ *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13, https://media.neliti.com/media/publications/206186-none.pdf.

[23] Azlina, Eliwarti, and Novitri.

d) Vocabulary

Vocabulary, Bogaards and Dvorkin stated that Vocabulary is one of important elements in teaching and learning speaking.[24] It can be concluded that vocabulary is important thing in learning speaking English, because the appropriate of diction which is used in communication is needed to make a communicative effectively or to express their ideas both in oral and written form.

e) Comprehension

Comprehension means students are able to process and understand the meaning of what they say and the meaning of the response they receive.For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.[25] Students who have successfully processed and understood the utterances meaning mean they have fulfilled the comprehension aspect.

3) **Types of Speaking**

According to Brown the types of speaking as in the following taxonomy[26]:

a) Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical

---

[24] Bogaards, Paul and Bata Laufer-Dvorkin, Vocabulary in a Second Language: Selection, Acquisition, and Testing (Amsterdam: John Benjamins Publishing, 2004), 40.

[25] Azlina, Eliwarti, and Novitri, ―A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru.‖

[26] H. Douglas Brown, Principle of Language, 271-274.

properties of language may be included in the criterion performance.

b) Intensive. It is types of speaking performance in production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

c) Responsive. It is types of speaking performance include interaction and test comprehension but at the somewhat limited level of very shorts conversations, standard greetings and small for talk, simple requests and comments.

d) Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

e) Extensive (monologue). It is types of speaking performance. Extensive is an oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

4) The strategy of learning

To learn English, it is obviously needed a strategy which can help learners to enhance their learning. Strategy is a tool for students to get successful in learning language especially for second language acquisition. Let imagine when ones enter a house, it is a light matter if hasthe key, he or she can enter the room quickly than those who do not have the key.

This illustration seems same as learning, one who has the key means learning the lesson faster than who has not have the key. Learning strategy is not only useful for developing language skill but also for increasing confidence and motivation. Learners both receive information and process information by applying mental activities. Having appropriate strategy means getting a kind of advantages for learners in learning language.

They get access to explore deeper how the best way to learn it. Someone who used to memorize vocabulary she/he will apply cognitive strategy, ones who usually active person needs a partner for correcting his/her mistake and the appropriated strategy is a social strategy. Learners who can motivate and manage themselves are best in applying meta-cognitive strategy. Learning strategies are personal

preference which is different one another, each of them has own strength and weaknesses.[27]

5) **Definition of Guided Conversation Strategy**

Additionally, the goal of the educational process is to increase students' capacity for active learning, enjoyment, and genuine interest in the subjects being studied particularly English. The word "Guided" is derived from the English words "guide," "direct," "inform," "show," and "encourage."[28] The guided conversation is a dialog and practice that becomes the major learning equipment. The learning process starts utilizing model-guided conversation at the opening session that illustrates one or some purposes and structure of students' needs that include the context of prominent communication exchanged.

On the other hand, this technique involves the teacher performing the energetic role. While the students should pay close attention in class and adhere to the regulations at all times. This technical guidance is provided by the teacher in the classroom and is purposed to assist students more fluent in a modest conversation.

A group discussion with a moderator who keeps everyone on track is the ideal example of a guided conversation. The teacher must prepare recent material for guided conversation. Because aside from increasing the practice of speaking skills that consist of new vocabulary,

---

[27] Sahyoni Sahyoni, ―Strategies of Learning English Applied By the First Year Students of English Teaching Department of Stain Mandailing Natal,‖ *Journal of English Education and Linguistics* 1, no. 1 (2020): 82–89, https://doi.org/10.56874/jeel.v1i1.54.

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

it also shows students can have various questions and answers. Moreover, the teacher leads students to gain an available mindset by utilizing simple language to comprehend and gently guiding students' speech that has not been adequately guided. Therefore, the students can skills evolve it. The teacher connects the subject matter to the learning process of the students. Thus, it makes students easier to practice their speaking repeatedly.[29]

The conversation guidance provides via long and brief conversations that take place in the classroom. Several linked aspects have a significant impact on how English-speaking abilities are taught in the classroom through guided conversation. Conversational English is difficult to learn, especially for individuals who reside in nations where English is not the native language. So, the most effective method for training speaking skills is probably a guided conversation. In short, the guided conversation is a technique for teaching speaking that includes assisting students to speak in pairs with correct pronunciation and allowing them to learn how to speak English properly. So, the students can talk more accurately with their counterparts.

6) **The Impelementation Guided Conversation Strategy**

Indeed, both teachers and students must comprehend several procedures that are applied in the classroom to achieve appropriate learning results through the guided conversation technique. According to

---

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

Molinsky and Bliss, the Guided Conversaation Strategy procedures are as follows;[30]

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

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

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

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

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

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

7) **Conversation Learning**

A Conversation is a dialog that a person to another person to discuss something that is considered important or not. It can be done by two or more people. Conversation is when two people speak together, they speak not together, but each in turn: one say something then stops, the other something else. In this case, if the method is carried out continuously

---

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

or often applied, it will have maximum results. Therefore at least this method is made as an agenda that is carried out every once Sunday.[31]

Summarizing these properties, one authority writes that "Conversation is the kind of speech that happens informally, symmetrically, and for the purpose of establishing and maintaining social ties." From a less technical perspective, a writer on etiquette in the early 20th century defined conversation as the polite exchange of subjects thought of by people talking with each other for company. Conversations follow rules of etiquette because conversations are social interactions, and therefore depend on social conventions. Specific rules for conversation arise from the cooperative principle. Failure to adhere to these rules causes the conversation to deteriorate or eventually end. Contributions to a conversation are responses to what has previously been said.

---

[31] Faizatul Maziyah, Muhammad Hifdil Islam, and Beny Hamdani, ―The Implementation of Weekly English Conversation in Learning Speaking among EFL Learners,‖ *JADEs Journal of Academia in English Education* 4, no. 1 (2023): 89–107, https://doi.org/10.32505/jades.v4i1.5756.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology employed to analyze English teachers' perception of students' critical thinking on English subject: project-based learning approach.

A. Research design

This research is classroom action research. Classroom action research is a type of action research where the problems raised are problems that are actually faced by students (concrete problems) and are felt to be faced by most students, as well as problems that arise continuously in class when the teacher teaches[32], Such problems can only be caught by a teacher who deals with them every day, not by other people who only come once in a while. The teacher also knows for certain whether the problems that arise in the class need immediate handling and if they are not resolved they can disrupt the learning process.

Based on this, the most appropriate research is CAR, because through CAR teachers can teach as usual, without reducing the time lessons, but at the same time can apply an action whose purpose is to overcome problems and improve the quality of learning. This is because

---

[32] Sukardi, Metodologi penelitian pendidikan : kompetensi dan praktiknya Jakarta BumiAskara 2004: 210

CAR is designed in such a way that it integrates with the implementation of learning in the classroom and the teacher does not have to leave his job.[33] The difference lies only in the existence of a certain action taken by the teacher to overcome the problems raised in the CAR.

This research is collaborative classroom action research. It means that the researcher collaborated with the English teacher of MTsN 5 Jember as observer and collaborator in conducting the research. The researcher"s role is as an English teacher who tought English, while the English teacher"s role is an observer or collaborator who observe the action of the research while teaching and learning activities happen in the classroom, and also the English teacher acts as collaborator when helping the researcher in designing lesson plan and carrying out the reflection. The researcher and the English teacher decided to agree use Guided Conversation as strategy to improve the speaking skill of student.

In this research the researcher used some steps to implement the strategy, these were including: planning, implementing, observing and reflecting. Here, the explanations about the steps of Classroom Action Research (CAR):

1. **Planning**

   Planning in this research was an action composed by researcher that have been discussed in first meeting with the teacher based on

---

[33] Sukardi, Metodologi penelitian pendidikan : kompetensi dan praktiknya Jakarta BumiAskara 2004: 213

reflective preliminary observations. In this classroom action research, the planning was done after identifying and diagnosing the students" problem in learning writing English. It occurred in the class that proven by observing and interviewing. In this phase the researcher should prepare a lesson plan to teach the students in order to improve their writing skill. Preparing the lesson plan aims to provide the teacher with the guideline of teaching process. In this research, the researcher involved several activities before implement the action. Those are as follows:

a. The researcher observed the class and interviewed the English teacher and the students to get the data about students speaking problem.

b. The researcher established research schedule.

c. The researcher determined to choose the guided conversation as the strategy.

d. The researcher made a lesson plan (on the lesson plan, the steps of guided conversation are mentioned).

e. The researcher made the instrument for the test.

2. **Implementing**

Implementing in classroom action research is an action by the teacher as a researcher consciously, planned, and in accordance with the lesson plan.[34] The researcher taught the students in accordance

---

[34] Rustiyarso & Tri Wijaya. Penelitian Tindakan Kelas, (Yogyakarta: Noktah, 2020), 43

with the planning that has been arranged. There was one cycle in this research. In this cycle consisted of 4 meetings, 3 meetings for teaching and 1 meeting for test. In this phase, the researcher and the collaborator included some steps that must be considered in implementing the action, as follows:

a. The researcher applyed and explained about the material (conversation) by using guided conversation Strategy.

b. The researcher asked the students to starter question.

c. The researcher asked the students to repeat the command sentences in the conversation that the students did not know by following the guided conversation strategy.

d. The researcher asked the students to repeat the sentences that had just been given by providing feedback according to the guided conversation strategy.

3. **Observing**

   Observing phase was the time to gathering data and documenting the effect or impact of the actions.[35] It can be concluded that, observing is a responsive activity by documenting the actions occur in the field note using open eyes and open-minded during observation. In this phase, the researcher collaborated with the English teacher as collaborator to observe the class situation while implementing the action.

---

[35] Rustiyarso & Tri Wijaya. Penelitian Tindakan Kelas, (Yogyakarta: Noktah, 2020), 45

The researcher and the collaborator observed the class situation include of: the students' speaking activity, and the students' responses during teaching and learning activities, the students' enthusiastic participant during learning process, the students' interaction, and while the students doing exercise. The researcher and teacher as collaborator also made some notes during observation by using observation checklist.[36]

4. **Reflecting**

Reflecting is aimed to reflect or evaluate from the phase before In this research the researcher and the collaborator analyzed the score of students" writing test based on the formula about average score and the

Class percentage which passed the minimal mastery level criterion (KKM) in part of data analysis and based on the criteria of success. When the result is successful, the research can stop the cycle. But, when the result is still failed, the researcher should revise the plan and continue to the next cycle.

5. **Revising the plan**

In this research, revised plan is needed, when the action of the cycle did not make improvement on students" speaking skill. It means that the revised plan was conditional to the next cycle or second cycle. This research adopted the Classroom Action Research procedure by

---

[36] See Appendix

Kemmis and Taggart model the design of classroom action research can be seen in the following figure below.[37]
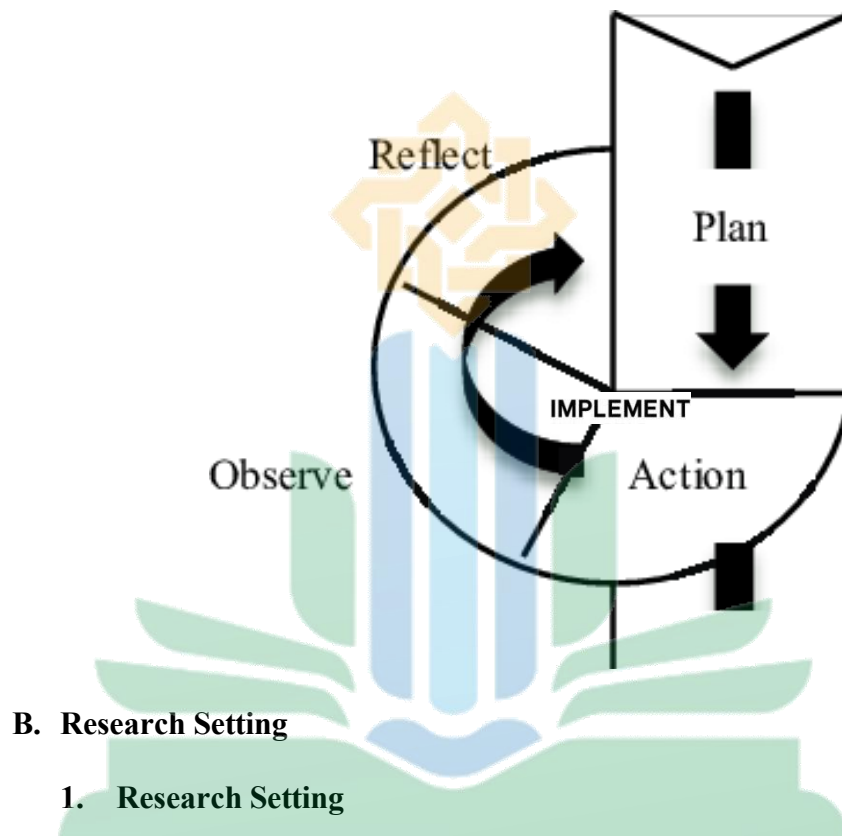
B. Research Setting

1. Research Setting

This research was conducted at MTsN 5 Jember. The reason the researcher chose the school was because TPR had never been used by English teachers and the Principal of MTsN 5 Jember (Mrs. Enike Kusumawati, S.Pd.) had given permission to conduct this research. Therefore, the researcher decided to conduct the research at MTsN 5 Jember.

---

[37] Kemmis and Mc Taggart, Cycle of Action Research (1990)

2. **Time of the research**

This Classroom Action Research (CAR) had been carried out. Through one cycle to improve students" speaking skill through Guided Conversation Srategy at 7ᵗʰ grade of MTsN 5 Jember.

3. **Research subject**

The participants of this study were 23 students of class 7ᵗʰ B consisting of 12 male students and 11 female students. The subjects were chosen because in that class there were problems in speaking and The main barrier appears to be their discomfort in speaking, most likely due to lack of exposure to interactive language use and limited opportunities to practice conversation in real situations. Students who achieved the KKM score were 60% or 14 students, and those who did not achieve the KKM score were 40% or 9 students. Therefore, a strategy is needed in learning to speak English to help students improve their speaking skills.

C. **Procedure of the Study**

1. pre – cycle

In the pre – cycle, the researcher interviewed the English teacher and observed the students" activities in the class. From that, the researcher knew the problem that was happening to the students and their difficulties in speaking skill, and also the researcher knew the students" speaking score from the English teacher as collaborator of this research.

2. Cycle 1

In one cycle, there are four components for doing classroom action research, those are planning, acting, observing, reflecting.

a) Plan

In this cycle the planning was arrangement for doing something considered in advance. The planning had to be flexible because it depended on circumstance and the curriculum of the school. After the problem of students have been known, the researcher as the teacher and the English teacher worked together to plan everything needed in order to solve the students" problem. So, the researcher prepared everything related to their teaching and learning process.

1. The researcher observed the class and interviewed the English teacher and the students to get the data about students" speaking problem.

2. The researcher established research schedule.

3. The researcher determined to choose the Guided Conversation as the strategy.

4. The researcher made a lesson plan (on the lesson plan, the steps of Guided Conversation are mentioned).

5. The researcher made the instrument for the test.

b) **Implement**

Implementation was the process of doing something or it was the implementation of the plan. The researcher was flexible and

ready of situation changing in the school. Thus, the action was dynamic, needed immediately decision for what be done and completed the simple evaluation for the students.

1. The researcher implemented and explained the material (conversation) using Guided Conversation Strategy.

2. The researcher gave the students vocabulary for simple conversation.

3. The researcher asked the students to improve their pronunciation by following Guided Conversation Strategy.

4. The researcher asked the students to repeat the exemplified utterances for the test of this research.

c) Observe

The observation was done to check ;

1. The students" activity in the classroom.

2. The students" response during teaching and learning process in the class.

3. The students" speaking skill improvement; Grammar, fluency, Pronounciation, Comprehension and Vocabulary.

d) Reflect

This step was analysing the whole action had been done. Based on the data had been collected, teacher and the researcher discussed and made evaluation.

D. The Technique of Data Collection

a. Student`s Speaking Test

After the students were taught through the *learning conversation* method conducted in one cycle, a speaking test was administered to evaluate the improvement of their speaking skills. In this case, the students were required to participate in a speaking test by producing several sentences in the form of a simple conversation. This type of test is classified as a subjective test because "the students must It was related to the Brown, he stated that there are some components that are scored in speaking are pronunciation, grammar, vocabulary, fluently, comprehension.[38]

The scoring rubric used to evaluate the students' speaking performance was adopted from Brown and is presented in the following table.

Table 3.1 Scoring Rubric of Speaking test;

No	Aspects	Score	Criteria	Indicator
1.	Pronounciation	1-5	Poor	Makes frequent problems with pronounciation and intonation
		5-10	Fair	Pronounciation and intonation are sometimes not clear or accurate
		10-15	Good	Pronounciation and intonation are sometimes not clear or accurate
		15-20	Excellent	Pronounciation and intonation are almost always clear or accurate

---

[38] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (United States of America: San Francisco State University, 2003), 172-173

2	Fluency	1-5	Poor	Hesitates too often when speaking , which interferes the communication.
		5-10	Fair	Speaks with some hesitation, which often interferes the communication.
		10-15	Good	Speaks with some hesitation, which seldom interferes the communication.
		15-20	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication.
3	Grammar	1-5	Poor	Uses basis structures and makes frequent errors
		5-10	Fair	Uses a variety of structures with frequent errors, or use basic structures occasional .
		10-15	Good	Uses variety of grammatical structures, but makes some errors
		15-20	Excellent	Uses a variety of structures with only occasional grammatical errors
4.	Vocabulary	1-5	Poor	Uses only basic vocabulary and expressions.
		5-10	Fair	Uses limited vocabulary and expressions.
		10-15	Good	Uses a variety of vocabulary and expressions , but makes some errors in the word choice.
		15-20	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice.
5.	Comprehension	1-5	Poor	Difficult to understand what she/he talks
		5-10	Fair	Understand most of what she/he talks in slow speaking
		10-15	Good	Understand almost all, although there is repetitionin certain part
		15-20	Excellent	Understand all without any difficulties

Total = $\dfrac{P + F + G + V + C}{20+20+20+20+20}$ = 100

b. **Observation**

In this research, the researcher observed teaching and learning process in MTsN 5 Jember espicially in 7th in academic year of 2024/2025 as plimenary study to know the class situation, the teacher`s performance and the students response during teaching and learning. you can see appendix .

c. **Interview**

Interview data is used to collect information that cannot be obtained through observation. The data gathered from interviews helps to obtain results and verify the accuracy of the responses. There are three types of interviews: semi-structured interviews, structured interviews, unstructured interviews, and focus group discussions. In this research, the researcher used a semi-structured interview.[39]

The researcher interviewed the teacher and the students of class 7th B. The first interview was conducted with the teacher to collect data about students' speaking problems in the classroom. This included issues students face in learning to write in English, their speaking scores, and the classroom situation during the teaching and learning process.

[39] Jakni, Metodologi Penelitian Eksperimen Bidang Pendidikan, (Bandung: Alfabeta,2016), p.161

The second interview was conducted with students to find out how they felt during the teaching and learning process. Through interviews with the English teacher and the students of class 7th B, the researcher obtained data about the students' speaking skills. you could see appendix .

d. **Document Review**

Document review is a data collection technique that involves examining documents relevant to the research topic. Documents can be accessed directly if they are publicly available or obtained by requesting them from the relevant authorities if they are not publicly accessible. This method aims to gather information that supports the research objectives through the analysis of records, reports, and other written materials.

In this study, the researcher selected documents based on specific criteria such as relevance, authenticity, and accuracy. After selection, important data from the documents were collected, categorized, and analyzed to identify patterns and themes that supported the understanding of the research phenomenon. The results from the document review were then used to strengthen the findings and conclusions of the study.

The documents reviewed in this study included:

a. The profile of MTsN 5 Jember.

b. The vision, mission, and educational goals of MTsN 5 Jember.

c. The data of seventh-grade students at MTsN 5 Jember.

d. The data of teachers and staff.

e. The lesson module.

E. The Technique Of Data

The analysis data in this research, consists of the data analysis technique in this research could be obtained by using two data. The analysis data technique was carried out on every aspect of research activities. There were two data that could be done by researchers, namely:

a. Quantitative Data

In this study, the researcher used descriptive statistical analysis to determine the average score of students' speaking skills and the class percentage. The data was analyzed to calculate the average performance of students in speaking, using an appropriate statistical formula.

X : mean

Σ n: individua score

n: number of students

$X = \Sigma Xn/n$

To calculate the percentage of student completeness that passed the KKM, it using the formula:[40]

P = f/n x 100%

P: The class percentage

F: Total Percentage score

N: Number of Students

Table 3.2

Criteria for Percentage of Speaking Skill

Final Score (%)	Skill Criteria
85%-100%	Very Good
70%-84%	Good
55%-69%	Enough
≤ 54	Poor

b. Qualitative Data

The researcher also employed qualitative data analysis to describe the students' activities during the teaching and learning process, as well as interview results collected before and after the implementation of Classroom Action Research (CAR).

The qualitative data included descriptions of students' classroom behavior, overall classroom atmosphere, and students' expressions. These were observed during the learning process and further explored through interviews, providing a deeper understanding of the students' speaking skill development throughout the CAR cycle.

---

[40] Anas Sudjono, Pengantar Statistik Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

F. Validity Data

Validity is a degree that states a test measures what should be measured. The validity of a test is not simply attached to the test itself, but depends on its use and subject. In this research, the researcher applies content validity.

In this research the researcher used content validity. According to Brown, he stated that if the test or the samples of subject matter about which conclusions are to be drawn, and if requires the test taker to perform the behavior that is being measured, it could claim content-related evidence of validity, often popularly referred to as content validity.[41] Before conducting the test of this research, the test would be checked for validity of the research. To try the content validity, the researcher compared the contents of the subject instruments based on the English curriculum and syllabus. Then after all the items were compared, the researcher could do treatment. For making the validity of the test, the researcher used two expert judgments. Which the first expert judgments was Mrs. Irnawati S.Pd as an English teacher at junior high school of MTsN 5 – Arjasa – Jember.

G. Criteria of Success

This research could be successful if the presentage of students learning result after the cycle increases with the minimum score is 75 are

---

[41] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York : Prentice Hall.2001), 22-23.

equal to or higher than 65% of total students in the 7th B grade of MTsN 5 Jember.

H. Research team

In this phase, the research team of this research included: the researcher, the English teacher, and the English lecture of UIN KH. Achmad Siddiq Jember. In this research the researcher had research the students" problem during teaching and learning process, the researcher could discuss with the teacher to solve the problem and implement the action before giving test to check the students" improvement. The English teacher and the researcher in Classroom Action Research (CAR) could be a collaborator of the research and as expert judgments of this research. The collaborator of the research helped the researcher to know the students" problem, discuss about the method or media which would be used, made a lesson plan and research schedule. English lecturer as expert judgment to check the instruments validation of the research, she checked the instrument of the research whether the instrument valid or not.

I. Research Schedule

In this research, the research schedule explained by the Research schedule:

Table 3.3 Research Schedule

No	Activities	January		February			
		Week					
		3	4	1	2	3	4
1.	**Preparation**						
	Arrange the concept of the research	✓	✓				
	Arrange the instrument of the research	✓	✓				
2.	**Implementation**						
	Treatment 1 (cycle 1)			✓			
	Treatment 2 (cycle 1)				✓		
	Post – test (cycle 1)					✓	
3.	**Report of the research**						
	Arrange the draft report					✓	✓
	Complete the report						✓

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents about the profile of the school, research finding and discussion. The detail of the research processes was presented below:

A. Overview of Research Object

1. Profil of MTsN 5 Jember

MTs Negeri Arjasa was established on June 15, 1980, at the initiative of the head of the Office of Religious Affairs (KUA), Mr. Chotib S., and the Islamic Religious Education Supervisor (Pendais), Mr. Mudzakir, with support from religious teachers, the head of SDN Arjasa, and the sub-district leadership (Muspika) of Arjasa District. As a result of a meeting attended by 40 people, the following decisions were made:

1. To establish the Arjasa Islamic Education Foundation with Mr. Drs. H. Mustopo as chairman.

2. To open Madrasah Tsanawiyah Arjasa for the 1980/1981 academic year.

3. To appoint Mr. H. Satihan, BA, as the head of the madrasah.

4. To temporarily hold teaching and learning activities at SDN I Arjasa.

5. The number of students was 13, and the number of teachers was 5, consisting of: H. Satihan, BA., Chotib S., Mudzakir, Lilis Suinah, and Sutrisno.[42]

---

[42] MTsN 5 Arjasa Jember ―Profil MTsN 5 Jember‖

49

In the 1981/1982 academic year, teaching and learning activities were moved to Letnan Suprayitno Street No. 24, Arjasa, on a plot of land owned by the Arjasa Islamic Education Foundation, with a modest school building.

On May 12, 1984, the school was upgraded to MTs Negeri Filial Arjasa (Jember II) based on the Decree of the Director General of Islamic Guidance No. Kep/E/PP.03.2/151/1984, with Mr. H. Satihan, BA, serving as the head of the madrasah from May 12, 1984, to January 31, 1994, followed by Mr. H. Thabarani, BA, from February 5, 1994, to June 30, 1997.

On February 25, 1994, at the building of MTs Negeri Filial Arjasa, the chairman of the Arjasa Islamic Education Foundation, Mr. Drs. H. Ahmad Mustopo, handed over a plot of land measuring 2,025 m² to MTs Negeri Jember II Filial Arjasa to be used as a fully-fledged state madrasah.

Based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 107 dated March 17, 1997, MTs Arjasa Filial of MTsN Jember II was officially nationalized and renamed Madrasah Tsanawiyah Negeri Arjasa. According to the Decree of the Minister of Religious Affairs of the Republic of Indonesia (KMA 673) in 2016, the name was changed from MTs Negeri Arjasa to MTs Negeri 5 Jember.[43]

---

[43] MTsN 5 Arjasa Jember —Profil MTsN 5 Jember‖

B. Vision and Mission of MTsN 5 Jember

1. The Vission of MTsN 5 Jember

Excellent in Achievement, Noble in Character, Advanced in Creativity, and Practicing Scientific Knowledge (Ulama).

2. The Mission of MTsN 5 Jember.

a. Cultivating achievement-oriented behavior.

b. Develop critical and creative thinking patterns.

c. Foster religious appreciation in order to shape students with noble character (Akhlaqul Karimah).

d. Nurture and develop a disciplined attitude that practices Salam (greeting), Shalat (prayer), Silaturrahim (brotherhood), and Qur'an Recitation (S3Q).

e. Promote an active, creative, effective, enjoyable, and innovative teaching model.

f. Cultivating a tradition of scientific thinking based on the practice of Islamic values, shaping students' achievement-oriented behavior.[44]

3. Featured Program (extracurricular activities)

a. Qur'anic Madrasah.

b. Religious and Islamic Character Madrasah.

c. Child-Friendly and Environmentally-Friendly Madrasah.

d. BERSERI Madrasah (Clean, Healthy, Green & Beautiful).

e. Literacy Madrasah (Reading and Writing Culture).

---

[44] MTsN 5 Arjasa Jember —visi-misi MTsN 5 Jember‖

f. Integrated Science and IT-Based Madrasah.

g. Talent, Interest, and Achievement Development Madrasah.[45]

4. **Facilities and infrastructures**

Luas tanah   : 6.475 M2

Luas bangunan   : 4.250 M

Tables 4.1 Facilities and infrastructures

No	Facilitaties	Conditions		
		Good	Minor damage	Severe damage
1.	Classroom	✓		
2.	Headmaster`s Office	✓		
3.	Teacher`s room	✓		
4.	School Health Unit Room		✓	
5.	Library	✓		
6.	Science Laboratory Room	✓		
7.	Language and Computer Laboratory Room	✓		
8.	Language Laboratory Room	✓		
9.	Musholla	✓		
10.	Art / Music Room	✓		

---

[45] MTsN 5 Arjasa Jember ―program ekstrakulikuler MTsN 5 Jember‖

11.	Teachers' Toilet Room	✓		
12.	Students' Toilet Room		✓	
13.	Guidance and Counselling Room (BK)	✓		

C. Research Finding

This part comprised the result of the Classroom Action Research (CAR). This research used the model from Kemmis and McTaggart. The research findings were gained from the beginning until the last of the teaching and learning process. The research was conducted at MTsN 5 Jember in Academic Year of 2024/2025. This research was carried out in one cycle. The implementation of the cycle consisted of four main stages: plann, implement, observe and reflect. The research was conducted of Four meetings in one cycle, for the last meeting the researcher conducted speaking test. The cycle of this research was held in two meetings in one week on Tuesday and wednesday, in class 7th F MTsN 5 Jember in Academic year 2024/2025. This class consists of 23 students (8 females) and (15 Males). The finding of the cycle was below:

1. Research Finding Pre-Cycle (Before the Action)

The researcher carried out the Pre-Cycle stage before implementing the action. First, the researcher conducted interviews with the English teacher and the seventh-grade students of MTsN 5 Jember. This interview activity aimed to identify the students' problems during the teaching and learning process, particularly in speaking skills. Observation activities were also conducted after the interviews to observe the students' learning process and their condition during the English speaking class.

The results of the interview with the English teacher showed that the students' speaking skills were still low. The teacher explained that many students in the seventh grade had low scores in speaking activities. The teacher also stated that the students had several difficulties during the speaking class. Most students could not speak fluently or confidently, had limited vocabulary, and often mispronounced words. Furthermore, the students lacked practice and were afraid of making mistakes. They also felt anxious about being laughed at by their peers and felt nervous when they had to speak in front of the class.

Based on these findings, the researcher prepared the teaching materials based on the topic stated in the curriculum. The material was focused on simple conversation, and the strategy applied was the Total Physical Response (TPR). The researcher designed one lesson plan for each meeting to guide the implementation of the TPR strategy effectively.

In this research, the researcher also collected the students' speaking scores from the English teacher of the seventh grade at MTsN 5 Jember. The assessment used by the teacher aligned with the researcher's criteria in evaluating speaking performance. The results in the pre-cycle stage showed that many students scored below the criteria of success (Kriteria Ketuntasan Minimal/KKM)60%, which the criteria for success in this study were that at least 65% of the students should achieve a score of 75 or above as the KKM. Out of 23 students, the majority were unable to reach the KKM, indicating the need for improvement in speaking skills through a suitable and engaging teaching strategy like Total Physical Response.

Table 4. 2 Students' Score from English Teacher in

Preliminary Research (pre-cycle)

No	Name of Students	KKM	Student Score	Tuntas/Belum Tuntas
1.	Achmad Ali Ridho	75	76	Complete
2.	Afika Afrilia	75	75	Complete
3.	Afin	75	75	Complete
4.	Ahmad Reza Fatahillah	75	75	Complete
5.	Azifah Aliyah Putri	75	77	Complete
6.	Celvin Andika Adinata K.	75	70	Incomplete
7.	Hikmatus Sholehah	75	76	Complete
8.	Kalingga Ibrahim	75	77	Complete
9.	M. Nasrul Kamil	75	78	Complete
10.	M. Nurul Ikrom Maulana	75	65	Incomplete
11.	M. Rizal	75	78	Complete
12.	Maulana Malik Ibrahim	75	70	Incomplete
13.	Muhammad Ali Firmansyah	75	72	Incomplete
14.	Muhammad Bayhaki Alimufthi	75	65	Incomplete
15.	Muhammad Nis Afriyan Dika	75	65	Incomplete
16.	Muhammad Rizki Mubarok	75	75	Complete
17.	Mulana	75	70	Incomplete
18.	Nadirah Ghaziyah Billah	75	75	Complete
19.	Ria Aristian	75	77	Complete

20.	Riska Rifatul Hasanah	75	75	Complete
21.	Settio Kuswanto	75	65	Incomplete
22.	Siti Alfia	75	70	Incomplete
23.	Wuri Latiffatul Masruroh	75	78	Complete
	Total		1.679	

Incomplete = 9

Complete = 14

The researcher calculated the data by using with the formula bellow:

a. Mean of the students 7th B Class score =

$$X = Xn/n$$

$$= 1.679/23$$

$$= 73$$

The description of the formula:

X : Mean :

Σ Xn = Individual score n:

Number of students

b. Percentage of completeness of speaking skill =

$$P = F/N \times 100\%$$

$$= 14/23 \times 100\%$$

$$= 60\%$$

The description of the formula:

P: The class percentage

F: Total percentage score

N: Number of students

The result of the pre-cycle above could be concluded the data in the preliminary research (pre-cycle), the students mean score was 73 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 75) was 60% of 7 from 23 students of 7ᵗʰ B It could be said that the students" speaking skill was still low who expect to get the higher score from the criteria of success. The further action in better learning was needed to improve students" ability. So, the researcher was hoped that by using Guided Conversation as strategy could be solution to improve the students" speaking skill.

2. **Research finding in Cycle 1**

In this cycle, there were four stages in implementing of the cycle consisted of four main stages: plann, implement, observe and reflect. The details of the activity were as follows:

a. **Plann**

Firstly, the researcher met with the English teacher to discuss the students' problems in speaking during the teaching and learning process. The researcher conducted an interview with the English teacher on Tuesday, 4 February 2023, in the teacher's office at MTsN 5 Jember. The result of the interview showed that the students' speaking skills were still low. The English teacher explained that many seventh-grade students still had difficulty speaking in English and often used their regional language, such as Madurese, when asked to communicate in English during classroom activities.

The English teacher further stated that students often lacked confidence to speak English because they were not accustomed to hearing or using the language in daily life, either at school or at home. They were afraid of making mistakes in pronunciation and grammar and preferred to use their regional language, which they found more comfortable and easier to understand among their peers.

Moreover, the teacher mentioned that the teaching methods used so far were mostly conventional, such as lecturing and direct questioning, which did not effectively encourage students to speak actively. The teacher had also tried to ask students to perform simple conversations, but they still tended to use their regional language during discussions or oral responses.

After interviewing the teacher, the researcher also interviewed several students from the seventh grade to gain deeper insights into their speaking difficulties. The results of the interviews revealed that most students found it difficult to speak English due to a lack of vocabulary and fear of making mistakes. They admitted to feeling more comfortable using their regional language in the classroom because it was easier and less embarrassing. They also stated that learning English was difficult and boring, especially when only taught through lecture-based methods.

To validate the findings from the interviews, the researcher conducted classroom observations. The observations showed that most

59

students still frequently used their regional language when interacting with classmates or responding to the teacher. The classroom atmosphere appeared passive, and only a few students attempted to speak English. These findings were consistent with the results from the interviews with both the teacher and students.

Based on the results of the interviews and classroom observations, the researcher concluded that a new teaching strategy was needed—one that could encourage students to be more active, confident, and motivated to speak English. The strategy also needed to engage students directly in the learning process and reduce their reliance on their regional language during English lessons.

Therefore, the researcher proposed the use of the Guided Conversation strategy as a solution to overcome the students' speaking difficulties. The researcher then discussed this strategy with the English teacher, who acted as a collaborator in this research. The English teacher agreed to the implementation of Guided Conversation, as it had not been used before and was considered a potentially effective way to increase students' participation and confidence in speaking.

Subsequently, the researcher and the English teacher analyzed the English syllabus, developed a lesson plan aligned with the curriculum's standards and basic competencies, and prepared the necessary materials and teaching media for the implementation of Guided Conversation.

In this research, the Guided Conversation strategy was used to enhance students' speaking skills through conversational practice combined with physical movements or gestures relevant to the language content. The learning material focused on everyday conversational topics, such as self-introduction, giving instructions, and expressing simple opinions. The researcher designed four meetings within one cycle—three for the implementation of the strategy and one for the speaking skill assessment.

When discussing the lesson plan with the English teacher, the researcher also explained the role of the collaborator during the classroom activities. The researcher acted as the English teacher who conducted the lessons using the Guided Conversation strategy, while the actual English teacher served as the observer, taking notes on classroom conditions and students' responses throughout the teaching and learning process.

b. **Implement**

In this phase, the researcher taught speaking skill in one cycle. One cycle consisted of four meetings, three meetings were for teaching and one meeting was for speaking test. The steps of teaching speaking were based on the lesson plan. The finding of each meeting was explained below:

1) **The First Meeting**

On Wednesday, February 5th, 2025, the English lesson for seventh-grade students at MTsN 5 Jember was conducted during the third and fourth periods, from 08.15 to 09.30 in the morning. This session marked the first English class meeting of the semester, so the teacher endeavored to create a conductive and enjoyable atmosphere to encourage students to actively engage in learning English, especially in developing their speaking skills. The main focus of the lesson was the introduction of common classroom expressions using the Total Physical Response (TPR) approach, which combines language with physical movements to enhance students' understanding and memory retention.

The lesson began with a warm and formal orientation. The teacher greeted the students with ―Good morning, students!‖ accompanied by a friendly smile. All students responded to the greeting, and the teacher invited everyone to start the lesson with a prayer together. The classroom became calm and reverent as the prayer was offered as an expression of gratitude and a request for a smooth learning process. After the prayer, the teacher conducted attendance by calling out students' names one by one and asking for a brief response such as ―Here!‖ to foster discipline and encourage students to speak, even if only using simple words.

Next, the teacher conducted an apperception by asking several opening questions related to the students' daily experiences in the classroom and relevant to the material to be learned. The teacher asked, —What do you say when you see your teacher in the morning?‖ or —How do you ask permission to go to the restroom?‖ These questions aimed to stimulate students' curiosity and prepare them to receive the material more attentively and meaningfully. Some students attempted to answer, though hesitantly and in Indonesian, but the teacher patiently facilitated and guided them to try using English.

In the motivation phase, the teacher explained the benefits of learning basic English expressions, especially to improve communication in school and daily life. The teacher emphasized that the ability to speak English directly would help students in various situations, such as asking questions, greeting, requesting permission, or explaining something to teachers and peers. The teacher also conveyed the learning objectives for the meeting, which were for students to be able to pronounce and understand common classroom expressions accurately and appropriately.

Subsequently, the teacher provided a learning framework by explaining the material to be covered that day, namely —Greeting and Introduction.‖ The teacher conveyed the core competencies to be achieved, the basic competencies, achievement

indicators, and the Minimum Competency Criteria (KKM) to ensure students understood the learning targets.

Entering the core activities, during the observation and questioning phase, the teacher used visual media in the form of pictures and cards containing classroom expressions such as ―Good morning,‖ ―May I go out?‖, ―Excuse me,‖ and ―I don't understand.‖ The teacher asked students to pay attention to each card and example sentence spoken while performing body movements following the TPR approach. For example, when the teacher said, ―May I go out?‖ while walking toward the door, the students were asked to imitate the movement simultaneously to facilitate comprehension of the sentence's meaning. The teacher also posed several questions about the pictures to sharpen the students' observation and comprehension skills. The students responded enthusiastically, attempting to repeat the sentences with varying degrees of pronunciation accuracy.

During the trying or experimenting phase, students were divided into small groups to read together and identify vocabulary and other expressions related to the material. The teacher guided the students in understanding word meanings, correct pronunciation, and proper intonation. Throughout this process, the teacher continued to provide examples and direct corrections so that students could master the material well. The teacher also

emphasized the importance of pauses and word stress to make sentences sound natural and easily understood.

Afterwards, in the associating or information gathering phase, students were given the opportunity to stand one by one and say the classroom greetings or expressions they had learned. The teacher actively guided them by correcting pronunciation, intonation, and accuracy of word use. The warm and supportive approach encouraged students, who were initially shy, to become more confident in speaking in front of the class. This activity also aimed to train students' courage and oral communication skills.

Next, in the communicating phase, the teacher guided the students to perform simple paired conversations using the expressions they had learned. Sample dialogues were provided, and students took turns playing the roles of questioner and responder. The teacher supervised closely, giving positive feedback and corrections when necessary. After the practice, students provided simple peer assessments focusing on pronunciation, intonation, and speaking confidence. The teacher emphasized that this assessment aimed to motivate and build confidence rather than to criticize.

Towards the end of the session, the teacher invited the students to reflect by writing conclusions and their learning experiences regarding the expressions learned that day. The students were also directed to commit to using those expressions in

daily classroom conversations so that English would become part of their habitual communication. The teacher collected these reflections as evaluation material and as a reference for planning future lessons.

As a closing activity, the teacher gave verbal appreciation to students who were active and participative. The teacher reminded the students to prepare for the next material on self-introduction to be covered in the following meeting and shared the plan for upcoming lessons. The lesson concluded with a collective prayer and farewell greetings. Although held during a busy time of the school day, the lesson was effective, interactive, and provided an enjoyable learning experience, particularly in fostering students' confidence and communicative English speaking skills.

2) **The Second Meeting**

The 7th-grade English lesson at MTsN 5 Jember began with an enthusiastic atmosphere. The teacher opened the class with greetings and invited all students to pray together as an expression of gratitude and to seek smoothness in the learning process. Then, the teacher took attendance to instill discipline from the beginning of the meeting.

At the aperception stage, the teacher asked several simple questions related to the material to be learned, such as, ―What do you say when you do activities at school?‖ and ―How do you

express what you do in school?‖ These questions aimed to activate students' prior knowledge and prepare them for the expression of school activities.

To motivate the students, the teacher explained the importance of learning how to express activities at school in English, especially to improve speaking skills useful in daily communication and when interacting with others. The teacher also conveyed the learning objectives for this meeting, namely that the students are able to express school activities simply and confidently using appropriate sentences.

In the provision of references, the teacher presented the main material in the form of simple sentences expressing school activities, such as ―I study in the classroom‖ and ―I play football at the field.‖ The teacher also explained the core competencies, basic competencies, achievement indicators, and Minimum Mastery Criteria (KKM) that must be met in this lesson.

Next, at the observing and questioning stage, the teacher showed examples of simple expressions of school activities with the help of pictures and flashcards of students doing activities at school. The teacher invited students to pay attention and imitate both verbally and physically with supporting gestures, for example, opening a book when saying ―I study…‖ The teacher also asked

prompting questions like ―What is he doing?‖ to help students better understand the meaning and use of the sentences.

At the trying/experimenting stage, students worked in groups reading and studying example texts of expressions about school activities. They gathered important information such as types of activities like studying, playing, reading, and exercising using textbooks, vocabulary cards, and pictures. Students practiced imitating vocabulary and school activity sentences while performing appropriate body movements following the Total Physical Response strategy, for example, pointing to themselves when stating ―I study‖ and making hand gestures like holding a ball when saying ―I play football.‖ The teacher gave clear instructions on pronunciation, intonation, and word stress and demonstrated them so students could imitate well.

At the associating/information gathering stage, students took turns standing to practice expressing school activities in front of the class. The teacher guided them by providing complete example sentences and helped correct pronunciation, intonation, and facial expressions to match the context of the activity. The teacher also gave direct corrections and encouraged repeated practice to strengthen understanding.

During the communicating stage, all students had the opportunity to perform expressions about their school activities

orally in front of the class, accompanied by simple movements from the Guided Conversation strategy. Students gave each other feedback in the form of positive comments and suggestions for improvement. The teacher praised and reinforced students who showed good pronunciation, intonation, and expression during the practice.

At the end of the activity, students reflected by writing down what they had learned about expressing school activities and committed to using those sentences in daily conversations. The teacher monitored these reflections as an evaluation of the learning process and gave awards to students who performed well and showed good cooperation during the activity.

Before closing the class, the teacher reminded students to prepare for the next lesson and conveyed the learning plan for the upcoming meeting. The class ended with a joint prayer and closing greetings.

3) **The Third Meeting**

On Wednesday morning, February 19th, at 8:15 AM, the atmosphere in the 7th-grade classroom at MTsN 5 Jember was lively as the English teacher opened the lesson with a warm greeting and invited all students to pray together. This prayer marked a grateful and hopeful beginning for a smooth learning

process. After that, the teacher took attendance carefully to instill a sense of discipline from the very start of the meeting.

Entering the aperception stage, the teacher began asking simple questions related to the day's lesson. For example, the teacher asked, —What do you say when you want to go out of the classroom?‖ and —How do you ask for help if you don't understand something?‖ These questions helped activate the students' prior knowledge and prepared them to learn commonly used classroom expressions.

To motivate the students, the teacher explained the importance of learning these expressions so they could communicate more fluently and confidently during daily classroom activities, especially in speaking English. The teacher also explained the learning objectives for the day, namely that students would be able to understand, imitate, and use simple classroom expressions such as —May I go to the toilet?‖, —I don't understand‖, and —Can you repeat, please?‖.

Next, during the orientation of the lesson, the teacher presented the material to be studied that day, which was common commands and expressions used in the classroom, along with the core competencies, basic competencies, achievement indicators, and the Minimum Mastery Criteria (KKM) that students were expected to meet.

At the observing and questioning stage, the teacher showed several pictures of classroom situations, for example, students raising their hands to ask permission, asking the teacher questions, or requesting repetition of explanation. The teacher asked the students to pay attention and imitate the sentences while performing supporting gestures, such as raising their hand when saying ―Excuse me.‖ The teacher also asked questions like ―What do you say when you want to go out?‖ to encourage students to connect the sentences to real-life context.

Then, in the trying or experimenting stage, students worked in small groups and were given time to read and identify various expressions commonly used in the classroom from textbooks and other teaching materials. They practiced together by imitating the teacher‗s pronunciation while performing physical movements according to the Total Physical Response strategy. For example, when saying ―May I go to the toilet?‖, they raised their hands as if asking permission. The teacher gave clear instructions, demonstrated correct pronunciation, intonation, and word stress so that the students could imitate well and repeat multiple times to strengthen memory.

Next, at the associating or information gathering stage, students took turns standing and practicing those expressions in front of the class. The teacher repeated some example sentences

and guided the students to improve their pronunciation, intonation, and body gestures to be more expressive and contextually appropriate. The teacher also helped students match expressions with certain situations and practice them in pairs using Guided Conversation movements.

At the communicating stage, students were given opportunities to perform short dialogues containing the expressions they had learned, both individually and in pairs. All students actively participated and gave simple feedback in the form of positive comments and suggestions for improvement. The teacher gave praise and reinforcement to students who showed good pronunciation, intonation, and expression.

Towards the end of the lesson, students were asked to reflect by writing down what they had learned in this chapter and committed to using these expressions in everyday conversations. The teacher observed this reflection process for learning evaluation and gave awards to students who showed the best performance and cooperation during the activity.

Before closing the meeting, the teacher reminded students to prepare the next lesson material and conveyed the plan for the next meeting. The class was then closed with a prayer together and a closing greeting, leaving a warm atmosphere and high enthusiasm for learning among all students.

c. **Observe**

In the observation phase, the researcher collected data on the implementation of the Guided Conversation strategy to improve the speaking skills of 7th-grade students in English class. To assess the students' speaking development, the researcher administered a formative test in the form of oral activities conducted directly in class. The test was designed to measure students' understanding and pronunciation of English instructions, as well as their ability to respond both verbally and physically. The test was done individually in an interactive classroom setting. All students were present during this session.

The material used for this activity focused on daily activities. The researcher began by giving simple physical instructions in English such as ―Stand up,‖ ―Clap your hands,‖ ―Touch your head,‖ and ―Walk to the window.‖ Students were asked to **respond physically to these commands first**, then **verbally state the actions they had performed** using simple present tense structures, for example: ―I stood up,‖ or ―I clapped my hands.‖

The researcher asked the students to pay close attention and listen carefully to the instructions given in English. Before starting the test, the researcher briefly explained the rules, noting that each student would take turns responding and speaking briefly about the activity they performed. The researcher also emphasized that the activity was

not about getting perfect answers, but about observing the students'

courage and understanding in using English practically.

When the test began, most students showed enthusiasm and readiness to

follow the instructions. Some students still appeared hesitant and lacked

confidence when asked to speak. For example, two students were

confused about how to construct a sentence after performing a

command. They asked the researcher the meaning of a word, but the

researcher encouraged them to recall the material previously taught and

to try speaking on their own.

One student had difficulty pronouncing the word ―touch‖ and

paused for a few seconds. The researcher allowed extra time for the

student to think and construct a sentence. With a little encouragement,

the student finally managed to say, ―I touched my nose,‖ even though

the pronunciation was not yet perfect. The researcher noted this as a

natural part of the learning process.

Overall, students were able to respond well to the instructions

and speak their sentences, despite minor pronunciation or grammatical

errors. The researcher also noted an increase in students' confidence in

speaking, especially after watching their peers take turns. Some

students even volunteered to give instructions to their classmates using

sentences like ―Please stand up‖ or ―Close the door,‖ and then described

what their classmates did.

Throughout the activity, the researcher and the collaborating teacher observed that the students paid attention seriously to the lesson. The classroom atmosphere was active yet orderly. The students' enthusiasm was high because the learning method, which involved physical movement and direct interaction, made them feel more comfortable and motivated.

Table 4.3 The Observation Students' Participant Checklist

No	Indicators	Criteria				
		1	2	3	4	5
1.	Students pay attention to the researcher when he is teaching using the **Guided Conversation** strategy.				✓	
2.	Students can understand the steps of performing commands based on the **Guided Conversation** strategy.			✓		
3.	Students can give unique examples by following the **Guided Conversation** strategy.				✓	
4.	Students can pronounce words correctly by following the **Guided Conversation** strategy.			✓		
5.	Students can make sentences based on the actions they performed correctly.				✓	

Note :

No	Criteria	Percentage (%)
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

Based on the observation checklist results, it can be concluded that the Total Physical Response strategy was effective in helping students understand and practice their English speaking skills. The students were not only physically active but also verbally and mentally engaged in the learning process. Although there were still errors in structure and pronunciation, most students showed significant improvement in speaking skills and enjoyed the learning experience through this approach.

d. Reflect

In the reflection phase, the researcher evaluated the students' speaking skills during the teaching and learning process of English using the Guided Conversation strategy. The evaluation was carried out by analyzing the data collected, including field notes and student observation checklists from the first meeting to the formative oral test. The students' speaking ability was also assessed based on the results of the individual oral test conducted in class.

Based on the field notes from the first meeting, students appeared enthusiastic and enjoyed the learning process, which involved direct physical movement. They paid close attention when the researcher gave commands in English, such as ―Stand up,‖ ―Clap your hands,‖ and ―Touch your head.‖ Students responded well physically; however, some were still hesitant when asked to form verbal sentences using the simple present tense, such as ―I stood up‖ or ―I clapped my hands.‖ A few students seemed confused and lacked confidence, but they still made efforts to express their sentences independently.

In the second meeting, the classroom atmosphere became more conducive, and students showed improvement in both understanding and confidence. They not only responded physically but also started forming verbal sentences more fluently. Some students even took the initiative to give instructions to their classmates, such as ―Please touch your head‖ or ―Close the door,‖ and described their peers‘ actions in sentences. This indicated that the students were beginning to understand sentence patterns and felt more comfortable speaking in front of the class.

In the final meeting, there was a noticeable improvement in the students‘ speaking skills. During the formative oral test given by the researcher, most students were able to follow instructions correctly and form verbal sentences based on their actions. Although there were still pronunciation and grammatical errors, students demonstrated the

courage to try and enjoyed the speaking process in English. Some students who had previously been hesitant became more confident and actively participated in class activities. However, a few students still rushed their answers and forgot how to construct sentences correctly.

After reviewing the field notes and observation sheets, the researcher analyzed the results of the oral formative test. The assessment was conducted together with the English teacher as a second rater to maintain objectivity, using the inter-rater method. Students' final scores were obtained by averaging the scores given by the teacher and the researcher. Then, the researcher calculated the percentage of students' final scores and related it to the success criteria of the study.

Before implementing the Total Physical Response strategy in teaching speaking skills to Grade 7th B students, the researcher had set the criteria for success. The study would be considered successful if at least 65% of the students achieved a minimum score of 75 in the formative test.

Finally, after implementing the Total Physical Response strategy, the test results showed that the average student score was 75. There were 23 students from Grade 7th B who achieved the Minimum Mastery Criterion (KKM) of 75. Meanwhile, 6 students had not yet reached the minimum standard. The researcher calculated this data using the formula from Anas Soejono's book to determine the percentage of students who passed. Based on the results, the Total Physical Response

strategy proved to be effective in enhancing students' speaking skills in an active and enjoyable way.

Table 4.4 The Post-test Students Score by Teacher

No	Name of Students	Student Score					Total Score
		P	C	G	V	F	
	Achmad Ali Ridho	15	15	17	17	15	79
2.	Afika Afrilia	15	13	12	14	13	77
3.	Afin	17	16	14	15	16	77
4.	Ahmad Reza Fatahillah	15	15	17	15	15	77
5.	Azifah Aliyah Putri	16	16	17	15	14	78
6.	Celvin Andika Adinata K.	15	15	14	15	13	72
7.	Hikmatus Sholehah	18	15	14	17	15	78
8.	Kalingga Ibrahim	17	16	15	15	15	78
9.	M. Nasrul Kamil	15	18	17	15	15	80
10.	M. Nurul Ikrom Maulana	13	13	14	15	13	68
11.	M. Rizal	17	16	17	16	15	79
12.	Maulana Malik Ibrahim	14	15	18	16	14	77
13.	Muhammad Ali Firmansyah	14	14	16	16	15	75
14.	Muhammad Bayhaki Alimufthi	14	13	14	13	14	68
15.	Muhammad Nis Afriyan Dika	12	12	14	15	14	67
16.	Muhammad Rizki Mubarok	15	15	17	15	15	77
17.	Mulana	13	18	13	13	12	72
18.	Nadirah Ghaziyah Billah	15	16	17	15	15	78

19.	Ria Aristian	16	16	17	15	15	79
20.	Riska Rifatul Hasanah	15	15	17	15	15	77
21.	Settio Kuswanto	14	13	14	14	14	69
22.	Siti Alfia	13	14	18	15	15	75
23.	Wuri Latiffatul Masruroh	15	18	17	15	15	80
	Total						1.735

- Complate = 17

- Incomplete = 6

  - P = Pronunciation

  - F = Fluency

  - G = Grammar

  - V = vocabulary

  - C = Comprehension

Table 4.5 The Students Score pre-test and post test

No	Name of Students	Student Score			
		pre-test		post test	
	Achmad Ali Ridho	76	C	79	C
2.	Afika Afrilia	75	C	77	C
3.	Afin	75	C	77	C
4.	Ahmad Reza Fatahillah	75	C	77	C
5.	Azifah Aliyah Putri	77	C	78	C
6.	Celvin Andika Adinata K.	70	I	72	I

7.	Hikmatus Sholehah	76	C	78	C
8.	Kalingga Ibrahim	77	C	78	C
9.	M. Nasrul Kamil	78	C	80	C
10.	M. Nurul Ikrom Maulana	65	I	68	I
11.	M. Rizal	78	C	79	C
12.	Maulana Malik Ibrahim	70	I	77	C
13.	Muhammad Ali Firmansyah	72	I	75	C
14.	Muhammad Bayhaki Alimufthi	65	I	68	I
15.	Muhammad Nis Afriyan Dika	65	I	67	I
16.	Muhammad Rizki Mubarok	75	C	77	C
17.	Mulana	70	I	72	I
18.	Nadirah Ghaziyah Billah	75	C	78	C
19.	Ria Aristian	77	C	79	C
20.	Riska Rifatul Hasanah	75	C	77	C
21.	Settio Kuswanto	65	I	69	I
22.	Siti Alfia	70	I	75	C
23.	Wuri Latiffatul Masruroh	78	C	80	C
	Total	1.679		1735	

Mean of the students' 7th Class score after treatment =

The description of the formula:

X   : Mean

$\sum Xn$: Individual score

N   : Number of students

$$X = \frac{1.735}{23}$$
$$= 75$$

Percentage of completeness of writing skill after treatment

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

$$P = \frac{17}{23} \times 100\%$$
$$= 74\%$$

From the explanation above, the researcher concluded that the result after implementing the Guided Conversation strategy could improve students' speaking skills, because it met the criteria of success in this research. Therefore, it can be said that this research was successful. As a result, the cycle could be ended and did not need to continue to the next cycle.

D. **Discussion of the research**

This section presents the discussion of the research findings on teaching speaking skills using the Guided Conversation strategy in conversation lessons, which is supported by relevant theories. . It is built around the coordination of speech and action, in which vocabulary items paired with appropriate physical actions, designed to reinforce comprehension on the items, and then

accompanied by language practice.[46] According to Harris, there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.[47] After implementing the Guided Conversation strategy in the teaching and learning process, the results showed that students' speaking scores gradually increased, indicating an improvement in their speaking performance.

Based on the preliminary study data, the average score of the students was 73, with only 60% of the students (14 students) achieving the Minimum Mastery Criterion (KKM) of 75. This indicates that the students' speaking skills were still relatively low.

After the application of the Total Physical Response strategy, the speaking test results revealed that the average score rose to 75, and 17 students achieved scores above the KKM, while 6 students did not reach the KKM. The overall improvement in students' performance from the initial data to the speaking test results reached 74%. Therefore, this research can be considered successful, as the speaking test scores increased and the established success criteria were met. The implementation of the Guided Conversation strategy in teaching English speaking skills received positive responses from the students. During the learning process, students were more active and focused when the researcher delivered the material through physical commands—linking body movements with verbal expressions. This strategy helped the students understand the meaning and context of conversations directly through actions.

---

[46] Rambe, ―Total Physical Response.‖

[47] Harris, David. 1974. *Testing English as a Second Language.* New York: Mc. Graw. Hill Book Company.

Most students were able to follow the instructions well, understand the flow of the conversation, and practice simple sentences in dialogue form. The students also became more confident when asked to speak, as they were not merely memorizing; they understood the meanings through the hands-on activities in the classroom.

However, a few students still encountered difficulties when required to independently construct sentences without guidance. They sometimes felt hesitant or afraid of making pronunciation mistakes. Nevertheless, the majority of the students demonstrated high enthusiasm and active participation during the speaking activities.

In conclusion, it can be stated that the implementation of the Guided Conversation strategy in teaching speaking skills, particularly in conversation lessons for Grade 7 at MTsN 5 Jember, proved effective in improving the students' speaking abilities. This is evidenced by the increased speaking test scores and the achievement of the predetermined success criteria.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded that the implementation of guided conversation strategy to improve students speaking skill, which is supported by relevant theories. There are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. Material in one cycle was able to improve the speaking skills of 7th-grade students at MTsN 5 Jember. The initial result of the student`s speaking test in the preliminary study showed that the average score was 73, with only 60% of students or 14 students achieving the Minimum Mastery Criterion (KKM), which was set at 75. After implementing the Guided Conversation strategy in the learning process, the students' average score increased to 75 , and the number of students who scored above the KKM increased to 17 students, while there were still 6 students who had not yet reached the KKM. Based on these results, the percentage of students who passed the KKM increased to 74%. So from the percentage of the research were up to 14%.

Therefore the result above, it could be concluded, The researcher provided various command-based and simple conversation activities to encourage students to use English in a real and enjoyable context. Can be concluded that using the Guided Conversation strategy in teaching English conversation to 7th-grade students at MTsN 5 Jember significantly improved their speaking skills, and this research was considered successful.

B. Suggestion

After conducting this research, the researcher offers several recommendations for the English teacher and future researchers as follows:

1. For the English Teacher

   The English teacher can use the guided conversation strategy in teaching English, especially on conversation material, because this strategy has proven effective in improving students' speaking skills. The guided conversation strategy helps students better understand English instructions and respond both verbally and physically, in enriching of vocabulary, improving the students' fluency and improving their pronunciation.

2. For Future Researchers

   The future researchers who face similar problems in developing students' speaking skills, the guided conversation strategy is highly recommended. Expected to serve as a reference and consideration for applying a more interactive and enjoyable English learning method, particularly in improving students' speaking ability at the equivalent educational level.

REFERENCES

Activities of Reading Short Stories, Journal of Language Learning and Applied Linguistics World

Alexon, Kurniah, N., Pardianson, N. (2022). Applying the total physical response (TPR) method to hone EFL students' speaking skills. *JOALL (Journal of Applied Linguistics and Literature)*, *7*(1), 489-504.

Allan Lauder, "*The Status and Function of English in Indonesia: A Review of Key*

Azlina, Kurniati, Eliwarti, and Novitri. "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru." Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI), 2015, 1–13. https://media.neliti.com/media/publications/206186-none.pdf.

Celik, Tugba Inciman, Tolga Cay, and Sedat Kanadli. "The Effect of Total Physical Response Method on Vocabulary Learning/Teaching: A Mixed Research Synthesis." English Language Teaching 14, no. 12 (2021): 154. https://doi.org/10.5539/elt.v14n12p154.

Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education, Ltd), 2010, 225.

eoffrey Broughton*, et al*, "*Teaching English as a Foreign Language Second Edition*"(New York: Routledge Education Books 1980), p.6.

Factors" (Depok: Department of Linguistics Vol. 12, No. 1, Juli 2020), p.12. Available Online at: http://gg.gg/frwtm (20 June 2021).

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

Kadamovna, Sadullayeva Nilufar. "The Importance of Speaking Skills for EFL Learners." Interntional Journal of Innovations in Engineering Research and Technology 8, no. 1 (2021): 28–30.

Karina Kielmann, Fabian Cataldo, and Janet Seeley, Introduction to Qualitative Methodology: A Training Manual. (UK Department for International Environment (DFID), 2012), 7-9.

Kusrini Oktaviani, etc Implementation of Modified Total Physical Response (TPR) Learning Model to Improve Students Learning Achievement in English Speaking.**Jurnal Pendidikan dan Pembelajaran.Vol. 4, 2 (December, 2023), pp. 2159-2168**

Leonita, Ni Nyoman Saka Nimas Ajeng, Ni Putu Ria Apriyanti, Ni Wayan Krismayani, Dewa Ayu Ari Wiryadi Joni, and I Komang Budiarta. "Speaking Skill in 21St-Century: Studentsâ€TM Perceptions and Challenges in English Language Teaching." Premise: Journal of English Education 12, no. 2 (2023): 614. https://doi.org/10.24127/pj.v12i2.7262.

Mahboobeh Khosravani, Fostering EFL Learners' Speaking and Listening Skills Via Oral

Maziyah, Faizatul, Muhammad Hifdil Islam, and Beny Hamdani. "The Implementation of Weekly English Conversation in Learning Speaking among EFL Learners." JADEs Journal of Academia in English Education 4, no. 1 (2023): 89–107. https://doi.org/10.32505/jades.v4i1.5756.

Mercedes Abata, etc.Effectiveness of Total Physical Response in English speaking skill in EFL beginners. **www.revistahorizontes.org**, Eternal: English Teaching Journal, 2021

Mercedes Abata, etc.Effectiveness of Total Physical Response in English speaking skill in EFL beginners. **www.revistahorizontes.org**, Eternal: English Teaching Journal, 2021

Muliaty Ibrahim, etc (2023)[1]1. The Use of The TPR Storytelling Method in Teaching Speaking Skills of Physical Education Students.*Jurnal Pendidikan Bahasa dan Sastra*, Vol. 4, No. 3, 2024

Rambe, Sojuangon. "Total Physical Response." English Education : English Journal for Teaching and Learning 7, no. 01 (2019): 45. https://doi.org/10.24952/ee.v7i01.1652.

Sahyoni, Sahyoni. "Strategies of Learning English Applied By the First Year Students of English Teaching Department of Stain Mandailing Natal." Journal of English Education and Linguistics 1, no. 1 (2020): 82–89. https://doi.org/10.56874/jeel.v1i1.54.

SukartaKartawijaya,etc. Journal Of Social Science Research Volume 3 Nomor 6 Tahun 2023 Page 7278-7284

Volume 5 (1), January 2020, p.332 Http://Www.Ijllalw.Org/Finalversion5126.Pdf (26 January2021)

Appendix

MATRIX RESEARCH

THE IMPLEMENTATION OF GUIDED CONVERSATION STRATEGY TO IMPROVE STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE OF MTSN 5 JEMBER IN 2024/2025 ACADEMIC YEAR

TITLE	VARIABLE	INDICATOR	DATA SOURCES	RESEARCH METHOD	RESEARCH PROBLEM
The Implementation Of Guided Conversation Strategy To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember In 2024/2025 Academic Year	1. Guided Conversation Strategy	Guided Conversation Strategy. a) Elaborate the conversations model. b) Encourage the students to be creative for the conversation model. c) Give an example of each conversation sentence. d) Have students present the sample	➢ Students Speaking Test. ➢ Observation. ➢ Interview Data.	1. **Research approach**: classroom action research approach CAR **The Stages of CAR[1]:** • Plann • Implement • Observe • Reflect 2. **Data Collection Method.** a) Speaking test b) Observation c) Interview	How could The Implementation Of Guided Conversation Strategy To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember In 2024/2025 Academic Year?

---

[1] Kemmis, S. and McTaggart, R. (*The Action Research Planner. (Third Edition))* Waurn Ponds: Deakin University Press. 1988

| | 2. Student`s Speaking Skill | discussion.
e) Assign students to work.
f) Request that they deliver the activity.

Speaking.
a) Vocabulary
b) Grammar
c) Pronountiation
d) Fluency
e) Comprehension | | 3. **Data Analysis.**
Average score.

$$X = \dfrac{\sum x\,n}{n}$$
notes : X = Mean
$\sum xn$ = Individual Score

n = Number of Student
Pass score.
$$P = \dfrac{f}{n} \times 100\%$$
notes : P = The Class Percentage
f = Total Percentage Score
n = Number of student

4. **Validity Of Data.**
Content validity.

5. **Criteria Of Success.**
This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 65% of the total student in the research. | |

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name	: Mia Elok Zakia
NIM	: 212101060008
Study Program/Major	: English Education Department
Faculty	: Tarbiyah and Teacher Training
Institution	: UIN KHAS Achmad Siddiq Jember
Place and Date of Birth	: Jember, 19th February 2002
Adress	: Desa Sulakdoro RT 04 RW 05 Kecamatan Wuluhan Kabupaten Jember

Here by declares that the content of the thesis entitled **"The Implementation Of Total Physical Response Strategy On Conversation To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5 Jember In Academic Year 2024-2025".** Is the result of my research/work, except in part referred by the source.

Jember, 20th June 2025

Stated by

Mia Elok Zakia
212101060008

Nomor : B-11918/In.20/3.a/PP.009/05/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTsN 5 Jember
Jl Letnan Suprayitno No.25, Bendelan, Arjasa,Kec.Arjasa, Kabupaten Jember, Jawa Timur 681

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

NIM   : 212101060008
Nama   : MIA ELOK ZAKIA
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The implementation of Total Physical Response strategy on convertation to improve students speaking skill at the seventh grade of MTsN 5 Jember, selama 40 (empat puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Enike Kusumawati S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Januari 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 5 JEMBER
Jl. Letnan Suprayitno No. 24 Arjasa - Jember Telepon (0331) 540345
email : mtsnarjasa@yahoo.com/mtsnarjasa@gmail.com
web.http://mtsn5jember.sch.id

Nomor   : B-113/Mts.13.32.05/PP.00.5/05/2025   6 Mei 2025

lampiran   :

Hal   : Ijin selesai Penelitian

Yth. Wakil Dekan Bidang Akademik

UIN KHAS Siddiq Jember

di Tempat

Yang bertanda tangan di bawah ini   :

Nama   : Enike Kusumawati,S.Pd

NIP   : 197206201997032001

Pangkat/Gol : Pembina TK I / IV/b

Jabatan   : Kepala MTsN 5 Jember

Menerangkan Bahwa :

Nama   : Mia Elok Zakia

NIM   : 212101060008

Prodi   : Tadris Bahasa Inggris

Telah melaksanakan Penelitian selama 40 hari mulai tanggal 20 Januari 2025 s/d
11 April 2025 untuk Menyelesaikan Penelitian   dengan *judul The Implementation*
Of Total Physical Response Strategy On Conversation To Improve Students
Speaking Skill at The Seventh Grade MTsN 5 Jember
Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Kepala,

Enike Kusumawati

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 5 JEMBER
Jl.Letnan Suprayitno No.24 Arjasa – Jember Telepon (0331)540345
Email : mtsnarjasa@yahoo.com/mtsnarjasa@gmail.com
Web.http://mtsn5jember.sch.id

SILLABUS PEMBELAJARAN

Satuan Pendidikan   : MTsN 5 Jember

Mata Pelajaran   : Bahasa Inggris

Kelas   : VII (tujuh)

Kompetensi inti

KI 1   : menghargai dan manghayati ajaran agama yang dianutnya

KI 2   : menghargai dan menghayati perilku jujur, displin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dlam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaanya.

KI 3   : memhami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa inggin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : mencoba mengolah dan menyaji dala ranah konkret (menggunakan , mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut panang/ teori.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan,	Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan	**Mengamati** ➢ Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih,	KRITERIA PENILAIAN: ➢ Tingkat ketercapaian	12 JP	➢ model ucapan dan tindakan guru menggunakan

pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	permintaan maaf *Fungsi sosial* Menjaga hubungan interpersonal dengan guru dan teman *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. Good morning. How are you?, Fine, thank you. And you? dan semacamnya b. Goodbye. Bye. See you later. See you. Take care., dan semacamnya c. Thank you. You are welcome., dan semacamnya d. I'm sorry. That's fine, okay. Allright., dan semacamnya *Unsur kebahasaan* Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi. *Topik* Berbagai hal terkait dengan interaksi antara guru dan siswa	dan permintaan maaf ➤ Siswa mengikuti interaksi. ➤ Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf. ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mengeksplorasi** ➤ Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur. **Mengkomunikasikan** ➤ Siswa menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. ➤ Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan merminta maaf dalam jurnal	fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf ➤ Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf ➤ Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi		setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. ➤ Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset ➤ Contoh interaksi tertulis ➤ Contoh teks tertulis ➤ Teks atau latihan dari buku teks Bahasa Inggris ➤ Teks dari buku non-teks

	selama proses pembelajaran, di dalam maupun di luar kelas.	belajar (learning journal).			
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana. 4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Menjaga hubungan interpersonal dengan guru dan teman *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) **Alya**: Hi! What's your name? **Bayu**: Hello! My name is Bayu. What's your name? **Alya**: I'm Alya. Nice to meet you, Bayu! **Bayu**: Nice to meet you too, Alya…..dan seterusnya.	**Mengamati** ➢ Siswa mendengarkan/ menonton interaksi memaparkan jati diri dan ➢ Siswa mengikuti interaksi memaparkan jati diri. ➢ Siswa menirukan model interaksi memaparkan jati diri. ➢ Siswa membaca beberapa kartu identitas ➢ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur teks, dan unsur kebahasaan) **Mengeksplorasi** ➢ Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks simulasi dan kegiatan lain yang terstruktur. **Mengkomunikasikan** ➢ Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas. ➢ Siswa menuliskan permasalahan dalam	KRITERIA PENILAIAN: Rubrik speaking, observasi	12 JP	

		menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (learning journal).			
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks percakapan sehari-hari. 4.6 Menyusun teks lisan dan tulis untuk menyatakan,memerintah dan menanyakan dengan kejadian selnajtnya dikehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Menjaga hubungan interpersonal dengan guru dan teman *Struktur teks* (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) Conversation with command in the classroom	Mengamati ➢ Siswa menonton/mendengarkan percakapan guru dan siswa di kelas. ➢ Menirukan model kalimat perintah seperti "Sit down", "Open your book". ➢ Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan. Mengeksplorasi ➢ Siswa menyusun dialog pendek dalam konteks kelas. ➢ Simulasi peran (role play) menjadi guru dan siswa. ➢ Menggunakan ekspresi seperti "Don't talk", "Raise your hand". Mengkomunikasikan ➢ Siswa tampil memainkan percakapan perintah di kelas. ➢ Menulis jurnal belajar tentang kesulitan atau pengalaman menggunakan kalimat perintah.			

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 5 JEMBER
Jl.Letnan Suprayitno No.24 Arjasa – Jember Telepon (0331)540345
Email : mtsnarjasa@yahoo.com/mtsnarjasa@gmail.com
Web.http://mtsn5jember.sch.id

MODUL AJAR KURIKULUM MERDEKA

BAHASA INGGRIS

First meeting

A. Identitas Sekolah

Nama Sekolah	: MTsN 5 Jember
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Genap
Materi Pokok	: My School Activities (Greeting and introduction)
Sub Materi	: To show respect, build relationships, and make social interactions more enjoyable and smooth.
Fokus skill	: Speaking skill
Alokasi Waktu	: 2 x 40 Menit

B. Kompetensi Inti

KI 3 (Pengetahuan) = Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 (Keterampilan) = Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan dan perkenalan diri sesuai dengan konteks penggunaannya.	3.1.1 Mengidentifikasi fungsi sosial dari ungkapan sapaan dan perkenalan diri. 3.1.2 Mengidentifikasi struktur teks dari berbagai ungkapan tersebut sesuai konteks. 3.1.3 Menjelaskan unsur kebahasaan (kosakata, tata bahasa, dan intonasi) dalam ungkapan tersebut. 3.1.2 Memberikan contoh respon yang tepat terhadap sapaan dan perkenalan diri berdasarkan situasi tertentu.

4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan dan perkenalan diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Menyusun dan mempraktikkan teks lisan sederhana yang memuat ungkapan sapaan dan perkenalan diri serta responsnya, dengan memperhatikan fungsi sosial, struktur teks, kosakata, tata bahasa, dan intonasi yang sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran

➢ Memahami dan menggunakan ungkapan sapaan (greeting) dan responnya secara lisan maupun tulis dalam konteks interaksi sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai, sehingga dapat berkomunikasi secara sopan dan tepat di berbagai situasi.

E. Materi Pembelajaran

Common Greetings and Responses to Greetings

A: Hello! How are you?

B: I'm fine, thank you. And you?

A: I'm good. Nice to meet you!

B: Nice to meet you too.

Etc.

F. Strategy Pembelajaran

Strategy = Guided Conversation

G. Media, Alat, dan Sumber Pembelajaran

Media   :   Picture

Alat : Whiteboard

Sumber : Kementerian Pendidikan , kebudayaan, Riset, Dan teknologi Republik Indonesia, 2022, English for Nusantara untuk SMP/MTs Kelas VII, Penulis ; Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3(jil.1)

H. Langkah-langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
Pre-Activity	a. Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin b. Apersepsi • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. c. Motivasi • Memberikan gambaran tentang manfaat	**10 menit**

		mempelajari pelajaran yang akan dipelajari	
		• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung	
		d. Pemberian Acuan	
		• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	
		• Memberitahukan tentang kompetensi inti, kompetensi dasar indikator dan KKM pada pertemuan yang berlangsung.	
Whilst-Activity	a. Mengamati dan Menanya • Menunjukkan contoh kalimat greeting dan perkenalan seperti "Hello, my name is..." dan "Good morning, how are you?" • Memberikan beberapa pertanyaan tentang gambar mengenai greeting dan introduction expressions serta suasana di sekolah. • Meminta peserta didik memperhatikan dan menirukan salah satu contoh kartu atau gambar aktivitas sapaan dan perkenalan di sekolah. • Peserta didik mempelajari contoh ungkapan greeting dan perkenalan diri. • Peserta didik merespon dan menjawab pertanyaan guru terkait penggunaan greeting dan perkenalan dalam konteks sekolah. b. Mencoba/Eksperimen • Setelah membaca secara berkelompok, peserta didik mengumpulkan berbagai informasi tentang ungkapan greeting dan perkenalan di lingkungan sekolah dengan penuh tanggung jawab, cermat, dan kreatif, baik dari buku paket maupun sumber lain. • Bereksperimen dan bereksplorasi untuk memperoleh dan memilih kosakata, tata bahasa, dan unsur kebahasaan lainnya guna mengungkapkan dan memahami fakta dalam sapaan dan perkenalan diri. • Guru memberikan instruksi, peragaan, pelafalan, dan makna dari setiap ungkapan greeting dan perkenalan. • Memberikan penekanan pada jeda, ucapan yang jelas, tekanan kata, dan intonasi yang benar saat menyampaikan greeting dan perkenalan. • Peserta didik belajar berbicara secara bermakna dengan menirukan greeting dan perkenalan yang dicontohkan guru. c. Mengasosiasi/Pengumpulan Informasi • Meminta peserta didik berdiri satu per satu untuk memperoleh keluasan dalam menyampaikan sapaan dan perkenalan diri di depan kelas. • Memberikan contoh kalimat greeting dan perkenalan diri dengan intonasi dan ekspresi yang tepat.	**60 menit**

	Membimbing peserta didik membenarkan pelafalan, intonasi, dan ketepatan penggunaan kalimat greeting dan perkenalan diri. d. Mengkomunikasikan • Meminta peserta didik mengulas kembali hasil pemahaman mereka tentang ungkapan greeting dan perkenalan diri yang telah dipelajari. • Memberikan kesempatan pada setiap individu untuk saling memberikan penilaian dan komentar sederhana terhadap penampilan teman. • Memberikan penguatan dan apresiasi terhadap hasil penilaian peserta didik, khususnya pada pengucapan, ekspresi, dan kepercayaan diri dalam menyampaikan greeting dan perkenalan diri.	
Post- Activity	Peserta didik : • Melakukan refleksi kesimpulan terhadap kegiatan yang sudah dilaksanakan • pertama, peserta didik diminta untuk menuliskan apa yang sudah dipelajarinya di bab ini. • Pada bagian terakhir, terdapat pernyataan bahwa peserta didik akan menggunakan ekspresi-ekspresi yang sudah dipelajari pada bab ini untuk percakapan sehari-hari. • Guru pun diharapkan dapat memantau kegiatan ini untuk usaha yang dilakukan untuk perbaikan ke depannya. Guru : • Memberikan penghargaan kepada siswa yang memiliki kinerja dan kerjasama yang baik • Mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya • Menyampaikan rencana pembelajaran pada pertemuan berikutnya • Berdoa dan Memberi salam.	**10 menit**

I. **Penilaian**

   a. Jenis/teknik Penilaian

      1) Practice and asking question

No	Interval Penilaian	Kriteria	Skor
1.	Percaya Diri	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Jarang menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
2.	bertanggung Jawab	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4

		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Jarang menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3.	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

2) Pengolahan skor

Nilai = *Total Skor Perolehan* = 100

Total skor maksimul

b. Bentuk Instrumen

Interval nilai	Predikat	Keterangan
86 – 100	A	Sangat baik
71 – 85	B	Baik
56 – 70	C	Cukup
≤ 55	D	Kurang

J. Rencana Tindak lanjut

a. Remedial

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

b. Pengayaan

Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar

Jember , 24 Januari 2025
Guru Mata Pelajaran

Irnawati S.Pd
NIP. 19720507199803200

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 5 JEMBER
Jl.Letnan Suprayitno No.24 Arjasa – Jember Telepon (0331)540345
Email : mtsnarjasa@yahoo.com/mtsnarjasa@gmail.com
Web.http://mtsn5jember.sch.id

MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS
<u>**Second meeting**</u>

A. Identitas Sekolah

Nama Sekolah   : MTsN 5 Jember
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII / Genap
Materi Pokok   : My School Activities (Expression)
Sub Materi   : To interact in various situations and needs
Fokus skill   : Speaking skill
Alokasi Waktu   : 2 x 40 Menit

B. Kompetensi Inti

KI 3 (Pengetahuan) = Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 (Keterampilan) = Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

ompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai ungkapan (expressions) dalam aktivitas di sekolah, sesuai dengan konteks penggunaannya. 4.4 Menangkap makna berbagai ungkapan lisan dan tulis yang sangat pendek dan sederhana dalam aktivitas di sekolah. 4.5 Menyusun teks lisan dan tulis yang sangat pendek dan sederhana untuk mengekspresikan dan menanggapi berbagai ungkapan dalam aktivitas di	3.4.1 Mengidentifikasi fungsi sosial dari berbagai ungkapan dalam aktivitas di sekolah, seperti menyapa, meminta izin, berterima kasih, meminta maaf, serta memahami struktur teks dan unsur kebahasaan yang digunakan seperti penggunaan subject pronouns, to be, dan kosakata dasar yang sesuai konteks penggunaannya.
	3.4.2 Memahami isi dan makna dari berbagai ungkapan yang disampaikan secara lisan maupun tulis dalam bentuk yang sangat pendek dan sederhana

sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	dalam konteks aktivitas di sekolah; serta mampu menjawab pertanyaan sederhana berdasarkan isi ungkapan yang dibaca atau didengar.
	3.4.3 Mampu menyusun dan menyampaikan teks lisan maupun tulis yang sangat pendek dan sederhana untuk mengekspresikan dan menanggapi berbagai ungkapan dalam aktivitas di sekolah, dengan menggunakan struktur teks yang runtut dan unsur kebahasaan yang tepat seperti to be, subject pronouns, dan kosakata dasar; serta dapat mempraktikkan dialog sederhana dengan ekspresi dan intonasi yang sesuai dalam konteks kegiatan sekolah.

K. Tujuan Pembelajaran

Tujuan pembelajaran pada materi Expression Activities in the School adalah agar siswa dapat mengidentifikasi berbagai ungkapan yang digunakan dalam aktivitas sehari-hari di sekolah, seperti menyapa, meminta izin, mengucapkan terima kasih, dan meminta maaf. Siswa juga diharapkan dapat memahami makna dari ungkapan-ungkapan tersebut dalam bentuk lisan dan tulis yang sederhana. Selain itu, siswa mampu menyusun dan mempraktikkan dialog pendek menggunakan ungkapan yang sesuai dengan konteks sekolah secara tepat dan percaya diri.

L. Materi Pembelajaran

➢ Asking about schedule (Menanyakan jadwal pelajaran):

1) What subject do you have on Monday?

2) What time is the English class?

➢ Talking about school subjects (Membicarakan mata pelajaran):

1) I have Math and Science today.

2) My favorite subject is English.

➢ Giving opinions about subjects (Memberi pendapat):

1) I think Math is difficult.

2) I like Science because it's fun.

➢ Asking for permission (Meminta izin):

1) May I go to the toilet?

2) Can I borrow your ruler?

➢ Giving advice (Memberi saran/tips belajar):

1) You should study regularly.

Don't forget to take notes.

M. Strategy Pembelajaran

Strategy = Guided Conversation

N. Media, Alat, dan Sumber Pembelajaran

Media : Video

Alat : whiteboard

Sumber : Kementerian Pendidikan , kebudayaan, Riset, Dan teknologi Republik Indonesia, 2022, English for Nusantara untuk SMP/MTs Kelas VII, Penulis ; Ika Lestari Damayanti, dkk. ISBN 978-602-244-885-3(jil.1)

O. Langkah-langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
Pendahuluan	a. Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin b. Apersepsi • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. c. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung d. Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar indikator dan KKM pada pertemuan yang berlangsung.	**10 menit**
Inti	a. Mengamati dan Menanya • Guru menunjukkan contoh kalimat ungkapan aktivitas di sekolah yang sederhana, seperti: "I study in the classroom" dan "I play football at the field." • Guru menampilkan gambar atau kartu bergambar yang relevan (misalnya gambar siswa sedang belajar atau bermain), kemudian mengajukan beberapa pertanyaan pemantik kepada peserta didik, seperti "What is he doing?" atau "What do you say when you do this at school?" • Guru meminta peserta didik memperhatikan dan menirukan secara lisan dan fisik (misalnya gerakan menulis saat mengatakan "I study…") dari contoh kartu atau gambar yang ditunjukkan. • Peserta didik mempelajari contoh yang diberikan dan memperhatikan ekspresi serta gerakan tubuh yang mendukung ungkapan aktivitas di sekolah. • Peserta didik menjawab pertanyaan lisan dari	**60 menit**

guru terkait makna dan penggunaan ungkapan yang telah diamati.

b. Mencoba/Eksperimen
- Peserta didik membaca dan mempelajari contoh teks ungkapan aktivitas di sekolah secara berkelompok, kemudian mengumpulkan informasi terkait jenis-jenis aktivitas seperti belajar, bermain, membaca, dan berolahraga dari berbagai sumber (buku teks, kartu kosa kata, dan gambar).
- Peserta didik mencoba menirukan kosakata dan kalimat aktivitas di sekolah dengan menggunakan gerakan tubuh sederhana yang sesuai (misalnya: gerakan membuka buku saat mengatakan "I read a book") sebagai bentuk penerapan strategi Total Physical Response.
- Guru memberikan instruksi secara lisan disertai peragaan dan pengucapan yang jelas, termasuk penekanan pada pelafalan, intonasi, dan tekanan kata yang benar.
- Peserta didik mengikuti instruksi guru secara fisik (gerakan) dan lisan (pengucapan), serta menirukan dengan memperhatikan jeda, intonasi, dan ekspresi wajah.
- Peserta didik berlatih mengungkapkan aktivitas di sekolah secara lisan dengan mengombinasikan kosakata, struktur kalimat, dan gerakan yang telah dipelajari.

c. Mengasosiasi/Pengumpulan Informasi
- Guru meminta peserta didik berdiri satu per satu untuk memberikan ruang gerak saat melakukan praktik ungkapan aktivitas di sekolah menggunakan bahasa Inggris.
- Guru memberikan contoh kalimat aktivitas secara lengkap dan memandu peserta didik menirukannya sambil melakukan gerakan sesuai strategi TPR.
- Guru membimbing peserta didik dalam memperbaiki pelafalan, intonasi, dan ketepatan penggunaan ungkapan, sambil memperkuat pemahaman melalui koreksi langsung dan latihan berulang
- Peserta didik mengaitkan informasi dari contoh yang dipelajari dengan pengalaman pribadi mereka dalam menyusun kalimat aktivitas secara mandiri.

d. Mengkomunikasikan
- Guru meminta peserta didik menyampaikan hasil pemahaman mereka dengan mengungkapkan aktivitas mereka di sekolah secara lisan di depan kelas dengan bantuan gerakan sederhana (TPR).
- Setiap peserta didik diberi kesempatan untuk

		tampil dan memperagakan ungkapan aktivitas di sekolah secara utuh menggunakan kalimat yang telah dipelajari	
	• Peserta didik saling memberikan tanggapan atau penilaian sederhana terhadap teman yang tampil, misalnya melalui komentar positif dan saran perbaikan.		
	• Guru memberikan penguatan terhadap peserta didik yang menunjukkan pelafalan, intonasi, dan ekspresi yang baik saat menyampaikan aktivitas di sekolah.		
Penutup	Peserta didik : • Melakukan refleksi kesimpulan terhadap kegiatan yang sudah dilaksanakan • pertama, peserta didik diminta untuk menuliskan apa yang sudah dipelajarinya di bab ini. • Pada bagian terakhir, terdapat pernyataan bahwa peserta didik akan menggunakan ekspresi-ekspresi yang sudah dipelajari pada bab ini untuk percakapan sehari-hari. • Guru pun diharapkan dapat memantau kegiatan ini untuk usaha yang dilakukan untuk perbaikan ke depannya. Guru : • Memberikan penghargaan kepada siswa yang memiliki kinerja dan kerjasama yang baik • Mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya • Menyampaikan rencana pembelajaran pada pertemuan berikutnya • Berdoa dan Memberi salam.	**10 menit**	

P. Penilaian

    c.   Jenis/teknik Penilaian

       3) Practice and asking question

No	Interval Penilaian	Kriteria	Skor
1.	Percaya Diri	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Jarang menunjukkan sikap percaya diri	2
		Tidak pernah menunjukkan sikap percaya diri	1
2.	bertanggung Jawab	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Jarang menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung	1

		jawab	
3.	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

4) Pengolahan skor

$$\text{Nilai} = \frac{\textit{Total Skor Perolehan}}{\textit{Total skor maksimul}} = 100$$

4. Bentuk Instrumen

Interval nilai	Predikat	Keterangan
86 – 100	A	Sangat baik
71 – 85	B	Baik
56 – 70	C	Cukup
≤ 55	D	Kurang

Q. Rencana Tindak lanjut

a. Remedial

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

b. Pengayaan

Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar.

Jember , 24 Januari 2025

Guru Mata Pelajaran

Irnawati S.Pd

NIP. 19720507199803200

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 5 JEMBER
Jl.Letnan Suprayitno No.24 Arjasa – Jember Telepon (0331)540345
Email : mtsnarjasa@yahoo.com/mtsnarjasa@gmail.com
Web.http://mtsn5jember.sch.id

MODUL AJAR KURIKULUM MERDEKA
BAHASA INGGRIS
<u>**Third meeting**</u>

A. Identitas Sekolah

Nama Sekolah   : MTsN 5 Jember
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VII/Ganjil
Materi Pokok   : My School Activities (Let's Speak In The Classroom!)
Sub Materi   : The aim is to practice speaking skills
Fokus skill   : Speaking skill
Alokasi Waktu   : 2X40 Menit

B. Kompetensi Inti

KI 3 (Pengetahuan) = Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 (Keterampilan) = Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

C. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks percakapan sehari-hari.	3.5.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks percakapan sehari-hari.
4.6 Menyusun teks lisan dan tulis untuk menyatakan,memerintah dan menanyakan dengan kejadian selnajtnya dikehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	3.5.2 Menyusun teks lisan dan tulis untuk menyatakan, memerintah, dan menanyakan dengan kejadian selanjutnya di kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

- Melatih keberanian dan kepercayaan diri peserta didik dalam berbicara, meningkatkan pelafalan, intonasi, serta penggunaan ungkapan yang tepat, serta

membiasakan mereka menggunakan bahasa Inggris dalam situasi nyata di kelas. Kegiatan ini juga bertujuan untuk menerapkan kosakata dan struktur kalimat yang telah dipelajari secara kontekstual, mendorong pembelajaran yang aktif, responsif, dan komunikatif. Jika dikombinasikan dengan strategi Total Physical Response (TPR), kegiatan ini juga membantu memperkuat pemahaman melalui gerakan fisik yang menyatu dengan ekspresi lisan.

E. **Materi Pembelajaran**

Teacher: Good morning, students.

Students: Good morning, Miss!

Teacher: How are you today?

Students: We are fine, thank you. And you?

Teacher: I'm fine too, thank you.

Teacher: Rani, can you help me erase the board?

Rani: Yes, Miss.

Teacher: Budi, are you ready to speak?

Budi: Yes, Miss. I want to try.

Teacher: Very good. Don't be afraid to speak English!

Students: Yes, Miss!

F. **Strategy Pembelajaran**

Strategy = Guided Conversation

G. **Media, Alat, dan Sumber Pembelajaran**

Media : Video

Alat : alat dalam ruang

H. **Langkah-langkah Kegiatan Pembelajaran**

KEGIATAN	DESKRIPSI KEGIATAN	WAKTU
Pendahuluan	a. Orientasi • Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran di kelas • Memeriksa kehadiran peserta didik sebagai sikap disiplin b. Apersepsi • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. c. Motivasi • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung d. Pemberian Acuan • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.	**10 menit**

	• Memberitahukan tentang kompetensi inti, kompetensi dasar indikator dan KKM pada pertemuan yang berlangsung.	
Inti	a. Mengamati dan Menanya • Guru menunjukkan contoh kalimat ungkapan yang umum digunakan di dalam kelas, seperti: "May I go to the toilet?", "I don't understand", "Can you repeat, please?", dan sebagainya. • Guru menampilkan gambar situasi kelas (misalnya: siswa meminta izin, bertanya, atau menyapa guru), lalu mengajukan pertanyaan pemantik seperti: "What do you say when you want to go out?" • Guru meminta peserta didik memperhatikan dan menirukan contoh kalimat secara lisan sambil melakukan gerakan sesuai makna (misalnya mengangkat tangan saat mengatakan "Excuse me"). • Peserta didik mencermati dan mempelajari contoh ungkapan serta gerakan yang dilakukan guru. • Peserta didik merespons pertanyaan guru dengan mengucapkan kalimat yang sesuai berdasarkan gambar dan situasi. b. Mencoba / Eksperimen • Peserta didik bekerja secara berkelompok kecil untuk membaca dan mengidentifikasi berbagai ungkapan yang biasa digunakan di dalam kelas dari buku pelajaran atau bahan ajar lain. • Peserta didik memilih dan mencoba menggunakan ungkapan-ungkapan tersebut dengan cara menirukan ucapan dan gerakan guru secara bersama-sama. • Guru memberikan instruksi secara perlahan dan jelas, disertai dengan peragaan makna setiap ungkapan, pengucapan yang tepat, jeda, dan tekanan kata yang sesuai. • Peserta didik mempraktikkan berbicara dengan mengucapkan kalimat secara bermakna sambil melakukan gerakan fisik yang mendukung (TPR). • Kegiatan ini membantu siswa memahami dan mengingat makna melalui kombinasi gerakan dan pengucapan yang berulang. c. Mengasosiasi / Pengumpulan Informasi • Guru meminta peserta didik berdiri secara bergiliran untuk memberikan ruang berbicara dan gerak saat mempraktikkan kalimat-kalimat ekspresi kelas. • Guru memberikan contoh ulang kalimat dan ekspresi tertentu, lalu membimbing peserta	**60 menit**

		didik dalam memperbaiki pelafalan, intonasi, dan struktur kalimat yang digunakan. • Peserta didik mencocokkan ungkapan dengan situasi tertentu dan menggunakannya dalam percakapan berpasangan menggunakan gerakan sesuai strategi TPR. d. Mengomunikasikan • Peserta didik diminta mempraktikkan dialog pendek berisi ungkapan-ungkapan yang biasa digunakan di dalam kelas, baik secara individu maupun berpasangan. • Setiap peserta didik diberi kesempatan untuk tampil dan mempraktikkan hasil pembelajaran secara lisan di depan kelas dengan bantuan gerakan tubuh sesuai ungkapan. • Guru memberikan kesempatan kepada siswa lain untuk memberikan tanggapan sederhana atau penilaian terhadap penampilan temannya. • Kegiatan diakhiri dengan refleksi singkat dan penguatan oleh guru terhadap penggunaan bahasa Inggris aktif dalam kelas.	
Penutup	Peserta didik : • Melakukan refleksi kesimpulan terhadap kegiatan yang sudah dilaksanakan • pertama, peserta didik diminta untuk menuliskan apa yang sudah dipelajarinya di bab ini. • Pada bagian terakhir, terdapat pernyataan bahwa peserta didik akan menggunakan ekspresi-ekspresi yang sudah dipelajari pada bab ini untuk percakapan sehari-hari. • Guru pun diharapkan dapat memantau kegiatan ini untuk usaha yang dilakukan untuk perbaikan ke depannya. Guru : • Memberikan penghargaan kepada siswa yang memiliki kinerja dan kerjasama yang baik • Mengingatkan peserta didik untuk mempelajari materi yang akan dibahas dipertemuan berikutnya • Menyampaikan rencana pembelajaran pada pertemuan berikutnya • Berdoa dan Memberi salam.	

I. Penilaian
5. Jenis/teknik Penilaian

5) Practice and asking question

No	Interval Penilaian	Kriteria	Skor
1.	Percaya Diri	Sangat sering menunjukkan sikap percaya diri	5
		Sering menunjukkan sikap percaya diri	4
		Beberapa kali menunjukkan sikap percaya diri	3
		Jarang menunjukkan sikap percaya diri	2

		Tidak pernah menunjukkan sikap percaya diri	1
2.	bertanggung Jawab	Sangat sering menunjukkan sikap bertanggung jawab	5
		Sering menunjukkan sikap bertanggung jawab	4
		Beberapa kali menunjukkan sikap bertanggung jawab	3
		Jarang menunjukkan sikap bertanggung jawab	2
		Tidak pernah menunjukkan sikap bertanggung jawab	1
3.	Kerja sama	Sangat sering menunjukkan sikap kerja sama	5
		Sering menunjukkan sikap kerja sama	4
		Beberapa kali menunjukkan sikap kerja sama	3
		Pernah menunjukkan sikap kerja sama	2
		Tidak pernah menunjukkan sikap kerja sama	1

6) Pengolahan skor

$$Nilai = \frac{Total\ Skor\ Perolehan}{Total\ skor\ maksimul} = 100$$

4. Bentuk Instrumen

Interval nilai	Predikat	Keterangan
86 – 100	A	Sangat baik
71 – 85	B	Baik
56 – 70	C	Cukup
≤ 55	D	Kurang

J. Rencana Tindak lanjut

a. Remedial

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

b. Pengayaan

Pengayaan diberikan untuk menambah wawasan peserta didik mengenai materi pembelajaran yang dapat diberikan kepada peserta didik yang telah tuntas mencapai KKM atau mencapai Kompetensi Dasar

Jember , 24 Januari 2025

Guru Mata Pelajaran

Irnawati S.Pd

NIP. 19720507199803200

PRE- TEST INSTRUMENT

A. Students' Directions

1. Ask the students to pray first.

2. Ask the students to prepare a piece of paper and a pen.

3. Ask the students to create a conversation and choose a classmate as a speaking partner, within the context of **"Greeting and Introducing Oneself."**

4. Ask the students to write the dialogue on a piece of paper and memorize it.

5. Ask the students to speak and perform the conversation they have created.

TEST INSTRUMENT

The Test in This Research

In this research, the researcher used an oral test based on speaking skills through conversation dialogues. The researcher asked the students to create a conversation based on a given context. Then, the researcher asked the students to perform the conversation in front of the class or in a designated area.

A. Students' Directions

1. Ask the students to pray first.

2. Ask the students to prepare a piece of paper and a pen.

3. Ask the students to create a conversation and choose a classmate as a speaking partner, within the context of classroom conversation.

4. Ask the students to write the dialogue on a piece of paper and memorize it.

5. Ask the students to speak and perform the conversation they have created.

THE RESULT OF INTERVIEW

Time and Place of Interview:

Day/Date   : Monday, 20th January 2025

Place   : Teacher's room in MTsN 5 Jember

Time   : 09.30- Finish

Respondent:

1. English Teacher

2. Students of Class 7B

Note:

R : Researcher

ET : English Teacher

S : Student

THE SCRIPT OF INTERVIEW WITH ENGLISH TEACHER

R (Researcher): Ma'am, is it true that the speaking ability of the 7B class students is very low?

ET (English Teacher): Yes, Miss, that's absolutely right. Out of the five classes, from 7A to 7E, class 7B has the second-lowest speaking ability. However, their writing skills are very good.

R: In your opinion, what are the factors that hinder their speaking ability?

ET: In my opinion, the main factor is that they still frequently use their regional language, they lack confidence, have limited vocabulary, are shy, and sometimes they feel afraid because, Miss, when they speak in English, their friends laugh at them. That's what makes them embarrassed to speak in class. But actually, they are capable — it's just difficult for them to implement it directly because they still feel confused about what to say, especially when they are asked to speak spontaneously.

R: Approximately how many of them struggle with speaking, Ma'am?

ET: There are 23 students in class 7B, Miss, as you saw during observation earlier, and around 56% of them are successful in speaking, or about 12 students. The remaining 44% still haven't mastered speaking.

R: That's quite a number, Ma'am. If I may ask, what have you done in class to make them more interested in speaking?

ET: A lot, Miss. I've used the lecture method, but the students often feel bored, and sometimes they ask to leave the class or feel sleepy when I use that method. I even memorize which students are active in speaking.

R: Besides the lecture method, what else have you tried, Ma'am?

ET: Well, as you saw earlier, Miss, I tried calling on them to practice speaking, but they're always afraid, and their answers are often incorrect. There's always something lacking.

R: What method have you not tried yet in class to improve their speaking skills?

ET: I've never used the Total Physical Response method, Miss, because I think it's physically exhausting — especially since I'm getting older — and it might make the class harder to manage. I also don't really know how to design the strategy.

R: If I may conduct a research study in that class, would you agree if I use the Total Physical Response method to help develop their speaking skills?

ET: Oh, Total Physical Response? That's fine, Miss, as long as the students can feel enjoy and active in the class. I've never used Total Physical Response to teach speaking in the 15 years I've been teaching. Please go ahead, Miss — what matters most is that the students' speaking scores improve, and that they don't feel embarrassed or bored during English lessons. It might even help me discover a new method for teaching speaking.

R: Thank you very much, Ma'am. I will try to use a digital Total Physical Response approach in the research later. By the way, what days does class 7B have English lessons?

ET: Twice a week, Miss — Monday and Wednesday. On Monday it starts at 07:30–09:00 because of the flag ceremony. On Wednesday, it's around 08:15–09:30.

R: Alright then, Ma'am. Thank you for your time and willingness to be interviewed today.

ET: You're welcome, Miss. I hope everything goes smoothly and successfully.

R: Aamiin, Ma'am.

THE SCRIPT OF INTERVIEW WITH THE STUDENTS

R (Researcher): So, who here likes English lessons?

S1: I like it, Miss, but just a little. (smiling)

S2 & S4: I like it too, Miss, but it depends on the topic — sometimes I like it, sometimes I don't.

S3: I like it, Miss, but I prefer the listening part.

R: When you learn English, which skill do you like more? Speaking, listening, reading, or writing? And which skill do you like the least?

S1: I prefer writing, Miss, because all we have to do is think of the answer. If we don't understand the question, we can look it up in the dictionary to find the meaning, think of the answer, translate it, and then just write it down. I don't like speaking because it's complicated and I don't know what to say since I don't understand.

S2: Same here, Miss. I don't like speaking because I get nervous. I feel shy, not confident, and afraid of making mistakes.

S3: That's true, Miss. I also don't like speaking because I don't know what to say, and when I do speak, sometimes my friends laugh at me because of my accent. I prefer listening, Miss, because I just have to listen — hehehe.

S4: Same here, because sometimes I want to say something but then suddenly forget what I was going to say because I'm afraid of making mistakes, Miss.

R: Oh, so you don't like speaking, huh? If later the teacher asks you to speak one by one in class, would you be willing?

S2: No, I wouldn't, Miss. I'd be too embarrassed.

S1: I would, Miss, as long as the atmosphere is relaxed, not scary, and it's fun — but take it slow, Miss, because I need time to think about what to say.

R: What other difficulties do you face in speaking?

S4: Hmm, mostly just the fear of making mistakes, not knowing the English words, so we can't say anything — we're afraid our grammar is wrong and also afraid of pronouncing words incorrectly.

S3: Same here, Miss. That's basically it.

R: How has your teacher been when teaching speaking so far?

S2: She's nice, Miss. Very patient. But there's a lot of theory, so we can't really have fun learning in class. Sometimes until the break we're still confused because it's too much explanation.

R: I see. If later I show you how and practice with actions in class, and you have to speak — would you be willing? We'll watch something and then you repeat what I read out loud like repeating words?

S2: Sure, Miss, as long as it's fun. But please don't be too strict. We've never been taught like that in English class before.

R: Alright then, thank you for your answers. See you!

S1: Yes, Miss. See you too.

OBSERVATION STUDENTS PARTICIPATION CHECKLIST

No	Indicators	Criteria			
		1	2	3	4
1.	Students pay attention to the researcher when he is teaching using the **Guided Conversation** strategy.				✓
2.	Students can understand the steps of performing commands based on the **Guided Conversation** strategy.			✓	
3.	Students can give unique examples by following the **Guided Conversation** strategy.				✓
4.	Students can pronounce words correctly by following the **Guided Conversation** strategy.			✓	
5.	Students can make sentences based on the actions they performed correctly.				✓

Note :

No	Criteria	Percentage (%)
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

English Teacher : Irnawati, S.Pd

Researcher   : Mia Elok Zakia

Class   : 7 B

Date   : 23th January 2025

THE RESULT OF OBSERVATION

On **Wednesday, 23th January 2025**, from **08:15 to 09:30 AM**, the researcher carried out an English learning activity in **Class 7B** at **MTsN 5 Jember** with the theme **"Family"**. The objective of this lesson was to introduce and practice **vocabulary related to family members** and to help students use those words in simple sentences through speaking activities.

The lesson began with greetings and a short warm-up. The teacher asked the students, "Do you have a big family or a small family?" Some students responded enthusiastically in Bahasa Indonesia, and the teacher then introduced the English words: **father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin**, and **nephew**. The teacher used flashcards and hand gestures to support the vocabulary explanation.

Since the students in Class 7B were still heavily influenced by their **local dialects** (Madurese and Javanese), many of them mispronounced words like "uncle" or "cousin." To overcome this, the teacher implemented the **Guided Conversation** method. For example, when saying "This is my mother," the teacher pointed to a picture and did a gesture representing "mother." Students repeated the sentence and copied the gestures. This interactive activity helped reduce the students' nervousness and made them more engaged in the learning process.

Next, the teacher asked students to draw a simple **family tree** and label the family members in English. They were then encouraged to introduce their family in front of the class by saying sentences like:

- "This is my father. His name is Budi."

- "This is my sister. She is ten years old."

Although some students were still shy and hesitant to speak due to a lack of confidence and vocabulary mastery, several others were brave enough to try, even if their pronunciation was not perfect. The teacher gave positive reinforcement by clapping and saying "Good job!" for every student who tried to speak.

Challenges during the lesson:

- Some students struggled with **pronunciation** because of the interference from their **regional dialects**.

- Others lacked vocabulary and were unsure how to form basic English sentences.

- A few students were still shy and afraid of making mistakes in front of their peers.

However, the use of **gestures, visuals, and group repetitions** made the students more confident and willing to participate. By the end of the lesson, most students were able to mention at least **five family members in English** and use simple sentences to describe their family.

This session showed that using **interactive strategies** such as **Guided Conversation** is effective in helping students in rural or religious-based schools like MTsN 5 Jember to become more confident and involved in learning English, especially in speaking.

Teacher preliminary

NO	Name of Students	Student Score					Total Score
		P	C	G	V	F	
1.	ACHMAD ALI RIDHO	15	14	16	16	15	76
2.	AFIKA AFRILIA	14	13	12	13	13	75
3.	AFIN	17	15	14	15	15	75
4.	AHMAD REZA FATAHILLAH	15	15	17	15	13	75
5.	AZIFAH ALIYAH PUTRI	16	16	17	15	13	77
6.	CELVIN ANDIKA ADINATA K.	15	15	13	15	12	70
7.	HIKMATUS SHOLEHAH	18	15	14	17	12	76
8.	KALINGGA IBRAHIM	17	15	15	15	15	77
9.	M. NASRUL KAMIL	15	18	17	15	13	78
10.	M. NURUL IKROM MAULANA	13	13	13	14	12	65
11.	M. RIZAL	17	16	17	15	15	78
12.	MAULANA MALIK IBRAHIM	13	12	18	15	12	70
13.	MUHAMMAD ALI FIRMANSYAH	14	13	16	16	13	72
14.	MUHAMMAD BAYHAKI ALIMUFTHI	14	13	14	12	12	65
15.	MUHAMMAD NIS AFRIYAN DIKA	12	12	13	14	14	65
16.	MUHAMMAD RIZKI MUBAROK	15	13	17	15	15	75
17.	MULANA	13	18	12	12	12	70
18.	NADIRAH GHAZIYAH BILLAH	15	15	17	15	13	75
19.	RIA ARISTIAN	16	16	17	15	13	77
20.	RISKA RIFATUL HASANAH	15	15	17	15	13	75
21.	SETTIO KUSWANTO	14	13	14	12	12	65
22.	SITI ALFIA	13	12	18	15	12	70
23.	WURI LATIFFATUL MASRUROH	15	18	17	15	13	78
	Total						1679

Note :

P = Pronountiation

C = Comprehension

G = Grammar

V = Vocabulary

F = Fluency

LEMBAR VALIDASI INSTRUMEN PENELITIAN
THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE STRATEGY ON CONVERSATION TO IMPROVE STUDENTS SPEAKING SKILL AT THE SEVENTH GRADE OF MTSN 5 JEMBER

ACADEMIC YEAR 2024-2025

Nama validator   : *Irnawati, S.Pd*

Ahli bidang   : *Guru Mata Pelajaran Bahasa Inggris*

Unit kerja   : *MTsN 5 Jember*

Petunjuk pengisian :

1. Penilaian instrument penelitian inidilaksanakan berdasarkan pada aspek dan indicator penilaian yang telah di tetapkan.

2. Berilah tanda centang pada kolom yang sesuai denga penilian bapak/ibu dengan ketentuan sebagain berikut.

   4= sangat baik

   3=baik

   2=kurang

   1=sangat kurang

3. Pengisian dilakukan pada tiap-tiap kolom . jika ada penilaian yang tidak sesuai atau terdapat kekurangan , tulislah kritik/saran Bapak/Ibu pada baris yang telah disediakan.

4. Atas Kerjasama Bapak/Ibu kami ucapkan terimakasih.

LEMBAR VALIDASI INTERVIEW

NO	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara			✓	
2.	Pertanyaan wawancara mudah dipahami				✓
3.	Pedoman wawancara layak digunakan untuk menganalisi kemampuan berbicara siswa			✓	
4.	Bahasa yang digunakan tidak mengandung makna ganda			✓	
5.	Maksud dari pertanyaan dirumuskan dengan singkat dan jelas			✓	

Secara Umum pedoman observasi ini :

Mohon berikan tanda centang (✓) sesuai penilaian Bapak/Ibu :

LD	Layak digunakan	
LDR	Layak digunakan dan revisi	✓
TD	Tidak layak digunakan	

Komentar dan saran perbaikan

....

....

....

Jember ,.20,..01.... 2025

Validator.

Irnawati S.Pd.

NIP : 197205071998032001

LEMBAR VALIDASI SOAL

NO	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan standar kompetensi dan kompetensi dasar ditinjau dari penentuan indicator.			✓	
2.	Soal sesuai dengan indicator.			✓	
3.	Petunjuk cara mengerjaan soal sesuai dengan soal yang disediakan.			✓	
4.	Pedoman penskor-an sesuai dengan bobot kriteria soal secara logis.			✓	
5.	Rumusan kalimat soal mudah dipahami .				✓
6.	Butir soal menggunakan Bahasa Inggris yang sesuai dengan grammatical.			✓	
7.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian.				✓

Secara Umum pedoman observasi ini :

Mohon berikan tanda centang (✓) sesuai penilaian Bapak/Ibu :

LD	Layak digunakan	
LDR	Layak digunakan dan revisi	✓
TD	Tidak layak digunakan	

Komentar dan saran perbaikan

....

....

....

Jember , 20, 01, 2025

Validator.

Irnawati S.Pd.

NIP : 197205071998032001

LEMBAR VALIDASI

INSTRUMEN OBSERVASI

NO	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan grammatical			✓	
2.	Petunjuk penggunaan instrument lembar observasi dapat difahami dengan jelas			✓	
3.	Aspek penilaian dalam lembar observasi dapat difahami dengan jelas.			✓	
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep.			✓	
5.	Pedoman atau kriteria penskor-an dapat digunakan dengan baik.			✓	

Secara Umum pedoman observasi ini :

Mohon berikan tanda centang (✓) sesuai penilaian Bapak/Ibu :

LD	Layak digunakan	
LDR	Layak digunakan dan revisi	✓
TD	Tidak layak digunakan	

Komentar dan saran perbaikan

....

....

....

Jember ,.10.,..01.... 2025

Validator.

Irnawati S.Pd.

NIP : 197205071998032001

No. : 5 Feb 2025

Field Note
Meeting 1

Pada hari Rabu, 5 Februari 2025, Pembelajaran Bahasa Inggris untuk kelas 7 MTsN 5 Jember berlangsung pada jam ke·3 dan ke·4, pukul 08.15 – 09.30. Pertemuan ini merupakan pertemuan pertama semester sehingga guru berusaha menciptakan suasana Menyenangkan dan Kondusif agar siswa semangat belajar, Khusus dlm Keterampilan berbicara.

Kegiatan dimulai dengan salam, doa dan absensi. Guru memberikan apersepsi melalui pertanyaan sederhana, lalu menjelaskan tujuan belajar dan manfaat ekspresi dasar bahasa Inggris. Dalam inti kegiatan, Siswa Meniukan ekspresi seperti "Good Morning" dan "May I go out?" sambil melakukan gerakan. Mereka berlatih dalam kelompok. Maju satu persatu, lalu melakukan dialog berpasangan.

Siswa Menulis Reflexi dan diminta membiasakan menggunakan ekspresi tersebut. Kegiatan ditutup dengan apresiasi, pengumuman materi berikutnya, doa dan salam penutup. Pembelajaran berlangsung aktif dan membangun kepercayaan diri siswa.

KIKY
180 mm × 257 mm

Field Note
Meeting 2

Pembelajaran Bahasa Inggris dimulai dengan salam, doa, dan absensi. Guru memberi apersepsi lewat pertanyaan sederhana seputar aktivitas sekolah, lalu menyampaikan tujuan belajar, yaitu mengekspresikan kegiatan sekolah dlm Bahasa Inggris.

Materi disampaikan lewat kalimat sederhana seperti " I study in the classroom" dan menggambarkan aktivitas. Siswa menirukan kalimat sambil melakukan gerakan sesuai arahan dari guru.

Siswa bekerja kelompok membaca dan mempraktikan ekspresi. Secara bergantian, mereka maju kedepan kelas y berlatih berbicara. Kegiatan ditutup dengan refleksi, apresiasi, pengumuman materi berikutnya, dan doa bersama. Pembelajaran berjalan aktif dan Menyenangkan

180 mm x 257 mm   KIKY

Field Note
Meeting 3

Guru memulai apersepsi dengan pertanyaan sederhana seperti "Apa yang kamu katakan saat ingin keluar kelas?" u/ mengaktifkan pengetahuan siswa. Tujuan pembelajaran disampaikan, yaitu agar siswa memahami dan menggunakan ekspresi dikelas seperti "May I go to the toilet?", "I don't understand", dan "Can you repeat, please?".

Materi disampaikan melalui gambar situasi dalam kelas. Siswa tampil bergantian di depan kelas dan berdialog berpasangan. Guru membimbing pengucapan dan intonasi, serta memberikan pujian dan koreksi. Di akhir pelajaran, siswa menulis Refleksi dan berkomitmen menggunakan ekspresi tersebut dalam keseharian.

un x 257 mm

KIKY

Scoring Rubric of Speaking test

No	Aspects	Score	Criteria	Indicator
1.	Pronounciation	1-5	Poor	Makes frequent problems with pronounciation and intonation
		5-10	Fair	Pronounciation and intonation are sometimes not clear or accurate
		10-15	Good	Pronounciation and intonation are sometimes not clear or accurate
		15-20	Excellent	Pronounciation and intonation are almost always clear or accurate
2	Fluency	1-5	Poor	Hesitates too often when speaking , which interferes the communication.
		5-10	Fair	Speaks with some hesitation, which often interferes the communication.
		10-15	Good	Speaks with some hesitation, which seldom interferes the communication.
		15-20	Excellent	Speaks smoothly, with little hesitation that does not interfere the communication.
3	Grammar	1-5	Poor	Uses basis structures and makes frequent errors
		5-10	Fair	Uses a variety of structures with frequent errors, or use basic structures occasional .
		10-15	Good	Uses variety of grammatical structures, but makes some errors
		15-20	Excellent	Uses a variety of structures with only occasional grammatical errors
4.	Vocabulary	1-5	Poor	Uses only basic vocabulary and expressions.
		5-10	Fair	Uses limited vocabulary and expressions.
		10-15	Good	Uses a variety of vocabulary and expressions , but makes some errors in the word choice.
		15-20	Excellent	Uses a variety of vocabulary and expressions and almost never makes some errors in the word choice.
5.	Comprehension	1-5	Poor	Difficult to understand what she/he talks
		5-10	Fair	Understand most of what she/he talks in slow speaking
		10-15	Good	Understand almost all, although there is repetitionin certain part
		15-20	Excellent	Understand all without any difficulties

The Students' Attendance List

NO	Name of Students	F/M
1.	ACHMAD ALI RIDHO	M
2.	AFIKA AFRILIA	F
3.	AFIN	M
4.	AHMAD REZA FATAHILLAH	M
5.	AZIFAH ALIYAH PUTRI	F
6.	CELVIN ANDIKA ADINATA K.	M
7.	HIKMATUS SHOLEHAH	F
8.	KALINGGA IBRAHIM	M
9.	M. NASRUL KAMIL	M
10.	M. NURUL IKROM MAULANA	M
11.	M. RIZAL	M
12.	MAULANA MALIK IBRAHIM	M
13.	MUHAMMAD ALI FIRMANSYAH	M
14.	MUHAMMAD BAYHAKI ALIMUFTHI	M
15.	MUHAMMAD NIS AFRIYAN DIKA	M
16.	MUHAMMAD RIZKI MUBAROK	M
17.	MULANA	M
18.	NADIRAH GHAZIYAH BILLAH	F
19.	RIA ARISTIAN	F
20.	RISKA RIFATUL HASANAH	F
21.	SETTIO KUSWANTO	M
22.	SITI ALFIA	F
23.	WURI LATIFFATUL MASRUROH[1]	F

---

[1]

Research - post test

NO	Name of Students	Student Score					Total Score
		P	C	G	V	F	
1.	ACHMAD ALI RIDHO	15	15	17	17	15	79
2.	AFIKA AFRILIA	15	13	12	14	13	77
3.	AFIN	17	16	14	15	16	77
4.	AHMAD REZA FATAHILLAH	15	15	17	15	15	77
5.	AZIFAH ALIYAH PUTRI	16	16	17	15	14	78
6.	CELVIN ANDIKA ADINATA K.	15	15	14	15	13	72
7.	HIKMATUS SHOLEHAH	18	15	14	15	17	78
8.	KALINGGA IBRAHIM	17	16	15	15	15	78
9.	M. NASRUL KAMIL	15	18	17	15	15	80
10.	M. NURUL IKROM MAULANA	13	13	14	15	13	68
11.	M. RIZAL	17	16	17	16	15	79
12.	MAULANA MALIK IBRAHIM	14	15	18	16	14	77
13.	MUHAMMAD ALI FIRMANSYAH	14	14	16	16	15	75
14.	MUHAMMAD BAYHAKI ALIMUFTHI	14	13	14	13	14	68
15.	MUHAMMAD NIS AFRIYAN DIKA	12	12	14	15	14	67
16.	MUHAMMAD RIZKI MUBAROK	15	15	17	15	15	77
17.	MULANA	13	18	13	13	12	72
18.	NADIRAH GHAZIYAH BILLAH	15	16	17	15	15	78
19.	RIA ARISTIAN	16	15	15	16	17	79
20.	RISKA RIFATUL HASANAH	15	15	17	15	15	77
21.	SETTIO KUSWANTO	14	14	14	13	14	69
22.	SITI ALFIA	13	14	18	15	15	75
23.	WURI LATIFFATUL MASRUROH	15	18	17	15	15	80
	Total						1739

Note :

P   = Pronountiation

C   = Comprehension

G   = Grammar

V   = Vocabulary

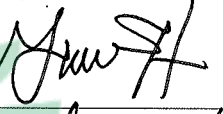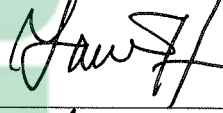F   = Fluency
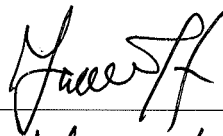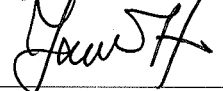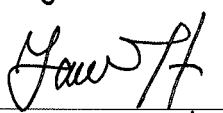
RESEARCH JOURNAL`S ACTIVITIES

Name   : Mia Elok Zakia

NIM   : 212101060008

Title   : The Implementation Of Total Physical Response Strategy On Conversation
                 To Improve Students Speaking Skill At The Seventh Grade Of Mtsn 5
                 Jember.

Location   : MTsN 5 Jember

| NO	DAY/DATE	ACTIVITY	INITIAL
1	Monday , 20 January 2025	The researcher gives a research permition to the school and interview the english teacher and few students at seventh grade of MTsN 5 Jember.	
2.	Wednesday , 23 January 2025	The teacher observes the classroom activity at seventh grade and consult about lesson plan with the english teacher.	
3.	Wednesday , 5 February 2025	The teacher applies the action in the first meeting.	
4.	Wednesday , 12 February 2025	The teacher applies the action in the second meeting.	
5.	Wednesday , 19 February 2025	The teacher applies the action in the third meeting.	
6.	Wednesday , 26 February 2025	The teacher applies the action in the examination test.	
7.	Wednesday , 12 April 2025	The researcher ask for the letter of research finishing	

Jember, 11 April 2025

Guru Mapel

Irnawati S.Pd.

NIP. 197205071998032001

Maps MTsN 5 Jember
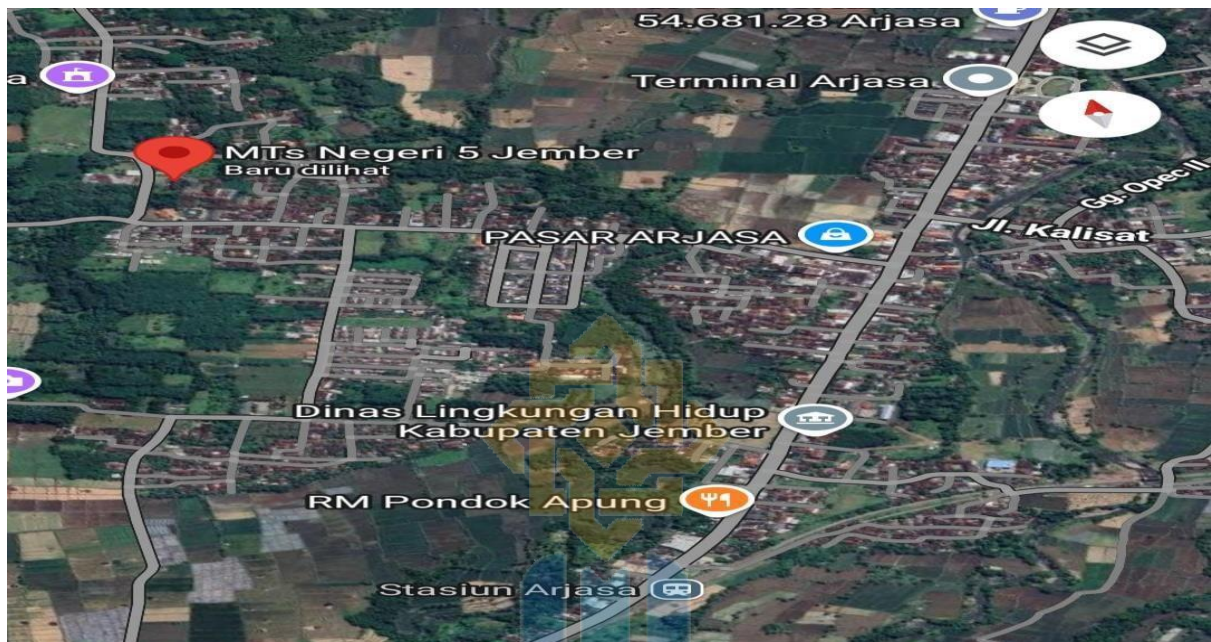
Documentations

The researcher checked the students' attendance list

The researcher explained the material

The students' enthusiastic when the researcher direction

RESEARCHER`S BIODATA

Personal Information :

- Name   : Mia Elok Zakia
- Nim   : 212101060008
- Gender   : Female
- Place , Date of Birth   : Jember , 19 February 2022
- Address   : Sulakdoro Lojejer Wuluhan Jember
- Religion   : Islam
- Department / Major Courses : Language Education / English Department
- Email Address   : miaelokzakia@gmail.com

Educational Background

2006-2008   : TK Muslimat 64

2008-2014   : SD Islam NU 18 Darussholah

2014-2017   : SMP Nahdlatuth Thalabah

2017-2020   : MA Nahdlatuth Thalabah