

**THE IMPLEMENTATION OF CONVERSATION DIARY TO  
IMPROVE STUDENTS' SPEAKING ABILITY AT THE  
ELEVENTH GRADE OF MA NW WANASABA IN ACADEMIC  
YEAR 2021/2022**



**By:  
RINA SAFITRIANI  
NIM 180107079**

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
2021/2022**

**THE IMPLEMENTATION OF CONVERSATION DIARY TO IMPROVE  
STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF MA  
NW WANASABA IN ACADEMIC YEAR 2021/2022**

**A Thesis**

**Presented To State Islamic University Of Mataram  
To Fulfill of the Requirement for the Attainment the Degree of Sarjana in  
English Language Education**



**By:  
RINA SAFITRIANI  
NIM 180107079**

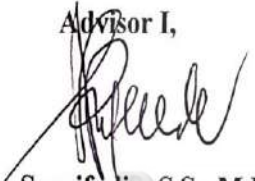
**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF MATARAM  
2021/20221**

### ADVISORS' APPROVAL

Thesis By: Rina Safitriani, NIM: 180107079 Entitled "The implementation of conversation diary to Improve Students' Speaking Ability at the eleventh grade of MA NW Wanasaba in Academic Year 2021/2022" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

Approved on: 7-7-2022

Advisor I,

  
Dr. Syarifudin, S.S., M.Pd.  
NIP. 196812311999031009

UNIVERSITAS ISLAM NEGERI  
M A T A R A M

Advisor II,

  
Kasyfur Rahmat, M.Pd  
NIP.198612282018011001

**ADVISORS' OFFICIAL NOTE**

Mataram, 7 Juli 2022

**Subject: Thesis Examination**

**The Honorable**

**The Dean of Faculty of Education and Teacher Training**

**in Mataram**

*Assalamu 'alaikum, Wr. Wb.*

Respectfully, after doing guidance, direction, and correction, we are of the opinion that a thesis of:

Name : Rina Safitriani

Reg. Number : 180107079

Study Program : English Language Education

Title : The Implementation of conversation diary to Improve Students' Speaking Ability At The eleventh Grade of MA NW Wanasaba in Academic Year 2021/2022.

has fulfilled the requirements to be submitted in the thesis examination session of the Faculty of Education and Teacher Training. State Islamic University of Mataram. Therefore, we hope that this thesis can be examined immediately.

Wassalamu 'alaikum, Wr Wb.

Advisor I



**Dr. Svarifudin, S.S., M.Pd.**  
NIP. 196812311999031009

Advisor II



**Kasyfur Rahman M.Pd**  
NIP. 198612282018011001

## THESIS RATIFICATION

Thesis by: Rina Safitriani, Reg. Number: 180107079 entitled "The implementation of conversation diary to Improve Students' Speaking Ability at the eleventh grade of MA NW Wanasaba in Academic Year 2021/2022" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on 11-07-2022

The Board of examiner

Dr. Syarifudin, S.S., M.Pd.  
(Exam Chairman/Advisor I)

Kasyfur Rahman, M.Pd.  
(Exam Secretary/Advisor II)

Dr. Muhsinin, M.A  
(Examiner I)

Dr. Yek Amin Aziz, M.Pd  
(Examiner II)

UNIVERSITAS ISLAM NEGERI  
M A T A R A M

Perpustakaan UIN Mataram

Acknowledged by,  
Dean of Faculty of Education and Teacher Training Faculty



Dr. Junarim, M.HI  
NIP. 19612312005011006

## **MOTTOS**

**"Every time is the best time to do your best"**

**(Writer)**



**Perpustakaan UIN Mataram**

## DEDICATION

*“This thesis is dedicated to” myself who has fought so far (Rina Safitriani). To my beloved mother: Hapipah. To my beloved father: Amak Jumadil. To my brothers and sisters who always support me,(Suryani and Hakipatul Akbar). All of my big families. All of my teachers and lecturers. and my Almamater, UIN Mataram. Lastly for the people I love and care for me”.*



Perpustakaan UIN Mataram

## ACKNOWLEDGEMENTS

Alhamdulillah, all praise to Allah SWT for blessing, opportunity, health, and mercy. Blessing and salutation be given to our prophet Muhammad SAW, (peace be upon him) and his family. The writer could finish this project as one of the requirements for the bachelor Degree of Educational Studies (S.Pd) at the English Education Study Program of State Islamic University (UIN) of Mataram.

The researcher realizes that it would be impossible for her to complete the process until she finishes her study without many contributions, support and help from the other. The researcher would like to express her deep gratitude and appreciation to the following:

1. My advisors, Mr. Dr. Syarifudin, S.S., M.Pd. as the first advisor and Mr. Kasyfur Rahman, M.Pd. as the second advisor who already gave time, guided and advised patiently during the arrangement of this fine project.
2. Ika Rama Suhandra, M.Pd as the head of English Language Education Study Program, Faculty of Education and Teachers Training, State Islamic University of Mataram.
3. Dr. Jumarim, M.H.I as the Dean of Faculty of Education and Teachers Training, State Islamic University of Mataram.
4. Prof. Dr. H. Masnun Tahir, M.Ag as the Rector of State Islamic University of Mataram
5. All of my lectures of the English Education Study Program of Mataram State Islamic University, thanks for teaching me and giving a lot of valuable knowledge to me along with my study in this University.
6. My parents Amak Jumadil and Hapipah, my brothers, sisters. They always support me in everything and always there in every situation.
7. Lalu. M. Azhari Muksin, S.Ag as headmaster MA NW Wanasaba who has given permission of doing the research.
8. Herwani, S.Pd as the English teacher of MA NW Wanasaba all teachers who given permission and support for doing the research.



9. Thank you for Mr. Karman Jayadi someone who always there for helping and accompany me in every situation.
10. I would like to say thanks to my classmates, the big family of English Departement 2018 especially C class, all of you is my best classmates. Love you so much and I will miss all about you..
11. All of my beloved people who cannot be mentioned one by one.

Finally, I realize that this thesis is far from being perfect since there are lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers in order to get better in the next writing. Hopefully, this thesis can be helpful for everyone who needs more knowledge and references for the purpose and development of education.

Mataram, .....

Writer,

UNIVERSITAS ISLAM NEGERI  
M A T A R A M

**Rina Safitriani**

Perpustakaan UIN Mataram

## TABLE OF CONTENTS

COVER .....	i
TITLE PAGE.....	ii
ADVISOR APPROVAL.....	iii
ADVISORS OFFICIAL NOTE.....	iv
STATEMENT OF AUTHENTICITY .....	v
THESIS RATIFICATION .....	vi
MOTTO.....	vii
DEDICATION.....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABEL.....	xiv
LIST OF FIGURE .....	xv
LIST OF APPENDICES .....	xvi
ABSTRACT.....	xvii
CHAPTER I INTRODUCTION .....	1
A. Background.....	1
B. Subject of Action.....	7
C. Statement of Problem .....	7
D. The Object of Research .....	7
E. Significance of Research .....	7
1. Theoretical Significance .....	8
2. Practical Significance .....	8
CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS	9
A. Review of Related Literature .....	9
1. Previous Research.....	9
2. Theoretical Bases.....	12
a. Speaking Ability .....	12
1) Definition of Speaking .....	12

2) Component of Speaking Ability .....	14
a) Pronunciation .....	15
b) Grammar .....	15
c) Vocabulary .....	15
d) Fluency.....	16
e) Comprehension.....	16
3) Teaching Speaking .....	19
4) Problems in teaching speaking .....	22
5) Activities to promote teaching speaking .....	27
a) Discussion .....	28
b) Role-play.....	28
c) Simulation .....	29
d) Information Gap .....	30
e) Brainstorming .....	31
f) Storytelling.....	32
g) Interview .....	33
h) Story Completion .....	33
i) Reporting.....	34
j) Picture narrating.....	34
b. Assessment of speaking .....	35
c. Conversation diary in teaching speaking .....	39
1. Definition of Conversation Diary .....	39
2. Conversation Diary Procedures .....	43
3. Advantages and Disadvantages of Conversation Diary .....	44
a) Advantages of Conversation Diary .....	44
b) Disadvantages of Conversation Diary .....	45
B. Indicator of success .....	47
C. Hypothesis .....	47
CHAPTER III RESEARCH METHODOLOGY .....	48
A. Research Setting .....	48
B. Object of Research .....	48

C. Design of Research.....	49
D. Planning.....	52
E. Taking Action.....	53
F. Observation.....	54
G. Reflection.....	54
H. Instrument of Research.....	55
1. Observation.....	55
2. Test.....	60
I. Data Analysis and Reflection.....	63
J. Indicator of Success.....	65
CHAPTER IV.....	66
A. Research Findings.....	66
1. The Finding of Pre-test.....	66
2. Finding of Cycle 1.....	68
a. Planning.....	68
b. Acting.....	69
c. Observing.....	73
d. Reflecting.....	82
3. Finding of Cycle 2.....	81
a. Planning.....	81
b. Acting.....	81
c. Observing.....	84
d. Reflecting.....	91
B. Discussion.....	91
CHAPTER V CONCLUSION AND SUGGESTION.....	96
A. Conclusion.....	96
B. Suggestion.....	96
REFERENCES.....	
APPENDIXES.....	

## LIST OF TABLES

Table 2.1	Students' speaking assessment
Table 3.1	Teacher' observation checklist
Table 3.2	Category of score
Table 3.3	Students' observation checklist
Table 3.4	Category of students' score
Table 3.5	Students' rubric speaking score
Table 3.6	Category score
Table 4.1	Students' speaking score in pre-test
Table 4.2	Teacher observation cycle I
Table 4.3	Students observation in cycle I
Table 4.4	Student score of test in cycle I
Table 4.5	Teacher observation in cycle II
Table 4.6	Students observation in cycle II
Table 4.7	Student score in cycle II

## LIST OF FIGURE

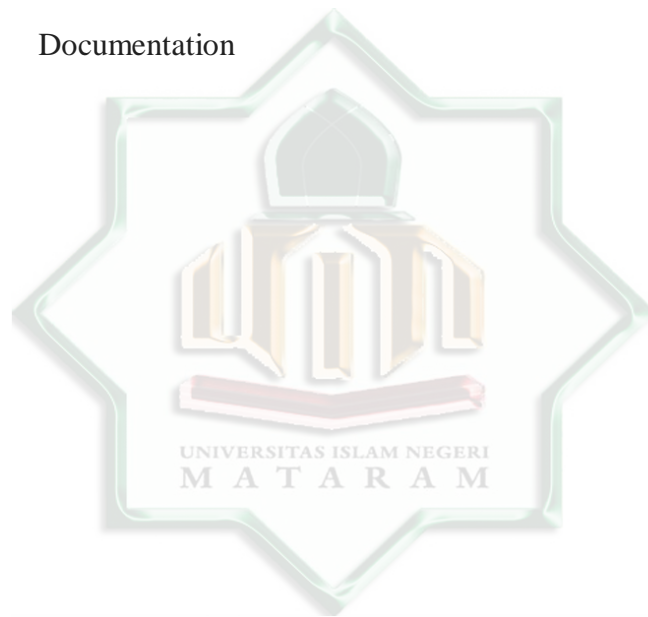
Figure 3.1 Design of Classroom Action Research model.....	
Figure 2 Documentation.....	
Figure 3 Documentation.....	
Figure 4 Documentation.....	



Perpustakaan UIN Mataram

## LIST OF APPENDICES

- Appendix 1 Lesson plan Cycle I
- Appendix 2 Lesson Plan Cycle II
- Appendix 3 Rubric score
- Appendix 4 Pre-test, Post-test 1, and Post-test 2
- Appendix 5 instrument validation sheet by expert
- Appendix 6 Documentation



Perpustakaan UIN Mataram

**THE IMPLEMENTATION OF CONVERSATION DIARY TO IMPROVE  
STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF MA  
NW WANASABA IN ACADEMIC YEAR 2021/2022**

**By:**

**Rina Safitriani**

**NIM: 180107079**

**ABSTRACT**

The ability to speak is a difficulty that students often face in learning English. One solution that can be done is to apply a learning strategy that can facilitate students to be able to practice their ability to speak directly. This is the reason behind the author to apply conversation diary as a strategy in the teaching and learning process in the classroom. This study aims to improve students' speaking skills using conversation diaries in explanation text materials. This research uses a type of classroom action research, consisting of planning, action, observation, and reflection. Data collection techniques use observation and tests. Observation is carried out to determine the application of conversation diary during the teaching and learning process while the test is used to measure student achievement in speaking skills. The subject of this study was the students of class XI MA NW Wanasaba who numbered 24 students. Researcher uses qualitative and quantitative data analysis in calculating and analyzing data. The results of this study show that conversation diary can improve students' speaking skills. This can be seen from the results of significant improvements in each cycle. In this study, there were two cycles, namely cycle 1 and cycle 2. The score result before conducting the cycle was 54.20, the result of test 1 with a score of 72.20 and in the second test was 82.16. This means that students' speaking ability improves and succeeds by implementing conversation diary in class XI MA NW Wanasaba.

**Keywords:** conversation diary, Speaking ability, MA NW Wanasaba.



**PENERAPAN CONVERSATION DIARY UNTUK MENINGKATKAN  
KEMAMPUAN BERBICARA SISWA KELAS XI MA NW WANASABA  
TAHUN AJARAN 2021/2022**

**Oleh:**

**Rina Safitriani  
NIM: 180107079**

**ABSTRAK**

Kemampuan berbicara merupakan kesulitan yang sering dihadapi peserta didik dalam pembelajaran bahasa Inggris. Salah satu solusi yang dapat dilakukan adalah menerapkan strategi pembelajaran yang dapat memfasilitasi siswa untuk dapat mempraktekkan kemampuan berbicara mereka secara langsung. Hal inilah yang melatarbelakangi penulis untuk menerapkan conversation diary sebagai strategi dalam proses belajar mengajar di dalam kelas. Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa menggunakan conversation diary pada materi explanation text. Penelitian ini menggunakan jenis classroom action research, terdiri dari planning, action, observation, and reflection. Teknik pengumpulan data menggunakan observasi dan tes. Observasi dilakukan untuk mengetahui penerapan conversation diary selama proses belajar mengajar sedangkan tes digunakan untuk mengukur prestasi siswa dalam keterampilan berbicara. Subjek penelitian ini adalah siswa kelas XI MA NW Wanasaba yang berjumlah 24 siswa. Peneliti menggunakan analisis data kualitatif dan kuantitatif dalam menghitung dan menganalisis data. Hasil penelitian ini menunjukkan bahwa conversation diary dapat meningkatkan keterampilan berbicara siswa. Hal ini terlihat dari hasil peningkatan yang signifikan pada setiap siklusnya. Dalam penelitian ini terdapat dua siklus yaitu siklus 1 dan siklus 2. Hasil skor sebelum melakukan siklus adalah 54,20, hasil tes 1 dengan nilai 72,20 dan pada tes kedua 82,16. Artinya kemampuan berbicara siswa meningkat dan berhasil dengan menerapkan conversation diary di kelas XI MA NW Wanasaba.

**Kata kunci:** Conversation diary, Kemampuan berbicara, MA NW Wanasaba.

MA NW عشر الحادي الصف لطلاب التحدث على القدرة لتحسين المحادثة مذكرات تطبيق  
WANASABA الدراسي للعام 2021/2022

أوليه:

سافيترياني رينا

180107079

ابستراك

أحد. الإنجليزية اللغة تعلم في الطلاب يواجهها ما غالبًا التي الصعوبات من التحدث على القدرة تعد يكونوا أن الطلاب على تسهل أن يمكن تي ال التعلم استراتيجية تطبيق هو بها القيام يمكن التي الحلول للمحادثة الألبان لتطبيق للمؤلف الخلفية هي هذه. مباشرة بهم الخاصة التحدث مهارات ممارسة على قادرين التحدث مهارات تحسين إلى الدراسة هذه تهدف. الدراسي الفصل في والتعلم التدريس عملية في كإستراتيجية العملي البحث الدراسة هذه تستخدم. التوضيحية النصية المواد في المحادثة يوميات باستخدام الطلاب لدى باستخدام البيانات جمع تقنيات. والتفكير والملاحظة والعمل التخطيط من يتكون والذي، الفصل في بينما والتعلم التدريس عملية أثناء المحادثة يوميات تطبيق لتحديد ملاحظات عمل تم. والاختبارات الملاحظة من الدراسة هذه موضوعات كانت. التحدث مهارات في الطالب تحصيل لقياس الاختبارات استخدام تم البيانات تحليل الباحثون استخدم. طالبًا 24 بإجمالي، MA NW Wanasaba عشر الحادي الفصل طلاب الخاصة الألبان منتجات أن إلى الدراسة هذه نتائج تشير. البيانات وتحليل حساب في والكمية النوعية في الكبيرة الزيادة نتائج من ذلك ملاحظة يمكن. الطلاب لدى التحدث مهارات تحسن أن يمكن بالمحادثات قبل النتيجة وكانت. الثانية والدورة الأولى الدورة وهما، دورتان هناك كانت، الدراسة هذه في. دورة كل مهارات أن يعني هذا. 82.16 الثاني والاختبار 1 72.20 الاختبار نتيجة وكانت، 54.20 بالدورة القيام MA عشر الحادي الفصل في للمحادثة الألبان منتجات تطبيق خلال من وتتجح تنزايد الطلاب لدى التحدث NW Wanasaba.

MA NW Wanasaba، التحدث على القدرة، المحادثة يوميات: المفاتيح الكلمات

## CHAPTER I

### INTRODUCTION

## A. Background of Research

Language is the furthestmost prominence portion of a human being and public process that has numerous functions to get done the life. It consents societies to express their thought, feelings idea and to communicate with others, either spoken or written form. English as a global language is not only used in the education sector but it is also used in other sectors such as in the business sector, tourism, transformation, international relations and so on.<sup>1</sup> English as an international language becomes a language that must be mastered by everyone to facilitate communication.

In the world of education in Indonesia, English began to be made as one of the compulsory subjects at the lower secondary school level to the high school level.<sup>2</sup> In addition, as stated in the English curriculum, student materials must be based on communicative abilities that are acceptable to the daily needs of students.<sup>3</sup> Based on the Regulation of the Minister of National Education of the Republic Indonesia (Permendiknas) in Sanjani Number 23 of 2006, the purpose of speaking in the junior high school curriculum is so that students are able to express meaning in

---

<sup>1</sup> Waode Hamsinah, "Developing Students' Speaking Ability Through Story Completion" *Journal of English Language Teaching*, Vol.5, No. 1, Juni 2018, pp.58

<sup>2</sup> Hidayati, Indah Puspita Sari, Agustina Sri Hafidah, "The Implementation of Story Completion Technique in Student Speaking Skill to The Tenth Grades of SMKN 1 Pacitan in the Academic Year of 2018/2019" *English Education Program, STKIP PGRI Pacitan*, 2018, pp.2

<sup>3</sup> Farisha Andi Baso, "The Implementation of Debate Technique to Improve Student Ability in Speaking", *Electronic Journal Muhammadiyah University of Makassar*, Vol. 5, No. 2, November 2016, pp. 2

transactional and interpersonal languages in the context of everyday life.<sup>4</sup> Therefore the goal of teaching speaking skills is communicative efficiency.

Speaking skill is one of the subjects in English that expects students to be able or skilled in speaking so that students have the ability to communicate effectively and efficiently. To be able to speak English there are four skills that must be mastered, namely the skills of speaking, listening, reading, and writing. Speaking skills are a real practice of the English language because by speaking someone can apply the knowledge obtained. In addition, communication is also a basic human need, namely interacting with speech as a means. Thus it takes adequate speaking skills in order to communicate their ideas and thoughts easily to the interlocutor.

According to Hakim et.al, English speaking skills are assumed to allow students to share and express ideas, opinions, information and thoughts to others through the use of language orally. In addition, the ability to speak is often used as an indicator of whether a person is able to speak English or not. That's because in the activity of speaking a person undergoes a complex interaction process that sends, receives and produces information simultaneously.<sup>5</sup>

---

<sup>4</sup>Erlinna Dewi Sanjani, "Improving Students' Speaking Ability Using Think-Pair-Share of Cooperative Learning for The Eighth Grade Students of MTs Karang...., pp.2

<sup>5</sup> M. Arif Rahman Hakim, Nike Anggraini, Andri Saputra, " Gallery Walk Technique in Improving Students Speaking Skill", Journal of Linguistic and English Teaching, Vol.4, No.1, April 2019, pp. 6

Among the four abilities above, speaking is a separate problem that must be mastered by students, which becomes a combination of abilities between the brain, word or sentence and the ability to listen. The problem that students often face is that students have the ability to speak English but cannot pronounce it correctly. In other words, the ability of students with language is still at the competency stage not yet at the performance stage. Although English has become a compulsory subject in the world of education, a few students are not skilled in speaking because these speaking skills include some of the more complex aspects of language.

Based on observations made by researchers, researchers found 3 main problems in the speaking class, namely the first problem students have low confidence. When the teacher asks the question, only a small percentage of students answer. Even students are only silent when the teacher asks about lessons or materials that have not been mastered. Similarly, when students are expected to speak in front of the class, they still do not dare. Teachers must be a little pushy and persuade students to be willing to express their opinions. Student inactivity is one of them because the teacher is still applying to the teacher learning center, where the teacher becomes the center of learning so that students become less active.

The second problem is the students' speaking ability in terms of language and non-language. In terms of language, there are still many students when speaking does not pay attention to the accuracy of language style, word structure, intonation and word choice. Most students still use

the mother tongue which signifies that the vocabulary that students have is still lacking. This makes students hesitant to speak, less fluently and stammering when speaking, even saying words repeatedly because of the limitations of the vocabulary. This causes the listener to lack understanding of what is conveyed by the speaker. In terms of non-language, there are still many students when speaking gestures and mimicry are not right, the eyes are still not directed, the attitude is still stiff, their voice is not as loud as the person who is whispering, and has not mastered the topic being talked about.

The third problem is that the teacher still dominates the learning process with his lecture methods and the teacher continuously introduces English patterns and expressions without going through the right context or situation and is not followed by practice and application or practice of listening. Student interaction activities are very lacking. Therefore, the improvement of speaking skills is not optimal. In addition, students are accustomed to learners who are explanatory that ends with completing the task. Teachers are less activated students so students are not trained to skillfully speak. Surely this causes students to lack the motivation to skillfully speak. The teaching methods applied by teachers have not varied just questions and answers, dialogue, and storytelling. The learning process will be easier if students are actively involved in learning, including speaking to channel ideas, thoughts, and/or suggestions.



To solve these problems, there must be suitable techniques that must be used to improve students' speaking skills. Improving their speaking skills is not a simple thing. They need a lot of practice to be able to master speaking skills. So, the techniques used should attract and motivate them to talk more in the speaking class. One of them is by using a Conversation Diary. Conversation diary is a strategy of teaching to speak with students by first writing the main idea on the booklet in accordance with the topic given by the teacher. This is as stated by Fadilah that diary conversation is a method used to hone students' ability to write certain topics and communicate them in English actively. She also added that the use of diaries can help students prepare to communicate verbally and is very effective for evaluating.<sup>6</sup>

Tahir in Fadilah points to other research related to writing as a strategy. The use of writing as a medium in communication can improve students' speaking ability in terms of accuracy, fluency and understanding. EL-Koumy stated in the effect of dialogue study journal writing on EFL students' speaking skills that by writing dialogue journals can help students speak English more expressively without hesitation.<sup>7</sup>

In the implementation of conversation diary strategy students learn a variety of skills in the classroom and strategies for listening, writing, and reading. They can definitely talk in class. When Students doing the

---

<sup>6</sup> Netti Rosiana Fadila, "A Conversation Diary : A Teaching and Learning Speaking Media", Intensive Journal, Vol.3, No.2, October 2020, pp.32

<sup>7</sup> Ibid.....,p.35

practice of speaking English students will be shared booklets by teachers and students are asked to write down their ideas according to the given topic. In this process students are allow to dig up as much information as possible related to the topic that has been given either through books or from teachers, but they are not allowed to cheat on the work of their friends. Then students one by one come forward to be interviewed by teachers related to the topic they wrote without bringing a booklet that was shared.

Conversation Diary provides some activities that help students' preparation to achieve the target language. First, students gained more vocabulary, dictions, and information through books or informants. The students wrote without any boundaries. Yet, it makes them more enthusiastic in writing. Second, the students got an interview on their Conversation Diary writing. Having an interview helps the students become accustomed to speaking to others. Moreover, they decreased their anxiety. As a result, Most of the students felt confident when they were speaking English in front of class though without any preparation. Thus, the students were active giving opinions, suggestions, and became more creative in expressing their ideas.<sup>8</sup>

Therefore, the use of this strategy is believed to increase students' motivation in learning. So the researcher is interested in conducting

---

<sup>8</sup>Ria Anugrah Prasanti, Lazim Muzzamil, Oktavia Widistuti, “ The Use of Conversation Diary in enhancing students' English speaking skill”, journal of education research and evaluation, Vol 4, No.2, Tahun 2020, pp. 213



research on the implementation of Conversation diary to improve students' speaking ability at eleventh grade of MA NW Wanasaba in academic year 2021/2022.

## **B. Subject of Action**

The subject of this study is students of class XI-Science at MA NW Wanasaba, in the academic year 2021/2022. There Are 24 students with 16 female and 8 male who have different characteristics, there are students who like to have fun and play alone, there are students who like to chat with their seatmate when teaching and learning activities so that classes become rowdy, there are students who really do not like English subjects. In addition, there are those who feel insecure so that the student does not dare to express his opinion for fear of being wrong. With such differences in student characteristics, it can also affect their learning outcomes, especially in materials that focus on speaking skills. Students' speaking skills are categorized as low. This is seen from the inactivity of students and mastery of vocabulary that is less capable so that students are reluctant when asked to concentrate on their work results or respond to questions thrown by teachers.

## **C. Statement of Problems**

Based on the background of research above, the statement of problems is can the implementation of conversation diary improve the

students' Speaking Ability at eleventh grade of MA NW Wanasaba, in the academic year 2021/2022?

#### **D. Objectives of Research**

The objective of the present research is to find out the improvement of students' speaking ability through the implementation of conversation diary at eleventh grade of MA NW Wanasaba, in academic year 2021/2022.

#### **E. Significance of the Research**

The researcher expects that this research can provide some significance to the quality of the teaching and learning English as follow:

##### **1. Theoretical Significance**

This study is expected to contribute to the advancement of knowledge, particularly in the area of teaching Speaking, particularly through the use of the conversation diary strategy.

##### **2. Practical Significance**

###### **a. The students**

They are supposed to communicate more effectively in English. It means they will be able to communicate effectively utilizing proper language, vocabulary, and pronunciation.

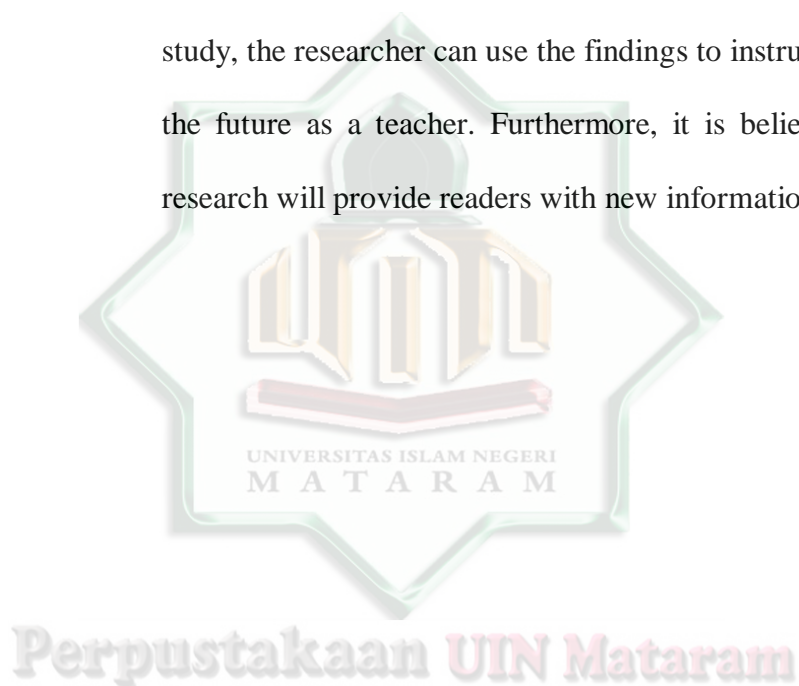
###### **b. The teacher**

The findings of this study can be utilized to provide

feedback to teachers on how to provide and support teaching materials.

c. The researcher

The researcher gains valuable experience from this research that can be used to perform better action research in the future. Because the researcher gains useful experience while doing the study, the researcher can use the findings to instruct students in the future as a teacher. Furthermore, it is believed that this research will provide readers with new information.



## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

#### **F. Review of Literature**

##### **1. Review of Previous Studies**

There have been several previous studies related to this research. The first is a study conducted by Neti Rosiana Fadilah entitled "A Conversation Diary: A Teaching and Learning Speaking Media" This research aims to analyze the use of conversational diaries as a learning medium. This research is a Class Action (CAR) study conducted in 3 cycles. Each cycle begins with assessing class problems, and continues with planning, action, observation, and reflecting. This research proves that Conversation Diary can improve students' learning ability. Better speaking skills and help reduce student anxiety. The population in this study was a business management student at the Indonesian Academy of Conservation and Management (ASMI) Citra Nusantara in Banjarmasin. The sampling technique used is random cluster sampling, where researchers choose 1 class from 4 business management classes semester 2 at ASMI Citra Nusantara in Banjarmasin For the 2019-2020 School Year. The data collection was carried out by direct observation techniques through interviews and also looked at the development of student speaking test results that became a sample of 17 students at the end of each cycle. The use of conversational diaries for students in this study was considered quite effective even though the grades did not reach 80% with an average success rate of 60%. It is assessed because of the period of observation and observation in one period of 1 month. The use of effective conversational diaries to review and evaluate students

is not only for their skills.<sup>9</sup>

The similarities between these two studies focused on improving speech skills, in designing research that applied Classroom action research (CAR), in sampling using random sampling while in data retrieval was carried out by direct observation, tests, and interviews. While the present research in data retrieval only uses observation checklist, test and documentation. In addition, in previous studies using 3 cycles while in the current study using 2 cycles.

The second study was done by Annisa Najiyah Aulia entitled “English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student”. The goal of this study is to determine the impact of an English daily conversation program on students' speaking abilities. This study used a quantitative method with a pre-experimental research design that included both a Pre-Test and a Post-Test as data collection instruments. The study took place at Serang-Nurul Banten's Ilmi Darunnajah 14 Islamic Boarding School. Purposive Sampling was used as the sampling technique, with one class of 7th E grade being chosen as the sample. The data was statistically analyzed using the t-test. The mean of the students' Pretest was 59.85, while the mean of the students' Post-Test was 7.2, according to the findings of this study. The statistic calculation revealed that  $t\text{-calculation} (t_{cal}) > t\text{-table} (t_t)$ , with  $t\text{-calculation} (t_{cal}) =$

---

<sup>9</sup> Netti Rosiana Fadila,” A Conversation Diary...p.40-45

4.03 and t-table (tt) = 2.093 with a significant (0.05) difference, indicating that t-cal was higher than tt. As a result, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. These findings suggest that the English Daily Conversation Program improved students' speaking abilities.<sup>10</sup>

The researcher found similarities and differences from the study. The similarity of the two focuses on the student's speaking ability. While the difference between previous research and this research is the research method used quantitative research, daily conversation as a method to teach speaking, and the object of research are 29 students of seventh grade of Nurul Banten's Ilmi Darunnajah 14 Islamic Boarding School. While this study used classroom action research (CAR) and applied conversation diary methods in teaching speaking, the study also took 29 students in eleventh grade in MA NW Wanasaba.

The third research was conducted by Ria Anugrah Prasanti with the title “The Use of Conversation Diary in Enhancing Students’ English Speaking Skill “This study examines the use of Conversation Diary as a strategy for improving students' English speaking skills and uncovers a decrease in students' anxiety when speaking in English. This study is completed in two cycles of Classroom Action Research (CAR). Each cycle begins with an assessment of classroom issues and

---

<sup>10</sup> Annisa Najjah Aulia, Muhammad Sopian Hadi, Lidyatul Izzah, “English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Students”, *Ethical Lingua*, Vol.8, No.1, 2020, pp.80-81

progresses through planning, acting, observing, and reflecting. Each cycle consists of four meetings. A total of 30 students took part in this study. They were subjected to the Conversation Diary treatment for eight weeks. The first and second tests were used to collect numerical data, while the interview, observation checklist, and questionnaire were used to collect verbal data. Cycle 1 had failed, according to the findings. It was because most students' vocabulary and grammar comprehension remained low, owing to insufficient length and frequency of time. On the other hand, it is discovered that the students' behavior has changed based on verbal information data. Cycle 2 is, however, still required. Cycle 2 revealed that students' behavior had improved. Test 3 resulted in a minimum score for the students. In conclusion, this study found that Conversation Diary can help students improve their speaking skills while also reducing their anxiety. It would produce better results if given enough time.<sup>11</sup>

Based on the researcher's analysis, it can be found the similarity and the difference, both research are focusing on improving speaking skill by adopting classroom action research (CAR) as the research method. Meanwhile the difference from this study lies from the research instruments used by researchers where researchers previously used interviews, observation checklists, and questionnaires while present research uses observation checklist, test and

---

<sup>11</sup> Ria Anugrah Prasanti, Lasim Muzammil, Octavia Widya Astuti, "The Use"..... pp.209-210



documentation.

## **2. Theoretical Framework**

### **a. Speaking Ability**

#### **1) The nature of speaking**

It is well known that speaking is a basic ability that a person must have in order to be able to communicate. In English the ability to speak is used as a benchmark whether a person is an expert or not in the language. According to Cameron in Armita Speaking is the way humans act in this world and the means or means or means to understand those actions.<sup>12</sup> So speaking is a very important thing for people to be able to understand each other. In addition, the understanding of speaking is also widely conveyed by linguists. Speaking, according to Tarigan in juliani, is the ability to produce sounds or words to encourage or convey ideas or feelings. Talking is an interaction that occurs verbally between two or more people to exchange information and exchange ideas.<sup>13</sup> In addition, speaking is a two-way communication that is carried out by a group of people to

---

<sup>12</sup> Yeyen Armita, “ Students’ Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMAN 2 Kaur Bengkulu, (*Thesis*, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies(IAIN) Bengkulu, 2019), pp

<sup>13</sup> Sri Wahyuni, Fitri Yulianti, “The Use of Guessing Games to Improve Students Speaking Skill”. Pp.15



convey and receive messages simultaneously.<sup>14</sup> While Kayi in Latifa speaking refers to the act of expressing oneself in a particular situation or activity.<sup>15</sup>

Speaking is especially important for people who want to share their thoughts, opinions, or feelings with others.<sup>16</sup> It means that speaking is the most significant aspect of language when it comes to expressing or conveying ideas and other information to the listener. People also need the ability to communicate to engage in cooperation with others. There are many considerations to be made when speaking. Behavior that is not solely related to what is being spoken or what language is being spoken is not only what our work is, but also with whom we work.<sup>17</sup>

Speaking is a language activity performed by humans in the life of language after listening. That is then man learns to pronounce and is finally able to speak based on the sounds he hears. Speaking is one of the talents of the English language, and it refers to the ability to communicate with others. In a simple way speaking can also be used to express

---

<sup>14</sup> Diahshih Pratiwi, Candraning Prihatini, “ Problems and Difficulties of Speaking at Muhammadiyah Lampung University Students in Covid Pandemic” Vol.2, No.1, June 2021,pp.41

<sup>15</sup> Latifah Turuhi, “Improving Student Reading Ability Using Turn-Taking Strategy at The Tenth Grade Students of MAN 1 Mataram In Academic Year 2019/2020”, (*Thesis*, Faculty of Education and Teacher Training, State Islamic University of Mataram, 2020), pp. 28

<sup>16</sup> Shima Ghiabi, M. A.,. “ Investigating The Effect of Story Retelling Technique as a Close Task Versus Story-Completion as an Open Task on EFL Learners’ Speaking” *International of English and Education*, Vol.3, No.3, July 2014, pp. 19

<sup>17</sup>Yeyen Armita, “ Students’ Perception....., pp.65

feelings. Something has a deep meaning and sentence. Speaking is a necessary skill for many jobs. Grammar, vocabulary and other elements are included. Pronunciation, fluency, and understanding are all important.<sup>18</sup> Therefore, the speaker and the listener must both master these elements so that the communication carried out can run smoothly.

From the above presentation, it can be concluded that speaking is a basic human need as a means to interact with others. By speaking, humans can express their ideas and thoughts.

## 2) Components of speaking

According to Harris in Kurniai et al., speaking skills consist of five components: understanding, grammar, vocabulary, pronunciation, and fluency.<sup>19</sup>

### a) Comprehension

With a regular speed of speaking, understanding is quite complete. The ability to understand anything, in this case speaking skills, is referred to as comprehension. It would be easier for us to understand other components of the dialogue if we had mastered the discourse. This means that students must understand what they are going to say.

---

<sup>18</sup> Ainni Nurillah, Ayu Indari, "The Effect Using Story Completion on Students' Speaking skill To Eleventh Grade Students of SMK Swasta YPIS Maju Binjai", Journal Seruni Bahasa Inggris, Vol.13, No. 1, Maret 2021, pp. 2-3

<sup>19</sup> Azlina Kurniati, Eliwanti, Novitri, "A Study on .....pp. 4

b) Pronunciation

The way language is spoken is referred to as pronunciation. When teaching English, a teacher should make sure that their students understand what they are saying. Students must be able to express themselves freely.<sup>20</sup>

c) Vocabulary

Vocabulary is a fundamental component of language that is essential for understanding and production. Students can communicate verbally and in writing. Write thoroughly while ensuring that you have enough information. As a result, at first, they invest a lot of time and effort to achieve a high level of education. The expression of Meaning must be understood by the student.

From the bottom to the most profound and advanced. In addition, because of their language skills over time, students learn more than just the basics of the subject. not only in terms of the meaning and shape of the word but also in terms of understanding how to use it correctly in various circumstances and situations.<sup>21</sup>

---

<sup>20</sup> Buana Mutiara Santeria, “ The Influence of Story Completion Technique Toward Students’ Speaking Ability at the First Semester of the Eight Grade of SMPN 19 Bandar Lampung in the Academic Year of 2017/2018” ( *Thesis*, Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University, 2018), pp.24

<sup>21</sup> Nurmala Dewi, Jimmi, “ The Correlation Between Vocabulary Mastery and Self Esteem on Students’ Speaking Skill”, Wanastra, Vol.10, No.1, Maret 2018, pp. 80

d) Fluency

In language learning, speaking fluency is the first and most important goal. Fluency is an important factor in evaluating the ability and proficiency of speakers in the speaking class. According to Koponen and Riggenbach in Diyyab "In terms of language assessment, fluency is analogous to speech consistency, fluency, or budget without excessive gaps or distractions".<sup>22</sup> In addition Piskhar in Karimy states fluency, however measured as syllables spoken per minute, the length of the run (the number of syllables spoken between pauses), and the number of pauses.<sup>23</sup>

e) Grammar

To build the correct sentences in the conversation, students must learn grammar. Grammar is a description of a language system that shows how we order words in sentences, combine them, and change the shape of words to change their meaning. Grammatical unity also shows the right way to achieve proficiency in a language, both orally and in writing. A person who has mastered grammar will be able to organize words in phrases, use the correct

---

<sup>22</sup> Eman Aly Diyyab, et.al, "Using a Multimedia Based-Program for Developing Students Teachers' ELF Speaking Fluency Skill", Faculty of Education, Benha University, 2013, pp. 6

<sup>23</sup> Sakineh Karimy, Kian Pishka, "The Relationship among ELF Students' Speaking Accuracy and Fluency and Teachers' Oral Skill Class Presentation" Journal of Applied Linguistics and Language Research, Vol. 4, No.1, 2017, pp. 49

tenses, and so on. As a result, grammar is one of the necessary components for building good sentences.

### 3) Teaching speaking

According to Douglas Brown Learning and teaching are closely related. Teaching is the process of guiding and facilitating learning, as well as enabling and facilitating learners to learn how to do things, provide direction and provide understanding.<sup>24</sup>

Teaching consists of leading, assisting, and enabling students to learn, as well as setting conditions for learning. This means that teaching is an action or process that helps students in acquiring knowledge of environmental systems. Instructional objectives, materials provided, policies, facilities, teachers, and students form an environmental system.

In general, speaking is a very complex and dynamic talent that requires simultaneous activation of various cognitive, body, and socio-cultural processes and activation of speaker knowledge and skills in real-time. As a result, it is very important that speaking is taught explicitly in school because students' speaking will go through a series of activities that are not the same as learning knowledge,

---

<sup>24</sup> Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: San Francisco State University, 2006), pp. 28

abilities, and speaking tactics.<sup>25</sup> In addition, speaking is a form of communication in which a person communicates what is on one's mind to others. Speaking, in other words, can be defined as giving direct responses to persuade others to do something, to clarify ambiguous situations, and to communicate views, feelings, and so on.<sup>26</sup>

Speaking is an important component of learning and teaching a second language. Although important, the fact that teaching speech has been devalued over the years, and English teachers only teach speaking as an exercise or memorization of dialogue. However, in today's society, the purpose of teaching speech must be to improve the communicative ability of students, because only then will students be able to express themselves and learn how to adhere to the social and cultural rules that apply to any communicative situation.<sup>27</sup>

Juliani stated in her research entitled "improving students' speaking proficiency by using story completion method "where language serves as a means of communication

---

<sup>25</sup> Anne Burns, " Concept for Teaching Speaking in the English Language Classroom", *Journal Language Education and Acquisition Research Network Journal*, Vol.12, No.1, January 2019, pp. 2-3

<sup>26</sup> Elisa Rahmawati, "Getting EFL Learners to Speak: Obstacles and Solutions ( A Case Study of Fourth Semester Students of TBI of IAIN "SMH" Banten", *LOQUEN*, Vol.9, No. 1, (January-June) 2016, pp. 22

<sup>27</sup> Haiye Kayi, " Teaching Speaking : Activities to Promote Speaking in a Second Language ", *The Internet TESL Journal*, Vol.12, No.11, November 2006, pp.

in general.<sup>28</sup> As a result, when teaching a foreign language such as English, emphasis is placed on making it easier for students to communicate, either through spoken or written means. The use of English as a second language (ESL) or a foreign language (EFL) in spoken communication is undoubtedly one of the most common but very complex activities to consider when teaching English, especially since we live in a time when speaking English fluently has become a requirement, especially for those who want to advance in a particular field of human endeavor.<sup>29</sup>

In English classes teachers should lead students to be able to understand the material they learn independently, but the fact is that teachers still use conventional methods in the teaching and learning process. As Muhammad said "English classes still shape student behavior to be dependent on lecturers and less autonomous".<sup>30</sup> Therefore To make students able to adjust to the educational needs in the 21st century, the situation established in the autonomous learning skills promotion class is necessary.<sup>31</sup>

---

<sup>28</sup> Ratni Juliani, "Improving Students' Speaking Proficiency by Using Story Completion Method at Tenth Grade of MA At-Tahzib Kekait in Academic Year 2019/2020", (*Thesis*, Faculty of Education and Teacher Training, State Islamic University of Mataram, 2020), pp. 11

<sup>29</sup> Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Language and Literature*, Vol.2, No.6, June 2014, pp. 23

<sup>30</sup> Muhammad, "Promoting Students Autonomy through Online Learning Media in EFL Class", *International Journal of Higher Education*, Vol.9, No.4, July 2020, pp. 320

<sup>31</sup> *Ibid.* 322



Teaching refers to the activities of teachers who provide materials, knowledge, and skills to students at a specific time and location.<sup>32</sup> Thus the teacher must serve as a guide, teacher and facilitator. In the context of teaching speech as said by Byrne in Muklas, Speaking is a two-way activity including productive and receptive comprehension skills between speaker and listener.<sup>33</sup> This means that when the speaking activity is ongoing, there is a process of giving and receiving information between two or more people using language that they understand and have agreed upon in their religion and culture.

Based on the explanation above we can conclude that to teach speaking skills a teacher must have qualified skills and have various methods and ways to teach and a teacher must be able to cultivate learning motivation for students.

#### **4) Problems in teaching speaking**

It is clear that English teachers have barriers when it comes to teaching speech especially to EFL students, both from the mistakes of the teacher himself and the problems faced by students.<sup>34</sup> Based on the problems there are several that often arise, including; lack of self-confidence, lack of

---

<sup>32</sup> Muhammad Mukhlas, “ Talking Chips Technique to Teach Speaking”, Journal of English Language Education and Literature, Vol.2, No.1, 2017,pp.59

<sup>33</sup> *Ibid*.....,pp.60

<sup>34</sup> Qismullah Yusuf, Zuraini,” Challenges in Teaching Speaking to EFL Learners”, English Education International Conference, November 2016, pp. 543



motivation, lack of idea and mother tongue.<sup>35</sup>

a) lack of self-confident

Students' loss of confidence is often considered to arise when they realize that their conversation partner has not understood them or when they do not understand other speakers. In this case, they prefer to remain mute while others speak, indicating that the student lacks confidence in their ability to communicate. In addition, students also think that their English is bad and feel that they cannot speak English well. Therefore, this is where the role of the teacher is needed, the teacher must be able to foster confidence and also motivate students so that he continues to learn.<sup>36</sup>

b) Lack of motivation

Motivation is essential to achieving success in any endeavor, including learning something new. A learner needs motivation when learning a new language because it encourages him to try new things and improve his understanding. A motivated learner wants to succeed. As a result, if he didn't have it, he would very likely fail to do What to say means that students are poor in vocabulary and

---

<sup>35</sup> Endang Kusri, "Teaching Speaking for Senior High School Students Using Cooperative Learning (Think-Fair-Share)", *Journal Aktive*, Vol 18, No.3, Juni 2012, pp. 2

<sup>36</sup> Ahmad Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", *International Journal of Humanities and Social Science Invention*. Vol.5, No.12, Desember 2016, pp. 96

structure, students don't have enough vocabulary so they can't say anything. What must be said is that students are poor in vocabulary and structure; students do not have enough vocabulary so they cannot say anything.<sup>37</sup>

c) Lack of idea

Lack of ideas means that students have no topics to talk about or topics to talk about that are less interesting for students to talk about. As revealed by Turuhi in his thesis which discusses speaking states that must be spoken means that students are poor in vocabulary and structure, students do not have enough vocabulary so they cannot say anything. Therefore teachers should look for topics that are appropriate for students and improve the ability to memorize vocabulary for students.

d) Mother tongue

Mother tongue refers to a student's ability to communicate with other students in the language they speak on a daily basis, such as Indonesian, Sasak, or Balinese. Even if they have good ideas, they prefer to communicate in their native language because it is more convenient for them. In fact,

---

<sup>37</sup> Aulia Putri, "Low Motivation in Learning Speaking" Journal Anglo-Saxon, Vol.7, No.1, Mei 2016 ,pp. 16

their friends in the group were disadvantaged as a result of their use of their mother tongue.<sup>38</sup>

Another theory was put forward by Brown in musliadi: there are various conversations about problems that arise from within the student, such as how they make language. When it comes to teaching speaking, challenges are often encountered. Native language, age, ego identity and language, motivation and desire to speak well are all issues to consider.<sup>39</sup>

#### (1) Native language

Native languages tend to have difficulty speaking because they have different linguistic aspects to them, making it difficult to understand the information or meaning of their friends. Linguistics differs from L1 in this situation, and it is the most important aspect in speaking success.

#### (2) Ages

Under the age of puberty, children have a good possibility of sounding like a native speaker. While adults will almost certainly retain a foreign accent after puberty, there is no specific benefit attributed to age. If all other conditions are

---

<sup>38</sup> Muhammad Isla Janin Ibrahim, "The Students Speaking Ability at MAN 1 Mataram: A Comparative Study Between MIA(Matematika dan ilmu alam) less and IIS(ilmu-ilmu Sosial) Class in Academic Year 2019/2020", (*Thesis*, Faculty of Education and Teacher Training, State Islamic University of Mataram, 2020), pp. 23

<sup>39</sup> Musliadi, "The Problems of Teaching Speaking With Respect to the Teaching Methodology: Task-based Language Teaching" *Etica Lingua*, Vol.3, No.1, February 2016, pp. 76

equal, a fifty-year-old can be as successful as an eighteen-year-old, but each stage of life has its own characteristics that can provide an issue when teaching speaking.

Based on the foregoing, it can be concluded that teaching language is inextricably linked to the age of students, which influences the students' own characteristics. There is some individuality in every age that might promote educational processes, but it can also be a difficult impediment in teaching. It can be predicted by keeping track of the students' ages and devising a teaching formula for each age group.

### (3) Identity and Language ego

The viewpoint demonstrates that in a speaking lesson, students' attitudes are quite essential. Students with a positive mindset will have an easier time mastering their speaking skills. On the contrary, students with a negative attitude would find it more difficult to achieve the speaking class aim. Students that have a positive attitude are more likely to accept speaking material. It will be a major issue if the teacher is unaware of the relevance of students' identification and language ego.

### (4) Motivation and concern for good at speaking skill

Some students are unconcerned with their speaking abilities, while others are. The level to which learners' intrinsic drive motivates them toward development will likely have the greatest impact of all six elements listed. According to Brown, when desire and concern are high, the necessary effort is exerted in the pursuit of goals. It indicates that when it comes to training speaking, motivation is crucial.

The teacher has no choice but to try to reawaken the students' motivation. The issue is that motivation is a difficult concept to grasp. A cluster of factors that energizes and directs behavior is referred to as motivation. The issue here is how to increase students' intrinsic as well as extrinsic motivation. Furthermore, because each student has unique characteristics, a variety of tactics and approaches are required to maintain interest.<sup>40</sup>

## **5) Activities to promote speaking**

According to Hayriye Kayi, there are several activities that promote speaking.

### **(1) Discussion**

---

<sup>40</sup> Somsri Chonkpensukleret, "*Motivation Towards Speaking English Outside the Classroom*", (Language institute: Thammasat University, 2011), pp.6

Discussions might take place for a variety of reasons. In their discussion groups, students may try to reach a conclusion, share thoughts about an event, or find solutions. The aim of the discussion activity must be established by the teacher prior to the discussion. As a result, the conversation points are relevant to the aim, and students don't waste time conversing with one another about other topics. Students are able, for example, participate in agree/disagree conversations. In this style of debate, the teacher can divide the students into groups of four or five, and present contentious statements such as "people learn best when they read vs. when they travel." After that, each group works on their assigned topic.<sup>41</sup>

## (2) Role play

According to Keneth in Krebt, role play can be described as the way a particular type of student acts in a given situation. Disparities in the identifying role that can be regarded as role conflict when it does not match for a person or by others. Role playing as a method of teaching is the purposeful practicing and discussion of the role in a group. The challenge might be briefly acted

---

<sup>41</sup> Haiyiye Kayi, "Teaching Speaking: Activities to Promote Speaking ....., pp.

out in class so that the students can identify with the characters.<sup>42</sup>

### (3) Simulation

According to Jones in Angelini and Carbonell, simulation is an activity in which players are assigned tasks and provided enough information about the problem to complete those tasks without having to act or manufacture important facts.<sup>43</sup> Meanwhile Madsa states a simulation occurs when a person is placed in a scenario and is directly responsible for the changes that occur as a result of their choices. In business simulations, students can establish a corporation, for example. With the use of virtual environments, business students can start a company, have meetings, negotiate, and present products. Problem-solving abilities, cause-and-effect relationships, and decisions provide the user with a sense of purpose in their quest to solve the real-world problem they are "playing with." Simulations are in the works, a lab experiment in which the students are

---

<sup>42</sup> Dea Mizhir Krebt, "The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students", *Journal of Language Teaching and Research*, Vol.8, No. 5, September 2017. Pp.865

<sup>43</sup> M Laura Anjelini, Amparo Garcia-carbonell, "Developing English Speaking Skill Through Simulation-based instruction, *Teaching English with Technology*, pp. 6

the participants.<sup>44</sup>

#### (4) Information gap

Kayi in Afrizal mentioned Information gaps are learning activities in which each student is responsible for working with his or her partner. Certain information is available to one student but not to the other. Each student has their own set of facts. Students must exchange information in order to finish the missing one or fill in the gap in this manner. In other words, Information gap activities are beneficial for problem-solving and data collection. By interacting and taking turns, each partner must be engaged in asking questions and delivering answers. The allocated task of filling up the gaps in the missing material can only be fulfilled if both partners interact actively in English.<sup>45</sup>

Then, the advantages of the information gap are in the speaking class, students get the opportunity to talk or communicate with their peers for a variety of reasons. Because they need to finish their exercises. As a result, this activity can be effectively employed as a way to raise students' capability in initiating a

---

<sup>44</sup> Taksurya Madsa” Motivating Student’s Speaking Skill Through Simulation in English for Specific Purposes”Luang University International Conference, 2012, pp. 3

<sup>45</sup> M Laura Anjelini, Amparo Garcia-carbonell,” Developing English Speaking....., pp. 5



conversation between them and to improve students' speaking skills. Then, in order to create an enjoyable learning environment, teachers must be actively involved in students' speaking activities.<sup>46</sup>

#### (5) Brainstorming

Brainstorming is usually a group practice in which students are encouraged to focus on a free flow of ideas. The goal of brainstorming is to come up with as many ideas as possible within the time limit set in the classroom. The resulting ideas are not reviewed until the work is completed, which results in various concepts. While not all ideas are made valuable, they can serve as a stepping stone to more useful ones. ESL teachers can utilize brainstorming activities to encourage students to express their thoughts on a particular topic or question with each other.<sup>47</sup>

According to Isaksen di Hamideh, the term "brainstorming" has several different connotations. To begin with, it simply refers to getting together and talking casually to come up with some ideas, as well as motivating students to complete productive work.

---

<sup>46</sup> Rini Fenta Almira, Zufadli Aziz, Mira Erdiana, "Information Gap in Teaching Speaking", *Research in English and Education*, June 2017, pp.132-133

<sup>47</sup> Nurseha Umina, Pollen Bearingeb, "Brainstorming as a Way to Approach Students-centered learning in the ESL Classroom", *Procedia-Social and Behavioral sciences*, August 2016, pp.606

Second, it is a tool for generating ideas, and it is one of the most well-known techniques for productive thinking.<sup>48</sup>

#### (6) Storytelling

Zuhriyah revealed in her research about speaking "Storytelling is retelling a story after reading or hearing using the words of the storyteller themselves based on their understanding of the story". Storytelling is a teaching method where students are asked to retell the content of the story using various word constructions when interacting with storytellers and listeners.

Storytelling is an important component of casual conversation and the universal function of language.

Students can develop listening and speaking skills in a fun and participatory way by using storytelling. When a teacher tells a story to his students, he communicates with them, comforts them, and imparts knowledge to them. In addition, many students still struggle when they have to speak in front of the class, become confused and lose track of the theme, or even lose their way of thinking, causing their conversations to become

---

<sup>48</sup> Ali Hamideh, Muhammad Rostampur, Seyyed Jamal Abdurrahim Zabeh," The rule of Brainstorming in Enhancing Iranian EFL Learners Speaking Progress and Achievement" Modern Journal of Language Teaching and Methods, Vol.5, No.2, June 2015, pp.157

illegible. One way to solve this problem is to use storytelling, which has proven to be an effective way to improve students' speaking skills.<sup>49</sup>

#### (7) Interviews

Students can interview a variety of people on student topics using rubrics to help them figure out what questions to ask and which paths to take, but they should prepare their own interview questions. Interview activities allow students to practice their speaking skills not only in the classroom but also outside the classroom, which is beneficial in terms of socializing. After the interview, each student can present their research to the class. Students can also conduct interviews with each other and "introduce" their friends in class.

#### (8) Story completion

Story completion is a fun activity, an entire class, free talk where students sit in a circle and finish a story. A teacher began to give a story for this activity, but after a few sentences, they stopped. Then, one by one, each disciple began to tell where the previous one had left off. From four to 10 sentences are expected to

---

<sup>49</sup> Amru bin Ash " Story Telling to Improve Speaking Skill", English Education Journal, April 2016,pp. 198

be added by each student. New characters, events, descriptions, and so on can all be added by students. This strategy helps in the development of students' speaking skills. Children's creativity increases as a result of this kind of instruction; unlike narrative narration, students should utilize their own words in this technique. This is an open assignment, and students are responsible for managing the story and completing it.<sup>50</sup>

#### (9) Reporting

Students are asked to read newspapers or magazines before coming to class, and in class, they report to their peers what they consider to be the most interesting news. Before starting the class, students can also discuss whether they have a decent experience to inform their friends about in their daily lives.<sup>51</sup>

#### (10) Picture narrating

This task is based on a series of photos that must be viewed in order. Students are asked to tell the stories depicted in sequential photos by following the rubric provided by the teacher. The language and structure they need to use when telling can be included in the

---

<sup>50</sup> Salmo J Hukong, "Story Completion: a Technique in Teaching Speaking, Vol.19, No.2, August 2019, pp.8

<sup>51</sup>*Ibid.* pp.8

rubric.<sup>52</sup>

## 6) Assessment of speaking

Speaking skill is an important aspect of the language teaching curriculum, and as a result, it is an important evaluation subject. However, judging speaking is difficult because there are so many aspects that affect our perception of a person's ability to speak a language.<sup>53</sup>

The difficulty of this speaking competence to be mastered is because it involves so many different aspects, including accuracy (which includes grammar and vocabulary), pronunciation, understanding, and fluency. Since speaking is a complex skill in learning and teaching a second language, teachers should choose the most effective way to help students understand further. Because the learning process, assessment, and other aspects are considered more complex than the previous curriculum, some teachers still have difficulty implementing it.<sup>54</sup>

Brown claims that speaking is a useful skill that can be observed immediately and empirically. The accuracy and effectiveness of the test taker inevitably affected those observations, compromising the reliability and validity of the

---

<sup>52</sup>*Ibid.* pp.9

<sup>53</sup> Sari Louma. "Assessing of Speaking", (New York: Cambridge University Press, 2004) pp. 29

<sup>54</sup> Warisatu Jannah, Rudi Hartono, "Students' Speaking Assessment Use By English Teacher Based on the 2012 Curriculum" English Educational Journal, pp.363

oral production exam. According to Brown's theory there are five categories in speaking assessment that will be analyzed by researchers, namely: grammar, vocabulary, understanding, fluency, and pronunciation. Rubrics for evaluation can be found below:

**Table 01.1<sup>55</sup>**

**Speaking score rubric**

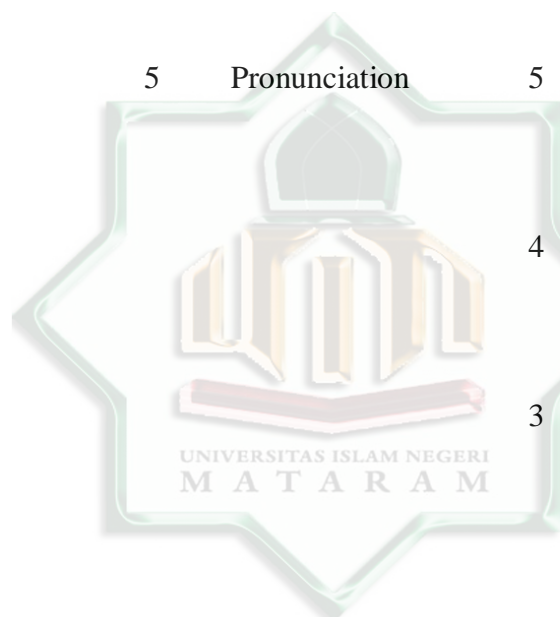
No	Criteria	Score	Description
1	Grammar	5	Produce complete sentence.
		4	Produce some phrases instead of complete sentence with consistent and accurate word.
		3	Produce inconsistent and incorrect sentences/phrases.
		2	Answer mostly in L1 with 1-3 English words/phrases.
		1	Unidentified because of speaking in L1 all the time.
2	Vocabulary	5	Speaks in L2 with accurate English words.
		4	Speaks mostly in L2 with few L1 words.
		3	Produce 4-6 English words.

<sup>55</sup>Netti Rosiana Fadila, "A Conversation Diary : A Teaching and ....., pp.40-45



Perpustakaan UIN Matararam

		2	Produce 1-3 English words.
		1	Vocabulary limitations so extreme as to make conversation in L2 virtually impossible.
3	Comprehension	5	Appears to understand everything without difficulty.
		4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understands most of what is said at slower than normal speed with many repetitions.
		2	Has great difficulty understanding what is said, often misunderstands question.
		1	Unable to comprehend the material so that unable to express/respond the question correctly.
4	Fluency	5	Speaks in L2 very fluently and effortlessly.
		4	Speaks in L2 less fluently due to few problems of vocabulary/selection of words.



5 Pronunciation

- 3 Speaks mostly in L2 with some pauses and hesitancy.
- 2 Speak mostly in L1, tires to speaking but so halting with so many pauses and error.
- 1 Unidentified because of speaking in L1 all the time.
- 5 Speaks in L2 intelligibly and has few traces of foreign accent.
- 4 Speaks mostly in L2 intelligibly with mother tongue accent.
- 3 Speaks mostly I L1, but produces 1-3 English words and pronounce them in intelligible mother tongue accent.
- 2 Speaks mostly in L1, but produces 1-3 English words. Needed some repetition in pronouncing the words to understand them.
- 1 Unidentified because of speaking in L1 all the time.

**Criteria for score:**



1= poor

2= Fair

3= Average

4= Good

5= Very good

## **b. Conversation diary in teaching speaking**

### a) Definition of Conversation Diary

In the Oxford dictionary it is written that a conversation is two or more people speaking where their thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information are exchanged.<sup>56</sup> While one way to have the student prepared is by asking the student to think and write about their idea; it will help them talk easily. For instance, there is diary. It is kind of media to write the students' experience or idea. Diary gives students the chance to tell the story of their current language learning.<sup>57</sup>

Fadilah said that diary conversation is a method used to hone students' ability to write certain topics and communicate them in English actively. She also added that the use of diaries can help students prepare to communicate verbally and is very

---

<sup>56</sup> Oxford, “*Oxford advanced learners' Dictionary*”, (New York: Oxford University Press, 2009) pp. 336

<sup>57</sup>Oxford, R. L., Lavine, R. Z., Felkins, G., Hollaway, M. E., & Saleh, A. (1996). Telling their stories: Language students use diaries and recollection. In R. L. Oxford (Ed.), *Language learning strategies around the world: Cross-cultural perspectives* (pp. 19-34). Honolulu.

effective for evaluating.<sup>58</sup> Conversation diary is an ideal strategy in speaking class because it allows students to communicate by first writing down the underlying idea of the topic they are getting, and it helps them reduce fear and feelings of embarrassment. Students are expected to be more independent and actively involved in teaching and learning activities while using conversational diary strategy. One way to prepare students is to ask them to think and write about their ideas; this will help them speak more easily. For example, there is a diary. This is a type of media used to record a student's experience or idea. Diaries allow students to tell the story of their current language learning.<sup>59</sup>

Keeping a diary also helps students prepare for what they will say, including grammar, vocabulary, and pronunciation. Keeping a language learning diary allows students to become more aware of their strategies at specific times and over time.<sup>60</sup> The use of learning diaries helps students become more reflective. The use of these learning tools seems to be beneficial to them when it comes to providing reasons to support students' point of view. Alonso cites the use of writing as a strategy to improve students'

---

<sup>58</sup> Netti Rosiana Fadila, "A Conversation Diary....", p.48

<sup>59</sup> Oxford R.L.Lavine, et.al, "Language *Learning Strategies Around the World: Cross-Culture Perspective*" 1996. pp. 25

<sup>60</sup> *Ibid*, pp.26

speech skills where diaries perform better in process evaluation and feel more autonomous than those who don't, and it seems that diaries allow students with learning disabilities to reflect on their learning process.<sup>61</sup> Other experts also revealed students can express themselves openly and privately in writing without feeling embarrassed about the nature of their concerns or the limitations of their language. Through the elaboration of their own thinking, writing strategies can help students become better thinkers, who can improve their speaking skills.<sup>62</sup>

The implementation of conversation diary is a strategy of language education that includes setting foreign language practices in the classroom. The goal is to familiarize students with the practice of speaking a foreign language. Every skill, including language skills, requires continuous habits and practice to become more skilled. It is very important to design language practices that promote not only their language skills but also their own beliefs and experiences in social abilities, as well as students' talents, feelings, ideas, and other learning factors.

---

<sup>61</sup> Anderr Canga Alonso” Learning Diaries to Foster Learner Autonomy in Mixed-Ability Groups” TEJUelo, 2011,pp.50

<sup>62</sup> Abdel Salam Abdel Khalek L-Khoi My, Zahra’ Imad Mirjan” The effect of Electronic Dialogue Journaling On Yordanian Basic Stages EFL Students Writing Performance”, May 2018, pp.3

Using the conversation diary of as a strategy can be very beneficial for their progress in learning to speak. This will have an impact on the student's ability to provide appropriate instruction to his friend. It may also be able to encourage interaction among language learners and to shape individual development in terms of the shape and content of the target language. As a result, the language learning environment is important in improving students' speaking skills. The concept of participation in conversation reveals its importance in language learning because it is responsible for language acquisition. Conversation is not a one-way street to obtain language input; instead, it is part of the language acquisition process.

Based on the explanation above, it is possible to conclude that the conversation diary strategy is a set of language education rules and guidelines that encourage an increase in student speech fluency through daily communication. Communication that occurs in everyday life is a student's habit to use English as their speaking language, and the English environment created by everyday conversation methods encourages students to have a positive attitude towards their studies. It can also be defined as an activity in speech or interpersonal communication that expresses

authentic thoughts and ideas between two or more people every day in human life.

- b) The procedure of conversation diary in teaching and learning process

In applying conversation diary, the researcher mentions her procedure of applying this strategy as follow;

(1) Students are given a theme of speaking material by the teacher.

(2) Students look at the English study book for extra material.

(3) The teacher gives the example of speaking about the theme using conversation diary strategy.

(4) The next steps, the students get a booklet of their conversational diaries.

(5) The students are asked by the teacher to write their idea in the booklet based on the material.

(6) Students are allowed to obtain all information related to a given topic through various types of media, such as the book, magazines, and newspapers or directly from informants. Nevertheless, students are prohibited from copying from the internet or cheating on the work of their friends.

- (7) The next activity, the students ask to come forward one by one to practice their speaking skill by doing an interview by the teacher without bringing their booklet.
- (8) The students get some reviews about their mistakes during the interview process in the last part of the second meeting.
- (9) At the third meeting and beyond, students get the same treatment as the first and second meetings but on different topics.

The conversation diary strategy is designed to help students to improve their speaking skills gradually. It also teaches students responsibility in their processes. As a result, students will find it easier to follow the language learning process and of course, to improve their speaking skills.

#### c) Advantages and Disadvantages of Conversation Diary

Conversation diary seeks to introduce students to the practice of speaking a foreign language. Some of the advantages of using conversation diary in improving speaking skills are:

- (1) Fosters a positive learning environment for the English language.
- (2) Increases the student's speaking fluency.

- (3) Provide more exposure and practice over a longer period of time.
- (4) The ability to speak is improving faster than traditional methods.

Based on the explanation above, it can be concluded that the implementation of the conversation diary provides many benefits, especially in terms of improving speech skills. To improve their speaking skills, students must have a good language learning environment and partners with whom they can practice their speaking regularly. Conversation diary can help students improve their speaking skills.

However, there are some disadvantages to using the conversation diary, which will be discussed further

below:

- (1) For students, they need a lot of vocabulary to tell about the topic given.
- (2) For teachers, they must prepare topics appropriate to the student's age, ability, and knowledge.
- (3) The complexity of the data collected can lead to an important level of subjectivity in the interpretation of the data.



(4) Research findings cannot be generalized to all populations.

(5) Techniques tend to be expensive and time consuming.

d) The way to overcome the disadvantages

To address the method's weaknesses, researchers devised the most effective techniques for students to practice their vocabulary before moving on to the learning core. To start the class, the teacher will present ten to fifteen vocabularies. These vocabularies will be given to students before and after learning with the aim that at the next meeting, students will have memorized and become familiar with the daily vocabulary, allowing them to easily apply some of the teacher's vocabulary when using the conversation diary strategy. Provide certain vocabulary at the end of the learning process in the classroom to save time so that activities in the classroom that have been planned in the lesson plan can be completed.

### **c. Indicator of success**

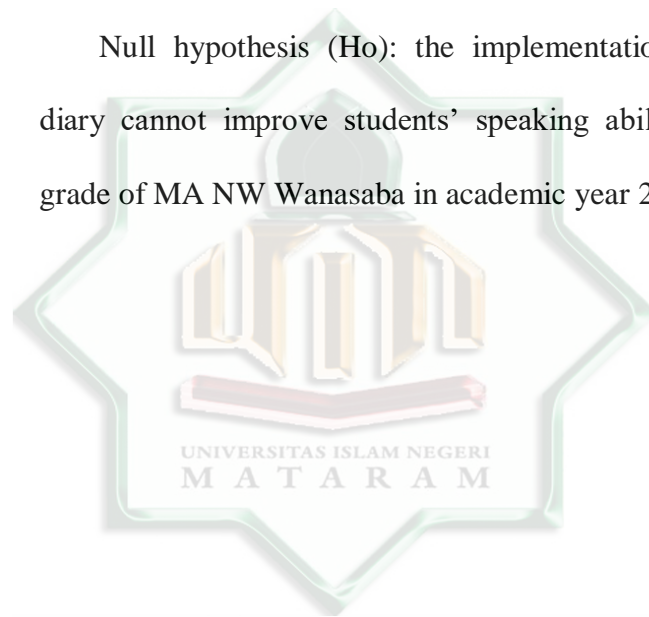
If students received a KKM grade, this study would be considered successful in all categories. At MA MA NW Wanasaba a score of 75 is required to pass an English class. The teacher and researcher anticipated that at least 85% of the students would achieve the KKM passing grade. It indicates that this classroom

action research (CAR) has been effective in assisting the students in developing their speaking skills.

**d. Hypothesis**

Hypothesis alternative (Ha): the implementation of Conversation diary can improve students' speaking ability at the eleventh grade of MA NW Wanasaba in academic year 2021/2022.

Null hypothesis (Ho): the implementation of Conversation diary cannot improve students' speaking ability at the eleventh grade of MA NW Wanasaba in academic year 2021/2022.



Perpustakaan UIN Mataram

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Setting**

This research took place at MA NW Wanasaba located in Wanasaba Village, Wanasaba District, East Lombok Regency, and NTB Province. The subject of this study is the second semester students' of class XI-science in the academic year 2021/2022 which totaling 24 students consisting of 16 female students and 8 male students with specifications material is explanation text. The reason researchers chose this school to be used as a research location is because this school is a place where researchers carried out PPL (*praktik pengalaman lapangan*) activities for 1 month and a half so that researcher has analyzed related teaching and learning activities in the school. So that students who do not have a schedule to study face-to-face spend their time playing social media or playing games. These are based on the observation together with the English subject teacher.

#### **B. Object of the Research**

The object of this study is the student speaking outcomes measured by student grades after the implementation of conversation diary and student activities using conversation diary in the eleventh grade of MA NW Wanasaba, in academic year 2021/2022.

### C. Design of Research

The researchers use classroom action research (CAR) in this study. This type of research conducted in the classroom by a teacher is known as classroom action research. Jean McNiff with Jack Whitehead in their book on classroom action research (CAR) said that action research is research that requires more than just doing activities. This is a type of practice that requires data collection, reflection on actions as presented through data, making evidence of data, and claiming knowledge based on conclusions drawn from validated evidence.<sup>63</sup> Kemmis and McTaggart in Jack Whitehead also said action research is a type of self-reflective investigation conducted by participants in social situations to improve the rationality and fairness of their own social or educational practices, as well as their understanding of these practices and the situations in which they are performed.<sup>64</sup>

In addition, according to Charmen in Anne Burns action research is a reflective process that aims to solve certain teaching-learning problems that have been identified. Action research aims to improve teaching practices and, in the long run, the entire curriculum. To conduct action research, rigorous studies must be conducted in which the problem must be clearly determined, the action plan must be explained and implemented, and finally, an evaluation must be

---

<sup>63</sup> Jen McNiff, Jack Whitehead, "Action Research: Principle and Practice" (London: Routledge Falmer, 2002), pp.71

<sup>64</sup> Ibid.

considered to determine whether the decisions made are appropriate.<sup>65</sup>

Based on the explanation above, researchers conclude that classroom action research is research that can be done by a teacher, researcher, and teacher with colleagues involving a group of students to improve the teaching and learning process or to improve students' understanding of the lesson. Researchers will use the conversation diary method in this study to improve students' speech skills.

According to experts in this field, Kemmis and McTaggart, Action Research typically consists of four main phases of the research cycle. The first cycle can be a continuous or recurring cycle spiral that repeats until the action researcher believes it's time to stop.<sup>66</sup>

The model or the procedures of CAR into four steps according to Kemmis and McTaggart are:<sup>67</sup>

- a. Planning a change
- b. Acting
- c. Observing the process and consequences of the change
- d. Reflecting on these processes and consequences.

---

<sup>65</sup> Anne Burns, "Doing Action.....", pp.1

<sup>66</sup>Stefan Kemis, Robin McTaggart, Rhonda Nixon, "*The Action Research Planner: Doing Critical Participatory Action Research*", 2014 pp. 467

<sup>67</sup>*Ibid.* pp. 467

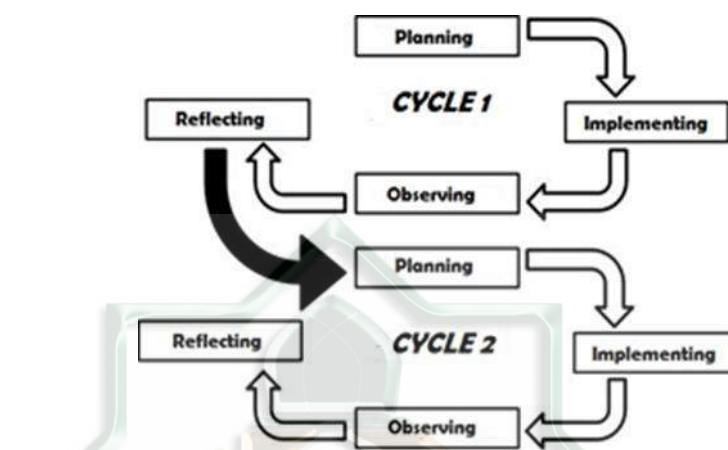


Figure 1

Classroom Action Research Design by Kemmis and McTaggart<sup>68</sup>

Term explanation:

a. Planning

The researcher's cycle of teaching preparation begins with planning. It included the lesson plan, which comprised the instructional objectives to be accomplished, the subject to be taught, the teaching media to be used, and the assignment that will be assigned to the students as a method of evaluation.

b. Action

---

<sup>68</sup>*Ibid.* pp. 468

To solve students' problems, action will be made during the teaching and learning process based on the created lesson plan. The exercise included improvements in practice, individual and cooperative knowledge, and the environment in which the action takes place.

c. Observation

The goal of the observation was to understand more about how the adopted strategy affected the teaching and learning process.

d. Reflecting

Reflecting is the process of examining the data collected throughout each cycle to determine if the next cycle is necessary.

**D. Planning**

The first step before taking action is to plan it out. To improve students' speaking skills, planning is done based on the problem analysis revealed during the initial observations. The planning will be used to create and improve the classroom learning system as a solution during the teaching and learning process.

At the planning stage, the activities carried out by researchers are as follows:

- a. Conduct preliminary observations and interviews with the English teacher in class XI to analyze the situation.



- b. Conducting the cycle into three meetings.
- c. Prepare Lesson plan.
- d. Preparing material for speaking skill.
- e. Conducting pre-test in order to know the students' basic of speaking skill.
- f. Conducting test use conversation diary strategy in the last of meeting in each cycle.
- g. Preparing the instrument for collecting data, such as observation sheet, test, and documentation.

#### **E. Taking action**

To conduct this research, the researcher mentioned her taking action includes three main kinds of process using conversation diary strategy as follows:

##### **a. Initial activities**

- 1) Teacher greets the students.
- 2) Teacher checks the students' attend list.
- 3) Teacher reviews the last material.
- 4) Teacher conveys the instructional goal.
- 5) Teacher explains how to study speaking using conversation diary strategy.

##### **b. Core activities**

- 1) Teacher gives the example of speaking using conversation diary strategy with material today.

- 2) Teacher asks students to memorize the example of speaking based on the material using conversation diary strategy.
- 3) Teacher guides the students to practice speaking using conversation diary strategy.
- 4) The students practice their speaking using conversation diary strategy in front of the class.

c. Closing activities

- 1) Teacher gives feedback to all students.
- 2) Teacher closes the learning program.

**F. Observation**

The purpose of the observation stage is to carefully monitor all student activities during the learning process, as well as the researcher's activity as a teacher during the teaching process. The observer uses a checklist to determine whether the students and teacher are participating in the same activities. When the students complete the activity based on the observation sheet, the observer, as well as the teacher, will assign a score. The observer completed her observation after the teaching and learning activity was completed. The researcher used an observation paper to determine the class situation at the time the action was taken, and he observed and recorded the teaching and learning process. Every cycle will end with observation to wrap up the teaching and learning process.

## **G. Reflecting**

There must be reflection after the observation. The researcher reflects on the use of a conversation diary as a strategy in the teaching and learning process in this section. The researcher will analyze the data collected, namely observation and test, through reflection. The researcher will be able to determine whether the research problem has been solved or not, as well as identify any weaknesses or strengths in the learning process, by reflecting. In this case, the researcher must decide whether to continue the research into the next cycle or to end it. As a result, the reflection's findings will serve as inspiration for further RPP improvement.

## **H. Instrument of research**

Instrument is the general term that the researcher uses for a measurement device. Instrument is a tool for assessing that is designed to obtain data. It refers to how researchers measure, collect, and analyze data. In this study, the researcher used three types to collect the data.

### **a. Observation checklist**

The purpose of observation is to collect information about the ongoing process of teaching and learning that is relevant to the situation of the class. The researcher observes several aspects of the teaching and learning process in this study. The aspects include the activities of the teacher and students in the classroom.

This observation form employs an observation checklist, which include teacher's activities and student activities.

The researcher observed the process of teaching and learning in implementation of conversation diary methods. The aspects of teaching learning process were described as follows:

The teachers' observation checklist is as follows:

**Table 3.1<sup>69</sup>**

No	Activities	Score			
		1	2	3	4
<b>Initial activity</b>					
1	The teacher starts the class				
2	Teacher check students attendance				
3	The teacher gives students motivation and conveys learning objectives in class				
4	Teacher reviews the last material.				
5	Teacher conveys the instructional goal.				
<b>Core activities</b>					
6	Teacher explains how to study speaking using conversation diary strategy.				
7	Teacher gives the example of speaking using conversation diary strategy with material today.				
8	Teacher asks students to memorize the example of speaking based on the material using conversation dairy strategy.				
9	Teacher guides the students to practice				

<sup>69</sup>Ziadatus Sha'adhah, Hobri, and Toto' Bara Setiawan, "Penerapan Metode Role Playing (Bermain Peran) Untuk Mengurangi Kesalahan Siswa Dalam Menyelesaikan Soal Pada Materi Aritmetika Sosial Kelas VII A SMPN 1 Sukowonosu Semester Ganjil Tahun Ajaran 2012/2013," Kadikma 4, no. 2 (2013): 27–38.

	speaking using conversation diary strategy.				
<b>Closing activity</b>					
10	Teacher gives feedback to all students.				
11	The teacher delivers information about learning which will come				
12	Teacher closes the learning program.				
<b>Total score</b>					
<b>Maximum score</b>					
<b>Average</b>					
<b>Category</b>					

**NOTE:**

1: Very less

2: Less

3: Good

4: Very good

**Table 3.2**  
**Points of Category**

Category	Score
Very Good	88-100
Good	75-87
Fair	62-74
Low	49-61
Very low	0-48

To determine the score and category researchers uses this formulation:

$$1. \text{ Percentage of students activities} = \frac{\text{Total score} \times 100}{\text{Score max}}$$

The students' observation checklist is as follows:

**Table 3.3<sup>70</sup>**

**Table observation checklist Students' observation checklist**

No	Activities	Score			
		1	2	3	4
<b>Initial activities</b>					
1	Students answer the greeting well and together.				
2	Students are enthusiastic in following Learning				
3	Students listen and answer questions given by the teacher regarding the material connected with everyday life.				
4	Students listen and understand about learning objectives and process steps learning				
<b>Core activities</b>					
5	Students give their attention when the teacher gives an explanation the roles of conversation diary strategy.				
6	Students give questions when they have not understood well the roles of conversation diary strategy.				
7	Students ask the teacher about the word that they do not know in Bahasa				
8	Students write their own idea about the topic given based on the teachers' instruction				
9	Students present their speaking ability using conversation diary strategy in front of the				

<sup>70</sup>Ibid. pp 38-41

	class while doing an interview which is done by the teacher.				
10	Students ask questions that have not been understood by the teacher well.				
10	Students pay attention when the teacher gives the feedback.				
11	Students can provide related conclusions Theory				
12	Students listen to the learning objectives and material to be presented at the meeting next.				
13	Students feel happy and excited during the learning process takes place.				
<b>Total score</b>					
<b>Maximum score</b>					
<b>Average</b>					
<b>Category</b>					

**NOTE:**

1: Very less

2: Less

3: Good

4: Very good

**Table 3.4  
Points of Category**

Category	Score
Very Good	88-100
Good	75-87
Fair	62-74
low	49-61

Very low	0-48
----------	------

To determine the score and category researchers uses this formulation:

$$2. \text{ Percentage of students activities} = \frac{\text{Total score} \times 100}{\text{Score max}}$$

b. Test

Test simply is a deliberate action or experiment to find out how well something works. In this case, the test refers to a measurement of the understanding of the students related to some speaking materials. The test is used to collect the data from participants to help the researcher know how far the students' speaking ability and their progress in speaking is using the conversation diary method. Hence, the researchers will use speaking practice to get the data in this research. Besides that, in the test, the researcher will give a different topic in every test, for example in the first test the topic is about daily activity.

Speaking practice will be used in both pre-test section and post-test section or before and after implementing the classroom action research which is supported by conversation diary method. Furthermore, in the test section, researchers will use the oral presentation assessment which is adopted from Yenni and Ertin that have mentioned. And the tables below are the students' rubric speaking score and points of category that will be used by the researcher to collect the data.<sup>71</sup>

---

<sup>71</sup>Yeni Rahmawati, Ertin, "Developing Assessment of Speaking" IJEE, Vol.1, No.2, May 2014, pp 202-205



**Table 3.5<sup>72</sup>**

**Students' Rubric Speaking Score**

No ·	Students	Aspect					SS	C
		P	G	V	F	C		
1								
2								
3	Etc.							

**Note:**

P: Pronunciation

Flue: Fluency

Conf: Confidence

G: Grammar

V: Vocabulary

SS: Students Score

C: Category.

**Table 3.6  
Points of Category**

Category	Score
Very Good	88-100
Good	75-87
Fair	62-74
low	49-61

<sup>72</sup> David P Haris, "Testing English as a Second Language" New York: Mc. Graw. Hill Book Company, 1996.

Very low	0-48
----------	------

Then, to calculate the score, researcher used the formula below;

1). Students score  $X = \frac{\text{Individual score} \times 100}{\text{Maximum score}}$

2). Students score average

$$M = \frac{\sum x}{n}$$

**Note:**

X = value

M = Average

$\sum x$  = Sum x value / Result of whole students' score

n = Total students.

The researcher will compare the result with the indicator of success. Then, if the individual score is 70 % means the class is successful, but if the score of the individual less than 70 % means the class is unsuccessful.

c. Documentation

Documentation was the method which was used by the researcher to extract data from the document. During the students' small group discussion, the researcher used documentation such as recording the students' voices in speaking activities and taking

photographs. Aside from that, the researcher observed the data and used a notebook that she brought to each meeting to jot down some of the things she did during the teaching learning process.

## **I. Data Analysis and Reflection**

The researcher used both qualitative and quantitative data to analyze the data. Observation will be used to collect qualitative data, and tests will be used to collect quantitative data. The researcher used descriptive analysis to process the data. This is to describe the success of the teaching and learning process by using conversation diary methods to improve students' speaking ability, and to explain the conditions for improving the achievement of indicators for each cycle. Students' behavior and responses during teaching and learning activities in the classroom are the basis for observation data. The following is an analysis of the observations:

$$\text{Activity percentage} = \frac{\text{total score} \times 100}{\text{Maximum score}}$$

Then the quantitative data will be analyzed using the average that will be obtained from the results of the interviewing test by using conversation diary method in cycle I and cycle II using speaking assessment. The result value of each test will then be analyzed using the following formula:

$$X = \frac{\sum x}{n}$$

Explanation:

X = the mean of the students score

$\Sigma x$  = the total score

n = the number of the students

The results of these calculations are then collected and compared between cycle I and cycle II. The results of the comparison then provide an overview and decide how much the students speaking ability increases by using conversation diary methods.

Furthermore, to know students percentage students who pass the English KKM with a minimum score and the KKM is 75. The researcher uses the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P: the percentage of students

R: the students who pass the KKM

T: the total students

The result of these calculations are then collected and compared between cycle I and cycle II. The result of the comparison then provides an overview and decides how many the students speaking ability improve by using the conversation dairy.

#### **J. Indicator of success**

This research will be categories successful if students passed grade of KKM. The passing grade of English lesson at MA NW Wanasaba is 75. The teacher and researcher expected that there are at least 85% of the students who passed the passing grade of

KKM. It means this classroom action research (CAR) already successful to help the students to improve their speaking ability.



Perpustakaan **UIN Mataram**

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Research Findings

The researcher discussed her findings and presented them in this chapter. The study was divided into two cycles, cycle I and cycle II. The preparation, action, observation, and reflection phases were the same for each cycle. The outcomes of the pre-test, post-test and observation are also included in this study. The purpose of the pre-test is to gauge the students' speaking proficiency before to the start of each cycle. Then, a post-test is administered at the conclusion of each cycle to assess students' capacity to speak while using a conversation diary for the purpose of learning, and data regarding the students' participation in the teaching and learning process while using a conversation diary was gathered.

##### 1. Pre-Test

The researcher began the pre-test Monday 30 May 2022. The test to know the students speaking ability before the implementation of a conversation diary. The test was telling about one topic that given by the teacher in front of the class individually. There were 24 students followed the test. The result of pre-test is shown in the table 4.1.

**Table 4.1**  
**The students' score of pre-test**

<b>No</b>	<b>Students</b>	<b>SCORE</b>
1	A	56
2	DS	60
3	EA	44
4	FA	72
5	FDA	52
6	FAM	52
7	HW	60
8	IPS	56
9	MF	44
10	MKH	52
11	M	48
12	MGT	60
13	MFW	64
14	M	52
15	NWAA	44
16	NK	44
17	NL	56
18	P	68
19	PAA	52
20	RYY	44
21	SR	56
22	SU	52

23	SB	60
24	SW	52
<b>Total score</b>		<b>1.301</b>
<b>Average</b>		<b>54.20</b>
<b>Category</b>		<b>low</b>

The average of the score was calculated below:

$$X = \frac{\sum X}{N}$$

$$\begin{aligned} \text{Average} &= \frac{1.301}{24} \\ &= 54.20 \end{aligned}$$

From the table above the researcher found the result of students speaking ability. Based on the result of pre-test, the average of students speaking ability score was 54.20 in the low of category score. The KKM in the MA NW Wanasaba was 75 and the result showed that no students reached the KKM.

Based on the finding in the pre-test the experienced by the students at MA NW Wanasaba the researcher found the indicator related why students have low category in speaking ability. The students were not enthusiastic in learning English because they still lack of vocabulary. When students did the pre test in front of the class, they were often keeping silent for a long time thinking about the vocabulary that they would convey. The other indicator was the students also still lack of pronunciation as they were unable to spell



the word correctly like “world” became “word” they pronounced incorrectly.

## 2. Cycle 1

### a. Planning

In this part the researcher made planning based on the problem of the eleventh grade students in MA NW Wanasaba. The researcher prepared the students attendance list, prepared lesson plan, the criteria of success, and prepared research instrument such as observation checklist for teacher and for student’s participation in the class during the teaching and learning process using a conversation diary. The researcher also prepared the test for the cycle 1 to know the students’ progress before and after using a conversation diary.

### b. Action

In this part, the planning had made were implemented in cycle 1. The lesson plan was used by the researcher for the teaching and learning process. Cycle 1 was done in three meetings. The first meeting was done on Thursday 2 June 2022 and the last meeting was done on Thursday 9 June 2022.

### 1) First meeting

The first meeting was carried out on Thursday 2 June 2022. The researcher entered the class and greeting the students. The students looked enthusiastic to study. After that the researcher checked the students' attendance list and all the students presented. At the first meeting the class was very quite although there were some noisy students. However, these conditions could benefit the researcher because it would be easier to explain the material to be delivered. Before going to the main activity the researcher explained to students about the topic and media that would be used in teaching and learning process namely using a conversation diary. The researcher did not forget to warm up the students to build their enthusiasm for learning and give them the motivation to learn English better.

The researcher then gave students several question related to the material to be delivered, namely what students knew about explanation text. The researcher asked the students to answer the question. They answered average what the text was and said that they did not know about the explanation text. This was challenge for the researcher how to make the students understand about the explanation text. After the researcher asked the question to the students, the

researcher turn on the LCD and gave them an example how to rewrite their idea based on the topic and communicate it orally. Then, the researcher asked students to write down their idea into a paragraph in the booklet that had been shared before. The students would write based on the topic given before doing an interview with the teacher in front of the class individually. There were 3 topics namely tsunami, eruption, and tornado.

In the process of writing the idea the students allowed to gain lot of information about the topic given from the teacher, book or from other media. After doing this step the teacher asked the students about their feeling and they answered that they were very happy and more confident to talk in front of the class because they were more ready.

Before the researcher asked students to write their idea, the researcher first explained how to develop an idea into a paragraph and also the researcher gave the examples how to communicate the idea in correct way. After that the researcher asked the students to write their idea based on the topic given and asked them to communicate verbally with their seatmate before doing the real interview with the teacher.

In the end of the first meeting, the researcher and the students reflect on the teaching and learning process. The researcher asked the difficulties that students experienced during the teaching and learning process and gave feedback so that the students remain motivated to learn English. After that, the researcher delivered the material to be delivered at the next meeting.

## 2) Second meeting

The second meeting was carried out on Monday 6 June 2022. As the first meeting the researcher entered the class and greeting the students. Before start the classes the researcher checked the students' attendance list and all the students were presented. The researcher gave the students motivation to be more enthusiastic in the teaching and learning process. Before explain the material the researcher asked students about previous material such as "what did the main point of the last text" and etc.

In the second meeting the researcher used the same strategy to teach the students using a conversation diary as the first meeting, the researcher asked the students to write their idea about the topic given and allowed them to gain lot of information based on the topic before doing the speaking practice in front of the class. After writing the idea the

researcher asked students to practice their knowledge about the topic with their seatmate.

Then the researcher asked the students did the interview in front of the class and gave every student 2-3 minutes to be interviewed by the researcher without bringing their booklet. Some students were very enthusiastic to come to front of the class to interview although there were also those who were silent and embarrassed to speak up.

In the second meeting students were more enthusiastic to speak English and dare to show them to come forward to be interviewed by the teacher. However, when doing an interview some students got out of the topic and when every time there was a mistake such as mispronouncing a word or vocabulary. The researcher tried to correct it in this part. For the class, the atmosphere is not conducive because other students were still talking behind and not trying to practice their speaking before their turn to come forward.

In the end of the second meeting as usually the researcher and the students did reflection and the researcher delivered about the material in next meeting.

### 3) Third meeting

The third meeting was carried out on Thursday 9 June 2022. As usual the researcher greeted the students and gave them motivation. After that, the researcher asked about previous learning activities and ensured students' understanding. The researcher explained to the students regarding the test in cycle 1 to be conducted and the form of the test was the same as the previous meeting, namely doing an interview.

The researcher asked the students to write their own idea based on the topic given and allowed them to gain much information whether from the researcher, book or other media. In this meeting the researcher did not give the students an example how to develop a topic into a good sentence. Before doing the test the researcher asked the students the opportunity to prepare themselves. After that, the researcher asked them to do an interview together with the researcher as the interviewee in front of the class for duration 3 minutes individually according to the order of absence.

In the third meeting, some students were very enthusiastic about taking the test because they were able to develop their ability in writing and speaking although it was not yet perfect. However, there were still many students who speak haltingly because they did not really understand about the topic

so they feel confused about what they were going to say when in front of the class.

At the end of the third meeting and after all, students did the test in cycle 1 the researcher asked what difficulties they faced in doing the test. After that, the researcher also delivered several assessments related to the students' speaking ability in interviewing and gave some input on how the better way to develop a topic into a sentence and practice it orally.

c. Observation

In this part, the teacher of MA NW Wanasaba was an observer who observed all activities in the classroom during the teaching and learning process. Observer used the observation checklist that had been prepared by the researcher for observing the activities of the researcher and the students. Observer only needs to provide value (√) based on actual condition in the class. Result of the observation checklist in cycle I could be explained in below:

- 1) Observation checklist
  - a) Teacher' observation checklist

**Table 4.2**

**Teacher' observation checklist cycle I**

No	Activities	Score			
		1	2	3	4
<b>Initial activity</b>					
1	The teacher started the class			√	
2	Teacher checked students attendance				√
3	The teacher gave students motivation and conveyed learning objectives in class		√		
4	Teacher reviewed the last material.		√		
5	Teacher conveyed the instructional goal.			√	
<b>Core activities</b>					
6	Teacher explained how to study speaking using conversation diary strategy.			√	
7	Teacher gave the example of speaking using conversation diary strategy with material today.		√		
8	Teacher asked students to memorize the example of speaking based on the material using conversation dairy strategy.		√		
9	Teacher guided the students to practice speaking using conversation diary strategy.			√	
<b>Closing activity</b>					
10	Teacher gave feedback to all students.		√		
11	The teacher delivered information about learning which will come		√		
12	Teacher closed the learning program.			√	
<b>Total</b>			<b>12</b>	<b>15</b>	<b>4</b>
<b>Total score</b>		<b>31</b>			
<b>Maximum score</b>		<b>48</b>			



<b>Average</b>	<b>2.58</b>
<b>Category</b>	<b>Less</b>

**NOTE:**

- 1: Very less
- 2: Less
- 3: Good
- 4: Very good

To determine the score of teacher activities, the researcher used the following formula:

$$\text{Activity percentage} = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

$$\text{Activity percentage} = \frac{31}{48} \times 100\% = 64.6$$

From the observation of teacher activities above, the results showed that the percentage of teacher score was 64.6, which mean the teacher teaches quite well. However, several aspects need to be improved, such as the when the teacher asked students to memorize the rule of conversation diary and the example of conversation diary when it implemented in the real material.

b) Students' observation checklist

**Table 4.3**

**Table of observation students' checklist**

No	Activities	Score
----	------------	-------

		1	2	3	4
<b>Initial activities</b>					
1	Students answered the greeting well and together.				√
2	Students were enthusiastic in following Learning				√
3	Students listened and answered questions given by the teacher regarding the material connected with everyday life.		√		
4	Students listened and understood about learning objectives and process steps learning			√	
<b>Core activities</b>					
5	Students gave their attention when the teacher gives an explanation the roles of conversation diary strategy.			√	
6	Students gave questions when they had not understood well the roles of conversation diary strategy.		√		
7	Students asked the teacher about the word that they do not know in Bahasa		√		
8	Students wrote their own idea about the topic given based on the teachers' instruction			√	
9	Students presented their speaking ability using conversation diary strategy in front of the class while doing an interview which was done by the teacher.			√	
10	Students asked questions that have not been understood by the teacher well.		√		
10	Students paid attention when the teacher gave the feedback.		√		
11	Students could provide related conclusions Theory		√		
12	Students listened to the learning objectives and material to be presented at the meeting			√	

	next.				
13	Students felt happy and excited during the learning process takes place.			√	
<b>Total</b>			<b>12</b>	<b>18</b>	<b>8</b>
<b>Total score</b>		<b>38</b>			
<b>Maximum score</b>		<b>52</b>			
<b>Average</b>		<b>2.92</b>			
<b>Category</b>		<b>Less</b>			

**NOTE:**

- 1: Very less
- 2: Less
- 3: Good
- 4: Very good

To determine the score of student's activities, the researcher used the following formula:

$$\text{Activity percentage} = \frac{\text{Total score} \times 100\%}{\text{Max score}}$$

$$\text{Activity percentage} = \frac{38 \times 100\%}{52} = 73.0$$

From the observation of students activities above, the result shown that the percentage of students' score was 73.0 in the fair category. Which mean standard students participation. In this observation, students seem to like learning English using a conversation diary. But several aspects need to be improved, especially students attention to teacher explanation and students activity in the learning

process. Students still had difficulty understanding how to write their idea and communicate them orally so they still confused and embarrassed to speak. In this case, the researcher needed to provide a clear explanation so that the students could understand how to use a conversation diary as their strategy in learning speaking.

c) Test in cycle I

The test was carried out at the third meeting in the form of a speaking test, namely interviewing some topic. 24 students took the test and the test result will be described in the table below:

**Table 4.4**  
**The students' score of test in cycle I**

No	Students	SCORE
1	A	76
2	DS	80
3	EA	76
4	FA	88
5	FDA	68
6	FAM	64
7	HW	76
8	IPS	76
9	MF	68
10	MKH	72
11	M	80
12	MGT	76
13	MFW	84

14	M	76
15	NWAA	56
16	NK	76
17	NL	72
18	P	76
19	PAA	64
20	RYY	68
21	SR	64
22	SU	76
23	SB	60
24	SW	60
<b>Total score</b>		<b>1.733</b>
<b>Average</b>		<b>72.20</b>
<b>Percentage</b>		<b>54%</b>
<b>Category</b>		<b>Fair</b>

The average of the score was calculated below:

$$X = \frac{\sum X}{N}$$

$$\text{Average} = \frac{1.733}{24}$$

$$= 72.20$$

Based on the result of test in cycle I showed there most improvement score of the students. There was 54% or 13 students passed the English grade or KKM and there was 46% failed to reach the English grade and reach the average score 72, 20. The average value was calculated from the total score divided by the

number of students.

However, it had not given good result in improving students' speaking ability. The criteria for success was high so that the students could achieved a minimum standard of 75 and achieve success indicators, namely minimum of 80% of students could pass the KKM. So that the lesson plan in cycle I needed to revised again and continued the implementation to cycle II.

d. Reflecting

At this stage, researcher and observer evaluated the result of the application of the used a conversation diary in teaching and learning process. There was still many weakness found based on the teacher and students observation checklist. Students did not pay attention to the teachers' explanation and were embarrassed to asked question, express opinion about their understanding of the material.

The researcher also often forgot some procedures in teaching using a conversation diary. Therefore, from the reflection above, there needed to be more effort to improved students' speaking ability using a conversation diary in cycle II such as providing interesting teaching strategies and providing more motivation.

3. Cycle II

In this cycle, the researcher did the same thing as cycle I but with different steps and strategies, such as the researcher dividing students into some groups, and making students more active in class. To

be able to improve students' speaking ability using a conversation diary, the researcher needed the next cycle to ensure that speaking ability improved. There were four steps in this cycle, namely planning, action, observation and reflection.

a. Planning

Planning in this cycle II was made based on revisions and problems in cycle I. researcher prepared lesson plan, observation checklist for teacher and students' activities and test in cycle II.

b. Action

1) First meeting

First meeting in cycle II was carried out on Monday 13 June 2022. The researcher greeted and checked the students' attendance. Before starting the core activities of learning process, the researcher explained the result of the first cycle to the students that there were still many students who had not met the indicators of success. At this meeting the researcher also gave directions to continue the implementation to the next stage and motivated students to be able to improved their speaking ability and be able to meet the indicators of success.

Before starting learning, the researcher divided the students into 5 groups and asked the students to sit with their respective groups. After that, the researcher explained the

procedures or steps that students had to do the same as in cycle I, but the difference was in cycle I students did it individually while in cycle II students did it in groups.

The researcher asked each groups to develop their own idea based on the topic given and gain much information related to the topic. The researcher also asked them to practice their speaking together with their friend in pairs before they would be asked to come forward one by one.

Like the previous meeting, at the end of the meeting the researcher reflected on the learning activities and gave feedback to the students, and conveyed the material at the next meeting.

## 2) Second meeting

The second meeting was carried out on Thursday 16 June 2022. As usual the researcher greeted and checked the students' attendance. The researcher gave students motivation and asked students about previous material. Next, the researcher asked the students to sit back with same groups at the previous meeting.

At this meeting the researcher asked the students to develop their skill in writing their idea based on the topic and gained much information related to them, and the researcher did not forget to teach the students how to a good in developing the idea and communicate it verbally. Then the students sat down with their



groups and started sharing their idea by interviewing in pairs one became the interviewee and another as the informant. The groups were distributed by the researcher. Students were very enthusiastic in the learning process because they already understood enough about the steps they had to make and they were able to increase their vocabulary, so they were brave enough to talk and share their idea with their fellow group's mates.

### 3) Third meeting

The third meeting was carried out on Monday 20 June 2022. As usual the researcher entered the class to greet the students and checked their attendance list. At the third meeting the researcher gave the test in cycle II to the students. In this case, students were still in a condition with their group. The researcher asked them to sit quietly and focused on the teacher explanation how to develop an idea communicates them orally. After that the researcher gave them 3 topics and asked them to write down their idea and also allowed them gain much information from book or from the researcher. Then, the researcher asked them to prepare for their performing. The researcher called the names of the students in the future according to the serial number of their absences.

In the test of cycle II, the students were very enthusiastic and felt more confident to speak and to do an interview than in the

test of the cycle I because they already had enough vocabulary and had practiced several times to interview with their groups mates.

After all the students finished doing the test in cycle II, the researcher said thank you to the students, gave motivation and advised them to keep their motivation in learning and practicing their English.

c. Observation

In this stage, the teacher of MA NW Wanasaba as an observer who observed the activity in the classroom during the teaching and learning process. Observer used the observation checklist that had been prepared by the researcher for the observing the activities of the researcher and students in cycle II. Observer only needed to provide value (√) based on the actual conditions in the class. Result of the observation checklist in cycle II could be explained in below:

a) Teacher' observation checklist

**Table 4.5**

**Teacher' observation checklist in cycle II**

No	Activities	Score			
		1	2	3	4
<b>Initial activity</b>					
1	The teacher started the class				√
2	Teacher checked students attendance				√

3	The teacher gave students motivation and conveyed learning objectives in class				√
4	Teacher reviewed the last material.			√	
5	Teacher conveyed the instructional goal.			√	
<b>Core activities</b>					
6	Teacher explained how to study speaking using conversation diary strategy.				√
7	Teacher gave the example of speaking using conversation diary strategy with material today.				√
8	Teacher asked students to memorize the example of speaking based on the material using conversation dairy strategy.			√	
9	Teacher guided the students to practice speaking using conversation diary strategy.				√
<b>Closing activity</b>					
10	Teacher gave feedback to all students.			√	
11	The teacher delivered information about learning which will come			√	
12	Teacher closed the learning program.				√
<b>Total</b>				<b>15</b>	<b>28</b>
<b>Total score</b>				<b>43</b>	
<b>Maximum score</b>				<b>48</b>	
<b>Average</b>				<b>3.58</b>	
<b>Category</b>				<b>Good</b>	

**NOTE:**

- 1: Very less
- 2: Less
- 3: Good
- 4: Very good

To determine the score of teacher activities, the researcher used the following formula:

$$\text{Activity percentage} = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

*Max score*

$$\text{Activity percentage} = \frac{43}{48} \times 100\%$$

48

$$= 89.58$$

From the observation of the teacher activities above, the result shown that the percentage of teacher scores was 89.58 with the category very good. Which mean the teacher tough very well and had substantially improved the learning process and was following the lesson plan.

b) Students observation checklist

**Table 4.6**

**Student's observation checklist in cycle II**

No	Activities	Score			
		1	2	3	4
<b>Initial activities</b>					
1	Students answered the greeting well and together.				√
2	Students were enthusiastic in following Learning				√
3	Students listened and answered questions given by the teacher regarding the material connected with everyday life.			√	
4	Students listened and understand about learning objectives and process steps learning			√	

Core activities					
5	Students gave their attention when the teacher gave an explanation the roles of conversation diary strategy.			√	
6	Students gave questions when they had not understood well the roles of conversation diary strategy.			√	
7	Students ask the teacher about the word that they do not know in Bahasa			√	
8	Students wrote their own idea about the topic given based on the teachers' instruction				√
9	Students presented their speaking ability using conversation diary strategy in front of the class while doing an interview which was done by the teacher.				√
10	Students asked questions that had not been understood by the teacher well.			√	
10	Students paid attention when the teacher gave the feedback.			√	
11	Students could provide related conclusions Theory			√	
12	Students listened to the learning objectives and material to be presented at the meeting next.			√	
13	Students felt happy and excited during the learning process takes place.			√	
<b>Total</b>				<b>30</b>	<b>16</b>
<b>Total score</b>		<b>46</b>			
<b>Maximum score</b>		<b>52</b>			
<b>Average</b>		<b>3.53</b>			
<b>Category</b>		<b>Good</b>			

**NOTE:**

1: Very less

- 2: Less
- 3: Good
- 4: Very good

To determine the score of student's activities, the researcher used the following formula:

$$\text{Activity percentage} = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

$$\begin{aligned} \text{Activity percentage} &= \frac{46}{52} \times 100\% \\ &= 88.46 \end{aligned}$$

From the observation of the students' activities above, the results showed that the percentage of students' activities score was 88,46 in very good category. Which mean that the preparation of students most improved. Students could find vocabularies; write their idea and doing interview in front of the class very well.

c) Test in cycle II

The test in cycle II was carried out at the third meeting in the form of speaking test, the namely interviewing an explanation text with different duration. In cycle I the students did the test with a duration 3 minutes while in cycle II students had to developed their ability in speaking and in writing their idea related to the topic given and so they had to do interview in terms of

speaking test with duration 5 minutes for each students. 24 students took the test and the test result would be described in the table below:

**Table 4.7**  
**The students' score of test in cycle II**

No	Students	SCORE
1	A	84
2	DS	88
3	EA	76
4	FA	92
5	FDA	72
6	FAM	76
7	HW	92
8	IPS	72
9	MF	84
10	MKH	88
11	M	92
12	MGT	80
13	MFW	84
14	M	80
15	NWAA	76
16	NK	80
17	NL	84
18	P	80
19	PAA	88
20	RYY	84
21	SR	68

22	SU	80
23	SB	84
24	SW	88
<b>Total score</b>		<b>1.972</b>
<b>Average</b>		<b>82.16</b>
<b>Percentage</b>		<b>87%</b>
<b>Category</b>		<b>Very good</b>

The average of the score was calculated below:

$$X = \frac{\sum X}{N}$$

$$\begin{aligned} \text{Average} &= \frac{1.972}{24} \\ &= 82.16 \end{aligned}$$

Based on the result of test in cycle II showed there most improvement score of students than cycle I. There was 87% or 21 students passed the English grade and there were 13% or 3 students failed to reach the English grade and reached the average score 82.16. The average value was calculated from the total score divided by the number of students.

From the average score of students, there were fairly good increase in 21 students out of 24 students could pass the KKM or English grade, although there were some students who get lower scores. This showed that the use of conversation diary in teaching and learning English could improve students' speaking ability. The result of test in cycle II showed



that the implementation reached the success indicator, namely more than 80% of students passed the KKM.

d. Reflecting

After conducted test in cycle II, the researcher and observer analyzed the test result and observation in cycle II. Students result increase in speaking ability from cycle I to cycle II. In cycle I the average student's achievement was 72.20 and in cycle II the average students' achievement was 82.16. It showed a significant increase. Most of the students could speak fluently, develop their writing ability and communicate it verbally by saying the words well, correct pronouncing and could understand what they were saying. Students' participation and students' activity also increased because they enjoyed studying in groups so they were also more confident in interviewing with their groups and in front of the class.

Based in these result, the researcher concluded that using a conversation diary could improve students speaking ability. Not only that, students could also increase their vocabulary mastery when they gained the information related to the topic that they were going to write and also the students were able to study in groups so that it could make them more confident in speaking English.

## **B. Discussion**

This research was a classroom action research that used observation checklist and tests to collect data. This study used a

conversation diary to improve students' speaking ability of eleventh grade of MA NW Wanasaba which consisted of 24 students. The purpose of this study was to find out how the use of conversation diary improved students' speaking ability. The theory used about improving students' speaking ability was Fadilah' theory where she explained that diary conversation was a method used to hone students' ability to write certain topics and communicate them in English actively. She also added that the used of diaries can help students prepare to communicate verbally and was very effective for evaluating.<sup>73</sup> This research also used Haris's theory of speaking assessment.<sup>74</sup> In this study, there were two cycles, namely cycle I and cycle II. Each cycle consisted of four steps, namely planning, action, observation and reflection.

In the first meeting of cycle one the researcher explained conversation diary and gave the example about conversation diary, in the second meeting the researcher as the teacher gave the material based on the lesson plan and gave example of speaking using conversation diary. The last meeting the researcher did the speaking test. The students practiced speaking using conversation diary. Next cycle, in the first meeting the researcher gave the material based on the lesson plan, and the last meeting did the speaking test. In every test the researcher gave the score in each student.

The result of this research, based on the observation result

---

<sup>73</sup> Netti Rosiana Fadila," A Conversation Diary : A Teaching and ...., pp.34-35

<sup>74</sup> Ibid.pp.40

which collaborated by the teacher and the researcher, in cycle one the observation showed that the students activities still low in follow the instruction of teacher. And about the teacher activities she still lacks of students' control in communicate using English language. In cycle two the students activities better than cycle one, the students can follow the teacher instruction in study about speaking ability while the teacher also could control the students communication in using English language. All that result proven by see in observation sheet.

This study found that a conversation diary can improve students' speaking ability by writing the students' idea and communicate the orally. This could be proven by the average of pre-test score of 54.20, and then the increase in the score of 54% of students can reach the KKM resulting in an average score of 72.20. In test of cycle I, the students who achieved the average score above standard were 54% and those who scored below the standard were 46%. However, even though the score increase is quite significant, the researcher must apply media and strategies in test of the cycle II because the score obtained in test of cycle I had not reached the indicator of success. After the test of cycle II, the students got another increase, namely 87% of students passed the KKM and 13% of students got good marks, so the final average score of test in cycle II was 82.16. This mean that the used of conversation dairy could improve students' speaking ability.

Based on the discussion above, the conversation diary could be

implemented effectively in the teaching and learning process English in the classroom. This was also stated by Tahir that the use of writing as a medium in communication can improve students' speaking ability in terms of accuracy, fluency and understanding.<sup>75</sup> This proved that writing an idea by first help students to more confident to speak in front of the class. Students were also more enthusiastic and active in learning during the teaching and learning process by using a conversation diary.

The research findings included improving students' speaking ability by using a conversation diary in the classroom to improve students' speaking ability was improved through group discussion and interviewing activities. Students were encouraged to be more active and speak during the teaching and learning process. In addition, students could speak some new vocabulary, better grammar, and pronounce vocabulary correctly. They could also develop their ability in writing and speaking practice through group discussion activities. The improvement of the implementation's result could also be seen from the following score comparison.

The research findings were in line with the previous research conducted by Neti Rosiana Fadilah.<sup>76</sup> Based on the research data, the level of students speaking ability increased and students 'problems could be resolved. This could be proven by the result of the students in

---

<sup>75</sup> Neti Rosiana Fadila," A Conversation Diary : A Teaching and ...., pp.48

<sup>76</sup> Ibid. ,p.40

the test of cycle I showing that there were 35% or 6 students who passed the success criteria and 65% or 11 students failed to achieve the success criteria. In the test of cycle II there were 71% or 12 students passed the criteria and 39% or 5 students failed the criteria of success. Then, in test of cycle III there were 76,47% or 13 students passed the criteria and 23,53% or 4 students failed the criteria. It mean that students' scores had reached the criteria of success and researcher could solve students' problems in speaking and improve students' speaking ability using a conversation diary.

As for other studies, the finding of the present research was also similar with the research conducted by Annisa Najiyah Aulia.<sup>77</sup> Based on research data, it showed that conversation were effective in improving speaking skill. This is proven by total score on pre test and post test, namely in the pre-test the number of students' scores reached 59.85 while in the post-test the total students score reached 70.2. It means that speaking skill of student's increase significantly using a conversation diary.

In addition, this researcher was also in line with this researcher conducted by Ria Anugrah Prasanti.<sup>78</sup> Based on research data, it showed that there was a significant increasing in speaking ability using conversation diary. This was evidenced by the result of students' speaking ability from the test score of cycle I and cycle II. In the test of

---

<sup>77</sup> Annisa Najiah Aulia, Muhammad Sopian Hadi, Lidyatul Izzah, "English Daily.....,p.90

<sup>78</sup> Ria Anugrah Prasanti, Lasim Muzammil, Octavia Widya Astuti, " The Use.....,p.213

first cycle there were 54% or 16 students who passed the success criteria and 46% or 14 students failed. Which in the test of cycle II there were 80% or 24 students who passed the success criteria and 20% or 6 students failed. It means that student's scores had reached the criteria of success and the researcher could solve students' problems in speaking and improve students speaking ability using a conversation diary.

Based on the result of discussion above, the researcher could conclude that conversation diary could improve students' speaking ability as evidenced by result of increasing the value experienced by students and learning outcomes could reached indicators of success, namely 87% students could pass the KKM. With varied and interesting theme of the material could attract students' participation to be more active in learning English. Through several book or other media students also got new vocabulary. In the implementation of conversation diary and from several speaking activities such as group discussion and interviewing the theme in teaching and learning activities, students could speak in front of the class with confidence because they had sufficient vocabulary and could pronounce it properly and correctly without fear of being wrong.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This study aimed to improve students' speaking ability using a conversation diary in eleventh grade of MA NW Wanasaba. In conducting this research, the researcher as the teacher worked closely with the English teacher as an observer through several processes, such as: identifying research problems, implementing research plans and discussing research results.

After analyzing the result of action research, it could be seen that the implementation of the use of conversation diary in teaching and learning process of English in the classroom could improve students' speaking ability through several speaking activities such as group discussion and interviewing the theme given. This was evidenced by results of students test scores. The average pre test score before implementing the conversation diary was 54,20 and after implementing the conversation diary the students' score increase 82,16 at the end of the test in cycle II. This mean that the use of conversation diary could improve students' speaking ability, especially in increasing vocabulary and writing capacity with the correct grammar and being able to understand the context of what was conveyed.

#### B. Suggestion



The researcher hoped that this suggestion would be useful for English teachers, students, researcher and other institutions.

#### 1. Teachers

Through this research, it was expected that the teachers used the conversation diary in the teaching and learning process of speaking because it was proven that teaching speaking using the conversation diary could improve students' speaking ability. In speaking class, students needed more practice speaking so the teacher should be able to create speaking activities that could make students got more opportunities to speak. Teacher should use group discussion strategies or activities such as writing their idea by first and interviewing the theme given so that the students were happy and enthusiastic about learning.

#### 2. Students

Students were expected to be more active in the teaching and learning process. They should pay more attention to their teacher when explained the material so that they could do the exercises better. Through student's participation in class, the teaching and learning process would run well and students could meet the expected instructional goal at the end of the lesson and can use the conversation diary to study independently whenever the students were.



3. Another researcher

This study discussed the use of the conversation dairy in improving students speaking ability of eleventh grade senior high school students. Researcher hoped these strategies could be applied by other researcher at the level of other students.



Perpustakaan UIN Mataram

## **REFERENCES**

- Abdel Salam Abdel Khalek L-Khoi My, Zahra' Imad Mirjan" The effect of Electronic Dialogue Journaling On Yordanian Basic Stages EFL Students Writing Performance", May 2018,
- Ahmad Maher Mahmoud Al Nakhalah, " Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", International Journal of Humanities and Social Science Invention. Vol.5, No.12, Desember 2016,
- Ainni Nurillah, Ayu Indari, " The Effect Using Story Completion on Students' Speaking skill To Eleventh Grade Students of SMK Swasta YPIS Maju Binjai" , Journal Seruni Bahasa Inggris, Vol.13, No. 1, Maret 2021,
- Ali Hamideh, Muhammad Rostampur, Seyyed Jamal Abdurrahim Zabeh," The rule of Brainstorming in Enhancing Iranian EFL Learners Speaking Progress and Achievement" Modern Journal of Language Teaching and Metodes, Vol.5, No.2, June 2015,
- Amru bin Ash " Story Telling to Improve Speaking Skill", English Education Journal, April 2016,
- Anderr Canga Alonso" Learning Diaries to Foster Learner Autonomy in Mixed-Ability Groups" TEJUelo, 2011,
- Annisa Najiah Aulia, Muhammad Sopian Hadi, Lidyatul Izzah, "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Students", Ethical Lingua, Vol.8, No.1, 2020,
- Anne Burns, " Concept for Teaching Speaking in the English Language Classroom", Journal Language Education and Acquisition Research Network Journal, Vol.12, No.1, January 2019,
- Aulia Putri, "Low Motivation in Learning Speaking" Journal Anglo-Saxon, Vol.7, No.1, Mei 2016
- Azlina Kurniati, Eliwarti, Novitri, " A Study on Speaking Ability of The Second Year Students of SMK Telkom Pekanbaru",
- Buana Mutiara Santeria, " The Influence of Story Completion Technique Toward Students' Speaking Ability at the First Semester of the Eight Grade of SMPN 19 Bandar Lampung in the Academic Year of 2017/2018" ( *Thesis*,

Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University, 2018),

- Dea Mizhir Krebt, "The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students", *Journal of Language Teaching and Research*, Vol.8, No. 5, September 2017.
- Diahsih Pratiwi, Candraning Prihatini, "Problems and Difficulties of Speaking at Muhammadiyah Lampung University Students in Covid Pandemic" Vol.2, No.1, June 2021,
- Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: San Francisco State University, 2006),
- Elisa Rahmawati, "Getting EFL Learners to Speak: Obstacles and Solutions ( A Case Study of Fourth Semester Students of TBI of IAIN "SMH" Banten", *LOQUEN*, Vol.9, No. 1, (January-June) 2016,
- Eman Aly Diyab, et.al, "Using a Multimedia Based-Program for Developing Students Teachers' ELF Speaking Fluency Skill", Faculty of Education, Benha University, 2013,
- Endang Kusriani, " Teaching Speaking for Senior High School Students Using Cooperative Learning ( Think-Fair-Share)", *Journal Aktive*, Vol 18, No.3, Juni 2012,
- Erlinna Dewi Sanjani, "Improving Students' Speaking Ability Using Think-Pair-Share of Cooperative Learning for The Eighth Grade Students of MTs KarangMojo in The Academic Year of 2014/2015", (*Thesis*, Faculty of Languages and Arts of Yogyakarta State University,2015),
- Farisha Andi Baso, " The Implementation of Debate Technique to Improve Student Ability in Speaking", *Electronic Journal Muhammadiyah University of Makassar*, Vol. 5, No. 2, November 2016,
- Haiye Kayi, " Teaching Speaking : Activities to Promote Speaking in a Second Language ", *The Internet TESL Journal*, Vol.12, No.11, November 2006,
- Hidayati, Indah Puspita Sari, Agustina Sri Hafidah, "The Implementation of Story Completion Technique in Student Speaking Skill to The Tenth Grades of SMKN 1 Pacitan in the Academic Year of 2018/2019" *English Education Program, STKIP PGRI Pacitan*, 2018,
- Jen McNiff, Jack Whitehead," *Action Research: Principle and Practice*" London: Routledge Falmer, 2002,

- Latifah Turuhi, "Improving Student Reading Ability Using Turn-Taking Strategy at The Tenth Grade Students of MAN 1 Mataram In Academic Year 2019/2020", (*Thesis*, Faculty of Education and Teacher Training, State Islamic University of Mataram, 2020),
- M. Arif Rahman Hakim, Nike Anggraini, Andri Saputra, " Gallery Walk Technique in Improving Students Speaking Skill", *Journal of Linguistic and English Teaching*, Vol.4, No.1, April 2019,
- M Laura Anjelini, Amparo Garcia-carbonell," Developing English Speaking Skill Through Simulation-based instruction, *Teaching English with Technology*,
- Muhammad, " Promoting Students Autonomy through Online Learning Media in EFL Class", *International Journal of Higher Education*, Vol.9, No.4, July 2020,
- Muhammad Mukhlas, " Talking Chips Technique to Teach Speaking", *Journal of English Language Education and Literature*, Vol.2, No.1, 2017,
- Muhammad Isla Janin Ibrahim, "The Students Speaking Ability at MAN 1 Mataram: A Comparatif Study Between MIA(Matematika dan ilmu alam) less and IIS(ilmu-ilmu Sosial) Class in Academic Year 2019/2020", (*Thesis*, Faculty of Education and Teacher Training, State Islamic University of Mataram, 2020),
- Musliadi,"The Problems of Teaching Speaking With Respect to the Teaching Methodology: Task-based Language Teaching" *Etica Lingua*, Vol.3, No.1, February 2016,
- Netti Rosiana Fadila," A Conversation Diary : A Teaching and Learning Speaking Media", *Intensive Journal*, Vol.3, No.2, October 2020,
- Nurmala Dewi, Jimmi, " The Correlation Between Vocabulary Mastery and Self Esteem on Students' Speaking Skill", *Wanastra*, Vol.10, No.1, Maret 2018,
- Nurseha Umina, Pollen Bearing, " Brainstorming as a Way to Approach Students-centered learning in the ESL Classroom", *Procedia-Social and Behavioral sciences*, August 2016,
- Oxford R.L.Lavine, et.al, "*Language Learning Strategies Around the World: Cross-Culture Perspective*" 1996.
- Oxford, "*Oxford advanced learners' Dictionary*", (New York: Oxford University Press, 2009) Qismullah Yusuf, Zuraini," Challenges in Teaching Speaking

to EFL Learners”, English Education International Conference, November 2016,

Ratni Juliani, “ Improving Students’ Speaking Proficiency by Using Story Completion Method at Tenth Grade of MA At-Tahzib Kekait in Academic Year 2019/2020”, (*Thesis*, Faculty of Education and Teacher Training, State Islamic University of Mataram, 2020),

Ria Anugrah Prasanti, Lasim Muzammil, Octavia Widya Astuti, “ The Use of Conversation Diary in Enhancing Students ‘Speaking skill” Journal of Educational Research and Evaluation, Vol.4, No. 2, 2020,

Rini Fenta Almira, Zulfadli Aziz, Mira Erdiana, “ Information Gap in Teaching Speaking “, Research in English and Education, June 2017,

Salmo J Hukong, “ Story Completion: a Technique in Teaching Speaking, Vol.19, No.2, August 2019,

Sakineh Karimy, Kian Pishka, “ The Relationship among ELF Students’ Speaking Accuracy and Fluency and Teachers’ Oral Skill Class Presentation” Journal of Applied Linguistics and Language Research, Vol. 4, No.1, 2017,

Samira Al Hosni, “ Speaking Difficulties Encountered by Young EFL Learners”, International Journal on Studies in English Language and Literature, Vol.2, No.6, June 2014,

Sari Louma. “*Assessing of Speaking*”, (New York: Cambridge University Press, 2004)

Shima Ghiabi, M. A.,. “ Investigating The Effect of Story Retelling Technique as a Close Task Versus Story-Completion as an Open Task on EFL Learners’ Speaking” International of English and Education, Vol.3, No.3, July 2014,

Somsri Chonkpensukleret, “*Motivation Towards Speaking English Outside the Classroom*”, (Language institute: Thammasat University, 2011),

Sri Wahyuni, Fitri Yulianti, “ The Use of Guessing Games to Improve Students Speaking Skill”.

Stefan Kemis, Robin McTaggart, Rhonda Nixon, “The Action Research Planner: Doing Critical Participatory Action Research”, 2014

Taksurya Madsa” Motivating Student’s Speaking Skill Through Simulation in English for Specific Purposes”Luang University International Conference, 2012,

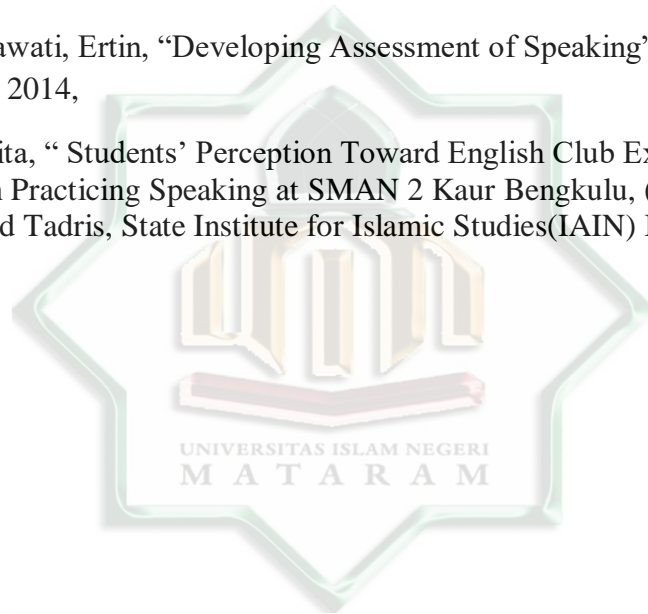
Waode Hamsinah, "Developing Students' Speaking Ability Through Story Completion" *Journal of English Language Teaching*, Vol.5, No. 1, Juni 2018,

Walbaiti Makmur, "The Use of Community Language Learning Method to Increase Speaking Skill of the Tenth Grade Students of SMA Islam Al-Marif Pandan Indah In Academic Year 2021/2022" (*Thesis*, Faculty Education and Teacher Training, State Islamic University of Mataram, 2020),

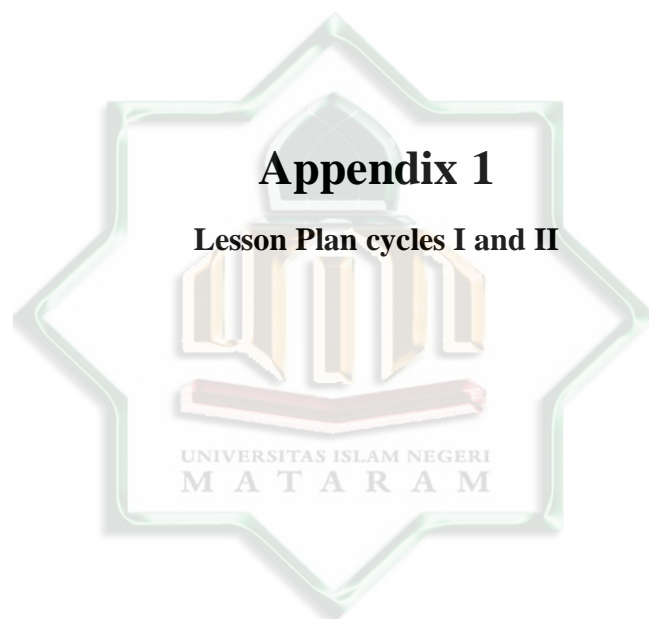
Warisatu Jannah, Rudi Hartono, "Students' Speaking Assessment Use By English Teacher Based on the 2012 Curriculum" *English Educational Journal*,

Yeni Rahmawati, Ertin, "Developing Assessment of Speaking" *IJEE*, Vol.1, No.2, May 2014,

Yeyen Armita, "Students' Perception Toward English Club Extracurricular Activities in Practicing Speaking at SMAN 2 Kaur Bengkulu, (*Thesis*, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies(IAIN) Bengkulu, 2019),



Perpustakaan UIN Mataram



# **Appendix 1**

**Lesson Plan cycles I and II**

**Perpustakaan UIN Mataram**



## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama satuan pendidikan : MA NW

WanasabaMata Pelajaran : Bahasa

Inggris

Kelas/semester : XI/2

Materi pokok :Teks explanataion teks dan tulis sederhana, tentang gejala alam/ sosial

Alokasi waktu : 12 x 30 menit (6 X Pertemuan)

#### A. KOMPETENSI INTI (KI)

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

KI 4 : 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 disekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. KOMPETENSI DASAR DAN INDIKATOR KOMPETENSI

KOMPETENSI DASAR	INDIKATOR KOMPETENSI
3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>explanation</i> sederhana tentang gejala alam /sosial, sesuai dengan konteks	3.2.1 Memahami gambaran umum, informasi tertentu dan rinci dari <i>explanation</i> teks sederhana tentang gejala alam/social dengan penuh percaya diri dan



<p>penggunaannya.</p>	<p>bertanggung jawab.</p> <p>3.2.2 Mengurai gambaran umum dan informasi tertentu dari explanation teks sederhana tentang gejala alam/social dengan penuh percaya diri dan bertanggung jawab.</p> <p>3.2.3 Menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari explanation teks sederhana.</p>
<p>4.2 Menangkap makna dalam teks <i>explanation</i> lisan dan tulis sederhana</p>	<p>4.2.2. Menyusun <i>explanation</i> teks sederhana tulis sederhana tentang gejala alam/social dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
<p>4.2. Menyusun teks <i>explanation</i> lisan dan tulis sederhana tentang gejala</p>	<p>4.3.2. Memaparkan teks <i>explanation</i> sederhana lisan tentang gejala alam/social dengan</p>

alam/ sosial, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
---	--

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat;

1. siswa diharapkan dapat memahami gambaran umum, informasi tertentu dan rinci dari explanation teks sederhana tentang gejala alam/sosial dengan penuh percaya diri dan bertanggung jawab.
2. siswa diharapkan dapat menguraikan gambaran umum dan informasi tertentu dari explanation teks sederhana tentang kegiatan/kejadian/peristiwa dengan penuh percaya diri dan bertanggung jawab.
3. siswa diharapkan dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari explanation teks sederhana.
4. Siswa dapat membuat dialog yang di dalamnya terdapat pengalaman atau kejadian yang telah dialami.
5. Siswa dapat bercerita mengenai pengalaman atau kejadian yang telah dialami dalam berkomunikasi.

### D. MATERI PEMBELAJARAN

Dialog berbentuk explanation teks tentang suatu

kejadian/peristiwa Fungsi sosial :

to tell/ to retell past events for the purpose of informing or entertaining.

<b>Generic Structure</b>	<b>Text</b>
--------------------------	-------------

<b>Orientation</b> (Pengenalan: Who, When, Where, dll)	A volcano is a vent an opening on the earth's surface which allows molten rock called magma, volcanic ash and gases to escape out onto its surface.
<b>Events:</b> (Urutan Peristiwa)	Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the center of the earth to the earth's crust. When the pressure builds up in the chamber, the magma gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.
<b>Reorientation</b> (Penutup cerita, rangkuman rentetan peristiwa)	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.

#### Lexicon Grammatical Features

1. Focus on specific participant
2. Used action verbs and simple past tense (V2), example: was, were, spent, visited, etc.
3. Use time connectives, example: then, after that, when.
4. Chronologically.

#### *Struktur*

1. Menyebutkan tindakan/ peristiwa/kejadian secara umum
2. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, danruntut
3. Jika perlu, ada kesimpulan umum.

#### *Unsur kebahasaan*

1. Kata-kata terkait dengan perjuangan hidup, profesionalisme

dalam bekerja, kejadian/peristiwa yang sedang banyak  
dibicarakan.

2. Penyebutan kata benda
3. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
4. Rujukan kata

## **E. METODE PEMBELAJARAN**

Pendekatan : Saintifik

Metode : conversation diary

## **F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN**

1. Media : slide presentation
2. Alat : Laptop, Spidol, dan papan tulis
3. Sumber Belajar : Buku SMA kelas XI yang relevan

[www.englishindo.com](http://www.englishindo.com),

<http://www.britishcouncil.org>

## **G. LANGKAH**

### **LANGKAH PEMBELAJARAN**

#### **Pertemuan 1**

- a. Kegiatan Pendahuluan (10 menit )

- Guru menyapa siswa
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memeriksa kehadiran siswa
- Memberi motivasi belajar
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran atau kompetensi dasar

yang akandicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(40 menit)

Mengamati

- Peneliti membagi siswa kedalam beberapa kelompok
- Peserta didik di perlihatkan atau dibagikan sebuah contoh explanation teks yang berjudul “tsunami”
- Peneliti menjelaskan materi sesederhana mungkin yang berkaitan dengan explanation teks dan cara menggunakan metode conversation diary terhadap teks cerita yang telah diberikan
- Peneliti mencoba untuk membahas kesulitan-kesulitan yang dialami siswa
- Peneliti memberikan waktu kepada siswa untuk memahamimateri yang diberikan

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakanterkait fungsi sosial, struktur teks, dan unsur kebahasaan.

Mengeksplorasi

- Siswa dibagi menjadi beberapa kelompok, satu kelompok terdiri dari 6 orang
- Masing-masing kelompok diberikan tema “tsunami” untuk membuat percakapan dengan menggunakan metode conversation dairy.

Mengasosiasi

- Peneliti memberi petunjuk mengenai langkah-langkah memulai percakapan dengan menggunakan metode conversation diary

- Peneliti memberikan contoh dalam menggunakan metode conversation diary.
- Siswa bersama dengan teman sebangkunya akan akan membuat percakapan singkat dari teks tersebut
- Siswa akan mempersentasikan teks percakapan mereka secara bergantian sesuai petunjuk yang di terima

#### Mengomunikasikan

- Guru mulai membacakan sebuah teks yang berkaitan dengan materi yang akan dibahas
- Siswa mulai membuat catatan terkait informasi yang disampaikan oleh guru sebagai bahan untuk membuat percakapan bersama dengan teman sebangkunya.

#### c. Penutup (10 menit)

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti merangkum pembelajaran bersamaan dengan siswa
- Peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

### **Pertemuan 2**

#### a. Kegiatan Pendahuluan (10 menit)

- Guru menyapa siswa
- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Memeriksa kehadiran siswa
- Memberi motivasi belajar
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akandicapai; dan menyampaikan cakupan materi dan

penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(40 menit)

Mengamati

- Peneliti membagi siswa kedalam beberapa kelompok
- Peneliti menjelaskan materi sesederhana mungkin yang berkaitan dengan explanation teks dan cara menggunakan metode conversation diary terhadap teks cerita yang telah diberikan
- Peneliti mencoba untuk membahas kesulitan-kesulitan yang dialami siswa
- Peneliti memberikan waktu kepada siswa untuk memahami materi yang diberikan

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan terkait fungsi sosial, struktur teks, dan unsur kebahasaan dan metode yang digunakan.

Mengeksplorasi

- Siswa dibagi menjadi beberapa kelompok, satu kelompok terdiri dari 6 orang
- Masing-masing kelompok diberikan tema tentang “volcanic eruption” untuk bercerita dengan menggunakan metode conversation diary.

Mengasosiasi

- Peneliti memberi petunjuk mengenai langkah-langkah memulai percakapan dengan menggunakan metode conversation diary
- Peneliti memberikan contoh dalam menggunakan metode conversation diary.

- Siswa bersama dengan teman sebangkunya akan akan membuat percakapan singkat dari teks tersebut
- Siswa akan mempersentasikan teks percakapan mereka secara bergantian sesuai petunjuk yang di terima

#### Mengomunikasikan

- Guru mulai membacakan sebuah teks yang berkaitan dengan materi yang akan dibahas
- Siswa mulai membuat catatan terkait informasi yang disampaikan oleh guru sebagai bahan untuk membuat percakapan bersama dengan teman sebangkunya.

#### c. Penutup (10 menit)

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti dan siswa merangkum pembelajaran
- Peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

### Pertemuan 3

#### a. Kegiatan Pendahuluan (10 menit)

- guru menyapa siswa
- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memeriksa kehadiran siswa
- memberi motivasi belajar
- mereview materi sebelumnya
- menjelaskan bentuk tes kepada siswa untuk pengambilan nilai

#### b. Kegiatan Inti (40 menit)

- guru memberikan bentuk tes lisan dibawah ini



kepada siswaDirection:

- - a. Choose one of the topic given below
    - 1) Global warming
    - 2) Rainbow
    - 3) Snow
  - b. Make a dialog based on the topic
  - c. Present a dialog in front of the class with the group
  - d. Every group has 5 minutes to speak
- secara acak guru memanggil siswa untuk bercerita didepan kelas sesuai topik yang diambil
- guru menilai kemampuan siswa dengan menggunakan rubric penilaian
- c. Penutup (10 menit)
  - peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya adalah melanjutkan
  - salam penutup

#### **Pertemuan 4**

- a. Kegiatan Pendahuluan (10 menit)
  - Guru menyapa siswa
  - menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
  - memeriksa kehadiran siswa
  - memberi motivasi belajar
  - mengajukan pertanyaan-pertanyaan yang mengaitkan

pengetahuan sebelumnya dengan materi yang akan dipelajari

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akandicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti

(40 menit)

Mengamati

- Peneliti menginstruksikan siswa untuk duduk bersamaan dengan kelompok yang telah dibagikan
- Peneliti menjelaskan materi sesederhana mungkin yang berkaitan dengan explanation teks dan cara menggunakan metode conversation diary terhadap teks cerita yang telah diberikan
- Peneliti mencoba untuk membahas kesulitan-kesulitan yang dialami siswa
- Peneliti memberikan waktu kepada siswa untuk memahami materi yang diberikan

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan terkait fungsi sosial, struktur teks, dan unsur kebahasaan dan metode yang digunakan.

Mengeksplorasi

- Siswa dibagi menjadi beberapa kelompok, satu kelompok terdiri dari 5 orang
- Masing-masing kelompok diberikan tema tentang "earthquake" untuk bercerita dengan menggunakan metode conversation diary.

Mengasosiasi

- Peneliti memberi petunjuk mengenai langkah-langkah

memulai percakapan dengan menggunakan metode conversation diary

- Peneliti memberikan contoh dalam menggunakan metode conversation diary.
- Siswa bersama dengan teman sebangkunya akan akan membuat percakapan singkat dari teks tersebut
- Siswa akan mempersentasikan teks percakapan mereka secara bergantian sesuai petunjuk yang di terima

Mengomunikasikan

- Guru mulai membacakan sebuah teks yang berkaitan dengan materi yang akan dibahas
- Siswa mulai membuat catatan terkait informasi yang disampaikan oleh guru sebagai bahan untuk membuat percakapan bersama dengan teman sebangkunya.

c. Penutup (10 menit)

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti dan siswa merangkum pembelajaran
- Peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## **Pertemuan 5**

d. Kegiatan Pendahuluan (10 menit)

- Guru menyapa siswa
- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memeriksa kehadiran siswa
- memberi motivasi belajar
- mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akandicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

e. Kegiatan Inti

(40 menit)

Mengamati

- Peneliti menginstruksikan siswa untuk duduk bersamaan dengan kelompok yang telah dibagikan
- Peneliti menjelaskan materi sesederhana mungkin yang berkaitan dengan explanation teks dan cara menggunakan metode conversation diary terhadap teks cerita yang telah diberikan
- Peneliti mencoba untuk membahas kesulitan-kesulitan yang dialami siswa
- Peneliti memberikan waktu kepada siswa untuk memahami materi yang diberikan

Menanya

- Dengan bimbingan dan arahan guru, siswa mempertanyakan terkait fungsi sosial, struktur teks, dan unsur kebahasaan dan metode yang digunakan.

Mengeksplorasi

- Siswa dibagi menjadi beberapa kelompok, satu kelompok terdiri dari 5 orang
- Masing-masing kelompok diberikan tema tentang "flood" untuk bercerita dengan menggunakan metode conversation diary.

Mengasosiasi

- Peneliti memberi petunjuk mengenai langkah-langkah memulai percakapan dengan menggunakan metode conversation diary

- Peneliti memberikan contoh dalam menggunakan metode conversation diary.
- Siswa bersama dengan teman sebangkunya akan akan membuat percakapan singkat dari teks tersebut
- Siswa akan mempersentasikan teks percakapan mereka secara bergantian sesuai petunjuk yang di terima

#### Mengomunikasikan

- Guru mulai membacakan sebuah teks yang berkaitan dengan materi yang akan dibahas
- Siswa mulai membuat catatan terkait informasi yang disampaikan oleh guru sebagai bahan untuk membuat percakapan bersama dengan teman sebangkunya.

#### c. Penutup (10 menit)

- Peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti dan siswa merangkum pembelajaran
- Peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

### Pertemuan 6

#### a. Kegiatan Pendahuluan (10 menit)

- guru menyapa siswa
- menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- memeriksa kehadiran siswa
- memberi motivasi belajar
- mereview materi sebelumnya
- menjelaskan bentuk post test kepada siswa untuk mengambil

nilai

b. Kegiatan Inti (70 menit)

- guru memberikan bentuk tes lisan dibawah ini

kepada siswaDirection:

a. Choose one of the topic given below

- 1) Pandemic
- 2) Landslide
- 3) Rain

b. Make a dialog based onthe topic

c. Present a dialog in front of the class with the group

d. Every group has 5 minutes to speak

- secara acak guru memanggil siswa untuk bercerita didepan kelas sesuai topik yang diambil
- guru menilai kemampuan siswa dengan menggunakan rubric penilaian

c. Penutup (10 menit)

- peneliti memberikan umpan balik terhadap proses dan hasil pembelajaran;
- peneliti menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya adalah melanjutkan
- salam penutup

## H. PENILAIAN

- |                     |                        |
|---------------------|------------------------|
| a. Tehnik Penilaian | : Oral Test            |
| b. Bentuk           | : Performance          |
| c. Rubric           | : Rubric Assessment of |

Speaking Test



Perpustakaan **UIN Mataram**

To make it easy while the researcher gathers the score of students, the researcher uses the table of evaluation below:

<b>Points</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Grammar</b>					
<b>Vocabulary</b>					
<b>Comprehension</b>					
<b>Fluency</b>					
<b>Pronunciation</b>					
<b>Total</b>					

Guru Mata Pelajaran

Herwani, S.Pd

UNIVERSITAS ISLAM NEGERI  
M A T A R A M

Wanasaba, 12 Mei 2022

Mahasiswa Peneliti

Perpustakaan UIN Mataram





**Appendix 2**  
**Rubrik Penilaian**

Perpustakaan **UIN Mataram**

### Rubrik Penilaian Sikap

Skor	Sopan/santun	Tanggung jawab	Percaya diri
4	<ul style="list-style-type: none"> <li>• Selalu bertindak santun dalam bersikap</li> <li>• Selalu bertindak santun dalam berbicara</li> <li>• Sopan dan rapi dalam berpakaian</li> <li>• Melaksanakan budaya senyum, salam, sapa, sopan dan santun.</li> </ul>	Selalu melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik	Mengajukan diri dengan sukarela sebelum ditunjuk dan berbicara dengan jelas menggunakan bahasa Inggris
3	<ul style="list-style-type: none"> <li>• Bila muncul 3 indikator</li> </ul>	Sering melaksanakan tugas dengan penuh kesadaran dengan hasil yang baik.	Mengajukan diri dengan sukarela dan berbicara cukup jelas saat menggunakan bahasa.
2	<ul style="list-style-type: none"> <li>• Bila muncul 2 indikator</li> </ul>	Kadang-kadang melaksanakan tugas dengan penuh kesadaran dengan hasil yang cukup baik.	Mengajukan diri setelah ditekan dan berbicara kurang jelas saat menggunakan bahasa Inggris.
1	<ul style="list-style-type: none"> <li>• Bila muncul 1 indikator</li> </ul>	Tidak pernah mengerjakan tugas dengan penuh kesadaran dengan hasil yang kurang baik	Tidak mau mengajukan diri setelah ditekan dan berbicara kurang jelas saat menggunakan bahasa Inggris.

### Rubric Penilaian Kemampuan Berbicara

No	criteria	Score	Description
1	Grammar	5	Produce complete sentence.
		4	Produce some phrases instead of complete sentence with consistent and accurate word.
		3	Produce inconsistent and incorrect sentences/phrases.
		2	Answer mostly in L1 with 1-3 English words/phrases.
		1	Unidentified because of speaking in L1 all the time.
2	Vocabulary	5	Speaks in L2 with accurate English words.
		4	Speaks mostly in L2 with few L1 words.
		3	Produce 4-6 English words.
		2	Produce 1-3 English words.
		1	Vocabulary limitations so extreme as to make conversation in L2 virtually impossible.
3	Comprehension	5	Appears to understand everything without

			difficulty.
		4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
		3	Understands most of what is said at slower than normal speed with many repetitions.
		2	Has great difficulty understanding what is said, often misunderstands question.
		1	Unable to comprehend the material so that unable to express/respond the question correctly.
4	Fluency A R A 51		Speaks in L2 very fluently and effortlessly.
		4	Speaks in L2 less fluently due to few problems of vocabulary/selection of words.
		3	Speaks mostly in L2 with some pauses and hesitancy.
		2	Speak mostly in L1, tires to speaking but so halting with so many pauses and error.
		1	Unidentified because of speaking in L1 all the time.

5	Pronunciation	5	Speaks in L2 intelligibly and has few traces of foreign accent.
		4	Speaks mostly in L2 intelligibly with mother tongue accent.
		3	Speaks mostly I L1, but produces 1-3 English words and pronounce them in intelligible mother tongue accent.
		2	Speaks mostly in L1, but produces 1-3 English words. Needed some repetition in pronouncing the words to understand them.
		1	Unidentified because of speaking in L1 all the time.

**Rubric score pre-test**

No	Students	Aspects					SUM	SCORE
		P	G	V	F	C		
1	A	3	2	3	3	3	14	56
2	DS	4	2	3	3	3	15	60
3	EA	3	2	2	2	2	11	44
4	FA	3	3	4	4	4	18	72
5	FDA	3	2	2	3	3	13	52
6	FAM	2	2	3	3	3	13	52
7	HW	3	3	4	3	2	15	60
8	IPS	4	2	3	3	2	14	56
9	MF	2	2	3	2	2	11	44
10	MKH	3	2	3	2	3	13	52
11	M	3	2	2	2	3	12	48
12	MGT	4	2	3	3	3	15	60
13	MFW	4	2	4	3	3	16	64
14	M	3	2	3	3	2	13	52
15	NWAA	2	2	3	2	2	11	44
16	NK	3	2	2	2	2	11	44
17	NL	3	2	3	3	3	14	56
18	P	4	3	4	3	3	17	68
19	PAA	3	2	3	3	2	13	52
20	RYY	3	2	2	2	2	11	44
21	SR	3	3	2	3	3	14	56
22	SU	3	2	3	3	2	13	52
23	SB	3	2	4	3	3	15	60

24	SW	3	2	3	3	2	13	52
Total score							325	1.300
Average							-	54,20
Percentage							-	-
Category							-	Low



Perpustakaan **UIN Mataram**

### Rubrik skor test cycle I

No	Students	Aspects					SUM	SCORE
		P	G	V	F	C		
1	A	4	3	4	4	4	19	76
2	DS	4	4	4	4	4	20	80
3	EA	5	3	4	4	4	19	76
4	FA	5	4	5	4	4	22	88
5	FDA	4	3	3	4	3	17	68
6	FAM	3	3	4	3	3	16	64
7	HW	4	4	4	3	4	19	76
8	IPS	4	3	4	5	3	19	76
9	MF	3	3	4	4	3	17	68
10	MKH	4	3	4	4	3	18	72
11	M	4	4	4	4	4	20	80
12	MGT	3	5	4	4	3	19	76
13	MFW	5	4	5	4	3	21	84
14	M	4	3	5	4	3	19	76
15	NWAA	3	3	3	2	3	14	56
16	NK	5	5	4	2	3	19	76
17	NL	4	4	3	3	4	18	72
18	P	3	5	4	4	3	19	76
19	PAA	4	3	3	4	2	16	64
20	RYY	3	3	4	4	3	17	68
21	SR	2	4	4	3	3	16	64
22	SU	4	4	3	4	4	19	76



23	SB	3	3	3	3	3	15	60
24	SW	3	2	3	4	3	15	60
Total score							433	1.733
Average								72.20
Percentage								54%
Category								Fair



Perpustakaan UIN Mataram

**Rubrik skor test Cycle II**

No	Students	Aspects					SUM	SCORE
		P	G	V	F	C		
1	A	4	5	4	4	4	21	84
2	DS	5	5	4	4	4	22	88
3	EA	4	3	4	5	3	19	76
4	FA	5	4	5	5	4	23	92
5	FDA	3	3	5	4	3	18	72
6	FAM	3	3	5	5	3	19	76
7	HW	4	5	4	5	5	23	92
8	IPS	4	3	4	5	3	19	72
9	MF	4	4	5	4	4	21	84
10	MKH	4	4	5	5	4	22	88
11	M	5	4	5	5	4	23	92
12	MGT	5	4	4	4	3	20	80
13	MFW	5	3	5	4	4	21	84
14	M	4	3	5	4	4	20	80
15	NWAA	5	4	5	3	2	19	76
16	NK	5	4	4	3	4	20	80
17	NL	4	5	4	4	4	21	84
18	P	5	4	4	3	5	20	80
19	PAA	4	4	5	3	4	22	88
20	RYY	4	3	5	4	5	21	84
21	SR	3	3	4	3	4	17	68
22	SU	4	3	4	4	5	20	80
23	SB	4	5	4	4	4	21	84

24	SW	5	4	4	4	5	22	88
Total score							454	1.972
average							-	82,16
Percentage							-	87%
category							Very good	



Perpustakaan UIN Mataram



**Appendix 3**

**Instrument Penilaian oleh Validator Ahli**

**Perpustakaan UIN Mataram**

C. Lembar validasi pre-test dan pos-test

Setelah direvisi:

**1. Speaking Test in Cycle 1**

• Direction:

- e. Choose one of the topic given below
  - 1) Global warming
  - 2) Rainbow
  - 3) Snow
- f. Make a dialog based on the topic
- g. Present a dialog in front of the class with the group
- h. Every group has 5 minutes to speak

**2. Speaking Test in Cycle 2**

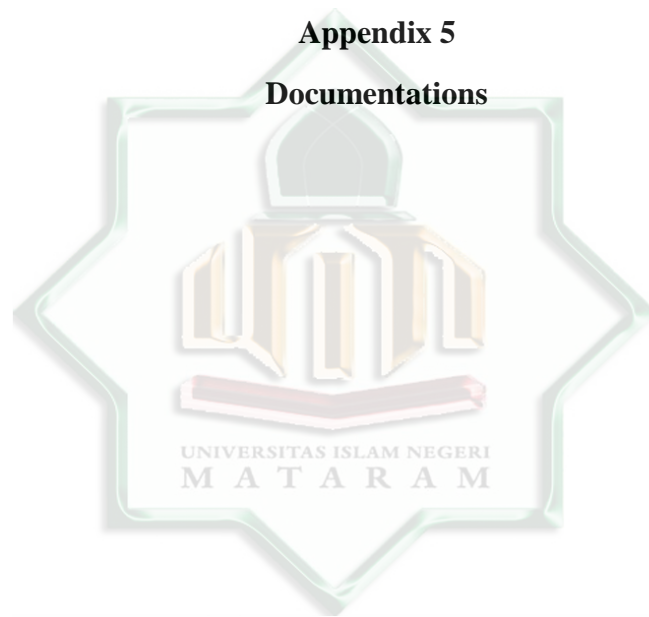
• Direction:

- e. Choose one of the topic given below
  - 1) Pandemic
  - 2) Landslide
  - 3) Rain

- f. Make a dialog based on the topic
- g. Present a dialog in front of the class with the group
- h. Every group has 5 minutes to speak

**Appendix 5**

**Documentations**



**Perpustakaan UIN Mataram**

**kegiatan belajar mengajar di kelas XI-Science**





Perpustakaan





YAYASAN TARBİYATUL ISLAM NW WANASABA  
MADRASAH ALIYAH NAHDLATUL WATHAN  
(MA NW) WANASABA



TERAKREDITASI : B  
SK-BAP NOMOR : 275/BAP-SM/KP/VIII/2016  
KECAMATAN WANASABA KAB.LOMBOK TIMUR-NTB TELP (0370) 2991728

Jln Raya Labuan Lombok Depan Lapangan Umum Desa Wanasaba Lauq Kec. Wanasaba Kab. Lombok Timur Email : Wanasaba@gmail.Com

**SURAT KETERANGAN**

Nomor :528/MA.NW/W\_32\_V/2022

Yang bertanda tangan di bawah ini :

Nama : Lalu Muh. Azhari Muhsin, S. Ag  
NIP : -  
Jabatan : Kepala Madrasah Aliyah NW Wanasaba

Menerangkan dengan sebenarnya:

Nama : Rina Safitriani  
Mahasiswa : FTK UIN Mataram  
NIM : 180107079  
Jurusan : Tadris Bahasa Inggris

Judul skripsi : THE IMPLEMENTATION OF CONVERSATION DIAARY TO  
IMPROVE STUDENTS' SPEAKING ABILITY AT THE  
ELEVENTH GRADE OF MA NW WANASABA IN ACADEMIC  
YEAR 2021/2022

Bahwa mahasiswi tersebut diatas benar telah melakukan penelitian di MA NW  
Wanasaba. Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan  
sebagaimana mestinya.

Wanasaba, 28 juni 2022  
Kepala madrasah  
  
Lalu Muh. Azhari Muhsin, S. Ag



**KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI MATARAM  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan GajahMada No. 100JempongBaruMataramTelp. (0370) 620783, Fax. (0370) 620784

: 659/Un.12/FTK/PP.00.9/06/2022

Mataram, 30 Juni 2022

: 1 (Satu) Berkas Proposal

: Permohonan Rekomendasi Penelitian

Kepada :

Yth. Kepala Bakesbangpoldagri Provinsi NTB

di\_

Tempat

*Assalamu'alaikum Wr. Wb.*

Bersama surat ini kami mohon kesediaan Bapak/Ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini :

Nama : Rina Safitriani

NIM : 180107079

Fakultas : Tarbiyah dan Keguruan

Jurusan : Tadris Bahasa Inggris

Tujuan : Penelitian

Lokasi Penelitian : MA NW WANASABA, LOTIM

Judul Skripsi : THE IMPLEMENTATION OF CONVERSATION DIARY  
TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE  
ELEVENTH GRADE OF MA NW WANASABA IN  
ACADEMIC YEAR 2022/2023.

Rekomendasi tersebut digunakan untuk mendapatkan data yang diperlukan dalam penyusunan skripsi.

Demikian surat pengantar ini kami buat, atas kerjasama Bapak/Ibu kami sampaikan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

An. Dekan

Wakil Dekan Bidang Akademik



Dr. Saparudin, M.Ag

NIP.197810152007011022



PEMERINTAH PROVINSI NUSA TENGGARA BARAT  
**BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI**

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330  
Email : [bakesbangpoldagri@ntbprov.go.id](mailto:bakesbangpoldagri@ntbprov.go.id) Website : <http://bakesbangpoldagri.ntbprov.go.id>

M A T A R A M

kode pos 83125

**REKOMENDASI PENELITIAN**

NOMOR : 070 / 1279 / VII / R / BKBDN / 2022

1. Dasar :

- a. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian Surat Dari Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri (UIN) Mataram Nomor : 659/Un.12/FTK/PP.00.9/06/2022  
Tanggal : 30 Mei 2022  
Perihal : Permohonan Rekomendasi Penelitian

2. Menimbang :

Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada :

Nama : **RINA SAFITRI**  
Alamat : **Dasan Tapen Daya RT/RW 001/001 Kel/Desa. Telaga Waru Kec. Pringgabaya Kab. Lombok Timur No. Identitas 5203084109980010 No Tlpn 081938724734**  
Pekerjaan : **Mahasiswa/i Jurusan Tadris Bahasa Inggris**  
Bidang/Judul : **THE IMPLEMENTATION OF CONVERSATION DIARY TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE ELEVENTH GRADE OF MA NW WANASABA IN ACADEMIC YEAR 2021/2022**  
Lokasi : **MA NW Wanasaba Lombok Timur**  
Jumlah Peserta : **1 ( Satu ) Orang**  
Lamanya : **Juli - Agustus 2022**  
Status Penelitian : **Baru**

3. Hal-hal yang harus ditaati oleh Peneliti :

- a. Sebelum melakukan Kegiatan Penelitian agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk;
  - b. Penelitian yang dilakukan harus sesuai dengan judul beserta data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian;
  - c. Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian;
  - d. Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.
- Demikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 5 Juli 2022  
a.n. KEPALA BADAN KESATUAN BANGSA DAN  
POLITIK DALAM NEGERI PROVINSI NTB  
KEPALA BIDANG WASNAS DAN PK



**RIZAL FEBRIANDY UDJUJEDA, S.Sos**  
NIP. 19730209 199402 1 002