

**THE IMPLEMENTATION OF DAILY CONVERSATION METHOD (DCM)
TO IMPROVE STUDENTS' SPEAKING ABILITY at MA'HAD AL JAMI'AH
UIN RADEN INTAN LAMPUNG**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1 - Degree

By:

**NURMAWATI
NPM : 1311040284**

Study Program: English Education

Advisor : Bambang Irfani, M. Pd

Co-Advisor : Agus Hidayat, M. Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

ABSTRACT

THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY at MA'HAD AL JAMI'AH UIN RADEN INTAN LAMPUNG

Qualitative descriptive research was used in this research. The focus of data in this research was the process in implementation of daily conversation towards students' speaking ability. The data is acquired from observation, interview, and questionnaire. The technique of collecting data was observation the activities of teaching learning process. Besides observation, other technique was through interview. The data from interview was acquired from *musyrifah* (language division). and the data from questionnaire was from students of Ma'had Al Jami'ah at the third semester. the data were analyzed with three steps; data reduction, data display and conclusion drawing or verification.

The result showed that the process of teaching and learning in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung had been conducted, in which the tutor created an innovation in teaching based on her style. Daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung was quite effective to improve students speaking ability. There were *musyrifah* as tutor who guide students to use English as their communication, module as guidance for *musyrifah* also students for teaching learning process.

The obstacles in implementation of daily conversation were faced by students themselves. Which was known that students have problem in psychological factor especially in intelligence and motivation aspect which were found that students' low vocabularies and they were lazy to learn more to keep their English communication.

Keywords: daily conversation method, speaking ability, qualitative descriptive research method



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. LetkolEndroSuratminSukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title : **THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT MA'HAD AL JAMI'AH UIN RADEN INTAN LAMPUNG**

Student's Name : Nurmawati

Student's Number : 1311040284

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University
Lampung

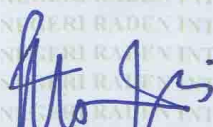
Advisor,


Bambang Irfani, M. Pd
NIP. 197305172006041001

Co-advisor,


Agus Hidayat, M. Pd

**The Chairperson of
English Educational Program**


Meisuri, M. Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. LetkolEndroSuratminSukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT MA'HAD AL JAMI'AH UIN RADEN INTAN LAMPUNG**, by: **Nurmawati, NPM: 1311040284**, Study Program: **English Education** was tested and defended in the examination session held on: **Thursday, April 12th 2018**.

Board of examiners:

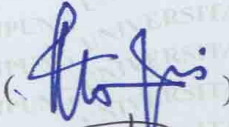

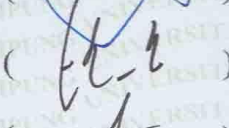
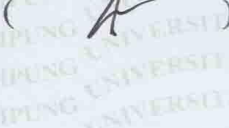

The Chairperson : Meisuri, M.Pd.

The Secretary : Dian Reftya Wati, M.Pd.

The Primary Examiner : Satria Adi Pradana, M.Pd.

The First Co- Examiner : Bambang Irfani, M.Pd.

The Second Co- Examiner : Agus Hidayat, M.Pd.

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()
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**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M.Pd
NIP. 19560810 198703 1 001

DECLARATION

I hereby stated that this thesis entitled “The Implementation of Daily Conversation Method (DCM) to Improve Student’s Speaking Ability at Ma’had Al Jami’ah UIN Raden Intan Lampung” is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.



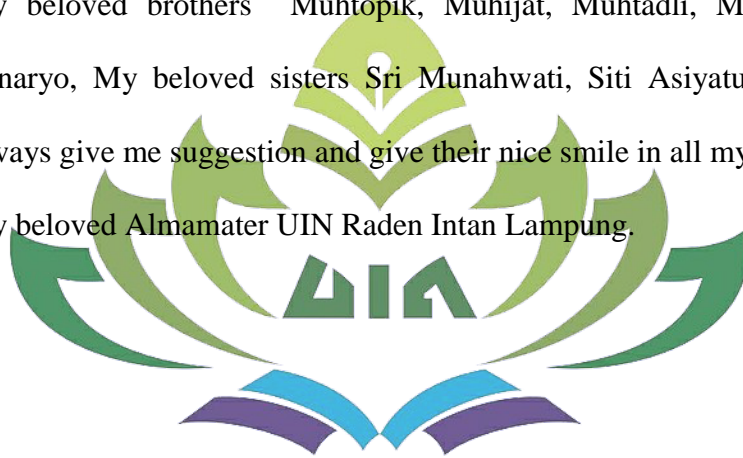
Bandar Lampung, February 2018
Declared by,

Nurmawati
NPM. 1311040284

DEDICATION

This Thesis is proudly dedicated to:

1. The greatest inspiration and motivation of my life my beloved parents, my father Ahmad Subandi and my mother Towiyah who have given the best inspiration, pray, love and everything for me.
2. My beloved brothers Muhtopik, Muhijat, Muhtadli, Muhtarjo, Suhardi, Sunaryo, My beloved sisters Sri Munahwati, Siti Asiyatun, Supinah, who always give me suggestion and give their nice smile in all my age.
3. My beloved Almamater UIN Raden Intan Lampung.



MOTTO

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

“(1) The most Beneficent (Allah)! (2) Has taught (you mankind) the Qur’an (by his Mercy). He created man. (4) He taught him eloquent speech.” (Ar-Rahman: 1-4).¹



¹Abdullah Yusuf Ali, The holy Qur’an Text and Translation, Milat Book Centre: New Delhi, 2006). P. 1067

CURRICULUM VITAE

Nurmawati was born in Sindang Sari, Karya Mulya Sari, Candipuro, South Lampung on February 3rd, 1996. Nurma is the eighth child of the big family of the happy couple, Mr Ahmad Subandi and Ms. Towiyah. Nurma has six brothers and three sisters.

Nurma joined elementary school at SD Negeri 02 Karya Mulya Sari, Candipuro, South Lampung in 2002. Having graduated from elementary school in 2007, Nurma went to MTs Mathla'ul Anwar Sindang Sari and graduated in 2010. Three years later, Nurma completed her study at SMA Mathla'ul Anwar Sindang Sari, Candipuro in 2013. After that Nurma continued at UIN Raden Intan Lampung majoring in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State University Lampung.

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13. G Class of English Department 2013.
14. Young Generation of AMPIBI UIN Raden Intan Lampung 2013.
15. Young Generation of Ma'had Al Jami'ah UIN Raden Intan Lampung 2013.

May Allah gives goodness and blessing for all guides and helps that have been given to the researcher. Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcomed.

Bandar Lampung, February 2018
The Researcher,

Nurmawati

NPM. 1311040284

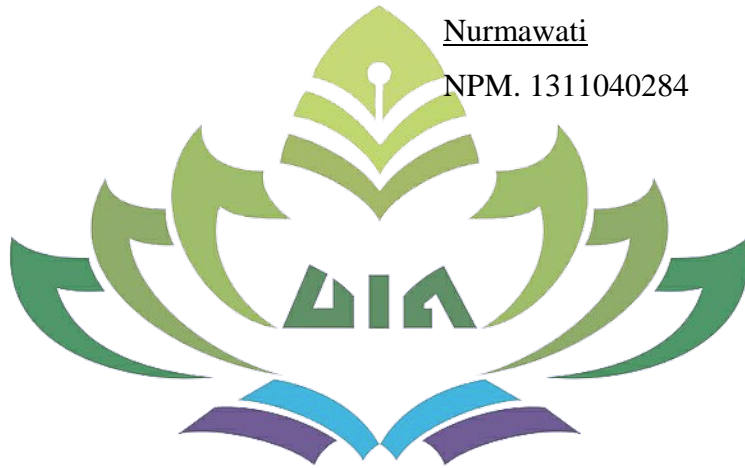


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CHAPTER I INTRODUCTION

A. Background of the Problem

English has become the lingua franca all over the world even though it is not the most spoken language concerning the number of its native speakers. The economic and cultural impact of the USA has paved the way toward the prevailed use of English in various areas of the globe. It has become the medium of technology, and commerce etc, which has channeled lots of people in almost all parts of the world toward engaging into attempts to learn English as a foreign/second language.¹ In addition, Allah has explained in the Al- Qur'an surah Ar- Rum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ

لآيَاتٍ لِّلْعَالَمِينَ

“And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the

¹Gulten Kosar and Hasan Bedir, “Strategies-Based Instruction: A Means Of Improving Adult Efl Learners’Speaking Skills”. *International Journal of Language Academy*, Vol. 2 No. 3 (2014) p. 13

learned”. (Ar- Rum: 22).² It means that all of people in this world have different language as evidence the power of the God and we needed communication each other.

In some countries, English becomes second language, but in Indonesia English becomes foreign language. English is taught for kindergarten as introduction about the first foreign language in Indonesia, and for elementary school as the local content subject, whereas from junior high school up to university as the compulsory subject. It is supported by Bambang Setiyadi who says “ The government decides English is learnt by students from junior high school up to university as a compulsory subject”.³ The objective to be achieved is that the outputs of the school are able to communicate by using English in both spoken and written forms.

English teaching learning process should be applied into active communication and focused more on productive skills as Brown states that successful oral communication in the target language with other speakers serves as a display of successful language acquisition.⁴ This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students’ speaking skills has been intriguing to be

²Adds-Ins Al Qur’an and English Translation, Ar-Rum: 22, Accessed on December 28th, 2018, from Microsoft Word 2007

³Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22

⁴H. Douglas Brown, *Teaching by Principles An interactive Approach to Language Pedagogy* (2 Ed), (New York: Longman. 2000). p. 211

discussed in the research.

One of the most important goals of teachers is to enable learners to use English for communication. Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment.⁵ Teacher should train learners to use and practice the different strategies that can help them face difficult situations especially dealing with communicative skill. The students need more practice, good learning environment, and development programs to optimize their language learning.

Teachers should also focus their teaching on minimizing the students' learning problems especially in speaking. Some speaking problems faced by the students are lack of vocabularies, can not communicate actively, lack of linguistic knowledge, lack of practice, insufficient of a good learning environment, and other external factors.⁶ Those problems faced by learners make them unconfident in practicing foreign language and impede their speaking skill improvement. They need habitual of speaking practice to be familiar with foreign language.

One of the good learning environment that provides the learners' need in learning English speaking is Islamic Boarding School. Islamic boarding schools

⁵Ali Derakhshan, et.al, "Developing EFL Learner's Speaking Ability, Accuracy, and Fluency". *English Language and Literature Studies*, Vol. 6 No. 2 (2016), pp. 178-179

⁶M. Muchlas and Eva Fadhilah, "The Influence of DCM toward Students' Foreign Language Speaking Fluency in Modern Islamic Boarding School in Indonesia". *Proceedings of SOCIOINT*, (2016), p. 63

are educational institutions, where the students usually stay in the lodge (dormitory) with Islamic teaching materials and general scientific knowledge, aiming to master the Islamic knowledge and practice along with general knowledge such as mastery of foreign languages and other skills.⁷

Ma'had Al Jami'ah UIN Raden Intan Lampung as one of the Islamic boarding school which focused in language development has systems and programs which aim not only in giving sufficient Islamic knowledge, but also in developing English Language especially communicative skills. It has rules and systems that the students have the obligation of speaking foreign language in their daily conversation routines. This rule is considered in order to make the students accustomed in practicing foreign language in their daily communication, so that they are able to improve their foreign language quality, especially in improving their speaking skill.

Based on the interview in the preliminary research by doing an interview with a guidance counselor (*musyrifah*) at Ma'had Al Jami'ah UIN Raden Intan Lampung that is the students before joining in the Ma'had Al Jaami'ah UIN Raden Intan Lampung have many problems in speaking such as low confident in speaking, limited vocabularies, and teacher in practicing english, and so on. However, after studying in Ma'had Al Jami'ah UIN Raden Intan Lampung for at

⁷Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq Sentot Ali Basa Islamic Boarding School of Bengkulu". *International Journal of Humanities and Social Science*, Vol. 2 No.20 (2012), p. 128

least one year, they got learning of daily conversation so they improved their confidence in speaking English and their overall English skill which showed in their daily communication. This progress shows that the language development program in Ma'had Al Jami'ah UIN Raden Intan Lampung seems to be successful⁸.

One of the language development method applied in Ma'had Al Jami'ah UIN Raden Intan Lampung is Daily Conversation. It is a method of language education that encourages students' speaking fluency improvement through daily communication. It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking.⁹

Daily conversation has been widely used in many Islamic Boarding School especially in Ma'had Al Jami'ah UIN Raden Intan Lampung to improve the students speaking ability. However, it is still necessary to conduct a deeper research related to how this method be applied, how the responses of the students, and what obstacles they faced in implementing it. Therefore, this research was done in order to reveal the implementation of daily conversation method in improving the students' speaking ability in Ma'had Al Jami'ah UIN Raden Intan Lampung.

⁸ Rahmanita Sari, musyrifah (divisi bahasa) asrama putri 2 UIN Raden Intan Lampung. Wawancara dengan penulis, Bandar Lampung, 9 Agustus 2017

⁹M. Muchlas, *Loc, Cit* p. 63

B. Identification of the Problem

Based on the research background, the researcher identified the problems as follows:

1. The students had low confident in English speaking.
2. The students had limited vocabularies.
3. The students did not really have partners to speak.
4. There were limited chances to speak English in formal class.
5. The teaching method in speaking was not really effective.

C. Limitation of the Problem

From the identification above, the limitation of the problem was focused and emphasized the research of the teaching and learning process in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung in the second year students.

D. Formulation of the Problem

Based on the limitation above, this research was formulated the problem as follows:

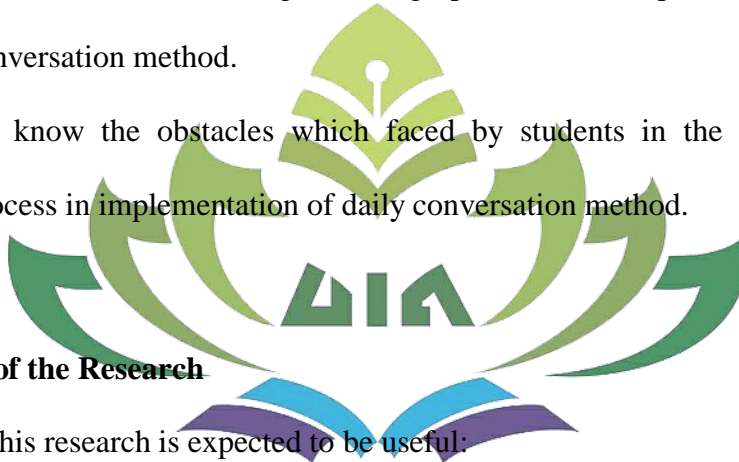
1. How was the teaching learning process in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung?

2. What were the obstacles which faced by students in the teaching and learning process in implementation of daily conversation at Ma'had Al Jami'ah UIN Raden Intan Lampung?

E. Objective of the Research

The objectives of this research are to reveal :

1. To know the teaching learning process in implementation of daily conversation method.
2. To know the obstacles which faced by students in the teaching learning process in implementation of daily conversation method.



F. Uses of the Research

This research is expected to be useful:

1. To inform the reader about an analysis of the teaching learning process in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung.
2. To become inspiring ideas for other researcher to conduct the follow up of the analysis study.

G. Scope of the Research

1. The Subject of the Research

The subject of the research were the English tutor and the female students at the third semester who stay in building 2 of Ma'had Al Jami'ah UIN Raden Intan Lampung.

2. The Object of the Research

The object of the research was the teaching learning process in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung.

3. The Place of the Research

The research was conducted at Ma'had Al Jami'ah UIN Raden Intan Lampung.

4. The Time of the Research

The research was conducted at the first semester in the academic year of 2017/2018.

CHAPTER II OVERVIEW OF THE RELATED LITERATURE

A. Teaching English as a Foreign Language

English is the first foreign language in Indonesia and it has been taught starting from the Junior High School up to the Senior School. English must be taught in order that the learners are able to compete in this global era. There are four skills in English that the students must mastered, they are listening, speaking, reading, and writing.¹ And the purpose of teaching learning process is to develop the skills above. But the fact, most students who learn English do not use English for daily communication but they only use English when they have English class because English is not their mother tongue.

One factor that influences the successes in teaching and learning English are teachers. Teachers should be able to make the students understand about the lesson. They have to find the way how to make the students enjoy the lesson. The students can easily lose their spirit and willingness to study if the teachers are uninteresting. Allah SWT, in holy Qur'an said about good communication in Surah An Nisa /4:63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ
قَوْلًا بَلِيغًا

¹Jeremy Harmer, *The Practice of English Language Teaching* (4th Ed) , (London: Longman, 2007), p. 265

“Those are the ones of whom Allah knows what is in their hearts, so turn away from them but admonish them and speak to them a far-reaching word”. (An- Nisa :63).²

This verse told about how to warn a community with good communication. According to tafsir Al Maraghi “Qoula baliighon” mean “words that the impact you will put into their soul.”³ Meanwhile, according to Al Qurthubi, sentence “Qoula baliighon” means “talk what is in heart”.⁴ Based on the experts it can be concluded that “Qoula baliighon” can be interpreted as fluent and precise talking, clear interpretation, and able to inform the message well. Besides that, by domain it touched, it can be called as effective speaking.

As Harmer states, one of main task for teacher is to provoke interest and involvement in the subject even when the student are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by class attitude by their participation, they conscientiousness, their humor and their seriousness that they may influence the

² Adds –Ins Al –Qur’an and English Translation, *An –Nisaa:63*, Accessed on December 25th, 2017, from Microsoft Word 2007

³ Ahmad Musthofa Al Maraghi, *Al Maraghi Juz 5 trans.*, (Semarang: PT. Karya Toha Putra: 1986)

⁴ Muhammad Ibrahim Al Hifnawi, *Tafsir al Qurthubi Jilid 5 trans.*, (Jakarta: Pustaka Azzam:2008)

students. It is by their own behavior and enthusiasm that they may inspire⁵. As stated by Brown that teaching is showing or helping someone to learn how to do something, giving, instruction, guiding, in the study of something providing with knowledge causing to know or understand⁶.

According to the statements above, the researcher assumes that teaching is the process of transferring the teacher's knowledge to the students in order to make the students understand the lesson. It is clearly stated that the teacher should be creative in teaching, so the students will not lose their spirit in learning.

B. Concept of Speaking

1. Definition of Speaking

Speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech⁷. Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Marry Ann cited in burns that It can also defined as an interactive process of making meaning that includes producing, receiving, and processing information.⁸ Meanwhile Lwin states, that “ speaking ability is the main aspect and mainly appears from verbal

⁵Jeremy Harmer, *How to teach English*. (Longman limited, 2007), p. 28

⁶H Douglas Brown, *Principles of Language Learning and Teaching* (4th Ed), (San Francisco State University: Longman, 2000), p. 7

⁷David Nunan, *Language Teaching Methodology: A Textbook for Teachers*, (Sidney: Macquire University, 1991), p. 39

⁸Marry Ann, *Improving Adult English Language Learners' Speaking Skills*. *ERIC Digest*. Available on: <https://www.ericdigests.org/2000-3/adult.html/> (September 20th 1007)

intelligence and linguistic intelligence”.⁹ Speaking ability can be called by verbal intelligence.

Of course, the students need interaction with others (teachers, friends) to communicate. Martin Bygate in Lwin’s book acquaints that “interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal in conversation.¹⁰ Despite the fact that it is taken for granted, speaking is very important in people’s everyday life. In addition, Bygate states that speaking is the vehicle: part excellent of social solidarity, of social making of professional achievement of business. It is through their way of speaking that people are most frequently judged.¹¹ In addition to that speaking is also a medium through which much language is learnt, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be good speaker provided he manages to deliver what is in his mind well and to make his audience understand him.

Furthermore, speaking is the term that the researcher uses for verbal communication between people. When two people are engaged in talking to each other, the writer is sure that they are doing communication. Communication

⁹Lwin, Adam Khoo, Kenneth Lyen, and Carrolin Sim, *How to multiply Your Child’s intelligence*, (2nd Ed), (Jakarta: indeks publisher, 2008), p. 11

¹⁰*Ibid*, p. 11

¹¹*Ibid*, p. 14

between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. People do communication for some reason. Harmer states the reason as follows:

(1)“ They want to say something”. What is used here is general way to suggest that the speaker make definite decisions to address other people. Speaking may of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

(2)“ They have some communicative purpose”. Speakers say things because they want something to happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter, to agree or complain. In each of this cases they are interested in achieving this communicative purpose what is important the message they wish to convey and he effect they want it to have.

(3)“ They select from their language store”. Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the “store” of language they posses) the language they think is appropriate for this purpose. Of course there will be a desire to communicate on the part of the students and they will also have communication purpose. When the students are involved in a drill or in repetition, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of

language. The teacher should be in creating procedures of teaching in order that the objective is reached. ¹² Referring to the explanation above, it can be concluded that speaking is the ability to express the ideas, feelings, and many others by using the appropriate words, good grammar, and understandable by the listener.

2. Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people.

Speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English we should use the language in real communication and ask them to do the same process. Richards and Rodgers stated that in the traditional methods, the speaking

¹²Jeremy Harmer, *How to Teach English*(7th Ed),(Longman, 2001), p, 46

skill was ignored in the classrooms where the emphasis was on reading and writing skills.¹³ For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup who said that learners who speak English very well can have greater chance for better education finding good jobs, and getting promotion.¹⁴

3. Types of Speaking Activities

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should

¹³Jack. C Richards., & Rodgers, T. S, *Approaches and Methods in Language Teaching*. (Cambridge: Cambridge University Press, 2001), p. 131

¹⁴Joanna Baker, &Heather Westrup, *Essential Speaking Skills: A Handbook for English Language Teacher*, (London: Continuum, 2003), p. 94

incorporate activities in a group work. There are some types of speaking performance which can be used in the classroom activities:¹⁵

a. Imitation

Students should pay attention to certain vowel sounds and intonations; next they should imitate correctly. Meanwhile learners need to practice an intonation contour or to find exactly certain vowel sound.

b. Responsive

It refers to short replies to teachers. It can be learners to initiated questions or comments. Students should be active in the classroom. They should reply to teachers' questions and comments. They should participate in the classroom.

For example:

T: How's it going?

S: Pretty good!

c. Intensive

Any speaking performance is planned to practice some phonological or grammatical features of language that can be self-initiated or pair work activity.

d. Transactional Dialogue

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something.

Learners should participate in conversation. For example:

¹⁵ Ali Derakhshan, *Op. Cit.* pp. 24-25

T: *What is the main idea in this essay?*

S: *The USA should have more power.*

T: *What do you mean?*

S: *Well, for example the USA should have the power to destroy the others countries.*

e. Interpersonal Dialogue

It is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert “agenda” (Brown, 2007). For example:

Carol : *Hi, Tom, How's it going?*

Tom : *Oh, not bad.*

Carol : *Not a great weekend, huh?*

Tom : *Well, I'm really miffed about last week.*

f. Extensive

It refers to students at intermediate to advanced levels that are asked to provide extensive monologues in the form of oral reports, summaries or short speech. In order to improve second language skills, learners should practice regularly. First learners should expand their general vocabulary and then they can improve their domain of vocabulary by listening from simple sentences to complex sentences. Meanwhile they can increase their knowledge by reading short story and sometimes memorizing some important parts of it. When

students read a book, story and magazine aloud, it can help students more.

When students practice, their fluency would be better too.¹⁶

4. Definition of Speaking Ability

To enable students to communicate, we need to apply the language in real communication. Speaking is the ability to speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Speaking ability of the students is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.¹⁷

Speaking skill is the ability to use the language in oral form. In junior and senior high schools this skill is limited to the ability to conduct a simple conversation on some subjects (e.g, expressing regret, gratitude, agreement, offer, certainty, etc). Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire.

¹⁶*Ibid*

¹⁷Dedi Efrizal, *Op. Cit. p. 127*

The following four or five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features, vowel and consonants; and the stress and intonation).
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. Comprehension¹⁸

So it can be concluded that students' speaking ability is their ability to retell the contents of communication given to their friends by using their own words, with measuring of their pronunciation, grammar, vocabulary, fluency, and also comprehension of dialogue.

5. Problems in Mastering Speaking

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards

¹⁸H. Douglas Brown, *Language Assessment Principle and Classroom Practices (1st Ed)*, (Longman, 2004), p, 140

themselves.

Littlewood expressed that a language classroom can also create inhibitions and apprehension for the students.¹⁹

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it.²⁰ It is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The last problem related to the speaking ability is that when some learners

¹⁹William Littlewood, *Communicative Language Teaching*.(Cambridge: Cambridge University Press, 2007), p.153

²⁰Wilga. M Rivers,*Teaching Foreign Language Skills* (2nd Ed), (Chicago: University of Chicago Press, 1981) . p. 271

share the same mother-tongue, they try to use it in the speaking class because it is very easy for them. According to Harmer, there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.²¹

6. Activities to Promote Speaking

Teachers should use a lot of English speaking activities to motivate learners to study and speak in English, and they should increase learning classroom environment. Teachers can use a funny discussion and ask students to talk about their best moments that they ever had. Students' participation in discussion causes other students to actively take part in negotiation; therefore, students become surprised about their ability and intelligence. Some students have a lack of desire to speak because of their shyness and low confidence, but there is no appropriate solution about how teachers can overcome this problem.

²¹Jeremy Harmer, *Op.Cit.*, p. 39

There are some activities to promote speaking ²².

1. Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in

²²Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language”. *ITESLJ*, Vol. XII No. 11 (2006). Available on: <http://itesj.org/Techniques/Kayi-TeachingSpeaking.html> (September 27th 2017)

large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities,

they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

4. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the

format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

7. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8. Story Completion

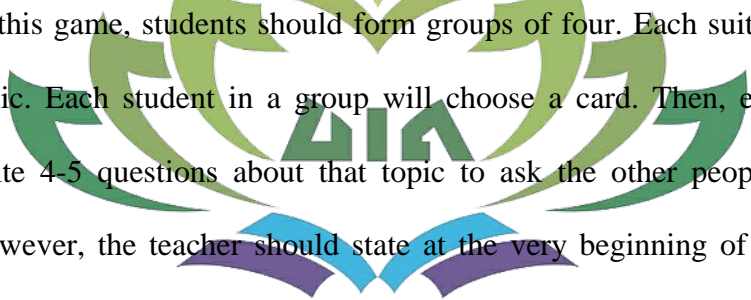
This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to

add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards



In this game, students should form groups of four. Each suit will represent a topic. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the

criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

12. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13. Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich

environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

C. Teaching Speaking

In this section, the writer will discuss about concept of teaching speaking. In teaching speaking there are some materials that will be written as follows: the basic principles of teaching speaking, problems in teaching speaking and problems in learning speaking.

a. The Basic Principles of Teaching Speaking

Teaching speaking is the way for students to express their emotions, communicative needs, interact to other persons in any situation, and influence the others. For this reason, in teaching speaking skill, it is necessary to have understanding involved in speech. Harmer states that there are three reasons for teaching speaking, they are as follows:

1. Speaking activities provide rehearsal opportunities-chances to practice real life speaking in the safety of the classroom.
2. Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students.

3. The more students have opportunities to activate the various elements of language.²³

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural rules that apply in each communication situation.

Teaching speaking is to train students to communicate. Therefore, language activities in the speaking class should focus on language use individually. This requires the teacher not only to create warm and humanistic classroom atmosphere, but also to provide each student to speak, therefore, it is clear that language is very important. The teacher teaches speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic. There are three steps of lesson methodology of speaking:

- a. Introduction

In the first step, before a teacher starts the lesson, the teacher must start the class quickly and efficiently. This can be a challenge, so being well

²³ Jeremy Harmer, *How to Teach English*, Longman, England, 2007, p.123

prepared. Key strategies of introduction are the teacher is checking the attendance and knowing more about the students. Besides she/he is doing daily or weekly activity and telling about agenda. And the last the teacher is giving brainstorming to the students and motivating the students.

b. Main-activity

In the main-activity in speaking lesson consists of three steps, they are:

1. Modeling

In this steps the teacher introduces about speaking, then the teacher models learning outcome, besides she/he engages students.

2. Guided Practice

In guided practice, the students practice learning outcome as a class and/or in pairs then the teacher provides help and feedback.

3. Independent Practice

In the last steps, the students demonstrate learning outcome individually or in pairs. Furthermore the teacher assesses learning outcome.

c. Post-activity

Be sure to stop independent practice 5 minutes before the end of class to give time for closing. Many teachers skip this step, but research shows that reflecting on the lesson is very beneficial for students learning. In the

post activity, the teacher can reflect on the learning outcome, then recap main point and the last review any errors.²⁴

Related to the explanation above, it is clear that the teacher must be able to encourage the students to explore themselves to develop speaking ability. It can be practiced by trying to interact with others in the class. Therefore, they could be challenged to expose their ability in speaking supported by the teacher. In this case the teacher may also give the opportunity to explore the students by giving a theme and the students practice in front of the class, and also they could communicate in the target language.

D. Concept of Daily Conversation Method

1. Definition of Daily Conversation Method

Daily conversation method is a method of language education that encourages students' speaking fluency improvement through daily communication.²⁵ It aims to overcome several problems that students encounter in learning foreign language skill, especially in speaking. Based on the explanation of Cambridge dictionary, Daily is happening on or relating to every day²⁶. It is supported by Oxford dictionary, it explains that daily is happening, done or

²⁴ Goeirno De Chile, *The 3-Step Lesson Methodology Programa Ingles*, available on: <http://Goeirno DeChile.hubpages.com/hub/The-3-Lesson-Methodology-Programa-Ingles.html>. Abre Puertas Unidad de Curriculum y Evaluacion Miniterio de Educacion. [February 3rd, 2015].

²⁵ M. Mukhlas, *Loc. Cit.* p.63

²⁶ Cambridge University, "*Cambridge Advanced Learner's Dictionary*", (Cambridge: Cambridge University Press, 2008), p. 349

produced every day²⁷. Conversation is talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answered, or news and information is exchanged²⁸. It is supported by Oxford Dictionary, it explain that conversation is an informal talking involving a small group of people or only two²⁹.

Therefore, as its primary function is to assist in the maintenance of social relationships, conversation is not (and should not be) held to the written grammar's rigid standards, which often cause conversation to be viewed in a negative way. Moreover, conversation should not be equated with uses of language that are not authentic, spontaneous interpersonal communication. Method is a procedure, technique, or way of doing something, especially in accordance with a definite plan. In other word, method is a planned way of doing something, especially one that a lot of people know about and use. Daily conversation is conversation activity modern boarding school Darussalam Gontor which students do by forming a line with friend actively and creatively.³⁰

Daily conversation method aims to promote speaking improvement through daily communication. This method is mostly used in modern schools or students'

²⁷Oxford , "*Oxford advanced learner's Dictionary*", (New York: Oxford University Press, 2009), p. 366

²⁸Cambridge University, *Op. cit.*, p. 306

²⁹Oxford University, *Op.cit.*, p. 321

³⁰Ahmad Sony Syamsudin, *Penerapan Model Muhadatsah Yaumiyyah untuk Meningkatkan Kemahiran Berbicara Bahasa Arab Siswa Kelas X.10 MAN 01 Kota Magelang*, (Magelang: 2013), p. 6

dormitory which obligates students to speak in foreign languages such as English and Arabic language through students' conversational routines in their daily communication.³¹

DCM implementation is a language education method with the setting of foreign language practice outside the classroom. It aims to accustom students in practicing foreign language speaking. Any kind of abilities needs a custom and practice continuously to be more skillful including the improvement of language skill adeptness. It is important to construct the language practice which not only promotes their language ability, but also their own belief and experiences in social ability along with promoting the students' aptitude, feeling, ideas, and other learning factors.³²

In the words of Krashen "the ability to speak fluently cannot be taught directly but it emerges independently at time when acquirer has built linguistic competence by understanding it".³³ It is difficult for second language learners to speak well and with ease because they do not get exposure to communicate in the target language outside the classroom. Therefore, some schools set rules of DCM to provide their students to get more exposure in communicating target language outside the classroom.

³¹M. Mukhlas. *Op.Cit.* p. 63

³²Jo Mynard, "Learning environments that facilitate reflection". *The Jalt Call Journal*. Vol. 7, No.3 (2011) p. 249

³³M. Muchlas, *Op. Cit.*, p.64

Providing other activities outside of the classroom such as English Daily conversation can be really beneficial toward their progress in learning speaking. It will influence the students ability to provide appropriate content-area instruction to the students.³⁴ It can also necessary to promote the interaction between language learners and shape the individual development both the form and the content of target language.³⁵ Therefore, additional language learning environment is important in improving the students' speaking ability. The concept of participation in conversation also reveals the importance of daily conversation in language learning since it is responsible for language acquisition. Conversation is not a one-way to obtain language input, but it consists of language acquisition process which can be illustrated as follows:³⁶

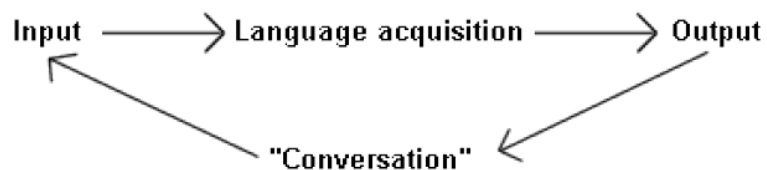


Figure 01. Conversation and Language Acquisition

In conversation, language learners do not only listen their partner, but also actively engage in conversation . In this case, Kosar and Bedir stated that the good

³⁴Yang Hong. "On teaching strategies in second language acquisition". *US-China Education Review*, Volume 5, No.1 (2008). p. 61

³⁵Shima Kameli, et.al. "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies". *Journal of Language Teaching and Research*, Vol. 3, No. 1(2012.). p, 24-25

³⁶Stephen D Krashen, *Principles and Practice in Second Language Acquisition*. (California: University of Southern California, 2009.) p. 61

language learning have a strong motivation to make use of the chances for communication³⁷. Hence, the more the learners talk, the more people will talk back to them which will increase the quantity of input and improve their language ability.³⁸

Based on the explanation above, it can be concluded that daily conversation method is a set of rules and guidelines of language education that encourages students' speaking fluency improvement through daily communication. The communication which happens in daily life would be students habits to use English as students' speaking and English environment which built by daily conversation method encourages students to be have positif behavior toward their studying. It can also be stated as the activities in talking or interpersonal communication which expresses authentic thoughts and ideas which happens between two or more people which happens to every day in human life.

2. Procedures of Daily Conversation Method

To improve students' foreign language proficiency, some schools or students dormitories implement DCM (Daily Conversation Method) as a language education method to support students in learning foreign languages. It consists of rules, reward and punishment systems by obligating them to speak foreign

³⁷Gulten Kosar. *Op.Cit.*, p. 13

³⁸Stephen D Krashen. *Op.Cit*

language in their daily conversation routines in order to in enhance the quality of students' foreign language.³⁹

The procedures of DCM can be stated as follows⁴⁰:

1. Students are informed that in two months after entering the class, they have to speak English anytime and anywhere especially within the school.
2. In the first month, the half regulation is implemented so the students can use mixed languaged between their native language and English for daily speaking.
3. After the second month ends, the students are obligated to speak fully in English.
4. Some students are appointed as the spies who will look for those who does not use English.
5. Every month, there is a language court which give rewards for those who made a good progress and punishments for those who break the language rules.

The procedures of daily conversation method are set to improve students speaking ability which help step by step. It also helps the students to learn responsibility in their process. So it will be easier for students to follow the language learning process and of course to improve their speaking ability.

³⁹*Ibid.*

⁴⁰Rahmanita Sari, musyrifah (divisi bahasa) asrama putri 2 UIN Raden Intan Lampung. Wawancara dengan penulis, Bandar Lampung, 9 September 2017

3. Advantages and Disadvantages of Daily Conversation Method

DCM aims to accustom in practicing foreign language speaking. There are some of benefits of using DCM in improving speaking ability:

- a. It creates a good learning environment to learn English.
- b. It encourages the students fluency in speaking.
- c. It can be maintained outside of classroom.
- d. It give more exposures and practices for a long time continuously.
- e. The speaking improvement is faster than in conventional way.⁴¹

Based on the explanation above, it can be concluded that the implementation of DCM give many advantages especially in improving speaking ability. Which in improving speaking ability, students need to have a good language learning environment and partner to practice their speaking continuously. By using DCM, it can help to improve students speaking ability. However, there are also some disadvantages of using DCM which can discussed below:

1. It needs more people and sources to manage the rules and systems.
2. It adds more pressures for the students who has a low motivation or those who are easily depressed with strict rules.
3. It can only be optimized in special place such as boarding schools and students dormitories. The implementation in the formal class will be limited.

⁴¹Rahmanita Sari, musyrifah (divisi bahasa) asrama putri 2 UIN Raden Intan Lampung. Wawancara dengan penulis, Bandar Lampung, 9 September 2017

In using DCM, there are advantages and disadvantages, it shows that DCM needs to be discussed how to improve the advantages and complete the disadvantages of DCM. So, DCM will be the solution to improve students speaking ability.

4. The Implementation of Daily Conversation Method

In daily conversation method, teaching and learning process is a part of method. Which the material of the lesson such as vocabularies, grammar, and some examples of daily conversation are given in the classroom and then the implementation of daily conversation is out of classroom and it is controlled by *musyrifah* (guidance counselor). Garner cited in Well-Papanek has develop a human- centered and learner-directed instructional model, which has successfully used by students of all age around the world. This model of teaching-and-learning is divided into five steps as follows:⁴²

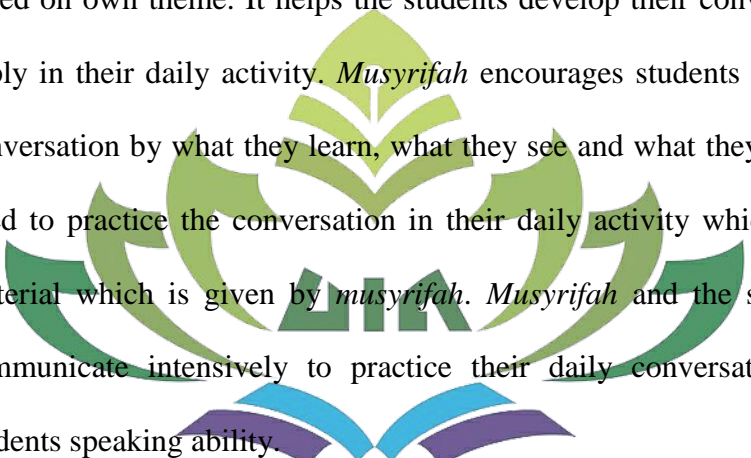
- a. Explore (Students notice, experience, and gather sensory input)

Start with an interesting and engaging nonacademic exercise (such as imagery, a piece of literature, words, symbols, etc.) to help the students develop cognitive structures such as noticing patterns and relationships to then apply to content areas. Provide concrete materials for students to touch, see,

⁴²Doris Well-Papanek, *effective Instructional flow*, available on: <http://www.designlearning.us/instructional-flow/> (September 27th, 2017)

hear, smell, taste, and interactive with. Teacher encourages student-generated questions and comments to share their curiosity, observations, and what they notice. Students need to “see with their eyes” the physical characteristics of objects and “see with their minds” the connections and unusual things they notice and have questions about.

Explore is the first step in which *musyrifah* starts with an interesting dialog based on own theme. It helps the students develop their conversation to then apply in their daily activity. *Musyrifah* encourages students to improve their conversation by what they learn, what they see and what they think. Students need to practice the conversation in their daily activity which is helped the material which is given by *musyrifah*. *Musyrifah* and the students need to communicate intensively to practice their daily conversation to improve students speaking ability.



- b. Describe (Students begin cognitive processing by making connections with prior knowledge)

Provide time for students to describe and discuss with each other and with the class what they noticed and wondered about. Encourage students to ask questions. Encourage students to write and/or draw what they noticed to make connections, find patterns, formulate rules, and make abstract generalizations. This is an excellent opportunity for a formative assessment to gain insight into

the types of words learners use to think and communicate, their level of knowledge, and how they process information.

Musyrifah provides time for students to explain and discuss with each other and with the class what they notice and wonder to speak . Encourage students to ask questions in the process teaching learning in the class. This is an excellent opportunity of students for a formative assessment to gain insight into the types of words students use to think and communicate, their level of knowledge, and how they process information.

c. Explain

Teacher clarifies and builds on student descriptions, introduces new materials concepts, and asks students what sense they are making of it all and expand their processing. Provide connections between student experiences; offer feedback, and present new information. Pace content and skills so that students can enjoy the challenge of new learning and the satisfaction of understanding. Encourage cognitive, physical, and emotional engagement. Present the material in multiple ways to meet the needs of individual students.

Musyrifah clarifies and builds on student descriptions of other conversation, introduces new material concepts of conversation, and ask students what sense they are making of it all and expand their processing in practicing daily

conversation. *musyrifah* presents the material in multiple ways to meet the needs of individual students.

- d. Demonstrate (Students share evidence of learning outcomes, by analyzing and integrating information and applying their understandings)

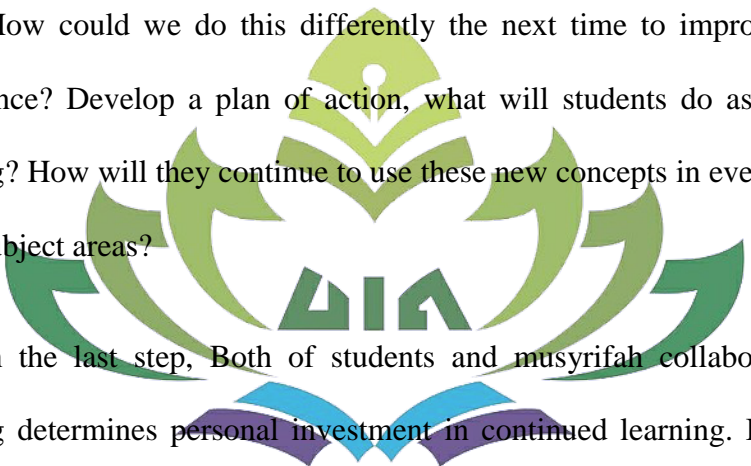
Provide time, coaching, and materials for students to demonstrate in their own words their understanding of the new concepts. Encourage continued questioning and learning through research projects (group and individual) related to the new information. Encourage application of new information to life through relevant action to influence change without imitating what the teacher presented (write letters, call, e-mail, research internet, interviews, etc). Encourage creative ways to demonstrate understanding (written report, journal, letters, editorials; oral report, role playing, drama, PowerPoint, animation, movie, video, drawing, posters, models, or by teaching information to someone else, or making up an assignment).

In this step, students share evidence of learning outcomes which was given in the class, by practicing their daily conversation in daily activity. The students are obligate to demonstrate their daily conversation out of classroom, of course in their daily activity and *musyrifah* guides and controls their daily communication. Both of students and *musyrifah*, they are able to communicate intensively which is

known that they stay and study in the same place. By practicing their daily conversation, it can be looked how far students speaking ability.

e. Evaluate

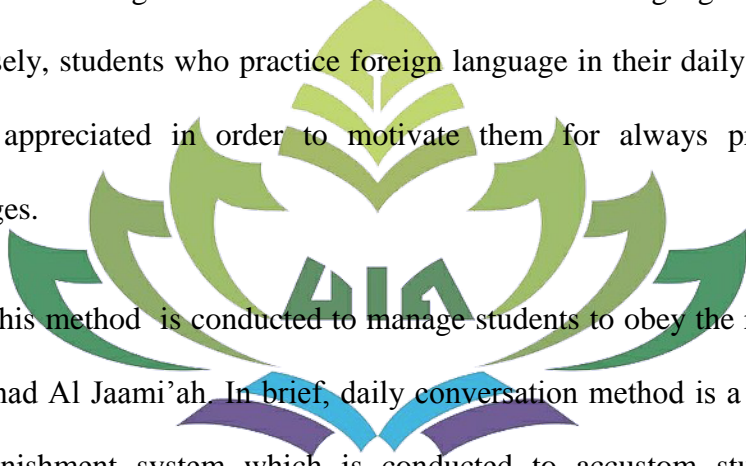
Provide opportunity to reflectively respond to question: “What sense did I make of this?” Encourage students to help develop scoring guides to evaluate effectiveness of learning. How do they know they have learned new knowledge or skill? How could we do this differently the next time to improve this learning experience? Develop a plan of action, what will students do as a result of this learning? How will they continue to use these new concepts in everyday life and in other subject areas?



In the last step, Both of students and *musyrifah* collaborate to evaluate learning determines personal investment in continued learning. Both of students and *musyrifah* reflect on and assess the implementation of the daily conversation, what are the obstacles, how it could be improved, and what questions come to mind as a result of the experience.

Based on the model teaching and learning above, Teaching and learning in the class room is not complete without practicing in outclass room. Because in this method, teaching and learning in the classroom is just for giving the material which help the daily conversation, and the most need is the activity out of classroom to practice students' daily conversation.

To implement this method, Ma'had Al Jaami'ah sets rules and management of language education. The establishment of language division is a way to control students' language activities. People in language division take a role as language activator. In the implementation of language education, Ma'had Al Jaami'ah imposes reward and punishment system. Reward and punishment system means controlling students' language activity by giving them punishment in order to make them feeling controlled because of the rules of language among them, and conversely, students who practice foreign language in their daily conversation are highly appreciated in order to motivate them for always practicing foreign languages.



This method is conducted to manage students to obey the rules of language in Ma'had Al Jaami'ah. In brief, daily conversation method is a rule with reward and punishment system which is conducted to accustom students practicing foreign language in their daily communication around Ma'had Al Jaami'ah. It is considered in order to make students accustomed in practicing foreign language in their daily communication, so that they are able to improve their foreign language quality, especially in improving their speaking skill.

5. The Obstacles in Implementation of Daily Conversation Method

In implementation of daily conversation method, there are some factors that affect learning achievement. Learning achievement is the result or level of ability

that has been achieved by students after attending a teaching-learning process within a certain time in the form of changes in behavior, skills and knowledge and will then be measured and assessed and then realized in numbers or statement. These factors can be the obstacles of the implementation of daily conversation method which needed to be discussed and to be evaluated in the implementation of daily conversation method.

There are factors that affect learning achievement:⁴³

1. Factors from within the student (internal)

There are some levels of internal factors:

- a. Physical Factors

In these physical factors can be divided into two factors namely health and disability factors.

- b. Psychological factors

Physical Factors may include intelligence, attention, talent, interest, motivation, maturity, readiness.

- c. Fatigue factor

There are several factors that fatigue can affect student achievement, among others, can be divided into two kinds, namely physical exhaustion and spiritual exhaustion. Fatigue spinelessness visible physical body and arises a

⁴³Rahmat Ardiansyah, Learning Achievement, available on:<http://www.idsejarah.net/2014/11/faktor-faktor-yang-mempengaruhi-hasil.html> (September 27th 2017)

tendency to lay down. Physical fatigue occurs because there is substance in the body burned, so the blood is less fluent in certain parts. While the spiritual fatigue can be continuously thinking about the problem which means without a break, doing something because it was forced, not in accordance with the interest and attention.

From the above description then the physical and mental fatigue can affect learning and achievement so that students learn best not to happen should avoid fatigue in the study as spinelessness body. So it is necessary to arrange the conditions that are free from such spiritual exhaustion that means thinking about problems without a break, doing something because it had not in accordance with the interest and attention. This is all a huge influence on student learning achievement. In order for students as students should not occur with either physical and psychological exhaustion.

2. Factors originating from outside (external factors)

External factors that influence learning achievements it can be grouped into three factors: family factors, the factors the school and community factors:

a. Family factors

Family factors are very active role for students and can affect the family, among others: how to educate parents, relations between family members, family circumstances, understanding parents, family economic circumstances, cultural background and atmosphere of home.

b. Factor of school

School factors may be the way teachers teach, ala-tools, curricula, school time, the interaction of teachers and pupils, school discipline, and educational media.

3. Society of Environmental Factors

Factors affecting student achievement to include friends hanging out, other activities outside of school and living in the family environment.

a. Students in community activities

Students in community activities can be beneficial to the development of his personality. But if students take part in too many community activities such as organizing, social activities, religious and others, learning will be disrupted, especially if it is not wise in a set time.

b. Friends Mingle

Children need to socialize with other children, salts develop socialization. But it needs to be taken not to make friends hanging out a bad temperament. Good deeds are not easily affect others, then it needs to be controlled with whom they associate.

c. Living Environment

How to neighbors living around the house where children live, a big influence on child growth. This example of children living in environments people learn, the child will take effect automatically diligent also without prompting.

The obstacles of using daily conversation method can be concluded to be three main factors: First: Internal factors : (1) Physical Factors which divided into two factors namely health and disability factors, (2) psychological factors may include intelligence, attention, talent, interest, motivation, maturity, readiness. (3) Fatigue factors can be divided into two kinds, namely physical exhaustion and spiritual exhaustion. Second: External factors: (1) Family factors: how to educate parents, relations between family members, family circumstances, understanding parents, family economic circumstances, cultural background and atmosphere of home. (2) Factor of school : the way teachers teach, ala-tools, curricula, school time, the interaction of teachers and pupils, school discipline, and educational media. Third: Society of Environmental Factors: Factors affecting student achievement to include friends hanging out, other activities outside of school and living in the family environment.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

Descriptive qualitative is used in this research. Denscombe stated that the qualitative data take the form of words (spoken or written) and visual images (observed or creatively produced). They are associated primarily with strategies of research such as case studies, grounded theory, ethnography and phenomenology, and with research methods such as interview, documents and observation.¹ In addition Sugiyono stated that qualitative research methods are often called naturalistic research methods because the research is done on natural conditions natural settings.²

This research was conducted to describe the process of teaching learning in implementation of daily conversation method and the obstacles in teaching learning process in implementation of daily conversation method. This way, the researcher hoped that this research revealed this matter clearly for the sake of English learning improvement in the classroom.

B. Research Subjects

The subject of this research is the female students at third semester and who stay in building 2 of Ma'had Al Jami'ah UIN Raden Intan Lampung. The students of Ma'had Al Jami'ah are divided into three categories, that are male students,

¹ Martin Denscombe, *Good Research Guide* (Sidney: Net Library, 2010), p.273

² Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p. 85

female students building 1 and female students building 2, with the detail as follows:

Table 01
Data of Students of Ma’had Al Jami’ah UIN Raden Intan Lampung
2017/2018 Academic Year

| No | Category | Semester | | Number |
|----|-------------------|----------|--------|--------|
| | | I/II | III/IV | |
| 1. | Male Students | 40 | 14 | 54 |
| 2. | Female Students 1 | 88 | 35 | 123 |
| 3. | Female Students 2 | 80 | 38 | 118 |
| | Total | | | 295 |

Source: Documentation of Dormitory of UIN Raden Intan Lampung

Based on the table above, it is known that the number of students’ Ma’had Al Jami’ah UIN Raden Intan Lampung are 295 students, consisting of 54 male students, 123 female students (building 1) and 118 female students (building 2). The researcher used purposive sampling to the subject of the research.

According to Marguerite et.al., purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.³

Then the subject of the research is the female students at the third semester who stay in building 2 because the researcher believed that the female students

³ Marguerite, et.al, *Methods in Educational Research: From Theory to Practice*, Jasey-Bass. San Francisco, 2006, p.152.

already sufficient as the subject which was known that female students at the third semester already got many learning and English environment in female building 2 is better than female building 1 or male building. It supported to the researcher to choose female building 2 as the sample of the research.

C. Data Collecting Technique

According to Sugiyono, data collecting technique is the primary stage of research, because the purpose of the study is to collect data.⁴ Using data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the goal of carrying out high quality research with credible results. Observation, interview, and questionnaire were used to collect data.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.⁵ There are some observational roles:

- a. Role of a Participant Observer
- b. Role of a Nonparticipant Observer
- c. Changing Observational Role

⁴ Sugiyono, *Op .Cit.*, p. 308

⁵ Jhon W. Creswell, *Op. Cit.*, p. 213

Role of a nonparticipant observer is chosen for observation in this research. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities who visits a site and records notes without becoming involved in the activities of the participants.⁶ The nonparticipant observer is an “outsider” who sits on the periphery or some advantageous place (e.g., the back of the classroom) to watch and record the phenomenon under study. Which in this case the researcher came to the place of the observed activity, but the researcher was not involved in these activities.

2. Interview

Equally popular to observation in qualitative is interviewing.⁷ A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answers. There are types of interviews:⁸

- a. One-on-One interviews
- b. Focus Group Interviews
- c. Telephone Interviews
- d. E-Mail Interviews

One-on-one type’s interview is used in this research. The one-on-one interviews is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. The

⁶*Ibid.*

⁷*Ibid.*, p. 217

⁸*Ibid.*, p. 218

researcher asked questions and records answers from only one participant in the study at a time.

3. Questionnaire

Questionnaire is a list of questions that is used by obtaining information from respondent.⁹ There are two kinds of questionnaire, they are open question and close question. Open questions are those that leave the respondent to decide the wording of the answer, the length of the answers and the kind of matters to be raised in the answer. The questions tend to be short and the answers tend to be long¹⁰. Close questions are the answers by allowing only answers which fit into categories that have been established in advance by the researcher.

Open question questionnaire is used in this research. Open question questionnaire which the students are allowed to express themselves in their own words. The advantages of 'open' questions are that information gathered by way of the responses is more likely to reflect the full richness and complexity of the views held by the respondent. Respondents are allowed space to express themselves in their own words.

⁹ Sugiyono, *Op. Cit.*, p. 199

¹⁰ Martin Denscombe, *Op. Cit.*, p.165

D. Research Instrument

1. Observation

Non participant observer is used in this research. Non participant observer which the researcher visits a site and records notes without becoming involved in the activities. The researcher came to Ma'had Al Jami'ah to observe how the activity run. In this case, the researcher only noted, analyzed and made inferences about the object under study. Nevertheless, before the teaching learning begins, the researcher prepared the observation sheet. The observation sheet was observation checklist.

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

Table 02
The Specification of Observation Checklist

| Subjects | Pointer(s) |
|-----------------------------|--|
| Pre-activity (Teacher) | 1. Teacher opens the lesson. |
| | 2. Teacher checks the students' attendance. |
| Main-activity (Teacher) | 3. Teacher gives brainstorming to the students. |
| | 4. Teacher gives motivation to the students. |
| | 5. Teacher gives model learning speaking through presentation technique. |
| | 6. Teacher chooses the topic before start the presentation technique. |
| | 7. Teacher gives the time lime to the students to practice speaking by using presentation technique. |
| Main-activity (Students) | 8. Teacher asks the students to show their presentation in front of the class. |
| | 9. The students give respons in learning speaking through presentation technique. |
| | 10. The students individually practice speaking through |

| Subjects | Pointer(s) |
|----------------------------|---|
| | presentation technique. |
| Main-activity (Teacher) | 11. Teacher gives feedback to the students in learning speaking through presentation technique. |
| | 12. Teacher reviews/ evaluates any errors to the students. |
| Close-activity | 13. Teacher closes the lesson. |

2. Interview

One-on-one type's interview is used in this research. One-on-one which the researcher asks questions and records answers from only one participant in the study at a time. The researcher did the interview to the *musyrifah* who held language division in Ma'had Al Jami'ah of UIN Raden Intan Lampung to get information about the teaching learning in implementation of daily conversation method and the obstacles in teaching learning of daily conversation method. Meanwhile, the interview guideline was used by the researcher as follows:

Table.03
The Specification of Interview

| No | Items of Interview | Aspects | Indicators | Total Item | Number | |
|----|---------------------------------|---------------------|---|------------|--------|------|
| | | | | | Odd | Even |
| 1. | Steps of DCM Implementation | Explore | Students liveliness and their exploring in learning process | 2 | 1 | 2 |
| | | Describe | Teaching learning process | 1 | 3 | |
| | | Explain | Module and material | 3 | 5 | 4,6 |
| | | Demonstrate | Students practicing | 1 | 7 | |
| | | Evaluate | Reward and punishment | 1 | | 8 |
| 2. | Obstacles of DCM Implementation | a. Internal Factors | Factor within the students: physical, psychological, fatigue factor | 2 | 9 | 10 |
| 3. | Outcome | Result of DCM | Strength and weakness, and Result | 2 | 11 | 12 |
| 4. | Suggestion | Suggestion | Suggestion | 1 | | 13 |

3. Questionnaire

Open question questionnaire is used in this research. Open question questionnaire which the students are allowed to express themselves in their own words. The researcher leaved the respondent to decide the wording of the answer, the length of the answers and the kind of matters to be raised in the answer. The researcher did the questionnaire to the female students at the third semester of Ma'had Al Jami'ah of UIN Raden Intan Lampung. Meanwhile, the questionnaire was used by the researcher as follows:

Table 04
The Specification of Questionnaire

| No | Items of Interview | Aspects | Indicators | Total Item | Number | |
|----|---------------------------------|---------------------|---|------------|--------|------|
| | | | | | Odd | Even |
| 1. | Steps of DCM Implementation | Explore | Students liveliness and their exploring in learning process | 2 | 1 | 1 |
| | | Describe | Teaching learning process | 1 | | 3 |
| | | Explain | Module and material | 3 | 5 | 4,6 |
| | | Demonstrate | DCM implementing | 1 | 7 | |
| | | Evaluate | Reward and punishment | 1 | | 8 |
| 2. | Obstacles of DCM Implementation | b. Internal Factors | Factor within the students: physical, psychological, fatigue factor | 2 | 9 | 10 |
| 3. | Outcome | Result of DCM | Strength and weakness, and Result | 2 | 11 | 12 |
| 4. | Suggestion | Suggestion | Suggestion | 1 | | 13 |

E. Research Procedure

The procedure of the research as follows:

1. Determining the research subject. In this research, the subject were the English tutor (*musyrifah* in language division) and the female students in the third semester who stay in building 2 of Ma'had Al Jami'ah of UIN Raden Intan Lampung;
2. Doing the observation and taking notes on any cases taking place during the teaching learning process;
3. Doing the interview. The researcher interviewed the english tutor about the teaching learning in implementation of daily conversation method;
4. Giving questionnaires. The researcher gave the questionnaires and observed the students filling in the questionnaires;
5. Analyzing the data. The researcher analyzed the notes of the observations, interview and the questionnaires;

F. Trustworthiness of The Data

According to Cohen, to make trustworthy and credible qualitative research, the researcher can use a method called triangulation, the use of two or more

methods of collecting the data for the research to make a more accurate conclusion.¹¹ They add that there are several types of triangulation as follows:

1. Time Triangulation

There are two kinds of time triangulation including:

- a. Cross sectional triangulation means that the researcher collects data at one point in time;
- b. Longitudinal triangulation means that the researcher collects data from the same group at different points in the sequence.¹²

2. Space Triangulation

These types are used in order to collect similar data at different places.¹³

3. Theoretical Triangulation

This type draws upon alternative or competing theories in preference to utilizing one viewpoint only.¹⁴

4. Methodological Triangulation

¹¹ Louis Cohen et al, *Research Methods in Education* (New York: Routledge, 2007), p. 113

¹² *Ibid.*

¹³ *Ibid.*

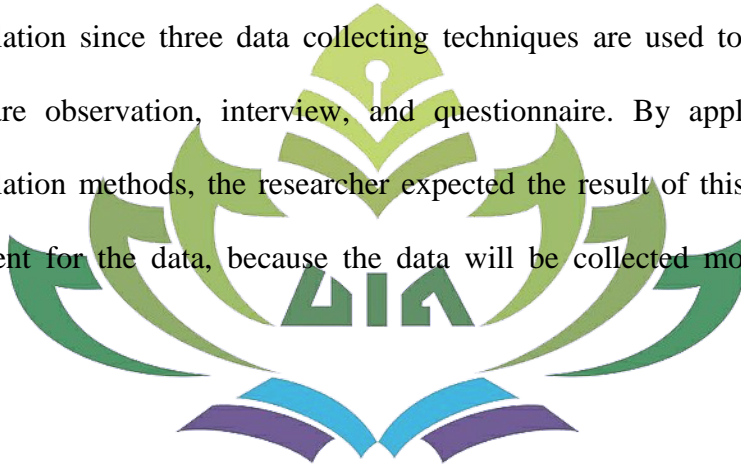
¹⁴ *Ibid.*

This type uses either the same method on different occasions or different methods on the same object of study.¹⁵

5. Investigator Triangulation

This type engages more than one observer, data are discovered independently by more than one observer.¹⁶

Methodological triangulation is used in this research. Methodological triangulation since three data collecting techniques are used to collect the data. They are observation, interview, and questionnaire. By applying these three triangulation methods, the researcher expected the result of this research will be consistent for the data, because the data will be collected more than one data source.



G. Data Analysis

Data analysis is the process of organizing in order to obtain regularity of the study pattern form. According to Miles and Huberman there three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.¹⁷

¹⁵ *Ibid.*

¹⁶ *Ibid.*

¹⁷ Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis*, (Thousand Oaks: SAGE Publications Ltd, 1994), p. 12 Online: available on: <https://us.sagepub.com/en-us/nam/qualitative-data-analysis/book239534/> (September 27th 2017)

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.¹⁸ In this case, the researcher selected the data that contain of observation of teaching learning process, interview and questionnaire. Then, this summary analyzed to seek the important information, group the data, and select the data which are needed and arrange the data to the proper format, so it can give meaningful result and conclusion.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and huberman's theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.¹⁹ Thus, the researcher used data in form of table. And then, the researcher categorized the data to make easy in making conclusion.

¹⁸ *Ibid.*

¹⁹ *Ibid.*

3. Conclusion drawing/verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyze data mean and to assess their implication for the question at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.²⁰

In this step, the researcher drew the conclusion and verivied the answer of research question that had been done in displaying the data by comparing the observation data, interview data, and questionnaire data. Thus, the researcher got the conclusion about the teaching learning process in implementation of daily conversation method at Ma'had Al Jami'ah of UIN Raden Intan Lampung in the academic year of 2017/2018.

²⁰ *Ibid*, p. 13

CHAPTER IV RESULT AND DISCUSSION

A. Finding of The Research

In this part, findings of the research and discussion would be discussed in this research. The research findings show the data obtained from the result in order to see the implementation of daily conversation method at Ma'had Al Jami'ah. The discussion contains the description and interpretation of the research findings.

1. Findings

In this part discusses the result of the observation, interview and questionnaire which is based on the research questions. These research questions are the aspects of teaching learning daily conversation method and the obstacles in implementation of daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung.

a. Observation Report

The observation was conducted to know the process of teaching learning in implementation of daily conversation method. The observation was conducted in one meeting. The process of teaching and learning in implementation of daily conversation method was observed. In the observation process, the observation checklist the teaching and learning process was prepared. The data of observation has been identified as described in the following discussion. The explanation of

the teaching learning process in implementation of daily conversation method could be seen in the table below:

Table 05
Observation Checklist

| Subjects | Pointer(s) | Yes | No | Note |
|-----------------------------|---|-----|----|---|
| Pre-activity (Tutor) | 1. Tutor opens the lesson. | ✓ | | Tutor opened the lesson by greeting the students. |
| | 2. Tutor checks the students' attendance. | ✓ | | Tutor checked the students' attendance by calling their name. |
| Main-activity (Tutor) | 3. Tutor gives brainstorming to the students. | ✓ | | Tutor gave brainstorming to the students by asking students activity. |
| | 4. Tutor gives motivation to the students. | ✓ | | Tutor gave motivation to the students by saying "please, be brave to practice english" |
| | 5. Tutor reviews the materials. | ✓ | | Tutor reviewed the previous material such as vocabularies and short conversation. |
| | 6. Tutor gives vocabularies and short conversation. | ✓ | | Tutor gave vocabularies and short conversation to students. |
| | 7. Tutor gives the time limit to the students to memorize the vocabularies and short conversation. | ✓ | | Tutor gave the limit time during 1-10 minutes to memorize vocabularies and short conversation. |
| | 8. Tutor asks the students to practice the conversation in front of the class. | ✓ | | Tutor asked the students to practice the conversation in front of the class with their friends. |
| Main-activity (Students) | 9. The students give respons in learning daily conversation and then the students prepare the material. | ✓ | | The students gave respons to the tutor by asking something about daily conversation. |

| Subjects | Pointer(s) | Yes | No | Note |
|------------------------|--|-----|----|---|
| | 10. The students practice their daily conversation based on theme with their partner in front of class moreover the other students keep paying attention to their friends. | ✓ | | The students practice their daily conversation based on the theme with their partner in front of the class after preparing the material. |
| Main-activity (Tutor) | 11. Tutor gives feedback to the students in learning daily conversation method. | ✓ | | Tutor gave feedback to the students students in learning daily conversation method. |
| | 12. Tutor reviews/ evaluates any errors to the students. | ✓ | | Teacher reviewed/evaluated any errors to the students. |
| Close-activity (Tutor) | 13. Tutor closes the lesson. | ✓ | | The tutor closed the lesson by saying “goodbye and see you next meeting” to the students. And the tutor gave motivation to the students to learn more and more. |

In the meeting, the observation was conducted on Friday, December 8th, 2017, in the morning. Before teaching and learning was begun, the tutor prepared the material in advanced.

a. Pre-activity (Introduction)

The tutor opened the class by greeting to the students and checked the students' attendance.

b. Main-activity

In the main-activity, first the tutor reviewed previous lesson. Then the tutor started the lesson. After that the tutor introduced the material that would be taught. The tutor gave the material in teaching and learning daily conversation in the class, and gave the example of short conversation. After the students gave respons and prepared to memorize and practiced in front of the class, the tutor explained about the time limit that can be used to practice, the conversation was practicing based on theme. And then the tutor asked the students to come forward by calling their name one by one. But the time was over and the practicing has not finished. Only ten students that could practice the conversation in front of the class. There was one pair of them who practiced the conversation and the other students kept paying attention.

In addition the tutor evaluated the students respond in teaching learning speaking of daily conversation. Then the tutor reviewed any error that the students did when they were practicing the conversation, by saying like “don’t be nervous!” then “please speak loudly!” or “you have to pronounce the word with a good pronunciation”. The tutor gave example how to pronounce “capital” with the correct pronunciation and others. The tutor did i, so that the another students not did it again in the next meeting. Finally the tutor gave motivation to the students to learn deeply because for the next meeting they would study it again.

c. Close-activity (Closing)

In the close-activity, the tutor closed the lesson.

The observation consisted of three points. The first point was process that of three parts. The first part was pre-activity that consisted of two points of observation that investigated to know how the tutor opened and prepared the class. The second part of teaching learning of daily conversation was main-activity that consisted of thirteen points of observation. The writer also noted the experiment or sample activity how to start daily conversation in teaching and learning speaking process. The third part of the observation point was close-activity, the teacher closed the lesson.

Furthermore, based on the notes which are taken by the tutor, the tutor felt difficulties in building students-centered learning because it was based on students' learning motivation. However, in this meeting students enjoyed the meeting because the fun material. Tutor had difficulties in guiding students to pay attention, because the students are active to prepare the practicing of conversation in that class. Then, the students did not get the best performance because some of them felt shy and afraid if they made mistake in pronouncing the word and so on. Students have low vocabularies and students are still lazy to keep learn in learning daily conversation.

b. Interview Report

To support the data of the observation, the researcher had employed an interview to the *musyrifah* (tutor) to investigate the teaching learning process in implementation of daily conversation method and the obstacle of daily conversation method. There were thirteen questions that the researcher asked to the *musyrifah*. The questions number one to thirteen were consisted of teaching learning in implementation and obstacle faced by using daily conversation method.

Table 06
The Result of Interview to Musyrifah

| No | Question | Answer |
|----|---|--|
| 1. | Do the students have high spirit and motivation in learning English using daily conversation method? | Yes, they do. They have high spirit and motivation in learning daily conversation, and I see that they practice their conversation of this method. |
| 2. | How can the students explore themselves in the implementation of daily conversation method? | I can see that they explore themselves to practice their conversation, in learning process in the class, we give them the time to try to speak English based on the theme and they practice eith their partner. |
| 3. | How is the process of teaching learning of daily conversation method in Ma'had? | Firstly, we give them the material includes basic vocabularies and tenses and we combine to be short conversation then we ask them to practice it in front of class with their partner. so they can use it to speak English based on theme in Ma' had area |
| 4. | Is there any module of the use of daily conversation method in Ma'had? Can it help you in the teaching process? | Of course. we have module to guide us to teach them, what should we give and what should we do for teaching. It helps us to be easier to teach them. |

| | | |
|-----|--|--|
| 5. | Are the teaching materials difficult to be understood by students? | I think no, because the material is basic vocabularies and tenses based on for daily conversation. So, they can understand well. |
| 6. | Are the teaching materials relevant to the daily activities? | Yes. Our material is relevant to the daily activities, we give the tenses and vocabularies as basic conversation based on theme such as at mosque, at canteen, in the room, etc. |
| 7. | Does the implementation of daily conversation method in Ma'had run well? | As long as I see, it is progressively increase when we know that the students use their English communication in their daily activity. but we still find the students who still lazy to use English as their communication so they still feel difficult to speak in front of theri friend. |
| 8. | How do you give some rewards and punishments? | we have reward and punishment, in every moth we have gift for the students who always use English as their communication, and give the punishment to students who lazy to use English. the punishment are they have to speak up, memorizing vocabularies, and etc. |
| 9. | What are the obstacles you faced in the process of teaching and implementing daily conversation method? Explain! | We still find the students who still lazy to use English. their vocabularies are low but they are lazy to learn more. They do not know how to speak. they need more motivation in English as their communication. |
| 10. | Is there any obstacles from within the students in learning? explain! | Yes. Some of them are still lazy and have low motivation to learn and practice their daily conversation. So, it can influence the other as their partner to use English. |
| 11. | How is the students' achievement in the implementation of daily conversation method? | We can see that students can speak English in everywhere by confidently. they know how to speak in their daily activity. even they are not from English department but they can practice to speak English in their daily activity little by little. |
| 12. | Are there any strengths and weaknesses of daily conversation method in Ma'had? explain! | For the strength, This method makes good environment for English daily communication and makes students improve their speaking faster. And the weakness, when we ask them to use English whenever and wherever and we give punishment, it can be the pressure for them and |

| | | |
|-----|--|---|
| | | it will make decrease of it rules, they are obligated to use English just in Ma'had area, when they go out from Ma'had they can use other language. and we need many sources and people to manage this method that of course know well this method. |
| 13. | Is there any suggestion for improving the daily conversation method in Ma'had? | The students need to get motivation that speak English is not just the obligation in Ma'had, but speak English in everywhere is needed to improve their English speaking ability, and they can make it as obligation by themselves not from ma had to keep their English. Daily conversation method in Ma'had Needs more people and source to keep method run well. |

Based on the interview to musyrifah, the researcher could describe as follows: the result of interview showed good result of implementation of daily conversation method however still found some obstacles in implementation of daily conversation method.

Based on the question number one, it showed that the students have high spirit and motivation to learn and practice daily conversation.

Based on the question number two, it showed that the students explore their daily conversation by practicing the conversation to their partner in some places based on theme of place.

Based on the question number three, it showed that *musyrifah* gives the materials include basic vocabularies and tenses as theirs basic conversation by practicing to their partner.

Based on the question number four, it showed that there is module as guidance to teach students and it helps *musyrifah* to teach.

Based on the question number five, it showed that the material is not difficult because the content is the basic material.

Based on the question number six, it showed that the material of the module is relevant to the daily activity. There were basic vocabularies and basic sentence to be short conversation based on theme of place.

Based on the question number seven, it showed that the implementation of daily conversation method is run well but has not perfect, which was known that still found students lazy to practice English as their daily communication.

Based on the question number eight, it stated that in every month, there is time to give reward to who always use English as daily communication and punishment to whom did not use English in their daily activity.

Based on the question number nine, it showed that the students are lazy to use English as theirs daily communication, students have low vocabularies and low motivation to learn more of English.

Based on the question number ten, it showed that the obstacle is found within students themselves. The students are lazy to use English, students have low

vocabularies and low motivation to practice their conversation and it could influence others.

Based on the question number eleven, it showed that the improvement of students speaking could be seen that they could speak English in everywhere confidently and they know how to use English in their Daily communication.

Based on the question number twelve, it showed that the strength of daily conversation method is it makes good environment for English daily communication and makes students improve their speaking faster. And the weaknesses is the obligation to use English communication could give pressure to students and it would make decrease of it rules.

Based on the question number thirteen, it showed that students need to get more motivation of how important English is and daily conversation in Ma'had still need more people and sources to be better in the future.

From the result of the interview, it could be concluded that tutor had difficulties in guiding students to the stable condition with the full concentration to the material when observing, guiding passive students to emphasize the students-centered, handling the class and problems which may arise because of the students are active in preparing to practice the conversation in that class. Students had difficulties in speaking. Although they speak with a good fluency, their vocabulary was still low. It was proved that the students seemed difficult to make a sentence

and there were some unconfident students in sharing their opinion. It seemed that they felt shy if they made mistake in pronouncing the word and so on.

c. Questionnaire Report

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of thirteen questions. The first to second questions were to know spirit and how the students explore themselves, the third question was to know the ability of *musyrifah* in the process of learning, the fourth question to sixth question were to know the material of module of which used in daily conversation method. The seventh question was to know the implementation of daily conversation method is run well. The eighth question was to know the reward and punishment. The ninth to tenth questions were to know the obstacle of daily conversation method. The eleventh question was to know the achievement of DCM. The twelfth question was to know the strength and the weaknesses of daily conversation method. The thirteenth question was to know the suggestion. Questionnaire was given to the third semester of female students in building 2 of Ma'had Al Jami'ah which was consisted of 20 students. The questionnaire was distributed to the students by taking ten minutes of the students' study time in the classroom. Here were the students' answers of questionnaire.

Table 07
Questionnaire report

| No. | Question | Answer | Total Answer |
|-----|---|--------|--------------|
| 1. | Apakah anda sebagai mahasantri bersemangat dan juga aktif dalam mengikuti pembelajaran daily conversation? (Do you have high spirit and motivation in learning English using daily conversation method?) | Yes | 20 |
| | | No | 0 |

The data above showed that 100% sample of female students in building 2 of Ma'had Al Jami'ah have high spirit and motivation in learning English using daily conversation method. It could be concluded that students realize that learning English is important for their life.

| No. | Question | Answer | Total Answer |
|-----|--|-----------------------------|--------------|
| 2. | Bagaimana anda mengeksplere diri anda dalam mengikuti pembelajaran serta penerapan daily conversation? (How can you explore yourself in the implementation of daily conversation method?) | Practicing the conversation | 17 |
| | | Memorizing vocab | 3 |

The data above showed that 85% sample of female students in building 2 of Ma'had Al Jami'ah explore themselves by practicing their conversation and 15% by memorizing vocabularies. The students practice their conversation with their friends in Ma'had area and memorize vocabularies could be together in several times.

| No. | Question | Answer | Total Answer |
|-----|---|--------|--------------|
| 3. | Apakah <i>musyrifah</i> pada saat proses pembelajaran <i>daily conversation</i> memiliki penguasaan yang baik terhadap materi <i>daily conversation</i> ? (Do the managers of Ma'had have the abilities in the use of <i>daily conversation</i> method?) | Yes | 18 |
| | | No | 2 |

The data above showed that 90% sample of female students in building 2 of Ma'had Al Jami'ah said that *musyrifah* have the abilities to teach them because they have training before teaching students and 10% said that their tutor abilities are good enough. It could be concluded that the abilities of *musyrifah* for teaching *daily conversation* are good because *musyrifah* already got training of the material before teaching the students, but still need to be trained continuously to improve their skills.

| No. | Question | Answer | Total Answer |
|-----|--|--------|--------------|
| 4. | Apakah terdapat modul pembelajaran <i>daily conversation</i> ? Jika ada, apakah modul tersebut dapat membantu anda dalam memahami materi? (Is there any module of the use of <i>daily conversation</i> method in Ma'had? Can it help you to understand the material?) | Yes | 20 |
| | | No | 0 |

The data above showed that 100% sample of female students in building 2 of Ma'had Al Jami'ah said that the module helps them to learn and guides them to understanding more the *daily conversation* and it also helps them for English subject in campus when the subject already learnt by students in Ma'had.

| No. | Question | Answer | Total Answer |
|-----|--|--------|--------------|
| 5. | Apakah materi dalam modul pembelajaran sulit dipahami? (Are the teaching materials difficult to be understood?) | Yes | 5 |
| | | No | 15 |

The data above showed that 25% sample of female students in building 2 of Ma'had Al Jami'ah stated that the materials are difficult to be understood and 75% said that the material are not difficult because the content is basic material grammar and vocabularies and use daily language which easier to be understood. The students already got the materials when they were in senior high school then in Ma'had they just review the materials and practice it continuously.

| No. | Question | Answer | Total Answer |
|-----|---|--------|--------------|
| 6. | Apakah materi yang diajarkan relevan dengan kegiatan sehari hari? (Are the teaching materials relevant to the daily activities?) | Yes | 20 |
| | | No | 0 |

The data above showed that 100% sample of female students in building 2 of Ma'had Al Jami'ah agreed that the materials are relevant to the daily activities which was known that the content is based on the theme of place and daily activity in Ma'had area.

| No. | Question | Answer | Total Answer |
|-----|---|--------|--------------|
| 7. | Apakah metode daily conversation yang diterapkan di Ma'had Al Jaami'ah UIN Raden Intan sudah berjalan dengan baik? Jelaskan! (Does the implementation of daily conversation method in Ma'had run well? Explain!) | Yes | 17 |
| | | No | 3 |

The data above showed that 85% sample of female students in building 2 of Ma'had Al Jami'ah agreed that the implementation of daily conversation method in Ma'had already run well and 15% said that the implementation of daily conversation method has not run well because still find the students who does not use English in their daily communication. It could be concluded that the implementation of daily conversation method in Ma'had already run well but still has not perfect when still found the students who did not use English as their daily communication.

| No. | Question | Answer | Total Answer |
|-----|---|---------------|--------------|
| 8. | Apa yang anda rasakan ketika mendapat reward dan punishment ? jelaskan! (What do you feel when getting some rewards and punishments? Explain!) | Proud and sad | 19 |
| | | Never | 1 |

The data above showed that 95% female students in building 2 of Ma'had Al Jami'ah expressed They are proud, happy and more spirit when they get reward. Then they felt sad, shy and disappointed when they get punishment. And 5% said that did not know how the feeling is, because never get reward or punishment. It could be concluded that from getting reward or punishment, the students aware that they need to be more spirit in learning English and it was their motivation to improve their English speaking.

| No. | Question | Answer | Total Answer |
|-----|--|---------|--------------|
| 9. | Apa Sajakah kesulitan atau kendala yang anda | Partner | 6 |

| | | | |
|--|--|------------------|---|
| | hadapi dalam pembelajaran dan penerapan metode daily conversation? (What are the obstacles you faced in the implementation of daily conversation method?) | Lazy | 5 |
| | | Low vocabularies | 7 |
| | | Nothing obstacle | 2 |

The data above showed that 30% female students in building 2 of Ma'had Al Jami'ah have obstacle with their partner who difficult to speak English, 25% have obstacle by their selves because lazy to use English, 35% have obstacles by having low vocabularies which makes them difficult to speak English, and 10%c did not have obstacle in implementation of daily conversation. It could be concluded that the obstacles was from within students themselves which they were lazy to use English, unsupport partner, low vocabularies then low motivation in learning English is the most important.

| No. | Question | Answer | Total Answer |
|-----|--|--------|--------------|
| 10. | Adakah kendala yang bersumber dari diri anda sendiri sebagai mahasantri? Jika ada jelaskan! (Is there any obstacle from within yourself in learning? Explain! | Yes | 15 |
| | | No | 5 |

The data above showed that 75% female students in building 2 of Ma'had Al Jami'ah stated that they have obstacles within themselves such as lazy to study. they have low vocabularies which makes them difficult to speak English, and 10%c did not have obstacle in implementation of daily conversation. It could be concluded that the obstacles was from within students themselves.

| No. | Question | Answer | Total Answer |
|-----|---|--------|--------------|
| 11. | Adakah hasil positif yang anda rasakan dalam proses pembelajaran dan penerapan daily conversation? (Is there any positive improvements you can feel in the implementation of daily conversation method?) | Yes | 20 |
| | | No | 0 |

The data above showed that 100% female students in building 2 of Ma'had Al Jami'ah said that they get positive improvements from processing of implementation daily conversation method in Ma'had. The students were more confident to speak English and their speaking were improved by practicing using English continuously in their daily activity. It supported by good environment of English language in Ma'had which was known that the obligation to use English as their daily communication.

| No. | Question | Answer | Total Answer |
|-----|--|--------|--------------|
| 12. | Adakah kelebihan dan kekurangan dari metode daily conversation di Ma'had? Jelaskan! (are there any strengths and weaknesses of daily conversation method in Ma'had? Explain!) | Yes | 20 |
| | | No | 0 |

The data above showed that 100% female students in building 2 of Ma'had Al Jami'ah said that there were strength and weaknesses such as daily conversation method makes them can speak English in their daily communication, add more knowledge of English, and makes them to be more confident to use English in everywhere, and the weaknesses are the timing of teaching learning is short, and low controlling by *musyrifah* so that still find students who did not use English in their communication.

| No. | Question | Answer | Total Answer |
|-----|---|--------|--------------|
| 13. | Adakah saran yang membangun untuk metode daily conversation untuk kedepannya di Ma'had? (Is there any suggestion for improving the daily conversation method in Ma'had?) | Yes | 18 |
| | | No | 2 |

The data above showed that 90% female students in building 2 of Ma'had Al Jami'ah have suggestion that daily conversation method in should be kept and improved Ma'had and 10% did not have suggestion. It can be concluded that daily conversation in Ma'had is needed to be improved and continued which was known that daily conversation was given positive improvements in speaking for students.

From the result of the questionnaire, it showed that teaching learning speaking in implementation of daily conversation method was getting better and could increase the students' speaking ability. It could be shown from the result of data questionnaire that 100% students get positive improvement from processing of teaching learning in implementation daily conversation method in Ma'had. The students were more confident to speak English and their speaking were improved by practicing using English. It supported by good environment of English language in Ma'had which was known that the obligation to use English as their daily communication.

2. Discussion of Findings

In this part, the researcher would like to discuss about the finding of the teaching learning in implementation of daily conversation method as the first formulation of the problem this research. Beside the teaching learning process in implementation of daily conversation method, the researcher discussed the obstacles in implementation of daily conversation method as the second formulation of the problem. This research was produced by the participants of the research, they are the English tutor (*musyrifah*) and the female students of building 2 of Ma'had Al Jami'ah UIN Raden Intan Lampung in the first semester of second year students in academic year 2017/2018 that had been observed.

a. The Process of Teaching Learning in Implementation of Daily Conversation Method

An observation was employed to know how the process of teaching and learning speaking through daily conversation method. Most of the students looked active in the teaching and learning process. This research was conducted three times including observing the teaching process, interviewing English tutor and giving questionnaire to the students in order to know the process and the obstacles of daily conversation method. The observation was conducted in one meeting. From the data gained through observation, the researcher assumed that the teaching and learning process especially speaking in daily conversation method

was quite effective. Even though there were obstacles faced by students, it did not give the big influence for teaching and learning process. Either English tutor or her students could anticipate or solve those obstacles.

from the data through interview, it was concluded that teaching learning of daily conversation method in Ma'had progressively run well to improve students speaking. Which was known that there were module which help *musyrifah* to share and teach the material to the students. Students can explore themselves when they were learning in the class by practicing conversation with their partner.

From the result of the questionnaire, it showed that daily conversation method the implementation of daily conversation was quite effective to improve students speaking ability in Ma'had Al Jami'ah. Which was known that module, *musyrifah* and the teaching learning is support student to improve their speaking. It also supported by students statement from the result of data questionnaire that the *musyrifah* 100% female students in building 2 of Ma'had Al Jami'ah stated that they get positive improvements from teaching learning daily conversation in implementation of daily conversation method in Ma'had Which they are more confident and can speak English as their daily communication although there were some obstacles within themselves.

b. The obstacle in implementation of daily conversation

The result of observation showed that almost the obstacles were caused within students themselves. The students still have low vocabularies and low motivation to keep their English communication. Most of them still confuse how to respond their partner in English. The result of interview also showed that almost the problems were caused within students themselves. The first obstacle was about the students were lazy to learn, when the class already started they just enter the class and follow the class running out. And most of them also have low vocabularies but they were lazy to memorize vocabularies, it makes them did not know how to speak in English.

This became the obstacles faced by the *musyrifah* was the students lazy to learn and practice their conversation. It could be seen that the students were not aware that they needed to be active when teaching learning process was beginning in the class and pay attention to their friends performing of conversation in front of the class, so they made noisy by themselves such chatting with other friends.

The result of questionnaire to the students, the obstacles faced by students were students' low vocabulary and their motivation and interest in daily conversation method. The first was about students' vocabularies that were still lack of vocabulary it made them to be unconfident, had shyness and did not know how to say, so they were afraid to make mistake in using English as their

communication. It was assumed that the student needed to get motivation more to keep their spirit and aware that English conversation is important for them.

By considering the data gained before, it could be concluded the obstacles in implementation of daily conversation were found within the students. It was assumed that the students have problem in psychological factor and they needed to get motivation more to increase their motivation to learn more.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching learning in implementation of daily conversation has been conducted. All of the indicators and objectives could be achieve. It was a good method which can be implemented in improving English ability. Daily conversation method was not easy to be implemented by *musyrifah* and students, but also it could improve the students' motivation, interest, and participation in English speaking.
2. The obstacles in implementation of daily conversation is psychological factor especially i intelligence and motivation aspect which were found within students themselves that students' low vocabularies and they were lazy to learn more to keep their English communication.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the *Musyrifah* (tutor)
 - a. The teacher should prepare and learn more the materials of daily conversation before teaching the students in the classroom.

- b. The teacher should give more motivation to the students for obeying the rule and make sure to them that English is important for them.
- c. The teacher should give time, guiding, controlling to students to keep English communication.

2. For the Students

- a. The students should be more creative and have motivation to learn and practice their daily English conversation specially in Ma'had area.
- b. The students should have more time to practice their conversation and they should not feel shy and afraid of making mistake because they are part of learning.
- c. The students should improve their vocabulary, pronunciation and grammar mastery that can be easily used in their daily speaking activity.
- d. The students should keep trying hard and be nice students as always.

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Appendix 01

The Specification of Observation

Observer : Nurmawati
 Day/Date : Friday, December 8th 2017
 Place : Ma'had Al Jami'ah UIN Raden Intan Lampung

Observation Checklist

| Subjects | Pointer(s) | Yes | No | Note |
|--------------------------|--|-----|----|--|
| Pre-activity (Tutor) | 1. Tutor opens the lesson. | ✓ | | Tutor opened the lesson by greeting the students. |
| | 2. Tutor checks the students' attendance. | ✓ | | Tutor checked the students' attendance by calling their name. |
| Main-activity (Tutor) | 3. Tutor gives brainstorming to the students. | ✓ | | Tutor gave brainstorming to the students by asking students activity. |
| | 4. Tutor gives motivation to the students. | ✓ | | Tutor gave motivation to the students by saying "please, be brave to practice english" |
| | 5. Tutor reviews the materials. | ✓ | | Tutor reviewed the previous material such as vocabularies and short conversation. |
| | 6. Tutor gives vocabularies and short conversation. | ✓ | | Tutor gave vocabularies and short conversation to students. |
| | 7. Tutor gives the time limit to the students to memorize the vocabularies and short conversation. | ✓ | | Tutor gave the limit time during 1-10 minutes to memorize vocabularies and short conversation. |
| | 8. Tutor asks the students to practice the conversation in front of the class. | ✓ | | Tutor asked the students to practice the conversation in front of the class with their |

| Subjects | Pointer(s) | Yes | No | Note |
|--------------------------|--|-----|----|---|
| | | | | friends. |
| Main-activity (Students) | 9. The students give respons in learning daily conversation and then the students prepare the material. | ✓ | | The students gave respons to the tutor by asking something about daily conversation. |
| | 10. The students practice their daily conversation based on theme with their partner in front of class moreover the other students keep paying attention to their friends. | ✓ | | The students practice their daily conversation based on the theme with their partner in front of the class after preparing the material. |
| Main-activity (Tutor) | 11. Tutor gives feedback to the students in learning daily conversation method. | ✓ | | Tutor gave feedback to the students students in learning daily conversation method. |
| | 12. Tutor reviews/evaluates any errors to the students. | ✓ | | Tutor reviewed/evaluated any errors to the students. |
| Close-activity (Tutor) | 13. Tutor closes the lesson. | ✓ | | The tutor closed the lesson by saying “goodbye and see you next meeting” to the students. And the tutor gave motivation to the students to learn more and more. |

Appendix 05

RESULT OF INTERVIEW

Musyrifah : Rahmanita Sari.

Interviewer : Nurmawati

Day/Date : 10th December 2017.

Time :07.00 p.m.

Place :Female building 2 of Ma'had Al Jami'ah UIN Raden Intan Lampung.

1. Do the students have high spirit and motivation in learning English using daily conversation method?

➤ Yes, They have high spirit and motivation in learning daily conversation, and I see that they practice their conversation of this method.

2. How can the students explore themselves in the implementation of daily conversation method?

➤ I can see that they explore themselves to practice their conversation, example in some of place they use the daily conversation based on the place of theme. in learning process in the class, we give them the time to try to speak English based on the theme.

3. How is the process of teaching learning of daily conversation method in Ma'had?

➤ Firstly, we give them the material includes basic vocabularies and tenses and we combine to be short conversation then we ask them to practice it in front of

class with their partner. so they can use it to speak English based on theme in Ma' had area.

4. Is there any module of the use of daily conversation method in Ma'had? Can it help you in the teaching process?

➤ Of course. we have module to guide us to teach them, what should we give and what should we do for teaching. It helps us to be easier to teach them.

5. Are the teaching materials difficult to be understood by students?

➤ I think no. because the material is basic vocabularies and tenses based on for daily conversation. So, they can understand well.

6. Are the teaching materials relevant to the daily activities?

➤ Yes. Our material is relevant to the daily activities, we give the tenses and vocabularies as basic conversation based on theme such as at mosque, at canteen, in the room, etc.

7. Does the implementation of daily conversation method in Ma'had run well?

➤ As long as I see, it is progressively increase when we know that the students use their English communication in their daily activity. but we still find the students who still lazy to use English as their communication.

8. How do you give some rewards and punishments?

➤ we have reward and punishment, in every moth we have gift for the students who always use English as their communication, and give the punishment to students who lazy to use English. the punishment are they have to speak up, memorizing vocabularies, and etc.

9. What are the obstacles you faced in the process of teaching and implementing daily conversation method? Explain!

- We still find the students who still lazy to use English. their vocabularies are low but they are lazy to learn more. They do not know how to speak. they need more motivation in English as their communication.

10. Is there any obstacles from within the students in learning? explain!

- Yes. Some of them are still lazy and have low motivation to learn and practice their daily conversation. So, it can influence the other as their partner to use English.

11. How is the students' achievement in the implementation of daily conversation method?

- We can see that students can speak English in everywhere by confidently. they know how to speak in their daily activity. even they are not from English department but they can speak English in their daily activity little by little.

12. Are there any strengths and weaknesses of daily conversation method in Ma'had? explain!

- For the strength, This method makes good environment for English daily communication and makes students improve their speaking faster. And the weakness, when we ask them to use English whenever and wherever and we give punishment, it can be the pressure for them and it will make decrease of it rules, they are obligated to use English just in Ma'had area, when they go

out from Ma'had they can use other language. and we need many sources and people to manage this method that of course know well this method.

13. Is there any suggestion for improving the daily conversation method in Ma'had?
- The students need to get motivation that speak English is not just the obligation in Ma'had, but speak English in everywhere is needed to improve their English speaking ability, and they can make it as obligation by themselves not from ma had to keep their English. Daily conversation method in Ma'had Needs more people and source to keep method run well.



Appendix 03

Name of Sample

| No | Name | Semester | Faculty | Major |
|-----|--------------------------|----------|------------|---------|
| 1. | Anggun Yulistia H | III | DAKWAH | KPI |
| 2. | Annisa Retno Putri | III | TARBIYAH | PBI |
| 3. | Asih Pengestuti | III | TARBIYAH | FISIKA |
| 4. | Dahlia | III | TARBIYAH | PAI |
| 5. | Devi Nurjana | III | TARBIYAH | PBI |
| 6. | Dian Alawiyah | III | TARBIYAH | PBI |
| 7. | Ebid Diah Safitri | III | TARBIYAH | PM |
| 8. | Heni Widyawati | III | TARBIYAH | PM |
| 9. | Nava Djulfadilatul | III | TARBIYAH | BIOLOGI |
| 10. | Zukmrotus S | III | TARBIYAH | PAI |
| 11. | Istiqomatun Nisa | III | USHULUDDIN | SA |
| 12. | Isti Mudrikah | III | TARBIYAH | PM |
| 13. | Nihlatul Azizah | III | TARBIYAH | PAI |
| 14. | Nina Widiawati | III | TARBIYAH | PB |
| 15. | Nur Badriyah | III | SYARIAH | EI |
| 16. | Luthfiana Fauziah Talhis | III | TARBIYAH | PAI |
| 17. | Qori Hayatun Nufus | III | TARBIYAH | BK |
| 18. | Raesitha Zildjianda | III | SYARIAH | JS |
| 19. | Siti Muslimah | III | TARBIYAH | PAI |
| 20. | Siti Rahayu Fadilah | III | TARBIYAH | BK |



