STUDENTS' DIFFICULTIES IN ENGLISH CONVERSATION CLASS AT EIGHTH GRADE STUDENTS OF SMP TA'MIRUL ISLAM SURAKARTA IN ACADEMIC YEAR 2017/2018

THESIS

Submitted as A Partial Requirements for the Undergraduate Degree in

English Education Department

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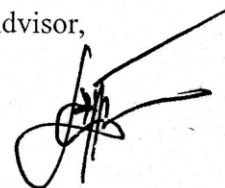
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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to:

1. My beloved parents (Saman and Titi Setyawati)

2. My beloved sister (Rahma Dwi Oktafiani)

3. My thesis advisor

4. My beloved friends

5. My Almamater IAIN Surakarta

MOTTO

"Be Like flower that gives its fragrance even to the hand that crushes it"

(Ali Ibn Abi Talib)

"If you want to grow, let people hurt you. Worries make you forget that you're here

to have fun"

(Anonymous)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"Students' Difficulties in English Conversation Class at Eighth Grade Students of SMP Ta'mirul Islam Surakarta in Academic Year 2017/2018"* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, December 19th 2017

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, December   2017

The researcher,

Endah Puspitasari

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ABSTRACT

Endah Puspitasari. 2017. *Students' Difficulties in English Conversation Class at Eighth Grade Students of SMP Ta'mirul Islam Surakarta in Academic Year 2017/2018.*Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisor   : Dr. Imroatus Solikhah, M.Pd.

Key Words   : English Conversation, English Conversation difficulties.

This research describes the students' difficulties of conversation at eighth grade student of SMP Ta'mirul Islam Surakarta. The problems of this research are what are the students' difficulties faced by student in English conversation class and what are the factors make students difficult in the class. The objective studies of this research are finding out the difficulties faced by the students and the factor make students difficult in the class.

The researcher uses descriptive qualitative research. The subject of this reserch is students eighth grade of B and C class of SMP Ta'mirul Islam Surakarta. The data were collected from observation, interview, and questionnaire. The researcher took the observation to know the real process of English conversation in the class. The interview was done by the researcher to the teacher and students and the questionnaire was given to collect the data. The subject of this research was 2 classes in students eighth grade B and C, it was include 49 students, the researcher choose 4 students each class to interview. Technique of analyzing data used data reduction, data display, and conclusion. This research uses data triangulation to check validity of the data uses Brown theory.

The result of this research shows that the students' difficulties faced by the students in English conversation class are: a) lack on vocabulary, b) low in grammatical structure, c) clustering or using word by word, d) incorrect pronunciation, e) low in fluency and f) redundancy. From those problems students have a different types and stages when conversation in the class. The types of students in English conversation are: a. understanding conversation, b. performance conversation, and c. closure conversation. While, the stages of students in English conversation are: a. spontaneously, b. intentional, and c. chaos and rigidity. From the difficulties faced by the students, they are also having the factor make them difficult in English conversation class. The factors that makes students difficult in the class are: a) Afective factors (include motivation and anxiety of the students), b) listening ability, c) inhibition, d) mother tongue use, and e) social environment.

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of this research. This chapter presents the background of study, identification of problem, limitation of problem, research problem, objectives of study, significant of study, and the definition of key terms.

A. Background of Study

Language is useful for human life. Language means of communication is used by human to communicate and interact to each other. Larsen (2003: 2) defines that language means interaction between and among people. Then, the function of language is as a tool to connect the people in different places and cultures. Language becomes a vehicle for human communication. Purwarianti (2007: 1) states that there are many of language used by the people in the world such as Malay, English, Japanese, Germany, Indonesian, Chinese and many others. It means that language is needed for human life and many kinds of language that used by the people in the world. Language as a tool for communicates with other people in some region or even people in some country. In using language, we can exchange our knowledge with many people.

Nowadays, English is one of important language and used as international language. English is used in many countries. Moreover, in some

countries English used as prime language for international communication. Yule in Kanwal and Khurshid (2012: 328) said that English is a vital role in developing status in country. Besides an international language, English becomes the major window on the world. It means that English gives us the view of the various progresses taking place in the world. Many people used English to interact with other people.

Based on the explanation above, it can be concluded that language is important for human's life. Some people use a different language in every region, but English is one of language much used by many people in some country. It is because English is an international language that should be mastered by many people. Mastery English also make us easier to communicate with foreigners in some countries.

In Indonesia, English is learned seriously by many people. Realize that English is importance, many people want to study English because if we mastery English well it will be easy to communicate with other people. English is one of compulsary learned in junior high school to university. In English, there are various skills that should be mastery by many people or students they are writing, reading, listening, and speaking. Listening (understanding the spoken language) and Reading (understanding written language) include receptive skills, while Writing and Speaking include productive skills (Haycraft, 1986: 8). All of skills are useful to understanding English well. Aguilera and Filologia (2012: 163) said that speaking is one of important skill because speaking includes productive skill that involves using

speech to express the meaning to other people. Speaking involves using body language to make listener involved and understand what we are saying. In speaking, people also must pay attention of body language such as making eye contact, using facial expressions, asking check expressions, clarifying your meaning, and confirming understanding. While, Febriyanti (2009: 1) states that speaking are important skills that need to be acquired by the students of English foreign language because sometimes success is measured in terms of ability to execute a conversation in target language. It can be concluded that speaking become an important skills because speaking happens in real time, we have to think the word and express our body language in front of somebody.

English conversation class in SMP Ta'mirul Islam Surakarta is one of the important parts of learning English. It has been built since 2014. KTSP has been used by the teacher in English conversation class and it is allocated 1 meeting x 40 minutes in a week. SMP Ta'mirul Islam Surakarta just has one teacher to teach English conversation subject in the seventh, eighth, and ninth grade students. In SMP Ta'mirul Islam Surakarta, English conversation include in formal education. Here, students more active in oral language activity. Milova (2015: 1) states that grammar, writing and the other skills are important, but in students' mind conversation also the most important skill. Augstein and Thomas in Qia (2008:2) state that learning of conversation is to help the learners reflect constructively. It has come to represent a model of working in formal, one to one situations such as reviews, where learners can

reflect on their progress and decide what to do next, or where any informal constructive feedback is taking place during the learning itself.

Based on the observation, in learning English conversation the students must be active in their oral language. Speaking is the main purpose for learn in conversation class. For example, the teacher gave the materials for the students and they make a topic of conversation with his or her friends. Then, they should be perform in front of the class. Actually, speaking English activity is difficult for students in this class. They feel difficult to mastery speaking English well. It is because to mastery speaking English well the students should mastery the component of speaking such as comprehension, pronunciation, grammar, vocabulary, and fluency. Spoken language production is one of the most difficult /aspects of learning language (Brown and Yule in Tuan and Mai (2015: 1).

According to the teacher of English conversation, English conversation class was formed by the directive of a headmaster of SMP Ta'mirul Islam Surakarta. She said that many of students in SMP Ta'mirul Islam Surakarta feel difficult in English conversation. It is because oral language production is the most difficult skill than the other skill. Students feel difficult in the class because they did not mastery the element of English and di not haave habit in English speaking. Learning English as a foreign language has always been a central issue for many students where they are exposed to use it in a language class. There are some factors makes students difficult in English conversation class. Raba'ah (2015: 15) states that the

factors cause difficulties in oral communication because of they did not mastery many vocabulary and lazy to learn about new words, it is also because of the environment.

Conversation class in SMP Ta'mirul Islam Surakarta is different with conversation club. Conversation class include in formal learning, while conversation club include non-formal learning. Roslyn and Jennifer (2012: 14) states that formal learning refers to learning through a programme of instructions in educational institution, adult training centre or in the workplace, which is generally recognized in a qualification or a certificate. Non-formal learning refers to learning through a programme but it is not usually evaluated and does not lead to certification.

The researcher chooses English conversation class at SMP Ta'mirul Islam Surakarta as the object of this research because English conversation class is one of special class that makes students must be active in their spoken language. Usually, in many school English conversation is one of extracurricular activity, but in SMP Ta'mirul Islam Surakarta conversation include formal subject of learning English. The researcher interest to English conversation class because the students must be active in the class. In English conversation class, the students learn about many things of oral language learning. It is because conversation means oral language production, and the students must be active in oral language.

This research was done on the students eighth grade of B and C class at SMP Ta'mirul Islam Surakarta. The researcher focuses on the students'

difficulties in English conversation class and the factor that makes students difficult in the class. The researcher wants to conduct a research entitled **"STUDENTS' DIFFICULTIES IN ENGLISH CONVERSATION CLASS AT EIGHTH GRADE STUDENTS OF SMP TA'MIRUL ISLAM SURAKARTA IN ACADEMIC YEAR 2017/2018"**. The researcher interest with this title because SMP Ta'mirul Islam Surakarta has the special class such as English conversation class. In English conversation class students learn about practice of speaking.

B. Identification of Problem

From the explanation of the background, it can be identified some problems of this research. The identified as follows:

a. There are some students who did not have habit in learning English.

b. The students cannot speak spontaneously when performance in front of the class.

c. Many of students difficult to mastery pronunciation, vocabulary, and other skills of conversation.

d. The students feeling nervous and shy when speak up in front of the class.

e. The students feel lazy when learning English.

C. Limitation of Problem

In this research, the researcher makes the limitation of the study. The researcher makes the limitation of the subject and the object of the study.

The subject of this research is students' eighth grade of B and C class of English conversation class at SMP Ta'mirul Islam Surakarta. SMP Ta'mirul Islam Surakarta has five classes in students' eighth grade in academic year 2017/2018. The researcher focuses on the students' difficulties faced and the factors make students difficult in English conversation class. Before find the difficulties faced by the students, the researcher try to find out the types and the stages of students' conversation in the class. The object of this research is English conversation class at eighth grade students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018. As describe on the introduction, in English conversation class students should be active in oral communication but they have many difficulties in speaking English.

D. Research Problem

Based on the research background mentioned earlier, the problems that can be identified are:

1. What are the difficulties faced by the students in English conversation class at eighth grade students of SMP Ta'mirul Islam Surakarta in Academic Year 2017/2018?

2. What are the factors that make students difficult in English conversation class at eighth grade students of SMP Ta'mirul Islam Surakarta in Academic Year 2017/2018?

E. Objective of the Study

There are some objectives of this study, after the researcher considers the formulation of this research. The objectives of the studies are:

1. To find out and describe the difficulties faced by the students in English conversation class at eighth grade students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018.

2. To find out and describe the factors that make students difficult in English conversation class at eighth grade students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018.

F. The Benefit of Study

This research has two benefits, theoretically and practically significance. The expected significant benefits from this study are:

1. Theoretically

The results of this research give a description about the difficulties faced by the students and the factors make students difficult in English conversation class. The researcher hopes that this research can give contribution in developing knowledge.

2. Practically

    a. Teacher

        This research can be an information source and give understanding to the teacher about the difficulties faced by students and the factors make students difficult in English conversation class.

    b. Students

        The researcher hopes that this research can give information to the students about their difficulties in English conversation class.

    c. The researcher

        For other researchers, the result of the study will give experience and will be useful to conduct a better research in the future.

G. Definition of Key Terms

1. Conversation

    Brennan (2010: 1) states that conversation is activity that involved two or more participant use linguistics forms and non-verbal signals to communicate interactively. Conversation is happened spontaneously without make scripted in advance. It is shaped by the coordinated behavior of speakers and addresses. A conversation is not simply of sequence expressed message as speaking turns, produced by the speakers, received and decoded by addresses. Conversations are structured into adjacency pairs.

2. Difficulties of Conversation

   Ford and Ford (2009: 16) define that a difficult conversation is when people find hard to talk about. Conversation becomes difficult because people do not know what all the elements and types of conversation to have. The speakers also feel afraid when the conversation could go. It is because conversation is talk and response, sometimes the speakers difficult to response what the speaker said.

3. English Conversation Class

   Jackson (2012: 29) states that conversation class is one of a special class that occupies a unique place in the process of learning English as a second or foreign language. In language teaching, conversation class can help the students to increase knowledge of learning English. In conversation class students learn about oral communication, grammar, and vocabulary.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter discusses some definitions and theories related to the points of the study and previous study.

A. Review on Speaking Conversation

1. The Definition of Speaking Conversation

Thornbury and slade (2006: 25), define that conversation is the informal interaction between two or more people, it happens in real time, spontaneous, has a largely, interpersonal function, and in which participants share symmetrical rights. Conversation includes kind of speech that happens informally, and has the purpose to establish and maintain social relationships. In doing conversation, the participants must to know and familiar how the rules on conversation such as how turn taking. The participants also need to know when and how to interrupt, and how to change the topic. While, Brouwer in Donaldson (2011: 14), define that conversation is spontaneous, exchanges of thoughts, feelings, opinions, and ideas. Conversation is a simple activity because it is the goal to facilitate social interaction, not to provide the information that transactional language requires.

Nolasco and Arthur (1995: 5) state that conversation is used to doing oral interaction with other people. It refers to a time when two or more

people do the interaction or talk with other people without make a fixed schedule. In conversation, everyone can say something and can speak at anytime. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. The purpose of conversation includes exchange information, creation, and maintenance of relationship such as friendship, social roles, as well as deciding on and carrying out joint actions. Exchange conversations consist of two moves such as an initiating moves and response.

Pridham (2001: 2) states that conversation consists of spoken language. Conversation is constructed with spoken language rather than written language. Conversation is interactive spoken exchange between two or more people such as:

a. Face to face exchanges, it can be private conversation such as talk between family, or more public and ritualized conversation such as classroom talk.

b. Non face to face exchanges, such as telephone conversation.

c. Broadcast materials, such as live radio phone in or television chat show.

Conversation is an informal talk involved a small group of people or two person particular subjects. The aim of conversation skill is to help the people become a good conversationalist (Natkare, 2015: 4). Sometimes,

people do the conversation in formal or informal situation. Natkare said that the true conversation is talking and listening. It is also involved some skills such as vocabulary, grammar, and opinion to talk with other people. Good conversation requires something give and take, for example:

a. Allow your conversation partner to speak.

b. Respect to the other person's point of view.

c. Concentrate on the conversation, and hear what people said.

d. Find out what your listener wants. To gain the most from any conversation, focus on your listener. Ask questions and listen to the responses.

e. Define terminology so there is less chance of misunderstanding.

f. Speaker and listener should have polite attitude and friendly.

g. Clarify each other any misunderstandings and solve the problems by accepting amicable solution.

Yule (2006:128) states that English conversation can be described as an activity which involved two or more people take turns at speaking. There is only one who speaks at time and there tends to be an avoidance of silence between speaking turns. But it is not true in all situation or societies. In conversation the speaker and the listener can start to make short sounds, usually repeated, while the speaker is talking, and often use

body shifts or facial expressions to signal that they have something to say. Expressions also important part when we are talking with other people.

From the definition above, we can conclude that conversation is one of our daily life activities. Definitely, people doing the conversation everyday, it is because conversation such an activity of our life. Conversation is easy and reflects activity that occur in formal or non-formal situations depend on with whom when we are talking with. Conversation can be done anyone and should not establish the topic to talk. It is involved initiating moves and response from each other. Not only in informal situation, but the people also can do the conversation in formal situation such as talk with the lecturer or parents. By doing conversation, the people using expressions, clear voice, and language that easy to understand by the speaker.

2. Types of Conversation

In conversation, we can speak in any situations such as formal or informal situation. The people can start from understanding the types of conversation. Ford and Ford (2009: 1) describes that there are four types of conversation. The types of conversation as follows:

1. Initiative Conversation

Initiative conversation is one of skill of conversation that needs knowledge about new ideas or something new. An initiative

conversation is an active and intentional approach to the future. Initiative conversation includes share new ideas, goals, visions, and futures with people who can participate in implementing and making them real.

2. **Understanding Conversation**

Understanding conversation is a process to engage the people in owning the plan of action. When you want if the people can be understand of your purpose or your idea, and relate to their job or their personal idea about the future so that they will consider working with you. Understanding conversation is useful to develop a plan that benefits for all of the people that involved it.

3. **Performance Conversation**

Performance conversation is made of a requests and promises, and produced the results of agreements to take an action. When you want if someone take specific actions or produce specific results, you make a specific requests, so they know what to do and when to do it. This type is a specific agreement for "what will be done, when it will be done, why it matters, who agrees to do it, where the results will be delivered, and how things will be done".

4. **Closure Conversation**

The purpose of closure conversation is bringing the parts of the past to a conclusion. When you give someone's thanks because of

his or her work, summarize the status of a project or tell people that a job is complete.

From the explanation above, we can conclude that conversation has few types that should be understood by the people. Conversation is spoken language activities, and we do that everyday. The types of conversation will make the people know how to conversation with other people.

3. **Techniques of Conversation**

Pask (1976: 12) defines that conversation involving the communication between two or more participant. There are some techniques of conversation to help us effectively communicate with other people. The techniques as follows:

1. The first thing that people pay attention of conversation is hear the voice of participant. The first participant hears what the second participant said. The first participant just shut up and listens. Then, if the second participant finishes talking, the first participant response of their conversation. Between first or second participant do asking-response of conversation. It is a habitual activity of people in doing conversation every day.

2. Be direct and look the other person in the eye when talk. In conversation activity, the speaker and the listener must be look in

their eye. It is because the speaker or the listener will consider that we pay attention of his/her conversation.

3. Pay attention in formal or non-formal conversation. In formal conversation include conversation with the teacher or boss, the people must try to use in formal language. While, in informal education include friends, sisters and we can using usual language.

4. Usually, pauses or stop when people saying anything in conversation will make them feels awkward and unnatural.

5. Conversational skills can be measured by how you read the body language of the other person. Body language is important to know what are the speaker comfortable doing communication or not.

From the explanation above, it can be concluded that when doing the conversation we have to pay attention of technique of conversation. Understand the technique of conversation make the people success when conversation with other people. It is also make the peope understand the formal or non-formal conversation.

4. Stage of Conversation

In conversation, students has the stages when performance in front of the class. Zimmerman (1996, 46) said that there are four stages of conversation the stages as follows:

1. **Spontaneous Conversation**

   Spontaneous conversation is something that occurs directly. It is requires the least spiritual and mental effort. Conversations situated in feelings and sense perceptions in this way are full of life. When doing the conversation, the people follow whatever occurs spontaneously and react in an unpremeditated manner.

2. **Intentional Conversation**

   Intentional conversation is something that occurs because there is talk which deliberate. The people who did this conversation already know or planned what the topics that will be discussed. It means that this stage is guide by a suggested set of developmentally appropriate and situated within the context.

3. **Chaos and Rigidity**

   It is one of difficult stages faced by the people when they feel nervous or did not focus. Conversation means speak with other people and sometimes people feels chaos when they difficult to say and rigidity when speaking English.

4. **The Ideal Form**

   The ideal form means to organize, this leads to routine. In a conversation convened to arrive at decisions based on knowledge. This stage is experience through feelings and emotions stimulated by the senses, by images from the sense world and not through true presence of mind or spritiual insight.

From the explanation above, it can be concluded that understanding the stages of conversation make the people know that every person has different stages in conversation. Stages of conversation become an important to know the stage that uses by the people when doing the conversation.

5. **The Difficulties of Conversation**

Brown (2000, 270-271) said that the hardness of speaking in the classroom comes from some characteristic of spoken language that is hard to be possessed. Problem makes speaking become difficult are:

No.	Part of difficulties	Description
1	**Clustering**	The students must be understood about the phrasal, not word by word. Sometimes the student uses word by word to speak English.
2	**Redundancy**	In speaking English, many of students done the redundancy. The redundancy done because students low in vocabulary.
3	**Reduce Forms**	Contractions, elisions, reduced vowels are the problems of teaching speaking. In speaking English the students still difficult to make a clearly pronunciation.
4	**Performance Variables**	When performance of speaking the students uses performance variables (such as, uh, um, well)
5	**Colloquial**	Make sure that your students are reasonably well

	Language	acquainted with the words, idioms, and phrases of colloquial language and those they get to practice in producing these forms.
6	**Rate of Delivery**	Rate of delivery have same characteristic of fluency. One of the important parts in teaching spoken English is to help the learners achieve an acceptable speed along with other attributed of fluency. Fluency is one of difficult skill for the students. It is because the students must understand many part of speaking (vocabulary, pronunciation) before spoken with good fluency.
7	**Stress, Rhythm, Intonation**	In speaking English, the students must have good pronunciation. Stress, rhythm, and intonation are an important characteristic of English pronunciation. It is important parts to convey the message to listener. When performance of speaking the students must pay attention of stress, rhythm, and intonation.
8	**Interaction**	Interaction is how to produces moves the language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation. The students still difficult when interaction with her/his friends.

Table 2.1: Part of Difficulties (Brown, 2000)

6. Speaking Difficulties

Speaking is one of important part of curriculum in language teaching, but speaking includes a difficulty skill faced by students (Louma, 2004: 1). Speaking is the harder skill. Many people faced difficulties in speaking, it is because to understand speaking skills, we have to understood the other part of English. Paakki (2013: 66), the difficulty in people foreign or second language is when people want to speak but they could not say what want they say. The other difficulties aspects in speaking is to remembering the words, making sense of English (syntax, grammar, vocabulary), remembering the tenses, making a sentence, grammar, not daring to pen the mouth, making mistakes, and lack of practices. So, speaking is one of difficulties skills faced by many people. Mastery speaking sills means mastery many parts of English.

The greatest difficult faced by students is when the learners encounter in attempts to speak is not multiplicity of sounds, words, phrases, and discourses forms that characterize any language, but rather than the interactive nature of most communication. Sometimes the speaker also difficult to express using body language (Brown in Charina (2013: 26). So, speaking is one of difficult skill to understand. Many students have the difficulties on their speaking. The students also have the difficulties on their confident. Not confident make the students difficult to mastery speaking skill, because they feel afraid when they want to speak English.

7. Assessing Conversation Performance

Brown (2004: 174) describes some level and description of assessing of speaking as follows:

Level	Description
0	Unable to function in the spoken language.
0+	Able to satisfy immediate needs using rehearsed utterances.
1	Able to satisfy minimum courtesy requirements and maintain very simple face to face conversation on familiar topics.
1+	Can initiate and maintain predictable face to face conversation and satisfy limited social demands.
2	Able to satisfy routine social demands and limited work requirements.
2+	Able to satisfy most work requirements with language usage that is often, but not always acceptable and effective.
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional.
3+	Often ale to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
4+	Speaking proficiency is regularly superior in all respects,

	usually equivalent to that of a well-educated, highly articulate native speaker.
5	Speaking proficiency is functionally equivalent to that of highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken

Table 2.2: Subcategories of Oral Proficiency Scores (Brown, 2004)

B. Review on English Learning Process

1. Definition of English Learning Process

Houwer, Holmes, and Moors (2013: 1) states that learning is getting of knowledge or skill of subject by study, experience, and instruction. Learning is changes the behavior that result from experience or mechanistically as changes in the organism that result from experience. It can be concluded that learning is an activity done by someone to get knowledge and skill. While, Wirth and Perkins (2008: 13) state that in studies of development psychology, cognitive psychology, learning science, and neuroscience have the understanding of learning. Such as:

a. Learning changes the physical structure of the brain.

b. Learning organizes and reorganizes the brain.

c. Different parts of the brain may be ready to learn at different stages of development.

Learning occurs when the learner acquires knowledge of a topic or subject matter through processing information by reading, listening,

thinking, memorizing facts, relating new facts to existing knowledge, analyzing problems, acquiring psychomotor skill (Cate *et.al* (2004: 220).

Scrivener (2005: 20) said that five steps of the process of learning as follows:

a. Doing something.

b. Recalling what happened.

c. Reflecting of something done.

d. Conclude from the reflection.

e. Using those conclusions to inform and prepare for future practical experience.

Based on the explanation, it can be conluded that learning is the activity to know something new and using the intelligence to catch the knowledge. In learning process we have to think about the new information by reading and listening. Learning is something good to increase people's skills.

2. **Component of English Learning Process**

Fathurrohman (2015: 31) states that there are some components in learning activities in the classroom. They are as follows:

a. Teacher

Teacher is the person who manages the teaching and learning process. The teacher is a person who gives the material to the

students in the classroom. Teacher has the important role to make the classroom running effectively.

b. Students

The students are the people who seek, receive, and save the material from teacher. The material they got is used as indicator how the goal of the lesson is received.

c. Material

Material is the number of information about the facts, principles, and concepts which are needed in achieving the teaching and learning process. Material should be suitable with the necessity.

d. Method

Method is an important thing to achieve the goal of teaching and learning process. It is the way in delivering the chance to the students to get information. It had better if the teacher varies method used in teaching in order to prevent boredom feeling of the students.

e. Media

Media is device or tools used by the teacher to gather and deliver the information to the students. Media is one attractive

thing in teaching learning process because it makes the students increase in the classroom.

f. Goal

Goal is the point, level or stage expected to be achieved after the teaching and learning activities. Goal should be realistic and suit the needs of the students.

g. Evaluation

Evaluation is the way to assess the whole process of the learning process. It is result and the other components involved.

From the explanation above, component in learning English process is important to make good situation in teaching learning process. It will make the teacher and students easy in learning process. If there is a component who did not appropriate, it will make the teaching learning process is not running well.

3. **Students' Learning Process in Conversation**

Laurillard in Qia (2008: 2) states that learning conversation is being applicable in any situations and the strategy of learning conversation must be discursive, adaptive, iterative and reflective. In learning conversation the learners must operate at task or topic level, meaning that it must relate to the learner's immediate context. Learning conversation aims to make

the students understand about how to start conversation. Laurillard also states the purpose of learning conversation is:

a. Keep the learner at the center and work with their agenda.

b. Challenge and motivate the learners.

c. The teacher explain about their progress and how far their understanding about the topic and concept.

d. Keep the learner actively engaged in analyzing learning information and using it to plan their own learning and development, for example they are able to set the targets, reflect on feedback and to carry out self-assessment.

e. Give the students self-motivated and able to manage their own learning independently.

f. Make the students become an individual that reflective learner and can transfer skills.

In conversation class the teacher should making correct to the students. Students tend to insist that they want to be corrected. Jackson (2012: 29) states that in conversation classroom the teacher must to create a relaxed atmosphere. It makes the students feel enough to express them to find out the words to speak. He also states that the following approach to make students develop in conversation, they are:

1. **Learn the Students' Name**

   In conversation class, to start the lesson is important for teacher to know the name of each student. The students can introduce her or him-self in front of the class. This method can make students of personal interest and help him overcome inhibition about speaking in a group.

2. **Give Praise when it is deserved**

   Sometimes conversation becomes a difficult to do. It is because in English conversation the students must clearly to speak English. In conversation class, the teacher must give reinforce good performance with encouraging comments.

3. **Speak Naturally**

   There is a tendency on the part of some teacher. To make the students understand, the teacher must speak slowly, increase the volume of their voice, and over-enunciate words or use artificially emphasized intonations patterns. The teacher must speak as natural as possible in conversation.

4. **Students should talk, note takes**

   In conversation class students should have a habitual in their talk. The students should not take notes. Conversation means speaking directly, in conversation class taking a note is nt the rigt way.

5. **Everyone should use English**

In leaning conversation, using English is difficult to do. The teacher should discourage the use of students' mother tongue and should confine his own remarks to English, even if at first students miss much that said. Using English in the classroom is important, it will make the students habitual to speak English no matter if the students doing mistakes.

6. **Smile**

When the students making mistakes of their conversation. The teachers do not to be afraid to smile. Smile make the students can repaired their mistakes.

From the explanation, learning conversation makes the students understand how doing a good conversation in formal or non-formal situation. Teacher and students must to know to create a good situation in the class. Practice is one of a good activity to increase students' conversation skills.

4. **The Factors of Learning Difficulties**

Some of students feels difficult in speaking English. It make the students difficult to interact with people in foreign language, because English is one of language used in many countries. The difficulties of students in learning something also involved in many factors. Tuan and Mai (2015: 10) said that students' speaking performance can be affected

by the factors that come from performance conditions, affective factors, listening ability and feeebcak during speaking activities. Here is the explanation of the factors that make students difficult in conversation:

1. **Performance Conditions**

   Learners carry out speaking activity in different conditions. Performance conditions can influence in speaking performance. It is include time pressure planning, the standard of performance and the amount of support.

2. **Affective Factors**

   Affective factors is one of important part that influences learning success or failure. There are some parts include in affective factors such as motivation, self-confident, and anxiety. Leong and Ahmadi (2016: 38), motivation can influence and be influenced by the components of language learning. If learners have an unfriendly atittude towards the language, they will not have any substantial improvement in acquiring the different features of language. Every students have different motivation in learning process, it depends on what kind of interested of the students. While, anxiety is a common component of numerous psychological disorders and is frequently manifest as the predominant in people's life.

3. **Listening Ability**

The learners can improve their speaking if do not develop the listening ability. Listening is important when carry out speaking activity. Speaking means closely related to listening. The role of people's speaking activity is a speaker and the listener or change the position. Listening ability is indispensable to listen what speaker said we can response it.

4. **Topical Knowledge**

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live.

5. **Feedback during Speaking Activities**

Feedback is one of important activity, it make the students knows and understand if they have mistake in speaking. Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to

speak. The teacher should correct the students' mistakes positively and with encouragement.

6. Inhibition

Speaking is requires some level of real-time exposure to an audience, it is different with reading, writing, and listening. Leong and Ahmadi (2016: 38), inhibition is a feeling of worry that stops people from telling or performing what they want. Learners are often inhibited about trying to say things in foreign language in a classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

7. Mother-tongue Use

In classess where all, or a number of, the learners share the same mother tongue, they may tend to use it because it easier, because it feels unnatural to speak to one another in foreign language and because they less "exposed" if they are speaking their mother tongue. If they are talking in small group it can be quite difficult to get some classess particulary the less disciplind or motivated ones to keep the target language.

C. English Conversation Class

English conversation class is one of program which designed by SMP Ta'mirul Islam Surakarta to learning English speaking effectively. It is not all

schools which have conversation as the formal subject in the class. In conversation class, speaking becomes an important skill for the students. It is because conversation means speaking activity with other person. Nolasco and Arthur (1987: 5) conversation class means speaking activity. Conversation class is to help the students to develop conversation, grammar, and vocabulary skill. Conversation classroom are dialogues that occur between teacher and student, or students and students. They are used to create, negotiate, or deepen the understanding of a topic. So, conversation in the class means speaking activity in the class.

Students of SMP Ta'mirul Islam Surakarta has two subject to learn English, it is include English subject and conversation subject. Besides English subject, English conversation class is one of important subject in SMP Ta'mirul Islam Surakarta. It is to help the students to learn about English especially speaking skills. Conversational classess have ranged from communicative drilling to free, open, and sometimes discussions agenda between the students. So, conversation class is the important classes that taught about conversation. In this class, the students can learn about speaking and the other skills such as grammar, vocabulary, and the other skills.

Jackson (2012:9) states that the activity in English conversation class is learn how to speak English well. The skillful of teacher can create an atmosphere in which the student feels enough at ease to struggle trough a situation to find the words to express himself. English conversation class in

SMP Ta'mirul Islam Surakarta is formal subject. This program will give an influence to the students in speaking and listening skills. According to results of interview, conversation is to help or support the students in learning English and to make the students accustomed in speaking English. The differences between English class and English conversation class are, in conversation class the students more active in making dialogue and speaking. Speaking practice is one of the activities in English conversation class. Sometimes the teacher asks to do the English conversation with the difference topic in front of the class. So, it can make the students habitual in their speaking. Besides that, the students also hear new vocabulary from other students.

D. The Previous Study

In this part, the researcher will give the previous study. There are the other researchers who have the similar of this research about the difficulties students on speaking skills. Those researchers of course help the arrangement of this research.

1. The first research that related to this study is thesis from Henna Paakki (2013) entitled "DIFFICULTIES IN SPEAKING ENGLISH AND PERCEPTIONS OF ACCENTS: A COMPARATIVE STUDY OF FINNISH AND JAPANESE ADULT LEARNERS OF ENGLISH" from English Language and Culture School of Humanities of University of Eastern Finland.

In this study the researcher describes about the difficulties of speaking English and perceptions of accent in Finnish and Japanese adult. The aim of this study is to find out the problem of adult learners about the difficulties of their speaking and why they feel difficult and what type of attitudes they have towards accent and how this can influence in their English speech. The researcher used qualitative methods, but for presentation of the data the researcher using quantitative method. The subject of this study is Finnish and Japanese adult learner. Finding of this research is both of Finns and Japanese have same difficulties in speaking English and difficult when say English in good accents. Moreover, Finns have the difficulties in speaking English because they difficult to remembering the words, they could not say what he wants to say, lack of grammar and vocabulary, not daring to open's mouth, and afraid to making mistakes. While, Japanese have the difficulties in speaking English because they not knowing enough the words, fear of errors, overthinking grammar, and lack of practice.

2. The second research that related to this study is thesis from Sheila Yolanda Pradya Afisa (2015) entitled "THE STUDENTS' DIFFICULTIES IN SPEAKING AT THE TENTH GRADE OF SMA NEGERI 1 SINE IN 2014/2015 ACADEMIC YEAR" from English Education and Teaching Training Faculty of Muhammadiyah Surakarta University.

In this study, the researcher describes the students' difficulties in speaking skill at the first grade students of SMA Negeri 1 Sine, Ngawi, East Java. The aim of this study is to find out the students' difficulties in speaking English and factor makes students difficult in speaking English. This research used descriptive qualitative method. The teacher and students of tenth grade of SMA Negeri 1 SINE as the subject of this research. In this research, the students have the difficulties in their speaking because they low vocabulary mastery, the students feel difficult in pronounce the word because English has differences between pronunciation and writing.

3. The third research related to this study is thesis from Ismi Azizah (2016) entitled "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH: A CASE STUDY AT ELEVEN J GRADE STUDENTS OF MA AL - MUSLIMIN NW TEGAL ACADEMIC YEAR 2015/2016" from English Department Faculty of Teacher Training and Education University of Mataram.

In this study, the researcher describes about the students' difficulties in speaking at students of eleventh grade of MA Al – Muslimin, Tegal. The aim of this study is to find out students difficulties in speaking English and factors contribute students' difficulties in speaking English. This research is used descriptive qualitative method. The subject of this research is the students of eleventh grade of MA AL – Muslimun NW

Tegal. Students of Eleventh grade of MA AL – Muslimun NW Tegal have the difficulties in speaking because they have limited vocabulary, nervousness, fear of making mistakes, limited grammar and fluency. While, factors contributing students' difficulties in speaking because they lazy to learn about new words, they did not motivation in teacher teaching style, and they still using mother tongue to speak English.

4. The fourth research related to this study is journal international from Kanwal Shahzadi *et.al* (2014) entitled "DIFFICULTIES FACED IN LEARNING ENGLISH LANGUAGE SKILLS BY UNIVERSITY OF SARGODHA'S STUDENTS" from University of Sarghoda, Sarghoda, Pakistan.

   This study is aim to know the difficulties faced in learning English language skills in students of Sargodha's university. This research is used quantitative method. The researcher takes 300 randomly selected students of English department and many other departments. Finding of this research is students of English department and other department have difficulties in both of skills in English**.** In listening skills the students only mastery listening about 33%, it is because the students have low understanding of listening skills. The students also have difficulties in speaking skills, they are mastery speaking skills about 33%. It is because they have badly fluently when performance speaking, they are scared of making mistakes when speak, they cannot express themselves well, they

lack on vocabulary. The factors make they hesitate to speak English because they are shy and nervous, they are afraid to speak in front of the people and do not confidence on their competence. The percentage of reading skills is about 40%. In percentage of writing, the students mastery of writing skills about 50%.

5. The fifth research related to this study is journal international from Hassan Soodmand Afshar and Ahmad Asakereh (2016) entitled "SPEAKING SKILLS PROBLEMS ENCOUNTERED BY IRANIAN EFL FRESHMEN AND SENIORS FROM THEIR OWN AND THEIR ENGLISH INSTRUCTORS' PERSPECTIVES" from Bu-Ali Sina University, Iran.

The aim of this study is to find out speaking skills problems encountered by Iranian EFL Freshmen and Senior. This research used quantitative method. The subject of this study is 238 people (138 freshmen and 100 seniors) and 30 English instructors from four state universities (Zanjan University, Bu-Ali Sina University-Hamadan, Shahid Chamran University-Ahvaz, and Khoramabad University). The finding of this research is they are feel shyness, low self-confidence and anxiety, not having enough to speak English, poor pronunciation, low of grammar, instructors' having poor pronunciation, instructor not correcting us.

The previous study above, there are the researchers who used qualitative method and quantitative method in research design. It is related

to this thesis. The previous study showed that oral language skill is one of difficulties skills in learning English. Not only students in junior high school or senior high school which have the difficulties in oral language skills, but also the students of university also have some difficulties to mastery oral language skills. In the previous study, there are some differences of difficulties faced by the people in speaking English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method and point of the study about research design, setting of the research, subject of the research, data and source of the data, technique of collecting data, technique of analyzing data, and trustworthiness. The description of each heading is presented as follows.

A. Research Design

This research is uses descriptive qualitative research. The researcher tried to describing students' difficulties in English conversation class. Creswell (2013: 4) states that qualitative research is a method to exploration and understanding about the meaning. Process of qualitative method means involved an important effort, such as asking questions and procedures, collecting specific data from participant, analyzing the data inductively start from specific theme to common theme, and interpret the meaning of the data. While, Bogdan and Biklen in Sugiyono (2015: 13) defined that qualitative research is descriptive and the data collected in the form of words, pictures rather than numbers. Then, qualitative research has a natural setting as the direct source of the data, the key instrument of qualitative research is the researcher. Qualitative research is focus in process rather than simply with outcomes and products.

Hancock, Ockleford and Windridge (2009: 7) states that qualitative research is focused on developing explanations of social phenomena. The aims of qualitative research is to help us to understand about the social world in which we life and why things are the way they are. It means that qualitative research is research design that describing about factual phenomena without using numbering to finished the data.

From the definition above, the researcher uses descriptive qualitative research to describing the students' difficulties faced and factors that make students difficult in the class at the eighth grade students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018. The researcher tried to collecting the data from observation, interview, and questionnaires.

B. Setting of the Research

a) Place of the Research

In this part, the researcher was conducting the research at English conversation class at SMP Ta'mirul Islam Surakarta. SMP Ta'mirul Islam Surakarta is located on Jl. KH Samanhudi, Tegalsari, Bumi, Laweyan, Surakarta, Central Java. English conversation class was founded since 2014 and only has one teacher to teach the seventh, eight, and ninth grade students of SMP Ta'mirul Islam Surakarta.

b) Time of the Research

The researcher makes the schedule table as below:

No	Activities	Month							
		May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
1	Collecting the data and Literature Review	■							
2	Writing Research Proposal	■	■						
3	Seminar Proposal		■						
4	Conducting the Research			■	■				
5	Data Analysis					■			
6	Data Display					■	■		
7	Analysis and Conclusion						■	■	
8	Final Examination								■

(Table 3.1 Table schedule of the research)

C. Subject of the Research

The subject of this research is students of English conversation class in students eight grade at SMP Ta'mirul Islam Surakarta. There are five classes in eighth grades students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018. Each class consists of 23-26 students. The researcher chooses students VIII B (consist of twenty six students), and VIII C (consist of twenty three students) as the subject of this research. The researcher chooses students

eighth grade B and C class based on class are allowed by English conversation teacher.

D. Data and Source of the Data

This part contains the data and source of the data of the research. Moleong (2004: 112), describes that source of data in descriptive research include human as research instrument, pictures, document, things and achieves. The source of data as follows:

1. Event

The events of this research are the activity in English conversation class at students eight grade B and C class in academic year 2017/ 2018 of SMP Ta'mirul Islam Surakarta. It is consist of the whole activity in the class. To get the data from the event, the researcher did the observation of the activity of students in English conversation class.

2. Informant

The researcher took two informants for source of the data on this research. The informants of this research are the teacher of English conversation class and the students in eight grades B & C class at SMP Ta'mirul Islam Surakarta. It is consist of four students each class.

3. **Questionnaires**

The questionnaire was done to the students' eighth grade in B and C class. From the questionnaires, the researcher give the question usually require that responses, which reflects the opinion from the respondents and they will be check list in the blank spaces. The researcher uses questionnaires for collecting the data. Through questionnaires the researcher will get the information about the opinion of the students which appropriate with the research problem.

E. **Techniques of Collecting Data**

In this research, the researcher collects the qualitative data to answer the research question. The researcher uses some techniques to collect the data.

1. **Observation**

Sugiyono (2015: 145) said that observation means that the researcher observe and record the activity of data source. The researcher will record the conversation of the students to get the data. The researcher does the observation to get the difficulties of the students in English conversation class. The technique of observation used by the researcher was participant observation. The researcher observed the activity of students in the class.

2. **Interview**

Interview has aim to get the information to respondent. Moleong (2004: 135) said that interview is conversation involves interviewer that

ask some questions to be answered by interviewee. The researcher chooses this kind because it is more flexible. The interview was done to the students and teacher of English conversation class. To collect the data, the researcher took four students each class who active and passive in their class. The researcher prepared the list of questions and recorder before she interviewed the respondents. The researcher chooses four students in each class and the interview was done by face-to-face and one-to-one to the students.

3. **Questionnaires**

Sugiyono (2015: 142) said that a questionnaire is a technique of collecting the data which is done by giving some questions or written declarations to respondent. Arikunto (2005: 152) distinguishes two types of questionnaires, such as:

a. Open questionnaires: the respondents can answer the questions using their own words.

b. Close questionnaires: the respondents are given the answer with choose

Statement	Scoring				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Positive	1	2	3	4	5

Negative	5	4	3	2	1

Table 3.2 Likert's Scoring Table Adapted from Aiken (1997: 67)

The researcher employed close questionnaires which asked the respondents to answer the questions by using the answer provided by the researcher. The questionnaire was used in order to reveal the students' difficulties in English conversation class. The questionnaire consists of 35 items with five options. The researcher used negative to calculate manually with the range of score started from 5-1 for the respondents. The researcher gave the questionnaire to the students' eighth grade of B and C class.

F. Technique of Analyzing Data

For analysis the data of this research, the researcher uses qualitative data analysis. Miles and Huberman in Sugiyono (2015: 246) state that an activity in qualitative data analysis is doing by interactive and continued by continuously and complete. The activities on analysis the data are include data reduction, data display, and drawing conclusion. Step of data analyzing are as follows:

1. Data Reduction

Data reduction means process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. The data that has been collected were organized and the irrelevant data were discarded. This was done through the process of coding; the process of labeling and segmenting units of language to the descriptive or inferential information

compiled during the study. The researcher gained the data from observation, interview, and questionnaires. The data reduction was done during the research activities by the researcher. The researcher classified and choose the data based on the research focus. The researcher took the data about the difficulties faced by the students and the factors make students difficult in English conversation class.

2. **Data Display**

Data display can be done in the form of table, graph, charts, matrices, and other graphical formats. Looking at displays help to understand what is happening and does something further analysis or caution on that understanding. The researcher classified and identified the data from the conversation of the students. The data were presented in the form of tables. The researcher described the data that has been collected. To analyze the difficulties faced by the students, the researcher used Brown's theory. Then, to analyze the factors make students difficult the researcher used some theory from Tuan & Mai (2015: 10). The researcher presented the data based on the difficulties and factors of the students in English conversation class.

3. **Drawing Conclusion**

Last step is drawing conclusion. Drawing conclusion involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. The researcher drawing the

conclusion based on the data from result of research in English conversation class.

G. Trustworthiness of Data

To determine the trustworthiness of the data, the researcher needs some techniques of examining data. In this research, the researcher used triangulation by using resources. Sugiyono (2015: 241) said that technique of triangulation means as a technique of collecting the data that combine from different data for get the data from some resources. The purpose of triangulation is not about look for the truth of some phenomena, but more than to increase the understanding of researcher toward what they finding. In this way, the researcher will recheck the information from observation and the data got relevant with interview, and questionnaires.

Denzin in Moleong (2004: 178) define that triangulation is a technique to examine the validity of data. There are four kinds of triangulation. The kind of triangulation techniques are:

a. Data Triangulation

Data triangulation means that compare information from different source. Comparing between observation and interview, comparing between interview and questionnaires, and comparing between what people said and what the individual said.

b. Investigator Triangulation

Investigator triangulation means involved other researcher or expert to check the validity and reliability of the data. The benefit of investigator triangulation is to avoid some mistakes in collecting the data.

c. Theory Triangulation

Theory triangulation is involves using more than one theoretical for interpretation of phenomena.

d. Methodological Triangulation

Methodological triangulation means using some model of qualitative or quantitative. It is involves more than one option to get the data such as interviews, observation, questionnaires, and document.

From the explanation above, the researcher used data triangulation to comparing the validity of the data. The data taken from observation which had been held during teaching and learning process and the data from data interview to the teacher and students in the class and questionnaires to the students in eighth grade students of English conversation in B and C class. From the data that has been collected, the researcher will compare and know about the students' difficulties in English conversation class in academic year 2017/2018.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher analyzed the data gathered from the research. This chapter divided two sections, research findings and discussions. The purpose is to answer the research problem in the first chapter. The research finding discusses the students' difficulties in English conversation class and the factors that cause the students feel difficulties in English conversation class at SMP Ta'mirul Islam Surakarta in the academic year 2017/2018. Before explain the difficulties of students, the researcher also presents the types and stages of students' conversation in the class. The discussion section provides the explanation of the research finding related to the statements and suggestions from experts.

A. Research Finding

1. Data Description

This research was conducted at SMP Ta'mirul Islam Surakarta which is located at Jl. Dr. Wahidin No. 5, Bumi, Laweyan, Surakarta. The researcher got the data about the students' difficulties in English conversation class and the factors make students difficult in English conversation class at SMP Ta'mirul Islam Surakarta in academic year 2017/2018. Before presenting the finding, the researcher presents the description of the subject. In this research, the researcher collected the data from observation, interview, and

questionnaires. The researcher did the research in students VIII B and VIII C and all the data of this research was 49 students. The researcher did the observation in two meeting in the class, interview 4 students each class. The researcher also gives the questionnaires to all of students in students VIII B and VIII C. The data is described as follows:

a. Data from Interview

In this research, the researcher did the interview with 4 students each class and the teacher in English conversation class. The researcher presents the data from each subject is described as follows:

1. Data from interview with the teacher

The researcher did the interview with English conversation teacher of the eighth grade. The question was about what are the difficulties faced by students in the class. From the interview, the teacher said there are some students who have a difficulties in the class. The difficulties faced by the students was about the vocabulary, it is because vocabulary is important part and sometimes the students did not mastery many vocabulary and they difficult to say in English. The teacher also said that the students did not accostumed to using English conversation with other people. The teacherr said that, *"Aspek yang aling sulit dipahami siswa adalah* structure*, karena menurut anak-anak menghafal* vocab *saja susah*

apalagi memahami yang sesuai structure-nya". The teacher said that every students has a differences part of difficulties in conversation.

The teacher also said that mant of students who difficult to speak spontaneously. The next question is about the factors that mke students difficult in the class. She said that the factors that make students difficult in the class is because the students feels shy and afraid to making mistakes. Sometimes if the teacher ask to read the sentence, the students will be silence. The students also nervous when speaking English and sometimes did not understand what people say.

2. Data from interview with the students

   a. Reda (Student VIII B)

      Based on the interview with the interviewee, he said that he like conversation subject because he likes English. He said that conversation subject is one of challenging subject because here he forced to be active in English. Sometimes he felt difficult when speaking English or conversation in front of the class. When the teacher asked him to perform in front of the class spontaneously, he feels afraid and nervous because he did not mastery many aspect of speaking. He said that that his felt difficult if should memorized many vocabularies.

Sometime he did not understand if the teacher or his friends speak English fast. He also felt difficult in pronunciation because he is a Javanese and sometime '*medok*' is identic with Javanese and when speaking English he still hears '*medok*'. He said that he speaking not fluently and did not know good grammatical structure. The factor make him difficult in the class, it because their low in habit to speaking English. Sometime he felt nervous and shy to speak in front of the class. He also said that his laziness and low motivated to learn speaking English.

b. Afifah (Student VIII B)

Based on the interview with the interviewee, she said that she like conversation because she like with the teacher of English conversation subject. She said that she feels difficult if the teacher asked to speak English. Sometimes she feels difficult with new words and low in grammatical correct. She feels difficult when follow the material in the class if the teacher speak English. It is because she lack on vocabulary and difficult to understand the meaning. She said that, "*iya mba soalnya ngomongnya kadang susah sama kadang gaktau artinya juga*". She said that she difficult to say because she did not know many vocabularies and sometimes did not understand if there are a

people who speak English. She also said that she low in grammar. She always brought a book or memorize the words when conversation in front of the class. She feels shy when conversation in front of the class because she afraid of making mistakes.

c. Eca (Student VIII B)

Based on the interview with the interviewee she said that she feels difficult in English language but sometimes learning English is one of challenging for her. It is because English is not our language, so she likes learning English. Sometimes she feels difficult to catch the words in English. She said that she feels difficult when make English sentence because she did not understand about verb or noun. She also said that sometimes she did not about the vocabulary. She said that she silent in the class when the teacher asked her to speak in front of the class, and sometime she read in the book what her task and she difficult to memorize English text. He felt afraid to speaking English because she low in vocabulary and grammatical structure. The factor make her difficult in the classroom is because sometime the teacher explained the material quickly and she did not understand what teacher said.

d. Iqbal (Student VIII B)

When the interviewer asked to him about English conversation he said that he did not too liked conversation subject. He said that English is complicated, a lot of thinking and difficult to understand. He said that he feels difficult in English pronunciation. It is because English and Indonesia is different language, so he felt difficult to read the pronunciation of English. Sometimes he can speak spontaneously but his pronunciation is low. The factor make him difficult in English conversation is because sometime his friend also difficult in speaking English and he not has motivated to learn speaking English more. He also said that to understand what people say is difficult factors faced by him.

e. Hanik (Student VIII C)

Based on the interview of the students, the researcher found that she felt difficult in English but she like to follow the material in the class. Sometime if she does not the meaning she asked or looked at the dictionary. If the teacher asked her to speak in front of the class she should read or memorized the text,

because she felt difficult of speak spontaneously. She said that she low in vocabulary and did not accustomed using English.

f. Fa'iz (Student VIII C)

Based on the interview, he said that he like English, while sometimes his difficult to speak English in front of the class. He tried to learn more about conversation if he did not understand, and sometime he ask to the teacher if he do not understand about the material or the meaning of English. Sometime if the teacher asked him to speak spontaneously speaking good in front of the class but sometime his grammatical and the fluently is bad and he difficult to catch some words by the people.

g. Keisha (Student VIII C)

Based on the interview with the interviewee, she said that she did not like English conversation subject because English is difficult language and for speaking she should be understand many part of English. So, she felt difficult to speak English because she did not mastery the part of English. She said that, *"soalnya kalau bahasa inggris susah ngapalke."* It means that she low in memorizing many

vocabulary. She said that her English score is always bad. It is because they did not the habit to speaking English. The factor make her difficult in English conversation is because she felt lazy to learn about conversation and feels anxiety when speaking English in front of the people.

h. Karisna (Student VIII C)

Based on the interview with the interviewee, she said that she like English because the teacher always explained the material goodly. She said that she afraid if speaking English because her pronunciation is bad. Sometime she doubts to speak English because she does not has good grammatical structure. The factor make her difficult in English conversation is because she has low motivation in conversation, and she felt tired in teaching learning conversation because time of conversation subject is 12.40 and she felt already lazy to study.

b. Data from Questionnaires

The researcher makes the data of questionnaires based on students' percentage. This questionnaire takes two classes and consists of 49 students.

No	Variabel	Jawaban	Frekuensi
1	Saya mendengarkan dan merespon dengan baik ketika saya melakukan percakapan dengan orang lain.	Sangat Setuju	14
		Setuju	34
		Tidak Tahu	1
		Tidak Setuju	0
		Sangat Tidak Setuju	0
2	Saya mudah dalam melakukan percakapan dengan orang lain karena saya mengerti tipe-tipe dalam percakapan.	Sangat Setuju	3
		Setuju	22
		Tidak Tahu	18
		Tidak Setuju	4
		Sangat Tidak Setuju	2
3	Kelas yang nyaman membuat saya memiliki ide untuk berbicara bahasa Inggris.	Sangat Setuju	16
		Setuju	13
		Tidak Tahu	17
		Tidak Setuju	3
		Sangat Tidak Setuju	0
4	Belajar bahasa Ingris di laboraturium bahasa membuat saya merasa lebih nyaman.	Sangat Setuju	14
		Setuju	13
		Tidak Tahu	8
		Tidak Setuju	10

		Sangat Tidak Setuju	4
5	Ketika saya berbicara menggunakan teknik dalam percakapan, pembicaraan saya lebih teratur.	Sangat Setuju	8
		Setuju	22
		Tidak Tahu	15
		Tidak Setuju	4
		Sangat Tidak Setuju	0
6	Dari beberapa tipe conversation (Initiative, Understanding, Performance, Closure), performance conversation adalah tipe yang paling sulit dibanding tipe conversation lainnya.	Sangat Setuju	8
		Setuju	14
		Tidak Tahu	25
		Tidak Setuju	2
		Sangat Tidak Setuju	0
7	Saya tidak memahami teknik dalam conversation.	Sangat Setuju	1
		Setuju	12
		Tidak Tahu	9
		Tidak Setuju	26
		Sangat Tidak Setuju	1
8	Saya lebih senang berbicara bahasa Inggris dengan gaya saya sendiri.	Sangat Setuju	12
		Setuju	20
		Tidak Tahu	6

		Tidak Setuju	11
		Sangat Tidak Setuju	0
9	Saya hanya ingin berbicara ketika saya pikir bahasa Inggris saya benar.	Sangat Setuju	9
		Setuju	22
		Tidak Tahu	11
		Tidak Setuju	5
		Sangat Tidak Setuju	2
10	Saya selalu membuat draft atau catatan ketika saya berbicara didepan kelas.	Sangat Setuju	12
		Setuju	15
		Tidak Tahu	7
		Tidak Setuju	8
		Sangat Tidak Setuju	7
11	Saya lebih mudah berbicara secara langsung, karena itu akan lebih terdengar apa adanya.	Sangat Setuju	6
		Setuju	8
		Tidak Tahu	11
		Tidak Setuju	14
		Sangat Tidak Setuju	10
12	Teman-teman saya menyebut saya sombong jika saya berbicara bahasa	Sangat Setuju	7
		Setuju	4

		Tidak Tahu	16
	Inggris dengan lancar di depan kelas.	Tidak Setuju	13
		Sangat Tidak Setuju	9
13	Saya jarang menggunakan bahasa Inggris di luar kelas bahasa Inggris.	Sangat Setuju	14
		Setuju	23
		Tidak Tahu	3
		Tidak Setuju	6
		Sangat Tidak Setuju	2
14	Saya kurang percaya diri untuk berbicara bahasa Inggris karena teman-teman saya tertawa ketika saya berbicara.	Sangat Setuju	11
		Setuju	17
		Tidak Tahu	9
		Tidak Setuju	9
		Sangat Tidak Setuju	3
15	Saya mempunyai kesulitan dalam menuangkan ide dalam bahasa Inggris ketika saya sedang kelelahan.	Sangat Setuju	9
		Setuju	19
		Tidak Tahu	13
		Tidak Setuju	7
		Sangat Tidak Setuju	1
16	Saya kurang tertarik mempelajari	Sangat Setuju	5

	bahasa Inggris karena bahasa Inggris membuat saya bingung.	Setuju	11
		Tidak Tahu	5
		Tidak Setuju	21
		Sangat Tidak Setuju	7
17	Keluarga saya tidak pernah menuntut saya untuk pandai berbahasa Inggris.	Sangat Setuju	2
		Setuju	17
		Tidak Tahu	5
		Tidak Setuju	14
		Sangat Tidak Setuju	11
18	Saya malas belajar bahasa Inggris karena itu bukan bahasa yang saya gunakan dalam sehari-hari.	Sangat Setuju	2
		Setuju	16
		Tidak Tahu	7
		Tidak Setuju	15
		Sangat Tidak Setuju	9
19	Saya berpikir lebih lama ketika harus berbicara sesuai dengan tata bahasa yang baru dalam bahasa Inggris.	Sangat Setuju	6
		Setuju	26
		Tidak Tahu	11
		Tidak Setuju	5
		Sangat Tidak Setuju	1

20	Saya kesulitan memahami pelajaran yang diberikan oleh guru ketika saya sedang sakit.	Sangat Setuju	16
		Setuju	25
		Tidak Tahu	5
		Tidak Setuju	2
		Sangat Tidak Setuju	1
21	Saya mempunyai kebiasaan menggunakan aksen jawa ketika berbicara dalam bahasa Inggris.	Sangat Setuju	8
		Setuju	17
		Tidak Tahu	14
		Tidak Setuju	8
		Sangat Tidak Setuju	2
22	Saya tidak mempunyai pengucapan yang tepat sehingga membuat saya malu berbicara bahasa Inggris.	Sangat Setuju	2
		Setuju	29
		Tidak Tahu	8
		Tidak Setuju	8
		Sangat Tidak Setuju	2
23	Saya merasa kaku dan terkadang sulit untuk mengungkapkan kata-kata yang telah saya siapkan ketika berada di depan kelas.	Sangat Setuju	5
		Setuju	20
		Tidak Tahu	11
		Tidak Setuju	6
		Sangat Tidak	7

		Setuju	
24	Saya sering mengulang kata dalam bahasa Inggris ketika Saya sedang berbicara.	Sangat Setuju	3
		Setuju	19
		Tidak Tahu	20
		Tidak Setuju	7
		Sangat Tidak Setuju	0
25	Saya mengalami kesulitan untuk menyusun kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris.	Sangat Setuju	4
		Setuju	28
		Tidak Tahu	5
		Tidak Setuju	10
		Sangat Tidak Setuju	2
26	Saya tidak mempunyai tata bahasa Bahasa Inggris dengan baik sehingga saya merasa kesulitan ketika berbicara dalam bahasa Inggris.	Sangat Setuju	7
		Setuju	25
		Tidak Tahu	9
		Tidak Setuju	6
		Sangat Tidak Setuju	2
27	Saya kurang lancar berbicara dalam Bahasa Inggris.	Sangat Setuju	13
		Setuju	25
		Tidak Tahu	5
		Tidak Setuju	5

		Sangat Tidak Setuju	1
28	Saya mengalami kesulitan untuk merespon dengan baik ketika lawan bicara berbicara lebih cepat.	Sangat Setuju	9
		Setuju	25
		Tidak Tahu	7
		Tidak Setuju	5
		Sangat Tidak Setuju	3
29	Saya tidak memahami tipe-tipe dalam percakapan bahasa Inggris.	Sangat Setuju	4
		Setuju	17
		Tidak Tahu	19
		Tidak Setuju	4
		Sangat Tidak Setuju	5
30	Saya mengalami kesulitan berbicara dalam bahasa Inggris karena kosa kata yang terbatas.	Sangat Setuju	10
		Setuju	19
		Tidak Tahu	11
		Tidak Setuju	9
		Sangat Tidak Setuju	0
31	Saya merasa gugup ketika harus berbicara dalam bahasa Inggris di depan orang lain.	Sangat Setuju	13
		Setuju	21
		Tidak Tahu	9

		Tidak Setuju	6
		Sangat Tidak Setuju	0
32	Tubuh saya gemetar ketika saya berbicara bahasa Inggris.	Sangat Setuju	3
		Setuju	8
		Tidak Tahu	15
		Tidak Setuju	18
		Sangat Tidak Setuju	5
33	Ketika saya gugup saya sering lupa apa yang mau saya bicarakan.	Sangat Setuju	7
		Setuju	27
		Tidak Tahu	8
		Tidak Setuju	7
		Sangat Tidak Setuju	0
34	Saya selalu cemas dalam kelas bahasa Inggris meskipun saya sudah mempersiapkan dengan baik.	Sangat Setuju	5
		Setuju	18
		Tidak Tahu	8
		Tidak Setuju	12
		Sangat Tidak Setuju	6
35	Saya merasa takut ketika saya tidak mengerti setiap kata yang diucapkan	Sangat Setuju	3
		Setuju	17

oleh guru.		Tidak Tahu	14
		Tidak Setuju	12
		Sangat Tidak Setuju	3

(Table 4.1, Questionnaires of Students)

2. **Finding**

a. **The students' difficulties in English conversation class at SMP Ta'mirul Islam Surakarta in academic year 2017/2018.**

From the explanation of data description the researcher got the data about the students' difficulties in English conversation class and the factors make students difficult in English conversation class at SMP Ta'mirul Islam Surakarta in academic year 2017/2018. Before presented the students difficulties, the researcher found the types and stages of students' conversation in the class.

1. **Types and stages of students' conversation in English Conversation class**

This part explained the types and stages faced by students in English conversation class. Every student has different types and stages of Conversation in the class. The researcher found that in students eighth grade of SMP Ta'mirul Islam Surakarta in VIII B and VIII C has three types of conversation in the class, they are:

Understanding, Performance, and Closure Conversation. Understanding conversation means students understand of the conversation of the speaker. Performance conversation means when the students take specific actions or produce specific results, you make specific requests, so they know what to do and when to do it. While, Closure conversation means the parts of conclusion.

From the results observation in students VIII B and VIII C, the researcher found that they have different types each class. In students VIII B, many of students who used performance type when doing conversation. While, there are also students who used understanding and closure conversation. Based on the observation, the researcher found that when students doing performance conversation, the students can be response and know about the topic and how response the speaker however they still difficult in the pronuncation.

From the result observation in students VIII C, the researcher found that in this class many of students used understanding or closure conversation. It is because their English is low and sometimes students difficult to response the conversation of the people. Understanding conversation means students understand aboyt the conversation while closure conversation menas the students have a diffiult in speaking conversation in the class.

The researcher also presents the stages of students' conversation in the class, there are some stages faced by the students in English conversation class. The stages of students' conversation are spontaneously, intentional conversation, and chaos and rigidity. The stages feels by students is different each other. Based on the observation, the researcher found that many students who speak with intentional conversation stages. It is indicated that when students speaking in front of the class they are making draft or memorize the sentence. Only few students who can speak spontaneously, but sometimes they are also difficult to say and make a simple conversation. Some of students cannot speak spontaneously in the class. When speaking English in the class, usually they looking at note or memorize the words and it make the students cannot speak naturally. Usually, students who can speak spontaneously are the smart students and she or he mastery of oral communication and confidents when speaking English.

Based on the interview with students in VIII B and VIII C, they are said that they feels difficult when speak English spontaneously, It is because to speak spontaneously the students should be understand all or skills in English. Many of them who done intentional conversation and even chaos and rigidity conversation. It is because conversation becomes a difficult subject

by them. The students give the opinion faced by them about the stages of conversation. The researcher gives the table of types and stages of students' conversation in the class as follows:

No	Students' Initial	Types of Conversation				Stages of Conversation			
		Initiative	Understanding	Performance	Closure	Spontaneous	Intentional	Chaos & Rigidity	The Ideal Form
1	ANH		v				v		
2	ANA			v		v			
3	ANIS		v				v		
4	DAS			v			v		
5	EFP				v			v	
6	FRA		v				v		
7	HAP			v			v		
8	KQS			v		v			
9	LHA			v			v		
10	MAR							v	
11	MFT			v		v			

12	MAU			v		v			
13	MZMA				v			v	
14	MHF				v			v	
15	MIP			v		v			
16	MRSM		v				v		
17	NM		v				v		
18	NMR			v			v		
19	NAZ			v		v			
20	OHR				v			v	
21	RA				v			v	
22	REM			v		v			
23	RPY				v			v	
24	RYA						v		
25	TFB			v				v	
26	YPA			v			v		

Table 5.1 The types and stages of students' conversation in students VIII B

Based on the table, it can be concluded that the students uses understanding, performance, and closure conversation. In students VIII B many of students uses types of performance when doing the conversation. There are 13 students who use performance type, 5 understanding, and 8 students who use closure conversation. Students of VIII B uses performance conversation because they can response the speaker when doing the conversation.

The stages of conversation in the class in students VIII B, it can be concluded that many of students who cannot speak spontaneously. From the table above, there are 7 students who can speak spontaneously, 11 students who done intentional conversation, and 8 students who conversation with chaos and rigidity. Spontaneously conversation become a difficulties faced by students because they are shy and nervous when speak English in front of the class. When students was done the intentional conversation means they are making a draft or memorize the word that can be say in front of the class.

No	Students Initial	Types of Conversation				Stages of Conversation			
		Initiative	Understanding	Performance	Closure	Spontaneous	Intentional	Chaos & Rigidity	The Ideal Form
1	ANH			v		v			
2	AZ			v			v		
3	AM				v			v	
4	AS				v			v	
5	AFH				v		v		
6	BPS		v				v		
7	DA		v				v		
8	DM			v			v		
9	FMA		v				v		
10	JAR				v		v		
11	KW				v			v	

12	KR				v		v		
13	LM			v		v			
14	LZN			v			v		
15	MDS		v			v			
16	MPP				v			v	
17	MD		v					v	
18	MMK		v					v	
19	MOP		v					v	
20	MZS			v		v			
21	RYW				v		v		
22	RPS				v		v		
23	RSM				v	v			

Table 5.2 The types and stages of students' conversation in students VIII C

The researcher found that in students VIII C has difference types of conversation. Here, there are 7 students who uses understanding conversation, 6 students who uses performance conversation, and 10 students who uses closure conversation.

Based on the table above in students VIII C, the researcher found that only some students who speak spontaneously in English conversation class. Many of students who makes chaos and rigidity in the class, because they did not mastery speaking English. Sometimes the students memorize and make a draft when perform in front of the class, but they still difficult to say when speak. There are 5 students who can speak spontaneously, 11 students who can speak intentional conversation, and 7 students who chaos and rigidity.

From the explanation above, it can be concluded that many of students who difficult using spontaneously stages. The students more use intentional conversation or chaos and rigidity stages. It is because the students did not mastery English conversation in the class.

2. **The difficulties faced by student in English Conversation class**

This part explained the research findings which the researcher found in the field. It was related to students' difficulties in English conversation class. The researcher found some difficulties faced by students of VIII B and VIII C in English conversation class, they are: clustering or using word by word to speaking English, incorrect pronunciation, difficult to say and low fluency, and redundancy or often repeated the words.

From the result observation the students difficult in memorizing many vocabulary. When speak English the students looked difficult to say because they did not mastery the vocabulary and speaking using word by word. Sometimes the students did the redundancy to speak and uses a simple vocabulary. They are also lack on grammar, sometimes the stuents speak without uses a correct grammar but based on word by word.

The result of interview with the students, most students said that they had not spoken English well because English is difficult and it is not colloquial language. The students said

that if they are speaking English they afraid to making mistakes and make other people did not understand. The students said that the difficulty faced by them in the class is lack on vocabulary, redundancy, low on grammatical correct, doubt to speak, difficult to speak, and low in pronunciation. Some of students said that when speaking in front of the class they forgot what want they are saying, it is because they are feeling afraid. Many of students said that the most difficult to speak was grammar mastery. They sometimes still confused about tenses and in arranging the good sentences and speak word by word. Some students said that they always thought about grammar first and thought it for long time before speaking. They usually did not understand what others said when speaking English.

Based on the result of questionnaire many of students said that they have many difficulties of speaking in English conversation class. The researcher gives the table of the difficulties faced by the students in English conversation class. The researcher gives questionnaires to students in VIII B and VIII C at SMP Ta'mirul Islam Surakarta. The researcher gives questionnaires to know the difficulties faced by students in English conversation class. The researcher presents the table

of questionnaire that has been answered by the students. The

table as follows:

No	Students Initial	Part of Difficulties							
		Clustering	Redundancy	Reduce Forms	Performance Variables	Colloquial Language	Rate of Delivery	Stress, Rhythm, Intonation	Interaction
1	ANH		v						v
2	ANA	v			v		v		v
3	ANIS				v				
4	DAS	v							v
5	EFP		v		v		v	v	v
6	FRA	v	v				v		
7	HAP	v					v		v
8	KQS				v		v		v
9	LHA	v	v						
10	MAR	v						v	
11	MFT		v				v		v
12	MAU	v			v		v		v
13	MZMA		v		v		v		v
14	MHF								
15	MIP	v					v	v	v
16	MRSM						v		v
17	NM	v	v		v		v		v
18	NMR		v	v	v				
19	NAZ		v		v				

20	OHR			v	v		v		v
21	RA	v	v	v	v		v		v
22	REM								
23	RPY								v
24	RYA								
25	TFB	v					v		v
26	YPA		v	v	v		v		

Table 5.3 Difficulties Table of students VIII B

Based on the table above, the researcher presents the data about the difficulties faced by students in English conversation class in students' eighth grade of VIII B. There are 5 parts of the difficulties faced by students in English conversation of VIII B, they are: clustering, redundancy, rate of delivery, interaction, and intonation. In Students VIII B the most difficult skills faced by students are interaction, clustering, and rate of delivery. It is indicated that in students VIII B they are lack on vocabulary, bad on fluency, and difficult to response if there are a people who speak English. Vocabularies become the most difficult skills faced by students because they are difficult to memorize in English word. They are also bad fluency because conversation means speaking with other people and speaking is difficult to done.

No.	Students' Initial	Part of Difficulties							
		Clustering	Redundancy	Reduce Forms	Performance Variables	Colloquial Language	Rate of Delivery	Stress, Rhythm, Intonation	Interaction
1	ANH		v		v		v		
2	AZ		v		v				
3	AM		v		v		v		v
4	AS	v		v	v		v	v	v
5	AFH	v	v						
6	BPS	v		v	v		v		v
7	DA		v	v	v				
8	DM						v		v
9	FMA	v			v				
10	JAR		v				v		v
11	KW		v	v	v				
12	KR				v		v		v
13	LM	v			v			v	
14	LZN	v	v		v		v		
15	MDS	v	v						
16	MPP		v		v		v	v	
17	MD	v		v	v		v		
18	MMK			v					v
19	MOP	v	v				v		
20	MZS			v	v		v		v
21	RYW	v							
22	RPS				v				v

23	RSM	v		v	v				v

Table 5.4 Difficulties Table of students VIII C

Based on the table above, the researcher presents the data about the difficulties faced by students in English conversation class in students' eighth grade of VIII C. There are six parts of the difficulties faced by students in English conversation of VIII C, they are: clustering, redundancy, reduce forms, rate of delivery, interaction, and performance variables. It is because conversation subject is the most difficult subject and many students who did not interest to learn conversation. In conversation class, students should be active in oral language communication and it is a difficult things faced by students. In students VIII C, the most difficult faced by them are rate of delivery, reduce forms, and clustering. The students feel difficult on rate of delivery because when they are saying they have bad fluency and did not confidents. Reduce forms also become a difficult skills faced by the students because they English is bad and sometimes they are difficult to speak based on good pronunciation. The students in VIII C have bad English pronunciation and sometimes when speaking English they are using Javanese accent/*medok*. The students also low in

clustering because they are not mastery many English vocabulary and sometimes using word by word when they are speaking.

From the explanation above, it means that students VIII B and VIII C have difficulties in English conversation class. The difficulties faced by students is clustering, rate of delivery, and interactions. There is a different problem faced by students in VIII B and VIII C. In students VIII B the most difficult faced by them are clustering, interaction and rate of delivery. Based on questionnaire in students VIII IB, there are some students who did not difficulties in English conversation class. They are can speak spontaneously in the class but sometimes they feel afraid or shy to speak. It is different with students VIII C, here students more feeling difficult in English conversation class. They are feeling difficult in vocabulary, pronunciation, and sometimes students using Javanese accent/medok when speaking English.

b. **The factors make students difficult in English conversation class at SMP Ta'mirul Islam Surakarta in academic year 2017/2018.**

This part would be focus on the factors make students difficult in English conversation class. The researcher found

that there are some factors make students difficult in their class. The factors make students difficult in English conversation class are:

1. Affective Factors

   From the data description and the observation in the class. The researcher found that the factors that cause students difficult in the class is affective factors. Affective factors is one of important part that influences learning success or failure. Affective factors include motivation and anxiety of the students. The researcher found that there are students who have good or low motivation and it is depend on the students. The students who low motivation in learning conversation will be difficult to catch material from the teacher. Motivation can influence and be influenced by the components of language learning. If learners have a unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language.

   The second part from affective factors is about the anxiety of the students, the reseacher found from the observation and the result from questionnaires many of students who have anxiety when perform the

conversation in front of the class. The students feel anxiety because they did not master many part of Engllish. They are also feel shy if their friens will be laugh when they are have a mistakes. From the result of questionnaires, the students said that they are feels anxiety in the class however already prepared of the topics of conversation.

2. Listening Ability

The researcher found that sometimes the factors that caused students difficult in learning conversation is because of listening ability. The studenst said that sometimes they are difficult to catch or response if te teachers or the speakers speak English to fast. It is because the students have low listening ability.

3. Inhibition

Inhibition is a feeling of worry that stops people from telling or performing what they want. Learners are often inhibited about trying to see things in foreign langauge in a classroom; worried about making mistakes, fearful of ctiricism or losing face, or simply shy of the attention their speech attracts. In Englsih conversatuon class the students feels inhibition when speak English conversation in front of the class. They

are afraid to making mistakes because they did not master many part of English.

4. Mother Tongue use

Mother of people identic using a mother tongue when speak English. Not exception the students in English conversation class. From the result of questionnaires, there are 17 students who agree if they are uses mother tongue when speaking English conversation in the class and 5 students who very agree. It means that mother tongue is very influence in using English. It is one of the factors that make students difficult in the class.

5. Social Environment

The researcher found that social environment also have the influenced for students understanding. Good social environment can make students have a good condition in learning. The environment which support the students in using English can make a stuents can improve their language. From the observation, the environment of the students is not support to speak English. It is because English is not a main languge use. Social environment is one of th factors that make students difficult in the class. In the social environment,

factors of class environment also influence in students learning process. Good classroom condition will make students feel good learning in the class.

B. Discussion

Based on the research findings, the researcher discusses the finding of research. The discussion contains the difficulties faced by students in English conversation class, the stages of students' conversation, and the factors make student difficult in English conversation class. In discussion section, the researcher tried to make description of the research finding with relevant references. The explanation would be presented below:

1. **The students' difficulties in English conversation class at SMP Ta'mirul Islam Surakarta in academic year 2017/2018.**

    a. **Types and Stages of students' conversation in English conversation class**

    The students have different types when doing the conversation in the class. From the explanation from the research finding, it can be concluded that there are three types of students' conversation in the class, they are: understanding, performance, and closure conversation. From the research findings, it can be seen that there are some students who uses understanding conversation. Understanding conversation means, the students understand of the

meaning of the speaker. Based on Ford and Ford theory (2009: 1), said that understanding conversation is when you want if the people can be understand of your purpose or your idea. The students also uses performance and closure conversation in the class. it can be concluded that every students has a different types when doing the conversation.

Actually students have their own stages of conversation in the class. From the research findings, it can be seen that there are three stages faced by the students in English conversation class. Three stages of students' conversation were related to Zimmermann theory, the stages are: spontaneously, intentional conversation, and chaos rigidity.

1) Spontaneously

Spontaneously conversation is the prime activity in conversation class. From the findings, it can be seen that in students VIII B only 7 students who can speak spontaneously. It is because speak English spontaneously is difficult faced by students, not only by students but also many people who did not mastery English well. Spontaneously conversation means the students should be mastery part of English and prepared the topic that will be spoken. According to Zimmermann (1196: 46), spontaneous conversation means occurs directly.

When doing conversation, the people follow whatever occurs spontaneously and react in unpremeditated manner. Spontaneously become difficult stages of students because they have many difficult skill in speaking English and afraid to speak spontaneously.

2) Intentional Conversation

Intentional conversation means conversation that occurs because there is talk which deliberate. From the research finding, the researcher found that many students using stages of intentional conversation. Based on the explanation, students more often using intentional conversation when conversation in front of the class. Their difficulties in speaking make them using this stage because they did not mastery many part of speaking skills. In intentional conversation, students make a note or draft to prepare what the topic and explanation that can be saying in front of the class. It can be easier for the students because they did not difficult to thinking the word than students speak in spontaneously.

3) Chaos and Rigidity

Chaos and rigidity means the students feels chaos and difficult when do the English conversation. Based on the research finding, the researcher found that many of students

who feels chaos and rigidity. They feel difficult to say in English and more silent when the students did not understand about the vocabulary and forgot to say. Chaos and rigidity are both enemies of lively conversation and because speaking English conversation should thinking the part who make students difficult (Zimmmerman, (1996: 46). Some of students who indicated into chaos and rigidity stage and looked so nervous when doing English conversation in front of the class.

b. The Difficulties Faced by the Students in English conversation class

Based on the result of research findings, the researcher got the data and could make conclusion that the most often difficulties faced by students was seldom to speak English, low in vocabulary, incorrect pronunciation, lack of grammatical correct, bad on fluency, difficult to say. The difficulties of conversation faced by students in research finding were relevant with difficulties conversation mentioned by Brown theory (2000, 270). Here, the researcher wants to discuss about the difficulties faced by students in English conversation class.

The first difficult faced by the students is clustering. Clustering is fluent speech, not word by word. Sometimes the students use word by word to speak English. From some difficulties faced by the students, the researcher found that the students feel Clustering

in the class. Most of students admitted that English conversation was more difficult that writing. It is because they are should memorize English vocabulary. Some of students difficult to speak fluently because they are feeling difficult to say and using word by word when speaking English.

The second difficulty is redundancy, means repeated the words. Those problems sometimes make students difficult when speaking English in the class. The student was done the redundancy in the class because they lack on vocabulary. They are still difficult to mastery vocabularies. They think that memorize English vocabulary is difficult and sometime they forgot about their vocabulary. The third is Reduce Forms. Reduce forms means contractions, elisions, reduced vowels are the problems in teaching speaking. In speaking English the students still difficult to make a clearly pronunciation. It is become one of the most difficult faced by the students because pronouncing the Indonesian language is different with English. In the research findings, many of students feels reduce forms because they low on pronunciation when speaking English.

The fourth is performance variables. When performance of speaking the students uses performance variables (such as uh, um, well). Based on It is related to Brown theory because students feeling performance variables in the class. It is because the

students feel nervous and difficult to say. The students also did not mastery of English language, so sometimes they using performance variables when doing English conversation in front of the class. Sixth is Rate of Delivery. According to Brown (2000: 270), another salient characteristic of fluency is rate of delivery. Rate of delivery means fluency of students when doing English conversation. The students have difficulty when speaking English using good fluency. It is because they feeling nervous when speaking English.

The last is Interaction. Interaction is when students doing conversation with her or his friend or other people. Based on the explanation, when they friends speaking English sometimes the students feeling difficult to response using English. It indicated that the students have difficulties in interaction with other people using English.

2. **The factors make students difficult in English conversation class at SMP Ta'mirul Islam Surakarta in academic year 2017/2018.**

Based on the research findings, the researcher found that there are some factors makes students difficult in English conversation class. The researcher found some factors that make students difficult in the class. Those are effective factors (include motivation and anxiety of the students), listening ability, inhibition, mother tongue use, and social environment. The factors that make students difficult in English

conversation class in research findings were relevant with the Tuan and Mai theory (2015: 10). Here, the researcher wants to discuss about the factors that make students difficult in English conversation class.

a) The first mentioned by Tuan and Mai is affective factors. It is one factor that make students difficult in the class. Affective factors include motivation and anxiety of the students. Students might have still manu difficulties in English conversation because conversation means the students is active in oral language activity. It measn that the studenst have low motivation in learning English in the class. Students who have low motivation in learning English in the class. Students who have low motivation will have litle speakinchance in conversation because they are usually difficult to follow the material, while students who hav good motivation in learning conversation in the class will dominate and talk active eventhough they feel that their Engish has not good enough in speaking. Every students have different motivation in learning conversation in the class. It influences with students in teaching learning process in the class.

The second part from affective factors is anxiety. Anxiety can make the students difficult to speak English in the class. Anxiety is feeling worry, nervousness, or an ease about something with an uncertain outcomes. In Englishh conversation class, some of students feel anxiety when speaking English conversation in front of the class.

Sahy and nervousness becaone main factora that make students difficulf in English conversation class.

b) The second factors mentioned by Tuan and Mai is listening ability. Listening ability can be influence when students speak English. sometimes students cannot response when there is a people who speak English so fast. It is because the stduents did not mastery listening ability. Listening aility become a factors tht makes stduents in the class because without good listening ability students will difficult to catch what speakers said.

c) The third factors mentioned by Tuan and Mai is inhibition. It is something restrain or barrier to speak English, such as worry about something mistakes and afraid to be critizised. Most of students admit that speaking English was more difficult than writing. Students might still have not accepted this situation because writing activity was more familiar than speaking all this time. They were rarely strived for speaking at the lesson. While, in English conversation class, they were acquired to speak English. Besides, they thinking that grammar as humpering to speak fluently caused they afraid of making mistake and being critizised. Inhibition become a factors make students difficult because many of students who worry to making mistakes when speaking English conversation in front of the class.

d) The fourth factors mentioned by Tuan and Mai is mother tongue use. Some of students usually use mother tongue, they feel natural to

ospeak with foreign language. Mother tongue use become accostumed when speak English because everyday usually use mother tongue language. Some of students use a mother tongue when done the converstion in the class, it become one factors make students difficult in conversation.

e) The fifth factors mentioned by Tuan and Mai is social environment. Good social environment makes students enjoy in learnings conversation. Sometimes the environment of the students did not support them to speak English. When students speak English, the stuents did not support his or her friends. So, the students did not accostummed to speak English because the social environment is not speak using English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of the research and suggestion about students' difficulties in English conversation class at eighth grade students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018.

A. CONCLUSION

Based on the result of the research, the researcher found some difficulties faced by the students in English conversation class.

From the findings and discussion, there are some difficulties faced by the students in the class. It is because many of students who did not mastery any oarts of English speaking conversation. The difficulties faced by the students in the class are; lack on vocabulary, low in grammatical structur, clustering, it is the biggest problem faced by the students because they often speaking English word by word not to phrasal, because they do not understand how to make good sentence that appropriate with structure, incorrect pronunciayion, low in fluency and redundancy, or often repeated the words. From difficulties by stuents in the class, the researchers found the types and stages faced byy the students in the class.

a. Types of students in English conversation are understanding, performance, and closure conversation.

b. The students also have the stages of conversation when present in front of the class. They are: spontaneously conversation, intentional conversation, and chaos and rigidity. Spontaneously conversation is seldom used by students, they feeling difficult when speaking English spontaneously.

c. The researcher also found the factors makes students difficult in English conversation class. The factors that make stuents difficult in the class are; affective factors include in motivation and anxiety of the students, listening ability, inhibition, mother-tongue use and the social environent. The students has low motivation in learning of conversation in their class, because they consider that conversation is difficult skill.

B. SUGGESTION

After concluding the data based on the research finding, the researcher would like to propose the suggestion that can be taken as a consideration in teaching and learning process especially in learning foreign language. The suggestions are:

1. For Teacher

Teacher should know that speaking is difficult skill and understand what the difficult aspect of conversation faced by the students. Teacher should plan classes carefully and more active in managing the class. Because with good planning to manage the class, the students will feel comfort in the class and do not feel anxious. The

teacher should encourage and give motivation for the students to learn more about speaking. Motivation from the teacher can make students bravely and confident in the class.

2. For Students

Students should motivate themselves to learn more, ask more and do more in learning process. Students should prepare their material if want to perform in front of the class. The students must to try to conversation naturally when the teacher asks to perform in front of the class. The students must learn more about the aspects of speaking English such as vocabulary, pronunciation, grammar and fluently. It will make they easy if want to start a conversation.

3. For Other Researcher

This research can be used as the reference for other researcher who conducting similar research. The researcher hopes that this research can benefit for people who interested with this study and the next researcher can do research better.

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List of Students' VIII B

No.	Nama Siswa
1	ANH
2	ANA
3	ANIS
4	DAS
5	EFP
6	FRA
7	HAP
8	KQS
9	LHA
10	MAR
11	MFT
12	MAU
13	MZMA
14	MHF
15	MIP
16	MRSM
17	NM
18	NMR
19	NAZ
20	OHR
21	RA
22	REM
23	RPY
24	RYA
25	TFB
26	YPA

List of Students' VIII C

No.	Nama Siswa
1	ANH
2	AZ
3	AM
4	AS
5	AFH
6	BPS
7	DA
8	DM
9	FMA
10	JAR
11	KW
12	KR
13	LM
14	LZN
15	MDS
16	MPP
17	MD
18	MMK
19	MOP
20	MZS
21	RYW
22	RPS
23	RSN

Setting : **English Conversation Class**

Observer : **Endah Puspitasari**

Role of Observer : **Students Eighth Grade VIII B**

Time : **August, 15 2017 (11.00 – 11.40)**

The researcher was done the observation in students eight grade VIII B at SMP Ta'mirul Islam Surakarta in academic year 2017/2018 on August, 15 2017. The teacher of English Conversation is Mrs. Sri Handayani, S.Pd. The class was well opened by the teacher by saying Basmallah. The teacher ask the students who absence in the class and opened the topic today.

The activity from the first observation in VIII B, the teacher still discusses the home work of students about last week. The teacher discusses about 'question tag'. The teacher asked two students to write their answer on the white board. Two students write the answer about question tag and the other students looked and give their opinion if their friend is wrong. The teacher said that many of students only followed the sentences of what teacher's give exampled. Then, the teacher asked the students to prepare of conversation with her or his friends with free theme in fifth minute. From the first meeting only four team to presents their conversation in front of the class, it is because the teacher only has 40 minute to teach conversation subject in the class.

The first team, when they want to present in front of the class they looked nervous and shocked when the teacher asked him to present firstly. They speak slowly and stuttered, their pronunciation is not clear and much the grammatical error. When present in front of the class they brought note book. One of students is often looked on the book than speak spontaneously, while one students is not too looked on the book but their body language is did not focus on conversation, he looked like memorized what the sentence which

want to speak. The second team is students who smart and low English. It is looked different each other, the first students speak confidence and correct pronunciation, but the grammatical is not correct. While the second students looked shy and sometimes looked at in her note. The next team is same with other speaker, when she presents in front of the class they tried to confidence and speak slowly. The first speaker looked nervous and stuttered when speak in front of the class, the second students mastery the conversation but sometimes she still difficult to speak.

After the students present their conversation in front of the class, the teacher gives comment of the conversation of the students. She gives motivation by students and said that the students should be learning more about English. Miss Hani said that they will continue the material last week because some students not yet come forward in front of the class to conversation. Now, the class was ready to class. Miss Hani closed the class by reciting Hamdallah together.

Setting   : English Conversation Class

Observer   : Endah Puspitasari

Role of Observer   : Students Eighth Grade VIII C

Time   : August, 15 2017 (12.20 – 13.00)

After observation in VIII B, the researcher continues to students' eighth grade of VIII C. Before start the material, the teacher opened the class by saying Basmallah. Then, absence students who did not come in the class. The teacher continue the material today, she asked the students to conversation in front of the class.

The first observation with students VIII C, the teacher asked to the students to make a team. One team consists of two students and make conversation with free theme in 10 minute. The teacher asked the students to present their conversation in front of the class, but there is no student who wants to present. Finally, the teacher called the students name. First team brought the text and speaking in front of the class, he explained fluently but spoke so fast, so his friends difficult to hear what his say. He said "reading", but when he write the word he write 'riding'. It is indicated that he does not understand about the vocabulary. While, his friends looks confused to response because he did not mastery English and difficult to did English conversation. He speaks so stuttered and he is lack pronunciation. The second students also brought the note to speak in front of the class. He wrote 'meet ball', it means **meatball** and he said 'metbol'. It is indicated that he did not understand about the vocabulary and low in the pronunciation. Many of students who speak in front of the class who did not mastery the conversation, it is because they feel nervous and sometimes did not understand English well.

After the students present their conversation in front of the class, the teacher gives comment of the conversation of the students. She gives motivation by students and said that the students should be learning more about English. Miss Hani said that they will continue the material last week because some students not yet come forward in front of the class to conversation. Now, the class was ready to class. Miss Hani closed the class by reciting Hamdallah together.

Setting   **: English Conversation Class**

Observer   **: Endah Puspitasari**

Role of Observer **: Students Eighth Grade VIII B**

Time   **: August, 22 2017 (11.00 – 11.40)**

Today was continued the conversation classes with students VIII B and Miss Hani. The teacher s opened the class by saying Basmallah. She gives the advice is careful with the grammatical and pronunciation when speaking English. On the second observation, the researcher was done the observation on Augusts, 22 2017. The researcher follows the teaching learning process in the class. The students prepare the conversation topic and present in front of the class.

The second observation on students VIII B, the teacher continues the material about last week. The material is about presents the conversation of students in front of the class. From the first team, the first student said slowly and clear but his pronunciation is not clear. Example, 'the computer is broken', the grammatical is correct but he still used *medok* if speaking English. Automatically his pronunciation is not good. For the second student, he looks nervous and difficult to say. When his friends finished speak, he did not response and he looks confused what will he said. For the other team, there is a team who can speak spontaneously but they conversation is not good. They lack on vocabulary and many grammatical errors. There is students who mastery the conversation, but there is also students who did not mastery the conversation and sometimes forgot what want they say. The students just make a simple conversation and use an easy vocabulary.

After finished the conversation, the teacher said that the students only make a simple conversation. Sometime their conversation was finished use by the teacher when give example. Before closing the class, the teacher gave the

topic to be discussed next week. The teacher close the class with saying Hamdallah together.

Setting   : **English Conversation Class**

Observer   : **Endah Puspitasari**

Role of Observer   : **Students Eighth Grade VIII C**

Time   : **August, 22 2017 (12.20 – 13.00)**

Today was continued the conversation classes with students VIII C and Miss Hani. The teacher s opened the class by saying Basmallah. She gives the advice is careful with the grammatical and pronunciation when speaking English. On the second observation, the researcher was done the observation on Augusts, 22 2017. The researcher follows the teaching learning process in the class. The students prepare the conversation topic and present in front of the class.

The second observation in students VIII C, it is continues last week material about presents of students conversation. Some students present their task in front of the class. Many of students felt nervous when present their task in front of the class. Sometime when students forgot or difficult to speak, they looked at the book and speak again. Some of students did not focus on their conversation and often repeated the words. Some of students brought a text or draft to presents their conversation, only two or three team who can speak spontaneously but sometimes they also difficult to say and often repeated the words. Sometimes the students who can speak spontaneously also uses a simple vocabulary and difficult in their pronunciation. Some students also memorize the words when presents their conversation in front of the class, sometimes when forgot the words he or she will be silent and speak as he or she can. It can make her or his partner confused to response.

After finished the conversation, the teacher said that the students only make a simple conversation. Sometime their conversation was finished use by the teacher when give example. Before closing the class, the teacher gave the

topic to be discussed next week. The teacher close the class with saying Hamdallah together.

Place　　　　: SMP Ta'mirul Islam Surakarta

Time　　　　　: July, 27 2017 / 12.30 – 13.10

Interviewer　: Endah Puspitasari

Interviewee　: Sri Handayani, S.Pd (English Conversation Teacher)

Interviewer　　: Assalamu'alaykum mohon maaf mengganggu waktunya sebentar miss. Lagi sibuk tidak yaa miss?

Interviewee　　: Iya mba silahkan, ini saya lagi free tapi nanti sekitar jam 13.15 saya ada kelas.

Interviewer　　: Iya miss begini saya yang *WhatsApp* Miss Hani mau wawancara tentang Kelas Conversation.

Interviewee　　: Iya boleh, saya bisa bantu apa ini?

Interviewer　　: Iya Miss saya mau menanyakan kalau kelas Conversation itu pengampunya hanya 1 guru yaa miss?

Interviewee　　: Kalau untuk Conversation sampai saat ini memang masih saya yang ngajar, tapi kalau untuk mapel Bahasa Inggris yaa itu ada Miss Ita dan Miss Tina.

Interviewer　　: Kebetulan saya mau mengadakan penelitian di kelas 8 Miss. Kalau kelas 8 angkatan ini ada berapa kelas Miss?

Interviewee　　: Kalau untuk angakatan ini ada 5 kelas jadi A-E, kalau yang dulu kan hanya ada 4 kelas jadi tahun ini ada 5 kelas. Jadi ada 1 kelas tambahan karena memang untuk kelas 8 yang tahun ini siswanya 8 kelas, jadi kita ada 5 kelas.

Interviewer : Jadi ada penambahankelas yaa iss? Kalau untuk Kurikulum yang digunakan untuk mata pelajaran conversation masih KTSP atau sudah K-13 Miss?

Interviewee : Untuk di Ta'mirul kalau pelajaran lain itu sudah pake yang K-13, tapi untuk yang Bahasa Inggris atau Conversation ini masih pake yang KTSP jadi masih menggunakan Kurikulum lama.

Interviewer : Kalau di sekolah lain kan kita taunya Conversation itu extra yaaa miss? Tapi kalau disini tuh masuk formal yaa?

Interviewee : Iya jadi untuk disini Conversation itu ada formal tapi ada extra juga dan kebetulan untuk extra juga saya yang ngajar. Jadi karna siswa itu bahasa Inggrisnya agak sulit jadi Kepsek minta untuk diadakaan Conversation dalam pembelajaran formal juga. Kan kalau bahasa Inggris sama Miss Ita atau Miss Tina itu lebih ke teori kalau untuk saya itu saya lebih ke praktek.

Interviewer : Lebih ke praktek maksudnya siswa lebih aktif di speaking-nya atau bagaimana miss?

Interviewee : Nah iya, kalau anak-anak itu saya sih mewajibkan siswa untuk berbicara bahasa Inggris dikels meskipun sulit karena memang SMP itu kan berbeda yaa. Daya berfikir anak juga berbeda, anak juga gak boleh terlalu keras dalam megajar. Yaa pokonya saya mewajibkan anak-anak untuk meembawa kamus, jadi ketika kamu gaktau artinya pokonya kamu harus buka kamus.

Kalo praktek iya, anak-anak buat team 2 atau 3 orang pokonya nanti berbicara lah bahasa Inggris pokonya saya yang penting anak-anak praktek dan jangan pernah merasa takut salah.

Interviewer : Jadi lebih seperti siwa itu praktek speaking gituu yaa miss?

Interviewee : Yaa terkadang saya juga teori tapi setelah itu praktek.

Interviewer : Kalau media yang digunakan oleh miss Hani ketika mngajar itu apa saja Miss?

Interviewee : Kalau media sejauh ini saya hanya menerangkan saya tulis di paan tulis. Sebenarnya saya juga ingin kalau anak0anak itu belajar di lab. biar menggunakan computer juga atau bisa listening jadi mereka biar bisa menangkap pebicaraan bahasa Inggris tapi karena waktu saya yang terbatas hanya 40 menit jadi sejauh ini aya masih menerangkan begitu saja. Karena waktu saya hanya 1 jam jadi saya sekarng focus k buku atau sumber lain. Ex. Saya membawa gabar dan anak" suruh mendeskripsikn dengan speak up.

Inerviewer : Bagaiman kemampuan siswa dalam memahami pembelajaran di kelas conversation?

Interviewee : kalau untuk kemampuan tergantung dari masing-masing siswa. Ada beberapa siswa yang aktif dan cepat menangkap pembelajaran, tapi ada juga siswa yang sulit untuk memahai mata pelajaran conversation. Terkadang tergantung habit dari siswa nya. Ada beberapa siswa yang aktif, tetapi banyak juga yang lebih pasif.

Interviewer : Bagaimana minat dan motivasi siswa saat belajar dikelas Conversattion?

Interviewee : Minat dalam belajar siswa cukup baik tetapi terkadang anak" juga bosenan. Karena speaking itu pEmbelajaran yang cukup sulit terkadang mereka bosan, atau malah serimg bercanda. Jadi tidak mau mencoba, kalau sudah merasa susah yaa susah. Motivasi tergantung masing" siswa juga

Interviewer : kalau kesulitan siswa dikelas conversation apa saja?

Interviewee : kesulitannya yaa seperti pronunciation, vocabulary, grammar, and habit dalam membaca.

Interviewer : aspek yang paling sulit yang dialami siswa?

Interviewee : aspek yang paling sulit dipahi siswa adalah structure (grammar). Karena menurut anak" mengahafal vocab saja sudah sulit apalagi memahami grammar. Masih banyak yang sulit memahami structure.

Interviewer : Adakah factor yang membuat siswa merasa kesulitan di kelas?

Interviewee : Factor yang paling mempengaruhi anak untuk perform adalah malu, takut salah. Terkadang disuruh bacapun tidak mau. Malu karena ada perasaan takut salah, takut diejek, dll. Karena mereka tidak mempunyai kebiasaan berbicara bahasa inggris. Jadi mereka sudah memiliki image bahwa bahasa inggris terutama speaking itu susah, jadi mereka tidak mempunyai kebiasaan dalam berbicara bahasa inggris.

Interviewer : Strategi apa yang digunakan guru saat mengajar dikelas?

Interviewee : Kalau strategi saya menyesuaikan degan materi, lihat sikon dan kondisi anak". Saya sesuaikan dengan kebuuhan anak". Karena daya tangkap setiap anak juga berbeda".

Interviewer : Tapi kadang siswa merasa kesulitan tidak miss dengan strategi yang digunakan?

Interviewee : Kalau kesulitan itu tergantung anaknya. Jika anak itu berkonsntrasi maka dengan menggunakan strategi apapun dia cepat tangkap, jika siswa yng kurang berkonsentrasi dia akan sulit menerima pelajaran apapun.

Interviewer : Kalau contoh pembelajarannya sendiri itu seperti apa miss?

Interviewee : Saya mengkuti dengan kebutuhan anak. Misalnya sekaraang yang lagi diperbincangkan adalah buliying, nah saya menyuruh anak" mencari kata" apa yang tidak boleh diucapkan. Itu juga bisa sambil anak" memahami vocabulary. Saya menggunakan sumber selain buku tetapi masih sesuai dengan silabus ktsp yang digunakan.

Misalnya di silabus membaca nanti saya hilangkan, jadi saya tidak membaca teks. Contoh question tag, jika dibikin dialog bagaiana dan speak up nya bagaimana. Sama seperti silabus tpi anak" lebih banyak saya suruh bikin dialog dan speak up. Conversation biasanya hanya ekstra tpi kalau disini memang dibuat masuk KBM. Conversation lebih ke menunjang anak", conversation untuk melatih anak" dalam berbicara agar anak" lebih aktif dalam berbicara. Di SMP Ta'mirul islam mata pelajaran conversation lebih aktif dalam speaking yang sesuai denan silabus bahasa inggris. Hanya bednya dari materidi silabus dikembangkan menjadi dialog dan dar dialog tersebut anak" bisa mengucapkan dan speak up.

Interviewer : Sebelumnya terimakasih banyak miss atas bantuannya sudah mau memberikan informasi mengenai kelas Conversation.

Interviewee : Iya mba sama-sama, habis ini juga kebetulan sayaa maau mengajar. Nanti kalau ada apa-apa yaa hubungin saya d WA lagi saja.

Interviewer : Iya iss terimakasih banyak. Masri miss Assalamu'alaykum.

Interviewee : Iya mba Wa'alaykumsalam

Place : SMP Ta'mirul Islam Surakarta

Time : 26 Agustus 2017

Interviewer : Endah Puspitasari

Interviewee : Renda

Interviewer : Assalamu'alaykum, Mas mau ganggu waktunya sebentar boleh?

Interviewee : Wa 'alaykumsalam, Iya Mba.

Interviewer : Mas namanya siapa?

Interviewee : Renda Enji Mulya.

Interviewer : Saya mau Tanya-tanya tentang pelajaran Conversation. Menurut mas pelajaran Conversation itu bagaimana?

Interviewee : Yaa Conversation itu yang kaya kita lebih sering berbicara gitu mba. Kadang ya Converation di depan kelas gitu.

Intervier : Kamu suka gak pelajaran Conversation?

Interviewee : Suka, soalnya suka Bahasa Inggris.

Interviewer : Menurut mas Renda pembelajaran Conversation itu sulit tidak?

Interviewee : Emmm agak-agak mudah.

Interviewer : Tapi suka mengalami kesulitan gak saat belajar Conversation di kelas?

Interviewee : Iya kadang ngerasa susah mba.

Interviewer : Kesulitannya itu apa?

Interviewee : Pada saat anu, kalo saat guru menerangkan gak dengerin jadi kadang gak ngerti.

Interviewer   : Selain itu ada kesulitan lain gak yang kamu hadapi dikelas?

Interviewee   : Emmm, yaa kadang agak mbingungin gitu mba. Kalau ngomong tuh suka gaktau kosakatanya gitu.

Interviewer   : Berarti masih sulit Vocabnya yaa?

Interviewee   : Iya mba.

Interviewer   : Kan tadi katanya kalau dikelas itu suka berbicara di depan kelas. Kalau lagi perform gitu suka ada kesulitan gak?

Interviewee   : Yaa kadang malu mba soalnya diliatin sama temen-temen jadi nggak pede.

Interviewer   : Kalau misalnya pada saat Conversation di depan kelas kamu bisa langsung bicara spontan tidak?

Interviwee   : Yaa kadang-kadang sih mba tapi yaa itu kadang malu jadinya kadang kalo mau ngomong susah.

Interviewer   : Kamu suka menggunakan bahasa Inggris gak kalau diluar kelas?

Interviewee   : Enggak sih mba soalnya kalo sama temen kan ngomongnya pake Indonesia apa nggak ya bahasa jawa.

Interview   : Kalau menurut kamu Miss Hani itu cara mengajarnya bagaiman? Apakah kamu merasa kesulitan ketika diajar sama beliau?

Interviewee   : Kalau Miss Hani sih ngajarnya enak mba. Yaa kadang suka muter ngejelasin gitu kalau ada yang belum paham.

Interviewer   : Oke terimakasih informasinya yaa.

Interviewee   : Iya sama-sama mba.

Place   **: SMP Ta'mirul Islam Surakarta**

Time   **: 26 Agustus 2017**

Interviewer   **: Endah Puspitasari**

Interviewee   **: Afifah**

Interviewer   : Assalamu'alaykum. Maaf yaa mengganggu sebentar, mau nanya tentang mata pelajaran Conversation sebentar boleh?

Interviewee   : Wa'alaykumsalam. Iya mba boleh.

Interviewer   : Maaf, namanya siapa?

Interviewee   : Afifah.

Interviewer   : Mba Afifah ya. Saya mau tanya kalau menurut mba Afifah pelajaran Conversation itu bagaimana?

Interviewee   : Emm yaa kaya lebih ke speaking gitu mba.

Interviewer   : Jadi lebih banyak berbicara gitu yaa? Kalau kamu suka gak pelajaran Conversation?

Interviewee   : Yaa suka soalnya gurunya enak.

Interviewer   : Tetapi ada kesulitan gak saat Conversation dikelas?

Interviewee   : Yaa ada mba, paling kalau misalnya ada kata-kata yang gaktau trus kadang kalau ngomong pake Bahasa Inggris gitu kata-katanya ada yang belum paham.

Interviewer   : Berarti kurang menguasai vocab yaa? Kalau selain vocab, ada kesulitan lain gak saat di kelas?

Interviewee   : Sama Grammar itu lumayan susah soalnya kadang takut ngomongnya gak sesuai mba.

Interviewer   : Ada tidak faktor yang membuat kamu mengalami kesulitan di kelas?

Interviewee   : Takut salah mba kalau pas lagi ngomong pake bahasa Inggris.

Interviewer   : Tapi kamu suka berbicara mengunakan bahasa INggris gak kalau diluar kelas atau sama temen-temen?

Interviewee   : Emm enggak sih mba, yaa jarang kadang Cuma ngomong satu kata aja gitu.

Interviewer   : Oke kalau gitu terimakasih waktuny, maaf sudah mengganggu. Assalamu'alaykum..

                Interviewee   : Iya mba sama-sama. Wa'alaykumsalam

Place   **: SMP Ta'mirul Islam Surakarta**

Time   **: 26 Agustus 2017**

Interviewer   : Endah Puspitasari

Interviewee   : Afifah

Interviewer   : Assalamu'alaykum. Maaf yaa mengganggu sebentar, mau nanya tentang mata pelajaran Conversation sebentar boleh?

Interviewee   : Wa'alaykumsalam. Iya mba boleh.

Interviewer   : Maaf, namanya siapa?

Interviewee   : Afifah.

Interviewer   : Mba Afifah ya. Saya mau tanya kalau menurut mba Afifah pelajaran Conversation itu bagaimana?

Interviewee   : Emm yaa kaya lebih ke speaking gitu mba.

Interviewer   : Jadi lebih banyak berbicara gitu yaa? Kalau kamu suka gak pelajaran Conversation?

Interviewee   : Yaa suka soalnya gurunya enak.

Interviewer   : Tetapi ada kesulitan gak saat Conversation dikelas?

Interviewee   : Yaa ada mba, paling kalau misalnya ada kata-kata yang gaktau trus kadang kalau ngomong pake Bahasa Inggris gitu kata-katanya ada yang belum paham.

Interviewer   : Berarti kurang menguasai vocab yaa? Kalau selain vocab, ada kesulitan lain gak saat di kelas?

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Interviewer   : Ada tidak faktor yang membuat kamu mengalami kesulitan di kelas?

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Interviewee   : Emm enggak sih mba, yaa jarang kadang Cuma ngomong satu kata aja gitu.

Interviewer   : Oke kalau gitu terimakasih waktunya, maaf sudah mengganggu. Assalamu'alaykum..

Interviewee   : Iya mba sama-sama. Wa'alaykumsalam

Place   : SMP Ta'mirul Islam Surakarta

Time   : 26 Agustus 2017

Interviewer   : Endah Puspitasari

Interviewee   : Eca

Interviewer   : Permisi, maaf mba menganggu waktunya sebentar. Mau tanya-tanya tentang pelajaran Conversation boleh?

Interviewee   : Iya mba bisa.

Interviewer   : Maaf dengan mba siapa?

Interviewee   : Eca.

Interviewer   : Iya, saya mau Tanya menurut mba Eca mata pelajaran Concersation itu bagaimana?

Interviewee   : Em yaa belajar bahasa Inggris gitu mba speaking.

Interviewer   : Mba Eca suka tidak pelajaran Conversation?

Interviewee   : Yaa lumayan mba soalnya dapet pelajaran bahasa yang baru.

Interviewer   : Kamu mengalami kesulitan gak dalam mata pelajaran Conversation?

Interviewee   : Ada mba. Kaya kalau menggunakan kata kerja gitu sama kadang kata-kata yang gaktau artinya.

Interviewer   : Berarti sulitnya pada Grammar sama penguasaan vocab yaa?

Interviewee   : Iya mba kalau grammar itu susah soalnya kadang kita kalau mau ngomong harus sesuai kata kerjanya itu kadang susah mba.

Interviewer   : Kalau selain Grammar mengalami kesulitan lain gak?

Interviewee   : Yaa sama vocab-nya itu mba kadang suka gak ngerti jadi kadang kalau mau berbicara susah.

Interviewer   : Berarti tidak mengalami kesulitan pada saat pengucapan atau pronunciation yaa?

Interviewee   : Gak terlalu mba.

Interviewer   : Kalau faktor yang membuat kamu kesulitan dikelas itu apa aja?

Interviewee   : Yaa malu mba soalnya kan kurang begitu menguasai bahasa inggrisnya jadi takut salah.

Interviewer   : Tapi suka menggunakan bahasa inggris tidak selain di dalam kelas Conversation?

Interviewee   : Jarang mba soalnya takut salah juga.

Interviewer   : Oh jadi menggunakan bahasa Inggris hanya dikela saja yaa?

Kalau Miss Hani itu cara mengajarnya gimana?

Interviewee   : Miss Hani enak kalau mengajar, kadang kalau gak ngerti suka ngejelasin lagi.

Interviewer   : Berarti kamu tidak mengalami kesulitan yaa diajar oleh Miss Hani?

Interviewee   : Enggak mba.

Interviewer   : Kalau begitu terimakasih informasinya yaa mba.

Interviewee   : Sama-sama mba.

Place : SMP Ta'mirul Islam Surakarta

Time : Saturday, August 26 2017

Interviewer : Endah Puspitasari

Interviewee : Iqbal

Interviewer : Assalamu'alaykum. Maaf mengganggu waktunya sebentar yaa, saya mau menanyakan tentang kelas Conversation.

Interviewee : Iya miss.

Interviewer : Maaf, mas namanya siapa?

Interviewee : Muhammad Iqbal Prataama.

Interviewer : Saya panggil Iqbal aja yaa?

Interviewee : Iya.

Interviewer : Iqbal, menurut kamu pelajaran Conversation itu bagaimana?

Interviewee : Emm menurut saya pelajaran Conversation itu susah miss.

Interviewer : Berarti kamu gak menyukai pelajaran Conversation yaa?

Interviewee : Gak terlalu suka miss.

Interviewer : Kenapa? Atau karena Conversation itu susah atau bagaimana?

Interviewee : Soalnya menurut saya bahasa inggris itu rumit, banyak mikir samaaa ya gitu miss susah.

Interviewer : Berarti kamu banyak mengalami kesulitan pada mata pelajaran Conversation?

Interviewee : Kadang mengalami yaa kadang enggak, tapi sering sih mengalami kesulitan pada waktu berbicara pake bahasa Inggris.

Interviewer　　: Kesulitannya itu apa aja?

Interviewee　　: Kadang kalau mau ngomong gitu susah miss soalnya kan bahasanya beda.

Interviewer　　: Jadi pronunciation-nya yaa?

Interviewee　　: Iya mba pronunciationnya, jadi ngucapinnya itu susah. Kadang juga susah pake karena gaktau kata-katanya juga, sama kadang gak terlalu paham sama grammarnya.

Interviewer　　: Tapi kamu suka belajar biar tau kosa kata baru atau biar tau cara pengucapannya yang baik gimana. Suka belajar gitu tidak?

Interviewee　　: Enggak mba, yaa paling kalau ada tugas bahas Inggris gitu atau kalau nggak ngerti suka nanya ke temen.

Interviewer　　: Oke terimakasih waktunya yaa Iqbal.

Interviewee　　: Iya miss.

Difficulties in Speaking English

Tanggal   : _____
Nama   : _____
Kelas   : _____

PETUNJUK:
- Bacalah keterangan di bawah ini dengan hati-hati,
- Berilah tanda centang **(√)** pada salah satu kolom dari satu pertanyaan dan jawablah pertanyaan yang menurut pendapatmu paling sesuai,
- Jawaban sama sekali tidak berpengaruh terhadap nilai.

Note: SA   = *Sangat setuju*
       A   = *setuju*
       U   = *tidak tahu*
       D   = *tidak setuju*
       SD   = *sangat tidak setuju*

No.	Difficulties in English conversation class	SA	A	U	D	SD
1	Saya mendengarkan dan merespon dengan baik ketika saya melakukan percakapan dengan orang lain.					
2	Saya mudah dalam melakukan percakapan dengan orang lain karena saya mengerti tipe-tipe dalam percakapan.					
3	Kelas yang nyaman membuat saya memiliki ide untuk berbicara bahasa Inggris.					
4	Belajar bahasa Ingris di laboraturium bahasa membuat saya merasa lebih nyaman.					
5	Ketika saya berbicara menggunakan teknik dalam percakapan, pembicaraan saya lebih teratur.					
6	Dari beberapa tipe conversation (Initiative, Understanding, Performance, Closure), performance conversation adalah tipe yang paling sulit dibanding tipe conversation lainnya.					
7	Saya tidak memahami teknik dalam conversation.					
8	Saya lebih senang berbicara bahasa Inggris dengan gaya saya sendiri.					
9	Saya hanya ingin berbicara ketika saya pikir bahasa Inggris saya benar.					
10	Saya selalu membuat draft atau catatan ketika saya berbicara di depan kelas.					
11	Saya lebih mudah berbicara secara langsung, karena itu akan lebih terdengar apa adanya.					
12	Teman-teman saya menyebut saya sombong jika saya berbicara bahasa Inggris dengan lancar di depan kelas.					
13	Saya jarang menggunakan bahasa Inggris di luar kelas bahasa Inggris.					
14	Saya kurang percaya diri untuk berbicara bahasa					

	Inggris karena teman-teman saya tertawa ketika saya berbicara.					
15	Saya mempunyai kesulitan dalam menuangkan ide dalam bahasa Inggris ketika saya sedang kelelahan.					
16	Saya kurang tertarik mempelajari bahasa Inggris karena bahasa Inggris membuat saya bingung.					
17	Keluarga saya tidak pernah menuntut saya untuk pandai berbahasa Inggris.					
18	Saya malas belajar bahasa Inggris karena itu bukan bahasa yang saya gunakan dalam sehari-hari.					
19	Saya berpikir lebih lama ketika harus berbicara sesuai dengan tata bahasa yang baru dalam bahasa Inggris.					
20	Saya kesulitan memahami pelajaran yang diberikan oleh guru ketika saya sedang sakit.					
21	Saya mempunyai kebiasaan menggunakan aksen jawa ketika berbicara dalam bahasa Inggris.					
22	Saya tidak mempunyai pengucapan yang tepat sehingga membuat saya malu berbicara bahasa Inggris.					
23	Saya merasa kaku dan terkadang sulit untuk mengungkapkan kata-kata yang telah saya siapkan ketika berada di depan kelas.					
24	Saya sering mengulang kata dalam bahasa Inggris ketika Saya sedang berbicara.					
25	Saya mengalami kesulitan untuk menyusun kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris.					
26	Saya tidak mempunyai tata bahasa Bahasa Inggris dengan baik sehingga saya merasa kesulitan ketika berbicara dalam bahasa Inggris.					
27	Saya kurang lancar berbicara dalam Bahasa Inggris.					

28	Saya mengalami kesulitan untuk merespon dengan baik ketika lawan bicara berbicara lebih cepat.					
29	Saya tidak memahami tipe-tipe dalam percakapan bahasa Inggris.					
30	Saya mengalami kesulitan berbicara dalam bahasa Inggris karena kosa kata yang terbatas.					
31	Saya merasa gugup ketika harus berbicara dalam bahasa Inggris di depan orang lain.					
32	Tubuh saya gemetar ketika saya berbicara bahasa Inggris.					
33	Ketika saya gugup saya sering lupa apa yang mau saya bicarakan.					
34	Saya selalu cemas dalam kelas bahasa Inggris meskipun saya sudah mempersiapkan dengan baik.					
35	Saya merasa takut ketika saya tidak mengerti setiap kata yang diucapkan oleh guru.					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

1.1 Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara	Percakapan singkatan memuat ungkapan – ungkapan:
	
	1.A : *Let me help you.*
	   B : Thank you so much.
	
	2.A: *Can I have a bit?*
	   B: Sure. Here you are.
		1. *Brainstorming* bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan.
		
		1. Membahas kosakata (*noun phrase, verb phrase,*
			1. Merespon ungkapan meminta, memberi, menolak jasa
			
			2. Merespon ungkapan meminta, memberi, menolak barang
			
			3. Mengakui, mengingkari fakta
			
			4. Merespon ooooungkapan
				Tes lisan
				
				Tes lisan
				
				Tes tulis
					Merespon secara lisan
					
					Pertanyaan lisan
					
					Pilihan ganda
						Respond the following statement
						A: Let me help you
						B: ....
						
						A: Can I have a bit?
						B: ....
						
						Choose the right response
						A: Did you
							2 x 40 menit	1.*Script percakap - an*
								2.Rekaman
								
								Percakapan:
								- *Cassette*
								- *Tape Recorder*
								- *CD*
								- *CD Player*
								- *TV*
								3.Gambar-gambar/

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Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta,	3.A: Did you break the glass? B: Yes I did / No, it wasn't me. 4.A: What do you think of this? B: Not bad. TataBahasa - Auxiliary verb: can, may, must,should	*adverb phrase)* tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi faktual, pendapat terkait materi	meminta dan memberi pendapat			*break the glass?* B:....... a. Yes, I did b. I don't know c. I'm not sure d. All right *Give your response* A: What do you think of my new dress B:............		benda terkait

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat	- Simple Past Kosa Kata - Kata Terkait jenis teks dan tema	percakapan . 2. Mendengarkan percakapan yang memuat ungkapan-ungkapan dalam materi. 3. Menjawab pertanyaan tentang isi percakapan. 4. Memberi						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		respon lisan dan tulis terhadap ungkapan yang didengar.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								
1.2 Merespon makna yang	Ungkapan Baku -It's a very kind of	1. Memberi respons	• Merespon ungkapan	Tes tulis	Pertanyaan lisan	*Write your response to the*	2 x 40 menit	2 Script percakapan

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan	you Percakapan singkatan memuat ungkapan – ungkapan: *1.A: Would you come to my party? B: I'd love to / I want to, but ....* *2.A; I do agree B; Thanks for the*	lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas 2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang	mengundang,menerima, dan menolak ajakan • Merespon ungkapan menyetujui / tidak menyetujui • Merespon ungkapan memuji	Tes lisan Tes lisan	Isian Jawaban singkat	*following statements:* *1.A: Would you go with me to the movie ?* *B: ...* *2.A: I do agree with you to join the speech contest.*		3 Rekaman percakapan 4 Tape recorder 5 Gambar yang relevan Buku teks yang relevan

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui,	*support.* 3. *A; No way ....* *B: It's O.K. No problem* 4. *A: You have beautiful hair.* *B: Thank you.* 5.*A: Happy birthday.* *B: Thank you.*	dibahas 3. Mendengarkan percakapan memuat ungkapan terkait marteri 4. Tanya jawab tentang isi percakapan 5. Tanya jawab tentang fungsi dan makna	• Merespon ungkapan memberi selamat			*B: ...* 3.*A: You have a beautiful hair* *B: ...* 4.*A:* *Congratulation ! you passed your exams* *B : ...*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
memuji, dan memberi selamat	Tata Bahasa - Would you..... - I'd love to Kosa kata - Kata terkait tema dan jenis teks Ungkapan Baku - I'd Love to - No Way - It's ok	ungkapan dalam percakapan						

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Standar Kompetensi : Mendengarkan

2.Memahami   makna   dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* **dan** *recount* **untuk berinteraksi dengan lingkungan sekitar.**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat,	Teks fungsioanl pendek berupa :
	
	1.Undangan
	Contoh:
	Dear Rio,
	I want you to come to my house for lunch on Sunday at 12 a.m.
		1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas
		2. Membahas kosakata yang terkait tema/topik/u
			1.Mengidentifi kasi informasi yang terdapat dalam teks fungsional pendek berupa undangan.	Tes tertulis	Melengkapi rumpang
					
					Menjawab singkat
						1. Complete the
						  following
						  sentences
						based
						  on the text
						you
						  hear
						
						2. Listen to
							2 x 40 menit	1. *Script* teks undangan
								2.Rekaman undangan
								- cassette
								- tape recorde r
								- CD

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.	*Thanks.* *Mona* 2. Short Messages Contoh : -Dear Intan, Meet me after school *Aya* 3. Kosa Kata - Kata Terkait tema dan jenis teks	ndangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: - *I want you to come to.......*	2. Mengidentifi-kasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.			the text and give short answer		- CD Player - TV 3. Gambar/ realia terkait tema/topik/ jenis teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Tata bahasa - To Invinitive - What... for? 5. Ungkapan Baku : - Please.......!	- *Please come to .....* - *Don't forget to come to......* 4. Mendengarkan teks fungsional pendek (undangan) 5. menjawab pertanyaan tentang						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		berbagai informasi yang terdapat dalam teks fungsional, undangan. 6. Mendengarkan contoh-contoh undangan lainnya dari teman. 7. Mengidentifikasi ciri						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		kebahasaan teks fungsional pendek : undangan - *invitee* - *occasion* - *time* - *place* - *Invitor*						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*)								3.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		Tekun (*diligence*)						
2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk	1. Teks lisan berbentuk • *descriptive* • *recount* 2.Langkah retorika teks : • *descriptive (identification – descriptions)* • *recount (orientation events –*	1 *Eliciting* kosakata terkait tema/topik/ jenis teks 2 Membahas tata bahasa terkait jenis teks yang akan dibahas 3 Mendengark an teks monolog	1.Mengidentifik asi Informasi/mak na yang terdapat dalam teks berbentuk *descriptive* dan *recount* 2.Mengidentifik asi tujuan komunikatif dan langkah retorika teks deskriptif dan	Tes lisan Tes tulis	Pertanyaan lisan PG	*Answer the questions orally based on the text you listen to* *Choose the best option based on the text you have*	8 x 40 menit	1 Buku teks yang relevan 2 Gambar terkait tema / topik *Script* teks: *descriptive / recount* 4 Rekaman teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	*reorientation*)
	
	 3.Ciri-ciri kebahasaan teks descriptive dan recount.
	
	 4. Tata Bahasa
	 • Past continuous
	 • Conjunctions
	   - when......
	   - while ......
	 5. Kosakata terkait tema
		descriptive / recount dengan topik tertentu
		 4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar
		 5 Menjawab pertanyaan tentang
			recount.			*listened to*		5 Tape recorder
								 6 OHP
								 7 Lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	dg jenis teks	tujuan komunikatif teks yang didengar						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Standar Kompetensi : *Berbicara*

3.Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar,	1. Percakapan singkatan memuat ungkapan – ungkapan. Contoh : • A; *Let me help you.* B: *Thank you so much.* • A: *Can I have a bit.*	1. *Review* kosakata dan ungkapan-ungkapan terkait materi dan tema 2. Tanya jawab menggunakan ungkapan-ungkapan tersebut 3. Bermain peran melakukan	1. Bertanya dan menjawab tentang meminta,memberi, menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi, menolak barag 3. Bertanya dan	Unjuk kerja	Uji Petik Berbicara Bermain peran	*Create a dialogue based on the role cards and perform it in front of the class.*	4 x 40 menit	1.Buku teks yang relevan 2. Gambar-gambar terkait tema 3.Realia Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui,	*B: Sure. Here you are.* • *A: Did you break the glass?* *B: Yes, I did / No, it wasn't me.* • *A: What do you think of this?* *B: Not bad.*	percakapan yang disediakan guru 4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan 5. Menggunakan ungkapan yang telah	menjawab tentang mengakui, mengingkari fakta 4. Bertanya dan menjawab memberi pendapat					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

mengingkari fakta, dan meminta dan memberi pendapat	2. Tata Bahasa
	  - Yes/No Questions
	  - QW-Questions
	
	3. Kosa kata
	  - Kata terkait tema
	    dan jenis teks
	
	4. Ungkapan Baku
	  - Sorry
	  - I Think so
	  - I don't think
		dipelajari dalam *real life situation*						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	so							
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								
3.2 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal	1.Percakapan singkatan memuat ungkapan – ungkapan. ● *A: Would you*	1. Review kosakata terkait tema, topik sebelumnya 2. Memperkenal	1. Bertanya dan menjawab tentang mengundang, menerima, menolak	Unjuk kerja	Uji Petik berbicara Bermain peran	*Create a dialogue based on the role cards and perform it in front of the*	4x40 menit	1 Buku teks yang relevan 2 Gambar-gambar terkait

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
(bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur:	*come to party?* *B: I'd love to / I wan't to, but ....* • *A: I do agree. B: Thanks for the Support.* • *A: No, way, ... B: It's O.K. I understand.*	kan kosakata baru / ungkapan-ungkapan yang akan dibahas 3. Tanya jawab menggunakan ungkapan-ungkapan terkait materi 4. Menirukan percakapan yang diucapkan	ajakan 2. Bertanya dan menjawab tentang menyetujui.tidak menyetujui 3. Bertanya dan menjawab tentang memuji 4. Bertanya dan menjawab tentang memberi			*class.*		tema 3 Realia 4 Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat	• A: You have beautiful hair. B: Thank you. • A: Happy birthday. B; Thank you. 2. Tata Bahasa • Adjective Phrase • Noun Phrase	guru 5. Melakukan percakapan yang diberikan 6. Melakukan tanya jawab menggunakan ungkapan	selamat					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	3. Kosa Kata • *Kata terkait tema dan jenis teks* *4. Intonations* • *Falling* • *raising*							
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Standar Kompetensi : Berbicara

4. **Mengungkap kan   makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa	1. Teks fungsional pendek berupa : • *Undangan* Contoh: *Dear Rio, I want you to come to my house for lunch on Sunday at 12*	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang	1. Mengungkapan secara lisan teks fungsional pendek berbentuk undangan. 2. Bertanya dan menjawab secara lisan	Unjuk kerja Tes lisan	*Uji petik berbicra* Pertanyaan lisan	*1. Invite your friend to come to your bithday party orally*! *2. Ask and answer orally based*	2 x 40 menit	Buku teks yang relevan 1.Gambar terkait tema/topik 2.Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	*a.m.* *Thanks.* *Mona* • Pesan Singkat, Contoh : Intan, Meet me after school. Aya. 2. Tata Bahasa - I want you to .... - Don't Forget to	struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan *- I want to come to....* *- Please come to ....* 5. Berlatih mengundang seseorang secara lisan	berbagai informasi tentangteks fungsional pendek berbentuk undangan			*on* *the* *invitation* *card given.*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

	....
	
	 3. Kosa kata
	 - Kata terkait tema dan jenis teks
	
	 4. Ungkapan Baku
	 - Ungkapan pembuka
	  - Dear.......
	  - Hi,.......
	 - Ungkapan penutup
	  - Yours
		menggunakan gambit-gambit tertentu
		  Contoh:
		  A: Hi Guys, I want you all to come to my birthday party.
		  B: We'd love to! When?
		  A:						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	- Love	*Tomorrow, at 4.00*						
		6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan						
4.2.	1. Teks pendek berbentuk	7. Secara mandiri mengungkapk	1. Bertanya dan menjawab berbagai infmasi secara	Unjuk kerja	Uji petik berbicara, bertanya dan menjawab	Ask and	6 x 40 menit	1.Buku teks yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan	*descriptive* dan *recount.* 2. – informasi faktual - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk *recount* 3. Ciri	an undangan lisan 1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman) 2. Mengembang kan kosakata, tata bahasa terkait topik /	lisan dalam teks pendek berbentuk : - *descriptive* - *recount* 2. Melakukan monolog pendek dalam bentuk - *descriptive* - *recount*	Unjuk kerja Tes lisan	Uji petik berbicara mendeskripsi kan sesuatu Uji petik berbicara, menceritakan kejadian	answer based on the following situation 1. *Look at this thing and describe it.* 2. *Think of an activity or event that happened to you yesterday*		2.Koran/majal-ah 3.Gambar peristiwa 4.Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	kebahasaan teks *descriptive* dan *recount* 4. Langkah retorika teks descriptive dan recount. 5. Kosa kata terkait tema dan jenis teks 6. Tata Bahasa - Adverb phrase - Conjunctions - and	jenis teks descriptive dan *recount* 3. Mengidentifik asi kejadin, peristiwa, pengalaman yang pernah dialami melalui tanya jawab 4. Melakukan monolog dalam bentuk *descriptive*				*and tell us about it.*		

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	- but - or etc	dan *recount*						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Standar Kompetensi : Membaca

5. **Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan	1. Teks fungsional pendek berupa: • Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date:March 1st,2008	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek	• Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi 2. Pilihan	*Read the the text aloud and clearly.* *1. Complete the test using correct words*	6 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik 3.Benda-benda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat	Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary • Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator	2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan/pesan pendek 4. menjawab pertanyaan	pendek • Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek		ganda 3. Uraian	2. *Choose the correct answer* 3. *Answer the following questions based on the text*		sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lancar dan berterima yang berkaitan dengan lingungan sekitar 1. Teks fungsional pendek berupa - Undangan - pesan singkat 2. Tata Bahasa - Request	Mom 2. Teks esei berbentuk descriptif dan recount	tentang isi teks fungsional pendek "undangan" /pesan pendek 5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan		Tes tulis		*1. Choose the*	4 x 40 menit	1.Buku

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
3. Kosa kata - kata terkait – tema dan jenis teks 4. UngkapanBaku - Don't be late ! - Don't miss it !	1. Teks tulis berbentuk descriptive dan recount • Makna gagasan • Makna tekstual dalam teks *descriptive* dan *recount* 2. Langkah retorika teks	pendek 6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pendek 1. Tanya jawab berbagai hal terkait	1. Menjawab mau tau pertanyaan tentang : 3. Makna gagasan 4. Makna tekstual dalam teks *descriptive* dan *recount*	Tes lisan	PG T / F Membaca	*best option based on the text.* 2. *State whether the statements are TRU or FALSE.* 3. *Answer the questions*		teks yang relevan 2.Koran/m ajalah 3.Gambar peristiwa/ tempat 4.Lingkung an sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		
5.3.Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk	descriptive dan recount 3. Tujuan komunikatif teks *descriptive* dan recount 4. Ciri kebahasaan teks *descriptive* dan *recount*	tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/re count 3. Membaca teks descriptive/re count 4. Menjawab pertanyaan	5. Langkah retorika teks *descriptive* dan *recount* 6. Tujuan komunikatif teks *descriptive* dan *recount* 7. Ciri kebahasaan teks *descriptive* dan *recount* 8. Membaca		nyaring	*Read the text aloud.*		

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descriptive dan *recount*		tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah retorika teks *descriptive* / *recount* 6. Menyebutkan ciri-ciri	nyaring teks descriptive dan recount.					

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		kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks *descriptive / recount*						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk
    ***descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar	1. Teks fungsional pendek berupa : • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa • Kalimat sederhana	1.Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2.Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna	Tes tulis	Melengkapi rumpang Menyusun kata acak Essay	*1. Complete the following senten-ce / text using suitable word / words* *2. Arrange the word into good senten-ces.* *3. Write simple sen-tences based*	4 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumuman, SMS 2. Gambar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan berterima untuk berinteraksi dengan lingkungan sekitar	- mengundang - mengumumkan - menyampaikan pesan 3.Kosa kata - Kata terkait tema dan jenis teks 4.Tanda baca 5. Spelling	3.Menulis kalimat sederhana terkait jenis teks 4.Menulis teks fungsional pendek berdasarkan konteks	3. Menulis teks fungsional pendek			*on the situation given* *4. Write an invita-tion/ an announ-cement / messa-ge based on the situation given.*		
6.2.Mengungkap kan makna			1. Melengkapi	Tes tulis	*1. Completion*		4 x 40 menit	1.Buku teks yang

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dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	1. Teks rumpang berbentuk - *descriptive* - *recount* 2. Tata bahasa Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait	1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive dan recount	rumpang teks essai pendek berbentuk *descriptive* 2. Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptivedan recount.* 3. Menulis teks	Tes tulis Tes tulis	2. *Jumbled sentences* 3. *Essay*	1. *Complete the paragraph using the suitable words.* 2.*Rearrange the Following sentences correctly.*		relevan 2.Gambar terkait tema/topik 3.Benda-benda sekitar

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sekitar dalam teks berbentuk *descriptive* dan *recount*	tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling	gambar/realia. 3. Melengkapi rumpang dalam teks descriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu. 5. Membuat draft	essai dalam bentuk a. *descriptive dan recount* .			3.*Write an essay* a. *describing something* or a *certain place.* b. *Telling what you did last Sunday*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
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		teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Mengetahui;

Kepala Sekolah ....

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Guru Mapel Bahasa Inggris,

(....)

NIP /NIK : ; ....

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NIP /NIK : ; ....