

**THE EFFECTIVENESS OF GUIDED CONVERSATION
METHOD IN STUDENTS SPEAKING SKILL
AT SMP N 1 BALOCCI**



THESIS

*Submitted at the Fulfilment to Accomplish Bachelor Degree
At Faculty of Teacher Training and Education
Muhammadiyah University of Makassar*

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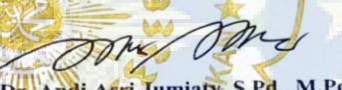
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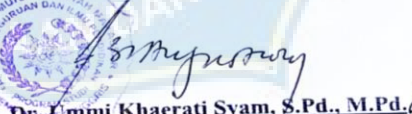

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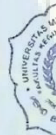
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15/6/2024	IV	<p>expanding need to clarify including cognitive, affective, and psychomotoric.</p> <p>in discussion need to explain about those concept in learning activity including cognitive, affective, and psychomotoric.</p> <p>discussion need to compare with previous of related study; give more support, or suggest, or complaint.</p>	<p>f</p> <p>f</p> <p>f</p>

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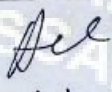
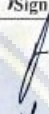

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MOTTO AND DEDICATION

“Indeed, after the difficulty there is ease.” (QS.94:6)

Dedication

This final project I dedicate with affection, love, and gratitude to:

1. My beloved parents Muh.Said and Hasnawati
2. My beloved sister Riska Amaliya, A.Md.Keb
3. ★ H. Patahuddin(alm) big families and H.Nusu' (alm) family.

ABSTRACT

Anni Mujahida, 2024. *The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 Balocci*. A Final Project of English Education Department of Faculty of teacher training and education of Muhammadiyah University of Makassar. Supervised by Muh Arief Muhsin and Andi Asri Jumiatiy.

The guided conversation is an interactive dialogue and exercise that serves as the primary tool for learning. It commences with a model-guided conversation that serves as an example of how to effectively utilize the principles being taught. This study aims to find out whether the guided conversation method can improve students' speaking skills in terms of accuracy, fluency, and comprehension. The population of this study was the VIII grade students and 28 students were selected as the research sample. There were 3 steps of this research; pre-test, treatment, and post-test. It consisted of six meetings including pre-test and post-test. The research findings showed that there was a significant result of the pre-test and post-test. After the use of guided conversations in the classroom, the student's speaking skills improved better than before the treatment. After the researcher gave the treatment to the students, the students also showed that there were improvements in their fluency and comprehension. And then after conducting the treatment, the researcher found out that this method was suitable for teaching English speaking skills. In conclusion, for the first research question, the use of guided conversation is improving student speaking skills in every aspect; this study shows that after the implementation of guided conversations, students' speaking skills became better.

Keyword: *Guided Conversation, effectiveness, method, speaking*

ABSTRAK

Anni Mujahida, 2024. Efektivitas Metode Percakapan Terbimbing dalam Keterampilan Berbicara Siswa di SMP N 1 Balocci. Tugas Akhir Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Muh Arief Muhsin dan Andi Asri Jumiaty.

Percakapan terpandu adalah dialog interaktif dan latihan yang berfungsi sebagai alat utama untuk belajar. Metode ini dimulai dengan model percakapan terpandu yang berfungsi sebagai contoh bagaimana menggunakan prinsip-prinsip yang diajarkan secara efektif. Penelitian ini bertujuan untuk mengetahui apakah metode percakapan terbimbing dapat meningkatkan kemampuan berbicara siswa dalam hal keakuratan, kefasihan, dan pemahaman. Populasi dari penelitian ini adalah siswa kelas VIII dan 28 siswa dipilih sebagai sampel penelitian. Penelitian ini terdiri dari tiga tahap yaitu pre-test, treatment, dan post-test yang terdiri dari enam kali pertemuan yang meliputi pre-test dan post-test. Temuan penelitian menunjukkan bahwa ada hasil yang signifikan dari pre-test dan post-test. Setelah penggunaan percakapan terbimbing di kelas, keterampilan berbicara siswa menjadi lebih baik daripada sebelum perlakuan. Setelah peneliti memberikan perlakuan kepada siswa, para siswa juga menunjukkan bahwa ada peningkatan dalam kefasihan dan pemahaman mereka. Dan kemudian setelah melakukan treatment, peneliti menemukan bahwa metode ini cocok untuk mengajarkan keterampilan berbicara bahasa Inggris. Kesimpulannya, untuk pertanyaan penelitian pertama penggunaan percakapan terbimbing adalah meningkatkan kemampuan berbicara siswa di setiap aspek, penelitian ini menunjukkan bahwa setelah penerapan percakapan terbimbing, kemampuan berbicara siswa menjadi lebih baik.

Kata kunci: Percakapan Terpandu, efektivitas, metode, berbicara

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The researcher is fully aware that this thesis is still far from being perfect. Therefore, researcher expect constructive criticism and

suggestion from the parties' reader. Hopefully this research can be useful for readers and other researcher.

Makassar, 12 Juli 2024

Anni Mujahida



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CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is a language meaning-making process in which information is created, received, and processed interactively. Speaking is a useful ability that uses sound production and reception to communicate an idea or objective. It is important for students to speak in order to develop students' communication skills because speaking is an interesting topic to discuss (Iman, 2017). It is crucial for a listener to actively participate in a conversation because it indicates that they have understood what the speaker is saying (Santhanasamy & Yunus, 2022). As a result, on the off chance that a audience comprehends what a speaker are saying, a discussion has as of now started. Talking does more for one than just form linguistically sound sentences. Instep, it includes a wide extend of social interactions, pragmatics, mechanics, and functions (Kürüm, 2016). When learning speaking Students' often face many problems that make it difficult for students to communicate with others.

When someone lack of public speaking practice, fear of making mistakes, a lack of vocabulary, and difficulty enunciating sentences are the main causes of speaking problems (Jaya H.P, 2020). There are several ways to overcome all of those problem. Like when students afraid to make a mistake, teacher can actively respond the students . It is easier for students to express opinions and they are more free to express themselves better in

the English class (Tiing & Yunus, 2021). However, if English language instruction is not being conducted, it is may make students' nervous to try speaking. Improving speaking skills can make it easier for students' to communicate with other English speakers without having to faces all of those problems (Lestari, 2019).

English language abilities are often difficult to acquire unless they are constantly practice. This can make people, particularly students frightened to speak up. Speaking is difficult to learn because students have difficulty expressing words in English and lack vocabulary. As a result, students will require appropriate methods when learning to speak English. They may not be interested in learning, lack knowledge, feel unmotivated and bored when listening to teachers' study instructions, and may not achieve good results. One of method sometime used is guided conversation according to Pratama 2020, One effective strategy for improving students' speaking abilities is guided conversation. That is why this method will be used to teaching speaking skill. Through guided conversations, students are encouraged to create an atmosphere of communication, express ideas, opinions, reactions, and express criticism while adhering to appropriate discussion guidelines (Zebua, 2019). Guided conversation is also considered to be a great way for students to quickly learn English, understand English, and improve their speaking skills (Kusumaningrat, 2021).

According to Fitriani, 2015 research on enhancing students' capacity to ask and provide views through guided discussions, guided conversations might increase students' speaking skill. Also, Guided Conversation teaches students how to follow English steps to ask and answer questions appropriately, with instruction similar to native speaker speaking skills. Ikram, 2016 concluded in his research that a Guided conversation is also considered to be a suitable design to help students acquire effective study strategies, master the material in English, and improve their speaking skills. According to the definition of the word "guided," One of the responsibilities of the teacher is to give students what they need: direction, guidance, support to achieve their goals (Shafira & Santoso, 2021). In addition, numerous research have been carried out in the past to investigate the efficacy of the guided conversation method within the context of enhancing students' speaking abilities.

A great number of studies have been conducted to assess the extent to which students' English language skills are improved by the use of guided conversations within the context of Indonesia. According to the findings of the research conducted by Rismaya and Dewi (2013), enhancing students' capacity to ask questions and voice ideas through guided conversations has the potential to improve students' English language skills. Meanwhile, Alma and Doni (2021) also done a similiar study of a Improve students' English skills through guided conversations. They concluded that the guided conversation method is suitable for implementation in the classroom

because it is fun and easy to understand. Guided conversation is the most effective way for students to learn and master English material and improve their speaking skills (Ikram, 2022). More specifically, Conversation is a form of interactive communication skill that takes place between two or more people (Sitepu, 2017).

Previous research has shown the potential benefits of guided conversations. Students will more easily understand the material and improve their English speaking ability. The purpose of this study was that the researcher conducted a pre-observation at the school, where the researcher found that most students in SMP N 1 Balocci had very little interest in learning English. Researcher did an interview with English teacher of SMP N 1 BALOCCI. Researcher asked about students interest in English especially speaking and then researcher would concluded that students at SMP N 1 BALOCCI is find English is difficult, especially when speaking. When speaking, they encounter many problems such as not knowing how to pronounce words, difficulty finding ideas to say, and sometimes wanting to convey what is on their mind but not knowing how to convey it in English. That's why this Guided conversation method is believed to be the suitable method for student's English speaking skills. It is also a way to give students the opportunity to speak English creatively and communicatively, even in difficult situations, and is an active learning method that makes learning English more enjoyable for students. This method will motivate students to engage in more conversation. Therefore,

researcher was interested in conducting the research entitled “THE EFFECTIVENESS OF GUIDED CONVERSATION METHOD IN STUDENT SPEAKING SKILL AT SMP N 1 BALOCCI”

B. Research Problem

In light of the information presented above regarding the history of the research, the researcher formulates the research problem as follows: “Is guided conversation method effective in teaching speaking skill at SMP N 1 Balocci?”

C. Research Objective

Based on the statement of the problem, the purpose of this research was to investigate the effectiveness of the guided conversation approach in the context of teaching speaking skills at SMP N 1 Balocci.

D. Significance of Study

This research is expected to contribute to the following:

1. Theoretical Significance

The significance of the study may further strengthen existing evidence that the use of guided conversation is beneficial for learning speaking.

2. Practical Significance

This study has three practical implications for English language teaching and learning.

a. Teachers

This is useful for teachers and alerts them that guided conversation may improve their speaking skills.

b. Learners

This observation aims to help students understand the difficulties they have in speaking English so that they can focus on their English skills effectively.

c. Next researchers

The findings of this study were expected to inform future research in the same field.

E. Scope of The Research

The scope of the researcher is limited to the use of Guided Conversation method in the speaking learning process to improve students' speaking skill. It is focus to determine the fluency, accuracy, and comprehensibility about informing an object of report text.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Study

Related researchers have conducted many studies regarding Guided Conversation method in speaking skill. And some of them are as follows:

1. Ikram (2022) in his research, "Using Guided Conversation as a Strategy to Enhance Students' English Speaking Skills" This study focuses on the pronunciation, grammar, vocabulary, comprehension, and fluency of students with content that is presented in the present continuous tense. The researcher investigates these aspects of students. In the conclusion of this research project, it was demonstrated that the utilization of guided conversations can assist students in enhancing their ability to communicate verbally. The reason for this is that students are more likely to be motivated to learn English through guided discussion, and they also have an easier time comprehending the material. A clear indication of this is the fact that the mean score on the post-test is greater than the mean score on the pretest.
2. Tompoh (2018) in his research "The effectiveness of guided conversations in the speaking skills of grade VIII students of MTS Putri Aisyiyah Palu" The research used a pre-experimental research

design. The population was Grade VIII, with 15 students'. The sample was chosen by using the total sampling technique.

3. Muh. Arif Hasibuan (2022) in his research “The Effect of The Guided Conversation Technique in Learning Speaking Skills in Seventh Grade at Nurul Huda Bangai Islamic Boarding School” In their most basic form, research methods are scientific approaches to the collection of data with a particular objective and application in mind. In light of this, it is important to take into consideration the following four essential words: scientific method, data, purpose, and usefulness. Researchers suggest that English teachers should use guided conversation techniques or alternative methods when teaching conversation to students so that lessons can be more effective and focused on effective learning. Data analysis conducted by the researchers showed that students' speaking skills improved with each cycle. From the data obtained, researchers can draw conclusions about students' speaking ability.
4. Mesy Nurazizah (2023) in her research “The Effectiveness of Guided Conversation Method to Improve English Conversation Skill of The 8th Graders of Bayt Tamyiz Junior High School Indramayu in The Academic Year 2023/2024”, This research method was referred to as a quasi-experimental design or a quasi-experimental research method. The result demonstrates that the guided conversation method is necessary in order to inspire pupils to have self-assurance

and a desire in having conversations in English. Students engage in more activities and have a greater enjoyment of studying English. The pupils will be encouraged to converse more if they use this strategy. According to the findings, pupils in both the experimental and control classrooms had already demonstrated a reduced level of English competence before to receiving the treatment. The results of the post-test for both the experimental and control classes indicate that the various treatments of each variable have a substantial impact on the outcomes of the study.

5. Adinda Lembayung Sukma (2023) in her research “Improving Students’ Speaking skill Through Guided Conversation Method For The Students of SMK Insan Cendikia Bandar Mataram”. Within the scope of this investigation, the researcher did classroom action research (CAR) in two separate cycles. Each cycle consists of planning, taking action, observing, and reflecting on the situation. It is possible to observe the progress in pupils' speaking abilities by observing the improvement in their scores on both the pretest and the post test. Results from both the pre-test and the post-test demonstrated a considerable improvement. When compared to the score obtained on the pre-test, the average score obtained on the post-test is greater. She shows that teaching speaking using role-playing games is very meaningful. It can be said that teaching English with guided conversations is a success.

Based on previous research, researcher conclude that the guided conversation method can help students improve their speaking skills. As mentioned earlier, the variables used in previous studies have similarities with what the researcher studied. The choice of material, place of research, and focus differentiate this study from previous studies. In this study, researcher will analyze students' fluency, accuracy, and comprehensibility in informing certain functions of a report text object.

B. Speaking in English Learning

a. Definition

Speaking is the oral delivery of a message between a speaker and a listener. The ability to perform verbal knowledge in factual communication is also known as speaking skills. Having the capacity to articulate one's thoughts, feelings, considerations, and requirements through verbal communication (Pakula, 2019). With this in mind, to effectively explain an idea, they need to pay attention to the elements of speaking that will ensure that the audience understands the message they are trying to convey . It is essential to work on developing the speaking ability. This is due to the fact that spoken communication is a talent that teachers should not only cultivate in their pupils, but also actively encourage them to create the habit of speaking in their everyday lives.

Learning to speak also requires a high level of attention and practice. Students acquire oral communication skills simply by listening and repeating what others say. It is clear that the capacity to communicate verbally is the talent of expressing and transmitting information and ideas through the transmission of voice. Based to Leong and Ahmadi (2017), speaking is the most important ability because it is required for conversation when it comes to social interaction. Therefore, teaching English operational proficiency is difficult because teachers need to master various skills such as pronunciation, grammar, vocabulary, fluency, and comprehension.

b. Aspect of Speaking Skill

When speaking, learners need to meet several aspects such as fluency, accuracy, and comprehensibility:

1. Fluency

Nunan, (2015) State, Fluency is where the student speaks with no stammering and the speed of speech is acceptable with only a few errors. Thornberry says, According to the findings of research on listener perception, pauses are one of the characteristics that impact the level of language skill they possess. For additional information, individuals are considered to be proficient speakers if they possess the following characteristics:

- a) Pauses may be long but they are not common;

- b) Pauses are typically filled;
- c) Pauses occur at relevant transition moments; and
- d) There are extensive trains of syllables and sentences between pauses.

According to the two definitions of fluency that were presented before, a person is considered to be fluent if they rarely hesitate and miss a few words when speaking.

2. Accuracy

According to Nunan, 2015, A learner's ability to speak words with acceptable grammar, clear pronunciation, and proper vocabulary selection is referred to as their accuracy. Accuracy is a measure of how well a learner can pronounce words. When we are having a conversation with other people, the degree to which what we are saying can be clearly understood is the measure of accuracy, according to the definition of accuracy that was presented before.

3. Comprehensibility

Comprehensibility is students' competence to understand, be able to express ideas, and the listener understands what the students are saying. The conclusion that can be drawn from the definition that was presented earlier is that comprehension can be defined as the capacity to comprehend spoken English.

c. Speaking in Junior High School

Nunan says that in Knowing a foreign language is the most important thing to master speaking skills. Success is measured by how fluent you can speak a language. In other words, speaking is the ultimate means of communication, and practicing this skill helps you learn language skills. (Razi, 2021). However, secondary school students rarely use foreign languages, especially English, in their daily lives. Students use their native language more frequently both in and out of class. Students do not speak English when talking to their friends at school.

Based on Mulida & Narius, 2013 experienced, Junior high school faced some major challenges. To begin, pupils lacked the courage to articulate their ideas, thoughts, and attitudes as they were. This occurred as a result of students' reluctance to speak up because they were concerned about making errors in their pronunciation of English words and sentences. Second, students lacked confidence in speaking and speaking in public. The students felt embarrassed because they were not used to speaking in public or in front of the class. The students then went through a traumatic experience that included talking and teasing. When the teacher asked the students to speak in front of the class, the students feared that they would be judged, and then the students were judged by the teacher and their friends. As a result, students lack vocabulary and grammar skills.

The students did not know how to say words in English and could not say sentences correctly in English.

d. Teaching English-Speaking Skill

It is necessary to instruct students in speaking because it is a highly crucial communication skill (Yoestara et al., 2019). Teaching English skills in the classroom can improve students' speaking skills. Both teachers and students play important roles in learning speaking skills. (Anuradha & Rengaraj, 2019) were brought to everyone's attention that teachers play a significant part in fostering participation and the development of communication abilities. These are the roles:

- Teachers must speak English fluently and accurately so that they can lead by example.
- The teachers will pose questions and force the students to answer them in order to encourage the students to practice the target language. Oral movement is being referred to here.

According to (Anuradha & Rengaraj, 2019), speaking is an art, and in order for pupils to get better at it, they need to develop their speaking skills:

- Conversation and politeness in traditional greetings and various forms of expression.
- Ask and solve questions to maintain communication with other classmates and teachers.

– Strive to expand your vocabulary, improve your fluency, and achieve accuracy. Try to improve your pronunciation, correct the tone of your voice, and express your thoughts and feelings.

As a result of the above explanation, we are able to draw the conclusion that speaking is a means of communicating facts, opinions, and feelings. Therefore, in order to become a skilled speaker, you need to master a wide range of language competency requirements, including pronunciation, grammar, vocabulary, fluency, and comprehension.

e. Problem in Speaking

Vocal expression can be difficult for many people who are learning a language because of the language barrier. The majority of the time, individuals have difficulty communicating successfully in the language that is not their native tongue. They stop talking because they either run across psychological blockages or they run out of appropriate phrases and expressions. Both of these factors force them to not speak.

Affective-related problems, socially-related problems, and linguistically-related problems were the three categories that were used to categorize the most significant difficulties that the students encountered when speaking English. Problems that are connected with emotional states include attitudes, levels of self-confidence, levels of motivation, levels of anxiety, the length of time that

students have been exposed to the language, classroom conditions, environments, family histories, and the abilities of both students and teachers. The comprehension in speaking class and comprehension for outside of the classroom are examples of socially related problems. Vocabulary, fluency, grammar, and pronunciation are all aspects of language that are important to consider. For a variety of reasons, including fear, anxiety, and low self-esteem, students frequently battle with affective disorders when speaking. These illnesses can be caused by a range of factors. The variables that contribute to difficulty in speaking include a lack of general knowledge, a lack of practice speaking, a fear of making mistakes, a lack of practice utilizing words and syntax, poor motivation, low participation, analyzing laziness, shyness, and a significantly reduced use of dictionaries. difficulties in pronouncing foreign words, anxiety, and fear of being criticized are all symptoms of anxiousness (Putera Jaya et al., 2022).

Based on (Brown & Lee, 2015) factors out, there are several factors contributing to difficulty of speaking, as follows :

1. Forming clusters, Instead of speaking word by word, fluent communication is phrasal. Through the use of clustering, students are able to organize their output in a manner that is both cognitive and physiological (in breath groups).

2. Redundancy is a quality of spoken language that enables a speaker to make meaning more explicit. Learners can take advantage of redundancy to their advantage.
3. Reduced forms, contractions, elisions, reduced vowels, and any number of other similar qualities each provide their own set of challenges when it comes to teaching spoken English (for more information on teaching pronunciation, see the section that follows).
It is possible for students who do not master colloquial contractions to occasionally develop a stilted and literary style of speech, which contributes to the stigmatization of these students.
4. Overall performance factors, one of the benefits of spoken language is that the process of thinking as you speak enables you to display a given number of performance hesitations, stops, backtracking, and corrections. This is one of the advantages of spoken language. It is possible to instruct students on how to halt and hesitate in their speech. As an illustration, the "thinking time" that we have in English is not silent; rather, we tend to include certain "fillers" such as "uh," "um," "well," "you know," "I mean," or "like." The phenomenon of hesitation is one of the most notable distinctions that between native speakers of a language and those who are not native speakers of that language.
5. Make sure that your pupils are familiar with the phrases, idioms, and phrases that are used in colloquial language, and that they have

practice creating these forms. This will help them become more proficient in the use of colloquial language.

6. Another important aspect of fluency is the rate of shipping, which is sometimes referred to as velocity of delivery. In the context of teaching spoken English, one of your responsibilities is unquestionably to assist students in achieving a speed that is acceptable in addition to other characteristics of fluency.
7. This is the most significant function of English pronunciation, and it will be explored in more detail below. Stress, rhythm, and intonation are associated with this function. Important messages are conveyed through the stress-timed rhythm of spoken English as well as the intonation patterns of the language.
8. Complexity, and. It is apparent that the complexity of grammatical and discourse structures is a source of difficulty; nevertheless, educators should also take into consideration the complexity of the tasks that students are required to do.
9. Personal contact, Learning to construct strings of language in a vacuum, without interlocutors, would deprive spoken language of its most valuable component, which is the originality of conversational bargaining, as was mentioned in the section that came before this one.

C. Guided Conversation

a. Definition

The word "guide" comes from English and means to guide, instruct, lead, tell, show, or encourage. We may deduce from the definition of "guided" that one of the responsibilities of the instructor in the process of learning is to do everything in his power to assist the student in achieving the goals that he has set for himself. One of the goals is to acquire and improve learning outcomes in the field of English language skills. This aim is related to the acquisition of these skills. Based on the definition of the word "Guided" that was presented earlier, it is clear that the learning process of English proficiency and the learning of "guidance" pupils are strongly tied to one another.

When it comes to the process of learning English, the word "guided" is intimately associated with it. In order to facilitate learning, oral skills are taught to students. Another meaning of the word "conversation" is "discussion, conversation." Conversation, as defined by the Oxford Dictionary (1986: 123), is the process by which individuals communicate with one another through the exchange of ideas and messages. Communication between two or more individuals for the purpose of expressing thoughts, ideas, proposals, and potential solutions is referred to as conversation. Based on the meaning of Conversation above, it can be concluded that every student involved in English communication in English subjects both in the form of two-way (prominent), groups, students with teachers, teachers with students to communicate / practice teaching

materials that have been determined according to the syllabus and textbooks.

English is a foreign language because it involves the integration of other abilities, such as reading and writing skills, as well as listening comprehension, in order to achieve strong oral English (Asgara et al., 2022). Increasing the amount of time that students spend speaking is truly necessary for them to achieve proficiency in English. When it comes to learning English effectively, it is essential for students to have both the desire to study and the encouragement and direction that they receive from their lecturers. We are hoping that this will be incorporated into a school regulation because it is impossible to practice speaking without also learning other skills such as reading, listening, and writing. The conversations that take place are those that represent centered learning and practice equipment in the course.

The guided conversation is an interactive dialogue and exercise that serves as the primary tool for learning. It commences with a model-guided conversation that serves as an example of how to effectively utilize the principles being taught. Within the context of meaningful information exchange, students require both the structures and functions of one or more conversations. As such, it is the teachers's responsibility to prepare the conversation topics in advance and assist students in establishing useful dialogue through guidance in speaking this was noted by Pratama et al., 2022.

According to Saragih et al., 2022, One of the tasks that involved speaking was going through a conversation, which is the most fundamental kind of oral communication. Having said that, only a small percentage of individuals possess the opportunity or the self-assurance to engage in unexpected conversations with native speakers. As stated by Brown (2008), there were six distinct categories of speaking.

1. Imitative: To imitate a word, phrase, or sentence is what it means to emulate. Additionally, we concentrated on pronunciation. Drills were utilized by educators as part of the teaching and learning process.
2. Intensive: It is a term that describes the process of putting the phonological and grammatical characteristics of a language into practice practically. This is usually done in pairs or groups. For example, reading paragraphs, reading information, tables, etc.
3. Responsive: In spite of the fact that it is a rather limited test, it is a test of engagement and comprehension. It consists of extremely brief talks, basic greetings, small talk, and straightforward requests and comments. In this section, teachers and students can answer questions, comment, and provide instructions.
4. Transactional (dialogue); the goal of this performance is to exchange specific information while also expanding the form of responsive languages.
5. Interpersonal (dialogue); Interpersonal dialogue functions to maintain social relationships, not to convey facts or information. Examples of this

include conversations because they contain elements such as emotionally charged words, dross, and hidden (agenda).

6. Extensive; Teachers delivered monologues in the form of reports, short speeches, or summaries. It was also a little more formal. The job was to report and retell stories.

b. Guided Conversation called as a Method

Hasibuan dan Moedjiono 2013, suggests that the definition of method is a tool that can be part of a set of tools and methods in the implementation of a teaching and learning strategy. As explained earlier, Guided Conversation is a tool to guide or guide students to have a conversation. Guided Conversation is called a method because the way it is implemented requires a strategy and with this strategy will produce the results to be achieved. In this case, the researcher wants to know whether guided conversation can be applied in the classroom to teach speaking to students.

c. Types of Guided Conversation as a Method

Moreover, an assortment of Guided Conversations is shown in the following list (Fumiyo, 2007 in Kusumaningrat, 2021) that can be beneficial for pupils in terms of practicing their English speaking skills. Listed here are the several types:

a. The conversations that will take place will be related to practicing English skills for brainstorming. English teachers provide students with vocabulary, sentences, and forms, and allow students to learn these on their own. Teachers help students explain their ideas in terms that are

easy for students to understand. For students who are making mistakes in their speaking, teachers can slowly guide them to develop (improve) their speaking.

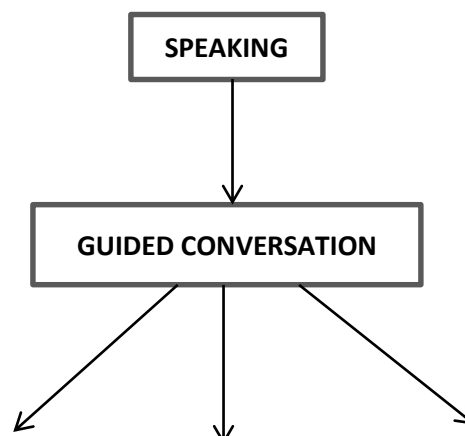
- b. Conversations related to the role play will take place. Teachers create conditions for students to mature intellectually and lead discussions. Based on the profession you are aiming for. Become a fisherman, farmer, teacher, doctor, nurse, or any other actor that requires a specific style.
- c. The conversations that take place serve as language practice. The goal is to allow students to decide on the topic of discussion in a particular forum. For example, student has a short discussion about English class, discusses likes and dislikes, accepts or declines invitations, debates, gives speeches, and asks questions.
- d. The conversations that take place are about the English abilities required for professional work. It is of the utmost significance that the student will be able to communicate effectively in both open and closed settings in this particular scenario. In terms of English conversation, students have not yet attained a level that is considered professional. This level calls for the most effective and consistent practice (Zebua, 2019).

d. Procedures of Guided Conversation

According to Molinsky and Bliss (1987), following is a list of the methods that are involved in teaching guided conversations:

1. The sample conversation provides the lesson's functionality and structure, as well as initial practice with functional expressions.
2. Encourage students to be creative in developing their personalities and model interview situations.
3. Present each sentence of the sample conversation containing phrase footnote to the class, along with alternatives.
4. A model conversation should be presented to the class by students who are paired together.
5. Students should be given the task of practicing each exercise using the instructions that are provided in the footnotes for this alternative.
6. Make the exercise a homework assignment, and then invite them to give a presentation to the class after that.

D. Conceptual Frame Work



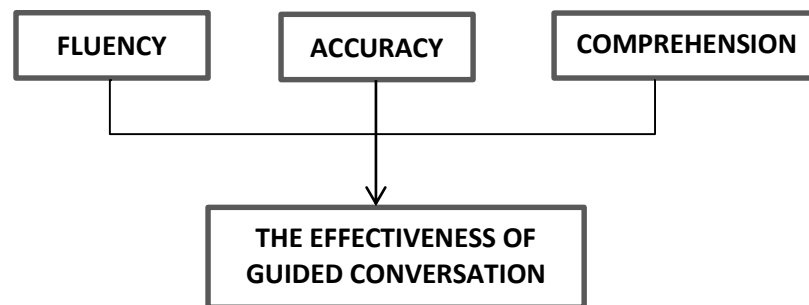


Figure 2.1 Conceptual Framework

The researcher employs the strategy of guided conversation as a means of facilitating the learning process in this particular study. For the purpose of enhancing students' proficiency in speaking English, researchers employ this method as a strategy. With regard to the ability to speak fluently, accurately, and in a way that is easily understood. Through the use of the Guided Conversation approach, the researcher is interested in determining how much the students have improved their ability to speak English. Then researcher analyzed these terms (fluency, accuracy, comprehensibility) to obtain the results to see whether guided conversation is effective in learning English speaking. Furthermore, the researcher acts as guider to help students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research was quantitative method and a pre-experimental design to carry out this study (One Group Pre test-Post test). This means that the treatment given can be known more accurately,

because it can be compared with the situation before treatment (Sugiyono, 2010). Furthermore, finding a causal relationship between two variables, specifically the dependent variable and the independent variable, can be accomplished through the used of experimental methods. One course on pre-test and post-test designs was all that the researcher has needed to take in order to understand how treatment outcomes were determined in this particular study. In order to determine whether or not this strategy is successful for students to develop their speaking skills, the researcher used an experimental approach in this study. The researcher want to find out whether or not this method was effective. In terms of the research design:

Table 3.1 Research Design

Experimental	Pre-test	Treatment	Post-test
E	O₁	X	O₂

Where:

E : Experimental

O₁ : Pre-test

X : Treatment

O₂ : Post-Test

Arifin in Ailah (2019)

B. Research Variables

Variable is the foundation and primary component of a research work. Then it was possible to conclude that there would be no variables if there were no study. Any thing, any event, any thought, any time period, or any other category that can be measured is considered to be a variable. Variables can be divided into two distinct categories, which are as follows:

a. Independent variable

This independent variable of the study was the guided conversation method.

b. Dependent variable

This dependent variable of the research was students' speaking skill.

C. Research Subject

1. Population

The population of this research was student of class 8th grade of SMP N 1 Balocci. Student of class 8th in SMP N 1 Balocci was consists of 143 student of 5 class.

2. Sample

The sample is a small part of the population. The sampling method in this study used random sampling. Researcher adopted simple random sampling to make generalizations about a population. Major advantages

include it was simplicity and lack of bias. In this study, researchers were taken the class A of 8th grade students. This class consists of 28 students.

D. Research Instrument

This study used a conversation test as the data collection instrument in this study. This device was used before and after the exam to collect oral exam data. Pre-test and post-test are different. Pretest was a process performed before using a guided conversation method to determine whether the method improves students' speaking skills. Post-test were performed after applying the method.

E. Data Collection

In this research, the researcher was collected the data by a test and Experimental Teaching.

1. Pre-test

Prior to receiving the treatment, the students' abilities were evaluated through the use of the pretest, which is administered during the initial appointment. A researcher suggested to the students that they engage in discourse about a topic that the researcher would provide, and then asks the students to give a presentation in front of the class for one minute. The next step was for the researcher to make a recording of what they were discussing during the presentation. For the purpose of evaluating the students' speaking

abilities in terms of fluency, accuracy, and comprehensibility, this video record was utilized.

In order to determine whether or not the students' speaking has improved as a result of receiving the treatment, a post-test is administered. Additionally, the researcher was invited the students to speak on "specific topics," and they were required to prepare in their groups and practice the conversation in front of the class. The researcher was proced in the same manner as researcher did the pretest. Whether or not there was an improvement after the treatment has been administered was determined by analyzing the recordings of the presentations has given by the pupils.

2. Treatment

The researcher conducted the experiment with teaching in an 8th grade. Researcher used guided conversations as a method to know if this method was effective for students' English-speaking skill in the experimental class. In addition, the researcher used guided conversations to track students' progress in speaking skills. Every meeting lasted 90 minutes. The following here are the specifics of each experimental teaching meeting:

a. First meeting

In the first meeting, the researcher introduced herself and explain the purpose of her presence to the students. Then the researcher explained what is guided conversation and how it will help students learn. Then, before giving the treatment, the researcher used a pretest to assess the students' abilities. Then the researcher conducted the guided conversation method in

this first meeting. Researcher asked the students to have a one-minute conversation in pairing about a text that would be provided by the researcher. During the presentation, the researcher recorded a video of what the students are saying. The recording was used to assess students' ability to speak in terms of their fluency, accuracy and comprehensibility.

b. Second Meeting

The researcher was using guided conversations to teach speaking. First, the researcher showed an example of a poster about report text. Then, researcher tried to attract students' attention by asking some questions such as, "What do you think about this text?" This type of simulation aimed to activated the previous knowledge of students. Second, the researcher explained more about the tenses that are used in report text and guided them in conversation on how to speak effectively. Then the researcher divided the students into pairing for a conversation about the report text. Finally, the students presented the results of their group conversation in front of the class. The main goal of the guided conversations was to provide students with the opportunity to improve their skills.

c. Third Meeting

Before starting the class, the researcher asked the students to think of vocabulary that is often used in report texts. In group assignments, the researcher showed several pictures of two people talking with an example of report text and asked the students to fill in the blanks with the correct vocabulary. Students and groups work for 25 minutes to complete their

assignments. The researcher randomly selected students from each group to present their projects and started a discussion about what they had created.

d. Fourth meeting

In the fourth meeting, the researcher gave a quiz using bamboozled and tested how much vocabulary the students knew after three meetings. After that, the researcher gave feedback and prizes to students so that students were enthusiastic in memorizing vocabulary.

f. Fifth meeting

In the fifth meeting, the researcher gave ice breaking before starting the lesson. After that, the researcher repeated the learning about report text that had been learned by students whether students already understood about report text.

g. Six meeting

Finally, this was the last meeting for this research. In this session, the researcher was give a post-test to each group of two students, instructed them to speak up within a minute to talk and participate in the conversation. The researcher followed the same procedures as in the pretest and recorded students presentation using a rubric to analyzed and give a score in order to determine the improvement in students' speaking skills after treatment.

3. Post-test

The post-test was used to determine the improvement of students' speaking skills after the treatment. Researcher also asks the students to

speaking about “specific topics,” and they had to prepared in their group and practiced the conversation in front of the class. Researcher did the same steps as in the pretest. The recording of students’ presentations would be analyze to find out whether or not there was an improvement after giving the treatment.

In scoring the result of the students' test was evaluate based on three aspects of speaking below:

Table 3.2 Scoring Rubric speaking Accuracy

ASPECT	SCORE	DESCRIPTION
Accuracy	5	<input type="checkbox"/> Their speaking is understandable and very good at pronunciation
	4	<input type="checkbox"/> They speak effectively and good of pronunciation
	3	<input type="checkbox"/> They speak hastily and fairly of pronunciation.
	2	<input type="checkbox"/> They speak hastily, and more sentences are not appropriate in pronunciation.
	1	<input type="checkbox"/> They speak very hastily, and more sentences are not appropriate using pronunciation and little or no communication.

Adopted from Hanik (2011)

Table 3.3 Scoring Rubric Speaking Fluency

ASPECT	SCORE	DESCRIPTION
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			5	<input type="checkbox"/>	Speech is smooth as a native speaker's.
		Fluency	4	<input type="checkbox"/>	The fluency is disturbed by language problem
			3	<input type="checkbox"/>	The fluency is disturbed more by language problem
			2	<input type="checkbox"/>	. Speech is frequently hesitant and jerky; sentences may be left uncompleted
			1	<input type="checkbox"/>	Speech is so halting and fragmentary that conversation is virtually impossible.

Adopted from Hanik (2011)

Table 3.4 Rubric Scoring Speaking Comprehensibility

		ASPECT	SCORE		DESCRIPTION
		Comprehend	5	<input type="checkbox"/>	Understand all without any difficulties
			4	<input type="checkbox"/>	Understand almost all, although there is repetition in certain part
			3	<input type="checkbox"/>	Understand most of what she/he talks in slow speaking
			2	<input type="checkbox"/>	Difficult to understand what she/he talks
			1	<input type="checkbox"/>	Can not understand although in simple conversation

Adopted from Hanik (2011)

To calculate students' speaking ability the formula is:

$$\text{Score} = \frac{SS}{MS} \times 100$$

In wich:

SS:

MS: Maximal Score

Students' Score

Brown, (2007)

F. Data Analysis

1. Descriptive Statistic

Descriptive statistics were statistics that are uses to analyze data by describing the data as it has been collect without making generalizable conclusions or generalizations (Ikram, 2016). These values are calculated using the minimum, maximum, mean (average), and standar deviation. SPSS (Statistical Package for the Social Science) 26 for Windows was used for descriptive statistical calculations.

2. Data Analysis Prerequisite Test

After obtaining the next data, researcher conducted a prerequisite test of data analysis for normality and homogenety of the data.

a. Normality test

The data normality test is a basic requirement that must be met in parametric analysis. Normality test is useful to find out whether the sample taken from the population is normally distributed or not. If the research data is normally distributed, the test can use parametric analysis techniques. However, if the data is not normal then use non-parametric statistical techniques. In SPSS (Statistical Product and Service Solution) 26 for Windows the normality test that is often used is the Liliefors (Kolmogrov-Smirnov) method with the following conditions:

1. If the significant value is > 0.05 then the data is normally distributed.
2. If the significant value is < 0.05 then the data is not normally distributed.

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

Having analyzed the results of the research, researcher presented the table and applied some statistical procedures. These statistical procedures were presented in order to calculate the data easily and systematically. The table shows the distributions of the scores before and after the treatment which means it displays the scores for pre-test and post-test. The significant differences between both scores are illustrated in the table below.

1. Pre-test

The result of the pre-test indicates students' speaking skills before teaching them using guided conversations. Researcher did the speaking test to know the

initial ability of the students. There were 3 speaking criteria that researcher assessed during the individual speaking test, there are Accuracy, Fluency, and Comprehension. The data for the pre-test scores can be seen in chart below:

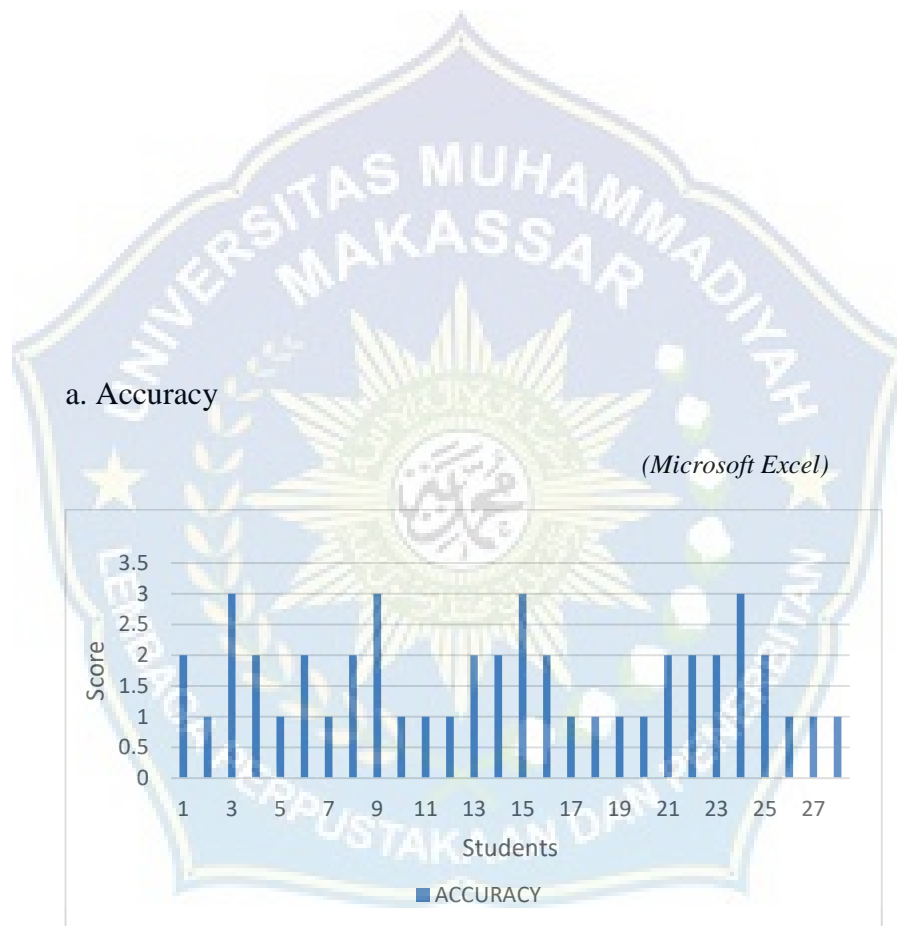


Table 4.1 Pre-Test (Accuracy)

From the chart, it can be seen that the X-axis refers to the number of students and Y-axis refers to the scale on the students speaking sub-skills namely Accuracy, fluency, and comprehension. In the Accuracy, 13 students got one, 11 students got two, and four student got three.

b. Fluency

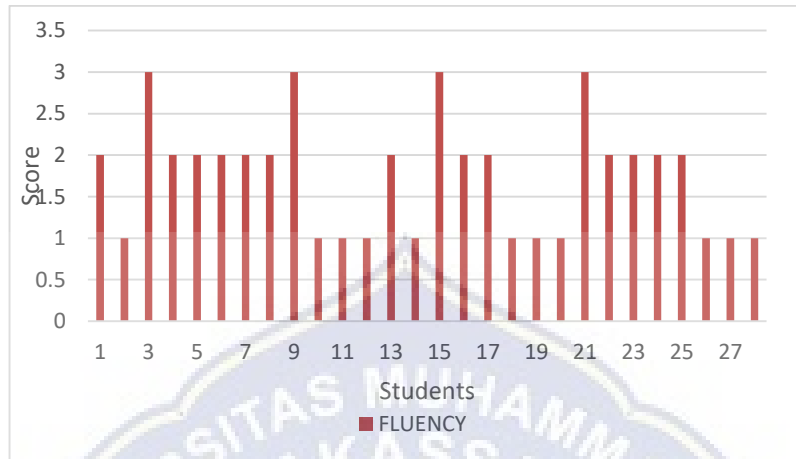


Table 4.2 Pre-Test (Fluency)

In fluency, none of the students obtained four and five. The rest of them obtained scores from one to three, 11 students obtained one, 13 students obtained two, and four students obtained three.

c. Comprehension

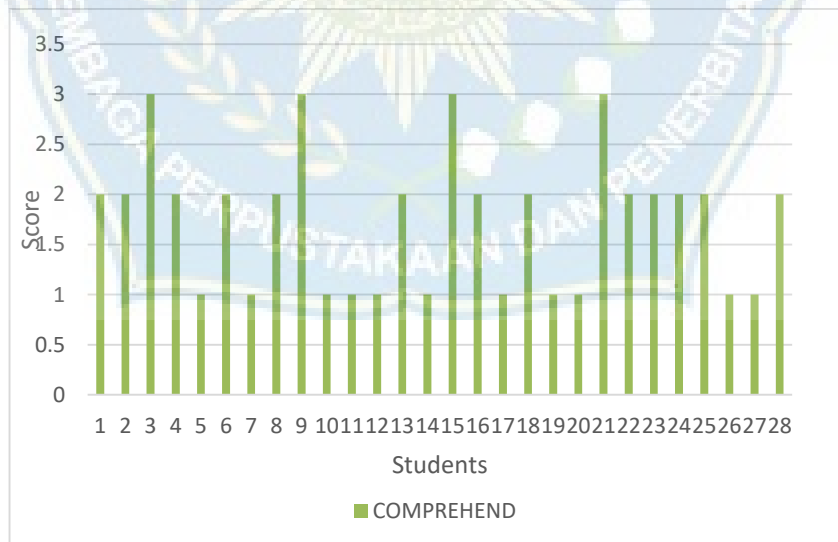


Table 4.3 Pre-Test (Comprehend)

In comprehension, none of them received four and five, 11 students received one, 13 students received two and four students received three.

From the chart, it can be said that the students' speaking ability was far from what was expected. Some students still obtained a score of one for fluency and comprehension, and very few students could reach the highest scores of four.

2. The Result of Post-test

Post-test is the final test to measure students' speaking skills and to see the improvement after giving guided conversations in their speaking class. Researcher gave the post-test to see the impact of guided conversations on their speaking skills.

The data of post-test scores can be seen in chart below:

a. Accuracy

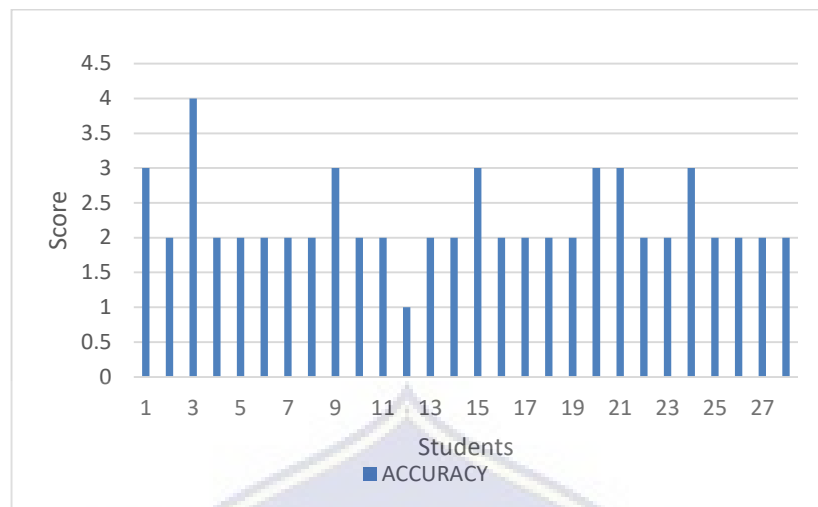


Table 4.4 Post-Test (Accuracy)

From the chart above, it can be seen that there was a lot of improvement in the students' speaking ability. For more detail, researcher explained the scores for the speaking sub-skills as follows. In accuracy, one of the students got one, 20 students got scores of two, 6 students got three, and 1 student got four.

b. Fluency

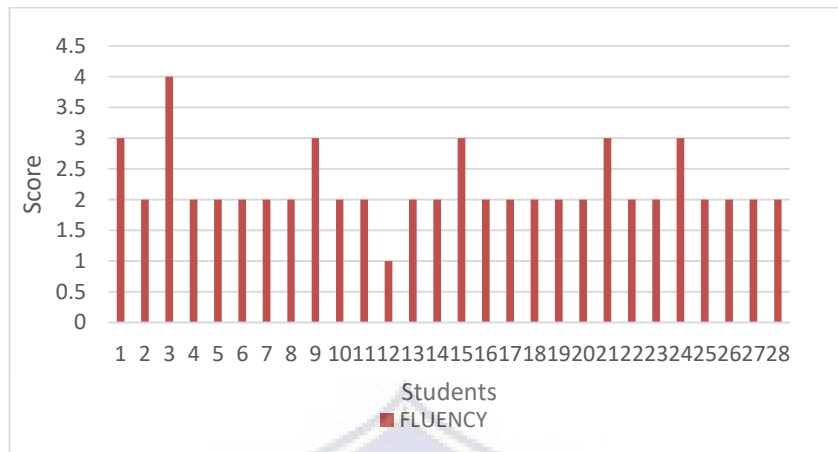


Table 4.5 Post-Test (Fluency)

In fluency, one of the students obtained one, 21 students obtained two, 5 students obtained three, and one student obtained four.

c. Comprehension

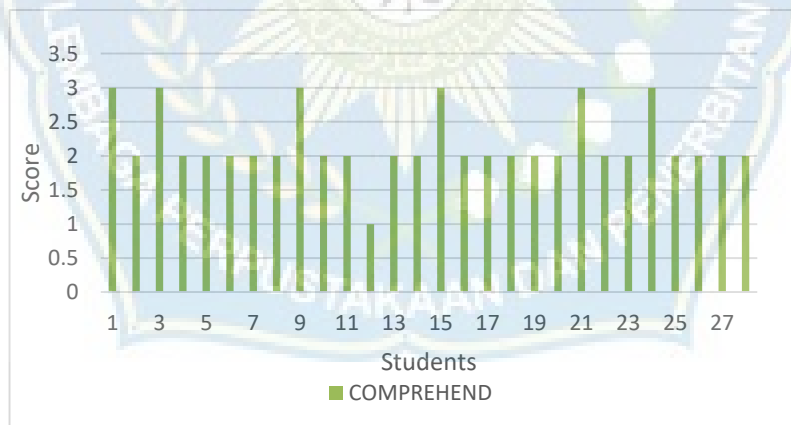


Table 4.6 Post-Test (Comprehend)

In comprehension, one of them received one, 21 students received two, 6 students received three, and none of the students received four & five.

Furthermore, the description of the numbers above has shown that in the results of the post-test there is an increase from pre-test to post-test. This shows that the application of guided conversations plays an important role in learning speaking.

3. Pre-test and Post-test Scores Comparison

The scores of the pre-test and post-test are combined in one chart, the chart below shows the difference between the pre-test and post-test scores clearly.

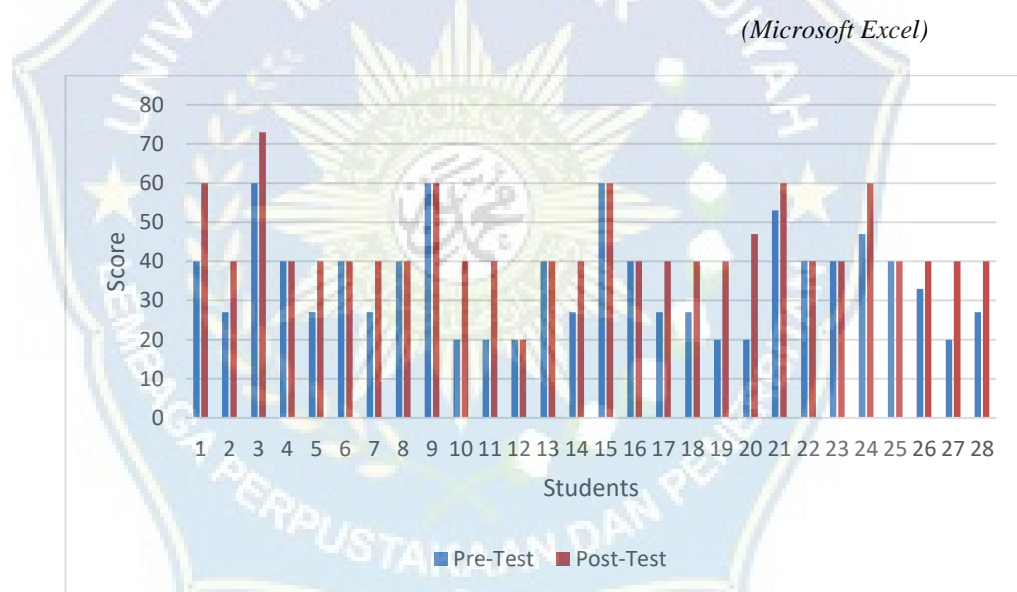


Table 4.7 Pre-test and Post –test Comparison

Based on the graph above, it can be clearly seen that each student has their own pre-test and post-test scores. All students had better post-test scores compared to their pre-test scores where it was done before guided conversation was applied

in teaching speaking. 17 students scored higher for the post-test than the pre-test, 11 students scored the same for the post-test and the pre-test.

Thus, it can be concluded that the students' post-test scores were better than their pre-test scores. This shows that the implementation of guided conversation in teaching speaking plays a role correctly.

4. The Analysis of the Data

a. Descriptive test

According to Jackson (2009), “descriptive statistics are numerical measures that describe a distribution by providing information on the central tendency of the distribution, the width of the distribution, and the distribution's shape” (p. 109). Statistical descriptive analysis is useful for describing and describing research data including the amount of data (N) maximum value, minimum value, mean value (average), and std. Deviation (standard deviation). The table of statistical descriptive results can be seen in the following table:

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	28	20	60	35.07	12.722
POST-TEST	28	20	73	44.29	10.583
Valid N (listwise)	28				

Table 4.8 The Result of Descriptive Statistic

From the output table above, the results of the pre-test were 28 students with a minimum score of 20, a maximum of 60, an average (mean) of 35.07, and a standard deviation of 12.722. Post-test results indicate that 28 students have a minimum result of 20, a maximum of 73, a mean of 44.29, and a standard deviation of 10.583.

Normality Test

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
PRE-TEST	.201	28	.005
POST-TEST	.407	28	.000

Table 4.9 Normality Test

Based on the output above, the pre-test result of the Kolmogorov-Smirnov normality test is used to decide whether a sample comes from a population with a completely specified continuous distribution. In implementing the KolmogorovSmirnov test, statistical software packages use the sample mean and sample variance as the parameters of the normal distribution (Drezner et al., 2010). To show a significant value is $0.00 > 0.05$. The post-test result has a significant value of $0.00 > 0.05$. So, from the table of results of the Kolmogorov-Smirnov normality test above, it can be concluded that all pre-test and post-test data are not normally distributed.

Because the pre-test and post-test data were not normally distributed, the Wilcoxon test was conducted to determine whether the hypothesis was accepted or not.

Test of Wilcoxon

	N	Mean Rank	Sum of Ranks
POST-TEST - PRE-TEST	Negative Ranks	0 ^a	.00
	Positive Ranks	17 ^b	153.00
	Ties	11 ^c	
	Total	28	

a. POST-TEST < PRE-TEST

b. POST-TEST > PRE-TEST

Table 4.10 Test of Wilcoxon

Based on the results of the Wilcoxon test above, rank data can be taken, for negative rank, out of 28 students, no one experienced a decrease in value both from the mean rank and the sum of ranks. Then the positive rank is to see the increase from pre test to post test from 17 students, the increase in mean rank is around 9 and the sum of ranks is 153.00. for ties, the exact same value is 11 students. So the conclusion is that from the pre test to the post test scores have increased for 17 students the mean rank is 9.00 and the sum of ranks is 153.00.

B. Discussion

Based on the results above, this subchapter discusses the research finding related to the used of guided conversations in improving student speaking skill and what problem was faced by students during learning speaking. This research aimed to find out how much the guided conversations help improve students' speaking and find out the problems students face in improving their speaking.

First, After researcher conducted this experimental research, researcher found that, there is an improvement in students' speaking skills in general. After the treatment, there are differences between pre-test and post-test students' scores,

the mean before the treatment was 35.07, become 44.29 after the treatment. Then, from this score it can see that with using of guided conversations the students' speaking skills can be improved.

The result of this research is also supported by the previous studies, Hasibuan (2022). In this previous research the students also were given a guided conversation treatment. In his study, the researcher treated students by giving guided method in class. Researcher suggest that English teachers should use guided conversation techniques or alternative methods when teaching conversation to students so that lessons can be more effective and focused on effective learning.. Another previous research by Tompoh (2018) that also used guided conversations in improving student speaking skills in Junior High School also shows students' speaking skills after the treatment is become better than before. Students' speaking skill improve by the way the researcher provides stimulation using exercise with conversation and the researcher corrected students' pronunciation that was still lacking directly when they were having a conversation. So, it was improved students' accuracy and fluency in speaking. In this study, the researcher found that the guided conversations effectively develop the skill of grade VIII students' speaking skills.

From the results above, it seems that after the use of guided conversations as the teaching method, the student's speaking skills is coming better than before the treatment. Furthermore, the use of guided conversations to students speaking skills is increased. Nurazizah, (2023) state, Guided conversation method require students' motivation to be confident and interested in speaking English. The students more active and enjoy in learning English more.

After researcher gave the treatment to the students, the students also showed that there are improvements in their fluency and comprehension. This also was supported by Ikram (2022) that found implementing guided conversation in teaching, this study shows that after the implementation of guided conversations, students' speaking skills become better. Especially in comprehension, and fluency. And then after conduct the treatment researcher found out this method was suit to teach English speaking skill. It showed in Sukma, (2023) that the

implementation of guided conversation method in teaching English especially teaching speaking is successful.

In conclusion, for the first research question the use of guided conversation is improving student speaking skills in terms of accuracy, fluency, and comprehend, this study shows that after the implementation of guided conversations, students' speaking skills become better. Especially in fluency.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

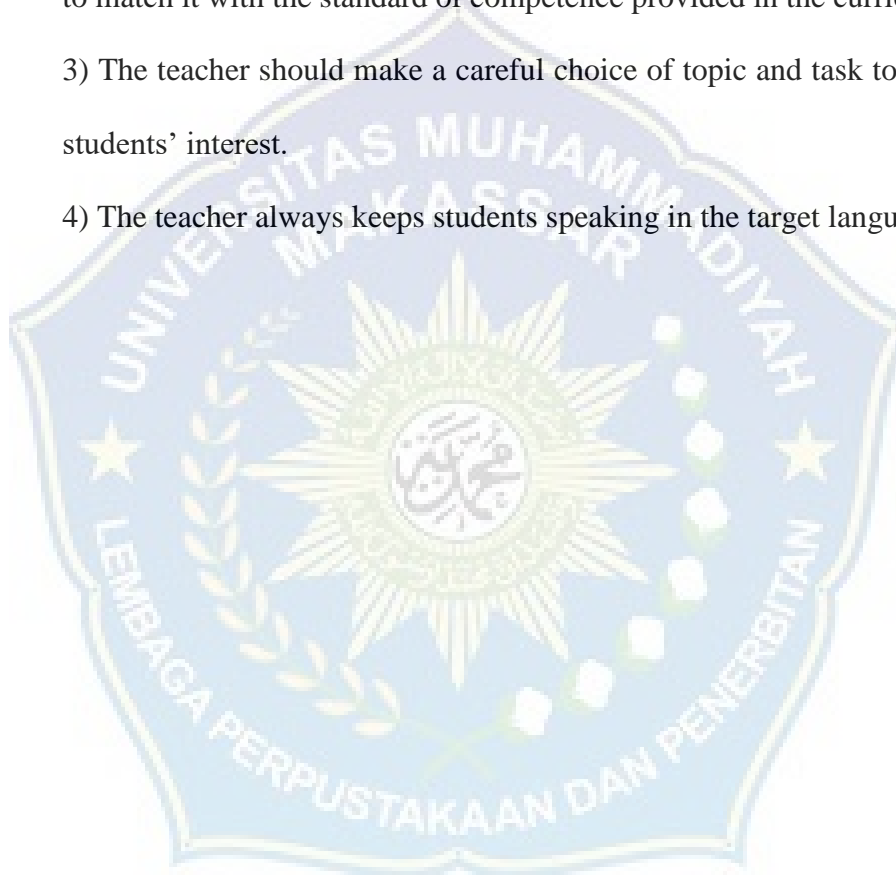
A. Conclusions

From the research analysis, it was found that guided conversation method can improve students' speaking ability especially in conversation. The results of this study prove that the research question is well answered. The application of guided conversation can help students improve their speaking ability. From the mean score, it is also seen that the difference between student scores of pre test and post test. Because students feel motivated and find it easier to understand English learning in the classroom using the guided conversation method.

B. Suggestions

The success in teaching speaking does not only depend on the lesson program, but more important is how the teacher presents the lesson and applies appropriate teaching methods to make the class more enjoyable, interesting, and lively. Therefore the writer would like to give some suggestions for English teachers as follow:

- 1) The teacher should increase students' motivation and interest in learning English by implementing interesting and proper teaching methods such as guided conversation which can help students much in speaking.
- 2) The teacher needs to find the teaching method and technique that is related to the curriculum. If it focuses on speaking subject, the teacher has to match it with the standard of competence provided in the curriculum.
- 3) The teacher should make a careful choice of topic and task to stimulate students' interest.
- 4) The teacher always keeps students speaking in the target language.



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APPENDIX 1 : Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP N 1 Balocci

Mata Pelajaran : Bahasa Inggris

Materi : Information Report Text

Kelas/Semester : VIII / Genap

Alokasi Waktu : 2 x 40 menit (4 Pertemuan)

A. Kompetensi Inti (KI)

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, reportal, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di Kelas, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<p>3.9.1 Membedakan beberapa teks information report terkait mata pelajaran lain di Kelas.</p> <p>3.9.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaannya.</p>
<p>4.9 Menyusun teks information report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.9.1 Menentukan makna beberapa teks lain lagi dengan topik yang berbeda.</p> <p>4.9.2 Membuat teks information report terkait mata pelajaran lain di Kelas dalam bentuk poster.</p> <p>4.9.3 Mempresentasikan poster yang sudah dibuat</p>

C. Tujuan Pembelajaran

1. Peserta didik dapat membedakan beberapa teks information report terkait mata pelajaran lain di Kelas.
2. Peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaannya.
3. Peserta didik dapat menentukan makna beberapa teks lain lagi dengan topik yang berbeda.
4. Peserta didik dapat membuat teks information report terkait mata pelajaran lain.
5. Peserta didik dapat mempresentasikan teksnya

D. Penguatan Pendidikan Karakter (PPK)

Religius, kerjasama, dan kreatif.

E. Materi Pembelajaran

1. Definition

Report text is very alike to a descriptive text. However, in a report text we cannot add our personal view and opinion. a the type of text that tells a chronological story in the past tense.

2. Fungsi sosial

Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, dan fenomena alam, secara ilmiah dan obyektif.

3. Struktur teks Dapat mencakup:

- a. jenis, golongan, spesies dari obyek secara umum
- b. unsur-unsur rincian deskripsi tentang obyek pada umumnya.

4. Unsur kebahasaan

- a. Kalimat deklaratif dan interogatif dalam simple present tense dan passive voice.
- b. Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.
- c. Ucapan, tekanan kata, intonasi, ejaan, dan tanda baca.

F. Metode Pembelajaran

Pendekatan : Scientific Learning

Metode : Guided Conversation

G. Media/Alat, Bahan dan Sumber Belajar

1. Media

- a. Power Point
- b. LKPD dan lembar penilaian

2. Alat dan Bahan

Laptop dan LCD

3. Sumber Belajar

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Think Globally Act Locally Kemendikbud RI 2018
- Kamus Bahasa Inggris
- Internet

H. Langkah-langkah Pembelajaran

Pertemuan ke-1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memperkenalkan diri kepada siswa dan menjelaskan tujuan kehadiran Guru/Peneliti kepada siswa. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. <p>3. Motivasi</p> <ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi. 	10 Menit

Inti	Stimulation (stimulasi/pemberian rangsangan) Pertanyaan Mendasar	
	<ol style="list-style-type: none"> 1. Menjelaskan apa itu guided conversation kepada siswa dan bagaimana metode ini dapat membantu siswa belajar. 2. Kemudian siswa diberi pre-test untuk mengetahui kemampuan speaking siswa. 3. Meminta siswa untuk melakukan percakapan selama satu menit tentang sebuah teks yang telah disediakan. 4. Siswa akan mempresentasikan percakapan mereka di depan kelas. 5. Selama presentasi, siswa akan direkam. Rekaman ini digunakan untuk menilai kemampuan siswa dalam berbicara dalam hal kefasihan, keakuratan, dan keterpahaman. 	60 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru merefleksi kegiatan dan target yang dicapai. 2. Guru meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. (Religius) 3. Guru mengucapkan salam untuk mengakhiri pembelajaran. (Religius) 	10 Menit

Pertemuan ke-2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>1. Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>2. Apersepsi</p> <ul style="list-style-type: none"> • Guru mengingatkan kembali sekilas tentang materi minggu lalu dengan menanyakan: <i>Do you remember what we did last week?</i> <p>3. Motivasi</p> <ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi. 	10 Menit

Inti		
	<ol style="list-style-type: none"> 1. Memberi penjelasan mengenai Guide Conversation. 2. Guru/Peneliti menunjukkan sebuah contoh poster tentang teks laporan. Kemudian, peneliti mencoba menarik perhatian siswa dengan mengajukan beberapa pertanyaan seperti, "<i>What do you think about this text?</i>" 3. Guru/Peneliti akan menjelaskan lebih lanjut mengenai tenses yang digunakan dalam report text dan memandu mereka dalam percakapan mengenai cara berbicara yang efektif. 4. Guru/Peneliti membagi siswa menjadi dua orang dalam satu kelompok untuk melakukan dua percakapan tentang <i>report text</i>. 5. Siswa akan mempresentasikan hasil percakapan kelompok mereka di depan kelas 	60 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru/Peneliti memberikan pertanyaan untuk menyimpulkan materi pada hari itu. 2. Guru/Peneliti memberikan pertanyaan untuk merefleksi pembelajaran pada hari itu. 3. Guru/Peneliti meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. 	10 menit

	4. Guru/Peneliti mengucapkan salam untuk mengakhiri pembelajaran.	
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Pertemuan ke-3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Orientasi <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 2. Apersepsi <ul style="list-style-type: none"> • Sebelum memulai kelas, peneliti akan meminta siswa untuk memikirkan kosakata yang sering digunakan dalam <i>report text</i>. 3. Motivasi <ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi. 	10 Menit
Inti		

	<ol style="list-style-type: none"> 1. Dalam tugas kelompok, peneliti menunjukkan beberapa gambar dua orang yang sedang berbicara dengan contoh teks laporan dan meminta siswa untuk mengisi bagian yang kosong dengan kosakata yang benar. 2. Siswa bekerja selama 25 menit untuk menyelesaikan tugas mereka. 3. Peneliti secara acak memilih siswa dari setiap kelompok untuk mempresentasikan proyek mereka dan memulai diskusi tentang apa yang telah mereka buat. 4. Guru/peneliti sebagai pengarah/pemandu dalam diskusi memberikan arahan kepada peserta didik.. 	60 Menit
Penutup	<ol style="list-style-type: none"> 1. Guru/Peneliti memberikan pertanyaan untuk menyimpulkan materi pada hari itu. 2. Guru/Peneliti memberikan pertanyaan untuk merefleksi pembelajaran pada hari itu. 3. Guru/Peneliti meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. 4. Guru/Peneliti mengucapkan salam untuk mengakhiri pembelajaran. 	10 menit

Pertemuan ke-4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Orientasi <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 4. Apersepsi <ul style="list-style-type: none"> • Sebelum memulai kelas, peneliti mengingatkan siswa tentang pelajaran sebelumnya. 5. Motivasi <ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran yang akan dipelajari serta memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi. 	10 Menit
Inti		
	1. Guru/peneliti menyampaikan kepada peserta didik topic yang akan dibahas.	60 Menit

	<ol style="list-style-type: none"> 2. Peserta didik diberikan post-test untuk menguji speaking (fluency, accuracy, and comprehension) peserta didik setelah diberikan materi. 3. Guru/Peneliti meminta para siswa untuk berbicara tentang "topik tertentu," dan mereka harus mempersiapkan diri dalam kelompok mereka dan mempraktekkan percakapan tersebut di depan kelas. 4. Selama presentasi, siswa akan direkam. Rekaman presentasi siswa akan dianalisis untuk mengetahui apakah ada peningkatan atau tidak setelah diberikan perlakuan. 	
Penutup	<ol style="list-style-type: none"> 2. Guru/Peneliti memberikan pertanyaan untuk menyimpulkan materi pada hari itu. 3. Guru/Peneliti memberikan pertanyaan untuk merefleksi pembelajaran pada hari itu. 4. Guru/Peneliti meminta peserta didik memimpin doa untuk menutup kegiatan pembelajaran. 5. Guru/Peneliti mengucapkan salam untuk mengakhiri pembelajaran. 	10 menit

I. Penilaian

Metode : Guide Conversation

Bentuk: Performance

Pedoman Penilaian :

Fluency :1-5

Accuracy : 1-5

Comprehensibility : 1-5



Pangkep,

2024

Mengetahui,

Guru Mata Pelajaran,

Mahasiswa

Anni Mujahida

APPENDIX 2: Pre-Test

Report Text 1 about animal

COW

Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made. A good Cow will give about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon. Her age is told by her horns. After she is three years old a ring is formed every year at the root of the horn, so that by counting the number of circles, her age may be exactly known.

Terjemahan

Sapi

Sapi sangat berguna bagi umat manusia karena menyediakan susu yang merupakan bahan pembuatan mentega dan keju. Sapi yang baik akan menghasilkan sekitar lima belas liter susu atau lebih setiap harinya, namun hal ini bergantung pada kualitas padang rumput yang ia makan. Usia sapi ditentukan tampilan tanduknya. Setelah sapi berumur tiga tahun, setiap tahun terbentuklah cincin pada pangkal tanduknya, sehingga dengan menghitung banyaknya lingkaran maka umurnya dapat diketahui secara pasti.

Dialogue:

Student 1: Did you know that the bottled of milk you usually drink comes from cows?

Student 2: No, I don't know about that

Student 1: The cow is very useful to mankind as it provides milk, which is the ingredient for butter and cheese.

Student 2: oh really? I also have a cow at home but it's doesn't produces milk like what you said.

Student 1: it is a different cow. The cow you mentioned does not produce milk but only meat.

Student 2: So, it's a different cow that produces milk and meat.

RABBIT

Rabbit are four-legged herbivorous mammals with long ears, a divided upper lip and two powerful back legs which make them a good hopper. At first, they were called coney. The name "Rabbit" was first used to address the young coney until the 18th century when the word "Rabbit" became more popular in the society.

All rabbits has a typical short tail. Their average body size are 20 to 50 cm long and the average weight around half to 2 kg. It is recorded that adult rabbit has 3 years lifespan in their natural habitat, but it is also believed that they can live longer if they are under human care. Just like human, they sleep for about 8 hours in their underground burrows. They have a wide variety of color, start from white, brown, black and grey, but most of them have a combination of some colors. Rabbits communicate to each other by performing various body position and also by making a few sounds.

Terjemahan :

Kelinci adalah mamalia pemakan tanaman berkaki empat dengan telinga yang panjang, bibir atas yang terbelah dua serta dua kaki belakang yang sangat kuat yang membuat mereka menjadi pelompat yang baik. Pada awalnya, mereka dijuluki coneys. Sebutan “Rabbit” pertama kali digunakan untuk menunjuk pada kelinci yang masih muda hingga abad ke 18 ketika kata “Rabbit” menjadi lebih populer di masyarakat.

Semua kelinci memiliki ekor pendek yang khas. Rata rata ukuran tubuh mereka adalah 20 hingga 50 cm dan rata rata berat tubuh nya sekitar setengah hingga 2 kg. Telah tercatat bahwa kelinci dewasa memiliki masa hidup 3 tahun di lingkungan alami mereka, tapi diyakini juga bahwa mereka bisa hidup lebih lama jika mereka berada dalam perawatan manusia. Sama seperti manusia, mereka tidur selama sekitar 8 jam di dalam liang bawah tanah mereka. Mereka memiliki macam warna yang sangat banyak, mulai dari warna putih, coklat, hitam dan abu abu, tapi sebagian besar dari mereka memiliki kombinasi beberapa warna. Kelinci kelinci saling berkomunikasi dengan yang lainnya dengan memperagakan berbagai posisi tubuh dan juga dengan membuat beberapa suara.

Dialogue:

A: What do you like about raising rabbits?

B: There are so many things! They're so cute and fluffy, and I love watching them jump around and dig in their cages.

Student 1: What about the maintenance? Is it difficult?

Student 2: Actually, it's not too difficult. Of course, they need attention and time, but overall, they are fairly low-maintenance pets. The most important thing is to feed them the right food, give them enough space to move around, and give them the attention they need.

Student 1: That sounds very reasonable. Thank you so much for this interesting conversation! Listening to your experience about raising rabbits really makes me want to have one too.

Student 2: No problem, I'm happy to share. But believe me, having a rabbit as a pet is really fulfilling.

Report Text 2 About thing

Handphone

A mobile phone (also known as a wireless phone, cell phone, or cellular telephone) is a very small portable radio telephone. The first mobile phone networks were created in the late 1970s in Japan. A cell phone combines technologies, mainly telephone, radio, and computer. Cell phones work as two-way radios. They send electromagnetic microwaves from base station to base station. The waves are sent through antennas. This is called wireless communication. There are different kinds of phones. A flip phone flips open, and is best for calling. A bar phone is shaped like a candy bar, and the keys and screen are on one face. A slate phone is a phone that has almost no buttons, and uses a touchscreen. Most smartphones are slates. A slider phone slides on rails. It can slide out number keys or a mini keyboard, but some do both

Terjemahan:

Telepon Seluler

Ponsel (juga dikenal sebagai telepon nirkabel, telepon seluler, atau telepon seluler) adalah telepon radio portabel yang sangat kecil, jaringan telepon seluler pertama kali dibuat pada akhir tahun 1970-an di Jepang. Ponsel menggabungkan teknologi, terutama telepon, radio, dan komputer. Ponsel berfungsi sebagai radio dua arah.

Mereka mengirim gelombang mikro elektromagnetik dari stasiun pemancar ke stasiun pemancar. Gelombang dikirim melalui antena. Ini disebut komunikasi nirkabel. Ada beberapa jenis ponsel yang berbeda. Telepon genggam dapat dibalik, dan paling baik untuk menelepon. Telepon batangan berbentuk seperti permen, dan tombol serta layarnya berada di satu sisi. Ponsel papan tulis adalah ponsel yang hampir tidak memiliki tombol, dan menggunakan layar sentuh. Sebagian besar ponsel cerdas adalah papan tulis. Ponsel slider bergeser di atas rel. Ponsel ini dapat menggeser tombol angka atau keyboard mini, tetapi ada juga yang melakukan keduanya.

Dialogue:

Student 1: Do you have a handphone?

Student 2: Yes, I've had it since elementary school

Student 1: Besides communication tools, what do you often use it for?

Student 2: Oh yeah, Handphone make it very easy for me to find learning materials.

Student 1: Hmm, do you often forget a time when using your handphone?

Student 2: Oh of course not. Because my parents always remind me, playing Handphone for too long is not good for our health.

BUS

Have you ever ridden a bus? What were your impressions when you boarded the bus? Buses are a type of vehicle that can accommodate large numbers of passengers.

There are many types of buses, but the most common in Indonesia are single buses with one floor. Some buses are also designed as double-decker models, which of course can accommodate more passengers. We often encounter buses in urban areas, especially big cities. Buses are also often used for rent on long trips, for schools and tourism. Now we even quite often find electric buses in big cities. Until now, buses have become a means of public transportation that still provides comfort for its users.

With current technological advances, buses have also become the most economical choice among other vehicles. In fact, currently, buses are also equipped with facilities that are no less attractive than others. For example, there are buses equipped with Wi-Fi, snacks, hot water, and pillows and blankets to help you feel more comfortable resting while traveling. Every bus transportation company competes to provide the best service to its passengers.

Terjemahan:

BUS

Apakah kamu pernah menaiki bus? Apa kesanmu saat menaiki bus? Bus adalah salah satu jenis kendaraan yang bisa menampung penumpang dalam jumlah banyak.

Ada terdapat banyak jenis bus, namun yang paling umum di Indonesia adalah bus tunggal dengan satu lantai. Beberapa bus yang didesain dengan model bertingkat, yang tentunya bisa memuat lebih banyak penumpang. Kita sering menemui bus di daerah perkotaan, terutama kota- kota besar. Bus juga sering digunakan untuk disewakan pada perjalanan jauh, untuk sekolah, dan wisata. Sekarang kita bahkan cukup sering menemukan bus listrik di kota- kota besar. Bus sampai saat ini menjadi salah satu alat transportasi umum yang masih memberikan kenyamanan bagi para penggunanya.

Dengan kemajuan teknologi saat ini, bus juga menjadi pilihan yang paling ekonomis diantara kendaraan lainnya. Bahkan, saat ini, bus juga dilengkapi dengan fasilitas yang tak kalah menariknya dibanding yang lain. Misalnya, ada bus yang dilengkapi dengan Wi-Fi, snack, air panas, juga bantal selimut untuk membantu anda merasa lebih nyaman beristirahat saat dalam perjalanan. setiap perusahaan transportasi bus berlomba- lomba untuk memberikan pelayanan terbaik pada penumpangnya.

Dialogue:

Student 1: Hey, did you catch the bus to downtown yesterday?

Student 2: Yeah, I did. It was quite an adventure, to be honest.

Student 1: Really? What happened?

Student 2: Well, first off, I barely made it to the stop on time. The bus was right there, about to pull away, but I managed to flag it down just in time.

Student 1: Phew, that was lucky! How was the ride itself?

Student 2: It was crowded! I had to stand for most of the journey because there were no empty seats. But hey, that's the norm during rush hour, right?

Student 1: Yeah, unfortunately. Did you at least get to enjoy the view?

Student 2: Not really. I was squished between people and couldn't even see out the window properly. But I did manage to catch up on some reading, so that was a plus.

Student 1: Well, I'm glad you made it downtown safely. Maybe next time, we can plan our trip to avoid rush hour!

Student 2: Definitely! That sounds like a plan. Let's aim for a more comfortable journey next time.



Report Text 3 About Place

Tana Toraja

Tana Toraja is a region located in the highlands of South Sulawesi, Indonesia. The area is known for its unique culture and traditions, including elaborate funeral ceremonies and distinct architecture. One of the most famous traditions in Tana Toraja is the funeral ceremony, which can last for several days and involve animal sacrifices, traditional music and dance performances, and elaborate decorations. The ceremony is seen as a way to honor the deceased and guide them to the afterlife. Tana Toraja is also home to traditional Tongkonan houses, characterized by their distinctive boat-shaped roofs and intricate carvings. Visitors can explore these houses and learn about the history and culture of the region. In addition to its cultural heritage, Tana Toraja is also known for its beautiful landscapes and natural attractions, including rice paddies, waterfalls, and hiking trails.

Terjemahan

Tana Toraja adalah sebuah wilayah yang terletak di dataran tinggi Sulawesi Selatan, Indonesia. Daerah ini dikenal dengan budaya dan tradisinya yang unik, termasuk upacara pemakaman yang rumit dan arsitektur yang berbeda. Salah satu tradisi yang paling terkenal di Tana Toraja adalah upacara pemakaman, yang dapat berlangsung selama beberapa hari dan melibatkan pengorbanan hewan, pertunjukan musik dan tarian tradisional, dan dekorasi yang rumit. Upacara ini dipandang sebagai cara untuk menghormati orang yang telah meninggal dan mengantarkan mereka ke alam baka. Tana Toraja juga merupakan rumah bagi rumah-rumah tradisional Tongkonan, yang ditandai dengan atapnya yang berbentuk perahu dan ukirannya yang rumit. Pengunjung dapat menjelajahi rumah-rumah ini dan belajar tentang sejarah dan budaya daerah tersebut. Selain warisan budayanya, Tana Toraja juga dikenal dengan pemandangan alamnya yang indah dan atraksi alamnya, termasuk sawah, air terjun, dan jalur pendakian. Secara keseluruhan, Tana Toraja merupakan

destinasi yang unik dan menarik, menawarkan pengunjung kesempatan untuk menikmati budaya yang kaya dan semarak, serta keindahan alam Indonesia.

Dialogue:

Student 1: Where did you go last semester?

Student 2: My family and I went to Toraja for holiday.

Student 1: Oh yeah, what kind of place is Toraja?

Student 2: It is one of the places known for its culture and traditions, but Tana Toraja is also known for its beautiful natural scenery and natural attractions, including rice fields, waterfalls, and hiking trails. Overall, Tana Toraja is a unique and exciting destination, offering visitors the opportunity to experience Indonesia's rich and vibrant culture and natural beauty.

Student 1: Wow that sounds exciting, I want to go there too

Student 2: Oh well that's amazing, you should go there with your family.

Prambanan temple is a temple complex located near the Special region of Yogyakarta, Indonesia. It is considered as one of the biggest Hindu complexes in the world, as it has several temples with towering heights, beautiful stone statues, and it is approximately 500 years old. According to the myth, Prambanan temple was made one night by Bandung Bondowoso, when he tried to marry a princess from the Mataram kingdom. The princess however, didn't want to marry him, due to Bandung killing his father during the war, and hence the princess made a challenge for him to make 1.000 statues enshrined in the temple, with the lake in front of it. Little did the princess know, Bandung has help from jinnie, as such he called spiritual power to help build temples.

However, the princess then tricks the jinnie army into knowing that dawn has come, and jinnies army then disperse avoiding dawn. Furious that the temple was left undone, Bandung Bondowoso cursed her into statues, which is the origin myth of Prambanan. The Prambanan temple was made with the volcanic stone, with the complex for more than 5 hectare temple complexes.

Candi Prambanan

Candi Prambanan adalah kompleks candi yang terletak di dekat Daerah Istimewa Yogyakarta, Indonesia. Ini dianggap sebagai salah satu kompleks Hindu terbesar di dunia, karena memiliki beberapa candi dengan ketinggian yang menjulang tinggi, patung batu yang indah, dan berusia sekitar 500 tahun. Menurut mitos, candi Prambanan dibuat pada suatu malam oleh Bandung Bondowoso, ketika ia mencoba untuk menikahi putri dari kerajaan Mataram.

Namun para pangeran tidak mau menikah dengannya, karena Bandung membunuh ayahnya selama perang, dan karenanya sang putri menantangnya untuk membuatnya 1.000 patung yang diabdikan di candi, dengan danau di depannya. Sedikit yang sang putri tahu, Bandung mendapat bantuan dari jin, karena itu dia memanggil kekuatan spiritual untuk membantu membangun candi. Namun, sang putri kemudian menipu pasukan jin untuk mengetahui bahwa fajar telah tiba, dan pasukan jin kemudian bubar menghindari fajar. Marah karena candi dibiarkan terbengkalai, Bandung Bondowoso mengutuknya menjadi patung, itulah mitos asal mula Prambanan. Candi Prambanan dibuat dengan batu vulkanik, dengan kompleks lebih dari 5 hektar kompleks candi.

Dialogue:

Student 1: Hey, have you ever been to Prambanan Temple?

Student 2: Yes, I have! It's such an incredible place, isn't it?

Student 1: Absolutely! The architecture is breathtaking. I couldn't believe how intricate the carvings were.

Student 2: I know, right? Each detail tells a story from Hindu mythology. It's like stepping into a different world.

Student 1: And the scale of the main temple dedicated to Shiva is just awe-inspiring.

I felt so small standing next to it.

Student 2: It's incredible to think about how they built it over a thousand years ago without modern technology.



APPENDIX 3: Post-Test

Repost Text 1 About animal

COW

Cows are domesticated animals. Cows are one of the most innocent and harmless animals. People keep cows in their homes for various benefits. Cows are four-legged and have a large body. Cows have two horns, two eyes plus two ears and a nose and mouth. Cows are herbivorous animals. They have many benefits for humans. In fact, farmers and people keep cows in their homes for the same purpose. The most important thing is that cows give us milk. They are an important source of milk for mankind. The milk given by cows helps us to stay healthy and strong. Milk has many benefits that keep various diseases away.

Moreover, milk also boosts our immune system. Milk also produces many products like butter, cream, curd, cheese, and many more. Even cow dung is also used for various purposes. People use it as a very rich fertilizer. Apart from that, cow dung is also an efficient producer of fuel and biogas. Cow dung is also used as an insect repellent. Apart from that, people also use it as a building material and raw material for making paper.

Next up, we see how cow leather is the most widely used form of leather. People use it for making soles, shoes, car seats, belts, and more. The cow leather makes up for almost 60 to 70% of the world leather production. Thus, we see how almost everything of a cow is useful for mankind.

Terjemahan

Sapi adalah hewan peliharaan. Sapi adalah salah satu hewan yang paling polos dan tidak berbahaya. Orang-orang memelihara sapi di rumah mereka untuk berbagai manfaat. Sapi berkaki empat dan memiliki tubuh yang besar. Sapi memiliki dua tanduk, dua mata ditambah dua telinga serta hidung dan mulut. Sapi adalah hewan herbivora. Mereka memiliki banyak manfaat bagi manusia. Bahkan, para petani dan orang-orang memelihara sapi di rumah mereka untuk tujuan yang sama. Yang paling penting adalah sapi memberi kita susu. Mereka adalah sumber susu yang penting bagi umat manusia. Susu yang diberikan oleh sapi membantu kita untuk tetap sehat dan kuat. Susu memiliki banyak manfaat yang menjauhkan berbagai penyakit.

Selain itu, susu juga meningkatkan sistem kekebalan tubuh kita. Susu juga menghasilkan banyak produk seperti mentega, krim, dadih, keju, dan masih banyak lagi. Bahkan kotoran sapi juga digunakan untuk berbagai keperluan. Orang-orang menggunakannya sebagai pupuk yang sangat kaya. Selain itu, kotoran sapi juga merupakan penghasil bahan bakar dan biogas yang efisien. Kotoran sapi juga digunakan sebagai pengusir serangga. Selain itu, masyarakat juga memanfaatkannya sebagai bahan bangunan dan bahan baku pembuatan kertas.

Selanjutnya, kita melihat bagaimana kulit sapi adalah bentuk kulit yang paling banyak digunakan. Orang menggunakannya untuk membuat sol, sepatu, jok mobil, ikat pinggang, dan banyak lagi. Kulit sapi menyumbang hampir 60 hingga 70% dari produksi kulit dunia. Dengan demikian, kita melihat bagaimana hampir semua bagian dari sapi berguna bagi umat manusia.

Dialogue:

Student 1: Hai I see your shoes are very good

Student 2: Oh yeah I just bought them at one of the newest stores in the city center.

Student 1: Aren't those shoes made of leather?

Student 2: Yes you are right, these shoes are made of real animal skin.

Student 1: Well that's very cool, it must be very expensive right?

Student 2: Hahaha, it's not what you imagine, it's made from cow leather which makes the raw material not too hard to find. we see how cow leather is the most widely used form of leather. People use it to make soles, shoes, car seats, belts, and more. The cow leather makes up for almost 60 to 70% of the world leather production. Thus, we see how almost everything of a cow is useful for mankind.

Student 1: Well I think I'd like to have one like that too

Student 2: Of course, I have prepared it in advance.

Student 1: What do you mean?

Student 2: Well of course I didn't forget about you, I also bought a backpack made of leather too, I gave it to you because it will be your birthday soon, right?

Student 1: Seriously? Well I'm very happy, this is the greatest gift ever.

RABBIT

Rabbit are four-legged herbivorous mammals with long ears, a divided upper lip and two powerful back legs which make them a good hopper. At first, they were called coney. The name "Rabbit" was first used to address the young

coney until the 18th century when the word "Rabbit" became more popular in the society. The new born rabbits are naked and blind, this helpless condition is the reason why rabbits live in a secure dens underground. Rabbits can only be found in several parts of the world, and of all that are divided into eight different genera, they are: Genus *Pentalagus*, Genus *Bunolagus*, Genus *Nesolagus*, Genus *Romerolagus*, Genus *Brachylagus*, Genus *Sylvilagus*, Genus *Oryctolagus* and Genus *Poelagus*.

All rabbits has a typical short tail. Their average body size are 20 to 50 cm long and the average weight around half to 2 kg. It is recorded that adult rabbit has 3 years lifespan in their natural habitat, but it is also believed that they can live longer if they are under human care. Just like human, they sleep for about 8 hours in their underground burrows. They have a wide variety of color, start from white, brown, black and grey, but most of them have a combination of some colors. Rabbits communicate to each other by performing various body position and also by making a few sounds.

Terjemahan:

Kelinci adalah mamalia pemakan tanaman berkaki empat dengan telinga yang panjang, bibir atas yang terbelah dua serta dua kaki belakang yang sangat kuat yang membuat mereka menjadi pelompat yang baik. Pada awalnya, mereka dijuluki

coney. Sebutan “Rabbit” pertama kali digunakan untuk menunjuk pada kelinci yang masih muda hingga abad ke 18 ketika kata “Rabbit” menjadi lebih populer di masyarakat. Kelinci yang baru lahir kondisinya tidak berbulu dan buta, keadaan yang tak berdaya ini adalah alasan mengapa kelinci tinggal di dalam gua yang aman di bawah tanah. Kelinci hanya bisa ditemukan di beberapa bagian dunia ini, dan kesemuanya itu dibagi kedalam delapan genus, genus tersebut adalah: Genus *Pentalagus*, Genus *Bunolagus*, Genus *Nesolagus*, Genus *Romerolagus*, Genus *Brachylagus*, Genus *Sylvilagus*, Genus *Oryctolagus* dan Genus *Poelagus*.

Semua kelinci memiliki ekor pendek yang khas. Rata rata ukuran tubuh mereka adalah 20 hingga 50 cm dan rata rata berat tubuhnya sekitar setengah hingga 2 kg. Telah tercatat bahwa kelinci dewasa memiliki masa hidup 3 tahun di lingkungan alami mereka, tapi diyakini juga bahwa mereka bisa hidup lebih lama jika mereka berada dalam perawatan manusia. Sama seperti manusia, mereka tidur selama sekitar 8 jam di dalam liang bawah tanah mereka. Mereka memiliki macam warna yang sangat banyak, mulai dari warna putih, coklat, hitam dan abu abu, tapi sebagian besar dari mereka memiliki kombinasi beberapa warna. Kelinci kelinci saling berkomunikasi dengan yang lainnya dengan memperagakan berbagai posisi tubuh dan juga dengan membuat beberapa suara.

Dialogue:

Student 1: Hey, how's your rabbit? You've had it for a while, haven't you?

Student 2: Hi! Yes, my rabbit is doing great, thanks for asking. It's been almost two years now since I adopted him from the animal shelter.

Student 1: Wow, two years already, that means you must be very attached to it. How has your experience with rabbits been?

Student 2: Yes, that's right. It was like having an extra family member. At first, I was a bit worried about how to take care of it properly, but over time, I learned a lot and now I feel more confident.

Student 1: What do you like about raising rabbits?

Student 2: There are so many things! They are so cute and fluffy, and I love watching them jump around and dig in their cages. They also have unique personalities, so every day is a new surprise.

Student 1: What about the care? Is it difficult?

Student 2: Actually, it's not too difficult. Of course, they need attention and time, but overall, they are fairly low-maintenance pets. The most important thing is to feed them the right food, give them enough space to move around, and give them the attention they need.

Student 1: That sounds very reasonable. What about his health? Have you ever faced any health issues with your rabbit?

Student 2: So far, thankfully, my rabbits are in good health. However, I always keep an eye out for any unusual health signs and take them to the vet if needed. Prevention is key!

Student 1: Thank you so much for this interesting conversation! Listening to your experience about raising rabbits really makes me want to have one too.

Student 2: No problem! I'm happy to share. If you're really interested, make sure to do your research first and be prepared to give them the attention and love they need. But trust me, having a rabbit as a pet is really fulfilling.



Report Text 2

Handphone

Handphones are largely used by most of us. It has been the primary needs of our daily life. In this rapidly changing world, technology is growing and hand phones are getting cheaper. There are some kinds of cell phones like smart phones. You can save data in your phone, type your task, take and customize your picture and the most important thing is you can connect your phone with internet connection, of course with the options of your SIM card provider.

There are a lot of important usages we can get from handphone. Let's take a look at some of its positive effects. As its primary usage, of course, it is use as a way of communication. We can communicate anywhere we want as long as it has signal. For example, in Indonesia there are a lot of people working in other countries; handphones enable them to communicate with their family, especially for people who living in the countryside. Short Message System which is also known as SMS is very popular. This is because SMS is cheaper than making a call, this makes them able to communicate without spending too much expenses on credits. Multimedia Message System which is also known as MMS is very useful because we can send photos or pictures easily. Handphone can also use for gaming but the up to date now, handphone can use to browsing something, like a social network or searching something. However, we must pay the operational cost.

All mobile phones have a number of features in common, but manufacturers also try to differentiate their own products by implementing additional functions to make them more attractive to consumers. The common components found on all phones are: A battery, providing the power source for the phone functions. An input mechanism to allow the user to interact with the phone.

The most common input mechanism is a keypad, but touch screens are also found in most smartphones. A screen which echoes the user's typing, displays text messages, contacts and more. Basic mobile phone services to allow users to make calls and send text messages. All GSM phones use a SIM card to allow an account to be swapped among devices. Some CDMA devices also have a similar card called a R-UIM. Individual GSM, WCDMA, iDEN and some satellite phone devices are uniquely identified by an International Mobile Equipment Identity (IMEI) number. Mobile phones are the most widely used today is the type of smartphone. and this smartphone, requires a kind of pulse, or better known as quota, to be able to continue to access or continue the search data to the internet. many interesting applications that can only be obtained via the Internet can be obtained through this smartphone. such as social media, games or the other. smartphone was chosen because it is believed to make many people more up to date or can maximize what they need.

In the other hand the handphone can give us bad effects such as, radiation, dizzy, forgetting time, become lazy because too much playing games or chatting with friends and maybe make us forget the world around us and so on. of course we as a young generation especially students, should be good consumers. therefore, use your mobile phone smart and qualified.

Terjemahan

Telepon genggam sebagian besar digunakan oleh sebagian besar dari kita. Ini telah menjadi kebutuhan utama dalam kehidupan kita sehari-hari. Di dunia yang berubah dengan cepat ini, teknologi semakin berkembang dan telepon genggam semakin murah. Ada beberapa jenis ponsel seperti ponsel pintar. Anda dapat menyimpan data di ponsel Anda, mengetik tugas Anda, mengambil dan menyesuaikan gambar Anda dan yang paling penting adalah Anda dapat menghubungkan ponsel Anda dengan koneksi internet, tentu saja dengan pilihan penyedia kartu SIM Anda.

Ada banyak kegunaan penting yang bisa kita dapatkan dari telepon genggam. Mari kita lihat beberapa efek positifnya. Sebagai kegunaan utamanya, tentu saja sebagai alat komunikasi. Kita bisa berkomunikasi di mana saja selama ada sinyal. Sebagai contoh, di Indonesia banyak sekali orang yang bekerja di negara lain, handphone memungkinkan mereka untuk berkomunikasi dengan keluarga, terutama bagi mereka yang tinggal di pedesaan. Short Message System yang juga dikenal sebagai SMS sangat populer. Hal ini dikarenakan biaya SMS lebih murah dibandingkan dengan menelepon, hal ini membuat mereka dapat berkomunikasi tanpa mengeluarkan biaya pulsa yang besar. Multimedia Message System yang juga dikenal dengan sebutan MMS sangat berguna karena kita dapat mengirim foto atau gambar dengan mudah. Handphone juga dapat digunakan untuk bermain game, namun yang terbaru saat ini, handphone dapat digunakan untuk browsing, seperti jejaring sosial atau mencari sesuatu, namun kita harus mengeluarkan biaya operasional.

Semua ponsel memiliki sejumlah fitur yang sama, tetapi produsen juga mencoba membedakan produk mereka sendiri dengan menerapkan fungsi tambahan untuk

membuatnya lebih menarik bagi konsumen. Komponen umum yang ditemukan pada semua ponsel adalah: Baterai, menyediakan sumber daya untuk fungsi ponsel. Mekanisme input untuk memungkinkan pengguna berinteraksi dengan ponsel.

Mekanisme input yang paling umum adalah keypad, tetapi layar sentuh juga ditemukan di sebagian besar ponsel pintar. Layar yang menggemakan pengetikan pengguna, menampilkan pesan teks, kontak, dan lainnya. Layanan telepon seluler dasar untuk memungkinkan pengguna melakukan panggilan dan mengirim pesan teks. Semua ponsel GSM menggunakan kartu SIM agar dapat ditukar di antara perangkat. Beberapa perangkat CDMA juga memiliki kartu serupa yang disebut R-UIM. Individu GSM, WCDMA, iDEN, dan beberapa perangkat telepon satelit diidentifikasi secara unik dengan nomor International Mobile Equipment Identity (IMEI).

Handphone yang paling banyak digunakan saat ini adalah jenis smartphone. dan smartphone ini, membutuhkan semacam pulsa, atau yang lebih dikenal dengan istilah kuota, untuk bisa terus mengakses atau melanjutkan pencarian data ke internet. banyak aplikasi-aplikasi menarik yang hanya bisa didapatkan melalui internet bisa didapatkan melalui smartphone ini. seperti media sosial, game atau yang lainnya. smartphone dipilih karena diyakini membuat banyak orang lebih up to date atau bisa memaksimalkan apa yang dibutuhkan.

Di sisi lain handphone dapat memberikan kita efek buruk seperti, radiasi, pusing, lupa waktu, menjadi malas karena terlalu banyak bermain game atau mengobrol dengan teman dan mungkin membuat kita lupa akan dunia di sekitar kita dan lain sebagainya. tentu saja kita sebagai generasi muda khususnya para pelajar, haruslah

menjadi konsumen yang baik. maka dari itu, gunakanlah handphone anda dengan cerdas dan berkualitas.

Dialogue:

Student 1: You bought a new cell phone, where did you buy it?

Student 2: I bought it at the official store

Student 1: oh really, that must be very expensive considering the brand and specifications.

Student 2: of course not. I bought it at a cheap price. Because the store was having a big promo and also this cellphone does include having a low price and good specifications.

Student 1: Wow, but that phone looks expensive.

Student 2: yes. In this fast-changing world, technology is growing and cell phones are getting cheaper. There are several types of cell phones such as smart phones. You can store data on your phone, type your tasks, take and adjust your pictures and the most important thing is that you can connect your phone with an internet connection, of course with your choice of SIM card provider.

Student 1: I also want to buy a cell phone with such good specifications. But I want one that's affordable.

Student 2: take it easy. The store is still having a promo. You can just go there to look around for the phone you want.

BUS

Have you ever ridden a bus? What were your impressions when you boarded the bus? Buses are a type of vehicle that can accommodate large numbers of passengers.

There are many types of buses, but the most common in Indonesia are single buses with one floor. Some buses are also designed as double-decker models, which of course can accommodate more passengers. We often encounter buses in urban areas, especially big cities. Buses are also often used for rent on long trips, for schools and tourism. Now we even quite often find electric buses in big cities. Until now, buses have become a means of public transportation that still provides comfort for its users. With current technological advances, buses have also become the most economical choice among other vehicles. In fact, currently, buses are also equipped with facilities that are no less attractive than others. For example, there are buses equipped with Wi-Fi, snacks, hot water, and pillows and blankets to help you feel more comfortable resting while traveling. Every bus transportation company competes to provide the best service to its passengers.

Terjemahan:

BUS

Apakah kamu pernah menaiki bus? Apa kesanmu saat menaiki bus? Bus adalah salah satu jenis kendaraan yang bisa menampung penumpang dalam jumlah banyak.

Ada terdapat banyak jenis bus, namun yang paling umum di Indonesia adalah bus tunggal dengan satu lantai. Beberapa bus yang didesain dengan model bertingkat, yang tentunya bisa memuat lebih banyak penumpang. Kita sering menemui bus di daerah perkotaan, terutama kota- kota besar. Bus juga sering digunakan untuk disewakan pada perjalanan jauh, untuk sekolah, dan wisata. Sekarang kita bahkan cukup sering menemukan bus listrik di kota- kota besar. Bus sampai saat ini menjadi salah satu alat transportasi umum yang masih memberikan kenyamanan bagi para penggunanya.

Dengan kemajuan teknologi saat ini, bus juga menjadi pilihan yang paling ekonomis diantara kendaraan lainnya. Bahkan, saat ini, bus juga dilengkapi dengan fasilitas yang tak kalah menariknya dibanding yang lain. Misalnya, ada bus yang dilengkapi dengan Wi-Fi, snack, air panas, juga bantal selimut untuk membantu anda merasa lebih nyaman beristirahat saat dalam perjalanan. setiap perusahaan transportasi bus berlomba- lomba untuk memberikan pelayanan terbaik pada penumpangnya.

Dialogue:

Student 1: Hey, did you catch the bus to downtown yesterday?

Student 2: Yeah, I did. It was quite an adventure, to be honest.

Student 1: Really? What happened?

Student 2: Well, first off, I barely made it to the stop on time. The bus was right there, about to pull away, but I managed to flag it down just in time.

Student 1: Phew, that was lucky! How was the ride itself?

Student 2: It was crowded! I had to stand for most of the journey because there were no empty seats. But hey, that's the norm during rush hour, right?

Student 1: Yeah, unfortunately. Did you at least get to enjoy the view?

Student 2: Not really. I was squished between people and couldn't even see out the window properly. But I did manage to catch up on some reading, so that was a plus.

Student 1: Silver lining, I guess. How about the bus driver? Were they friendly?

Student 2: Oh, definitely. They were really helpful, especially when someone needed directions or assistance with the fare machine. It's always nice when the driver is friendly and approachable.

Student 1: Absolutely. Did you encounter any delays or problems along the way?

Student 2: Thankfully, no major delays. There was a bit of traffic, but nothing out of the ordinary. Overall, it was a pretty smooth ride, despite the crowded conditions.

Student 1: Well, I'm glad you made it downtown safely. Maybe next time, we can plan our trip to avoid rush hour!

Student 2: Definitely! That sounds like a plan. Let's aim for a more comfortable journey next time.

Report Text 3

Tana Toraja

Tana Toraja is a district located in South Sulawesi. The capital of Tana Toraja district is Makale. The people live there are mostly dominated by the origin tribe of Toraja. Those inhabitants of Tana Toraja are predominantly Christian. However,

there are still people who embrace Islam and the beliefs of Animism, or can be called Aluk To Dolo. Toraja word derived from the Bugis language is to riaja which means people who live in the land above them. Its name refers to the uniqueness of the culture or society that inhabit this land. The Toraja people mostly live in valleys between high mountains and granite cliffs. This corresponds to the Toraja word derived from the coastal language "to" meaning people, and "riaja" which means the plateau. Toraja culture is generally a Proto-Malaysian Austronesian civilization that is still well preserved until today. Traditional clothing of Toraja people referred to as Pokko 'dress for women, while for men is called Seppa Tallung. The dominant colors for this custom clothing are red, white, and yellow. There is also Kandore, which is a Toraja clothing suits with beaded ornaments to decorate the chest, bracelet, headband, and belt.

Tana Toraja has its own style of art such as music, dance, oral literary arts, language, and carving. The music of Toraja is blended with its dancing style due to their unseparable existence in this culture. The funeral is one of the shows featuring typical Toraja dances. This dance shows a sense of grief, as well as respect and encourage spirits of the dead. There is a ritual called Ma'badong in which a group of men will sing a song to honor the deceased in a funeral. There is also a Ma'randing dance that is displayed to glorify the courage of the deceased during his lifetime with properties such as swords, shields, horn helmets, and other war gear. The commonly used language in Tana Toraja is the Toraja language with Sa'dan Toraja dialect. In addition to that, there are also many traditional languages according to the geographical location of the community, such as Kalumpang,

Mamasa, Tae ', Talondo', and Toala '. Tana Toraja is also known for its mystery that is not revealed until today. One of these mysteries is the ritual of "walking corpse" (Aluk Tadolo) in Toraja. This is a traditional ceremony where people will ask the dead bodies of the dead to walk alone to their graves. Family members in this ritual will clear the graves and replace the clothes with new clothes. The act of caring for this corpse is believed to make the ancestors keep protecting the family. The respect for those who have died is also shown in death ceremony lasting for days. The ceremony involves not only the family, but also the entire village community. Therefore, the burial cost for individuals from the Toraja tribe is enormously huge. The higher a person's title, the more expensive his funeral costs will be. One of the main parts of this funeral ritual is the slaughter of buffalo. The higher the degree of someone in the community, the more buffaloes to slaughter.

Terjemahan

Tana Toraja adalah sebuah kabupaten yang terletak di Sulawesi Selatan. Ibu kota kabupaten Tana Toraja adalah Makale. Penduduk yang tinggal di sana sebagian besar didominasi oleh suku asli Toraja. Penduduk Tana Toraja sebagian besar memeluk agama Kristen. Namun, masih ada juga yang memeluk agama Islam dan kepercayaan Animisme, atau bisa disebut Aluk To Dolo. Kata Toraja yang berasal

dari bahasa Bugis adalah *to riaja* yang berarti orang yang tinggal di tanah di atas mereka. Penamaannya mengacu pada keunikan budaya atau masyarakat yang mendiami tanah ini. Masyarakat Toraja sebagian besar tinggal di lembah-lembah di antara gunung-gunung tinggi dan tebing-tebing granit. Hal ini sesuai dengan kata Toraja yang berasal dari bahasa pesisir "*to*" yang berarti orang, dan "*riaja*" yang berarti dataran tinggi. Budaya Toraja secara umum merupakan peradaban Proto-Malaysia Austronesia yang masih terpelihara dengan baik hingga saat ini. Pakaian adat masyarakat Toraja disebut sebagai pakaian *Pokko'* untuk wanita, sedangkan untuk pria disebut *Seppa Tallung*. Warna dominan untuk pakaian adat ini adalah merah, putih, dan kuning. Ada juga *Kandore*, yaitu pakaian adat Toraja yang dilengkapi dengan ornamen manik-manik sebagai penghias bagian dada, gelang, ikat kepala, dan ikat pinggang.

Tana Toraja memiliki gaya keseniannya sendiri seperti musik, tarian, seni sastra lisan, bahasa, dan ukiran. Musik Toraja menyatu dengan tariannya karena keberadaan mereka yang tak terpisahkan dalam budaya ini. Pemakaman adalah salah satu pertunjukan yang menampilkan tarian khas Toraja. Tarian ini menunjukkan rasa duka cita, sekaligus penghormatan dan memberi semangat kepada arwah orang yang meninggal. Ada sebuah ritual yang disebut *Ma'badong* di mana sekelompok pria akan menyanyikan sebuah lagu untuk menghormati almarhum di pemakaman. Ada juga tarian *Ma'randing* yang ditampilkan untuk mengagungkan keberanian almarhum semasa hidupnya dengan properti seperti pedang, perisai, helm tanduk, dan perlengkapan perang lainnya. Bahasa yang umum digunakan di Tana Toraja adalah bahasa Toraja dengan dialek Sa'dan Toraja. Selain

itu, terdapat juga banyak bahasa daerah sesuai dengan letak geografis masyarakatnya, seperti bahasa Kalumpang, Mamasa, Tae', Talondo', dan Toala'. Tana Toraja juga dikenal dengan misteri yang belum terungkap hingga saat ini. Salah satu misteri tersebut adalah ritual "mayat berjalan" (Aluk Tadolo) di Toraja. Ini adalah upacara adat di mana orang akan meminta mayat orang yang sudah meninggal untuk berjalan sendiri ke kuburannya. Anggota keluarga dalam ritual ini akan membersihkan kuburan dan mengganti pakaian dengan pakaian baru. Tindakan merawat jenazah ini dipercaya akan membuat para leluhur tetap melindungi keluarga. Penghormatan kepada mereka yang telah meninggal juga ditunjukkan dalam upacara kematian yang berlangsung selama sehari-hari. Upacara ini tidak hanya melibatkan keluarga, tetapi juga seluruh masyarakat desa. Oleh karena itu, biaya pemakaman untuk individu dari suku Toraja sangat besar. Semakin tinggi derajat seseorang, semakin mahal biaya pemakamannya. Salah satu bagian utama dari ritual pemakaman ini adalah penyembelihan kerbau. Semakin tinggi derajat seseorang dalam masyarakat, semakin banyak kerbau yang disembelih.

Dialogue:

Student 1: have you ever been to toraja?

Student 2: No. I never went there but I really want to.

Student 1: Last vacation I went there with my family. To see my family there. It was my first time there even though my father is from Toraja.

Student 2: So you finally met your family there. So what is toraja like?

Student 1: Tana Toraja is a regency located in South Sulawesi. The capital of Tana Toraja is Makale. The population living there is mostly dominated by the indigenous Toraja tribe. The people of Tana Toraja are mostly Christian. However, there are still some who embrace Islam and Animism beliefs, or can be called Aluk To Dolo.

Student 2: I'm also interested in the traditional clothing, it looks very beautiful.

Student 1: The traditional clothing of the Toraja people is called Pokko' for women, while for men it is called Seppa Tallung. The dominant colors for these traditional clothes are red, white, and yellow. There is also Kandore, which is Torajan traditional clothing that is equipped with beaded ornaments to decorate the chest, bracelets, headbands, and belts.

Student 2: Did you participate in any rituals while you were there? I saw it once on TV

Student 1: Mamasa, Tae', Talondo', and Toala'. Tana Toraja is also known for its mysteries that have not been revealed until now. One such mystery is the "walking corpse" ritual (Aluk Tadolo) in Toraja. This is a traditional ceremony where people will ask the corpse of a deceased person to walk alone to his or her grave. Family members in this ritual will clean the grave and change clothes with new clothes. This act of caring for the corpse is believed to keep the ancestors protecting the family. I participated in the ritual when one of our neighbors there died.

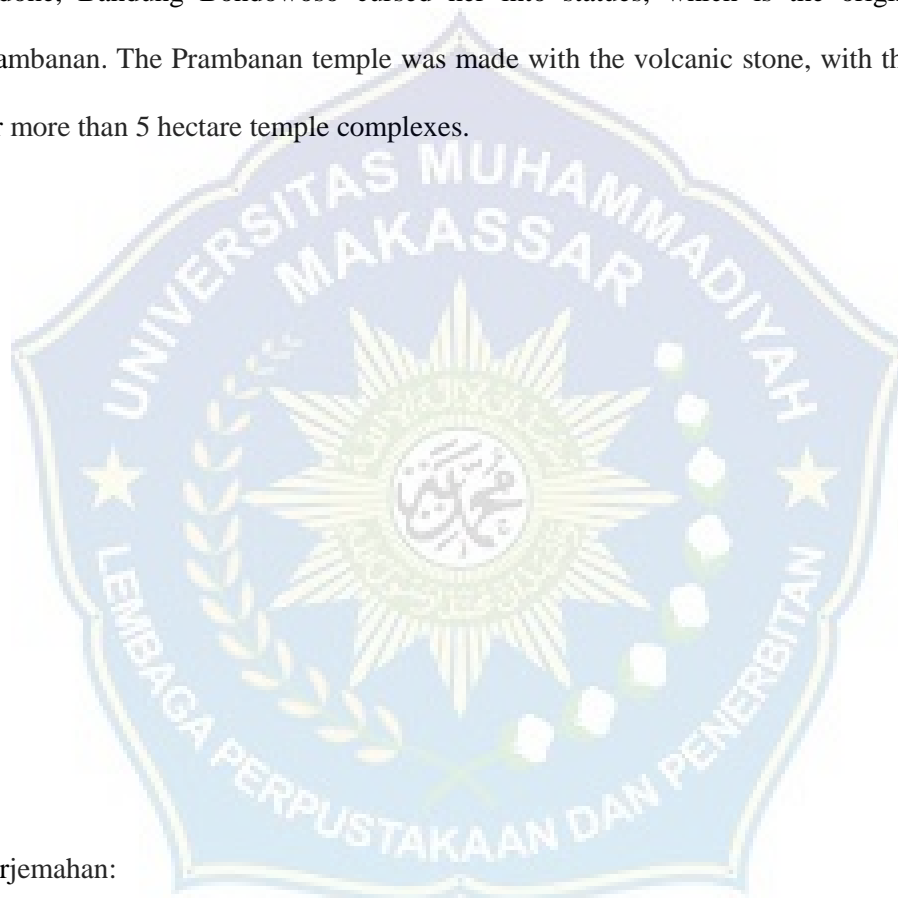
Student 2: it was such an experience. I really want to go there and wear the traditional clothes. I hope I can go there.



Prambanan temple is a temple complex located near the Special region of Yogyakarta, Indonesia. It is considered as one of the biggest Hindu complexes in the world, as it has several temples with towering heights, beautiful stone statues, and it is approximately 500 years old. According to the myth, Prambanan temple was made one night by Bandung Bondowoso, when he tried to marry a princess from the Mataram kingdom. The princess however, didn't want to marry him, due to Bandung killing his father

during the war, and hence the princess made a challenge for him to make 1.000 statues enshrined in the temple, with the lake in front of it. Little did the princess know, Bandung has help from jinnie, as such he called spiritual power to help build temples.

However, the princess then tricks the jinnie army into knowing that dawn has come, and jinnies army then disperse avoiding dawn. Furious that the temple was left undone, Bandung Bondowoso cursed her into statues, which is the origin myth of Prambanan. The Prambanan temple was made with the volcanic stone, with the complex for more than 5 hectare temple complexes.



Terjemahan:

CANDI PRAMBANAN

Candi Prambanan adalah kompleks candi yang terletak di dekat Daerah Istimewa Yogyakarta, Indonesia. Ini dianggap sebagai salah satu kompleks Hindu terbesar di dunia, karena memiliki beberapa candi dengan ketinggian yang menjulang tinggi, patung batu yang indah, dan berusia sekitar 500 tahun. Menurut mitos, candi Prambanan dibuat pada suatu malam oleh Bandung Bondowoso, ketika ia mencoba untuk menikahi putri dari

kerajaan Mataram. Namun para pangeran tidak mau menikah dengannya, karena Bandung membunuh ayahnya selama perang, dan karenanya sang putri menantang untuk membuatnya 1.000 patung yang diabadikan di candi, dengan danau di depannya. Sedikit yang sang putri tahu, Bandung mendapat bantuan dari jin, karena itu dia memanggil kekuatan spiritual untuk membantu membangun candi.

Namun, sang putri kemudian menipu pasukan jin untuk mengetahui bahwa fajar telah tiba, dan pasukan jin kemudian bubar menghindari fajar. Marah karena candi dibiarkan terbengkalai, Bandung Bondowoso mengutuknya menjadi patung, itulah mitos asal mula Prambanan. Candi Prambanan dibuat dengan batu vulkanik, dengan kompleks lebih dari 5 hektar kompleks candi.

Dialogue:

Student 1: Hey, have you ever been to Prambanan Temple?

Student 2: Yes, I have! It's such an incredible place, isn't it?

Student 1: Absolutely! The architecture is breathtaking. I couldn't believe how intricate the carvings were.

Student 2: I know, right? Each detail tells a story from Hindu mythology. It's like stepping into a different world.

Student 1: And the scale of the main temple dedicated to Shiva is just awe-inspiring. I felt so small standing next to it.

Student 2: It's incredible to think about how they built it over a thousand years ago without modern technology.

Student 1: Definitely. It's a testament to the skill and dedication of the artisans and builders of that time.

Student 2: Did you get a chance to explore the smaller temples and shrines surrounding the main complex?

Student 1: Yes, I did. Each one has its own unique charm and significance. It's like a maze of history and spirituality.

Student 2: I also loved the peaceful atmosphere there. Despite being a popular tourist destination, there's still a sense of serenity.

Student 1: Absolutely. It's a place where you can truly feel connected to something greater than yourself.

Student 2: I couldn't agree more. Visiting Prambanan was an unforgettable experience that left me in awe of Indonesia's rich cultural heritage.

Student 1: I couldn't have said it better myself. It's definitely a must-visit for anyone traveling to Java.

APPENDIX 4: Students Pre-Test Score

PRE-TEST						
STUDENTS		ACCURACY SCORE	FLUENCY SCORE	COMPREHEND SCORE	MAXIMUM SCORE	TOTAL SCORE
NO.	NAME					
1	ADELIA	2	2	2	15	40
2	HUSNA	1	1	2	15	27
3	AMRI	3	3	3	15	60
4	ANDI SYAKILA	2	2	2	15	40

5	ALFIRA BAHAR	1	2	1	15	27
6	NURUL AULIA	2	2	2	15	40
7	MUH. NUR ALAMSYAH	1	2	1	15	27
8	ALIFIANI	2	2	2	15	40
9	MNAYLA CAHYA PUTRI	3	3	3	15	60
10	MUH FARDHAN	1	1	1	15	20
11	MUH AL-HABIR MUHTAR	1	1	1	15	20
12	MEGA SYAMIRA	1	1	1	15	20
13	NUR FAJRANI	2	2	2	15	40
14	PUTRI FATIMA HIJRIAH	2	1	1	15	27
15	NADIA	3	3	3	15	60
16	NUR AFNI	1	2	1	15	40
17	RESKY MUFIDA	1	2	1	15	27
18	REKA WULANDARI	1	1	2	15	27
19	ATIFAH ADAWIYAH	1	1	1	15	20
20	DEWI AMINARTI	1	1	1	15	20
21	NESYA ALMIRA	2	3	3	15	53
22	AFIFAH ZAHRA	2	2	2	15	40
23	RIRIN PUSPITA	2	2	2	15	40
24	NAIMA SAKIRA	3	2	2	15	47
25	SARTIKA PUTRI	2	2	2	15	40
26	NAILA	1	1	1	15	20
27	AHMAD FARHAN	1	1	1	15	20
28	MUH FAHRI	1	1	2	15	27

APPENDIX 5: Students Post-Test Score

POST-TEST						
STUDENTS		ACCURACY SCORE	FLUENCY SCORE	COMPREHEND SCORE	MAXIMUM SCORE	TOTAL SCORE
NO	NAME					
1	ADELIA	3	3	3	15	60
2	HUSNA	2	2	2	15	40
3	AMRI	4	4	3	15	73
4	ANDI SYAKILA	2	2	2	15	40

5	ALFIRA BAHAR	2	2	2	15	40
6	NURUL AULIA	2	2	2	15	40
7	MUH. NUR ALAMSYAH	2	2	2	15	40
8	ALIFIANI	2	2	2	15	40
9	MNAYLA CAHYA PUTRI	3	3	3	15	60
10	MUH FARDHAN	2	2	2	15	40
11	MUH AL-HABIR MUHTAR	2	2	2	15	40
12	MEGA SYAMIRA	1	1	1	15	20
13	NUR FAJRIANI	2	2	2	15	40
14	PUTRI FATIMA HIJRIAH	2	2	2	15	40
15	NADIA	3	3	3	15	60
16	NUR AFNI	2	2	2	15	40
17	RESKY MUFIDA	2	2	2	15	40
18	REKA WULANDARI	2	2	2	15	40
19	ATIFAH ADAWIYAH	2	2	2	15	40
20	DEWI AMINARTI	3	2	2	15	47
21	NESYA ALMIRA	3	3	3	15	60
22	AFIFAH ZAHRA	2	2	2	15	40
23	RIRIN PUSPITA	2	2	2	15	40
24	NAIMA SAKIRA	3	3	3	15	60
25	SARTIKA PUTRI	2	2	2	15	40
26	NAILA	2	2	2	15	40
27	AHMAD FARHAN	2	2	2	15	40
28	MUH FAHRI	2	2	2	15	40

APPENDIX 6: Pre-Test and Post-Test Comparison

NO	NAME	PRE-TEST	POST-TEST
1	ADELIA	40	60
2	HUSNA	27	40
3	AMRI	60	73
4	ANDI SYAKILA	40	40
5	ALFIRA BAHAR	27	40
6	NURUL AULIA	40	40

7	MUH NUR ALAMSYAH	27	40
8	ALIFIANI	40	40
9	NAYLA CAHYA PUTTI	60	60
10	MUH FARDHAN	20	40
11	MUH ALHABIR MUHTAR	20	40
12	MEGA SYAMIRA	20	20
13	NUR FAJRIANI	40	40
14	PUTRI FATIMAH HIJRIAH	27	40
15	NADIA	60	60
16	NUR AFNI	40	40
17	RESKY MUFIDA	27	40
18	REKA WULANDARI	27	40
19	ATIFAH ADAWIYAH	20	40
20	DEWI AMINARTI	20	47
21	NESYA ALMIRA	53	60
22	AFIFAH ZAHRA	40	40
23	RIRIN PUSPITA	40	40
24	NAIMA SAKIRA	47	60
25	SARTIKA PUTRI	40	40
26	NAILA	33	40
27	AHMAD FARHAN	20	40
28	MUH FAHRI	27	40

APPENDIX 7: Surat Keterangan Bebas Plagiat



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Anni Mujahida
Nim : 105351101420
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	4 %	10 %
2	Bab 2	3 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	7 %	10 %
5	Bab 5	0 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 09 Juli 2024
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,


Sum.M.I.P
64591



Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

APPENDIX 8: Surat Pengantar Penelitian



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alaudin No. 138 Makassar
Telp : (0411) 860977, 860934 (24 jam)
Email : kip@unismuh.ac.id
Web : <http://kip.unismuh.ac.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 16281/FKIP/A 4-II/V/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Anni Mujahida
Stambuk : 105351101420
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Pangkep / 03-10-2000
Alamat : Taraweang Kabba

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *The Effectiveness of the Guided conversation method in Students Speaking skill at SMP N1 BALOCCI*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
02 Mei 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM: 860 934



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4197/05/C.4-VIII/V/1445/2024 04 May 2024 M
Lamp : 1 (satu) Rangkap Proposal 25 Syawal 1445
Hal : Permohonan Izin Penelitian

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16281/FKIP/A.4-II/IV/1445/2024 tanggal 2 Mei 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ANNI MUJAHIDA
No. Stambuk : 10535 1101420
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa
Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Effectiveness of the Guided Conversation Method in Students Speaking Skill at SMP Negeri 1 Balocci"

Yang akan dilaksanakan dari tanggal 8 Mei 2024 s/d 8 Juli 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Muh. Arief Muhsin, M.Pd.
NBM 1127761

APPENDIX 9: Kartu Kontrol Penelitian



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi@ppmuham.ac.id
Web : pp.muhammah.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Anni Mujahida
 NIM : 105351101420
 Judul Penelitian : *The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 BALOCCI*
 Tanggal Ujian Proposal : 20 Maret 2024
 Tempat/Lokasi Penelitian : SMP N 1 BALOCCI

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	8 Mei 2024	Antar Surat penelitian	Bpk. Ilham, S.pd, M.Pd	
2	15 Mei 2024	Pertemuan 1 (Pre -test)	Ibu Bahraeni, S.pd	
3	16 Mei 2024	Pertemuan 2 (Treatment)	Ibu Bahraeni, S.pd	
4	17 Mei 2024	Pertemuan 3 (Treatment)	Ibu Bahraeni, S.pd	
5	18 Mei 2024	Pertemuan 4 (Treatment)	Ibu Bahraeni, S.pd	
6	21 Mei 2024	Pertemuan 5 (Treatment)	Ibu Bahraeni, S.pd	
7	22 Mei 2024	Pertemuan 6 (Post -test)	Ibu Bahraeni, S.pd	

Mengetahui,



Ketua Program Studi Pendidikan Bahasa Inggris,
FKIP Unismuh Makassar
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NPM: 977 807



Kepala Sekolah SMP N 1 BALOCCI
Ilham S. Pd., M. Pd
NPM: 19680910 199802 1 003

2024







APPENDIX 10: Surat Keterangan Selesai Meneliti


PEMERINTAH KABUPATEN PANGKAJENE DAN KEPULAUAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 BALOCCI
 Alamat : Jalan Pendidikan No. 8 ☎ (0410) 2313662 Kassi Tonasa Kab. Pangkep
 E-mail : smpnbalocci@gmail.com

SURAT KETERANGAN PENELITIAN
 Nomor : 400.3.9/102/SMPN1BLC/V/2024

Berdasarkan surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu (dpmptsp) Kab. Pangkep, Nomor : 10752/S.01/PTSP/2024 tanggal 05 Mei 2024 perihal Permohonan Izin Melakukan Penelitian, maka yang bertanda tangan di bawah ini :

Nama	: Ilham, S.Pd, M.Pd
NIP	: 19580910 199802 1 003
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 1 Balocci

Menerangkan bahwa :

Nama	: ANNI MUJAHIDA
NIM	: 105351101420
Program Studi	: Bahasa Inggris
Jurusan	: Ilmu Pendidikan
Jenjang Program	: Strata Satu (S1)

Telah melaksanakan penelitian dalam rangka penyusunan skripsi yang berjudul :

"The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 BALOCCI"

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Balocci, 28 Mei 2024
 Kepala Sekolah,

ILHAM, S.Pd, M.Pd
 NIP.19680910 199802 1 003



APPENDIX 11: Acceptance Letter (LOA)



MAJELIS DIKILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0901/BG-FKIP/LOA/B/VII/1446/2024

Jalan Sultan Alauddin No. 299 Makassar
Telp : (811) 1792101 (Secretary)
Email : prodi@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

Dear ANNI MUJAHIDA

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECTIVENESS OF GUIDED CONVERSATION METHOD IN STUDENTS SPEAKING SKILL IN TERM OF ACCURACY AT SMP N 1 BALOCCI
The manuscript ID: 1513
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 13 July 2024 M
7 Muharram 1446 H

Head of English Education Department
Faculty of Teacher Training and Education

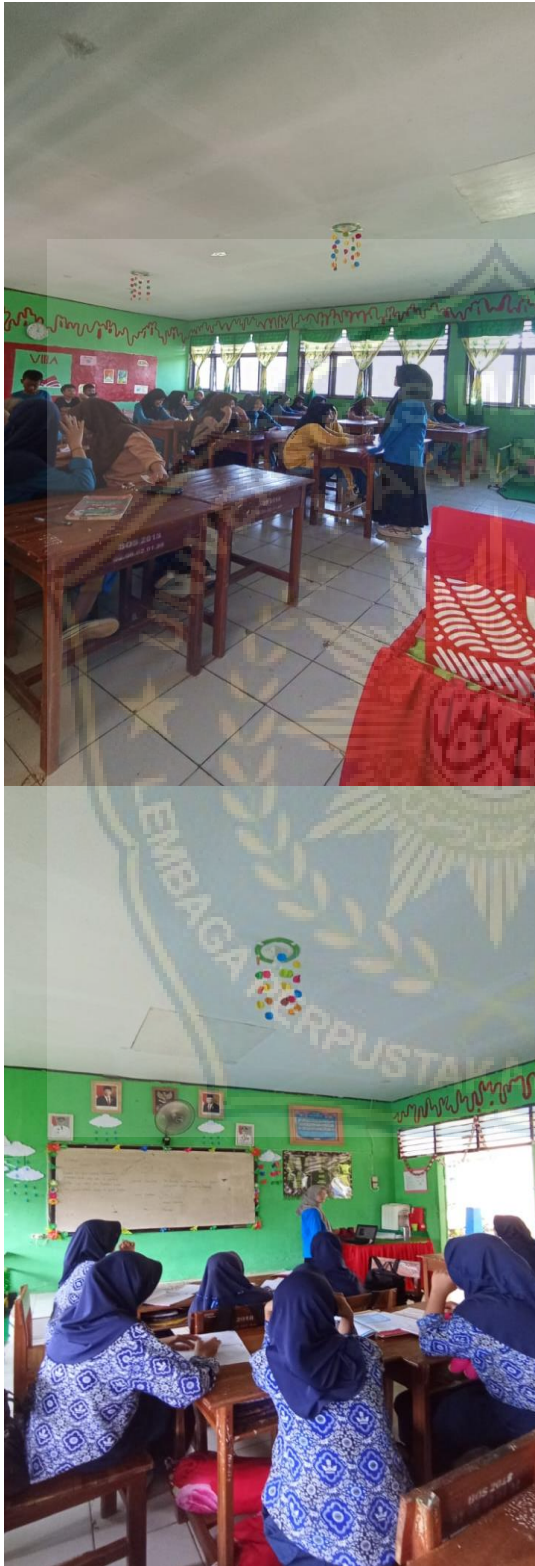

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM. 977 807

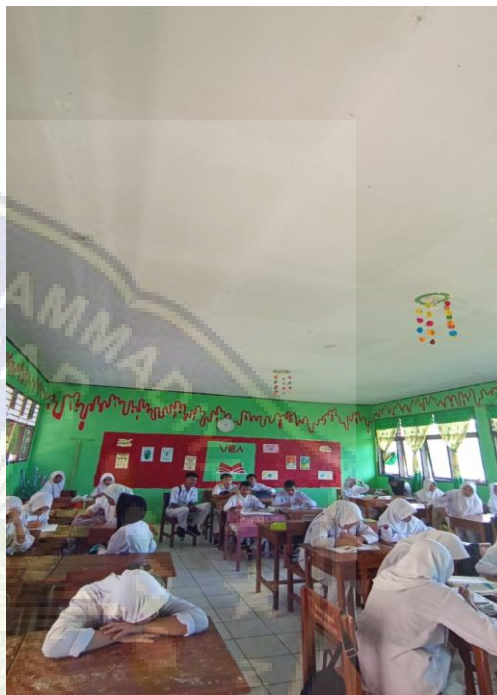



PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI



APPENDIX 12: Documentation





APPENDIX 13: Curriculum Vitae

CURRICULUM VITAE



Anni Mujahida is the name of the author of this thesis. Born on October 3, 2000, in Pangkep, South Sulawesi. The author is the youngest child of Mr. Said and Mrs. Hasna and has one older sister named Riska. The author first entered education at SD Nurul Islam Yapis Sarmi in 2007 and then moved to SDN 25 Taraweang Kabba and graduated in 2012. In the same year the author continued her education to SMP Negeri 1 Sarmi and graduated in 2015. After graduating from junior high school, the author continued to SMA Negeri 1 Sarmi and graduated in 2018. Then, in 2020 the author was registered as a student at English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. With the blessing and grace of Allah SWT, prayers and support from my beloved family, all friends, the researcher was able to completed her studies at the Muhammadiyah University of Makassar with the thesis The Effectiveness of Guided Conversation Method in Students Speaking Skill at SMP N 1 Balocci.