

The Implementation of Conversation Starter in Teaching Speaking Recount Text

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Abstrak

Mengajar berbicara teks recount adalah salah satu materi pembelajaran yang bertujuan supaya siswa mampu menceritakan pengalaman lampunya dalam bentuk teks recount. Penelitian ini bertujuan mendeskripsikan pelaksanaan pembuka percakapan dalam pengajaran berbicara teks recount dan mendeskripsikan hasil respon siswa dalam menggunakan pembuka percakapan untuk menceritakan kembali pengalamannya dimasa lampau. Subjek penelitian ini 32 siswa kelas Sepuluh IPS. Penelitian ini menggunakan desain penelitian deskriptif kualitatif dimana analisis data yang digunakan terdiri dari pemilihan data, penyajian data, dan kesimpulan. Untuk mendapatkan data aktivitas belajar penggunaan pembuka percakapan peneliti menggunakan buku catatan sedangkan hasil kuesioner siswa digunakan peneliti untuk mengetahui respon siswa dalam penggunaan percakapan pembuka untuk menceritakan kembali pengalamannya dimasa lampau. Dari hasil kuesioner siswa diketahui, bahwa 59,37% siswa setuju pembuka percakapan membantu mereka berbicara dengan percaya diri dalam menceritakan pengalaman lampunya. Dari hasil rata-rata kuesioner siswa diketahui, bahwa 61,87% siswa merespon dengan kategori setuju. Berdasarkan dari hasil persentase tersebut dapat disimpulkan bahwa siswa setuju pembuka percakapan diimplementasikan kedalam pengajaran berbicara teks recount.

Kata kunci : Mengajar Berbicara, Teks Recount, Pembuka Percakapan

Abstract

Teaching speaking recount text is one of material in learning teaching process which aimed to make the students can retell their past experiences in recount text. The purposes of this research are to describe the implementation of conversation starter in teaching speaking recount text and to describe the students' responses using conversation starter in teaching speaking recount text to retell their past experiences. The subjects of this study were 32 tenth grade students of Social. This research used descriptive research design where data analysis that used were data reduction, data display and conclusion drawing. To get the data activity of using the conversation starter in learning teaching process, the reseacher used field note while the result of students' questionnaires was used by the researcher to get the students' responses in using conversation starter to retell their past experience. From the result of students' questionnaires found that, about 59,37% students agree conversation starter helps them in speaking confidently when they retell their past experience. From the result of the average of students' questionnaires, about 61,87% siswa gave the agree respons. Based from the result of percentage can be concluded that the students agree that conversation starter used by the teacher in teaching speaking recount text.

Keywords : Teaching Speaking, Recount Text, Conversation Starter

Introduction

In this modern era, English is regarded as mandatory to be studied both for the society in general and for the students in particular. The elementary school students, even kindergarten students, now already taught little by little about learning materials English. In daily activities through conversation as introduction and understanding of foreign language is indispensable early on, (Morrien, 2011, p. 89). We can find the conversation in the learning teaching process, English class especially.

The students can train themselves to start to talk with the other person in practicing conversation in English. If students skip learning conversation, of course this also brings the effect in their English mastery. If the students have less mastered conversation technique, they will also have anxiety in applying the technique of conversation confidently, especially when they talk with the native speakers.

Conversation starter is one of the technique which is used by the English teacher in teaching speaking as interaction based on the theme that have choosen, it proved by the research from (Richards, 2008, p. 80). The theme to support the conversation starter in the teaching speaking class based on the curricullum for the tenth grade students is recount text about the students past experience. Conversation starter is some question as the way to start conversation based on the context where the speaker and the listener is required, such as location, people, or event being discussed (Zuktax, 2009).

From the statements above can be understood that the teacher can use conversation starter as technique in teaching speaking recount text. Like the one found in the English class of Social at Muhammadiyah 3 Tulangan. The teacher used a number of questions that are in accordance with what he preached at the beginning of the lesson. This reaseach only foccus to describe the implementation and the students' responses of conversation starter in teaching speaking recount text.

Research Method

(Creswell, 2014, p. 121) qualitative research is used for objective natural conditions, with exploratory results of the research emphasize meaning. To make the description analisis the data descriptively, the reseacher used three steps, they were data reduction that are relateed to the study, data display and made conclusion, (Koshy, 2005). The technique of collecting the data in this research is observation that was done by the researcher as the nonparticipant observer.

To get the data activity of using the conversation starter in learning teaching process, the researcher used field note, the researcher used inductive paragraph to sort the data descriptively then, drew conclusion based on related data. While, the result of students' questionnaires was used by the researcher to get the students' responses in using conversation starter to retell their past experience. The researcher classified the answer or the result of students' questionnaires, such as how many students were choosed strongly disagree, disagree, neither disagree nor agree, agree and strongly agree for the aim of summing up to be made in percentage. For the conclusion, from the precentage students' responses, the researcher made it into the description.

Finding and Discussion

This research conducted in two meetings which is the implementation of conversation starter was noted by the researcher and in the last meeting at the end of the lesson, the researcher distributed the students' questionnaires to get the result of students' responses using conversation starter. In the first day, as long as the teaching learning process, the researcher found that implementation conversation starter was found to elicit the students to retell their past experience. On the first meeting, the teacher gave some questions opening such as "*Good morning students. How do you feel now?*", "*Did you not go to anywhere ?*", "*Did you enjoy it?*". It proved that the conversation starter occurred on the lesson to make the students speak up. The students answered the teacher question, but only the simply answer.

However, on the second day the teacher made the strategy to make the students speak up confidently and join to the best conversation. The teacher ordered to the students to make the group, where each of group consists the storyteller and interrogator to retelling their past experience in front of the class. It was clear that the storyteller felt nervous at the time of telling her experience. The researcher considered it possible for her, because she forgot about her past experience text. However, when the teacher instructed the interrogator to give the question for the storyteller, the researcher considered that the storyteller felt enjoy and confident to answer the question. When the *Student A* asked "*Why did you not sitting on the bus with me?*" it made *Student B* answered "*Because, you was boring L.O.L*". It proved by some a joke word that made other students laughing.

To get the results of students' responses, the researcher used the formula from Likert scale, (Antonovich, 2010, p. 84) $\frac{X}{Y} \times 100$, amount X is derived from Point of Category X Total Respondents (32 Respondents);

X = Strongly Disagree	= 1X32= 32
Disagree	=2X32 = 64
Neither Agree Nor Disagree	=3X32 = 96
Agree	=4X32 = 128
Strongly Agree	=5X32 = 160

While amount Y is derived from Point of Category X Number of Respondents. Based on the result of percentage and made the average could be concluded how students' respond in using conversation starter. See table 1.

The respondents were the 32 students of the ten grades class social in SMA Muhammadiyah 3 Tulangan. The students determined their level of approval of a statements by choosing one of the available options. It provided five scale options with format like; strongly disagree, disagree, neither agree nor disagree, agree, strongly agree.

The result was found that about 96,87% students choosed strongly agree that recount text given by the teacher to the students in learning teaching process, about 53,12% students choosed agree that recount text used to support speaking skill, about 75% students strongly choosed agree that the material of recount text that I leaarn is my past experience, about 50% the students choosed neither agree nor disagree that the studentdon't have coffidence when they speak English, about 68,75% students choosed agree that students can retell their past experience well in English, about 59,37% students choosed strongly agree that the teacher used questions to elicit the students speaking and retelling their experience in English, about 56,25% students choosed agree the questions given by the teacher is the questions about my past experience, about 50% students choosed agree conversation starter that given by their teacher help them to speaking and retelling their past experience in English, about 59,37% students choosed agree conversation starter helps them to speaking and retelling their past experience in English, about 50% students choosed strongly agree conversation starter motivated their self in English learning teaching.

Conclusion

Based on the implementation of conversation in teaching speaking recount text that observed by the researcher that the best conversation starter occured when the speaker will engage in the conversation more. It proved with the conversation that happened on Rens'

Group when the *Student A* asked “*Why did you not sitting on the bus with me?*”it made *Student B* answered “*Because, you was boring L.O.L*” and it made the other students joined to their conversations proved by their laughed.

Based from the result of students’ questionnaires found that, about 59,37% students agree conversation starter helps them in speaking confidently when they retell their past experience. From the result of the average of students’ questionnaires, about 61,87% siswa gave the agree respons. Based from the result of percentage can be concluded that the students agree that conversation starter used by the teacher in teaching speaking recount text.

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Table and Pictures

Table1. Result of Students Responses

The statement	Score	Percentage	Category
1) Materi 'Recount Text' diberikan kepada siswa oleh guru dalam proses belajar mengajar. Recount Text given by the teacher to the students in learning teaching process.	155	96,87%	Strongly agree
2) Materi 'Recount Text' digunakan sebagai pendukung skill berbicara. Recount Text used to support speaking skill.	68	53,12%	Agree
3) Materi 'Recount Text' yang saya pelajari adalah my past experience (pengalamanlampau saya). The material of Recount Text that I learn is my past experience.	120	75%	Strongly agree
4) Saya tidak memiliki kepercayaan diri dalam berbicara menggunakan Bahasa Inggris. I don't have confidence when I speak English.	48	50%	Neither Agree Nor Disagree
5) Saya dapat menceritakan kembali pengalamanlampausaya (menyajikan pengalaman Recount Text) menggunakan Bahasa Inggris dengan baik. I can retell my past experience in English well.	88	68,75%	Agree
6) Guru menggunakan pertanyaan untuk memancing murid untuk berbicara dan menceritakan pengalamanlampau (Recount Text) mereka dalam bahasa Inggris. the teacher used questions to elicit the students speaking and retelling their experience in English.	95	59,37%	Strongly agree
7) Pertanyaan yang diberikan guru saya adalah pertanyaan tentang pengalaman lampausaya the questions that givds by my teacher is the questions about my past experience.	72	56,25%	Agree
8) Conversation starter yang diberikan oleh guru saya membantu saya dalam berbicara dan menceritakan pengalamanlampau saya (Recount Text) dalam Bahasa Inggris . Conversation starter that gived by my teacher helps me to speaking and retelling my past experience in English.	64	50%	Agree
9) Conversation starter membantu saya berbicara dengan percaya diri dalam menceritakan pengalamanlampausaya (Recount Text) dalam Bahasa Inggris. Conversation starter helps me to speaking and retellig mypast experience in English.	76	59,37%	Agree
10) Conversation starter memotivasi saya dalam belajar Bahasa Inggris. Conversation starter motivates my self in leaning teaching.	80	50%	Strongly agree
Amount	866	618,73	
Average	86.6	61,87%	Agree



Picture 1. Presentation group of Students.



Picture 2. The Researcher Distributed Students' Questionnaires.