

<https://www.ejournal.lppmunidayan.ac.id/index.php/akd>

e-ISSN : 2548-4184

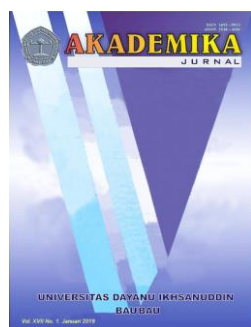
P-ISSN : 1693-9913

Keywords: *Conversation, Students' Ability, English Teacher.*

Kata kunci: *Percakapan, Kemampuan Siswa, Guru Bahasa Inggris.*

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PENERBIT

Lembaga Penelitian dan Pengabdian pada Masyarakat Universitas Dayanu Ikhsanuddin Baubau.

Alamat: Jl. Dayanu Ikhsanuddin No. 124 Baubau

STUDENTS' ABILITY IN ARRANGING CONVERSATION BASED ON THE CONTEXT OF SITUATION OFFERED BY TEACHER

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Dikirim: 12/12/2020;

Direvisi: 20/1/2021;

Disetujui: 31/1/2021.

Abstract

The problem of this research is "How is the students' ability at SMPN 10 Buton Tengah in arranging conversation based on the context of situation offered by teacher?" This research aimed to find out the student's ability in arranging conversation based on the context of situation offered by teacher. The population was 2017/2018 eight grade students of SMPN 10 Buteng. The total sample as the respondent of this research is 40 respondents who were taken by using purposive random sampling. The instrument of the research used the objective test, which consist of 10 items of multiple choices test and one item of essay test form focused on the arranging conversation and the technique used in analyzing the data was using descriptive quantitative analysis with the aim at knowing the student's ability in arranging conversation offered by teacher. The result showed that the students' ability in arranging conversation based on the context of situation offered by teacher as follow: 60% students were able and 40% were unable, the average score is 57.5 and the score showed 90 as the highest score and 20 as the lowest score. The difficulties in Arranging Conversation Based on the Context of Situation Offered by Teacher are lack of vocabularies, lack of knowledge in translation, reading, and lack of in relating the sentences to the context of situation.

Intisari

Rumusan masalah pada penelitian ini adalah "Bagaimana kemampuan siswa di SMPN 10 Buton Tengah dalam menyusun percakapan berdasarkan konteks situasi yang diberikan guru". Tujuan dari penelitian ini ialah untuk mengetahui sejauh mana kemampuan siswa dalam menyusun percakapan berdasarkan konteks situasi yang diberikan guru. Populasi pada penelitian ini ialah siswa kelas 8 pada SMPN 10 Buteng, tahun ajaran 2017/2018.

Jumlah sampel yang menjadi responden pada penelitian ini yaitu sejumlah 40 orang yang ditentukan melalui proses *purposive random sampling*. Instrumen yang digunakan ialah objektive test, dalam bentuk pilihan ganda yang terdiri dari 10 item dan 1 item untuk *essay test*. Teknik analisis data yang digunakan dalam penelitian ini ialah analisis deskriptif kuantitatif yang bertujuan untuk mengetahui kemampuan siswa dalam menyusun percakapan yang diberikan oleh guru. Hasil penelitian ini menunjukkan bahwa; 60% siswa memiliki kemampuan dalam menyusun percakapan dan 40% siswa tidak mampu dalam menyusun percakapan. Nilai rata - rata yang diperoleh adalah 57.5 dengan nilai 90 sebagai skor tertinggi dan nilai 20 sebagai skor terendah. Adapun kesulitan - kesulitan dalam menyusun percakapan berdasarkan konteks situasi yang ditawarkan guru antara lain; kurangnya kosakata, kurangnya pengetahuan dalam menterjemahkan dan kurangnya pemahaman tentang menyusun kalimat sesuai konteks situasi.

1. BACKGROUND

Using a language as a primary means of communicating our thoughts is so natural for many people that it is often difficult to realize what in the fact language functions. Some of the roles of language are so mundane that they are hardly ever noticed, others are very elevated, or even abstract. Due to their diversity the functions of language might be divided into two categories: *micro functions* which refer to specific individual uses, and *macro functions* which serve more overall aims [1].

Vocabulary as Language Element, It comes from language itself. Words which have been used for thousands of years, over time, connect together to form a structure. This structure is made up of related words itself. The actual structure is based upon the way the mind functions, and the experiences it gives to the individual [2]. When these words are learned, they are used to interpret the emotional content of any situation. Students are taught the skill of understanding the meaning of words in the Emotional Literacy Language. With Emotional Literacy Education, They are also taught how these words are connected together. By connecting the words together, they form a larger emotional picture [3]. They help the student understand why they are experiencing emotions. The vocabulary helps the student become conscious of the purpose of their emotions, thoughts and behaviors.

Conversation plays a part important in making an idea, or to influence people to do something, because with directional and regular conversation hence the speaker will easy to take attention of listener and with acquisition of attention of that listener hence speaker also will be more easy to execute its attack to listener, is it with idea, suggestion, criticism and others [4].

In this word, the sentences produced by the leader can make a new color for member, if the leader use the wrong statement, it may can give a bad effect for the member. For example, the leader who gives the command to the member with the wrong command. It may put his member in dangerous place, like a police that commanding member to move forward while they don't know that the bandit has stay behind and waiting for them.

Ref. [5] stated command, idea, statement, asking about something and suggestion is better produce by utterance or spoken language, and it should began with the good way. Conventional phrase of greeting is better we open before go into target. Courtesy should bring in our conversation to avoid misunderstanding. And usually conventional phrase of greeting can determine the continuity of the conversation.

Most of us engage in countless conversations every day. In fact, much of the listening we do takes place in a conversational context. On a daily basis, we participate in a variety of conversations. Some of them are functional, such as ordering food and scheduling appointments. These may be called transactional conversations since they are exchanges which have the primary purpose of accomplishing a specific transaction, or goal. We also participate in a variety of social conversations, with family and friends at home and with casual acquaintances at work and around town. These conversations usually center around one or more topics, such as someone's health or the clothes we are wearing. These may be called interactional conversations since they are exchanges which have the primary purpose of maintaining and developing our social interactions, or relationships. Many conversations, of course, will have elements of both [6].

Student who has learnt English in their school is suggested must know how to make a conversation, and may in the process of making that conversation will has a different difficulties for the student in different context, because sometime the student has a variety of interesting about many topic. For example students that makes a conversation about soccer with the student who didn't like about it. It will has a problem in making dialogue continuously or

making conversation about politic to whom that didn't interesting about it. This is will give a problem in getting response, but however sometime many people's still can make a dialogue continuity even they didn't know much about that topic. But, because he has good ability in making conversation, the conversation that formed is still continuity.

So, in motivate the student's interest in making conversation, the researcher will be teach the student about how to be a good conversationalist with practice them in making conversation by using context situation that offered by teacher. This research will be applied to the students of SMPN 10 Buton Tengah to investigate their ability in arranging conversation based on the context situation offered by teacher.

2. PROBLEM STATEMENT

Based on the background above, the problems of this research can be identified as follows:

- a. The students' ability in arranging conversation based on the context of situation offered by teacher.
- b. The factors bring about difficulty for the students in arranging conversation based on the context of situation offered by teacher.

3. METHOD OF THE RESEARCH

The design of this research used descriptive quantitative. It meant to describe the ability of students in learning English, especially in making conversation. The aims of quantitative research was to determine the relationships between one thing (an independent variable) and another (a dependent or output variable) in population.

The population of this research was all of the eight grade students' at SMP Neg.10 Buton Tengah in academic year 2017/2018 with the number of the students which consists 210 Students.

The sample of this research is a part of the eight grade students of SMP Negeri 10 Buton Tengah in 2017/2018 academic year. The total sample as the respondent of this research is 40 respondents who were taken by using purposive random sampling. The taking of the sample in this research based on Ref. [7] explains the technical in doing research is "Apabila subyek penelitian jumlahnya kurang dari seratus, maka dalam menentukan besarnya sampel lebih baik diambil semua sebagai anggota sampel, sehingga penelitian merupakan penelitian populasi. Selanjutnya jika jumlah subyeknya besar dapat diambil 10 - 15% atau 20 - 25% atau lebih".

In collecting the data, researcher used the multiple choice test as the instrument. The resercher asked the students to complete the conversation based on the situation given, and then scored the correct arrangement of the conversation based on the situation given.

In this research, the researcher used face validity and critical reflection from the researcher and an English teacher of SMP Negeri 10 Buton Tengah. It means that the instrument was got by the researcher herself from some sources, and it is always discussed together in order to get improvement of the students.

According to Ref. [8] there are four strategies to make the instrument is valid. The strategies are:

- a. Face validity, the observers altogether check, make a score, and decide each other the validity of instrument in process of collaboration.
- b. Triangulation, the instrument is taken by using some data sources to improve the quality of evaluation.
- c. Critical reflection, the cycles are planned to improve the quality of understanding.
- d. Catalytic validity, the instrument is gotten from the researcher's knowledge himself as the effort to get improvement.

The technique in collecting the data of this research would be as follow:

1. The researcher would work together with the teacher as well as the students in assisting and allowing the researcher to conduct the research.
2. The researcher and the teacher would together to find the proper time for the researcher to do the research.
3. At the end of the program, the writer would give the scoring for the students.

In accumulating the data the following step was implemented for analyzing the data by:

- a. Identifying the score.
- b. Describing the students' achievement.

Getting the percentage of students' achievement, the following calculation would be used [8]:

$$C = \frac{R}{N} \times 100\% \quad (1)$$

C = Competence.
R = Right answer.
N = Item number.

4. FINDINGS AND DISCUSSION

4.1 Finding of the Research

In the previous chapter the researcher had explained that the data collected by using written test, that was asked them to complete the conversation based on the situation given and then the score was calculated to find mean.

Table 1.
The Students' Score

No.	Number of Stutents	Score
1	2	90
2	6	80
3	16	70
4	2	50
5	4	40
6	6	30
7	4	20

$$M = \frac{\sum X}{N} \quad (2)$$

$$M = \frac{\sum 2300}{40} \quad (3)$$

$$M = 57.5 [10] \quad (4)$$

From the data above, it can be see or it is found out that the total average of each student is 57.5 In arranging the number of score into a table of a distribution the writer followed steps:

1. To look through all the scores to determine the highest and the lowest.
2. To tally the number of score that falls into each group and to write down the score in column of frequency.

Table 2.
The Distribution of Score

Number	Q	Frequency
1	20	4
2	30	6
3	40	4
4	50	2
5	60	-
6	70	16
7	80	6
8	90	2
Total		40

Based on the table above showed the score of student's test was ranged from 20, 30, 40, 50, 70, 80, and 90. 4 students got score 20, 6 students got score 30, 4 students got 40, 2 students got score 50, 16 students got score 70, 6 students got score 80 and 2 student got score 90. The dominant score obtained students is 70, the score showed 90 as the highest score and 20 as the lowest score, the total frequency was 40

Standard deviation of students is expressed by the formula:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{n-1}} \quad (5)$$

$$SD = \sqrt{\frac{19150}{40-1}} \quad (6)$$

$$SD = \sqrt{\frac{19150}{39}} \quad (7)$$

$$SD = \sqrt{491.02} \quad (8)$$

$$SD = 22.15 \quad (9)$$

The standard deviation is 22.15

Note : \bar{X} = Mean

n = Sample

SD = Standard Deviation

Σ = Sum [10]

4.2 The Analysis of Data

The following table shows the samples' Tables of The Primary Students' Ability in arranging conversation based on the context of situation offered by teacher. The score average each student 40 - 60. Then he/she "Unable" and 70 - 100 He/she "able" [5].

Table 3.
The Students' Ability

No.	Number of Students	Score	Categories
1	2	90	Able
2	6	80	Able
3	16	70	Able
4	2	50	Unable
5	4	40	Unable
6	6	30	Unable
7	4	20	Unable

Form the table above it can be found that the students who are able is 24 students, and the students are unable are 16 students or 60% of students are able and 40% of students are unable.

In identifying whether the student are able in Writing New Words. Ref. [6] Has classified the final sum as follows:

Table 4.
The Degree of Mastery

The Degree of Mastery	Final Score
90% - 100%	A = 4
80% - 89%	B = 3
65% - 79%	C = 2
64% - 55%	D = 1
less than 55%	E = 0

Table 5.
Final Value

Respondents	Average	Final Value
1	80	B
2	80	B
3	70	C
4	30	E
5	70	C
6	50	E
7	70	C
8	20	E
9	70	C
10	80	B
11	90	A
12	50	E
13	70	C
14	70	C
15	20	E
16	70	C
17	20	E
18	30	E
19	30	E
20	40	E
21	70	C
22	30	E
23	70	C
24	40	E
25	70	C
26	70	C
27	20	E
28	30	E
29	70	C
30	70	C
31	80	B
32	90	A
33	70	C
34	80	B
35	40	E
36	30	E
37	40	E
38	70	C
39	70	C
40	80	B

4.2 Discussion

Based on the analysis students' achievement, the result showed that:

Table 6.
The Percentage Students'

No	Number of Students	Percentage	Categories
1	24	60%	Able
2	16	40%	Unable

From the table above, it showed that 24 students or 60% were able in arranging conversation based on context of situation offered by teacher and 16 students or 40% were unable. Furthermore from the observation and the research, the eight grade students' of SMP Negeri 10 Buteng have a competence in arranging conversation based on the context of situation offered by teacher. Then the students' weakness is about less using and reading book that consists of many new vocabulary, and writing ability etc.

Some factors which cause difficulty for the students in arranging conversation based on the context situation offered by teacher such as follows :

1. The students have lacks of vocabularies.
2. They do not understand how to arrange a good sentence in a good structure.
3. They do not practice much in arranging conversation in accordance with a certain situation.
4. They do not have enough learning sources materials such as books, manuscript, etc.

5. CONCLUSIONS

5.1 Conclusions

Based of the funding, the conclusion of this research can be stated that:

- 1) The funding shows that students were able where as from the data analysis can see that 24 student or 60% were able and just 16 student or 40% student were unable in arranging conversation based on the context of situation offered by teacher.
- 2) The students still has a problem in term of arranging conversation based on the context of situation offered by teacher because they have problem in term of vocabulary and reading it was knowing answer sheet.

5.2 Suggestion

In the relation to the conclusions, suggestions are stated as follows:

1. It is advised that the students should make reading as their hobby because by reading they will know much spelling of the text.
2. It is advisable for the teachers to teach reading English text book more and get anytime to try them in listening good conversation with the cassette or CD.

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