

**The Application of English Conversation Pocket Book in Teaching
Students' Speaking Skill**
(A Descriptive Qualitative Study at MTS ja-alhaq Bengkulu City in the Academic
Year 2021/2022)

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Abstrak

Speaking is the most important skill among the four language skill in order to communicate well in this globalized world, especially speaking in English. The data collected by the researcher shows that there are some problems with learning speaking skills. Some of these problems are, students lack confidences in speaking English, students have difficulty in pronouncing English correctly, students are lazy to memorize English vocabulary, and students are less interested in learning English. learn English. With the problems faced by these students, in 2020 the MTs ja-alhaq school launched a pocket book for foreign language conversations which was used as an aid medium in learning students' speaking skills. This conversation pocket book is used during the foreign language development institute program. Foreign language development institutes are programs that study foreign languages. The result from this study is the application of an English conversation pocket book in teaching speaking skills in class VIII MTs Ja-Alhaq the English conversation pocket book has a positive response because it really help the teacher and students in the process of leaning a foreign language, especially English, even though the teacher has obstacles in the learning process.

Keywords: *English Conversation, Pocket Book, Speaking Skill.*

PENDAHULUAN

Language skill are the main capital in communication which consists of 4 aspects, namely: listening, speaking, reading and writing. Speaking is a language skill that develops in life, which is only preceded by listening skills, and it is at that time that speaking skills are learned (Tarigan, 2015, p. 3). In this modern world, speaking skills play an important role and one has to master these skills to get success in their respective fields. Therefore, speaking is the most important skill among the four language skill in order to communicate well in this globalized world, especially speaking in English (Rao, 2019). As English is widely spoken all over the world, there is a need for students to acquire speaking skills in order to succeed in their respective fields. In this case, school is the best place for students to improve their speaking skill.

Speaking is an important language teaching skill that allows language learners to interact not only in their perspective but also in terms of their answers (Richard, 2008; Ur, 2012). The ability to master speaking is a measure to determine the extent to which a student has mastered the language. Speaking skills are used to express ideas and communicate with others. In Indonesia, a number of studies (Alan Jaelani and Olivia Widad Zabidi, 2020) reveal that many students in schools still do not understand spoken English. From the student's point of view or internal factors, the causes are lack of self-confidence, lack of vocabulary, and anxiety in speaking English. The results of the current study (Resky Januaryy and Abdul Asib, 2018) also show that there are internal and external factors that affect low speaking skills. Internal problems that arise from students are low motivation to learn English, difficulty choosing the right words orally due to limited vocabulary, pronouncing English words correctly, arranging words in the right order and using sentences in proper grammar. In addition, students tend to be passive learners in class activities and their confidence in speaking is very low. While external problems that arise from teachers and classroom situations are teachers do not use alternative methods and techniques in the teaching and learning process, classroom activities tend to be teacher centered.

Teacher usually try to give the best English lessons to students. As Richards (2001) stated that almost everyone in the world create contests to encourage proper education in their life. To improve students' ability in English, teachers usually use media. Yaumi (2018) explains that learning media are all forms of physical equipment designed in a planned manner to convey information and build interaction. Mitalia et al (2018) mention that learning media can be divided into three, namely audio media, visual media and audiovisual media. Visual media is media that can only be seen, one of the visual media that is often used in learning is print media. One example of media as reading material is a pocket book. Fajar (2018), explained that a pocket book is a small book, the material explained is not so much and simple, easy to carry everywhere and easy to learn. According to the Language Center (2008), pocket book are book published in small sizes (about 17 X 11 cm). Based on the above understanding, pocket book are print media in the form of small book that contain the subject matter and are easy to carry everywhere.

In the preliminary study, the researcher completed pre-observation, which involved collecting preliminary data from mam dianti S.Pd (2021), an English teacher at MTS ja-alhaq Bengkulu city. The data that the researcher collected from Mam Dianti showed that there were several problems with learning speaking skills. Some of these problems were, students lacked confidence in speaking English, students had difficulty in pronouncing English correctly,

students were lazy to memorize English vocabulary, and students' lack of interest. in learning English. As a result of these problems, students have a low level of speaking skills with a score of 65-75. With the problems faced by these students, in 2020 the Mts ja-alhaq school launched a pocket book for foreign language conversations which is used as a medium of aid in improving speaking skills. student.

This conversation pocket book is used during the program of foreign language development institutions. A foreign language development institute is a program that studies foreign languages. The program studied consists of two foreign languages, namely Arabic and English. This pocket book has been implemented. With the implementation of this English conversation pocket book, the teacher states that there is an increase this can be seen from their daily speaking English and the score of students' good speaking skills is 80-90. This shows that the application of the English conversation pocket book has been successfully used by teachers in improving students' speaking skills. Based on the description above, the researchers are interested in conducting research on the Application of English Conversation Pocket Book in Improving Students' Speaking Skill.

Based on the background of the problem above, the following problems is How is the application of the English conversation pocket book in teaching speaking skills in class VIII MTs Ja-Alhaq? Meanwhile the objective of the research is To find out the application of English pocket books in teaching speaking skill in class VIII MTs Ja-Alhaq.

METODE PENELITIAN

Qualitative research methods were used in this study. According to Bogdan and Taylor, a qualitative technique is a research approach that generates descriptive data from individuals in the form of written or spoken words and observable behavior. To achieve research objectives, several approaches to studying natural settings can be used in qualitative research. This study focused on a descriptive case study as a qualitative approach.

Research setting

This research conducted at MTS Ja-ALhaq Bengkulu City in class VIII. The researcher chose this school because he intended to study in detail about the application of pocket books in improving students' speaking skills in a foreign language development program. In conclusion, the researcher limited the inquiry by observing the English teacher and students in the classroom.

Subject of Research

Respondents in this consider were understudies of class VIII MTS Ja-alhaq. A total of 30 students. This class was chosen for this study because it is more active and interested in English than other

classes. and the English teacher who teaches in the class. Therefore, the analyst needs to know more almost the application of English pocket books to improve students' speaking skills.

Data Collection technique and instruments

The instrument use by the researcher in this research is : (1) Observation, (2) Interview, (3) Documentations.

HASIL DAN PEMBAHASAN

The data collected by the researcher shows that there are some problems with learning speaking skills. Some of these problems are, students lack confidence in speaking English, students have difficulty in pronouncing English correctly, students are lazy to memorize English vocabulary, and students are less interested in learning English. learn English. With the problems faced by these students, in 2020 the Mts ja-alhaq school launched a pocket book for foreign language conversations which was used as an aid medium in learning students' speaking skills. This conversation pocket book is used during the foreign language development institute program. Foreign language development institutes are programs that study foreign languages. The program studied consists of two foreign languages, namely Arabic and English. But in this study, the research has limited the problems studied, namely the application of an English conversation pocket book in teaching speaking skills in class VIII MTs Ja-Alhaq. So to find out more about these problems, the researcher conducting interview with 1 English teacher and 3 students.

Discussion

Based on the findings above, the researcher conclude that the application of an English conversation pocket book in teaching speaking skills in class VIII MTs Ja-Alhaq the English conversation pocket book has a positive response because it really help the teacher in the process of leaning a foreign language, especially English, even though the teacher has obstacles in the learning process. This is evidenced by the results of interviews with teachers who started that the learning process runs as it should and has a positive response to the conversation pocket book, because the teacher feels very helpful in the learning process.

From the results of interviews with teachers that it was found that during the learning process students' speaking skills had obstacles, namely the motivation of students who are still not the same and students are also not creative they still cannot carry out conversations in a style other than the one in the pocket book. But despite all these obstacles, the English teacher at MTs Ja-Alhaq has a solution when students have difficulty in the learning process using the pocket book, namely by asking them to make a conversation using English, then for students who do not understand, they can directly ask questions to the teacher.

This is line with the opinion Yulianti (2019) which says that pocket books that are made will be easy to learn when and anywhere because of its small and practical shape pocketed and does not require a large space inside storage so that students do not bother carrying anywhere, both inside and outside the school. Message can learn by students as needed. This is because in the preparation of the Pocketbook is based on an analysis of Competency Standards in the syllabus of the subjects concerned, so the messages are contained in the Pocketbook has been adapted to student needs. Richart (2012) also added Pocketbook is equipped with a display that will be more attract students because it is equipped with images and colors. Election pictures and colors will be adjusted to the needs of the writing. Another advantage of Pocketbook is in the use of teachers does not require special abilities or other media such as electricity and so on so that every teacher can use the media This Pocket Book wherever and whenever you need it.

After conducting interviews with teachers, the researcher also conducted interview with students, Based on the results of interviews, it was founds that three students answered that in the examination process the teacher always used a conversation pocked book. But students do not always actively use the conversation pocked book. From research interview, the researcher also provide arguments that the reason students do not always actively use pocket book is the printing material is quite thick made students lazy to learn it, therefore the selection the right material is to be considered here, don't be too thick or too thin. The next weakness of Pocketbook is material media print is easily damaged and torn if the print and paper quality is poor, especially if exposed to water or fire will be easily damaged so their use must be very careful. The size of a small Pocket Book is also very likely to be lost, so students must put it in the right place so it is easy to remember.

On the other hand, based on the results of research interviews with students, it was also found that students at MTs Ja-Alhaq were interested in using an English conversation pocket book in the development of foreign language programs.

Based on comparison with previous research, it was conducted by Erlis Nurhayati (2019), the title is “Application of a pocket book with a scientific approach to improve students’ motivation and learning outcomes after the Earthquake”. The results of the study showed that the application of a pocket book with a scientific approach had been able to increase motivation and students learning outcomes.

In fact, as a target language, English speaking skill is not easy to master because when someone speaks, they need more than knowing the grammatical and semantic rules of English language. Harmer (2001) added that there are some abilities in order to speak fluently. Those abilities are language features and social processing of the target language. Social processing refers

to the capability of the speakers to put language in a logical order and able to process the information given by the other speakers and answer it appropriately. Social processing is dependent on three features consist of language processing, interacting with others, and information processing. Language feature is the elements that are necessary for spoken production which consists of connected speech, expressive devices, lexis and grammar, and negotiation language. In addition, speaking asking and giving opinion is one of the phrases that contain in the lexis and grammar. So, the teacher needs to give variety of phrases to the students to make their English speaking skill is more fluent.

The reason why students always feel nervous in speaking class is that in speaking class, they are required to present the learning materials or their homework individually and spontaneously. Moreover, according to Tuttyandari cited on Widiati & Cahyono (2006), it was found that some of the students in speaking class are likely to remain quiet. The reasons students are likely to remain quiet are because they lack of self-confidence, lack of knowledge about the topics, and also because of poor relationship between students-teacher. The problems are not always come from the students but also the teacher feels the problems in teaching English speaking skills. Agustina in her research stated that based on her teaching experience in SMP Negeri 5 Tangerang Selatan (2018), it was found that teachers faced difficulties in choosing the appropriate technique to teach speaking. She added that the teachers realize providing attractive techniques can improve students' interest to learn English, especially in young learners. However, some of the teachers only have limited techniques in teaching speaking, for instance, memorizing, drilling, repeating after the teacher, reading aloud, etc.

So, based on the results of research interview with three students at MTs Ja-Alhaq, it was found that there are several difficulties that students face when learning English, namely : 1) they do not understand conversation because of their lack of vocabulary, 2) not fluent in pronunciation, 3) lack confidence. But after using the LPBA pocket book, students find it helpful in the process of learning English, especially in students' speaking skills.

SIMPULAN

The application of an English conversation pocket book in teaching speaking skills in class VIII MTs Ja-Alhaq the English conversation pocket book has a positive response because it really help the teacher in the process of leaning a foreign language, especially English, even though the teacher has obstacles in the learning process. This is evidenced by the results of interviews with teachers and students who started that the learning process runs as it should and has a positive response to the conversation pocket book, because very helpful in the learning process. While

similarity, students also agree that stated that they were greatly helped by the existence of a pocket book LPBA, Especially in practicing Speaking Skills. The reasons students are likely to remain quiet are because they lack of self-confidence, lack of knowledge about the topics, and also because of poor relationship between students-teacher. The problems are not always come from the students but also the teacher feels the problems in teaching English speaking skills.

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