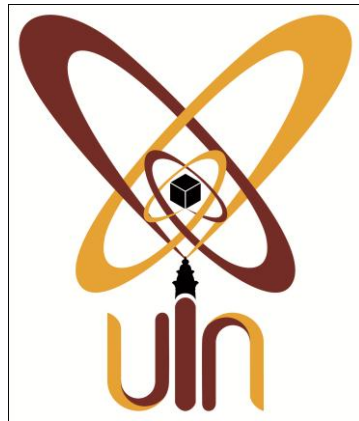# THE STRATEGY OF ENGLISH TEACHERS IN ENCOURAGING STUDENTS' CONVERSATION AT MA UMMUL QURO BOARDING SCHOOL – BOGOR
(A Case Study at MA Ummul Quro Boarding School)

A PAPER

Submitted to the English Education Department, the Faculty of Education and Teacher Training as a Partial Fulfillment of the Requirement for the "Sarjana" Degree

By:

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"SULTAN MAULANA HASANUDDIN" BANTEN
2017 A.D / 1438 A.H.

STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as a partial fulfillment of the requirement for the "Sarjana Pendidikan" degree and submitted to the English Education Department, the faculty of Education and Teacher training wholly constitutes my own original scientific writing.

As the other person's work whose ideas are quoted in this paper have been reffered to appropriately in accoredance to the prevailling legal and intellectual ethnic in the word of scientific writing tradition.

However, if the originality of this paper either partially or wholly is letter on, proved or it falls under convincing plagiarism, I would be prepared to receive my consequences in the form of any sanction suc us losing my related academic degree obtained from the institution as well as other rules prevailling in Indonesia.

Serang, August 13th, 2017

FADIL HILMAN
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ABSTRACT

Fadil Hilman, 132301554, 2017, *"The Strategy Of English Teachers In Encouraging Students' Conversation At MA Ummul Quro Boarding School – Bogor (A Case Study At Ma Ummul Quro Boarding School)."*

The research investigates "The Strategy of English Teachers in Encouraging Students Conversation at MA Ummul Quro Boarding School – Bogor." The statement of the problem are : (1) What is the strategy of English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School?; and (2) What is the supporting and obstacle factors faced by English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School?.

Based on the statement above, the writer formulates the aims of the study; (1) To know the strategy of English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School; and (2) To know the supporting and obstacle factors faced by English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School.

The method of the research is qualitative method, namely a case study. The participants of the research are 3 English teachers who teach in X, XI, and XII. The writer does observation and interviewing to english teachers to collect the data. The result of the research showed that teacher had different ways in teaching English in the classroom. The english teacher in class X used the cooperative learning strategy such as jigsaw and using other strategies such as face to face with the students. Meanwhile, the strategy used by teachers in class XI to encourage students to speak English. Teachers point some students spontaneously to take conversation in front of the class. In addition, teachers also invite interact with students so that students can play an active role in the class. This strategy usually called social strategy. In class XII teachers uses group strategy or effective group work strategy. Some supporting and obstacle factors in the student's conversation. Supporting factors such as language labs, language courses and language institutes can monitor progress in daily student conversations. While obstacle factors such as lack of confidence level of students, lack of vocabulary owned by students, lack of awareness of students and teachers to speak English.

Keywords: Teachers Strategy, Conversation.

"THE STRATEGY OF ENGLISH TEACHERS IN ENCOURAGING STUDENTS' CONVERSATION AT MA UMMUL QURO BOARDING SCHOOL – BOGOR"

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THE BOARD EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Fadil Hilman has been approved by the board of examiners as a partial fulfillment of the requirement for the Sarjana in English Education

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DEDICATION TO:

The Paper is dedicated to my lovely parents and my big Family

Thanks for all sacrifice, love, prayers, motivation and advice.

Thank you very much, I will do the best.

You are the most amazing parents in the world.

My lovely friends PBI-E 2013 and thanks for all that can't be mentioned here one by

one, thanks for supported,

strength, prayers, advices and many other things.

MOTTO

"SELF – CONFIDENCE IS THE MAIN CAPITAL OF THE SEED"

(Spencer)

A BRIEF BIOGRAHPHY

The writer full name is Fadil Hilman. He was born in Bekasi on November 25th 1994. He is the third child from five children in his family. He has three brother and one sister. His father's name is Drs. Moh. Alwi (Alm) and his mother's is Mimin Hamimah, S.Pd. I.

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Finally, the writer completed her study at IAIN "SMH" BANTEN Serang in 2017 by doing research and writing paper entitled *"The Strategy of English Teachers In Encouraging Students' Conversation (A Case Study at MA Ummul Quro Al-Islami Boarding School - Bogor"* Faculty of Education and Teacher Training, English Education Department.

Serang, August 13th, 2017

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Alhamdulillahirobbil'alamin.

The writer would like to say thanks to Allah SWT for all the blessing given to her, so that the writer could compose and finish this paper on the time. This paper entitled : **"THE STRATEGY OF ENGLISH TEACHERS IN ENCOURAGING STUDENTS' CONVERSATION (A Case Study at MA Ummul Quro Al-Islami Boarding School – Bogor)"** is submitted to the department of English Education Faculty of Education and Teacher Training as a Partial Fulfillment of the Requirement for the Sarjana Degree.

The writer also very grateful to the people who given contribution in accomplishing this paper. However, the writer would like to express her sincerest gratitude and appreciation to:

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The writer realizes that this work is still far from being perfect, so the writer welcomes any constructive comment, criticism, and suggestion from anyone. Finally the writer also hopes that this paper will be useful for us.

Serang, August 13rd, 2017

Fadil Hilman
SRN : 132301554

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CHAPTER I

INTRODUCTION

A. Background of Study

Mastering a foreign language is one of the important things that are needed in this era of globalization, because English is the language most commonly used among people in this world as a means of communication. In order to make good communication, students must understand the language. Then to make understand the language, students must be skilled in the conversation. It is synonymous with Janet Holmes in his country, saying: "A world language or the international language is English. It is used by people such as economic, political and also educational."[1]

Education in Indonesia, English as a foreign language is taught in every school, from primary to university level. Foreign language study as the main lessons to students who learn their first foreign language. In learning the English language, there are four skills that need to be mastered by students such as listening, speaking, reading and writing. The fourth skill is very important. However, of the four skills, there is also the ability to be mastered by students is a good conversation. Learning English will be successful if it has a good teaching process.

Teaching is a process of interaction between teachers and students. One of the assumptions that have an influence on the quality of teaching is teacher. It is natural that the way teachers have a dominant influence on the quality of teaching because the teacher is the director and the actors in the teaching process

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[1]Janet Holmes, *An Introduction to Sociolinguistics*, (U.K: Longman, 1992), 51.

and they need the strategy in teaching. According to Peter Wood said "Strategies are ways of achiving goals.[2]

Teaching strategy is imporant for teachers. Related Nana Sudjana states that, "Teaching strategy is an act of a teacher in performing the plan of teaching."[3] Teachers should make students feel fun in the learning process. If students are not interested and entertained in learning the teacher will find it very difficult to make students understand the lesson. English teachers should create an interesting atmosphere in the learning process for the students' ability to learn English depending on their previous experience. By getting students to use everyday conversations in school and outside of school will make the students trained and accustomed to using a foreign language conversation.

According to Sussan E. Brennan "Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably)".[4] The conversation was informal exchange of ideas with words that are spoken. This means that the actions of the students talk to one person, two people or a small group of people in every place. Conversation needs to be interlocutors that what is said there is no feedback. That is one way to improve English speaking students. Students who are active in speaking English have greater opportunities in life than those who passively.

[2] Peter Woods, *teacher strategies : Exploration in The Sociology of The School,* (London : Croom Helm, 2012), 18

[3] Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung : Sinar Biru Algensindo, 1998), 147

[4] Susan E. Brennan, *Conversation and Dialogue*, (Stony Brook University, 2010), 1

In the world of language, comprehension of students in English conversation must have a lot of vocabulary and students must often listening to other people in the English language. Students must have a vocabulary that is so easy to speak English and students must often practice to communicate using English language around the environment the students will be more fluent in speaking.

But in fact, students in Indonesia is still much less concerned about the importance of learning English. Low ability of students to use English conversation is caused by several factors, both from the students themselves and teachers. These factors, among others: the environment, the individual, lack of encouragement from teachers.

1. Environment: The environment around the central point in the development of students. If the environment is good, then the students around them will follow, as well as vice versa.

2. Individuals: people are individuals. A student who still has a lazy nature of a foreign language. So that his ability in the English language is not used in everyday life.

3. Lack of encouragement from the teacher: the teacher is not motivating to students so that students want to use a foreign language in conversing.

Meanwhile, when students have graduated from their school will receive a request to compete with others. Furthermore, what is needed now is the skills of the students. For example, in English-speaking skills. Obviously, with such capabilities will be more opportunities to reach, such as in education, students can continue school through scholarships in the country and abroad,

employment opportunities to become a teacher/tourguide, and other opportunities. Almost all scholarship opportunities require English capital.

Then, to get it will require the strategy of English teachers to encourage their students are proficient in English. A small example is to practice English every day and also memorize any new vocabulary to enrich the language. It also can not be separated from the correct pronunciation.

In this study, researchers chose a place to study at the school, located in Ummul Quro Al-Islami Leuwimekar-Leuwiliang Bogor. For one thing, students in Ummul Quro can improve and progress in education, especially in English. Even now students have reached approximately 5000 students. Obviously because of several advantages that exist, one of which uses a foreign language in their daily conversations. Another advantage is that they have a rule that can still be controlled by students and teachers to keep talking to a foreign language so that students can not break the rules that have been determined.

Additionally, in support of creativity and activity of foreign-language students are required to speak English for 24 hours with their friends. Every morning after dawn prayers language section always give new vocabulary and train students to make sentences with words that have been given. Also in the afternoon, students have a language course of a few days a week to improve their knowledge. Then this activity can develop students' language that is like a conversation conducted in every week with the theme of what has been determined. For example, the theme of the introduction, the cleanliness, the events that occurred.

Within this institution there is an organization called ISPA (Ikatan Santri Putra) and in which there is division of language as a student in speech development. In the section mentor language and the language of the teacher mentor who always maintain and motivate learners.

Teachers in Ummul Quro most graduates from the middle east and from major universities. Such as Lebanon, Egypt, Turkey, Medina and Yemen. Then, in the main subjects taught in the classroom and outside the classroom all teachers in Ummul Quro always use foreign languages, especially English and Arabic except for new students. In the process of teaching and learning in the school teachers always use a foreign language in their interaction in the student so that the student's ability to speak and acquire language easily understood and quickly expanded.

Based on the background issues that writer suggested above, researchers intend to conduct research and discuss a paper entitled **"The Strategy of English Teachers In Encouraging Students' Conversation at MA Ummul Quro Al-Islami Boarding School - Bogor"**

B. **Statement of The Problem**

Based on background above, the researcher intends to formulate the problem as follows:

1. What is the strategy of English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School?

2. What is the supporting and obstacle factors faced by English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School?

C. The Aim Of the Study

The aims of this study as follows:

1. To know the strategy of English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School.

2. To know the supporting and obstacle factors faced by English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School.

D. The Scope Of Limitation Of The Study

The writer restricts writing of this research with the following conditions:

1. This research titled "THE STRATEGY OF ENGLISH TEACHER IN ENCOURAGING STUDENTS' CONVERSATION AT M.A UMMUL QURO AL-ISLAMIC BOARDING SCHOOL LEUWILIANG-BOGOR".

2. The subject of this research is an English teachers at MA Ummul Quro Al-Islamic Boarding School.

E. Significance of the Study

Significance that can be obtained from this study can be divided into two, namely:

a. Theoretical significance

Theoretically, this research is useful for developing science education administration, especially regarding the efforts of English Teachers in Encouraging students' conversation at MA Ummul QuroLeuwiliang-Bogor.

b. Practical significance

In practical results of this study are useful for:

1. As an evaluation for the parties associated at MA Ummul Quro Boarding School Leuwiliang-Bogor in fostering and developing educators, school committees, and other stakeholders in school improvement.

2. As a reference in formulating the education in these institutions to improve the quality of the school productivity.

3. As an input to the authorized agency for these institutions in improving the productivity of schools that will ultimately improve the quality of schools.

F. Previous Study

The writer has found three relevant studies which related to this research.

1. Jepri Ardian (112301086), **Teachers' Strategies in Teaching English at Non-English Education Department of IAIN Sultan Maulana Hasanuddin Banten**. This research investigates teachers' strategies in teaching english at non-english education department at Arabic Education Department, Management of Islamic Education Department and Communication and Islamic Broadcasting Department. The writer uses qualitative method, namely a case study. The writer did observation and interviewing to teachers and students to collect data. The result of the research showed that teacher had different ways in teaching English in the classroom. The English Teacher of Arabic Education Department used media and games in teaching English. Meanwhile, the English Teacher of

Management of Islamic Education Department used group work in teaching, and the English Teacher of Communication and Islamic Broadcasting used stories to motivate students in teaching. The English Teacher of Arabic Education Department used Cooperative Learning Strategy in his teaching. Meanwhile, the Teacher English of Management of Islamic Education Departement combined Effective Group Work Strategy and Social Strategy, and the English Teacher of Communication and Islamic Broadcasting used Accessing Prior Knowladge Strategy. Students responses to the Teacher Strategy in Teaching English at Arabic Education Department was good. Students responses to the Teacher Strategy in Teaching English at Management of Islamic Education Depatement was enough good. Students responses to the Teacher Strategy in Teaching English at Communication and Islamic Broadcasting Department was good.

2. Agung Ginanjar Anjaniputra (Vol. 1 No. 2, 2013), **Teacher's Strategies In Teaching Speaking To Students At Secondary Level.** This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive

attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized

3. Baso Andi-Pallawa (Vol. 1 No. 2, 2013), **Conversation Strategies Used by Students of The English Department Tadulako University.** The research Conversation strategies are investigated based on two reason. Firstly, many english students of the english department of Tadulako University can not actively participate in English Conversation because they do know how to keep the conversation running fluently. Secondly, most of these students dont recognize the types of conversation strategies, let alone to use them in a conversation. The main purpose of this study is to describe and identify conversation strategies employed by the fourth semester students of the english department of tadulako university in english conversation to maintain the conversation running fluently. The design of this study was qualitative. Twenty-four students taking conversation course IV at the english department of Tadulako University were the subjects of the study. Twelve conversation strategies were discovered: (1) Filler, (2) asking for clarification, (3) code switching, (4) Interpretive summary, (5) changing topik, (6) circumlocution, (7) comprehension check, and (8) self-correccting, plus four other types of conversation strategies that are not listed in communication theories, (9) giving clarification, (10) correcting other, (11) self referencing, and 12 surprising, and seven non verbal conversation strategies in maintaining conversation taking place well: (1) shake hands, (2) thumb up, (3) open palm, (4) smile, (5) eye contact, (6) head nodding, and (7) head shaking. In conclusion, conversation strategies can help the students get some useful

feedback from each other on their own performances. They can prepare students to be ready participating in english conversation activities, and they simultaneously help students over come the conversation problems of insufficient linguistic knowledge of the target language.

The equation from previous study above that they are both researching about teacher strategy. Some are researching teacher strategies in college and some are researching at secondary level. With the research they can find out what strategies used by teachers while teaching and the difference with the title that the writer studied is in teachers strategy at MA (Senior High School) on speaking skill especially conversation and the writer also take sample from some teachers.

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Teaching Strategy

Teaching is defined as showing of helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.[5] Teaching is a guide for learning activities, enabling student to learn in specific condition. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

Teaching is effort to create conductive condition. So go on for the best and significant learning activity. Teaching in this item concern transfer of knowledge and educate transfer of values.

Furthermore, "strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information."[6] Many teachers reliazed that engaged teaching and active learning are desirable. Knowledge of strategies is important, because the greater awarness you have of what you are doing, if you are conscious of the processes underlying in the learning that you are involved in, the learning will be more effective.[7] Teaching that encourages student to ask question and look for answers, to apply what they have learned in order to solve

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[5] H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: San Fransisco State University, 2000), 7

[6] Brown, 125

[7] David Nunan, *Second Language Teaching and Learning* (USA: Heinle and Heinle Publisher, 1999), 171

problems, to listen to each other and debate ideas politely and constructively. These are challange for teachers to make students work in the classroom with crowded curriculum, short class period and many students.

According to Peter Wood said "strategies are ways of achiving goals. One definition of strategies is as patterns of spesific and repeatable acts chosen and maintained in logical relationships with one another to serve the larger and long-term rather than the smaller short-term adjectives".[8]

According to Vincent A. Anfara, Jr said "A strategy is a plan of action in pursuit of a particular goal. Teachers and students select strategies based on their purposes. There are scores of strategies available in dozens of books and on Internet Web Sites."[9]

According to Nana Sudjana states that, Strategy is a teacher's act on performing plan of teaching. Teaching strategy is what teacher does in teaching and learning with certain way. It is a tactic to reach the goal of teaching and learning. The successful of teaching depends on the strategy in teaching which is taken by teacher.

According the Oxford Dictionary strategy is a plan intended to achieve particular purpose.[10] Meanwhile, according to Crown Dirgantoro argued that the word strategy comes from the Greek language which means leadership in the army.[11] This understanding was applicable during the battle which later

[8] Peter woods, *teacher strategies : Exploration in The Sociology of The School,* (London: Croom Helm, 2012), 18

[9] Vincent A. Anfara, Jr., Gayle Andrews, Steven B. Martens., *The Encyclopedia of Middle Grades Education,* (United States of America: IAP- Information Age Publishing, 2005), 245

[10] Oxford Dictionary (2008 : 455)

[11] Crown Dirgantoro, *Manajemen Strategik,*(Jakarta : Grasindo,2001), 5

developed into military management in the army's army how to mobilize troops in large numbers, how to coordinate clear command and so on.

Strategy teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Someone who set the strategy to achieve victory, before taking action he will weigh how the forces of his troops both from quality and quantity. For example the power of each personal, the number and strength of weaponry, the motivation of troops and others.

In relation to the strategy of the English teacher in shaping the superior students in the conversation means a number of tools and the way that is done by English teacher in teaching and educating students to form students who are proficient in English especially conversation.

B. **Kind of Teaching Strategy**

Braken Reed, and Jennifer Railsback write samplings of teaching strategies[12] as follow:

1. **Cooperative Learning**. Robert E, Slavin has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that "cooperative learning is a term that applies to a set of instructional strategies that involve students working collaboratively in groups with little teacher supervision."[13] Cooperative learning involves

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[12] Bracken Reed and Jennifer Railsback, *Strategies and Resources for Mainstream Teachers of English Language Learner, Northweast Regional Educational Laboratory*, (May 2003), 22.

[13] Walter G. Stephan & W. Paul Vogt, *Education Programs for Improving Intergroup Relations: Theory, Research and Practice*, (New York: Teachers College, 2004), p.58

student participation in small group learning activities that promote positive interaction. The one of this strategy is STAD (Student Teams Achievement Devision), Jigsaw, TPS (think pairs share), Reciprocal Teaching and etc.

2. **Accessing Prior Knowledge**, as mentioned in the previous strategy, using a student's native language can be an important way to access his or her previous knowledge (Marzano, Gaddy, & Dean, 2000). All students, regardless of their proficiency in english, come to school with a valuable background of experience and knowledge on which teachers can capitalize. One example when teaching a new concept, is to ask students what they already know about a subject. Creating a visual, such as "semantic webs", with the topic in the centre and students' knowledge surrounding it, is a good way to engage students in the topic and to find out what they already know.

3. **Social Strategies.** Beside two strategies in teaching language above, Hana Buroseva states that teacher can use Social Strategy. One of the most recent trends in foreign language teaching is the learnercenteredness. In other words, student becomes the initiator of the teaching process and the teaching approach is directed according to the student's appropriate learning strategies. It has been described by many researchers how to fasilitate the student's learning and the use of absorbed information the language learning strategies. In fact, these strategies are used by students consciously or unconsciously, when they are processing new information or accomplishing tasks in the language lesson.[14]

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[14] Hana Buresova, *Social Strategies in Foreign Language Teaching*, (2007), 14

4. **Effective Group Work Strategies.** Another strategy in teaching language, Maryellen Weimer argues Group Work Strategy. Love or hate it, group work can create powerful learning experiences for students. From understanding course content to developing problem solving, teamwork and communication skills, group work is an effective teaching strategy whose lessons may endure well beyond the end of a course. So why is it that so many students (and some faculty) hate it? Although the students may noxt state their objections verbally, the nonverbal reactions are truly eloquent. They just sit there; only with much urging do they look at those sitting nearby and move minimally in the direction of getting themselves seated as a group. This lack of enthusiasm is at some level a recognition that it is so much easier to sit there and take notes rather than work in a group and take ownership. The resistance also derives from past experiences in groups where not much happened, or where some numbers did nothing while other did more than their fair share of the work.[15]

C. Definition Of Teacher

The teacher is who teaches of a science. Teacher is the profession that requires special expertise. In this case, the teacher teaches in the classroom. Teacher teaches the specific material to students, and of course the teacher expect their students to understand the material that has been given. Every teacher should be able to teach well, because depending on the students' understanding of teaching and learning them. Each teacher has the responsibility.

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[15] Maryellen Weimer, *Effective Group Work Strategies for the College Classrooms, the Teaching Professor,* 2.

According Haladyna and Shaughnessy "teacher is the primary change agent in affecting the learning environment. A teacher's supportive nature, relations and interactions with pupils, classroom activities, rewards of assignments, and reaction to pupil's work, all have an influence on attitude development".[16]

Definition of teacher also is to transfer knowledge and educate the student's behavior. The teacher is an important element in the overall education system. Therefore, the role and position of teacher in order to increase the quality of the students have to be taken seriously. Become a teacher is a choice. Justin dillon and Meg maguire write that "becoming a teacher means entering into membership of a particular comunity".[17]

Another definition of teacher in journal, Teachers are the most important part of the learning process, both in the formal and informal educational path. Therefore, in any effort to improve the quality of education in the country, cannot be separated from a variety of matters relating to the existence of teachers themselves. They are required not only as educators to be able to transform the knowledge, values, and skills, but also as moral guardians for students. Even sometimes, the teacher is considered as the second, after the parents of the students in the educational process globally.[18]

According to the above statement, teacher is very influential for a student while in school or out of school. Because, every deed done by teachers that are a

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[16] Mary B. Klein, *New Teaching and Teacher Issues* (New York : Nova Science Publishers, Inc, 2006),

109

[17] Justin Dillon and Meg Maguire, *Becoming A Teacher : Issues in Secondary Teaching* (London : Open University Press, 2007), 7

[18] Deitje S. Borang, @Seminar Internasional, *Upaya Peningkatkan Kompetensi dan Profesionalisme Guru SMK di Era Sertifikasi*, ISSN 1907-2066, 245

reflection for a disciple. And teachers have a great responsibility. Teachers must have good ethics to the environment as an example for their students.

Meanwhile, according to Wikipedia dictionary, A teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values.[19]

From the definition above, the writer conclude that the teacher not only as a teacher but as an educator. Where an educator was able to bring the students to a better direction of science and morality. The teacher is a noble profession. He holds a significant role in the birth of a generation that determines the human journey. In this process contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in an educational situation in order to achieve certain goals.

D. Professional Teacher

Professional teachers are people who have special skills in the field of education so that teachers can perform tasks and functions as a teacher maximally. Professional teachers are well-educated and well trained, and have a lot of experience. As we know that "Teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lesson and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable."[20]

Being a professional is the demands of every profession, such as doctors, engineers, pilots, or professions who are familiar in the community. So is the

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[19] https://en.wikipedia.org/wiki/Teacher
[20] Jeremy Harmer, *How to Teach English* (Pearson Education Limited, 2007), 23

teacher. Teachers not only teach, but also learn to become better teachers. They must read, they must listen, they must discuss, and also write. And another important thing for teachers to be responsible for themselves to train new teachers. This is for regeneration teachers

One of the conditions of teachers as a professional educator is to have academic qualifications and competencies mastered a learning agent. It is closely related to the certification of teachers as part of efforts to improve the quality of teachers and accompanied by the welfare of teachers that are expected to improve the quality of learning and the quality of education in Indonesia as a whole and sustainable.[21]

To increase the competence and professionalism of teachers can be done to pursue further studies S2, attend courses and trainings, seminars, harnessing education journals, and formed a partnership with professional bodies.

According Anja Swennen's book that said "Being a teacher is regarded as a complex and demanding profession, and teacher education is seen as the key to better-qualified teachers who are able to educate pupils and students for the demands of the 21st century".[22] So here are considered necessary for a teacher to get an education to achieve the goals in the learning process and become professional teachers.

Professional teacher should be able to develop a personality, interact and communicate, able to implement the guidance and counseling, implementing programs of good teaching and evaluating the results and the learning process has been executed. Based on Jocelyn Robson's book, he write that there are

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[21] Deitje S. Borang, @Seminar Internasional, ISSN 1907-2066, 247
[22] Anja Swennen, *Become a Teacher Educator : Theory and Practice For Teacher Educators* (Springer Science+Business Media B.V. 2009). 1

Three constituent ideas of professionalism (autonomy, professional knowledge and responsibility) are discussed in detail and explored in relation to the variety of contexts in which these teachers work.[23]

We know that the professionalism of teachers is a necessity that cannot be delayed any longer, along with growing increasingly fierce competition in this globalization era. Needed people who are really experts in their field, in accordance with its capacity so that everyone can contribute to the maximum, including teachers as a profession that requires skill and expertise. Professionalism is not only because of the demands of the changing times, but basically also a must for every individual in the framework of improving the quality of human life.

Based on some definition of professional teacher, writer can make a little conclusion that a professional teacher must has good skill, much knowledge and the teacher can give motivation to students, so students will always learn what they have to learn and love.

E. The Motivation of Teacher Toward Students

1. Definition of Motivation

Motive, motivation, motivity – come from the Latin verb 'to move'. What moves us to action may come from within or from without, or – more commonly – from some combination of inner impulse or proclivity on the one hand and outer situations or stimuli on the other.[24]

[23] Jocelyn Robson, *Professionalism in Further and Higher Education* (London and New York : Routledge, 2006), 7

[24] John Adair, *Leadership and Motivation* (London & Philadelphia : Kogan Page, 2006), 41

Jeremy Harmer says at its most basic level, motivation is some kind of internal drive which pushes someone to do thing in order to achive something.[25] Harmer suggest that motivation is something that makes people to do things, to make them eager of having things or even something that makes people insist to have things.

According to Robbert D. & Elissa "The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something or motivation is the process used to allocate energy to maximize the satisfaction of needs."[26]

Another definition motivation is getting somebody to do something because they want to do it.[27] So, the conclusion of Motivation is a psychological condition that encourages a person to do something. In learning activities, motivation can be considered as the overall driving force within the students who lead, ensure continuity and provide direction and learning activities, so it is expected goals can be achieved. In learning, motivation is necessary, because someone who is not motivated in learning, will not be possible learning activities.

2. Types of Motivation

Some explanation of motivation rely on personal factor, such as needs, interest, enjoyment, so on. Other explanation point to external, environmental factor such as rewerd, social presure, punishment and so on. Motivation is usually defined as something that energized and directs behavior. there is a

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[25] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (Pearson : Longman, 2007), 98

[26] Robbert D Pritchard and Elissa Ashwood, *Managing Motivation* (New York : Routledge, 2008), 6

[27] Richard Denny, *Motivate to Win 3rd* ((London & Philadelphia : Kogan Page, 2009), 7

second distincion in kind of goals that is importance and learning. People who set learning goal tend to seek challenges and persist when they encounter difficulties.

In discussions of motivation an accepted distinction is made between *extrinsic* and *intrinsic* motivation, that is motivation which comes from' outside' and from 'inside'.[28]

a. Intrinsic Motivation

Almost all children process what come to be called "intrinsic" motives for learning. Intrinsic motivation is learning for personal reasons as in itself. Intrinsic motivation has greater positive effect to the learners. Intrinsically motivates work behavior is perform for its own sake and activated by internal need.

Intrinsic motivation refers to the desire to perform a task for all of the intangible reward that the individual receives completing a task. The joy of achieving a goal, the gratification of learning something new that the individual wanted to learn, or the pride associated with living up to one's own values. Intrinsic motivation may not offer the same physical rewards that are often associated with extrinsic motivation such as money or good grades, but it can still be a powerfull motivational.

For individuals that are attempting to achieve a smaller goal with no apparent extrinsic reward. And intrinsic motive is one that does not depend upon reward that lies outside the activity it impels. For example: someone who like reading english textbook will look for or buy it to

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[28] Harmer, 98

read. There are some of intrinsic motivation: Interest, hobby, goal and needed.

b. Extrinsic Motivation

While intrinsic is not necessary to be simulated from outside. Extrinsic motivation is a desire from external reward. For example: environment, teaching learning process and teacher's behaviors. Extensity research in the field of L2 motivation and educational psychology has generated two important premises. First, the classroom environment powerful in activating motivational belief of the student, which in turn affect their learning outcomes and second, teacher plays a crucial role in creating motivation learning environment by empowering a number of conscious and proactive motivational strategy.

There are some factors which can increase extrinsic motivation, there are:

1. Teacher

Teacher is one of the human components in teaching learning process, who has roles to establish a potential human resources. The teacher is one of the elements who can motivate his/her students in learning. A teacher can inspire children to use their potentials for maximum self-realization. This is the most important task for the teacher, obviously the most important task facing by the teacher.

2. Environment

Students who have high interest and who though by a qualified teacher is not always guarantee to study or success well, but there is

still other factor which can motivate him/her in order to study hard that is environment.

For students who have the motivation to learn and always pay attention to subject matter provided it is not a problem for teachers. Because inside the student motivation, namely intrinsic motivation. Another case for students who have no motivation in himself, then extrinsic motivation which is a boost from outside himself absolutely necessary. In this case the teacher.

Therefore, the motivation of teacher to students is very important in improving student learning. Motivation is the most fundamental in achieving something. Because motivation is also what makes someone do something. Teachers through the learning process will develop properly or get optimal results if teachers and students who are active and motivated. Teachers and students have the motivation and creative problem-solving.

F. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is so much a part of daily life that we take it for granted.[29]

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want

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[29] Scott Thornbury., "*How to Teach Speaking*", (Person: Longman)

to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

In speaking there are also the types of interactive (conversation, daily dialogue), partially interactive (sharing a presentation) and non-interactive (recording a speech for a radio broadcast, singing).

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

G. Conversation

1. Definition Of Conversation

A conversation is an informal interaction involving two or more participants, differing: (a) from a dialogue, which is more formal (as between representatives of the parties to negotiations); (b) from a discussion in a seminar or in a committee meeting, in which agreed rules of procedure are followed; (c) from a talk, presentation or lecture, in which one speaker addresses an audience and may welcome or invite comments and answer questions; and (d) from an interview in which the participants are either interviewing or being interviewed.[30]

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[30] Robert Barrass, *Speaking for Yourself: A guide for students,* (Routledge: New York, 2006), 16

According to Sussan E. Brennan "Conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms dialogue and conversation are often used interchangeably)".[31]

Rocci Luppicini state that "conversation is central in human interaction. In the most general sense, *conversation* is "an informal spoken exchange of news and ideas between two or more people."[32] Conversation allows us to share information, express opinions, create and support social relationships, and persuade others".[33]

Ronald means that "Conversation is a cooperative activity also in the sense that it involves two or more parties, each of whom must be allowed the opportunity to participate.".[34]

Conversation is a component in learning speaking in English that must be mastered by the student in addition to other English language skills such as reading, listening and writing.

For a face-to-face conversation, people must be close enough together to hear every word, to maintain eye contact, and to see each participant's facial expressions. If two people in conversation were touching, you might assume that they were greeting one another, or that they were fond of one another, or that one was comforting the other.

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[31] Susan E. Brennan, 1
[32] *Oxford Dictionary*, p. 310
[33] Rocci Luppicini, handbook of conversation design for instructional applications (New York : Hershey, 2008), 1
[34] Ronald Wardhaugh, *An Introduction to Sociolinguistics,* Fifth Edition (Blackwell Publishing), 298

The conversation was informal exchange of ideas with words spoken from one person to another. According to Ronald Wardhaugh "Through conversation we establish relationships with others, achieve a measure of cooperation (or fail to do so), keep channels open for further relationships, and so on".[35]

Thus, researchers can conclude Conversation is a form of exchange of information or ideas from one person or more to others and build relationships with other people for the sake of survival.

2. **Types Of Conversation**

In this explanation there are three types of conversation. They are:

a. Structural Conversation

Is a kind of conversations in English, but in accordance with the grammar. So the grammar is an element which becomes very important in a conversation.

b. Functional Conversation

Is a kind of conversations in English, which aims to establish a person's ability in the functioning of a language appropriate to the circumstances or situation.

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[35] Ronald Wardhaugh, *An Introduction to Sociolinguistics,* 284

c. Situational Conversation

When using a language appropriate to the situation, for example the use of language while he was in office must be different to the language we use when we're at the mall.[36]

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[36] http://www.kuliahbahasainggris.com/3-jenis-conversation-dalam-bahasa-inggris-yang-harus-kamu-tau/

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Method of Research

In this study the writer used a qualitative method with case study approach. In qualitative research data collected is not numbers, but the form of words or images. Qualitative research is a reflective, interpretive, descriptive, and usually reflexive effort to describe and understand actual instances of human action and experience from the perspective of the participants who are living through a particular situation.[37]

There is no universal definition of qualitative research. In the literature of social science and applied professional fields, such terms as interpretive, naturalistic, constructivist, ethnographic, and fieldwork are variously employed to designate the broad collection of approaches that we call simply qualitative research. Qualitative research methods were developed in the social science to enable researches to study social and cultural phenomena. It is related with data which is usually not in the form of numbers. Qualitative research is an inductive approach and its goal is to gain a depper understanding of a person's or group's experience.[38]

"Qualitative research is multi-method in focus, involving in interpretative, naturalistic approach to its subject matter. This means that qualitative research study things in their natural setting, attempting to make

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[37] Constance T. Fischer, *Qualitative Research Method for Psychologists,* (UK: ELSEVIER 2006), 16

[38] Sari Wahyuni, *Qualitative Research Method : Theory and Practice* (Jakarta : Penerbit Salemba Empat, 2012), 1

sense of, or interpret phenomena in term of the meanings people bring to them. Qualitative research involves the studies use and collection of a variety of empirical material – case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts – that describe routine and problematic moments and meanings in individual's live."[39]

The writer, in this research, used a case study research method. A case study is called by a case, in case, do not have anything else to call it. Deciding wheter a study is not a case is not always particularly easy. In fact, the term case study is defined in various ways, and it is probably easier to say what a case study is not rather than what is it.[40]

The case study is basically an intensive study of an individual, group or institution that has or had a particular case. The goal is to study in depth and systematically over a period long enough about a case that can be searched for solution.

B. Place and Time

This research was conducted at Ummul Quro Al-islami Boarding School. Its located in Banyuwangi – Leuwimekar - Leuwiliang - Bogor. And the researcher have been begining to research from May until finish.

C. The Research Instrument

In this research, the writer needs tool to solve some problems, it is usually called an instrument. Instrument is crucial, because it is a part of research proponent that established of successful research.

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[39] Sari Wahyuni, *Qualitative Research Method* (Jakarta : Penerbit Salemba Empat, 2012), p. 2
[40] David Nunan, *Research Methods in language learning* (Australia : Cambridge University Press, 1992), 74

Furthermore, Hanafi has stated that, "Instrument can be divided into two kinds, test and nontest."[41] From the statement, the writer can use the one of the instruments. There is non-test. To collect data of non-test instrument, the writer does observation in the class and out class and interviewing teachers and students. In observation, the writer is only as an observer, not as a teacher who teaches in the classroom.

The writer just watches and investigates teaching and learning processes. When the writer or the reasearcher interviews students, he investigates their responses through the strategy of English teachers in encouraging students conversation actions. The writer also conducts the interviewing to teachers to get data about their strategy in teaching english.

D. The Technique Data Collecting

To collect the data, the writer uses some technique to get valid information that will support. They are:

a. Observation

The writer observe and jump directly to the teaching and learning process in English, the activities of the students at rest and how to get along and interaction among students and to teachers. According to Loraine Blaxter, Christina Hughes and Malcon Tight who note Galton's statement, "Observation is an extremely handy tool for researchers in this regard."[42]

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[41] Abdul Halim Hanafi, *Metodologi Penelitian Bahasa Untuk Penelitian, Tesis, dan Disertasi* (Jakarta: Diadit Media Press, 2011), 112-113

[42] Loraine Blaxter, Cristina Hughes and Malcon Tight, *How To Research, Third Edition.*, (England: Open University Press, 2006), 177.

b. Interview

In this section the writer conducted interviews only an English Teachers at MA Ummul Quro' as the subject of the research. This is done enable to obtain data and accurate information about the activities of learning, especially in the English lessons as well as complement and strengthen the already existing data.

c. Documentation

To obtain complete and accurate data in order to complete the preparation of this paper, the writer see the documents at Ummul Quro' boarding school, including a brief history of the founding of boarding school located in Leuwiliang-Bogor, number of students, facilities and infrastructure, as well as the data- other data related to the title of the paper that the writer takes.

E. The Technique Data Analyzing

In this study the writer used descriptive qualitative which is the data derived from observation, interview and document, which is done by describing the data obtained by the words or sentences in which the descriptive analysis of these researcher tries to explain in detail about the study results in accordance with the data collected. After all necessary data in the study collected, then do the sorting selectively tailored to the issues raised in the study, subsequent processing by the editing process, namely to re-examine the data obtained, whether the data are good enough and can be immediately prepared for the next process. Then, after being processed, such data should be analyzed in order to be

served or presented well to perfection paper writing. All of the result was classified based on research questions them the writer analyzed it.

1. The writer observed the classroom then analyzed the observation sheet. All the activities in the classroom were observed by the writer to see feedback of teaching and learning process. From the observation, what is the strategy used by the teacher in the learning process. Afterward, the result was compared with the interview result to supported the data of observation.

2. The interview is done. Three English teachers were interviewed. Then, the researcher noted that the researcher examined and analyzed the transcription. After that, he interprets what has been informed and compares the results of interviews and facts in class.

3. Lesson plans and class syllabus in the form of documents and will be analyzed by researchers. To see whether the teaching strategies that he used appropriate or not when in the learning process.

CHAPTER IV

RESULT AND DISCUSSION

This chapter showed some findings and discussions which were gathered of the research and held by the writer. The result emphasized on the condition about data which were revealed in the research. It was to answer the questions of the problem mentioned early in chapter one those were, "What is the strategy of English teachers in encouraging students' conversation actions at MA Ummul Quro Al-islami Boarding School?" and "What is the supporting and obstacle factors faced by English teachers in encouraging students' conversation actions at MA Ummul Quro Al-islami Boarding School?."

Related to those questions, there were some data collected to respond the objective of the research. The data were taken from interviewing teachers and observation in the classrooms to know the strategy of english teacher in encourage conversation actions.

In this research, the writer conducted the research on may, 26th 2017 until finish. It was to collect data. Data of the research were taken from three English teacher who taught English lesson in class X, XI and XII at MA Ummul Quro Al-Islami. The data description was described in this chapter from of the strategy of English teachers in encouraging students' conversation actions.

A. Data Description

1. The Strategy of English Teachers in Encouraging Students Conversation.

This part presents the research findings which the researcher found in the field by doing observation and interview. It related to the strategy of English

Teachers in encouraging students' conversation action. The results of the research findings were presented in the descriptions bellow:

The study conducted at MA. Ummul Quro Al-islami Boarding School. Ummul Quro which was established in 1993 adopted modern boarding system Gontor because the leadership of alumni Gontor named KH. Helmy Abdul Mubin. Lc. From the time it was established, the rules were applied so the students had to speak English and arabic everyday. For each system pesantren modern have two languages that characterize the has and attraction for the students guardian to go to this school.

This school have excellence in English conversation. All of students learn this subject from the first level. This subject is good for writer to do research. So, the writer focused on English teachers.

MA. Ummul Quro Al-islami has five English teachers, named Mr. Ar, Mr. DM, Mr. Su, Mr. IR and Mr. AW. However, the writer chooses only three teachers as a participant every classes that is Mr. Ar as English teacher class X. He graduated from UNINDRA for S1 in 2016. Mr. DM as English teacher class XI. He graduated from STIE Pandu Madania in 2010. Mr. AW as English teacher class XII. He graduated from STAI Shalahuddin Al-Ayyubi in 2001.

From interview of English teachers who have done the researcher, from among the three teachers in their teaching they use: cooperative learning strategy, social strategies and using group strategy or group work strategy.

Cooperative learning is an instructional process that engages students in collaborative discussions about the content to promote learning.[43] The discussions may involve teaching, explaining, asking questions, quizzing, or checking, in an instructional activity where students actively share in the responsibility for learning.

The cooperative learning strategy such as jigsaw. Jigsaw is one of the earliest models of cooperative learning processes, and it was developed by Elliott Aronson. Jigsaw is best used with students in elementary school to college.[44] Social strategies there is interaction between students with teachers and group work strategy that teachers make some group to discuss solve a problem. As for discussion is a way of teaching by solving the problems encountered, either two or more people who each put forward his argument to strengthen his opinion. The purpose of these strategy is to motivate or stimulate students to think critically, express their opinions and contribute their thoughts.

The observations and Interviews conducted to three teachers of teachers class X, XI, and XII sampled by researcher at MA. Ummul Quro Al-islami. Researcher conducted this observation and interview to find out the teacher's concept of the English teacher strategy in encouraging students to do conversation.

a. The Observation and Interview at Class X

From the observation, the English teacher was Mr. Ar. When he was taking a sit in front of the class, he asked students to pay attention for him. Then, he make a six groups in the classroom and explained the material

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[43] Neil J. Salkind, *Encyclopedia of Educational Psychology.,* (USA: SAGE Publications, 2008) p.

[44] Salkind, 2008., p.190

about Announcement. After that, the students asked to discuss it with their groups and present it in front of their friends. Before begin to discuss, teacher gives an opportunity to ask to students what did not understand yet. After the presentation is finished, the teacher review the lesson then the teacher gives motivation to the students so that students are more enthusiastic to learn. Then the teacher closes the lesson.

From the interview English teacher he said that in the classroom lesson he used like jigsaw strategy, in one class divided into several groups and each group was assigned and then presented in front of the class. In addition, in this class using a face to face strategy between teachers and students or students with students. This strategy can encourage students to practice English conversations with teacher or friend.

b. The Observation and Interview at Class XI

As for the observation in class XI, the English teacher was Mr. DM. When he entered the class, he says a greeting to the students. Like, "How are you today? Have you a breakfast?". Before, going to new material, the teacher read the roll call. Then, he took the previous lesson "introduction" and chose some students to practice it in front of. After that the teacher gave the material about "introducing to others" and wrote on the witheboard. then, the students wrote the material and say together what teacher said. Then he pointed students at random and asked the students to come forward to practice it so that students are trained and dare to speak in public. After that the teacher informed the upcoming lesson and motivated the students. The last, teacher closes the lesson by saying hamdalah.

From the interview his teaching to encourage students to be courageous in speaking English, the teacher appointed some students to practice going to the front of the class to have a conversation with his friend. Teacher also not only communicate in one direction. Teacher also invite to interact with students so they can take an active role in the class. Based on the characteristic of his teaching, he used social strategy where each student kept interaction to other students.

c. The Observation and Interview at Class XII

The last observation, the teacher of class XII. The English teacher was Mr. AW. When he went to class, he said hello and greeting to students and then made a group and gave the topic to each group. After that the students discuss with a group of friends. Then they present it in front of the class. After presentation, that group allow time to ask for the other friends. Then the presenter responds as best they can when there is a question they do not understand then the teacher who answers the question. After the discussion is finished the teacher reminded to the next group to prepare the material and give the best. Because the teacher would assess every students from presentation. And then, he gave much motivation to students about the important of English . After that the teacher closes the lesson.

From the interview, in teaching strategy he makes learning groups in one class then the teacher gives the task to be discussed and then presented in front of his class. Usually this strategy called group strategy or effective group work strategy.

According to them, these strategy is good in encouraging the improvement of students in helping teaching and learning to conversation. It can be seen from the behaviour of students who become more active in the classroom. That is why the teacher always tries and asks the students to talk and talk.

From description above, the reseacher can conclude that in teaching English language especially in encouraging conversations between students, teachers use cooperative learning strategy, social strategy and group strategy or effective group work strategy because with these strategy students can play an active role in the classroom.

2. **The Supporting and Obstacle factors of English Teachers in Encouraging Conversation.**

This part presents the research findings which the researcher found in the field by doing observation and interview. It related to the strategy of English Teachers in encouraging students' conversation action. After the researcher investigated the supporting and obstacles factors english teachers in encouraging conversation in the classroom, and finally, the researcher got some data. The results of the research findings were presented in the descriptions bellow:

From observations and interviews above of English teachers who have done the researcher, in a teaching and learning all teachers must find some supporting and obstacle factors while teaching takes place. As for some supporting factors obtained by English teachers from the three classes are: from the teachers themselves who practice directly by speaking English in the presence of their students, the existence of language laboratory, the existence of

language courses outside the classroom, and the existence of language institutions. With the existence of language institutions can encourage students in daily conversation. It is also a huge supporting factor in the school.

The obstacle factors in teaching the students' conversational actions are: the large number of students in the classroom. So, it is a little difficult to control them. the lack of self-confidence on students. In addition, the lack of vocabulary owned by students so that students are reluctant in saying. If each student mastered a large vocabulary then the student would also have the courage to speak with the other person.

From has been described above, researchers can conclude that in a teaching all teachers must find some supporting and obstacle factors in the teaching process takes place. Of supporting factors is the presence of language laboratory and language institutions that can monitor students to always speak. And obstacle factors are the large number of students in the classroom, lack of awareness of self and lack of vocabulary owned by students. That is the supporting and obstacle factor in the student's conversation.

B. Data Discussion

Based on the data descriptions that had been explained on previous section, the writer in this section would discuss the descriptions as follow and research question become the guide to discuss them.

1. What is the strategy of English teachers in encouraging students' conversation at MA Ummul Quro Al-islami Boarding School?

a. Teacher Strategy at Class X

Based on interviewing was taken from Mr.AR, the writer discussed data description: He said that the teacher initial strategy is to know how many students have the vocabulary to be able to say loud and brave. In his teaching he used cooperative learning that is jigsaw strategy.

Neil J. Salkind argued that, "Cooperative learning is an instructional process that engages students in collaborative discussions about the content to promote learning. The discussions may involve teaching, explaining, asking questions, quizzing, or checking, in an instructional activity where students actively share in the responsibility for learning."[45]

In this strategy he divides several groups in the class and each group has a task. After the assignment they presented the results of the project that has been made. That's where the speaking skills of a student appear and he requires each student to express what he has made.

According Salkind "Jigsaw is one of the earliest models of cooperative learning processes, and it was developed by Elliott Aronson."[46]

He said "besides that I have done face to face between teacher and student, there teacher encourage students to talk, ask using english so student answer with english also".

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[45] Salkind, 2008., P. 187
[46] Salkind, 2008., P.190

However, with this it can force students to meet each other so that they will be conversing. Conversation is not only done with teachers but with peers also because students usually will be easier to learn with peers.

b. Teacher Strategy at Class XI

Based on interviewing was taken from Mr. DM, the writer discussed data descriptions: Language teachers in the classroom he only uses 70% english and 30% Indonesian language because there are some situations in the language that should be filled in indonesian language. In his teaching he made the rules in the English class to deal with the English.

Afterwards, the strategy that he applied that is pointing some students to practice forward fore conversation with the English language. He likes his teaching strategy not only communicates in 1 direction but in 2 directions so he invites students to interact with others. That way students not only listen to the conversations of their friends but they also play an active role.

Then he said, "so not only teachers who play an active role but involve students as well and that is effective even if there are some students who are appointed still shy / afraid but if it is often done can increase their confidence". From the characteristics of the characteristics that have been described above he uses social strategy in learning process. Where students / teachers have to interact with others.

Discussing about communication, Nancy Bonvillain argued "Communication is the activity of conveying information. Communication has been derived from the latin word 'communis', meaning to share. Communication requires a sender, a message, and an intended recipient, although the receiver need not be present or aware of the sender's intent to

communicate at the time of communication; thus communication can occurs vast distances in time and space."[47]

He said that, in the begining of his teaching and learning, he says greeting to the students. Like, "how are you?", "have you a breakfast?". Before going to the new material the teacher reviewing the previous lesson and choose some student to practice it. It was suitable with cognitive aspect and mood (heart condition). He used affective sttretegy or social strategy, where each student kept interaction to another students. He also to make situation in the classroom to be live and meaningful.

Related to communication strategies and social strategies, Hana Buresova stated that, "Communication strategies are understood as the focus on the process of participating in a conversation, which involves getting meaning and clarification, whereas social strategies are those that the students engage to face the opportunity to be exposed to the target language and practice his/her already gained knowledge."[48]

c. Teacher Strategy at Class XII

Based on interviewing was taken from Mr. AW, the writer discussed data descriptions: when he entered the class he said hallo to the students. After that the first step he did in the class that is speaking in english in delivering material though not full. Then he advises students to always use english in questions / answers. If it does not speak, the teacher will not answer questions from students.

Then, he said that in his teaching he formed a group of study groups in one class. This study group was given the task to conduct the discussion. Discussion of material understanding or discussion concerning matters relating

[47] Nancy Bonvillain, *Language, Culture, and Communication: Meaning of Messages*, 5th edition., (Cram101: study guide)., 2014.
[48] Hana Buresova, *Social Strategies in Foreign Language Teaching*, 2007

to English. In discussion must use English language. Such a strategy is called the effective group work strategy.

Related to discussion, Jackie Acree Walsh wrote, "Discussion is the deal forum for practice of these skills. As students practice and refine the skills, they develop the confidence required to become better discussants."[49]

He also said that the teacher is only a facilitator, facilitating the students. They were given a material and then they tried to discuss it in a group that had been made. Then they must present what they discuss.

In addition, he sometimes gives a story of a movie or song to be listened to by students and then students are asked to comment on the film / song given by him. With this listening skill the students look but influential on speaking because students give comments directly to what has been heard / seen. Giving a movie / song can motivate students to speak English.

According to Robbert D. & Elissa "The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something or motivation is the process used to allocate energy to maximize the satisfaction of needs."[50]

Jeremy Harmer says at its most basic level, "motivation is some kind of internal drive which pushes someone to do thing in order to achive something."[51] Harmer suggest that motivation is something that makes people to do things, to make them eager of having things or even something that makes people insist to have things.

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[49] Jackie Acree Walsh & Beth Dankert Sattes, *Questioning for Classroom Discussion.,*(ASCD: Alexandria), 2015., P.40
[50] Robbert D Pritchard and Elissa Ashwood, 2008., p. 6
[51] Jeremy Harmer, 2007., p. 98

d. Teachers' Strategies at MA. Ummul Quro' Al-Islami

Thus, teachers had different strategies in teaching English in the classroom. Based on interviewing with Mr. AR, he said that he used Cooperative Learning such as Jigsaw Strategy and another strategy is face to face with students. Meanwhile, based on characteristic interviewing with Mr. DM, he used Affective Strategy or Social Strategy. On the other hand, based on interviewing with Mr. AW, he said that he used Effective Group Work Strategy.

2. **What is the supporting and obstacle factors faced by English teachers in encouraging students' conversation actions at MA Ummul Quro Al-islami Boarding School?**

a. The Supporting and Obtacles English Teacher at Class X

Based on interviewing was taken from Mr.AR, the writer discussed data description: he said that the supporting factors here are many such as language laboratories, courses, and in the classroom itself which is a supporting factor of its own English teacher by speaking English directly.

According Haladyna and Shaughnessy "Teacher is the primary change agent in affecting the learning environment. A teacher's supportive nature, relations and interactions with pupils, classroom activities, rewards of assignments, and reaction to pupil's work, all have an influence on attitude development".[52]

The obstacle factor is the lack of courage students in speaking. Because they are less familiar with the activity, the lack of awareness of

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[52] Mary B. Klein,2006., p. 109

students to memorize the vocabulary so that the vocabulary owned by students is still very less and hinder the process of speaking English.

Related to discussion, Lisa French wrote that "Vocabulary is the collection of words that you hear and read throughout your life. Your own vocabulary will never stop growing. The larger your vocabulary is the more you will understand what you hear and read."[53]

b. The Supporting and Obtacles English Teacher at Class XI

Based on interviewing was taken from Mr. DM, the writer discussed data descriptions: He said that the supporting factor is the presence of adequate facilities and infrastructure that teachers can provide a movie show, so students learn English through the english subtitled dialogue of the film and the students selected to take the decision of the film. In addition, to motivate them to speak English.

Related to motivation, according to Robbert D. & Elissa "The word motivation is sometimes used to describe how hard someone is willing to work to accomplish something or motivation is the process used to allocate energy to maximize the satisfaction of needs."[54]

The obstacle factor in this class is that the number of students in one class is too much to make it difficult to monitor the learning process. The other factor is the lack of students confidence level. Related to confidence, Lynne Kelly and Arden K. Watson stated, "Perhaps one of the reasons that you sometimes lack confidence is that you are not sure of what to say or do. For many people who fear public speaking that is the case. They think

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[53] Lisa French, *Content-Area Vocabulary Strategies: Social Studies.,* (USA: Portland, 2003)., p. 1
[54] Robbert D Pritchard and Elissa Ashwood, 2008., p. 6

the audience will be bored by their topic, and they don't know how to start their speeches."[55]

c. The Supporting and Obtacles English Teacher at Class XII

Based on interviewing was taken from Mr. AW, the writer discussed data descriptions: He said the supporting factor in the teaching and learning process is there is a language institute consisting of language boards and mentors. That is the biggest supporting factor because students are required to always use a foreign language. And the existence of public speaking practice in every week.

Related to public speaking, Cindy L Griffin stated that, "Public Speaking is unique because the responsbility for the organization, delivery and flow of communication falls mostly on one person. Public speaking as participating ethically in the public dialogue, additional differences between public speaking and other forms of communication emerge."[56]

The obstacle factor is the lack of confidence in each student. So students are embarrassed to speak english. Another factor is that of teachers not all use English, most teachers use Arabic language because many lessons that use the language.

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[55] Lynne Kelly, Arden K. Watson., *Speaking with Confidence and Skill*., (New York: Harper & Row, 1986)., p. 92

[56] Cindy L Griffin., *Invitation to Public Speaking*., (Colorado State University: Cengage Learning, 2015)., p. 6

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the reseacher tries to give the conclusion and suggestions based on the research findings that had been gained after conducting the research.

A. Conclusion

Based on the research finding that was presented in the previous chapter, the researcher would like to give conclusions as follow:

1. The strategies used by the teacher of English class X are cooperative learning such as jigsaw strategy and face to face to the students to encourage students to be more active in speaking. Meanwhile, the strategy used by English teacher in class XI to encourage brave students to speak English is that teachers pointed some students spontaneously to conduct conversation in front of the class. In addition, teachers also invite interact with students so that students can play an active role in the class. This strategy usually called social strategy. On the other hand, the strategy used in class XII is group strategy or effective group work strategy. Teacher form study groups and then provide topics to each group.

2. In teaching also teachers find some supporting and obstacle factors in the student's conversation. Supporting factors such as language laboratory, language courses and language institutes can monitor progress in daily student conversations. While obstacle factors such as the large number of students in the classroom, lack of confidence level of students, lack of vocabulary owned by students.

B. Suggestion

Based on the result of the research, the writer would like to give some suggestions as the consideration which was important to the school, teacher and also the students.

1. School

   The finding of this research is hopefully useful for the school to improve the quality in education especially in teaching and learning English process.

2. Teacher / English Teacher

   The writer, I hope that the teacher can improve their quality in teaching. Especially for English teachers. The teaching strategy can be applied in the classroom activities, because the teaching strategy is the way the teacher learns the learning activities in achieving the goals. Teachers should also be more creative to apply various strategies to create different atmosphere in the class make English as a habitual action in daily activity.

3. Researcher

   The writer hopes other researcher will conduct this research in a wider area.

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