CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Theory of Daily Conversation Method

Based on explanation of Muhammad Mukhlas and Eva Fadhilah, daily conversation method is language education method that encourages students to chance their speaking ability through daily communication.[1] Cambridge dictionary state that daily is something that happens or is related to every day.[2] Something that happens in our daily life and it happens every single day. It is also defended by Oxford Dictionary, daily means explains what happens, done, or is produced every day.[3] The term "daily" refers to whatever occurs and is produced on a daily basis.

The term "conversation" is sometimes used to refer to any spoken encounter or interaction. According Rob Nalasco and Lois Arthur, conversation refers to a period of time when two or more people have the right to speak or listen.[4] It is supported by the Oxford Dictionary, which defines conversation as "an informal talking containing only two people".[5] Anyone can speak or listen at any time. Conversation is sometimes referred to as "chat" in daily communication.[6] It aims to address several issues that students face when learning a foreign language, especially speaking.

According to Wikipedia, Method literally means the pursuit of knowledge, investigation, and mode of carrying out such

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[1] Muhammad Mukhlas and Eva Fadhilah, "The Influence Of DCM (Daily Conversation Method) Towards Students' Foreign Language Speaking Fluency In Modern Islamic Boarding School In Indonesia," *Proceedings of SOCIOINT 3rd International Conference on Education, Social Sciences and Humanities* (2016): 63.

[2] "Meaning of daily in English." Cambridge Advanced Learner's Dictionary, accessed at December 1, 2020, https://dictionary.cambridge.org/us/dictionary/english/daily.

[3] James Murray, *Oxford advanced learner's Dictionary* (New York: Oxford University Press, 2009), 366.

[4] Rob Nalasco and Lois Arthur, *Resource Books for Teachers: Conversation* (Oxford: Oxford University Press, 2003), 5.

[5] James Murray, *Oxford advanced learner's Dictionary* (New York: Oxford University Press, 2009), 321.

[6] Rob Nalasco and Lois Arthur, *Resource Books for Teachers: Conversation* (Oxford: Oxford University Press, 2003), 5.

investigation or system.[7] In recent centuries, it has come to mean a methodical approach to completing a task. Based on some of the previous explanations, it is possible to conclude that Daily conversation Method is a method for increasing students' speaking skills through daily communication.

2. Student Speaking Ability

Speaking is a type of oral communication that takes place between at least two people, the speaker and the listener, and is used to deliver or express an idea, message, information, or opinion. Speaking is an important part of learn English because it helps students develop their ability to use the language. Speaking as a language skill has made an important contribution to human work. Speaking is the first method in which children acquire language, it is an aspect of most people's daily involvement in language activities and it is the main factor of language change.[8]

Speaking is an interactive task that takes place within real-time processing constraints. It means they will be able to use words and phrases fluently without having to think about it too much. Speaking is an activity performed by someone in order to communicate with others. When someone speaks, they interact with others and use language to express their ideas, utterances, feelings, and thoughts and can also communicate with others to share information. This skill is limited in junior high schools to the ability to hold a simple conversation on certain topics (e.g., expressing regret, gratitude, agreement, offer, certainty, and so on).

Jo McDonough and Christopher Shaw said that, speaking are a desire (and purpose driven) skill that enables people to produce utterances when they are genuinely communicative, in other words they genuinely want to communicate something to achieve a specific end.[9] In general, the following five components are recognized in speech process analysis:

a. Pronunciation (including segmental characteristics, vowels and consonants, as well as stress and intonation).

b. Grammatical

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[7] "Method," Wikipedia, accessed at June 10, 2021. https://en.wikipedia.org/wiki/Method.

[8] Nurmawati, "The Implementation Of Daily Conversation Method (Dcm) To Improve Students' Speaking Ability At Ma'had Al Jami'ah Uin Raden Intan Lampung" (Thesis, Raden Intan State Islamic University Lampung, 2018), Page.18.

[9] Jo McDonough and Christopher Shaw, *Material and Method in ELT, A Teacher's Guide* (UK: Blackwell Publishing, 1993), 134.

c. Vocabulary
d. Fluency (the ease and speed of the flow of speech)
e. Understanding

As a result, students' speaking ability can be defined as their ability retell the contents of communication given to their friends using their own words, with measurement of their pronunciation, grammar, vocabulary, fluency, and dialogue understanding. In current era of globalization, the use of a foreign language, specifically English, has become an essential part of human life as a tool for communication and interacting with strangers. Accordingly the Minister of Education and Culture's Decree No 096/1967 of December 12, 1967, English is designated as the first foreign language.[10]

English is a language that can be used to communicate both orally also writing. Understanding and disclosing information, thoughts, feelings, and developing science, technology, and culture are all examples of communicating. English is a global language that along with progress and competition globalization plays a critical role in interaction and global communication (lingua franca), official language of over 60 countries around the world. This demonstrates that English is a very important communication tool for many people all over the world.

The ability to speak is the most important skill to acquire when learning a foreign or second language. Speaking is regarded as the most important of the four key language skills in learning a foreign or second language. Speaking skills are the most important for all learners who want to learn English to advance their careers, improve their businesses, boost their confidence, get better job opportunities, give public speeches, attend interviews, participate in debates, and form groups.[11]

Speaking skills are the most important for all learners who want to learn English to advance their careers or improve their businesses build trust, get better job opportunities, give public speeches, attend interviews, engage in discussions, and community projects discussions, interviews, and etc. All in today's modern world is connected to one's ability to talk. A good talent has the

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[10] Kartono Kartini, *Introduction to Social Research Methodology* (Alumni Bandung, 1980), 126.

[11] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms**,"***Alford Council of International English & Literature Journal (ACIELJ) Copyright VS Publications*, vol. 2 (2019):9.

ability to conquer the entire world have a good communication skills are a key to better job prospects. The true talent of job candidates is measured in modern interviews by their performance in group discussions, debates, presentation skills, and so on.[12]

3. Procedures and Steps Implementation of Daily Conversation Method

   a. Procedures of Daily Conversation Method

   Some schools or student dormitories use DCM (Daily Conversation Method) as a language education method to support students in learning foreign languages in order to improve students' foreign language proficiency. It consists of rules, reward, and punishment systems that require students to speak foreign language in their daily conversation routines in order to improve the quality of students' foreign language, stated by Stephen D Krashen.[13]

   DCM procedures can be summarized as follows:[14]

   1) Students are informed two months after starting class. They must speak English at all times and in all places, particularly within the school. This is to get them used to doing it.

   2) During the first month, the half-regulation is implemented allowing students to speak in a mixed language of their native language and English on a daily basis.

   3) After the second month, students are required to speak entirely in English.

   4) Some students are assigned as spies to look for those who do not speak English.

   5) Every month, there is a language court that awards rewards to those who have made good progress and punishes those who have broken the language rules.

   b. Steps Implementation of Daily Conversation Method

   The teaching and learning process is a component of the daily conversation method. Which of the lesson content, such as

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[12] Parupalli Srinivas Rao, "The Importance Of Speaking Skills In English Classrooms**,"***Alford Council of International English & Literature Journal (ACIELJ) Copyright VS Publications*, vol. 2 (2019):10.

[13] Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (California:University of Southern California, 2009), 61.

[14] Rahmanita Sari Musyrifah (Language division) female dormitory 2 UIN Raden Intan Lampung, interviewed by Nurmawati, September 9, 2017.

vocabularies, grammar and etc. There are five steps in the implementation daily conversation method according Doris Well-Papanek as follows:[15]

1) Explore

Students notice, experience, and gather input. The first move is to explore an entertaining dialog based on your own theme. It encourages students in developing their conversation skills, which they can then apply in their everyday activities.

2) Describe

Students begin cognitive processing by connecting previous knowledge. Offer time for students to explain and discuss their observation and questions with one another and with the classmates. Students should be encouraged to ask questions. Encourage students to write or draw what they notice in order to create connections, discover pattern and develop rules.

3) Explain

Teacher clarifies and expands on student definitions, adds new content ideas, and asks students what meaning they are making of it all. Connect student interactions; provide feedback, and present new knowledge.

4) Demonstrate

Students share evidence of learning outcomes by analyzing and integrating information and applying their understandings. Allow student time, coaching, and materials to show their comprehension of the new concepts in their own words. Encourage continued questioning and learning about the new knowledge through research projects (group and individual) related new information.

5) Evaluate

In the final step, students and guides work together to assess the learning and determine personal investment in continued learning. Both students and guide reflect on and evaluate the implementation of the daily conversation, including what obstacles were encountered, how it could be improved, and what questions arose as a result of the experience.

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[15] Doris Well-Papanek, "Effective Instructional Flow," accessed at May 20th 2021, http://www.designlearning.us/instructional-flow/.

B. Theoretical Framework

1. Speaking Problems

When learning English speaking, some students often face difficulties or errors when trying to utter words, phrases, or sentences. Problems or errors in speaking cannot be corrected by themselves, so they must be explained. Noted by Penny Ur, students have some difficulties speaking. The problems include students such as:[16]

a. Inhibition

When it came to speaking activities, students were usually inhibited when trying to say a few words. Because they are concerned about making mistakes and simply put, I'm shy when it comes to speaking English.

b. Nothing to say

The students are unable to think of anything to say because they lack motivation to express themselves orally. Actually students frequently lack confidence and vocabulary in their speaking ability. And they believe they lack the language skills to express exactly what they want to say.

c. Low Participation

When the students speak, they are low participants, which mean they have very little talking time. This issue is compounded by some learners' inclination to dominate; while others are submissive others speak infrequently or not at all.

d. Mother tongue

Students typically use their mother tongue in speaking activities because it is easier and they feel less exposed when speaking in their mother tongue. When they're talking in small groups, it can be difficult to keep some classes – especially the less disciplined or motivated ones on track with the target language. According to Juhana, there are also Psychological Factors that faced by the students in speaking English, they are:[17]

1) Fear of Making a Mistake

Many theorists argue that fear of making a mistake is a major factor in students' reluctance to speak in English

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[16] Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press, 1991), 121.

[17] Juhana, "Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia),". Journal of Education and Practice 3, no. 12 (2012): 103, accessed on May 5, 2021, http://www.iiste.org.

in the classroom. Furthermore, this is highly influenced by the students' fear of being laughed by their classmates or criticized by the teacher.

2) Shyness

Shyness is an emotional condition that many students experience when they are required to speak in English class. This suggests that shyness may be a source of difficulty in students' learning activities in the classroom, especially in the class of expressing themselves. Actually, the students' feelings of shyness cause their minds to wander or they'll forget what to say

3) Lack of Motivation

It is important to recognize motivation because it can influence students' reluctance to speak in English. In this sense, motivation is an important factor in determining learners' readiness to communicate. Juhana also said that motivation is an inner energy.[18] Students' study interest will increase as a result of their motivation.

4) Lack of Confidence

It is commonly assumed that students lose confidence when they realize their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather remain silent while others speak, showing the students' lack of confidence in communicating.

2. Theory of Daily Conversation Method and Indications

To improve students' ability in speaking is one of them method which we can use is Daily Conversation Method. Daily conversation Method is a method for increasing students' speaking skills through daily communication or routine communication. To increasing these methods students should be understood activities here:[19]

a. Weekly language

Students are required to speak English in daily communication on a weekly. When students commit an

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[18] Juhana, "Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia),". Journal of Education and Practice 3, no. 12 (2012): 103, accessed on May 5, 2021, http://www.iiste.org.

[19] Natalia Rahayu, *"An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School,"* (Thesis, Syekh Nurjati State Islamic Institute Cirebon, 2015), page.22-24.

infraction, they may face doubt. As a result, students must be able to communicate in English on a daily. Students can boost their self-confidence by participating in weekly language classes. As a result, it is used this program aims to foster a positive environment for students in their public speaking abilities.

b. Vocabulary memorization

Memorize Vocabularies is a program in which students learn more about pronunciation and everyday vocabulary. It is maintained every morning. The technique for teaching and learning is to provide five vocabularies and have some students construct sentences from the words. The goal is for students to be able to memorize correct pronunciation and advance their vocabulary.

c. English conversation

English conversation gives students the opportunity to practices speaking in the target language. English conversation is used to provide students with the opportunity to communicate using the target language in a given topic. This program's goal is to train and familiarize students with English usage.

d. Public speaking

The goal of the English public speaking program is to motivate students to improve the quality of language learning, motivate students to master English, and improve students' self-confidence, competitive attitude, discipline, and hard work in the classroom learning process, so students can speak English well in public.

e. The study club

It was created to help students improve their speaking, mental, and talent skills. The Study Club's goal is to give students more exposure to speak in a foreign language, as well as to familiarize them with various language skills and functions.

f. Language Tutorial

Language tutorial is a beginner's activity in language acquisition. Students can practice a variety of skills in a setting that is more akin to real life. It can assist students in cultivating ideas, developing strong organizational skills, and increasing their creativity. Language tutorial is an official English teacher mentoring institution.

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3. Framework of Daily Conversation Method (DCM)

According to some of the previously mentioned explanations, there are numerous factors that influence students' poor speaking abilities, including: inhibition (when students try to say some words, they are frequently hindered), Nothing to say (In fact, many students lack confidence and vocabulary in their abilities to talk, they also believe they lack the linguistic ability to explain exactly what they desire), Low participation and mother tongue also affected students speaking abilities. There are also psychological factors such as: fear of making mistake, shyness, lack of motivation and lack of confidence.[20]

From some of these issues, a teacher must be able to apply the theory in order to improve students' speaking skills. There are several activities or programs that can be adopted to enhance this capacity, including: weekly language (the students are required to speak English in daily communication on weekly), vocabulary memorization, English conversation, public speaking and language tutorial.[21]
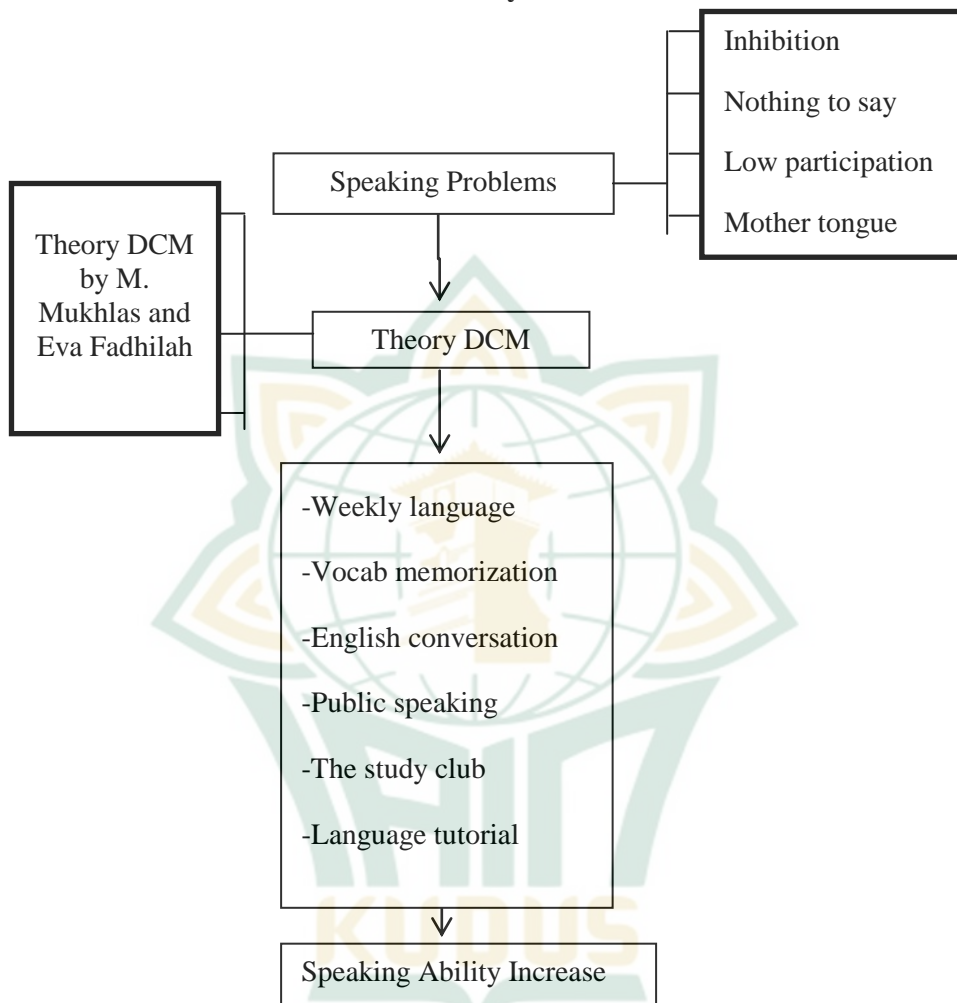
After knowing some of the problems and having implemented activities that aim to bring up speaking skill. Students will be considerably more fluent in speaking because they already have a large vocabulary. When it comes to talking with foreigners, students will be much better equipped. Other advantages of speaking fluently include practicing self-control when communicating verbally, building self-confidence, understanding and applying public speaking strategies, developing fast thinking skills and mastering the art of verbal communication.[22]

[20] Juhana, "Psychological Factors That Hinder Students From Speaking In English Class (A Case Study In A Senior High School In South Tangerang, Banten, Indonesia),". Journal of Education and Practice 3, no. 12 (2012): 103, accessed on May 5, 2021, http://www.iiste.org.

[21] Natalia Rahayu, *"An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School,"* (Thesis, Syekh Nurjati State Islamic Institute Cirebon, 2015), page.22-24.

[22] "Benefits of Public Speaking," Official Public Speaking Indonesia, accessed at July 15, 2021. https://publicspeaking.id/manfaat-public-speaking/

Chart 2.1 Framework Daily Conversation Method

Speaking Problems

Inhibition
Nothing to say
Low participation
Mother tongue

Theory DCM by M. Mukhlas and Eva Fadhilah

Theory DCM

-Weekly language

-Vocab memorization

-English conversation

-Public speaking

-The study club

-Language tutorial

Speaking Ability Increase

C. Review of Previous Study

There are several previous studies that support this research, including research in the same field and several phenomena related to this research that have been carried out by many researchers around the world, as well as researchers who reviewed other studies, such as:

First, Nurmawati made reseach about "The Implementation Of Daily Conversation Method (Dcm) To Improve Students' Speaking Ability At Ma'had Al Jami'ah Uin Raden Intan Lampung" in 2018. This study is intended find out about problems that face students encounter in learning foreign language skill especially speaking and

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also illustrated the process of teaching and learning in the implementation of the daily conversation method at Ma'had Al Jami'ah UIN Raden Intan Lampung, in which the tutor created an innovation in teaching based on her style. The daily conversation method used at Ma'had Al Jami'ah UIN Raden Intan Lampung proved to be very effective in improving students' speaking abilities.[23] The differences between this research and the researcher's study are the research implemented the research at Ma'had Al Jami'ah UIN Raden Intan Lampung, while the researcher's study applied the reseach at MTS Darul Ulum Purwogondo. The equation between the two is the same contains about implementation DCM to improve students' speaking ability.

Second, Natalia Rahayu her research entitled "An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School" In 2015. The purpose of this study was to investigate the students' difficulties in speaking English in the daily language program at Husnul Khotimah Islamic Boarding School. This study tried to identify the problems, factors, and strategies used by students at Husnul Khotimah Islamic Boarding School to overcome difficulties in speaking English on a daily language.[24] The differences between this research and the researcher's study are the goal of this research was to look into why students have difficulty speaking English, while the researcher's study wanted to know how to improve students speaking abilities by implementing DCM. The equation between the two is the both identify the problems of speaking faced students.

Third, Dedi efrizal in 2012 conducted "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia" The primary aim of this study is to learn how to improve the teaching of English speaking using the Communicative Language Teaching method. This study employs the classroom action research method (CAR). The students should be able to interact orally in English as language learners who have studied English intensively. However, the majority of students at Mts Ja-alhaq did not use English

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[23] Nurmawati, *"The Implementation Of Daily Conversation Method (Dcm) To Improve Students' Speaking Ability At Ma'had Al Jami'ah Uin Raden Intan Lampung,"* (Thesis, Raden Intan State Islamic University Lampung, 2018), Page.2.

[24] Natalia Rahayu**, "***An Analysis Of Students' Problems In Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School,"* (Thesis**,** Syekh Nurjati State Islamic Institute Cirebon, 2015), Page.2.

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in their language conversation. This is due to the fact that the method used is still very traditional and appears monotonous, causing students to be unable to speak English fluently.[25] The differences between the researcher's study and this research are this research uses the classroom action research method (CAR), while this research uses analyze and describe how the implementation DCM. The equation between the two is the both have the aim of their research to enhancing student speaking ability.

Fourth, Lai-Mei Leong and Seyedeh Masoumeh Ahmadi in their research entitled "An Analysis of Factors Influencing learners' English Speaking Skill" in 2017. The purpose is reviewed the factors the effect students' English speaking performance. The mentioned in this research have an important role in improving learners' speaking skill. The factors make learners less self-confidence and less comfortable in their speaking classes.[26] The differences between the researcher's study and this research are this research tries to explain the factor effect of students' English speaking performance in general, whereas the researcher's study seek to enhance students' speaking abilities using a method known as Daily Conversation Method. The similarities are that both of them discuss the factors that influence students' speaking ability.

Fifth, Annisa Najiyah Aulia, Muhammad Sofian Hadi and Lidiyatul Izzah in their study entitled "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student" this study were accepted on April 2021. This study aims to know the effect on English daily conversation program in improving students' speaking skill. It can be conducted that English Daily Conversation Program was effective to improve students' speaking ability.[27] The differences between the researcher's study and this

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[25] Dedi Efrizal, "Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu, Indonesia," *International Journal of Humanities and Social Science 2, no. 20 (2012): 127,* http://www.ijhssnet.com/journals/Vol_2_No_20_Special_Issue_October_2012/12.pdf.

[26] Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education 2 (1),* (2017): 39, accessed at June 15, 2021, https://www.sid.ir/en/journal/ViewPaper.aspx?ID=520992.

[27] Annisa Najiyah Aulia, Muhammad Sofian Hadi and Lidiyatul Izzah, "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student," *Ethnical Lingua:Journal of Language Teaching and*

research are this research used Quantitative Method with Experimental research design by using both Pre-Test and Post-Test in the collecting data, while the researcher's study used Qualitative research with documentation, observation and interview. The similarities are that both of them used the same method namely Daily Conversation Method.

Sixth, Mursyid in his study in 2017 entitled "The Implementation of Routine Conversation Technique to Improve Students' Speaking Ability in EFL Classroom." This study aims at investigating how the routine conversation technique (RCT) could improve the students speaking ability and also finding out the students' responses towards its implementation. The study was conducted at a State Senior High School in Cianjur, West Java, involving 30 students of XI Elective Class-5. [28] The differences between the researcher's study and this research are this research used Quantitative Method with It employed mixed methods design. For triangulation purpose and to answer the research questions, the data was collected through observation, interviews, and document analysis, taken from the result of speaking tests, while the researcher's study used Qualitative research with documentation, observation and interview. The similarities are that both of them used the same method namely routine conversation method to improve speaking ability.

Literature 8(1), (2021): 80-85, accessed at June 15, 2021, https://www.etnicallingua.org/25409190/article/view/260.

[28] Mursyid, "The Implementation of Routine Conversation Technique to Improve Students' Speaking Ability in EFL Classroom," *Advances in Social Science, Education and Humanities Research (ASSEHR), volume 82* Ninth International Conference on Applied Linguistics (CONAPLIN 9), (2016): 127, accessed at June 15, 2021, https://www.atlantis-press.com/proceedings/conaplin-16/25874142.