

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Object Description

1. The history of MTs Darul Ulum Purwogondo' Establishment

The existence of Islamic education in the practical Muslim community requires serious consideration, as was the case in the district of Jepara, the effort of spiritual leaders to maintain Islamic values in society, particularly in the village of Purwogondo Kalinyamatan Jepara. MTs Darul Ulum is operate by the Darul Ulum Islamic Education Foundation, which was founded in 1993 by the Purwogondo Muslim community as the manager of the Madrasah Diniyah.

In the next period, on January 1, 1972, the *MMP (Madrasah Menengah Pertama)* madrasah was established initiated by Mr. Sakhrowi (*Alm*), Mr. H. Dimyati (*Alm*), Mr. Moh. Sayuti (*Alm*), H.Zainuddin, and as the madrasah's head Mr. I'tishom Solhan, BA (H. I'tishom Solhan, S.Sos, M.Ag) he is now the chairman of Jepara' education board.

Darul Ulum Purwogondo is the first Madrasah Tsanawiyah in Jepara. MTs Darul Ulum with all efforts continues to improve itself in order to complete with other schools by improving academic and non-academic fields and being proven to be accredited A (very good). Finally MTs Darul Ulum Purwogondo gained the trust of the community as evidenced by people of Jepara, Demak and its environs to send their children. MTs Darul Ulum Purwogondo has organized superior classes with applicable curriculum designs over the last two years in order to prepare competitive students in the globalization era (There are now three advanced program classes, namely English, Tahfidz Quran and Multimedia Facilities). And there are additional Tahfidz Quran, English Club classes and Mathematics and Natural Sciences.¹

2. Geographical Location MTs Darul Ulum Purwogondo

Based on the geographical location of MTs Darul Ulum Purwogondo is located in the village of Purwogondo, which is located 8 km from the Jepara district towards Darul Ulum. It is in a strategic location because it is in Kalinyamatan District, Jepara Regency, Central Java Province, post code 59467. Location restrictions apply to MTs Darul Ulum Purwogondo such as:

¹ Document Data, *Profile The history of MTs Darul Ulum Purwogondo' establishment* (accessed at October 5, 2021), Attached.

- Purwogondo market to the north, Robayan village to the south, Margoyoso village to the east and West side of Sendang village.²
3. Profile MTs Darul Ulum Purwogondo
 - a. Name of school: MTs Darul Ulum Purwogondo
 - b. NPSN: 20364230
 - c. School status: Private (*Swasta*)
 - d. Address: JL. Kromodiwiryo Rt.15/Rw.03Purwogondo Kalinyamatan Jepara
 - e. Post code: 59467
 - f. E-mail: mtsdu_purwogondo@yahoo.com
 - g. Telephone: (0291)754200
 - h. Year of operation:1972
 - i. Accreditation status: A
 - j. Land status: right of ownership
 - 1) Surface area: 2.865m²
 - 2) Construction status: right of ownership³
 4. Identity of the Institution
 - a. Registered with the Ministry of religion in 1974
 - b. Recognized with SK. WK / 5C /MTs. /608 / 97
 - c. Accredited “A” with SK. KW. 11.4/4PP.032/642.20.19/2005
 - d. Accredited “A” with SK. No. 117A/BAP-SM/XI/08 with scores 88,3
 - e. Accredited “A” with SK. No. Dp 021486 in 2012 with scores 91,2.⁴
 5. Vision, Mission and Goals of MTs Darul Ulum Purwogondo
 - a. Vision
“Virtuous and Excel in Achievement”
 - b. Mission
 - 1) Make students more knowledgeable and religiously strong
 - 2) Explore students’ interests and talents through the development of students’ skills and creativity
 - 3) Carry out Aswaja-oriented teaching and education
 - 4) Create discipline and responsibility in students
 - c. Goals
 - 1) Assist the government in its participation in the success of educational programs for the nation.

² Document Data, *Geographical Location MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

³ Document Data, *Profile MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

⁴ Document Data, *Identity of Institution MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

- 2) Provide basic public education services, including general education, religion, and skill development.
 - 3) Increase the National Examination average score to at least 7.0.
 - 4) At the district and provincial levels, he won a variety of academic and non-academic.⁵
6. Organizational Structure at MTs Darul Ulum Purwogondo
- a. Head of Madrasah: H. Ali Akrom, S.Pd., Bio
 - b. Deputy Head of Curriculum: Darmuji, M.Pd.I
 - c. Deputy Head of Student Affair: Abdul Ghofur, S.Pd.I
 - d. Deputy Head of Facilities and Infrastructure: Zuhri, S.H.I
 - e. Deputy Head of Public Relations: Abdurrokhman, S.Ag., S.Pd.
 - f. Excellent class Leader: Darmuji, M.Pd.I
 - g. BK Coordinator: Lindza Hilmiyati, S.Psi
 - h. Head of Lab. Computer: Azief Ramoz, S.Pd.
 - i. Head of Lab. Religion: Fathani
 - j. Head of Library: Umm Khanifah, S.Pd.
 - k. Head of administration: H. Tasrifan, S.Pd.I
 - l. Sanitation: Said Muhajir
 - m. School custodian: Ahmad Ghozali.⁶
7. Number of Students of MTs Darul Ulum Purwogondo in Academic year 2020/2021

Grades 7 consisted of classes A-H, grades 8 made up of classes A-J and grades 9 made up of classes A-H, resulting in a total of 26 classrooms. Each class has about 31 students. As results, there are 815 students in MTs Darul Ulum Purwogondo.⁷

8. Facilities and Infrastructure

One of the important factors that determine the success of education in an institution is the availability of appropriate facilities and infrastructure. In order for the learning process to run smoothly, appropriate facilities and infrastructure must be accessible. There are facilities and infrastructure at MTs Darul Ulum Purwogondo, a large enough yard for ceremonies and meetings, sports fields meetings, building such as the principal's room, one administrative office room, one teacher room, 26 students study room, one unit Tahfidz dormitory, three computer

⁵ Document Data, *Vision, Mission and Goal MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

⁶ Document Data, *Organizational Structure at MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

⁷ Darmuji, interviewed by the Researcher, interview 5, Transcript, October 14, 2021.

lab units, one science lab unit, one Students Organization unit, one library unit, one Counseling Guidance unit, one School Health unit room, canteen and cooperative 10 units, students bathroom 20 units and 2 units WC for teachers.⁸

9. Curriculum

The process of teaching in MTs Darul Ulum Purwogondo follows the Ministry of Religion's curriculum, namely the Revised 2013 Curriculum for grades 7, 8, and 9, with the addition of religious subjects as local content. Learning begins at 7:00 a.m. and ends at 13:00 p.m. WIB (regular class), Learning begins at 7:00 a.m. and ends at 14:00 p.m. WIB (Featured class). Because we are in the midst of a covid-19 pandemic, learning takes two forms; online learning and face-to-face learning.⁹

B. Research Data Description

1. The Implementation of Daily Conversation Method to Improve Speaking Ability at MTs Darul Ulum Purwogondo

Based on the researcher's observation, MTs Darul Ulum Purwogondo has been implementing Daily Conversation Method to improve students' speaking ability. Speaking abilities are an important means of communication. It was the most efficient method of communication. Speaking was a language communication tool. We interact with others, express our ideas, and provide feedback. We cannot communicate with one another if we did not have the ability to speak. As a result, speaking skills were an extremely important method of communication. An important communication skill was the ability to speak actively. This was easily overlooked because attracting attention what people were saying rather than listening to what others say was a good way to gain confidence in communication skills. There were several methods that can be used to improve students' speaking abilities. One of them was the Daily Conversation Method, which used daily communications to helped students improve their language abilities.

Based on the findings of interviews with a variety of sources and supported by documentation, MTs Darul Ulum Purwogondo has used Daily Conversation Method even though it was not

⁸ Document Data, *Facilities and Infrastructure at MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

⁹ Document Data, *Curriculum at MTs Darul Ulum Purwogondo* (accessed at October 5, 2021), Attached.

maximized, it was especially important in the English specialization class. As stated by Deputy Head of Curriculum MTs Darul Ulum Purwogondo Mr. Darmuji, M.Pd.I:

“The daily conversation method has been implemented at MTs Darul Ulum Purwogondo, particularly in the English language specialization class, although it has not been maximized, but it has become accustomed, particularly during the additional hours, namely normal hours from 13.00 to 14.00 due the current condition of the covid-19 pandemic, so the time has been shifted from 11.45-12.45. Even then, it is not just English classes; there were sometimes Tahfidz hours, as well as Mathematics and Natural sciences, but the majority based on the majors they were interested in. During a week of lessons, four days would be focused to English lessons and two days would be focused to Tahfidz, Mathematics and Natural sciences.”¹⁰

According to this statement, MTs Darul Ulum Purwogondo has implemented Daily Conversation Method, though the percentage was still not optimal, but it has been implemented, particularly in the English specialization class. So, for a week students did additional hours of English, but also 4 days of English classes, 2 days of Tahfidz and Mathematics and Natural sciences. However, the application of Daily Conversation Method at MTs Darul Ulum Purwogondo was still very basic because they learnt it from the ground up, whereas junior high school material was already at a high level. Mrs. Rikha Rizanatul Afiah, S.Pd, an English teacher and tutor clarified that:

“The implementation of Daily Conversation Method in this case still basic, because English was no longer a compulsory subject in elementary school, the difficulty was in SMP or MTs because they learnt from zero while the SMP or MTs materials was already high. When it comes to speaking, it was still very simple, like asking about what you did today, starting in the morning, afternoon, and evening. So it was still as simple as that.”¹¹

¹⁰ Darmuji, interviewed by the Researcher, interview 1, Transcript, October 14, 2021.

¹¹ Rikha Rizanatul Afiah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

According to the explanation provided above, the process of implementing the daily conversation method was still basic because they must learn it from the base up. Asked the students simple questions such as “what did you do today?” starting with “what was it?” then there was the afternoon and evening. Some of these simple questions could teach students dare to speak up. One of the students 8b in the English specialization class, M. Khusnul Khuluk clarified that:

“The implementation of the Daily Conversation Method at MTs Darul Ulum Purwogondo in my opinion was still very common, despite the fact that I have not been able to follow it properly. There was a fear of attempting to communicate English, at the very least they invited to communicate in English class, and even that requires extensive correction.”¹²

Apart from Khuluk’s explanation, Nasilatul Khoir a grade 8b student added that:

“The used of Daily Conversation Method in this class was quite enjoyable. I like English, especially when it comes to speaking, because it could teach us to be brave when we speak and to like talking for ourselves in English.”¹³

According to the statements above, there were differences in students’ perceptions of the implementation of this Daily Conversation Method. Some students believe that its usage was still very normal because they could not follow it, and there was still a sense of fear to try. There were also students who pleased with the implementation of this method because they have enjoyed English.

Ahmad Raditiya, a grade 8b student stated that the implementation Daily Conversation Method in his class very fun, he said that the process of implementing Daily Conversation Method at MTs Darul Ulum was quite entertaining even though he was nervous when the teacher told to come forward.¹⁴

From the Raditiya’s explanation, the implementation of Daily Conversation Method at MTs Darul Ulum was very

¹² M. Khusnul Khuluk, interviewed by the Researcher, interview 3, Transcript, October 6, 2021.

¹³ Nasilatul Khoir, interviewed by the Researcher, interview 3, Transcript, October 6, 2021.

¹⁴ Ahmad Raditiya, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

interesting and fun. In contrast to what Shil Via Assyifa, she stated that the process was very extremely stressful because they only had a few seconds to understand and memorize the dialogue.¹⁵

There were also students who believe that the implementation of Daily Conversation Method is stressful because they give a relatively short time frame. Naila Karissa Erlinda also clarified that the implementation daily Conversation Method was quite scary because she hasn't prepared well.¹⁶ Naya Bilqist Syarifa, one of student in English specialization class also added that the implementation daily Conversation Method at MTs Darul Ulum Purwogondo was enough to make her nervous, happy and embarrassed. So they were instructed to write down the conversation and then memorize it before practicing with their seatmate.¹⁷

So based on those elaboration, it can confidently state that the use of this method is sufficient to provide a unique experience for each students. As shown in the student above, she is anxious, happy, and ashamed. The implementation was quite interesting, the student asked to write the dialogue first, memorize it, before moving on with their respective partners.

According to the student's experiences, the implementation of Daily Conversation Method at MTs Darul Ulum Purwogondo was quite varied, ranging from some having quite fun because they were happy with the learning, some haven't prepared well, there were afraid to try because they were nervous when asked to go forward, ashamed, happy, anxious and also there were who find it quite impressive and interesting during the implementing DCM.

Mrs. Rikha describes the process of implementing Daily Conversation Method to improve students' speaking ability at MTs Darul Ulum Purwogondo as continue to follow:¹⁸

a. Giving students materials

The first steps in implementing Daily Conversation Method were to provide materials from various modules that contain daily activities. That way, they can prepare themselves

¹⁵ Shil Via Assyifa, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

¹⁶ Naila Karissa Erlinda, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

¹⁷ Naya Balqist Syarifa, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

¹⁸ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

in advance by first practicing by reading some of the materials that is already available in the module.

b. Giving the students basic vocabularies and tenses

Vocabulary was useful in learning English. The greater vocabulary, the easier it will be for the students to understand other people's speech in language, and the easier it will be for students express themselves orally. On the other hand, the less English vocabulary students have, the more difficult it will be for students to understand other people's English speech, and the more difficult it will be for students to express themselves in English, especially in speaking. Vocabulary must not only be memorized but also understood. Tenses were helpful when starting a conversation. If students communicate English, they might use grammar correctly, so that the message students convey were transferred. It will be easier for the students to compose a sentence if they provide some basic vocabularies and tenses.

c. Combining to be short conversation

After teacher taught them some basic vocabulary and tenses, the next step was combining the both to be short conversation. Some of these vocabularies allow students to construct a sentence into a conversation.

d. Practicing with their partner

Following create sentences by combining some vocabulary and tenses, the Teacher asked them to practicing in front of the class with their partner. Increasing students practice, it also training speaking fluently. Practicing more also could improving their speaking style, intonation of voice etc.

e. Starting to speak English

The last steps were starting to speak English, and have a conversation with their partner in front of class.

The explanation above was very clear about the process of Implementing Daily Conversation Method, started the teacher with gave students materials, gave students basic vocabulary and tenses, combined the vocabulary into short conversations, then asked students to practice with their partners, and started to speak English with their r partners.

2. Supporting Factors and Obstacles in Implementation of Daily Conversation Method at MTs Darul Ulum Purwogondo

There were several factors that influence students' ability to speak, including their knowledge, social media was also effective. Mrs. Rikha also clarified that:

“What affects speaking was certain about their knowledge, motivation was also important, for example such as vocabulary, their environment and their social media. They will used English on their own if they use social media. And always motivate them if they actually can if they get used to it.”¹⁹

As previously stated, what affects students’ speaking was their knowledge, when they had strong knowledge of the vocabulary, their environment and social media can be used effectively using English, and they will be able to master and enhance their speaking. As well as encourage them to continue to learn and expand their knowledge. M. Khuluk student of specialization English class also added that:

“The supporting factor that influences the implementation Daily Conversation method was the motivation from my family environment. Because I had a sister who can speak English so I was motivated to study English.”²⁰

Support from family also influences the implementation of Daily Conversation Method, namely as a supporting factor when the family participates and motivates students in learning English. M. Aryo Supratman, one of the students from the class stated that:

“The teacher always says, Never be afraid to try; failed was natural, and it was okay.”²¹

The statement proves that the teacher’s role was to motivate students so they did not become discourage and keep learning. It was true that students were too lazy or fear to try, they will never know how capable they were, and they will not grow as a result. Because fear was regret in the future, and failed was a natural occurrence when student did not get what they expected. This was also conveyed by Naila Karissa Erlinda that her parents also always supported:

“The support of parents was an important factor in implementing this method because they told did not to be

¹⁹ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

²⁰ M. Khusnul Khuluk, interviewed by the Researcher, interview 3, Transcript, October 6, 2021.

²¹ M. Aryo Supratman, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

lazy when it comes to studying, because it has already been admitted to the specialization class.”²²

The presence of parental support was also very influential in the application of this method, because parental support increases students’ enthusiasm to gain knowledge. Teachers used a variety of modules and handbook when implementing the Daily Conversation Method, and these books were extremely beneficial to process implementing Daily Conversation Method. As stated by Mrs. Rikha:

“In terms of the handbook itself, there were some who create their own material because the material itself needs to be more related with them.”²³

According to the above statement, there were several modules and handbooks used by teachers that important in the Implementation Daily Conversation Method at MTs Darul Ulum Purwogondo because there were several materials that related with speaking material. Some materials related to the implementation of Daily Conversation Method, such as materials for vocabulary development, have been taught to students as clarified Mrs. Rikha:

“The materials was concerned with developing their vocabulary, practice more during the day, what they do, having a conversation with their classmates, and discussing their daily activities.”²⁴

Practice was essential for improving our skills. For example if students increase the speaking practice automatically, their tongue will not be stiff, they will become accustomed to it, and it will be easier to communicate in English. The controlling and monitoring of Implementation Daily Conversation Method at MTs Darul Ulum Purwogondo was not continuous, but it was ongoing. As a result, there was separate report card for the specialization class every quarter as an evaluation. As explained by Mr. Darmuji:

“Yes, we did controlling and monitoring was not continuously but consistently. We could see the results every

²² Naila Karissa Erlinda, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

²³ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

²⁴ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

quarter of every three months. So in the specialization class, there were four quarterly divisions at the end of each quarter, there was an evaluation from each teacher, there was an assessment of the students so that teacher could find out the progress of one quarter; there was a separate meeting for the specialization class.²⁵

According to a few explanations above, MTs Darul Ulum Purwogondo has carried out controlling and monitoring in the implementation of Daily Conversation Method, though not continuously but consistently. With the gave students assessment once a quarter in the form of report cards that could be used to evaluate teachers and students to know their progress in implementing this method. As stated to some of these explanations, the supporting factors in Implementation Daily Conversation Method are as follow:

- a. Students have a willingness to acquire skills.
- b. Teachers, parents and the surrounding environment always support.
- c. Students always develop vocabulary.
- d. Students have more practice to improve speaking skills.
- e. Teachers and tutors provide feedback.
- f. Teachers and tutors always conduct evaluations.
- g. The school conducts monitoring and controlling every quarter.

There would be some obstacles encountered in Implementation Daily Conversation Method at MTs Darul Ulum Purwogondo, in addition to supporting factors. As stated by Mr. Darmuji:

“The first barrier was the provision of vocab when the factor was low, it would definitely be difficult. When the grammar was not okay, but the vocabs were already a lot, ensure it would run smoothly, sometimes student told to memorize it was difficult, the problem remains the same, namely vocab memorization.²⁶”

As claimed to the explanation, the first challenge that students faced when implementing Daily Conversation Method at

²⁵ Darmuji, interviewed by the Researcher, interview 1, Transcript, October 14, 2021.

²⁶ Darmuji, interviewed by the Researcher, interview 1, Transcript, October 14, 2021.

MTs Darul Ulum Purwogondo was a lack of vocabulary. If students struggle to remember and memorize vocabulary, it was inevitable that they would struggle to speak English. M. Hafizh Airlangga, student English specialization class also clarified that:

“The problem with implementing Daily Conversation Method that the vocabulary was low, making it difficult to find sentences related to the theme, when in front of class, and the grammar was still messy.”²⁷

According to the explanation above, the problems encountered during the implementation of Daily Conversation Method at MTs Darul Ulum Purwogondo that there was still a lack of vocabulary mastery or memorize, causing difficulty when asked to assemble sentences, the grammar was still irregular. Balqis Izza Asriya added that there were obstacles she faced such as afraid to speak English, especially fear when she did something wrong.²⁸ As there were the factors caused problems when asked to speak in front of class. Mrs. Rikha also added that:

“Students’ biggest challenge was of course time, because time was of the essence. If the conversation could not go all the way, they just sit at their desks, speak, and I go around to save time again and again until I arrived at their seat. And there were still other obstacles such as vocab, which were still weak passive students, difficulties in speaking, difficult to make sentences, still shy to share opinions and the last one was still lack of confidence.”²⁹

Including one of the English tutors at MTs Darul Ulum Purwogondo, there were also obstacles or challenges that students faced when implementing Daily Conversation Method. One of them is the lack of time, because there is only one additional hour after class for the specialization English class, so the time allotted is still insufficient. Then there are other obstacles, such as a lack of vocabulary, students who are still passive, difficult speaking, difficulty making sentences, remaining shy and a lack of

²⁷ M. Hafizh Airlangga, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

²⁸ Bilqis Izza Asriya, interviewed by the Researcher, interview 3, Transcript, October 6, 2021.

²⁹ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

confidence. This was also communicated by one of the students in the class, namely Nasilatul Khoir who said:

“One of the biggest problems I faced when implementing Daily Conversation Method is being afraid to speak, especially when I make a mistake with my grammar.”³⁰

This differs from Nasilatul Khoir’s view point, which argued that the errors encountered during the implementation Daily Conversation Method are due to their fear of speaking English and of having incorrect grammar. Instead, Raditiya said that:

“The main challenge during the Daily Conversation Method implementation at MTs Darul Ulum Purwogondo, I was still worried when I came forward and saw my friends.”³¹

It was also explained by Shil Via Assyifa:

“The problem that I faced during the implementation of Daily Conversation method was that my vocabulary was still limited, so it was difficult to compose sentences from the dialogues that had been memorized and the time was limited.”³²

As we could see from the interview above, the errors or obstacles encountered by students during the implementation Daily Conversation Method are difficulties in constructing sentences, a lack of vocabulary mastery and the time was limited. Dimas Fabirri Adly Tsaqib also noted that:

“The problem that usually arises when used this method was I finds it difficult to pronounce every word; I was afraid that if I get it wrong, the class will laugh at me.”³³

Pronunciation errors were among the most feared by the students. If their classmates laugh at them, they would become fearful and embarrassed. Naya Balqist Syarifata also state that:

³⁰ Nasilatul Khoir, interviewed by the Researcher, interview 3, Transcript, October 6, 2021.

³¹ Ahmad Raditiya, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

³² Shil Via Assyifa, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

³³ Fabirri Adly Tsaqib, interview by the Researcher, interview 3, Transcript, December 8, 2021.

“If the difficulty of implementing Daily Conversation Method was that many of my friends were passive or simply silent. So I was silent, sometimes I was afraid of being laughed at, and afraid being wrong.”³⁴

So for the problem explained above, there were still students who were not active but passive, simply keeping quiet so that it affects to other friends who were also passive, as a result of which the competitive spirit was still not visible, still many students who didn't build their self-confidence. Naila Karissa Erlinda also stated about the obstacles faced in the implementing Daily Conversation Method at MTs Darul Ulum Purwogondo as:

“The time allotted by the teacher was limited, so it was not optimal; it lacks confidence because the implementation used a microphone, and I afraid if someone will pronounce it incorrectly because the sound becomes louder using a microphone.”³⁵

Based on some of the previously explained, it was possible to conclude that the obstacles encountered in the Implementation Daily Conversation Method at MTs Darul Ulum Purwogondo were as shown in:

- a. Difficulty in memorizing vocabulary
- b. Pronunciation of words that were still wrong
- c. Time was limited, especially during extra hours
- d. There were still a lot of passive students
- e. Students who were still having difficulty forming sentences
- f. There were still many students who were shy to express their opinion
- g. There were still many students who didn't build their self-confidence

Among the several obstacles mentioned above, treatments that could be done by MTs Darul Ulum Purwogondo or English teachers and tutors so that Daily Conversation Method could be carried out properly, including:

- a. The teachers or tutors concerned must motivate students constantly, especially in their vocabulary

³⁴ Naya Balqist Syarifa, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

³⁵ Naila Karissa Erlinda, interviewed by the Researcher, interview 3, Transcript, December 8, 2021.

- b. The addition of extra hours for advanced classes as a means of enriching and strengthening students' English
- c. Always invited students to share their thoughts and did not be afraid to try
- d. More practice was required because practice makes perfect
- e. Giving feedback on students' pronunciation

C. Research Data Analysis

1. Analysis the Implementation of Daily Conversation Method to Improve Students' Speaking Ability at MTs Darul Ulum Purwogondo

According to Muhammad Mukhlas and Eva Fadhillah in their research with the title is "The Influence of DCM towards Students' Foreign Language Speaking Fluency in Modern Islamic Boarding School in Indonesia" that Daily Conversation Method was a method of language education that stimulates students' to improve their oral proficiency through daily communication.³⁶ It seeks to address a variety of issues that students faced when learning a foreign language, particularly speaking.

The word "Daily" means everyday activities that happens in our daily life, clarified at Cambridge dictionary.³⁷ Based on those explanations could be translated as, daily affecting or occurring during the day, happening or done on a daily basis and computed. Any spoken encounter or interaction referred to as a conversation. Conversation, thus according Rob Nalasco and Lois Arthur, was a period of time when two or more persons had the ability to say or listen.³⁸ The Oxford dictionary backs it up, defining conversation as "an informal talking between two persons".³⁹ It has been stated very clearly in the definition of a conversation that any spoken interaction can be called a

³⁶ Muhammad Mukhlas and Eva Fadhillah, "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.

³⁷ Cambridge University, *Cambridge Advanced Learner's Dictionary* (Cambridge: Cambridge University Press, 2008), 349.

³⁸ Rob Nalasco and Lois Arthur, *Resource Books for Teachers: Conversation* (Oxford: Oxford University Press, 2003), 5.

³⁹ Oxford, *Oxford advanced learner's Dictionary* (New York: Oxford University Press, 2009), 366.

conversation. That was a period of time when two or people could speak and listen, also when two people did informal conversation. Method noted by Wikipedia literally means the quest for knowledge, research, and mode of having to carry out investigation or system.⁴⁰

Thus, method could be defined by the system concerned with knowledge content, whereas the method was concerned with formal aspects. More precisely, the system refers to the ordered whole of knowledge or the totally of scientific contents. Some of these explanations lead to the conclusion that Daily Conversation Method was a method used to improve students' speaking skills by exploring their abilities in everyday English conversations.

According to Jo McDonough and Christopher Shaw, speaking was an ambition and function skill that enables people to produce expressions when they were truly communicative, that is when they genuinely want to interact something to achieve a specific end.⁴¹ Speech process analysis recognizes four aspects include,

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency

The aspects that might be present when speaking pronunciation was correct, grammar was important, increasing our vocabulary would make it easier for us to speak, and fluency was the last important aspects. Abilities were the skills that an obtains to perform various actions such as intelligent powers as if they guided by the person's intention, and successfully executing those results in an action that was not applicable to all power.⁴² They were related too, but not identical to, a variety of other concepts such as disposition, knowledge, talent, aptitude, potential, and skill. The ability of a person to carry out social actions based on their level of knowledge. Therefore, speaking ability was the skill of a person to communicate. There was important for facilitating the requirement of variety information,

⁴⁰ "Method," Wikipedia, JohnmgKing, accessed at December 7, 2021. <https://en.wikipedia.org/wiki/Method>

⁴¹ Jo McDonough and Christopher Shaw, *Material and Method in ELT, A Teacher's Guide* (UK: Blackwell Publishing, 1993), 134.

⁴² "Ability," Wikipedia, edited at November 29, 2021 and accessed at December 8, 2021, <https://en.wikipedia.org/wiki/Ability>.

increasing self-confidence, and being supporters for achieving professions and jobs.

Implementation Daily Conversation to improve students' speaking ability was variation. As mentioned Rahmanita Sari Musyrifah in the previous studied there were process implementing Daily Conversation Method include,

- a. Students must have spoken English all the times.
- b. Students allowed speak in mixed language and English on a daily basis.
- c. Students were required to speak entirely in English.
- d. Students were assigned as spies to look for those who did not speak English.
- e. Students who have made good progress would be rewarded and punished for students who have broken the rules.⁴³

From the brief description above, explained about the process implementation Daily Conversation Method to improve students' speaking ability such as; Students must have spoken English all the times, allowed to mixed language and English on a daily basis, students were required to speak entirely in English, assigned as spies to look for those who did not speak English and rewarded to students who have made good progress and punished for students who have broken the rules.

However, as Rikha Rizanatul Afiyah mentioned that the process implementing Daily Conversation Method at MTs Darul Ulum Purwogondo to improve students' speaking ability especially in specialization class of English include,

- a. Giving the students materials.
- b. Giving the students basic vocabularies and tenses.
- c. Combining to be short conversation.
- d. Practicing with their partner.
- e. Starting to speak English.⁴⁴

From the description above, the first steps in implementing Daily Conversation Method were to provide materials from various modules that contain daily activities. That way, they prepared themselves in advance by first practicing by reading some of the materials that was already available in the module.

⁴³ Rahmanita Sari Musyrifah (Language division) female dormitory 2 UIN Raden Intan Lampung, interviewed by Nurmawati, September 9, 2017.

⁴⁴ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

Vocabulary was useful in learning English, the greater our vocabulary it would be easier for us to understand other people's speech in language, and the easier it would be express ourselves orally. Tenses were helpful when starting a conversation. If the students communicated in English, they should use grammar correctly. It would be easier for students to compose a sentence if they provide some basic vocabularies and tenses.

The next step was combining the both to be short conversation. Some of these vocabularies allow students to construct a sentence into a conversation. Then, the teacher asked them to practice them in front of the class with their partner it could be increasing their speaking fluently and the last steps were starting to speak English, and have a conversation with their partner in front of class.

An observation was used to learn about the process of implementing Daily Conversation Method to improve speaking skills. The majority of the students in the English specialization class appeared to be involved in the implementation of these methods. This research was conducted twice, with the first day observing of implementing Daily Conversation Method process and also interviewing the English tutor and the students. The second day the researcher interviewing with the Deputy Head of Curriculum and also as an excellent class leader at MTs Darul Ulum Purwogondo in order to understand the process, supporting factors and obstacles of Daily Conversation Method. The observation was carried out in the first meeting. The researcher assumed that the process implementation Daily Conversation Method to improve speaking skill was quite effective based on the data obtained through observation. Despite the fact of those students' encountered challenges, it had little impact on the implementation Daily Conversation Method process. Those obstacles could be anticipated or solved by either the English tutor or the students.

Based on the data gathered through interviews, it was determined that the implementation of Daily Conversation Method to improve students' speaking skills at MTs Darul Ulum Purwogondo was indeed progressing well. It was known that there were modules that assisted the English tutor in sharing and teaching the material to the students. When students were learning in class, they could explore themselves by practicing conversation with their partner. However according to the English tutor, they saw positive results from implementation

Daily Conversation Method in MTs Darul Ulum Purwogondo because they were more confidence and have been communicated in English on a daily basis, despite some internal obstacles or obstacles within themselves.⁴⁵

From the result of documentation, it showed that the process collecting data about implementation Daily Conversation Method run well and was quite effective to improve students' speaking ability it has confirmed by the several previous interviews, including those English tutors and teachers, the students and deputy head of curriculum who was also the excellent class leader.

2. Analysis Supporting Factors and Obstacles in Implementation of Daily Conversation Method at MTs Darul Ulum Purwogondo

One of the principles for speaking success is that learning to speak necessitates acquiring the target language in context noted by Brown.⁴⁶ In order words, they should practice speaking in a variety of situations. Thus, the teacher should encourage students to use language effectively in order to make speaking activities interesting and meaningful for them, as this would draw students' attention to learning English. If the motivation was low, the practice would be ineffective, and if the students practiced less, the goal of implementing Daily Conversation Method to improve students' speaking abilities would not be achieved. Such as explained in previous discussion there were seven supporting factors in implementing Daily Conversation Method at MTs Darul Ulum Purwogondo include,

- a. Students have a willingness to acquire skills.
- b. Teachers, parents and the surrounding environment always support.
- c. Students always develop vocabulary.
- d. Students have more practice to improve speaking skills.
- e. Teachers and tutors provide feedback.
- f. Teachers and tutors always conduct evaluations.
- g. The school conducts monitoring and controlling every quarter.

From the clarification above, the supporting factors in the implementing Daily Conversation Method at MTs Darul Ulum

⁴⁵ Rikha Rizanatul Afiyah, interviewed by the Researcher, interview 2, Transcript, October 6, 2021.

⁴⁶ H.D Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy (2nd Ed)*. (New York: Pearson Education, 2001).

Purwogondo be included there was a willingness, in order to expand their knowledge, the will that came from within them would be very different from the will that forced, so it could help to expand one's knowledge. Involvement of parents, teachers and others was also essential to helped students improve their learning abilities, vocabulary mastery it would be easier for students in this case because it covers the fundamentals of speaking, needed more practice to improve students' speaking skill.

Feedback from teachers and tutors it helped students improve students' abilities, and then always conduct evaluation, because the purpose was to track students' learning process. Saw if they were in accordance with the learning plan that has been implemented, to checked students' learning outcomes and see if there were deficiencies or not in the learning process, to found solutions to the shortcomings students experienced and to conclude how mastery students had in learning applied competencies, and the last one was controlling or monitoring also aids in the implementation of this conversational method at MTs Darul Ulum Purwogondo because the school would monitor how the program operates.

However, it can be strengthened with the previous studied about supporting factors in implementing Daily Conversation Method such as:

- a. Students have a lot to say. This activity allows students to talk as much as possible. This may seem obvious, but most of the time was taken up by the teacher's talk to pause.
- b. Participant was balanced. A monitory of talk active participants did not dominate classroom discussion. Everybody has a chance to speak, and everyone's contributions were fairly weighted.
- c. The motivation level was high. Students were eager to speak because they interested in the subject matter and have something new to say about it.⁴⁷

From the clarification above, regarded various supporting factors in implementing Daily Conversation Method such as; students who actively speak in English; participant who balanced and on average active in class discussion would support the

⁴⁷ 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.11.

implementation of Daily Conversation Method; and students who have high motivation would support the implementing Daily Conversation Method to improve students' speaking ability.

Observation indicated that almost all of the obstacles created by the students themselves. The student vocabularies limited, and they were unmotivated to improve their English communication skills. Most of them were unsure how to respond to their partner in English. The results of interview also confirmed that almost all problems were caused by students who were too lazy to study. Once class had started, there were still many students outside the class. Most of them have limited vocabularies as well, but because they were too lazy to memorize them, they did not know how to speak English.

When the teacher found it difficult to involve students in speaking activities, there were problems or obstacles in implementing Daily Conversation Method as Annisa Najiyah Aulia, Muhamad Sofian Hadi and Lidiyatul Izzah mentioned,⁴⁸

- a. The students lacked self-confidence.
- b. The students were hesitant to practice speaking English.
- c. The students lacked vocabulary mastery.
- d. The students lacked the ability to communicate with their friends in English.

Based on to the explanation above, there were many obstacles encountered when implementing Daily Conversation Method as mentioned the previous studied such as; students lacked self- confidence in speaking English. Students who have self-confident felt more calm and could recognize their faults. They have the ability to realize their full potential and became the best version of themselves.

The students lacked vocabulary mastery, several factors contribute to students' difficulties with vocabulary mastery such as; differences between written words and pronouncing in English, rarely interacting in English, writing the same word or sound spelling ambiguity, some words have similar but different meanings and incorrect pronunciations were frequently caused by a lack of similarity between English and Indonesian sounds.

⁴⁸ Annisa Najiyah Aulia, Muhamad Sofian Hadi and Lidiyatul Izzah, "English Daily Conversation at Islamic Boarding School in Improving Speaking Skill of EFL Student," *Ethical Lingua: Journal of Language Teaching and Literature* 8(1), (2021): 82, accessed at December 6, 2021, <https://www.ethicallingua.org/25409190/article/view/260>.

The students were hesitant to practice speak English, it was could be influenced by several things as; shyness when speaking English, they were hesitant in front of their teachers and classmates, students were afraid of making mistakes in English.

The students lacked of communication with their friends in English, one of the obstacles faced by students. Good communication skills were essential to understand information more quickly and accurately. As a result, students must be able to improve their communication with their partner first, such as their classmates by using English first. They would also gain a lot of practice, this way in order to be competent in English.

However, based on the previously explanation, there were obstacles encountered in the implementation Daily Conversation Method at MTs Darul Ulum Purwogondo to improve students' speaking ability such as:

- a. Students have difficulty memorizing vocabulary.
- b. Students have incorrect pronunciation of words.
- c. Students have limited times.
- d. There were passive students.
- e. Students who had difficulty forming sentences.
- f. Students who were shy to express their opinion.
- g. Students who did not build their self-confidence.

It was clear from the explanation above that the obstacles in the implementing Daily Conversation Method that occurred at MTs Darul Ulum Purwogondo included difficulty in memorizing vocabulary, incorrect pronunciation of words included articulation, emphasis and intonation. Limited times was a one of problems faced by the students and also teacher in the implementation Daily Conversation Method at MTs Darul Ulum Purwogondo, the implementation in the specialization class was only given 1 hour after class finished. At the time, one of the tutors who teach of the extra class stated that one of the challenges that time was limited, so it was necessary to adding more times so that the learning delivered was more optimal, there were still a lot of passive students, students who had difficulty forming sentences were one of the problems those students faced in the implementation Daily Conversation Method at MTs Darul Ulum Purwogondo.

There were students shy to express their opinion in the implementation Daily Conversation Method, students who did not build their self-confidence. It was essential in almost every aspect, but many people struggle to found it. The students could

show their self-confidence in their behavior, built with confident habits, and made positive affirmations.

