BAB I

INTRODUCTION

Teaching as process was to give information to the learners. When doing teaching, a teacher transfers his knowledge, message and skills to the students. Teaching also created interaction between a teacher and his students. To support their expected goals in teaching, teachers could use some different strategies to support language skills (listening, reading, speaking and writing).

Teaching speaking was the teacher teaches the students to speak in a language target with the good accent, word, and sentences. The purpose of teaching speaking was to improve the oral production of the students. According to Nunan (2003), teaching speaking means that the teachers teach the students to: produce the English speech sound, word, sentence, stress intonation pattern, the rhythm. And also select the suitable words and sentences according to the proper social, setting, audience, situation, and subject matter.

Teaching strategies were various ways used by teachers in teaching learning process. Teaching strategies was important since they determine teachers' success in achieving teaching goals. Strategies were used by teacher should be interesting and could capture students' attention. Especially for teaching speaking, strategies should make students able to communicate efficiently and effectively. According to Brown (2000) states that strategies are specific methods of approaching a problem, modes operation for achieving a particular end planned designs for controlling and manipulating certain information.

In teaching speaking, the teachers needed some strategies to help them in transferring the materials with good ways. By using the strategies, the teacher could achieve the indicators of the materials. And also learning with strategies was more interesting for the students to learn English especially in speaking. There were some strategies that can be used by English teacher in teaching speaking especially conversation, such as pair work, role play, drilling, and group discussion.

There were still many students could not speak fluently. They had many difficulties when they wanted to speak in English especially in conversation. One of problems was that the students could not communicate in English well. They said that they did not know what to say and how to speak up their mind because of lack of vocabulary. There were some conversations sections were not used or applied the

interesting strategies in the class. That's why the writer is interested to discuss this topic because each suggestion of the literature when discussing about conversation, the writer saw that the conversation material was still rare in the school.

The reason of this research is needed, such as: To find out the English teachers' strategies in teaching conversation at high school level; to describe the process of the strategies that English teachers used in teaching conversation at high school level; to identify the reason of English teacher chose the strategies in teaching conversation at high school level.

The Importance of this research was able to know how and what the strategy that could be used in teaching conversation. It could help students to increase their vocabularies, to correct and to improve their pronunciation by using strategy that used by English teacher.

1. LITERATURE REVIEW

Conversation

There were six categories of speaking according to Brown (2004). Imitative; means imitating a word, phrase or sentence. And it focused on pronunciation. The teacher used drilling in the teaching learning process. So the students could listen and repeat some word. Intensive; refers to practice some phonological and grammatical aspect of language. It usually did in pair or group work. For example, reading aloud in paragraph, reading information, chart and etc. Responsive; is an interaction and test comprehension but somewhat limited level of very short conversation, standard greeting, small talk, simple request and comment. In this section, the teacher and students could reply the questions, comment, giving direction and etc. Transactional (dialogue); the purpose of this performance is to exchange specific information and to extend form of responsive languages. Interpersonal (dialogue); interpersonal dialogue is carried out to maintain social relationship than for the transmission of the facts and information. Examples, the conversations because it involved some factors such as emotionally charged language, slag, a covert (agenda) and etc. Extensive; it was monologue that given by teachers which form of reports, short speech, or summaries. It was also more formal. Its purpose was to report and retell a story.

According to Marianne Celce and Murcia (2001: 108), one of speaking activity was conversation which is the most fundamental form of oral communication.. But only a few of them have either the opportunity or confidence in unplanned conversation

with native speakers. Maley (1988:1) states that conversation is an activity that involves two or more people has the right thing to talk and listen without any agenda or content. And the purpose of conversation is receiving and giving the information, such as social relationships, negotiation of status or social roles, and etc. Maley (1988:1) also states that there are some roles that usually followed at normal conversation, such as only one person speaks at a time, the speaker can change, the length of conversation varies, there are some roles to speak in the party, and the content of the speaking is not specified or the content is free.

Previous Research

In this relation, there are some previous studies related to the topic, such as Journal of PhD in pedagogies, associate professor of translation department created by Oksana Ye. Milova with the title "Teaching Conversation in English Language Classroom: Conversational Techniques" that the conclusion of the study showed teaching conversation is very important for foreign language learning. The ability to communicate the target language clearly contributed to success of language learners in daily life. So the teachers should pay attention to teaching conversation. Teachers should make the class interesting. By this aim, various conversational techniques can be performed in English language classroom to develop the basic conversational skills. The various conversational techniques are, such as small group discussion, improvisation, debates, stimulation, role play and other.

Teaching Strategies

Teaching strategies were various ways used by teachers in teaching learning process. Teaching strategies was important since they determined teachers' success in achieving teaching goals. Strategies are used by teacher should be interesting and can capture students' attention. Especially for teaching speaking, strategies should make students able to communicate efficiently and effectively. According to Brown (2000) states that strategies are specific methods of approaching a problem, modes operation for achieving a particular end planned designs for controlling and manipulating certain information.

In this study, the writer was interested in identifying the teachers' strategies in teaching conversation. Many research have done a research about teaching strategies in teaching speaking, that are:

a. **Role Play** According to Nunan (2003), role play is a good activity for speaking in the classroom. Marianne Celce and Murcia (2001), role play is a speaking activity which is suitable for practicing the socio cultural variations in speech acts, such as

complimenting, complaining, and etc. Harmer (2003) states that role play is stimulation the real world in the same way, where the participants have to speak and act from their new character's point of view. Harmer (2003) also argues that there are advantages of role play, such as role play is fun and also motivating activities, role play gives students to be more honest or forthright in their opinions and behavior without having responsibility for what they say in the way that they do when they are speaking for themselves, and it allows students to use a much wider range of language.

b. **Pair-Work** According to Zohairy (2014), pair-work is an effective strategies that put two students or three students in group. By putting students in this pair-work makes their interaction meaningful and as a result will increase their language production. Harmer (2003) states that in pair work students can practice the language together. And also the students can write, predict of the reading, and act what they have listened to, read, or seen. Harmer (2003) also argues that the advantages of pair work, such as pair work can increase the amount of speaking time that students get in the class, it allows students to act and work independently without guidance of the teacher, it recognizes that 'two heads are better than one', it makes class more relaxed and friendly place and it is relatively quick and easy to organize. It also has a disadvantage, such as pair work is very noisy and some of teachers and students may dislike it and make teachers fell worried that they will lose control of their class, it can make students veer away from the point of the exercise or students can talk about other, and also many students feel that they would rather relate to the teacher as individuals than interact with other that weak as they are.

c. **Drilling** According to Harmer (2001) says drilling is way in getting students to demonstrate and practice their ability to use specific language item in a controlled manner. Additionally Thornbury (2005) says drilling has come advantages including (i) to make students pay attention to a new materials that presented by teachers; (ii) explain words, phrases, or sentences to the students so the students can remember it in their mind in long term memory; (iii) and to provide means of finding articulator control over language.

d. **Group discussion** According to Maulidar, at, el (2019:86) said that group discussion is one of an effective strategy in teaching speaking because in group discussion students can be more active sharing their idea inside their thought as it encourages students to speak up as a tool of interaction in discussion. According to Harmer (2001), conducting group discussion can give some advantages, such as (i) it can enhance talking for each students; (ii) encourage cooperation and negotiation; (iii) rehearsal to increase students' problem solving.