

**SIMPLE CONVERSATION AS SPEAKING MATERIAL
FOR THE FIFTH-GRADE STUDENTS
PAPER**

*Submitted as partial fulfillment to obtain
strata 1 (S1) degree at English Department*



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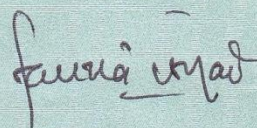
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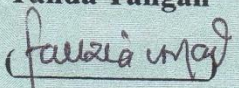
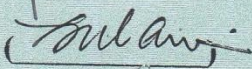
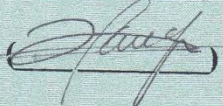
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ABSTRAK

Laurie Inessa. 2012. Simple Conversation as Speaking Material for the Fifth-Grade Students. Paper (*Unpublished Paper*). Padang: Universitas Negeri Padang.

Tujuan penulisan makalah ini adalah untuk membantu guru dalam merancang dan memilih *simple conversation* sebagai materi ajar *speaking* bagi anak kelas 5 SD. Materi ajar *simple conversation* dalam makalah ini dikembangkan dari kompetensi dasar yang tertera dalam kurikulum tingkat satuan pendidikan (KTSP) mata pelajaran Bahasa Inggris SD (2006). Menurut KTSP, materi ajar *speaking* bagi anak kelas 5 SD harus sangat sederhana dan kontekstual sebatas lingkungan sekolah. Materi juga disesuaikan dengan tingkat perkembangan kognitif dan sosial/emosional anak. Oleh karena itu *simple conversation* yang diajukan dalam makalah ini dirancang sangat sederhana; dengan bahasa yang jelas, kontekstual dan kultural.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The implementation of the school based curriculum requires the learners to be able to use the target language in a real communication that is in the context of the actual language. The teaching-learning process of English language concentrates on the four skills, namely, listening, speaking, reading, and writing. By mastering the four main language skills, students are expected to reach their communicative competence.

One of the four skills which plays a significant role in mastering English is speaking. Speaking, as Djodi says (2009), is the productive and oral communication skill that can not be separated from listening. When people communicate, they convey the meaningful message. The message comes from the meaning, which is expressed in the form of speech act. In other word, speaking is called productive skill because when people speak, they produce the language, while it is called as oral communication skill because through speaking, people carry out their ideas, oppinions or emotions.

To speak out, people need to study speaking through some materials of learning. Speaking materials are the spoken data in a range of different contexts of use. Speaking materials should contain information the speakers need in order to carry out their intentions' of speaking.

Most teachers tend to use coursebooks as materials during their main experience in teaching. Thus, most of them often associate the term ‘language-learning materials’ with coursebooks. However, Tomlinson (2009: 2) argues that learning material refers to anything which is used by teachers or learners to facilitate the learning of a language.

Moreover, he points out that materials could obviously be cassettes, videos, CD-Roms, dictionaries, grammar books, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talks by inviting native speakers, instructions given by a teacher, tasks written on cards or discussions between learners.

In other word, speaking learning material can be anything which is deliberately used to increase the students’ knowledge and/or experience of the spoken language. Materials can be used by students in learning, either separately or be combined, which facilitating them in achieving learning objectives.

Materials for learning speaking at primary school rather are inappropriate to be used. Those unappropriate materials can be seen from text books and students’ worksheet (LKS) used by the teachers. Based on school based curriculum (Kurikulum Satuan Tingkat Pendidikan/KTSP), standard competence in speaking skill that has to be reached by the fifth-grade students is to express instruction and information that is very simple and in the context of school. It means that topic of materials used should not be out of the context of school.

However, in the text books and the students’ worksheet used, there are some topics of learning materials that are out of the school-context. For example, there

is a conversation used to ask and give directions that takes place in Taman Mini Indonesia Indah (TMII) where students will never find some places spoken in that conversation in their school environment.

Thus, students avoid to be engaged in the conversation, since the topic can not relate subject matter content to their live as students in the school. It seems so complicated to be understood by the students. It is proper that the topic is changed to ask about direction of some places or things that located in the school environment, for example, the location of particular books in the library. One student is situated to ask about where the science book is and the other student answers that the science book is on the top shelf number 234. It seems to be more contextual, and easy to be understood by the students.

Furthermore, language used in materials is sound Indonesian. It can be seen from one theme in LKS. Students are set in a conversation to express about like and dislike. One student says that she likes “fried banana”, while the other student says that he likes “egg-tea”. Fried banana and egg tea is so familiar in Indonesian culture, but there is no such of that phrase used in English language to refer to food that made by friying the banana and beverage that made by mixing tea and egg. Most better if that term is changed with bread and milk, since in English culture, children are more familiar to those kind of food and drink.

Besides, it is often assumed that teachers are lack of knowledge about good materials. Teachers just take the existing materials printed in the text books and LKS. They just adopt the materials without make some adjustments to their students’ needs. Thus, the materials used can not bring the exposure of a real

language to students. Moreover, the language used in a conversation is not appropriate with the level of students' intelligence.

So no wonder if, that most fifth-grade students tend to be passive and prefer to play a role as a good listener instead of an active speaker in the speaking class. If there is someone plays a role as speaker that is merely because of the need to accomplish the task and to gain the score. It is not because of their desire to speak.

Thus, english teacher should provide students with the simple, contextual, and cultured-based speaking materials. These materials can help students to learn the target language in an active, interactive and interesting manner.

To solve the problem in the term of the inappropriate speaking materials used by many teachers in the field, the writer, through this paper, will give some example of simple conversations which are used as speaking materials for the fifth-grade students of primary school. Simple conversation here is based on the school context. By using these materials, students are directed to talk to each other and gain their communicative competence more freely and enjoyable.

B. Limitation of the Problem

In this paper, the writer is interested to discuss about simple conversations for speaking materials. These simple conversations are designed very short, use a real language, and contextual. It is also designed to expose the English culture to the students.

C. Formulation of the Problem

The problem in this paper is formulated as follows: “What kind of simple conversations that can be used as speaking materials for the fifth-grade students in the second semester?”

D. Purpose of the Paper

The purpose of this paper is to provide the teachers with the simple conversations in a school-based context for speaking materials. It is hoped that these materials can be a solution for the teachers to initiate students to be eager to speak.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Simple conversation can be used as a speaking material for fifth-grade students. Simple conversations that used as speaking materials for the fifth-grade students are based on the school based curriculum. Also, the conversations are designed to meet the level of student's cognitive and socio/emotional development.

The topics of conversations are derived from the basic competences. They are in the context of school. Besides, topics chosen should bring a piece of real world to the classroom. On the other words, materials should be the cultural ones, that can import the English culture to the classroom. So, by practicing the conversations, students can understand not only the language but also the culture lays behind it.

Those simple conversations contain some of these following characteristics; simplicity of language, clarity of language, and logical sequence. Besides, these conversations used a simple pattern, that is one speaker starts the conversations and the other one closes the conversation. Each speaker gets twice turn in speaking, maximally.

Through these simple conversations, students are directed to be engaged in the lively interaction during the speaking class. Moreover, through these simple conversations, teachers can initiate students to be eager to speak and break their

silent-habit. Also students are directed to talk to each other in order to gain their communicative competence more freely and enjoyable.

B. Suggestion

It is suggested that the English teacher should use an appropriate materials in teaching speaking in order to reach a better result. Some considerations should be considered in designing the speaking materials, particularly simple conversation. These are some of those considerations:

1. Use a real language
2. Avoid the long conversation and complicated one.
3. No need to put in some variations, such as direct or indirect utterances, and negative responses.
4. Avoid the Indonesian context.

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