



IMPROVING TEACHING CONVERSATION USING SOME TECHNIQUES

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Abstract: Language is a means of communication or speaking. In this case, as a human being, it must be able to communicate or speak orally. For human being having a good English is important especially for the students because it becomes the bridge to know the world. Speaking is also the important activity in language class. It is one of the basic competences which should be mastered by the students. It means that teaching conversation needs to be developed. Furthermore, one of the English teaching aims is to develop the students' competence in communicating both oral and written language to resolve their daily problems. The communicative competence taught in learning English covers four skills: listening, speaking, reading and writing. Language has a main role in students' intellectual, social, and emotional development and it is the key towards the successful studying all of the subject. Speaking or conversation is considered as skill which students rather difficult to work with. Conversation is one of the basic competences which should be mastered by the students. conversation is a speech production that becomes a part of our daily activities. Conversation means creative process; an active interaction between speaker and listener that involves thought and emotion. Some techniques can be used to improve teaching conversation.

They are such as situational practice, the self-directed, dialogue, improvisation, small-group and discussion.

Key words: improving, teaching conversation, some techniques

Introduction

As we know that the students who have studied English as a foreign language for many years, but there are still many who can't speak English well. Studying English is not only study about Phonetic, Phonology, Morphology, Syntax and semantic, but we must also practice in speaking through conversation; oral reproduction or speech.

1. Linguistics,

Linguistics may be defined as the scientific of language

- It encompasses a number of sub fields for examples, structure (grammar)
- Grammar that studies of meaning called -----
Semantics



- Grammar that tells the formation and composition of words is named--- Morphology

- Grammar that tells the rule of determine how words combine into
 - phrases and sentences -----

Syntax

- Grammar that study of sound system and abstract sound units -----

Phonology

- Grammar that that study branch of linguistics concerned with the actual properties of

- speech sounds (phone) -----

Phonetics

2. Psycholinguistic

Psycholinguistics will explore the representation and functioning of language In the mind. As an International language, English is used to communicate in many countries in the world. According to Hutchinson and waters, it is said English is the way in learning technology and improving knowledge, because of that there are many people who want to learn English to know more about the science. According to behaviorists, learning is a process of habit formation and proceed by means of the frequent reinforcement of a stimulus-response sequence (Hutchinson and waters). Taking such a theory of learning into account, we

will have to practice speaking English as much as possible in a real communication is someone wants to improve their speaking skills (Simardi Sulistyio wait and Magana). The teacher should control the conversation at all, because he has to believe that the learner should have been given opportunity as possible to express with the English and discover its system himself, and that fluency is more important than grammatical correctness (Natjon,I,S.P, 1977:64). From The explanation above, the learners are able to learn that the teachers should do, on the other side to develop teaching conversation for learners in order that they are able to use the language through free conversation, dialogue, oral reproduction or speech, where the students won't feel guilty when they are trying to communicate in English, especially in the classroom situation. On the other side, the students should develop themselves by having given a great deal of choice regarding the sentence pattern and vocabularies they use for real communication. From the explanation above, the writer say that the point of view of teaching and learning, the writer would like to discuss about some techniques to teach conversation, especially for English students, active in speaking English as foreign language.

Discussion

To learn English well, it seems important to define some terms. According to cambridge English course (Yogyakarta) it is



said that there are three techniques how to learn English well. First, study hard or motivation by this manner, the learners should have a big motivation to study hard in order to be able to know the English well. Second, practice, it said that the learners are going to do or practice itself, because English is as a language. It needs to be practiced for example in translation, writing, and speaking. When the learners are eager method to read much magazines, articles, and newspapers. It means that by these methods the learners will have much information or knowledge, so it will help the learners to be understand in speaking. In real conditions thus, the learner should practice their conversation in aural / oral. Third, don't be afraid or a shame. It argued that the learners should be lost their afraid of worry, nervous, and a shame in their heart in order to they will be able to improve their conversation.

From the explanation above, it can arise the question why the teaching English conversation needs to be developed ? To answer this question, there are at least there good reasons first; people in the classroom have the same concern about English so they can improve their English and at least, they must have positive attitudes to improve their English, and they have to be familiar with English. Second, they program their class to practice speaking or conversation in English. This is caused, among others, by the lack of motivation and the status of English in

Indonesia (English is a foreign language Wilkins, 1974: 49) on Sumardi, Sulistyowati & Margono, 1991:1). Thirdly, not all the conversation teachers give structured activities under control which would support progress in conversation and speaking (Nunuk Esha, 1989 in Hello magazine). When one does this, he should insist that the students give an answer consistent with reality. Sample question might be :

What is your hobby ?

What is his name ?

What are his hobbies ?

The teacher may ask individual students to compose similar questions requiring answer that concern with their own experiences.

For closer approximation to free expression, the teacher can simply outline a situation similar to the one in the dialogue and have two students perform the conversation completely on their own. The exercise might go something like this :

Teacher give a role play. It's a quarter to five in the afternoon, Amir and Dwi (Two students in the class) they are talking about their hobbies. Dwi suddenly remember that she has to be somewhere by five o'clock.

Amir : Did you say that your hobby is reading ?

Dwi : Yes, how about you ? Do you have any hobbies ?



- Amir : I don't have time for hobbies. I have to work at the shop all day and sometimes in the evenings too
- Dwi : That's too bad. Everybody should have some time for relaxation.
- Amir : You are right, but we have to take care of a lot of our customers these days
- Dwi : Oh, excuse me. I must meet my sister at five, and it's ten to five now. Goodbye !

In order to make the student aware of any errors they make during their performance, the teacher may record the conversation on a tape recorder. Then, when the conversation is over he can play it back and correct the errors, working not only with two student who performed, but with the class as a whole.

The following are some techniques to teach conversation separated from the methods that the teacher used. Differences among methods at the level of approach manifest themselves in the choice of different kinds of learning and teaching activities in the classroom. (Richard & Rodger, 1986). Teaching activities focused on grammatical accuracy, for example, are quite different

from those that focus on conversation. Activities types include, such as : situational practice, the self-directed, dialogue, improvisation, small-group and discussion. To make them clear, the writer will discuss one by one.

A. Situational Practice

Situational Practice can be a good procedure for eliciting questions from students. The teacher creates a situation, then asks the student what he would do and should find him-self in those circumstances. Here are examples: Imagine that you are walking down the street and seeing a little boy crying. What would you say to him? What kinds of questions would you ask ? (at this point the students produce such questions as are you sleepy ? Where do you live ? Are you sick ?). Suppose then he tells you. He is hungry, and you want to offer him some money to buy some food. How do you express that.

B. The Self-Directed Dialogue

The Self-Directed Dialogue calls for students to work in pairs. The teacher's role is to prepare the students for what they are to say and provide props which served as stimuli for conversation. A conversation built around one of these props might proceed in this manner : After having completed a dialogue concerning the American identification card, the teacher shows the class what such a form looks like and then asks them what the question the perfect of police will have to ask to complete the form (name), for example,



would call for the question what is your name ? and (place of birth), for where were you born ?

Following discussion, the students are divided into pairs and each student is given an identification card to fill in with information about his partner. In order to do this, each in turn ask questions and supplies answer. As a final activity random students are asked to tell in the kind of narrative form the information obtained in the interview. Again the form serves as a prop by providing an outline for the description which might begin as follows : Imam was born in Yogya. He is seventeen years ago. "He lives at 78 Jalan Sindoro....."

C. Dialogues

A dialogues is a short conversation between two person. (John M. Echols and Hassan Shadily, Kamus Inggris-Indonesia,1988). It can be presented as a language model in the manipulate phase of language learning. For example, the teacher may change the dialogue to make it conform to the reality surrounding him and his students. Suppose his students already know the following dialogue :

Ahmad : Do you have any hobbies ?

Zen : Yes, photography and gardening

Ahmad : I don't have any hobbies at all

Zen : I thought you used to collect stamps

Ahmad : I did. But now that I have two jobs, I don't have time for anything else.

Zen : Speaking of time, I must get to the bank before two o'clock. see you later.

To the teacher and his students, Ahmad and Zen have no reality by introducing the name of his own students for the character in the dialogue. He could bring more reality to the above conversation by introducing variations on specific dialogue. Lines or aspects for question practice.

D. Improvisation

Improvisation is a dramatic hypothetical in which two speakers interact without any special preparation. Because imagination, They should be use with relatively advanced level students. Here are the examples:

1. You are in the restaurant. You have just had a good dinner . The waiter is waiting for you. Suddenly reality that she was a classmate of yours several ago.
2. Zen and her mother were in the department store. They were going to buy something. Zen told her mother at that time that she would like to buy address. Then she appointed the beautiful one.



Those all the examples above are the examples of settings for improvisation. The teacher can have his students write their own situation involving two speakers only, and they are to describe the situation not write the conversation. That will take place. Then the teacher collects the slips of paper, reads over the situations and corrects the English where necessary. Then the students will have to perform the improvisations.

If we take for the third example above, the students might perform the following improvisation :

Rudy: "Could I have this watch, father ?
I think, it is worth for me."

Father : "Yes, why not, my son. We'll
buy this one and you may use it ."

Rudy: Thank you, very much man. I am
very happy to have a good and
beautiful watch."

Father: "You look more beautiful, my
dear."

E. Small-Group Discussions

If the class is a large one, a good way to give students opportunities to speak English is to schedule small-group discussions. To supervise group work, the teacher can circulate from one group to another and offer advice where necessary. Discussion techniques for use in small group are as follows :

1. Divide the class into small groups of three to six people each. Give each group a different discussion topic. Have one student in each group write down the important point as they emerge from discussion by group members.
 2. Allow the groups to discuss their respective topics for at least ten minutes. When group members have finished their discussion, they should elect a spokesman who will report on the groups collective thoughts to entire class.
 3. Call on the spokesman of one of the groups. After he gives a short presentation (five minute), class members should question him or anyone else in the group on view points expressed. The teacher can help this general discussion along by addressing his own questions to members of the group.
- Follow the some procedure with the remaining groups until all groups have given their presentation. Some discussion topics that can be used for this kind of activities are, for example, listed below :
- a. Qualities of a good language teacher
 - b. Why sports are popular
 - c. How to motivate language students
 - d. The role of book (newspaper, magazines, Literary book, scientific book, etc)



Conclusion

For English teacher who prepare applying some communicative activities in teaching English conversation, it must have at least three good reasons for how it can be developed. Firstly, people in the classroom have the same concern about English. Secondly, the lack of settings for students to practice speaking or conversation in English. So practicing speaking or conversation in English in classroom is a good opportunity because it can be a good setting for English communication. The third, not all the conversation give progressing in communication.

To develop teaching of English conversation, teacher must use some techniques to teach conversation. And it must include such as situational practice, the self directed dialogue, dialogue, improvisations, and small group discussion. In applying such activities, of course, some methods are totally dependent on the teacher as a source of knowledge an direction an the teachers' role as catalyst, consultant, motivator, guide, and model for learning. Therefore, teachers should control and motivate the students over how learning takes places. Learners' roles are

linked to the teachers' status and function, so from the point of view some communicative activities can develop teaching English conversation.

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