

## EVERYDAY CONVERSATION EXAMPLES IN SHORT DIALOGUES TO LEAD STUDENTS' PARTICIPATION IN SURVIVAL ENGLISH CLASS

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### Abstract

A successful speaking class leads active students' participation involved in the activities. Survival English is a speaking subject of the English Education Department in Muria Kudus University which has to be taken in the first second semester by the students. As well as other speaking class, this aims to lead the students to improve their basic speaking ability through various topics of everyday conversations. Some examples of dialogues are needed to be shown as the guide points for them to recognize the appropriate expressions such as the formality or informality of a talk. The beginning of the class activities covers some expressions of introductions and small talk, for instance, formal and informal greetings or introductions, a telephone call, weather report, and so forth. The next dialogues examples can go in broader topics like the activities around town such as ordering a meal, asking directions, calling for help, shopping, transportation, and many more. Students are also can be drilled in some dialogues of pastimes and activities like special events of vacation, weddings, hobbies, and other attractive matters. Those examples of dialogue are presented in short so that the students can make some improvisation of having some relax conversations with their peer class participants.

**Keywords - everyday conversation, dialogue examples, students' participation, Survival English Class.**

### Introduction

This chapter aims to discuss the research background, statement of the problem, research objective, significance of the research, scope and limitation, and operational definition.

### Background of the Research

Skills are very basic for English as second or foreign language. As well as the first language, the steps of learning the skills of this language are alike. Listening and reading are receptive skills, while the other two are speaking and writing. The second crucial thing to be learned is speaking. Children learn to imitate the first language by listening first. The things they listen should be in correct way, both structure and pronunciation as the basic construction of a language, as well as English. In Indonesia, English is a

foreign language and there should be some difficulties caused by first languages of Indonesian if they learn English. This is why Indonesian English language learners need some examples of expressions to make English mastered well. As stated by Roseshines (2012: 12) that teacher needs to support the teaching materials in manageable amount, modeling, and guiding students' practice.

In English Education Department of Muria Kudus University, in its new curriculum, there is a subject called Survival English. This subject should be taken by the second semester students to improve their speaking skill. Survival English is the other form of Intermediate Speaking subject that is concerned to the basic skills of using expression for everyday conversation like

introduction, purchasing something, asking for directions, going to see a doctor, and many more. But it is still limited by the lesson plan in one semester. Because the subject is involved for the students who have just started their study in university level, the teaching technique should be applied to achieve the goals. Here, some expressions of everyday conversation are used to drill the students so that they can use the expressions properly.

Imitating the language in a correct way is crucial in speaking class. The examples given should be correct and real. It is called as topical knowledge that provides information which enables learners to use language with reference to the world in which they live (Tuan and Mai, 2015: 9). In fact, a language, especially English, have some degrees of formality: formal and less formal. Contextually, the students can apply the expressions based on the situation of formal and less formal. More practice will be very useful for the students after the examples are given to them. They can choose any example and situation to have it practiced. Improvisations are also allowed to make the conversations more natural. What they need to do is not merely translating what they want to talk from their first language into English. It aims to have them speaking English in its original expression contextually, not a forward translation, for example, from Bahasa Indonesia into English. Survival English is a proper way to introduce original English expressions with the assumption they can survive using English when they are in the area with English as the only one language used. The idea leads to a simple case study for applying more examples of everyday conversation which is wrapped in a research title "Everyday Conversation Examples in Short Dialogues to Lead Students' Participation in Survival English Class.

Statement of the Problem

Problem investigation based on the fact described in the research background is represented into one problem to answer: "How does the everyday conversation examples in short dialogues lead the students' participation in survival English class?"

### **Objective and significance of the Research**

The research problem stated should be discussed through a leading objective as follows: "to describe how the everyday conversation examples in short dialogues lead the students' participation in survival English class."

The significance of the research is described theoretically and practically. Theoretically, the research is expected to enrich the knowledge and information about how to improve the productive skill of English: speaking, through the examples of short dialogues. Practically, the result of the research can be the reference for everyone who teaches or learns English as well about using everyday conversation examples in short dialogues.

### **Scope and Limitation**

The research covers the discussion about everyday conversation examples in short dialogues to achieve the students' participation in an English Speaking class. The speaking class is limited for the students who take Survival English Subject in the second semester of English Education Department of Muria kodus University.

### **Operational Definitions**

The first term that aims to be described is everyday conversation examples in short dialogues. It is some expressions which are used to lead the students to apply and participate actively in speaking class. The next term is to lead the students' participation: it is described as an activity in doing or creating something which can result a response in the form of students'

participation. The last term is Survival English Class: it is a subject which has to be taken by the second semester students in English Education Department of Muria Kudus university.

### **Review of Related Literature**

This chapter covers the aim of convincing the readers that the research is academically conducted. So it needs some theories that support the research analysis and result. The theories chosen are English Speaking Class, Students' Participation, and Everyday Conversation in Short Dialogues.

### **English Speaking Class**

Speaking class can be renamed with many terms. In English Education Department of Muria Kudus University, there are some integrated subjects to improve the students' speaking skill. One of them is Survival English. It should be taken in the second semester to achieve the students' ability to speak and use basic expressions that are mostly used in daily life. The expressions are provided in some contextual conversation, in short dialogues for sure, and it should be practiced everyday based on the topic considered in the lesson plan. The very best teachers are those that demonstrate all of the content knowledge, quality of instruction, classroom climate and management, teacher beliefs and professional behaviours (Coe et al, 2014: 2).

There are many things can be discussed from various everyday conversations, but, again, there should be limitations of the priority of the crucial things to be learned by the students. In survival English class, the topics cover introductions, asking for directions, seeing a doctor, purchasing some stuffs, going on vacations, some important events in life, and various fun games to support enjoyable learning.

### **Students' Participation**

Student is one of the requirements of a teaching and learning process which is involved in a class. Every lesson plan should be designed to support the students to participate actively in the class. If there is no or even less students' participation, a class can fail. The learning process should be centered to the students. The activities are dedicated to the students. Teachers only lead them to be creative in searching and developing the materials that they get in the classroom.

Interactive materials can be chosen to make them participate actively. It is impossible for the students to do something without any example from the teacher. Through examples, students have the things in their mind what they have to do and learn. Classroom participation requires students to speak and interact in the classrooms to indicate that they are actually learning and paying attention (Simanjalam, 2008: 16). There should be something to imitate, especially in improving speaking skill. Everyday conversation examples in short dialogues can be the starting point for the students to express the original expressions of English in speaking class.

### **Everyday Conversation in Short Dialogues**

There are many forms of everyday conversation examples which can be taken as the materials of speaking class. Here are the following examples:

#### **Greeting and Introduction**

The first material of greeting and introduction which is recognized by the students is the formal one as the following short dialogue:

Giselle : Good Morning, Ma'am. How are you doing?

Teacher : Good morning, Giselle. I am doing well. And you?

Giselle : I'm great, thank you. This is my friend, Ana. She is thinking about joining your additional English

class tomorrow. Would you mind telling us about the process please?

Teacher : Hello, Ana! It's a pleasure to meet you. I'm more than happy to speak with you. Please directly fulfill the registration form.

Ana : It's a pleasure to meet you too, Ma'am. Thank you so much for helping us.

Teacher : Don't mention it. Hopefully, we will meet up in the class tomorrow.

#### A Telephone Call

Telephone call is one of the various materials prepared for the class because it is quite common to call someone to ask for help or ask some questions.

Luke : Hello? Hi, Stephanie, how are things in the office?

Stephanie : Hi, Luke! How are you? Can you please stop and pick up extra paper for the computer printer?

Luke : What did you say? Can you repeat that, please? Sorry, the phone is cutting out.

#### Ordering A Meal

Restaurant English also covers the necessary expressions to know.

Waiter : Hello, I'll be your waiter today. Can I start you off with something to drink?

Ralph : Yes. I'll have iced tea, please.

Anna : And I'll have lemonade.

Waiter : OK. Are you ready to order, or do you need a few minutes?

Ralph : I think we're ready.

#### Asking Directions

Asking directions can be the very important one in the materials of Survival English because it will help somebody to survive in everywhere.

Mark : Excuse me. Could you tell me where the library is?

Nancy : Yes, it's that way. You go three blocks to Washington Street, then

turn right. It's on the corner, across from the bank.

Mark : Thanks! I've only been in town a few days, so I really don't know my way around yet.

Nancy : Oh, I know how you feel. We moved here in a year ago, and I still don't know where everything is!

#### Research Methodology

This chapter describes the Research Design, Research Instrument, Data and Source of the Data, Data Collecting and Analysis. The design of the research is qualitative. The data is qualitatively taken and analyzed from the observation sheet as the research instrument. The things written on the observation sheet are the source of the data, and it is directly sorted to be the data of the leading students' participation using the everyday conversation examples in short dialogues in Survival English class.

Some steps of data collecting and analysis are also considered to state the result of the research: 1) preparing the materials; 2) making the research instrument; 3) applying the materials in the class; 4) taking notes based on observation sheet; 4) sorting the data needed; 5) analyzing the data; 6) stating the result.

#### Finding and Discussion

The observation sheets show positive notes about the students' responses of being active in the participation in all activities in the class. All students have clear examples about the real English expressions which are commonly used in everyday life conversations. The expressions can be used in any topics because some of them are generally stated in any occasions just like how to say "thank you" and "please" properly. They know what and how to say the examples given and make them into some various creative dialogues because they surely need colleagues to talk with.

The participation covers from the very shy students until the very active ones. They have the same skill and expressions to apply and improve. It becomes a new challenge for the students to make their English speaking skill varies and real, not forwardly translated from Bahasa Indonesia anymore. Students follow all of the instructions provided by fulfilling all of the portfolio of practicing the examples of the conversation given.

Limited time also takes the crucial factor of improving the conversations into broader topics. Since the expressions consist of some in which people generally use in everyday life, students do not find any significant problem in making their own dialogue without changing the essential part of real English. The result of this research is clearly shown when the students realize and recognize that learning English as a foreign language is not merely memorizing the vocabularies but also using it when it is needed based on the real usage by the native speaker.

Examples can draw the students' imagination of contextual things based on the topic. In addition, students' participation is still lead by how the instruction works to them. Everything can be explained by examples. Examples can give clear information and model to be applied by the students.

### **Conclusion and Suggestion**

Examples become a common thing in teaching and learning process. It will be so crucial and positively significant to the result of the process if it is properly made and delivered to the students. The examples make the students know what they learn and develop. Teachers open the door and students enter the room by themselves, but they also need some instructional materials and media to do what they need in learning.

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