

ARTICLE

**THE IMPLEMENTATION OF DIALOGUE BY THE ENGLISH TEACHER
IN TEACHING SPEAKING AT THE FIRST GRADE STUDENTS IN MTS
N PARE KEDIRI ACADEMIC YEAR 2017/2018.**



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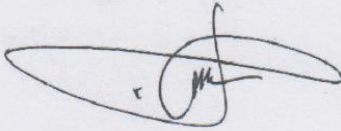
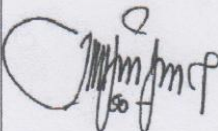

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Abstract

In Indonesia, English is recognized as a foreign language and also the subject that must be learn by the students. The objective of the research is known the implementation of dialogue applied by the English teacher in seventh grade students of MTs N Pare Kediri academic year 2017/2018 and to identify the implementation of dialogue by the English teacher, the students' respond and the advantages of dialogue to improve students' speaking skill in the speaking class of the seventh grade students of MTs N Pare Kediri.

This research was a qualitative research. The subject of the research was an English Teacher in MTs N Pare Kediri. The result of this research shows that dialogue is the effective approach in teaching speaking to improve the students speaking skill. The research finding include : (1) dialogue can improve students speaking skill, in terms of improving the students accuracy, fluency, and vocabulary. (2) dialogue can improve the teaching and learning process, in the terms of : (a) improving the classroom atmosphere, (b) improving the students' involvement, (c) improving the students' self confidence (d) improving the students motivation and interest.

In conclusion, teaching speaking by using dialogue is successful for building the improvement of students speaking skill. Dialogue can be implemented effectively in teaching speaking. The students are interested in joining the class when the teacher applied the dialogue activities the atmosphere of the class is more alive.

Keywords: speaking, teaching speaking, teaching speaking using dialogue.

A. INTRODUCTION

Teaching English as a foreign language has become increasingly important in Indonesia. So, all of the students in Indonesia must be able to communicate with English. Although they have been studying English but

they are still limited to communicate with English. English takes important role in communication, it is a second language for the most people in the world. English has become the international language for business, science, technology, and international relation. Therefore, English is

very important to be learnt by students especially to face the global era.

Moreover, teaching English means that the teacher should teach four skills they are : listening, speaking, reading and writing. Speaking is the most important skill to learn because learning language is the same with learning how to communicate. Moreover, Scoot (2005:116) states that “Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately”. Teaching speaking skill is the difficult one for the English teacher because there are so many factors that influence the students such as the students are still use their own language to speak up, there are so many students in the classroom, when they started to speak the class is very crowded. The students are also still lack of vocabulary, and their pronunciation is still weak.

Speaking can be used everywhere and become parts of our daily activities. The mastery of speaking skills in English is a priority for many second language or foreign language learners. Therefore, it needs appropriate methods in teaching speaking. English teachers have responsibility as they are demanded to have teaching method in

order to solve the problem faced by the students in learning English, like poor of vocabularies, feeling shy to speak English, being unconfident, being afraid of making mistakes, and soon. Moreover, the goal of teaching speaking skill is to communicate efficiently. Shofia (2011) states that “Teaching speaking means giving the opportunity of students to study about how to combine their ideas and thoughts”. So that the students have to make an idea about the topic and think about it before they start to speak. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusing in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

In speaking activities, there are two reasons why speaking skill is difficult for the students. First, is the students are lack of motivations in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote the speaking skill. The lack of vocabularies

and the wrong use of grammatical rules sometimes makes students feel afraid to speak up. To solve this problems there is an effective way in teaching speaking skill through some various activities that can improve students' speaking skill, such as drama, dialogue, song, storytelling, role play and many more.

One of language teaching techniques suggested for developing speaking skill is by using dialogue. There are several reasons why teaching by using dialogue can improve students speaking skill.

Dialogue is very good to get learners practice saying target language without any hesitation within a variety of context (Ur 1996: 78). It means that through dialogue students are able to practice and express their thought orally in the target language. Teaching by using dialogue can help students to develop their conversation skill in common practice in most English classes. The advantages of dialogue is that the students not only know the meaning about the words of English but also the correct English rules.

Dialogue is a conversation between two or more person. It is a verbal exchange of ideas between people, and such fits the standard vision of how dialogue would function in the classroom. Dialogues are very useful technique once

an initial set of vocabulary is understood. The purpose of using dialogue is to present a situation of real language in which the students role plays in safe environment before being met by the real thing. By using dialogue the students come to own the language to internalize the phrases used so they become a part of their repertoire of English.

According to Ur (1996 :32) states “ Dialogue is a good way to get learners to practice saying target language utterances without hesitation an within a wide variety of context”. Learners can be asked to perform dialogue in different ways, in different moods (sad, happy, angry) in different relationship (a parents and child, wife and husband). Then the actual words of the text can be varied. Dialogue is a sample of how the language is used as the strategy to over learns the dialogue. How to play dialogue in the speaking class is by using various kinds of activities done in the classroom. Such as : Role play, Acting from script, Discussion, Interview, Responsive. There are two kinds of dialogue, they are transactional dialogue and interpersonal dialogue.

Dialogue is a kind of strategy that used by the English Teacher in teaching English especially speaking skill. Tornbury (2005:72),Dialog practice also provides a useful change of focus from

teacher led classroom interaction. Teacher can manage the class by making a group of dialogue before practicing. For a start, the dialogue can be enacted by a teacher and selected students, this is the useful way of demonstrating to the rest of the class how subsequent students pair work is to be performed.

From the explanation above, the researcher formulated three questions dealing with research problem which should be examined in this research as follows:

1. How is the implementation of teaching speaking using dialogue at the first grade students of MTs N Pare Kediri?
2. How is the student responds after using dialogue to the implementation of teaching speaking at the first grade students of MTs N Pare Kediri?
3. What are the advantages of teaching speaking by using dialogue at the first grade students of MTs N Pare Kediri?

B. RESEARCH METHOD

This research was qualitative research which meant that it was reported in descriptive form rather than numeric data and it was in natural setting. The design of this research adopted case study research. The case study that focused on the implementation of dialogue by the English teacher in teaching speaking with

the subject of the research was one of English teacher in MTs N Pare Kediri. She had taught English in this school for 17 years. This research took place in MTs N Pare Kediri. It is located in Jalan Stadion Chanda Bhirawa 01 Pare Kabupaten Kediri with the time of the research determined from first week of March until the last week of November 2017.

In this research, the writer as observer and his attendance is known by the teacher. The writer attended in the teaching learning process to know the process of the implementation of dialogue by the teacher in teaching speaking at the first grade students in MTs N Pare Kediri. The writer also comes to the school for doing the interview, doing the observation (video recording) and distribute the students' questionnaire.

The data of the research was taken during teaching learning process for 2 meetings started from 21st until 31st of August 2017. The writer directly observed in the classroom watched how the teacher implemented the dialogue in teaching English, using observation checklist as the instrument of collecting data. It was also supported by video recording as the proof of observation, questionnaire and interview to ensure the implementation of dialogue by the teacher. Further, the data obtained were analysed into three stages; data

reduction, data display, and conclusion drawing. Then, the writer used triangulation to check the validity of the data obtained. There were 2 types of triangulation used; technique triangulation and time triangulation.

C. FINDING

Based on the observations, the result shows that the teacher used the K13 as the curriculum in the lesson plan. In the teaching learning process the teacher divided the lesson plan into three activities, those are pre activity, whilst activity, and post activity. The implementation from the teacher was almost similar with the lesson plan. The teacher used three activities from five in her teaching learning process, those are : Role play, acting from script, and the last is responsive. For the first is Role play, the teacher used her body language and her expressions to deliver the dialogue from the text to the students naturally. Second is acting from the script, the teacher asked to the students to acted out from their dialogue such as cried, angry, happy, and many more. The third is responsive. According to Brown (2001:273) “A good deal of students speech in the classroom is responsive”. The students can answer quickly what the speaker said.

Based on the teacher lesson plan, the teacher used scientific approach

involved : observing, questioning, and communicating. The result of this research was described based on the research questions which are how is the implementation of teaching speaking using dialogue at the first grade students of MTs N Pare Kediri, how is the students responds after using dialogue to the implementation of teaching speaking at the first grade students of MTs N Pare Kediri, and what are the advantages of teaching speaking by using dialogue at the first grade students of MTs N Pare Kediri. The teacher was using some ways of easing the memory demands of dialogue practice (Tornbury, 2005:73) such as : item on board, Chunks on cards, and memorizing script.

Based on the students questionnaire 80% students like learning English by using Dialogue as the main topic, 60% students were active in making and memorizing the dialogue, There were just 70% students had been able to speak English fluently and accurate, just only a few students still get difficulties in saying the words, 75% students could remember the vocabularies from the dialogue and they could know the correct pronunciation, and 90% students said that English learning using dialogue technique made them more confident to express their ideas in greet someone when they meet.

The result showed that students speaking ability after being taught using dialogue was increasing as it stated in the following table.

Table 4.1

The Improvement of Students' Speaking Skill after Using Dialogue

Research finding	Before research	After research
Students' speaking skill	The students have limited vocabulary, grammar, and could not pronounce the words correctly.	The students have large number of vocabularies. They are able to speak in the correct grammar and pronunciation with small pauses.
The classroom atmosphere	The students feel bored, passive, unconfident, and shy to speak English.	The students are interested in joining class, more active, and The students are more confident to speak up while acting from their dialogue in front of the class.
The improvement of students activity	Students always do monotonous activity in each meeting, for example practicing speaking by using LKS.	Students do various activities in each meeting. For example speaking by asking for a help, doing a short role play by their dialogue.

D. CONCLUSION AND SUGGESTION

1. Conclusion

Based on the result and the discussion the teacher used three ways to implemented the dialogue in the classroom, they are role play, acting from script, and responsive. For easing the students memories the teacher used item on board, chunks on cards, and memorizing script. The three ways of teaching using dialogue were really helps the teacher to lead the classroom, the students are also easy to understand the material.

The teacher also often use Indonesian in teaching and learning process because the students are still get difficulties to understand the words. Those strategies helped the teacher to perform well in oral communication in order to make the students understand about the meaning. As the addition the teacher also implemented the transactional dialogue and interpersonal dialogue to the students because those kinds of dialogues are easy to understand by the students.

2. Suggestion

Based on the result of the research, the researcher gives several suggestions and recommendations to some people

including teacher, students, and the other researcher as follow:

1. The teacher

Through this research, it hoped that the teacher will use dialogue in teaching speaking. Because it is proven that teaching speaking by using this technique can improve students speaking skill. In the class, students need more practices to speak up so that the teacher should be able to create speaking activities which can make the students get more opportunities to speak up. It is better for the teacher to use dialogue in various ways or activities such as role play, discussion, and other way in order to make the students feel enjoy with the lesson. The teacher should be able to correct the students pronunciation when they made mistakes, it can help the students to be better in speaking.

2. The students

The students are expected to be more active in teaching learning process. They should pay attention to their teacher while explaining the lesson, so that they can do exercise better. Through the students' participation in the class, the teaching learning process will run well and the students can fulfill the goal which has

been expected before, in the end of the lesson.

3. The other researchers

The researcher hopes that this technique can be applied by the other researcher in the other level of students. The researcher also hopes that the other researchers will use the dialogue material to be applied in other skills.

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