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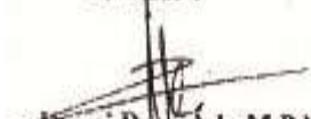
**THE EFFECT OF DIALOGUE TOWARD SPEAKING SKILL AT
SECOND GRADE SMA MUHAMMADIYAH RAMBAH**

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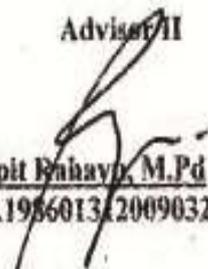
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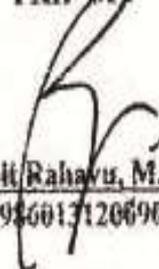
Advisor I


Ummi Raswidah, M.Pd
NIDN.10116118702

Advisor II


Pipit Rahayu, M.Pd
NIP.198601312009032002

The Head of English Study Program
FKIP UTP


Pipit Rahayu, M.Pd
NIP. 198601312009032002

THE EFFECT OF DIALOGUE TOWARD SPEAKING SKILL AT SECOND GRADE SMA MUHAMMADIYAH

Rifka Zahera*), Umami Rasyidah¹⁾, Pipit Rahayu²⁾

^{1&2)} English Study Program, Faculty of Teacher Training and Education, University of Pasir Pangaraian

ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah komunikasi melalui berdialog dapat memperbaiki kemampuan berbicara siswa dalam bahasa Inggris dan (2) untuk mengetahui bagaimana penerapan dari teknik tersebut dapat meningkatkan kemampuan speaking siswa. Penelitian ini diselenggarakan di SMA Muhammadiyah dimana responden dari penelitian ini adalah siswa kelas XI 2 sebagai kelas kontrol (24 siswa) dan XI 1 sebagai kelas experiment (22 siswa). Penemuan menunjukkan bahwa ada efek penting antara pengajaran pidato dengan teknik dialog. Itu dapat dilihat dari nilai t_0 (t -test) = 74.5000 lebih besar dari $t(t_{table}) 5\% = 2,00$ dengan penggunaan t -test. Itu dapat disimpulkan bahwa ada efek mempengaruhi speaking siswa melalui pengajaran dialog.

Kata Kunci : kemampuan Berbicara, berdialog.

ABSTRACT

The purpose of this research Intention of this research were (1) to know was communications of through dialoguing could improved ability converse student in english and (2) to know how applying from the technique can improve the ability of students' speaking. This research carried out in SMA Muhammadiyah where respondent from this research were students of class of XI 2 as control class (24 student) and XI 1 as experiment class (22 student). Invention indicate that there was important effect between instruction of oration with dialogue technique. That was visible from value t_0 (t -test) = 74.5000 bigger than $t(t_{table}) 5\% = 2,00$ with use t -test. That was inferential that there was effect influence speaking of students through dialogue technique.

Key words : speaking Skill, Dialogue.

INTRODUCTION

In English, there were four important skill that must be mastered by students. They were listening, speaking, reading and writing said by Nunan (2003:48). English there are four important skill that must be mastered, but here the researcher will be focus on speaking skill. Speaking was skill, and as such to be developed and practice independently of the grammar curriculum, also speaking skill was very crucial skill that should be mastered by students.

In speaking skill, the students could express messages or information to another orally. The students could used some ways in their speaking skill, such as: interaction or dialogue to delivered their language to interlocutors or another people. It was fact how important speaking skill was. One of the main purpose of learning and teaching English was to enable students to communicate orally. In other word, learning and teaching English was more specific on speaking skill. However, to be able speak correctly, a learner must recognize all certain language component so that misunderstanding as well as misinterpretation in communication could be solve. The difficulties experienced by students in expressing their ideas and felling and speaking have strongly been consideration for students and the teachers to find

and knew the factor influence the students skill in interaction, it means, the teachers know the strategy teaching speaking. The students will be brought and quiet to have encouraged more their interest in interaction.

Talking about speaking skill, it can not separate from language. Language was tool to communicate to convey our purpose to another people. According to Brown (2004:97) said that language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of given a community to communicate intelligibly with one another. In other word communication was very important for all life sectors such as learning-teaching.

SMA Muhammadiyah Rambah was one of SMA in Rokan Hulu which apply English as compulsory subject. As a formal education, this school also has English subject to teach for students especially speaking skill. According to Depdiknas (2003) that school based curriculum (kurikulum Tingkat Satuan pendidikan/KTSP) the purpose of teaching English in SMA Muhammadiyah Rambah especially in speaking skill was students were able to communicate accurately and fluently either spoken or written in interaction passage.

In the implementation of curriculum, the teacher used Existing technique in the textbooks in

teaching speaking. The teacher explain the material given, asks the students notice (the important one), given task from the material explain before. Based on the researcher observation in the class, more problems face by the students they were: Some of students have difficulties in expressing their ideas orally, some of students have difficulties in comprehending the topic given, some of students shy to express their ideas in English, some of students worry make mistake to express their ideas, some of students were not able to ask for suggestion and permission

To make students were able in oral communication, the researcher did some ways such as: Memorizing vocabulary and meaning, memorizing or reading about dialogue, giving punishment for those not obey they regulation speak English any where in boarding school. It means that students have to get at least 70 to pass English subject. Their speaking skill was very far from expectation of the curriculum, it was can be seen in the following problems that were some of students were difficult to express their ideas orally, some of students were difficult to comprehend the topic given, some of students were shy to express their ideas in English, some of students were worry make mistake to express their ideas and the last they were not able ask for suggestions and permission.

Related to the statement before researcher will explain one by one of the problems above as observe by researcher. Why some of students were difficult to express their ideas orally? Some of them has answer were lack of vocabulary, pronunciation and writing were different. Why some of students were difficult to comprehend the topic given? Because they lack of the vocabulary so that they difficult to understand the topic given, they think English was not so important because it was not their own language. Why some of students were shy to express their ideas in English? Because, they also lack of vocabulary, they worry friends will laugh by the friends. Why some of students were worry make mistake to express their ideas? Because, the students in the school has cultures to laugh someone if there was someone do the mistake especially use language in English. Why some of students were not able to ask for suggestions and permission? Because they did not have confidential in their self.

Based on the problems above, it can be saw that textbook existing technique was not effective in teaching speaking. The problems may came from the students, and the teacher in applying the method in teaching-learning process. Furthermore, the researcher used dialogue to help students in increasing students' speaking skill. Dialogue was a group of people who talk together in order to explore their assumptions of thinking, meaning, communication, and social effectiveness. It was an

activity to take advantages from people's ideas. It could be used to increase our egoism.

Based on the explanation above, dialogue was a group of people who talk together in order to explore their assumptions of thinking, meaning, communication, and social effectiveness. Dialogue will help the students practice in speaking because they were asked to expose their opinions or ideas in dialogue activity.

From the explanation above, the researcher interest in carrying out a research with title: "The Effect of Dialogue Toward Speaking skill at second grade students at SMA Muhammadiyah Rambah".

RESEARCH METHODOLOGY

This research, the researcher used an experimental research design with pre-test and post-test design. To apply this research, the researcher two classes, IPS.1 class as experimental class and IPS.2 class as control class. The writer gave treatment for experimental class only. Then, the researcher gave them a post test to find out the effect of the strategy apply by the researcher. During the treatment, the researcher cooperated with the observer to monitor in teaching learning process. The indicators that compare students' speaking skill before and after teach used dialogue. The indicators are follows:

Table 1
Research Design

Class	Pre-test	Treatment	Post-test
Control	X ₁	-	X ₂
Experiment	X ₁	T	X ₂

The explanation were:

X₁: The students' speaking skill before treatment of experimental class

Y₁: The Students' speaking skill before treatment of control class

T: Teaching speaking skill by dialogue

X₂: The students' speaking skill after treatment of experiment class

Y₂: The students' speaking skill after treatment of control class.

Research Variables

1. Independent Variable

The independent variable was the major variable which the researcher hopes to used to investigate. According to Sugiyono (2010:61) independent variable is variable that influence dependent variable. It was usually symbolize by "X". In this research, independent variable was the use of dialogue.

2. Dependent Variable

The dependent variable was the variable which the researcher observes and measures to determine the effect of the independent variable. Sugiyono (2010:61) stated that dependent variable was the variable that influenced because of any independent variable. It was symbolize by “Y”. Dependent Variable in this research was the students’ skill in speaking skill.

FINDINGS AND DISCUSSION

This chapter, it focused on the research finding that was the positive effect (improvement) of students’ speaking skill especially in dialogue from pre-test to post-test in the two groups; control group and experimental group.

Table 2 Score in control class

No	Criteria	Pre-test	Post-test
1	Standard deviation	24	23
2	Mean	38	36
3	High score	42	40
4	Low score	33	30
5	Total score	2700	2600

Table 2, showed the data description of control group. Pre-test score in control group were, Low score 33, Total score 2700. And while Post test score in control group, it can be seen the result in Standard deviation 23, Mean 36, High score 40, Low score 30, Total score 2600. From the data, the result between pre-test control group and post-test control group little different.

Table 3 Score in experiment class

No	Criteria	Pre-test	Post-test
1	Standard deviation	32	32
2	Mean	42	74
3	High score	49	92
4	Low score	36	70
5	Total score	2800	5276

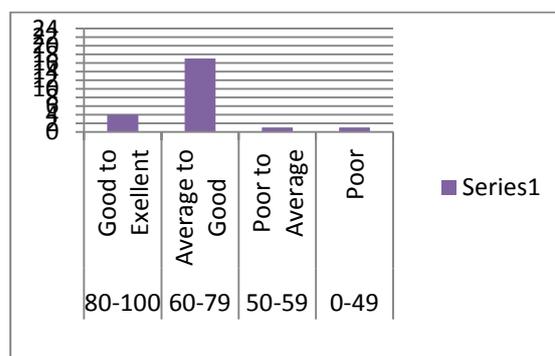
Table 3, showed the data description of Experimental group. Pre-test score in Experimental group were, Standard deviation 32, High score 49, Low score 36, Total score 2800. And while Post test score in control group, it can be seen the result in Standard deviation 32, Mean 74, High score 80, Low score 70, Total score 5276. From the data, the result between pre-test experiment group and post-test experiment group different.

Table 4

The students’ speaking skill in pre-test in control group

No	Range score	frequency	percentage	Level of ability
1	80-100	0	0%	Good to excellent
2	60-79	0	0%	Average to good
3	50-59	3	5%	Poor to average
4	0-49	21	95%	poor

Table 4, showed the percentage of students’ speaking skill, especially in dialogue technique in pre-test in control group. From the data, it can be seen the result in frequency that no students got the good to excellent and average to good. On table above 3 students got 5% percentage and poor to average in level of ability and 21 students got the 95% percentage and poor level ability.



Graphic 1. The students’ speaking skill in pre-test in control group

Based on the graphic above, in poor to average level, only 3 students got the poor average level. And in the tallest column is poor 0-49. It’s mean, the students percentage in pre test was poor.

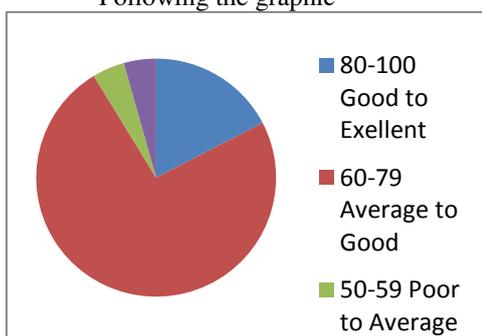
Table 5

The students’ speaking skill in pre-test in experiment group

No	Range score	frequency	percentage	Level of ability
1	80-100	0	0%	Good to excellent
2	60-79	0	0%	Average to good
3	50-59	2	4.76%	Poor to average
4	0-49	20	95,24%	poor

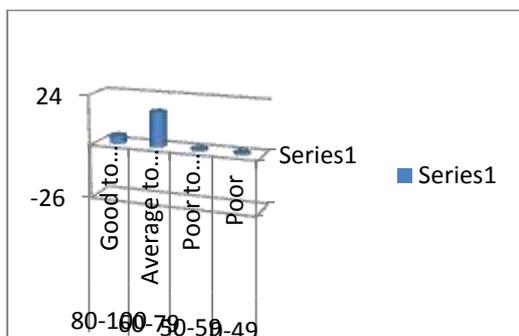
Table 5 showed the percentage of students' speaking skill, especially in dialogue technique in pre-test in experimental group. From the data, it can be seen the result in frequency that no students got the good to excellent and average to good. On the table above, 2 students got 4,76% percentage and poor to average in level of ability and 20 students got the 95,24% percentage and poor level ability. In this research, the score in pre test of control group and experimental group, the percentage between control group and experimental group is little different.

Following the graphic



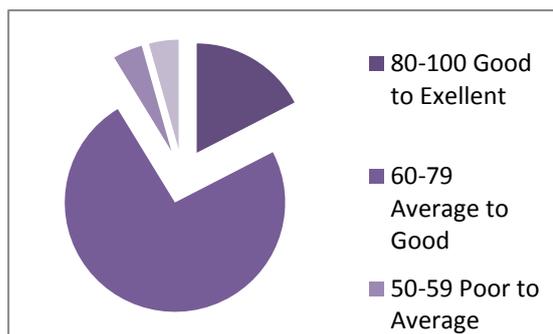
Graphic 2. The students' speaking skill in pre-test in experiment class

Graphic 3. The students' speaking skill in post-test in control class



Based on the graphic 3, in poor to average level only 6 students got the average to good, 10 students in poor to average and 8 students in poor level.

Graphic 4. The students' speaking skill in post-test in experiment class



Based on the graphic 4, in average level only 4 students got the good to excellent, was 17 students in average to good, in poor to average 1 student, and in the poor was 1 student.

CONCLUSION AND SUGGESTION

A. Conclusion

In this research the researcher showed some facts that gotten based on the data and at analysis the previous chapter. It was any significant effect of students' speaking skill (pre-test to post-test) in control group and experimental group (pre-test to post-test).

The researcher concluded that the improvement of students speaking skill (pre-test to post-test) in experimental group as 74.5000 point is bigger than it is in control group as point 36.1111. It can be concluded that the result of teaching speaking skill by using dialogue in experimental group is better than it is without dialogue in control group.

. So null hypothesis was rejected and alternative hypothesis was accepted. In short, there was any significant effect of used dialogue toward the students' speaking skill of second year students at SMA Muhammadiyah Rambah.

B. Suggestions

1. Suggestion for the Teacher

After presenting the research findings, the researcher gives some suggestions to the individual those more concern about teaching English to the students in education domain, particularly the English teacher at Senior high school level as in the following:

a. From the observation and supported by Iruio (2010) said, dialogue technique can give the students chance to apply their skill in speaking skill. Therefore, the students are able to show their ideas or opinions in speaking. It is suggested that English teacher can adopt and apply this technique in order to improve the students' speaking skill.

b. English teacher should have various techniques in teaching and learning process especially in teaching speaking.

2. Suggestions for the students

c. From the opinion's experts in chapter before one of them is Brown's explanation speaking is a tool communicate so the students may realize to communicate in English if they want to success in their learning.

d. The students may participate in dialogue seriously and as much as possible to train their speaking in English.

e. The students may share their ideas or opinion to the others spontaneously in speaking.

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