IMPROVING THE STUDENT'S SPEAKING ABILITY THROUGH DIALOGUE

(A Pre-Experiment Research at Tenth class of SMKT Somba Opu Sungguminasa)

THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah

University in Partial Fulfillment of the Requirement for the Degree of Education in English

Department

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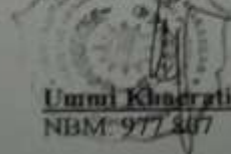
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		(A Pre-Experiment Research at Tenth SMKT Somba Opu)

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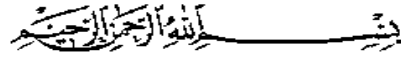
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One day one juz

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ABSTRACT

Adi Nugraha 10535571713. *IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH DIALOGUE* (A Pre Experimental Research Conducted at the tenth Year Students of SMKT Somba Opu Sungguminasa of the Academic Year 2017/2018). Under the thesis of English Education Departement the Faculty of Teachers Training and Education, University of Muhammadiyah Makassar (supervised by Arif Patturusi and Yasser Mallapiang).

The objectives of the research are to know the extent of the improvement of students' speaking ability through dialogue actives of the tenth year students of SMKT Somba Opu Sungguminasa of the academic year 2017/2018 and to identify the situation when dialogues are implement in the speaking class of the tenth year students of SMKT Somba Opu Sungguminasa of the academic year 2017/2018. The research was held in six meeting.

The method used in this research was pre experimental research. The research was conducted from March 19th to April 21st 2018 to the tenth year students of SMKT Somba Opu. The subject in the research was the students of X^1 consisted of 26 students 19 girls and 7 boys.

The result of the data analysis showed that there was significant difference between pretest and posttest. The research finding indicated that through dialogue was effective to improve the students speaking ability in terms fluency. It was proved by the students mean score of speaking fluency in pretest was 56.92 and posttest 69.23. it showed that the students speaking ability score was higher than pretest. The value of t-test from speaking fluency was 5.94 and it was greater than t-table 2.060 and the level of significant (p) = 0.05 and degree freedom (df) = N-1 (26-1 = 25). It was found that the result of t-test value was greater than t-table (5.94 > 2.060). It is said that null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It was be concluded that there was significant difference between the students speaking ability before and after through dialogue in speaking process in improving the students speaking ability of SMKT Somba Opu Sungguminasa.

Keywords: Through Dialogue, Speaking Ability, SMKT Somba Opu Sungguminasa

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CHAPTER I

INTRODUCTION

A. Background

In the teaching of language, Speaking has considered as one of the language skills that have to be master in learning English. The students have to able to speak in the form of structural or functional language. Moreover, the students also need to understand when, how and why they will communicate with other by considering the cultural and social context. According to Little wood (1981: 1), speaking ability can be understood as a combination between the structural and functional language. In a case of learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Clark (1977: 223) stated that speaking is fundamentally in instrumental act. People conduct speaking to express what is on their mind and what they want their listener do for them. It can be state that through speaking, speaker make request, express their thought, and argue an issue in which the speakers try to affect their listener. Thus the learning of speaking can't be separated from language.

English in Indonesia is considered as a foreign language. It is indicated by the phenomenon that English in Indonesia is studied in formal setting. English is taught as a compulsory subject in junior high school, senior high school, even in university levels to acquire certain four language skills, there are Speaking, Writing, Listening, and Reading. The result of English teaching in Indonesia is still far from the expectation. In fact we can see many graduated and even graduate English students who are still cannot

to communicate and use their language well. So, English is very good to give students early. Because the power of perception and thought they are still good.

Harmer (2007: 123) states that there are three main reasons for getting students to speak in the classroom. Firstly, speaking activity provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

In Smkt Somba Opu sungguminasa English skill of students also considered, one of which is the speaking ability of students. They required to practice speak English during teaching and learning English.

Based on the background of study above, the researcher is interested in conducting a study related to the teaching speaking under the title *"Improving the Students' Speaking Ability through Dialogue of the Tenth class SMKT SOMBA OPU SUNGGUMINASA"*

B. Problem Statement

Can the dialogues improve students' speaking ability at the tenth grade of smkt somba opu sungguminasa?''

C. Research Objective

From the formulation of the problem describes above as for the purpose of research to be done is to find out whether or not improving students' speaking ability through dialogue.

D. Research Significance

1. Theoretically, to give contribution in learning teaching speaking.

2. Practically, using dialogue as teaching speaking ability.

E. Scope of Research

The researcher to restrict this research only focus on using some dialogues in class. The researcher focus in speaking ability especially fluency (pauses).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Speaking

1. The Nature of Speaking

Speaking is a means of oral communication that gives to others. It is the most essential way in which the speaker can express himself through the language. Widows (1985: 9) states that act of communication through speaking are commonly performed in face-to-face interaction and occur as a part of dialogue or rather than verbal exchange. He further states that the act of speaking involves not only the production of sound but also the use of gesture, the movement of the muscles of face, and in dead of the whole body. All of these no vocal accompaniments of speaking as a communication activity are transmitted through the visual medium.

Speaking is considered as the productive and oral skill. As cited by Nunan (2003: 48), speaking is the productive aural / oral skill. Scott (2005: 4) also states that speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning.

Scoot (2005: 79) states that speaking is cognitive skill, is the idea that knowledge becomes increasingly automated through successive practice. To conclude Speaking is an activity that can express thoughts, ideas, and opinions 1orally to respond to the verbal and non-verbal information.

Chaney (1998:47), considered speaking a process: "*speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts*".

Widdowson (1985: 30) clarifier the term" speaking '' for manifestation of language as usage and refers to the realization of language use in spoken interaction as ' talking' we can make the generalization of the nature of speaking as follows:

Speaker : Wants to say something

Has a communication purpose

Select from language storage

Rasyid (1992: 15) describes that speaking is more direct, social and prestigious that other language skills, most acts of communication through speaking are performed in face interaction in which the interlocutors can directly say their message, and add some information and negotiate with their listeners. People tend to put higher value on a particular language, and be able to speak that particular language lift up person prestige or status.

Bourdius in Sulaiman (2004: 20) states that spoken language needs the mastery of vocabulary, pronunciation, structure, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Therefore, as more efforts are required on the part of students and more concern of sequential arrangements of activities are also required on the part of teachers. It is not enough the method and technique of teaching.

Rasyid (1992: 20) exemplifies that most jobs after private companies require the applicants to be conversant with English, Sivil servants who can speak English are considered to be distinguished ones at the university level, the lectures are strongly recommended to learn English.

2. Speaking

Eva and Herbert (1997: 19) state that language is one of communication tool, which is carried out through human activities, namely speaking. In speaking we build up for other people to understand our ideas and hope people give us feedback. That is why the two activities cannot be separated each other. They are integral part of language. It means that when we study language we also think of how people speak and understand each other. Further, states that speaking is fundamental instrument of language act. Speaker talk in order to have some effect on their listeners, the nature of the speech act should therefore play a central role in the process of speech production.

3. Speaking ability

According to Bailey (2005: 42) conversation is one of the most basic and pervasive of human interaction conversations are unscripted. It involves two or more people. In conversation the topic can change and the individuals take turn. By definition, conversations are interactive: although one speaker is more talkative than another, in a conversation, two or more individuals communicate.

William (1981: 1) states that the goal of foreign language teaching is communicative ability. It is mean that the teaching speaking ability must be increased in order to get the goal of the language learning.

Speaking ability is an important thing in the process of language learning. Speakers communicate through oral expression to gain much more information efficiently. Getting students to speak in class can sometimes be extremely easy. In a good class at an appropriate level will often participate freely and enthusiastically if we give them interesting activity and task.

However, speaking ability is not easy, it has something to do with the mental factor of the students such as their mood, motivation and readiness. According to Sardiman (1992: 84) Motivation is an essential condition of learning. The goal of the study will be optimal if teacher gives students motivation in language learning process, especially in a foreign language learning.

Student often think that the ability to speak a language is the product of language learning. The skill of speaking is much more than the oral production of grammar or vocabulary items. Scoot (2005: 116).

The main concern of teaching is communication with case in the target language without being occupied with error correction. The target language should be presented in such a way as to reveal its character as communication. Therefore, designing an English course, for students of science, should cover common topics in basic science and language item. The purpose of English teaching is to develop in the students' awareness of the ways in which the language system is used to express scientific facts and concepts. Their idea suggests that the target language be used in an immersion program in order for the teaching of target language to be communicative.

For teaching of speaking teacher must understand the basic concepts of language teaching, the language learner, and the method to use for organizing classroom.

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage. In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

1) Introducing new language

2) Practice

3) Communicative activity

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some

effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

According to Ladouse (1991: 55) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that *"Berbicara adalah cara untuk berkomunikasi yang berpengaruh pada hidup kita sehari-hari"*. It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of

his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Stern (in Risnadedi, 2001: 56-57) said watch a small child's speech development. First he listens, then he speaks, understanding always produces speaking. Therefore, this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus the learning of speaking cannot be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should give. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978: 98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking

ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

4. Element of speaking

In speaking, speakers are not only expected that they can speak and communicate with others but also they have the elements involved in English speaking particularly.

a. Accuracy

Accuracy is degree of being correct so the accuracy in speaking ability is the quality if being accurate is speaking. English ability in this case divided into things. They are grammar (structure) pronunciation and vocabulary.

1.) Grammar

Grammar is being of rules for the use of the words. In speaking skill, Grammar always to be handicaps in performs pure speaking. It causes by the speaker sometimes afraid to make mistake of grammar in perform speaking while the arrangement of words in a sentence is not the same in difficult language. They are not even the same in sentence pattern.

As the use of grammar signal, students should learn it by acquiring a set of habits and not merely by recording examples of usage. It has been state that sentences patterns, students should be trained to acquire the habit of producing it automatically. This is best one through oral pattern practice. For instance, students imitate the teacher in producing a certain a patterns as "he is a lecture in such a way that they can produce it with relatives' case. Such as practice involves intonation,

stress as well as phonemes in this case the teacher must be good model.

2.) Vocabulary

Vocabulary is a word is thus any segment of sentence bounded by successive points at which pausing is possible. Vocabulary is word consist of sound, or a combination of sound, that has become conventionalized in a culture or a linguistic community, that is commonly used in certain responses in a hearer belonging the same community.

In learning English, Indonesia students' tend to transfer their vocabulary habits to the foreign language. They will transfer meaning, form, and distributions of the lexical units of Bahasa Indonesia, and if these units operate satisfactory in English there will be facilitation of learning and the units will not create learning problem, but on the other hand , it the lexical units of pattern of their language will not operate satisfactorily in the target language because they are not functionally or formally like, then, there will be no case of learning problem. Thus, the students will have problems to overcome.

One of the special handicaps in speaking perfectly is caused by the lack of vocabulary. People sometimes fail to compose that they are going to say, because of their limited vocabulary. They face to following difficulties in buildings up vocabulary.

3.) Pronunciation

Pronunciation is one factor influencing the students' ability in speaking language, because by good pronunciation someone can understand what is he or she said. Pronunciation teaching deals with two integrated skills recognitions or understanding (Widdowson, 1985: 9). The flow of speech and production or fluently in spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which give the learners the skill.

4.) Accuracy

Accuracy is measure by means of the percentage of error-free clauses. The result shows that plan time promote higher fluency for all three task types. Planning also has beneficial effect for accuracy, but only for the personal and narrative tasks, and for complexity in the case of the personal task and decision- making task. (Housen, 2012: 175) . Furthermore, according to Robert B Kaplan, (2002: 32) maintaining formal accuracy is only one facet of the more general process of ensuring that conceptualization, formulation, and articulation of the message conforms to the speaker's underlying intentions.

5.) Intonation

Intonation is the cooperation between the tone, the pressure, the duration, and the stops that accompany a speech, from the beginning to the last stop (Gorys Keraf, 1991:54).

Thus, the most important elements in intonation are pressure, tone, duration, and rest. These elements include the language suprasegmental element.

b. Fluency

Fluency means that speech where the message is communicated coherently with few pauses and hesitation, thus causing minimal comprehension difficulties for the listeners (Christiene and Anne, 2012: 43). While, according to (Housen, 2012: 5) fluency can be distinguished to at least three sub dimensions. They are :

1.) Speed fluency (rate and density of linguistic units produced).

2.) Breakdown fluency (number, length, and location of pauses).

3.) Repair fluency (false starts, miss formulations, self-corrections and repetitions).

O' Malley and Chamot in Housen, (2012: 55) state that speed fluency will clearly be reliant or procedures for storage and recall, while breakdown and repair fluency are related to the extent to learner is confident that was has been stored is reliable. In addition, the extents to which the learner has also created procedures which can be brought into operation to repair the situation when communication breakdown occurs, for whatever reason.

In addition, Fluency is the state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995:10) and students are to communicative easily to others friends. Brown, (1980: 255) fluency is ready and expensive use of language. It is probably best achieved by allowing

the 'stream' of speech to "flow' then, assumed of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much hesitation and to many pause or breakdown in communication. It refers to how well you communicative in a natural manner.

Definition of fluency often include references to flow or smoothness, rate of speech, absence of exercise pausing, absence of distract hesitation makers, length of utterances, and connectedness (Kooponen, 1995: 65)

a.) Smoothness

Smoothness is the ability of speaking English through a good clustering and reduces form (Brown, 1980: 267). A good clustering is to speak English with phrasal fluently. It means that speak English not word by word and reduce forms are to use English with contraction, elisions, and reduce vowels.

b.) Pauses

Pausing is often viewed as a factor of diffluent speech (Rossiter, 2009: 398). However, pausing is not an uncommon or wholly negative feature of fluent language. Pauses are utilized as space for breathing and thinking when participating in any form of oral discourse (Griffiths, 1991: 60)

c.) Hesitation

Hesitation phenomena such as fillers are most likely occur at the beginning of an utterance or phrase, presumably as a consequence of the

greater demand on planning processes at these junctures (Barr 2001:).
Hesitation dis fluencies showed an interesting pattern: Participants were
more likely to repeat words, but no more likely to use fillers such as, in the
fast conditions.

B. Concept of Dialogue

1. The Definiton of Dialogue

Communication is two way process: what A says help to shape B's replay,
which in turn influences A's answer and so on. But A, however accurately he may
think he can predict what B will say, never knows for sure what exactly will be
said. Often big jumps are made which could in no way have been predicted. It is
this spontaneity and unpredictability of oral/aural communication. Traditionally,
dialogue practice was provided in such a way that students A and B were fully
aware of what each would say before the dialogue began (Matthews and Read,
1989: 24).

The Oxford English dictionary defines dialogue as "the conversation written
for and spoken by actor on a stage" or "a conversation carried on 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 a
very useful teaching 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
student role plays in a safe environment before being met by the real thing. By
using role playing dialogues, the students come to own the language to internalize
the phrases used so they become a part of their repertoire of English.

According to Stevick (1994: 70), most of so called audio lingual courses base each of their early lesson in dialogue. The dialogue is a sample of how the language is used as the strategy to 'over learns' the dialogue 'over learning' means not merely memorizing ; it means memorizing so thoroughly that one is able to recite the whole very rapidly almost without thinking about it. In later steps, the learner examines selected points of grammar that are illustrated in the dialogue, goes through a series of drill on these points, and finally uses the new material in genuine or simulated communication.

Dialogue is concentrated conversation among equals, and often helpful ways to work together cooperatively, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes (Winston, 2011). Dialogue will join participants on multiple levels of interaction and into every conversation, making consensus an achievable goal and building momentum that carries participants beyond conversation and into real world action.

Rogers states that dialogue provides the means of contextualizing key structures and illustrates in which structures might be used as well as some cultural aspect of the target language (2001: 51). It also emphasizes on correct pronunciation, stress, rhythm, and intonation. Productive dialogue creates an atmosphere where decisions can be made, community capacity can be strengthened and tangible civic, organizational and personal outcomes are realized. Work on the listening and speaking ability essential for good dialogue.

Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. Dialogues are used and adapted to:

a. Demonstrate grammar in context.

b. Facilitate conversation this may parallel grammar instruction, but also gives specific language practice, for example, use of gambits and formulaic expressions or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children.

c. Provide recreation such as a skit these dialogues are bridging activities that provide spontaneous use of learner knowledge.

Dialogue present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them (wood, 2002).

From the description above, it can be said that dialogue is conversation between two or more people to share ideas or points of view which contains many features of language, and intent of learning from each other.

2. **The Criteria of Good Dialogue**

In teaching the target language dialogue plays an important role. Almost any language class begins with dialogue. The follow considerations are necessary to construct a good dialogue (Setiady, 2007: 2.8).

a. The dialogue should be short.

b. The dialogue should have not more than three roles.

c. The dialogue should contain repetition of new grammar.

d. The context should be interesting for the language learners.

   Previous vocabulary and grammar should be included in the dialogue.

3. **Dialogue in Language Learning**

Learning to use a language freely is a lengthy and effortful process. When selecting learning activities, the researcher must always remember that the goal is to make students to be able to interact freely with others: to understand what others wish to communicate in the broadest sense, and to be able to convey to others what they themselves wish to share. To do this effectively, however, the students must understand how the English language works and be able to make the interrelated changes for which the system of the language provides mechanism. Linguistic aspects of spoken language with which students need to be familiar in their communication and various types of bridging activities are by using many kinds of dialogues (Rivers and Temperley, 1978: 5).

Rivers and temperley (1978: 34) add the there are five ways of presenting and learning from the dialogue as follows:

a. Some setting of the scene to arouse students interest in the content of the dialogue and facilitate comprehension of the language used. For example: acting out of the conversation, with appropriate props, or else through mime; discussion of the content of the dialogue with the help of picture, slides, flash card, maps and planes.

b. Some technique for focusing student attention on the meaning of the interchange. For example; students may be asked to listen to the whole language on tape several times as a listening comprehension exercise, with opportunity between each hearing for group piecing together of the meaning.

c. Some familiarization of students with the actually utterances in the dialogue through an activity which makes cognitive demands on them for example; as students in the initial stage repeat the lines of the dialogue to develop fluency in their production, they takes roles, group speaking to group or class to teacher, until they can handle the material with reasonable efficiency.

d. Some formal manipulation of the material in the dialogue, exploiting the useful expressions in conversation facilitation dialogue or the morphological and syntactic items in a grammar demonstration dialogue for example; directed dialogue or guided conversation; group recombination for similar buts lightly different situation; chain dialogues. For grammar demonstration dialogue: analysis of rules demonstrated in the material, leading into intensive practice through the various kinds of oral exercises. For conversation facilitation dialogues: items of the dialogue may be used of personal question to students who either answer for themselves or pretend through their answer to be someone else; the teacher, or a students, establishes a situation by a remark and another student responds with a suitable expletive or rejoinder:

A: I can't eat with you. I don't have any money

B: too bad! (or that's shame!)

For a given expletive, the students creates an utterance:

e. Some ways in which the dialogue material can be used in the creation of new utterances and new dialogue expressing the students' own whims, feelings, and imaginings. For example: the creation of the similar situation in another setting (a householder trying to get rid of a door to door salesman becomes a

television viewer trying to cut of a telephone advertiser);group preparation, using a series of pictures of a different setting and a climactic utterance.

Meanwhile, freeman and Richards stated that through dialogue students are encouraged to:

a. Identify a problem in their personal lives.

b. Understand that the problem is not limited to them but is shared by others, including classmates.

c. Connect these personal problem to social conditions and

d. Act in these new found connection by creating a plan in order to solve the problem (1996: 266).

The topic of the situation above give function to alert students to the possibilities of learner centered classes in which curriculum is drawn directly from students own lives. It emphasizes the importance of teachers both structuring classes in which students' experience can be heard and actively listening to and engaging in dialogue with their students.

4. Kinds of Dialogue

Dialogues usually incorporate one of more structure of function which the learners need to practice, together with any relevant vocabulary. They can also usefully include many features of spoken language, for instance, short from answer, question tags and hesitation markers.

According to byrne (1997: 55) there are some kinds of dialogue:

a. Mini dialogues

Mini dialogue preceded by a motivation and discussion of the function and situation people, roles setting topic and the informality or formality of the language which the function and situation demand.

1. Pictures sets

   Pictures sets encourage the students to reproduce new version of dialogue with the help with the pictures in the set after the modeled dialogue given.

2. Cue words

   Students are given cards with a number of cue words on them, around which a dialogue can be modeled.

3. Single object picture cards

   This is a very simple but effective way of providing a visual stimulus for dialogue work. A minimum of 6-8 cards will be needed. You can use either large class, which can be displayed on the board at the front the class.

b. Mapped dialogue

   The students are given a chard which tells them which function they must use when they are interacting.

Besides, they are others various types of dialogues as follows:

a. Standard printed dialogue

   Printed dialogue usually consist of several short exchanges between two people.

b. Open dialogue

In open dialogue, the teachers provides only one half of the dialogue students invent the other half. This often leads to practice in responding to conversational cues but not to initiating conversation.

This requires them to identify more strongly with a social role, in other to create whole responses during a piece of social interaction (little wood, 1998: 13).

c. Cue card dialogues

Instead of using a standard a printed a dialogue or open dialogues, the teacher can give students more linguistic input by using cue cards that give instruction for performing a sequence of communicative acts designed to fit in with corresponding sequence on a partner's card.

d. Discourse dialogue

Like cue cards discourse chain described by Spratt (1999, 8-12) are another dialogue format providing students greater responsibility for determining how they will use language to perform various function. Discourse chains are usually presented the to students in a diagram, with the exchange between speakers listed in the order they naturally occur.

e. Information gaps

Information gaps presented with dialogue prompts on cue work well particularly for students of higher proficiency levels. In information gap activities an individual students or one group of students has access to some information that is withheld from another students or group of students. the second students group must acquire this information in order to complete to

tasks successfully. In formation gaps are stimulating because they contain problem solving.

f. Students generated dialogues

Students generated dialogues work well with beginners and low intermediate students. they are scripted and thus do not involve the unpredictability of real communication, but the students rather than the teacher write the script. Encouraging students to write their own dialogue also allows you to asses a variety of language skills.

C. Conceptual Framework

For more obvious about the research topic, conceptual framework of the research is exemplified as follows:

Table 1

INPUT	⇨	PROCESS	⇨	OUTPUT

Giving an example dialogues	⇨	Practicing some dialogues activities in the class	⇨	Students' Speaking Ability
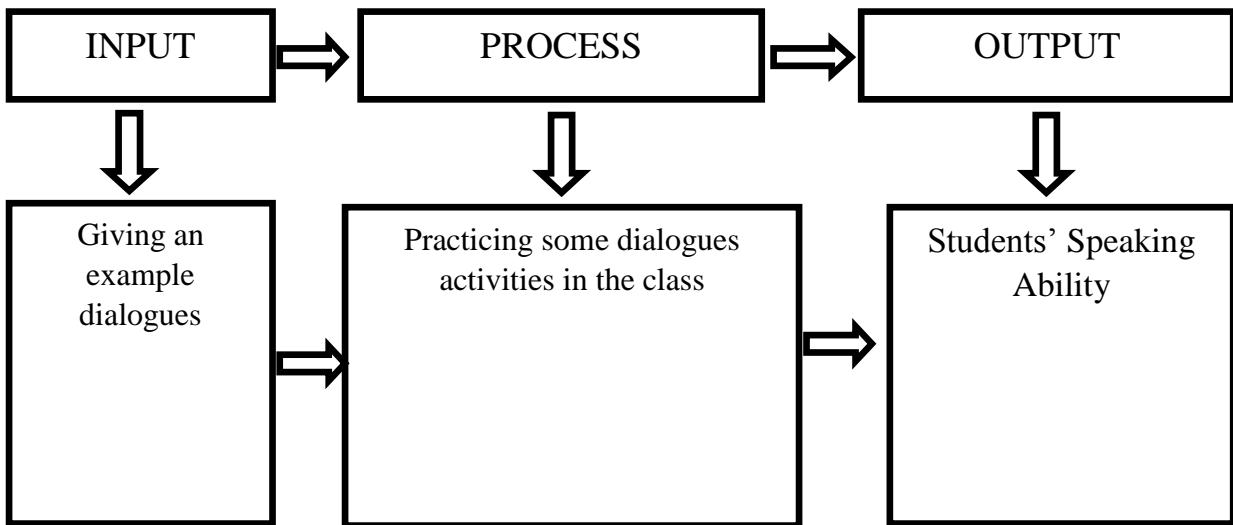
D. Hypothesis of the Research

Based on the literature reviews and the conceptual framework above, the researcher states the hypothesis of this research as follows:

1. (H_0): There is no significance on students' speaking ability after given the dialogue in teaching.

2. (H_a): There is significance on students' speaking ability after given dialogue in teach

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre-experimental method that consisted of one group with pre-test and post-test design. The pre-test was given to the students in the first meeting and the researcher gave the students a treatment in six meetings and the post-test was given in the last meeting. For more explanation, the researcher depicted the design as follows:

$$O_1 \ X \ O_2$$

Where; O_1: Pre-test

X: Treatment

O_2: Post-test (Gay et al, 2006)

B. Population and Sample

1. Population

The population of this research was students of SMKT Somba Opu Sungguminasa. The students of SMKT Somba Opu Sungguminasa has fifteen classes. For the total number of population as following:

Table 2 The total number of population

Class	X^1	X^2	X^3	X^4	X^5	XI^1	XI^2	XI^3	XI^4	XI^5	XII^1	XII^2	XII^3	XII^4	XII^5
Total number of students'	**26**	24	26	24	25	25	25	24	27	23	26	24	24	23	25
Total of population	368														

2. Sample

Based on the population above, the researcher used purposive sampling to select the sample because the population too big and suggested from teacher. In this case, the researcher took 26 students from the population. So, the researcher chose tenth grade especially X^1 class and the researcher be easy to manage the class.

C. Research Operational Variable

This research used two variable, they are:

1. Independent Variable

Dialogue is conversation between two or more people to share ideas or points of view which contains many features of language, and intent of learning from each other.

2. Dependent Variable

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot.

D. Research Instrument

The researcher was choice two kind of this research they are: test and recording.

1. Test

   The researcher was given the test students a dialogue form. In each dialog has a different activities and dialogue of expression at each meeting that will be done later. The test function is done to find out how far students can speak the words on the dialogue.

2. Recording

   This recording is done when the students perform the practice of dialogue activity or when the test when reading the script of the dialogue given to the students. The function of this recording is to rectify in the event of an assessment error performed by the researcher when assessing directly in the classroom.

E. Procedure of Collecting Data

The researcher collecting the data by using the following procedures:

1. Pre-test

Before doing the treatment, the researcher was explained what material will be learn on the day's. After that the researcher gave a short text dialogue about dialogues activities to know the students' speaking fluency.

2. Treatment

After the students was gave the pre-test, the students was given treatment in six meetings. Each meeting were run for 2x45 minutes

In the process of treatment there are some steps that conducted by the researcher as follows:

- The researcher greeting the students
- The researcher check the students' attendance list

- The researcher explain about material to learn

- The researcher asked the students whether they know about dialogues activities

- The researcher gave explanation definition of dialogue

- The researcher slued a dialogue

- The researcher gave an example about dialogues activity

- The researcher asked the students who want to give an example about dialogues in their activities

- The researcher gave the students dialogue activities

- The researcher concluded the lesson

3. Post-test

This test was delivered to investigate the students' speaking after they are treat with the treatment. Its' necessary for the researcher will give post-test in order to measure the students' speaking improvement before and after given the treatment. Then, the data led the researcher to reach the research objectives and formulated a conclusion.

F. Technique of Data Analysis

The data is analysis through the following steps:

1. Scoring the students' test:

In this test, the researcher used 1-5 points scale to measure the students' speaking based on rating ability. The scoring of speak can range from an impression mark arrive at on basis of a fairy detailed marking scheme fluency. The following marking scheme (using a 5- point scale) as follows:

Table 3 The Assessment of Pauses

Classification	Score	Criteria
Excellent	5	Speak continuous with few pauses and stumbling
Very good	4	Speak flows naturally most of the time but has some pauses
Good	3	Speak choppy with frequent pauses and few incomplete thoughts
Average	2	Speak with too long pauses and there is no incomplete thoughts
Poor	1	Speak with too many stopping and there is no incomplete thoughts

(Addapted from Longman, 2005)

Beside the technical of scoring though five scale above, the writer also make rating classification which use to give students abstain. The following is rating scale classification.

Table 4

The Rating Scale Classification

Classification	Scale	Rating
Excellent	81-100	5
Very Good	61-80	4
Good	41-60	3
Average	21-40	2
Poor	0-20	1

2. To find out the mean score of the student's test, the researcher used the formula:

$$X - \frac{\Sigma x}{N}$$

Where:

X = Mean Score

Σx = Total score

N = The number of students

(Gay, 1981:298 in Kurniati, 2014: 27)

3. To know the significant of differences between the score of the pretest and posttest the writer calculated the value of the tank by using the following formula:

$$t = \frac{\sum D}{\sqrt{\dfrac{n\sum D^2 - \left(\sum D\right)^2}{n-1}}}$$

Where : $\check{D} = \dfrac{\Sigma D}{N}$

Where:

t   = Test of significant differences

D   = The differences between two scores compared

$\check{D}$ = The mean of different scores

ΣD = The sum of D scores

$(\Sigma D)2$ = The total number of students

(Gay, 1981: 366)

4. To find out the improvement of percentage:

$$\% = \dfrac{X2-X1}{X1} \times 100\%$$

Where,

% : The percentage of improvement

X2 : The total score of Post-Test

X1 : The total score of Pre-Test

(Gay, 1987)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of findings of the research and discussion of interpretation of data analysis in detail. The findings of the research covered the result of the data collected about the improving the students speaking ability through dialogue in terms of fluency and discussion of the research covers further explanation of the findings.

A. Findings

1. The Students Mean Score of Speaking Ability in Fluency

The mean score and the improvement of the speaking ability in terms speaking fluency through dialogue can be seen in the following table.

Table 5 The Mean Score of the Students' Speaking Fluency

Variable	The Students' Score		Percentage (%)
	Pre Test	Post Test	
Pauses	56.92	69.23	21.62

The table 4.1 above shows that there is improvement of the students' speaking fluency from the pre-test and post-test which in pre-test the mean score of the students' in speaking fluency is 56.92 after giving a treatment, the mean score of the students' of the students'

speaking fluency becomes 69.23. So the percentage improvement of the students' speaking

fluency from pre-test to post-test (21.62%), and the percentage of improvement variable of

fluency.

From the data above proves that the application of dialogue to improve speaking

ability was able to improve the students' fluency dealing with pauses in smkt somba opu

sungguminasa.

To see clearly the improvement of the students' speaking fluency dealing with pauses,

the following chart is presented.

Table 6 The Mean Score and improvement of the Students' Speaking
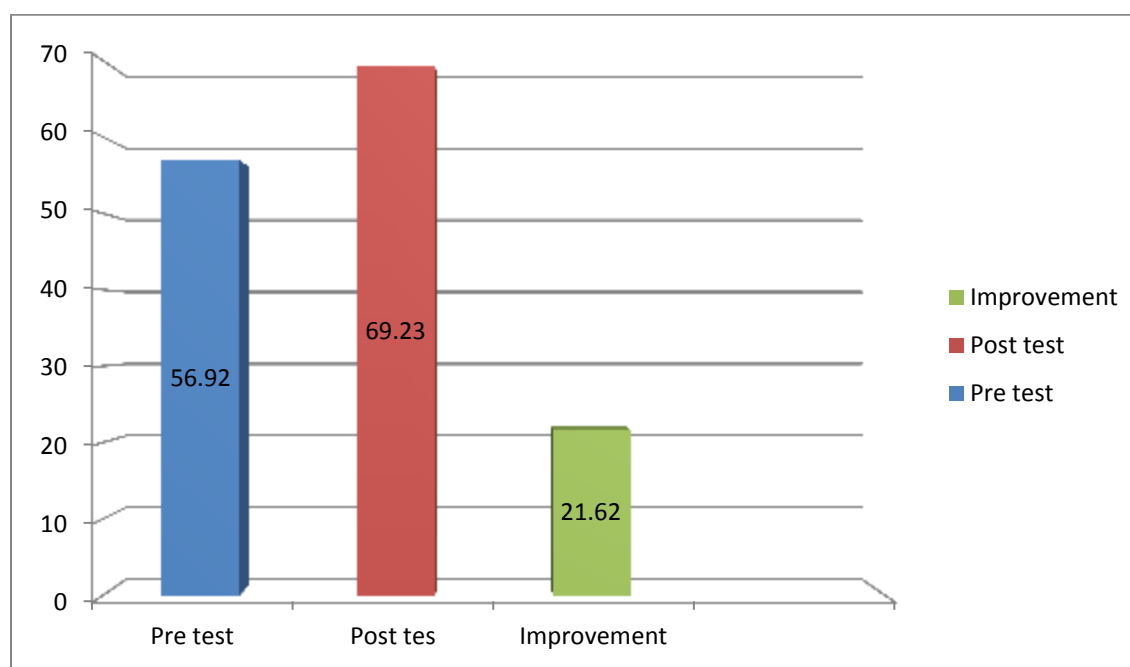
Fluency

The chart figure 4.2 above shows that is improvement of the students' speaking

fluency from the pre-test with the mean score is 56.92. The post-test with mean scores

is 69.23, so the improvement from pre-test to post-test is 21.62. It proves that the

application of dialogues is effective to improving the students' speaking ability in fluency.

2. Test of Significance Testing

To know the significance of the pre-test and post-test for the students' speaking ability in terms of speaking accuracy dealing with pronunciation and intonation and speaking fluency dealing with hesitation, pauses and smoothness, the researcher used t-test analysis in the level of significance p (0.005) with the degree of freedom (df) = N-1, where N number of subject (26) students then the value of t-table is 2.060.

In other to know whether or not the mean score was different from two test(pre-test and post-test), the writer used the t-table, The following table shows the result of the t-test calculation:

a. The t-test of Students' Achievement in Terms Speaking Fluency dealing with Pauses

Table 7 The t-test and t-table of Students' achievement

Variable	t-Test	t- Table	Comparison	Classification
Speaking Fluency	**5.94**	**2.060**	**t-Test > t- Table** **5.94 > 2.060**	**Significant**

If the test value was greater than t-table at the at the level of significance 0.05 and degree of freedom 26, thus alternative hypothesis (H$_1$) would be accepted and null hypothesis (H$_0$) would be rejected. In contrary if the t-test value was lower than t–table

at the level of significance 0.05 and degree of freedom 26, thus the alternative hypothesis would be rejected.

The result of data analysis was the t-test value (5.94) was greater than t-table value (2.060). Based on the result, hypothesis test showed that H_0 was rejected and H_1 was accepted.

B. Discussion

In this part, the discussion dealing with interpretation of findings derived from the result of findings about the observation result of the students; speaking ability in terms of speaking accuracy and speaking fluency.

1. The Improvement of the Students' Speaking Fluency

Baid in Ive (2012: 53) state the students feel dissatisfied if they lack confidence and fluency in speaking although they may be knowledgeable about grammar and skilled in reading for their study. To improve the students' speaking fluency the researcher used dialogue in teaching speaking. In this research kind of dialogue which used by researcher is mini dialogue or short dialogue and use picture dialogue to can make students interesting to learn English in class. Where the application of dialogue could help students to improved their pauses when they speak.

In addition, Fluency is the state of being able to speak a language smoothly and easily (oxford learner pocket dictionary, 1995: 10) and students are to communicative easily to others friends. Brown, (1980: 255) fluency is ready and expensive use of language. It is probably best achieved by allowing the 'stream' of speech to "flow' then, assumed of this speech spills over beyond comprehensibility to river bank of instruction or same details of

phonology, grammar and discourse explained that fluency defined as the ability to across communicative intent without too much pause or breakdown in communication. It refers to how well you communicative in a natural manner.

The classification from fair to excellent or from the grade 0 to 10 with the criteria had been proposed by Layman in Mansur (2010: 38) in previous chapter was the way to determine students' achievement in speaking. The data had been showed that in pre-test there were many students' fair score. In pre-test, some students' found many difficulties in speaking. While some of them could not speak because didn't have good pauses. It was so different with post-test that some of them got the more high than the value in pre-test. The students' got a significance development after treatment.

From the result of the pre-test, the mean score of the students' speaking fluency was 56.92. It can be concluded that the students' speaking fluency were classified as fair. The result of the post was 69.23 can be classified as good.

The data described the most of them success to improve their score into speaking accuracy by used ice breaker strategy. The improvement is also followed by significance. The t-test value (5.94) is greater than t-table (2.060) for the degree of freedom (0.05). It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted. Based on the data are shown above, it can be concluded that the students' score in speaking fluency of the tenth class of SMKT Somba Opu Sungguminasa

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give several conclusion and suggestion based on the previous chapter:

A. Conclusion

Based on the findings and discussion in previous chapter, the researcher concludes that:

1. The application of dialogue is could improving the students speaking ability at the tenth of SMKT Somba Opu Sungguminasa in terms of speaking fluency, because the application of used dialogue can help students to generate their idea and also improve their pauses. It is proved by the score of the students' speaking fluency, where in post-test (69.23) the students' got greater score than the mean score of pre-test (56.92).

   There is a significance difference between the students' speaking ability in terms of speaking fluency before and after using dialogue in speaking process. It is proved by the result of the statistical analysis at the significant level 0.05

2. The value of t-test from speaking fluency was 5.94 and it is greater than t-table 2.060 at the level of significant (p) = 0.05 and degree freedom (df) = 26-1 = 25, it is found that the result of t-test value is greater than t-table (5.94 > 2.060). It is said that the null hypothesis ($H_{0)}$ is reject and the alternative hypothesis (H_1) was accepted.

3. The significance difference score between pre-test and post-test saw that the use of dialogue in teaching speaking was successful to improve the students' speaking ability especially the tenth of SMKT Somba Opu Sungguminasa.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. It is suggested to the English Teacher there that they use dialogue as the alternative in the teaching and learning process to improve the students' English skill, especially speaking ability in speaking fluency.

2. The students are expected that they improve their intensity in learning speaking through dialogue.

3. The teacher should also give higher motivation to the students to practice their speaking ability and to know how important English speaking is.

4. This strategy can be used as an additional strategy or further research with different discussion for the next researcher.

5. Further researchers need to be conducted and explored more about the influence of dialogue to improve speaking ability for senior high school and university students.

6. Further researchers explored more about the influence of dialogue to improve writing, reading, and listening skills.

7. The next researcher explored more about the effect dialogue to other aspect.

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APPENDICES

Figure 1 watching short movie about short dialogue

Figure 2 the researcher explained about dialogue from movie what all actors said

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMKT SOMBA OPU

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : X/1

PERTEMUAN KE : 1

ALOKASI WAKTU : 2 X 45 MENIT

Standar Kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks sehari-hari.

Kompetensi Dasar :

3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam kontek sehari-hari dan melibatkan tindak tutur.

Indikator :

1. Siswa dapat Mengungkapkan perasaan marah.

Tujuan Pembelajaran :

1. Melatih siswa untuk mengungkapkan perasaan marah.
2. Melatih siswa menjawab pertanyaan untuk memahami isi dialog yg diberikan.
3. Melatih siswa mempraktekkan diaolog.

Materi Pokok :

a. Mengungkapkan perasaan marah :

- I am very upset today!
- It's very annoying!
- I can't stand anymore!
- Stop doing that!
- Shut up!

Metode Pembelajaran :

Three Phase Technique (Pre – Whilst – Post)

Langkah – Langkah Pembelajaran :

AKTIVITAS	WAKTU

1. KEGIATAN AWAL
    ▪ Greeting
    ▪ Mengecek kehadiran siswa
    ▪ Mengenalkan indikator yang akan di pelajari oleh siswa
 	
2. KEGIATAN INTI
    ▪ guru mengenalkan ungkapanyg menyatakan perasaan marah (materi terlampir).
    ▪ Guru memberikan contoh dialog yang akan di berikan kepada siswa
    ▪ Guru menyatakan isi dialog baik yg tersurat maupun tersirat. (materi terlampir).
    ▪ Guru meminta siswa untuk mempraktekan siswa secara berpasangan. . (materi terlampir).
 	
3. KEGIATAN AKHIR
    ▪ Guru meminta siswa membuat kesimpulan dari materi yang telah di pelajari
    ▪ Pemberian tugas kepada siswa untuk mempersiapkan pertemuan berikutnya
    ▪ Leave taking	

<u>READ THE DIALOGUE WITH YOUR FRIENDS !</u>

Fandi: What happen? Why are you yelling?

Dila: Look, my television has been lost. I am very upset today!

Fandi: I'll call the police.

Dila: It's very annoying! I just bought it, but now I can't see it anymore.

Fandi: Be patient, we will fix it together.

Dila: Shut up! Why did you go? You're supposed to stay at home.

Fandi: I'm sorry ..

Dila: Go! Get away from me!

Guru Bahasa Inggris

Adi Nugraha.

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH   : SMKT SOMBA OPU

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : X/1

PERTEMUAN KE : 2

ALOKASI WAKTU : 2 X 45 MENIT

Standar Kompetensi

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks sehari-hari.

Kompetensi Dasar :

1. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: menyatakan perasaan (*expressing: surprise*).

2. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam kontek sehari-hari dan melibatkan tindak tutur. menyatakan perasaan (*expressing: surprise*)

Indikator :

1. Merespon dengan benar terhadap tindak tutur: menyatakan perasaan (*expressing: surprise*)

2. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan (*expressing: surprise*).

Tujuan Pembelajaran :

- Siswa dapat merespon dengan benar terhadap tindak tutur: menyatakan perasaan (*expressing: surprise*).
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan perasaan (*expressing: surprise*).
- Melatih siswa mempraktekkan diaolog.

Materi Pokok :

Percakapan/dialog dan pernyataan yang memuat ungkapan–ungkapan berikut

- **Menyatakan perasaan terkejut (s*urprise*)**

  A : Guess what! I met Jennifer Lopez yesterday.

  B : I don't believe it!

  A : You have to! I met her in hospital.

Metode Pembelajaran :

Three Phase Technique (Pre – Whilst – Post)

Langkah – Langkah Pembelajaran :

AKTIVITAS	WAKTU

4. KEGIATAN AWAL
     ▪   Greeting
     ▪   Mengecek kehadiran siswa
     ▪   Mengenalkan indikator yang akan di pelajari oleh siswa
 5. KEGIATAN INTI
     • Siswa mendengarkan percakapan interpersonal/transaksional yang berisikan ungkapan untuk menyatakan perasaan (*expressing: surprise*) yang di contohkan oleh guru.
     • Siswa mendiskusikan dialog dan fungsi ungkapan yang didengar.
     • Siswa membaca ungkapan-ungkapan lainnya yang digunakan untuk	

menyatakan perasaan (*expressing: surprise*).

- Siswa melafalkan ungkapan-ungkapan menyatakan perasaan (*expressing: surprise*). Lainnya
- Siswa membuat dialog berpasangan dengan menggunakan ungkapan untuk menyatakan perasaan (*expressing: surprise*).
- Siswa mempraktekkannya dialognya dan memberi komentar tiap pasangan.

6. KEGIATAN AKHIR

- Siswa mendapat feedback dari guru dan mereview ungkapan yang digunakan untuk menyatakan perasaan (*expressing: surprise*)
- Guru meminta siswa membuat kesimpulan dari materi yang telah di pelajari
- Leave taking

READ THE DIALOGUE WITH YOUR FRIENDS !

Rangga : You won't believe it! you should know who I met yesterday.

Rojak   : You make me curious, what is it?

Rangga : I met justin bieber at a restaurant.

Rojak   : Really? OMG.

Rangga : Yes, and I got his autograph.

Rojak   : Wow, Can I see it?

Rangga : Yes, sure

Guru Bahasa Inggris

Adi Nugraha.

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMKT SOMBA OPU

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : X/1

PERTEMUAN KE : 3

ALOKASI WAKTU : 2 X 45 MENIT

Standar Kompetensi

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks sehari-hari.

Kompetensi Dasar :

3. Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: menyatakan kegiatan sehari-hari
4. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam kontek sehari-hari dan melibatkan tindak tutur.

Indikator :

3. Merespon dengan benar terhadap tindak tutur: menyatakan kegiatan sehari-hari
4. Melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan kegiatan sehari-hari

Tujuan Pembelajaran :

- Siswa dapat merespon dengan benar terhadap tindak tutur: dalam percakapan kegiatan sehari-hari
- Siswa dapat melakukan berbagai tindak tutur dalam wacana lisan interpersonal/transaksional: menyatakan kegiatan yang biasa dilakukan

- Melatih siswa mempraktekkan diaolog.

Materi Pokok :

Percakapan/dialog dan pernyataan yang memuat aktifitas sehari-hari sebagai berikut berikut

- Menyatakan ungkapan kegiatan sehari-hari
  - Take a bath
  - Prepare book before go to school
  - Watching television

Metode Pembelajaran :

Three Phase Technique (Pre – Whilst – Post)

Langkah – Langkah Pembelajaran :

AKTIVITAS	WAKTU

7. KEGIATAN AWAL
    ▪ Greeting
    ▪ Mengecek kehadiran siswa
    ▪ Mengenalkan indikator yang akan di pelajari oleh siswa
8. KEGIATAN INTI
    • Siswa mendengarkan percakapan interpersonal/transaksional yang berisikan dialog aktifitas sehari-hari yang di contohkan oleh guru.
    • Siswa mendiskusikan dialog dan fungsi ungkapan yang didengar.
    • Siswa melafalkan ungkapan-ungkapan mengenai aktivitas sehari-hari
    • Siswa membuat dialog berpasangan dengan tema aktivitas mereka ketika dirumah masing-masing
    • Siswa mempraktekkannya dialognya dan memberi komentar tiap pasangan.
9. KEGIATAN AKHIR	

• Siswa mendapat feedback dari guru dan mereview ungkapan yang digunakan dalam dialogue activities • Guru meminta siswa membuat kesimpulan dari materi yang telah di pelajari • Leave taking	

READ THE DIALOGUE WITH YOUR FRIENDS !

Angga : What do you do after you get up in the morning?.

Mirna : After I get up, I wash my face, take wudhu then praying.

Angga : What else?

Mirna : I prepare my book. After it, I take a bath then I have breakfast. How about you?

Angga : After I get up, I always check my phone. Then after around five minutes, I go to the

bathroom and wash my face, take wudhu, and praying. After praying, I watch cartoon on

TV. At 6 o'clock, I take a bath and then I have breakfast. They are not too different with

You.

Mirna : Don't you prepare the book?

Angga : I always prepare my book on the night before.

Mirna : Great!

Guru Bahasa Inggris

Adi Nugraha.

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMKT SOMBA OPU

MATA PELAJARAN : BAHASA INGGRIS

KELAS / SEMESTER : X/1

PERTEMUAN KE : 4

ALOKASI WAKTU : 2 X 45 MENIT

Standar Kompetensi

3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks sehari-hari.

Kompetensi Dasar :

3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam kontek sehari-hari dan melibatkan tindak tutur.

Indikator :

2. Siswa dapat Mengungkapkan perasaan senang.

Tujuan Pembelajaran :

4. Melatih siswa untuk mengungkapkan perasaan senang.
5. Melatih siswa menjawab pertanyaan untuk memahami isi dialog yg diberikan.
6. Melatih siswa mempraktekkan diaolog.

Materi Pokok :

b. Mengungkapkan perasaan senang :
   - Yes, I'd love to very much

- I'm so happy for you
- I'm pleased
- It's very delighted

Metode Pembelajaran :

Three Phase Technique (Pre – Whilst – Post)

Langkah – Langkah Pembelajaran :

AKTIVITAS	WAKTU
10. KEGIATAN AWAL ▪ Greeting ▪ Mengecek kehadiran siswa ▪ Mengenalkan indikator yang akan di pelajari oleh siswa 11. KEGIATAN INTI ▪ guru mengenalkan ungkapanyg menyatakan perasaan senang (materi terlampir). ▪ Guru memberikan contoh dialog yang akan di berikan kepada siswa ▪ Guru menyatakan isi dialog baik yg tersurat maupun tersirat. (materi terlampir). ▪ Guru meminta siswa untuk mempraktekan siswa secara berpasangan. . (materi terlampir). 12. KEGIATAN AKHIR ▪ Guru meminta siswa membuat kesimpulan dari materi yang telah di pelajari ▪ Pemberian tugas kepada siswa untuk mempersiapkan pertemuan berikutnya ▪ Leave taking	

READ THE DIALOGUE WITH YOUR FRIENDS !

Maulah : I heard that you followed the football competition yesterday.

Benny : Yes, I did.

Maulah : Were your team the winner?

Benny : Yes, we were. We are the first winner

Maulah : I am glad to hear that news, we have to celebrate it

Benny : Our team will celebrate in the beach tomorrow

Guru Bahasa Inggris

Adi Nugraha.

APPENDIX C

List of Student's

No	Nama
1	Mawar
2	Dhea Marlina
3	Muh. Yusran Pratama
4	Alfina Herman
5	Safila Nur Aualia
6	Andi Nur Awani
7	Ismail
8	Marlisa M. Syarif
9	Alfina Damayanti
10	Dhea Marliana
11	Lutfi Miftahul Firdaus
12	Muh. Ardi Firmansyah
13	Putriani
14	Kartika Putri Pratana R
15	Abd. Khalik
16	Qhaerul Idris
17	Asma Kamaruddin
18	Sari Wahyuni
19	Rian Hidayat
20	Muh. Farrhan
21	Bambang Surya Agung
22	Mahesa Prasetyo

23	Muh. Reza
24	Umi Kalsum
25	Ain Astika
26	Muh. Akram Fauzan

APPENDIX D

Speaking ability score of pre-test, post-test

No	Name	Pretest		Posttest	
		Score	Category	Score	Category
1	Mawar	40	Poor	40	Poor
2	Dhea Marlina	80	Very Good	100	Excellent
3	Muh. Yusran Pratama	60	Good	80	Very Good
4	Alfina Herman	60	Good	60	Good
5	Safila Nur Aualia	40	Poor	60	Good
6	Andi Nur Awani	60	Good	60	Good
7	Ismail	60	Good	80	Very Good
8	Marlisa M. Syarif	60	Good	80	Very Good
9	Alfina Damayanti	60	Good	60	Good
10	Dhea Marliana	40	Poor	60	Good
11	Lutfi Miftahul Firdaus	60	Good	80	Very Good
12	Muh. Ardi Firmansyah	40	Poor	40	Poor
13	Putriani	40	Poor	80	Very Good
14	Kartika Putri Pratana R	60	Good	80	Very Good
15	Abd. Khalik	60	Good	60	Good
16	Qhaerul Idris	40	Poor	40	Poor
17	Asma Kamaruddin	60	Good	80	Very Good
18	Sari Wahyuni	60	Good	60	Good
19	Rian Hidayat	40	Poor	40	Poor
20	Muh. Farrhan	40	Poor	40	Poor
21	Bambang Surya Agung	80	Very Good	100	Excellent
22	Mahesa Prasetyo	80	Very Good	100	Excellent
23	Muh. Reza	80	Very Good	100	Excellent

24	Umi Kalsum	80	Very Good	100	Excellent
25	Ain Astika	40	Poor	60	Good
26	Muh. Akram Fauzan	60	Good	60	Good

The students' score speaking ability in fluency (pauses) of pre-test and post-test

No	Name	Pretest		Posttest	
		Score	Category	Score	Category
1	Mawar	2	Poor	2	Poor
2	Dhea Marlina	4	Very Good	5	Excellent
3	Muh. Yusran Pratama	3	Good	4	Very Good
4	Alfina Herman	3	Good	3	Good
5	Safila Nur Aualia	2	Poor	3	Good
6	Andi Nur Awani	3	Good	3	Good
7	Ismail	3	Good	4	Very Good
8	Marlisa M. Syarif	3	Good	4	Very Good
9	Alfina Damayanti	3	Good	3	Good
10	Dhea Marliana	2	Poor	3	Good
11	Lutfi Miftahul Firdaus	3	Good	4	Very Good
12	Muh. Ardi Firmansyah	2	Poor	2	Poor
13	Putriani	2	Poor	4	Very Good
14	Kartika Putri Pratana R	3	Good	4	Very Good
15	Abd. Khalik	3	Good	3	Good
16	Qhaerul Idris	2	Poor	2	Poor
17	Asma Kamaruddin	3	Good	4	Very Good
18	Sari Wahyuni	3	Good	3	Good
19	Rian Hidayat	2	Poor	2	Poor

20	Muh. Farrhan	2	Poor	2	Poor
21	Bambang Surya Agung	4	Very Good	5	Excellent
22	Mahesa Prasetyo	4	Very Good	5	Excellent
23	Muh. Reza	4	Very Good	5	Excellent
24	Umi Kalsum	4	Very Good	5	Excellent
25	Ain Astika	2	Poor	3	Good
26	Muh. Akram Fauzan	3	Good	3	Good

Frequency and percentage of pretest and posttest

1	Excellent	81-100	0	0	5	19.23
2	Very Good	61-80	5	19.23	7	26.92
3	Good	41-60	12	46.15	9	34.61
4	Average	21-40	9	34.61	5	19.23
5	Poor	0-20	0	0	0	0
Total			**26**	**100**	**26**	**100**

APPENDIX E

Score of Pretest, Posttest and Gain

No	Nama	Pretest	Posttest	Gain(D)	D^2
1	Mawar	40	40	0	0
2	Dhea Marlina	80	100	20	400
3	Muh. Yusran Pratama	60	80	20	400
4	Alfina Herman	60	60	0	0
5	Safila Nur Aualia	40	60	20	400
6	Andi Nur Awani	60	60	0	0
7	Ismail	60	80	20	400
8	Marlisa M. Syarif	60	80	20	400
9	Alfina Damayanti	60	60	0	0
10	Dhea Marliana	40	60	20	400
11	Lutfi Miftahul Firdaus	60	80	20	400
12	Muh. Ardi Firmansyah	40	40	0	0
13	Putriani	40	80	40	1600
14	Kartika Putri Pratana R	60	80	20	400
15	Abd. Khalik	60	60	0	0
16	Qhaerul Idris	40	40	0	0
17	Asma Kamaruddin	60	80	20	400
18	Sari Wahyuni	60	60	0	0
19	Rian Hidayat	40	40	0	0
20	Muh. Farrhan	40	40	20	400
21	Bambang Surya Agung	80	100	20	400
22	Mahesa Prasetyo	80	100	20	400
23	Muh. Reza	80	100	20	400
24	Umi Kalsum	80	100	20	400

25	Ain Astika	40	60	20	400
26	Muh. Akram Fauzan	60	60	0	0
Total		1480	1800	340	7600

The Improvement of percentage

$$\% = \frac{X2 - X1}{X1} \times 100\%$$

Where,

% : The percentage of improvement

X2 : The total score of Post-Test

X1 : The total score of Pre-Test

$$\% = \frac{1800 - 1480}{1480} \times 100\%$$

% = 21.62%

So the improvement of speaking ability in Fluency (pauses) is **21.62%**

APPENDIX F

Means Score of Pretest and Posttest

$$X = \frac{\Sigma x}{N}$$

1. The calculation of the mean score of pretest

$$X = \frac{1480}{26}$$

$$X = 56.92$$

2. The calculation of the mean score of posttest

$$X = \frac{1800}{26}$$

$$X = 69.23$$

APPENDIX G

T-table

df	0.10	0.05	0.02	0.01
1	6.314	12.706	31.821	63.657
2	2.920	4.303	6.965	9.925
3	2.353	3.182	4.541	5.841
4	2.132	2.776	3.747	4.604
5	2.015	2.571	3.365	4.032
6	1.943	2.447	3.143	3.707
7	1.895	2.365	2.998	3.499
8	1.860	2.306	2.896	3.355
9	1.833	2.262	2.821	3.250
10	1.812	2.228	2.764	3.169
11	1.796	2.201	2.718	3.106
12	1.782	2.179	2.681	3.055
13	1.771	2.160	2.650	3.012
14	1.761	2.145	2.624	2.977
15	1.753	2.131	2.602	2.947
16	1.746	2.120	2.583	2.921
17	1.740	2.110	2.567	2.898
18	1.734	2.101	2.552	2.878
19	1.729	2.093	2.539	2.861
20	1.725	2.086	2.528	2.845
21	1.721	2.080	2.518	2.831
22	1.717	2.074	2.508	2.819
23	1.714	2.069	2.500	2.807
24	1.711	2.064	2.492	2.797

25	1.708	**2.060**	2.485	2.787
26	1.706	2.056	2.479	2.779
27	1.703	2.052	2.473	2.771
28	1.701	2.048	2.467	2.763
29	1.699	2.045	2.462	2.756
30	1.697	2.042	2.457	2.750
31	1.696	2.040	2.453	2.744
32	1.694	2.037	2.449	2.738
33	1.692	2.035	2.445	2.733
34	1.691	2.032	2.441	2.728
35	1.690	2.030	2.438	2.724
36	1.688	2.028	2.434	2.719
37	1.687	2.026	2.431	2.715
38	1.686	2.024	2.429	2.712
39	1.685	2.023	2.426	2.708
40	1.684	2.021	2.423	2.704

APPENDIX H

The T-test Analysis

$$\bar{D} = \frac{\Sigma D}{N}$$

$$= \frac{340}{26}$$

$$= 13,07$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{13,07}{\sqrt{\frac{7600 - \frac{(340)^2}{26}}{26(26-1)}}}$$

$$t = \frac{13,07}{\sqrt{\frac{7600 - \frac{115600}{26}}{26(25)}}}$$

$$t = \frac{13,07}{\sqrt{\frac{7600 - 4446,15}{650}}}$$

$$t = \frac{13,07}{\sqrt{\frac{3153,86}{650}}}$$

$$t = \frac{13,07}{\sqrt{4,85}}$$

$$t = \frac{13,07}{2,20}$$

$$t = 5,94$$

APPENDIX I

Instrument (pre test)

Maulah : I heard that you followed the football competition yesterday.

Benny : Yes, I did.

Maulah : Were your team the winner?

Benny : Yes, we were. We are the first winner

Maulah : I am glad to hear that news, we have to celebrate it

Benny : Our team will celebrate in the beach tomorrow

Instrument (Posttest)

Leli : "What are you doing after school San?"

Santi : "after coming home from school I immediately help my mother to prepare food for

lunch and then had lunch together. After that I had a nap and in the afternoon I went

to the Koran. "

Leli : "you're so diligent kid. When is your time to study.""

Santi : "I usually study in the morning, around 3 am until dawn. If you?"

Leli : "Almost as much as you. After school I went straight from lunch and then nap.

In the afternoon I played around the house. "

Santi : "study?"

Leli : "I study before sleep, about 8 hours a night."

CURRICULUM VITAE

The researcher, Adi Nugraha was born on 18nd September, 1995 in Kamal Muara, North Jakarta. He is the first child of Syasumddin and Arjuni. He began his study at Elementary School 01 Pagi Data in 2001. He continued his study at Junior High School Negri 190 Tegal Alur in 2007. He registered and joined his Senior High School in 2010 at Senior High School PGRI 5 Cengkareng and he finished in 2013. Afterwards, he continued his study in Muhammadiyah University of Makassar, he registered as a student of English department in 2013. He could finish his study in 2018 with the thesis under title **"IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH DIALOGUE".** *(A Pre-Experiment Research at Tenth class of SMKT Somba Opu Sungguminasa).*