

**ENGLISH DIALOGUE
DALAM MENINGKATKAN KEMAMPUAN SISWA BERBICARA**

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ABSTRAK

Artikel ini tentang English Dialogue dalam meningkatkan kemampuan berbahasa Inggris bagi siswa kelas dua pada MTsN 4 Banda Aceh. Penelitian ini berbentuk penelitian eksperimen yang dilaksanakan dalam empat pertemuan. Jumlah populasi adalah 165 siswa yang dibagi dalam lima kelas. Subjek utama dari penelitian ini adalah 32 siswa kelas VII-3 sebagai kelas eksperimen. Dan 32 siswa kelas VII-4 sebagai kelas kontrol. Data diolah dengan menggunakan metode kualitatif dan kuantitatif. Tes digunakan dalam penelitian ini untuk mengumpulkan data begitu juga dengan kuesioner. Jadi, Tes diberikan kepada siswa setelah diberikan beberapa kali treatment dengan menggunakan English Dialogue dengan meliputi pertimbangan; aturan gramatikal, pengucapan yang benar, dan penggunaan kosa kata yang sesuai. Selanjutnya, Peneliti menggunakan beberapa cara dalam meningkatkan kosa kata siswa, ketertarikan, rasa percaya diri, dan semangat dalam mengasah kemampuan berbicara. Beberapa persiapan juga dilakukan oleh peneliti seperti menyiapkan lembar kerja siswa, teks materi, dialog berbahasa Inggris, dan LCD proyektor secara maksimal. Setelah menganalisa data, ditemukan bahwa nilai mean pada kelas eksperimen ialah 65.31 dan pada kelas control ialah 47.03 dan t-score 0.20. Jadi jumlah nilai post-tes pada kelas experiment adalah 89.84 dan pada kelas control adalah 65 dan t-score ialah 0.38. Hasilnya menunjukkan bahwa nilai post-tes lebih tinggi dari pada nilai pre-tes pada kedua kelas tersebut. Jadi, English Dialogue sangat dianjurkan untuk guru Bahasa Inggris yang ingin mengasah dan meningkatkan kemampuan berbahasa Inggris siswanya karena English Dialogue sangat sederhana dan mudah untuk digunakan dikelasnya. Disamping itu, hal ini mampu untuk meningkatkan rasa percaya diri, lebih berani, dan mengurangi keraguan dalam berbicara dalam kelas bahasa Inggris yang sedang dilaksanakan.

Kata Kunci: *English Dialogue, Meningkatkan, Kemampuan berbicara*

ENGLISH DIALOGUE IN IMPROVING STUDENTS' SPEAKING SKILL

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ABSTRACT

This article is about English Dialogue in Improving Students' Speaking Skill to the second year students at MTsN 4 Banda Aceh. This is an experimental research which was conducted in four meetings. The number of population is 165 students and it is divided into five classes. The main subjects of this research were 32 students of class VIII-3 as an experimental class, and 32 students of class VIII-4 as a control class. The data obtained were qualitative and quantitative. The test used in this research in obtaining the data and also in engaging the questionnaires as well. However, the test was given to the students after giving some treatments by using English Dialogue which such considerations; grammatical rules, correct-pronunciation, and the use of appropriate-vocabulary. In addition, the reserachers conducted some activities which could be enhanced students' vocabulary, interest, confidence, and spirit in speaking skill. Some preparation also prepared by the reserachers such as students' worksheets, material texts, English dialogue, and LCD projector optimally. After analyzing the data, it found that the mean score of the Experimental Class was 65.31 and the Control Class was 47.03 and then the t-score was 0.20. However, it was the mean score of post-test in Experimental Class was about 89.84 and the Control Class is 65 and t-score was 0.38. The result showed that the score of post-test is higher than the score of pre-test for both classes. So, English Dialogue is really recommended for the English teachers who wanted to sharpen and improve their students ability in English Speaking skill since the English Dialogue is very simple and easy in implementing it in the class. Besides that, it could be able to make the students more confident, more brave, and less hesitant during the speaking class conducted.

Key Words: *English Dialogue, Improving, and Speaking Skill.*

INTRODUCTION

Teaching English should emphasize in introducing language as a meaning of communication (Read, Jamil IM, Sinar TS, Zein TT et.al: 2018). Mastering English as a

foreign language is not easy for students because it is not their mother tongue. That is why English ought to be learned by Junior High School in Indonesian.

In the teaching and learning process, developing the students' speaking skills seems to be the most difficult thing. There were a few necessary steps to be taken to teach speaking in the classroom, one of the steps in developing students' speaking skill is building the communication between the teachers and the students. The teachers should be able to conduct a comfortable situation and always make a different style in teaching English, so that the students will be interested and enjoyed the class activity.

Cakir (2009: 203) states that one of the reasons for using dialogues, most probably the underlying purpose is to enable learners to promote their communicative competence through which they can get the ability to be able to use the target language appropriately. The techniques to make the comfortable situation were very useful since they had some problems. They lacked of vocabulary, fluency and grammar. Moreover, they did not know how to produce the words correctly. In addition, most of them were shy to express their ideas in speaking in English. In fact, the teacher was good enough in teaching English, but it was very difficult for the students to keep silent and pay attention to the teacher.

The researchers observed speaking ability of the second year student of MTsN 4 Banda Aceh. Richards (2006: 6) in his book "Communicative Language Teaching Today" states that based on syllabus, the students are expected to able express the meaning of transactional and interpersonal dialogue in daily life context and express the meaning of short functional text and simple monolog in the form of recount, narrative and procedure text in daily life context.

Based on the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact in the classroom. The researcher thinks the students of senior high school have already gotten a basic knowledge of English speaking since they have studied it at junior

high school. In reality, the speaking ability of students is very low. The students are not able to express their ideas fluently.

During observation in speaking class, the researcher found some problems that exist. First, it related to the condition of students who have low motivation to speak English. Second, the students' capability in mastering grammar, vocabulary and also pronunciation is low. Third, another problem is found in speaking material. The teacher has to translate all the sentences first before explaining what kind of expression it is. Fourth, it is dealing with teaching approach used by the teacher. Actually the teacher gives more practice to students to speak English but the teacher dominates in teaching students using Indonesian so it cannot increase their ability to speak English fluently.

Everything in dialogues is meaningful and relevant to the situation of the students' everyday life. This situation will be very important for practicing language in realistic communication situations. Teacher could present the dialogue in various ways in order to make the students be able to improve their skill to speak English freely.

PROBLEMS OF THE RESEARCH

The problems of the research as follows;

1. Does teaching speaking by using English dialogue could improve students' speaking?
2. What is the students' response toward the using English dialogue in improving learning speaking skills?

OBJECTIVES OF THE RESEARCH

This research has some objectives, they are:

1. To find out whether using English dialogue could improve students' speaking skill for the second year students of MTsN 4 Banda Aceh.
2. To know the students' response toward the using of English dialogue in improving speaking skill.

LITERATURE REVIEW

Richard (2000: 193), speaking is the primary situation in which learners have an opportunity to use the target language, namely English. Students or learners use the English for variety of different purposes within the lesson, including interacting with the teacher and with other learners and using language to negotiate and complete learning activities and assignments. Speaking is the most frequent used by human being as daily means of communicating to share opinions and ideas with other persons.

Moreover, Widdowson (1996: 56) states that speaking as an instance of use, therefore is part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of speaking involves both receptive and production participation. Speaking is productive rather than receptive skill because it is as a way in which language system is manifested through the use of organs of speech and operates through the aural rather than the visual medium. Meanwhile, speaking can be considered as productive and receptive skill through both aural and visual because it is used in communicative activity.

Furthermore, Bygate (1987: 1) states that speaking as skill of being able to use the language is a problem in teaching foreign language. He says that the preparation and how successful the teaching speaking is depended on the understanding about the aims. Speaking is used more often and it is more important to make adults orally express their message to show their feeling, ideas, happiness, angry and emotion. Systematic and continuous instruction must be developed in order to teach and reinforce the basic attitude skill and abilities of their expression and implement their use in meaningful communicational situations.

In the teaching and learning process, developing the students' speaking skills seems to be the most difficult thing. There were a few necessary steps to be taken to teach speaking in the classroom, one of the steps in developing students' speaking skill is building the communication between the teachers and

the students. The teachers should be able to conduct a comfortable situation and always make a different style and various methods in teaching English specifically in teaching speaking, so that the students will be interested and enjoyed the class activity for every meeting.

Speaking is one of the ways used by people to communicate with others. According to Bygate (1997: 7), speaking is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is, however, a skill which deserves attention every bit as much as literary skills, in both first and second languages. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the vehicle part excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which many languages are learnt, and which for many is particularly conducive for learning.

In addition, Communication is two-way process: what A says helps to shape B's replay, which 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 communication. It also supported by Matthews and Read (1989: 24) state that 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.

Stevick (1994: 70), most of so-called audio lingual courses base each of their early lesson in a dialogue. The dialogue is a sample of how the language issued as the strategy to, overlearn the dialogue. Overlearning 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.

Goncalves (1992: 67) states that the word “dialogue” means speech or conversation between two people. It expresses a communicative relationship between two beings, and it evokes intentions, ways of acting, emotions and cogitations, memories; hence, the word “dialogue” refers to a great deal more than the simple coming and going of sounds and meanings.

Winston (2011: 72) states that dialogue is concentrated conversation among equals, and offers helpful ways to work together cooperatively, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes. 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 (2001: 59) 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. 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 skills essential for good dialogue.

It is also supported by Wood (2002: 89) states that 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. 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 on learning from each other.

RESEARCH METHODOLOGY

This research design used is an experimental research with prepared some additional data to support the result, which is intended to obtain the result from the implementation of English dialogue in improving students' speaking skill and the method used in this research is descriptive-quantitative method. Descriptive-quantitative method is the systematic research of quantitative which explains a phenomenon using numbers.

John (2007: 2) "quantitative research is a formal, objective, and systematic, process in which numerical data are utilized to obtain information about a phenomenon". Descriptive-quantitative research is all about quantifying the relationship between variables with no attempt is made to change behavior or condition-measuring things as they are. The objective of quantitative research is to develop and employ mathematical model.

THE TECHNIQUE OF DATA COLLECTION

The technique of data collection used is test and questionnaires. Test is one of techniques used to identify the students' ability in mastering speaking. Test will be given twice; pre-test and post-test. The purpose of giving test to students is to know their ability in speaking before using the treatment and after applying the English dialogue, and the purpose of giving questionnaires to students is to know their responses toward the implementation of English dialogue in speaking skill.

THE TECHNIQUE OF DATA ANALYSIS

In analyzing the data, the researcher used the descriptive-quantitative method. The data analysis will be obtained from the result of test (pre-test and post-test). This test is in order to know the students' improvement in learning speaking after implementing English dialogue. The data from test analyzed by using interval data, which is presented by students' score.

The following formula used in analyzing the data from test:

1. Range

Range is the difference between the highest score and the lowest score.

The formula is:

$$R = Hs - Ls$$

In which:

R = the range of the score

Hs = the highest score

Ls = the lowest score

2. Mean

Mean is the average result that received from the students. The formula is:

$$\bar{x} = \frac{\sum fx}{n}$$

In which:

\bar{x} = Mean

fx = Total of the students

n = Number of the students

3. Standard Deviation

Standard deviation is the general renditions of deviation of one group the mean score of the groups.

$$SD = \sqrt{\sum \frac{fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

In which:

SD = standard deviation

$\sum fx^2$ = The total of midpoint that is quadrate and multiplied by each frequency

$\sum fx$ = the total of multiplication result between midpoint and frequency

n = Number of Students.

4. T – score

T- Score to indicate significant or the difference the score of two groups. (Experimental and control group)

$$T\text{- Score} = \frac{x_e - x_c}{\sqrt{\left(\frac{se}{n}\right) \left(\frac{se}{n}\right)}}$$

In which:

x_e = Mean score of experimental group

x_c = Mean score of control group

se = Standard deviation of Experimental group

N = Number of students.

However, in analyzing the questionnaire, the researcher used the formula of Mueller (1980: 108). The formula as follows;

$$P = \frac{f}{n} \times 100 \%$$

In which:

P = Percentage

f = Frequency

n = Number of Students

100% = Static Score.

FINDINGS AND DISCUSSION

FINDINGS

Table 1. The Score of Pre-Test of Experimental and Control Class

Students' number	Experimental class	Control class
01	85	75
02	80	70
03	80	65
04	75	65
05	75	65
06	75	60
07	75	55
08	75	55
09	70	55
10	70	55
11	70	55
12	70	55
13	70	50
14	70	50
15	65	50
16	65	45
17	65	45
18	65	45
19	65	40
20	65	40
21	65	40
22	60	40
23	60	40
24	60	40
25	55	35
26	55	35
27	55	35
28	55	35
29	50	30
30	50	30
31	50	25
32	45	25
Total	2090	1505

The table 1 showed that in the pre-test, the highest score control class is 75, the lowest score is 25, and the average score is 47.03. But in experimental class, the highest score is 85, the lowest score is 45, and the average score in experimental class is 65.31.

Table 2. The Score of Post-Test of Experimental and Control Class

Students' number	Experimental class	Control class
01	100	85
02	100	85
03	100	85
04	100	85
05	100	85
06	100	80
07	100	80
08	100	80
09	100	80
10	95	80
11	95	80
12	95	75
13	95	75
14	95	70
15	90	65
16	90	65
17	90	60
18	90	55
19	90	55
20	85	55
21	85	50
22	85	50
23	85	50
24	85	50
25	80	50
26	80	50
27	80	50
28	80	50
29	80	50
30	80	50
31	75	50
32	70	50
Total	2875	2080

The table 2 illustrated that in the post-test, the highest score of the control class is 85 and the lowest score is 50 and the average score is 65. But in experimental class, the highest score is 100, the lowest score is 70, and the average score is 89.84.

THE ANALYSIS RESULT OF THE SCORES IN PRE-TEST AND POST-TEST

Firstly the researcher calculated the data of the experimental class and the control class by using some statistical procedure; Mean; Standard Deviation; T-Score;

Table 3. Pre-Test of Experiment and Control class

Students' Number	Experimental Class		Control Class	
	X	X ²	X	X ²
01	85	7225	75	5625
02	80	6400	70	4900
03	80	6400	65	4225
04	75	5625	65	4225
05	75	5625	65	4225
06	75	5625	60	3600
07	75	5625	55	3025
08	75	5625	55	3025
09	70	4900	55	3025
10	70	4900	55	3025
11	70	4900	55	3025
12	70	4900	55	3025
13	70	4900	50	2500
14	70	4900	50	2500
15	65	4225	50	2500
16	65	4225	45	2025
17	65	4225	45	2025
18	65	4225	45	2025
19	65	4225	40	1600
20	65	4225	40	1600
21	65	4225	40	1600
22	60	3600	40	1600
23	60	3600	40	1600

24	60	3600	40	1600
25	55	3025	35	1225
26	55	3025	35	1225
27	55	3025	35	1225
28	55	3025	35	1225
29	50	2500	30	900
30	50	2500	30	900
31	50	2500	25	625
32	45	2025	25	625
Total	2090	139950	1505	76075

1. Mean

EC Pre-test

$$X_e = \frac{\sum X}{n}$$

$$= \frac{2090}{32}$$

$$= 65.31$$

CC Pre-test

$$X_c = \frac{\sum X}{n}$$

$$= \frac{1505}{32}$$

$$= 47.03$$

After knowing the result of mean score of Experiment and Control Class, the researcher could count the Standard Deviation for each classes.

2. Standard Deviation

$$SD_e = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{139950}{32} - \left(\frac{2090}{32}\right)^2}$$

$$= \sqrt{4360.93 - (65.31)^2}$$

$$= \sqrt{4360.93 - 4265}$$

$$= \sqrt{4318.28}$$

$$= 65.71$$

$$SD_c = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{76075}{32} - \left(\frac{1505}{32}\right)^2}$$

$$= \sqrt{2377.3 - (47.03)^2}$$

$$= \sqrt{2377.3 - 2211}$$

$$= \sqrt{215.6}$$

$$= 46.43$$

The score of SD_e and SD_c showed the result of Experiment and Control Class Pre-Test, so the researcher could count T-Score as mentioned below;

3. T-Score

$$t = \frac{X_e - X_c}{\sqrt{\frac{SD_e^2}{n} + \frac{SD_c^2}{n}}}$$

$$\begin{aligned}
&= \frac{65.31 - 47.03}{\sqrt{\frac{65.71^2}{32} + \frac{46.43^2}{32}}} \\
&= \frac{18.28}{\sqrt{\frac{4317.8}{32} + \frac{2155.7}{32}}} \\
&= \frac{18.28}{\sqrt{13.49 + 67.36}} \\
&= \frac{18.28}{\sqrt{80.85}} \\
&= 89.91
\end{aligned}$$

=0,20

Based on the statistical analysis, it found that Pre-Test score of both classes is 0,20.

Table 4. Post-Test of Experiment and Control class

Students' Number	Experimental Class		Control Class	
	X	X ²	X	X ²
01	100	10000	85	7225
02	100	10000	85	7225
03	100	10000	85	7225
04	100	10000	85	7225
05	100	10000	85	7225
06	100	10000	80	6400
07	100	10000	80	6400
08	100	10000	80	6400
09	100	10000	80	6400
10	95	9025	80	6400
11	95	9025	80	6400
12	95	9025	75	5625
13	95	9025	75	5625
14	95	9025	70	4900
15	90	8100	65	4225
16	90	8100	65	4225
17	90	8100	60	3600
18	90	8100	55	3025
19	90	8100	55	3025
20	85	7225	55	3025

21	85	7225	50	2500
22	85	7225	50	2500
23	85	7225	50	2500
24	85	7225	50	2500
25	80	6400	50	2500
26	80	6400	50	2500
27	80	6400	50	2500
28	80	6400	50	2500
29	80	6400	50	2500
30	80	6400	50	2500
31	75	5625	50	2500
32	70	4900	50	2500
Total	2875	260675	2080	141800

1. Mean

EC Post-test

$$X_e = \frac{\sum X}{n}$$

$$= \frac{2875}{32}$$

$$= 89.84$$

CC Post-test

$$X_c = \frac{\sum X}{n}$$

$$= \frac{2080}{32}$$

$$= 65$$

After knowing the result of mean score of Experimental Class and Control Class, the researcher could calculate Standard Deviation for each classes.

2. Standard Deviation

$$SD_e = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{260675}{32} - \left(\frac{2875}{32}\right)^2}$$

$$= \sqrt{8146.09 - (89.84)^2}$$

$$= \sqrt{8146.09 - 8071}$$

$$= \sqrt{8065.38}$$

$$= 89.80$$

$$SD_c = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

$$= \sqrt{\frac{141800}{32} - \left(\frac{2080}{32}\right)^2}$$

$$= \sqrt{4431.25 - (65)^2}$$

$$= \sqrt{4431.25 - 4225}$$

$$= \sqrt{438.9}$$

$$= 66.24$$

T-Score of SD_e and SD_c showed the result of Experimental Class and Control Class of Post-Test, so the researcher could count the T-Score;

3. T-Score

$$t = \frac{X_e - X_c}{\sqrt{\frac{SD_e^2}{n} + \frac{SD_c^2}{n}}}$$

$$\begin{aligned}
 &= \frac{89.84 - 65}{\sqrt{\frac{89.80^2}{32} + \frac{66.24^2}{32}}} \\
 &= \frac{24.19}{\sqrt{\frac{8064.0}{32} + \frac{4387.7}{32}}} \\
 &= \frac{24.19}{\sqrt{25.20 + 13.71}} \\
 &= \frac{24.19}{\sqrt{38.91}} \\
 &= \frac{24.19}{62.37} \\
 &= 0.38
 \end{aligned}$$

From the calculation data by using T-Score formula, it found that T-Score of Pre-Test is 0.20 and after giving the treatment, the T-Score is 0.38. Sudjiono (2005: 316) states that the testing criterion used for hypothesis result is : if $t < t_t$ that means the alternative hypothesis (H_a) is accepted, but if $t > t_t$ this means the null hypothesis (H_0) is rejected.

Table 5. The Result of Questionnaires

Question	Possibility of Answer	F	P
1. Learning speaking in English subject is so hard for me.	a. Really agree	10	31.25 %
	b. Agree	15	46.87 %
	c. Not really	5	15.63 %
	d. Do not agree	2	6.25 %
Total		32	100 %
2. Pronunciation makes me hard to produce words in English.	a. Really agree	10	31.25 %
	b. Agree	17	53.12 %
	c. Not really	4	12.05 %
	d. Do not agree	1	3.12 %
Total		32	100 %
3. In learning speaking, I am afraid of making grammatical-error	a. Really agree	16	50 %
	b. Agree	11	34.37 %
	c. Not really	3	9.37 %
	d. Do not agree	2	6.25 %
Total		32	100 %
4. Using English Dialogue	a. Really agree	18	56.25 %

Technique could improve my vocabulary in speaking English.	b. Agree	10	31.25 %
	c. Not really	2	6.25 %
	d. Do not agree	2	6.25 %
Total		32	100 %
5. Learning speaking by using listening English Dialogue is so fun.	a. Really agree	15	46.87 %
	b. Agree	12	37.05 %
	c. Not really	4	12.05 %
	d. Do not agree	1	3.12 %
Total		32	100 %
6. Listening on English Dialogue makes me easy in learning speaking.	a. Really agree	17	53.12 %
	b. Agree	11	34.38 %
	c. Not really	2	6.25 %
	d. Do not agree	2	6.25 %
Total		32	100 %
7. Listening English Dialogue could motivate me to praticemy speaking.	a. Really agree	18	56.25 %
	b. Agree	9	28.12 %
	c. Not really	4	12.05 %
	d. Do not agree	1	3.12 %
Total		32	100 %
8. I enjoy learning Speaking by using English Dialogue Technique.	a. Really agree	15	46.87 %
	b. Agree	14	43.75 %
	c. Not really	2	6.25 %
	d. Do not agree	1	3.12 %
Total		32	100 %
9. Learning speaking by using English Dialogue Technique make me easy in understanding English conversation.	a. Really agree	22	68.75 %
	b. Agree	6	18.75 %
	c. Not really	1	3.12 %
	d. Do not agree	3	9.37 %
Total		32	100 %
10. English Dialogue Technique could improve my ability in learning speaking	a. Really agree	14	43.75 %
	b. Agree	13	40.62 %
	c. Not really	3	9.37 %
	d. Do not agree	2	6.25 %
Total		32	100 %

From the result above, the researcher explained about the students' response toward the application of listening English Dialogue based on questionnaires given. We could see that from the first statement, 10 students (31.25%) chose point a that they really agreed speaking is so hard for them, 15 students (46.87%) chose point b that they agree learning speaking in English

subject is so hard for them, 5 students (15.63%) that they did not really agree, and only 2 students (6.25%) that did not agree about the statement that learning speaking is so hard. On that explanation, the researcher concluded 15 students (46.87%) agreed that learning speaking is so hard for them.

Second statement is about pronunciation makes them hard to produce words in English, 17 students (53.12%) chose point b that they agree pronunciation make them hard in producing words in English, 10 students (31.25%) chose point a that the students really agree pronunciation make them hard in producing words, 4 students (12.05%) that they not really agree about pronunciation hard for them in producing English words, then only 1 student (3.12%) chose point d that pronunciation is not make her hard in producing English words. So, the researcher could concluded that 17 students (53.12%) pointed pronunciation make them hard in producing English words.

Third statement, 16 students (50%) chose point a that they were really afraid of making grammatical-error in speaking, 11 students (34.37%) they afraid of making grammatical-error in learning and producing speaking, 3 students (9.37%) mentioned in that they were not really afraid of making grammatical-error, and only 2 students (6.25%) chose point d that they were not afraid of grammatical-error in speaking. In conclusion, 16 students (50%) really afraid of making grammatical-error in learning speaking. So, that why the students really hard to speak English freely and confidently since of grammatical-error problems.

Fourth statement, 18 students (56.25%) chose point a that the students really agree English Dialogue Technique could improve their vocabulary, 10 students (31.25%) preferred point b they agree English Dialogue Technique could improve their vocabulary, only 2 students (6.25%) stated that they did not really agree English Dialogue Technique could improve their vocabulary and in point d also they were 2 students (6.25%) did not agree about the statement. So, the

researcher could concluded 2 students did not improved their vocabulary by using English Dialogue Technique in speaking.

Fifth statement, 15 students (46.87%) mentioned that listening English Dialogue is so fun in learning speaking, 12 students (37.05%) agreed that learning speaking toward listening English Dialogue is so fun, 4 students (12.05%) chose point c that said learning speaking toward listening English Dialogue is not fun, and only 1 student (3.12%) chose point d that who strongly do not agree learning speaking toward listening English Dialogue is fun. So, we could concluded that learning speaking by using listening English Dialogue is so fun and it could be seen 15 students (46.87%) really agree about the statement above.

Sixth statement, 17 students (53.12%) mentioned that listening English Dialogue makes them easy in learning speaking, 11 students (34.38%) agreed that listening English Dialogue makes them easy in learning speaking, 2 students (6.25%) said that learning speaking by using listening English Dialogue is not easy for them, And 2 students (6.25%) chose point d they did not agree listening English Dialogue make them easy in learning speaking. So, learning speaking by using English Dialogue make them easy in understanding the dialogue given by the researcher. the researcher argued 17 students really agreed that listening English Dialogue makes them easy in learning speaking.

Seventh statement, 18 students (56.25%) mentioned that listening English Dialogue could them motivate in learning speaking, 9 students (28.12%) agreed that listening English Dialogue could them motivate in learning speaking, 4 students (12.05%) said that learning speaking by using listening English Dialogue is not motivate them, and only 1 student (3.12%) chose point d they did not agree listening English Dialogue could them motivate in learning speaking. So, learning speaking by using English Dialogue could them motivate in practice speaking the dialogue given by the researcher. The researcher argued 18 students (56.25%) that really enjoy studying English by using English Dialogue.

Eighth statement, 15 students (46.87%) mentioned that really enjoy studying speaking by using English Dialogue, 14 students (43.75%) agreed that really enjoy studying speaking by using English Dialogue, 2 students (6.25%) did not really enjoy studying speaking by using English Dialogue, and only 1 student (3.12%) chose point d they did not enjoy studying speaking by using English Dialogue. So, learning speaking by using English Dialogue make them enjoy and it could be seen 15 students (46.87%) really enjoy about the statement above.

Ninth statement, 22 students(68.75%) mentioned that learning speaking by using English Dialogue make them easy in understanding English Conversation, 6 students (18.75%) really agreed that learning speaking by using English Dialogue make them easy in understanding English Conversation, 1 student (3.12%) said agree that learning speaking by using English Dialogue make them easy in understanding English Conversation, and 3 students(9.37%) did not agree about it.

And the last question, 14 students (43.75%) mentioned that learning speaking by using English Dialogue technique could improve their speaking skill, 13 students (40.62%) said that there are learning speaking by using English Dialogue technique could improve their speaking skill, 3 students (9.37%) said that they do not really agree that learning speaking by using English Dialogue technique could improve their speaking skill, and only 2 students did not agree that learning speaking by using English Dialogue technique could improve their speaking skill. On that result, the researcher concluded 14 students (43.75%) agreed that English Dialogue could improve their speaking skill. Based on the explanation above, the students gave positive response toward the implementation of English Dialogue in learning speaking.

CONCLUSIONS

Based on the discussion in the previous chapter, it can be concluded as presented below;

The first conclusion, by applying English Dialogue, it will help the students to avoid the same mistakes in the future because the students were interested in learning by using English Dialogue and they could be able remembered the contents of the English Dialogue which followed pronunciation, grammar, expression, and vocabulary. The researcher also should give the directly feedback if there were any students who have made the mistakes. By giving the feedback, the students would feel that the teacher paid attention to their work and it would encourage them in practice speaking. Since speaking was a skill gained by practicing, it made sense to say that practice make perfect. So, hopefully by giving the English Dialogue, the students could speak English as much as possible since they imitated from the dialogue directly.

The second conclusion that the implementation of English Dialogue improved the quality of teaching speaking and the students' gave positive response in learning speaking. It was indicated from their activeness in the class. Compared with their activeness in first and second meeting, they seem more active in third and fourth meeting . They also spoke actively when the researcher asked them to speak up. They were not afraid anymore in making mistakes because they knew that their teacher would give feedback on them and they would be given a chance to correct their mistakes quickly.

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