**TEACHING SPEAKING DIALOGUE USING PICTURE OF DIFFERENT PLACES ON MAP**

**Dr. Sulistyaningsih, M. Pd., Yudy Prasetyo, M. Pd**

STKIP PGRI Sidoarjo

hyouleene@gmail.com

**Abstract**

The title of this research is “Teaching Speaking Dialogue Using Picture of Different Places on Map”. It is written to be submitted to the English Department of STKIP PGRI Sidoarjo. The objective of this study is to describe the implementation and the students’ response in teaching speaking dialogue using picture of different places on map to tenth grade students of SMA PGRI 1 Sidoarjo. The researcher uses qualitative method. The participant of the study is tenth grade students at SMA PGRI 1 Sidoarjo academic year 2018/2019, especially for X-MIPA 3 amounted 24 students. For the instrument, the researcher uses two instruments; Field Note and Questionnaire. The data are collected from Field Note and Questionnaire. In finding, the teacher conducts this study two times of meeting, the first meeting; the researcher observes the teaching learning process and the second meeting; the researcher gives questionnaire to know the students’ response. From the observation, the researcher finds 71% agree rather than 29% disagree. It means that the students agree that this technique was useful. In this study, the researcher concludes that the use picture such as different places on map as media in teaching speaking dialogue is significantly facilitate the students to speak, make the students more active in speaking, improve the students’ ability in speaking, and motivate the students to speak well. Also, this study gives the teacher an alternative way to teach speaking more interesting in order to make the students do not get bored.

Keywords: Teaching Speaking Dialogue, Picture of Different Places, Map.

**Introduction**

English became one of the important lessons that must be taught as a compulsory subject at the elementary school until university level. There were four language skills such as writing, reading, listening, and speaking. Among four skills, the most important was speaking. Bailey (2005:124) stated that speaking is the productive oral or aural skill. It was good to know that students must be practiced to communicate orally. Speaking wass one of productive activities in the daily life, because through speaking, one could construct and received information. Talking about speaking, it was difficult lesson for students; so many students of this school less of ability in speaking according to their teacher.

Speaking was a phrase or idea that we conveyed to others. It was an important skill in English because the skill was used for communication in order to interact with others. Most students did not master this lesson, but speaking was very important to learn because of our communication to others and this should have taught even since childhood. Tarigan (1990:03), stated that speaking is a language skill that should have developed in child life, which was produced by listening skill, and at that period speaking skill was learned.

Talking about speaking, it could be separated from teaching process. Brown (2000:07) stated that teaching is guiding and facility learning. It was to enable the learners to learn and setting the condition for learning. Teaching was a showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know understand.

In teaching speaking, teacher must be creative in order to attract students’ attention in speaking lesson. The teachers were free to use some techniques or methods they like with one consideration that the materials and the methods had to be designed to build up the students’ skills. One of the important techniques was using an interesting picture such as map. Atasan (1992), stated that “Interesting pictures will help students understanding and will be an interesting medium for learning”.

Picture was one of the facilities to supported, motivate, and simulate the students learning activities. As knowing that picture was very important for the teaching speaking, because it could motivate the students when they used it. It was supported by Wright (1994:04), who said that picture could motivate the students and make them to pay attention and take part in learning.

Based on the fact above, the researcher tried to investigate the use picture of different places on map to teach speaking dialogue to senior high school students. The researcher choose picture such as map to teach speaking dialogue because he wanted to give alternative way to teach speaking dialogue as knowing that many students like an interesting lesson. Sometimes the students felt bored using the other technique given by the teacher and the students needed another technique which was interesting. With this technique, it was hoped the teacher as alternative way in teaching process.

The researcher choose picture such as map for the media. Picture was easy for students to tell. By looking on the picture, students would be easier stringing words rather than speaking directly to tell a something.

Based on the reasons above, the researcher wanted to conduct research under the title Teaching Speaking Dialogue Using Picture of Different Places on Map to Tenth Grade Students of SMA PGRI 1 Sidoarjo.

**Objectives of The Study**

Referring to the statement of the problems above, the researcher hoped that the study would be able to answer the question above. While the objectives of the study were:

1. To describe the implementation of teaching speaking dialogue using picture of different places on map to tenth grade students of SMA PGRI 1 Sidoarjo.
2. To describe the students’ response in teaching speaking dialogue using picture of different places on map to tenth grade students of SMA PGRI 1 Sidoarjo.

**Research Design**

This research was aimed to obtain the information concerning the teaching of speaking dialogue using picture of different places on map to the tenth grade students of SMA PGRI 1 Sidoarjo. This research was considered as descriptive qualitative. Bogdan and Biklen (1992:29) stated that qualitative research is to try to describe what particular situation of view of the words.

The descriptive qualitative method was used because the goal of this research was going to describe the use picture of different places on the map to teach speaking to tenth grade students of senior high school. The research was conducted by using observation research.

**Finding**

The fist observation was held on April 17, 2018. For the first observation, the duration was 2x45 minutes. It began at 06.45 a.m and finished at 09.45 a.m. The teaching learning process was held by the teacher in the classroom, which was comfortable and clean. The condition of this class was good.

1. Before activity

The teacher started by greeting to the students also prayed together. After that the teacher checked the attendance list to make sure that all students were present.

|  |  |  |
| --- | --- | --- |
| Teacher | : | Good morning my students? |
| Students | : | Morning mom? |
| Teacher | : | How are you today? |
| Students | : | I am fine too, thank you. How about you mom? |
| Teacher | : | I am fine too, thank you. Before we start our lesson today we pray together first. Pray begin. |
| Teacher | : | Finish. Okay, who is absent today? |
| Students | : | Nothing mom. |
| Teacher | : | Well, can you mention kinds of picture? |
| Students | : | Animals, Cartoon, Places, and so on. |
| Teacher | : | Good. |
| Teacher | : | All right. Now, we are going to talk about map. What is the map? |
| Students | : | It is a picture of location or places. |
| Teacher | : | Yes, good. |

It was used to start the lesson and made the students felt comfortable to follow the lesson. In order to make them understand this technique.

1. During Activity

In order to make them understand this technique. The teacher explained how to use picture on map and its rules in teaching speaking dialogue.

|  |  |  |
| --- | --- | --- |
| Teacher | : | Okay, after I explained the rules in speaking dialogue. I would like to show you the picture of map. |
| Students | : | Yes mom. |
| Teacher | : | Before that. Please make some groups which consist of some students in order to make dialogue? |
| Students | : | Done. |
| Teacher | : | Well, now. You must come in front of class with your partner to do speaking dialogue based on map. |
| Teacher | : | Yes mom. |

For the first time, the students were afraid of making mistakes. The teacher gave the motivation to speak directly. When the students did dialogue, the teacher also tried to guide the students if they had difficulty. The researcher just observed the students in doing the activity. Although in fact some of the students seemed difficult to speak in English with aloud and clearly.

1. After Activity

At the end of the lesson, the teacher asked to students whether they found the difficulties or not. The students said that they were just confused to make the dialogue based on the picture. Finally, the teacher gave them motivation and supporting to study more at their home. After that, the teacher ended the lesson.

|  |  |  |
| --- | --- | --- |
| Teacher | : | Okay, any question about our lesson today? |
| Students | : | No mom. |
| Teacher | : | Well, thank you very much and see you next time. |

In the implementation of teaching speaking dialogue using picture of different places on map. For the first time, the teacher explained the materials with showing the map, the teacher told the students to make group which consisted two students also told to make dialogue with their partner, then the teacher chose the students which practiced their dialogue.

The second observation was held on April 24, 2018. For the first observation, the duration was 2x45 minutes. It began at 06.45 a.m and finished at 09.45 a.m.

1. Before activity

The teacher started by greeting to the students also prayed together. After that the teacher checked the attendance list to make sure that all students were present.

|  |  |  |
| --- | --- | --- |
| Teacher | : | Good morning my students? |
| Students | : | Morning mom? |
| Teacher | : | How are you today? |
| Students | : | I am fine too, thank you. How about you mom? |
| Teacher | : | I am fine too, thank you. Before we start our lesson today we pray together first. Pray begin. |
| Teacher | : | Finish. Okay, who is absent today? |
| Students | : | Nothing mom. |

1. During Activity

In this observation, the teacher started by asking about the lesson last week. After that, the teacher told all students must come to speak dialogue with their partner.

|  |  |  |
| --- | --- | --- |
| Teacher | : | Well, Do you remember what you do with your partner last week? |
| Students | : | Yes, mom. We spoke dialogue to tell our partner like giving or asking direction to get the way how to get the places. |
| Teacher | : | Good. Now, every group must present in front of the class one by one group. |
| Students | : | Yes mom. |

In this case, the students began to present in the front of class. Here, one of the students’ presentations would show by the researcher with a simple dialogue.



|  |  |  |
| --- | --- | --- |
| A | : | Excuse me? |
| B | : | Yes. |
| A | : | Could you tell me the way how to get Sanggrahan place from Terminal Tingkir. |
| B | : | Yes, sure. What is the Sanggrahan number? |
| A |  | RT. 002 RW. 001 Tingkir Lor Salatiga. Is it far from here? |
| B |  | No, it is not very far. It will take 15 minutes. Get on at the stop, and go by the taxi. |
| A |  | Yes. |
| B | : | You must go straight until the bridge. Then, go through the Cengek river. After that, try to turn left and you will get the Sanggrahan. |

 Teacher also gave the students a motivation to speak based on map. After activity had ended. The teacher would ask to the students.

1. After Activity

At the end of the lesson, the teacher asked to students whether they found the difficulties or not. The students said that they felt better than before. After that, the teacher ended the lesson.

|  |  |  |
| --- | --- | --- |
| Teacher | : | Okay, any question about our lesson today? |
| Students | : | No mom. |
| Teacher | : | Well, thank you. |

For the second time, the teacher remained the materials which had given before. Then the teacher told the students that each group must present their dialogue. After all lessons had finished, the teacher gave questionnaire to know the students response about this technique. The researcher only observed what happened during teaching learning process.

**Discussion**

Based on the result of observation above, the researcher could assume that the technique was implemented useful in teaching speaking dialogue. For the teaching learning process using picture of different places on map, the teacher always lad and controlled the students’ speaking activity in the class during the beginning until the end. The students still often made some mistakes such as grammatical, intonation, and even found difficulty in understanding the meaning of some words but the good side was it could enrich their vocabulary.

Based on the questionnaire which had been given to know the students’ response in teaching speaking dialogue using picture of different places on map. The researcher found out the students’ response to speak the dialogue using picture of different places on map was good. The students chose “Yes” amounted 71% rather than “No” amounted 29%. It meant the students agreed that this technique was useful.

**Conclusion**

From the explanation before, the researcher took some conclusion to make this study clearly. According to the use picture of different places on map to teach speaking dialogue, there were some ways to do it. The teacher tried to make the students more closely with this technique. In each meeting, the teacher gave explanation about the rules. Furthermore, the teacher also gave the picture in the meeting. The teacher began with the first step or preparation for that activity, the teacher asked to the students to preparedly their book and pen to take something important on the picture. During the activity happened, the teacher just monitored the students’ speaking activity until the end. The teacher gave notice to the students’ activity because the researcher would give any comment to correct the students’ mistakes. The teacher always helped the students to solve their problems. Some students asked to the teacher about difficulties words, rules, and also tense. The result of the study, there was good improvement of students’ speaking using picture of different places on map in teaching speaking dialogue. Moreover, if they did this technique, they had a good opportunity to make their speaking better from time to time. Meanwhile, in this observation, this technique enabled the students to practice speaking directly without nervous and afraid to mistakes, it can be observed during their performance. The used picture of different places on map in teaching speaking dialogue could facilitate the students to speak, could make the students more active in speaking, and could motivated the students to speak well.

Based on the students’ responses, they had showed that they agreed with the used of picture of different places on map in teaching speaking dialogue because it was useful to improve their speaking and to make the students more easily to imagine on the map. The students paid more attention to the lesson, enjoyed, and felt enthusiastic. They also did not get bored because they interested on it.

**References**

Arikunto, S. (1999). *Prosedur Penelitian: Suatu Pendekatan Praktek, Edisi Revisi IV.* Yogyakarta: Rineka Cipta.

Atasan, T. N. (1992). *Mengenal Bahasa Inggris for Children 1.* Jakarta: PT. Gramedia Pustaka Umum.

Bailey, K. M. (2005). *Practical English Language Teaching: Speaking.* New York: McGraw-Hill ESL/ELT.

Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach Language Pedagogy Second Edition.* San Fransisco: Longman.

Furqanul Azies and A. Chaedar Alwasilah. (1996). *Pengajaran Bahasa Komunikatif.* Bandung: Remaja Rosdakarya.

Gruyter, M. D. (2006). *Current Trends in the Development and Teaching of the Four Language Skills: Studies on Language Acquisition.* New York: Die Deutsche Bibliothek.

Hanifah, N. (2013). *The Implementation of Picture Story in Teaching Narrative Text to Improve Students Reading Ability of The Eight Grade Students of Mts Sabilil Khoir Porong Sidoarjo.*

Harmer, J. (2001). *The Practice of English Language Teaching, Third Edition.* Cambridge: Cambridge University Press.

Maskuriyah, L. (2013). *Teaching Speaking by Using Picture Series as Instructional Media to The Eight Grade Students of the Mts Ma'arif NU Kedungkendo Candi Sidoarjo.*

Oemar, N. (2002). *Proses Belajar Mengajar.* Jakarta: PT. Bumi Aksara.

Robert Bogdan and Steven J. Taylor. (2006). *Qualitative Research for Education An Introduction to Theory and Methods, Fifth Edition.* Pearson.

Robert C. Bogdan and Sari Knopp Biklen. (1998). *Qualitative Research for Education: An Introduction to Theories and Methods, Third Edition.* Allyn & Bacon.

Romney, P. (2005). *The Art of Dialogue.*

Tarigan, G. H. (1990). *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa.* Bandung: Angkasa Bandung.

Tarigan, G. H. (2008). *Menulis Sebagai Sesuatu Keterampilan.* Bandung: Angkasa Bandung.

Tomlison, B. (1998). *Materials Development in Language Teaching.* Cambridge University Press.

Turk, C. (2003). *Effective Speaking: Communicating in Speech.* London: Spon Press.

Wendy A, Scott and Lisbeth H. Ytreberg. (1990). *Teaching English to Children (Longman Keys to Language Teaching).* New York: Longman.

Wright, A. (1994). *Visual Materials for The Language Teachers.* England: Longman Group Ltd.