Teaching Speaking Using Dialogue For Describing Mother

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Abstract

This research purposed to describe how the teacher teach speaking using dialogue for describing mother in the class, to describe how the progress of the student's speaking ability when describing his/ her mother, and to describe how the students' responses to the dialogue for describing mother in teaching speaking. This study used descriptive qualitative method. The data taken from the tenth grades students of SMA PGRI 1 Sidoarjo, class X MIPA 2 with 32 number of students. The data collecting technique used observation field note, student's performance on dialogue, and questionnaire. From the result of observation, the researcher could say that teaching speaking using dialogue for describing mother could make them confidence to speak English without being worried about the vocabulary and structures mistakes. Based on the student's performance on dialogue, the researcher could say that the students enjoyed their dialogue for describing mother although they were ashamed to practice dialogue in front of the class. Teaching speaking using dialogue with their friend also made the students confidence and brave to speak English. Based on the students' responses, it could be said that the teaching speaking using dialogue for describing mother in the class was enthusiastic.
Key words: Teaching speaking, Dialogue.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru mengajar berbicara menggunakan dialog untuk mendeskripsikan ibu di dalam kelas, untuk mendeskripsikan bagaimana kemajuan siswa dalam kemampuan berbicara ketika mendeskripsikan ibu mereka, dan bagaimana respon siswa terhadap pengajaran berbicara melalui dialog untuk mendeskripsikan ibu. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian di ambil dari siswa kelas X di SMA PGRI 1 Sidoarjo, di kelas X MIPA 2 yang berjumlah 32 siswa. Teknik pengumpulan data menggunakan catatan observasi lapangan, penampilan siswa dalam berdialog, dan kuesioner. Dari hasil observasi, peneliti mengungkapkan bahwa mengajar berbicara menggunakan dialog untuk mendeskripsikan ibu membuat mereka percaya diri dalam berbicara bahasa Inggris tanpa khawatir akan kesalahan kosakata dan struktur kalimat. Berdasarkan penampilan siswa dalam berdialog, peneliti mengungkapkan bahwa siswa menikmati dialog untuk mendeskripsikan ibu meskipun mereka malu untuk mempraktikkan dialog di depan kelas. Mengajar berbicara menggunakan dialog bersama teman juga membuat siswa percaya diri dan berani dalam berbicara bahasa Inggris. Berdasarkan respon siswa, dapat dikatakan bahwa mengajar berbicara menggunakan dialog untuk mendeskripsikan ibu di dalam kelas membuat mereka antusias.
Kata Kunci: Mengajar berbicara, Dialog.

Introduction

Acording to (Nunan, 1997) that there are four skills; listening, speaking, reading, and writing. Speaking is the most important skill because it is one of the abilities to accomplish conversations. By mastering speakimg skill, the learners can be able to communicate with others, share their ideas, and change the information with interlocutor.

The students of SMA PGRI 1 Sidoarjo find difficulties in speaking skill. First, most students are not able to pronounce the words correctly because they have limited background knowledge of pronunciation. Second, some students often produced ungrammatical sentences. For example, the students still have difficulties to find the vocabulary and often using the wrong tenses to express certain meaning. Both the problems are causing by students' limited background knowledge of English grammar. Those problems arose because they do not pay attention with the lesson. They are easily get boredom because the teacher often applying lack of teaching technique variation. The teacher always giving questions and students should answer the questions without variation teaching. Third, some students are not able to express their ideas because they have lack of vocabulary. Furthermore some students also often produced so many fillers during their speech.

For decrease this problem, the teacher should make a good atmosphere in the class with new learning teaching technique that make the students interested in speaking English. The teacher can asks about general questions for stimulate the students to speak English, it can happens continuously in the English class. (Rana, 2007) states that the goal of language teaching is to develop communicative competence which help the students' to recognize and to produce language being used. then, the students can develop their speaking by communicate with their teacher everyday.

Almost of students in SMA PGRI 1 Sidoarjo are not confidence when the teacher asks him or her to speak English alone in front of the class. That is why, the researcher will use dialogue to increase their encouragement to be confidence to speak English in front of the class. By dialogue with their friends will be make the students confidence to speak English although they cannot speak well and fluency. (Savignon, 1992) said that the important to learner's progress in various activities, the students can use the language in the real situation which created by the teachers can be able to avoid student's boredom.

Based on the background of the study above, there are three statements of the problem as follow: (1) how does the implementation of Teaching Speaking using Dialogue for Describing Mother in the class?, (2) how is the progress of student's ability when describing his/ her mother?, (3) how does the students' response to the dialogue for describing mother in teaching speaking?

The purpose of study are related of the statements of problem as follow: (1) to describe how the teacher teach speaking using dialogue for describing mother in the class, (2) to describe how the progress of the student's speaking ability when describing his/ her mother,

(3) to describe how the students' responses to the dialogue for describing mother in teaching speaking.

Speaking is considered as oral and productive skills. For people, speaking is regarded as the most difficult English skill to master. Speaking is one of the skills that should be mastered by the students in learning English. (Bygate, 1997) believes that 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. (Nunan, 2003) states there are two reasons why speaking harder than listening, reading, and writing. Firstly, speaking happens in real time. In the conversation, people speaks continuously and the listener will be waiting for them to speak right then. It is impossible for the listener waiting for a long time so that the speakers have to think quickly. Secondly, when people speak, they cannot review and edit the conversation like people do when they are writing. It can be concluded that speaking is an oral expression of an interactive process of constructing meaning which involves phonological and grammatical system and requires the ability to cooperate in the management of speaking turn in order to give information and ideas

(Richards & Rodgers, 1986) said when we talk about speaking, we will think about communication and learning a language to communicate with others. Based on the statement, we know that language is important part in communication with others and communication is important part in learning a language. Generally there are two kinds of speaking, formal and informal speaking. In formal speaking, the speaker will show the attitude in speaking by chosen the right grammar and vocabularies. In informal speaking, the speaker just says the simple words in communication. The speaker thinks that communication only needed a simple language which can understanding by the listener. But, it will be a problem when the message that will be sent cannot be understood by the listener.

(Brown, 2001) said that there are three levels on speaking. Beginning level: in this level, students may be known hundreds English words and they are able to use a few common survival phrases. Intermediate level: in this level, students have progressed beyond novice stage to an ability to sub stain basic communicative tasks, to establish some minimal fluency, to deal with a few unrehearsed situation, to self-correct on occasion, to use a few compensatory strategies, and generally to "get along" in the language beyond more survival. Advanced level: in this level, students move up the development ladder, they get closer and closer to their goals, developing their fluency along with a greater degree of accuracy, able to handle visually any situation in which target language use.

(Alwasilah, 1996) support that the process of speaking using foreign language will be easier if the learners actively listen or speak for instance we learn to read we have to be active read, if we learn to speak we have to be active speak. It means that we should practice our skill in listening, speaking, reading and writing English continuously and repeatedly in order to make us accustomed to use foreign language. Speaking English will be easier when we use to communication with another people in our daily life. So, we will enjoy speaking English without fear and it will develop our speaking skill.

According to (Rahmawati, 2013) dialogue is a communication tool to understand other viewpoints without worry about different perspectives. Dialogue can helps two or more persons which have difference characteristics, style, language, cultures and assumptions to communicate their mind. There are some kinds of dialogue according to (Byrne, 1997), such as: mini dialogue; mapped dialogue; open dialogues; cue cards; discourse chain; information gaps; and students generated dialogues. Based on the statements above, the researcher use mini – dialogue for teaching speaking, because it match with the tenth grades student and equals to the English text book for the students.

By using dialogue in the classroom, the students will get many advantages. There are the advantages of dialogue: (1) the students are able to improve their vocabularies, (2) the students are able to improve their speaking ability, (3) the students are able to encouragement their self-confidence, (4) the students are able to master speaking English.

Research Method

This study used qualitative descriptive research. According to (Sugiyono, 2010), the research method is a natural way to get a data for special purpose and function. The subjects of the study were the English teacher and the Tenth grades students' academic year 2017/2018 of SMA PGRI 1 Sidoarjo, class X MIPA 2 with 32 number of students. The sources of data in this research were the learning teaching process and the students' utterances in the class. It supported by (Sugiyono, 2010) from the source of data, the data collection can use primary sources and secondary sources. Primary sources are source of data that directly provide the data on the data collector, and the secondary source is sources that do not directly provide the data on the data collector. Therefore, the researcher used the primary sources in this research. The data were the activities of the students in the class, the activities between the English teacher and the students in English learning teaching process, students' behavior, and class condition. According to (Lazarato, 1994) it is important that the test instrument or observations used in research are both valid and consistent. The main instrument in this

research was the researcher himself. The other instruments to help the research were the observation of teaching learning process in the class used field notes, student's speaking score, and questionnaire.

Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors (Cresswell, 2012). The data collection technique got from the observation class, student's performance on dialogue, and questionnaire. The researcher analyzed the data obtained from the three meetings by using descriptive qualitative manner, the data was analyzed from the observation class by using field notes, student's speaking score, and questionnaire. According to (Sugiyono, 2010) data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

The researcher analyzed the data obtained from the three meetings by using descriptive qualitative manner, the data was analyzed from the observation class by using field notes, student's speaking score, and questionnaire. The data analyze as follows: (1) the researcher used field notes to answer the first research question. The researcher took some notes that tell about the situation of the learning teaching process when the dialogue for describing mother was applying in the class. The field notes contained of the material, the students responses in teaching speaking through dialogue, and the class condition, (2) the researcher took note the students' answers from the student's performance and questionnaire, then made a conclusion from the analysis used descriptive explanation. Then, the researcher made a chart, (3) the last, the researcher collected all data from observation class, student's performance and questionnaire. Then described them.

Findings

The first data was the observation by using field notes and documentation pictures during the teaching learning process in the class. The finding of observation field note in the first meeting as follow: (1) the students were enthusiasthic with the material and gave good responses, (2) they did not confident to speak in front of the class, (3) they had some difficulties to make correct sentences. In the second meeting as follow: (1) the class situation was very noisy but still under controlled, (2) they were enthusiastic to describe their friend and their mother through games, (3) they enjoyed the teaching learning process because the teacher asked them to evaluate their answer together.

The second data was the student's performance on dialogue used by the students to get the speaking scores. The researcher only focused on their accuracy and fluency. The result of students' performances score were presented in the table 1.

Table.1.The Result of Students' Performance score

Speaking skill test	Score	Indicator	Percentage
Accuracy test:			
14 students	2	Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent.	43,75%
17 students	3	Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	53,13%
1 student	4	Good range of vocabulary, occasional grammar slips, slight foreign accent.	3,13%
Fluency test:			
15 students	2	Very hesitant and brief utterances, sometimes difficult to understand.	46,9%
14 students	3	Gets ideas across, but hesitantly and briefly.	43,8%
2 students	4	Effective communication in short turns.	6,3%
1 student	5	Easy and effective communication uses long turns.	3%

(Ur, 2012)

Based on the table 1, the students lack of vocabulary and grammar. The students also never practice to speak English well.

The third data was the student's responses in using dialogue for describing mother in speaking activity. The results of questionnaire were presented in the table and chart (see Appendix 3). Score of the result of questionnaire were presented in the table 2.

Table.2.Score of the Result of Questionnaire

Student's Number	Question's Number										Real Score
	1	2	3	4	5	6	7	8	9	10	
Total Real Score											270
Total Student's Respond "YES"	78%	94%	91%	91%	81%	81%	72%	94%	84%	78%	
Total Student's	22%	6%	9%	9%	19%	19%	28%	6%	16%	22%	

Respond
"NO"

Note:

Value answer "YES" = 1

Value answer "NO"   = 0

Maximal score   = Total Students (Column A) x Total Questions (column B) x Value Answer "YES"

= 32 x 10 x 1

= 320
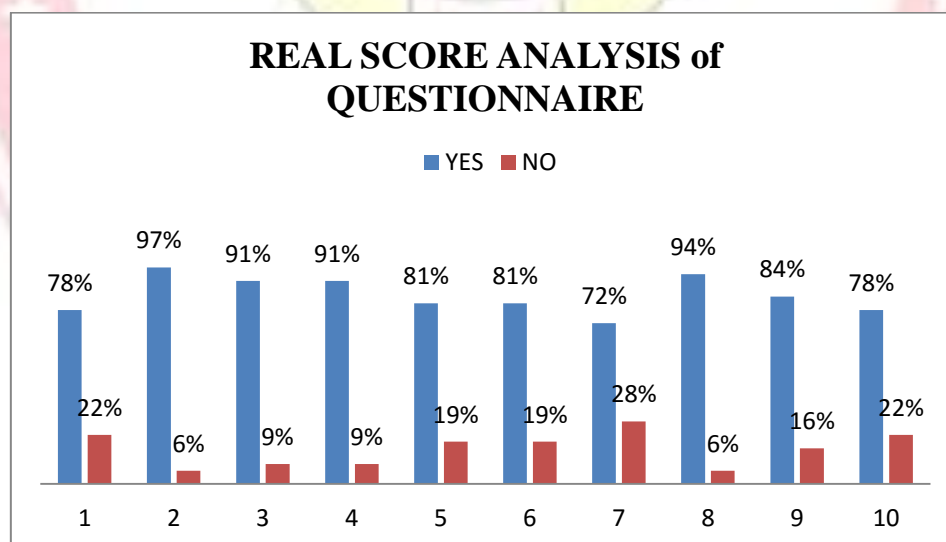
Real score   = Total Real Score (column C)

= 270

$$Percentage = \frac{Real\ score}{Maximal\ score}\ x\ 100\%$$

$$= \frac{270}{320}\ x\ 100\%$$

= 84 %

The real score analysis of questionnaires were presented in the chart 1.

Chart.1.The Real Score Analysis of Questionnaire

Based on the table 4.2, almost of the students answer "YES". The researcher made scores of the result above to be more detailed. The researcher presented the percentage in the chart above to be easily understood.

Discussion

In the first meeting, the researcher found that the implementation of dialogue in teaching speaking was interesting for the students. (Varela, Torre, & Liste, 2008) stated that role-play contributes to the development of conversational skills and are suitable to develop student's fluency and interaction. The students were enthusiastic when the teacher asked one by one using dialogue for describing mother. Therefore, the teacher should allow them to speak in bilingual in order to be active in speaking class. So, the students can enjoy the teaching speaking activity in the class.

The students had some difficulties to make correct sentences to describe the pictures. This is caused by the teacher only focusing on LKS (students worksheet). The students also never asked the teacher about the structures of sentences. Therefore, the teacher should explain the structures of sentences more. The teacher and the students should always evaluate their answers together. The students should also be more active to ask to the teacher about how to make sentences correctly and to improve their vocabulary. So, the students understand and correct their mistakes.

In the second meeting, the implementation of teaching speaking using dialogue for describing mother ran well because the teacher gave an ice breaking by using music and marker as games and the students focused on music and marker. Moreover the students lacked vocabulary and they were not confident to speak English. They always try to speak English well. By making language to convey information and opinion, games provide the key features of 'drill' opportunity to sense the working of language as living communication (Wright, Betteridge, & Buckby, 2008). For those cases, the teacher should be patient to guide them to speak English well and she always corrects their mistakes in speaking. The teacher should also drill them continously to speak well. It also helps them to produce good pronunciation. The students should also practice their speaking more in order to make their speaking fluent.

The implementation of teaching speaking using dialogue for describing mother was fun because this topic was interesting and it is related to the students' real life (Ur, 2012). A good topic is one to which learners can relate using ideas from their own experience and knowledge. It means that they can describe their mother in mixing language based on their own words. They described their mother based on their imagination. Consequently, the teacher should accept all of the students' answers. The students should speak as much as they can. This situation did not make the students bored to speak English in the class because the teacher took all of the student's answer.

The result of the students' performance on dialogue can be seen on the table 1. In general, the result of the students' performance score in teaching speaking using dialogue is encourage the students to be active in teaching learning process although they lack vocabulary and grammar. Dialogue techniques make the students to work together in pairs. Dialogues also make the students' confidence when they are speaking together with their friend on dialogue activities. The students are able to improve their English by speaking activities through dialogue. (Rahmawati, 2013) said that dialogue can be a useful tool to help build a foundation of understanding and set guidelines for effective ongoing interaction.

The result of questionnaire can be seen in the table 2 and chart 1. In general, the researcher made percentage that the students who answer "YES" were 84% and answer "NO" were 16%. The result of the students' responses of teaching speaking using dialogue for describing mother was interested topic for the students. (Ur, 2012) A good topic is one to which learners can relate using ideas from their own experience and knowledge. Dialogues make the students easy to practice English. Additionally, (Richards & Rodgers, 1986) mentioned "dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal". Almost of the students were like to speak English together with their friend, so they did not feel ashamed if they had wrong vocabulary and pronunciation.

The students need the teacher guidance to practice their English. They also need some examples to stimulate their English. From the discussion of students responses, the researcher conclude that interesting topic, environments, teaching technic and teachers' attitude towards the students influenced the class atmosphere and students behaviour.

Conclusions

Based on the analysis of findings and discussion, the researcher concluded that the implementation of teaching speaking using dialogue for describing mother was run well. At the first time, the teacher gave some pictures and table of adjectives used in describing people. Next, the teacher asked to the students for describing pictures in pairs then they were presenting their description of the pictures in front of the class. Second, the teacher gave ice breaking using games and asked the students one by one about their mother appearance. They answered enthusiastically by their own words without worried about their vocabulary and structures mistakes. The last, the teacher asked to the students for correcting their descriptions of the pictures together and she gave feedbacks. All of the students directly understood and corrected their mistakes.

Based on the students' performance on dialogue. The students felt comfortable and confident when they were practicing the dialogue in front of the class with their friend. The students enjoyed their dialogues for describing mother based on their imagination and their real life. Teaching speaking using dialogue was encouraged the students to be active in teaching learning process. By speaking activities through dialogue, the students were able to practice their spoken in English well.

Based on the questionnaire there was 84% of the students who answered "YES". It means the teacher could make the students enthusiastic and enjoy to learn English, especially in speaking. The students were motivated to speak English by their own words. When they were practicing their dialogue with their friend, they were decreased their fearful felling to speak in front of the class.

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