

TEACHING ENGLISH PROCESS THROUGH DIALOGUE TECHNIQUE AT SMP NEGERI 1 POSO

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Abstract: This study aimed to: Describe the process and students achievement of dialogue technique in teaching English to the seventh grade students at SMP Negeri 1 Poso. The researcher used descriptive qualitative methods to explain the results of the research in teaching learning by dialogue. These results indicate that the students still lack confidence to speak English, students were shy, their voices were not loud during speak English. In pronunciation, intonation and accuracy not correct. Through dialogue, student more confidence, they were no longer shy, their voices more loudly when speak English. The students more encourages and more active when asked to dialogue. They were motivated to improve their ability speaking skill and to make conversation by their pairs. The results obtained from the scores that students dialogue a significant increase. At the first meeting only 54,5% of students fulfill based on standard KKM was 71. At the second meeting was 86,3%. This proves that dialogue was the proper technique to train the students speaking skill especially English

Keywords: *Teaching English, Dialogue Technique*

In Indonesia, teaching English as a foreign language has become more and more significant. As a result, all students and teachers must be able to communicate in English. Besides being learned English, individuals are however expected to have the ability to communicate in English. English has a vital part in communication because it is a second language for the most of the worldwide people. For global commerce, education, technology, and international relations, English has become the international dominant language. As a result, English is essential for students to learn, especially as students begin to enter the modern period. Teaching English especially in Speaking skill was one of the language skills in addition listening, reading and writing. It was the activity of expressing ideas or information between two or more people. When people talk to one another, the aim was to get listeners to understand what the speaker saying. In speaking, the speakers state ideas, feelings, thoughts into words, and then want other people or listeners comprehend what the speaker mean.

Communication in speaking commonly performed in face to face interactions. In speaking activity the use of body language also help the listeners to understand the intended message. Speaking skill was used to express what the people or students have in their mind. For students, speaking was one of the difficult things in learning English, because there was many things need to be improved before their master their speaking skill, for instance: accuracy, fluency and comprehensibility.

Otherwise, by using an appropriate strategy, the learners can personally enjoy the teaching process during the class. In the classroom, it was the role of the teacher to choose best strategy for learning and build self-confidence of the students in speaking.

According to Brown (2001: 14), techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well. There were many ways in the classroom that can develop students speaking skill, like dialogue, retelling story, debate, drama and etc. the researcher interested in looking at one of those ways to develop students speaking ability, such as dialogue technique. This technique, the students can explore their ideas, feelings, thoughts and beliefs that subtly controls the communication process and preconceptions (ideas, feelings, thoughts and beliefs) was what actually plays an important role in determining the success or failure of communication. Teaching English, particularly speaking skills, is difficult for English teachers because there are many factors that affect students, such as the students' continued use of their primary language, the significant number of students in the class, and the populated environment of the school environment while they begin to speak. The students' vocabulary and pronunciation are still lacking, and they are embarrassed to speak English, nervous, and scared of making mistakes.

Shofia (2011) states that "Teaching speaking means giving the opportunity of

students to study about how to combine their ideas and thoughts". So that the students have to make an idea about the topic and think about it before they start to speak. The students should be able to make themselves understood, using their current proficiency to the fullest. The students should try to avoid confusing in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. One of language teaching techniques suggested for developing speaking skill is by using dialogue. There are several reasons why teaching by using dialogue. Dialogue is very good to get learners practice saying target language without any hesitation within a variety of context (Ur 1996: 78). It means that through dialogue students are able to practice and express their thought orally in the target language. Teaching by using dialogue can help students to develop their conversation skill in common practice in most English classes.

Dialogue is a conversation 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 very useful 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 students role plays in safe environment before being met by the real thing. By using dialogue the students come to own the language to internalize the phrases used so they become a part of their repertoire of English. Dialog practice also provides a useful change of focus from teacher led classroom interaction. Teacher can manage the class by making a group of dialogue before practicing. For a start, the dialogue can be enacted by a teacher an selected students, this is the useful way of demonstrating to the rest of the class how subsequent students pair work is to be perform

Teaching English for Junior High School

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation, and education. Teaching English speaking for Junior High School is equally important in children's overall language development. It is the first output after the first input (listening), long before they can write. Teachers who work with young learners recognize how important it is for

children to develop strong speaking skills. If a student tends to do something bad or has an aggressive behavior, such as bullying his or her friends, may be that because she or he cannot communicate well enough to tell what she or he feels or needs. That is why speaking activities are an important part of any young learners 'classroom. When teaching speaking for young learners, teachers constantly have to keep in mind the fact that what teachers have in front of them is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. It is especially important to select activities which match the objectives of learners' program. Teachers should be able to use some media of teaching.

Dialogue

Actual dialogue expressed the thought process and change the way of thinking into collective thinking process. In the current dialogue when the other people said something, the other part to listen and respond stating that she or he concurs with the previous people. Gadamer (1979:347) state that dialogue as the two parties understand each other where each person opens himself to accept the point of view of others as being worthy of consideration.

In dialogue, a group of people can explore the prejudices that subtly control the communication process. Preconceptions (ideas, beliefs, feelings) were what actually plays an important role in determining the success or failure of communication. According to Bohm (1917-1992) dialogue can be considered as a free flow of meaning between people in communication, dialogue was an arena where collective learning occurs that gives rise to a feeling of harmony, friendship, and creativity. Due to natural conditions explorative dialogue, there was no fixed method and the standard rule set as a basis for dialogue. Dialogue was the essence of learning. According Douglas stated that Dialogue technique is the short conversation between, two speakers, consisting of four to six utterances, representing come kind communicative event

In teaching English there were many techniques that can be used. One of them was dialogue. Teaching English speaking by dialogue was a good way to asses' students' speaking skill, especially for beginners to begin speaking English. The procedures of using

dialogue in teaching speaking as suggested by (Yeni,2010) :

1. Preparation

Before the teacher begins teach in this speaking class, she must prepare everything that was important in teaching and learning process. The preparation includes the material selection, media and time arrangement. But the teacher can also ask the students directly (spontaneously) as then way to measure their capacity in speaking English.

2. Teaching learning process

The process of teaching speaking using dialogue involves two steps. There were presenting the material and follow up activities.

- a) Presenting the material. In presenting the material, the teacher of course should master the material being taught. This was very important in teaching and learning process. There were several ways to follow were:

- (1) Choosing the appropriate dialogue with teaching situation such as age the students, the proficiency of the students and the interest of the students. The teacher can also give the students change to get their ideas
- (2) Deciding how much time was allocated to dialogue that the teacher intends to use.
- (3) Warning the students to make sure the topic after they enter on front of class.
- (4) If the teacher intends to give guiding to the learners, she must provide an example of dialogue.
- (5) The teacher can read example of dialogue and ask them to listen carefully.

- b) Follow up activities

After the teacher shows an example to the students, now she should follow next activities:

- (1) Giving the learners opportunity to present their dialogue in front of class.
- (2) Helping them if they find difficulty word while do speaking.
- (3) While they present the dialogue, the teacher monitors and evaluates their works or their presentations.
- (4) Giving feedback to the students to make them clearly for their topic

METHOD

The type of the research was descriptive qualitative. Location of the research was in SMP Negeri 1 Poso. Jalan Brigjend Katamso No.18. The Source of the data for this research were from students in SMP Negeri 1 Poso and

the results of students' dialogue. The researcher chosen class VIIa that were 22 students. The procedure of the data collection that was the researcher got the data from students especially for the seventh grade students of SMP Negeri 1 Poso class A. The data collected by follow as:

1. Together with the English teacher prepared the material
2. Teacher asked the students to presented the dialogue in pairs
3. Teacher Observed and collected the data of students' presentation in front of class.
4. Teacher writes down the description of students skill was presented in front of class.

And the Technique of Data Analysis there are:

1. Observed the students' dialogues in front of class in two times and write down the data into the tables.
2. Using BNSP to get the score of students speaking skill in dialogue.

The data formula from BNSP (Badan Standar Nasional Pendidikan 2007:46), that was:

$$\text{Skor} = \frac{X}{Y} \times 100$$

Description:

X: Total of Correct Word

Y: Total of Words

The data would group from the field research was analyzed based on the criteria stated by Purwanto as follow:

| Score Range | Category |
|-------------|---------------|
| 90 – 100 | A (Excellent) |
| 80 – 89 | B (Good) |
| 65 – 79 | C (Fair) |
| 55 – 64 | D (Less) |
| 0 – 54 | E (Very Less) |

Findings

The description of teaching and learning process by dialogue explained that in the first meeting, started from the teacher greet to students, the teacher introduced herself and teacher asks to them "to which their material on dialogue", students answered "greeting and introduction". Students' responses were good for the first time, after that, the teacher immediately asked the students in pairs but to save time, the teacher asked the students to pair up with a friend bench. And then teacher give students a dialogue with the topic "Greeting". This topic has been awarded. So, the teacher only repeats the material. The dialogue consists of 30 words. And then the students presented the dialogue in front of class one by one while the teacher observed and underline the word that incorrect of pronunciation in students' presentation. But before dialogue started, the

researcher prepared the recording tool to record the students' dialogue. At the first time, they still shy and a bit nervous because the researcher was a new people for them but over time they could enjoy the activity. And the second the teacher begins the meeting with greeting and asks about the condition of students. Teacher readiness of students to receive the lesson, students were excited to receive the materials provided and prepared at this second. This proven when they dealt directly read the dialogue and started training a dialogue with each partner before the presentation in front of class. Seen many changed from previous meetings, students were no longer shy, and their voices were louder during the dialogue. In pronunciation and intonation were also starts to improve its accuracy. Especially when found difficulty in pronouncing difficult words, they opened the dictionary, looking to learn the correct pronunciation of the words.

From thirty words, the total number of correct answer who got SP was in 20 .SP got score 66,6so SP include in fair classification.

From thirty words, the total number of correct answer who got ST was in 25. ST got score 83,3So ST include in good classification.

From thirty words, the total number of correct answer who got VN was in 26. VN got score 86,6so VN include in good classification.

From thirty words, the total number of correct answer who got DG was in 26 .DG got score 86,6, so DG include in good classification.

From thirty words, the total number of correct answer who got TR was in 27. TR got score 90so TR include in excellent classification.

From thirty words, the total number of correct answer who got RN was in 17, RN got score 56,6. So RN include in fair classification.

From thirty words, the total number of correct answer who got RP was in 25 .RP got score 83,3so it be conclude that RP include in good classification.

From thirty words, the total number of correct answer who got EN was in 20. EN got score 66,6so it be conclude that EN include in fair classification.

From thirty words, the total number of correct answer who got AO was in 21 .AO got score 70 so it be conclude that AO include in fair classification.

From thirty words, the total number of correct answer who got DP was in 28 .DP got score 86,6so it conclude that DP include in excellent classification

Table 1. The Result of Students score through Dialogue in Second Meeting

| No | Students Initial | Total words | Pronunciation | | Score $\frac{\text{iv}}{\text{iii}} \times 100$ | Classification |
|----|------------------|-------------|---------------|----------------|--|----------------|
| | | | Correct word | Incorrect word | | |
| i | ii | iii | iv | v | vi | vii |
| 1 | SP | 30 | 25 | 5 | 83.3 | GOOD |
| 2 | SL | 30 | 29 | 1 | 96.6 | EXCELENT |
| 3 | MJ | 30 | 25 | 5 | 83.3 | GOOD |
| 4 | RN | 30 | 26 | 4 | 86.6 | GOOD |
| 5 | MW | 30 | 29 | 1 | 96.6 | EXCELENT |
| 6 | RM | 30 | 27 | 3 | 90 | EXCELENT |
| 7 | HJ | 30 | 24 | 6 | 80 | GOOD |
| 8 | NA | 30 | 27 | 3 | 90 | EXCELENT |
| 9 | AS | 30 | 28 | 2 | 93.3 | EXCELENT |
| 10 | KT | 30 | 27 | 3 | 90 | EXCELENT |
| 11 | EW | 30 | 21 | 9 | 70 | FAIR |
| 12 | AL | 30 | 25 | 5 | 83.3 | GOOD |
| 13 | RA | 30 | 30 | | 100 | EXCELENT |
| 14 | ST | 30 | 25 | 5 | 83.3 | GOOD |
| 15 | VN | 30 | 29 | 1 | 96.6 | EXCELENT |
| 16 | DG | 30 | 30 | | 100 | EXCELENT |
| 17 | TR | 30 | 27 | 3 | 90 | EXCELENT |
| 18 | RN | 30 | 28 | 2 | 93.3 | EXCELENT |
| 19 | RP | 30 | 21 | 9 | 70 | FAIR |
| 20 | EN | 30 | 25 | 5 | 83.3 | GOOD |

| | | | | | | |
|----|----|----|----|---|------|----------|
| 21 | AO | 30 | 21 | 9 | 70 | FAIR |
| 22 | DP | 30 | 28 | 2 | 93.3 | EXCELENT |

From the table 1 above it can be seen the student score in second meeting as follow: From thirty words, the total number of correct answer who got SP was in 25. So SP got score 83,3 and it can be conclude SP include in good classification.

From thirty words, the total number of correct answer who got SL was in 29. So, SL got score 96,6. It conclude that SL include in excellent classification.

The total number of correct answer who got MJ was in 25, MJ got score 83,3. SP include in good classification.

The total number of correct answer who got RN was in 26, RN got score 53,3. RN include in good classification.

The total number of correct answer who got MW was in 29, MW got score 96,6. MW include in excellent classification.

The total number of correct answer who got RM was in 27, RM got score 90. RM include in excellent classification.

The total number of correct answer who got HJ was in, HJ got score 80. HJ include in good classification.

The total number of correct answer who got NA was in 27. NA got score 90. NA it be conclude that include in good classification.

The total number of correct answer who got AS was in 28 AS got score 93. AS include in good classification.

The total number of correct answer who got KT was in 21. So KT got score 90. It conclude that KT include in good classification.

The total number of correct answer who got EW was in 21. EW got score 70. EW include in fair classification.

The total number of correct answer who got AL was in 25 AL got score 83,3. It conclude that AL include in good classification.

The total number of correct answer who got SP was in 30. SP got score 100. It conclude that SP include in excellent classification.

The total number of correct answer who got ST was in 25. ST got score 83,3. It conclude that ST include in good classification.

The total number of correct answer who got VN was in 29. VN got score 96,6. It conclude that VN include in excellent classification.

The total number of correct answer who got DG was in 26. DG got score 86,6. It conclude that DG include in good classification.

The total number of correct answer who got TR was in 27. TR got score 90. It conclude that TR include in excellent classification.

The total number of correct answer who got RN was in 28, RN got score 93,3. It conclude that RN include in fair classification.

The total number of correct answer who got RP was in 21. RP got score 70. It concluded that RP include in fair classification.

The total number of correct answer who got EN was in 25. EN got score 83,3. It conclude that EN include in good classification.

The total number of correct answer who got AO was in 21. AO got score 70. It conclude that AO include in fair classification. The total number of correct answer who got DP was in 28. DP got score 86,6. It conclude that DP include in excellent classification.

Discussion

Based on the table, it can be seen 12 students from twenty-two. They had fulfill standard KKM for English study, that was 71 and good enough classification. They were SL (code name of students), from 30 words in dialogue, she got 29 correct words in pronunciation and she got score 96,6. MW, from 30 words in dialogue, she got 25 correct words in pronunciation and she got score 83,3. RM, from 30 words in dialogue, she got 27 correct words in pronunciation and she got score 90. HJ, from 30 words in dialogue, she got 24 correct words in pronunciation and she got score 80. EW, from 30 words in dialogue, he got 23 correct words in pronunciation and he got score 76,6. RA, from 30 words in dialogue, she got 23 correct words in pronunciation and she got score 76,6. ST, from 30 words in dialogue, she got 25 correct words in pronunciation and she got score 83,3. VN, from 30 words in dialogue, she got 25 correct words in pronunciation and she got score 83,3. DG, from 30 words in dialogue, she got 26 correct words in pronunciation and she got score 86,6. TR, from 30 words in dialogue, she got 27 correct words in pronunciation and she got score 90. RP, from 30 words in dialogue, he got 25 correct words in pronunciation and he got score 83,3. DP, from 30 words in dialogue, she got 28 correct words in pronunciation and she got score 93,3.

There was one student who also got enough classification but they were not fulfilling KKM for English study. She was AO, from 30 words in dialogue, she got 21 correct words in pronunciation and she got score 70.

Then, four of twenty-two students got excellent classification. They were SL, from 30 words in dialogue, got 29 correct words in pronunciation and she got score 96.6. RM, from 30 words in dialogue, he got 27 correct words in pronunciation and he got score 90. TR, from 30 words in dialogue, she got 27 correct words in pronunciation and she got score 90. DP, from 30 words in dialogue, she got 28 correct words in pronunciation and she got score 93.3.

Five of twenty-two students got good classification. They were MW, from 30 words in dialogue, he got 25 correct words in pronunciation and he got score 83.3. HJ, from 30 words in dialogue, she got 24 correct words in pronunciation and she got score 80. ST, from 30 words in dialogue, she got 25 correct words in pronunciation and she got score 83.3. DG, from 30 words in dialogue, he got 26 correct words in pronunciation and he got score 86.6. RP, from 30 words in dialogue, he got 25 correct words in pronunciation and she got score 83.3.

For fair classification, five students got it. They were SP, from 30 words in dialogue, he got 20 correct words in pronunciation and he got score 66.6. MJ, from 30 words in dialogue, she got 20 correct words in pronunciation and she got score 66.6. AL, from 30 words in dialogue, he got 20 correct words in pronunciation and he got score 66.6. EN, from 30 words in dialogue, she got 20 correct words in pronunciation and she got score 66.6. AO, from 30 words in dialogue, she got 21 correct words in pronunciation and she got score 70.

For less classification, there were three of twenty-two students. They were NA, from 30 words in dialogue, he got 17 correct words in

pronunciation and he got score 56.6. AS, from 30 words in dialogue, he got 17 correct words in pronunciation and he got score 56.6. NA, from 30 words in dialogue, she got 17 correct words in pronunciation and she got score 56.6.

And the last, two of twenty-two got very less classification. She was RN, from 30 words in dialogue, she got 16 correct words in pronunciation and she got score 53.3. KT, from 30 words in dialogue, he got 16 correct words in pronunciation and he got score 53.3

Conclusion

Teaching English speaking by dialogue was a good way to train students speaking skill especially for junior high school. This proven at the research conducted in SMP Negeri 1 Poso. Especially seventh grade students class A that consist 22 students. At the first, students still lack confidence to speak English, their voices were no loud during speak English. In pronunciation, intonation and accuracy not correct. Through dialogue, students more confidence, they were no longer shy, their voices more loudly when speak English. The students more encourages and more active when the researcher gives the materials. The students were more motivated to improve by trying to figure out the pronunciation of English words right through dictionary. This was also supported by the results obtained from the scores that students dialogue a significant increase. At the first meeting only 54,5% of students fulfill based on standard KKM was 71. At the second meeting was 86%. This proved that dialogue was the proper technique to train the students speaking skill especially English.

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