Improving Speaking Skill the Fourth Semester PGSD Students of STKIP Al Maksum Through Dialogue Technique

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Abstract

Speaking is considered a necessary skill because of its essential role in facilitating students to master English. It enables students to express themselves creatively, imaginatively and to communicate with others effectively. To master speaking ability, the fourth-semester PGSD Students must be trained to use English in communication orally. One of the appropriate and comprehensive strategies for teaching speaking is Dialogue Technique. The objective of this study is to find out whether the fourth-semester PGSD students' speaking skill improves after being taught through Dialogue Technique or not. The strategy applied in this study was the aspect of speaking and dialogue techniques. This study was conducted by using Quantitative Research. This study was done on the Fourth Semester PGSD Students of STKIP Al Maksum. There were 36 students taken as the sample in this study. The data were collected by giving speaking tests to the students. The result of the test showed that the mean score of the post-test was higher than the mean score of the pre-test which was from 70 become 78.75. This means students' speaking skill was improved after being thought by using Dialogue Technique.

1. Introduction

In some learning contexts, it is clear why students need to learn to speak English. Students need to get involved in lessons which have a variety of activities. Every student is expected to be active in practicing their speaking skills. Speaking is considered as a necessary skill because of its essential role in facilitating students to master English. It enables students to express themselves creatively, imaginatively and to communicate with others effectively. To master speaking ability, students must be trained to use English in communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master the speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

According to Mc Donough and Shaw in Nunan (2008:52), in many context, speaking is the skill upon which the person is judged at face value. In other words, people may often form judgments about our language competence from our speaking rather than from any of the other language skills. Many teachers have already been very good at teaching vocabulary and order to translate texts and prepare students for examinations. However, organizing lessons to practice speaking English can be a big challenge for both teacher and students. The goal of teaching speaking skill is to make the learners communicate effectively. Students should be able to make themselves understand and use good communication with others. They should try to avoid confusion in the message due to the problems of pronunciation, grammar, or vocabulary.

The students should know how to observe the social and cultural rules applied in each communication situation. As the matter of fact, Somantri (2003) in his research finds that most students fail to speak English well. They are still not able to communicate and give arguments in English well. In spite of learning English from the first grade of junior high school until senior high school, the students still get difficulties in using English language well. They have not been able to use English as the tool of communication. These failures are influenced by many factors. The research was done at the Fourth Semester PGSD Students Of STKIP Al Maksum . There were 35 respondents from 1 class. From the research, it was found that 10 students (28,57%) can not answer the teacher's questions well, 8 students (22,86%) are nervous to answer the teacher's questions, 3 students (8,57%) sometimes understand what the teacher asks, 4 students (11,43%) can not answer teacher's questions at all, 2 students (5,71%) do not give any respond to the teacher's questions, 1 student (2,86%) is confuse and 1 students (2,86%) can not answer anything. There were 6 students (17,14%) who can answer the teacher's questions well. The research shows that most students are still not able to communicate in English well.

According to Zamroni in Somantri (2003), it happens because the education system at school just transfers the knowledge where the knowledge is separated from the application. It makes student passive in learning English and not able to communicate in English well. Besides, the students are not uncourageous to develop their critical thinking skill. Another fact, the English instruction in some the fourth semester PGSD students does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in written form although they have learned English for many years (Lestari, 2000:27).

Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in campus situated in noisy neighborhoods where opportunities to speak are severely limited. Those problems are that: 1) the students have low speaking ability; 2) the students have low motivation in learning English; and 3) the teacher still uses monotonous and inappropriate teaching techniques. Considering the condition above, English teachers need to provide better strategy for helping students improve their ability in speaking. The students also need to increase their critical thinking skills in speaking. One of the appropriate and comprehensive strategies for teaching speaking is Dialogue Technique. By using dialogue technique, the teacher and students discuss how to communicate effectively and give any arguments and idea. So the objective of this study is to find out whether the PGSD students' speaking skill improves after being taught through Dialogue Technique or not. The strategy which was applied was the aspect of speaking and dialogue technique.

2. Literature Review
2.1 Speaking Skill

The terms 'speaking', according to Brown (1999:267), is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. We generally use speaking as a means of communication in daily interaction. The presence of speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other. In speaking, it is very important for student to acquire the abilty to express their ideas and opinions. Consequently, this competency should be mastered by learners of language. Following are the elements of speaking ability according to Harmer (2001:269-271), a. Language features such as the connected speech, expressive devices, lexis and grammar, and negotiation language. Joanne Baker (2003:5) states that there are some very educational reasons to practice speaking during a lesson. Speaking activities can reinforce the learning of new vocabulary, grammar or functional language. Speaking activities give students the chance to experiment with language they have already known in different topics.

2.2 Techniques to the Teaching of Speaking Skill

Dobson (1987) says that there are some effective techniques for teaching speaking can be applied in classroom such as:

1) Dialogues. A short conversation between two people presented as a language model-the dialogue-often receive top billing in the manipulative phase of language learning. In repeating dialogue, the students practice pronunciation and memorization and it can help the students develop fluency in English.
2) Small-group discussion. Small-group discussion is excellent way to give students opportunities to speak English.
3) Debate. Debate helps students speak more fluently and during a debate they can represent their feelings on an issue.
4) Song. Singing is a popular activity throughout world and the students often delight in learning English songs. In teaching an English songs, it can help students to improving aural comprehension, group spirit is fostered through singing, singing allows the students a chance to relax from the pressure of conversation, reinforce the students' interest in learning English.
5) Games. Language games can add fun and variety to conversation sessions if the participants are fond of games. Games are especially refreshing after demanding conversational activities such as debates or speeches. A game can help the students to stimulus in additional conversation.

2.3 Dialogue Technique

One of the best ways to help a reader connect with your writing is by crafting excellent dialogue. Use these tips to learn how to write dialogue that showcases character development, defines your characters' voices, and hooks readers. Good dialogue performs all sorts of functions in fiction writing. It defines your characters' voices, establishes their speech patterns, exposes the inner emotions, and showcases their character development. Beyond

mere characterization, effective dialogue can also establish the setting and time period of your story and reveal information in a way that doesn't feel overly expository.

Here are some strategies for improving the dialogue in speaking:

1. Mimic the voices of people in your own life. Perhaps you've created a physician character with the same vocal inflections as your mother. Perhaps your hero soldier talks just like your old volleyball coach. If you want to ensure that your dialogue sounds the way real people speak, there's no better resource than the real life people in your everyday world.

2. Mix dialogue with narration. Long runs of dialogue can dislodge a reader from the action of a scene. As your characters talk, interpolate some descriptions of their physical postures or other activity taking place in the room. This mimics the real-world experience of listening to someone speaking while simultaneously taking in visual and olfactory stimuli.

3. Give your main character a secret. Sometimes a line of dialogue is most notable for what it withholds. Even if your audience doesn't realize it, you can build dynamic three-dimensionality by having your character withhold a key bit of information from their speech. For instance, you may draft a scene in which a museum curator speaks to an artist about how she wants her work displayed—but what the curator isn't saying out loud is that she's in love with the artist. You can use that secret to embed layers of tension into the character's spoken phrases.

4. Use a layperson character to clarify technical language. When you need dialogue to convey technical information in approachable terms, split the conversation between two people. Have one character be an expert and one character be uninformed. The expert character can speak at a technical level, and the uninformed one can stop them, asking questions for clarification. Your readers will appreciate it.

5. Use authentic shorthand. Does your character call a gun a "piece" or a "Glock"? Whatever it is, be authentic and consistent in how your characters speak. If they all sound the same, your dialogue needs another pass.

6. Look to great examples of dialogue for inspiration. If you're looking for a dialogue example in the realm of novels or short stories, consider reading the great books written by Mark Twain, Judy Blume, or Toni Morrison. Within the world of screenwriting, Aaron Sorkin is renowned for his use of dialogue.

7. Ensure that you're punctuating your dialogue properly. Remember that question marks and exclamation points go inside quotation marks. Enclose dialogue in double quotation marks and use single quotation marks when a character quotes another character within their dialogue. Knowing how to punctuate dialogue properly can ensure that your reader stays immersed in the story.

8. Use dialogue tags that are evocative. Repeating the word "said" over and over can make for dull writing and miss out on opportunities for added expressiveness. Consider replacing the word "said" with a more descriptive verb.

3. Research Method

This study belongs to the One-Group Pretest-Posttest Design which part of Experimental Quantitative Research. The one-group design usually involves three steps: 1. Administering a pretest measuring the dependent variable; 2. Applying the experimental treatment X to the subjects; and 3. administering a posttest again measuring the dependent variable. Differences attributed to the application of the experimental treatment are determined by comparing the pretest and posttest scores.

Pretest	Independent Variable	Posttest
Y1	X	Y2

Where: Y1 : The score of the subjects in pretest

Y2 : The score of the subjects in posttest

X : The independent variable of the study; the dialogue technique

To get the data of this study, the research procedure was started by giving pretest to the students. The score of the students in pretest is a measurement of their competence in speaking. The pretest was applying before giving treatment. After getting the score of the students in pretest the writer gave treatment to the students in order to improve the score in pretest. The procedure of giving treatment was started by giving motivation and brainstorming about the material. After that, students were given explanation about speaking, dialogue technique, and how to apply dialogue technique in speaking. Then, students were divided in some groups and asked to give arguments related to the motions given. After discussing and fixing the motion, the students practiced how   to dialogue by using American Parliamentary Dialogue. In scoring the test, the writer adapted the test scoring categories for speaking from Brown (2001, 406-407) as seen as follow :

Table 1. Scoring Categories for Speaking by Brown

Scores	Fluency	Pronunciation	Grammar	Comprehension
1	No Specific fluency description. Refer to other to four language areas for implied level of fluency	Errors in pronunciation are frequent, but can be understood by a native speaker, used to dealing with for engineers attempting to speak his language.	Errors in grammarare frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Within the scope ofhis very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiography	Accent is intelligible though often faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).

3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Comprehension is quite complete at a normal rate of speech.
4	Able to use language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range oh this experience with a high degree of fluency	Errors in pronunciation are quite rare.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand any conversation within the range of his experience.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Equivalent to and fully accepted by educated native speakers.	Equivalent to that of an educated native speaker	Equivalent to that of an educated native speaker

The total score of speaking for each student was counted by summing up the four aspects of speaking (fluency, pronunciation, grammar & comprehension). And then the total score was multiplied by 5. Hence if a student has a total score 20 (5 for each aspect), then the students' score for speaking aspect is 100 (for 20 was multiplied by 5).

4. Finding and Discussion

The data of this research were taken from the result of speaking test by answering questions from the researcher orally. The questions were about dialogue and several motions. From the students' answers the teacher marked their scores one by one. After the

writer gave the treatment, the students were divided into several groups to do the ddialogue. And after 3 months of giving treatment, the students were tested to find the post test scores. Below are shown theresults of pre-test and post-test.
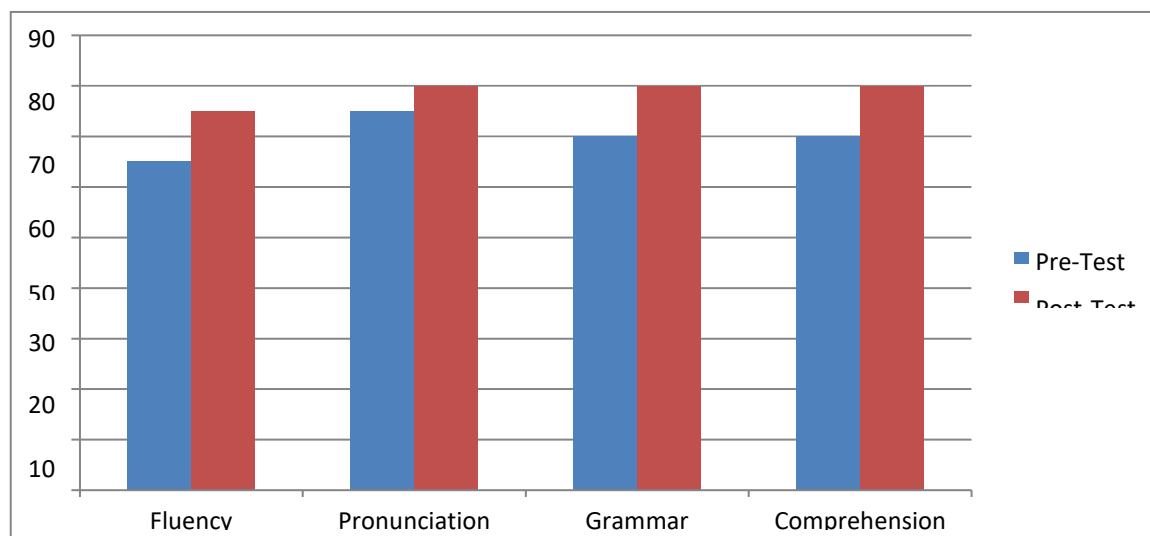

Figure 1. Graphic of Pre-Test and Post-Test Result

From the data on the table above, the writer finds that before applying dialogue technique as the teaching strategy the average score of students' speaking skill is 70. Then, after applying ddialogue technique as the teaching strategy the average score of students' speaking skill increased into 80.75 which means the average scores jumped up for 10.75. The average scores were taken by summing up the total score of each speaking category before they were multiplied by 5. After each speaking category score was multiplied by 5, the score of the four speaking categories then was summed up and divided by 4 as many as the number of speaking categories which are fluency, pronunciation, grammar and comprehension.

From the research findings, it shows that the students' speaking skill in terms of fluency, pronunciation, grammar, and comprehension increased. The fluency of the students increased from 65 during pre-test to 75 on post-test which means there was 10 point-range of increased score. It happened because students were told to speak and express their ideas fluently during debate execution so they became get used to think fast and speak fast with meaningful constructs. Besides that, asking students questions about motions on dialogue allowed them to think critically as well. Another speaking category which is pronunciation also increased from 75 during pre-test to 80 on post-test. It can be calculated that the increase of the average score of students' pronunciation was 5 points which slightly significant. The students already had quite good pronunciation therefore the increase of their score was not too significant. Nevertheless, they still got improvement in that area since they were forced to speak clearly and concisely during the dialogue, as it actually affected their performance while conducting the dialogue. Next speaking category which also increased after doing the dialogue is grammar. The average score of students' grammar on pre-test was 70. And it significantly improved after conducting the dialogue which reached 80. That means their grammar increased 10 points which was quite high. It happened because the students were taught and always reminded by the researcher for any mistakes they did during

58

the dialogue.

Therefore when it came to post-test, they could perform and use grammar in their sentences correctly most of the time. And the last speaking category was comprehension. This area also shows a good improvement which can be seen from the increase of their average score on post-test. On pre-test the students' comprehension was 70 by average while on post-test it jumped into 80 which means there was 10 points increased after being taught by debate technique. Their comprehension got improved because they were made used to understand the motions of dialogue before they started to elaborate and talk about them during the dialogue. It allowed them to think more and understand instruction before they do it or questions before they answer them. Therefore, during post-test the researcher found that the students could understand the instruction and questions quite well. Based on the analysis above, dialogue technique gives significant influence to the students' achievement in speaking. The students got improved in speaking after being taught with dialogue technique. Aside from that, the students also showed good interest and motivation during teaching and learning process.

5. Conclusions

Based on the previous discussion, the writer gets the conclusion of this research as follows:
1. Dialogue technique is one of the ways that can be used to improve students' speaking skill in teaching and learning process, besides it also motivates and encourages them to deliver their arguments, ideas through critical thinking skill.
2. Time allocation affects the success of the dialogue technique application in teaching and learning process.

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