CHAPTER I
INTRODUCTION

A. The Background of The Research

English has become the primary language of communication. In learning English language, learners need to master four language skills. those are listening, speaking, reading, and writing. Speaking is one of the four skill it is the means through which learners can communicate with others to achieve certain goals or to express their opinion, intentions, hopes and viewpoints. In addition people who know language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?"

the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.[1]

Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures.[2]

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[1] MaryAnn Cunningham Florez, "Improving Adult English Language Learners' Speaking Skills*," National Center for ESL Literacy Education,* http://www.cal.org/caela/esl_resources/digests/Speak.html.

[2] Sari Louma, *Assessing Speaking*, (USA: Cambridge University Press, 2004), 1.

In learning English, speaking is considered as one of the difficult skills. Many students do not have confidence to produce their words. They need some stimulation from the teacher to produce their words and it is impossible if the teacher to guide them one by one. It is not effective in teaching and learning process. This problem is experienced by the X grade students of SMA Negeri 6 Kota Serang. Some of the problems that can be found in the students' abilities in English, especially in speaking. when they want to practice English in the class, they feel shy and afraid wrong because their speaking skills are relatively low. Sometimes they feel shy and nervous to express their ideas and opinions though they have any ideas hidden in their thought and not confident to speak English. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Therefore, they prefer to be silent and not fully participate in the classroom activities. In addition, the classroom activities less motivate the students in learning. The class looks monotonous and less fun learning activities. it could be concluded that the students' speaking skills are low.

In regard with the problems above, the research agreed to work collaboratively to overcome the problems and to improve the speaking skills' of tenth Grade students of SMA Negeri 6 Kota Serang through dialogues. In order to find out which the most difficult in all aspects of speaking, the teacher must know the best method and the best technique in solving

the student's difficulty in speaking. In teaching speaking skill, the teacher have to use the appropriate technique.

In English for Learners there are some alternative methods and techniques to teach speaking. They are useful and effective to improve the speaking ability of the students. One of the alternative techniques to teach speaking through Dialogue Activity. Dialogue is (usually) spoken interaction between (typically) two people, and or record of that interaction[3]. Dialogues can very easily be scripted and turned into child friendly role-plays. Whenever possible the role play should be based on the types of real and make believe conversations that children have when they work and Play[4]. The teacher can apply this technique to improve the students achievement in speaking ability. Teacher and students will cooperate in classroom activity by using this technique. Students will converse a topic in pairs and the teacher holds the classroom situation in order to keep active and reach the topic target by preparing guided questions. It can help the students to show their ideas or thoughts.

There are some advantages, if the teacher uses this technique. Firstly, guided dialogue activity can direct that students. It means that the teacher help students to keep on the topic, the teacher will prepare questions to be conversed by

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[3] Nick Nilbrough, *Dialogue Activitie; Exploring Spoken interaction the language class* (USA: Cambridge University Press, 2007), 2.

[4] Caroline T. Linse; David Nunan, *Practical English Language Teaching: Young Learners*, (USA: McGraw-hill/Contemporary,2005), 2.

students. The students ask and answer each other in pairs. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second in order to make classroom situation more active. The students will be stimulated using guide question and they can express their original thought actively. Finally, it is to motivate. It means that the teacher can raise the student's atmosphere if the process of learning is slow down. The students will not slow down in process of learning because in their conversation have been prepared some guided questions.

In this case, the researcher wants to try using guided dialogue activity as the technique in teaching speaking, whether this technique is effective or not in teaching speaking. From this description, the researcher searches how far the effectiveness of using dialogue activity toward student's achievement at tenth grade students of SMA Negeri 6 Kota Serang.

B. **The limitation of the Problems**

Based on the problem above, the writer limits the problem from this research that concern about the students' ability in developing their speaking ability using of dialogue activity in the class.

C. **Focus of The Research**

This research focuses on whether the implementation of using of dialogue activity in the speaking process contributes to student's learning ability in terms of effective EFL Learning.

D. **The Statement of Problem**

The research is about the effectiveness of using dialogue activities to improve students speaking skill at the tenth grade in one of the school in Serang.

The study then, addresses the following questions:

1. How is the students speaking skill at X Grade of SMAN 6 Kota Serang?

2. How is the effectiveness of dialogue on Students Speking Skill at X Grade of SMAN 6 Kota Serang ?

E. **The Aims of the Study**

According to the statement of the problems above, the writer formulate the objectives of the Research as follow**:**

1. To know students' speaking skill at X Grade of SMAN 6 Kota Serang.

2. To know effectivenes of dialogue on students' speaking skills at X Grade of SMAN 6 Kota Serang.

F. **Significance of the Study**

This Research is significance for the following reasons:

The Researcher Expects that the result of the study will give some benefits to the students, the teacher and researcher. They are follows:

1. For the students, They are expected to have better communication by using English. It means they will be able to speak fluently using correct grammar, vocabulary as well as pronunciation. If they can speak fluently in English they will be able to be involved in the

international community. Besides, it can be useful for them to find a better job in the future because recently many companies need qualified employees who can speak and write English fluently..

2. For the teachers, they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom. The result of this study can be used to give some feedback for the teacher in providing and supporting the teaching material. It is hoped that the varieties in teaching speaking will improve the quality of teaching and learning process.

3. For the researcher, by doing this research, the researcher gets a valuable experience which can be used for conducting a better action research in the future. The result of the study can be applied by the researcher for teaching the students in the future as a teacher because the researcher gets useful experience in doing the study. Besides, it is also hoped that this research can enrich the knowledge for the readers.

G. **Hypothesis**

As a researcher, we never know the outcome prior to the research work but we will have certain assumptions on how the end results will be. Based on our hunch and curiosity, we will test it by collecting information that will enable us to conclude whether our assumptions are right.

a. Definition by Bailey (1978) A hypothesis is a proposition in testable form and predicts a particular relationship between two or more variables. If a researcher thinks that a relationship exists, he should first state it as a hypothesis and then test the hypothesis in the field.

b. Definition by Grinnell (1988) Hypothesis is written in such a way that it can be proven or disproven by valid and reliable data.

From these definitions, we can see that a hypothesis is based on a tentative proposition and its validity is unknown. We will explore the functions of a hypothesis in the next section.[5]

1. (The null hypothesis Ho)/Ho = to < tt

   There is no significant effect of using dialogue activities for improving students' speaking skill.

2. The alternative hypothesis to > tt

   There is significant effect of using dialogue for improving students' speaking skill.

H. **Previous Study**

In conducting this research, the researcher has read these following previous researches that are done by using multiple intelligences model as follow:

1. In the Research which has been conducted by Siti Hawa Handayani (082300483) the Title is "Teaching Students' Speaking Conversation Using Repetation Techmique (An

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[5] Bailey, K. D, *Methods of social research,* (New York: The Free Press, 1978), 81.

Experimental Research at Third Year Class of SDN Serang)". Based on The Researcher the assumption that the result of test after speaking conversation using repitation technique (Post-Test) get high score then result of test before teaching students' speaking conversation using repetition technique (Pre-Test). It can be concluded that teaching student speaking converstion using repitation technique guided by the pictures to be applied for student third grade was suitable and effective. The student repeat the conversation and practice it with their friend about the topic that has known communicatively by recorded. They communicate with confidence using correct pronounciation, grammar and they can produce a new word containing the topic. It can be called a good conversation[6].

2. In the Research which has been conducted by Laras Sri Wulan (062300077) the Title is "Using Information GAP Activity in Developing Stuidents' Speaking Skill (An Experimental Research at Second Grade of MTsN Model Pandeglang)". Based on The Researcher the assumption that the position students' speaking skill at the second years of Jumior High School Islamic Studies at MTsN Model 1 Pandeglang 1 before treatment is enough. It Can be know from the result of pre-test is 9 and the lowest

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[6] Siti Hawa Handayani *"Teaching Students' Speaking Conversation Using Repetation Technique*"Using Information GAP Activity in Developing Stuidents' Speaking Skill, *",* (S.pd Paper IAIN Sultan Maulana Hasanudin Banten Faculty of Education and Teacher Training, 2017), 78-79.

score is 5. Based on The criteria of students score speaking skill is good and the lowest score is bad. The result of Post-test after treatment show that the highest score is 10 of there students and the lowest score is 6. there is improvement on the criteria of students score that the highest score is very good and the lowest score is enough[7].

3. In the Research which has been conducted by Ana Rosalinah (07230026) the Title is "Improving Stuidents' Speaking Ability through Story Telling Based on Audio Visual (An Experimental Research at Second Grade of MTs Bani Adung Taktakan Kota Serang)". Based on The Researcher the assumption that by using audio Visual all Students' can participate and can be active. There is improvement of students' speaking ability. It can be seen from the students' result of speaking performance test is 54,8 and the second cycle the average score students' speaking test become 62,7. wheres in the Last cycle the average score of students' vocabulary test is 71,5. The last students' average score is good based on the position of speaking proficiency[8].

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[7] Laras Sri Wulan, *"Using Information GAP Activity in Developing Stuidents' Speaking Skill"* , "Using Information GAP Activity in Developing Stuidents' Speaking Skill. *",* (S.pd Paper IAIN Sultan Maulana Hasanudin Banten Faculty of Education and Teacher Training, 2014), 65-66.

[8] Ana Rosalinah is *"Improving Stuidents' Speaking Ability through Story Telling Based on Audio Visual",* (S.pd Paper IAIN Sultan Maulana Hasanudin Banten Faculty of Education and Teacher Training, 2014), 63-64.

I. **The Organization of Paper**

Chapter I is introduction, consisting of the background of the research, identification of the problem, the limitation of the problem, statement of the problem, the focus of the research, the objectives of the research, the important of the research, and Organization of writing.

Chapter II is theoretical framework and it contains of the definition of speaking, the function of speaking, and types of speaking, Problem with speaking activities, teaching speaking, the assessment of speaking, Definitions of Dialogue, Techniq of using dialogue and the Adventage of using dialogue.

Chapter III is consist of the method of the research, place and time, the population, sample, the research instrument, the technique of data collecting, the technique of data analyzing.

Chapter IV contains of data description, the data analysis, the interpretation data.

Chapter V is conclusion and suggestion.

CHAPTER II
THEORITICAL FRAMEWORK

A. Speaking

1. Definition of speaking

Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples. The outward manifestation of speech is found in sound waves. Its meaning lies in the structure and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects (Halliday, 1985; Biber, 1988)[9].

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of context" (Chaney 1998). Speaking is a crucial part of second language learning in teaching[10].

In an attempt to define the concept of speaking, Richards (2006) argues for the "natural language use" which occurs "when a speaker engage in meaningful interaction

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[9] Glenn Fulcher, *Testing Second Language Speaking*. (New York: Routledge Taylor And Francis Group), 23.

[10] Hayriye Kayi, "Teaching Speaking: Activities to Promote Speaking in a Second Language", *The Internet TESL Journal*, Vol. XII, No. 11, (November 2006), 1.

and maintains comprehensible and ongoing communication despite limitations in his or her communicative Competence". Richards definition of speaking echoes the interactional aspect of language that is used to fuel social intercourse to promote emotional intelligence (Bora, 2012), to fulfill certain goals or to convey particular ideas, intentions, desires, preferences, or opinions. jn the same line, Zaremba celce-Murcia and Kayi stress the crucial role of speaking in maintaining oral communication. seen from this perspective, speaking helps strengthen interpersonal ties especially when it is used appropriately in social interactions. the intricacy of speaking is related to a set of a competencies which can be determined by the ability to fill time with talk the ability talk in coherent, reasoned and semantically dense sentences the ability to have appropriate things to say in a wide range of contexts and the ability to be creative and imaginative in language use".[11]

Speaking Ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary. Speaking is the productive skill when we speak we produce the text and it should be meaningful. in the nature of communication, we can find the speaker, the listener, the message and feedback.

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[11] Asma Ounis, "The Assesment of Speaking Skills at The Teritiary Level", *International Journal of English Linguistic*, vol. 7, No. 4, (March, 2017), 96-97.

2. Function of Speaking

According to Brown and Yule (1983) there are two distinction of basic language function. There transactional, in which the primarily purpose of speech is the maintenance of social relationship. Another basic distinction we can make when considering the development of speaking skills is between monolog and dialog.

While Jack C. Richard divides the function of speaking became three parts, they are[12] :

a. Talk As Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk As Transaction

Talk as transaction refers to situations where the focus is on what is said or done. the message and making one self understood clearly and accurately is the

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[12] Jack C. Richards, *"Teachig Listening and Speaking"* (New York: cambridge University Press, 2008), 21-27.

central focus, rather than the participants and how they interact socially with each other.

Burns (1998) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

the second type is transaction that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. **Talk As Performance**

The third type of talk that can usefully be distinguished has been called talk as performance. this refer to public talk, that is, talk transmits information before an audience, such as classroom presentations, Public announcements and speeches.

Talk as performance tends to be in the form of monolog rather than dialog, often follow a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. similarly, it is often evaluated according to its effectiveness or impact on the Listener, something that is unlikely to happen with talk as interaction or transaction. Examples of Talk as Performance are:

1. Giving a class report about a school trip
2. conducting a class debate
3. Making a sales presentation
4. Giving a Lecture.

3. Types of speaking

This section the writer will explain the types of speaking based on brown. Brown (2004) describes six categories of speaking skill area. Those six categories are as follows[13]:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), Example of Intensive Assessment task include directed response tasks,

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[13] H. Douglas Brown, *"Language Assesment Principal and Classroom Practices"*, (Calfornia: Longman, 2003), 141-142.

reading aloud, sentence and dialogue completion; limited picture-cured tasks including simple sequences; and translation up to the simple sentence level.

c. **Responsive**

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. **Transactional (dialogue)**

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work. e. Interpersonal (dialogue) It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

e. **Extensive (monologue)**

Extensive oral production task include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listener

is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vocation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or a movie).

4. Teaching Speaking

Scott Thornbury suggest that the teaching of speaking depends on three being a classroom culture of speaking, and that classroom need to become *"talking classroom",* in the word, students will be much more confident speakers and their speaking abilities will improve if this kind of speaking activation is a regular feature of lessons[14].

Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to

[14] Jeremy Harmer, *"How To Teach English",* (England: Longman.com, 2007),123-124.

indirect approaches that create conditions for oral interaction through group work, task work, and other strategies[15].

To sum up, teaching is an activity which not only done in the classroom but also be done outside the classroom which lead by a teacher as an educator and conveyor the teaching material for the students to the get the understanding.

5. **Problems of Teaching Speaking**

Teaching speaking is about training students how to integrate skill to deliver oral "presentation" without articulation difficulties. Learn what to look for that could signal speaking problems. there are some problem in speaking they are[16] :

a. **Inhibition**. unlike reading, writing, and listening activities, speaking requires some degree of real time exposure to an audience. Learners are often inhabited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. **Nothing** to Say. Even if they are not inhabited, you often hears learners complain that they can not think of

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[15] Jack C. Richards, *Teaching Listening and Speaking*, 19.

[16] Penny Ur, *A course in language teaching*, (New York: Cambridge University Press, 1991), 121.

anything say: they have to motive to express themselves beyond the guilt feeling that they should be speaking.

c. **Low or Uneven Participation**. Only one participation can talk at a time if she or she is to be heard: an in a large group this means that each one will have only very little talking time. this problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all.

      Mother-Tongue use. in classes where all, or number of, the learners share the some mother tongue, they may tend to use it: because it is easier, because it feel less 'exposed' if there are speaking their mother tongue. If they are talking in a small group it can be quite difficult to get some classes particularly the less disciplined or motived ones to keep the target language.

6. The Assessment of Speaking

      Assessment is the systematic process includes collecting information (number, verbal description), analysis, interpreting the information to make decision.

      Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose. This is a tall order, and in different contexts teachers and testers have tried to achieve all this through a range of different procedures.

In this research the researcher use the oral test that to assess the oral test writer use scoring instruments that notes by Hughes with the proficiency description as follow[17]:

a. **Accent**

1) Pronunciation frequently unintelligible

2) Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.

3) "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding

4) Marked "foreign accent" and occasional and mispronunciations which do not interfere with understanding

5) No conspicuous mispronunciations, but would not be taken for a native speaker

6) Native pronunciation, with no trace of "foreign accent"

b. **Grammar**

1) Grammar almost entirely inaccurate except in stock phrases

2) Constant errors showing control of very few major patterns and frequently preventing communication

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[17] Jack C. Richards, and Willy A Renandya, *Methodology in Language Teaching – An Anthology of Curent Practice,* ((New York: Cambridge University Press,2002), 222-223.

3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding

4) Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding

5) Few errors, with no patterns of failure

6) No more than errors during interview

c. **Vocabulary**

1) Vocabulary inadequate for even the simplest conversation

2) Constant limited to basic personal and survival areas.

3) Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic

4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions

5) Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations

6) Vocabulary apparently as accurate and extensive as that of an educated native speaker

d. Fluency

1) Speech so halting and fragmentary that conversation is virtualy imposible

2) Speech is very slow an uneven expect foe short and routine sentence

3) Speech is frequently hesitant and jerky: sentences may be left uncompleted.

4) Speech is occasionally hesitant, with some unevenness caused by reprashing and groping for words

5) Speech is effortless and smooth, but predictably nonnative in speck and evenness.

6) Speech on all professional and general topics as effortless and smooth as a native speaker.

e. **Comprehension**

1) Understand too little for simplest type conversation.

2) Understand only show, very simple speech on common social and touristic topics, requires constant repetition.

3) understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.

4) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional or rephrasing.

5) Understand everything in normal educated conversation, except for very colloquial or low frequency items or exceptionally rapid or slurred speech

6) Understand everything in both formal and colloquial speech to be accepted of an educated native speaker.

Table 2.1

Scoring instrument

Weighting Table							
Proficiency Description	**1**	**2**	**3**	**4**	**5**	**6**	**(A)**
Accent	0	1	2	2	3	4	
Grammar	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Fluency	2	4	6	8	10	12	
Comprehension	4	8	2	15	19	23	
Total	**16**	**33**	**50**	**65**	**82**	**99**	

B. Dialogue

1. Definition of Dialogue

Dialogue refers to the mutual exchange of experience, ideas and opinions between two or more parties; i.e., a conversation. Dialogue is two-way or multi-way

communication. It presumes the opportunity to reply on several occasions in order to enhance a line of reasoning. The dialogue concept contains a dimension of simultaneity and direct contact, either physical or via technical aids. In order to achieve genuine civic participation, there must be some form of dialogue between citizens and those in positions of power[18].

One basic Assumption in all this is that adult learning is best achieved in dialogue. *Dia* means "between" *logos* means "word". The approach to adult learning based on these principles holds that adult have enough life experience to be in dialogue with any teacher about any subject and will learn new knowledge, attitudes, or skills best in relation to that life experience (Knowles, 1970) [19]. Dictionaries define dialogue in three main ways[20]:

   a) the lines uses by characters in drama or fiction.
   b) Conversation between two or more people.
   c) A process negotiation through speech.

All of these definition are relevant to the approach to dialogue taken here. Throughout the chapters, there are activities which focus on asking learners to understand, analysis, reproduce, reconstruct, memories, rehearse,

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[18] Suzanne De Laval, Dialogue Methods – An Idea Manual, (Swedish: Stockholm Region, 2006), 5.

[19] Jane Vella, *Learning to Listen, Learning To Teach: The Power of Dialogue*, (San Francisco: Jossey-Bass, 2002), 3.

[20] Nick Bilbrough, *Dialogue Activities; Exploring Spoken Interaction in The Language Class*, 2.

perform, create and communicate lines of dialogue. there are also activities which encourage learners to engage in natural conversations an top negotiate their intended meaning. However, more specific about how exactly a dialogue activity may be defined.

- Dialogue is (usually) spoken interaction between (typically) two people, and or record of that interaction.

- It may be *pre-scripted* (as in the case of many course books dialogue for example of or play scripts, etc) or it may be unscripted (as in the case of improvised and chat etc.

- it may be real (as a naturally occurring talk) or simulated (as in the case of film scripts etc, or of classroom dialogues, written to display some particular language point).

- it can be recorded, either as audio, video, or written or both.

- it may be coursebooks-authors, Teachers-authors, students-authors, or other-authors.

- It may be *form-focused* - i.e designed to display some feature of grammar or lexis, or some functional exponent; or *meaning-focused,* i.e intended as a vehicle for information exchange, or both.

- It can be *transactional* - as which someone is asking for information or buying groceries; or it can be

interactional as when two friends meet and chat about the weather.

- It may take the form student-student or student-teacher or student-other (e.g a guest to the class).

Dialogues can very easily be scripted and turned into child friendly role play. whenever possible, the role-play should be based on the types of real and make believe conversation that children have when they work and play[21].

2. Technique of Using Dialogue

a. **Greetings**, in all language have the some purpose: to establish context with another contact person, to recognize his or her existence and to show friendliness. The formulas for Greeting are very specific and usually do not carry and literal meaning. People say "good morning" even if it is a miserable day and may reply to "how are you?" with "fine, thanks" even if they aren't feeling way. the Greetings always returned, often in the same form but with different stress. When people have not seen each other for long time, the greeting is often enthusiastic and is usually accompanied by shaking hands among man hugging among both man and women, and sometime a kiss on the cheek among women.

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[21] Caroline T. Linse; David Nunan*, Practical English Language Teaching: Young Learners*, 2.

b. **Pre-closing,** are phrases that signal the end of conversations; closing are phrases that explicitly end the conversation. there are some people with whom it is difficult some to end conversation. with close friends this does not usually ignore the signal that end the conversation with close friend this does not usually cause any severe difficulties; but with know well or with people in superior positions, in it considered rude to ignore Pre-closing. in formal situations, the superior usually signals the end od a conversation.   on the telephone or caller usually Pre-closes.   In informal situations, either speaker may pre-close.

c. **Pre-closing,** often include thinking a person for something or making an excuse or apology. Closing, like greeting, are commonly use to exchanges with no literal meaning. people who are together everyday say good-bye at the end of the day or week (and wish each other a nice weekend). when leaving a part, guests always find the host or hostess to say thanks you and good bye,   people who are leaving each other permanently or for a long time shake a hand or embrace depending or relationship. If you are in an unfamiliar situation and wonder what to do,   watch other people or ask.

3. **The advantage and Disadventage of Dialogue**

Dialogue does not permeate Western society. it is particularly difficult to find examples in public discourse involving candidates or public officials, in the media, in movies, at public hearings and town meetings, or at many faculty meetings. You may have experienced debates–formal and informal–throughout your educational experiences. You may not be aware of any examples of an extended dialogue on an important issue. There are advantage and disadventage of Dialogue.

The advantages of dialogue are conversations between people and through the dialogue, two communities / groups or more who have different views exchange ideas, information and experiences. Deep dialogue, it can be interpreted that conversations between these people (dialogue) must be realized in interpersonal relationships, openness, honesty and goodness (GDI, 2001) Some of the principles that must be developed in dialogue include: the existence of two-way communication and the principle of giving each other the best, establishing a relationship of equality and civilization and high empathy.

The disadvantages of the approach dialogue thinking based learning are: a teacher must prepare with a more mature preparation so that students are able to apply this deep dialogue / critical thinking approach, requiring students to have sufficient background on the topic or problem being discussed, the child who not accustomed to speaking in

forums will feel inferior, and this learning approach takes a lot of time.

CHAPTER III
METHODOLOGY OF THE RESEARCH

A. The Method of Research

Research in education is a disciplined attempt to address questions or solve problems through the collection and analysis of primary data for the purpose of description, explenation, generalization and prediction. Research is fundamentally a problem-solving activity with address a problem, tests an hypothesis or explains phenomena.[22]

The method of this research is experimental method belong to one of the type quantitative research. According to David Nunan that "Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be stated".[23] It means experimental research is a method of research that can used to find out the influence of particular treatment toward other under controlled condition.

Moreover, the writer uses quasi experimental design, in which the research give certain treatment to experimental class to find whether or not there are significant of difference of students' speaking skill by using dialogue activity. Creswell says that "quasi experiment is a design, which is widely used in

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[22] Gary Anderson, "*Fundamental of Education Research"* (London The Flamer Prees, 1998), 6.
[23] David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 230.

educational settings, Quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment"[24]. It means quasi experiment is a design of experimental method that assign, sample of treatment group and control group not randomly.

Relate to the topic, quasi experiment design is similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group, because quasi experiment design is not provide full control, it is both internal and external validity and considers these factors in their interpretation.

B. The Setting of The Research

To examine the effect of dialogue activities in students' speaking skills, in this research the researcher took the location SMAN 6 Kota Serang. It is located at Jl. Raya Kiajurum Cipocok Jaya, Serang, Banten. This research will conduct on the frist semester in the academic year 2018/2019

C. Population

A population is a group of elements or casses whetherter individuals, object, or events, that conform to specific criteria

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[24] John W. Creswell, *"Educational Research" Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition*, (Boston: Pearson Education, Inc. 2018), 309.

and to which we intend to whom to generlize the result of the research[25].

So the population is taken of whole subject or person in study to get required data. The population of these study students of X MIPA grade of SMAN 6 Kota Serang is 180 students from 5 classes.

D. Sample

Sample is collecting data with small amount of population that tested at the research. Nunan stated that "sample is a subject of individual or cases from within the population".[26] In taking sample the researcher use no random technique, because it is one of the characteristic from quasi-experiment.

The writer took only 72 of students at tenth grade. the writer took two classes as samples for the research; they are students in class X MIPA 2 as control class which consists of 36 Students and they were taught without multiple intelligences activities. While students in class X MIPA 1 as experimental class that consists of 36 students, they were taught using dialogue activities.

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[25] James H. Mcmillan, Educational Research Fundamentals for the consumer, second edition, (New York: The Lrhigh Press, 1996), 86.

[26] David Nunan, *Research Method in Language Learning*,231.

E. The Research Instrument

1. **Test**

   a. **Pre-test**

      Before applying the multiple intelligences model in experimental class, the researcher gives the pre-test to experiment and control class in the first meeting to know the initial students' speaking skill.

   b. **Post-test**

      Both experiment and control class will face the post-test after giving the treatment for experimental class. It will be used to measure the effect of multiple intelligences activities toward students' speaking ability.

2. **Scoring Sheet**

   Scoring sheet is used to make the researcher know about the ability of students in speaking. After giving test to the students the researcher has measure and scores the result of them by the purpose to analyze the test that was given by researcher. Based on FSI Proficiency Ratings (as cited in Higgs & Clifford, 1982)[27] the scoring sheet as follow:

   The rating sheet of speaking test

   Name   : ………………

   Class   : ………………

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[27] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching – An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 316.

The Criteria of Students' Score

Conversational English Proficiency Weighting Table

Proficiency Description	->	1	2	3	4	5	6	Total
Accent		0	1	2	2	3	4	
Grammar		6	12	18	24	30	36	
Vocabulary		4	8	12	16	20	24	
Fluency		2	4	6	8	10	12	
Comprehension		4	8	12	15	19	23	
Total								

Letter	Score	Description
A	83-99	Very Good
B	63-82	Good
C	62-43	Enough
D	26-42	Less
E	16-25	Low

F. Technique of Data Collecting

In techniques of data collecting, writer uses teaching and learning process by giving the test to the students. the writer obtained the data by conducting teaching activity and collecting students test scores from both experiment class and controlled class before and after they have been taught speaking comprehension. the test was conducted at the frist meeting that can be called pre-test and the fourth can be called post-test

which the scores were the result of learning speaking comprehension through small group discussion.

Before giving the test to the students, the writer consulted to the English teacher about the questions she made, wheather these questions can be given to the students. the writer gave the same kind of test for both the experimental class and the controlled class.

G. Technique Of Analysis Data

The technique of analysis data in this research uses Test-t. According to Anas Sudijono Test-t is used for testing the null hypothesis of the mean differences of two samples. Because the quasi experiment use pre-test and post-test then the writer uses this test to measure the final test between experiment class and control class.

The steps for statistic analyze that are :

a. Determining mean of variable X1 with formula :

$$M_{1 = \frac{\sum X_1}{N_1}}$$

b. Determining mean of variable X2 with formula :

$$M_{2 = \frac{\sum X_2}{N_2}}$$

c. Determining derivation score variable X1 with formula :

$$x_{1 = X_{1-M_1}}$$

d. Determining derivation score variable X2 with formula :

$$x_{2 = X_{2-M_2}}$$

After collecting the data from pre-test and post-test, the researcher analyze it by using statistic calculation of t-test

by using fisher formula with significance degree 5% and 1%. The formula is as follow:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\dfrac{N_1 + N_2}{N_1 . N_2}\right)}}$$

Notes:

M_1 = Mean score of the experiment class

M_2 = Mean score of the control class

$\sum x_1^2$ = Sum of square deviation score in experiment class

$\sum x_2^2$ = Sum of square deviation score in control class

N_1 = Number of students of experiment class

N_2 = Number of students of control class

2 = Constant number

df = Degree of Freedom (df = $N_1 + N_2 - 2$)

CHAPTER IV
RESULT AND DISCUSSION

A. Research Findings

In this chapter, the writer explained the result of the research. The writer attempt to submit the data as outcomes of research has hold in tenth grade of SMAN 6 Kota Serang. The writer took 72 students as a subject this research. It is divided into two classes. They were 36 students from X MIPA 2 as the experimental class and 27 students from X MIPA 1 as the control class.

The Writer has conducted the research about two weeks which consisted of Pre test on 22th of Augustus, the First treatment at experimental and control class on 27th of Augustus second treatment at experiment and control class 30th of Augustus, and the post test are implemented on 5th of September.

The data of this research were the score of the students' pre-test and post-test both experimental class and control class. The score of pre-test was taken before the treatment, while the score of post-test was taken after the treatment. In giving test, the students were asked to describe about their own home. Then the test was evaluated by concerning the five components of speaking: accent, grammar, vocabulary, fluency and comprehension. Each component had its score.

1. **The Students Pre-Test Score of Experimental Class**

The students' pre-test score of experimental class could be shown on table 1 as follows:

Table 4.1

Students' Score of Pre-Test of Experimental Class

NO	NAME	Accent	Grammar	Vocabulary	Fluency	Comprehension	Amount	Category
1	AS	2	12	8	8	12	42	D
2	AI	2	12	12	6	12	44	C
3	ANF	3	18	20	10	18	69	C
4	AF	2	6	8	4	4	24	E
5	AS	2	18	12	8	12	52	C
6	AKW	2	6	8	6	12	34	D
7	B	2	6	8	4	8	28	D
8	DAFA	2	12	16	8	12	50	C
9	DMI	2	8	8	8	19	45	C
10	EM	2	12	12	6	12	44	D
11	EI	2	6	12	6	12	38	D
12	FR	2	12	8	8	12	42	D
13	F	2	12	12	6	12	44	C
14	HSN	2	12	6	8	12	40	D
15	IS	2	6	12	8	8	36	D
16	K	2	6	12	8	8	36	D
17	LD	2	12	12	6	15	48	C
18	MRA	2	6	12	6	12	38	D
19	MR	2	16	12	6	12	48	C
20	MM	2	12	8	8	12	42	D

21	M	2	12	8	6	12	40	D
22	M	2	12	12	6	12	44	C
23	MSA	2	12	8	8	12	42	D
24	MR	2	12	8	6	12	40	D
25	NF	2	12	8	8	8	38	D
26	NN	2	6	12	8	8	36	D
27	ORF	2	18	16	8	15	59	C
28	PRR	2	18	16	8	12	56	C
29	RGTP	2	12	12	6	8	40	D
30	RS	2	12	8	6	12	40	D
31	RN	2	6	8	6	8	30	D
32	RR	2	6	8	6	12	34	D
33	S	2	12	8	8	12	42	D
34	SSY	2	12	12	6	8	40	D
35	TL	2	6	12	6	12	38	D
36	YD	2	12	8	8	12	42	D
	Total						1505	

Determine mean of pre-test experimental class by formula

$$M_{1=\frac{\sum X_1}{N_1}}$$

M1   : Mean of pre-test

$\sum$: Total Score

N1   : Number of sample

$$M_{1=\frac{\sum X_1}{N_1}}$$

$$M_1 = \frac{1505}{36}$$

$$M_1 = 41.80$$

The table above shows us about the students' pre-test score of experimental class based on criteria in speaking skill. The data shows that the lowest score of pre-test is 24 and the highest score is 69 and the average score of pre-test is 41.80.

2. The Students Pre-Test Score Control Class

The students' pre-test score of control class could be shown on table 3 as follows:

Table 4.2

Students' Score of Pre-Test of control Class

NO	NAME	Aspect					Amount	Category
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1	AS	2	12	8	8	12	42	D
2	APD	2	6	12	6	12	38	D
3	AA	2	6	12	8	8	36	D
4	ANM	2	18	20	8	15	63	B
5	BS	2	6	12	8	8	36	D
6	F	3	18	20	10	15	66	B
7	GAN	2	12	8	8	12	42	D
8	IA	2	6	12	6	12	38	D
9	IDP	2	18	16	8	19	63	C
10	IH	2	6	8	6	12	34	D
11	JSN	2	6	12	8	8	36	D
12	J	2	18	20	10	15	65	C

13	KI	2	6	20	8	8	44	C
14	KMH	2	6	12	6	12	38	D
15	K	2	12	16	4	8	42	D
16	LC	2	12	8	8	8	38	D
17	MF	2	12	8	8	8	38	D
18	MH	2	6	16	6	12	42	D
19	M	2	12	8	4	8	34	D
20	MFR	2	6	8	4	8	28	D
21	NLY	2	12	8	6	12	40	D
22	NS	3	18	20	10	19	70	B
23	PKL	2	6	8	6	12	34	D
24	PMN	2	12	8	8	12	42	D
25	PWST	2	12	12	6	8	40	D
26	RAS	2	18	16	8	19	63	C
27	RDR	2	12	12	6	8	40	D
28	RRD	2	6	12	8	8	36	D
29	RA	2	6	12	8	8	36	D
30	RM	2	6	8	8	8	32	D
31	S	2	12	8	8	12	42	D
32	SA	2	12	12	6	15	47	C
33	TA	2	12	8	8	12	42	D
34	WP	2	12	12	6	8	40	D
35	WN	2	12	8	8	12	42	D
36	YWP	2	6	16	6	12	42	D
	Total						1551	

Determine mean of pre-test control class by formula

$$M_{1=\frac{\sum X_1}{N_1}}$$

M1   : mean of pre-test

$\sum$: Total Score

N1   : Number of sample

$$M_{1=}\frac{\sum X_1}{N_1}$$

$$M_I = \frac{1551}{36}$$

$$M_I = 43.08$$

The table above shows us about the students' pre-test score of control class based on criteria in speaking skill. The data shows that the lowest score of pre-test is 28 and the highest score is 70 and the average score of pre-test is 43.08.

Graphic 4.1
Pre Test Score in Experiment and Control Class
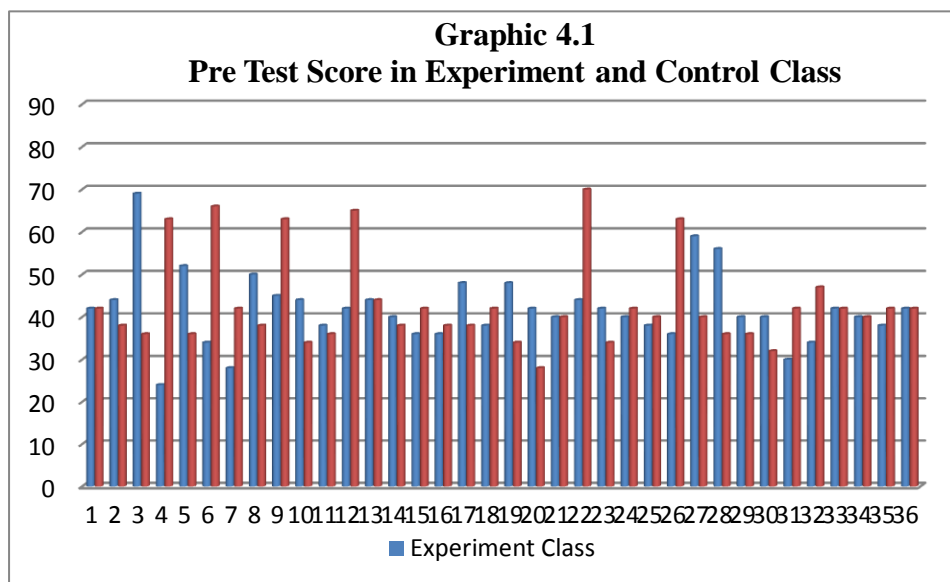
3. **The students post-test score experimental class**

The students' post-test score of experimental class could be shown on table 1 as follows:

Table 4.3

Students' Score of Post-Test of Experimental Class

NO	NAME	Aspect					Amount	Category
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1	AS	3	12	19	12	15	61	C
2	AI	2	24	12	10	15	63	B
3	ANF	2	24	19	12	15	72	B
4	AF	2	12	8	10	12	44	C
5	AS	3	18	19	12	15	67	B
6	AKW	2	12	16	10	15	55	C
7	B	2	6	8	10	12	45	C
8	DAFA	2	24	16	10	19	71	B
9	DMI	2	24	16	8	18	68	B
10	EM	2	12	16	10	19	59	C
11	EI	2	24	16	10	15	67	B
12	FR	2	12	8	8	12	61	C
13	F	2	12	12	10	12	48	C
14	HSN	2	24	16	10	15	67	B
15	IS	2	12	12	10	15	51	C
16	K	3	12	12	10	15	52	C
17	LD	3	30	16	10	19	82	B
18	MRA	2	12	12	10	12	48	C
19	MR	2	24	12	10	15	63	B
20	MM	2	24	12	10	19	67	B
21	M	2	18	16	8	15	59	C
22	M	3	18	20	10	19	70	B
23	MSA	2	18	20	10	19	69	B
24	MR	3	12	20	10	19	64	B
25	NF	2	12	8	8	8	59	C

26	NN	2	12	16	10	15	55	C
27	ORF	3	24	20	10	19	76	B
28	PRR	2	18	20	10	19	69	B
29	RGTP	2	12	20	10	19	63	B
30	RS	2	12	12	10	15	51	C
31	RN	2	12	16	10	12	52	C
32	RR	2	12	16	10	19	59	C
33	S	3	30	20	10	19	82	B
34	SSY	2	12	16	10	19	59	C
35	TL	2	12	20	10	15	59	C
36	YD	3	24	20	10	19	76	B
	Total						2233	

Determine mean of pre-test experimental class by formula

$$M_2 = \frac{\sum X_2}{2}$$

M2   : Mean of post test

$\sum$: Total Score

N2   : Number of sample

$$M_2 = \frac{\sum X_2}{N_2}$$

$$M_2 = \frac{2233}{36}$$

$$M_2 = 62.02$$

The table above shows us about the students' post-test score of experimental class based on criteria in speaking skill. The data shows that the lowest score of post-test is 45 and the highest score is 82 and the average score of post -test is 62.02.

4. The Students Post-Test Score Control Class

The students' post-test score of control class could be shown on table 4 as follows:

Table 4.4

Students' Score of Post-Test of Control Class

NO	NAME	Aspect					Amount	Category
		Accent	Grammar	Vocabulary	Fluency	Comprehension		
1	AS	2	12	16	8	12	50	C
2	APD	2	6	20	6	12	46	C
3	AA	2	6	12	8	12	40	D
4	ANM	2	18	20	10	15	65	B
5	BS	2	6	16	8	8	40	C
6	F	3	18	20	10	19	70	B
7	GAN	2	12	12	10	15	51	C
8	IA	2	6	16	6	15	45	C
9	IDP	2	18	20	10	19	69	B
10	IH	2	6	8	10	12	38	D
11	JSN	2	6	12	8	12	40	D
12	J	2	24	20	10	15	71	B
13	KI	2	12	20	8	8	50	C
14	KMH	2	12	12	8	12	46	C
15	K	2	12	16	8	12	50	C

16	LC	2	12	16	10	12	52	C
17	MF	2	12	8	8	8	50	C
18	MH	2	12	16	10	15	55	C
19	M	2	12	16	10	15	55	C
20	MFR	2	12	8	8	8	38	D
21	NLY	2	12	8	6	12	48	C
22	NS	3	24	16	10	19	72	B
23	PKL	2	12	12	6	12	44	C
24	PMN	2	12	12	8	12	46	C
25	PWST	2	12	12	6	15	47	C
26	RAS	2	24	16	10	19	71	B
27	RDR	2	12	12	8	15	49	C
28	RRD	2	12	12	10	8	44	C
29	RA	2	6	12	10	8	38	C
30	RM	2	12	12	8	8	42	C
31	S	2	24	8	8	15	57	C
32	SA	2	12	12	8	15	49	C
33	TA	2	12	8	10	12	44	C
34	WP	2	12	12	10	8	44	C
35	WN	2	12	12	8	12	46	C
36	YWP	2	6	16	6	15	45	C
	Total						1807	

Determine mean of post-test control class by formula

$$M_{2=}\frac{\sum X_2}{2}$$

M2   : Mean of post test

$\sum$: Total Score

N2   : Number of sample

$$M_{2=\dfrac{\sum X_2}{N_2}}$$

$$M_{2=}\dfrac{1807}{36}$$

$$M_2 = 50.19$$

The table above shows us about the students' post-test score of control class based on criteria in speaking skill. The data shows that the lowest score of post-test is 38 and the highest score is 72 and the average score of post -test is 50.19.

Graphic 4.2
Post Test Score in Experiment and Control Class
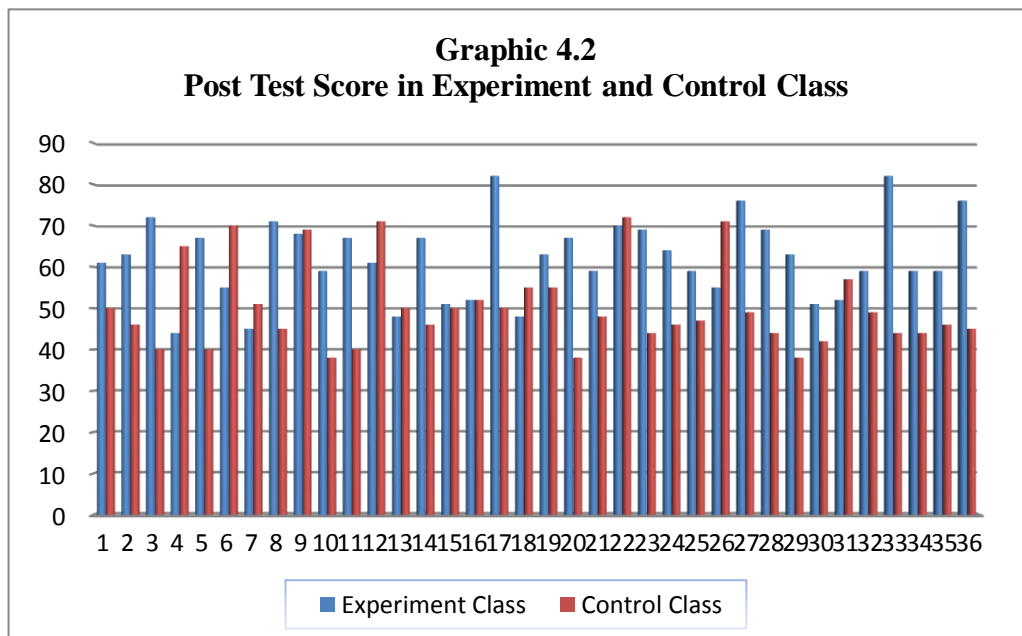
B. **Analysis of the Data**

              After getting the data from pre test and post test score of two classes then the writer analyzed it by using t-test formula with the degree of significant 5% and 1%, the writer use step as follows:

Table 4.5

The Score of Distribution Frequency

NO	SCORE		X_1	X_2	X_1^2	X_2^2
	X1	X2	(X1-M_1)	(X2-M_2)		
1	61	50	0.83	-0.19	0.68	0.03
2	63	46	1.17	-4.19	1.36	17.55
3	72	40	10.17	-10.19	103.42	103.83
4	44	65	-17.83	14.81	317.90	219.33
5	67	40	5.17	-10.19	26.72	103.83
6	55	70	-6.83	19.81	46.64	392.43
7	38	51	-23.83	0.81	567.86	0.65
8	71	45	9.17	-5.89	84.08	34.69
9	68	69	6.17	18.81	38.06	353.81
10	59	38	-2.83	-12.19	8.00	148.59
11	67	40	5.17	-10.19	26.72	103.83
12	61	71	0.83	20.81	0.68	433.05
13	48	50	-13.83	-0.19	191.26	0.03
14	67	46	5.17	-4.19	26.72	17.55
15	51	50	-10.83	-0.19	117.28	0.03
16	52	52	-9.83	1.81	96.62	3.27
17	82	50	20.17	-0.19	406.82	0.03
18	48	55	-13.83	4.81	191.26	23.13
19	63	55	1.17	4.81	1.36	23.13
20	67	38	5.17	-12.19	26.72	148.59

21	59	48	-2.83	-2.19	8.00	4.79
22	70	72	8.17	21.81	66.74	475.67
23	69	44	7.17	-6.19	51.40	38.31
24	64	46	2.17	-4.19	4.70	17.55
25	59	47	-2.83	-3.19	8.00	10.17
26	55	71	-6.83	20.81	46.64	433.05
27	76	49	14.17	-1.19	200.78	1.41
28	69	44	7.17	-6.19	51.40	38.31
29	63	38	1.17	-2.83	1.36	8
30	51	42	-10.83	-8.19	117.28	67.07
31	52	57	-9.83	6.81	96.62	46.37
32	59	49	-2.83	-1.19	8	1.41
33	82	44	20.17	-6.19	406.82	38.31
34	59	44	-2.83	-6.19	8	38.31
35	59	46	-2.83	5.17	8	26.72
36	76	45	14.17	-5.19	200.78	26.93
$\sum$	2226	1807			3565	3399.98

Note:

X1		= Score Post-Test (Experimental Class)
X2		= Score Post-Test (Control Class)
X_1		= X1-M_1 (Mean X1)
X_2		= X2-M_2 (Mean X2)
$X_1{}^2$		= The squared value of X_1
$X_2{}^2$		= The squared value of X_2

Graphic 4.3
Chart The Score of Distribution Frequency
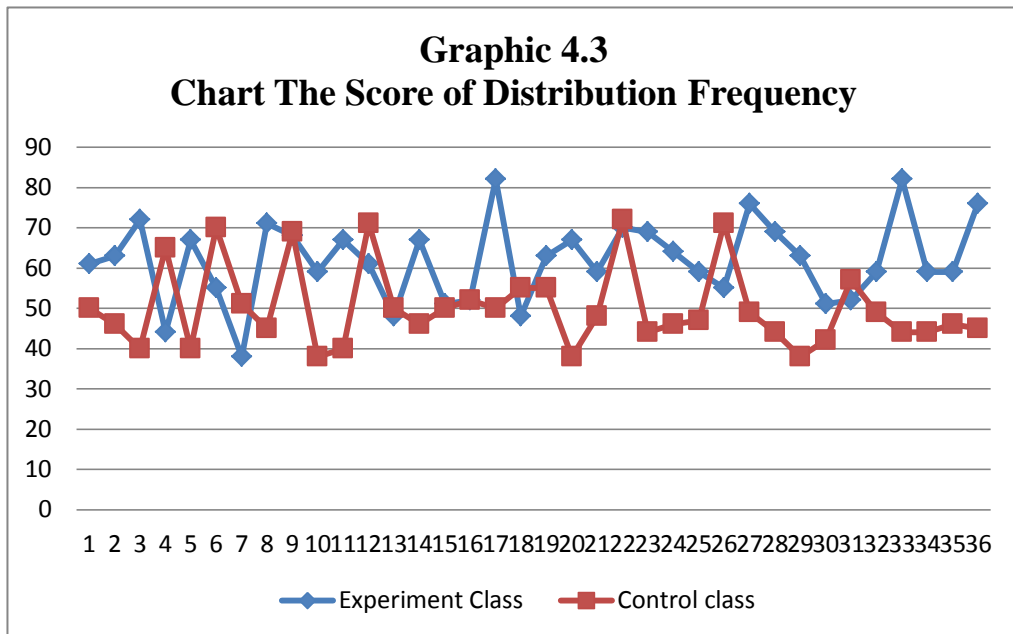
Based on the graphic above the experimental class= 2233 that higher than control class= 1807had different value. The experimental class was higher than the control class.

From the table above, the writer got the data $\sum X1=2233$, $\sum X2=1807$, $\sum X_1{}^2= 3565$, and $\sum X_2{}^2= 3399.98$, whereas $N_1=36$ and $N_2=36$.

After getting the data from pre-test and post-test, the writer analyzed it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow:

1. Determine mean of variable X1and X2

   Variable X1   Variable X2

   $$M_1 = \frac{\sum X1}{N1}$$ $$M_2 = \frac{\sum X2}{N2}$$

$$M_{1=\frac{2233}{36}} \qquad\qquad M_{2=\frac{1807}{36}}$$

$$= 62.02 \qquad\qquad\qquad =50.19$$

2. Determine t-test

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 . N_2}\right)}}$$

$$t = \frac{62.02 - 50.19}{\sqrt{\left(\frac{3565 + 3399.98}{36 + 36 - 2}\right)\left(\frac{36 + 36}{36.36}\right)}}$$

$$= \frac{11.83}{\sqrt{\left(\frac{6964.98}{70}\right)\left(\frac{72}{1296}\right)}}$$

$$= \frac{11.83}{\sqrt{(99.49).(0.05)}}$$

$$= \frac{11.83}{\sqrt{4.97}}$$

$$= \frac{11.83}{2.22}$$

$$= 5.32$$

Note :

M_1 = The average score of experimental class (Mean X1)

M_2 = The average score of control class (Mean X2)

$\sum X_1{}^2$ =Sum of the squared deviation score of experimental class

$\sum X_2{}^2$ = Sum of the squared deviation score of control class

N_1 = The number of student of experimental class

N_2 = The number of student of control class

2 = Constant number

3. Degree of Freedom

$$df = (N1+N2)-2$$
$$= (36+36)-2$$
$$= 70$$

There is no degree of freedom for 70, so the writer uses the closer df from 70. In degree of significance 5% from 70 t_t = 1.66 and in degree of significance 1% from 70 t_t = 2.38.

C. **Hypothesis Testing (t-test)**

Data obtained from both pre test and post test are analysed and calculated using t-test formula. The data obtained from the experiment class and control class is calculated with the assumption as follow:

If $t_{observation} > t_{table}$: The alternative hypothesis is accepted. It means there is a significant effectiveness of using dialogue activity to improve students speaking skill.

If $t_{observation} < t_{table}$: The alternative hypothesis is rejected. It means there is no significant effectiveness of using dialogue activity to improve students speaking skill.

Based on the result statistic calculation, it is obtained that the score of t_o is $= 5.32 > t_t = 1.66$ in degree of significance 5%. The score of $t_o = 5.32 > t_t = 2.38$ in degree of significance 1%.

D. **Interpretation of Data**

After analyzing pre test and post test from two group, experiment and control class. The writer get the data of pre test and post test score. In the experiment class, the highest in pre-test score was 69 and the lowest is 24. The highest post-test is 82 and The lowest score is 44. The mean of pre test score obtained by students in the class is 41.80 and the mean post test is 62.02. the mean of pre test and post test score has improvement it seen $62.02 > 41.80$.

In the control class, the highest score of pre test is 70 and the lowest score is 28. The highest score of post test is 72 and the lowest is 38. The mean of pre test score obtained by students in the class is 43.08 and the mean post test is 50.19. this can also realized improvement but lower than experimental class, it seen from the mean that is 62.02 on experimental class and 50.19 on control class. It means experimental class gets significant improvement be higher than control class that is $62.02 > 50.19$.

Before decided the result of hypothesis, the writer proposed interpretation towards with procedure as follow:

If $t_{observation} > t_{table}$:   The alternative hypothesis is accepted. It means there is a significant effectiveness of using dialogue activity to improve students speaking skill.

If $t_{observation} < t_{table}$:   The alternative hypothesis is rejected. It means there is no significant effectiveness of using dialogue activity to improve students speaking skill.

According to the data, the value of $t_{observation}$ is bigger than tt_{able}. $t_{observation} = 5.32 > t_{table} = 1.66$ (5%) or $t_{observation} = 5.32 > t_{table} = 2.38$ (1%), so H_o is rejected and H_a is accepted.

From the result above, the writer give conclusion that it means there is a significant effectiveness of dialogue activities to improve students speaking skill. It can be seen that the student got better score by dialogue activities .This could be seen after comparing the score of pre-test (before the implementation dialogue activities) and post-test (after implementation dialogue activities).

Based on the result of pre-test and post-test, it could be concluded: by using dialogue activities was effective to improve students' speaking skill at the tenth grade of SMAN 6 Kota Serang. It can be seen from the result of analysis by using t test formula.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusions

Based on the writer research about the effectiveness of using dialogue to improve students speaking skill, the writer can conclude

1. The achievement of students' speaking skill of experimental and control group before treatment, it can be seen from the mean of pre-test of experimental class (41.80), the lowest score of pre-test is 24 and the highest score is 69 and the mean of control group (43.08) the lowest score of pre-test is 28 and the highest score is 70, before the treatment.

2. The achievement of students' speaking skill of experimental group after give treatment to improve speaking skill with used dialogue activity the result was better than experimental group before treatment. It can be seen from the mean of post-test in the experimental class (62.02) is higher while pre-test in experimental class (41.80). The higher score from experiment class is 82 and the lower score is 38.

3. The case in both groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control group is not as much as on the experimental group. It is convinced by the statistical result of the hypothesis test. The test by means of t-test formula shown that t_o= 5.32 > t_{table}= 1.67 at 5% in degree of significance with df = 36+36-2 = 70, and t_o= 5.32 >t_{table}= 2.39 at 1%. From the result of calculation t-test = 5.32 If compared

between t_o and t_{table}, $t_o > t_{table}$. It means H_o is rejected and H_a is accepted. There is a significance difference of average score from pre-test and post-test of experiment class. So, it could be concluded that dialogue activities to facilitate students' understanding on speak English in experimental group.

B. Suggestion

After doing the research and collecting data, the writer gives suggestion for increasing students speaking skill

a. For the Teachers:

1. The English teacher should learn more how to enhance their abilities in teaching English and to establish a good atmosphere in the class, so that the students fell happy and enthusiastic in learning English.

2. Through this research, it is hoped that the teacher will use dialogue in in teaching speaking, because it is proven that teaching speaking by using this technique can improve students' speaking skill.

3. In the speaking class students' need more practices to speak up so that the teacher should be able to create speaking activities which can make the students' get more chances to speak up. It is better for the teacher to use dialogue in various ways or activities such as role play, group discussion or interview in order to make students enjoy the lesson.

b. **For Students**

1. The students are expected to be more active in teaching learning process. They should pay attention more to their teacher while explaining the material; so that they can do the exercises better. Through the students' participation in the class, the teaching learning process will run well and the students' can fulfill the instructional goal which has been expected before in the end of the lesson.

2. The students are suggested to master not only the vocabularies and grammar, but also confidence to speak to improve their speaking ability.

c. **For School**

1. The researcher suggested that the teacher should add the teaching aids that support the improvement of students and teachers in teaching learning process.

2. The researcher suggested the existence to technology media which becomes the sophisticated facilitator for students to learning a language.