

## THE INFLUENCE OF THE ABILITY IN MASTERING DIALOGUE ON STUDENTS SPEAKING COMPREHENSION AT SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR

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### ABSTRACT

*The aim of this research was to find out the influence of the ability in mastering dialogue on students speaking comprehension at SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR in the academic year of 2021/2022. This research was classified as a true-experimental study. It involved 24 students from two groups, as the experimental group (12 students) and as the control group (12 students). The experimental group was students taught using picture sets dialogue where as the control group was students taught using lecture technique. The data were obtained by using pre-test and post-test. The data of the pre-test and post-test of both groups were analyzed by using descriptive and inferential statistic. (SPSS 22.0). The result of the research shows that the testing hypothesis of post-test score, it is found that  $t_{count}(9,326) > t_{table}(8,233)$  at the significance level  $\alpha = 0.05$  and degrees of freedom ( $df$ ) = 11.  $H_0$  is rejected and  $H_a$  is accepted. So, it means that the influence of the ability in mastering dialogue significantly on students speaking comprehension at SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR academic year of 2021/2022.*

*Keywords : Picture Sets Dialogue, Speaking Ability.*

### INTRODUCTION

#### The Background of Research

Nowadays, most of people in the world use English to communicate in order to maintain and fulfill the need of communication with others. As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. English is very important. By learning English, the students are expected to absorb and keep up with the development of science, technology and art. The purpose of teaching English is to make the young generation competent in English even though passive or active English, whether to speak fluently or just to understand what people say or to write their opinion to express their idea. That's why, English has been taught widely at formal school starting from elementary school up to University.

There are four skills in learning English. They are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing are considered to be productive skills. The four skills are important. However, from all of the four skills speaking seems intuitively the most important.

According to Bygate in (Budiman, 2018) states that "Speaking means a creative process involving active interaction between speakers and listeners that involves routines and negotiation skills." On the other hand, involvement between speakers and listeners based on oral and written communication can make active interactions in the process of speaking communication.

How can the teacher involve all the students in the use of language? (Murcia, 1979) says that a possible solution to this dilemma is increasing the opportunity for students' participation by cutting back on the amount of teacher talk in the lesson. In this case, teachers do not talk too much, but give the students opportunity to talk in the class. As (Finochiaro, 1973) says that dialogue is especially suited well for practice to use language in communication situation. Based on the background of study above, the researcher interested in conducting a study related to the teaching speaking under the title "The Influence of The Ability in Mastering Dialogue on Students Speaking Comprehension at SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR".

#### The Problem of Research

There was a research question that prepared by the writer based on the background above: "What is the influence of dialogue mastery ability on students speaking comprehension at SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR".

### **The Objective of Research**

The purpose of this research is to find the influence of the ability in mastering dialogue on students speaking comprehension at SMP SWASTA CINTA RAKYAT 3 PEMATANGSINATAR.

## **LITERATURE REVIEW**

### **The Concept of Speaking**

People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it means that the speaker get the meaning across. According to (Leong & Ahmadi, 2017) said that "Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning.

Based on the explanation above, it was considered as the basic skill than other. Functional describe that speaking skill is the most difficult skill than others for the students, therefore speaking fluently and confidently in variety of situation is a central human need and an important goal of education.

### **The Type of Speaking**

According to (Brown & Abeywickrama, 2019) propose five types of speaking as explained in the following.:

#### a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence. The example of these kinds of tasks is repetition.

#### b. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level. This category of speaking assessment tasks related to the linguistic difficulties either phonological or grammatical aspect of language.

#### c. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and a small talk, simple request and comments and the like. This kinds of tasks include interaction and test comprehension but at somewhat length of utterance. Question and answer, giving instruction and directions and paraphrasing are categorized as responsive speaking tasks.

#### d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

#### e. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and " formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **Speaking Ability**

According to Hornby in (Maulana, 2019) , states that "speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words;

making a speech. Those description may conclude that ability is capability of human which identical with ability. Speaking is an articulation of sound to express thought.

Based on explanation above, it can be concluded that ability is capability human which is identical with ability. Speaking ability is ability to speak a foreign language has to know the rules of that language.

### **Teaching Speaking**

According to Harmer in (Dewi, 2015) states that “ if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech”. It means that the habit of speaking every day can measure the level of speaking ability. In this case, the vocabularies needed to help improve speaking skills, then fluency and grammar become one of the main keys.

Then Harmer in (Wahyuni, 2016) identifies three reasons to give student speaking task, they are:

#### 1. Rehearsal

Rehearsal is a way for students to get the feel of communicating in the foreign language like as real .Rehearsal are getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom.

#### 2. Feedback

Feedback speaking task where students are trying to use all and any are trying to use all and any language they know provides feedback for both teacher and students.

#### 3. Engagement

Engagement good speaking activities can and should be highly motivating. It can be done if the students are participating fully and if the teacher has set up the activity properly . Then it can give understanding and useful feedback, they will great satisfaction from it.

### **The Concept of Dialogue**

Communication is two way process: what A says help to shape B's replay, which in turn influences A's answer and so on. But A, however accurately he may think he can predict what B will say, never knows for sure what exactly will be said. Often big jumps are made which could in no way have been predicted. It is this spontaneity; and unpredictability of oral/aural communication. Traditionally, dialouge practice was provided in such a way that students A and B were fully aware of what each would say before the dialouge began (Matthews & Read,1989).

Dialogue present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them (Wood, 1981).

From the description above, it can be said that dialogue is conversation between two or more people to share ideas or points of view which contains many features of language, and intent of learning from each other.

### **The Criteria of Good Dialogue**

In teaching the target language dialogue plays an important role. Almost any language class begins with dialouge. The follow considerations are necessary to construct a good dialogue (Setiady, 2007)

- a. The dialogue should be short.
- b. The dialogue should have not more than three roles
- c. The dialogue should contain repetition of new grammar.
- d. The context should be interesting for the language learners.
- e. Previous vocabulary and grammar should be included in the dialogue.

### **Dialogue in Language Learning**

Learning to use a language freely is a lengthy and errorful process. When selecting learning activities, the reseacher must always remember that the goal is to make students to able to interact freely with others to understand what others wish to communicate in the broadest sense, and to be able to canvey to others what they themselves wish to share. To do this effectively, however, the students must uderstand how the English language works can be able to make the interrelated changes for which the system of the language provides mechanism. Linguistic aspect of spoken language with which students need to be familiar in their communication and various types of bridging activities are by using many kinds of dialogues (Rivers & Temperley, 1978).

(Rivers & Temperley, 1978) add the there are five ways of presenting and learning from the dialogue as follows:

- a. Some setting of scene to arouse students interest in the content of the dialogue and facilitate comprehension of the language used. For example: acting out of the conversation, with appropriate props, or else through mime; discussion of the content of the dialogue with the help of picture, slides, flash card, maps and planes.
- b. Some technique for focusing student attention on the meaning of the interchange. For example; students may be asked to listen to the whole language on tape several times as a listening comprehension exercise, with opportunity between each hearing for group piecing together of the meaning.
- c. Some familiarization of students with the actually utterances in the dialogue through an activity which makes cognitive demand on them for example; as students in the initial stage repeat the lines of the dialogue to develop fluency in their production, they takes roles, group speaking to group or class to teacher, until they can handle the material with the reasonable efficiency.
- d. Some formal manipulation of the materil in the dialogue, exploiting the useful expression in conversation facilitation dialogue for example; directed dialogue or guided conversation; group recombination for similar but lightly different situation; chain dialogues. For grammar demonstration dialogue:analysis of rules demonstrated in the material, leading into intensive practice through the various kinds of oral exercises. For conversation facilitation dialogue may be used of personal question to students who either answer for themselves ot pretend through their answer to be someone else; the teacher, or a students, establishes a situation by a reamark and another student responds with a suitable expletive or rejoinder:
 

A: I can't eat with you. I don't have any money  
B: too bad! (or that's shame!)

For a given expletive, the students creates an utuereances:
- e. Some ways in which the dialogue material can be used in the creation of new utterances and new dialogue expressing the students' own hims, feelings, and imaginations. For example:the creation of the similiar situation in another setting (a householder trying to get rid of a door to door salesman becomes a television viewer trying to cut of a telephone advertiser): group preparation,using a series of pictures of a different setting and a climactoc utterance.

The topic of the situation above give function to alert students to the possibilities of learner centered classes in which curriculum is drawn directly from students own lives. It emphasizes the importance of teachers both structuring classes in which students' experience can be heard and actively listening to and engaging in dialogue with their students.

### **The Kind of Dialogue**

Dialogues usually incorporate one of more structure of function which the learners need to practice, together with any relevant vocabulary. They can also usefully include many features of spoken language, for instance, short from answer, question tags and hesitation markers.

According to (Byrne, 1997) there are some kinds of dialogue:

- a. Mini dialogues
 

Mini dialogues preceded by a motivation and discussion of the function and situation people, roles settings topic and the informality or formality of the language which the function and situation demand.
- b. Pictures sets
 

Pictures sets encourage the students to reproduce new version of dialogue with the help with the pictures in the set after the modeled dialogue given.
- c. Cue words
 

Students are given cards with a number of cue words on them, around which a dialogue can be modeled.
- d. Single object pictures cards
 

This is very simple but effective way of providing a visual stimulusfor dialogue work. A minimum of 6-8 cards will be needed. You can use either large class, which can be displayed on the board at the front the class.
- e. Mapped dialogue
 

The students are given a chard which function they must use when they are interacting. Besides, they are other various types of dialogue as follows:

  - a. Standard printed dialogues

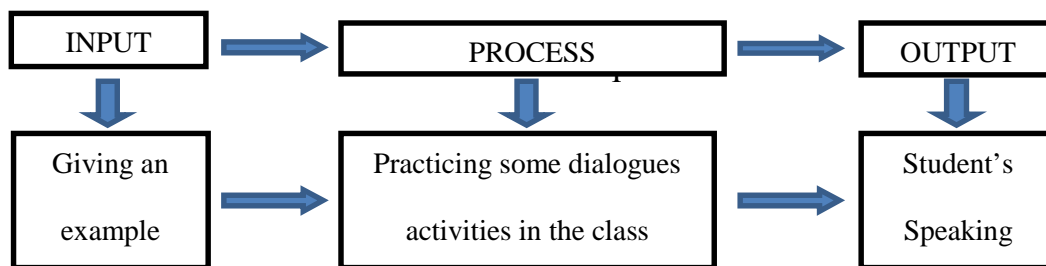
Printed dialogue usually consist of several short exchanges between two people.

- b. Open dialogue  
In open dialogue, the teachers provides only one half of the dialogue studentds invent the other half. This often leads to practice in responding to conventional cues but not to initiating conversation.  
This requires them to identify more strongly with a social interaction (Wood, 1981).
- c. Cue card dialogues  
Insted of using a standard a printed a dialogue or open dialogues, the teacher can give students more linguistic input by using cue cards taht give instruction for performing a sequence on a partner’s card.
- d. Discourse dialogue  
Like cue cards discourse chain described are another dialogue format providing students greater responsibility for determining how they will use language to perform various function. Discourse chains are usually presented the to students in a diagram, with the exchange between speaker listed in the order they naturlly occur.
- e. Information gaps  
Information gaps presented with dialogue prompts on cue work well particularly for students of higher proficiency levels. In information gap activities an individual students or one group of students has access to some information that is withheld from another students or group of students. The second students group must acquire this information in order to complete to task successfully. Information gaps are stimulating because they contain problem solving.
- f. Students generated dialogues  
Students generated dialogues work well with beginners and low intermediate students. They are scripted and thus di not involve the unpredictability of real communication, but the students rather than the allows you to asses a variety of language skills.

**Conceptual Framework**

For more obvious about the research topic, conceptual framework of the research is exemplified as follows

**Table 1The Conceptual Framework**



**THE RESEARCH OF METHOD**

**The Design of Research**

Finally Canbell & Stanley in (Arikunto, 2010) experimental research has some types, they are Pre - experimental design and True - experimental. In this research, the researcher uses true - experimental design. It is a good design because it has two group of learning. One group as experimental group and one group as control group. So the researcher managed two groups, the first class is called as experimental group and the second class is called as control group with the equal samples as the sample of the research. The use of this design in this study is because the researcher wants to langauge the influence in mastering dialogue toward students’ speaking ability. According to (Sugiyono, 2013) the design could be described as follow:

Group	Pre-test	Treatment	Post-test
E	O1	X1	O2
K	O3	X2	O4



**The Population of Research**

The population in this research is the eighth grade students at SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR. The grade VIII of SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR has 4 classes which consists of 120 students.

**Population of Research**

Class	Population
VIII <sup>1</sup>	30
VIII <sup>2</sup>	30
VIII <sup>3</sup>	30
VIII <sup>4</sup>	30
Total	120

**The Sample of Research**

According to (Arikunto, 2010) says that “if the population is more than 100, it’s possible to 10% - 15 % or 20 % - 25 % or more as sample and when the population is less than 100, all population should be taken as sample”. This researcher is design into true experimental design with two groups of experimental group and control group. The researcher used simple random sampling with make lottery to take the sample. The lottery is conducted by giving 10 rolling-pieces of paper where there are two papers has letter 1 and 2 and other paper is blank. The letter 1 is Experimental class and letter 2 is Control class.

Each chairman fetches one rolling - pieces of paper. Chairman who gets rolling piece of paper contained letter 1 will be called as experimental group while chairman who gets letter 2 will be called as control group. There are two groups used in this research: experimental group which has 12 students and control group which has 12 students too, so that the total sample of this research is 24 students and it is 20% of 120 students.

**Technique of Collecting The Data**

**Pre-Test**

The pre-test conducted in the first meeting in order to measure students’ speaking before treatment.

**Post-Test**

The post-test conducted in the last meeting in order to measure students’ speaking ability after get the treatment in several times.

The scoring rubric for speaking (Arikunto, 2010)

No	Aspect of assessment	Score	Description
1.	Pronunciation	17-20	Have few traces of foreign accent.
		13-16	Always intelligible, though one is conscious of definite accent.
		9-12	Pronunciation problems. Necessitate concentrated listening and occasionally lead to Misunderstanding.
		5-8 T	Very hard to understand because of pronunciation problems must frequently be repeated.
		1-4	Pronunciation problems to serve as to make speech virtually unintelligible.
2.	Grammar	17-20	Makes few ( if any ) noticeable errors of grammar of word order.
		13-16	Occasionally makes grammatical and word order errors which do not, however, obscure meaning.
		9-12	Makes frequent errors of grammar and word order which occasionally obscure meaning grammar and word order errors make. Comprehension difficult. Must often rephrase sentence and/or restrict him/her self to basic patterns.
		5-8	Errors in grammar and word order so sever as to

		1-4	make speech virtually unintelligible
3.	Vocabulary	17-20 13-16 9-12 5-8 1-4	Use of vocabulary and idioms is virtually that of native speaker. Sometimes uses inappropriate terms and/or rephrase ideas because of lexical inadequancies. Frequently uses the wrong words. Conversations somewhat limited because of inadequate vocabulary. Misuse of words and very limited vocabulary make comprehension quite difficult. Speed is so halting and fragmentary as to make conversation virtually impossible
4.	Fluency	17-20 13-16 9-12 5-8 1-4	Speech as fluent and effortless as that of a native speaker Speed of speech seems to be slightly affected by language problems. Speed and fluency are rather strongly affected by language problems. Usually has instant. Often forced into silent by language limitations. Speed is also halting and fragmentary as to make conversation virtually impossible.
5.	Comprehension	17-20 13-16 9-12 5-8 1-4	Appears to understand everything without difficulty. Understand everything at normal speed, although occasional repetition may be necessary. Understands most of what is said at slower than normal speed with repetitions. Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequently repetitions. Cannot be said to understand even simple conversation English.

**The Technique of Analyzing Data**

Technique of analyzing data in this research uses mean formula to know the average of students’ score and to check students’ improvement in speaking. In scoring the pre-test and the post-test, the researcher adopted oral proficiency scoring categories developed by Brown in (Arikunto, 2010) it is stated that there are five important items need to be scored such as grammar, vocabulary, comprehension, fluency, and pronunciation. After knowing the score of the students will give the level achievement to the students. The researcher calculating the frequency and normality of the test by using SPSS version 22.0

The steps that we must do in program SPSS 22.0 are:

1. Frequency  
In this table we can see how much the students can reach the KKM
2. Statistic table  
In this table we can see a lot of data. We can measure and check the students ability in speaking through Role Playing. The researcher use mean formula.  
The formula is as follow:

$$\bar{x} = \frac{\sum x}{N}$$

(Arikunto, 2010)

Note:

- $\bar{x}$  = The average of students score  
 $\Sigma x$  = The sum of item score  
 $N$  = The number of the students

### 3. Test of Normality

Test of normality aims to determine whether the distribution of responses has a normal distribution or not. Test of normality was using Kolmogorov Smirnov Formula.

The interpretation of the test of normality can be conclude as follow ;

- If the value of asymp. Sig. (2-tailed) is greater than the rate of 5% alpha (Asymp. Sig. (2-tailed) > 0.005 it can be conclude that the data derived from populations that are normally distributed.
- If the value of Asymp. Sig. (2-tailed) is smaller than the alpha level of 5 % (Asymp.sig. (2-tailed) < 0.005) it can be concluded that the data derived from the population distributed is not normal.

### 4. Test of Homogeneity

If the significance is less than 0.05 (Sig. (2-tailed) < 0.05), the variants differ significantly (not homogeneous). If the significance is greater than 0.05 (Sig. (2-tailed) > 0.05), the variants are significantly similar (homogeneous).

### 5. Testing Hypothesis

In this research, hypothesis testing used the SPSS version 22.0 data processing program. Hypothesis testing used a comparison test before or after treatment and treatment. Based on the results of hypothesis testing, it is obtained that t count is then compared with t table at the significance level = 0.05 and degrees of freedom (df) = n1 + n2 - 2, with the following criteria:

- If  $t_{count} > t_{table}$  then  $H_0$  is rejected and  $H_a$  is accepted, meaning that there are differences in student learning outcomes using dialogue to improve speaking skills of VIII class students of SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR in the academic year 2021/2022.
- If  $t_{count} < t_{table}$ , then  $H_a$  is rejected and  $H_0$  is accepted, meaning that there is no difference in student learning outcomes using dialogue to improve speaking skills of VIII class students of SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR in the 2021/2022 academic year.

## RESEARCH FINDING AND DISCUSSION

### Data Analysis

#### The Analysis of Pre-test

In this pre-test, the researcher use the influence of rhe ability in mastering dialogue on students speaking comprehension without strategy to the students.

Based on the table of pre-test above, it can be conclude that the score of speaking test from 12 students is low where the total of pre-test is 579. The researcher found the maximal score is 60 and the minimum score is 20. There are 4 students who get the lowest score 25, there are 2 students who get score 60.

#### The Analysis of Post-test

In this post-test, the researcher use the influence of rhe ability in mastering dialogue on students speaking comprehension with strategy to the students. Based on the table of post-test above, it can be conclude that the score of speaking test from 12 students is high where the total of post-test is 911. The researcher found the maximal score is 80 and the minimum score is 70. There are 2 students who get the lowest score 70, there are 3 students who get score 80.

#### The Standard Deviation of Pre-test and Post-test

Standard Deviation of Pre-test and Post-test data is calculated to know the data are spread out from those points. So, based on the results of the calculation of the data above, it was found that the standard deviation of the pre-test and post-test was 8,23.

#### The Research Finding and Discussion

By analyzing the data, the researcher found the population of this research is 24 students where the sample is 12 students which get from two class as the experimental class and as the control class. Then the researcher found the result of this research that total of pre-test score in control class is 579 with mean score is 48,25 and post-test control is 901 with mean score 75,08. While pre-test in experimental class is 645 with mean score 53,75 and post-test experimental 911 with mean 75,91. Then the researcher found that  $t_{count} (9,326) > t_{table} (8,233)$  at the significance level = 0,05 with



the degrees of freedom (df)= 11. Ho is rejected and Ha is accepted. It means that there are The Influence Of The Ability In Mastering Dialogue On Students Speaking Comprehension At SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR of academic year 2021/2022. It compared the pre-test and post-test between control class and experimental class is difference. The score of experimental class is higher than control class, it can be happened because the researcher give the influence dialogue in Teaching speaking describing asking direction. The use of this technique can motivating students to increase their idea and make their speaking ability better.

## CONCLUSION

Based on the data analysis, the researcher conducted as the following result: the population of this research is 120 students where the sample is 24 students which get from two class as the experimental group is 12 and as the control group is 12. Then the researcher found the result of this research that total of pre test score in control group is 579 with mean score is 48,25 and post test control group 901 with mean score 75,08. While pre test in experimental group is 645 with mean score 53,75 and post test experimental 911 with mean 75,91. Then the researcher found that  $t_{count} (9,326) > t_{table} (8,233)$  at the significance level  $\alpha = 0,05$  with the degrees of freedom (df)=11, Ho is rejected and Ha is accepted. It means that there are differences in students learning the Influence of the Dialogue in teaching speaking about describing picture sets at the students eighth grade of SMP SWASTA CINTA RAKYAT 3 PEMATANGSIANTAR of academic year 2021/2022. The score of experimental group is higher than control group, it can be happened because the researcher give the dialogue in teaching speaking. The use of this technique can motivating students to increase their idea and make their speaking ability better.

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