

## THE USE OF DIALOGUE TECHNIQUE IN SPEAKING AT SMP TAHFIDZ PAMEKASAN

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### **Abstract:**

The dialogue is good way to get students practice saying target language. It also helps the students become more active to talk each other in teaching learning process. The researcher used descriptive qualitative research. The participant of the study were the English teacher and the students of SMP Tahfidz Pamekasan that consisted of 16 students. In collecting the data, the researcher uses observation, and interview. From the result of observation and interview, this research showed the implementation of dialogue technique. The teacher implement the dialogue with presentation of brief dialogue or several mini dialogue, oral practice of each utterances in the dialogue, question and answer based on the dialogue topic and situation in the dialogue, and evaluation of learning. The response with the highest percentage is interested that is 43,75 % with the seven participants. The second place is 31,25 % of the respondents or five participants which expressed hesitation, and 25% of respondents or four students who did not interested to the dialogue technique.

Keywords: *Speaking, Technique in speaking, Dialogue.*

## **INTRODUCTION**

Speaking plays an important role in making a social interaction in teaching learning process. Thornbury (2006:1) state that speaking is interactive. It requires the ability to cooperate in the management of speaking turns. When the students are able to communicate in oral language they would be able to express their thoughts, feeling, opinions, and experiences. It is necessary for every student to have a good speaking skill. Due to its importance, it is very reasonable why

english as a foreign language is taught as subject from the elementary level to the university level. Then, for every teachers must be applied the technique that make the students easier to have a good speaking skill. The one of technique that use in speaking is about the dialogue.

Peny (2009:131) state that dialogue is one of traditional language learning technique that has gone somewhat out of fashion in recent year. The students are taught a brief dialogue which they learn by heart. The dialogue is conversation or talk; it is a progression of exchanging among participants by spoken language. Then, the dialogue is good way to get students to practice saying target language

utterances without hesitation and within a wide variety of contexts, and learning by heart increases the student's vocabulary of ready made combination of words.

Thornbury (2006:63) state that the dialogue is one of appropriation activities in speaking . The dialogue can be enacted by the teacher and a selected student. This is a useful way of demonstrating t1o the rest of the class how subsequent student pairwork is to be performed.

Although dialogue is one of traditional language learning technique, the English teacher of SMP Tahfidz Pamekasan still applied this technique in teaching learning process. It is because the teacher looks the capability of the students that cannot speak fluently. It is caused the lack of time to practice speaking in the class. The students need opportunity to express their opinion and idea orally. So that, the teacher still uses dialogue technique in speaking in order that the students can interact each other.

The previous studies which were related, the first thesis was entitled "The Use of Picture of Situation in Stimulating the Students' Conversation" was written by Sunaidah. She said that pictures can make the classroom more alive, interesting and motivate the students to learn English. Picture can be used to give students of English as foreign language opportunity to practice the language in real context or in situation in which they can use it to communicate their ideas. The second thesis was entitled "A Study on

Students' Ability in Mastering Dialogue in Learning Speaking" was written by NurulQamariyah. She thinks that there are five components in mastering dialogue process, namely fluency, pronunciation, grammar, vocabulary, and comprehension. When the students master the five components, they have good ability in mastering dialogue.

## **RESEARCH METHODOLOGY**

This study is the descriptive qualitative research. Mukhtar (2013:10) defines that descriptive qualitative research is research that is intended to collect information on the subject of study and conduct research subject in a given period. Descriptive qualitative research tries to describe the entire circumstances that exist, namely under what circumstances when the study was conducted. This study is conducted by using descriptive qualitative research, because the researcher would like to describe how the teacher use dialogue technique in speaking, and to describe how the students' responses while using dialogue technique in speaking at SMP Tahfidz Pamekasan.

This research conducted, at SMP Tahfidz Pamekasan which is located at Pamekasan. The researcher observe that school because the researcher hopes the students can face up their speaking problem and enhance their speaking skill with use the dialogue technique. The Participant of this study is seventh grade of SMP Tahfidz Pamekasan that consists of 16 students and also the English teacher.

### **Data Collection**

There are some types of instruments

used in this study such as observation, interview, and documentation. In this research, the observation used non participant observation where the observer is not directly involved in the situation to be observed. In other words, the observer is outside looking in and not intentionally interact with the object of the observation. The researcher observed the activity of the teacher and the students in the class. The researcher tried to look for information of teaching learning process of SMP Tahfidz Pamekasan.

The interview is one of the verbal communication forms that has purpose to get information. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary, Donald, et. Al. 2010:438). The researcher used structured interview for interviewing English teacher and the students of seventh grade of SMP TahfidzPamekasan.

Mukhtar (2013:101) state that the documentation is in the form of photos, pictures, map, graphic, and others note that related to the research. The term of document refers to any object, which has been shaped or manufactured by human activity. It means that a way of obtaining or collecting data by seeing the document which is related with the main problem. In this research, the researcher took documentation form of the photos when teaching learning process and also the lesson plan.

### **Data Analysis**

In analyzing the data, the data

gotten from research field is organized based on the statement of the problems, how does the teacher use dialogue technique, and the how are the students' responses while using dialogue technique in speaking. Then the researcher organize the data from observation, interview, and documentation.

In order to get the data valid, the researcher check the student activity in practicing dialogue. It is suitable or not based on the researcher's hope. By verifying the data, the researcher know the situation in the fact, and what are the students done in the class and what should the researcher do.

All the data gotten by classified, because it is make the researcher easy in presenting the data. The researcher classified the data from observation, and interview related to the statement of problem. Classifying is used to make all the data are ready to present.

After getting what the researcher need, the researcher begin to analyze the data. The researcher presented the data and describe the result of the observation that was obtained the class condition, the instructors' activity in leading the use of dialogue in speaking.

After analyzing the data gotten from observation, interview, and documentation, the researcher make conclusion as the last step of data analyze. The researcher conclude the result of the research descriptively.

### **RESULT AND DISCUSSION**

The researcher observed all the activities conducted by the teacher and the students' activities in teaching learning process concerning how the teacher taught the use of dialogue technique in speaking and the students' responses.

### **The way of Implementation**

There were procedures of implementation dialogue technique, namely (1) presentation of brief dialogue or several mini dialogue, (2) Oral practice of each utterance in the dialogue, (3) Question and answer based on the dialogue topic and situation in the dialogue, (4) Question and answer related to the students personal experiences but centered on the dialogue theme, (5) Study one of the basic communicative expressions in the dialogue of one of the structures which exemplify the function, (6) Learner discovery of generalization or rules underlying the functional expression or structure, (7) Oral recognition, interpretative activities, (8) Oral production activities proceeding from guided to freer communication activities, (9) Copying of the dialogue if they are not in the class, (10) Sampling of the written homework assignment, if given and (11) evaluation of learning.

The implementation of dialogue technique at SMP Tahfidz Pamekasan was not all of the procedures applied in teaching learning process. It was happened because the teacher looked the capability of the students and just applied the suitable one. The teacher implement the dialogue with presentation of brief dialogue or several mini dialogue, oral practice of each utterances in the dialogue, question and answer based on the dialogue topic and situation in the dialogue, and evaluation of learning. The teacher began the lesson with give the material, and giving the

example of the dialogue. The teacher asked the students to pay attention to the teacher explanation. Then, the teacher asked the students to practice the dialogue in front of the class. After that, the teacher asked to the students some questions related to the dialogue. Then, the teacher asked the students to make group that consists of two students. The teacher gave homework to make dialogue that describe something and practice seriously in the next meeting.

### **The Students' Responses of Implementation**

Based on the data, there were three responses from the students. They were interested, hesitate, not interested.

No.	Information Students	Frequency	Percentage %
1	Interested	7	43,75
2	Hesitate	5	31,25
3	Not interested	4	25
<b>Total</b>		16	100

Table1. Students' responses of implementation

Based on table 1 above, regarding students' response of the use dialogue technique in SMP Tahfidz Pamekasan shows, 43,75 % said that interested to dialogue technique, 31,25 % of the respondents which expressed hesitation, and 25% of respondents who did not interested to the dialogue technique. We can conclude that the students of SMP Tahfidz Pamekasan interest with dialogue technique.

### **Discussion**

This section presents deeply about the way of implementation dialogue technique in speaking at SMP Tahfidz Pamekasan.

#### **The way of implementation Dialogue Technique**

The first observation was done on the first meeting. In this activity, the teacher began to explain what she would do and give to the

students. The teacher started with giving the example of the dialogue. The teacher asked the students to pay attention to the teacher explanation. While the students were practice the dialogue, the teacher role was an instructor and facilitator. She monitored the students interactions and helped the students who got difficulties in their speaking. Then, the teacher asked the students to practice the dialogue in front of the class with partner until the students understand well about the dialogue.

After that, the teacher asked to the students to answer some questions related to the dialogue. Then the students answer orally based on their knowledge. When the students found a problem or mistake to answer the question, the teacher helped the students and explained together with other students.

Then, the teacher asked the students to make groups. The students began to find their group. At that time, there were eight groups that each group consist of two students. In the end of meeting, the teacher gave homework the students to make dialogue that describe something and practice seriously that dialogue without text in the next meeting. Then, the teacher closed the teaching learning process.

The second observation was done on the second meeting. The teacher checked the attendance list by calling them one by one. It was done to make sure with the students attendance and to take the students attention to the subject.

After that, the teacher

asked the students to practice the dialogue with their group that was determined before. When each group presented the dialogue, the other students pay attention to that group and can asked the question to that group. Then, as usual the teacher also asked some question related to the dialogue to the students that presented the dialogue. In the end of meeting, the teacher closed the teaching learning process.

### **The Students' Responses of Implementation**

From the result of the students' interview, there were three students' responses. Those are interested, hesitate, and not interested.

#### **Interested**

The one of responses from the students of implementation of dialogue technique in speaking was interested.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Ainur : I like this technique . I am interested to speak in English subject, because I want to be fluent to speak.*

In the interview the researcher ask to Ainur then he explained that the response of the implementation dialogue technique in learning speaking was interested. He said that he like that technique and want to be fluent to speak.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Desi : I am interested to learn English using dialogue in speaking, because I can share opinion with my friends.*

From the result of interview, she explained that the response of implementing dialogue technique was interested. She said that she can share opinion with her friends.

*Researcher : How is your response*

*when the teacher use dialogue technique in speaking?*

*Intan : I feel interested. It makes me to be braver in expressing ideas.*

From the result of interview with one of the seventh grade students of SMP TahfidzPamekasan who named is IntanWiduri said that she feel interested. She explained that dialogue technique help to be braver in expressing idea.

### **Hesitate**

In addition to the students response of the implementation dialogue technique that interested are the other students' response was hesitate as a researcher in an interview exposure seventh grade students the following

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Fauzan : I feel hesitate, because I just know little vocabulary but I must deliver the idea orally.*

From the result of interview with one of the seventh grade students of SMP Tahfidz Pamekasan who named is Ach. Fauzan, he said that he feels hesitate when the teacher use dialogue technique. It caused that he just knew a little vocabulary, but he must deliver his idea orally.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Zainuddin : I really like English, but I like written only. So, it makes me hesitate to enjoy it.*

He explained that the response of implementing dialogue technique was hesitate. He said that actually he really

like English, but in written only. So, it made him felt hesitate to enjoy teaching learning process.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Ali : I am hesitate because when teaching learning process I am shy to speak.*

The name of student was Nur Ali Raja. He said that when teaching learning process especially in speaking class felt shy to speak. He cannot expressed his idea orally. So, he becomes hesitate if the teacher uses dialogue technique.

### **Not Interested**

The other response of the seventh grade students of SMP Tahfidz Pamekasan in the implementation the dialogue technique in speaking was not interested.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Fauzi : I am not interested because I feel bored and dislike English subject*

From the result of interview with one of the seventh grade students of SMP TahfidzPamekasan who named is Ach. Fauzi, he said that he was not interested when the teacher use dialogue technique. It caused that he felt bored and dislike an English subject.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Hasan : I feel not interested. It because I dislike English.*

He explained that the response of implementing dialogue technique was not interested. He said that because basically he dislike English subject.

*Researcher : How is your response when the teacher use dialogue technique in speaking?*

*Slamet : when teaching learning process, I am not interested because the lack of vocabulary that I know.*

The name of student was Moh. Slamet Riyadi. He said that when teaching learning process especially in speaking class, not interested because the lack of vocabulary that he knew.

### **CONCLUSION**

Based on the finding and discussion of the research, it can be concluded that the way of implementation dialogue technique at SMP Tahfidz Pamekasan was not all of the procedures applied in teaching learning process. It was happened because the teacher looked the capability of the students and just applied the suitable one.

The teacher implement the dialogue with presentation of brief dialogue or several mini dialogue, oral practice of each utterances in the dialogue, question and answer based on the dialogue topic and situation in the dialogue, and evaluation of learning.

Then, there are three the students' responses of the use dialogue technique in Speaking at SMP Tahfidz Pamekasan . Those are interested, hesitate, and not interested. The response with the highest percentage is interested that is 43,75 % with the seven participants. The second place is 31,25 % of the respondents or five participants which expressed hesitation, and 25% of respondents or four students who did not interested.

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