

THE IMPLEMENTATION OF TEACHING SPEAKING USING DIALOGUE READING TO THE TENTH GRADERS

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Abstract

This study is conducted to find out the teacher's reasons for using dialogue reading in teaching speaking, to describe the implementation of dialogue reading to the tenth graders, and to describe how successful the teaching is to make them speak through non participant observation and teacher interview. This study used descriptive qualitative without any statistical calculation. The result of this study showed that the teacher used dialogue reading in class to make them easier to speak because she knew that they always interact with people in their daily life with dialogue. She wanted them to think that speak in English is not that hard as they thought. She wanted to increase her students' confidence since they came from different cities and villages in Indonesia. The implementation of dialogue reading was held in two meetings which consists of three steps: beginning activity, main activity and last activity. The implementation of teaching speaking using dialogue reading was successful enough according to the teacher to make them speak. The students were able pronounce the words well, their intonation got better and they became more confident in speaking English.

Keywords: Teacher's reasons, implementation, Dialogue-Reading, successful teaching.

Abstrak

Penelitian ini bertujuan untuk mengetahui alasan guru dalam menggunakan dialogue reading untuk mengajar berbicara, untuk mendeskripsikan penerapan dialogue reading pada siswa kelas sepuluh, dan seberapa sukses dialogue reading membuat siswa berbicara menurut guru. Penelitian ini menggunakan penelitian deskriptif kualitatif tanpa ada perhitungan statistik. Hasil penelitian ini menunjukkan bahwa guru menggunakan dialogue reading di kelas supaya membuat siswa berbicara dengan mudah karna guru mengetahui bahwa mereka selalu berinteraksi dengan orang di dalam kehidupan mereka sehari-hari menggunakan dialogue. Guru ingin membuat mereka berpendapat bahwa berbicara dalam bahasa Inggris tidak susah seperti yang mereka pikirkan. Guru pun ingin menambahkan rasa kepercayaan diri mereka karna mereka datang dari kota dan desa yang berbeda di Indonesia. Penerapan dialogue reading dilaksanakan dalam dua pertemuan yang mana terdiri dari tiga langkah: awal, inti dan akhir kegiatan. Penerapan dialogue reading sukses diterapkan, siswa dapat mengungkapkan kata dalam bahasa Inggris dengan benar, intonasi mereka menjadi lebih baik dan mereka menjadi lebih percaya diri dalam berbicara bahasa Inggris.

Kata Kunci: Alasan guru, penerapan, Dialogue-Reading, pengajaran yang sukses.

INTRODUCTION

Harmer (2007: 27) stated that English takes place as an important language of academic discourse around the world and speaking is considered to be the most important skill (Ur, 1999:120) among the four language skills. According to Content Standard (Depdiknas, 2006), the aim of teaching English is to develop students' speaking ability and the students' competence. In that way, learning speaking becomes the greatest interest for foreign language learners (Ur, 1999:120).

In relation to the teaching English in senior high school, Nunan (1991 :39) stated that speaking skill plays an important role in learning English. Someone may be

considered as knowing a foreign language, if she or he is able to speak with that language (Nunan, 1999:225). Simply, a student is considered understand English, if he or she is able to speak in English.

Speaking skill is not an easy skill. Araujo (1991) stated that students do not have the opportunities to practice the skills in authentic setting, nor do what they hear English spoken outside the classroom. This is supported by Paulston and Bruder (1976), who state that we have to give priority to the speaking skill over the other skills because learning to speak is obviously more difficult than learning to understand the spoken language. This is simply saying that students should not only listen

to the teacher but also practice their speaking in real communication.

The common situation in speaking class is not active because the teacher dominates the speaking activity in class and the students just listen to the teacher. The teacher is not innovative in presenting the material, without trying to explore students' potential in speaking. From that point, the students prefer to point others to speak.

Teachers are demanded to be more creative in the teaching learning process. Besides, good teachers are able to balance the serious study of English with more entertaining activities that they think their students become active and they are not bored during the teaching learning process.

There are several techniques for teaching speaking, such as guessing word, game, and dialogue, retelling story, debates, small group discussions and role play (Lubis, 1998:40-45). In the line to that statement, Savignon (1982:34) cited by Widyanarko (1992:2) says, "the most important for learners' progress is variety of activity in which the students can use the language in real situation which is created by the teacher and can avoid the students' boredom." The teacher should be able to encourage the students to express themselves without being afraid of making mistakes.

One way to monitor students participation easier/and to engage students interest, put shy learners at ease, and provide valuable real-world practice for language development-is to use dialogue reading.

In this study, the researcher will use Thornburry's (2007) dialogue concept was used. Dialogue practise provides a useful change of focus from teacher-led classroom interaction. Even in a large classes mixed with furniture, setting up pairwork is not an insurmountable management challenge. No studies on dialogue-reading in SMA has been conducted. Therefore, this study filled in this gap.

Research Questions

Based on the background of the study, this research caught the answers to the following questions:

1. What is the reasons for teacher's decision to teach speaking using dialogue reading?
2. How does the teacher implement dialogue reading in teaching speaking of the Tenth Graders?
3. How successful is dialogue reading to make the students speak according to the teacher?

METHODS

This study was qualitative in nature. It was also used descriptive qualitative research.

The data of the study were teachers' actions and students' learning in a lesson. The researcher observed the class activity from the beginning of the lesson until the end of the lesson. The data collected from how the teacher implemented the dialogue reading in the class and the students learn in the class.

The data were taken in a private school which located in Perak Jombang. The school an islamic school because the students are also have islamic lessons after their school time which we know as "Mondok".

The data was also gained from the teachers' oral statements by interviewing the teacher after the lesson ended, which is used for finding out the teacher's basis in using the dialogue reading technique in the class and how successful is the dialogue reading implemented.

The result of the interview would be transcript using words. It was written in descriptive manner. The result of observation field notes was analyzed descriptively based on what is happening from the beginning of the class until the end. Here, the writer herself knew the topic, the media, the technique, and the teaching learning process (teacher's and student's activities).

RESULTS AND DISCUSSION

The teacher of tenth grade in the private school implemented dialogue reading in the teaching of speaking. The teaching learning process aims to enable the students to speak the target language

According to the teacher, she chose to teach speaking using dialogue reading because it is the simplest technique and they do dialogue with their friends or people in their daily life by interact and communicate with around them. This is in line with what Chinfield (1978:13) suggested that speaking is the oldest and most universal way for human being to express their thoughts and feelings by producing utterances in oral communication with two or more people, through dialogue reading students can practice with their friends.

She reported that she wanted to make her students interested with English and think that speak in English is not as hard as they thought. She chose this technique because she wanted to teach in an enjoy environment to make them engaged with the materials from the beginning until the end of the lesson. In the line to that statement, Savignon (1982:34) cited by Widyanarko (1992:2) states, "the most important for learners' progress is variety of activity in which the students can use the language in real situation which is created by the teacher and can avoid the students' boredom." Teacher must know what she has to do to make her students engaged with what she gives for them in the teaching learning process. Teacher should choose a suitable technique to create the English environment in the class.

She also stated that using dialogue reading, she wanted to know their ability in speaking and in pronouncing words because they have different abilities and they come from different cities and villages. It would have a variety of abilities especially in speaking English.

As Rivers (1983:67) stated to develop skill in communication in foreign language, the students must have continual practice in communicating. Meanwhile, in order to be able to speak well, students should have the understanding of speaking aspects that comprise pronunciation, grammar, vocabulary, fluency and comprehension.

And the last reason is to increase self confidence of the students. When they are not familiar with words in English, they will get shy or afraid of making mistakes. Her students are come from different cities and villages in Indonesia and many of them are from little cities and villages, they have different confidence and that influences them in the thier study, they become quiet and listeners in class. It is stated by Chastain (1997:2) that speaking is a productive skill. From this statement, it can be concluded that the students cannot keep silent and listen to the teacher's explanation, but they should speak actively. In this case, teacher should give opportunities to the students in which they can practice their speaking.

The implementation of dialogue reading during teaching learning is similar with procedure in Thornburry's dialogue reading (2007). The teacher didn't apply the procedure exactly but the teaching learning process could run well. The teacher changed the dialogue application which they have to memorize the dialogue (theory procedure) to dialogue reading which they read their dialogue (practice procedure) but it was still appropriate with the aim of the technique (expressing their thought).

The beginning activity, the teacher showed two videos in order to get the students attention and make them engaged with the materials that they were going to study. It is the same with Malay and Duff's (1994) statement who provide a function or scene for students to write a dialogue about (introducing a friend, asking for directions and expressing something) is a nice step from memorizing pre-fab dialogues, but even that task is a bit predictable and bland. After she showed two videos, she began to explain the materials which they were going to study that day. After that she explained about the materials " expressing amazement", at first they get confused because they could not understand about her speaking, she spoke in English. Because of that, she mixed her speaking with English and Indonesia to make her students understand. After they got what the teacher explained, the teacher showed the expressions of amazement and some dialogues in the LCD and called their names one by one to read the expressions and then she asked them to read the dialogue in turns with her. It is in line with what Thornburry (2007) suggested that the dialogue can be enacted by the teacher and a selected student: this is a useful way of demonstrating to the rest

of the class how subsequent student-student pair work is to be performed.

She tried to analyze their pronunciation and intonation when they read the dialogue in turns with her. And she found that their pronunciation was not good enough, she asked them to repeat the the whole dialogue after her. According to Brown (2004) Speaking is also a great challenge for foreign language learners, and students must master several difficult micro skills, including the pronunciation of unfamiliar phonemes, the correct placement stress and intonation, and the appropriate use of formal and informal expressions.

After that activity, the teacher asked them to practice again the dialogue with their friends and she called by names to come in front to read the dialogue. She wanted to know their ability in pronouncing the words and their intonation. As Swain (1995) stated when students produce English they may notice a gap between what they want to say and what they can say, leading them to recognize those language structures or elements that they do not know, or know partially.

Next, the teacher came to the materials and began to explain about it. She showed the expressions about amazement to the students. She wanted them to know that expressing amazement could be expressed by different expressions. Then she asked the students by one one calling their names to read the expressions. This activity was done either to know their pronunciation. All language teaching methods prioritize speaking, but less as a skill in its own right than as a means of practicing grammar (Thornburry, 2007).

After they read the expressions, the teacher showed them 3 topics and asked them to find a partner and make a short dialogue. In pairs, they had to make 10 turns and each person had 5 turns to speak in the dialogue. While the students were doing their task, the teacher called the rolls of the class and then she went around the class from group to group to check whether they had understood or difficulties. It is the same with the line by Rodrigues and White (1993) in order to monitor student progress in a simultaneous dialogue reading activity, the teacher needs to move from pair to pair, stopping only briefly to observe the student exchange for common errors in pronunciation, word choice, and grammatical structure (Rodrigues and White, 1993).

The last activity was in the next meeting which they had presentation of their dialogues that they had made in the first meeting. As usual, the teacher greeted the students and then asked them to present their dialogues. But before that, she announced to the students that the first tenth groups presented first would get higher mark and she did this in order to motivate the students. And after that the rest of the groups presented their

dialogue until the time was up. From the beginning, main and last activity, the teacher applied a good procedure of teaching technique which in the beginning, she tried to get their attention and interest to the lesson after that in the main activity she included her students to the teaching learning process and in the last, she gave them individual task based on the materials. It is in the same line with what Baker and Westrub (2005: 5) argued that there are some educational reasons to practice speaking during a lesson. First, speaking activities can reinforce the learning of new vocabulary, grammar, or functional language. Second, speaking activities give students chance to use the new language that they are learning. Third, speaking activities give more advance students the chance to experiment with the language that they have already known in different situations and different topics.

The success of the dialogue reading in making the students speak according to the teacher was explained through interview. She said that dialogue reading is good enough to make the students speak up in the class because they already familiar with dialogue is, as we know that dialogue is used in daily life in communicating with each other. And it is the same with Chinfield's (1978:13) suggested that speaking is the oldest and most universal way for human being to express their thoughts and feelings by producing utterances in oral communication with two or more people, through dialogue reading students can practice with their friends. They could pronounce the words well and they could express their dialogue with good intonation and good fluency. River (1983: 67) supports that in order to be able to speak well, students should have the understanding of speaking aspects that comprise pronunciation, grammar, vocabulary, fluency and comprehension.

And the last answer from her was that dialogue reading is just successful in the class, however, when they already outside the class or socialize with their friends, they use bahasa Indonesia, Jawa, or their native languages since they came from different cities in Indonesia. It is supported by line Araujo (1991) stated that students do not have the opportunities to practice the skills in authentic setting, nor do what they hear English spoken outside the classroom. And she also reported that dialogue reading could increase their confidence in speaking English when they were in the class. And from all her statements about the success of the dialogue reading, it is in the same line that stated by Gower, Phillips, and Walters (1995), Harmer (1996), Kodototchigova (2002), Sharim-Paz (1993) have mentioned the benefits of using dialogue reading : getting less talkative students to speak in class, improving communicative competence and fluency, promoting cooperative learning, promoting understanding about

norms of other cultures, and providing practice for real-life experiences.

CONCLUSIONS AND SUGGESTION

Based on the interview, the writer draws conclusion that the teacher basis in choosing dialogue reading to teach speaking is because she knew that her students have different ability and they come from different cities and villages in Indonesia and she teaches in a private school outside of the city or town, she need a simple technique to make her students speak and familiar with English words.

She also wanted to make her students interest with English and think that English is not as hard as they thought. And she wanted to increase her students confidence, when they are not familiar with English words, they will get shy or afraid of making mistakes.

Based on the implementation of teaching speaking using dialogue it can concluded that the implementation of teaching speaking using dialogue reading could engaged the students with materials from the beginning to the end of the lesson. This technique stimulates students to speak English; they could express their amazement of something, the teacher could know their ability in speaking and pronouncing words and get the students' attention during the teaching learning process. She used a good procedure in her way of teaching, she started from getting her students attention then she made her students to participate in the teaching learning process and finally the students did their individual task which was given by the teacher.

Dialogue reading is good enough to make the students speak up in the class because they already familiar with dialogue is, as we know that dialogue is used in daily life in communicating with each other. They could pronounce the words well and they could express their dialogue with good intonation and good fluency.

Based on the data interpretation and the previous conclusion, it is suggested that in teaching young learners, the teacher should know and understand their characteristics because they have different characteristics from the adults.

The researcher would like to invite next researchers who conduct the similar study to make improvement on this study, such as using the same field but different subjects. It means they can use the other subjects.

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