

**IMPROVING STUDENTS' SPEAKING SKILL BY
USING DIALOGIC TEACHING METHOD AT THE
ELEVENTH GRADE OF MAN 3 NGANJUK**

THESIS

Presented to

State Institute for Islamic Studies (IAIN) Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education



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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute of Kediri.

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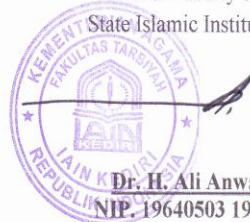
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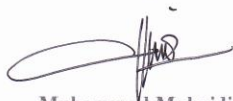
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Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam yang telah ditentukan dapat diujikan dalam sidang munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan tanggal 22 Mei 2019, kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum dan atas kesediaan bapak, kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

*Do The Best And Pray. God Will Take Care
Of The Rest.*

(Lakukan Yang Terbaik, Kemudian Berdoalah. Tuhan Yang Akan
Mengurus Sisanya).

DEDICATION

The Thesis is dedicated to:

The Lord of the World, God ALLAH SWT.

My Last Prophet, Muhammad SAW, who has been brought us to the lighter world.

My beloved father, Kastari, who always support me to be better in my life.

My beloved mother, Siti Nasikah, thanks for anything you give to me, Prayers, supports, advices, motivations, love, those you never tired to remind me, lighten me in finishing this thesis.

My two beloved sisters, Nurul and Dewi, thanks for coloring my life, I'll always love you both. Also my little brother, Fiqi.

Someone special, *Roza*, thanks for all your patience for me, you always motivate, and help me to finishing this thesis. I will always remember in my heart.

Never ending friends, thanks for always support me when I was going lazy.

All my lecturers who advise me during my study in IAIN, especially for my respectable advisors,

Muhammad Muhyidin, M.Pd. &Dr. Toyyibah, S.S., M.Pd.

My never ending friends, Ana, Fatyhah and Luluk, Genjul the struggle is still going on friends.

All my friends at eight semester, thank you for helping me.

Everyone that I can't tell one by one, thank you for helping me in finishing this thesis,

Thanks' for your favor.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim.

We thank and praise Allah SWT, the Compassionate, and the Wise. We bear witness that there is no one worthy of worship except Allah, who has prescribed for this thesis a complete and easy way of performing the last task and provided the means to live in the next future. We bear witness that our prophet, Muhammad SAW, is the true messenger of Allah, whom Allah has guided to see the beauty in man and the rest of His creation. O Allah, shower they choicest blessings on him, his friends and relatives, all those who strove their entire lives to beautify their personality both material adornment and spiritual beauty.

In this case, the writer would like to dedicate great appreciation and gratitude to all of people who have helped to finish this thesis. Therefore, the writer dedicates great gratitude to :

1. Dr. Chamid, M.M. the chief of IAIN Kediri.
2. Muhammad Muhyidin, M.Pd., my first advisor.
3. Dr. Toyyibah, S.S., M.Pd., my respectable advisor who always gives me a great guidance, help, constructive criticism and suggestion to finish this thesis.
4. All of the staffs in Education Faculty office, Academic office, SLC, and Library of IAIN Kediri who help me in the process of finishing my thesis.
5. My parents, sisters, and brothers, who have given me support and motivation to finish this thesis.

6. All my friends in IAIN Kediri, especially RUMPI friends, Let's have struggle together.
7. The writer realized that this thesis is far from perfect. Therefore, the writer will receive any suggestion and critic to make this thesis better. Finally, with all of lacking and mistake, the writer hopes this thesis be useful for all people. Amin.

Kediri, 06th of May 2019

The Writer

ABSTRACT

Zahro', Fatimatuz. 2019. *Improving Students' Speaking Skill by Using Dialogic Teaching Method at the Eleventh Grade of MAN 3 Nganjuk*. Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri, Advisor (I) Muhammad Muhyidin, M.Pd. and Advisor (II) Dr. Toyyibah, S.S., M.Pd.

Key Words : speaking, dialogic teaching method.

Speaking is one of the major language skills, which has distinction characteristic from others. The researcher finds the difficulties faced by the students in learning English, especially in speaking skill, such as low of vocabulary mastery, less confident in speaking English. Based on that problems, The researcher applies dialogic teaching method to improve students' speaking skill.

This research is classified as Classroom Action Research (CAR). In conducting this research, the researcher collaborated with the English teacher in applying this method. The subject of this research is 24 students of XI-IPA 1 at MAN 3 Nganjuk. The instruments that are used in this research were observation checklist, field note, test and documentation. In addition, the criteria of success are considered to be achieved when 75% of the student get score 75 minimally.

This research was conducted in two cycles; each cycle consisted of two meetings. However, the first cycle was not successful because the researcher gave the instruction only in oral and it needs to be revised. The implementation of dialogic teaching method that can best improve the speaking skills of the students of MAN 3 Nganjuk is as the following : Giving media (stick) and giving brief explanation, giving instruction to the students not only oral but also with the example of dialogue, repeating their instruction and directly explaining to the students when they got difficulty in understanding and encouraging the students to brave to speak English, also help them with digital dictionary to know how to pronounce difficult word. This method; dialogic teaching can well improve speaking skill of the students of MAN 3 Nganjuk. The criteria of success that was 75% who the students got score 75 minimally. And the result of test in cycle 2 increased; the average score of the students was 72 in cycle 1 and become 83 in cycle 2. The students who were successful in getting ≥ 75 were 46% in cycle 1, and 87,5% in cycle 2. It increased 41,5%. The result of the research shown that students' speaking skill can well improve because the criterion is achieved $\geq 75\%$ students of the class were able to get a final score 75.

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CHAPTER I

INTRODUCTION

This part presents background of the study, statement of the problem, purpose of the study, the significance of the study, scope and limitation, and definition of the key terms.

A. Background of the Study

Speaking is one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Specifically, the mastery of speaking is a priority for students in schools and universities. In the communicative model of speaking class, the students should be taught how to speak well by using the components of English speaking skills, such as communication, grammar, vocabulary, fluency and comprehension.

Basically, teaching speaking is a very important part of teaching English. The ability to communicate in the target language clearly and efficiently contributes to the success of the learners at school and at university levels. Therefore, it is essential that English teachers and lecturers pay great attention to teaching speaking instead of leading students to learn grammar by memorization alone. English teachers and lecturers should provide a rich environment where meaningful communication takes place. With this aim,

various speaking activities which can contribute to students developing communication skills necessary for life should be introduced into English classes. These activities make students more active and interested in the classroom tasks and at the same time these also make their learning more meaningful and enjoyable.

In teaching speaking, an English lecturer may face a lot of problems in class. Ur (1996) says there are four problems that arise in speaking classes: first, Inhibition: worried about making mistakes or fearful of criticism or losing face, or simply shy of the attention that their speech attracts. The second Nothing to say: cannot think of anything to say. Then Low or uneven participation: because of the tendency of some learners to dominate, others speak very little or not at all. And the last Mother tongue use: learners prefer to use their mother language than the target language in class or at any time.

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meagre development of this skill. Classroom teaching activities are an essential part of the English as a Foreign Language (EFL) learning process. In the EFL context, it is hard to find 'learning without teaching'. Appropriate teaching styles have a significant positive impact on the output process of learners and consequently the whole learning and teaching process. Variety of language sometimes used by teachers when they are in the process of teaching. Accordingly, when teachers try to communicate with their learners, they often simplify their speech, modify it and develop some spoken teaching

styles to address their learners' language needs.¹ A well-used way of studying classroom interactions and analyzing the most common teaching and learning processes is through researching the use of dialogue as a teaching method.

Based on the researcher own experience when she did the teaching practice at MAN 3 Nganjuk, she did the interview with English teacher and found some problems faced by the teacher. Some of the problems are; they are afraid of speaking English in front of the class because they are poor in vocabularies and other supporting components in speaking English. Therefore the researcher chooses this school become the object of the study and the researcher assumed that most of the students in senior high school have a little ability to speak English fluently.

Dialogic teaching is an approach and a professional out look rather than a specific method. It requires teachers to rethink not just the techniques they use but also the classroom relationships. They foster, the balance of power between teachers teaching performance and the way they conceive knowledge. Dialogic teaching, like all good teaching, is grounded in evidence and principles. And like all good teaching it draws on a broad repertoire of strategies and techniques. The teacher draws on this repertoire in response to different educational purposes and contexts, the needs of different pupils, and the diverse character of what is to be taught and learned.

¹Richards & Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (2013), p. 588.

However in the previous study by Mohammed Idris Adam based on the title “*The Impact of Dialogic Teaching on English Language Learners’ Speaking and Thinking Skills*” the result of the research have shown that 45% students have a very good performance in classroom activity, 40% of them were good, 10% of them were excellent, and only 5% of them were fair. It is clearly observed that students who attended or participated in classroom gained new skills and technique that affected their performance positively.

This study is about improving students’ speaking ability through Dialogic teaching method. Then the researcher tries to find the suitable method in order to influence students’ willingness and bravery to speak.

B. Research Problems

Based on the background above, the problem of this research is How can the Dialogic Teaching method improvespeaking skills of the eleventh grade students of MAN 3 Nganjuk?

C. Purpose of the Study

The purposes of this study is to improve speaking skills of the eleventh grade students of MAN 3 Nganjuk by implementing Dialogic Teaching method.

D. Significance of the Study

The researcher is interested to give some information or knowledge that can be useful for the Teacher, the students and the researcher.

a. Teacher

For the teacher as input in the learning and teaching process to improve the student ability to an interactive teaching across the curriculum. Dialogic teaching method is one of the effective strategies moreover they considered it to be the educative potential of teacher-student interaction that enables students to play active part in shaping the topics of classroom discourse.

b. Student

For the students this study useful to be reference about any kinds of learning strategies, as input in the learning process to students it can improve their speaking ability in communicating and interest in speaking in the classroom.

c. Researcher

For the researcher as precious experience to observe the student's speaking skill using Dialogic Teaching Method in the classroom that can be useful to others. The researchers know the student's interest to study. The researcher gets some knowledge when she will be a teacher in future can be applied in the learning process that makes the students active in the

classroom. Also the researcher was motivated to apply this technique in teaching speaking to improve the students' speaking skills and to overcome the problems they faced in learning to speak.

E. Limitation of the Study

This study is aimed at analyzing the dialogic teaching method on student's speaking mastery based on Alexander (2008) theory in the EFL classrooms at one of senior high school in Nganjuk. And this study is limited on the students' of the 2018/2019 eleventh grade students of MAN 3 Nganjuk.

F. Definition of the Key term

The purpose of the definitions of the key terms is to make the terms is clear, to avoid the ambiguous and false meaning with the result that easy to understand this study. It is to define the key terms. The key terms are :

1. Speaking

Speaking has acquired great importance along the history of English teaching since it is referred as an interactive process of constructing meaning that involves producing, receiving and processing information.² English has become primordial worldwide for it has become a lingua franca. Therefore, it is the main source for communicating in many fields. Richards (1990) states that the mastery of

²Brown, H. D. *Principles of language learning and teaching*, (3 ed), (London : Longman, 1994).

speaking skill in English is seen as a priority for many EFL learners across the world.

2. Teaching speaking

A diversity of approaches has been implemented in order to increase the performance of the speaking skill in EFL learners. Given the fact that many languages do not have a written form, speaking is considered as the only source for communicating. An approach that has had a great impact on oral production is the Communicative language teaching (CLT). Unlike the audio-lingual method, the CLT helps students to create meaningful phrases instead of repeating and memorizing grammar structures.

3. Dialogic teaching

Dialogic teaching is particularly associated with Alexander's (2008) focus on talk between teachers and students in the classroom. Alexander grounds his approach to dialogue in Bakhtin often quoting the line "if an answer does not give rise to a new question from itself, it falls out of the dialogue".³ Alexander's point in using this Bakhtinian definition of dialogue is that it is only by engaging in live dialogue, either with each other, directly with the teacher, or vicariously by listening to others in dialogue, that students learn to think.

³Bakhtin, M., *Speech genres and others late essays*, (Austin : University of Texas Press, 1986).

CHAPTER II

LITERATURE REVIEW

This chapter covers the explanation of the related literature that supports this study. It deals with the description of Dialogic teaching method in Alexander theory. It starts with a detailed explanation about speaking and how the teaching and learning speaking. This chapter also gives explanation about pedagogical repertoires of dialogic teaching.

A. Speaking

There are four skills in learning English they are listening, speaking, reading and writing. Speaking is very important because speaking and human being cannot be separated from each other. Speaking is used to express their ideas and to communicate to people in civilized world. Students' speaking problem can be solved by giving a lot chance to them for practicing English either in the classroom or out of classroom. ⁴Practicing speaking English in the classroom should be interested with appropriate technique in order to make students speaking skill can be improved and the process of learning can be enjoyable. In order to build the bridge, in the speaking activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate

⁴Dhani Ram Sharma, *Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy*, 2018.

Speaking is one of the productive activities in daily life and is the most important language skill because it is the main skill needed to carry out a conversation. Besides, speaking is an interactive process for constructing and receiving information. Specifically, the mastery of speaking is a priority for students in schools and universities. In the communicative model of speaking class, the students should be taught how to speak well by using the components of English speaking skills, such as communication, grammar, vocabulary, fluency and comprehension.

a. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it.

b. Grammar

It was needed for students to arrange a correct sentences in conversation. Students ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The utility of grammar is also to learn the correct way too gain expertise in language in oral and written form.

c. Vocabulary

One cannot communicative effectively or express their ideas both oral and written form if they did not have sufficient vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way of students to produce clearer language when they spoken. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determined how sounds vary and pattern in language.

e. Fluency

Fluency was the ability to keep going when speaking spontaneously. When speaking fluency students should be able to get message across with whatever resources and abilities they had got, refardless of grammatical and other mistakes. It means the learners learn to speak by speaking. The teacher need to give them plenty of oportunites to communicative in different situations and different topic.

According to Scott, there are four the features of fluency can now be summarized, there were; pause may be long but bot frequent, pauses were usually filled, pauses occur at meaningful transition points, and there were long runs of syllabless and words between pauses.⁵

There are some of the micro-skills involved in speaking. The speaker has to:

1. Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctations.
2. Use stress and rytmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

⁵Thornbury, Scott. *How to Teach Speaking* (Longman). P.8

3. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
4. Put words together in correct word order.
5. Use vocabulary appropriately.
6. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
7. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language use.
8. Make the main ideas stand out from supporting ideas or information.
9. Make the discourse hang together so that people can follow what you are saying.⁶

B. The Teaching of Speaking

Speaking is an important part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued. English teachers have continued to teach speaking only as memorization of dialogue. Nowadays the goal of teaching speaking is to improve the communication skills of the students. As stated by Brown, (1994) and Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.⁷ Further, Nunan (1991) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and

⁶<http://www.englishclub.com/speaking/language=skills.htm> accessed 20 March 2019.

⁷Burns, A and Joyce, H., *Focus on Speaking*, (Sidney : National Centerfor English Language Teaching and Research, 1997).

processing information orally.⁸ According to the 2004 Competency Based Curriculum (CBC) in Indonesia, speaking refers to the ability to speak effectively in different contexts to give information, to express ideas and feelings as well as to build social relationship in the form of activities which are varied interactively and interestingly.

In learning speaking skills, learners not only should know how to produce specific points of language such as grammar, pronunciation, and vocabulary but they also should understand when, why, and in what ways to produce language. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved their spoken language proficiency. Richards (2008) confirms that “oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of books on conversation and other aspects of speaking on the market), although the approach to the teaching of oral skills has long been the focus of methodological debates”.

Efficiency of communication is the goal of teaching speaking skills. Learners should be able to make themselves understood using their current proficiency to the fullest. They must try to avoid confusion in their messages due to mispronunciation, mismatched grammar, or vocabulary mismatches and to observe the social and cultural rules that apply in each communication

⁸David Nunan, *Practical English Language Teaching*, (New York , The Mc, Graw Hill Companies, 2003).

situation. They are expected to develop their communication skills to accustom themselves to express their thoughts, feeling and experiences in various different contexts. Lado (1964) specifies that to know the language, learners have to use it until they are able to speak it. He further states that a student does not know a sentence until he can speak it clearly and be understood; a very good rule is “learn what you can use and use what you learn”.

There are many ways in teaching speaking. According to Underhill, Techniques that can be used in teaching English speaking are:⁹

1. Discussion/ conversation

This is the most natural thing in the world-two people having a conversation on a topic of common interest; it can only occur when both parties are relaxed, confident and something sparks between them, allowing the activity (a conversation) to become dominant and its ulterior purpose (a language test) to be temporally subordinate.

2. Oral report

The learner prepares and gives an oral presentation lasting from five to ten minutes. He is expected to refer to notes, but reading aloud is strongly discouraged. The use of simple aids such as an overhead projector, black board or flipchart diagrams is encouraged if appropriate.

⁹Nic Underhill, *Testing Spoken Language: a handbook of Oral Testing Technique* (Cambridge, Cambridge University Press, 1987), 44

At the end of the presentation, the speaker is expected to deal with any questions.

3. Learners joint discussion/decision making

A group of two or more learners are tested together, without the participation of an interviewer. The learners have to maintain and direct the discussion entirely on their own.

4. Role-play

The learner is asked to take on particular role and to imagine himself in that role in particular situation. He has to converse with the interviewer in a way that is appropriate to the role and the situation given.

5. Interview

The interview is the most common of all oral test, for many people, it is the only kind of oral test. It is a direct, face to face exchange between learners and interviewer.

6. Learner-learner description and recreation

One learner describes a design or construction of model building materials to another learner who has to reconstruct the model from the description alone, without seeing the original.

7. Form filling

The learner and interviewer work together to fill in a form. The questions usually concern the learner's personal details, professional situation or language need. Either the interviewer or the learner may actually write in the answers; if the learner does it, the test will take longer

and the learner will obviously feel his writing as well as his speaking skills is being tested.

8. Making appropriate responses

The learner is given in number of short, unrelated situations that might occur in everyday life. He may be given the situations without written out on sheet of paper, the situations may be read out of him; or both of these. He is asked to imagine himself in each situation in turn and to provide what he thinks would be an appropriate spoken language.

9. Question and Answer

It consists of a series disconnected questions are graded in order of increasing difficulty, starting with simple questions, such as ‘what’s your name?’ and ‘where do you live?’ and working up to long and complex sentences such as ‘if you hadn’t been taking this test this morning, what would you have been doing instead?’

10. Reading blank dialogue

The learner is given a dialogue with only one part written in. He has a few minutes in which to read it through and prepare the missing lines. The interviewer reads through his part of the dialogue, with the learner filling in the blank aloud. The aim is to give a learner a clear idea of functional meaning of missing parts, without putting the actual words into his mouth.

11. Using a picture or picture story

Before the test starts, the learner is given a picture or sequence of pictures to look at. Then the interviewer asks the learner to describe the picture or the story and allow him to speak freely.

12. Giving instruction/description/explanation

Choosing something that is familiar to everybody is a good way of getting the learner produces connected discourse on a given topic but allows considerable freedom of choice expression without requiring extensive preparation.

13. Precis or re-tell story or text from aural stimulus

The learner hears a short passage or story on recorded tape. He is then asked to retell the passage or summarize it. The instruction usually emphasizes the quality, rather than the quantity, of the retelling that is important; and as can as possible he should use his own words. This point should be reinforced by the marking system, which should reward good paraphrases and reproduction of the principal points of the story or passage.

14. Reading aloud

This technique require the learner to read aloud to the interviewer, either a passage of text, or part of dialogue in which the interviewer or another learner reads the other part.

15. Translating/interpreting

Both the interviewer and the learner have a native language text in front of them with which the learner is familiar.

16. Sentence completion from aural or writing stimulus

A series of sentences is prepared, for example in dialogue form, with the last few words missing from each. The interviewer asks the learner to read through the sentences, one at time, and suggest a possible way of completing each other.

17. Sentence correction

The learner is presented with a sentence, orally or in writing, which contain an error.

18. Sentence transformation

The learner manipulates sentences to demonstrate knowledge of specific language structures. He is given stimulus sentence, usually in written, and he is asked to transform it into different grammatical word.

19. Sentence repetition

The learner hears a series of sentences or utterances and repeats them as accurately as he can.

C. The Concept of Dialogic Teaching

Dialogue comes from two Greek roots, dia and logos, suggesting “meaning following through”. In common sense, ‘Dialogue’ is defined as a process of conversation between two or more persons for

exchanging.¹⁰ Empirical classroom research for the last three decades has shown that discourse patterns are monologue, control led and shaped by the teacher. Therefore, to maximize active participation, and develop learners' proficiency, there must be a significant shift in classroom practice which in turn leads to a new trend in teaching namely the dialogic teaching. Dialogic teaching is explained by Alexander (2008) as finding out what learners think, engaging with their developing ideas and helping them to talk through innovative activities.¹¹ Dialogic teaching can be thought of as combinations of various conditions that build up into a recognizable teaching approach. "Dialogic Teaching" means using talk most effectively for carrying out teaching and learning. It involves an ongoing talk between teachers and students.

Dialogic teaching is distinct from the question-answer and listen-tell routines of traditional and so-called 'interactive' teaching and also is different from the casual conversation of informal discussion. It should not be confused with the official use in England of the term 'Speaking and Listening', since this attends only to the learners talk and is viewed as an aspect of English teaching, whereas dialogic teaching relates to an interactive teaching across the curriculum.¹² Grounded in the principles of collectivistic, reciprocity, support, cumulating and purposefulness, dialogic teaching draws on recent psychological and neuroscientific research on children's development and

¹⁰ Arab World English Journal (AWEJ) Volume 8, Number 4. Desember 2017.

¹¹ Alexander, R.J., *Towards Dialogic Teaching : Rethinking classroom talk (4th edn)*, 2008.

¹² Mohammed Idris Adam., *The Impact of Dialogic Teaching on English Language Learners' Speaking and Thinking Skills*, (Sudan : University of Alfashir, 2017)

cognition as well as on a long tradition of observational and process-product research on teaching. The approach links with the work of Bakhtin, (Bakhtin, M. (1986) , Cazden, (Cazden, C. (1988). Barnes, Mercer, Bruner, J. S. (1978).¹³ And with new developments in cultural psychology and activity theory. Dialogic teaching has been intensively trailed in London, Yorkshire and other parts of Britain. Practicing dialogic teaching according to Alexander (2008) is based on the six pedagogical values which start with the purposes of education, the nature of knowledge and the relationship between teacher and learner:¹⁴

Teaching as transmission sees education primarily as a process of instructing children to absorb, replicate and apply basic information and skills. Teaching as initiation sees education as the means of providing access to, and passing on from one generation to the next , the culture's stock of high-status knowledge, for example in literature, the arts, humanities and the sciences. Teaching as negotiation reflects the Deweyan idea that teachers and students jointly create knowledge and understanding rather than relate to one another as authoritative source of knowledge and its passive recipient.

Teaching as facilitation guides the teacher by principles which are developmental (and, more specifically, Piagetian) rather than cultural or epistemological. The teacher respects and nurtures individual differences, and waits until children are ready to move on instead of pressing them to do so.

¹³Bruner, J.S., *The role of dialogue in language acquisition*. In A. Sinclair, R.J. Jarvella, & W.J.M levelt (Eds.), *The Child's Concept of Language*, (New York: Springer-Verlag 1978).

¹⁴Alexander, R.J., *Towards Dialogic Teaching : Rethinking classroom talk (4th edn)*, 2008.

Teaching as acceleration, in contrast, implements the Vygotskian principle that education is planned and guided acculturation rather than facilitated 'natural' development, and indeed that the teacher seeks to outpace development rather than follow it.

Teaching as technique, finally, is relatively neutral in its stance on society, knowledge and the child. Here the important issue is the efficiency of teaching regardless of the context of values, and to that end imperatives like structure, economic use of time and space, carefully graduated tasks, regular assessment and clear feedback are more pressing than ideas such as democracy, autonomy, development or the disciplines.

1. Dialogic teaching approach

Dialogic teaching is an approach and a professional outlook rather than a specific method. It requires teachers to rethink not just the techniques they use but also the classroom relationships. They foster the balance of power between teachers' teaching performance and the way they conceive knowledge. Dialogic teaching, like all good teaching, is grounded in evidence and principles. And like all good teaching it draws on a broad repertoire of strategies and techniques. The teacher draws on this repertoire in response to different educational purposes and contexts, the needs of different pupils, and the diverse character of what is to be taught and learned.

2. Dialogic teaching and other talk

Dialogic teaching in a nutshell comprises repertoires for everyday talk, learning talk, teaching talk, academic talk and classroom organization on which the teacher draws flexibly according to purpose and the contexts, dialogic teaching has five principles that has been identifies by Alexander: a). talk for everyday life, b). learning talk, c).teaching talk and d). Classroom organization e) academic talk.¹⁵

3. Pedagogical Repertoires of Dialogic Teaching

The idea of repertoire is paramount.The varied objectives of teaching cannot be achieved through a single approach or technique. Dialogic teaching combines three repertoires: These repertoires are used flexibly, on the basis of fitness for purpose, but the principles remain constant.¹⁶

Repertoire (i) : talk for everyday life. The talk of everyday life is identified by socio-linguists as any kind of talk which empowers and support everyday human interactions. The kind of talk that educational institutions perform to help learners to develop, explore and use each of these: transactional talk, expository talk, interrogatory talk, exploratory talk, expressive talk, and evaluative talk. Mercer and Littleton (2007) identify a central role of the teacher in determining the classroom ethos

¹⁵Alexander, R.J., *Towards Dialogic Teaching : Rethinking classroom talk (4th edn)*, 2008.

¹⁶*Arab World English Journal (AWEJ) Volume 8, Number 4. Desember 2017.*

and ensuring opportunities for learners to build on each other' side as. In arguing that ground rules are necessary to enable learners to engage, Mercer and Hodgkinson (2008) clarify the difference between exploratory talk, which requires an understanding that ideas will not be ridiculed or aggressively contradicted, and ' presentational talk', which tests understanding and focuses on correct answers.¹⁷ Although both forms of talk have a particular function, exploratory talk is seen as embodying the characteristics of accountability, clarity, constructive criticism and receptiveness.

Repertoire (ii) : learning talk. In dialogic teaching learners do not just provide brief factual answers to test or recall questions, or merely spot the answer which they think the teacher wants to hear. Instead they learn to: narrate, explain, analyze, speculate, imagine, explore, evaluate, discuss, argue, justify and they ask questions of their own.

Repertoire (iii) : teaching talk. In dialogic classrooms teachers may use familiar kinds of teaching talk such as Rote (drilling ideas, facts and routines through repetition), Recitation (using short question/answer sequences to recall or test what is expected to be known already), Instruction (telling learners what to do and how to do it) and Exposition (imparting information and explaining things). But in dialogic classrooms teachers do not limit themselves to these. They also use discussion and scaffold dialogue.

¹⁷*Arab World English Journal (AWEJ) Volume 8, Number 4. Desember 2017.*

Based on the explanation the researcher think that dialogic teaching method is one of the effective strategies moreover they considered it to be the educative potential of teacher-student interaction that enables students to play active part in shaping the topics of classroom discourse.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method used by the researcher in conducting this research. It includes of the research design, setting and subject of the study, research procedures, data collection, research instrument, and data analysis, and schedule. All of those are discussed in this chapter as follows:

A. Research Design

The purposes of this research is to improve the students' speaking skill using dialogic teaching in elevent student class of the Islamic Senior High School at Nganjuk. Based on the aim of research, the design of this study is CAR (Classroom Action Research). This study was conducted to obtain detail information by doing some actions which deal with the problems occurred. CAR is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching, and learning.¹⁸ CAR is a type of action research that teachers did in the classroom which focuses on improving their teaching practice for the sake of students' learning achievement. This research is participatory. It means that the researcher involved in activities with the person being observed. In this case, the researcher acts as the teacher who conducted the activities of teaching and

¹⁸ArySetya Budhi Ningrum. *Scaffolding Strategy* (In The Process of Writing to Improve The Student' Writing Ability). Kementrian Agama Republik Indonesia : Jakarta Pusat. 2012. P 11

learning in the classroom, while English teacher as collaborator who acts an observer. The design of classroom action research is adapted the model proposed by Mertler (2012). The cycle contain four phases, they were planning, acting, observing, and reflecting.

Based on the Mertler's action research design above, the writer would like to describe further concerning the implementation of Classroom Action Research (CAR) as following contain four phases, they were planning, acting, observing and reflecting. The complete figure can be seen in Appendix7.

In this case, teachers use students, classroom, and content area as a basis for collecting the data to inform what decisions could be made to improve teaching. CAR can be conducted individual or collaborative with other teachers. The focus of study was regarded as the most practical and applicable to solving issues related to teaching practices in the classroom.

Classroom action research aims to improve the process and learning outcomes in classes conducted in some cycle. In doing the action research, there are four phases within one cycle will be passed by the researcher, those are; planning, acting, observing, and reflecting. These phases will be conducted repeatedly for the other cycle, if the result is not reached yet, as of the objective of the research meets. The approach used in the study was collaborative approach between researcher and English teacher. In this case, the researcher acts as the teacher who conduct the

activities of teaching and learning in the classroom, while English teacher as collaborator who acts an observer.

In this study, the researcher and collaborator teacher observed all the reaction that students make to this action. For collecting data, the researcher needed a test. The researcher conducted test twice. First, it was test 1; a test which was given toward students before implementing the action research. Second was test 2; a test that will be accomplishes to evaluate students' achievement. The researcher observes the improvement of students' speaking achievement, and makes revise for lesson plan or materials before going to next cycle.

B. Research Setting

The research setting consist of research location, research time, and the classroom action research cycles that will be explained more as follow:

1. Research Location

This study was conducted at MAN 3 Nganjuk. The facilities in the school are many comfortable classrooms, a computer laboratory, a natural science laboratory, a library, a mosque and some teacher's office.

The classroom action research was implented in XI-Mipa 1 in which this research was focus on improving speaking skill. As the research subject is students on the first grade academic year 2018-2019. The amount of students in this class is 24 (4 males and 20 females).

The purpose of choosing this school was to improve the students' speaking skill through discussion by using dialogue method, so that the quality of speaking skill improving well.

2. Research Time

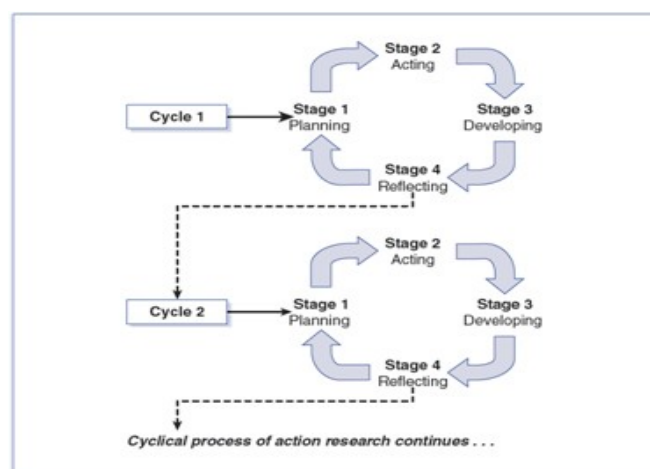
This research was conducted in second semester academic year 2018-2019. The determination refers to the school academic calender, the requirment of the classroom action research that consist of some cycle in order to get appropriate data. This research implemented on 11March until on 23rd, April 2019.

C. Research Procedure

To implement the research procedures, this research used the model which is purposed by Craig A. Mertler(2012).In his book, Mertler said that there are four steps in research design, namely, planning for your action research, acting on the plan, developing an action plan for future cycles, and reflecting on the process. For instance, it means planning, acting, developing, and reflecting. For the detail explanation about the model classroom action research by Mertler, it can be seen in the figureIII. 1 below.

Figure III. 1

The Model of CAR cycle by Craig A. Mertler



This study is conducted under the following procedures: planning, implementation the action, observing and reflecting.

1. Preliminary Study

Preliminary study is mean to know the real condition of the students' and teachers' problem in the teaching and learning process so that the researcher can design the appropriate action plan to solve speaking skill problem.

This strategy is the beginning steps before collecting data. In this stage the researcher makes programs about all the activities that can support the effectiveness of collecting data such as discussing with the English teacher who are teach in the place where the researcher take the data. By discussion the researcher helped to look for the best way to improve the students' ability in speaking English.

Making thesis proposal by agreement of guidance lecturer. The proposal is needed to help the researcher in arranging what the researcher has planned. If the proposal is agreed by the guidance lecturer it's mean that the researcher can continue the next steps of the research study.

2. Planning

In this step, the researcher prepares anything which is related to her research, including the activity (lesson plan), preparing the strategies and instruments (observation checklist, field note, test and documentation), also setting up criteria of success. Criteria of the success, and the possibly which happens in the class. Also the researcher design a lesson plan from the syllabus which was consulted with English

teacher, creating the topics that were appropriate with the matter, preparing materials that will be used at the cycle. First, researcher introduced to the students about speaking skill using dialogue. Second, researcher gives the students a topic and asked the students to find the partner and gave a test 1 about the topic by using dialogue. Next, the researcher commands the students to ask about the difficult words. After that researcher asked to the students to prepare for next meeting and continue the topic. The complete lesson plan can be seen in Appendix 1 and 2. The research also made the evaluation to know about students' achievement at the end of this cycle.

The researcher has a plan to apply the dialogic teaching method in the classroom. This research held about 4 meetings and take place at the class and it surrounding.

3. Implementing the action

After making some planning about anything which is related with learning process, the researcher implements the material based on her planning. The researcher gives explanation how plays dialogue teaching and given an example for it. Then teacher and students discuss about the procedure of teaching learning process and the purpose of the topic that the students' choose. The implementation of the plan for every cycle takes about 4x45 minutes.

The activities that should be conducted in teaching cycle 1 is conducting stages of the plan in the lesson plan. Lesson plan helped the researcher to arrange the activities that should be done. The plan regarding with teaching and learning of speaking is implemented. The researcher here implement the dialogue technique in planning. The researcher act as a teacher and the collaborator act as an observer who conducts the observation toward every stage activities.

In implementation, time allocation also takes a role in conducting all the activities of the research study. The researcher should pay attention to time allocation because it shown the researcher how far her success is. Expect that, making note of every data in this teaching process accurately and having documentation as observation activities also important. It made the researcher easy to remind any data that she get.

4. Observing

During the lesson, the real teacher acts as observer who observe the class research to know the difficulties and the situation in implementing the material observation is conducted at the same time when the action in being implemented. In this step, the researcher made observation checklist and note based on the situation in the class.

Observation is the process of recording and collecting about any aspects or events which are happening during the implementation of the action. The observation here is about dialog technique that held in the

classroom. The researcher and her collaborator observe every activities and the changing that happen in applying teaching dialog technique.

After conducting the observation, the researcher and her collaborator discuss about the weakness of her teaching, the researcher should ask solution and idea to her collaborator for the next teaching plans. The ideas of the researcher and her collaborator made the teaching learning process better than before.

5. Reflecting

This is the last step, which is done after the researcher implemented the material. Reflection is done at the end of each cycle in the classroom research. It is to reflect the teachers' experience from the researcher, to know the strength and the weakness of the research. From this step, the researcher and the teacher will discuss about the successfulness about this technique. Also, the reflection will be evaluated to modify the first action and the test material to the next cycles until the objective research can be archived.

In this stage the researcher should reflects toward students' improvement on speaking skill whether it is better or not. The result of learning should not be forgotten because all the success of this research study depends on the result of learning. The result of this reflection then be used as consideration to draw a conclusion whether the action stopped or needed improving. If the action has met the criteria of success, it

would be stopped. Otherwise, the drawbacks would be identified for further revised plan and then implemented in the next cycle.

D. Data Collection

The researcher take data from teaching and learning process in the eleventh grade students at MAN 3 Nganjuk. The researcher started to collect the data. There are foursteps to collect the data as follows:

a. Observation

The researcher come to the class and then do observation participation the whole activity in the classroom, the researcher follow the activity during cycle learning process. The researcher conducted dialogic teaching in the classroom. Then, the result of the observation would be analyses by the researcher.

Observation as a means of collecting qualitative data, including carefully testimony and recording systematically what you see and hear is underway in the particular setting.¹⁹ In this observation, the researcher mixed up with the activities of the students that being observed as the main data. This observation will help the data complete and accurate until the researcher knows at what stage the behavior of the students appear. In this case, the researcher as the observer is the main instruments in this research. She is the key instrument because much of her time has been spent to collect, analyze and interpret the data. Expect

¹⁹Craig A. Mertler (alih bahasa: Daryanto), Action Research (Yogyakarta: Pustaka Pelajar) P.192

that the researcher helped by the collaborator as the English fellow teacher to collect the data and analyze the data in research activities. The collaborator here will act as an observer.

The researcher make the observation checklist about situation in the while teaching learning process occurred, teacher's performance in teaching speaking, and students' speaking skills, such as pronunciation, vocabulary, grammar and their braveries in speaking lesson.

b. Field-Note

In this research, documents that use is field notes and observation sheets to record the event during learning process and also record the behavior of students accordance to activities that reflect students activity.

c. Test

Test was examination or trial of the qualities of a person or thing. The evaluating activity was intended to measure students' achievement of these instruction goals. Giving test was one of the ways in collecting data.

The student's test will be scored by using rating scores of oral test by David P. Harris.²⁰ The complete rating scores can be seen in Appendix 2.

²⁰David P. Harris, *Testing English as a Second Language*, (Bombay : Tata McGraw – Hill Publishing Company ltd, 1977), P. 84

d. Documentation

In this method of collecting data, the documentation used to get information about written sources or documentation of the object where the researcher doing teaching learning activity. It could be written, picture or someone creations.

E. Research Instrument

There are instruments to collect the data as follows:

1. Observation Checklist

This research uses observation sheet as an instrument. It contains guidelines that use in this observation; include a list of all the aspects to observe. So, the observer simply give mark whether or not the observed aspects. Observation checklist is required to observe the students activities during the process of implementing the strategy in speaking class. This is also to know the students' participation in the teaching and learning process. In performing this instrument, the collaborator will act as observer in every meeting. The observer will record the data bay putting a check mark (√) on the space provides in the observation checklist sheet based on the indicator.

2. Field Notes

The researcher uses Field Notes as the official registrar of the learning process with learning techniques that have been planned. In field notes record all of activities in the class that related with this research. It about the activities between students with teacher or the interaction between students and the other students.

3. Test

The researcher collected the data by distributing pre-test and post-test to the students. The researcher collected the data by giving task to the students. It consists of pre-cycle and post-test Teacher uses dialogic teaching strategy then give task again before post-test.

The researcher uses oral test for the students. The test used in this study is pre-test and post-test. The pre-test is done before implementing Dialogic Teaching method. It was to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using Dialogic teaching method. The students did the oral test by role play technique, the students asked to observe the picture based on the topic that provided by the researcher. Then, the student perform their role play. The students need to do the test in pair.

4. Documentation

The documentation is needed after all the strategies applied to the students. The researcher will need the documentation to help her prove all the result from interview or checklist sheet and other kind of documentations that could help the researcher to finish the study.

F. Data Analysis

To determine whether the program is successful or not, there must be an evaluation because every programs need an evaluation. According to Sukidin, etal. (2002), determination at the criteria of success based on the consideration made by the collaborative teacher and researcher. It means that, the criteria of the action success were determined by collaborative teacher and researcher. It purposes to know the action run well or not is based on the students' speaking test. The action is success and will be stopped if the students' speaking scores reach improvement 75% or more, students get score 75 minimally (school standart score/KKM). If the students' speaking scores less than 75%, the cycle will continued to the next cycle. The classroom action research uses a formulation below to analyze the data from the test:

$$\frac{\text{Total students get score 75 minimally}}{\text{Total students in class}} \times 100\%$$

G. Setting up the criteria of succes

The criteria of succes are set up as a basis to determine whether the action conducted was successful or not. This study is said to be succesfull if it meets the criteria of succes: students' speaking achievement improved.

Students' speaking achievement improved if the criterion is achieved \geq 75% students of the class achieved the score greater or equal to 75 of the range that lies from 0-100. It mean that the students are considered to be succesful if they were able to achieve a final score 75 in the range of 0-100.

H. Research Schedule

| | | |
|----|-------------------|---|
| 1. | Preliminary Study | <p style="text-align: center;">The First Week</p> <ul style="list-style-type: none"> a. Firstly, researcher introduced for students about speaking skill using dialogue. b. Secondly, researcher asked the students to find the partner and gave a pre-test about dialogue. c. The last, researcher asked to the students to prepare for the next meeting and doing same activity. |
| 2. | Cycle 1 | <p style="text-align: center;">The Second Week and Third Week</p> <ul style="list-style-type: none"> 1. First Meeting <ul style="list-style-type: none"> a. Firstly, researcher opened the classroom then explained dialogic teaching method. b. Secondly, researcher discussed the topic based on the material. c. Thirdly, researcher closed the lesson by greeting and praying. |

| | | |
|----|---------|---|
| | | <p>2. Second Meeting</p> <ul style="list-style-type: none"> a. Firstly, researcher introduced for students about speaking skill using dialogic teaching. b. Secondly, researcher asked to the students practiced or gave a test to their speaking skill used dialogic teaching method and continued the topic. c. The last, researcher closed the lesson by greeting and praying. |
| 3. | Cycle 2 | Four Week and Five Week |
| | | <p>1. First meeting</p> <ul style="list-style-type: none"> a. Firstly, researcher opened the lesson by greeting and praying. b. Secondly, researcher gave a topic based on the material for the students dialogue. c. Thirdly, researcher gave conclusion of the topic and closed the lesson. <p>2. Second meeting</p> <ul style="list-style-type: none"> a. Firstly, researcher opened the lesson by greeting and praying. b. Secondly, researcher continued the topic lesson and made dialogue and , the researcher gave a test for the students. c. Thirdly, researcher closed the lesson by greeting and praying. |