

# ***THE EFFECT OF SHORT DIALOGUE MEMORIZATION ON THE SPEAKING ABILITY OF THE SECOND YEAR STUDENTS AT SMP IT AL IHSAN BOARDING SCHOOL***

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***Abstract:*** This study is aimed to investigate the effect of using Short Dialogue Memorization on the speaking ability of the second year students at SMP IT Al Ihsan Boarding School, Sik Hulu, Kampar. This study was pre-experimental research. The population of this research was the students in Hunain class at SMP IT Al Ihsan Boarding School. This research was conducted by applying Short Dialogue Memorization in teaching speaking to the pre-experimental group (Hunain Class) selected by employing cluster random sampling method. There were 20 students in pre-experimental group, who had a pre-test, then they were taught by using Short Dialogue Memorization, then they finally had a post-test to see the increase of their scores. After all data were collected, the researcher calculated them by using t-Test. This study formed finding with the correlation was 0.931, it can be concluded that there was a significant effect of using Short Dialogue Memorization on the speaking ability of the second year students at SMP IT Al Ihsan Boarding School that could be seen from the improvement of students' scores in post-test.

***Keywords:*** Speaking, Speaking Ability, Short Dialogue Memorization

# **DAMPAK PENGGUNAAN *SHORT DIALOGUE MEMORIZATION* TERHADAP KEMAMPUAN BERBICARA SISWA KELAS DUA DI SMP IT AL IHSAN BOARDING SCHOOL**

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**Abstract:** Penelitian ini bertujuan untuk mencari tahu dampak penggunaan *Short Dialogue Memorization* terhadap kemampuan berbicara siswa kelas dua di SMP IT Al Ihsan Boarding School, Siak Hulu, Kampar. Ini adalah penelitian pre-exsperimen. Populasi penelitian ini adalah siswa kelas Hunain di SMP IT Al Ihsan Boarding School. Penelitian ini dilakukan dengan menerapkan *Short Dialogue Memorization* dalam kegiatan mengajar berbicara pada grup eksperimen (kelas Hunain) yang dipilih menggunakan metode *cluster random samplig*. Ada dua puluh siswa di grup eksperimen tersebut yang diberikan sebuah *pre-test*, lalu diajarkan menggunakan *Short Dialogue Memorization* dan diberikan *post-test* untuk melihat peningkatan nilai siswa. Setelah semua data dikumpulkan, penulis menghitungnya dengan menggunakan SPSS 17. Dengan hasil korelasi 0.931, maka dapat disimpulkan bahwa ada dampak yang signifikan penggunaan *Short Dialogue Memorization* terhadap kemampuan berbicara siswa kelas dua SMP IT Al Ihsan Boarding School yang dapat dilihat dari peningkatan nilai siswa pada *post-test*.

**Kata Kunci:** Berbicara, Kemampuan Berbicara, *short dialogue memorization*

## INTRODUCTION

Speaking is one of the important skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of the world situation. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts (Chaney,1998).

Speaking English becomes a need for many people, especially for the students. Therefore, they are now learning that skill. Some of them may study at formal school, and some others may take an English course. The students also take extra lesson to learn English, especially English conversation. But there are some problems that happen when they learn English speaking; they cannot speak well, they cannot pronounce the English words well, and most of them do not understand what their teacher speaks.

Speaking is the way to communicate with other people, while in Indonesia English is learned only at school and people do not speak the language in the society. That is why teaching speaking must be focused at school in order to make them capable to speak English well.

Hadfield (1999) says that speaking is a kind of bridge for learners between classroom and the world outside. 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. Thus the teacher must give the learners practice to actualize their speaking skill in real situation. By mastering speaking, they can carry out the conversation with others, share opinions, give ideas and change the information with interlocutors.

Short dialogue memorization is the great way to know the students' speaking ability. This is as a tool to know how the students' ability in speaking whether their speaking ability is high or low. Dialogue is a good way to get learners to practice saying target language without any hesitation and within a variety of context (Ur, 1998). It means through dialogue students are able to practice and express their thought orally in the target language.

The role of dialogues is to help students to develop their conversation skills in common practice in most English classes. The other advantage by using dialogue is that students are given a rubric as a basic on which they can build. Once they have become comfortable using a dialogue, students then can go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation. Dialogues can be used in many ways in a classroom. For instance, to introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics, use dialogue for role plays, games, simulations and information gap, and have students memorize simple dialogues as a way of helping them improving their vocabulary skills. This study answers the question: if there is significant effect of short dialogue memorization on the speaking ability of the second year students of SMP IT Al Ihsan Boarding School.

## METHODOLOGY

The research was classified into pre-experimental research with one group pretest-posttest design. Experimental research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment (okstate.edu.com). There were two variables on this study. The short dialogue memorization was independent variable, while the students' speaking ability was dependent variable. It was conducted that short dialogue memorization can give significant effect on speaking ability of the second year students at SMP IT Al Ihsan Boarding School. In conducting this research, the writer involved one group pre-test – post-test design. Where pre-test is the effect created on the second measurement by having a measurement before the experiment.

The research was conducted at SMP IT Al Ihsan Boarding School, especially toward the second year students. The school is located on Jl. Pesantren, Kubang Jaya, Kampar. The reason for choosing this location and time was because I did teaching practice in September 2015 there and I noticed that this school had patio classes. The students at this school had no concentration in learning, because the patio classroom was not very far from other classes. As a result the students did not absorb the materials based on the teacher's expectation.

The population of this research was the students in the second grades of SMP IT Al Ihsan Boarding School. The reason for choosing the second year students as the sample of this research was the students had knowledge more than the first year students. Other reason for choosing the second year students was based on the interview conducted towards the English teacher. She said that the second year students had low level ability in speaking. The population of the second year students of SMP IT Al Ihsan Boarding School is shown in Table 1 below:

Table 1: the number of population

Classes	Number of Students
VIII Hittin	15
VIII Hunain	20
VIII Qodisiyah	27
Total of the second year students	69

Based on the Table 1 above, the total of population of the second year students of SMP IT Al Ihsan Boarding School was 69 students in three classes. Cluster Random Sampling technique was used to get the sample. The chairman of each class took a lottery of the three lotteries provided with a number in it as the sample of the research.

The instruments of this study were tests. (a pre-test and a post-test). The researcher distributed the pre-test in order to know the students' ability before conducting the treatment. In order to obtain the objective of this study the researcher conducted a treatment by applying the offered procedure. As discussed in chapter 2, the other instrument was a post-test. The pre-test and the post-test were in the form of speaking. The topic of the test is opinion for pre-test, asking and giving opinion and help for treatment, and the last expressing thanks for post-test.

## RESEARCH FINDINGS

In this research, T-Test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students or not.

In performing the pre-experimental research, hypothesis was required to see whether there is a significant effect after the short dialogue memorization technique applied. The mean of the pre-test score (X) achieved by the students was 65.01.

The improvement could be seen in their mean score as shown in the post-test result (Y) which is 70.25. In order to know that the hypothesis could be accepted or not, the result of T-Test formula is also required. The mean score and the T-Test can be seen below:

Table 2 T-Test Table Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	65.01	20	2.020	0.452
	Post-Test	70.25	20	2.197	0.491

According to Table 2, the mean score of pre-test is 65.01 and the mean score of the post-test is 70.25. Standard deviation is a values spread in the sample, while standard error mean is an estimate of standard deviation. The spread of values in the sample pre-test is 2.020, while standard error of mean is 0.452. The standard deviation and standard error of mean of post-test are 2.197 and 0.491.

Table 3 Paired Samples Correlation

	N	Correlation	Sig
Pair 1 Pre-Test & Post-Test	20	0.931	0.000

According to Table 4.26, the correlation coefficient is 0.931. The classification of the correlation can be shown on table 4.4.3 below:

Table 4. Classification of Correlation Coefficient

No.	The Value of "r" Product Moment (r <sub>xy</sub> )	Interpretation
1	0.00-0.20	There is such a correlation between variable x and y. However, the correlation is very weak and therefore that correlation can be ignored
2	0.20-0.40	The correlation between variable x and y is weak
3	0.40-0.70	The correlation between variable x and y is mediocre
4	0.70-0.90	The correlation between variable x and y is strong
5	0.90-1.00	The correlation between variable x and y is very strong

(Adopted from Anas Sudijono, 2008)

Based on the Table 4, the correlation score is 0,931 means that the correlation between variable x and y is very strong. So it is answered the hypothesis in chapter two that short dialogue memorization have significant effect toward the students' speaking ability.

Table 5. Paired Samples Test

Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Post-Test - Pre-Test	5.237	0.805	0.18	4.861	5.614	29.1	19	0

It can be shown from the Table above that the result of the t-test is 29.1 while the t-table is 2.093. The t-test is much higher than t-table. It can be concluded that there is a significant difference between the pre-test and the post-test. It also can be concluded that there is a significant effect of short dialogue memorization on the speaking ability of the second year students at SMP IT Al Ihsan Boarding School.

## DISCUSSION

The second year students of SMP IT Al Ihsan Boarding School were not good enough in speaking ability. They had lack of practicing and repetition. After they took the treatment, there was an improvement in their speaking ability. The result of T-test table and the students' score in the aspect of speaking ability was increase. It can be seen that the correlation of using short dialogue memorization to the students were 0.931 that means is very strong.

Based on the data, the short dialogue memorization has effect that influence to the students' score in speaking. Dialogue activities aim to encourage speaking but they also aim to encourage thinking about speaking (Bilbrough 2007). In this case it is true that dialogue aim to encourage speaking and to encourage thinking about speaking because short dialogue memorization influence to students' speaking skill in pronunciation, grammar, vocabulary and fluency. Short dialogue memorization influence to students' pronunciation because by the use of short dialogue memorization technique, the students have to practice more and have some repetition. So by practice and repetition the students will improve their pronunciation by themselves. While in grammar, the students will make their own dialogue with their partner, so by making their own dialogue they will learn grammar more. In vocabulary, the students will learn some new word by the dialogue that they have to memorize and they learn some new words to improve their vocabulary in English. The last in fluency, before the students have to perform in front of class, they have practice more with their partner, so they have some practice to help their fluency.

According to the result, the lowest scores in pre-test and post-test were vocabulary and grammar. In the treatment or learning process, the students were cannot to translate and understanding some words in the dialogue. While the highest score in pre-test and post-test were pronunciation and fluency. It is caused by the students were active to ask about how to say a word they think difficult. Then fluency, because they had some practice with their friends.

In conducting this research, the writer found the difficulties at the classroom. The first meeting of this research, the writer face the difficulties in managing the classroom, it is because in this school have patio class. So, the students still focus on their friends from other class. After that, the writer starts to begin the class and explain how the short dialogue memorization technique being applied. The students were really excited because they like to learn speaking and they worked in pair.

When the writer starts the class at the second and third meeting, the writer found the students more active because they like the technique and the topic. In these weeks, the writer feels calm enough because the writer can handle the class and face a little difficulty. The students more active in pair work to perform the dialogue in front of class. The writer facing the difficulties back when the last meeting, because the students feel bored because the activity is same with the pervious activities although with the different topic. Then, the writer gives them a funny story and sings a song together to get their spirit back.

Based on the result of the pre-test and post-test, the highest score in pre-test and post-test was the reference. While the lowest score of the aspects of speaking was inference. After given the treatments, although the lowest score of the aspects of speaking was still inference, but the improvement of the students' score could be seen in their post-test result.

## **CONCLUSIONS AND RECOMMENDATION**

According to the result of this research, it was found that the second year students' speaking ability at SMP IT Al Ihsan Boarding School was good. It can be seen from the correlation was 0.931 and it was categorized into 'Strong Significant' level.

Concerning the conclusion, there are several recommendations that are useful for teaching and learning English. Firstly, the writer suggested for the next researcher when collecting the data should be accompanied by the teacher to prevent cheating between the students so the result be more accurate. Second, considering that the students' speaking ability is good. For students' who get in good level should not too satisfy with the result. They have to keep this achievement and should do improvement to get perfect result. For students who get in poor level, they should learn more about short dialogue memorization and should do much improvement to get perfect result. Third, considering the students' lower scores, the teacher should increase the time allocation of practicing the dialogue.

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