

DEVELOPING SPEAKING SKILL THROUGH DIALOGUE TO THE FIRST GRADE STUDENTS OF EBC SANTA MARIA GORETI IN THE SCHOOL YEAR 2018

Cesario Maia dos Santos Guterres¹, Jose Antonio Sarmento², Sebastião Pereira³,
Instituto Superior Cristal, Dili-Timor Leste,
E-mail : sebastiao@isc.tl.com

ABSTRACT

The study used qualitative in Classroom Action Research method which was conducted at the To The First Grade Students of EBC Santa Maria Goreti In The School Year 2018 in order to find the solution and answer the following statement of the problems (1) does dialogue develop the students' speaking skills? (2) are there any significance differences between before and after the implementation of teaching dialogue to develop speaking skills? The samples of study were 16 students by First Grade Students Of Ebc Santa Maria Goreti In The School Year 2018 in the school year 2018. The test was one set of Speaking which was administered the students pre-test and post-test. The result of the pre-test and post-test were compared and analyzed that the mean score of the pre-test is 5.5 which is difference with the mean score of post-test is 7.7. These significance differences between pre-test and post-test are indicated that the dialogue is an useful strategy that can be used to teach English speaking skill in the class in order to develop the students speaking skill in the school as the foreign language acquisition. Other words, it can perhaps be seen in the comparison between the T -calculation is $10.8 \geq T$ table is 2.120 at the level of significant 0.5. Therefore, it is interpreted that there are some significance differences between before and after the implementation teaching English as a foreign language by using dialogue to develop the students' English speaking skill. Based on the classroom observation, the process of teaching and learning English speaking by using dialogue method was going smoothly and the most of the students were enthusiastic. This strategy of dialogue can be considered one of the enjoyable activities for the students in teaching and learning process in the class. It could also bring positive effect for the teacher and students in the class to avoid the violence because the students could evoke among others feeling through the dialogue to express their ideas without worrying and happy to interact with pairs spontaneously. Lastly, the local English teachers and students are recommended that dialogue is an alternative solution to avoid the violence in learning that occurs at class between teachers and students and also among the students. The dialogue activity, the students could develop their social skill together and efficient and effective communicative language skills.

Keywords: Developing, Speaking skill Dialogue

INTRODUCTION

Language research is the most important to produce the innovative method of teaching and learning language strategy for the second and foreign language learners in

order to facilitate the language learners to acquire the knowledge and skills of language system efficiently and effectively.

English is an international language spoken throughout the world and it plays important role in the people's ways of life. From the influence of information technology and communication, knowledge seeking from various sources including career.

In Timor-Leste, English is one the compulsory subjects taught in junior high school. There are for ability that should be mastered namely listening, speaking reading, and writing. Speaking is considered as an important ability to be accomplished by students.

A language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Fur the more, Lyle (1993) in Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas.

Bertram (2002) also adds that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.

According to school-Based curriculum in junior high school, students are expected to develop communicative competence in spoken and written language to reach functional literacy. The students have to be able both to understand and to create various functional texts, monologues, as well as essays in a form of procedure, descriptive, recount, narrative, and report.

To achieve the literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with appropriate word choices. In addition, they should also be aware of the social and cultural rules that apply in various context of communication as well as of the strategies employed during the process of communication.

Based of the observation and interviews conducted by the researcher to grade VII students of SMPK Sta. Maria Gorreti, however, some problems were still found in the students' abilities in English, especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead, of pronunciation, the richness of vocabulary was also important. However, most students

lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. Therefore, preferred to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Based on the conditions above, it could be concluded that the students' speaking skills were low.

In regard with the problems above, the research team agreed to work collaboratively to overcome the problems and to study the speaking abilities of grade VII students of SMPK Sta. Maria Goretti through pictures. Pictures were believed to be able to stimulate and guide the students' to speak. Pictures serve for illustration, develop students' imaginations, accommodate their interest, stimulate them to express ideas and also make the learning process more interesting and entertaining. Wright's (1989:2) says that pictures are not just an aspect of method but through their representation of places, objects, and people they are an essential part of the overall experiences the teachers must help their students to cope with. Teachers used the pictures in any techniques or activities in order to meet the goal of speaking. Pictures are very valuable resources as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of task, and a focus of interest for students (Raimes, 1983:27-28). Sometimes, teachers and students can use their creativity since they can create their own drawings as the media. Therefore, it was believed that pictures were media that could be used to overcome the problems and to help the students to improve their speaking abilities.

The objective of the research is to improve the speaking ability of grade VII Students of SMPK Sta. Maria Goretti through pictures.

- 1) To know the dialogue can develop the students' speaking skill.
- 2) To find out the differences between before and after the implementation of teaching dialogue to develop students speaking skill.

THEORECAL FRAMEWOEK

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions of improving students' speaking skills through pictures, and also the figure of the framework.

Speaking

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign

language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand. Another expert,

Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that she/he wants to achieve in the interaction.

While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning thorough the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions as list of characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. from the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004:12) underlines that a major difference between speech and writing is that speakers do not usually speak in sentence. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with and, or, but or that, or not joined by conjunctions all but simply spoken next to each other, with possibly a short pause between them. The next characteristic is related to the use of formality. Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking, while in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written texts tends to contain a wider variety of words than oral texts.

Furthermore, Brown (2000:270-271) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables,

colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

The first characteristic is clustering, which means that fluent speech is phrasal, not word by word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically. The second is that the speakers have an opportunity to make meaning clearer through the redundancy of language. The next is the use of reduced forms, meaning that instead of producing a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc. one of the advantages of spoken language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to use such performance variables such as how to pause and hesitate. Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the words, idioms, and phrases and get practice in producing these forms. Another salient characteristic of fluency is rate of delivery. Teachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristic of English pronunciation as the stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. Produce waves of language without interlocutors will rob speaking skill component, like the creativity of conversational negotiations.

As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007:227). The strategies can be in the forms of improvising, discarding, foreign word, and paraphrasing. Improvising means that the speakers try to use any word or phrase which is expected to be about right. While in discarding, they can simply leave the words in the language the speakers know (such as their first language) to be foreign with the hope that the meaning will be equivalent to the foreign language word they wish to express. The last is paraphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to paraphrase it.

A spoken language has a number of forms which is also important to be covered in the language course. Nunan (1991) in Brown (2000:250-251) divides spoken language into two types, monologues and dialogues. The first type is monologues, in which a speaker uses spoken language for any length of time as in speeches, lectures, readings, news broadcasts, etc. planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. While unplanned monologues exhibit more redundancy, which makes for ease in comprehensions, but the presence of more performance variables and other

hesitations can either help or hinder comprehension. As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

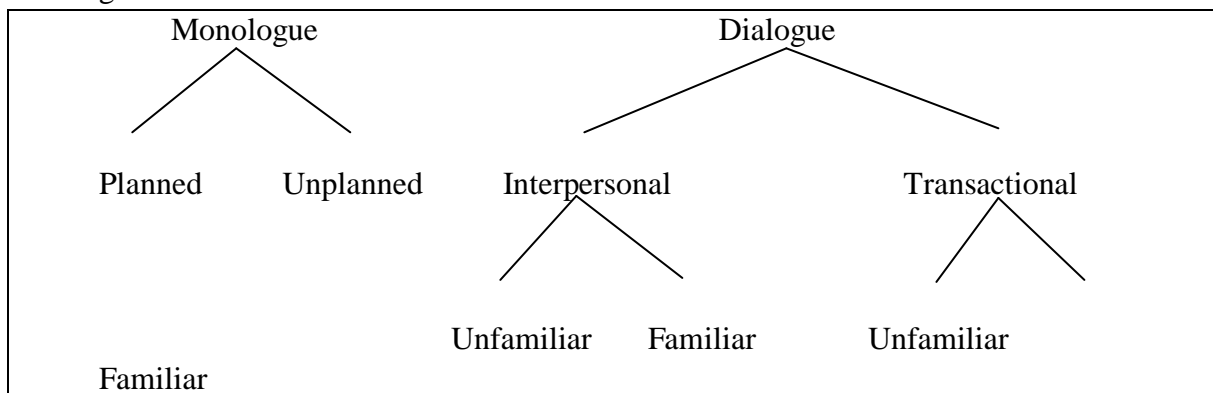


Figure 2.1.1 demonstrate the Types of oral language (adapted from Nunan (199:

20).

To sum up that speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get message through the use of verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand. With regards to its natures, speaking is considered difficult. the understanding of the characteristics of speaking above may lead the speaker to succeed their performances. Thus, speaking should be well learnt by the learners from the very basic.

To succeed the oral communication, speakers need to consider some aspects namely micro skills and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options (Brown, 2004:142).

In conclusion, both micro and macro skills are needed by the speakers to succeed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. By understanding those skills, teachers can scaffold the students to acquire the skills through the designed speaking tasks.

Teaching Speaking

Teaching (Brown, 2007:7) is guiding and facilitating, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works (Harmer, 2007: 275). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study. The steps are lead-in, set the task, monitor the process, and task feedback.

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to active their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity.

After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties.

Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

Moreover, to run the teaching and learning process of speaking well, the English teacher should considers some components of teaching which are explained as follows.

According to School-Based Curriculum (Lesson Plan), teaching speaking in junior high schools covers some standard of competences and basic competencies. Below is the table of the Standard of competence and the Basic Competency.

Text-based Approach

Text-based Approach is an appropriate approach to be implemented in teaching genre in speaking, as suggested by Fez and Joyce (1998:28). Moreover, Fez and Joyce also give a description of how a text-based lesson proceeds. There are four phases namely Building the Context, Modeling of the Text, join Construction of the text, and Individual Construction of the Text.

In the first phase, building the context, students are introduced to the social context of an authentic model of the text-type being studied, explore the features of the general cultural context in which the text-type is used and the social purposes the text-type achieves, and explore the immediate context of situation by investigating the register of a model text that has been selected on the basis of the course objectives and learner's need.

The second phase is modeling of the text. Student investigate the structural pattern and language features of the model and compare the model with other examples of the some text-type.

In the join construction of the stage, students normally in works in small groups. They begin to contribute to the construction of whole examples of the text-type. While the teacher gradually reduces the contribution the text construction the student move closer to be able to control text-type independently. The next phase Individual construction of the text where the student deal with individual works. The work indepedenty with the text .

Recount Text in the teaching Of Speaking

Recount text is the a tells the readers or listeners about one story, action or activity. Anderson and Anderson (1997) define recount as a piece or text that retells past evens ,usually in the order in witch they happened .The purpose is two give the audience a description of the occurred and when at occurred .Others , Fez and Joyce (1998.89), state they recount, are the simples of any other because, in recount, events are recounted one after the other in order in which they happened.

A recount has three main parts. The first part gives background information about who, what, where and when. The next part consists of a sequence of events that retell in the other in which they happened. The last is a conclusion that may include a personal comment (not always necessary). In other terms, the structures of a recount text are orientation, events, and reorientation and or coda.

According to Cambridge Advanced Learner's Dictionary, 'teach' means to give someone knowledge or to train someone; to instruct. Thus, a teacher can be defined as a person who gives learners knowledge or to train and to instruct them to learn. As mentioned earlier that teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (Brow, 2007:7), so it can be said that teacher's duties are to guide and facilitate learning, to enable learner's to learn, and also to set the conditions for learning.

Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In this situations teachers may not be quite. Some encouragements are needed to help the students to think creatively rather than always depend on the teacher's words. Teacher's may prompt them by offering words or to suggest what could come next and so on.

Feedback in Speaking

Teachers should know to deal with giving feedback to their students. By understanding these, teacher can manage to give the correct feedback to the students.

Before that, there are tree types of mistakes that should be understood by teachers. Mistakes of linguistic form can be caused by the influence of the first language, by misunderstanding a rule, by a decision to communicate as the one can, by lack of concentration, and by a mixture of these and other factors.

Edge (1989) , (Harmer in 2001) categorizes the mistakes into slips, errors, and attempts. When the teachers thinks that the students can correct their own mistakes, it is categorized as slips. Errors are the mistakes which a student cannot self-correct in this or her own English but the teacher thinks that the class is familiar with the correct form. When the teacher knows that the students have not yet learned the language necessary to express what they want to say, or when it is not clear what students want to mean, or what structure they are trying to use, these are called attempts.

Principles for Designing Speaking Techniques

To teach speaking, teachers should consider some principles. Brown (2001:275-276) suggest seven principles seven principles for designing speaking techniques listed as follows:

- a) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based interaction, meaning, and fluency.
- b) Provide intrinsically motivating techniques.
- c) Encourage the use of authentic language in meaningful contexts.
- d) Provide appropriate feedback and correction.
- e) Capitalize on the natural link between speaking and listening.
- f) Give students opportunities to initiate oral communication.
- g) Encourage the development of speaking strategies.

These principles are considered to be applied in the teaching and learning process of speaking, it means that the teacher should be aware of them in designing her/his teaching.

Classroom Speaking Activities

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. Brown (2001:271-274) lists six categories that students are expected to carry on in the classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive.

In imitative activity, the students simply parrot back. The focus is on some particular element of language forms such as practicing and intonation contour or trying to pinpoint a certain sound. One step beyond imitative, in intensive performance the students practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity.

Assessing Speaking

Assessing is different from testing. Assessment means collecting information about learner's performance in order to make judgements about their learning (Spratt, et.al, 2005:102). It can be carried out through formal assessment and informal assessment. Formal assessment usually uses a kind of test, while, teachers can also informally assess the learners through monitoring or observing them while they are doing ordinary classroom activities. With the same idea, assessment is an ongoing process that encompasses a much wider domain (Brown 2004:4). Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance.

METHOD

This chapter presents the methods used in this research. They consist of type of the research, research setting, subjects of the research, type of data, instruments and data collection techniques, techniques of data analysis, validity and reliability and the research. Each all of them will be presented below.

The research conducted was action Research. According to burns (2010), action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community. The aim is to identify problematic situations or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practice. Action research is underpinned by democratic principles in that ownership of change is invested in those who conduct the research.

In other words, the central idea of action research is to solve the problematic situation and to bring about changes and better improvements in practice. In this research study the researcher directly participated in the research in order to solve the

problems existed in the teaching and learning process of speaking to bring improvements to the students' speaking skills of grade VII students of SMPK Sta Maria Goretti.

The research took place in SMPK Sta Maria Goretti the school has 12 classes and each class consists of 30 to 36 student who come from the low to middle-class backgrounds. The total number of the students are 398. Grade VII consists of 128 students, grade VIII consists of 129 students, and grade IX consists of 141 students. The school has employed 31 teachers and 2 counselling teachers.

The research study was conducted in the first semester of the academic year of 2013/2014. It was done from September to October, 2013, starting from the preliminary observation to the implementation of the use of the pictures to improve the speaking skills of grade VII students of Sta Maria Goretti.

The research study involved students of VII class as the subject of the research. The class consisted of 32 students (16 male students and 16 female students). They were about 13-14 years old.

The Method of this research were qualitative and quantitative data. The qualitative data were in the forms of the descriptions of the process during the actions written in field notes, observation checklists, interview transcripts, and the students' speaking performances. On the other hand, the quantitative data were from the scores of the students' speaking performances and the result of the questionnaires.

The data of this research was obtained through several techniques, such as interviews, observation, tests questionnaires, and documentation. The instrument used in this research study were in the forms of interview guidelines, observation sheets and checklists, speaking rubrics, and questionnaires. The researcher also used a photo-video-camera to document the teaching and learning process.

The procedures of the data collection techniques are presented below.

1) Interview

The researcher conducted interviews to gain the information related to the teaching and learning process. To obtain the data, she used interview guidelines to interview the English teacher, the collaborator, and the students. The data was in the forms of interview transcripts.

The interviews were done in reconnaissance and reflection step. In reconnaissance, she interviewed the English teacher related to the teaching and learning process and the problems faced. Besides, she also interviewed the students to know about their opinions and also their difficulties during the teaching and learning process of speaking. Later on, the interviews were conducted in reflection step of each cycle of the research. They were aimed to reflect on the results of the actions. The interviews were addressed to get the opinions and suggestions from the English teacher, the students, and the collaborator.

2) Observation

To gather the information about the teaching and learning process, the researcher conducted classroom observations. Observation sheets and checklists were used to collect the data. The researcher put marks on the activities which had been done. The technique was conducted in reconnaissance and also during the action and observation step of the research.

a) Test

Speaking tests were also done to obtain the information about the students' speaking skills before and after the implementation of pictures in the teaching and learning process of speaking. The researcher used speaking rubrics to result were used to see whether there were improvements after the actions or not.

b) Questionnaires

In this technique, the researcher distributed questionnaires to the students to get the supportive data about their opinions toward their interests, feelings, responses about the teaching and learning process and the implementation of the media, and their abilities in speaking English as well. The questionnaires were distributed in the reflection step of each cycle.

Besides using those main instruments the researcher also used a supplementary instrument. They were to support the research to get more complete data. To document the teaching and learning process, she used a photo-video-camera in the reconnaissance and in the action and observation steps of the research. The data was in the forms of photograph and videos.

The researcher followed a model of Classroom Action Research Procedure suggested by Madya (2006:67). The steps were conducted as follows:

1) Reconnaissance

The researcher conducted a preliminary observation in the classroom and some interviews with the English teacher and the students. In addition, she also conducted pre-test to see the students' performances. Those were to find the problems related to the teaching and learning process of speaking.

2) Plan

After identifying some problems, the researcher and the English teacher discussed the implementation of pictures as media to solve the problems and agreed to focus the materials on recount text. Therefore the researcher developed a plan of action in order to bring about the improvements:

- a) Using picture in the teaching and learning process of speaking.
- b) Implementing picture-based activities to improve students' speaking skills,
- c) Giving feedback on students' performance,

- d) Accustoming students to accessing dictionaries,
- e) Giving handouts as daily materials.
- f) Giving rewards for the active students.

In this cycle, she focused more on proposing some pictured – based activities which provoked the students’ active participations in group works and created fun competitive atmosphere in the classroom. At the end, she planned to give rewards for the students who actively participated in the learning process.

3) Action

In this phase, the research implanted pictures in the teaching and learning process of speaking and the accompanying actions. She did the implementation in to meetings.

4) Observation

During in the action, the research team collected the data through the act of observing and documenting the speaking teaching and learning process and the obstacles which might appear. Observation checklist was used to put marks on the aspects and activities done. The gained data from observations were then written into field notes.

5) Reflection

The reflection in this cycle was to evaluate the result of the implementation of the actions. It was conducted by interviewing the research team and the students about their responses towards the actions. Besides being interviewed, the students were also asked to fill some questionnaires. As the result showed betterments and significant improvements, the research study was considered to be successful to solve the problems and to improve the students speaking skills. In this way, the research needed to end her research study.

FINDINGS AND DISCUSSIONS

In this chapter, the writer would like to present the result of conducting research of using drama to develop student speaking skill from pre test and post test that were administered to first rade students of Sta. Maria Goretti Viqueque Timor-Leste in the school year 2018.

Tables 1 presents pre test result (*before the implementation using dialogue to develop speaking skills*).Here, the writer presents the result of pre test score from the students’ works.

Cod e	Meanin g	For m	Vocab .	Pronunciatio n	Score s
APR	4	5	6	6	6
CFP	5	5	4	6	6

CF	5	4	5	6	5
FRC	6	5	5	5	6
FMP	6	5	6	6	5
MD P	6	5	4	6	6
OA	5	4	5	6	5
JAP	6	5	5	5	6
MJS	6	5	6	6	5
PA	4	5	4	6	6
IAC	5	4	5	6	5
ZP	6	5	5	5	6
NPA	6	5	6	6	5
DM C	5	5	4	6	5
DMJ	5	4	5	6	5
RD C	6	5	5	5	6
Tota l					88
Mea n					5.5

Table 1 presents the result of the pre-test which was administered to the first grade students of pre – secondary school of Escola Sta. Maria Goretti Viqueque – in the school year 2018 before the implementation of teaching English speaking by using dialogue . And the mean score of the pre- test is 5.5.

Calculating the mean scores of the pre-test

$$\text{Mean} : X = \frac{\sum X}{N} = \frac{88}{16} = 5.5$$

Table 2 presents the result of students' Post Test scores after the implementation teaching English speaking by using dialogue of pre-secondary school Escola Sta. Marria Goretti Viqueque in the school year 2018.

Cod e	Meanin g	For m	Vocab .	Pronunciatio n	Score s
APR	8	7	6	7	7
CFP	7	7	7	7	7
CF	7	9	8	9	8
FRC	9	9	9	9	9
FMP	8	7	6	7	7
MD P	7	9	8	9	8
OA	8	8	10	8	8
JAP	7	9	8	9	8
MJS	8	7	6	7	7
PA	7	7	7	7	7
IAC	7	9	8	9	8

ZP	8	8	10	8	8
NPA	7	9	8	9	8
DM C	7	7	8	7	7
DMJ	7	9	8	9	8
RD C	7	9	8	9	8
Tota l					
Mea n					

Table 2 presents the result of post test which was administered to the first grade students of pre – secondary school of Escola Sta. Maria Goretti Viqueque. The result of mean score of post test in table 2 is to measure teaching speaking by using dialogue is 7.7

Based this reason, dialogue can be considered as useful strategy or one of innovative method to be used in English language teaching at class in order to develop the foreign language learners’ speaking skill.

Calculating the mean of the post-test

$$\text{Mean : } \bar{X} = \frac{\sum X}{N} = \frac{123}{16} = 7.7$$

Table 3 presents the differences result between the pre test and post test scores by the first grade students of elementary school of pre-secondary school of escola Sta. Marria Goretti Viqueque, to measure the significant differences which is to indicate the dialogue as the strategy to develop students English speaking skills.

N u	Student s' code	Pre- test scor e	Post- test score	D	D ₂
1	APR	6	7	1	1
2	CFP	5	7	2	4
3	CF	5	8	3	9
4	FRC	5	9	4	16
5	FMP	6	7	1	1
6	MDP	5	8	2	4
7	OA	6	8	3	9
8	JAP	5	8	3	9
9	MJS	6	7	2	4
1	PA	5	7	2	4

0					
1 1	IAC	6	8	3	9
1 2	ZP	5	8	3	9
1 3	NPA	6	8	2	4
1 4	DMC	5	7	2	4
1 5	DMJ	6	8	3	9
1 6	RDC	6	8	3	9
	Σ	$X_1=8$ 8	$X_2=12$ 3	$\Sigma D = 39$	$\Sigma D^2 = 105$
	X	Pre- test= 5.5	Post- test= .7		

Table 3 presents the differences result of pre test and post test scores by the first grade students of pre – secondary school of the Escola Sta. Maria Goretti Viqueque. It is to measure the significance differences which is indicated that the use of dialogue to develop students English speaking skill.

And based on the formula of t test is to measure that the significant differences between before and after the implementation teaching English speaking skill by using dialogue or $t \text{ test}=10.8 \geq t \text{ table } 2.120$. Therefore, it is decided that there are some significance defferences between before and after the implementation teaching English speaking by using dialogue because the result of $t \text{ test } 10.8$ was greater than $t \text{ table } 2.120$.

Formula for t-test of dependent means:

$$t = \frac{\Sigma D}{\sqrt{\frac{N \Sigma D^2 - (\Sigma D)^2}{N-1}}}$$

$$t = \frac{39}{\sqrt{\frac{16(105) - (39)^2}{16-1}}}$$

$$t = \frac{39}{3.6}$$

$$t = 10.8$$

The level of significance is ($\alpha = 0.5$)

$$df = N - 1 = 16 - 1 = 15.$$

Based on the level of significance ($\alpha = 0.5$) and degree of freedom is 15 which is indicated that the t table is 2.120. It is decided the t test=10.8 \geq t table 2.120.

Interpretation; based on the data above, the writer can conclude that t test=10.8 \geq t table 2.120. It means that there are some significance differences between pre test and post test or before and after implementation using dialogue to develop students speaking skill to be first grade students of pre-secondary school of escola Sta. Maria Goretti Viqueque-in the school year 2018. After comparing between the result of pre-test and post-test can be seen that the score of students increase.

Other words, it is suggested to the all the English language teachers, especially the local the English teachers in Escola Sta. Maria Goretti can use dialogue as the useful strategy to teach speaking to the students in order to develop the student speaking skill. It is considered in the process of teaching and learning English language at class as the foreign language acquisition.

So, these significant differences is indicated an innovative method to be adjusted by the local English teachers and students are recommended to use the dialogue in every day teaching and learning English speaking skill as the foreign language acquisition.

CONCLUSION

In this chapter, the writer would like to make some conclusion and suggestions as the useful ideas for the English teachers and students specially, using dialogue to develop students' English speaking skill.

The conducting research of using dialogue to develop students English speaking was conducted in four weeks which was started on 4 Juny up to 4 July 2018 to the first grade students of the Escola Sta. Maria Goretti Viqueque in the school year 2018.

Based on the data presentation and analysis, the writer would like to clarify detailed as in the following conclusion.

- 1) The mean score of the pre-test is **5.5** which is difference with the mean score of post-test is 7.7.
- 2) These significance differences between pre-test and post-test are indicated that the dialogue is an useful strategy that can be used to teach English speaking skill in the class in order to develop the students speaking skill in the school as the foreign language acquisition.
- 3) On the other hand, it can perhaps be seen in the comparison between the T-calculation is $10.8 \geq T$ table is 2.120 at the level of significant 0.5.
- 4) Therefore, it is interpreted that there are some significance differences between before and after the implementation teaching English as a foreign language by using dialogue to develop the students English speaking skill.
- 5) Based on the classroom observation, the process of teaching and learning English speaking using dialogue method was going smoothly and the most of the students were enthusiastic. This strategy of dialogue can be considered one of the enjoyable activities for the students in teaching and learning process in the class. It could also bring positive effect for the teacher and students in the class to avoid the violence because the students could evoke among others to express their ideas without worrying and happy to interact with pairs spontaneously and simultaneously based every of their body language movement.

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