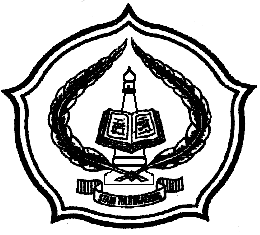
**THE EFFECTIVENESS OF USING GUIDED DIALOGUE ACTIVITY TOWARD THE STUDENT’S ACHIEVEMENT IN SPEAKING AT SEVENTH GRADE STUDENTS OF**

**MTs AL-HUDA BANDUNG ACADEMIC YEAR 2010-2011**

**THESIS**

Presented to

State Islamic College of Tulungagung in Partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English Education Program



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**MOTTO**

**DEDICATION**

**I dedicate this thesis to :**

* **My beloved parents “Abah and Umik” who give me full of love and support to my life, I want to say thank you and love you so much.**
* **My beloved brother, sister, and happy family who give me motivation and spirit for my study**
* **My Advisor “ Mrs. Ida Isnawati, M.Pd.” who always guides me patiently**
* **My beloved boyfriend “M. Saiful Abror” who gives me support and motivation for my life and study “Thanks Abi”**
* **My special mates “AYOEBANGET (Lia, Qumil, Me2, Ema)” who always be happy and give me motivation every time**
* **All of my friends “TBI-D” who always make me fun**
* **All My Friends who I can’t mention it one by one here who gave me nice friendship.**
* **All of my lecturers, especially English lecturers, thanks for the knowledge I have.**

**MAY ALLAH BLESS YOU FOREVER**

**ABSTRACT**

Fahima, Siti. 2011. Register Number: 3213073099. *The Effectiveness of Using Guided Dialogue Activity toward the Student’s Achievement in Speaking at Seventh Grade Students of MTs AL-HUDA Bandung Academic Year 2010-2011.* Thesis, Sarjana Islamic Education in English Education Program, State Collage for Islamic Studies (STAIN) Tulungagung.

Advisor: Ida Isnawati, M.Pd.

Key Words: **Speaking, Guided Dialogue Activity**

Speaking is one of language skills that considered difficult to be learned. Especially for the students who learned English, they felt difficult to explore their words. In fact, they had some ideas to be shown, but they didn’t have confidence to produce their original thought. Based on this problem, guided dialogue activity was designed toward the student’s achievement in speaking. It was a combination of two techniques. They were guided activity and dialogue. In this study, teacher and students cooperated together in teaching and learning process. Teacher made some guided questions and practiced by students in pairs. This study is aimed at enabling the students to explore their original thought by themselves.

This research problems are: 1) How is the student’s achievement in speaking before being taught by using guided dialogue activity?, 2) How is the student’s achievement in speaking after being taught by using guided dialogue activity?, and 3)Are there any significant differences of student’s achievement in speaking before they are taught using guided dialogue activity and those after using guided dialogue activity.

The objectives of this research are: 1) To know the student’s achievement in speaking before they taught by using guided dialogue activity, 2) To know the student’s achievement in speaking after they are taught by using guided dialogue activity, 3) To know the significant differences of student’s achievement in speaking between before they are taught by using guided dialogue activity and after they are taught by using guided dialogue activity.

The research design of this research was experimental research with quantitative approach. It was intended to find out any significant effect of using guided dialogue activity on seventh grade students of MTs Al-Huda Bandung. The research used purposive technique sampling which took 22 students as sample of 219 students. The method of collecting data was administering test. The data was analyzed using statistical analysis. It was used “T-test” analyzing.

The finding of the research was that the ” = 19,16, where significance at 5% = 2,07 and 1% = 2,8 . So, the ” ” is bigger than ” ” or 2,8 < 19,16 > 2,07. It meant that there was significant difference between the student’s achievement in speaking before and after being taught by using guided dialogue activity. In other word, the use of this technique gave good effect on the student’s achievement in speaking.

**ABSTRAK**

Fahima, Siti. 2011. NIM: 3213073099. *The Effectiveness of Using Guided Dialogue Activity toward the Student’s Achievement in Speaking at Seventh Grade Students of MTs AL-HUDA Bandung Academic Year 2010-2011.* Program Pendidikan Bahasa Inggris Jurusan Tarbiyah, Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung.

Pembimbing : Ida Isnawati, M.Pd.

Kata Kunci : **Speaking, Guided Dialogue Activity**

Berbicara merupakan salah satu keterampilan berbahasa yang dianggap sulit untuk dipelajari. Khususnya bagi para murid yang mempelajari bahasa inggris, mereka merasa sulit untuk mengeluarkan kata-kata mereka. Pada kenyataannya, mereka memiliki ide-ide untuk ditunjukkan, akan tetapi mereka tidak memiliki kepercayaan diri untuk menunjukkan gagasan asli mereka. Berdasarkan masalah ini, guided dialogue activity didesain untuk mengembangkan kemampuan siswa dalam berbicara. Guided dialogue activity adalah sebuah gabungan dari dua tehnik. Yaitu Guided Activity dan Dialogue. Dalam penelitian ini, guru dan siswa akan bekerjasama dalam proses belajar mengajar. Guru membuatkan beberapa pertanyaan pendamping dan dipraktekkan siswa secara berpasang-pasangan. Penelitian ini ditujukan pada kemampuan siswa untuk mengeksplor ide asli mereka sendiri.

Rumusan masalah penelitian ini antara lain adalah: 1) Bagaimana kemampuan siswa dalam berbicara sebelum diajar dengan menggunakan Guided Dialogue Activity?, 2) Bagaimana kemampuan siswa dalam berbicara setelah diajar dengan menggunakan Guided Dialogue Activity?, dan 3) Adakah perbedaan yang signifikan dari kemampuan siswa dalam berbicara antara siswa yang sebelum diajar dengan menggunakan Guided Dialogue Activity dengan siswa yang sudah diajar dengan menggunakan Guided Dialogue Activity?

Tujuan masalah dalam penelitian ini adalah sebagai berikut: 1) untuk mengetahui kemampuan siswa dalam berbicara sebelum diajar dengan menggunakan guided dialogue activity, 2) untuk mengetahui kemampuan siswa dalam berbicara sesudah diajar dengan menggunakan guided dialogue activity dan 3) adakah perbedaan yang signifikan dari kemampuan siswa dalam berbicara antara siswa yang sebelum yang diajar dengan guided dialogue activity dengan yang sudah diajar dengan guided dialogue activity.

Desain pada penelitian ini adalah eksperimental dengan pendekatan kuantitatif. Yaitu bermaksud untuk menemukan pengaruh yang signifikan dari penggunaan Guided Dialogue Activity pada siswa kelas 7 MTs Al-Huda Bandung. Penelitian ini menggunakan tehnik purposive sampling yaitu mengambil 22 siswa dari jumalah populasi sebanyak 219 siswa. Metode pengumpulan data yaitu melalui tes meliputi pre-test dan post-test. Data dianalisis menggunakan analisis statistic yaitu digunakan uji “T-test”.

Penelitian menemukan bahwa ” = 19,16, dimana signifikansi pada 5% = 2,07 dan 1% = 2,8 . Jadi,disimpulkan bahwa ” lebih besar dari

” yaitu 2,8 < 19,16 > 2,07. Hal ini berarti bahwa ada perbedaan yang signifikan antara kemampuan siswa yang sebelum dan sesudah diajar dengan menggunakan Guided Dialogue Activity.

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I deeply express my gratitude to the might Allah SWT for the blessing, so I finished my thesis entitled “The Effectiveness of Using Guided Dialogue Activity toward the Student’s Achievement in Speaking at Seventh Grade students of MTs Al-Huda Bandung Academic Year 2010-2011.” Sholawat and salam may be blessed to our phropet Muhammad SAW who had guided our life.

In this occasion, I would like to give my deep expression of gratitude for those who helped me in completing this thesis. Those are:

1. Mr. Dr. Maftukhin, M.Ag. as the head of STAIN Tulungagung.
2. Mrs. Ida Isnawati, M.Pd. as my advisor for her valuable guidance and suggestion during the process of writing this thesis.
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4. Mr. H. Rohmat Zaini, S.Pd.,M.Pd.I. as the head master and all teachers of MTs AL-HUDA Bandung, especially Mrs. Tantri Sundari and Mr. Nanang who give me information and allowed me to conduct a research in the school.
5. My beloved parents, brother, sister and family who give love, attention, and always support my study.
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The writer realizes that the thesis is still far from being perfect. Therefore, I hope some suggestions and critics that can be used to make this thesis better.

Finally, the writer prays to ALLAH, may this thesis be useful and may ALLAH bless us, Amin.

Tulungagung, July 4th, 2011

**Writer**

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