**CHAPTER I**

**INTRODUCTION**

In this chapter presented the introduction of research. It covered background of the research, formulation of the problems, objective of the research, the significant of the research, the hypothesis of the research, the scope and limitation of the research, and definition of key terms.

1. **Background of the Research**

In this present it is important to be able to speak and understand English language. English has made very big influence in the parts of human life. Learning English is not only important to get education but also to get new technology, science and knowledge. It is spoken in almost every nation in the world. In our world, it is known as universal language. Anywhere we go in the world, we will find people who speak English. And majority of the world of entertainment use English too.

“There are two kind of ways in which people establish communication in language. They are oral and written. Oral and written occur within one social and work together to form meanings within that situation.”(Burns, 1997:)

According to Brown (2000:335) “Written communication is result of employing strategy to manage the composing process, which is one of gradually developing a text. Written product is often the result of thinking, drafting, and revising procedure that require specialized skills, skills that not every speaker develops naturally.”

When people communicate by written, they are alone and they indirectly contact with other people to whom they are writing. In written communication the writer often feels under an obligation to achieve accuracy and precision, for example in writing a letter, poem, short message, service, etc.

“Communication by oral can be described as producing sound to communicate with other and the others side produce the sound to give response back to understand each other what they want to express with a word.”(Hornby, 1985:35).

In oral communicating, people usually interact directly with other. The language people produced is spontaneous and relatively unplanned. And as a consequence we tend to use informal everyday language that does not always conform to standard grammar.

From that phenomenon, we know that people used more oral communication as a mean of communication among individuals than written.

According to Harmer (1990:21) “There are two paradigms of English, namely English as science and English as a means of communication.” The first paradigm is English as science. English must be known by the people who want to make English as science. Therefore, they must master all items of English. In second paradigm is English as means of communication. English become instruments in communication. People can say something to express what they want to communicate each other. That is, how the people who are communicating with them can understand what they said and they understood what other people said without confusion between them. They can interact with others by producing any sounds without thinking English itself deeply.

In English as science, speaking is not only producing sound to send message to other, and enough if who are communicating with them understand what they want. Speaking skill as a science has to be based on standard criteria level of oral test.

English is one of language that is recognized in Indonesia. Indonesians consider English as the second language for them. Consequently, English is taught at the school from elementary level to high educational level. It is intended for the development of science, technology, art, culture and also the development of nation relationship.

Although English is taught at the school from elementary level to high educational level but English is not mastered maximally by English learner. It is because in learning English, learners have to master some skills. The skills are reading, writing, listening and speaking. One of skill that is not mastered by more English learners is speaking skill. In first paradigm above, in speaking, it is not only producing the sound and enough if who are communicating with them understand what they want, but in speaking has to be based on standard criteria level of oral test. Because of that, speaking skill is not mastered well by the learners of English.

In learning English, speaking is considered as one of the difficult skill. Many students do not have confidence to produce their words. They need some stimulation from the teacher to produce their words and it is impossible if the teacher have to guide the students one by one. It is not effective in teaching and learning process. This problem is experienced by the seventh grade students of MTs A-Huda Bandung. They feel difficult to express their idea, though they have any ideas that hidden in their thought.

Based on the reason above, knowing the student’s speaking ability is very important. In order to find out which the most difficult in all aspects of speaking, the teacher must know the best method and the best technique in solving the student’s difficulty in speaking. In teaching speaking skill, the teacher has to use the appropriate technique.

In English for Young Learners (EYL) there are some alternative methods and techniques to teach speaking. They are useful and effective to improve the speaking ability of the students. One of the alternative techniques to teach speaking is guided dialogue activity. The teacher can apply this technique to improve the student’s achievement in speaking ability. Guided dialogue activity is a combination of two techniques. They are guided activity and dialogue. Teacher and students will cooperate in classroom activity by using this technique. Students will converse a topic in pairs and the teacher as a classroom guide person. It means that the teacher holds the classroom situation in order to keep active and reach the topic target by preparing guided questions. It can help the students to show their ideas or thoughts.

There are three advantages, if the teacher uses this technique. Firstly, guided dialogue activity can direct the students. It means that the teacher help students to keep on the topic, the teacher will prepare guided questions to be conversed by students. The students ask and answer each other in pairs. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second advantage is to stimulate. It means that the teacher give stimulation to the students in order to make classroom situation more active. The students will be stimulated using guided questions and they can express their original thought actively. Finally it is to motivate. It means that the teacher can raise the student’s atmosphere if the process of learning is slow down. The students will not slow down in process of learning because in their conversation have been prepared some guided questions. They will not have unlimited thought and will be more motivated to show their original thoughts.

In this case, the researcher wants to try using guided dialogue activity as the technique in teaching speaking, whether this technique is effective or not in teaching speaking. From this description, the researcher searches how far the effectiveness of using guided dialogue activity toward student’s achievement at seventh grade students of MTs Al-Huda Bandung.

1. **Formulation of the Problems**

Based on the background of the research, the questions of the research are formulated are follows:

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?
3. Are there any significant differences of the student’s achievement in speaking between before taught using guided dialogue activity and after taught using guided dialogue activity?
4. **Objectives of the Research**

Based on the formulation of the problems above, the objectives of the 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.
4. **Significance of the Research**

By conducting this study, the writer hopes that the result of this research will give contributions to the institution, teacher, student and the future researcher. The significance of this research involves:

1. *Institution*

Using guided dialogue as technique is used to improve the student’s speaking ability. The curriculum should be designed to know the implementation. So, the teaching and learning process can run effectively and can achieve optimally. The researcher of this study hopes that this research could enrich the teaching and learning techniques of institution, particularly in teaching and learning speaking.

1. *Teacher*

This study can be as a reference and input to the student’s speaking skill improvement using guided dialogue activity. So, the teachers will know how to choose and use suitable methods and technique in teaching English effectively.

1. *Student*

Hopefully, this study helps the students in getting the target language acquisition well, improving their speaking skill and motivating them to get the best result.

1. *Future Researcher*

It can be as a reference to the next research.

1. **Hypothesis of the Research**

In this research, the researcher has two kind of hypothesis involves:

1. Alternative Hypothesis ( Ha)

It states that there is significant difference between the students who are taught before using guided dialogue activity and those who are taught after using guided dialogue activity.

1. Null Hypothesis (Ho)

It states that there is no significant difference between the students who are taught before using guided dialogue activity and those who are taught after using guided dialogue activity.

1. **Scope and Limitation of the Research**

The research setting of this study is used to avoid uncontrolled discussion of this research, as follow:

* 1. The study focuses on the effectiveness of using guided dialogue activity on the student’s speaking achievement. This study focuses on the teaching speaking skill by using guided dialogue activity. The researcher has two steps. The first step is the students are given topics to be discussed by guided dialogue activity. The second step is scoring; the score is taken based on 4 criteria, they are fluency, structure, pronunciation, and vocabulary.
  2. The material of the treatment consists of 5 topics; they are daily activity, hobby, imagination, family, and favorite.
  3. The treatment of the research was done in 3 meetings that covered 5 topics.
  4. This research applied on Seventh grade Students (7A Class) of MTs Al-Huda Bandung academic year 2010-2011
  5. This research was done from April 23nd – May 23nd 2011.

1. **Definition of the Key Terms**

Speaking is talk to somebody about something or using your voice to say something.

“Dialogue (in language teaching) is a model conversation, used to practice speaking.” (Longman, 1992:107)

Guided dialogue is conversation that the teacher participates as guide in the class activity.

Student’s achievement is the proficiency level of the student in given areas of knowledge or skill.

**CHAPTER II**

**REVIEW OF RELATED LITERATURES**

In this chapter presents the related literature of the research. This chapter covers the nature of speaking, teaching speaking, and teaching speaking for English Young Learner, teaching speaking by using guided dialogue activity.

1. **The Nature of Speaking**

Speaking is one of English skills that considered difficult to be produced. But in fact, speaking is an important thing to be able to communicate with other people.

According to Burn (1997:2), “almost all of us learn to speak and in fact speaking is so much a part of daily life that we tend to take it for granted. However, learning to speak involves developing a number of complex skills and different types of knowledge about how and when to communicate.”

Young children learn very early that speaking is about making meaning. The sounds and grammatical structures of our mother tongue are our linguistic tools for exchanging meanings with each other. As children begin to speak they also learn that speaking enables them to participate in social situations and interact with other people. As speakers they can:

1. Ask for things that they want
2. Get other people to respond to their requests
3. Express who they are as individuals
4. Socialize with those around them
5. Explore their world and find out how things work
6. Verbalize things that go on in their imagination
7. Exchange information with other people

1. **Teaching Speaking**

There are some parts of teaching speaking that must be prepared well by the teacher. It will help the teacher to get the optimal result. They are as follow:

1. **Goals and Techniques for Teaching Speaking**

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented as follow:

* Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
* Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

1. **Strategies for Developing Speaking Skills**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors’ help students learn to speak so that the students can use speaking to learn.

### Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### Recognizing scripts

### Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

### Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### Using language to talk about language

### Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

1. **Developing Speaking Activities**

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

### Structured ****Output Activities****

Two common kinds of structured output activities are **information gap** and **jigsaw** activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

1. **Information Gap Activities**
2. Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."
3. Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

1. **Jigsaw Activities**

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

1. In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.
2. More elaborate jigsaws may proceed in two stages. Student’s first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

1. **Communicative Output Activities**

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

1. Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
2. Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
3. Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
4. Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
5. Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
6. Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
7. Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
8. Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
9. Do topical follow-up: Have students report to the class on the outcome of their role plays.
10. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.
11. Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:
12. Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
13. Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
14. Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
15. Use small groups instead of whole-class discussion: Large groups can make participation difficult.
16. Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
17. Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
18. Do topical follow-up: Have students report to the class on the results of their discussion.
19. Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

1. **Types of Classroom Speaking Performance**

According to Brown (2001: 271), “there are some types of speaking performance that students are expected to carry out in the classroom”, they are as follow:

1. Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

1. Intensive

Intensive speaking is goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

1. Responsive

A good deal pf student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments.

1. Transactional ( dialogue )

It is carried out for the purpose of conveying or exchanging specific information, is extended form of responsive language for example Conversation.

1. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

1. Extensive (monologue)

The forms of monologue are oral reports, summaries, or perhaps short speeches. It is suitable for advance levels.

1. **Teaching Speaking for English Young Learner**

Speaking is one important skill to show the student’s idea, express or their communication with others. To be able to bring into reality, the teacher has to create a good assumption about English. It deals with Paul as follow:

“Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English. Part of the magic of teaching young children a foreign language is their unspoken assumption that the foreign language is just another way of expressing what they want to express, but there are limitations because of their lack of actual language.”(Paul, 2007:76)

When children start learning English, they obviously need to be given language before they can produce it themselves. Language has to go in before it can come out. At this initial stage the activities will be under the control of the teacher. Paul recommends that here some activities that concern with the teaching speaking for English young learner.

1. **Time to speak**

The children can listen to, read, or write English at home, but most of them have few opportunities to speak English at home. We have to give them time to speak up during the lesson. They need to practice, practice and practice.

1. **Preparing children to communicate**

We need to concentrate on the following:

1. Introducing and practicing patterns in ways that feel meaningful to the children, such as in games.
2. Practicing new patterns in combination with the other patterns the children have learned.
3. Giving the children many opportunities to guess how to use patterns flexibly in novel situation.
4. Giving the children confidence to speak out in front of others
5. Building the children’s inner strength to deal with confusing and novel situation.
6. Focusing on the question forms of new patterns.
7. **How do we introduce question forms?**

We can hide and slowly reveal an interesting object or picture, mime, hide something behind our back, half draw a picture, get one of the children who know more English than others to do these things, or arouse the children’s curiosity in some other way.

1. **Dialogs**

“In the same way as when learning any aspect of English, It is important for children to practice dialogs in ways that are meaningful and stimulate genuine feelings.”*(*Paul, 2007:77). Based on this statement, it means that it can help to develop the communicative skill by implementing dialogs in teaching and learning speaking process, but we have to contain patterns in the dialogs. We can encourage them to make choices about what to say and to use the dialogs flexibly to express genuine thoughts and feelings.

1. **At the pet shop**
2. Use a game to review a range of adjectives the children are likely to need to describe animals or that are useful when shopping.
3. Place between ten and twenty animal flash cards or toy animals in a place where the children can see them.
4. Smile and say, *it’s a pet shop,* or show the children a picture of a pet shop.
5. Gesture to the animals and ask.
6. Suggest one or two other animals and encourage her to express her reaction with the help of the other children
7. The dialog can continue a bit longer or can stop. The children then try and make similar dialogs, in pairs, or take turns in front of the class if the class is small.

Notice that grammatical and functional patterns are integrated. The children’s understanding of how to use adjectives has been extended and they have encountered the new patterns when they are trying to express their feelings.

1. **Puppet and Animals**

One effective way of addressing the classroom’s limitations is to use the puppets or toy animals to role play these kind of situations. They can enjoy to act or imagine a situation. The puppets can also join with the games. They can roll the dice and move their counters around a board, throw a ball and play card games with the children operating them.

1. **Classroom Language**

We can use English for classroom instructions. The first few times we say things like, *Open your book!* We can mime opening a book or writing, but after a while we stop doing the mime and just give the instruction in English.

Here are some examples of simple expression of classroom language:

*Good afternoon*

*How are you today?*

*Thank you*

1. **Teaching Speaking Using Guided Dialogue Activity**

There are many kinds of techniques of teaching speaking that can be used. One of them is teaching speaking by using guided dialogue activity. This is a new technique which is a combination of two techniques. They are guided activity and dialogue. Guided activity is a technique that always is practiced by the teacher that purposed to make a controlled classroom. Guided activity is usually called guided practice.

Scott (1996:38) stated that “Guided practice follows on directly from controlled practice and will often be done either in pairs or in small group. Guided practice usually gives the pupil some sort of choice, but the choice of language is limited. Textbooks are full of exercises for guided practice and you can use pictures or object or miming to help the pupils understand the content and practice the words.”

Based on the statement above, it can be concluded that guided practice is suitable to be run with dialogue. It is because in practicing dialogue needs guidance in order to keep the classroom situation.

In Guided Dialogue Activity, teacher and students will cooperate in classroom activity by using this technique. Students will converse a topic in pairs and the teacher as a classroom guide person who responses to control and manage the classroom. It means that the teacher holds the classroom situation in order to keep active and reach the topic target by preparing guided questions. It can help the students to show their ideas or thoughts.

Guided dialogue activity has three advantages. First, guided dialogue activity can direct the students. It means that the teacher help students to keep on the topic, the teacher will prepare guided questions to be conversed by students. The students ask and answer each other in pairs. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second advantage is to stimulate. It means that the teacher give stimulation to the students in order to make classroom situation more active. The students will be stimulated using guided questions and they can express their original thought actively. Finally, it is to motivate. It means that the teacher can raise the student’s atmosphere if the process of learning is slow down. The students will not slow down in process of learning because in their conversation have been prepared some guided questions. They will not have unlimited thought and will be more motivated to show their original thoughts.

Dialogue is one of technique to teach speaking. We know that when we speak it is related with dialogue. “Working with dialogue is a useful way to bridge the gap between guided practice and free activities.” (Scott, 1996:39) Controlled dialogue can easily develop into free work when the pupils are ready for it. According to Scott dialogue and role play are useful oral activities because:

1. Pupils speak in the first and second person. Texts are often in the third person
2. Pupils learn to ask as well as answer
3. They learn to use short complete bits of language and to respond appropriately
4. They don’t just use words, but also all the other parts of speaking a language- tone of voice, stress, intonation, facial expression, etc.

They can be used to encourage natural “chat” in the classroom, making up a dialogue about the little things which have happened and which occupy the children at that moment. A topic from a dialogue can be in long term when a situation happened without controlling process interaction which needs the guidance to control the direction of the topic. In this case, guided dialogue can be used to be a technique.

In the paradigm, speaking is as science. So, in process assessing, the teacher has to be able to limit the dialogue. And guided dialogue can help the teacher to control the dialogue in speaking activity. In guided dialogue activity, the teacher participates in the dialogue as a guide. Teacher gives motivations to the students by giving some questions. It is effective to motivate and change introvert situation.

In this research, the researcher modified some activities of treatment. The format of treatment as followed:

1. Teaching and learning process will be held for about 70 minutes for each material
2. The activities consist of 10 minutes for introduction, 50 minutes for main activity, and 10 minutes for closing.
3. In the main activity there are some activities as follow:
4. The teacher starts the teaching and learning process
5. The teacher has prepared a topic to be discussed by the students
6. The teacher shares the students in pairs
7. The students are asked to practice dialogue
8. Before practicing, the students are given some guided questions that cover a topic discussion
9. The students practice the guided questions in pairs by answer them
10. In this process, the students apply guided dialogue activity
11. The teacher rounds to monitor the students activity
12. After practicing for about 30 minutes, the teacher asks some students to report their dialogue one by one.

**CHAPTER III**

**RESEARCH METHOD**

This chapter presents the research method. It focuses the method used in conducting this study. The decision covers research design, population, sampling and sample, variable data, data source, data collecting method and instruments and technique of data analysis.

1. **Research Design**

“Research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. “(Creswell, 2009:3)

In this study, the researcher uses experimental research with quantitative approach. The researcher wants to know the effectiveness of using guided dialogue activity of teaching speaking to the student’s achievement by experimental research. The impact is assessed by providing a specific treatment. The effectiveness will be known after we know the significant differences between the students who are taught before using guided dialogue activity and those are taught after using guided dialogue activity. And this design uses quantitative approach because involved complex experiment with many variables and treatments.

In this research the researcher used experimental design with a single subject. Single subject experiment design was the design where the experimenter used the same subject as control group and experimental group by giving different treatment phases in the different time and length of the experiment period can be extended until the behavior stability. The subject is the seventh grade students of MTs Al-Huda Bandung Academic year 2010-2011.

In the experimental group, there is a group. This group is as an experimental group and control group. The experimental group typically receives a treatment, a treatment under the investigation, while the control group usually either receives a different treatment or is treated as usually.

The procedure of experimental in this study consisted of pre-test, treatment and post-test. The pre-test and the post-test are given to take the score of the student’s achievement before and after being taught by using guided dialogue activity in teaching speaking. Both scores were computed by using T-test to find out if there is significant effect of teaching speaking by using guided dialogue activity.

1. **Population, Sampling and Sample**

“Population is the group to which the researcher would like the results of a study to be generalizable; it includes all individuals with certain specified characteristics*.*” (Fraenkel, 1996:587). In this study, the researcher took the population that is the seventh grade students that consist of 219 students.

Sampling is the process of selecting a number of individuals (a sample) from a population, preferably in such a way that the individuals are representative of the larger group from which they were selected. (Fraenkel, 1996:558) Technique sampling used in this research is purposive sampling. Researcher takes some members of population as sample based on a purpose. The purpose is to do the treatment optimally. The sample is taken from excellent class that is class 7A that consists of 22 seventh grade students as single-subject experimental research.

The researcher took the sample of excellent class because of 2 reasons, they are:

1. Their speaking ability

This school has 6 classes that the total is 219 students. They are 5 regular classes and 1 excellent class. Based on the observation, it is impossible to apply this technique on regular class; it is because they did not have any motivation to speak English, and it will be useless if applied on regular class. While the excellent class is more active and have any motivation to speak English.

1. Efficient time

The limited time becomes one of important thing that must be thought. The researcher wants to treat optimally by choosing class 7A as sample. It is because the sample can cooperate in speaking class optimally.

1. **Variable**

Mauludi (2006:39) stated that “Variable is attribute of a group of people or object (thing) that have variation between a variation to each other in that group”. It means that variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. In this study, there are two kinds of variable as follows:

1. Independent variable is the teaching speaking by using guided dialogue activity
2. Dependent variable is student’s achievement in speaking ability
3. **Technique of Collecting Data and Instrument**

“Source of data in research is which subject can be gotten”. (Arikunto, 2006:129). In this research there are two kinds of data. They are primary data and secondary data that would be explained as follow:

* 1. Primary data

The primary data is the score of the student’s speaking test. It is taken from administering test given by the researcher. Data of this study is collected as follow:

* 1. Administering Test

“Test in simple terms, is a method of measuring a person’s ability, knowledge, or performance in a given domain.” (Brown, 2004:3)Researcher used two kinds of tests. They were pre-test and post-test. Pre-test was given before doing an experimental research study or before teaching by using guided dialogue activity and post-test was given after doing the experimental research study or after teaching by using guided dialogue activity. The technique in scoring speaking test was using four scales use to supplement the overall rating. They are fluency, structure, vocabulary, and pronunciation. The researcher uses *telling about* of test. The students are given 5 topics, they are hobby, imagination, family, favorite, and daily activities. They are asked to choose one of the topics then asked to tell about it. Teacher score them by using scoring guide based on five scales which is the scoring guide has been arranged before.

The criteria of success of the student’s speaking ability in the teaching and learning process adapted from O’Malley (1996:68). They are as follows:

**Table 3.1 Scoring Rubrics**

|  |  |
| --- | --- |
| **Score** | **Rubrics** |
|  | ***Fluency*** |
| **1** | Repeats words or phrases |
| **2** | Speaks in single-word utterances and short patterns |
| **3** | Speaks hesitantly because of rephrasing and searching for words |
| **4** | Speaks with near native fluency; any hesitations do not interfere with communication |
| **5** | Speaks fluently |
|  | ***Structure*** |
| **1** | Uses basic structures with frequent errors |
| **2** | Uses predominantly present tense verb, demonstrates errors of omission (leaves words out, words ending off) |
| **3** | Uses some complex sentences, applies rules of grammar but lacks control of irregular form (e.g. runned, mans, not never, more higher). |
| **4** | Uses a variety of structure with occasional grammatical errors. |
| **5** | Master a variety of grammatical structures. |
|  | ***Vocabulary*** |
| **1** | Uses few vocabulary inappropriately |
| **2** | Uses limited vocabulary |
| **3** | Uses adequate vocabulary ; some word usage irregularities |
| **4** | Uses varied vocabulary |
| **5** | Uses extensive vocabulary but may lag behind native- speaking peers |
|  | ***Pronunciation*** |
| **1** | Almost all pronunciation seriously influenced by mother-tongue. |
| **2** | Pronunciation is influenced by the mother-tongue but only a few serious phonological errors |
| **3** | Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. |
| **4** | Pronunciation is slightly influenced by the mother-tongue but most utterances are correct. |
| **5** | Pronunciation is only very slightly influenced by the mother-tongue |

To assess the speaking ability, the researcher uses scoring table as follow:

**Table 3.2 Scoring Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Students** | **Score of the student’s speaking ability for each criteria** | | | |
| **Fluency** | **Structure** | **Vocabulary** | **Pronunciation** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

After scoring based on each criterion, the researcher decides the student’s qualification as follow:

**Table 3.3 The Student’s Qualification**

|  |  |  |
| --- | --- | --- |
| **No.** | **Total Score** | **Qualification** |
| 1. | 0 -20 | Very Poor |
| 2. | 21 – 40 | Poor |
| 3. | 41 – 60 | Enough |
| 4. | 61 – 80 | Good |
| 5. | 81 - 100 | Very Good |

* 1. Secondary data

Secondary data is data that are collected by the researcher indirectly. The secondary data in this research were the names of the students, interviewing about teaching learning process with the teacher, and interviewing the students.

1. **Technique of Data Analysis**

In analyzing quantitative data in this study, the researcher used the quantitative data to know the student’s achievement in speaking ability after being taught by using guided dialogue activity in teaching speaking process. The writer conducted test to the students before and after they were taught by using guided dialogue activity. The test results were compared, and then the writer took the percentage of student’s score by using frequency.

In the last step, the writer used T-Test by using statistical program to ensure the effectiveness and to get stronger conclusion. The T-test was taken from the student’s test result which was conducted before and after the students being taught by using guided dialogue activity in teaching speaking process. Because this research included in one group pretest and posttest design or single subject, the formulation of T-test was taken from Sudijono (20003:305) as follows:

Notes:

M : the mean

D : difference between X and Y

: the standard error mean X and Y

1. **Hypothesis Testing**

After analyzing the data, the researcher identified the hypothesis testing. The hypothesis of this research as follow:

* 1. If T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is significant difference to the seventh grade students before using guided dialogue activity and after using guided dialogue activity. The difference is significant.
  2. If T-Test score is smaller than T-table, the Null Hypothesis (Ho) is accepted. It means that there is no significant difference to the seventh grade students before using guided dialogue activity and after using guided dialogue activity. The difference is not significant.

**CHAPTER IV**

**RESEARCH FINDING AND DISCUSSION**

In this chapter presents the data of research finding and discussion based on the result of research.

1. **Data of Research Finding**

In this section, the researcher presented the student’s achievement before and after being taught by using guided dialogue activity as technique in the process of teaching speaking. In this presentations, the researcher presented and analyzed the data which had been collected through two kinds of tests, they were pre-test and post-test. It was conducted to twenty two students.

1. **Description of proficiency of students before using guided dialogue activity**

In this section, the researcher presented the result of the pre-test that have been tested before treatment.

The total score has been gotten from total score of all criteria are divided four and multiplied 20 points, the equal or total score is 100 points. Or the formula is [(Total score of all criteria: 4) x 20] = 100 points. The description as follow:

**Table 4.1 the List of Student’s ability in Speaking Test before Taught by Using Guided Dialogue Activity.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Code | Score of The Student’s Speaking Ability for each criteria | | | | Total Score |
| Fluency | Structure | Vocabulary | Pronunciation |
| 1. | A | 2 | 2 | 3 | 3 | 50 |
| 2. | B | 1 | 2 | 2 | 2 | 35 |
| 3. | C | 2 | 1 | 2 | 2 | 35 |
| 4. | D | 2 | 1 | 2 | 1 | 30 |
| 5. | E | 3 | 2 | 3 | 2 | 50 |
| 6. | F | 1 | 1 | 1 | 2 | 25 |
| 7. | G | 2 | 1 | 2 | 2 | 35 |
| 8. | H | 2 | 2 | 2 | 2 | 40 |
| 9. | I | 2 | 1 | 3 | 2 | 40 |
| 10. | J | 2 | 1 | 2 | 2 | 35 |
| 11. | K | 1 | 2 | 1 | 2 | 30 |
| 12. | L | 1 | 2 | 2 | 2 | 35 |
| 13. | M | 3 | 3 | 3 | 3 | 60 |
| 14. | N | 2 | 1 | 2 | 1 | 30 |
| 15. | O | 2 | 2 | 2 | 1 | 35 |
| 16. | P | 2 | 1 | 2 | 1 | 30 |
| 17. | Q | 1 | 2 | 1 | 2 | 30 |
| 18. | R | 3 | 2 | 2 | 1 | 40 |
| 19. | S | 2 | 2 | 2 | 1 | 35 |
| 20. | T | 1 | 1 | 1 | 2 | 25 |
| 21. | U | 2 | 2 | 2 | 2 | 40 |
| 22. | V | 1 | 2 | 2 | 3 | 40 |

Pre-test was done on May 5th, 2011 at 10.20 am till 11.30 am. Based on the table 4.1, it was concluded that about 19 students got score in range 22-40, and only 3 students got score in range 41-60

1. **Treatment of Guided Dialogue Activity**

After got the scores on pre-test, the researcher gave treatment of guided dialogue activity. The format of the treatment as followed:

1. Teaching and learning process will be held for about 70 minutes for each material
2. The activities consist of 10 minutes for introduction, 50 minutes for main activity, and 10 minutes for closing.
3. In the main activity there are some activities as follow:

* The teacher starts the teaching and learning process
* The teacher has prepared a topic to be discussed by the students
* The teacher shares the students in pairs
* The students are asked to practice dialogue
* Before practicing, the students are given some guided questions that cover a topic discussion
* The students practice the guided questions in pairs by answer them
* In this process, the students apply guided dialogue activity
* The teacher rounds to monitor the students activity
* After practicing for about 30 minutes, the teacher asks some students to report their dialogue one by one.

In process of treatment, the students felt enjoy and fun. They cooperated optimally.

1. **Description of Proficiency of Students after Using Guided Dialogue Activity**

In this section, researcher presented the score of post-test after being taught by using guided dialogue activity. The description as follow:

**Table 4.2 the List of Student’s ability in Speaking Test after Taught by Using Guided Dialogue Activity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Code | Score of The Student’s Speaking Ability for each criteria | | | | Total Score |
| Fluency | Structure | Vocabulary | Pronunciation |
| 1. | A | 3 | 3 | 3 | 3 | 60 |
| 2. | B | 3 | 3 | 4 | 3 | 65 |
| 3. | C | 3 | 2 | 3 | 3 | 55 |
| 4. | D | 2 | 2 | 3 | 3 | 50 |
| 5. | E | 4 | 3 | 5 | 4 | 80 |
| 6. | F | 2 | 2 | 3 | 3 | 50 |
| 7. | G | 3 | 3 | 3 | 4 | 65 |
| 8. | H | 3 | 2 | 3 | 3 | 55 |
| 9. | I | 3 | 2 | 3 | 3 | 55 |
| 10. | J | 3 | 2 | 3 | 4 | 60 |
| 11. | K | 2 | 3 | 3 | 3 | 55 |
| 12. | L | 3 | 2 | 3 | 3 | 55 |
| 13. | M | 4 | 4 | 5 | 4 | 85 |
| 14. | N | 3 | 2 | 4 | 2 | 55 |
| 15. | O | 3 | 3 | 3 | 3 | 60 |
| 16. | P | 3 | 2 | 4 | 3 | 60 |
| 17. | Q | 3 | 3 | 3 | 3 | 60 |
| 18. | R | 4 | 4 | 3 | 2 | 65 |
| 19. | S | 3 | 2 | 3 | 3 | 55 |
| 20. | T | 2 | 2 | 3 | 2 | 45 |
| 21. | U | 4 | 3 | 3 | 3 | 65 |
| 22. | V | 2 | 2 | 3 | 4 | 55 |

Post-test was done on May 19th, 2011 at 10.20 am till 11.30 am. Based on the table 4.1, it was concluded that about 16 students got score in range 41-60, 5 students got score in range 61-80, and only 1 student got score 85 points.

1. **Description of Proficiency of Students before and after Using Guided Dialogue Activity**

After post-test, treatment, and post-test were done, the researcher got two results of score. They were score pre-test and post-test. The data presented as follow:

**Table 4.3 the List of Student’s ability in Speaking Test before and after Taught by Using Guided Dialogue Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Code | Pre- Test | Post- Test |
| 1. | A | 50 | 60 |
| 2. | B | 35 | 65 |
| 3. | C | 35 | 55 |
| 4. | D | 30 | 50 |
| 5. | E | 50 | 80 |
| 6. | F | 25 | 50 |
| 7. | G | 35 | 65 |
| 8. | H | 40 | 55 |
| 9. | I | 40 | 55 |
| 10. | J | 35 | 60 |
| 11. | K | 30 | 55 |
| 12. | L | 35 | 55 |
| 13. | M | 60 | 85 |
| 14. | N | 30 | 55 |
| 15. | O | 35 | 60 |
| 16. | P | 30 | 60 |
| 17. | Q | 30 | 60 |
| 18. | R | 40 | 65 |
| 19. | S | 35 | 55 |
| 20. | T | 25 | 45 |
| 21. | U | 40 | 65 |
| 22. | V | 40 | 55 |

Based on the table 4.3, the researcher concluded that all the students had increasing score.

1. **Data Analysis**
2. **Score Test and Qualification before Using Guided Dialogue Activity**

Based on the data in Table 4.1 above, the researcher drew the frequency and it was analyzed as follow:

**Table of Qualification Score**

|  |  |  |
| --- | --- | --- |
| No. | Total Score | Qualification |
| 1. | 0 -20 | Very Poor |
| 2. | 21 – 40 | Poor |
| 3. | 41 – 60 | Enough |
| 4. | 61 – 80 | Good |
| 5. | 81 - 100 | Very Good |

**Table 4.4 the List of Student’s Qualification in Speaking Ability before Using Guided Dialogue Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Code | Total Score | Qualification |
|
| 1. | A | 50 | Enough |
| 2. | B | 35 | Poor |
| 3. | C | 35 | Poor |
| 4. | D | 30 | Poor |
| 5. | E | 50 | Enough |
| 6. | F | 25 | Poor |
| 7. | G | 35 | Poor |
| 8. | H | 40 | Poor |
| 9. | I | 40 | Poor |
| 10. | J | 35 | Poor |
| 11. | K | 30 | Poor |
| 12. | L | 35 | Poor |
| 13. | M | 60 | Enough |
| 14. | N | 30 | Poor |
| 15. | O | 35 | Poor |
| 16. | P | 30 | Poor |
| 17. | Q | 30 | Poor |
| 18. | R | 40 | Poor |
| 19. | S | 35 | Poor |
| 20. | T | 25 | Poor |
| 21. | U | 40 | Poor |
| 22. | V | 40 | Poor |

To know the percentage of student’s achievement in speaking ability before using guided dialogue activity, the researcher analyzed with weighting score from the scheme in table 4.1 as follow:

**Table 4.5 Percentage of Student’s Qualification before Using Guided Dialogue Activity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Qualification | Percentage (%) | | | | |
| Very Good | - |  |  |  |  |
| Good |  | - |  |  |  |
| Enough |  |  | 13,64 |  |  |
| Poor |  |  |  | 86,36 |  |
| Very Poor |  |  |  |  | - |

Based on the table 4.5 it was known that there was 86,36 % students who had Poor result of score, and 13,64% students who had Enough result of score.

1. **Score Test and Qualification after Using Guided Dialogue Activity**

Based on the data in Table 4.2 above, the researcher drew the frequency and it was analyzed as follow:

**Table 4.6 the List of Student’s Qualification in Speaking Ability after Using Guided Dialogue Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Code | Total Score | Qualification |
| 1. | A | 60 | Enough |
| 2. | B | 65 | Good |
| 3. | C | 55 | Enough |
| 4. | D | 50 | Enough |
| 5. | E | 80 | Good |
| 6. | F | 50 | Enough |
| 7. | G | 65 | Good |
| 8. | H | 55 | Enough |
| 9. | I | 55 | Enough |
| 10. | J | 60 | Enough |
| 11. | K | 55 | Enough |
| 12. | L | 55 | Enough |
| 13. | M | 85 | Very Good |
| 14. | N | 55 | Enough |
| 15. | O | 60 | Enough |
| 16. | P | 60 | Enough |
| 17. | Q | 60 | Enough |
| 18. | R | 65 | Good |
| 19. | S | 55 | Enough |
| 20. | T | 45 | Enough |
| 21. | U | 65 | Good |
| 22. | V | 55 | Enough |

To know the percentage of student’s achievement in speaking ability after using guided dialogue activity, the researcher analyzed with weighting score from the scheme in Table 4.2 as follow:

**Table 4.7 the Percentage of Student’s Qualification after Using Guided Dialogue Activity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Qualification | Percentage (%) | | | | |
| Very Good | 4,55 |  |  |  |  |
| Good |  | 22,73 |  |  |  |
| Enough |  |  | 72,72 |  |  |
| Poor |  |  |  | - |  |
| Very Poor |  |  |  |  | - |

Based on the table 4.7 it was known that there was 4,5 % students who had Very Good result of score, 22,73 % students who had Good result of score, and 72,73 % students who had Enough result of score.

1. **The Significant Influence of the Student’s Achievement before and after Using Guided Dialogue Activity**

Based on the table 4.3 above, there was a different result of the score. The next steps for this study were computing by using T-Test. It was used to know if there was any significant influence of the student’s achievement before and after being taught by using guided dialogue activity as technique in teaching speaking process in 5 % and 1% of significant level.

The researcher analyzed as follow:

**Identifying Mean**

Before identify the mean, the researcher provided this table to make easy in identifying T-Test. The table as follow:

**Table 4.8 Table to Identify T-Test**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Code | Pre- Test ( X ) | Post- Test (Y) | D ( Y-X ) |  |
| 1. | A | 50 | 60 | 10 | 100 |
| 2. | B | 35 | 65 | 30 | 900 |
| 3. | C | 35 | 55 | 20 | 400 |
| 4. | D | 30 | 50 | 20 | 400 |
| 5. | E | 50 | 80 | 30 | 900 |
| 6. | F | 25 | 50 | 25 | 625 |
| 7. | G | 35 | 65 | 30 | 900 |
| 8. | H | 40 | 55 | 15 | 225 |
| 9. | I | 40 | 55 | 15 | 225 |
| 10. | J | 35 | 60 | 25 | 625 |
| 11. | K | 30 | 55 | 25 | 625 |
| 12. | L | 35 | 55 | 20 | 400 |
| 13. | M | 60 | 85 | 25 | 625 |
| 14. | N | 30 | 55 | 25 | 625 |
| 15. | O | 35 | 60 | 25 | 625 |
| 16. | P | 30 | 60 | 30 | 900 |
| 17. | Q | 30 | 60 | 30 | 900 |
| 18. | R | 40 | 65 | 25 | 625 |
| 19. | S | 35 | 55 | 20 | 400 |
| 20. | T | 25 | 45 | 20 | 400 |
| 21. | U | 40 | 65 | 25 | 625 |
| 22. | V | 40 | 55 | 15 | 225 |

|  |  |  |  |
| --- | --- | --- | --- |
| ∑X= 805 | ∑Y= 1310 | ∑D=510 | ∑ = 12500 |

Identify mean:

MD =

Mean from X and Y

MX =

MY =

**Identifying T-Test Score ()**

=

=

=

=

=

= 5, 56

From the result above, to know the value degree of freedom (df) the formula is N-1 = 22-1 = 21, with df = 21 so, T-Table 5%= 2, 07. From the result and compared with T-Table conclude that the result was significant.

1. **Hypothesis Testing**

The hypothesis testing was identified by using the significant effect of T-Test result, and to make sure the researcher provided the percentage of student’s achievement after using guided dialogue activity.

1. **The effect of teaching speaking by using guided dialogue activity**

From the data analysis we can identify as follow:

1. If > T-Table in N=22 significant 5%, the alternative hypothesis (Ha) is accepted. It means that there is significant difference to the seventh grade students before using guided dialogue activity and after using guided dialogue activity. The difference is significant.
2. If < T-Table in N=22 significant 5%, the Null Hypothesis (Ho) is accepted. It means that there is no significant difference to the seventh grade students before using guided dialogue activity and after using guided dialogue activity. The difference is not significant.

Based on the statistical test by using T-Test, it showed that score after using guided dialogue activity is 19,16 and the T-Table is 2,07, meaning that is bigger than T-Table and Ha is accepted.

From the result, it can be concluded that “There is any significant effect of teaching speaking by using guided dialogue activity in student’s achievement”.

1. **The student’s achievement after being taught by using guided dialogue activity**

Based on the percentage of the student’s qualification before being taught by using guided dialogue activity, about 13,64% students had Enough result of score, and 86,36% students who had Poor result of score. If compared to result of score after being taught using guided dialogue activity, there was a significant increase, which was showed from the percentage student’s qualification before taught by using guided dialogue activity there was no students got Very Good qualification. While in percentage of the student’s qualification after being taught by using guided dialogue activity about 4,55% students had Very Good result of score, 22,73% students who had Good result of score, and 72,72% students who had Enough result of score. It was concluded that “Students have good achievement in speaking ability after using guided dialogue activity as technique in teaching”.

1. **Discussion**

Based on the research finding and the related theory the researcher concluded that the research finding supported the theory. It was showed by comparing the result of student’s achievement percentage where all students got improvement in their speaking. According to Scott (1996: 39) “Working with dialogue is a useful way to bridge the gap between guided practice and free activities.” Related to the theory, this research showed that guided dialogue activity was useful to be run in teaching speaking it is because the students can expose their idea or original thought. According to Paul (2003:77) “It is important for children to practice dialogs in ways that are meaningful and stimulate genuine feelings.” The researcher also had a reason that this technique was effective because this technique had three advantages. First, guided dialogue activity can direct the students. It means that the teacher help students to keep on the topic, the teacher will prepare guided questions to be conversed by students. The students ask and answer each other in pairs. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second advantage is to stimulate. It means that the teacher give stimulation to the students in order to make classroom situation more active. The students will be stimulated using guided questions and they can express their original thought actively. Finally it is to motivate. It means that the teacher can raise the student’s atmosphere if the process of learning is slow down. There is other advantage of guided dialogue activity. Based on result of informal interview after research, the students said that this technique was useful for them. It could help them speaking up fluently as if they answered the guided question though in the situation they spoke by themselves without guided questions. It means that this technique really help them in testing speaking. Usually, they cannot explore their words, but by using this technique they are helped to show their idea. Whereas, the treatment was only done in three meetings, but the good effect was significant. Although 72,72% still got Poor qualification score, but actually they got increasing result. It can be looked for each score of the students in table scores (**Table 4.3**). Greater improvement can be gotten if this technique is applied continuously by the teacher. The successful result was gotten by participation of the students. They were so motivated and active to practice speaking using this technique.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* + - 1. **Conclusion**

After all of the data were analyzed on the research result, the researcher can give some conclusion as follow:

1. The student’s achievement in speaking before taught using guided dialogue activity was generally poor. It was shown by the percentage of student’s achievement before using guided dialogue activity were 0% got Very Good result of score, 13,64% students who had Enough result of score, and 86,36% students who had Poor result of score.
2. The student’s achievement in speaking after using guided dialogue activity is better than before. It was shown by the percentage of student’s achievement after using guided dialogue activity were 4,55% students who had Very Good result of score, 22,73% students who had Good result of score, and 72,72% students who had Enough result of score.
3. There are significant differences of the student’s achievement in speaking between before taught using guided dialogue activity and after taught using guided dialogue activity. The result score after using guided dialogue activity is higher than result score before using guided dialogue activity. It is showed by result of T-Test that the result of T-Test is 19,16.
4. **Suggestion**

Based on the result of the research, the researcher can suggest to:

* 1. *Institution*

This technique was effective to teach speaking because it could improve the student’s achievement in speaking. The researcher suggested that this technique could be one of the techniques in teaching of the institution.

* 1. *Teachers*

The English teacher especially in speaking class should keep condition and situation of class conducive in teaching learning speaking, so the learners will get encouragement to practice the English. This technique is suitable to create the condition. The teacher can use this technique as one of their techniques and implement the technique continuously.

* 1. *Students*

The English students should try to speak English they have learned as often as possible. They should try to speak English although they made many mistakes, because a language is a habit that is why, if they never practice and uses in any contexts, it is impossible if they can use the language better. This technique is effective to help them to explore their original thought. The researcher suggested that the student uses this technique toward their speaking achievement.

* 1. *The Future Researcher*

The researcher hoped that this research should be the reference to the future research, and it could help to support the next research.

**REFFERENCES**

Arikunto, Suharsimi. 2006. Prosedur *Penelitian Suatu Pendekatan Praktik Revisi VI*. Jakarta: PT. RINEKA CIPTA.

Brown, H. Douglas*.* 2004. *Language Assessment*. America : Pearson Education.

--------. 2010. *Teaching by Principles; and interactive approach to language pedagogy.* America : Addison Wesley Longman, Inc.

--------. 2000. *Teaching by Principle.* New York: San Fransisco State University Press.

Burns, Anne. 1997. *Focus on Speaking*. Sydney: NCELTR.

Creswell, John W. *Research Design.*  London: SAGE Publication, Inc.

Fraenkel, Jack, R. 1996. *How to Design and Evaluate Research in Education.*  America : Lane Akers, Inc.

Harmer, Jeremy. 1990. *The Practice of ELT.* London: Routledge Press.

Hornby. 1985. *Oxford Advanced Learner’s Dictionary of Currant English*. Great Britain: Univercity Printing House Oxford.

Longman. 1992. *Dictionary of Language Teaching and Applied Linguistics.* Malaysia:VVP.

Mauludi, Ali. 2006. *Statistika I*. Jakarta: PT. Prima Heza Lestari.

O’Malley, J. Michael. 1996. *Authentic Assessment For English Language Learners.* America: Addison-Wesley Publishing Company.

Paul, David. 2007. *Teaching English to Children in Asia*. Hong Kong: Pearson Education Asia.

Scott, Wendy, A. 1996. *Teaching English to Children*. New York: Longman.

Sudijono, Anas. 2003. *Pengantar Statistik Pendidikan.* Jakarta : PT. Raja Grafindo Persada

Suparman. 2001. *Guided Speaking: Practical Guide to Speak English.* Jogjakarta : UII Press

English Corner. *The Goals of Teaching Speaking.*  <http://www.nclrc.org/essentials/speaking/goalsspeak.htm> was accessed on January 9th, 2011.

--------. *Developing Teaching Speaking .*<http://www.nclrc.org/essentials/speaking/developspeak.htm> was accessed on January 9th, 2011.

--------. <http://www.primaryresources.co.uk/music/pdfs/3teddybear.pdf> was accessed on January 14th, 2011.