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This thesis entitled "The Effectiveness of Using Guided Dialogue Activity Toward the Student's Achievement in Speaking at Seventh Grade Students of SMP PGRI Panggungrejo" written by Jenilla Kiky Kusumaning Prisiswara, Student Registered Number 3213103081 has been approved by the thesis advisor for further approval by the Board of Examiners.

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MOTTO

Live Simply, Love Generously, Care Deeply, Speak Kindly

DEDICATION

After finishing this thesis, I want to dedicate this thesis to:

1. My Father Priono Harianto and my mother Siswiati who always pray and give motivation to me
2. My Grandfather Isnari and my Grandmother Supini who always pray and give motivation to me
3. My Sisters Neneng, Sasa, Neta who always give me supports
4. My beloved advisor Dr. Erna Iftanti, S. S, M. Pd who give me unforgettable knowledge
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6. My close friends Iin, Harir, Dewi, Lismia, Kuni, Khusna, who change this beautiful life to be more beautiful
7. All the member of TBI – 8C who I love

DECLARATION OF AUTHORSHIP

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States that this thesis is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact, I am the only person responsible for the thesis. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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ABSTRACT

Prisiswara, Jenilla Kiky Kusumaning. Registered Student 3213103081. "*The Effectiveness of Using Guided Dialogue Activity Toward the Student's Achievement in Speaking at Seventh Grade Students of SMP PGRI Panggungrejo*". Thesis. English Education Program. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Erna Iftanti. S.S. M.Pd

Keyword: Speaking, Guided Dialogue

Speaking is an important aspect in learning second language or foreign language. It also has important in language teaching learning. There are many techniques in teaching speaking. One of them is teaching by using guided dialogue. This new technique is the combination of two techniques guided and dialogue. This technique is supposed to be practiced by the teacher in order to manage the students well.

Research problems of this research were: (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 difference of the student's achievement in speaking between before being taught by using guided dialogue activity and after taught using guided dialogue activity?

The purposes of this research was to know whether the guided technique was effective or not to improve the student's speaking of seventh grade at SMP PGRI Panggungrejo.

The design of this research is pre-experimental using One-Group (Pretest-Posttest). The population was the students of seventh grade at SMP PGRI PAnggungrejo. Sample of this research was also seventh grade student consist of 26 students. The instrument used by the researcher was test (pretest-posttest). While the data analysis used by researcher was T-test.

The finding of the research was the score of speaking before being taught by guided dialogue activity is low, because the total score of 26 students is only 10.312. After getting treatment total score of student achievement was 18.596. It mean that the student score is good. The student achievement was getting better based on T-test analysis used by the researcher. The score of t_{count} compared with t_{table} gotten was use SPSS 16.0. T_{count} 10.312 and T_{table} 1.708. we know that t_{count} was bigger than t_{table} ($t_{count} > t_{table}$) = (10.312 > 1.708). Therefore, based on the hypothesis testing, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Finally, it can be concluded that guided dialogue is effective in teaching speaking for seventh grade students at SMP PGRI Panggungrejo.

ABSTRAK

Skripsi dengan judul *“The Effectiveness of Using Guided Dialogue Activity Toward the Student’s Achievement in Speaking at Seventh Grade Students of SMP PGRI Panggungrejo”* disusun oleh Jenilla Kiky Kusumaning Prisiswara. 3213103081. Jurusan Pendidikan Bahasa Inggris di IAIN TULUNGAGUNG tahun akademik 2014. dan dibimbing oleh, Dr. Erna Iftanti. S.S. M.Pd.

Keyword: Berbicara, dialog dipandu

Berbicara adalah aspek yang paling penting dari belajar bahasa kedua atau asing. Selain itu, kemampuan bicara memainkan peran yang sangat penting dalam pembelajaran bahasa, termasuk belajar bahasa asing. Ada banyak macam teknik pengajaran berbicara yang dapat digunakan. Salah satunya adalah mengajar berbicara dengan menggunakan dialog dipandu. Teknik ini adalah teknik baru yang merupakan gabungan dari dua teknik. Panduan dan dialog. Kegiatan dipandu adalah teknik yang selalu dipraktekan oleh guru yang bertujuan untuk membuat ruang kelas menjadi terkendali.

Rumusan penelitian adalah (1) Bagaimana prestasi siswa berbicara sebelum diajarkan dengan menggunakan kegiatan dialog dipandu? (2) Bagaimana prestasi siswa berbicara setelah diajarkan dengan menggunakan kegiatan dialog dipandu? (3) Apakah ada perbedaan yang signifikan prestasi siswa dalam berbicara antara sebelum diajarkan dengan menggunakan kegiatan dialog dipandu dan setelah diajarkan menggunakan kegiatan dialog dipandu?

Tujuan penelitian adalah untuk menemukan jalan keluar apakah efektif atau tidak menggunakan teknik dialog dipandu untuk merubah kemampuan bicara siswa pada kelas tujuh dari SMP PGRI Panggungrejo.

Desain penelitian menggunakan pendekatan kuantitatif dengan desain One-Group Pretest-Posttest. Populasi adalah siswa dari kelas tujuh di SMP PGRI Panggungrejo. Sample peneliti adalah kelas VII yang terdiri dari 26 siswa. Alat penelitian adalah test (pretest dan posttest). Analisis data penelitian adalah menggunakan T-test.

Temuan penelitian didalam penelitian ini adalah nilai dari kemampuan berbicara siswa sebelum menggunakan teknik dialog dipandu adalah kurang karena nilai dari 26 siswa adalah 10.312 berdasarkan pada nilai siswa adalah kurang. Setelah memperoleh perlakuan nilai kemampuan berbicara siswa adalah 18.596 berdasarkan kriteria penilaian nilai siswa bagus. Kemampuan siswa telah berubah, dengan analisis t-test yang digunakan peneliti, hasil dari tcount dibandingkan dengan ttable yang diperoleh dengan menggunakan SPSS 16.0

berbeda, tcount 10.312 dan nilai ttable 1.708, kita tahu bahwa tcount lebih besar daripada ttable ($tcount > ttable$) = $(10.312 > 1.708)$.

Berdasarkan pada hasil diatas hypothesis alternative (Ha) bahwa ada perbedaan yang signifikan pada kemampuan berbicara siswa menggunakan dialog dipandu maka (Ha) diterima, sedangkan hipotesis null (Ho) bahwa tidak ada perbedaan yang signifikan pada kemampuan berbicara siswa menggunakan teknik dialog dipandu maka (Ho) ditolak.

Akhirnya dapat disimpulkan bahwa teknik dialog dipandu adalah teknik yang efektif untuk merubah kemampuan berbicara siswa, khususnya untuk siswa kelas tujuh di SMP PGRI Panggungrejo.

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The writer realizes that this research is far from being perfect. Therefore any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 23th 2014
The writer

Jenilla Kiky Kusumaning.P

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