



The Success of Using Dialogue to Develop Speaking Skill

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Abstract

As University graduates must be able to speak English well. So they are ready when they are faced with the real life and work. So are the graduates of Bina Sarana Informatika University students, they have to gain the language competence especially speaking ability. The aim of the research was to know if the dialogue techniques are effective and appropriate for the university students. The result of the research showed that; 1). Most students got enormous advantages in improving students speaking skill as well as overcoming the speaking difficulties. The improvement covers grammar knowledge, intonation and pronunciation, vocabulary mastery, fluency and naturalness in speaking, and speaking attitude. 2). The students did not feel bored. All students took part actively in the task. It means that students like doing the task. In other words, dialogue technique is one of many good techniques of teaching speaking. 3) During the semester students showed their positive responses to the implementation of the dialogue technique. It can be concluded that the dialogue technique presented in the right way will bring about a good response from the students. In the implementation, the students are happy doing the activity and they are eager to practice speaking. Based on the research result and theoretical review, the writer suggested that dialogue technique is worth to be used for university students especially for conversation subject.

Keywords: Develop, Using Dialogue, Speaking skill



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INTRODUCTION

As university students, they are supposed to be able to speak English fluently. They are not similar to the Senior High School students, which are not ready to face the real jobs, but university graduates are. Therefore, students of university should be equipped by the ability to speak English. To make students acquire the communicative competence teachers should consider the principles technique applied in the teaching (Rezeki, et al., 2022). They are among others teachers should

be able to apply varied learning techniques that enable students to use their English (Isnadila, et al., 2022).

For the teaching of speaking to be effective, the classroom activities should be directed to the acquisition of the objective (Pada, 2022). For this purpose, positive learning atmosphere such as creating relax situation, reducing treats from the teacher helping students to speak freely, and the like should be created (Sujarwo, et al., 2022). When this situation happens, it will be easier for teacher to make students express their ideas freely and confidently (Sarmila, et al., 2023). Besides, the teacher can apply any technique she wished for. One of the techniques that promote conversation activities are "ask and answer" or "dialogue" activity.

Dialogue is an activity which two students ask and answer. This type of activity involves oral fluency. As many experts said that oral fluency exercise is the best way to develop students speaking skill. In such situation students will use the language function and form as well as the vocabulary they've learnt from the lesson, and therefore students will gradually develop their speaking ability in terms of being able to speak fluently and accurately.

Sujianto, B (2019:1) Elaborates that in language teaching, there are at least nine approaches/methods that have been invented and practiced in various teaching situations. They include the well-known Grammar Translation Method, Direct Method, Audiolingual Method, Natural Approach and Communicative Language Teaching.

Though, it is now many schools, classes, and language institutions apply communicative language teaching and other recent approaches like Task Based Learning and Lexical approach, the dialogue technique is still used by most teachers especially when conducting speaking practice. Theoretically, dialogue technique derives from Audiolingual Method that had been applied since 1970s up to now. Since the activity is in the form of question and answer, however this activity is employed to every approach and method described above.

According to Richards, J.C and Schmidt (2018:169) dialogue is "a model conversation, used to practice speaking and to provide examples of language usage. Dialogues are often specially written to practice language items, containing simplified grammar and vocabulary, and so may be rather different from real-life conversation". Referring to this quotation, it is clear that dialogue is a speaking exercise containing grammar and vocabulary practice. It is a gradually way since the grammar and vocabulary are simplified so that students can use the language easily.

Based on the Richard and Schmidt opinion, many teachers apply dialogue technique. Due to the reasons that dialogue technique makes students practice their English actively so that makes them achieve the speaking ability. It is recognized that the speaking activities also called oral fluency exercise is the best way to develop students speaking skill, besides they will also get new vocabulary and remembering the grammar rule when they are speaking. Like other speaking activities such discussions, problems solving, etc. practicing English applying dialogue technique also enables students to pronounce the words more often. In this case, it is easier for the teachers to correct their misspellings.

According to the above description, the writer concluded that, the dialogue is one of good techniques to provide speaking activities in the classroom. It is also a good way for the university students to practice their English under the teachers control and guidance. It is said so, due to the benefit of conducting dialogue technique that include learning grammar, pronunciation and intonation as well as practicing and getting new vocabulary. Students also get benefit of being confident when the use English as well as having a good habit that is to speak English.

Being able to speak English in real situation is the focus of the English Conversation semester 4 (four) of the Bina Sarana Informatika University students. To achieve the objective there should be adequate exercise that facilitates students to practice their English. To do this the writer has decided to apply the dialogue technique. Therefore, before making the dialogue technique to be standardized, the writer made a research whether or not the activities are successful to achieving the speaking activities.

Referring to the importance of the dialogue technique, the writer applied the speaking technique such as "dialogue", "ask and answer", and "interview" activities to the English Conversation II class in semester 4 (four). These three techniques are implemented due to the characteristic of activity is in the form of dialogue. These activities are carried out since the writer would like to give ample practice to them. Hoping that at the end of semester students had the ability to speak English.

The Objective

The main purpose of the research is to know if the dialogue techniques are effective and appropriate for the university students. Specifically, the objectives of this research include:

- 1). Is the use of dialogue technique effective to improve students' speaking skill for the English Conversation semester 4 (four) students of Bina Sarana Informatika University?
- 2). Does the implementation of dialogue technique to teach speaking for the English Conversation semester 4 (four) students of Bina Sarana Informatika University reflect a good teaching?
- 3). Do the students respond positively the use of dialogue technique to teach speaking in the English Conversation semester 4 (four) students of Bina Sarana Informatika University reflect a good teaching?

Theoretical Review

1. Approaches, methods, and techniques

Before discussing the dialogue technique, it is a good idea to define what is meant by approaches, methods, and techniques. Let's look at how theory has been realized in methodological practice. Within the general area of methodology, people talk about approaches, methods, techniques, procedures and models, all of which go into the practice of English teaching. These terms, though somewhat vague, are definable:

a. Approach

People use the term approach to refer to theories about the nature of language and language learning which is the source of the way thing is done in

the classroom and which provide the reasons for doing them. Richards, J.C and Schmidt (2018:31) stated that: "approach is the theory, philosophy and principles underlying a particular set of teaching practices". An approach describes how language is used and how its constituent parts interlock – it offers a model of language competence. An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

b. Method

As explained by Richards, J.C and Schmidt (2018:363), "a method is a way of teaching a language which is based on systematic principles and procedures, i.e which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning". Based on this definition, the writer concluded that a method is the practical realization of an approach. The originators of a method have arrived at decisions about type of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organization. Methods include various procedures and technique.

In other words, a procedure is a sequence which can be described in terms such as *First you do this, then you do that ...* smaller than a method, it is bigger than a technique. The following description is the third term it is called "technique".

c. Technique

A common technique when using dialogue is called interviewing. This activity is given as model practice, afterward students are formed to interview each other based on the topic given by the teacher. Therefore, this activity is as much is a technique rather than a whole procedure. Likewise the *finger technique* is used by some teachers; they hold up their hands and allocate a word to each of their five fingers, e.g. *He is not playing tennis* and then by bringing the *is* and the *not* fingers together, show how the verb is contracted into *isn't*. Another technique is to tell all the students in a group to murmur a new word or phrase to themselves for a few seconds just to get their tongues round it.

Based on the example it is clear that technique is specific action to carry out a learning activity. In carrying out the activity teacher applies a certain procedure so that that students can do the task correctly. This use and mis-use of these terms can make discussions of comparative methodology somewhat confusing.

2. Dialogue

Dialogues are more felicitous when the participants share certain elements as the linguistic and the cultural background. It is also understood that students can learn speaking from the given dialogue. After learning and understanding the dialogue students are expected to practice it. To make it real conversation the students then, should personalize the dialogue.

a. Reason using dialogue technique

Dialogues are to exchange ideas and thoughts to build an understanding in certain issue. According to Harmer (2007:91), dialogues are one form of

communicative interaction activities. In those activities, a teacher gives a certain topic to learners, and helps them to start speaking by them. Students can speak without control and say whatever they think or believe.

Dialogue is concentrated conversation among equals, and offers helpful ways to work together cooperatively, encourages mutual understanding between diverse perspectives, and lead testable, resilient out comes Winston (2011). Dialogue will join participants on multiple levels of interaction and into every conversation, making consensus an achievable goal and building momentum that carries participants beyond conversation and into real world action.

Pattern drills, dialogue memorization, and other oral activities.

For a number of reasons the ALM enjoyed many years of popularity, and even to this day, adaptations of the ALM are found in the contemporary methodologies. The ALM was firmly rooted in the respectable theoretical perspectives at the time. Materials were carefully prepared, tested out, and disseminated to educational institution "success" could be more overtly experienced by students as they practiced their dialogs in off – hours. But the popularity was not to last forever. It received eloquent criticism for its ultimate failure to teach long-term communicative proficiency. It was discovered that language was not really acquired through a process of habit formation and over-learning, that errors were not necessarily to be avoided at all costs, and that structural linguistics did not tell us everything about language that we needed to know. While the ALM was a valiant attempt to reap the fruits of language teaching methodologies that had preceded it, in the end it still fell short, as all methods do.

b. Strategies for conducting dialogue technique

When conducting dialogue, it requires working with a partner. The practice comes up in the form questions and answer. To begin the practice, the teacher may start by setting the scene, model the conversation either from the teacher or audio recording. Then ask the students to repeat the model conversation or dialogue.

When the teacher asks students to practice the conversation using guided dialogue, ask them to use "look up and say" way. A student looks at the line of the dialogue that he or she needs to say next, and then says the line while maintaining eye contact with a partner. This encourages students to avoid a "reading like" pronunciation and intonation when practicing exercises together.

c. Important guidelines.

1. Set up pairs or group so that students of different ability levels can work together. This arrangement will encourage students to help and learn from one another.
2. Apply the pairs work variation so that students do not always face the same kind of pairs and practice with different partners.
- 3 Discourage the use of Indonesian when doing an activity by continually encouraging students to use as much English as possible in class.

d. The stages of presenting dialogue

The stages of presenting a conversation cover four basic steps. They include: 1.

Setting the scene – 2. Modeling – 3. Practice – D. Freer practice. Setting the scene is a stage where teacher tells the topic, where the conversation takes place, and who are the talking in the dialogue. Modeling stage is the time when teacher gives the example of the dialogue, how the students will practice and what the pair should do. While freer practice is the time when the teacher asks the students to practice the dialogue on their own using the sample dialogue given.

METHOD

The research methodology of this study is qualitative a approaches. The writer chose this method, it because more appropriate with topic being evaluated. It is also more specific because it includes the matching theory and related the practice in the classroom.

Qualitative research focuses on understanding social events from the perspective of the human participant. The most common data collection methods used in this approach are class observation, interviewing the students and document analysis. The qualitative study is employed in order to meet the research's objectives that are to know if the dialogue techniques are effective and appropriate for the university students.

Classroom Application

The dialogue practice is given to students of Bina Sarana Informatika Margonda Campus of semester 4 of English Conversation II. The number of students are 86 (combined class) consisting 2 classes they include 4E.01 and 4F.01. The class lasted for four months in odd semester 2022/2023. During 12 session students were engaged with dialogue practice applying varied technique and pair work.

To avoid boredom, therefore, the writer applied five kinds of dialogues and carried out in pair work variation. The technique starts from the simple to the freer practice one. The following are the implemented dialogue techniques.

a. Guided dialogue

On the first and second sessions of the class, the students were given a guided dialogue. This is an activity of practicing a dialogue using their own information based on the conversation text given by the teacher. The dialogue should be personalized to the real conversation. This kind of activity is given to quiet as well as slow learners which they feel reluctant to speak up. The idea of applying this kind of activity is to make use in their learning activity in the class.

b. Ask and answer

Ask and answer technique is another dialogue activity which is quite simple for students to practice their English in a real situation. Students are asked to find their class mate as much personal information as they can. Students can ask about any topics; families, hobbies, movies, music, work, and many other topics related to their classmates' personal.

To conduct this activity, the teacher forms the class into pairs to ask and answer a topic. Each pair may choose their topic based on their interest. The teacher then elicits questions to some students. The end of the activity, several pairs practice the "ask and answer" activity in front of the class. The main idea of "ask and answer" activity is that students are given opportunity to talk about their

personal information in the classroom. And this is an example of using English in a real situation.

c. Interview

Interview is a questioning technique which is similar to simulation technique. In this activity students are given a task to interview each other. The teacher can decide any kind of interview topic. Several examples of choosing the topics are: 1). Reporter; one student acts as journalist another one acts as famous people. 2). Giving information; One student acts as tourist information officer, another one acts as a tourist, etc. The following dialogue is an example of interview activities.

When using this activity, the practice is similar to the real communication since the interviewer should create questions based on the task given by the teacher, while the interviewee will answer based on their knowledge. In this action research, the teacher assigned the class as interviewer and interviewee. The topic include *famous city* like the above example, the *students' ambition and reasons* choosing Bina Sarana Informatika University, and *class survey* of keeping in shape. Before students do the activity (interview each other) the teacher elicits the questions and the answers related to the topic. The last task is student should report in front of the class.

d. Improvising dialogues

Dialogue technique also can be combined with other technique such as "simulation" and "role play". Both in simulation and role play activities, students should act as the profession assigned by the teacher. Teacher gives assignments to students and makes conversation between two different professions.

When doing a simulation student can do the task directly since simulation is an activity that students act as they are. In this practice, no pretending should be made by the students. An example simulation is showing how to enroll to be a student in a university, showing how to install a program in a computer, how to use a gadget, etc.) In this case, students are able to talk those topics without any pretending action. The teacher can directly divide the class into pairs and ask students to make conversation on the topic chosen. The main point of this activity is to train students say in English setting, making, or organizing something. Therefore, students should be creative and make use of consulting dictionary.

e. Free Dialogue Practice

The last activity conducted by the teacher related to dialogue technique was free dialogue practice. When students already got a lot practice with the first four techniques above (guided dialogue, ask and answer, interview, and improvising dialogue), it is assumed that the students can do this kind of technique. Why? It because students already obtained the way they communicate in English, some spoken vocabularies, fluency and as well as self confident. Therefore, this activity was given at the last session of the semester.

It is easy for the teacher to conduct this activity since he/she just set the situation and formed the class into pairs. In this class action research, the teacher used situation which go beyond the students' text book. On the other hand students should be creative and able to use all language expression they have

learnt. During the students practiced in pair, teacher should monitor and reminded and helped students when needed. At the end of the practice students should perform or report in front of the class.

RESULT AND DISCUSSION

1. The implementation

This action research was conducted to 86 students of Bina Sarana Informatika Margonda Campus who were in semester four (4) academic year 2022/2023. The students learn English conversation II. The classroom practiced lasted for about 14 sessions. The time allotments are as follows: a). *Guided dialogue* 3 sessions, b). *Ask and answer* 3 sessions, c). *Interview* 2 sessions, d). *Improvising dialogue* 2 sessions, e). *Free dialogue practice* 2 sessions, and f). *Speaking assessments* 2 sessions.

a. *Guided dialogue*

On the first session students were confused doing the task. Teacher worked hard helping students to use their English. Just after the second session students enjoyed the activity, they were happy, laughing at each other. As described in the theoretical background, when students made conversation in a dialogue practice, they got benefit on improving their language items such as grammar, how to pronounce the words, and vocabulary mastery. Beside, students also got fluency and self confident in using English. However, there were some students still used Indonesian.

b. *Ask and answer.*

For the next sessions, students were involved in "ask and answer" technique. After having practiced with this technique, students could speak English in a natural way. It happened because they were free to create questions as they like. Besides, the topic chosen by the students were most about their friends' personal life, which was authentic and could create curiosity to the students.

Though some grammar mistakes occurred when they made question, but they use English fluently. Just like other activities, when the language is used for doing meaningful task promote learning. True communication is purposeful. A student can thus evaluate whether or not her purpose has been achieved based upon the information she receives from her partner. If the partner does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

Another findings in the "ask and answer" activity is that students use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is used in a real communication.

c. *Interview*

The interview technique was given to students after they practice six sessions. In this activity students were struggling making good questions to match the topic assigned by the teacher. These handicaps were caused by the mother tongue. Therefore, the questions made were often translated from Indonesian to English. However, the students were happy practicing their English and were active asking to the teacher on many vocabularies. By doing such an activity, students improved their vocabularies.

d. *Improvising dialogues*

The teacher conducted 4 sessions of *improvising dialogues* techniques consisting 2 sessions for simulation activities and 2 sessions for role play activities. In the simulation techniques, students did the task well most students can present their task fluently, while their each partner can ask many questions related to their partner's presentation. Students were happy completing the task, and that they got a lot benefit in terms of fluency, languages items, and confidence.

In a role play technique on the other hand, some students had difficulties in imagining the role. Students seem double difficulties, they could not pretend the role, at the same time they also had difficulties to create the conversation. To overcome this problem, teacher gave helps to couple who had difficulties to do the task. After the second role play the teacher concluded that to conduct role play techniques, it is a good idea to choose profession or character which students are familiar with. So that it can reduce the students' problems.

e. *Free Dialogue Practice*

For this activity, students can do the task well. Since, the teacher encouraged students to choose the topic they like, therefore students make the conversation fluently and naturally in terms of the simple topic they choose. However, by having free dialogue practice can give opportunity to use their English in real situation. Students are free to express their thoughts without worrying too much of making mistakes.

Based on assessment given to the students, dialogue technique is an effective strategy in teaching conversation. After applying the dialogue technique, the students got enormous advantages in improving students speaking skill and overcome the speaking difficulties. The improvement covers grammar knowledge, intonation and pronunciation, vocabulary mastery, fluency and naturalness in speaking, and speaking attitude.

Since the dialogues presentations were varied, students did not feel bored. All students took part actively in the task. It is therefore, could be concluded that students like doing the task. In other words, dialogue technique is one of many good techniques of teaching speaking. Therefore, it is worth to be used for university students especially for conversation subject.

During the semester students showed their positive responses to the implementation of the dialogue technique. From the theoretical review it is known if the dialogue technique presented in the right way will bring about a good response from the students. In this action research, the students are happy doing the activity. They are eager to practice speaking when the teachers applied the dialogue. Students also felt that the dialogue technique is easy to follow.

CONCLUSION AND RECOMMENDATION

Based on the action research results and findings, the conclusions and suggestions are as follows.

- a. Through the assessments it is known speaking skill is developed in term of target language, fluency and naturalness. From class observation during a semester it is

also concluded the process of the practice runs smoothly, many students spoke English practicing, and completing the task.

- b. A dialogue technique is an effective strategy in teaching speaking. The presentation of the teaching was quite varied that is applying 5 kind of conversation activities. The class went on interestingly using different so that students were happy doing the task. The dialogues techniques were presented in different topics and apply pair and group work that enable students to talk freely without any fear and feel shy.
- c. The students were also eager to practice speaking when the teachers applied the dialogue. Most students felt that the dialogue technique is easy to follow. In the pair work session, students participated actively by showing active interaction with their teacher in a good manner. Students are also motivated to have more speaking practice.

As recommendation

1. Since the university graduates must be able to speak English, the teacher should provide speaking practice a lot. Teachers should give more concern and time to make them develop their oral skill.
2. English teacher should give special attention to students who are face speaking problem when they are communicating in English. To address this problem, teachers should always encourage the students orally by saying specific words, and use techniques and strategies that are more effective to solve their speaking difficulties.
3. Since, this research found that dialogues techniques are an effective strategy that can help the students acquire speaking skills, it is a good idea if English teacher applied dialogue technique in their class semester.

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