

Using Dialogue Memorization Technique in Speaking Skill

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Abstrak

The purpose of this research is to improve students' speaking skill using Dialogue Memorization in the second semester to the students' of grade tenth at SMK 10 November Tambun in the academic year of 2022/2023. This research method was classroom action research that follows the Kemmis and Taggart model. This research involves three cycle, where each cycle includes four stages, namely Planning, Acting, Observing and Reflecting. The research time was 2 months, from January 2023 to February 2023 with 34 students' as research subject, the data was done through tests, interviews and observations. The research findings show that there was increasing enhancement to the students' grade tenth. Provable by the result of test of students speaking skill have improved in pre test with average score 61,88 and percentage of passing grade 14,70%, in cycle 1 with average score 67,05 and percentage of passing grade 20,58%, in cycle 2 average score is 75,17 and percentage of passing grade 70,58% and in cycle 3 is 81,52 and percentage of passing grade 100,00%. This technique can improved students speaking skill and students can understand the material given.

Keyword: dialogue memorization, speaking, speaking skill.

1 INTRODUCTION

English is an international language that humans can use to communicate in several countries. Because we need a language that is easily understood and learn by many people so that they can communicate with other. In English has four skills; Listening, Speaking, Reading and Writing. These four skills can be used by humans for communication needs. Because humans are social creature who interact with other people. So therefore, communication is an important part of daily routine. Communication can be express through speaking.

Speaking is one of the productive skills especially in English, because humans can produce new words every day and can make conversations involving two people or more people to exchange ideas and information with the aim of creating a common understanding. Thus speaking is a communication that can affect a person's life. According to Qismullah (2016) that Speaking is perceived as the most fundamental skill to acquire since the onset of the communicative are is treated as the ultimate goal of language teaching and its proper development has become the attention of both teachers and learners. Shafaat Hussain stated in his journal (2017) "Speaking is a major skill in communication." Speaking is an interactive process of producing and receiving information to constructing meaning. According to Luoma (2004) states that Speaking is special because of its interactive nature. Speaking is the important form for communicating. In speaking English students' should master the elements of speaking such as vocabulary, pronunciation, grammar, fluency and comprehension. The teacher should be creative in developing their teaching learning process and more focus to the elements of speaking and make the English lesson more exciting for students' this will make students' feel fun, useful and will be challenged. Speaking skill is very important communication skill in everyday

life. Rivers (1987) say through speaking someone can express her or his ideas, emotions and reactions to other person or situation and influence other person.

Nevertheless, Speaking is one of the difficulty skill to master. Not only fluent in speaking english but more to comprehension in a sentences and often the students' find problems when learning English, such as; 1.) Difficulty in expressing ideas verbally 2.) Limited vocabulary 3.) Limited grammar, difficulty speaking with correct rules 4.) Limited pronunciation because of the native language, so the accent affects what they say 5.) Not confident when speaking. They have difficulty in speaking English well. More efforts are needed to improve students' speaking skill. One of which is in a way, the teacher ask the students' to repetition drill and the teachers should build a learning atmosphere that is full of enthusiasm. The aim is to increase students' motivation in participating in learning process. Speaking happens in real time and implies meaning which produce information and opinion. According to Scott Thornbury (2005) Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until that is we have to learn how to do it all over again in a foreign language. This is because speaking is a crucial part, not only in daily life but also of the language learning process.

According to Chaney (1998) that speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety contexts. That speaking is learning, how to listen, to think about, understand, evaluate and learning how to speak out what human has listened with other persons in real life situation and speaking is an activity to produces words and then constructs meaning and processes information that connect between speakers and listeners. For its form and meaning depends on the context in which it occurs, the experience and purpose for speaking. It is often spontaneous and unpredictable.

There are some technique to improve students' speaking skill, one of them is Dialogue Memorization technique. Dialogue can connect each to talks about important issues, this can make the situation more relax. It is a way explore thinking and also tells how to control and overcome speaking deficiency. Dialogue is one example of how language is used as a technique for students' learning. According to Winston (2014) stated that dialogue has that apiary feeling, reading situations and discerning what there is to learn from each unique constellation of persons, circumstances and issues. Memorization is an effective way to acquire basic knowledge and skills.

According to Nurul Malikah (2016) stated that memorizing is an cativity to save all seen and heard memory. According Oanh (2006) stated that memorizing is the process of establishing information in memory. Dialogue memorization is a good way to kow the high or low of students' speaking skill and also by memorization the dialogue can practice without any hesitation. So that they can develop their conversation skills. Besides that, dialogue can be used for games or simulations and students can be asked to memorize simple dialogues as a way to help improve students' speaking skills. There are many way to develop basic skills through memorization. Regular correct practice for a period of time. The time given to students to memorize dialogue is a type of practice to improve fluency and motivation.

According to Larsen Freeman (2011) stated that dialogue memorization is a conversation between two people are often used to begin a new lesson. Dialogue memorization is a process of seen, heard, building and save all information in memory. Conversation are sometimes we called dialogue. In dialogue, with spontaneous situation, those unexpected dialogue are really communicative and built according to the scheme stimulus-response or we can called feedback. The point is, students use memorization and they think about the process when they applying it.

2 RESEARCH METHODS

This research is uses qualitative paradigm. The method used in this research is Classroom Action Research Method (CAR). The objective of the research is to improve students' speaking skill through dialogue memorization technique. The subject of the research is the students' of vocational high school grade tenth of SMK 10 November Tambun. It consist of 34 students; 17 male and 17 female. In accordance with that Allwright and Bailey (1991) mention that it is a research centers on the classroom and simply tries to investigate what actually happens inside the classroom. The research will conduct using classroom action research conducted through three cycle. The goal of the research is to see the improvement of students' speaking skill using Dialogue Memorization Technique. To conduct this action research, the researcher follows the action research steps suggested by Kemmis and Mc Taggart (1988) are : 1. Planning 2. Acting 3. Observing 4. Reflecting.

3 RESULT AND DISCUSSION

In this research, the researcher and collaborator to collaborate in the form of various activities that have the aim of improve the quality of the process learning outcomes and improve students speaking skill. speaking can be express through dialogue. With dialogue students can share a story and then can learn many things from a story. Because dialogue memorization will be a big step and effective for gaining basic knowledge and skills. Dialogue memorization is nothing new for students and speaking is not an easy thing. Dialogue memorization is often used in learning process. therefore it is very important to provide teaching according to the level of students and they can easily discuss and be motivated.

3.1 Pre-Test

The researcher concluded that the students' have ability in speaking English, but sometimes they have no courage to speak, they shy and afraid make mistake. When students have dialogues they have difficulty with words and they don't know how to pronounce it. Based on the data had been collected, it described that some of students' could not achieve KKM score (75). The average score was 61,88. The highest score was 80 and the lowest score was 48 and here was a students' who didn't achieve. There were 5 students' who achieve the standard score and 29 students' not achieve standard score. It was shown by the following graphic.

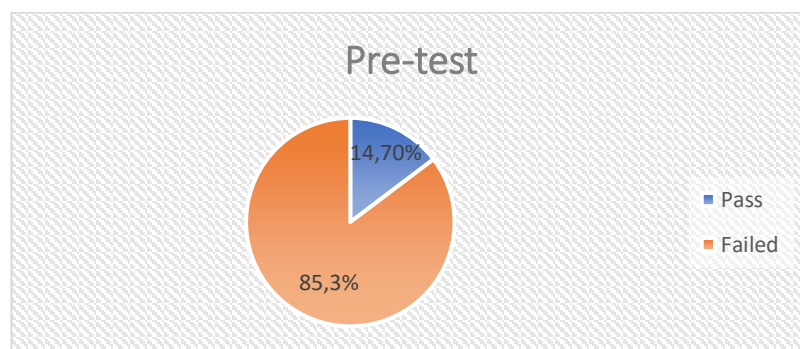


Figure 1. Students Score Results in Pre-Test

3.2 Cycle 1

In the cycle 1, the researcher concluded that some students' still have no improvement and they still have no courage to speak, they shy and afraid make mistake about

pronunciation, grammar, fluency and vocabulary. But, the students interest to the topic. Condition and situation of the classroom action research did not work well. Because the students were not accustomed to learn Speaking skill through Dialogue Memorization Technique. The researcher always give motivation for the students, give a word guessing game to increase their vocabulary and giving a reward to the students who was able to increase their score. Based on the data had been collected, it described that some of students' could not achieve KKM score (75). The average score was 67,05. The highest score was 84 and the lowest score was 52 and here was a students' who didn't achieve. There were 7 students' who achieve the standard score and 27 students' not achieve standard score. It was shown by the following graphic:

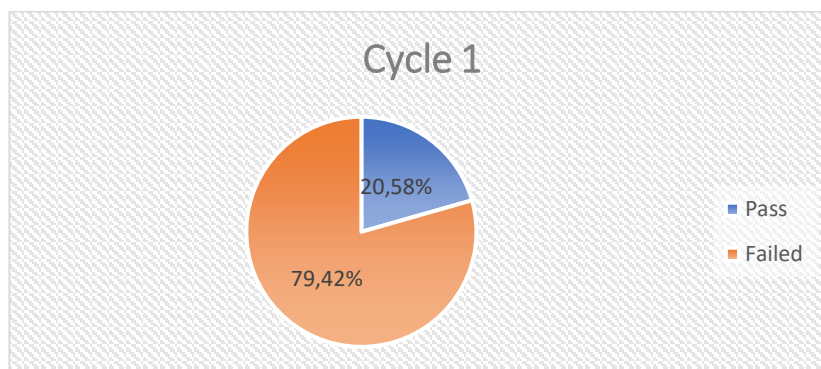


Figure 2. Students Score Results in Cycle 1

3.3 Cycle 2

In cycle 2, the researcher checked students performance and the students still shyness to speak when they try to speak English they still confused to decide what they want to say, besides that the researcher also saw if the English teacher was often spoke Indonesian in presenting the material, it was not good for the learning process especially in learning speaking because learning speaking needed much practice than the theory. But, the researcher concluded that there is better improvement for most of the students' yet some others only have standard score. Based on the data had been collected, it described that some of students' could not achieve KKM score (75). The average score was 75,17. The highest score was 88 and the lowest score was 60 and here was a students' who didn't achieve. There were 24 students' who achieve the standard score and 10 students' not achieve standard score. It was shown by the following graphic:

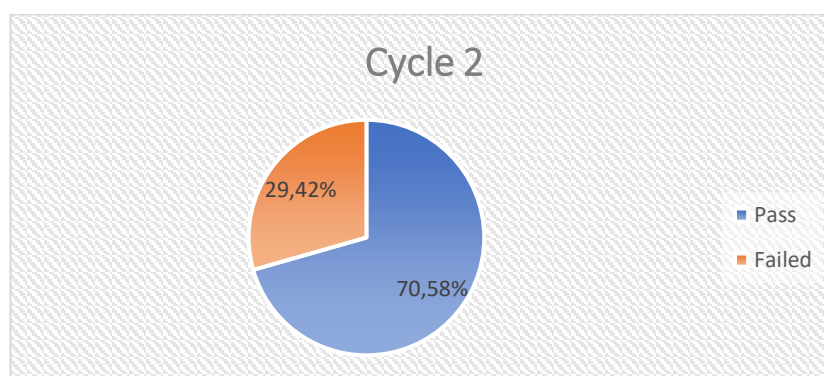


Figure 3. Students Score Results in Cycle 2

3.3 Cycle 3

In cycle 3, the researcher concluded that the students' get better scores because the students' and the researcher work hard to improve the students' speaking skill. for this cycle, the students feel confidence and they feel this is a new experience to do. No students do some mistakes and the researcher proud of them and believe that, this technique can help and improve students speaking skill and the researcher still give motivation that all of the students can speak. Based on the data had been collected, it described that some of students' could not achieve KKM score (75). The average score was 81,52. The highest score was 88 and the lowest score was 80. There were 34 students' who achieve the standard score. It was shown by the following graphic:

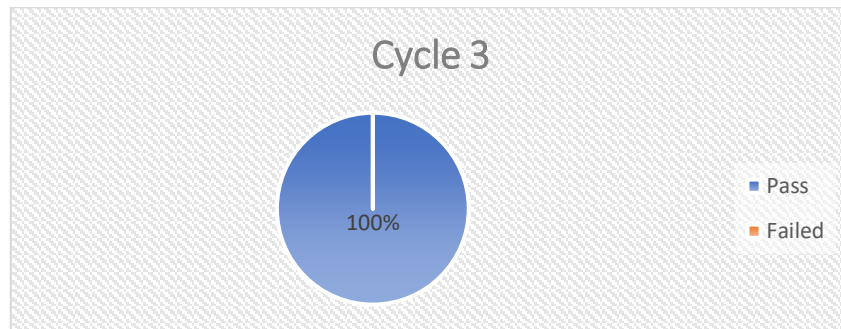


Figure 4. Students Score Results in Cycle 3

4 CONCLUSION

Based on the explanation above, the researcher wanted to make a conclusion about Using Dialogue Memorization in Speaking Skill in tenth grade of SMK 10 November Tambun. There are some students can speak English well and some students can not speak English well. There were some students had difficulty but they are still enjoy the learning process. in pre-test, when the researcher gives the students questions, they stutter and could not answer it correctly. in the pre-test, the average score was 61,88. In cycle 1, the students interest to the topic and mistake of the students about pronunciation, grammar, fluency and vocabulary. However, they have limitation such as; condition and situation of the classroom did not work well. Because the students were not accustomed to learn speaking skill. The researcher tries to give deep understanding about Dialogue Memorization. Almost for the cycle one the average of the students score is 67,05. For this cycle students not confidence, hesitation and they feel this is difficult to do. The researcher evaluates their speaking then it shows that not all students can get a good score. In cycle 3, the students are interested to the material and mistake of students are about pronunciation and fluency. The average of students score is 81,52. For this cycle, the students feel confidence and they feel is a new experience to do. But, after the researcher tries to give treatment they have progress in every cycle. Moreover, the students can increase their skill. In pre-test, there were 5 students who passed KKM or 14,70%. In cycle 1, the students who passed KKM are 7 students or 20,58%. In cycle 2, the students who passed KKM are 24 students or 70,58%, There is a progress in cycle 2. It points out than the score is better than the cycle 1. As the final result there are 34 students or 100,00% passed the KKM in cycle 3.

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