

**THE INFLUENCE OF USING DIALOGUE BUILDING TOWARDS
STUDENTS' SPEAKINGABILITY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF MTs MIFTAHUL ULUM GISTING
IN THE ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

**NOVI NURMALA DEWI
NPM.1211040137**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

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Advisor : Dr. M. Muhassin, M.Hum

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING DIALOGUE BUILDING TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF MTs MIFTAHUL ULUM GISTING IN THE ACADEMIC YEAR OF 2016/2017

By

Novi Nurmala Dewi

Speaking is one of language skills that should be mastered by the students. The students' speaking ability of MTs Miftahul Ulum Gisting is still low. It can be seen from the students' speaking score in preliminary research. The writer applied Dialogue Building technique. Dialogue Building is kind of technique for teaching speaking in which the students' speaking activities to make a dialogue with spontaneous situations based on visual clues in the picture. The objective of this research is to know whether there is a significant influence of using Dialogue Building towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the academic year of 2016/2017.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs Miftahul Ulum Gisting. The sample of this research was two classes consisting of 30 students for experimental class and 30 students for control class. In the experimental class, the writer used Dialogue Building and in the control class the teacher used Discussion Technique. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the writer used instrument in the form oral test. Before giving the treatment, the writer gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the writer analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.000$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.003 < 0.05$. Therefore, there is a significant influence of using Dialogue Building towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the academic year of 2016/2017.

Keywords: Dialogue Building Technique, Quasi Experimental, Speaking ability.



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TOWARDS STUDENTS' SPEAKING ABILITY AT
THE SECOND SEMESTER OF THE EIGHTH
GRADE OF MTs MIFTAHUL ULUM GISTING IN
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MOTTO

قَوْلِي يَفْقَهُوا ۝ لِّسَانِي مِّنْ عُقْدَةٍ وَأَحْلِلْ ۝

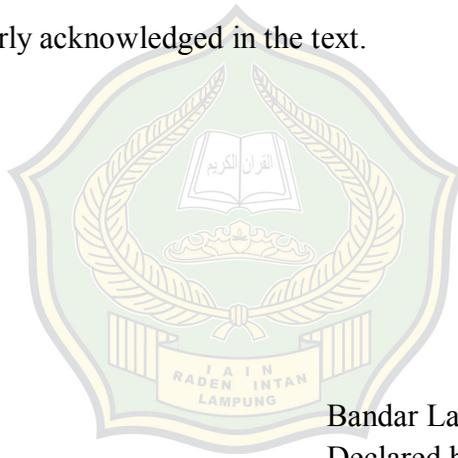
“ And untie the knot from my tongue (27) That they may understand my speech
(28)(Q.S. Taha,27-28)’



¹Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, (Maryland: Amana Publications, 2001), pp.184-185.

DECLARATION

Hereby, I state this thesis entitled “The Influence of Dialogue Building Towards Students’ Speaking Ability at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



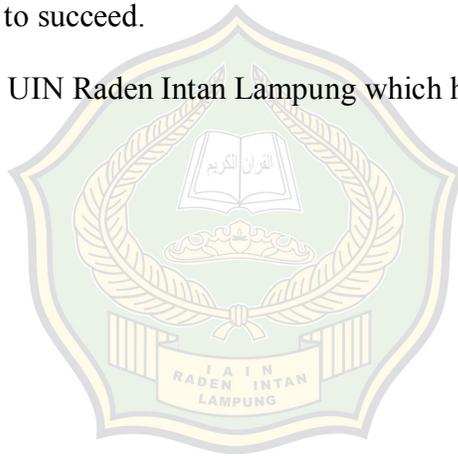
Bandar Lampung, May 2017
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DEDICATION

This thesis is dedicated to:

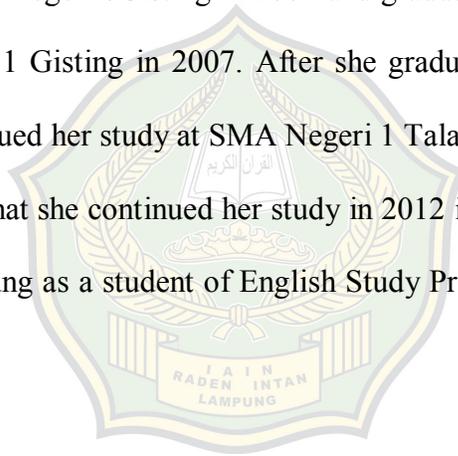
1. My beloved parents, Mr. Bejo and Mrs. Triantini who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved brother, Hendri Wahyudi and M. Effendi who always cares for my study and motivates me to succeed.
3. My beloved Almamater UIN Raden Intan Lampung which has contributed a lot for my development.



CURRICULUM VITAE

Novi Nurmala Dewi was born in Gisting on November 02nd, 1994. She is the first child of Mr. Bejo and Mrs. Triantini. She has two younger brothers Hendri Wahyudi and M. Effendi.

She began her study at SD Negeri 6 Gisting in 2001 and graduated in 2006. Then, she continued at SMP Negeri 1 Gisting in 2007. After she graduated from Junior High School in 2009, she continued her study at SMA Negeri 1 Talang Padang in 2009 and graduated in 2012. After that she continued her study in 2012 in the Raden Intan State Islamic University, Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Dialogue Building Towards Students’ Speaking Ability at the Second Semester of the Eighth Grade of Mts Miftahul Ulum Gisting in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, RadenIntan State Islamic University, Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

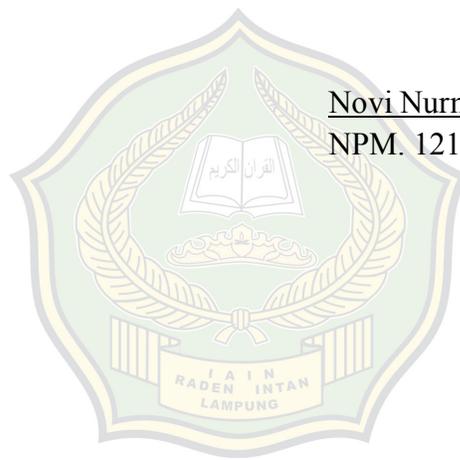
1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, RadenIntan State Islamic University, Lampung with his personel, who has given an opportunity and forbearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of RadenIntan State Islamic University, Lampung.
3. Dr. M.Muhassin, M.Hum, the first advisor, who has patiently guided and directed the researcher until the completion of this thesis as well.

4. M. SayidWijaya, M.Pd, the second advisor, who has always patiently guided, helped supervision especially in correcting and given countless time for the writer to finish this thesis as well.
5. All lecturers of English Department ofRadenIntan State Islamic University, Lampung who have taught the writer since the first of her study.
6. Hj.SitiKomariah, M.Pd,the Headmaster of MTs MiftahulUlumGisting for allowing the writer conducting the research; to English teacher ofMTsMiftahulUlumGisting, Nurmaida, S.Pd. for being helpful during the writer process and giving suggestion during the research; all the teachers, and the students at the second semester of the eighth grade of MTsMiftahulUlumGistingfor allowing to carry out the research in their institution and for giving the contribution and being cooperative while the writer was conducting the research there.
7. The writer'sbeloved friends, RepikaAyuSelvia, MaulidyaSeptiawati, Eva Gamawati, YulitaRidhaWati, AyuNingtyas, SiskaYunita and LastriHandayani thanks for your friendshipand also for all of thewriter's friends English Program of RadenIntan State Islamic University, Lampung, especially "Class D" thanks for your help and motivation that given to the writer.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to

enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2017
The Writer,



Novi Nurmala Dewi
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TABLE OF CONTENTS

	Pages
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
LIST OF APPENDIXES	xvii
 CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	7
D. Formulation of the Problem	8
E. Objective and Use of the Research	8
F. Scope of the Research	9
1. Subject of the	9
2. Object of the Research	9
3. Place of the Research	9
4. Time of the Research	9

CHAPTER II REVIEW OF RELATED LITERATURE

A. Speaking	10
1. Concept of Speaking	10
2. Concept of Speaking Ability	12
3. Concept of Teaching Speaking	13
B. Dialogue Building	15
1. Concept of Dialogue Building	15
2. Procedures of Teaching Speaking through Dialogue Building	17
3. Strengths and Weaknesses of Dialogue Building	18
C. Discussion Technique	19
1. Concept of Discussion Technique	19
2. Teaching Speaking through Discussion Technique	20
3. Procedures of Teaching Speaking through Discussion Technique	20
4. Strengths and Weaknesses of Discussion Technique	20
D. Frame of Thinking	21
E. Hypothesis	23

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	24
B. Variable of the Research	25
C. Operational Definition of Variable	26
D. Population, Sample and Sampling Technique	27
1. Population	27
2. Sample	27
3. Sampling Technique	28
E. Research Procedure	28
F. Data Collecting Technique	30
G. Research Instrument	30
H. Scoring Procedure	32

1. Validity of the Test	35
a. Content Validity.....	35
b. Construct Validity	36
J. Reliability of the Test.....	36
K. Data Analysis	37
1. Fulfillment of Assumptions.....	38
a. Normality Test	38
b. Homogeneity Test.....	38
2. Hypothetical Test	39

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research.....	40
1. Result of Pretest	40
2. Result of Posttest.....	40
B. Data Analysis.....	43
1. Result of Normality Test.....	44
2. Result of Homogeneity Test.....	45
3. Result of Hypothetical Test.....	46
C. Discussion.....	47

CHAPTER V CONCLUSION AND SUGGESTION

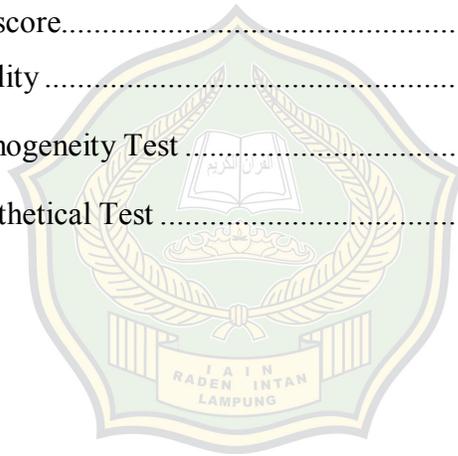
A. Conclusion.....	49
B. Suggestion	50

REFERENCES

APPENDICES

LIST OF TABLES

	Page
Table 1 Students' Speaking Score at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in Academic Year of 2016/2017	4
Table 2 Pre-test and Post-test Design.	25
Table 3 Population of the students at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in Academic Year of 2016/2017	27
Table 4 The Rating sheet score.....	33
Table 5 The Result Normality	44
Table 6 The Result of Homogeneity Test	46
Table 7 The Result of Hypothetical Test	47



LIST OF FIGURES

Figure 1 Graphs of the result of the pre-test in Experimental Class.....	40
Figure 2 Graphs of the result of the result of pre-test in Control Class	41
Figure 3 Graphs of the result of the result of post-test in Experimental Class	42
Figure 4 Graphs of the result of the Result of post-test in Control Class	43



LIST OF APPENDICES

	Page
Appendix 1 The Result of Interview with English teacher in preliminary research.....	55
Appendix 2The Result of Interview with Students in preliminaryresearch.....	57
Appendix 3 Students' Speaking Score.....	60
Appendix 4 Expert Validationfor Speaking Test.....	62
Appendix 5Instrument for Pre-test.....	63
Appendix 6 Instrument for Post-test.....	64
Appendix 7 Syllabus.....	65
Appendix 8 Lesson Plan for Experimental Class and control class.....	69
Appendix 9Result of the Pre-test in the Experimental Class.....	110
Appendix 10 Result of the Pre-test in the Control Class.....	111
Appendix 11 Result of the Post-test in the Experimental Class.....	112
Appendix 12 Result of the Post-test in the Control Class.....	113
Appendix 13The Score of Students in Experimental Class.....	114
Appendix 14 The Score of StudentsinControl Class.....	116
Appendix 15 The Result of Normality Test.....	119
Appendix 16 The Result of Homogeneity Test.....	120
Appendix 17The Result of Hypothetical Test.....	121
Appendix 18 The Result of Reliability.....	122
Appendix 19 Students' Transcription.....	123

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is very important in our life. It is an important aspect in our life and inseparable from our daily life. It means that language is used to help people communicate with others. Harmer says that language is used widely for communication between people who do not share the same first (or even second) language.² It means that language is a means of communication.

Further language is a set of rules, which is as a tool of people for communication. It is used to communicate ideas feelings, beliefs, love, knowledge, culture among the members of a speech community each other. The function of language is so important for human life.³ It means that without language, it is impossible for people or everyone to join interaction one to another or in learning something and also the human activities cannot run without language. There are many kinds of language in the world such as Indonesian, English, and Arabic. It is difficult for every person to master all kinds of language. It is also impossible to use all kinds of the language when people are taking conversation for the same time, so English is one of the language that becomes an association language.

In Indonesia, English is as a foreign language that is taught formally from junior high school to university levels as a compulsory subject. It has also been teaching at elementary school as local content. According to Setiyadi, teaching the target language is seen as a mental discipline even though it is often claimed that the goals of the language teaching is to be able to read literature in this original form.⁴ Based on the statement above it can be said that language learners, in this case the students, are expected to use or to communicate the language that he or she learns.

²Jeremy Harmer, *The Practice of English Language Teaching*(4th Ed.) (Edinburgh Gate : Person longman2007), p. 1

³Sanggam Siahaan, *Issues in Linguistics*(Yogyakarta: Graha Ilmu, 2008), p. 185

⁴Ag.Bambang Setiyadi, *Teaching English As A Foreign language* (Yogyakarta: Graha Ilmu, 2006), p. 32

Nowdays, most people in our country realize that only Indonesian language acquisition is not sufficient to face globalization era, where globalization era is universal phenomenon in the world. It influences many aspects especially education, politics, economy and culture. Many people worry about what it means for the culture and languages it comes into with, seeing its teaching as a form of cultural or linguistics imperialism'.⁵ To win this competition, we should be able to communicate in English, the most important language for global communication.

In the process of learning English, there has four language skills and must be mastered by language learners or students. One of them is speaking taught to support the other skills. Speaking is one of the skills that should be mastered by students, where the students can use English in their activity, at school or at home. According to Siahaan speaking is a skill of a speaker to communicate information to a listener or a group of listeners.⁶ It means that the speaker must extend information to listeners effectively.

Speaking is an important part of the curriculum in language teaching, and this makes speaking an important object of assessment as well.⁷ Although English is taught from junior high school to university, we still found that most of the students often have difficulties in speaking English. There are many factors that influence students' English achievement. One of the important factors is that the students' practice in using English is lack which causes them to find it difficult in expressing their ideas.

Based on the preliminary research of the eighth grade of MTs Miftahul Ulum Gisting, the writer found that the students still have difficulties in expressing their ideas orally. This is because the students felt lazy and bored when the learning process. The problems also happen because the teacher always uses monotonous technique, although there are many variations of techniques in teaching English. The teacher always uses discussion technique, in this technique the students just talk each other like discussing other materials. Based on the interview with the English teacher, Ms. Nurmaida, S.Pd, she states that the students have many problems in learning English.

⁵Jeremy Harmer, *Op. Cit*, p. 16

⁶Sanggam Siahaan, *The English Paragraph* (Yogyakarta : Graha Ilmu, 2008), p.2

⁷Sari Luoma, *Assesing Speaking* (New York: University Press, 2004), p.1

The principles problem is that the students' speaking ability score is still low because the students find difficulties to develop their ideas and they do not know how to express their ideas. Thus, the students had low motivation because they felt shy to speak English in the classroom.⁸The students speaking score can be seen in Table 1

Table 1

Students' Speaking Score at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017

No	Class	Students' Score		Number of Students
		<70	≥70	
1	VIII A	18	12	30
2	VIII B	19	13	32
3	VIII C	25	10	35
4	VIII D	21	9	30
Total		83	44	127
Percentage		65.35%	34.65%	100%

Source : Document of the English speaking score of the Eighth Grade of MTs Miftahul Ulum Gisting⁹

Based on Table 1, in the class A of the eighth grade, there are 12 students out of 30 students passed the test based on minimum learning mastery (KBM) and there are 18 students failed. In the class B of the eighth grade, there are 13 students out of 32 students passed the test based on minimum learning mastery (KBM) and there are 19 students failed. Then, in the class C of the eighth grade, there are 10 students out of 35 students passed the test based on minimum learning mastery (KBM) and there are 25 students failed. The last, in the class D of the eighth grade, there are 9 students out of 30 students passed the test based on minimum learning mastery (KBM) and there are 21 students failed. So total number of students is 44 students of 127 students passed the test based on minimum learning mastery (KBM) and there are 83 students who failed. Minimum learning mastery (KBM) of MTs Miftahul Ulum is 70 and there are many students who get the score under 70. It is found that the total number of

⁸Nurmaida, *Interview*, MTs Miftahul Ulum Gisting-Tanggamus, September 14th 2016.

⁹Nurmaida, *Document of the English Speaking Score of the Eighth Grade*, MTs Miftahul Ulum Gisting, Tanggamus, 2016.

students get difficulty in speaking are 65.35% (83 students) and 34.56% (44 students) of students get the score upper than 70.

Besides, the writer interviewed some students of the eighth grade of MTs Miftahul Ulum Gisting. The writer found that the students' speaking ability is low because the students felt difficult to develop their ideas and the students do not know how to express what they thought through oral form.¹⁰

Furthermore, to overcome the students' problem in speaking, an interesting technique can be used in teaching speaking, one of which is dialogue building technique. This technique can attract students to be motivated in learning English so that the students feel enjoy and the students do not feel bored.

According to Thornbury, dialogue building is students' speaking activities to make a dialogue with spontaneous situations based on visual clues in the picture.¹¹ It describes that the students can imagine by using visual or verbal prompts after that they can build spontaneous conversation and perform the conversation in front of the class. In this case, the students are motivated to improve their speaking because using dialogue building technique, it will make the students interested in learning English especially in learning speaking.

Dialogue building technique is effective to be implemented in teaching learning speaking ability. It is supported by several previous research that were done by Andrea, Akbar, and Yuandatami. Andrea did the research by using dialogue building technique to increase oral fluency and the result showed that dialogue building has been successful increasing the students fluency.¹² The second previous research that were done by Akbar. He did the research by using dialogue building to develop the students speaking ability to tell the past story. The result of his research showed that dialogue building very good technique that can develop the students speaking ability

¹⁰ Wahyu Nur Ruswati, Siti Ainiah, Trio Pambudi, Eighth Grade Students of MTs Miftahul Ulum Gisting, an Interview

¹¹ Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 77

¹² Nia Andrea, *Dialogue Building Technique to Increasing Oral Fluency Through Pairwork at the Second Semester of the Eighth Grade of SMA N 5 Pringsewu in the Academic Year of 2012/2013* (STKIP PGRI Pringsewu, 2012), p. 26

to tell the past story significantly.¹³ The third previous research that were done by Yuandatami. She did the research by using dialogue building to influence the students' speaking fluency at the Second Semester of the Eighth Grade of SMP N 1 Talang Padang in the Academic Year of 2014/2015.¹⁴

The differences between this previous reserach and present research are; Andrea's research using dialogue building to increase students' oral fluency at the senior high school level and the present research used dialogue building to influence students' speaking ability at the junior high school level. Akbar's research using dialogue building to develop students' speaking ability to tell the past story and the present research conducted to know the influence of using dialogue building towards students' speaking ability in daily conversation. Yuandatami's research using dialogue building to influence the students' speaking fluency and the present research conducted to know the influence of using dialogue building towards students' speaking ability.

Based on those the problem, the writer conducted a research entitled: The Influence of Using Dialogue Building Toward Students' Speaking Ability at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in 2016/2017 Academic Year.

B. Identification of the Problem

Based on those background of the problem, the writer found some problem as follows:

1. The students' speaking ability is still low.
2. The students feel bored in learning speaking.
3. The teachers' technique is monotonous and bored

¹³Muhammad Akbar, The Effect of dialogue building technique on the speaking ability to tell the past story on EFL learners. *Journal Of Academic And Applied Studies*.2(4).1-6

¹⁴Laveni Yuandatami, *The Influence of Using Dialogue Building towards Students' Speaking Fluency at the Second Semester of the Eighth Grade of SMP N 1 Talang Padang in the Academic Year of 2014/2015* (STKIP PGRI Bandar Lampung, 2014), p. 31

C. Limitation of the Problem

Based on those identification of the problem, the writer focused only on the influence of using dialogue building towards students' speaking ability in the topic of daily conversation about asking, giving, and refusing help.

D. Formulation of the Problem

Based on those limitation of the problem, the writer formulated the problem as follows :

Is there a significant influence of Using Dialogue Building Toward Students' Speaking Ability at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017?

E. Objective and Use of the Research

1. Objective of the Research

Based on those formulation of the problem, the objective of the research is to know whether there is Influence of Using Dialogue Building Toward Students' Speaking Ability at the Second Semester of the Eighth Grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

2. Use of Research

The result of this research is expected to give the theoretical and practical contribution.

1. Theoretically:

The result of this research is expected that it will be useful knowledge for the writer and teacher to teach speaking in the future.

2. Practically:

- a. For the teacher, it is expected result of the research can used by the teacher as feedback on teaching language activities or can be one of choices to do in their classroom.
- b. For the students, it is expected by using dialogue building technique the students will enjoy in learning process.
- c. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching speaking.

F. Scope of the Research

1. Subject of the Research

The subject of the research was the eighthgrade students of the second semester of MTs Miftahul Ulum Gisting in the academic year of 2016/2017.

2. Object of the Research

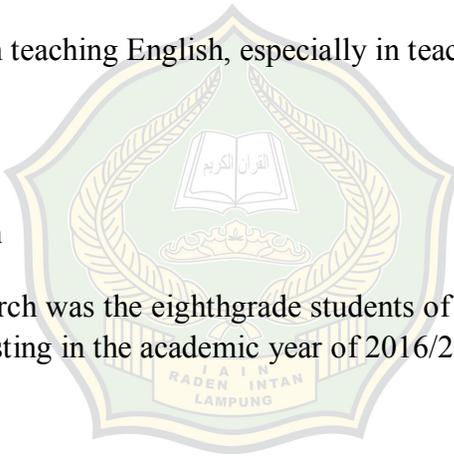
The object of the research was the influence of using dialogue building toward students' speaking ability.

3. Place of the Research

The research conducted at MTs Miftahul Ulum Gisting.

4. Time of the Research

The research conducted at the second semester in the academic year of 2016/2017.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Speaking

1. Concept of Speaking

Speaking is an effective and efficient way used in real communication. It is impossible if someone understands English in written but he or she does not understand the productive abilities, especially speaking. So speaking is one of four abilities which has important role in daily life, even as a main ability in communication among human beings. Furthermore, Thornbury states that speaking is a skill, and as such means needs to be developed and practiced independently of the grammar.¹⁵ It means that speaking is a skill required to build up and practice independently not paying too attention of grammar.

Speaking is a skill to speak in a language that used by people to communicate with others in delivering a message, advice or ideas. McKay states that when people speak, it is not the case that they simply open their mouths and speak the words and sentences. When people speak, they are doing so in a cultural context, they are speaking to another persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs

¹⁵Scott Thornbury, *How to teach Speaking*(London: Longman,2005), p.iv

completing.¹⁶ It means that people must know the topic that they will discuss and their conversations must have purpose. After know the topic, the people extend it by speaking and the purpose is where the speakers can get intention of the speaking.

Furthermore, Cunningham states that speaking is an interactive process of understanding meaning that involves producing and receiving and processing information.¹⁷ It means that speaking is the process of transferring information based on its context and its purpose for the meaning.

Speaking is one of the effective ways to interact and to communicate among people in social life. Moreover, Pajupu states that speaking involves two essential skills there are oral interaction (dialogue and oral presentation (monologue)).¹⁸ In other words, in speaking there are important skills, dialogue and monologue, to communicate among people in social life.

Based on the explanation above, the writer concludes that speaking is a skill which is required to build up and practice independently and as bridge for people to communicate with others in order to give information based on its context, including essential skills.

¹⁶Penny McKay, *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2006), p.17

¹⁷Marry ann Cunningham Florez, *Improving Adult English Language Learners Speaking Ability Skills*(National Center ESL : Literacy Education, 1999), p.1

¹⁸HillePajupu.At all, *Natural Speaking and How to Assess It*(New York: Institute of the Estonian Language, 2010), p.122

2. Concept of Speaking Ability

Speaking ability is one of language abilities that have to be learned and mastered by the students in learning a foreign language. To be a good at speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary, and comprehension. Furthermore, Wood states that success is now measured not only in terms of the functional effectiveness of the language, but also in the terms of the acceptability of the forms that are used.¹⁹ It describes that speaking ability is measured if listeners can understand about the speakers' ideas, not only in functional effectiveness of language.

Moreover, learning speaking has a purpose that is to make the students can speak English as an International language. Speaking was the process between speaker and listener and it is a productive skill. When a person speaks, he or she sent information or ideas to another person. Luoma states that speaking are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.²⁰ It means that speaking skill is important in language teaching. Therefore, speaking becomes the object of assessment to measure students' skill.

Speaking skill is the ability to use the language in oral form. Among the four skills, speaking skill is a difficult one to asses with precision, because speaking is a complex

¹⁹William Little Wood, *Communicate Language Teaching* (Cambridge: University Press, 2004), p. 21

²⁰Sari Luoma, *Assessing Speaking* (New York: University Press, 2004), p. 1

skill to acquire. The following five components are generally recognized in analysis of speech process:

1. Pronunciation (including the segmental features vowel, and consonants; and the stress and intonation)
2. Grammar
3. Vocabulary
4. Fluency (the ease and speed of the flow of speech)
5. comprehension²¹

From the theories above, it can be concluded that speaking ability is the speakers' ability to express their ideas in order to the listeners, and can be understood by the listeners. Therefore, speaking skills become important in language teaching and it makes speaking skills become object of assessment to measure students' skill. The speaker must have the mastery of pronunciation, fluency, grammar, vocabulary, and comprehension to measure their speaking ability.

3. Concept of Teaching Speaking

Teaching is a process of communication. It has to be created through the way of teaching and exchange the message or information by every teacher and students. The message can be knowledge, skills, ideas, experiences and many others. Through the

²¹H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York : Longman, 2003), p.149

process of communication, people can receive the message or information. The goal of teaching speaking is to improve students' communicative skill.

According to Kayi, teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success letter in every phrase of life.²² Therefore, it is essential that language teacher must give attention to teaching speaking.

Moreover, the students must be encouraged to improve their communicative competence during the communicative activities orally. Thornbury states that speaking activities needs to be maximally language productive in order to provide the best conditions for autonomous language use.²³ It means that speaking requires the learners not only to know how to produce specific points of language such as grammar, pronunciation or vocabulary (linguistics competence), but also to understand when, why, and in what ways to produce language (sociolinguistics competence). Finally, speech has it own skills, structure, and conventions different from written language.

Harmer states that there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities chances to practices real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the

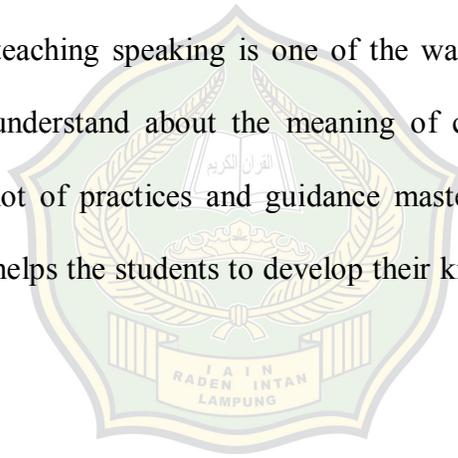
²²HayriyeKayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, Journal, Vol. XIII, no. 11 (The internet TESL, 2006)

²³Scott Thornbury, *Op. Cit*, p. 90

languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.²⁴

It means that speaking activity give opportunity of the students practice in use language which is comprehended by students to get feedback students and teacher and students keep various elements of language in their brains.

It can be concluded that teaching speaking is one of the ways that can be used in order to the learners to understand about the meaning of communication in real situation, and it needs a lot of practices and guidance master it. The teacher as a facilitator or in instructor helps the students to develop their knowledge by providing authentic practice.



B. Dialogue Building

1. Concept of Dialogue Building

Currently many students can be boring to follow the learning process in the classroom when the teacher's technique for teaching is very monotonous. Dialogue building is one of technique in speaking can be used to improve students motivation in learning process. Dialogue building is students' activities to make a dialogue with spontaneous situation based on visual clues in the picture.²⁵ It describes that the students can

²⁴Jeremy Harmer, *The Practice of English Language Teaching* (4th Ed.)(Edinburgh Gate: Person Longman, 2007), p.123

²⁵Scott Thornbury, *Op.Cit*, p.77

imagine by using visual or verbal prompts, after that they can build spontaneous conversation and perform the conversation in front of the class.

Furthermore, Khieder states that dialogue building is the activity with using drawing, ask the learners to imagine the situation then the students construct and complete dialogue which they will perform later.²⁶ It means that dialogue building is an activity prompts students to construct and complete dialogue after that they imagine the situation based on the picture.

This technique works for any dialogue, whether functional (e.g buying a train ticket, at a hotel reception, phoning) or structural (what time do you get up in the morning? What are you doing tonight? Because it is lively and fun. Students are actively involved in the build-up and practice and it provides a memorable and personal learning experience. Time spent on the dialogue should be minimal if the course objective is conversation.²⁷ It means that dialogue building is very flexible technique that can make students more active in speaking.

Based those the explanation, it can be concluded that dialogue building is students activities to make a dialogue spontaneously based on their imagine the situation in picture and they will perform later after construct and complete dialogue.

²⁶Mohamed Khieder, *Developing the Students' Speaking Skill through Communicative Language Teaching* (Dissertation for the Master Degree in Science of the Language University Of Biskra, 2013), p. 42

²⁷Julia Rosa TinocoAnazco, *Dialogue Building Technique to Increasing Oral Fluency Through Pairwork* (Requirements of being awarded the degree of Master in Education Universidad De Piura, 2012), p. 49

2. Procedures of Teaching Speaking by Using Dialogue Building

This procedure is adapted from Thornbury. The following are the procedure of teaching speaking by using dialogue building:

The first, established the situation, using drawings of (usually two) stick figures on the board. Having established a context and a purpose for the exchange, the teacher starts to elicit line by line the conversation. Depending on the level of the students, as well as the predictability of the dialogue, it can be prepared in advanced, so that the teacher has a clear idea how the dialogue develop.

Secondly, the teacher starts by eliciting the first line of the dialogue and correcting where necessary and insisting on natural sounding rhythm and intonation. The teacher then elicits ideas for the second line of dialogue. The teacher also shapes and corrects the class's suggestions, until an acceptable response has been received.

Next, the two lines are put together (this why the technique is called dialogue building). Using the international framework outlined above, the teacher an individual student practice the two-line exchange before it is handed over to the class in open and closed pairs.

Then, this process continues until the complete dialogue has been built up, each line 'laid down' and drilled, with frequent recappings of the whole dialogue, using picture of word prompts on the board as memory aids. Of course, the whole process need to be quite so elaborate, especially if only a few lines are in play. Nor should the

dialogue be too long, or learners' practice, as well as their memory load, may be overstretched.

Finally, two students are chosen to perform the dialogue in front of the class. Variations to the original script can be introduced by changing the details of the guest's needs or the teacher could introduce a blocking element in order to encourage spontaneity and creativity. The dialogue can be elicited back from the students and written on the board so that the learners have a copy to take away.²⁸

3. Strengths and Weaknesses of Dialogue Building

Dialogue building technique has both strengths and weaknesses that the teacher should pay attention in order to achieve more effective during teaching learning process. The following are strengths and weaknesses dialogue building :

- a. Strengths of dialogue building
 - 1) Generate in pair work the ability to analyse and to synthesize the information.
 - 2) Encourage the participation and the responsibility of the students.
 - 3) Facilitate learning through the simulation of real event.
 - 4) Students more active in expressing their idea.
 - 5) Encourage spontaneity and creativity of students in make a dialogue.
 - 6) Give students opportunities to initiate oral communication.

²⁸ Scoot Thornbury, *Loc. Cit*

b. Weaknesses of Dialogue Building

- 1) Finishing many time in process built up dialogue.
- 2) The whole process need to be quite so elaborate.
- 3) There are so many possible conversation outcomes.
- 4) Difficult to control whole students.

C. Discussion Technique

1. Concept of Discussion Technique

Discussion technique or group learning which organized students' into small groups so that they can work to gather to maximize their own and each other's learning. Discussion in a group does for thinking what testing onreal objects does for seeing.²⁹It means discussion is three or more people interacting face to face, with or without an assigned leader in such a way that each person influence, and is influenced by another person in the group.

Based onthose theexplanation, it can be concluded that discussion technique is design to provide to opportunity for discussion between teacher and students, and students to students. It means that the technique creates to conversation and exchange of ideas in class.

²⁹George Brown and Madeleine Atkins, *Effective Teaching in Higher Education* (London: Routledge, 1988), p. 50

2. Procedure of Teaching Speaking by Using Discussion Technique

The procedures of teaching speaking through discussion technique are:

- 1) The teacher should prepare the material and gives the purpose of the material.
- 2) The teacher chooses the case that will be discussed from the material.
- 3) The teacher asks the students to discuss with their team consist of six students and give the material
- 4) After that, one of teams prepare to discuss the result in the front of the class through speak up.
- 5) And another team makes a resume of what another team explains.
- 6) After all finish, the teacher submits their resume in each team.³⁰

3. Strengths and Weaknesses of Discussion Technique.

Discussion technique has both strenght and weaknesses that the teacher should pay attention in order to achieve more effective during teaching learning process. The following are strengths and weaknesses discussion technique :

- a. Strengths of discussion technique
 - 1) The student can be active to give idea in this technique.
 - 2) The students can be given opportunities to share their idea to solve the problem.
 - 3) This technique can help students to express their idea through speak up.³¹

³⁰WinaSanjaya, *Strategi Pembelajaran*(Jakarta: Kencana Prenamedia Group, 2006), p. 158

³¹*Ibid.*, p.156

b. Weaknesses of discussion technique

- 1) It takes much time to organize the group.
- 2) Through this technique, only one the students can be active to speak.
- 3) The class situation becomes noisy, so the teacher needs to control the students.
- 4) Teacher cannot monitor all groups at once.
- 5) Discussion is not appropriate or the entire topic.³²

D. Frame of Thinking

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. The main aim of teaching and learning English is to enable the students to use English in real life situation and the real life communication.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered in junior high school. Speaking will be used to communicate with other people. In our daily activities we need the ability to speak well in order to make our partner understand about what we want to talk about, what feeling we have so on. Teaching and learning speaking usually uses the monotonous technique; it makes students feel bored in

³²*Ibid*

learning English, especially speaking needs a good technique, so that the students would not feel bored and unmotivated. In this case the writer wants to observe the technique by using Dialogue Building technique to increase and give motivation the students.

By using Dialogue Building technique can help teacher and students in teaching and learning process. This technique can make students more active and speak fluently. Dialogue building has five steps, one of the steps is build the dialogue by using the clue that given by the teacher, this step is very help the students to increase their speaking ability. The build the dialogue steps allows the students to build up the dialogue based on the clue given, this activity is very good to increase the students' speaking ability because they can make or build the conversation spontaneous and perform it in front of the class. In this case, Dialogue Building technique will expect to be arouse the students' interest and motivation to expand their speaking skill.

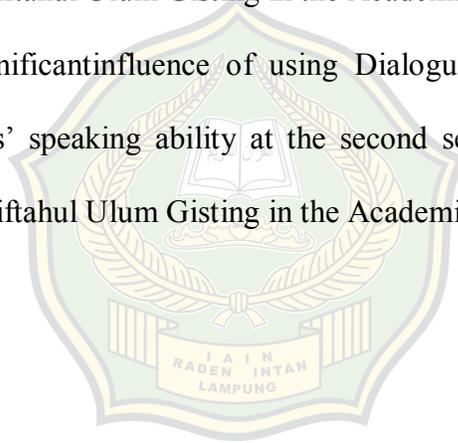
Based on those description, the writer assumed that using Dialogue Building technique in teaching speaking in the classroom will be attractive the students' interest and increase their motivation to speak their idea, it makes them more actively to speak up in front of their friend.

F. Hypothesis

Based on those frame of theories and thinking, the writer formulates the hypotheses of the research as follows:

Ha : There is a significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

H₀ : There is no significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer used experimental research. Experimental design is the general plan to carrying out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.³³ It means that experimental design is a research design that is used to find the influence of one variable to another. In this case, the writer used the experimental research to know the influence of using Dialogue Building technique towards students' speaking ability.

The writer used quasi-experimental pre test-test and post test design. The writer used quasi experimental design because the writer cannot randomly assign students to experimental class and control class since the headmaster did not allow the writer to create new class for the research. The writer select two classes, one class as control class and another class asexual class. Creswell states that we can apply the pretest and posttest design approach to a quasi-experimental design. The writer assigned intact groups the experimental and control treatments, conducts

³³Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*(8th Ed.) (Ottawa: Wardsworth Cengage Learning, 2010),p.301

experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.³⁴ The research design is presented in Table 2.

Table 2

Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

This research, consists of experimental class and control class. The experimental class was taught by using Dialogue Building technique as treatment whereas in the control class was taught by using Discussion technique. Pre test was given to experimental class and control class before treatment to know the students' early achievement in speaking ability. Then the treatment was done only to the experimental class while in control class is taught using discussion technique. The posttest was given to both classes to know students achievement after the treatment.

³⁴*Ibid.*, p. 310

B. Variable of the Research

A great deal of research is carried out in order to explore the strength of relationships between variables. A variable as the term it self suggests, is anything which does not remain constan. It may differ among individuals and change overtime.³⁵It means that variable is a variation object of the study or research that become the concern of research, in other words variable is the main point of a research. In this research, there are two variables that are independent variable and dependent variable. The independent variable is a variable that are easily obtained and can be diversified into free variable, while dependent variable is the effect of independent variable.³⁶ There are two variables in this research, there are:

1. Independent variable is using dialoguebuildingtechnique (X).
2. Dependent variable is students' speakingability (Y).

C. Operational Definition of Variable

The operational definitions of variables were used to avoid misconception in this research. They are:

1. Dialogue Building (X)

Dialogue Building is a kind of technique that shows the students activities to make a dialoguefor learningasking, giving and refusing helpwith spontaneously based on the

³⁵David Nunan, *Research Method in Language Learning*(Cambridge: Cambridge University Press,1992), pp.24-25

³⁶Sudjana, *Metode Statistika* (Bandung: Tarsito, 1996), p.310

situation in the picture and they will perform later after construct and complete dialogue.

2. Students' Speaking Ability (Y)

Students' speaking ability is the speakers' ability to express their ideas in expression of asking, giving, and refusing help which can be measured by five criteria; pronunciation, grammar, vocabulary, fluency, and comprehension.

D. Population, Sample and Sampling Technique of the Research

1. Population

Fraenkel and Wallen say that a sample in a research study is the group on which called the population.³⁷ The population of this research was the students at the second semester of eighth grade of MTs Miftahul Ulum Gisting in the academic year of 2016/2017 which consist of 127 students including four classes. The total numbers of the research can be seen in the table below:

³⁷Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* (7th Ed.) (New York : McGraw-Hill, 2009), p. 90

Table 3
Population of the Students at the Second Semester of the Eighth Grade of
MTs Miftahul Ulum Gisting in Academic Year of 2016/2017

No	Class	Total of Students		Total
		Male	Female	
1	VIII A	12	18	30
2	VIII B	15	17	32
3	VIII C	17	18	35
4	VIII D	8	22	30
Total		52	75	127

Source: Document of MTs Miftahul Ulum Gisting

2. Sample of the Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.³⁸ In this research, the writer took two classes as the sample of the research, one class as control class and one class as experimental class.

3. Sampling Technique of the Research

Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected.³⁹ In taking the sample, the writer used cluster random sampling. Frankel and Wallen state

³⁸John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed.)(Boston : Pearson Education, 2012), p.142

³⁹L. R. Gay, *Educational Research: Competencies for Analysis and Application*(3rd Ed.) (Colombus Ohio: Merril Publishing Company, 1987), p. 101

that the selection of groups, or clusters, of subjects, rather than individuals is known as cluster random sampling.⁴⁰ The writer took two classes by using pieces of paper as the sample.

Here are the steps of taking sample by using cluster random sampling technique:

- a. First, the name of all class at the second semester of the eighth grade of MTs Miftahul Ulum Gisting was written in small piece of paper.
- b. All pieces of paper rolled and put into a cup and shook it.
- c. After that the writer took two piece of rolled paper randomly by shaking the cup. The first name of class in roll paper taken the first shake as the experimental class and the second one as the control class.

E. Research Procedure

The procedures of this research were as follows:

1. Determining the subject

The writer choose the students at the second semester of the eighth grade of MTs Miftahul Ulum Gisting as the subject of the research.

2. Determining the sample

In taking the sample of the research, the writer used random sampling. The writer choose two classes as the sample of the research; one class as the experimental class and other one as the control class.

3. Doing the pre-test to get the data

⁴⁰Jack R Frankael and Norman E. Wallen, *Op. Cit.*, p. 95

It was done for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.

4. Conducting the treatment

The writer gave the treatment in three times for the experimental class. In treatment, the writer as the teacher taught the students by using dialogue building technique. Meanwhile, in the control class, the students taught by using discussion technique that has been taught by the teacher there.

5. Doing the post-test to get the data

The writer conducted the post-test after the treatments. By giving the post-test, the writer knew the students improve their speaking ability or not. The test includes an oral test.

6. Analyzing the result of post test

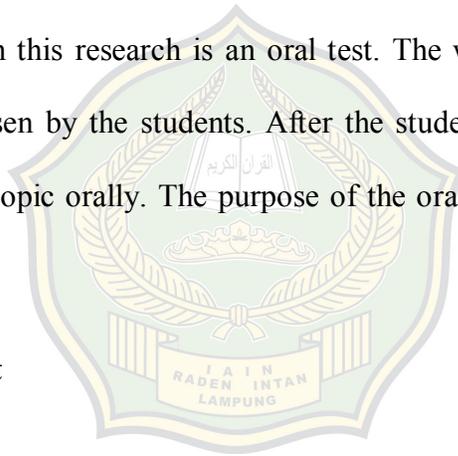
In analyzing the result of post test, the writer compared the result of posttest between experimental class and control class to see whether the posttest's score of experimental class is higher than control class.

F. Data Collecting Technique

In collection the data, the writer used a test to know the students' speaking ability for the experimental class after they are taught by using Dialogue Building technique. It was used to measure the students' speaking ability.

G. Research Instrument

Instrument was a device used by the researcher during the data collection by which the work is easier as the data are complete and systematic. According to Creswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that we establish or develop in advance of the study.⁴¹ To know the influence of teaching speaking by using dialogue building, the instrument in this research is an oral test. The writer prepared several topics that should be chosen by the students. After the students choosing the topic they have to perform the topic orally. The purpose of the oral test is to measure the students' speaking ability.



1. Instrument for Pre test

Instructions:

1. Make a pair
2. Choose one of the three topics below:
 - a. Asking and giving help

Situation: Laila is at school. She left her English book at home. She calls her brother and asks him to take it.

- b. Asking and refusing help

⁴¹ John W. Creswell, *Op. Cit*, p.14

Situation: You have to go to public library to borrow some books. You ask your friend to accompany you go to public library, but your friend can't because she/he must going to the canteen.

c. Offering for help and accepting

Situation: Your friend can't do English homework. You offer to help your friend to finish his/her homework.

3. Make conversation based on the topic above in five minutes.

4. Show up the conversation in front of the class.

2. Instrument for Post test

Instructions:

1. Make a pair

2. Choose one of the three topics below:

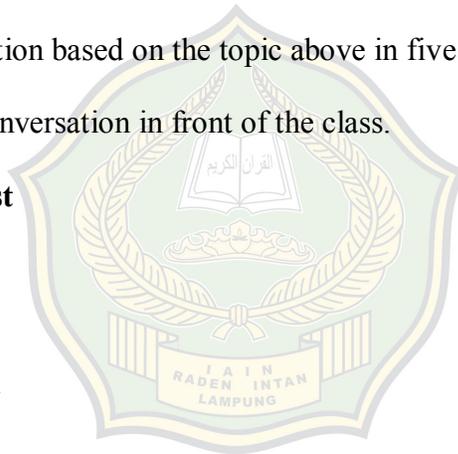
a. Asking and giving help

Situation: Your money lost when you will go to the beach with your friends. Ask your sister to lend you some money and she helped you to lend some money.

b. Asking and refusing help

Situation: You as a receptionist hotel will help the hotel guests to bring her/his bag, but the hotel guest doesn't need your help.

c. Offering for help and accepting



Situation: Mrs Linda will prepare for dinner at the kitchen and her daughter will help her to do something.

3. Make conversation based on the topic above in five minutes.
4. Show up the conversation in front of the class.

H. Scoring procedure

There were five criteria of speaking scales. They are grammar, vocabulary, comprehension, fluency, pronunciation.⁴²In this research, the writer used inter-rater to score the result of the test. It means that, in scoring the test there are more than one rater. The writer used two people to score of the test. The scoring was done by the writer and English teacher in the school. The score of the two raters were summed up and then divided into two. The scoring criteria based on the oral English Rating Sheet proposed by Brown. Table 4 shows the fifth criteria of the rating sheet score.

Table 4
The Rating Sheet Score
Pronunciation

Point	Criteria
5	Equivalent to and fully accepted by educated native speaker
4	Errors in pronunciation are quite rare.
3	Errors never interfere with understanding and rarely disturb the

⁴²H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (New York : Longman, 2003), p. 172-173

	native speaker. Accent may be obviously foreign
2	Accent is intelligible though often quite faulty.
1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

Grammar

Point	Criteria
5	Equivalent to that of an educated native speaker
4	Able to see the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
3	Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topic.
2	Can usually handle elementary construction quite accurately but does not have through of confident control of the grammar
1	Errors in grammar are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

Vocabulary

Point	Criteria
5	Speech on all levels is fully accepted by educated native speaker in all its features including breath of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
3	Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
1	Speaking vocabulary inadequate to express anything but the most elementary needs.

Fluency

Point	Criteria
5	Has complete fluency in the language such that his/her speech is fully accepted native speakers.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his/her experience with a high degree of precision of fluency.
3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
1	No specific fluency description. Refer to other four language areas for implied level of fluency.

Comprehension

Point	Criteria
5	Equivalent to that of an educated native speaker
4	Can understand any conversation within the range of his experience
3	Comprehension is quite complete at a normal rate of speech
2	Can get the gist of most conversation non technical subjects (i.e., topics that required no specialized knowledge)
1	Within the scope of her/his is very limited language experience, can understand simple question and statements id delivered with slowed speech repetition, or phrase.

Maximal score = 100

$$\text{Students' score} = \frac{\text{Obtained score}}{25} \times 100$$

1. Validity of the Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.⁴³ Best and Kahn say that

⁴³Hughes Arthur, *Testing for Language Teacher* (2th Ed.)(Cambridg : Cambridge University Press, 2003),p.26

a test is valid if it measures what it claims to measure.⁴⁴ It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.⁴⁵ It means that the content validity is based on the material in Appendix 7, and the material is agreement with the objectives of learning.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.⁴⁶ It means that construct validity is focused on the aspects of the test which can measure the ability especially for speaking ability. In this research, the writer made a speaking test that can measure the students' speaking ability where the scoring covers five criteria of speaking that are adapted from Brown. They consists of: grammar, vocabulary, comprehension, fluency, and pronunciation.

⁴⁴John W. Best and James V. Kahn, *Research in Education* (7thEd.)(New Delhi: Prentice-Hall, 1995), p. 218

⁴⁵*Ibid*, p.219

⁴⁶*Ibid*,

The writer consulted the instrument to speaking lecturer of English education in march 2017 at Raden Intan State Islamic University, Lampung named Mr Bambang Irfani M.Pd by giving him the form of construct validity to make sure whether the instrument has been valid or not. Based on his feedback needed to be clear instrument instruction, so the test takers would be easier to understand the test. It can be seen in Appendix 4.

J. Reliability of the Test

Frankel and Wallen state that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.⁴⁷ Besides having high validity, a good test must have high reliability too. To get the reliability of the test, the writer used inter rater reliability, they are two raters; English teacher and the writer. The statically formula for counting the inter rater reliability can use Pearson Product-Moment. The writer used SPSS (*Statistical Package for Social Science*) of version 16 to calculate the Pearson Product-Moment. Then the result of was consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 - 1.000 is very high

Reliability coefficient 0.600 - 0.800 is high

⁴⁷Jack R. Fraenkel and Norman E. Wallen, *Loc. Cit*

Reliability coefficient 0.400- 0.600 is fair

Reliability coefficient 0.200- 0.400 is low

Reliability coefficient 0.00 - 0.200 is very low⁴⁸

After calculating the reliability, the writer found that the Cronbach's Alpha of reliability in pretest was 0.617 and reliability in posttest was 0.809. The writer concluded that the degree of the level of reliability of the students in pre test was high, in post test was very high. It can be seen in Appendix 19.

K. Data Analysis

After collecting the data, the writer is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality and homogeneity.

1. Fulfillment of the Assumptions

a. Normality Test

Normality test is used to know whether the data in experimental and control class has the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) of version 16 for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

⁴⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta : Rineka Cipta, 2010), p.319

The hypotheses formulas are:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follow:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

b. Homogeneity Test

After the writer gets the conclusion of normality test, the writer did the homogeneity test in order to know whether the data are homogenous or not. In this research the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) of version 16 for homogeneity. The test of homogeneity employing Levene's test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

While the criteria of acceptance or rejection of hypotheses for test are as follow:

H_0 is accepted if $\text{Sig} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

2. Hypothetical test

After the writer knew that the data normal and homogeneous, the data analyzed by using independent sample t-test in order to know the significance of the treatment effect. The writer used *SPSS* (Statistical *Package* for Social Science) of version 16 to calculate the independent sample t-test.

The hypotheses are:

H_a : There is significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

H_0 : There is no significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

While the criteria acceptance or rejection of hypothesis are:

H_a is accepted if $\text{Sig} \leq \alpha = 0.05$

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test

The pre-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.

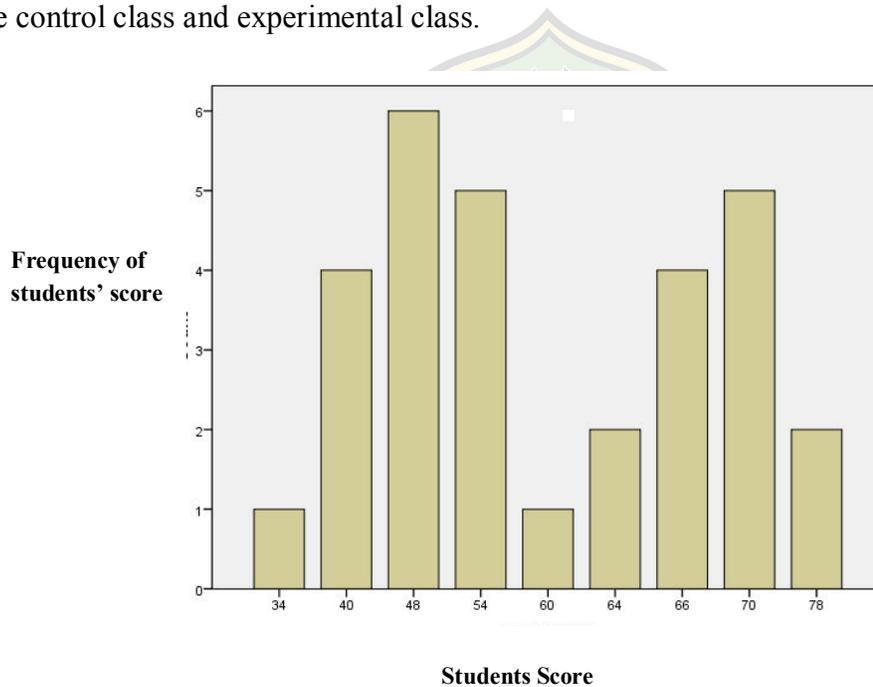


Figure 1
The Result of the Pre-test in Experimental Class

Based on the figure 1 it could be seen that there were 1 student who got 34 score, 4 students who got 40 score, 6 students who got 48 score, 5 students who got 54 score, 1 student who got 60 score, 2 students who got 64 score, 4 students who got 66 score, 5 students who got 70 score, 2 students who got 78 score. The mean of pre-test in experimental class was 70.60, standard deviation was 6.151, N was 30, minimum

score was 34, and maximum was 78. It showed students' speaking ability before they got treatments.

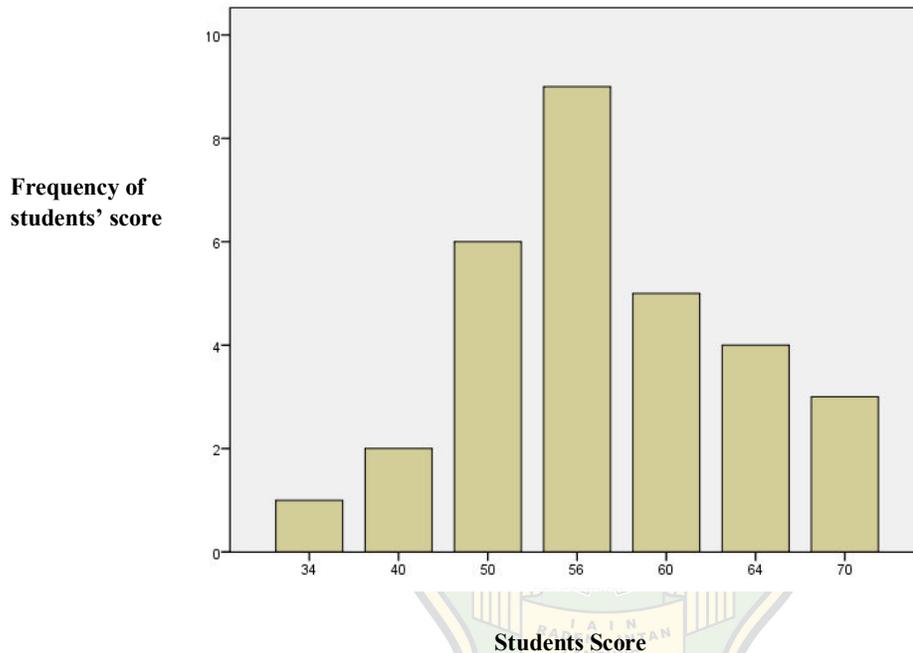


Figure 2
The Result of the Pre-test in Control Class

Based on the figure 2 it could be seen that there were 1 student who got 34 score, 2 student who got 40 score, 6 students who got 50score, 9 students who got 56 score, 5students who got 60 score, 4 students who got 64 score, 3 students who got 70 score. The mean of pre-test in control class was 58.63, standard deviation was 6.239, Nwas 30. It showed students' speaking ability before they got treatments.

2. Result of Post-test

The post-test was administrated in order to know students' speaking ability before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.

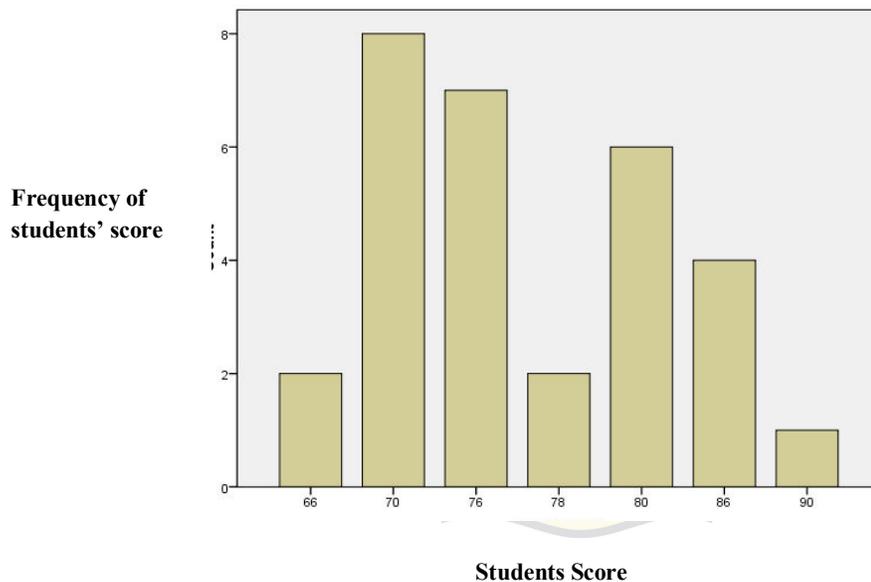


Figure 3
The Result of the Post-test in Experimental Class

Based on the figure 3 it could be seen that there were 2 students who got 66 score, 8 students who got 70 score, 7 students who got 76score, 2 students who got 78 score, 6students who got 80 score, 4students who got 86 score, 1 student who got 90 score. The mean of post-test in experimental class was 77.27, standard deviation was 6.203, Nwas30, minimum score was 66, and maximum was 90. It showed students' speaking ability before they got treatments.

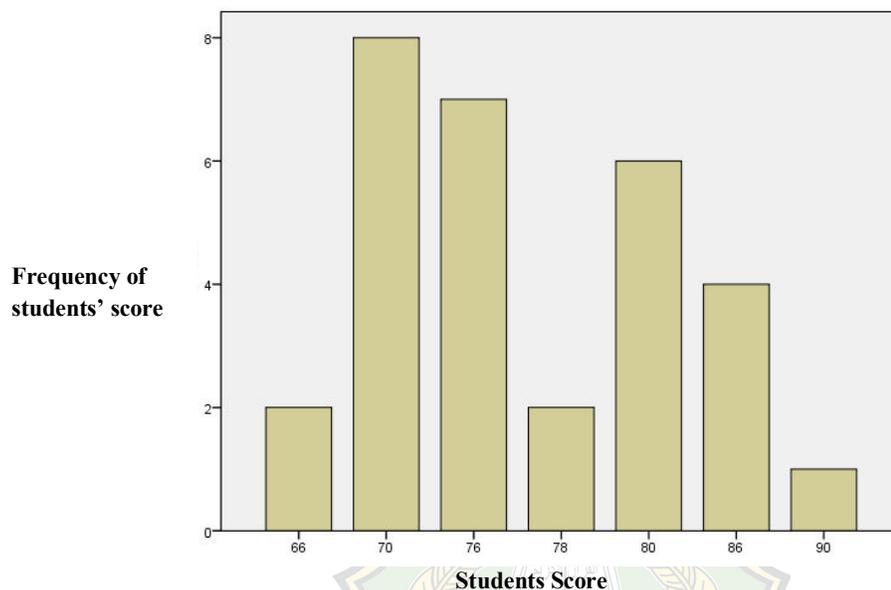


Figure 4
The Result of the Post-test in Control Class

Based on the figure 4 it could be seen that there were 1 student who got 54 score, 1 student who got 60 score, 8 students who got 66 score, 12 students who got 70 score, 7 students who got 74 score, 1 student who got 84 score. The mean of post-test in control class was 63.47, standard deviation was 7.86, N was 30, minimum score was 54, and maximum was 84. It showed students' speaking ability after they got treatments.

B. Data Analysis

After collecting the data, the researcher analyzed the data by using independent t-test. There were two assumptions that must be done before the researcher analyzed the data by using independent sample t-test.

1) Fulfillment of the Assumptions

Before knowing the result of the data analysis by using independent sample t-test, there were two assumptions that must be done and found out. They were normality test and homogeneity test.

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not. In this research the researcher used statistical computations by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

H_0 is accepted if $Sig. (P_{value}) \geq \alpha = 0.05$

H_a is accepted if $Sig. (P_{value}) < \alpha = 0.05$

Table 5
The Result Normality of the Experimental and Control Class

Technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Ex	.104	30	.200*	.985	30	.938
Co	.115	30	.200*	.957	30	.253

Based on Table 5, it can be seen that Sig. (p_{value}) in the table of Kolmogorov-Smirnov was 0.200 and $\alpha = 0.05$. It means that $\text{Sig. } (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is that the population is in the normal distribution.

a. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogenous or not. The writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity. The test of homogeneity employing Levine's test.

The hypothesis for the homogeneity tests are:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$

H_a is accepted if $\text{Sig.} > \alpha = 0.05$

Table 6
The Result Homogeneity Test

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.510	1	59	.066

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.66 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

b. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the writer tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

H_a : There is a significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

H_0 : There is no significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. \geq \alpha 0.05$

H_o is accepted if $Sig. < \alpha 0.05$

Table 7
The Result of Hypothetical Test

T	df	Sig. (2-tailed)
3.148	59	.003

Based on the result obtained in the independent sample t-test in the table 4.2 that the value of significant generated $Sig. (P_{value}) = 0.003 < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant influence of using Dialogue Building technique towards students' speaking ability at the second semester of the eighth grade of MTs Miftahul Ulum Gisting in the Academic Year of 2016/2017.

B. Discussion

Based on the result of the research, it was found that the students who were taught by using Dialogue Building technique have increased their speaking ability. It might be due to in Dialogue Building technique the students were highly involved in speaking process, since they had to make a dialogue and explore their speaking ability in their life.

According to Thornbury, dialogue building is students' speaking activities to make a dialogue with spontaneous situation based on visual clues in the picture. Therefore,

students' speaking ability is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. Function of the dialogue building to teach speaking can develop students' speaking ability and help the students to speak English spontaneously. Also, they felt enjoy and looked interest when they were learned speaking by using dialogue building.

Based on the result of the pre-test before dialogue building was implemented, the speaking ability of the students was lower than after dialogue building was implemented. After getting the treatment and post-test were conducted, it was found that there were significant differences between experimental class and control class where the post-test score of the experimental class was higher than the post test in the control class. It can be seen from the mean in pre test score of control class was 58.63 and in the posttest was 63.47 while the mean of pretest score of experimental class was 70.60 and in the posttest was 77.27. It means that the most improvement was in the experimental class.

Based on the explanation above it can be concluded that Dialogue Building is very good technique that can help to increase students' motivation, participation, confidence and fluency in the spoken English, develop creativity and spontaneity, maximize students' use of English and serves as a fluency activity. The result of the research that was done by the writer showed that was any influence of Dialogue Building towards students' speaking ability at the second semester of the eighth grade

of MTs Miftahul Ulum Gisting. It was supported by several previous research that was done by Andrea, Akbar, and Yuandatami. Andrea did the research by using dialogue building technique to increase oral fluency and the result showed that dialogue building has been successful in increasing the students' fluency. The second previous research that was done by Akbar. He did the research by using dialogue building to develop the students' speaking ability to tell the past story. The result of his research showed that dialogue building is a very good technique that can develop the students' speaking ability to tell the past story significantly. The third previous research that was done by Yuandatami. She did the research by using dialogue building to influence the students' speaking fluency at the Second Semester of the Eighth Grade of SMP N 1 Talang Padang in the Academic Year of 2014/2015.

The differences between this previous research and present research are; Andrea's research using dialogue building to increase students' oral fluency at the senior high school level and the present research used dialogue building to influence students' speaking ability at the junior high school level. Akbar's research using dialogue building to develop students' speaking ability to tell the past story and the present research conducted to know the influence of using dialogue building towards students' speaking ability in daily conversation. Yuandatami's research using dialogue building to influence the students' speaking fluency and the present research conducted to know the influence of using dialogue building towards students' speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data the writer draws a conclusion as follows: There is a significant influence of using Dialogue Building technique towards students' speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_o) was rejected, and alternative hypothesis (H_a) was accepted, it means that the writer assumption is true, that is, Dialogue Building can give a significant influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the writer gave the treatment Dialogue building as a technique for teaching speaking. The significance can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.03. It is lower than $\alpha = 0.05$ and its mean H_o its rejected and H_a is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

B. Suggestion

Based on the result of the research and the advantages of using Dialogue building in teaching speaking English to the eighth grade of MTs Miftahul Ulum Gisting, the writer would like to give some suggestion.

1. Suggestion for the Teacher

a. Dialogue Building technique is a good technique that can help the students to master students speaking ability, where the students can be stimulated to produce idea themselves improve their ability in speaking. So, dialogue building technique is a technique to be used in teaching process especially in speaking.

b. The teacher should not use monotonous technique in teaching process. A teacher should choose appropriate technique that can help the students to be more active in classroom.

2. Suggestion for the Students

The students should study hard and do more practice in speaking English to improve their speaking ability. They are should be active and creative in learning activity.

3. Suggestion for the Other Writers

In this research the writer used dialogue building technique to help students of Junior High School, especially in speaking ability. The next writer can conduct this technique on different levels of students and other skills.

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APPENDIX



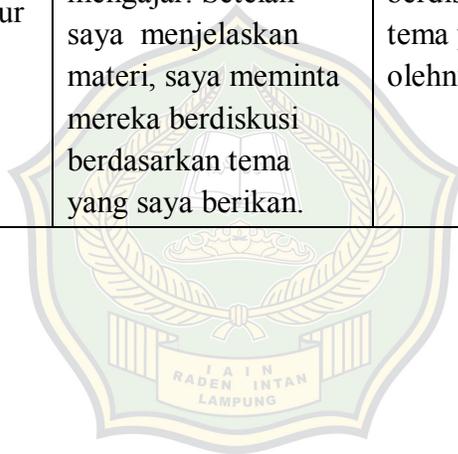
APPENDIX.1

The Result of Interview English Teacher in Preliminary Research

The following of interview with the English teacher:

No	Pertanyaan	Jawaban	Kesimpulan
1.	Sudah berapa lama Mrs Nurmaida mengajar di MTs Miftahul Ulum Gisting?	Saya mengajar di MTs ini sejak tahun 2006, jadi sudah hampir 10 tahun saya mengajar disini.	Mrs Nurmaida sudah mengajar selama hampir 10 tahun sejak tahun 2006 silam.
2.	Bagaimana kemampuan berbicara siswa kelas VIII?	Kemampuan berbicara mereka masih sangat rendah. Mereka masih malu untuk berbicara bahasa inggris karena takut salah dalam pengucapannya dan kurangnya vocabulary yang mereka miliki.	Kemampuan berbicara rendah karena siswa malu untuk berbicara bahasa inggris dan kurangnya vocabulary.
3.	Adakah masalah yang Mrs alami ketika mengajarkan speaking? Jika ada masalah seperti apa yang Mrs alami	Tentu saja ada. Mereka merasa bosan ketika belajar bahasa inggris dan malu untuk berbicara dengan temannya menggunakan bahasa inggris. Mereka juga merasa bahasa inggris itu sulit karena vocabulary mereka rendah dan mereka juga takut membuat kesalahan dalam pronunciation ataupun grammar.	Masalah Mrs Nurmaida saat mengajarkan speaking yaitu siswa merasa bosan, malu saat berbicara bahasa inggris, kurang vocabulary dan takut membuat kesalahan dalam hal grammar dan pronunciation.

4.	Teknik apa yang Mrs gunakan saat mengajar di dalam kelas?	Untuk teknik yang saya gunakan di dalam kelas, saya menggunakan teknik diskusi pada kegiatan belajar mengajar	Mrs Nurmaida menggunakan teknik diskusi ketika mengajar
5.	Apakah Mrs selalu menggunakan teknik tersebut dalam mengajar dan bagaimana prosedur teknik yang Mrs berikan?	Ya saya selalu menggunakan teknik diskusi ketika sedang mengajar. Setelah saya menjelaskan materi, saya meminta mereka berdiskusi berdasarkan tema yang saya berikan.	Mrs Nurmaida mengajar dengan memberikan materi lalu meminta siswa berdiskusi berdasarkan tema yang diberikan olehnya.



APPENDIX.2

The Result of Interview the students in Preliminary Research

Student 1

No	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah kamu menyukai pelajaran bahasa inggris?	Saya kurang menyukainya karena bahasa inggris itu sulit.	Siswa tidak menyukai bahasa inggris karena sulit.
2.	Apa yang membuat kamu mengatakan bahwa bahasa inggris itu sulit?	Karena saya tidak mengerti bahasa inggris dan mengucapkannya pun sulit tulisan dan pengucapannya berbeda.	Siswa merasa sulit belajar bahasa inggris karena tidak memahami kosakata dan merasa sulit dalam pronounciation nya.
3.	Apakah gurumu menggunakan teknik yang menyenangkan saat mengajar dikelas?	Tidak, menurut saya membosankan saat beliau mengajar karena kami hanya diberikan materi kemudia disuruh untuk berdiskusi dan kami malah sering ngbrol dibandingkan berdiskusi.	Siswa merasa bosan dengan teknik yang diberikan guru karena guru hanya memberikan materi lalu menyuruh siswa untuk berdiskusi.
4.	Permasalahan apa yang kamu hadapi ketika belajar speaking?	Saya malu ketika berbicara bahasa inggris karena takut yang saya ucapkan salah.	Siswa merasa malu ketika berbicara bahasa inggris karena takut membuat kesalahan dalam pronounciationnya.

The Result of Interview the students in Preliminary Research

Student 2

No	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah kamu menyukai pelajaran bahasa inggris?	Saya tidak menyukainya karena bahasa inggris itu sulit dipahami.	Siswa tidak menyukai bahasa inggris karena sulit untuk mereka pahami.
2.	Apa yang membuat kamu mengatakan bahwa bahasa inggris itu sulit?	Saya tidak mengerti ketika orang berbicara bahasa inggris.	Siswa tidak memahami ketika orang lain berbicara bahasa inggris.
3.	Apakah gurumu menggunakan teknik yang menyenangkan saat mengajar dikelas?	Menurut saya teknik yang digunakan Mrs Nurmaida menyenangkan karena saya senang berdiskusi tetapi kelas kami menjadi gaduh karena banyak teman-teman yang lain hanya mengobrol dan bukan tentang materi yang sedang di diskusikan.	Siswa merasa senang saat berdiskusi, tetapi kelas menjadi gaduh karena teman-teman yang lain hanya mengobrol hal lain bukan tentang materi diskusi.
4.	Permasalahan apa yang kamu hadapi ketika belajar speaking?	Saya takut ketika membuat kalimat untuk berbicara. Saya takut kalimat saya tidak sesuai dengan grammar.	Siswa merasa takut ketika berbicara karena takut tidak sesuai grammar yang baik dan benar.

The Result of Interview the students in Preliminary Research

Student 3

No	Pertanyaan	Jawaban	Kesimpulan
1.	Apakah kamu menyukai pelajaran bahasa inggris?	Saya sangat tidak menyukainya karena sulit untuk dipahami.	Siswa tidak menyukai bahasa inggris karena sulit untuk dipahami.
2.	Apa yang membuat kamu mengatakan bahwa bahasa inggris itu sulit?	Karena apa yang ada di dalam tulisan bahasa inggris cara membacanya berbeda.	Siswa merasa sulit dalam tulisan dan bagaimana pronunciationnya.
3.	Apakah gurumu menggunakan teknik yang menyenangkan saat mengajar dikelas?	Biasa saja, kami hanya mendengarkan materi yang disampaikan kemudian berdiskusi.	Siswa hanya mendengarkan materi yang disampaikan kemudian berdiskusi.
4.	Permasalahan apa yang kamu hadapi ketika belajar speaking?	Saya tidak tahu bagaimana cara membuat kalimat yang sesuai dengan grammar yang benar.	Siswa tidak tahu bagaimana cara membuat kalimat yang sesuai dengan grammar yang benar.

Appendix.4

EXPERT VALIDATION FORM FOR SPEAKING TEST

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No.	Question	Yes	No	Comments
1.	Are the instructions of the test instrument clear enough?			
2.	Is the time allocation quite Effective and sufficient?			
3.	Are the scoring criteria covered all aspect measured in speaking test?			
4.	Are the scoring criteria quite understandable?			
5.	Are the given situation appropriate with the language expression measured?			

General Comments

Please give any general comment or suggestion you may have concerning this test development.

.....
.....
.....
.....

.Bandar Lampung, 2017

Validator

BambangIrfani,M.Pd
NIP. 19730517 200604 1001

Appendix.5

Instrument for Pre test

Instructions:

5. Make a pair
6. Give the pair one of the topics below:

- d. Asking and giving help

Situation: Laila is at school. She left her English book at home. She calls her brother and asks him to take it.

- e. Asking and refusing help

Situation: You have to go to public library to borrow some books. You ask your friend to accompany you go to public library, but your friend can't because she/he must going to the canteen.

- f. Offering for help and accepting

Situation: Your friend can't do English homework. You offer to help your friend to finish his/her homework, and your friend very happy with your help.

7. Make conversation based on the topic.
8. Show up the conversation in front of the class in five minutes.

Appendix.6

Instrument for Post test

Instructions:

5. Make a pair
6. Give the pair one of the topics below:

d. Asking and giving help

Situation: Your money lost when you will going to the beach with your friends. Ask your sister to lend you some money and she helped you to lend some money.

e. Asking and refusing help

Situation: You as a receptionist hotel will help the hotel guests to bring her/his bag, but the hotel guest doesn't need your help.

f. Offering for help and accepting

Situation: Mrs. Linda will prepare for dinner at the kitchen and her daughter will help her to do something.

Make conversation based on the topic.

7. Show up the conversation in front of the class in five minutes.

Appendix.7

SILABUS PEMBELAJARAN

Sekolah : MTs Miftahul Ulum Gisting

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara	1.Percakapan singkat memuat ungkapan – ungkapan : Contoh : -A: <i>Do you mind lending me some money?</i> B: <i>No, problems</i> -A: <i>Can I have a bit?</i> B: <i>Sure, here you are.</i>	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik. tema yang di pilih 3. Menirukan	1. Bertanya dan menjawab tentang meminta,memberi,menolak jasa 2. Bertanya dan menjawab tentang meminta,memberi,menolak barang 3. Bertanya dan menjawab tentang meminta,memberi	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role cards and perform it in front of the class</i>	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Role cards

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu	<p><i>A: Here is some money for you.</i></p> <p><i>B: Sorry, I can't take this.</i></p> <p><i>A: Do you like it ?</i></p> <p><i>B: Yes, I do.</i></p> <p><i>A: Have you done it?</i></p> <p><i>B: No, I haven't.</i></p> <p><i>A: Do you think it's good?</i></p> <p><i>B: I think it is / Sorry I can't say any thing</i></p> <p><i>A: Would you like some?</i></p> <p><i>B: Yes, please / No, Thanks</i></p> <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Do you mind - Present perfect 	<p>ungkapan-ungkapan terkait materi yang diucapkan guru</p> <p>4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan</p> <p>5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan</p>	<p>i dan mengingkari informasi</p> <p>4. Bertanya dan menjawab tentang meminta, memberi dan menolak pendapat</p> <p>5. Bertanya dan menjawab tentang menawarkan, menerima, menolak sesuatu</p>					

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
9.2. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara	<p>tense</p> <p>3. Kosakata</p> <p>- Kata terkait tema dan jenis teks</p> <p>4. Ungkapan Baku</p> <p>- No Problem</p> <p>- Sorry</p> <p>- No, thanks</p> <p>- Yes, Please</p> <p>1. Teks percakapan memuat ungkapan berikut:</p> <p>Contoh :</p> <p>- A: <i>what if I do it again?</i></p> <p>B: <i>Fine with me.</i></p> <p>- A: <i>I Must go now</i></p> <p>B: <i>Do you have to?</i></p> <ul style="list-style-type: none"> • <i>Right.</i> • <i>I see.</i> • <i>Hm...m yeah</i> 	<p>1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari</p> <p>2. Mendengarkan yang memuat ungkapan-ungkapan yang telah dipelajari</p> <p>3. Menjawab pertanyaan tentang isi percakapan</p> <p>4. Menjawab pertanyaan tentang makna</p>	<p>1. Bertanya dan menjawab tentang meminta,memberi persetujuan</p> <p>2. Bertanya dan menjawab tentang merespon pernyataan</p> <p>3. Bertanya dan menjawab tentang memberi perhatian</p>	Unjuk kerja	<p>Uji petik berbicara</p> <p>Bermain peran</p>	<p><i>Create a dialogue based on the role cards and perform it in front of the class.</i></p>	2 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar yang relevan</p> <p>3. Benda sekitar</p> <p>4. Kartu peran</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	<ul style="list-style-type: none"> • <i>Hello, excuse me</i> • <i>Did you? / Were you?</i> • <i>Thanks/ Bye / see you</i> • <i>Could I speak to ..?</i> • <i>Well, I'm calling to ...?</i> • <i>Nice talking to you.</i> <p>2. Tata Bahasa - Past form of be</p> <p>3. Kosa kata - Kata terkait tema dan jenis teks</p> <p>4. Spelling and intonation</p>	<p>dan fungsi ungkapan terkait</p> <p>5. Menggunakan ungkapan – ungkapan terkait berdasarkan konteks</p> <p>6. Bermain peran menggunakan ungkapan yang telah dipelajari</p>	<p>terhadap lawan bicara</p> <p>4. Mengawali, memperpanjang menutup percakapan</p> <p>5. Mengawali, memperpanjang menutup percakapan telepon</p>					

APPENDIX 9

Result of the Pre-test in the Experimental Class

Statistics		
N	Valid	30
	Missing	0
Mean		70.60
Std. Error of Mean		2.064
Median		45.00
Mode		45
Std. Deviation		6.151
Variance		48.809
Skewness		.434
Std. Error of Skewness		.393
Kurtosis		-1.130
Std. Error of Kurtosis		.768
Range		36
Minimum		34
Maximum		78
Sum		1875

Score					
		Freque ncy	Percent	Valid Percent	Cumulative Percent
Valid	34	1	2.8	2.8	2.8
	40	4	11.1	11.1	83.3
	48	6	16.7	16.7	69.4
	54	5	13.9	14.7	76.5
	60	1	2.8	2.8	72.2
	64	2	5.6	5.6	100.0
	66	4	11.1	11.1	94.4
	70	5	13.9	14.7	61.1
	78	2	5.6	5.6	100.0
	Total	30	100.0	100.0	

APPENDIX 10

Result of the Pre-test in the Control Class

Statistics		
N	Valid	30
	Missing	0
Mean		58.63
Std. Error of Mean		1.646
Median		55.00
Mode		55
Std. Deviation		6.239
Variance		92.068
Skewness		-.232
Std. Error of Skewness		.403
Kurtosis		.094
Std. Error of Kurtosis		.788
Range		40
Minimum		34
Maximum		70
Sum		1890

Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	1	5.6	5.9	5.9
	40	2	5.6	5.9	11.8
	50	6	22.2	23.5	35.3
	56	8	25.0	26.5	61.8
	60	5	13.9	14.7	76.5
	64	4	11.1	11.8	88.2
	70	3	8.3	8.8	97.1
	75	1	2.8	2.9	100.0
	Total	30	94.4	100.0	

APPENDIX 11

Result of the Post-test in the Experimental Class

Statistics		
N	Valid	30
	Missing	0
Mean		77.27
Std. Error of Mean		1.185
Median		75.00
Mode		75
Std. Deviation		6.203
Variance		50.536
Skewness		.036
Std. Error of Skewness		.393
Kurtosis		-.329
Std. Error of Kurtosis		.768
Range		30
Minimum		66
Maximum		90
Sum		2745

Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	2	2.8	2.8	2.8
	70	8	5.6	5.6	8.3
	76	7	22.2	22.2	30.6
	78	2	30.6	30.6	61.1
	80	6	16.7	16.7	77.8
	86	4	13.8	13.8	94.4
	90	1	5.6	5.6	100.0
	Total	30	100.0	100.0	

APPENDIX 12

Result of the Post-test in the Control Class

Statistics		
N	Valid	30
	Missing	0
Mean		63.47
Std. Error of Mean		.953
Median		70.00
Mode		70
Std. Deviation		7.860
Variance		30.860
Skewness		.042
Std. Error of Skewness		.403
Kurtosis		1.376
Std. Error of Kurtosis		.788
Range		30
Minimum		55
Maximum		85
Sum		2365

Score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	2.8	2.8	2.8
	66	7	5.6	5.6	8.3
	70	6	22.2	22.2	30.6
	74	7	30.6	30.6	61.1
	80	4	16.7	16.7	77.8
	82	2	16.7	16.7	94.4
	84	2	5.6	5.6	100.0
	Total	30	100.0	100.0	

APPENDIX 15**The Result Normality Test of the Experimental Class and Control Class**

Test of Normality						
technique	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Ex	.104	30	.200 [*]	.985	30	.938
Co	.115	30	.200 [*]	.957	30	.253

Appendix 16**The Result of Homogeneity Test**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
NILAI	Based on Mean	3.510	1	59	.066
	Based on Median	3.522	1	59	.066
	Based on Median and with adjusted df	3.522	1	56.934	.066
	Based on trimmed mean	3.506	1	59	.066

APPENDIX 17

The Result of Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
nilai	Equal variances assumed	3.510	.066	3.148	59	.003	8.21075	2.60802	2.99212	13.42939
	Equal variances not assumed			3.134	54.097	.003	8.21075	2.61974	2.95871	13.46280

APPENDIX 18**The Result of Reliability Test for Pretest and Posttest****Reliability Statistics of pretest**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.617	.617	30

Reliability Statistics of posttest

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.809	30

APPENDIX 19**Students transcript on pre test**

Experimental class

Name : Lilies Subangi

Class : VIII A

Asking ad giving help

Laila'sbrother : Hello, Who is you?

Laila : It is me, Laila. Please help me.

Laila'sbrothers : Sure, what I can do for you?

Laila : You can take my English book to school for me, please

Laila'sbrothers : Ok, what help?

Laila : That is the green one. There sunflower picture that.

Laila'sbrothers : Where you left?

Laila : I left in myroom.

Laila'sbrothers :Alraight, wait me.

Laila : Ok see you later.

Laila'sbrothers : See you.

Scoring for Lilies Subangi

No	Aspect	R1	R2
1	Grammar	3	3
2	Comprehension	3	4
3	Vocabulary	3	3
4	Pronunciation	3	3
5	Fluency	2	3

	Total	15	17
	Score	64	

Students' transcript pre- test

Control class

Name : Rika Gustia

Class : VIII A

Offering for help and accepting

Shinta : Hi Salma what are you doing?

Salma :I'm do English homework but I can not.

Shinta : What I can do to help?

Salma : Yes sure. Thank you for your help.

Shinta :Your welcome.

Scoring for Rika Gustia

No	Aspect	R1	R2
1	Grammar	3	3
2	Comprehension	3	3

3	Vocabulary	3	3
4	Pronunciation	2	2
5	Fluency	3	3
	Total	14	14
	Score	56	

Students' transcript on post test

Experimental class

Name : Lilies Subangi

Class : VIII A

Asking and giving help

Tania : Hi Eddy. What happen with you? Why you so sad?

Eddy : I canot goes to beach with my friends tomorrow.

Tania : Why do you say that you canot go?

Eddy : I lost my money, so that I canot have money to go. May I borrow some of your money, please...

Tania : Of course, you ca use my money. Just take it, you don't have return it.

Eddy : No, I don't want bother you. I just wanna borrow it.

Tania :Okey if you wanna borrow it. This is my money, you ca use give it back to me just when you can.

Eddy : Thank you Tania.

Tania : Your welcome Eddy.

Scoring for Lilies Subangi

No	Aspect	R1	R2
1	Grammar	5	5
2	Comprehension	5	4
3	Vocabulary	4	4
4	Pronunciation	3	5
5	Fluency	4	4
	Total	21	22
	Score	86	

Students' transcript on post test

Control class

Name : Rika Gustia

Class : VIII A

Offering for help and accepting

Cindy : Hi Mom...

MrsLinda : Hi, sweetie... have you finished your homework school?

Cindy : Yes, Mom. I has already do it.

MrsLinda : Good girl. There your milk in refrigerator.

Cindy : Ok, Mom I will take it. Mom, what you cook for our dinner?

Mrslinda : I will cook your favorite food and some vegetables.

Cindy : Do need chili and pepper?

Mrslinda : Yes, of course.

Cindy : Lets go take for you.

MrsLinda : Thanks, but pepper is here. Just give me chili, please...

Cindy : Ok, here it is.

Scoring for Rika Gustia

No	Aspect	R1	R2
1	Grammar	5	5
2	Comprehension	5	4
3	Vocabulary	4	4
4	Pronunciation	3	4
5	Fluency	3	4
	Total	20	21
	Score	82	