

MENGAJAR BERBICARA BAHASA INGGRIS DENGAN DIALOG UNTUK SEKOLAH MENENGAH PERTAMA DARUDDA'WAH

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Abstract

The research aims to evaluate how well the dialogue method improves English speaking skills for class IX students at Darudda'wah Middle School. The research method used is quasi-experimental. This research was conducted at Darudda'wah Punggur Kecil Middle School. The study sample included 11 students in the experimental group and 10 students in the control group. The experimental group is the group that carries out learning using the dialogue method, while the control group is the group that carries out learning without the dialogue method. Based on the results of the t-test on post-test data for the experimental and control classes with a significance level of 0.05%, $t_{count} > t_{table}$ ($2,689 > 1,812$), it can be concluded that in the experimental group, there were differences in teaching English-speaking between before and after the treatment. This means that the dialogue method is effective in teaching English speaking.

Keywords: Dialogue method, Quasi-Experimental Study, English Speaking Skills.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan keefektifan metode dialog dalam pengajaran berbicara bahasa Inggris pada siswa kelas IX di SMP Darudda'wah. Metode penelitian yang digunakan adalah metode eksperimen semu. Penelitian ini dilakukan di SMP Darudda'wah Punggur Kecil. Sampel dalam penelitian ini terdiri dari dua kelompok, yaitu kelompok eksperimen yang berjumlah 11 siswa dan kelompok kontrol yang berjumlah 10 siswa. Kelompok eksperimen adalah kelompok yang melaksanakan pembelajaran dengan metode dialog, sedangkan kelompok kontrol adalah kelompok yang melaksanakan pembelajaran tanpa metode dialog. Berdasarkan hasil uji-t terhadap data posttest kelas eksperimen dan kontrol dengan taraf signifikansi 0,05%, $t_{hitung} > t_{tabel}$ ($2,689 > 1,812$), maka dapat disimpulkan bahwa pada kelompok eksperimen terdapat perbedaan dalam pembelajaran bahasa Inggris. berbicara antara sebelum dan sesudah perawatan. Artinya metode dialog efektif dalam pengajaran berbicara bahasa Inggris.

Kata Kunci: Metode dialog, Studi Kuasi-Eksperimental, Keterampilan Berbicara dalam Bahasa Inggris.

1. BACKGROUND

English is one of the required subjects. English is a very widely used international language. Learning to teach English is carried out to develop competence for communicating. Therefore, secondary school students need more active English. Dialogue is speaking or conversing verbally between two or more people. Additionally, a pulse opportunity dialogue is one of the interesting and effective ways to support a student's learning process to attract the student's attention and make the student more courageous and confident to speak English. The advantages of teaching speaking with dialogue include the following: 1) Arouse learners; the method of dialogue awakens learners' interest in learning because they can share thoughts and ideas without any hindrance. 2) Encourage reflection; the method of dialogue also encourages reflection and introspection among students. 3) Deepen understanding; students the allowed to exchange openly viewpoints in this method so that students' knowledge increases in breadth and depth. 4) Inclusive atmosphere; these methods also encourage learners' full participation and thus grow an inclusive learning environment in class. 5) Increase involvement; because students can interact more with teachers with this method, this method increases involvement in the teaching process and is more effective. However, teaching speaking with dialogue also has disadvantages, including; 1) Noise; because the dialogue encourages conversation, students can be loud and create a noise in the class. 2) Students can interfere; in this method, teachers must control and manage students properly, otherwise, the student will interfere. 3) Teachers need to control the dialogue so that it does not deviate from the topic, or the student becomes disruptive.

When using the usual methods can make learning to teach more by imitating and repeating a teacher and only a textbook for study, this can leave a student with a sense of boredom and attention loss. So using a dialog can make students more creative to find something to talk about and to exercise their confidence. Based on the conditions of this research, one solution to this problem is to research proposed methods for using dialogue to support the speech teaching and learning process. Furthermore, dialogue can be authentic material for students because it requires an authentic model for learning to speak. Thus, one of the aims of British researchers was to observe students and the results of the observations showed that these students were deficient in the area of speaking.

2. METHOD

This study uses a quasi-experimental method, called a pseudo-experiment because the researcher does not control all external variables that may affect the experiment. The goal is to determine the effectiveness of student learning outcomes using the dialogue method. The sample was taken from grade IX students of Darudda'wah Junior High School using simple random sampling. The class was divided into two groups: the experimental group, which used the dialogue method, and the control group, which did not. Data collection involved observations and tests to measure the effectiveness of the dialogue method. Data analysis included a normality test using the Liliefors test and hypothesis testing with a t-test through SPSS 16.0.

3. RESULTS AND DISCUSSION

Based on the results of the calculations that have been carried out, it can be seen that the experimental class score obtained after being given treatment is higher than the control class score. Before being given treatment, a pretest was carried out on both groups. In the experimental group, the highest score was 80, the lowest score was 40, the average score was 60.00, and the standard deviation was 10.954. while in the control group, the highest score was 70, the lowest score was 40, the average pretest score was 55.00 and the standard deviation was 8.498.

After carrying out the pretest, the researcher was given posttest questions. The average scores obtained by students in the two research groups showed different scores. The experimental group obtained the highest score of 90, the lowest score of 70, the average score of 77.27, and the standard deviation of 6.467. The control group got a score of 80, the lowest score was 60, the average score was 70.00 and the standard deviation was 8.165. The post-test results showed that the experimental group's post-test average was higher than the control group's post-test average.

Data	Pretest		Posttest	
	Experiment group	Control group	Experiment group	Control Group
N	11	10	11	10
Maximum	80	70	90	80
Minimum	40	40	70	60
Mean	60.00	55.00	77.27	70.00

Table 1 shows that the pretest-posttest results of the two research groups can be different. The experimental group's pretest obtained the highest score of 80, while the control group's pretest obtained the highest score of 70. Meanwhile, the experimental group had an average pre-test score of 60.00, while the control group had a slightly lower average pre-test score of 55.00. This shows that the pretest score of the experimental group was higher than the score of the control group. The table above also presents posttest data. The posttest in the experimental group obtained the highest score of 90, while the control group obtained the highest score of 80. Apart from that, the difference in the average post-test score for the experimental group was 77.27. The control group achieved an average post-test score of 70.00, indicating that the experimental group scored higher in the post-test compared to the control group.

4. CONCLUSION

Based on the research findings and data analysis, it can be concluded that the dialogue method has a significant impact on the English-speaking skills of grade IX students at Darudda'wah Junior High School. This is evident from the comparison of pre-test and post-test averages between the experimental and control classes. The experimental class had a pre-test average of 60.00, while the control class scored 55.00. After the treatment, the experimental class achieved a post-test average of 77.27, whereas the control class scored 70.00. Additionally, the t-test results for the post-test scores, with a significance level of 0.05%, showed that $t_{count} > t_{table}$ ($2.689 > 1.812$), indicating that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected.

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