

Teaching Speaking On 'English Introduction' Using Pair Up And Practice Dialogues

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Abstract

This research purposes to describe how the implementations of pair up and practice dialogues in teaching on 'English introductions' in the class, and to describe the students ability in speaking of English introductions using pair up and practice dialogues. This study was a descriptive qualitative research. The data taken from the seventh grades students of SMP YOS SUDARSO Sidoarjo, class VII-2 with 18 number of students. The data collecting technique used observation field note and students' performance dialogues. From the first result of observation about the teaching learning process, researcher find out that Teaching speaking Using Pair up and Practice Dialogues on 'English introductions' could make them understand because the students can demonstrate dialogues they made. Further, from the second result based on the students' performance's scores on English introductions through dialogues, the researcher could find out that the students have more confident and brave to perform dialogues about English introductions in front of the class as their average score \geq average minimum score = $78 \geq 75$.

Key Words: *Teaching Speaking, Pair up and Practice Dialogues.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana mengimplementasikan teknik berpasangan dan praktek dialog di dalam pengajaran berbicara melalui pengenalan bahasa inggris di dalam kelas, dan untuk mendeskripsikan kemampuan siswa dalam berbicara melalui pengenalan bahasa inggris menggunakan teknik berpasangan dan praktek dialog. Penelitian ini menggunakan metode deskriptif kualitatif. data penelitian ini di ambil dari siswa kelas VII di SMP Yos Sudarso Sidoarjo, di kelas VII-2 yang berjumlah 18 siswa. Teknik pengumpulan data menggunakan catatan observasi lapangan dan penampilan siswa dalam berdialog. Dari hasil observasi proses belajar mengajar, peneliti menemukan bahwa mengajar berbicara melalui teknik berpasangan dan praktek dialog di dalam pengenalan bahasa inggris bisa membuat murid faham karena murid dapat menunjukkan hasil dialog yang mereka kerjakan. Selanjutnya, dari hasil yang kedua berdasarkan nilai penampilan siswa di dalam pengenalan bahasa inggris melalui dialog, peneliti menemukan bahwa murid lebih mempunyai rasa percaya diri dan berani untuk menampilkan dialog tentang pengenalan bahasa inggris di depan kelas dengan nilai rata rata lebih besar dari minimum nilai rata rata = $78 \geq 75$.

Kata Kunci: *Mengajar berbicara, Berpasangan, dan praktek dialog*

Introductions

Speaking is important for them to practice their capability and their understanding. It is about how to send idea, and how to spell word well. Therefore, the students' motivation and interest are very needed to make the process of their understanding easier.

The students of SMP Yos Sudarso Sidoarjo find difficulties in speaking skill. First, most students are not able to pronounce the words correctly because they have limited background knowledge of pronunciation. The second, the students are not confidence when the teacher asks him or her to speak English alone in front of the class. That is why, the researcher will use pair up and practice dialogue to increase their encouragement to be confidence to speak English in front of the class. By dialogue with their friends will be make the students confidence to speak English although they cannot speak well and fluency.

The researchers choose this title because first, it can be used to help students to practice speaking with their friends in pair in process learning. Second, it can make the students feel more confident to speak English through dialogues. Dialogues can make speaking practice livelier. The third, teacher uses the material English introduction to communicate in oral and written to communicate their identity with short and simple, including: name, address, favorite, hobby and family. This material can improve the social intelligence of students, especially become more familiar with them and their friends, and know each other not only know the name, and increase the confident and attention to others. The researcher chooses this technique because it can help students to improve speaking in applying English introduction for students of SMP Yos Sudarso.

The researcher choose class seven because there was information from the teacher that seventh grade class which ever got the material as my research about introductions, furthermore it can make easy for taking the data. The researcher choose SMP Yos Sudarso because, the school was help the researcher to guide the class using pair up and practice dialogues technique in speaking introductions. The researcher chooses the material introductions because, the students of seven graders are studying introductions based on syllabus.

Speaking is one of the two communication skills or productive skills which are meant to carry out ideas to people orally. By speaking we can express our mind to other people. And an activity involving two or more people in which the participants are both hearers and speakers having to react to what they hear and each participant has an intention that he wants to achieve in the interaction. Speaking is one of the important skills in English that must be learnt by students in language learning. The students who are able in speaking mean that they are able to share their ideas and opinions to listener through speaking (Brown, 2000).

Introduction is the student to communicate their identity in short and simple. In order to improve students social intelligence, especially become more familiar with himself and his family, students must know each other not only know his/her name but also the other identities. (Wachidah, 2016).

Based on the background of the study above, there are two the purpose of the Study (1) To describe the implementation of pair up and practice dialogues in teaching speaking on English introductions to the seventh grade students of SMP Yos Sudarso, (2) To describe the student's ability in speaking on English introductions using pair up and practice dialogues to the seventh grade students of SMP Yos Sudarso.

Research Method

The purpose of this research was to describe the implementation of teaching speaking using pair up and practice dialogues and to describe the student's ability in speaking on 'English introductions' using pair up and practice dialogues to the seventh grade students of SMP Yos Sudarso. This research used qualitative descriptive research. In addition, (Taylor.B.Moleong, 2003) qualitative research is research procedure that represents the descriptive data such as word in speaking and oral from the people and the behavior that can be observed. Qualitative research was one of research method which was easily used by researcher to describe the situation of the class environment. The learning process was noted in the field note to answer the first purpose, and the students ability was found through scores of students performances.

Finding

The first data was the observation by using field notes and students performances during the teaching learning process in the class. The finding of observation field note in the first meeting as follow: (1) the researcher found that students did not confident to speak in front of the class, (2) they were enthusiastic with the material and gave good responses, (3) they had some difficulties in pronunciations and vocabularies. In the second meeting as follow: (1) the class situation little students did not give attention but still under controlled, (2) they were enthusiastic to describe their identity and mention about English introduction, (3)they enjoyed the teaching learning process because the teacher gave feedback and corrected the dialogues.

The second data was the student's performances on English introductions through dialogues used by the students to get the speaking scores. The researcher only focused on their fluency, pronunciation and vocabulary. The result of student's performances score were presented in the table 1.

Table 1. The Score Speaking Skill Test of fluency, Pronunciation and vocabulary

Number of Students	Speaking Skill Test			Score	KKM	Result
	Fluency	Pronunciation	Vocabulary			
1	75	75	75	75	75	Passed
2	80	75	75	77	75	Passed
3	80	75	80	78	75	Passed
4	80	80	80	80	75	Passed
5	75	75	75	75	75	Passed
6	75	75	75	75	75	Passed
7	80	75	80	78	75	Passed
8	75	80	75	77	75	Passed
9	85	75	80	80	75	Passed
10	75	80	75	77	75	Passed
11	75	75	75	75	75	Passed
12	75	75	75	75	75	Passed
13	75	75	75	75	75	Passed
14	80	75	75	77	75	Passed
15	75	75	80	77	75	Passed
16	85	80	80	82	75	Passed
17	85	80	80	82	75	Passed
18	85	80	80	82	75	Passed
Total	1415	1380	1390	1395	1350	
Average	79	77	77	78	75	

Based on the table 1 the descriptions speaking score test:

Speaking skill test the first is fluency the total = 1415, total pronunciation = 1380, total vocabulary 1390, total score of speaking = 1395 minimal score (kkm) total 1350, so the average score of fluency $1415: 18 = 79$; pronunciation $1380: 18 = 77$; vocabulary $1390 : 18 = 77$. Class average score = $1395: 18 = 77$, while the minimal average score of the class (kkm=75). The conclusion is average score \geq average minimum score = $78 \geq 75$.

Table 2. The result of students performances score

No.	Name	Score of			Total score
		Fluency	Pronunciation	Vocabulary	
1	Afif	2	2	2	6
2	Adam	3	2	2	7
3	Agung	3	2	3	8
4	Amrita	3	3	3	9
5	Ariesta	2	2	2	6
6	Bagas	2	2	2	6
7	Ismail	3	2	3	8
8	Jihan	2	3	2	7
9	Kevin	3	2	3	8
10	Valen	2	3	2	7
11	Maulana	2	2	2	6
12	Fitrah	2	2	2	6
13	Rafli	2	2	2	6
14	Nasrul	3	2	2	7
15	Shasy	2	2	3	7
16	Wenni	3	3	3	9
17	Putri	3	3	3	9
18	Lintang	3	3	3	9
Total		45	42	44	
Avarage		3	2	2	

Score category:

4: 90 – 100

2: 70 – 79

3: 80 - 89

1: 60 – 69

Average: Total nilai : jumlah siswa

Discussion

The result of collecting data from observation of teaching learning process, field note and students' performance were described by the researcher in analysis discussion. The first meeting: based on the finding of observation field notes the researcher found that the implementation of teaching speaking on 'English Introductions' was interesting for the students. Second meeting: based on the finding, the technique of Pair up and practice dialogues was a new technique to the

students in speaking used by the teacher, especially in speaking dialogues. This technique can help students to easily talk on introduction lessons.

The result of the students' performance score in teaching speaking using dialogue is encourage the students to be active in teaching learning process although they lack vocabulary and pronunciation. Dialogue techniques make the students to work together in pairs. Dialogues also make the students' confidence when they are speaking together with their friend on English introductions. The students are able to improve their English by speaking activities through dialogue. The result of the students' performance in speaking on 'English introductions' by using pair up and practice dialogue has 100% fulfilled the minimum score of requirement.

Conclusion

Based on the findings and discussions of the research, the researcher concluded that: The analysis of findings and discussion, the researcher concluded that: The implementation of teaching speaking using Pair up and Practice Dialogues on 'English Introductions' was interesting. Second, this technique of Pair up and practice dialogues was a new technique to the students in speaking used by the teacher. This technique can help students to easily talk on introduction lessons. The students more confident to appreciate themselves and to be brave to perform in front of the class.

The analysis of student performance. First, the students should be fluent to speak English when they were practicing on English introductions in front of the class with their friends. Second, the students have more confidence and are braver to mention their identities through dialogues in English introductions. And the suggestion :(1) For the Teacher, should have the idea of giving a new situation more creative to give stimulation about vocabulary. The students should be more fluent to speak English. The teacher should be able to provide extra reading of books or slides in front of the classroom to train students how to speak better. The students should be better to know how to pronounce. (2) For the Students First, the students looking for difficult words to add vocabulary. They should be more fluent to speak English. Second, the students more active to ask and to remind pronunciation to the teacher. They can be better how to pronounce their speaking and practice pronunciation in English. (3) for the Further Researcher, hopes this study can be used for the additional references in other research that will conduct the similar research.

References

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