

IMPROVING STUDENTS' SPEAKING ABILITY BY SHORT DIALOGUES MEMORIZATION

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Abstract: This research aimed at improving students' speaking ability using short dialogue. It was a classroom action research (CAR). The study was conducted in a cyclic process starting from planning, acting, observing, and reflecting. What technique? Technique was implemented in two cycles. The subjects of this research were elementary level students from SMAS Panca Setya Sintang. The study found out that the implementation of short dialogue memorization technique has improved the students' speaking ability. The students also improved their active involvement in class. In the first cycle, only some students participated in class actively, but most of them were very active in the second cycle. Based on the students' score data, more than half of the students got higher in each aspect. Compared with the data from Cycle I, Cycle II was dominated by the students who got a score of 6 in each aspect, while Cycle I was dominated by the students who got score 2 and 1. Almost all students passed the criteria of success, 70. Therefore, the teachers were recommended to improve the students' speaking ability using short dialogue memorization technique.

Keywords: memorization technique, short-dialogue, speaking ability

INTRODUCTION

As an international tool of communication, English is used for various purposes in such fields as bureaucracy, academics, social and cultural concerns, business, and religion (Lumettu & Runtuwene, 2018, p. 2).

The students of Timothy English School in Sintang spoke English only during the teaching-learning process; they did not have people who spoke English to practice with.

Due to the absence of people speaking English outside the class, the students required some schoolmates to practice speaking in English with. By having other students, they can share vocabulary to support their speaking in English. One of the difficulties that the encountered in speaking English concerned asking and giving an opinion.

Learning English speaking with partners may increase their confidence when it comes to working individually. Through short dialogue memorization, they may improve their speaking activities to get their

skill better. The students may be encouraged and motivated well. Boredom in English speaking practice may be reduced.

Thus, it is significant to conduct classroom action research to improve the students' English-speaking skills by applying a short dialogue memorization technique.

Dialogue memorization is a technique to encourage students to speak by providing them short conversation between two people. To complete the activity, they need to memorize their partner's line

Hanson (2010, p. 1) claims, "If you want to carry your speaking to a higher level, you are going to need to take the time to memorize in speaking activity".

Toni (2019: p.16) reported some benefits of short dialogue memorization. Firstly, it represented honest communication in which students could learn and use the language correctly and appropriately.

Secondly, a number of students could apply dialogues in various learning and teaching activities and this technique was

suitable to teach the intermediate and the advanced level of students.

Thirdly, through short dialogues, the students could memorize the lesson, content, and diction of the dialogue easily. Fourthly, short dialogues provided the students with listening and speaking activities. Finally, through short dialogues, the students could practise pronunciation and grammar in a context. They could also master and memorize more vocabulary without fear of making mistakes.

Short Dialogue Memorization technique could make the students write while the students completed the speaking activity to meet the learning goal

A number of experimental studies revealed that the dialogue memorization technique could improve students' speaking ability (Purwaningsih, 1998; Berg, 2018; Amu, Said and Mashuri, 2015). These studies proved that this technique improved the students' speaking ability successfully. Unfortunately, such a research topic has not been examined in Sintang.

RESEARCH METHOD

The research was classroom action research. It is a systematic approach to improve teaching practices (Patria, Sudarsono & Rosnija, 2020). This research covered the method of data collection, the professional habit of observation, the attitude of openly searching for new and better ways to present material and challenge students, and the disposition to be a reflective practitioner. Action research aims to improve teaching practice, understanding of the practice by practitioners, and how the practice occurs.

Classroom Action Research design was cyclical (Kemmis & McTaggart as cited in All (2010, p. 2). It covers planning, implementing, observing, and reflecting. The number of cycles depends on the result of reflection in each cycle.

Research Site and Participants

The study was taken place at SMAS Panca Setya located on Jl. Imam Bonjol No.

59 Sintang. The researcher applied the Short Dialogue Memorization Technique in the first semester of the SMAS Panca Setya. The class grades consists of 3 grades. They are grade 10, 11, and 12, English has scheduled 1 meeting in week and the time allotment for one session is 1 x 90 minutes.

The research participants were grade 11. In that class consists of 36 students. The students participating in the present research had problems with English speaking skills, namely, the students lacked confidence and were afraid of mistake-taking risks. The data were collected through a questionnaire distributed at the end of the study to identify whether the students improved their speaking ability in the second cycle.

The questionnaire was a closed-question type. It asked about memorization technique whether it was functional to run the speaking activity. The data were mainly collected through observing the teaching-learning activities, using a field note to record the data. The data were also collected through an observation checklist that could not cover. The observation covered the teacher's activities and the observer's notes during the cycle.

The observation checklist was used to obtain information about the students' activity using the short dialogue memorization technique in the classroom. Thus, there were two observation checklists used in this study. To measure their speaking ability, the students were given an oral speaking test.

This test was designed to measure speaking ability. Tests were applied before the first cycle (the pre-test) and after it (the post-test). The pre-test was used to measure the students' speaking ability before implementing the first cycle; the post-test to measure the students' speaking ability after implementing the action. The last one was the scoring rubric.

The scoring rubric was used to measure the students' fluency, pronunciation, vocabulary and grammar in speaking. The speaking scoring rubric was used in the last cycle when the students were

asked to perform a short dialogue, particularly in the test.

The Technique of Analyzing Data

The data collected through the questionnaire were analyzed to describe the answers, opinions and the reasons whether or not the use of the short-dialogue memorization technique improved the students' speaking.

To compute the result of the observation, the following formula was applied.

$$P = (\sum X \times 100\%) / N$$

Legends:

P = Percentage of score

$\sum x$ = The score result observation

The data collected through the speaking test were computed to conclude whether or not the technique could solve the problem successfully. The test result was to make the judgment of the implementation of the actions.

If the test result met the criteria of success that have been designed, then the researcher could stop the actions. However, if the reflection showed that the implementation was unsuccessful, the technique needed revision, and another cycle was conducted.

RESULT AND DISCUSSION

Data from the First Cycle

The first cycle included three meetings. It started from planning, implementation, action, to reflection. In the planning stage, the researcher developed a lesson plan and designed instructional materials and media. The instructional materials dealt with writing the dialogue based on asking and giving an opinion. The lesson plan was designed for three meetings to run the first cycle and one meeting for the second cycle. The teacher explained the material about the expression used in the short dialogue of asking and giving an opinion in the first meeting. The activities in

designing the lesson plan covered selecting the topic, preparing instructional material, and media.

The teacher divided the class into three stages in the first meeting. The first one was pre-speaking. In this stage, the teacher asked the students to open the textbook. On this page, five dialogues were expressing asking and giving an opinion. Acting as the model, the teacher read the first dialogues. Then, the teacher wrote some mispronounced words on the whiteboard and explained how to pronounce them correctly.

The second stage was whilst-speaking. In this stage, the students were given four dialogues to be memorized. The teacher explained the instruction of the activity to the students.

The third stage was post-speaking. The students were asked to perform the dialogue in front of the class. They performed the dialogue step by step when they could not memorize or remember the given dialogues. Then, the teacher called the students randomly to perform the dialogues in front of the class. In this stage, the students were enthusiastic about doing this task. When a pair performed the dialogue in front of the class, other students memorized the dialogue assigned by the teacher to prepare their turn. Thus, the class was boisterous because the students competed for performing the dialogues. They wanted to perform all the conversations. Almost all students performed the dialogues in front of the class. But, they could not complete all the dialogues because of time. After the students performed the conversations, the teacher let the students discuss the mispronounced words.

In the second meeting, a similar text form with different content was delivered to the students to develop the students' dictions or vocabulary. The first stage dealt with the pre-speaking. The teacher distributed five dialogues to the students, then asked them to examine those dialogues. The teacher, who acted as the model, read the first dialogue and asked the students to repeat the first

dialogue as told by him. After that, the teacher asked the students whether they encountered the words in the dialogues challenging to master.

The second stage was whilst-speaking. Firstly, the teacher explained the lesson to enable the students to memorize the given dialogues for 15 minutes. The teacher prepared the dialogues on the orange cards and placed the picture related to the conversations. While the students were memorizing the conversations, the teacher walked around to monitor the students' activities.

The third stage was post-speaking. The students were asked to perform the dialogues in front of the class. If they could not memorize or remember the given dialogues, the students could perform the dialogue step by step. The teacher then invited the students randomly to see whether or not the students performed the task in front of the class enthusiastically.

At first, most of the students were shy, kept silent, confused, and not confident in a discussion. Thus, the result was not satisfactory yet. The students had not improved their speaking ability. Their mark was still under the minimum standard of learning mastery determined by the school, 70, categorized as "good". In Cycle 1, six students performed the task very well, categorized "very good", one student did well, and thirty students did so so. It indicated that the average score had not matched the criteria of success yet in learning English. Thus, the application of the short dialogue memorization technique has not improved the speaking class activities, and the action needed to continue in the following cycle.

Data from the Second Cycle

The second cycle finished in two meetings. New efforts were introduced in Cycle 2, for example, reducing the length and the number of conversations to remember in Cycle 1.

There were two meetings in this cycle. The meeting took place in science 2 grade

11. The researcher still kept using similar media as in the first cycle. However, the materials were different from those in cycle 1. Cycle 2 was focused on the practice and pronunciation drill. In the first stage, the teacher asked the students to pronounce, request, and deliver an opinion. He also asked the students to pronounce the words that they mispronounced in the previous meeting.

In the second stage, the students memorized the relevant dialogues for 15 minutes. While the students were memorizing the dialogues, the teacher monitored the students. In the third stage, the students performed the dialogues in front of the class. The students were only allowed twice to perform the dialogues. After that, the other students gave comments on whether the students' performance mispronounced words.

In this cycle, the teacher found several improvements from the students. Firstly, most students were highly motivated in speaking. Secondly, the students were also actively involved during the teaching and learning process. Thirdly, the students were more confident in speaking. Fourthly, the students were more fluent in speaking. Lastly, the students were more accurate in speaking English. It meant that the students spoke with good pronunciation, proper grammar, and diction.

Furthermore, based on the observation checklist stated in the lesson plan, the students did all the activities and responded positively. They were active and enthusiastic about doing the activity. The teaching-learning process was deemed a success because at least 75% of the students achieved a score of 3.00, categorized "good" in their speaking activities. In the first cycle, only 6 students were scoring 70, categorized as "good", and 30 students with ≥ 65 or fail. In conclusion, the Short-Dialogue Memorization successfully improved the students' speaking ability in SMAS Panca Setya Sintang.

Based on the first cycle the students were passive in the classroom and had low

motivation in learning English, especially in a speaking activity. It is because the students were afraid of making mistakes.

The students' involvement improved in Cycle II. The data showed that all of the students were involved in the learning activity. Almost all students were actively engaged in the teaching-learning activity, and they showed enthusiasm in learning. They were not ashamed anymore to discuss their difficulties with other students.

Based on the students' scores, more than half of the students got higher in each aspect. Compared with Cycle I, Cycle II was dominated by the students who got a score of 6 in each aspect, while Cycle I was dominated by the students who got scores 2 and 1.

Almost all students scored 70 and above, showing that they passed the criteria of success. From the second cycle's result, the researcher concluded that all aspects that belonged to the indicators of success in implementing the Short Dialogue Memorization Technique improved, and the implementation of the second action satisfied the criteria of success.

As mentioned in chapter one, the main purpose of this study was to improve the students' ability in speaking using the Short Dialogue Memorization Technique of SMAS Panca Setya Sintang in Academic Year 2022/2023. The findings of this study were confirmed all research questions in this study.

Before implementing this study, the researcher observed that most of the students were passive in the classroom. The students had low motivation in learning English, especially in a speaking activity. It is because the students were afraid of making mistakes. For example, they did not know how to construct an English sentence, pronounce the words, and make dialogue using their own words.

Based on the problem faced by the researcher in the classroom, the researcher designed a learning activity using Short Dialogue Memorization Technique to solve the students' problem in a speaking activity.

There are three activities in teaching speaking activity using Short Dialogue Memorization Technique.

The implementation of the technique in the first cycle did not meet the criteria of success yet. As the indicators of success, at least 70 score or good category. But in fact, there were only 6 students with a score of 70 or good category and 30 students with a score \geq of 70 or fail. Considering those, the researcher to find the solution to solve the problems.

Based on the data in the first cycle. The researcher redesigned the learning activity based on the strength and the weakness of the first implementation of the technique. So the researcher conducted the second cycle to improve the students' speaking ability and improve the students' involvement in the learning activity.

After the treatment, the students' involvement was improved in Cycle II. The data showed that there all of the students were involved in the learning activity. Almost all students were actively engaged in the teaching learning activity. Most students were opened to other students. They were not ashamed anymore to discuss their difficulties with other students.

The students were happily assigned to a learning activity. They worked collaboratively with other students in all steps of the speaking process. The students responded positively toward the implantation of the technique. Meanwhile, the students speaking ability improved as well. The students improved in all aspects of speaking.

CONCLUSION

The present research found that during Cycle 1 and Cycle 2, the teaching speaking using the short dialogue memorization technique successfully improved the students' pronunciation, grammar, vocabulary and fluency. Besides, the technique could improve the students' motivation to get involved in a speaking activity. Most of the students were highly motivated, confident, fluent, and accurate in

speaking English in the content's aspect. The improvements could be seen from the data of the student's involvement in a speaking activity. Before conducting the action, the students' participation was considered poor in teaching-learning activity.

The students' involvement in the teaching-learning process improved their speaking ability. In the first cycle, there were two students in the very good category, one student in the good category, seven students in fair category, and in the second cycle, all the students improved their speaking score categorized 'good', meaning that all students were involved in the teaching activity through a short dialogue memorization technique. Besides, the students' improvement could also be seen from the students' speaking scores. The students' speaking scores were improved as well. Before conducting the actions, the students' score was considered very low for speaking activities.

The short dialogue memorization technique helped the students in the speaking process in terms of pronunciation, grammar, vocabulary, and fluency. In addition, the students were able to use their imagination and creativity during their speaking process. Furthermore, their motivation also increased and made them more focused on the lesson. It implied that a short dialogue memorization technique could improve the student's speaking ability at SMAS Panca Setya Sintang in Academic Year 2022/2023.

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