THE IMPLEMENTATION OF TWO-WAY DIALOGUE STRATEGY ON SPEAKING ABILITY FOR ELEVENTH GRADE STUDENTS IN AN ENGLISH CLASSROOM

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ABSTRACT

Dialogue was one of many types of communication in speaking. In this research, the two-way dialogue was chosen to be researched to know how two-way dialogue implemented in teaching speaking ability and also to know the student response about the use of two-way dialogue. This research was qualitative research that use observation and interview as instrument to collect the data and then analyse the data using 4 steps; organizing, coding and reducing, presenting and drawing conclusion. The result showed two-way dialogue gave students pleasant learning process and gave the student confident in speaking skill. More specific the student can help students to practice and hone in English speaking skills as a dialogue practice.

ABSTRAK

Dialog adalah salah satu dari banyak jenis komunikasi dalam berbicara. Dalam penelitian ini, dialog dua arah dipilih untuk diteliti untuk mengetahui bagaimana dialog dua arah diterapkan dalam pengajaran kemampuan berbicara dan juga untuk mengetahui tanggapan siswa tentang penggunaan dialog dua arah. Penelitian ini merupakan penelitian kualitatif yang menggunakan observasi dan wawancara sebagai instrumen untuk mengumpulkan data dan kemudian menganalisis data menggunakan 4 langkah; pengorganisasian, pengkodean dan pengurangan, penyajian dan penarikan kesimpulan. Hasil penelitian menunjukkan dialog dua arah memberikan proses pembelajaran yang menyenangkan bagi siswa dan memberikan siswa percaya diri dalam keterampilan berbicara. Lebih spesifiknya siswa dapat membantu siswa untuk berlatih dan mengasah kemampuan berbicara bahasa Inggris sebagai latihan dialog.

Keywords:
Speaking skill, two-way dialogue, teaching speaking.

Introduction

An English language speaking ability is one of the goals of learning the language in the current era of globalization. However, English language speaking abilities is still considered difficult abilities for students to try and do. Usually, several students feel face difficulties if they want to speak in an English language,

even if they have learned English language for years. One of the problems students usually face and complain in an English language classroom. First, they can't speak English language fluently, so they can't speak English language well. Second, they are afraid and lack of confidence with their ability in speaking English language. Last, there are no interesting teaching media or teaching method to encourage students to master the dialogue text in using English language. Therefore, this is an important thing to find practical and effective solutions to encourage students to use English language in the classroom (Juliana, 2018). In offering an interesting teaching media and effective learning methods, this is a form of positive responses to encouraging students in speaking English language. One of the most interesting teaching methods is the use of this dialogue. In the use of dialogue, we can provide various interesting topics in daily life to develop students' interest in learning English language.

Effective learning method can also facilitate students' perceptions on data that have been educated in senior high school. One way to encourage students to speak English language is using two-way dialogue. Two-way dialogue is an interesting lesson, where students must interact with other students in a group. There are various ways to support two-way dialogue strategy. A student (as a communicator) is doing communicate to discuss the topic of conversation with other student (as communicant) in dialogue activities (Adler & Milne, 1997). In this case, a student is directed to communicate a discussion topic with other student. This is adapted to the topic of conversation obtained by student based on textbook. A student must interact with other student to ask and answer conversations related to the topic of conversation. The various topics of dialogue text have taken and adapted from the textbook. We can find dialogue text references from other sources, for example, articles from the internet, magazines, newspapers, etc.

Therefore, there are many factors that must be considered in learning to speak English language in the classroom. Currently, all schools in Indonesia have implemented the 2013 curriculum, although the 2013 curriculum have not been successfully implemented throughout Indonesia. In learning to speak English language have many difficulties. How effective the learning to speak English language which is conducted is not one of the aspects to focus on. Speaking can be difficult, especially when students' English language speaking ability must to be improved gradually. The researcher have found several things in this research, such as some students feel that speaking ability is the most boring activity in learning English language, so that there is a decrease in the enthusiasm and interest of student learning in the classroom.

The problems also came from SMAN 3 Bangkalan. Based on the discussions that have been conducted with the English teacher before conducting research in the classroom, the researcher found that some students had difficulty in speaking English language which explained as follows. First, students have limited pronunciation when speaking English language, not only in paragraphs, but also in sentences and words. Second, the enthusiasm of students' is lack to learn English language. Third, the students' ability to speak English language is inadequate. Fourth, students feel less confident when speaking, both in front of the class or other people. And fifth, the impact of family and environmental factors. This is can happen

because students come from villages and students only get English language learning at the school, so that in previous school, students did not get English language learning. In addition, students feel that speaking English language is very boring so that they are not interested in speaking ability in classroom activities. Therefore, the teacher is required to design a culture of creativity and good interaction between students and teacher in the classroom, so that the communication relationships can be established well.

Based on the above background, the researcher wants to know whether the implementation of two-way dialogue can be an effective strategy to improve the English language speaking ability for eleventh grade students at SMAN 3 Bangkalan. Therefore, the researcher decided to conduct a qualitative descriptive research with the title "The Implementation of Two-Way Dialogue on Speaking Ability for Eleventh Grade Students in an English Classroom." With the objective to describe two-way dialogue method this has implemented in teaching ability and to describe students' responses to the use of two-way dialogue in speaking ablity.

Literature Review
a. Speaking

Speaking, according toTroudi & Nunan (1995), is an activity used to explain a situation to someone or to report something. Meanwhile, Tarigan (1990), states that "Speaking is a mode of communication that has an impact on our daily lives." This shows that speaking is a form of communication that has the potential to change a person's life to be real in line with the progress of the times and also the development of human civilization today. In this progress, communication is now becoming easier, can get closer people who are far away there, and from the influence of these advances can spread throughout the world. The primary aim of speaking is to convey information. Speaking is an important thing for communicating or delivering idea about what the speaker says to them. Thus, communication is very important in speaking for each student. In general, there are four purposes of speaking Tarigan (2015)are to inform, to entertain, to persuade, and to discuss.

Brown (2004), distinguishes between speaking micro skills and macro skills. Phonemes, morphemes, words, collocations, and phrasal words are elements that must be possessed in micro skills. Macro skills show that the speaker concentrates on larger elements such as fluency, discourse, function, style, cohesion, non-verbal communication, and strategic choice. Micro skills and macro skills are very necessary in mastering English language teaching materials so that the objectives of providing materials can be achieved optimally.

b. Two-Way Dialogue

In this research, researcher has implemented a two-way dialogue. Therefore, the implementation of two-way dialogue this has previously prepared. The implementation are divided into three parts. The speaker, the

speakers are the person who produce sound. The listener, the person who gets or accepts the speaker's opinion or feelings. The utterances, the words or sentences that speaker use to express their opinion.

According to Sastro Atmodjo (2021), outlined "Debate or discussion is very likely to occur in two-way communication." As a result of being part in the communication process, the communicant feels more satisfied. The continuous development of two-way dialogue in communication seeks to avoid alienations and build relationships, and always evaluates and researches the environment to determine the steps or adjustments necessary for social harmony. The teacher introduces a material in the classroom, and students' then learn and practice until all students have learned the material presented by the previous teacher. Thus, students must practice the dialogue text in front of the class, so that students become more accustomed in speaking activities anywhere. The purpose from the implementation of two-way dialogue is to build strong positive relationships between friends, classes, schools, and communities. We can be able to forge positive relationships and can build close relationships with each other people to apply them in a broad social environment that exists in everywhere, both it's in domestic home affairs or in overseas abroad.

Method

The research design uses descriptive qualitative research. Qualitative research is research that collects data in the form of words, not number. Data was collected through interview and observation. The researcher uses a qualitative research method to describe events, phenomena, or situations. According to Kumar (2018), the main purpose of qualitative research is to explain, describe, explore, and discover feelings, situation, values, events, and attitudes of groups. Because the researcher wants to know more about the implementation of two-way dialogue which is applied, the researcher uses descriptive qualitative research. Swetnam, as cited in Prastawan (Prastawan, 2018), defines descriptive qualitative research as "Research related to descriptions, attributes, and observations." In this situation, the researcher investigates the data collected through several research methods, such as observation and interview. The setting of the research is held at SMAN 3 Bangkalan and the subject of the research is eleventh grade students in academic year of 2021/2022 with the chosen class is XI-MIPA 2.

For collecting the data, the researcher use observation to observe students activities during the process of study. This is done to see its natural states of the students. The observation used in this research is observation field note. Field note is a very important tool for the researcher in qualitative research to obtain the data in the classroom. This research was conducted in three meetings with limited face-to-face meetings during the Covid-19 pandemic. This observation starts from the

beginning of the learning until the end of learning. The researcher observed all actions in the classroom, while the teacher and students conducting teaching and learning activities. The researcher observes the students to find out their attitudes during the teaching and learning process in the classroom.

The second instrument is interview. Interview is a data collection method that refers to observational research and responses to obtain information related to this research activity. According to (Mills & Gay, 2019), an interview is an activity where one person provides the information to another person. This can be achieved by centralizing communication and engagement in one place. In this interview, the researcher can observe and explore students' responses to collect detailed data about students' experiences and feelings as long as they using two-way dialogue as learning in speaking ability. In addition, the researcher can obtain information that cannot be obtained by making observations, such as students' responses using two-way dialogue in speaking ability. In this case, the researcher only interviewed some students in the classroom less than 30 minutes. This research was conducted through limited face-to-face meetings by applying strict health protocols in the classroom during the Covid-19 pandemic, because of the situation is not possible to do it as in normal condition at the school.

To analyze the data that has been collected, the researcher uses four step analyzing namely organizing and familiarizing, coding and reducing, and interpreting and representing (Ary et al., 2018; Ary, D., Jacobs, L. C., and Sorensen, 2010). The first step in analyzing qualitative data is organizing and familiarizing. In this step, the researcher must transcribe the collected data, such as interviews, observation field notes, and photo and video recordings. The second step in analyzing qualitative data is coding and reducing. Coding is the process of creating concepts from raw data. Codes can be named from the actual respondent's words or it may be a name created by the researcher. The third step in analyzing qualitative data is presenting the data. Presenting data is the process of displaying detailed information from observations. In this research, the researcher describes the relationship between events and objects. The finally step in analyzing qualitative data is drawing conclusion. The drawing's conclusion is used to determine the number of samples available. Several samples are required for this research. The researcher has a tendency to interpret the observations obtained from research conducted while walking. Data was collected through interview and observation field note.

Results and Discussion

To find out the implementation of two-way dialogue on teaching speaking, the researcher conducting observation, especially in XI-MIPA 2. Two-way dialogue is an interesting learning method where students have to communicate with other

students by forming a group. In this step, the teacher conducts a brief question and answer session to the students before the material is given by the teacher. After the brief question and answer session is completed, the teacher gave material about the definition of dialogue, the purpose of dialogue, the benefits of dialogue, and dialogue tips. In addition, sample dialogue text is included in the textbook and other sources. To prepare for the implementation of two-way dialogue, the researcher prepares all the material gradually, which consisting of opening the class, checking students' attendance, and reviewing the material in the textbook. The researcher must observe students and write field note with limited face-to-face meetings due to the Covid-19 pandemic. Based on observation, researcher have applied three steps in implementation of two-way dialogue as previously explained in chapter 2, namely the teacher giving an explanation of the material, the teacher forms a group of two students, and the students come to the front of the class.

Before the teacher explains the material, the teacher conducts a brief question and answer session to the students. The students must be test for their abilities before going to material explanation and practice the dialogue text in front of the class. The teacher has to do it for students to measure how far each student is able to speak in English language ability. This is can affect the dialogue learning if the students cannot speak an English language. After finishing conducting a brief question and answer session to students, the teacher gives material explanations about the definition of dialogue, the purpose of dialogue, the benefits of dialogue, and dialogue tips. Sample dialogue text is included from textbook and other sources. This is the particular origin of the given material. Students must understand this material which has given and delivered by the teacher in the classroom.

After the teacher has finished giving the material to the students, the teacher must request to the students to forms a group of two students to practice a dialogue text. The selection of dialogue roles and group members can be done freely and adjusted to the desires of each student in the classroom. In this activity, students must form a group. Before students come to the front of the class, students must be able to understanding dialogue text, including preparing dialogue text in the textbook, learning dialogue text, and mastering dialogue text in an English speaking ability. Students must come to the front of the class gradually in each group to practicing dialogue after students form group, prepare dialogue text, learn dialogue text, and master dialogue text in an English language speaking ability. The researcher observes students to determine fluency in process of speaking, appear confident, and students' ability to master the dialogue text in the classroom.

The researcher using interview guideline namely interview with students. The researcher conducting interview with students to find out about their responses in using two-way dialogue learning in speaking abilities and the ability for appear confidents. The researcher considering the aspirations of some students to find their responses to the research findings based on the interview conducted in the classroom, because they all agreed that this implementation was successful and highly needed for learning English language in speaking ability.

The responses are divided into two parts as follows:

1. **Dialogue Can Improve English Speaking Ability**

The following is the implementation of two-way dialogue learning can improve an English language speaking ability, so that students can improve speaking procedures in an English language speaking skill.

2. **Dialogue Can Help Them to Appear Confident**

The following is the implementation of two-way dialogue learning can help them appear confident, so that students do not hesitate and can increase students' courage in speaking English language skill.

The researcher found the findings of this research from two-way dialogue. This is explaining the differences from the previous chapter and the current chapter.

It has relation with the statement of chapter 2. The implementation of two-way dialogue focuses on feedback or responses from the speaker and listener. In this implementation, the teacher must pay attention to the purpose of the dialogue to provide the opportunity to speaking directly when the practice of dialogue has begun even though it is only doing possible.

It has relation with the statement of chapter 4. The implementation of two-way dialogue focuses on briefing question and answer session, giving the dialogue material, forming a group of two members, and practicing the dialogue text in front of the class gradually in each group. Before starting the practice of dialogue text, students are given the opportunity by the teacher to learn and practice speaking, so that students can learn and practicing the dialogue text well. This learning must follow from the speaking aspect, consisting of fluency in speaking, appearing confident, and students' ability to mastering the dialogue text.

The researcher discusses students' respond of using two-way dialogue in speaking ability. This is explaining the differences from the previous chapter and the current chapter.

It has relation with the statement of chapter 2. In the implementation of two-way dialogue, this learning can help provide opportunities for students to practice an English language with other people when practicing of dialogue has started even if it's only possible. This is can be increasing their encouragement to speak an English language in this learning process. Thus, the students' are more inspired and remain enthusiastic to learning English language in speaking ability.

It has relation with the statement of chapter 4. In the implementation of two-way dialogue, this learning can provide the students pleasant teaching learning because students have started to progress in improving their speaking abilities, appear confident, and they can master the dialogue text material. This implementation can be said to be successful because this method is very important

for learning English language in speaking ability by considering the aspirations, positive responses, and praise from each student.

Conclusion

From the results of this research, the researcher has obtained research results in the form of observation and interview. Unfortunately, this meeting cannot be conducted as in normal condition due to the Covid-19 pandemic, which requires the researcher having to conduct limited face-to-face meetings with strict health protocols in the classroom.

Based on the results of this research, the researcher has applied three steps in implementing two-way dialogue in terms of improving English language speaking ability and increasing self-confidence for students in the classroom, especially XI-MIPA 2 at SMAN 3 Bangkalan in academic year 2021/2022. In addition, the conclusions based on this research problem shows the students' responses in using two-way dialogue in learning ability to speak an English language.

1. Students' Respond of Using Two-Way Dialogue in Speaking Ability

Students' respond are divided into two parts, consisting of dialogue can improve English speaking ability and dialogue can help them to appear confident. This students' respond are explained as follows:

a. Dialogue Can Improve English Speaking Ability

This means that the implementation of two-way dialogue can help students to practice and hone in an English language speaking skills as a dialogue practice, such as in terms of speaking fluency, in terms of appearing confident, and in terms of mastering dialogue text. Pronunciation, vocabulary, and grammar are also supporting aspects in the implementation of two-way dialogue.

b. Dialogue Can Help Them to Appear Confident

This means that the implementation of two-way dialogue can help students to practice courage and appear confident in dialogue practice, so that students are not rigid in speaking English language, students do not hesitate and feel nervous when appearing in front of the class, and students are not embarrassed when in front of them. Thus, students can do their best and get through it in facing with an English language learning activities in the classroom.

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