



**USING DIALOGUES TO IMPROVE
NEW VOCABULARIES TO THE SECOND YEAR STUDENTS
OF SMA FRATER – MAKASAR
IN SPEAKING ENGLISH**



PERPUSTAKAAN PUSAT UINW. HASANUDDIN	
Tgl. Terima	19 - 2 - 10
asal dari	Susita
lokasi	Leleng
Negara	Indonesia
inventaris	-

SKR-B08
TAK
4

A Thesis
Presented To The Faculty Of Culture Science
Hasanuddin University
In Partial Fulfillment Of The Requirements
To Obtain Sarjana Degree In English Departement

By
URBANUS TAKASI
F 211 066 08

**ENGLISH DEPARTEMENT
FACULTY OF CULTURE SCIENCE**

SKRIPSI

USING DIALOGUES TO IMPROVE NEW VOCABULARIES TO THE SECOND YEAR STUDENTS OF SMA FRATER – MAKASAR IN SPEAKING ENGLISH

Disusun dan Diajukan Oleh:

Nama : Urbanus Takasi

NIM : F 212 066 08

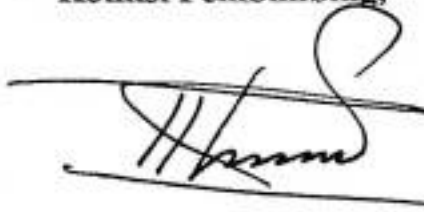
Telah di Pertahankan di Depan Panitia Ujian Skripsi

Pada Tanggal 13 Januari 2010

Dan Dinyatakan Telah Memenuhi Syarat

Mengetahui,

Komisi Pembimbing,



Drs. Agustinus Ruruk Lilak, M.A.

NIP : 130 878 517



Drs. Simon Sitoto, M.A.

NIP : 131 857 661

Dekan Fakultas Sastra



Prof. Drs. Burhanuddin Arafah, M.Hum, PhD.

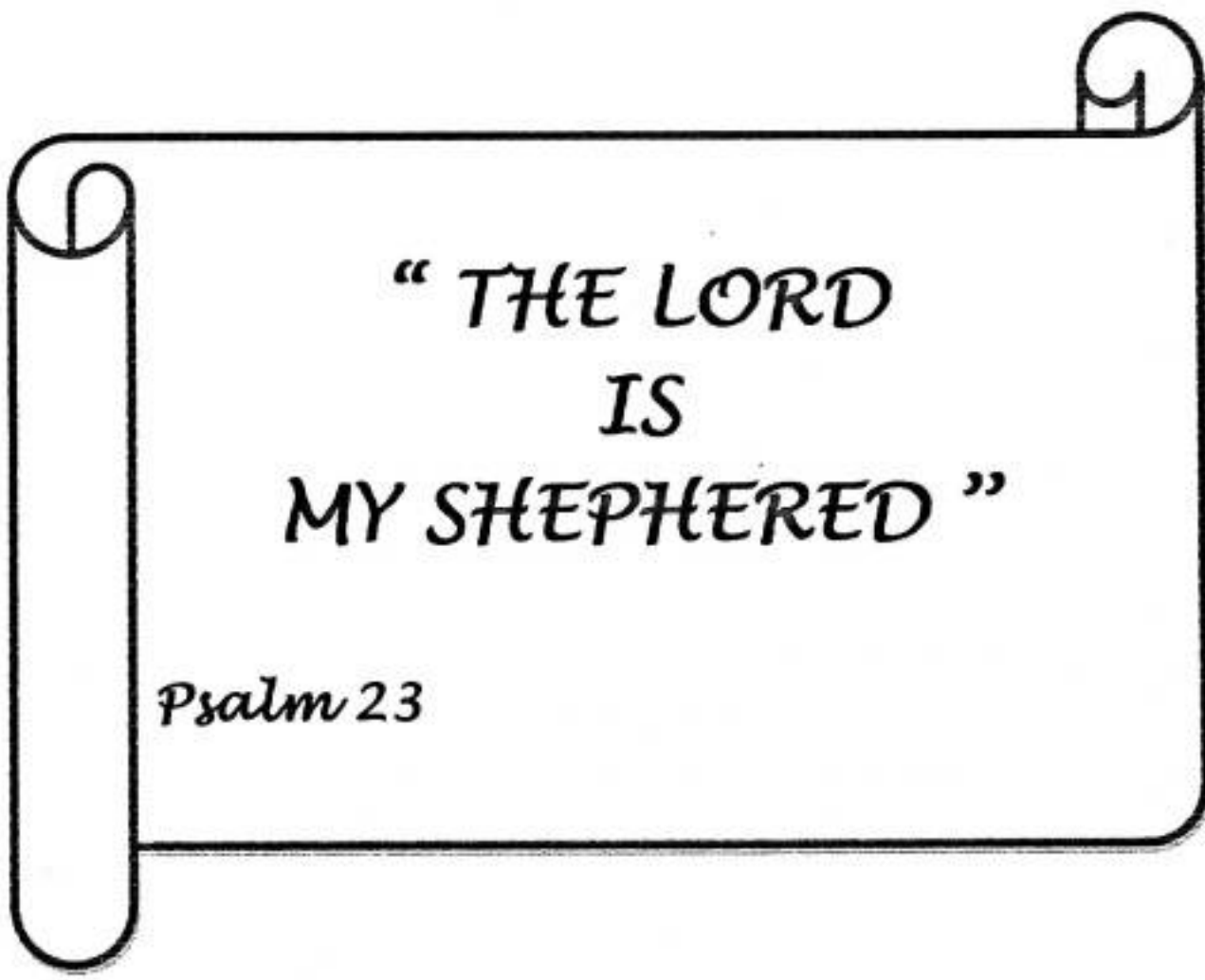
NIP. 196503031990021001

Ketua Jurusan



Drs. Husain Hasyim, M.Hum

NIP : 131 671 048

A decorative scroll-shaped frame with rounded corners and a vertical strip on the left side, resembling a scroll. The text is centered within the frame.

“ THE LORD
IS
MY SHEPHERD ”

Psalm 23



**USING DIALOGUES TO IMPROVE
NEW VOCABULARIES TO THE SECOND YEAR STUDENTS
OF SMA FRATER – MAKASAR
IN SPEAKING ENGLISH**



A Thesis
Presented To The Faculty Of Culture Science
Hasanuddin University
In Partial Fulfillment Of The Requirements
To Obtain Sarjana Degree In English Departement

By
URBANUS TAKASI
F 211 066 08

ENGLISH DEPARTEMENT
FACULTY OF CULTURE SCIENCE

UNIVERSITAS HASANUDDIN

FAKULTAS ILMU BUDAYA


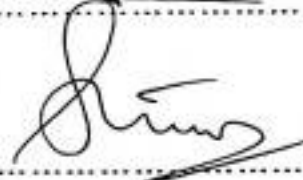

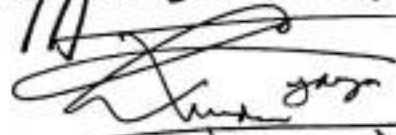
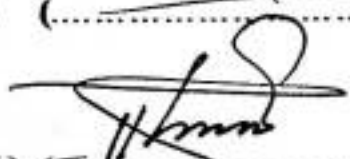
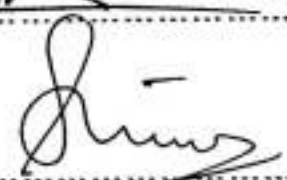
Pada hari ini, Rabu, 11 Januari 2010 Panitia Ujian Skripsi menerima skripsi yang berjudul:

**USING DIALOGUES TO IMPROVE
NEW VOCABULARIES TO THE SECOND YEAR STUDENTS
OF SMA FRATER – MAKASAR
IN SPEAKING ENGLISH**

Yang diajukan untuk memenuhi salah satu ujian akhir guna memperoleh gelar Sarjana Sastra Inggris pada Fakultas Ilmu Budaya Universitas Hasanuddin

Makassar, 13 Januari 2010

Panitia Ujian Skripsi:

- | | | |
|------------------------------------|------------------|--|
| 1. Drs. Agustinus Ruruk Lilak, M.A | (Ketua) | 
(.....) |
| 2. Drs. Simon Sitoto, M.A | (Sekretaris) | 
(.....) |
| 3. Drs. Husain Hasyim, M.Hum | (Penguji I) | 
(.....) |
| 4. Drs. Lukmanulhakim Jaya, M.S. | (Penguji II) | 
(.....) |
| 5. Drs. Agustinus Ruruk Lilak, M.A | (Konsultan I) | 
(.....) |
| 6. Drs. Simon Sitoto, M.A | (Konsultan II) | 
(.....) |



UNIVERSITAS HASANUDDIN

FAKULTAS ILMU BUDAYA

Sesuai dengan Surat Tugas Dekan Fakultas Ilmu Budaya Universitas Hasanuddin Nomor 4893/H4.11.1/PP.27/2009, tanggal 03 September 2009, Dengan ini kami menyatakan menerima dan menyetujui skripsi ini untuk diteruskan kepada Panitia Ujian Skripsi.

Makassar, 11 Januari 2010

Konsultan I,

Drs. Agustinus Ruruk Lilak, M.A
NIP : 130 878 517

Konsultan II,

Drs. Simon Sitoto, M.A
NIP : 131 857 661

Dekan
u.b. Ketua Jurusan

Drs. Husain Hasyim, M.Hum
NIP : 131 671 048

ABSTRACT

URBANUS TAKASI. 2009. USING DIALOGUES TO IMPROVE NEW VOCABULARIES TO THE SECOND YEAR STUDENTS OF SMA FRATER-MAKASAR IN SPEAKING ENGLISH. Thesis, Faculty of Culture Science, Hasanuddin University Makasar.

The objective of this reseach was to find out the extend of students' ability in improving speaking ability. The research employed one group pre-test and post-test design. The pre-test was administered. This test was given to find out the effectiveness of dialogue in improving students ability in speaking by comparing the result of the pre-test and post-test. To find out the effectiveness of dialogue in improving the students' speaking ability, the researcher then applied t-test analysis.

The population of the research was the second year students of SMA Frater Makasar. The total number of the population was 60 students. This research used random sampling teachnique in which one class was taken as the sample. The sample consisted of 30 students.

The result of the data analysis showed that there was a significant difference between pre-test and post-test. The score of the pre-test was 3,3 and the post-test was 6,7. This shows that the mean score of the post-test is grater than the pre-test.

Based on the result above it can be concluded that dialogue is effective in improving the new vocabulary of the second year students of SMA Frater Makasar.

ABSTRAK

URBANUS TAKASI. 2009. MENGGUNAKAN DIALOG UNTUK MENINGKATKAN KOSA KATA SISWA SISWI KELAS DUA SMA FRATER-MAKASAR DALAM BERBAHASA INGGRIS. Skripsi, Fakultas Ilmu Kebudayaan Unviversitas Hasanuddin Makasar.

Tujuan dari penelitian ini adalah untuk menemukan tingkat kemampuan siswa-siswi dalam berbicara bahasa Inggris. Penelitian ini menggunakan metode satu kelompok sebelum tes dan bentuk sesudah tes. Hasil dari sebelum tes dikelolah terlebih dahulu. Tes ini diberikan dengan maksud unuk menemukan keberhasilan lewat dialog dalam meningkatkan kemampuan berbicara bahasa Inggris dengan membandingkan hasil dari sebelum dan sesudah tes.

Populasi dari penelitian ini adalah siswa-siswi kelas II SMA Frater Makasar tahun ajaran 2009/2010. Jumlah keseluruhan dari populasi adalah 68 orang siswa. Sampel penelitian sebanyak 30 orang siswa. Data dikumpulkan pengelolaan tes berbicara pada waktu sebelum tes dan sesudah tes.

Hasil dari analisa menunjukan bahwa ada perbedaan yang signifikan antara sebelum tes dan sesudah tes. Nilai pre-test (3,3) sedangkan nilai post-test (6,7) yang berarti bahwa nilai dari hasil sesudah tes lebih besar dari pada nilai sebelum tes.

Jadi hasil penelitian menunjukkan bahwa hipotesis yang diajukan yaitu dengan menggunakan dialog efektif dapat meningkatkan kosa kata baru siswa siswi kelas II SMA Frater Makasar dalam berbicara bahasa Inggris.

ACKNOWLEDGMENTS

The writer gives all praise to the Lord, Jesus Christ, who has given His mercy to the writer during the making of this thesis. And also praise to Mother Mary, Your grant to her is beyond measure.

This thesis could not have been completed without support and encouragement of many people who gave valuable assistance, therefore, the writer would like to express his deepest gratitude to them, particularly:

1. To the Dean, the staff, and all the lectures of UNHAS Makassar for their guidance during the years of the writer's studies.
2. To Drs. Agustinus Ruruk Lilak, M.A and Drs. Simon Sitoto, M.A, the writer's consultants who have given the writer invaluable guidance, correction, and overall support since the preliminary stages of the manuscript until the completion of this thesis.
3. To Prof. Dr. Hamzah A. Machmoed, M.A, Drs. Lukmanulhakim Jaya, M.S, and Drs. Husain Hasyim, M.Hum for their good criticisms and suggestions. And thanks to all members of administration staff and librarians of Faculty of Cultural Sciences, Hasanuddin University.



4. To the Provincial Board CMM Indonesia for their constant encouragement and silent prayers. And also the Superior of the CMM Makassar Community and all the brothers who always help and support, motivate succeed.

The writer would like to express his deepest appreciation to headmaster of SMA Frater Fr. Stanislaus L. Podi, HHK,S Pd and also to Drs. Alex Mangalo, Lic and Drs. Herman Yoseph as the second year student's English teacher who have assisted him in collecting data. Then my thanks also goes to the second year students in academic year 2008/2009 of SMA Frater Makassar who have interacted with the writer.

Finally, The writer also wants to thank her best friends of the eight semester who always helped and supported during his period of study. They are Gibran, Shyarul, Soel, Indra, Kiki, Anti, Suci and Rani. Thank you for your endless support to the writer.

Makassar, Januari 2010

The Writer

TABLE OF CONTENTS

	Page
MOTTO	i
COVER PAGE	ii
RECOMMENDATION SHEET	iii
APROVE EXAMINING COMMITTEE	iv
ABSTRACT	v
ACKNOWLEDMENT	ix
TABLE OF CONTENTS	xi
 CHAPTER 1 INTRODUCTION	
A. Background	1
B. Problem Statemant	6
C. Objective of the Reseach	6
D. Significance of the Research	6
E. Scope of the Research	6
F. Sequence of Presentation	7

**CHAPTER II REVIEW OF RELATED LITERATURE
AND THEORITICAL FRAME WORK**

A. Some Partinent Ideas	8
1. Dialogue	8
1.1. Definition	8
1.2. Advantages of Using the Dialogue Technique	9
1.3. Speaking Ability	10
1.4. Definition	10
1.5. Main Factor in Assessing Speaking Ability.....	10
B. Theoritical Framework	12
C. Hypothesis	12

CHAPTER III METHODOLOGY OF THE RESEARCH

A. Variable and Research Design	13
1. Variables	13
2. Research Design	13
B. Definition of Terms and Variable Measurement	14
C. Population and Sample	15
1. Population	15
2. Sample	15
D. Instrument of the Research	16



E. Procedure of Collecting Data	16
F. Techniques of Data Analysis	17
G. Mean Score	18
CHAPTER IV FINDINGS AND SUGGESTIONS	
A. Findings	19
B. Discussion	27
CHAPTER V CONCLUTIONS AND SUGGESTIONS	
A. Conclution	29
B. Suggestions	29
C. The form of Roleplay	31
BIBLIOGRAPHY	43
APENDIX	
A. Vocabulary Test	32

LISTOF THE TABLE

Table 1.	The Second Year Students Situation Of SMA Frater Academic Year 2008/2009	15
Table 2.	Students' Raw Score, Frequencies, Rank, and Total Score of Pre-Test	19
Table 3.	Students' table Raw Score, Frequencies, Score of Pre-Test	21
Table 4.	The Creteria and Percentages of students of Post-Test	22
Table 5.	Students' Raw Score of Post-Test	23
Table 6	Students' Raw Score, Frequencies, Rank, and Total Score of of Post-Test	24
Table 7	Students' table Raw Score, Frequencies, Score of Post-Test	25
Table 8	The Creteria and Percentages of students of Post-Test	26

CHAPTER I

CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, objective of the research, significance of the research, scope of the research and sequence of the presentation.

A. Background

It is the nature of human being to communicate with one another to build up social relationship and to exchange ideas for knowledge or information. The human communicative interacting is conducted in many different kinds of speech interviews and conversations. Among them, dialogue seems to be the most commonly brought into being. In dialogue, there are many different kinds of features that can specifically be highlighted such as politeness, openings, closings, and conversational sequencing.

Currently available English language teaching materials have not yet bridged the gap between classroom English and English in real communication. In order to guide the students of English as a foreign language class a in real communication practice, the teacher needs to make them aware of the features of conversational English which native speakers of English use constantly in their daily lives.

This is a very important phenomenon in the art of the conversation. A speaker can make a single comment in response to a comment just completed by his

interlocutor, as he can form a series of comment – a short monologue as it is. In an other case, his interlocutor will then make a response, during a pause given to him by the speaker, with a comment, comments, or a question of his own.

A speaker may stumble momentarily, then correct himself. This is another feature of conversation dynamics. Sometimes one speaker interrupts another speaker in order to anticipate what is about to be said or just too eager to get one's ideas into the conversation.

Any English students complain that they understand English, but they don't feel confident enough to join a conversation. There are a number of reasons for this including: students are trying to translate from their native language into English, they are nervous, they are lack of confidence, etc. The speaker is looking for a specific word, rather than using simple language to describe what is meant. There are not enough conversation opportunities in or outside the class. Students are not able to speak to peers (for example: mixed classes of adults and teenagers).

In directing conversation sessions for students of English as a foreign language, the teacher will help the students move from pseudo-communication, in which his English is fictitiously conducted and predictable, to communication where he expresses his personal ideas and needs in the context of reality. During the early stages of conversation practice, the teacher is bound maintain a fairly controlled situation in which the students interacts with him and other students within the constraints imposed by the student's limited knowledge of the language. The teaching methods suitable for

this stage are associated with structural syllabi which are based on the concept of language acquisition as habit formation, which must be reinforced by the teacher by means of controlled repetition and manipulation. The purpose of language is to communicate and one form of communication is interaction among speakers. This interaction is facilitated by what is known as the communicative function of language.

In improving the students' communicative competence, conversation practice is probably the reliable route to real communication. One way to motivate students to practice the conversation in their daily activities is by asking them to learn new vocabulary words and practice it in short dialogues. Most students are eager to converse in the new language, and practice therefore assumes primary importance in their learning experience. However, the students sometimes do not have sufficient command of English to engage in conversation. They simply are not prepared for many kinds of speaking activities. And if pushed into it, they will make so many errors that the experience will prove to be counterproductive. It seems that the lack of vocabularies become one of the most serious problems for students to practice the conversation in their daily activities.

The aim of English teaching in Indonesia for both academic and general purposes are designed to strengthen the four major skills: listening, speaking, reading, and writing. These skills are not able to be mastered if the students do not process a number of vocabularies as one of the language elements.



The linguistics have given various estimated of a minimum vocabulary necessary for speaking, listening, reading, and writing. In statistically analysis of spoken English shows that an active vocabulary of 2.000 words is enough for every day conversation (Crow, 1975:ix). West in Nunan (1991:118) point out that the 2.000 most frequently words in English would enable learners to express practically any idea they wanted to. It means that if the students have mastered more than 2.000 words, they can discuss a wide range of topic. Lado (1964:117) tries to give the estimation number of words that must be mastered in learning English. He points out that a speaking vocabulary of 2.000 words is an adequate minimum for the purpose of basic conversation. For reading, however, a vocabulary of 7.000 words is closer to minimum need. Vocabulary for writing and listening should be better set at 3.000 to 4.000 words than at 2.000.

According to the Depdikbud, 1994 ciriculum, GBPP Mata Pelajaran Bahasa Inggris SLTA "speaking is given the same emphasis as other language skills. It is taught in the form of langage functions. In directing a natural conversation, dialogue where asking and answering question is included, is one of the major elements in conversation sessions. Dialogue is a short conversation between two people. It can be presented as a language model in the manipulative phase of language learning."¹

One of the models of presentation in teaching is dialogue. Dialogues can be explained as language abilities needed to interact in social situations. Language

abilities include speaking with appropriate vocabulary, pronunciation, tone, intonation, rhythm, pauses, politeness and timing.

SMA Frater is a private school and it is located in Jl. Kumala no. 151. This school was chosen as the research location for about three months due to some considerations, such as during learning process in the class room, most of the English teachers used English to teach the class, and the school has language laboratory which completed by audio visual equipment.

SMA Frater Was founded in 1980, and is currently under the school principal Fr. Stanislaus L. Podi, HHK,S.Pd. In the 2008/2009 academic year, this school has 453 students ranging from the first years which is taught by 31 teachers, and 3 of them are English teachers who are undergraduated degree (S1), 1 of them hold a master degree (S2) in English Language Study.

Dialogues skills includes language abilities, conversational skills, social skills, culture knowledge and non-verbal communication skills. Non-verbal communication skills are classified as posture, body movements, gestures, facial expressions, proximity and eye contact.

One of the models of presentation in teaching English is dialogue. This technique can be applied in the senior high school speaking class. This possibility forms the motivation of the writer to conduct reasearh under the title *“Using Dialogues to Improve New Vocabularies to The Second Year Students of SMA Frater – Makasar in Speaking English”*.

B. Problem Statement

The problems to be investigated in this research were formulated as follows:

1. To what extent new vocabularies can improve the students ability to cope with the dialogue?
2. Are dialogue techniques effective in improving students' speaking ability and vocabulary?

C. Objective of the Research

The objective of this research were to find to what extent students' ability with dialogues and the effectiveness of dialogue techniques in improving speaking ability of the second year students of SMA Frater Makasar.

D. Significance of the Research

The result of this research was expected to provide useful information for students, teachers, with a special interest in increasing vocabularies to develop their speaking skills.

E. Scope of the Research

The scope of this research is restricted to the effectiveness of dialogue techniques in improving student's ability, especially of the second year students of SMA Frater Makasar.

F. Sequence of Presentation

This research consist of five chapters, they are Chapter one: Introduction, this chapter presents the background, problem statement, objective of the research, significance of the research, scope of the research, and the sequence of the presentation. Chapter two: Review of Literature, this chapter deals with some pertinent ideas, theoretical frame work, and states the hypothesis. Chapter three: Method of the research, this chapter deals with meyhod and design of the research, population and sample, variable, instruments of the research, procedures of collecting data, and technique of data analysis. Chapter four: Findings and Discussion. Chapter five: Conclutions and suggestions.

CHAPTER

II



CHAPTER II

REVIEW OF RELATED LITERATURED

AND THEORETICAL FRAME WOK

This chapter deals with some pertinent ideas, theoretical framework, and hypothesis.

A. Some Pertinent Ideas

1. Dialogue

a. Definition

Lubis (1990:29) states that, " A dialogue is a short conversation between two people. It can be presented as a language model in the manipulative phase language learning. There are several ways to turn them into stepping-stones to free communication"

According to Webster's New World Dictionary (1996.Victoria Neufeldt Editor in Chief:47), "dialogue is talking together, conversation, interchange and discusission of ideas"

Oxford Advanced Learner's Dictionary (1981. Hornby, Michael:38) defines : "dialogue as conversation or talk, and discussion between people with different opinions".

Glenna Gerard (1992:49) states that, "Diaologue is about what we value and how we we define it. It is about discovering what our true values are, about looking

beyond the superficial and automatic answers to our questions. Dialogue is about expanding our capacity for attention, awareness and learning with and from each other. It is about exploring the frontiers of what it means to be human, in relationship to each other and our world”

Linda Ellinor (1990:27) states that, “Dialogue is a foundational communication process leading directly to personal and organizational transformation. It assists in creating environments of high trust and openness, with reflective and generative capacities. One might think of dialogue as a revolutionary approach in the development of the following organization disciplines: continuous learning, diversity, conflict exploration, decision making and problem solving, leadership, self-managing teams, organizational planning and alignment, and culture change”.

By looking over those definitions above, the writer concludes that dialogue is a method used to communicate between two people or more. Besides that, dialogue can be used as strategy for teaching speaking at school or another function in human activities.

b. Advantages of using the dialogue technique

Using the dialogue technique in teaching speaking serves some advantages. The advantages can be described as follow:

- This technique will stimulate the students to be creative in responding to others in a conversation.

- This technique will encourage the students to critically respond to others in a real conversation using English expressions.
- This technique will improve the students' ability in speaking

1. Speaking Ability

a. Definition

Heaton defines speaking ability: "as the ability to communicate ideas appropriate and effectively. To sum up, speaking ability is the ability to speak appropriately and effectively in a real communicative situation in order to communicate ideas to others".

Based on the definition above the writer can conclude that, as one of the language skills, speaking is used to express ideas, feelings. Through speaking ability, students are able to express opinions openly. In speaking, the writer will be involved in the process of improving speaking ability through the dialogue technique.

b. Main Factors in Assessing Speaking Ability

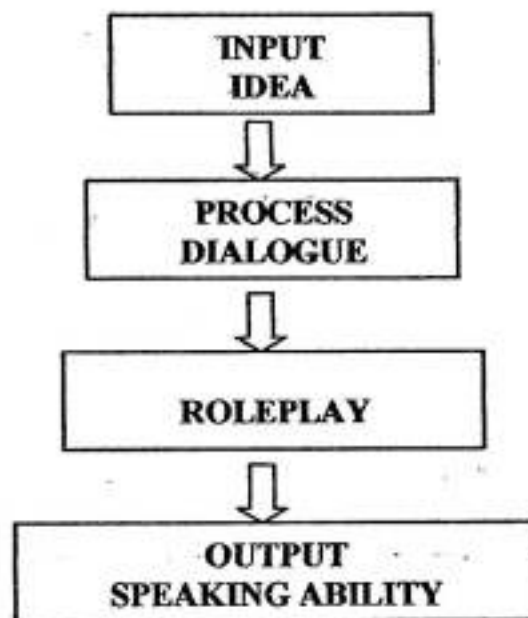
According to Crystal, the following are the main faktor that need to be consider in assessing speaking ability, namely:

1. "Fluency, that is the highly complex notions relating mainly to smoothness of continuity in discourse. It thus includes a consederation of how sentences are connected, how sentence patterns vary in word-order and omit elements of structure, and also certain aspects of the prosody of discourse.

2. **Intelligibility essentially depends on the recognition of the words and sentence-patterns of speech. It therefore involves us in considering the phonetic character of conversational English, particularly from the point of view of its segmental (vowel and consonant) system.**
3. **Appropriateness refers to the suitability of language to situation. It is also about the way in which informality is expressed by choice of vocabulary, idiom, and syntax**

B. Theoretical Framework

The theoretical framework of this research will be illustrated as follow:



The main components above are described as follow:

1. INPUT refers to idea
2. PROCESS refers to dialogue technique in speaking activity
4. ROLE PLAY refers to the form of the dialogues in speaking activity
3. OUTPUT refers to speaking ability

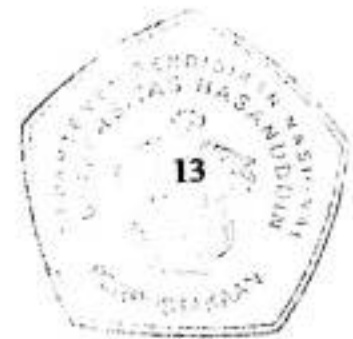
C. Hypothesis

The hypothesis of this research is formulated as follow:

- (Ho) : There is no significant difference between students' speaking ability if using dialogue and those without using dialogue
- (H1) : There is a significant difference between students' speaking Proficiency while using dialogue and without using dialogue

CHAPTER

III



CHAPTER III

METHODOLOGY AND PROCEDURE

This chapter deals with variable and research design, definition of terms and variable measurements, population and sample, instruments of the research, procedure of collecting data, and technique of data analysis.

A. Variable and Research Design

1. Variable

There are two variables in this research, they are independent variable and dependent variable. The using of dialogue is an independent variable and student's speaking ability is a dependent variable.

2. Research Design

The design of the research was one group pre-test design. Treatment was given between pre-test (T1) and post-test (T2). The design is described as follow:

Pre-test	Treatment	Post-test
T1	X	T2

(La Passa, 1988)

B. Definition of Terms and Variable Measurement

To avoid misunderstanding in this study, the definition of some key terms are given below:

1. Use; employ for a purpose
2. Dialogue; communication between representatives of two groups
3. Improve; become or make better
4. Speaking ability; the ability to speak appropriately and effectively in a real communicative situation in order to communicate ideas to others.

In this research, students ability is measured with a classifications as follow:

- 9 – 10 classified as very good
- 7 – 8 classified as good
- 5 – 6 classified as fair
- 3 – 4 classified as poor
- 1 – 2 classified as very poor

C. Population and Sample

1. Population

The population of this research was the second year students of SMA Frater Makasar. The total number of the students presented in the following table.

**The Second Year Students' Situation of SMA Frater Makasar
Academic Years 2009 / 2010**

No.	Class Variation	Sex		Total
		Male	Female	
1	Class IPA ¹ (Natural Science Class)	9	23	32
2	Class IPS ² (Social Science Class)	22	14	36
Total		31	37	68

2. Sample

This research used random sampling in which one class was taken with fifteen students as the sample of the research. The researcher used one class which was under his guidance in order to facilitate and allow him to handle the treatment.

D. Instrument of Research

The instrument of the research were oral test (attached) and treatment materials.

The test consisted of two parts. In the first part, the students were given a series of situation and were required to construct responses in the lines of a certain pattern or group of patterns. In the second part, the students heard a stimulus in a form of questions that they had to respond to an appropriate way. The treatment material consisted of sample of dialogue and a list of vocabulary.

E. Procedure of Collecting Data

The procedure of the research is described as follows:

1. Pre-test

The pre-test was administered on July 23th 2009. The students were given a series of situation and were required to construct responses according to a certain pattern or group of patterns. After that, the students heard a stimulus in the form of question that they had to respond to in an appropriate way. On July 24th 2009, the students were given test in vocabulary

2. Treatment

The treatment was given in meetings after the pre-test was conducted. The meeting was on July 25th 2009. In giving the treatment, the writer taught in the

class two times. In these meetings, the used the sample of dialogue and also gave a list of vocabulary to memorize.

3. Post-test

The post test was administered on 29th and 31st August 2009. On 29th the researcher gave the same vocabulary test used in the pre-test. Once again, the students were given a series of situation and were required to construct responses according a certain pattern or group patterns. After that, the students heard a stimulus in the form of question that they had to respons way. Then, on 31st August 2009 On 29th the researcher gave test in vocabulary. The form of the test was the same used in the pre-test.

F. Technique of Data Analysis

The data collected from the research was tabulated into scoring classifications and test significance

G. Mean Score

The formula of mean score is:

$$m = \frac{\Sigma fx}{N}$$

(J.B Heaton)

Where:

m = the score which most candidates obtained

Σfx = the sum of the scores

N = the number of the subjects

CHAPTER

IV



CHAPTER IV

FINDING AND DISCUSSIONS

A. Findings

This part consist of : the students' scores of pre-test and post-test and gain/difference (*D*): classification and percentage of the students' score; mean score of pre-test and post-test. The students' scores of pre-test and post-test attempt to expose the ability of the students at SMA Frater.

a. Students' Raw Score of Pre-Test

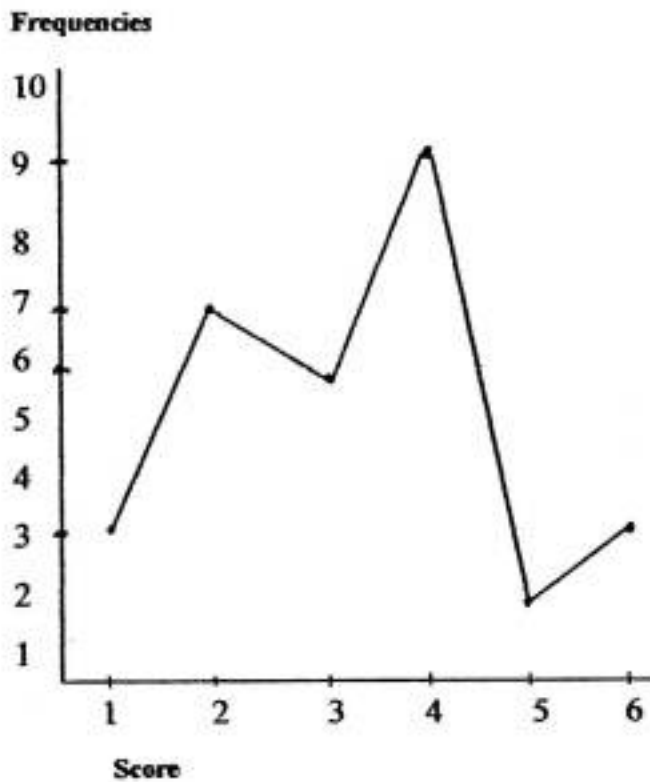
No.	Score	No.	Score
1	3	16	4
2	4	17	2
3	2	18	4
4	2	19	1
5	2	20	3
6	6	21	4
7	1	22	5

8	3	23	3
9	2	24	2
10	1	25	4
11	2	26	3
12	4	27	4
13	5	28	6
14	6	29	4
15	3	30	4

b. Students' Raw Score, Frequencies, Rank, and Total Score of Pre-Test

No.	Score	Frequencies	Rank	Total Score
1	6	3	1	18
2	5	2	2	10
3	4	9	3	36
4	3	6	4	18
5	2	7	5	14
6	1	3	6	3
Total =				99 = (Σfx)

$$m = \frac{\Sigma fx}{N} = \frac{99}{30} = 3,3$$

c. Students' table Raw Score, Frequencies, Score of Pre-Test

Base on the table above, it shows that there are three students gain one. There were seven students gain two. There are six students gain three. There are two students gain five, and there are three student gain six.

d. The Criteria and Percentages of students of Post-Test

No	Classification	Number of Students	Percentage (%)
1	Very good (10 - 9)	0	0
2	Good (8 - 7)	0	0
3	Fair (6 - 5)	5	16,67
4	Poor (4 - 3)	15	50
5	Very Poor (2 - 1)	10	33,33
TOTAL		30	100

Base on the table above, it shows that there are no students/sample categorized as *'very good'* and *'good'*. There are merely five students or 16,67 % of the sample categorized as *'fair'*. There are fifteen students or 50 % students categorized as *'poor'*, and there are ten students categorized as *'very poor'*.

e. Students' Raw Score of Post-Test

No.	Score	No.	Score
1	6	16	8
2	6	17	7
3	6	18	8
4	8	19	5
5	6	20	6
6	7	21	7
7	5	22	8
8	7	23	7
9	6	24	6
10	5	25	8
11	6	26	8
12	7	27	6
13	6	28	7
14	9	29	6
15	6	30	7

f. Students' Raw Score, Frequencies, Rank, and Total Score of of Post-Test

No.	Score	Frequencies	Rank	Total Score
1	9	1	1	9
2	8	6	2	48
3	7	8	3	56
4	6	12	4	72
5	5	3	5	15
Total =				200 = (Σfx)

$$m = \frac{\Sigma fx}{N} = \frac{200}{30} = 6,7$$

g. Mean Scores of Pre-test and Post-test

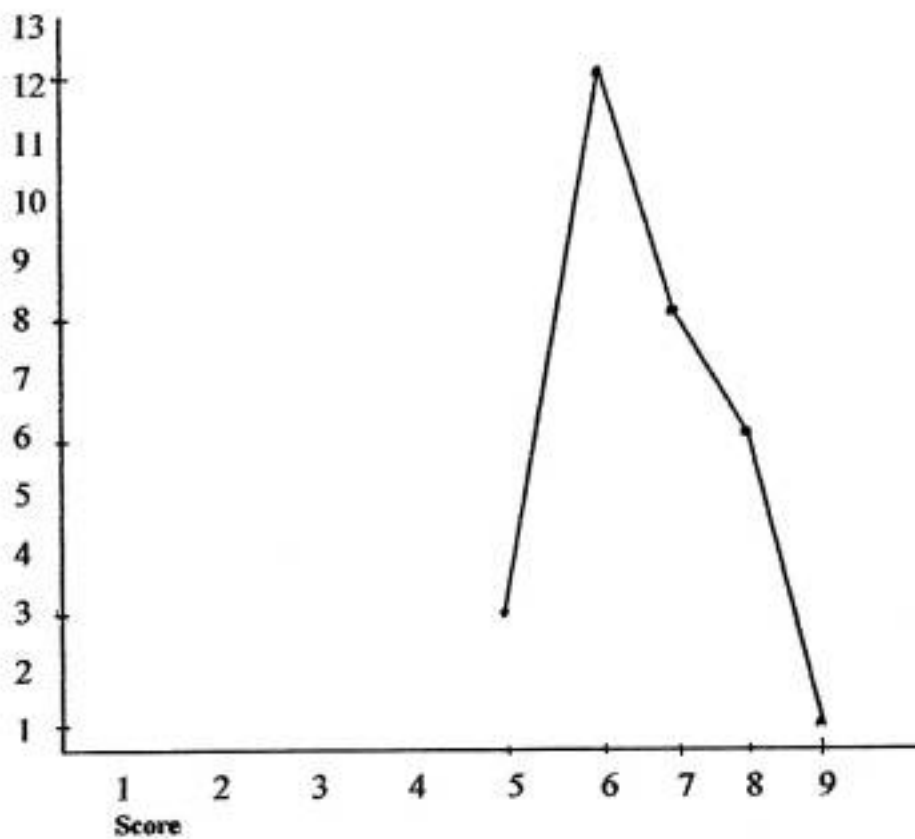
1) Mean score of Pre-test

$$m = \frac{\Sigma fx}{N} = \frac{99}{30} = 3,3$$

2) Mean score of Post-test

$$m = \frac{\Sigma fx}{N} = \frac{200}{30} = 6,7$$

Thus, the mean score of the pre-test was 3,3 and the post-test was 6,7. This shows that the mean score of the post-test is grater than the pre-test

h. Students' table Raw Score, Frequencies, Score of Post-Test**Frequencies**

Base on the table above, it shows that there are three students gain five. There are twelve students gain six. There are eight students gain seven. There are six students gain eight, and there is one student gain nine.

i. The Criteria and Percentages of students of Post-Test

No	Classification	Number of Students	Percentage (%)
1	Very good (10 - 9)	1	3.33
2	Good (8 - 7)	14	46.67
3	Fair (6 - 5)	15	50
4	Poor (4 - 3)	0	0
5	Very Poor (2 - 1)	0	0
TOTAL		30	100

Base on the table above, it shows that there is one student or 3,33 % of the sample categorized as '*very good*'. There are fourteen students or 46,67 % of the sample categorized as '*good*'. There are fifteen students or 50 % students categorized as '*fair*', and there are no students categorized as '*poor*' and '*very poor*'

B. Discussion

The description of the data collected through the test as explained in the previous section shows that the students' speaking ability improved. Students' score after treatment is better than the one before treatment was given.

The mean score of the pre-test is 3,3 and of the post-test 6,7. This shows that the mean score of the post-test is greater than that of the pre-test.

Based on the result, the researcher found that there is a significant difference between the result of the pre-test and post-test. In other words, using dialogues is effective in improving new vocabulary of students in speaking English.

According to the findings of the research of students' raw score, frequencies, rank, and total score of post-test, incorrect answer in the test of vocabulary on account of the following reasons:

- The problem of fifteen students categorized as fair (50 %) were the lack sum of vocabulary. In this case, some of the students vocabulary and grammar inadequate for the task set. Beside that students have problem in relation with diction as well. That is why, they have little knowledge of English vocabulary, and are not able to master sentence construction rules.
- The problem for students gained seven and eight (46,67 %) and categorized as good are the lack sum of vocabulary and the error of word/idiom form, choice and usage. Some of the students are not able to distinguish the meaning of the words

words when they put in idiomatic usage. Some of the students just translate the words and the sentence literally. There were also some students were not able to master sentence construction rules.

- Mean while, there was one student or 3,33 % of the sample categorized as very good. Things that became the problem among the items to be tested were the inability of student to follow instruction in order to select specific information according to the items given.

According to the finding above, in fact the number of vocabulary plays very important role in improving the students' ability in speaking English. The result of the data analysis showed that there was a significant difference between pre-test and post-test. The score of the pre-test was 3,3 and the post-test was 6,7. This shows that the mean score of the post-test is greater than the pre-test.

Based on the result above it can be concluded that dialogue is effective in improving the new vocabulary of the second year students of SMA Frater Makasar.

CHAPTER

v



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the study, it can be concluded that dialogue is an effective technique in improving the students' new vocabulary of SMA Frater in speaking English. It is proved by the post-test (6,7) which is greater than the pre-test (3,3), in improving the new vocabulary students' of SMA Frater in speaking English.

B. Sugestion

Based on the result of the data analysis and conclusions, the researcher would like to propose some suggestion as follow:

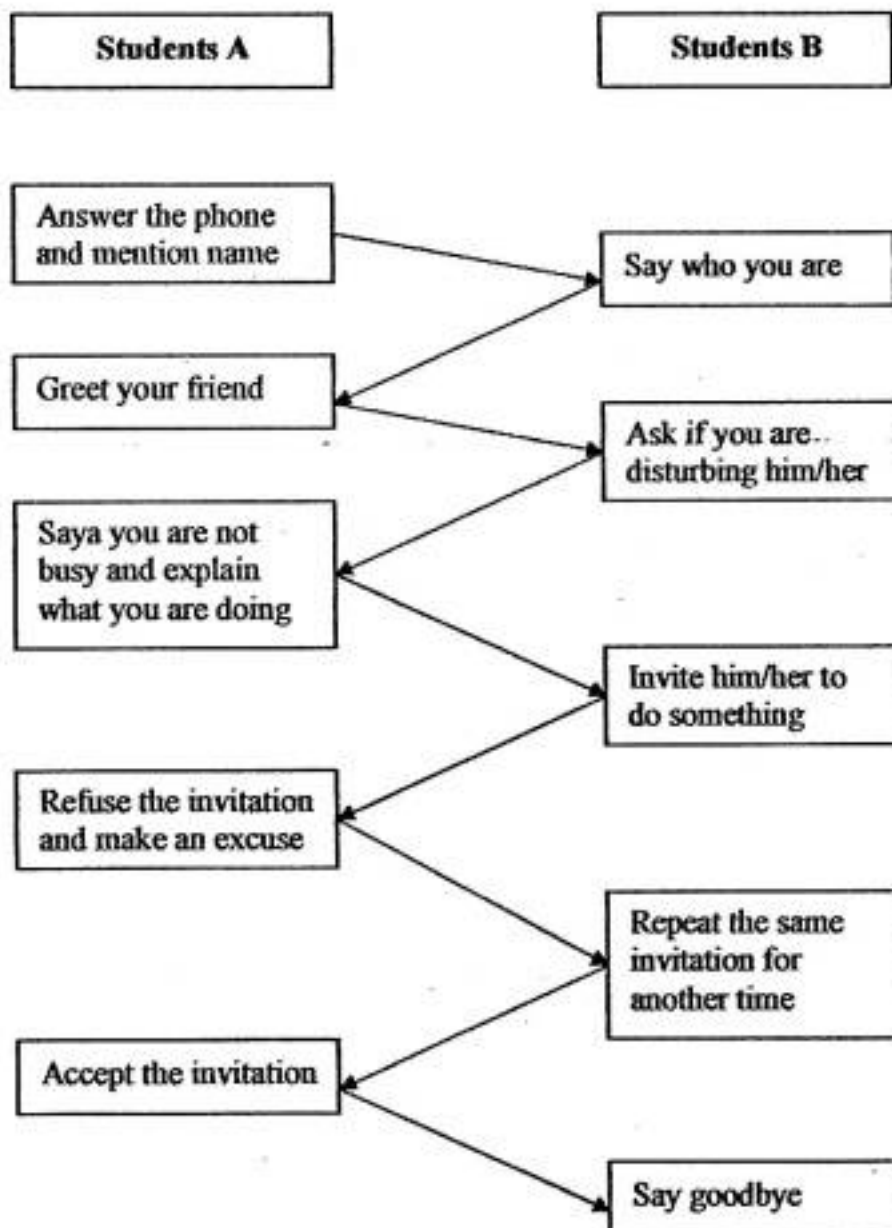
1. The teachers have to introduce and train learning startegis to students and provide them with opportunities for practicing them into the class room.
2. English teachers should make use of a number of techniques in order to cope with the development of science and technology especially in teaching speaking
3. It is suggested on the basic of the rulers that the teaching of English as a foreign language in Indonesia should begin teaching the students on how to employ various learning strategis to develop their cominucative competence.

4. English teacher should recognize that learning and teaching English takes time and needs effort and practice on the part of both the students and the teacher.

The Form of Roleplay

Invitations, Refusal and Excuses

Part I. Telephone a friend



VOCABULARY TEST

Please choose the right answer below

1. Man : Excuse me. I if you can help me. I'm looking for a drug store

Student : I'm sorry . I just moved here. You can ask with other people

a. feel

c. hope

b. encourage

d. wonder

2. Office boy: Can I help you?

Man : Yes, I need a room. Do you have room here?

Office boy: Yes, we a single room and a suite room

a. get

b. sell

c. have

d. prepare

3. Nike : Look, there is a big shop over there.

Jean : Yes, I see. It is a shop where you can buy medicines

Nike : You mean it is a....

Jean : You are right.

a. drugstore

b. appliance shop

c. hospital

d. superstore

4. Teacher : It usually walks on It has a hump on its back. It's used to carry people or heavy loads. It has long leg and long curved neck. It's more than two meters tall. What is it?

Student : Could it be a donkey?

Teacher : No, I'm afraid not

Student : Uhm.. It..... (5) like a camel

Teacher : Exactly!

a. desert

b. hill

c. valley

d. the garden

5. Based on the above dialogue, choose the correct answer:

a. appears

c. mentions

b. sounds

d. comes

6. James : Could you tell me how big a blue whale is?

Robert : well, let me tell you. It is the largest animal. It.....elephants and dinosaurs in size. A blue whale can weigh up to 115 tons

James : Wow, that's an amazing fact!

a. looks

c. is the same

b. seems

d. exceeds

7. Ricky : This old car is out of order.

Mickael : Sorry. I can't figure out your mean. What do you mean?

Ricky : I mean it is

- | | |
|----------------|---------------------|
| a. occupied | c. has been ordered |
| b. not working | d. the newest |

8. Teacher : Students, I have a quiz for you all.

Here we go. Michael Jackson's cassette is in demand this month.

What is the similarity word of in demand?

Students :

Teacher : Exactly!

- | | |
|-----------------------|---------------------------|
| a. Hit of the weekend | c. The newest edition |
| b. Best seller | d. The most expensive one |

9. Mr. Jack : I wants to send packets to German next week. They contain so many breakable things inside. To keep them safe, what would you suggest me to do?

Mr. Herry : Don't worry. Just write.....on it?

Mr. Jack : Thanks for your suggestion. I never thought it before.

- | | |
|----------------------|--------------------------|
| a. personal property | c. fragile |
| b. do not disturb | d. do not hold carefully |

10. Jeck : Dad, can I go to the movies tonight?

Daddy : I don't.... so. You've been to twice the movies this week.

Jeck : Please,dad. Please let me go.. Tonight's the last night. I'll do anything you want me to.

Daddy : Will you clean the garage this afternoon before you go?

Jeck : Uhm... Okay, it is a....(11).

- | | |
|------------|----------|
| a. ask | c. think |
| b. mention | d. guess |

11. Based on the above dialogue , choose the correct answer.

- | | |
|----------|--------------|
| a. sorry | c. deal |
| b. good | d. uncertain |

12. David : What time is it now?

Niks : It is just nine o'clock

David : I must go now.!

Niks :!(13). Will you go to the shop with me?

David : No, I can't. I have some homeworks to do

- | | |
|--------------------|---------------|
| a. nice to see you | c. so long |
| b. call me soon | d. I am sorry |

13. Based on the above dialogue , choose the correct answer:

- a. go on
- b. calm down
- c. hang on
- d. speak up

14. James : My close friend phoned me last night but I was very busy at the time for there was a party at my house. Then, I asked him to call me back tomorrow. At the end of our conversation before ending our conversation he said something I didn't understand

Jack : What did he say?

James : He said "*Hold on* a moment!". Do you know the mean by that remark?

Jack : Of course. It means.....

- a. special moment
- b. wait a moment
- c. from this moment
- d. what a beautiful moment it was

15. Rani : Snakes are reptiles. Aren't they?

Berry : Precisely. They belong to the same group as.....but form a sub-group of their own.

- a. mammals
- b. reptile
- c. lizards
- d. animals

16. Betty : Rani, yesterday I read an insect book. It said that the body of an insect consist of three parts.

Rani : Really? What are they?

Betty : They are, the thorax, and the abdomen.

- a. the legs
- b. the wings
- c. the head
- d. the environment

17. Anton : Rio, what are your plans for the weekend?

Ricky : I don't know. Why?

Anton : Well, some of our friends and I will be going to Puncak. Do you want to.....us?

Ricky : Are there girls in your group?

Ali : Oh, yes. Rita and Christine. We'll be leaving at two o'clock this afternoon.

- a. invite
- b. join
- c. joint
- d. assist

18. Cecilia : If I say that, after studying the message, I finally *figure it out*. What does it mean?

Christy : That means that at last you.....

- a. answered the message
- b. picked it up
- c. put it away
- d. understood it

19. Patric : Why do you smoke Peter?

Peter : It relaxes me. Life is so hectic. Everyone's in hurry, everything is rush, rush, rush. So I relax by having a cup of coffee and a cigarette.

Patric : I've told you over and over to stop. Cigarette can..... your health.

Peter : I know. As usual, I didn't listen to you

- a. preserved
- b. cover
- c. ruin
- d. increase

20. Vera : If we want to make a cake, what do we need?

Mother : Some sugar, eggs, flour and butter.

Vera : What do we do with all that?

Mother : We... it. It means putting the things together and mixing them

- a. bake
- c. knead
- b. blend
- d. shake



21. Marry : I tried to call you yesterday but your phone at home did not work

Jane : I'm sorry. The telephone is

Marry : That's too bad.

- a. out of date
- b. out of control
- c. hanging up
- d. out of order

22. Rita : What's the matter? Why do you look so sad?

Nurse : Lady, ouch! My headaches!

Rita : Oh,.....woman.

- a. abandoned
- b. poor
- c. sick
- d. unhelpful

23. Gledis : Did you read that article in the paper about smoking ? The person who wrote it must be crazy.

Erni : I don't think so. I think the government should do everything to discourage people from smoking.

Gledis : Maybe so. But a law.....cigarette isn't good

- a. Protecting
- b. Generating
- c. Subscribing
- d. Banning

24. Togar : Look at this newspaper. It says that some meatball sellers are suspected of mixing their meatball with formalin.

Dodi : Formalin? I've never heard of that. What is it?

Togar : It's a chemical substance which is used to a death body to avoid.....

- | | |
|------------------------|------------------------|
| a. prevent / warming | c. wrap / flying |
| b. preserve / decaying | d. decaying / smelling |

25. Intan : What do you do for fun?

Jefri : Oh, I love baseball. In fact , I'm on my way to the game right now.

Intan : Baseball is my favorite, too. You know, if this rain doesn't let up soon, the game may be

- | | | | |
|----------------|----------------|---------------|--------------|
| a. interesting | b. frightening | c. called off | d. confusing |
|----------------|----------------|---------------|--------------|

26. Man : Do you know who is in the band now?

Woman : I heard that Mara *replaced* Robert in the band

What does the woman say about the band?

- a. Robert became a new member of the band
- c. Mara didn't have a place in the band
- b. Robert took Mara's place in the band
- d. Mara took Robert's place in the band

27. Man : What time does the meeting start?

Woman : Didn,t you hear that it was *called off* by the director?

What does the woman say about the meeting?

- a. The director called the meeting
- b. The director called the meeting to order
- c. The director phoned her about the meeting
- d. The director canceled the meeting

28. Man : I have to take Advanced Biology from professor Nakamura next semester

Woman : Don't worry about it . It's *a piece of cake*

What does the woman mean?

- a. The man should try a piece of cake
- b. The man should worry about the course
- c. The shouldn't take part in the course
- d. The course is easy

29. Eko : I got a bad In my test

Eno : What! You failed again?

Eko : Sorry, I've disappointed you.

a. Reputation

b. Result

c. Treatment

d. Tuition

30. Jack : What do you think of the film?

Jane : I like it. I thought it was great

Jack : Yes, I like it, too. What do you think of Christine Hakim?

Jane : Oh, she was great, she was excellent. I think shethe Citra Award.

a. enrol

b. beseech

c. disclaim

d. deserves

BIBLIOGRAFI

- Abbs, Brian. Febrian Ingrid. 2001. *Building Strategies: Strategies 2, An intergreted Language Course for Learners of English*. Longman, Washinton D.C.
- Arikunto. 1996. *Prosedur Penelitian*. Jakarta : PT. Rineka Cipta Press.
- Brewton, John E, et all. 1976. *Using Good English Compotition and Grammar*. Book 12. Illinois: Laidlaw Brothers Publishers.
- Dobson, M. Julia. 1981. *Effective Technique for English Conversation Grpups*. English Teaching Division Educational and Cultural Affairs International Commnutation Agency, Washinton D.C.
- Frank, Marcella, 1972. *Modern English : A practical Refereris Guide*, New Jersey: Prentice-Hall, Inc.
- Gay, L.R. 1981. *Educational Research : Competencies for Analysis and Application*. Second Edition. USA : Charles E. Merril Publishing Company.
- Heaton, J.B. 1988. *Writing English Language Test*. London and New York : Longman Group UK Company
- Hornby, A.S. 1981. *Oxford Advanced Learner's Dictionary*. Oxford : Oxford University Press
- La Passa, Muhammad Amin Rasyid, and Mashadi Said. 1988. *Penelitian Kependidikan*. Ujung Pandang

- Lubis Yusnaini. 1988. *Developing Communicative Proficiency in English as a Foreign Language (EFL) Class*. Jakarta : Depdikbud.
- Neufeldt, Victoria (Editor in Chief). 1996. *Webster's New World College Dictionary*. New York : Macmillan.
- Program Pascasarjana. 2000. *Learning English Using Vocabulary-Based-Intergrated Activitie*. University Hasanuddin. Makassar.
- Rasyid, Muhammad Amin and Hafsa J. Nur. 1997. *Teaching English as a Foreign Language (TEFL) in Indonesia: Theory, Practice, and Research*. Department of English Education Jakarta.
- Sudarwati P.H.M., Grace Eudia. 2006. *Look Ahead. Analysis Course*. Airlangga.