ENGLISH DIALOGUE TO IMPROVE SPEAKING SKILL

Suaibatul Aslamiah, Siti Nur Haziatul Fatiah
English Education Department, STIT Ibnu Rusyd Tanah Grogot
East Kalimantan, Indonesia

suaibah@stitibnurusyd-tgt.ac.id, fatiah23@gmail.com

Abstract

This study was carried out to find out whether it is effective or not using English dialogue to increase students' speaking skill at Eighth grade in MTs. Al Ihsan Tanah Grogot. The method used in this study was Classroom Action Research (CAR). The aims of this research were to find out The Effectiveness of English Dialogue to Increase students' Speaking Skill. Two cycles had been conducted, were each cycle consisted of four phase, there were planning, action, observation, and reflection. It Employed speaking test as instrument. A number of subjects of the research were 37 students at Class VIII Mts Al Ihsan Tanah Grogot. The result of the study showed in speaking test by cycle 1 and cycle 2 had increased in different scores. There was increasing by students at the end action of second cycle. The research findings indicated that used of English dialogue in increase students' speaking skill. The mean score of students post-test in cycle 1 was 80,1 and in cycle 2 the mean score was 81,8 with increasing from cycle 1 to cycle 2 was 2,23%. This result showed the students increasing in speaking skill through English dialogue.

Keywords: English Dialogue and Speaking Skill

INTRODUCTION

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer says (2007) they have to be able to pronounce correctly. In addition, they need to master vocabulary, intonation, conversation, ect. Speaking is called productive skill because when we speak we produce the language (Kimtafsirah, 2009 : 2).

The mastery of speaking skills in English as a priority for many seond

or foreign language learners. Learners consequently often evaluate their succes in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language profiency.

This is why the author took this research, because the author found some students who like English but still cannot use English properly and correctly. most of them have difficulty in speaking. There are several factors that make it difficult for them to speak. First, lack of vocabulary, vocabulary is an important thing in the language itself. Second, they are not confident, this is because they are worried about other opinions. Third, lack of practice, this can be caused by an unsupportive environment, for example they do not find friends or partners who can be invited to communicate in English. Fourth, their study time is limited, at least only one or two meetings they can learn English every week.

Ur (1996 : 120) describes the characteristics of a succesful speaking activity : 1) Learners talk a lot ; As much as possible of the period of time alloted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. 2) Participation is even; Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed. 3) Motivation is high ; Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective. 4) Language is of an acceptable level ; Learners express themselves in utterance that is relevant, easily compherensive to each other, and of an acceptable level of language accuracy.

A speaking lesson is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, speaking activities must have three features They must give the learners practice opportunities for purposeful communication in meaningful situations. It means the teacher guides students in building good and correct communication, guides them in

communicating exercises to improve their speaking skill.

As teachers we have to be more creative in achieving learning goals, which guide students to get the knowledge they need, especially in learning English the students are expected to master existing skills, such as listening, writing, reading, and speaking. in speaking skills they are expected to be able to pronounce correctly, fluency in speaking, grammar, and vocabulary.

There are so many techniques that can be used by teachers to improve students' speaking skills. In this case the writer uses "English dialogue" to improve their speaking skills. A dialogic approach to teaching and learning recognises the community of multiple voices and perspectives within which a leaner is placed, not just within the school environment. As a process, dialogue actively acknowledges the social and cultural connections which exist between and among learners, and thus opens up the possibility of far richer forms of meaning-making than a pedagogy that treats students as individuals without any connection with one another (Jill Hadfield, 1999 : 3). It means, by using dialogue techniques students can communicate actively which can improve their speaking skills.

Many students getting difficult to speaking, especially in English language. There are several factors that make the students difficult to speak English. The first is lack of vocabulary. The second is not confident. The third, the environment is not supportive. Therefore, as the teacher we must be able to understand the difficulties of our students regarding their speaking skill in English ability.

Using English dialogue can be held in order to increase their English speaking skills. even though they lack vocabulary, this method can encourage them to express their opinion, over time they can also increase their vocabulary.

The main problem is to know the effectiveness of using English dialogue in improving speaking skill. Based on the limitation above, the problem that will be analyzed as follow : How is the implementation of English Dialogue in speaking ability at eightht grade of MTs Al Ihsan Tanah

Grogot in academic year 2021/2022 and Can English dialogues increase speaking skills of the students?

1. **Effectiveness**

Effectiveness is the capability of producing a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep (Dictionary.com, LLC, 2011). The effectiveness also has other meanings from various types of use, there are:

1) In mathematics and logic, effective is used to describe metalogical methods that fit the criteria of an effective procedure.
2) In group theory, a group element acts effectively (or faithfully) on a point, if that point is not fixed by the action.

Efficacy, efficiency, and effectivity are terms that can, in some cases, be interchangeable with the term effectiveness. The word effective is sometimes used in a quantitative way, "being very effective or not very effective". However, neither effectiveness, nor effectively, inform about the direction (positive or negative) and the comparison to a standard of the given effect. Efficacy, on the other hand, is the extent to which a desired effectis achieved; the ability to produce a desired amount of the desired effect, or the success in achieving a given goal. Contrary to the term efficiency, the focus of efficacy is the achievement as such, not the resources spent in achieving the desired effect. Therefore, what is effective is not necessarily efficacious, and what is efficacious is not necessarily efficient. Other synonyms for effectiveness include: clout, capability, success, weight, performance. Antonyms for effectiveness include: uselessness, ineffectiveness. Simply stated, effective means achieving an effect, and efficient means getting a task or job done it with little waste. To illustrate: suppose, you build 10 houses, very fast and cheap (efficient), but no one buy them. In contrary to building 5 houses same budget and time as 10 houses but you get all 5 sold and the buyers are happy (effective). You get the desired result selling your houses and happy customers (effect).

2. **Dialogue**

Dialogue becomes one of the ways to improve students speaking ability. Based on University of Newcastle definition about peer dialogue, it defined that Peer dialogue as structured conversations between peers regarding learning and teaching. Swain 1997 added that the type of dialogue interaction explored in education can be regarded as a collaborative dialogue. In collaborative dialogue, learners work together to solve linguistics problems and construct language or knowledge about language. Language mediates this process-as a cognitive tool to process and manage meaning-

making; as a social tool to communicate with others (Lilik Huriyah, 2019 : 37). Dialogue is very important to give students the opportunity to speak English in class and can help them overcome their nervousness when they speak English ”(Rahmawati & Pd, 2013). So, Dialogue is the right technique in improving speaking skills if teachers and students can apply it well. Based on those definitions, it can be concluded that dialogue is having a conversation or deep communication between two or more people in the classroom that include the ability to listen and share views with each other.

Rogers (2001: 59) states that dialogue provides the means of contextualizing key structures and illustrates in which structures might be used as well as some cultural aspect of the target language. It also emphasizes on correct pronunciation, stress, rhythm, and intonation. Productive dialogue creates an atmosphere where decisions can be made, community capacity can be strengthened and tangible civic, organizational and personal outcomes are realized. Work on the listening and speaking skills essential for good dialogue (Nurmainiati, 2020: 54).

From the description above, it can be said that dialogue is conversation between two or more people to share ideas or opinion of view which contains many features of language, and intent on learning from each other.

  a. The criteria of good dialogues

          In teaching the target language dialogue plays an important role. Almost any language class begins with dialogue. The following considerations are necessary to construct a good dialogue (Setiady, 2007:2.8):

  1) The dialogue should be short.
  2) The dialogue should have not more than three roles.
  3) The dialogue should contain repetition of new grammar.
  4) The context should be interesting for the language learners.
  5) Previous vocabulary and grammar should be included in the dialogue.

  3. Speaking

      There are many definitions of speaking that have been proposed by some expert. Speaking is a productive language skill (Siahaan, 2008 : 95). It means, speaking can produce something. In speaking, people use their voices to communicate their thoughts, which in turn produces information. Futhermore, speaking is the use of language to communicate with other (Fulcher, 2003 :23). It means that when we speak we need language to facilitate the process of delivering information.

      According to (Bailey, 2000:25) speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. It means that in speaking there is a process that occurs while speaking. First, production is producing sound that arises as a result of ideas or thoughts. second, acceptance, namely in terms of speaking, of course we don't do

it alone, but we need someone or more to carry out a communication, so in this process we need to hear the response from our interlocutor whether our topic/idea is accepted or not. Finally, information processing, namely the information that we give or receive first, is assessed whether the information is meaningful or not. From those theories, it can be concluded that speaking is related to communication. In speaking, someone needs to master a language to communicate their thoughts, ideas, or feelings to the other person. The function of speaking.

There are several versions according to experts regarding the function of speaking. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking (in which it serves to establish and maintain social relations), and the transactional functions (which focus on the exchange of information). Whereas, there has three part version of Brown and Yule's framework (after jones 1996 and Burns 1998): talk as interaction, talk as transaction, talk as performance (Jack C. Richard: 2008).

1. Talk as interaction, it refers to what we usually mean by "conversation" and describes the interactions that serve a major social function. When people meet, they exchange greetings, engage in small talk, share recent experiences and so on because they want to be friendly and establish a comfort zone of interaction with other people.
2. Talk as transaction, it refers to a situation where the focus is on what is said or done. The message is the main focus here and getting yourself seen clearly and accurately, rather than the participants and how they interact socially with each other.
3. Talk as performance, the last, can be usefully distinguished as talk as performance. It refers to public talks, that is, talks that convey information in front of an audience such as morning talks, public announcements, and speeches.

b. The aims of speaking

The main purpose of speaking is to communicate. Speaking is very important to communicate or to deliver our mind, idea, or opinion. There are four important aims of speaking (Tarigan, 2008: 30-36) : to inform, to entertain, to persuade, to discuss.

1. To inform, it means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular puprose. In this case, the speaker just want to inform about a fact.
2. To entertain, it means that are speaker wants to make the hearer feels happier with the materials which are selected primarilly based on their entertainment value.

3. To persuade, it means that speaker tries to confirm the hearer to do something in certain activity.
4. To discuss, it means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning.
5. The component of communicative competence Tarone and Yule state that what learners need to know involves some description of the communicative behavior of fluent speaker of the target target language. It is generally agreed by theorists in this area that a thorough analysis of what learners know should involve not just linguistic competence in the language, but communicative competence. Communicative competence involves at least the four components of grammatical, sociolinguistic, strategic, and discourse competence (Ratna Kurnia Dewi : 2011).
6. Grammatical competence. Involves knowledge about the phonological and grammatical structures, or form, of the language, and the ability to produce and understand those forms in speech and writing.
7. Sociolinguistic competence. Involves the ability to produce and understand language which is appropriate to specific social situations and conforms to the politeness of those situations.
8. Strategic competence. Is the ability to successfully transmit information in the language, as, for example, the ability to describe a referent so that hearer can correctly identify it.
9. Discourse competence. Is to be viewed as knowledge to the structure of text (in the larger sense of the meaning of text, submising both written and oral text), then it would be more appropriate to view it as part of sociolinguistic competence. It follows that discourse analysis is also concerned with language in use in social contexts, and in particular with interaction of dialogue between speakers (Stubbs in Harley, 1990 : 42).

4. Teaching Speaking
   a. The notion of teaching speaking
      What is meant by "teaching speaking" is to teach ESL learners to:
      1) Produce the English speech sounds and sound patterns.
      2) Use word and sentence stress, intonations patterns and the rhythm of the second language.
      3) Select appropriate words and sentences according to the proper social setting, audience, situations, and subject matter.
      4) Organize their thoughts in a meaningful and logical sequence.
      5) Language as a means of expressing values and judgements.
      6) Use language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan in Kayi, 2003).

The purpose of teaching speaking skills is to communicate efficiency. Learners must be able to make themselves understand, use their current abilities to the fullest. They should try to avoid confusion in messages due to mispronunciation, grammar, or vocabulary, and to adhere to social and cultural rules that apply in every communication situation. Therefore, in teaching speaking, teachers should monitor students' speech to determine skills and knowledge. what they already have and what they need as builders. Teachers should help students to develop knowledge by providing authentic practices that prepare students for real-life communication situations. Teachers also help students develop the ability to produce grammatically correct, logically connected sentences that are appropriate for specific contexts, and to do so using (i.e., understandable) pronunciation.

b. Problem in teaching speaking

There are several problems faced by students in speaking activities, according to Ur (1996: 121), the problems include inhibition, nothing to say, low participation and use of mother tongue, as follows:

1) Inhibition

Unlike reading, writing and listening activities, speaking requires some real time exposure to the audience. Students are often inhibited from trying to say things in a foreign language in class or embarrassed at the attention that their speech is interesting.

2) Nothing to say

Some students have difficulty in thinking of something to say, they do not have the motivation to express themselves because of the fear of being wrong when they speak.

3) The low participant

Only one participant can speak at a time if he or she wants to be heard. In a large group, this means that each has little time to talk. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all.

4) The use of mother tongue

In a classroom where a large number of students share the same mother tongue, they may tend to use it because it feels unusual to speak to each other in a foreign language, and because they feel less "exposed" when they speak their mother tongue. If they are speaking in small groups, it can be quite difficult to get some classes, especially those who lack discipline or are motivated to defend the target language.

RESEARCH METHOD

The design that will apply in this research will use Class Action Research (CAR). The purpose of using this Classroom Action Research (CAR) is to improve the quality of learning practices in the classroom. Researchers in action research are teachers who want to improve the quality of learning in their classrooms. Thus the teacher who conducts classroom action research has a dual role, namely as a teacher and as a researcher (Mohammad Adnan latief, 2010 : 81).

In carry out the study, the researcher's role as an English teacher who teachs speaking through English dialogue. While, the real English teacher's role as an observer, who is observe teaching learning activities during the speaking learning process. The real English teacher not only as an observer as an collaborator who help the researcher designing lesson plan, giving assessment, analyzed data.

The improvements on action research are based on information that is gathered systematically. Four main stages in doing action research: planning, action, observation, and reflection (Lewin : 1946). The following scheme describes the series of feedback within and between stages.

FINDING AND DISCUSSION
5. Research Finding
a. Data Analysis in the cycle I
1) The improvement of students vocabulary

Table frequency pre-test of the students vocabulary

Score	Classification	N	Pre-Test	
			Frequency	Percentage
90-100	Excellent	0	0	0
80-89	Good	0	0	0
70-79	Fair	70	11	29,7%
		71	4	10,8%
		72	8	21,6%
		73	7	18,9%
60-69	Less	69	7	18,9%
Total			37	100%

The table showed that frequency and rate percentage of the students vocabulary in pre-test from 37 students, there were 11 students (29,7%) got 70 score, 4 students (10,8%) got 71 score, 8 students (21 ,6%) got72 score, 7 students (18,9%) got 73 score, and in the category less 7 students (18,9%) got

69 score.

Table frequency post-test of the students vocabulary

| Score | Classification | N | Post-test | | All Perce ntage % |
			Frequency	Percentage %	
90-100	Excellent	0	0	0	0
80-89	Good	80	14	37,8%	91,8%
		81	9	24,3%	
		82	10	27,0%	
		83	1	2,7%	
70-79	Fair	79	3	8,1%	8,1%
Total			37	100%	100%

The table showed that frequency and rate percentage of the students vocabulary in post-test from 37 students, there were 34 or 91,8% students got good category, and 3 or 8,1% of students were in fair category.

2) **The improvement students pronounciation**

Table frequency pre-test of the students pronounciation

| Score | Classification | N | Pre-Test | |
			Frequency	Percentage
90-100	Excellent	0	0	0
80-89	Good	0	0	0
70-79	Fair	70	14	37,8 %
		71	9	24,3 %
		72	2	5,4 %
60-69	Less	69	12	32,4 %
Total			37	100

The table showed that frequency and percentage of the students pronounciation in pre-test from 37 students, there were 14 students (37,8%) got 70 score, 9 students (24,3%) got 71 score, 2 students (5,4%) got 72 score, and 12 students (32,4%) got 69 score.

Table frequency post-test of students pronounciation

| Score | Classification | N | Pre-Test | | All Percentage |
			Frequency	Percentage	

90-100	Excellent	0	0	0	0
80-89	Good	80	17	45,9%	
		81	9	24,3%	70,2%
70-79	Fair	79	11	29,7%	29,7%
60-69	Less	0	0	0	0
Total			**37**	**100 %**	**100 %**

The table showed that frequency and rate percentage of the students pronounciation in post-test from 37 students, there were 26 or 70,2% Students got good category. And 11 or 29,7% of students were in fair category.

3) The improvement students fluency

Table frequency pre-test of the students fluency

Score	Classification	N	Pre – Test	
			Frequency	Percentage %
90 -100	Excellent	0	0	0
80-89	Good	0	0	0
70-79	Fair	70	15	40,5%
		71	5	13,5%
		72	2	5,4%
60-69	Less	69	15	40,5%
Total			**37**	**100%**

The table showed that frequency and percentage of the students fluency in pre-test from 37 students, there were 15 or 40,5% of students got 70 score, 5 or 13,5% of students got 71 score, 2 or 5,4% of students got 72 score , and 15 or 40,5% of students got 69 score. Where from 37 students, 22 students or 59,4% got fair categories and 15 students or 40,5% got less category.

Table frequency post-test of students fluency

Score	Classification	N	Post- Test		All Percentage%
			Frequency	Percentage	
90-100	Excellent	0	0	0	0
80 – 89	Good	80	15	40,5%	
		81	4	10,8%	51,3%
70 – 79	Fair	79	17	45,9%	
		78	1	2,7%	48,6%
Total			**37**	**100%**	**100%**

The table showed that frequency and rate percentage of the students' fluency in post-test from 37 students, there were 19 or 51,3% students got good category,

and 18 or 48,6% of students were in fair category.

    b. Data Analysis in the cycle II

        1) The improvement of students vocabulary in cycle II

        Table frequency post-test of the students vocabulary

Score	Classification	N	Post – Test Cycle 2	
			Frequency	**Percentage %**
90-100	Excellent	0	0	0
		81	4	10,8%
		82	9	24,3%
		83	12	32,4%
		84	8	21,6%
80 -89	Good	85	4	10,8%
70 - 79	Fair	0	0	0
60 - 69	Less	0	0	0
Total			**37**	**100%**

    The table showed that frequency and percentage of the students vocabulary in post-test cycle 2 from 37 students, there were 4 or 10,8% of students got 81 score, 9 or 24,3% of students got 82 score, 12 or 32,4% of students got 83 score , 8 or 21,6% of students got 84score and 4 or 10,8% of students got 85 score. Where from 37 students got good category.

        2) The improvement of students pronounciation in cycle II

        Table frequency post-test of the students pronounciation

Score	Classification		Post – Test Cycle II	
		N	**Frequency**	**Percentage%**
90-100	Excellent	0	0	0
80 – 89	Good	80	6	16,2%
		81	11	29,7%
		82	11	29,7%
		83	7	18,9%
		84	2	5,4%
70 – 79	Fair	0	0	0
60 – 69	Less	0	0	0
Total			**37**	**100%**

    The table showed that frequency and percentage of the students pronounciation in post-test cycle 2 from 37 students, there were 6 or 16,2% of students got 80 score, 11 or 29,7% of students got 81 and 82 score, 7 or 18,9% of students got 83 score , and 2 or 5,4% of students got 84 score. Where from 37

students got good category.
3) The improvement of students fluency in cycle II

Table frequency post-test of the students fluency

Score	Classification	N	Post – Test Cycle II	
			Frequency	Percentage %
90 -100	Excellent	0	0	0
80 – 89	Good	80	10	27,0%
		81	10	27,0%
		82	6	16,2%
		83	7	18,9%
70 – 79	Fair	79	4	10,8%
60 – 69	Less	0	0	0
Total			**37**	**100%**

The table showed that frequency and percentage of the students fluency in pre-test from 37 students, there were 10 or 27% of students got 80 and 81 score, 6 or 16,2% of students got 82 score, 7 or 18,9% of students got 83 score , and 4 or 10,8% of students got 79 score. Where from 37 students, 33 students or 89,1% got good categories and 4 students or 10,8% got fair category.

2. Discussion

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' speaking skill. The result of this research showed that the students' speaking skill at eighth grade of MTs Al Ihsan Tanah Grogot in the academic year 2021/2022 has increased. Based on the result in applying English dialogue as media in teaching speaking in the class, the data was collected through speaking test as previous section showed that the students; speaking was significantly increase in their vocabulary, pronounciation, and fluency in speaking skill. The students score after applying English dialogue as media in teaching was better than before the treatment was given to the students.

Before giving the treatment in the cycle I, there were 37 students got less score. It means that 100% students got fair and less score in pre- test of vocabulary, pronounciation, and fluency. After the teacher and the researcher gave the treatment in the cycle I, there were improvement in post-test in vocabulary and pronounciation. Where in post-test of vocabulary were 35 or 94,5% students got good score, 2 or 5,4% students got fair score. In post-test of pronounciation were 28 or 75,6 % students got good score, and 9 or 24,3 % of students were in fair score. In post-test of

fluency were 21 or 56,7% students got good score, and 16 or 43,2% of students were fair score.

In cycle II, there were 37 students got good score. After the teacher and the researcher gave the treatment, there were improvement in post-test of vocabulary, pronounciation, and fluency. Where in post-test of vocabulary were 37 or 100% students got good score. In post-test of pronounciation were 37 or 100% students got good score. In post-test of fluency were 33 or 89,1% students got good score and 4 or 10,8% students got fair score.

In accuracy speaking in cycle I, the mean score pre-test of vocabulary was 71,51 and post-test 81,43. The mean score pre-test of pronounciation was 70,02 and the post-test 80,27. The mean score pre-test of fluency was 69,83 and the post-test 79,97. And in the cycle II, the mean score of vocabulary post-test was 82,97, pronounciation was 81,67, and fluency was 81,05.

CONCLUSION

Teaching speaking through English dialogue could be enjoyable experience for both, teacher and students. In fact, students could increased their speaking skill after being taught by English dialogue. It could be seen by students' achievement in speaking test. The students' speaking skill at eighth grade of MTs Al Ihsan Tanah Grogot, their mean score of vocabulary in cycle I was 80,78 and in cycle II was 82,97 where the increasing from cycle I to cycle II was 2,71%.

The students' speaking skill at eighth grade of MTs Al Ihsan Tanah Grogot, their mean score of pronounciation in cycle I was 79,94 and in cycle II was 81,67 where the increasing from cycle I to cycle II was 2,16%.

The students' speaking skill at eighth grade of MTs Al Ihsan Tanah Grogot, their mean score of fluency in cycle I was 79,59 and in cycle II was 1,05 where the increasing from cycle I to cycle II was 1,83%.

Learning of speaking skill with the English dialogue could be used as an alternative by the English teacher, especially in learning inviting someone to do something, giving instructions, ask for permission, and respond the questions. This learning method could be also applied other learning so that their creativity was needed.

As the result of the study revealed that the using English dialogue to increase the students' speaking skill, the researcher suggest the following things :

1. English teacher was suggested to use English dialogue as an method in English teaching to improve students speaking skill.
2. English dialogue could be one of same media of guiding students to get easier in learning speaking by conducting the English dialogue to

the class, it would raise interesting outside of the classroom for using English dialogue too.

3. It was suggested the English teacher used English dialogue because it gave variation in carrying out the materials in order to avoid students' boredom in learning speaking activity.

4. For next researcher were suggested that they developed these research findings to investigate the speaking issues in any level of students.

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