The Impact of Two-Way Dialogue Strategy On Speaking Ability for Eleventh Grade Students of SMA Harapan 1 Medan

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ABSTRACT

This research was proposed to gain whether there is a meaningful influence of applying a two-way dialogue on students' speaking ability. The research method was an experimental analysis in a quantitative approach. The sample of this research was eleventh-grade students of SMA Harapan 1 Medan which consisted of 60 students divided into two classes, the experimental and the control classes as representation consisting of 30 students in each class. Experimental group was taught using two-way dialogue strategy, while control group was taught conventional strategy. Data was gained using pre-test and post-test. A pre-test was administered to both groups before treatment and a post-test was administered after treatment. Then, the instrument applied to gather data was oral test in the design of short dialogue. To examine data, the researcher employed t-test. The result of the study was that the lowest score of pre-test in experimental group was 69 and the highest score was 90. the lowest score of post-test was 75 and the highest score was 90. Furthermore, for control group, the lowest score of pre-test was 60 and the highest score was 80. while the lowest score of post-test was 65 and the highest score was 85. It means that two-way dialogue strategy had significantly influenced students' speaking ability.

Key words: Two way dialogue, speaking ability

1. INTRODUCTION

One of the main objectives of studying English in the recent era of globalization is English conversation ability. However, English conversation abilities are still considered as one of the abilities that are difficult for students to do. Many students face some difficulties when they want to interact in English, even though they have studied English for years. Some of the problems students often face and complain about are the first, they are not able to communicate in English, because they do not comprehend English vocabulary. Secondly, they are afraid and lacking confidence in the ability to speak English vocabulary and thirdly, there are no attractive media and learning methods to involve students communicating in English. Therefore, effective and efficient solutions are needed to stimulate students to involve and interact in English.(J. Juliana, 2018). As a solution to stimulate students to involve and interact with English is to provide an interesting teaching media and effective learning methods. One of the interesting teaching media is the use of Free dialogue media. In the free dialogue, media presented various interesting topics daily with various forms of daily activities so that it can involve students to be interested in learning English.

In addition, effective learning methods can also help students understand the information being taught. One of the learning methods applied to motivate students to communicate in English is to use the two-way dialogue (TWD) method. A two-way dialogue strategy is an English conversation method between two people involving speakers and listeners applying various conversation topics to be discussed. There are several ways to apply conversation techniques based on the two-way dialogue strategy. First, the Question and Answer Sessions Forums (Forum) involves two people consisting of a speaker and listener on a topic of discussion.(Adler, 1997).

In this case, students are directed to discuss one topic of discussion. The issues are discussed following the wishes of students and then students are directed to request questions and answer questions associated to the topic of discussion (the questioner and answerer

questions). Second, conversations with various topics of discussion or The Variety of Conversations. In this case, the conversation can be done in various forms and certain situations such as (1) Conversations related to everyday problems. or Conversations regarding personal matters. From heart to heart. (personal, heart-to-heart dialogue); For example, the type of conversation that occurs between husband and wife, parents and children, family members, lovers and friends.(Juliana Juliana & Amaniarsih, 2020)This communication involves emotional problems. (2) impersonal conversations are conversations that are not associated with personal queries and are more similar to the purpose regarding influencing changes in a person's mind or theoretical dialogue that is instructive or enlightening. This is done to provide knowledge and understanding related to a discussion for people involved in the conversation in order to obtain knowledge that they did not have before.

Besides, this can also provide an understanding of a discussion topic. For example, conversations between sellers and practical buyers in selling merchandise are forms of conversation involving relationships, business executives and partners, or those who dialogue to each other to achieve certain political and business goals. And (4) impersonal conversation about action and reaction, or practical dialogue that is persuasive with respect to action. This conversation is practical if it aims to adopt an action, a decision making that influences an action, or changes in attitudes and emotions of someone who might have consequences for further actions. When dealing with emotions and reactions for the purpose of winning political support, getting a business plan or policy adopted, the conversation is still impersonal rather than personal. For example, a debate to discuss political issues that are happening right now.(Juliana Juliana, 2020). In other words, teaching media and learning methods are two important things that cannot be separated and support each other as a means for students to understand the information provided.Effective and efficient media and methods can encourage students to employ in mastering English and at the same time be motivated to communicate in English.(Juliana Juliana, 2018). Many lessons can enhance by using Two-Way Dialogue. Dialogue provides space to practice, teaches them to stay extra creative, active and innovative in making *dialogue*. So, they can develop their interactive speaking abilities. This is also give the opportunity to listen to native speakers. Such as, students become more interested in increasing their EFL English speaking ability.

From the framework of the problem, this research was conducted at SMA Harapan 1 Medan and the title of this research is "The impact of two-way dialogue on speaking ability by eleventh-grade students of SMA Harapan 1 Medan".

2. LITERATURE REVIEW

2.1. *Speaking*

Many experts propose definitions of speaking, Speaking is the ability to talk fluently supposes not just understanding of language features, yet including the ability to treat knowledge and communication on the situation. This wants the understanding to collaborate in the control of talking rolls and non-verbal communication.(Ananda Yasmin, 2017). Speaking is the act concerning communication to practice and displays the purpose in order to get the answer from the listener. This signifies that speaking as the action of a person to display his or her notions, feeling or something in her or his mind to get a response from other people by spoken language. (Pratama et al., n.d.)

Moreover, speaking is as intercommunication based on activity in social and situations. This means that all these perspectives speaking is as a fundamental part of everybody in daily lives. In other words, speaking is as social cooperation which appears in our thoughts.Speaking

is the means of construction and receiving purpose by the application of verbal and non-verbal representations, in a kind of circumstances in speaking. Verbal and nonverbal that is used by speaker should proper including the situation where is communication take place. Speaking is an experience that is needed for awarded, received as it is through a process of socialization within interacting. Concerning the largest people, the capability to express a language is synonymous with knowing the language since speech is the most basic means of human communication. She also states that speaking in a second or foreign language has often been seen as the common requiring of the four abilitys.

Speaking is very useful in the development of effective communication with native or non-native speakers since it is an entirety of the common crucial abilitys to signify acquired and improved. For that reason, the ability to speak has an increasing focus in L2. What happens in the speaking process makes of it a complex task to be achieved for L2 learners, they assumed that: "A large percentage of the world's language learners study English in order to develop proficiency in speaking". An inclination to prioritize the ability of speaking is also revealed in the inclination of the community to receive speaking ability as a model of one's ability of English. Speaking is to talk or say something about something. He also says speaking can be defined as to comprehend and be ready to practice a language and to deliver a speech to an audience. (Bte Abdul, 2017).

In addition, speaking is an exercise in practical living that is carried out by the speaker to communicate his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much outlining experience, so this structure employed in speaking exercises lead to be a limited system that grammar in writing. However, speaking exercises are not just creating words and sounds, yet every speaker should purpose in arranging the activities.(Rakhmanina & Kusumaningrum, n.d.).

From some explanations, it could be assumed that speaking is a productive ability in which it signifies practiced to interact with others. It is not only providing words and sounds, but the speakers hear purposes on doing the activity which is to convey meaning and share the speaker's ideas to the listeners. Speaking for the students also has some components that are fluency, vocabulary, grammar, pronunciation. The components will make them conveyed the message.

2.2. *Function of Speaking Ability*

There are three function of speaking according to Brown and Yule's framework: talks as interaction, talk as transaction, talk as performance.

- 1) Talk as interaction is Speaking as intercommunication relates to the interaction which agrees a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.
- 2) Talk as performance is Speaking as doing points to unrestricted speaking; it is a communication which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational communication.
- 3) Speaking as the transaction is Speaking as performance refers to the situation where the centre is on the information on everything is stated or gained in order to gain people perceived simply and well.

2.3.The Notion of Dialogue

Conversation is a two-way method: what A states accommodate to form B's replay, which in turn influences A's responses. But A, however accurately he may think he can predict what B will say, never knows for sure what exactly will be said. Often big jumps are made which could in no way have been predicted. It is this spontaneity and unpredictability of oral/aural communication. Traditionally, dialogue practice was provided in such a way that students A and B were fully aware of what each would say before the dialogue began (Matthews and Read, 1989: 24). Dialogue is as "the conversation written for and spoken by actor on a stage" or "a conversation carried on between two or more person". It is a spoken dialogue of thoughts among people, and such meets the usual thought of how the dialogue would function in the classroom. Dialogues are a very useful teaching technique once an initial set of vocabulary is understood. The purpose of using dialogue is to present a situation of real language in which the student role plays in a safe environment before being met by the real thing. By using role playing dialogues, the students come to own the language-to internalize the phrases used so they become a part of their repertoire of English.

The dialogue is a sample of how the language issued as the strategy to relearns "the dialogue over-learning "means not merely memorizing; it means memorizing so thoroughly that one is able to recite the whole very rapidly almost without thinking about it. In later steps, the learner examines selected points of grammar that are illustrated in the dialogue, goes through a series of drill on these points, and finally uses the new material in genuine or simulated communication.

Goncalves states that the word "dialogue" means speech or conversation between two people. It expresses a communicative relationship between two beings, and it evokes intentions, ways of acting, emotions and cogitations, memories; hence, the word "dialogue" refers to a great deal more than the simple coming and going of sounds and meanings.

Dialogue is focused communication between partners, and allows helpful ways to act mutually cooperatively, promotes mutual understanding between various perspectives, and guides to stable, flexible results (Winston, 2011). Dialogue will join participants on multiple levels of interaction and into every conversation, making consensus an achievable goal and building momentum that carries participants beyond conversation and into real world action.

Rogers(2001: 59) says that dialogue presents the midpoints of contextualizing principal arrangements and shows in which arrangements might be applied as well as some cultural aspect of the target language. It also highlights 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 ability essential for good dialogue.

Dialogues remain approved exercises in ESL textbooks for some linguistics as well as social reasons. Dialogues are used and adapted to:

- 1) Show grammar in context
- 2) Help conversation-This may parallel grammar direction, but also provides special language practice, for example, use of gambits and formulaic expression or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children.

- 3) Equip entertainment such as a skit-These dialogue are connecting activities that produce spontaneous use of student knowledge

Dialogue in spoken language within a circumstances and remain thus typically greater than drills. Nevertheless, these applied for oral practice should be short so students remind them. From the description, it can be said that dialogue is communication among two or more people to share ideas or points of view which contains many features of language, and intent on learning from each other.

2.4. Dialogue in Language Learning

Rivers and temperley (1978: 34) add that there are five ways of presenting and learning from the dialogue as follows:

- 1) Some setting of the scene to arouse student interest in the content of the dialogue and facilitate comprehension of the language used. For example: acting out of the conversation, with appropriate props, or else through mime; discussion of the content of the dialogue with the help of pictures, slides, flashcards, maps and plans.
- 2) Some technique for focusing student attention on the meaning of the interchange. For example: students may be asked to listen to the whole language on tape several times as a listening comprehension exercise, with opportunity between each hearing for group piecing together of the meaning.
- 3) Some familiarization of students with the actual utterances in the dialogue through an activity which makes cognitive demands on them. For example: as students in the initial stage repeat the lines of the dialogue to develop fluency in their production, they take roles, group speaking to group or class to teacher, until they can handle the material with reasonable efficiency.
- 4) Some formal manipulation of the material in the dialogue, exploiting the useful expressions in a conversation-facilitation dialogue or the morphological and syntactic items in a grammar-demonstration dialogue. For example: directed dialogue or guided conversation; group recombination for similar but slightly different situation; chain dialogues. For grammar-demonstration dialogues: analysis of rules demonstrated in the material, leading into intensive practice through the various kinds of oral exercises. For conversation-facilitation dialogues: items of the dialogue may be used as personal questions to students who either answer for themselves or pretend through their answer to be someone else; the teacher, or a student, establishes a situation by a remark and another student responds with a suitable expletive or rejoinder:
- 5) Some ways in which the dialogue material can be used in the creation of new utterances and new dialogue expressing the students' own whims, feelings, and imaginings. For example: the creation of a similar situation in another setting (a householder trying to get rid of a door-to-door salesman becomes a television viewer trying to cut off a telephone advertiser); group preparation, using a series of pictures of a different setting and a climactic utterance.

2.5. Assessing for Speaking Ability

This is the frame of Heaton's oral English rating scale to analyses the speaking ability.

Table 2.1 The Rating Scores of Oral Test

Pronunciation good – only 2 or 3 grammatical errors – not much searching for words – very few long pauses – fairly easy to understand – very few interruptions necessary – has mastered all oral abilities on course.	6
Pronunciation slightly influenced by L1 – a few grammatical errors but most sentences correct – sometimes searches for words – not too many long pauses – general meaning fairly clear but a few interruptions necessary – has mastered almost all oral abilities in course.	5
Pronunciation influenced a little by L1 – a few grammatical errors but only 1 or 2 causing confusion – searches for words – a few unnatural pauses – conveys general meaning fairly clearly – a few interruptions necessary but intention always clear – has mastered most of oral abilities on course.	4
Pronunciation influenced by L1 – pronunciation and grammatical errors – several errors cause serious confusion longer pauses to search for word meaning – fairly limited expressions – much can be understood although some effort needed for part – some interruptions necessary – has mastered only some of oral abilities on course.	3
Several serious pronunciation errors – basic grammar errors –unnaturally long pauses – very limited expression – needs some effort to understand much of is – interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer – only a few of oral abilities on course mastered.	2
A lot of serious pronunciation errors – many basic grammar errors – full of unnaturally long pauses – very halting delivery – extremely limited expressions – almost imposible to understand – interruption constantly necessary but cannot explain or make meaning – very few of oral abilities on course mastered.	1

Each element characteristic is defined into six charts as in the table above. The researcher objectively assesses the speaking ability of each student whether they reach 1, 2, 3, 4, 5, and 6 to make computational calculations, then convert the Heaton's small score to a scale of 100 as follows:

$$\begin{array}{ll} 6 = 87-100 & 5 = 77-86 \\ 4 = 67-76 & 3 = 57-66 \\ 2 = 46-56 & 1 = \text{below } 45 \end{array}$$

3. RESEARCH METHOD

In this Research uses experimental research using a quantitative approach. In this research, the writer taught two different classes, namely controlled class and experimental class. In experimental class, it was employed two way dialogue Strategy wheeas in controlled class, it was employed conventional way in which the class taught in the same way as it usually taught.

Population of this research is the eleventh grade students of SMA Harapan 1 Medan which was located in Jl. Imam Bonjol No. 32 Medan Maimun, Sumatera Utara. The researcher divided two classes as the research sample, namely the experimental class and the controlled class, by using purposive sampling. Purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by specifying specific characteristics that was suited with the objectives of the research so that it is expected to answer the research problems. The eleventh grade of SMA Harapan 1 Medan consist of two classes with 30 students in class XI-A and 30 students in class XI-B. So, After the sampling selection, XI-A was chosen as the experimental class and XI-B as the control class. So, the total of samples score was 60 students.

Experimental group was practised by strategy in two-way dialogue, students were asked to make dialogue using English. But before, students were shown several English language dialogue examples in the class. In here exercise, students were asked to pair up with each other. Steps in applying two-way dialogue strategy:

- 1) The teachers explained to the students were taught two-way dialogue strategy.
- 2) The teacher Prepare the transcript and practice it. In this step, students who have been given a group are assigned to write a dialogue which later becomes a text. After the script is written, students are assigned to practice it. Students must master the text before the dialogue is practicing.
- 3) The teacher ask the students to practice daily activities dialogue
- 4) The teachers focused on students, to know the ability to speaking.
- 5) The students practice speaking ability.
- 6) The teacher supplied feedback to students' practice. After that directed a treatment, and gave post test to both classes. The method was administered to perceive whether the treatment influences on students' speaking ability.

The tools to collect the data are pre-test, post-test and observation. The obtained data are the scores achieved from pre-test and post-test of both control group and experimental group. The scores from the pre-test are accepted to examine the speaking ability of both classes. On the further, the scores from the post-test is employed to estimate whether the use of the implemented method influenced the experimental group or not. Observations are made to add and strengthen the data needed.\

Validity and reliability are needed to determine whether the instrument is accepted. Validity instrument means that the measuring instrument used to obtain the data was valid. Oral tests in the form of two-way dialogue strategy are assessed from mastery of vocabulary and pronunciation of students in speaking English. Reliability applies to the amount to which the results of measurements, calculations, or specifications covering accurate or consistent test results. The oral test in form of two-way dialogue is aimed at discovering the effects of the two way dialogue. The score for two-way dialogue is assessed by researcher and teacher who evaluate student performance based on the scoring system. The purpose of using this strategy is to achieve an objective assessment of using two-way dialogue strategy.

3.1. Technique of Data Collection

The data is collected from the pre-test and post-test of the control group and experimental group. The pre-test result is compared to the post-test result in order to find out a significant difference scores of the students' speaking ability.

3.2. Technique of Data Analysis

Analyzing the data is the process to know the result of both experimental and control class and their difference. The quantitative data is presented of the mean scores. The instruments of this research used tests (pre-test and post-test) and analysis of research data using t-test. It is analyzed by calculating the mean of pre-test and post-test. This is done by comparing students' speaking abilities before being taught by two-way dialogue strategy and after being taught by two-way dialogue strategy. Pre-tests and post-tests are used during research to show whether students' speaking abilities are increasing or not. The formula used to calculate data analysis using the Pearson's Product Moment correlation.

4. RESULT AND DISCUSSIONS

There were 60 students involved in the research. They were divided into two groups, namely the control group and the experimental group. Control group was taught conventionally whereas the experimental group was given treatment in the form of teaching them dialogue through two-way dialogue.

In this section, the researcher presents the student's speaking achievement by using two way dialogue as a strategy in teaching speaking. The research subjects were students of class XI-A and XI-B where each class consisted of 30. The purpose of the researcher is to know the impact of two way dialogue on students' speakingability in The eleventh Grade of SMA Harapan 1 Medan.

Then, students were given oral test in the form of short dialogues which were done in pairs. The researcher evaluated objectively the characteristics of each student's speaking abilities. The researcher converts Heaton's small score to a scale of 100 as follows:

Table 4.1 The Criteria of the Assessment

No	Assessment	Criteria
1	87-100	Very Good
2	77-86	Good
3	67-76	Enough
4	57-66	Very Enough
5	46-56	Low
6	0-45	Very Low

Pre-test and post-test for the experimental group and the control group aimed to find out students' speaking ability scores before the researcher provides treatment and after treatment. That the results showed that students had different levels of speaking ability based on the score that has been collected.

The data obtained from the pre-test and post-test showed that the lowest the score of pre-test in experimental group was 69 and the highest score was 90. the lowest score of post-test was 75 and the highest score was 90. Futhermore, for control group , the lowest score of pre-test was 60 and the highest score was 80. while the lowest score of post-test was 65 and the highest score was 85.

The dialogue was recorded by using smartphone as recording device such as a smartphone. After resording the video, it was then played in front of the class and watched by students and teachers to assess the vocabulary and pronunciation of students in speaking English. The scoring system was based on by researcher and teacher of English. The scoring system was based on a rating system (scale 1-6).

Each rater was given the score on basis of rating system. the rater should be familiar with the description of students' ability. For the reliability of the score, three raters were asked to provide the assessment is in accordance with the scale system. The first and second rater is the researcher, who assesses the vocabulary and pronunciation ability of students in speaking English. While the third rater is the teacher of the English language researchwho assesses the pronunciation of students in English.

Before and after giving the treatment to the two groups, the researcher conducted a test to get the student's speaking ability score. Both the control and experimental groups were given two types of tests. They were pre-test, test before giving the treatment, and post-test, test after conducting the treatment. After getting the pre-test and post-test scores from experimental and control groups, researchers made categorization speaking value of students. In making categorization of the value of students' speaking ability. In the Section, the researcher divides categorization into four main parts. They are the pre-test category of the experimental group, the category post-test experimental group, control group pre-test category control group post-test category. (Arendt et al., n.d.)

From data analysis, the purpose of this research is to find out whether there is an effect of the application of two way dialogue in teaching speaking in grade XI SMA Harapan 1 Medan. Based on the method of the researcher, the teaching and learning process is divided into three steps. The first step is to provide pre-tests for students to find out students' speaking abilities before being taught with the two way dialogue strategy. The second step was giving treatment to the students, the treatment here was teaching speaking by using the two way dialogue strategy. For the final step was giving post-test, in the post-test 30 students were given a test to find out their speaking abilities after they were treated by two way dialogue strategy. as a strategy

Based on the results of statistical calculations using the t-test, the results show that there is a significant difference between the pre-test and post-test scores. The t-test result is 4,311. and T-table 1,586. If the t-test is compared with t-table, then the t-test is higher than the t-table, which is $4,311 > 1,586$. Therefore, based on hypothesis testing, (H_a) was accepted and (H_o) was rejected. This means that the Two way dialogue strategy in teaching speaking is very effectively.

Two way dialogue strategy. is the way to practice speaking ability by learning English speaking is to create interesting, fun and interactive conditions and learning environments. it's clear that two way dialogue strategy. has a positive effect on teaching and learning. The use of media in the teaching and learning process is very important, so the teacher must choose the media to teach learning, especially to teaching speaking. Teaching strategy can help teachers to teach more easily and help students enjoy and learning environments that are interesting, fun, and interactive.

Based on the explanation above, two way dialogue strategy. shows real effectiveness in teaching speech abilities because it can help students improve their speaking abilities in eleventh grade of SMA Harapan 1 Medan.

5. CONCLUSION AND SUGGESTION

5.1. Conclusion

Two way dialogue strategy that has been practiced in SMA Harapan 1 Medan had a significant effect on students' speaking ability. The application of this two way dialogue strategy was done in class XI-A which as an experimental class and class XI-B as a control class. With each class having 30 students. There are meaningful differences scores of the students' achievement in speaking ability before and after being taught with two way dialogue strategy. It can be concluded from completion of the data interpretation. It can be concluded that the two way dialogue strategy possessed meaningful impact on students' speaking ability.

5.2. Suggestion

Speaking English fluently as well as mastering a variety of vocabulary and clear pronunciation is the wish desired by everyone. All of these abilities can be enhanced by applying Two way dialogue strategy in teaching English. Therefore, the aim of teaching English is to enable students to speak fluently. They should be given more opportunities to continue practicing speaking English. Therefore, the researcher would like to suggest the following:

- 1) English teachers can apply this method as the reference material in the class, helping students to be extra productive and creative. So, students will be more willing to mastering English in the class, especially in speaking.
- 2) Students by applying the Two way dialogue strategy as a learning medium in the class, it can improve their English speaking ability.
- 3) Other researchers who use Two way dialogue strategy as teaching media, it is hoped that the learning process can enable researchers to make improvements in implementing two way dialogue strategy as a medium in improving students' ability in English.

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