ABSTRACT

Nashihah, Imroatun. 2016."The Effectiveness of Disappearing Dialogue on Speaking Skill (Quasi Experimental at Tenth Grade Students of MA *Ma'arifKlego, Jenangan Ponorogo in Academic year 2015/2016) "*. Thesis, English Education, State Islamic College of Ponorogo. Advisor Dr. Harjali, M. Pd

Key Word : Effectiveness, Disappearing Dialogue, Speaking Skill

Foreign language is a language which is sometimes difficult to learn for Indonesian students. One of aspect of language is speaking. Speaking is verbal utterance from the speakers to the listeners to give information and have function to communicate with other people. Because the different of pronunciation which is represented in the form of phonetic symbols is different and have odder in the sentences, students have difficulty to speak English. To make students speak English easily, one of the alternative technique of teaching speaking which is suggested in this study is disappearing dialogue. Here, speaking is taught by giving instruction to the students to repeat, memorize, and speak. This technique is designed to familiarize students with the sounds and structural patterns of the language. Finally, through this technique the students speaking can increase.

This research applied quantitative approach and used the quasi experimental design, for the tenth grade students of MA Ma'arifKlego as the population. This research used two classess: XB as experimental class and XA as control class. The procedure of data collection were test and documentation. To analysis data the researcher used T-test as procedure of data analysis.

The result of this study showed that, for the experimental class (XB), the average of pre-test was 64,70 and the control class (XA), the average of the pre-test was 65. After applying Disappearing Dialogue technique for the experimental class (XB), the average of post test was71,47. While for the control class (XA), the average was70. So, it could be concluded that the students of MA Ma'arifKlego in academic year 2015/2016 taught by Disappearing Dialogue techniquehad better speaking skill than those taught without it.

The result of T-test showed that $t_o$was 2,77 and $t_t$was 2,03. From the data above, it could be concluded that $t_{o\ was}$ >t_t,so Ho was rejected. It meant that the disappearing dialogue technique is effective to increase the speaking skill of tenth grade students of MA Ma'arifKlego in academic year 2015/2016.

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is an oral information where participants need to negotiate meaning in ideas, feeling and information and manage in term of who is to what and about what.[1] It is one kind of communication way. It means that communication also needs to negotiate meaning an ideas, feeling and information. Here, the participants are important part in communication process. Without the participant, communication is impossible.

Communication needs participants and participants use it in interaction. The problem in communication is misunderstanding because of the poor quality of communication, for example, poor selected pattern, pour pronunciation, poor fluency, etc. the participants need to train their communication, especially in the foreign language communication. In foreign language learning, the teacher must be active to make habit of speaking in foreign language.

Foreign language learning is basically a process of mechanical habit formation. Good habit are formed by giving correct responses rather than by making mistakes. By memorizing dialogue and performing pattern drill the chance of producing mistakes are minimized. Language is verbal behavior that is the automatic production and comprehension of utterances and can be learned by

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[1] H. Douglas Brown. *Teaching the Spoken Language*. (New York: Cambridge, 1983)

inducing the students to do likewise. Language skill are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.[2]

For many years, language teaching was seen as helping learners developed linguistic competence that helping students master the sounds, word, grammar patterns of English.[3] These are part of language that learn together when we learn communication. So, speaking skill and linguistic competence is explored to develop speaking skill.

Speaking is an important language skill to be acquired by every students. It has become the goal of language education program in recent year. Students are considered successful in their language if they can communicate effectively in their foreign language. Speaking skill is also one the importance of four skills which is used to communicate face to face and it is influenced by students' ability in using language as well. But the learners very difficult to can speak English well.

Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. In this case students should know several speaking components'. Such us: pronunciation, grammar, vocabulary,

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[2] Jack Richard and Theodore S Rodger, *approach and Method in Language Teaching* (New York: Cambridge University press, 1986), 51

[3] Kathleen M. bailey series editor: David Nunan. Practical English language Teaching speaking (New York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc.2005).3

and fluency.[4] As we know, it is not easy to make the students willing to learn and to use English language. Because they have problems in speaking, the problem that are: afraid of bad pronunciation, feel really shy about talking in front of the class, they do not have many vocabulary, and the other problem is the learning is not interest. So the teacher needs an effective strategies or methods to make the students willing to learn and use English language.

The same problem takes place in MA Ma'arif Klego, Jenangan, Ponorogo, most of students' speaking skill is limited. According to English teacher Mrs. Umi Latifah, S.Pd to tenth grade students of MA Ma'arif Klego, the students' ability in mastering speaking is less because the student just have little vocabulary. According of interview to the tenth grade students' of MA Ma'arif Klego, they less to practice speaking English because they cannot understand people say. It means that they have limited vocabulary. Beside that, they are not confident to speak English.

To make students willing learn and use English language, teacher must make interesting technique to teach English language. Technique is the procedure of instruction that are selected to help learners achieve the objective or to internalize the content or message.[5]

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[4] Jejen jaenudin, *Teaching Speaking Using direct method at the second grade Students of SMPN 2 Kutawaluya-Karawang* (thesis, Bandung: 2012), 2

[5] Arthur Hughes, Testing for language teacher(New York: Cambridge University Press, 1989), 5

There are many technique have been used to teach English language. The researcher need to choosing a technique should consider the learners' needs. Finally the researcher chooses disappearing dialogue technique to teach speaking. The researcher thought that, this technique is effective on teaching speaking.

According Michael Ernest, disappearing dialogue or memorization activities can provide students with a fun, relatively easy challenge that can help build vocabulary and grammar bases that can be accessed years later when needed.

From the stated above, we know that disappearing dialogue appropriate use in English language teaching. This technique helps the students to build their motivation to learn English language because they feel fun when learn English language. Beside that, it can help build vocabulary and grammar. Both of them are very important to make English language well. So, disappearing dialogue technique is effective toward speaking skill.

According scott Tornbutty, disappearing dialogue is like memorization. With memorizing the chunks and gaining control over their fluent articulation. Learners are increasing their fluency.[6]

This theory explains that the learners need to familiarize their word, and sentences to can speak English well and fluent. Through disappearing dialogue

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[6]Scott, Tornburry. How to teach speaking (longman, England), 65.

the learners can repeat of the teacher speak in English language, and the learners ca memorize about the sentences or the word. So, the learners can speak fluently because the learners familiarize about the sentences and just like repeat again the sentences.

The procedure of disappearing dialogue is the teacher write some line of dialogue on the board and ask learners to read it aloud, and to practice it in pairs. Then, gradually erase word and whole lines from dialogue. Learners continue practicing, each time having to remember more and more of the disappearing dialogue until there is nothing left on the board at all.[7]

Disappearing dialogue can make the students learning more interest. Beside that, it can increase the students' vocabulary. Because, when the students read the dialogue, and memorize about the dialogue, the student also get the vocabulary. And when the student interest and have many vocabulary, the students not shy again to speak English with other person. And can make the speaking students better[8].

Disappearing dialogue technique is other name of memorization, so disappearing dialogue is same like memorization. And there are some research that appropriate with the researcher's title such as: The first, Iis Achdiyat N. Was presented the thesis with the title is: "The Influence Memorizing

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[7]www. Onestopenglish.Com/methodology/minimal resources/skills/minimal-resources-speaking-activities/146560.article.

[8] Ernest, Michael. Disappearing Dialogue (Nagoya Communication arts vocational College, publication of the Japan Association for Language teaching), posted January 2nd 2003

Vocabulary to Improving Speaking Skill". The result is success. The students can answer the question that she gives to them. So, it has been cleared, that memorizing vocabulary can make the students to improve the speaking skill.

Ikuo Kitagaki, Tokyo University, Published by Elsevier Ltd, 2013. Was presented the journal with the title is: "Effect of English Short Sentence Memorization on the Speaking Skill and the E- learning of English". From the experiment here, the researcher got a significant information suggesting that English sentence memorization has an effect on the enhancement of the speaking skill, which may give a user of the proposed e-learning the educational hint/motivation. When the feature of English learning is designed, it ought to be considered that memorization as an educational methodology is efficient in order to enhance the speaking skill.

This technique can increase not only speaking skill but also vocabulary mastery. Because when we use this method the learners memorize the sentences or word and it means that the learners also memorize the vocabulary.

Based on the explanation above, that's why the writer is interest to conduct the research about **"The Effectiveness of Disappearing Dialogue in Speaking Skill(Quasy Experimental on Tenth Grade student of MA Ma'arif Klego, Jenangan, Ponorogo in Academic year 2015/2016)"**

B. Limitation of the Problem

To avoid a deviation of the discussion, this study focused on some concerns identified as follow:

1. The subject of the study is at tenth grade students of MA Ma'arif klego, Jenangan, Ponorogo in academic year 2015/2016.

2. The object of this study is the effectiveness of using disappearing dialogue in speaking skill.

C. Statement of the Problem

1. How is the students' speaking skill who are taught by using disappearing dialogue technique at tenth grade students of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016 ?

2. How is the students' speaking skill who are taught by using lecturetechnique at tenth grade students of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016 ?

3. Is there any differences betweenstudents' speaking skill who are taught by disappearing dialogue technique andstudents' speaking skill who are taught by lecturetechnique on speaking skill at tenth grade students of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016 ?

D. Objective of the Study

1. To know the students' speaking skill who are taught of using disappearing dialogue in spiking skill at tenth grade students of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

2. To know the students' speaking skill who are taught of using conventional technique in spiking skill at tenth grade students of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

3. To know the differences between using disappearing dialogue technique and lecture technique in spiking skill at tenth grade students of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

E. The Significance of Study

1. Theoretical Significance

   The result of the research can improve the knowledge about the teaching speaking and learning using disappearing dialogue.

2. Empirical significance

   The result of the research is expected to be beneficial for:

   a. Teacher

      This study is expected to give the teachers contribution, particularly the English teacher of MA Ma'arif Klego, Jenangan, Ponorogo, in enriching their knowledge about the important on disappearing dialogue in speaking skill.

b. Students

This study is expected to improve students' ability to solve their problem to aster speaking. It also can motivate the students to study in speaking class.

c. Reader

This study is expected to give contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned with the use of disappearing dialogue in speaking skill.

F. Organization of the Study

This research under title "The Effectiveness of Disappearing Dialogue in Speaking Skill (quasy experimental on tenth grade student of MA Ma'arif Mlego, Jenangan, Ponorogo in academic year 2015/2016" is organized into 5 chapters.

Chapter 1: Introduction, in this chapter author proposes description short about target and aim with object as stages to achieve aim from overall these article, cover: background of the study, identification of the problem, limitation of the problem, significance of the study and organization of the thesis.

Chapter II: this chapter covers. Review of related literature includes theoretical description, frame of thought and hypothesis of the study.

Chapter III: research methodology contains about the research methodology, population and sample, variable and research design, instrument test, technique of collecting data, and data analysis.

Chapter IV: finding and discussion includes: explanation about the result of the study which is contains of description of the data, hypothesis testing, and the description of the result of the study.

Chapter V: includes conclusion and suggestion as the end of contents discussion of thesis.
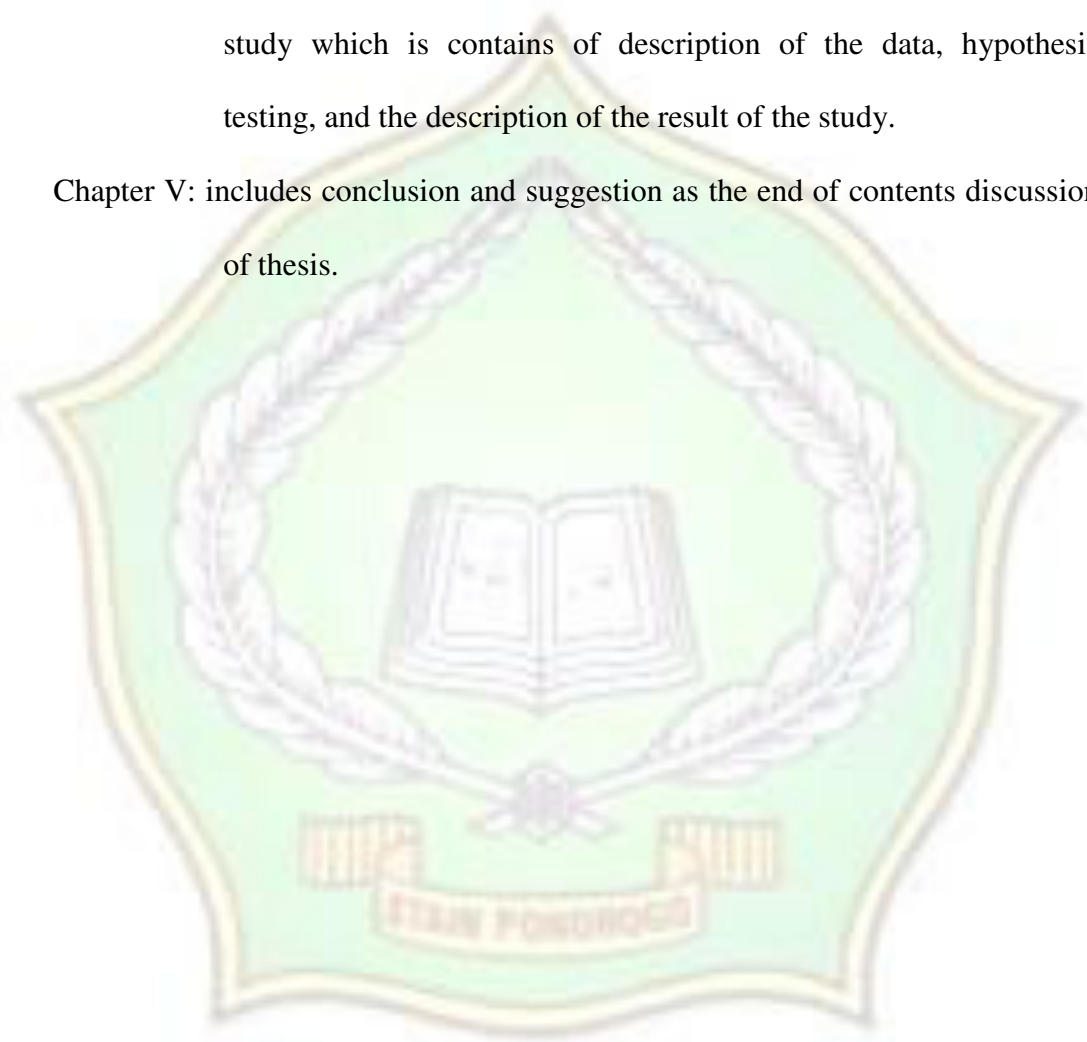
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Speaking

   a. Definition of Speaking

      Speaking is an interactive process of constructing meaning that involve producing, receiving and processing information.[9]

      Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of a test-takers listening skill, which necessarily compromises and reliability and validity of an oral test.[10]

      Furthermore, speaking consist of producing systematic verbal utterances to convey meaning. (utterances are simply things people say).

      Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information". It is often spontaneous, open ended, and evolving, but it is not completely unpredictable.[11]

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[9] Kathleen M. Bailey, Practical English language Teaching : Speaking (Singapura: Mc Graw-Hill, 2005), 2

[10] H. Douglas Brown, Language assessment: Principles and Classroom Practice (San Fransisco, California: longman. 2003) 140

[11] Kathleen M. Bailey series editor: David Nunan, Practical English language Teaching speaking (new York: McGraw-Hill ESL/ELT, a business unit of the McGraw-Hill Companies, inc.2005).2

Speaking is process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts.[12]

According to David Nunan, speaking is an important aspect of learning a second or foreign language. It is known speaking as communication to another people and means communication. The most people, mastering the art of speaking in the single most important aspect of learning a second language or foreign language and success is measured in term of ability to carry out a conversation in the language.[13]

a. The Aspect of Speaking

The aspects of speaking propose by some expert.First, based on Nation and Newthon, speaking is how to develop the aspects of fluency and accuracy (vocabulary, grammar, pronunciation).[14] Thronbury also has the same think that the planning of assessing is the issue of how to find the right balance between accuracy (vocabulary, grammar, pronunciation) and fluency.[15]Brown emphasizes clearly the whole language and meaningful context (fluency) rather than details (accuracy) in teaching speaking.[16]

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[12] Hayriye, Kayi, Teaching Speaking: Activities to promote Speaking in a second Language (2006),14

[13] David,Nunan, language Teching Methodology (Sydney: Practice Hall), 39

[14] I S P Nation and J Newton, 152

[15] Scoot Thronbury, *How to Teach Speaking*, (Longman), 115

[16] Brown, 267

Penny Ur develops speaking scale including two aspect namely accuracy (vocabulary, grammar, pronunciation) and fluency.[17]

Table 2.1 the aspect of speaking

Nation and Newthon	Thronbury	Penny Ur	Brown
Fluency	Fluency	Fluency	Fluency
Vobulary	Vocabulary	Vocabulary	Vocabulary
Grammar	Grammar	Grammar	Grammar
Pronunciation	Pronunciation	Pronunciation	Pronunciation

Based on opinion from many experts, we can conclude that there are four aspects in speaking; (1) Fluency; (2) Vocabulary (use appropriate vocabulary); (3) Grammar (use grammar correctly); (4) Pronunciation.

The explanation of aspects of speaking:

1)   Fluency.

As the language learner, we should speak clearly. It is close or same with native speaker. When we talk, the other can understand us easily. In other word, our language is acceptable.

Fluency is the capacity to speaking fluently, confidently and at rate consistent with the norms of the relevant native speech

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[17] Penny Ur, 135

community.[18]Fluency as natural language use occurring when speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his or her communicative competence.

Fluency has characteristics in speaking skill. They are: [19]

a) Message-focus activity.The learners' interest is on the communicationof a message and is subject to the "real time" pressuresand demands of normal meaning-focused communication

b) Easy tasks. The learners take part in activities where all the language items are within their previous experience.

c) Performance in high level. There is support and encouragement for the learner to perform at a higher than normal level. This means that in an activity with a fluencydevelopment goal, learners should be speaking and comprehendingfaster, hesitating less, and using larger planned chunks than they doin their normal use of language.

Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the presence of more

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[18] Kathleen M. Bailey, page 5
[19] I.S.P Nation and J. Newton, page 153

complicated construction, such as subordinate clause.[20] The students' fluency is said well if they speak rapidly, no doubt, their accuracy (vocabulary, grammar n pronunciation) is little error and they can speak in arrange complex sentence which is complicated construction.

Fluency is very important because the speaker not only can produce correct words and sentence but he/she can understand well about what he/she says confidently and other people can understand easily.

2)   Vocabulary.

Vocabulary is knowledge about words and word meanings.Words are usually grouped into eight classes' part of speech. They are Verb, Noun, Adjective, Adverb, Pronoun, Prepositions, Conjunctions and Interjections. Verb, Noun, Adjective, Adverb are sometimes called Vocabulary because they make up more than ninety-nine percent of all words listed in the dictionary.[21]

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[20]*Ibid*, 152

[21] John Hodges and Mary E Whitten, *Harbrace Collage Handbook*: *5th edition* (US America: Harcount, 1962, 8

There are some items/aspects to be taught in learning foreign language especially vocabulary,as follows: [22]

a) Form: (pronunciation and spelling). The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling).

b) Grammar. The grammar of new item will need to be taught if this not obviously covered by general grammatical rules.

c) Collocation. The collocations typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

d) Aspect of meaning 1: denotation, connotation and appropriateness.

e) Aspect of meaning 2: meaning relationship (synonym, antonym, hyponym etc)

f) Word formation. Vocabulary items, whether one-word or multi word, can often be broken down into their component.

People that have wide vocabulary, they can express their opinion, ideas or knowledge well and easily. They also can communicate well, because they know what they want to say.

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[22] Penny Ur, 60

3) Grammar.

Grammar is found almost in all language. Grammar is ability to produce sentence in language. It refers to knowledge of the building block of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence pattern) and how sentence are formed.[23]It is same with Brown; he stated "grammar is the system of rules governing the conventional arrangement and relationship of words in sentence.[24]

Grammar concerns with how to arrange correct sentences in conversation. It is clearly necessary for students when knowledge grammar is essential for component users of language. For example; they need to know what verbs in the third person singular have's' ending in the simple present (she swims, she runs).

People that have excellent grammar are able to produce good and correct sentence. Their words are accepted. Of course to get it, the learner needs process.

4) Pronunciation.

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[23] Jack Richard, 3
[24] Douglas Brown, 362

Pronunciation is definitely the biggest thing that people notice when they are speaking English. It includes individual sounds, stress, rhythm, intonation, linking, elision and assimilation.

Pronunciation is the way in which language spoken. As we know that clear pronunciation is very important when people speak. The incorrect pronunciation will make different meaning. We can find the same spelling in English has different pronounce and meaning. For example, the word 'present', it can be used as verb and Adjective. The pronunciation of this word as verb is "/pri'zent/" and Adjective is "/'preznt/".

In the same way, sometimes students cannot pronounce the words with correct pronunciation and they also have difficulties in memorizing the correct pronunciation of the words. For example, "looked" some students sometimes pronounce with [luket] not [lʊ:k].

Speaker should pronounce correctly so the listener can understand well about what he actually said. Misunderstanding can be minimized. When teacher teach English, they need to sure that the students can speak meaningfully when they speak.

5)   Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.[25]

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

6) Intonation

Intonation indicates the change in speech; a downward intonation indicates that a message is complete, while an upward intonation indicates a question.[26] It means that the speakers must have difference intonation when they speak to avoid misunderstanding.

[25]https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/, Assessed on Tuesday, 19th July 2016 at 9.30 am.

[26] PSDT (professional Development Service for Teacher), *Five Components of Effective Oral Language Instruction*

a. **Speaking Assessment**

After teacher knows how to teach speaking, they must be able to measure the students' performance in speaking and knows the criteria to rate students' performance.

According to Penny Ur's speaking test, there are two criteria used to rate the students' performance namely accuracy and fluency.[27]

Table 2.2 Penny Ur Criteria Speaking Score

Score	Accuracy			Fluency
	Grammar	Pronunciation	Vocabulary	
5	Virtually no grammar mistake or uses correct grammatical sentences or expression	Produce words with correct and clear pronunciation	Uses wide vocabulary appropriately	Speak fluently with rare repetition
4	Occasional grammar slips or incorrect grammatical sentences or expression	Produce words with mostly correct pronunciation but sometimes there is any error	Good range of vocabulary	Speaks with occasional repetition
3	Make obvious grammar mistake or make some grammar mistake	Produces word with some errors pronunciation	Adequate but not rich vocabulary	Speak at length or hesitantly with some repetition
2	Mistakes in basic grammar or no correct grammatical sentences or expression	May have many strong foreign accents or produce words with too many errors pronunciation and	Has poor vocabulary	Speaks slowly and very hesitant with frequent repetition

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[27] Penny Ur, 135

		unintengible		
1		Little or no language produced		Little or no communication

Then, the total score will be implemented by 5, as follows:
20x5=100

b. Teaching speaking

a. Definition of Teaching Speaking

Teaching or assisted performance, according to preceding definition to composed of three processes of assistance. First, the teacher must access the students' learning zone through join activity in order to stimulate the learning process. Second, the teacher must assist the students within activity to identify what the students to or need to know, as a hook for the unfamiliar and unknown. Third, the teacher and students must work together to expand the students' understanding on the information or material in new situation.[28]

Teaching not only transfers to the information but also guides the students' learning activities that used by the teacher ti deliver the input to the students. Teaching also controls the students' environment. So, it can improve the students' mpotivation to follow the teaching learning process.

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[28] Stephanie Stool Dalton, *"Five Standard for Effective Teaching, How to Succeed with All Learners, Grades K-8"*, (Sanfransisco: Jossey Bass, 2008)

Teaching speaking is an excellent, teacher and friendly instruction to the main technique for dealing speaking tasks, convening fluency practice topic with task-focused speaking activities, discussion activities, other instruction role play and oral testing.[29]

In teaching learning process, the teacher needs to formulate some technique and methods to make effective teaching learning activity. From the Hughes' states teaching speaking needs some ways and roles to bring the students use the target language fluently.

b. **Characteristic of Successful Speaking Activities**

In class of speaking many students fell unconfident and afraid to practice speak English language. All of the teacher hoped the students to practice in speaking activities. Therefore, before all, must be understood the characteristic of a successful in speaking activity as follow:

1. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious. But often must time is taken up with teacher talk or pauses.

2. Participation is even

Classroom discussion is not dominated by a minority of talk active participation: all get a chance to speak and contributions are fairly evenly distributed.

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[29] Ebecca Hughes, *Testing and Researching Speaking* (London; Pearson Education, 2002), 48

3. Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.[30]

c. **The Problem of Speaking Activities**

There are many problem in speaking. Such as: [31]

1. Inhabitation

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to Say

Even if they are inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

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[30]Penny Ur, A Course in Language Teaching, Practice and Theory (New York: Cambridge University Press,1996),120
[31] Ibid., 121

Only one participant can talk at a time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.

4. Mother tongue use

In classes where all, or a number of, the learners share the some mother tongue, they may tend to use it, because easier, because I feel unnatural to speak to one another in a foreign language, and because they feel less "exposed" if they are speaking their mother tongue.

d. Speaking Assessment

According to Brown, there are some kind of oral production that students are expected to carry out in classroom.

1. Imitative

Here the learners learn about imitation a word or phrase. The kind of test is word repetition task.

2. Intensive

Intensive speaking goes on step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part or some pair wok activity where learners are "going ever" certain forms of language.

3. Responsive

A good deal of student speech in classroom is responsive short replies to teacher or students initiated question or comment. These replies are usually in short form.

4. Transactional (dialogue)

Transactional language carried out for the purpose of conveying or exchanging specific information.

5. Interpersonal (dialogue)

Interpersonal language carried our more for the purpose of maintaining social relationship than for the transmission of facts and information.

6. Extensive (monologue)

Students at intermediate to advance levels are called on to give extended monologues in the form of oral

c. **Disappearing Dialogue**

a. **Definition of disappearing dialogue**

According Tornburry, disappearing dialogue is written on board or projector. Learners practice reading it aloud in pairs (either open or closed), and then the teacher starts removing sections of it. Initially these sections may simply be individual words, but then whole lines can be removed. By the end of the activity, dialogue has moved from the board

into the learners' memories. They can then be challenged to write it out from memory.[32]

The researcher give the conclusion the definition about disappearing dialogue, that is the teacher write the dialogue/sentences in the board then the students read it together. After that, the teacher erase one by one the sentences at time.

b. The Activity of disappearing dialogue

1. Preparation

Step 1: Create a dialogue between two participants that reflects the language from a unit of study but also includes extra phrases or vocabulary that may be of interest to students. It is best to make the dialogue as close to a real communication event as possible.

Step 2: Adjust the dialogue to the level of the class. In higher level classes, I have used prompts in square brackets, such as [Greeting], [Response], and [Clarification] rather than including explicit phrases. This provides an extra challenge and gives the dialogue a more natural feel. That is, students in higher level classes can choose their own greetings and responses rather than simply reading from the text on the board.

2. Procedure

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[32]Scott Tornburry. How to teach speaking (longman, England), 77.

Step 1: Explain to students that they are going to practice a conversation with their classmates. Write the dialogue on the classroom board as follows:

(Example dialogue)

- A: Excuse me. Hi! Could you help me please?

- B: Sure. What's the matter?

- A: Uhhh. I think I'm lost. Could you tell me the way to the Hilton Hotel?

- B: Yeah, it's pretty close. Just go straight down this road and turn left at the intersection.

- A: OK.

- B: Then go straight for a hundred meters or so and it's on your right.

- A: Great. Thanks so much for your help.

- B: No worries.

Step 2: Model the conversation and have students repeat with conversation-style intonation.

Step 3: Ask students to stand up, find a **partner**, practice the dialogue once, change roles, and then find another partner with whom to practice. Demonstrate in front of the class with one student to give students an idea of what you expect. Tell students they have to practice

for 10 minutes or, alternatively, give them a set number of partners to practice with instead of a time limit. After a couple of minutes, remove two or three words from the board (e.g., straight, down, for), replacing them with underlined spaces. Continue to remove more words every couple of minutes until almost all of the dialogue is erased.

Step 4: After 10 minutes, have students sit back down and ask them for feedback. Was it difficult? Could they do it? Students are often surprised at their ability to successfully memorize and model a complete dialogue in English, which can have a very positive, motivating effect. As an extension, you can choose two students to stand up and complete the dialogue in front of their classmates. If they have trouble, other classmates can assist them by giving them hints.[33]

B. Previous research Finding

This study need some previous research as a consideration theory the details explain as below:

The first, melodiana. Was presented the thesis with the title is :"Using Short Dialogue Memorization Technique to Improve the Seventh Graders' speaking Skill at SMPN 17 Malang ". the result of this research is 26 students out of 36 students (67%) had score 9,5 in which they were in good category, 6

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[33] Ernest Michael. Disappearing Dialogue (Nagoya Communication arts vocational College, publication of the Japan Association for Language teaching), posted January 2nd 2003

students out of 36 students (33%) had score 12 in which they were in very good category, and 3 students out of 36 students (8%) had score 15 in which they were in excellent category. Finally, the researcher believed that this research will be beneficial for English teachers since it is a meaningful technique to teach speaking.

The second Iis Achdiyat N. Was presented the thesis with the title is: "The Influence Memorizing Vocabulary to Improving Speaking Skill". The result is success. The students can answer the question that she gives to them. So, it has been cleared, that memorizing vocabulary can make the students to improve the speaking skill.

Ikuo Kitagaki, Tokyo University, Published by Elsevier Ltd, 2013. Was presented the journal with the title is: "Effect of English Short Sentence Memorization on the Speaking Skill and the E- learning of English". From the experiment here, the researcher got a significant information suggesting that English sentence memorization has an effect on the enhancement of the speaking skill, which may give a user of the proposed e-learning the educational hint/motivation. When the feature of English learning is designed, it ought to be considered that memorization as an educational methodology is efficient in order to enhance the speaking skill.

C. Theoretical framework

Speaking is oral language that has some elements vocabulary, grammar, accuracy, fluency and pronunciation to express the idea, feeling and communication. Because the different of pronunciation which is represented in the form of phonetic symbols is different and have odder in the sentences, students have difficulty to speak English.

To make students speak English easily, one of the alternative technique of teaching speaking which is suggested in this study is disappearing dialogue. Here, speaking is taught by giving instruction to the students to repeat, memorize, and speak. This technique is designed to familiarize students with the sounds and structural patterns of the language.

Based on the explanation above, it can be concluded that the use of Disappearing dialogue technique hopefully can give motivation to the students and make them easier and interest in English speaking. The writer hopes the application of Disappearing dialogue technique will improve the students speaking skill at Tenth Grade student of MA Ma'arif Klego, Jenangan, Ponorogo in Academic year 2015/2016 .

D. Hypothesis

Hypothesis is the alternative of guess answer which was made by the researcher for the problem which has presented in his research. The guess answer

is the truth which will be tasted his truth by collecting data which is collected by the researcher. [34]

Hypothesis in this research is there any significance difference on speaking skill between students who taught using disappearing dialogue and who do not at the Tenth grade students at MA Ma'arif Klego Jenangan Ponorogo in academic year 2015/2016

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applies a quantitative research. Quantitative approach is emphasizes precisely measuring variables and testing hypothesis that are linked to general causal explanation. Quantitative research based on the measurement of the quantity or amount. It is applicable to phenomena that can be expressed in term of quantity.[35] Based on the scientific grade (setting) research place, there are three research methods. There are experiment, survey and naturalistic[36]

In this research, the researcher applied experimental research method. Experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable. An experimenter

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[34] Suharsimi Arikunto, Manajemen penelitian (Jakarta PT Rineka Cipta, 2000).45

[35] C. R. Khotari, Research Methodology: Method and Technique (New Delhi: New Age International (P) Limited Publishers, 2004), 3.

[36] Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D (Bandung: Alfabeta, 2008), 10

deliberately and systematically introduces change and then observes the consequences of that change. The total of experimental research is to determine whether a causal relationship exist two or more variables. The experiment involves control and careful observation and measurement, the research method. provides that most convincing evidence of the effect that one variable has on another.[37]

One way to control the presences of the interfering variables is random selection of the sample involved in the research. The researcher's access to sample selection determines the type of experimental design. Some of types the experimental design discussed here include true experiment, quasi experiment, pre-experiment, or factorial experiment.[38]

It was an experimental research, and it was the simplest form of experiment design. This research used experimental method to know the Effectiveness of Disappearing Dialogue Method on speaking skill and it used two groups as the subjects, they were XB as an experiment group, and XA as control group.

Quasi-experimental designs are similar to randomized experimental designs. They involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group.

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[37] Donald Ary, Lucky Chaser Jacob, Crish Sorensen, Asghar Razavieh, Introduction to Research Education, (Belmont, CA 94002-3098 USA, Wadsworth, Cengage Learning, 2010), 265
[38] Mohammad Adnan latif, *Research method on Language Learning An Introduction*, (Malang, UM PRESS, 2014)

So, quasi experiment research used to determine the samples that are not possible selected. The procedure in quasi experimental research involves as follows:

1. Define the accessible population of the Select two classes out off all the exiting classes which are of equivalent level.

2. Randomly select one of the classes into experimental group and other one the control group

3. Give the experimental treatment to the experimental group and the control treatment to the control group

4. Assess the results of the treatments of both groups

5. Compute the difference between the average score of experimental group and control group.[39]

The research design is as follows:

```
E 01          X          02
K 03          ——→        04
```
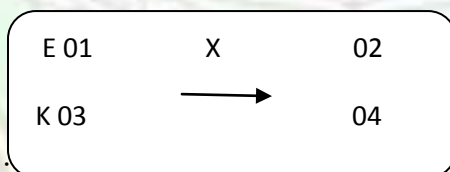
Notes   :

E   : Experimental class (the students who aren't using disappearing dialogue)

K   : control class (the students who are taught not use disappearing dialogue)

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[39]Mohammad Adnan Latief, Research Method on Language Learning an Introduction (Malang: UM Press, 2013), 94.

01   : Pre test for the experiment class

03   : Pre test for the control class

X   : Treatment

02   : Post test for the experiment class

04   : Post test for the control class.[40]

Based on the research design above, the research had two classes. Those were experimental class and control class as the subject. They were VII B class as an experiment class which use disappearing dialogue to teach speaking, and XA as the control class taught using the conventional method.

This research design had purpose to know the use of disappearing dialogue was effective or not. It was divided into three step:

1. Pre research step

This step consist of preparing the data which needed before begin the research. For example, determine the experiment and control class, the lesson plan, instrument to get the data, etc.

2. Research step

In this step, the researcher applied disappearing dialogue method in experiment class and conventional method in control class. Data would be conducted from pre test to post test.

3. Data analysis step

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[40] Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktek* (Jakarta: Rineka Cipta, 1992).79

In this section, data which were gotten would be analyzed by the researcher. The steps were:

a. Collected the post test score from experiment and control class.

b. Tested the data with t-test

B. Population and Sample

1. Population

Population is defined as all members of any well defined class people, event or subject.[41] According Suharsimi, population is all of object that will research in an observation.[42] So, population is all members in the field of the research. When we decided the place of research, we would find the population. In this research, the population was all the tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016.

2. Sample

The part of population is called as sample which considered to represent that population.[43] According Purwanto, sample is the part of population that

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[41] Fred N. Kerlinger .foundation of Behavioral research. (New York. Holt Rinehart and Winston,1996), 52.

[42] Suharsimi Arikunto, Prosedur Penelitian: Suatu pendekatan penelitian(Jakarta PT Rineka Cipta, 1992), 22.

[43] P. Joko Subagyo, Metode Penelitian Dalam Teori dan Praktek (Jakarta: PT Rineka Cipta, 2004),23.

aremeasured.[44] According to Charles, C.M defines a sample as a small group of people selected to represent the much larger entire population from which is drawn.[45] Sample is also a half or a part of the population which is being researched.[46]

C. The instrument for Collecting Data

Data is most important thing in the research, to get the data the researcher has to arrange the instrument and technique data that are needed to collect the data.[47]

Before the researcher determined the instrument of data collection, the researcher explained about the research instrument. It was described in the following table:

Table 3.1 Research instrument

Title of research	Variable	Indicators	Subject	Technique
the effectiveness of disappearing dialogue in speaking skill(quasi experimental	Variable X: disappearing dialogue method Variable Y: Speaking skill	1. The teacher, uses disappearing dialogue method on teaching speaking process. 2. All of the	Tenth grade students The students' achievement on speaking	Giving stimulus to the students Pre test Post test

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[44]Purwanto, Metodologi penelitian Kuantitatif dalam Pendidikan. (Yogyakarta: Pustaka Pelajar, 2008), 83.

[45] Muhammad adnan latief, Research Method on Language learning an introduction (Malang: UM press, 2014) 181

[46] Ibid, Suharsimi Arikunto, Prosedur Penelitian: Suatu pendekatan penelitian(Jakarta PT Rineka Cipta, 1997), 114.

[47] Suharsimi arikunto, Manajemen Pendidikan (Jakarta: PT Rineka Cipta, 2000), 134

on tenth grade student of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016)"		students follow teaching learning process using disappearing dialogue method the students speaking skill at the tenth grade student of MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016)"	test	

D. Technique of data collection

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways who used by researched to get data in the research. For collecting data, the researcher use test and documentation.

1. Test

The technique of collecting data in this research was test. It helped research to learn more about their learners' need, progress and about the effectiveness of their teaching. Test is a manner to conduct a research which is task formed or task stripping which must be worked by the learners or group of students until produce a behavior value or students' achievement, which compared with value of the other students or based on standard value.[48]

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[48]Iskandarwassid, Dadand Sunendar. Strategi Pembelajaran Bahasa (Bandung: PT Remaja Rosdakarya, 2008), 179-180

In this study, the researcher used some activities in teaching learning process as follow:

a. Pre-test was the first activity before the teacher did the teaching learning activities and post test.

b. Give stimulus; the researcher teaching speaking.

c. Post-test was the last activity, the students did a post test. In this test, the students performed the dialogue that given in the two previous meeting. The teacher assessed the students' performance. Post test used to know the students' achievement to determine whether the method was effective or not.

To score students' speaking test, the researcher used scoring rubric, as follow:

Table 3.2 Oral Test Criteria

Table 2.2 Penny Ur Criteria Speaking Score

| Score | Accuracy | | | Fluency |
	Grammar	Pronunciation	Vocabulary	
5	Virtually no grammar mistake or uses correct grammatical sentences or expression	Produce words with correct and clear pronunciation	Uses wide vocabulary appropriately	Speak fluently with rare repetition
4	Occasional grammar slips or incorrect grammatical sentences or expression	Produce words with mostly correct pronunciation but sometimes there is any error	Good range of vocabulary	Speaks with occasional repetition
3	Make obvious grammar mistake or make some grammar mistake	Produces word with some errors pronunciation	Adequate but not rich vocabulary	Speak at length or hesitantly with some

				repetition
2	Mistakes in basic grammar or no correct grammatical sentences or expression	May have many strong foreign accents or produce words with too many errors pronunciation and unintengible	Has poor vocabulary	Speaks slowly and very hesitant with frequent repetition
1	Little or no language produced			Little or no communicati on

Then, the total score will be implemented by 5, as follows:

20x5=100

In this test section, the researcher needed to know whether the test was valid

or not. So, the researcher did some examine as follow:

a. **Validity**

Validity means the extent to which inferences made from assessment

result are appropriate, meaningful, and useful in terms of the purpose of the

assessment.[49] Test is said to have validity if the result are in accordance with

the criterion, in term of parallels between the result of test with criterion.

Technique used usually the product moment correlation technique proposed by

person. The formula is

$$rxy = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Information:

Rxy = coefficient correlation between variable x and y

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[49]H. Douglas Brown, Language Assessment Principles and Classroom Practice. (New York, Longman,. 2000), 22

N   = total respondent

ΣXY = total product score with score total

ΣX = scores item total

ΣY = scores total

$(\Sigma X)^2$ = quadrate score item total

$(\Sigma Y)^2$ = quadrate score total

In this case of this item analysis Masrun (1979) as cited by Sugiyono stated "Correlation technique to determined the validity of this item until now the most widely used technique". Furthermore, in giving the interpretation of the correlation coefficient, Masrun stated "item that have a positive correlation with the criterion (total score) and a high correlation, indicating that the item also have a high validity. typically, the minimum requirements to be eligible if r = 0,482 ". So, if the correlation between the items with total score of less than 0,482, the item is invalid.

Table 3.3 The result calculation item validity

Item number	"r" calculated	"r" table	Notes
1	0,7124	0,497	Valid
2	0,5145	0,497	Valid
3	0,7107	0,497	Valid
4	0,5695	0,497	Valid

E. Reliability

A reliable test is consistent and dependable.[50] Reliability is the degree to which the test consistently measures whatever it measures. Reliability indicates the extent to which individual differences on test scores are attributable to true differences versus chance errors.

According James Dean, reliability is the extent to which the result can be considered consistent or stable.[51]In reliability by K-R. 20 (Kuder-Richardson 20) formula as follow:

$$rxx = \frac{K}{K-1}\left(\frac{s_x^2 - \Sigma pq}{s_x^2}\right)$$

   rxx   : reliability of the whole test

K : number of items on the test

S_X^2 :variance of scores on the total test(aquared standard deviation)

P : proportion of correct responses on a single item

Q : proportion of incorrect responses on a single item

Reliability of the result of the above calculation was the value of the variable instrument reliability students' is 1,109. So, that is a reliable.

2. Documentation Technique

Documentation technique is the way to collect data by photos, ancient, magazine, etc.[52] in this research documentation was used to find out the name of subject, and the profile of the school from MA Ma'arif Klego.

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[50] Ibid,. 20

[51] James Dean Brown, Testing in Language Program: a Comprehension Guide to English language Assessment (New York: McGraw-Hill ESL/ELT, 2005), 175.

F. Technique of Data Analysis

After collecting the data, the researcher used t-test to analyze the data. This research was used to compare the result of post test in experiment class and control class.

The formulas to analyze the data are:[53]

1. **Determining of means post test from each group**

$$M1 = M^{'} + i \left[\frac{\sum fx'}{n1} \right]^2 \quad M2 = M^{'} + i \left[\frac{\sum fy'}{n2} \right]^2$$

2. Determining of standard deviation of each group

$$SD1 : i \sqrt{\frac{\sum fx'2}{n1} - \left[\frac{\sum fx'}{n1} \right]^2} \quad SD2 : i \sqrt{\frac{\sum fy'2}{n2} - \left[\frac{\sum fy'}{n2} \right]^2}$$

3. Determining of error mean from each group

$$SE_{M1} = \frac{SD1}{\sqrt{n1-1}} \qquad SE_{M2} = \frac{SD1}{\sqrt{n2-1}}$$

4. Determining the differentiation standard error between the mean variable I and variable II

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

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[52]Suharsimi Arikunto , *Procedur Penelitian* , Suatu Pendekatan Praktik, 149

[53] Retno widyaningrum, Statistik Pendidikan (Ponorogo: STAIN Ponorogo Press, 2007). 175

5. Determining of t-test

$$t_o = \frac{M1 - M2}{SEm\,1 - m\,2}$$

1. Interpretation

Interpretation is consulting the result between t_t (t-table) and t_o (t-observation). If t_o is higher than t_t H_o is refused and Hais received. If t_o is smaller than t_t, H_o is received and H_a is refused.

Notes:

M_1 : means of variable x

M_2 : means of variable y

I : interval

$\sum fx^2$: sum of frequently x'

$\sum fy^2$: sum of frequently y'

N_x : the number of sample variable x

N_y : the number of sample variable y

SD_1 : standard deviation of variable x

SD_2 :standard deviation of variable y

SE_{M1} :standard error of mean x

SE_{M2} :standard error of mean y

SE_{MI-M2} :standard error between the mean from variable I and variable II

T_2 : t-test

CHAPTER IV

RESEARCH RESULT

A. Research Location

The researcher conducted the research at MA Ma'arif Klego in academic year 2015/2016. It is located in Jl. Halim Perdana Kusuma No.38 Klego Mrican Jenangan, Ponorogo, Jawa Timur. For more information about MA Ma'arif Klego.[54]

B. Data Description

1. Procedure of Experiment

This research was used experiment research made two classes. Those were X B as experiment class and X A as control class. The number of experiment class was 17 students and 16 students of control class. In experiment class, the researcher used disappearing dialogue technique in

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[54] See appendix

teaching learning process. There were some procedures used in this class. Pre test, treatment and post test.

Firstly, the students were given pre-test to give evidence of homogeneity. So, the researcher needed to give evidence by giving pre-test. The students were practicing the dialogue with their groups. Each group was consists of two students. After that, the students were given the first treatment of disappearing dialogue the material was "asking direction". In this step, the students were given the vocabulary about the material. It was held on March, 16th 2016.

Secondly, the second treatment of Disappearing Dialoguetechnique held on 17th 2016. The material was "asking direction". In this step, the students were given the second drills to increase their speaking skill; through repetition and memorize and practice dialogue in front of the class.

Thirdly, that was post test. It was held on March, 23th 2016. It used to measure whether the disappearing dialogue technique was success or not in teaching speaking.

The pre test and post test had same level criteria. It used to know the true result whether the method was effective or not. The test item was suitable with standard competence and based competence on curriculum for the seventh grade of junior high school.

There were some activities done during in pre-test and post-test. They were as follow:

1) Teacher introduces the dialogue.

2) Teacher read the dialogue/the material

3) Students repeat the teacher

4) Teacher wipe of the word in the blackboard

5) The students memorize the word/dialogue/material.

6) Giving exercise to the students to make the dialogue

2. Procedure of Control Class

The researcher took XA as a control class which applied lecturetechnique. It was trying to make teaching and learning process naturally. So the result of the students described the reliability of the students.

The number of XA class was 16 students. There were three meeting for the control class. The procedure was the same with the procedure of experimental class. There pre-test, treatment with lecturetechnique and post test. Pre-test and first treatment was held on March, 16th 2016.

The material which was taught to the students was same with experimental class. That was one of principles in the experimental research, different treatment with the same material.

The lecture technique was not newtechnique which was taught by the teacher in teaching and learning process. So, the students were familiar with the method to make the students paying attention to the teacher, or when the teachers had many material, it would suitable technique that the students would

be bored, did not interesting and the class were very crowded, because the teachers could not control the situation in the class.

The teaching and learning process using lecturetechnique through some steps, they are:

1) Giving one of dialogue

2) Teacher reading the text and the student pay attention

3) The students read the text individually

4) Teacher asked students to mention the difficult word

5) Giving exercise to the students to make the dialogue

Table 4.1 The data of Pre-test in Experimental Class

No	Name	pronunciation	grammar	Fluency	vocabulary	Total
1	Alif H	15	10	15	20	60
2	Lailatul f	15	15	15	15	60
3	Dian Yuana	20	15	15	20	70
4	Erica N	20	20	10	15	65
5	Hanna S	20	10	10	20	60
6	Luluk	20	20	20	15	75
7	Milan F	20	20	15	15	75
8	Nova Lilian	15	10	20	20	65
9	Nur Cholis	20	15	15	15	65
10	N. Hidayah	20	20	15	15	70
11	Pipit S	15	15	20	20	70
12	Nur Azizah	15	20	15	15	65
13	Nurhalizah	15	15	15	15	60
14	Sulis	15	15	10	20	60
15	Tsaniatus s	10	15	15	20	60
16	Vika P	15	15	10	20	60
17	Vinda F	10	15	15	20	60

Table 4.2 The Data of Pre-test in Control Class

No	Name	pronunciation	grammar	Fluency	vocabulary	Total
1	Agung Susilo	20	20	20	20	80
2	Defri Tri	15	20	10	15	60
3	Fadli Ridwan	15	10	20	20	65
4	Fuad hadi	20	15	15	10	65
5	Frengky A	15	10	15	15	55
6	Gilang S	20	20	20	20	80
7	Hengki Budi	20	15	15	15	65
8	M. Subekti	20	15	15	15	65
9	Nuriyanto	20	15	15	10	60
10	Pujo L	20	15	10	20	65
11	Rivaldo Yola	15	15	15	15	60
12	Rizkyanto	15	15	15	15	60
13	Syahsa	15	15	15	15	60
14	Yazid Luthfi	20	20	20	15	75
15	Kevin	20	20	10	15	65
16	Al Kholifah	15	15	15	15	60

Table 4.3 The Data of Post test experimental Class

No	Name	pronunciation	grammar	Fluency	vocabulary	Total
1	Alif H	20	20	20	20	80
2	Lailatul f	20	20	15	15	70
3	Dian Yuana	20	20	15	15	70
4	Erica N	15	20	20	20	75
5	Hanna S	15	20	15	15	65
6	Luluk Dwi	20	20	20	20	80
7	Milan F	20	20	20	20	80
8	Nova Lilian	20	20	10	15	65
9	Nur Cholis	10	20	20	15	65
10	Nur H	20	20	20	15	75

11	Pipit S	15	20	20	20	75
12	Nur Azizah	20	20	20	15	75
13	Nurhalizah	20	15	20	15	70
14	Sulis	20	20	20	15	75
15	Tsaniatus s	15	20	20	20	75
16	Vika P	20	10	15	15	60
17	Vinda F	20	15	15	15	60

Table 4.4 The Data of Post Test In Control Class

No	Name	pronunciation	grammar	Fluency	Vocabulary	Total
1	Agung Susilo	20	20	20	20	80
2	Defri Tri	15	10	20	20	65
3	Fadli Ridwan	15	20	15	20	70
4	Fuad hadi	15	20	20	20	75
5	Frengky armas	20	20	15	20	75
6	Gilang Samsul	15	20	20	15	70
7	Hengki Budi	20	15	15	20	70
8	M.Imam S	20	20	15	15	70
9	Nuriyanto	15	20	15	15	65
10	Pujo L	20	20	20	20	80
11	Rivaldo Yola	20	20	15	15	70
12	Rizkyanto	15	20	20	15	70
13	Syahsa Zuharo	20	20	15	20	75
14	Yazid Luthfi	15	20	15	15	65
15	Kevin	20	15	20	15	70
16	Al Kholifah	20	15	15	20	70

C. Data Analysis

This section the researcher used t-test to analyze the data. So, the researcher needed to know the normality and homogeneity of the data. It explained as follow:

1. Normality Test

Table 4.5 The Table of Normality Test on Experimental Class

x	F	Fx	x^2	fx^2	Fkb	f/N	fkb/N	Z	P<Z	a_2	a_1
12	4	48	144	576	17	0,24	1	1,451	0,6736	0,3264	-0,0864
11	7	77	121	847	3	0,41	0,76	0,132	0,5517	0,20483	0,20517
10	6	60	100	600	6	0,35	0,35	-1,188	0,1190	0,231	0,119
tot	17	185		2023							

To determine some contents on the table above, the researcher use some formulas, such as:

a. Determine Mean

$$M1 = \left[\frac{\sum fx}{n}\right] = \frac{185}{17} = 10,9$$

$$SD_x = \sqrt{\frac{\sum fx^2}{Nx} - \left[\frac{\sum fx}{Nx}\right]^2}$$

$$= \sqrt{\frac{2023}{17} - \left[\frac{185}{17}\right]^2}$$

$$= \sqrt{119 - 10,88235294^2}$$

$$= \sqrt{119 - 118,4256055^2} = \sqrt{0,5743945} = 0,757888184$$

b. Determine Z

$$Z = \frac{x - Mx}{SDx} = = = \frac{X - 10,9}{0,757888184}$$

c. Determine $P \leq Z$ (find it at table Z)

d. Determine a_2 (a_2 is quarrel between fkb/N and $P \leq Z$)

e. Determine a_1 (a_1 is quarrel between f/N and a_2)

Based on explanation above the researcher determines the hypothesis follow:

Ho : the data normal

Ha : the data do not have normal distribution

Look at the Kolmogorov − Smirnov' table with the standard significant: 0, 328

Criteria:

Decline Ho if a_1 (max) > D (table)

Accept Ho if a_1 (max) $\leq$ D (table)

D (max) = 0,20517

D (max) = 0,328

So, the Ho was accepted. It meant the data have normal distribution.

Table 4.6 The Table of Normality Test on Control Class

X	F	Fx	x^2	fx^2	fkb	f/N	fkb/N	Z	$P < Z$	A_1	a_2
12	4	48	144	576	16	0,25	1	1,440	0,9251	0,0749	0,1751

11	3	33	121	363	12	0,19	0,75	0,4383	0,6700	0,08	0,11
10	7	70	100	700	9	0,44	0,5625	-0,5636	0,2877	0,2748	0,1652
9	2	18	81	162	2	0,13	0,125	-1,5656	0,0656	0,0656	0,0644
Tot	16	169	446	1801							

To determine some contents on the table above, the researcher use some formulas, such as:

a. Determine Mean

$$M1 = \left[\frac{\sum fx}{n}\right] = \frac{169}{16} = \mathbf{10{,}5625}$$

$$SD_x = \sqrt{\frac{\sum fx^2}{Nx} - \left[\frac{\sum fx}{Nx}\right]^2}$$

$$= \sqrt{\frac{1801}{16} - \left[\frac{169}{16}\right]^2}$$

$$= \sqrt{112{,}5625 - 111{,}5664063}^2$$

$$= \sqrt{0{,}9960937} = \mathbf{0{,}998044938}$$

b. Determine Z

$$Z = \frac{x - Mx}{SDx} = = = \frac{X - 10{,}5625}{0{,}998044938}$$

c. Determine $P \leq Z$ (find it at table Z)

d. Determine a_2 (a_2 is quarrel between fkb/N and $P \leq Z$)

e. Determine a_1 (a_1 is quarrel between f/N and a_2)

Based on explanation above the researcher determined the hypothesis follow:

Ho : the data normal

Ha : the data do not have normal distribution

Look at the Kolmogorov – Smirnov' table with the standard   significant: 0, 328

Criteria:

Decline Ho if a_1 (max) > D (table)

Accept Ho if a_1 (max) ≤ D (table)

D (max) = 0,175

D (max) = 0,328

So, the Ho was accepted. It meant the data had normal distribution.

2. Homogeneity Test

To do homogeneity test, the researcher uses some steps as follow:

Formula: F (max) $= \dfrac{var\ max}{var\ min} = \dfrac{SD\ max^2}{SD\ min^2}$

a. Make frequency distribution table

Table 4.7 The Table of Homogeneity Test on Experimental Class

X	F	Fx	x^2	fx^2
12	4	48	144	576
11	7	77	121	847
10	6	60	100	600
Total	17	185	365	2023

Table 4.8 The Table of Homogeneity Test of Control Class

Y	F	Fy	y^2	fy^2
12	4	48	144	576
11	3	33	121	363

10	7	70	100	700
9	2	18	81	162
Total	17	169	446	1801

b. Determine SD

$$SD_x = \sqrt{\frac{\Sigma fx^2}{N}} - \left[\frac{\Sigma fx}{N}\right]^2 = \sqrt{\frac{2023}{17}} - \left[\frac{185}{17}\right]^2 = 1,002422194$$

$$SD_y = \sqrt{\frac{\Sigma fy^2}{N}} - \left[\frac{\Sigma fy}{N}\right]^2 = \sqrt{\frac{1801}{16}} - \left[\frac{185}{16}\right]^2 = 1,026393703$$

c. Use Harley's formula

$$F(max) = \frac{var\ max}{var\ min} = \frac{1,028879828^2}{1,002422194^2} = 1,026393703$$

d. Determine hypothesis

Based on explanation above the researcher determines the hypothesis as follow:

Ho : the data is homogeneity

Ha : the data is not homogeneity

Look at the F(max) table with the standard significant: 5%. So, it can be obtained: 3,54.

Criteria:

Rejected Ho if $F_{(max)value} > F_{(max)\ table}$

Accepted Ho if $F_{(max)value} < F_{(max)\ table}$

$L_{(max)\ value} = 1,03$

$L_{(max)\ value} = 3,54$

So, the conclusion is accepting the Ho. It means the data is homogeneity

3. T-test

   a. Determine the measurement table and hypothesis

Table 4.9 The Measurement Table of Experiment Class (Variable X)

X	F	x'	fx'	x'^2	fx'^2
12	4	1	4	1	12
11	7	0	0	0	0
10	6	-1	-6	1	10
total	17		2		22

Table 4.10 The Measurement Table of Control Class (Variable Y)

Y	F	y'	fy'	y'^2	fy'^2
12	4	1	4	1	4
11	3	0	0	0	0
10	7	-1	-7	1	7
9	2	-2	-4	4	8
Total	16		-7		19

Test the Hypothesis

Ho (Hypothesis Nul)

1. The use of disappearing dialogue technique is not effective in spiking skill to the tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

2. The use of lecture technique is not effective in spiking skill to the tenth grade students at MA Ma'arif Klego in academic year 2015/2016

3. There is no differences between using disappearing dialogue technique and lecture technique in spiking skill at tenth grade

students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

Ha (Hypothesis Alternative)

1. The use of disappearing dialogue technique is effective in spiking skill to the tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

2. The use of lecture technique is effective in spiking skill to the tenth grade students at MA Ma'arif Klego in academic year 2015/2016

3. There is have differences between using disappearing dialogue technique and lecture technique in spiking skill at tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

b. Measure the Mean of X and Y

$$M_x = M' + i \left[\frac{\sum fx'}{N}\right] = 11 + 1 \left[\frac{2}{17}\right] = 11 + 0, 1176470588 = \textbf{11,12}$$

$$M_y = M' + i \left[\frac{\sum fy'}{N}\right] = 10,5 + 1 \left[\frac{-7}{16}\right] = 10,5 + (-0, 4375) = \textbf{10,06}$$

c. Measure standard deviation of X and Y

$$SD_x =_i \sqrt{\frac{\sum fx^2}{N1} - \left[\frac{\sum fx}{N1}\right]^2} = 1\sqrt{\frac{22}{17} - \left[\frac{2}{17}\right]^2}$$

$$= 1\sqrt{1,291176471 - 0,0138408304}$$

$$= 1\sqrt{1,2802768167} = 1 \text{ x } 1,31493180 = 1,1314931801$$

$$SD_y = {}_i\sqrt{\frac{\Sigma f y^2}{N2} - \left[\frac{\Sigma f y}{N2}\right]^2} = 1\sqrt{\frac{19}{16} - \left[\frac{-7}{16}\right]^2}$$

$$= 1\sqrt{1,1875 - 0,19140625}$$

$$= 1\sqrt{0,99609375} = 1 \times 0,9980449639 = 0,9980449639$$

d. Measure the standard error of variable x and variable y

$$SE\ Mx = \frac{SDx}{\sqrt{Nx-1}} = \frac{1,314931801}{\sqrt{17-1}} = \frac{1,314931801}{4} = 0,282873295$$

$$SE\ My = \frac{SDy}{\sqrt{Ny-1}} = \frac{0,9980449639}{\sqrt{16-1}} = \frac{0,9980449639}{3,8729833462} = 0,2576941016$$

e. Measure SE_{M1-M2}

$$SE_{Mx\text{-}My} = \sqrt{SEMx^2 + SEMy^2}$$

$$= \sqrt{0,282873295^2 + 0,2576941016^2}$$

$$= \sqrt{0,080017301 + 0,06640625}$$

$$= \sqrt{0,146423551} = 0,3826533039$$

f. Determine t_o

$$t_0 = \frac{Mx - My}{SE\ Mx - My}$$

$$= \frac{11,12 - 10,06}{0,3826533039}$$

$$= \frac{1,06}{0,3826533039} = 2,7701315765$$

D. Discussion and Interpretation

   Discussion was used to answer the hypothesis that disappearing dialogue technique was effective use in increasing the speaking skill of tenth grade students of MA Ma'arif Klego in academic year 2015/2016. So, next steps was hypothesis test the data (variable x and y) with interpretation.

Interpretation is consultation between t_t (t-table) and t_o (t-observation). If t_o higher than t_t ($t_o > t_t$), the result Ho was rejected and Ha was fun rejected. If t_o smaller than t_t ($t_o < t_t$) the result Ho is un rejected and Ha is rejected.

Ho (Hypothesis Nul)

1. The use of disappearing dialoguetechnique is not effective in spiking skill to the tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

2. The use of lecture technique is not effective in spiking skill to the tenth grade students at MA Ma'arif Klego in academic year 2015/2016

3. There is no differences between using disappearing dialogue technique and lecture technique in spiking skill at tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

Ha (Hypothesis Alternative)

1. The use of disappearing dialogue technique is effective in spiking skill to the tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

2. The use of lecture technique is effective in spiking skill to the tenth grade students at MA Ma'arif Klego in academic year 2015/2016

3. There is have differences between using disappearing dialoguetechnique and lecture technique in spiking skill at tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

Determine db/df (degree of freedom) with the formula:

Db/df = (N$_1$ + N$_2$) − 2

= (17 + 16) − 2 = 31

So, db was 31 in the table. Then the score of t$_o$ was consulted with t$_t$ to the db = 31, they were for the 5% significance, t$_o$ = 2,7701315765 and t$_t$ = 2,03 (t$_o$>t$_t$), so Ho rejected.

Based on the result above, it could be concluded that (t$_o$>t$_t$). it meant that

1. The used of disappearing dialogue technique was effective in speaking skill to the tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

2. The used of lecture technique was effective in speaking skill to the tenth grade students at MA Ma'arif Klego in academic year 2015/2016

3. There was have differences between using disappearing dialogue technique and lecture technique in speaking skill at tenth grade students at MA Ma'arif Klego, Jenangan, Ponorogo in academic year 2015/2016

    Since the result of this research was effective, it was needed to analyze to know the reason why the technique was effective. It is caused the disappearing dialogue technique is easy to used for students and also for teacher.

    In disappearing dialogue technique, students were easier to practice and also could increase the self confident. Because the students were taught to remember the lesson about vocabulary and material and after remember, they must practiced in front of the class

CHAPTER V

CLOSING

A. **Conclusion**

Based on the result of the data analysis and discussion before, the researcher concludes that

1. The tenth grade students of MA Ma'arif Klego in academic year 2015/2016 who are taught by disappearing dialogue technique have better in speaking skill. It can be see a the result of using disappearing dialogue technique in teaching speaking to tenth grade students of MA Ma'arif Klego in academic year 2015/2016 that is obtained before (pre-test): For the experiment class (XB), the average from the pre-test is 64,70 and after applying disappearing dialogue technique for the experiment class (XB) the average from post-test is 71,47

2. The tenth grade students of MA Ma'arif Klego in academic year 2015/2016 who are taught by lecturetechnique not have better in speaking skill. It can be see a the result of using lecture technique in speaking skill to tenth grade students of MA Ma'arif Klego in academic year 2015/2016 that is obtained before (pre-test is 9,625 and the post test is 10,06.

3. The use of disappearing dialogue technique is effective to increase the speaking skill of tenth grade students of MA Ma'arif Klego in academic year 2015/2016. Base on the result of data analysis in chapter IV, it can be concluded that ($t_o > t_t$). as the consulted to 5% significance level with db 31, it

is obtained that t_o = 2,7701315765 and t_t = 2,03 ($t_o > t_t$), so Ho is rejected. It means the disappearing dialogue technique is effective used to increase the speaking skill of tenth grade students of MA Ma'arif Klego in academic year 2015/2016.

B. Recommendation

Based on the research above, some suggestions are proposed:

1. The English teacher should use disappearing dialogue technique as an alternative technique in teaching speaking ability. There are reasons underlying the researcher's suggestions:

   a. Internal reasons, for examples:

      ▪ Can increase the self confident of students

      ▪ Students can increase the vocabulary

      ▪ The students more interesting with speaking

   b. External reasons, for examples:

      ▪ Disappearing dialoguetechniqueis the method for teaching speaking that it is effective used in many places. Base on the result of research, it also effective used in teaching speaking to the tenth grade students in MA Ma'arif Klego in academic year 2015/2016

2. This research result can be used for the other researchers as the basis to conduct a further research in teaching speaking by using disappearing dialogue technique.