THE EFFECTIVENESS OF DIALOG SCRIPT MEDIA IN TEACHING SPEAKING

AT MAN 3 MADIUN

THESIS

By

DEWI ROHAYATUL KHASANAH

NIM. 204180086

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

JUNE 2022

ABSTRACT

KHASANAH, DEWI ROHAYATUL. 2022. *The Effectiveness of Dialog Script Media in Teaching Speaking at MAN 3 Madiun*. Thesis, English Education Departement, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

Keywords: Dialog Script Media, Speaking Skill and Teaching Speaking

In teaching English, speaking has been considered one of the language skills to improve children's critical thinking power in channeling the ideas that must develop through their potential. In teaching speaking, one must have good motivation and self-confidence because this can affect the speaking style and creative level so that it is not dull for listeners. Dialog Script Media is one media that can help teach speaking and make the teaching processes more creative and effective.

The purpose of this research was to know there was any effect the use of dialog script media in teaching speaking at MAN 3 Madiun.

This research applied quantitative approach and used the quasi-experimental design. This research, used an experimental group and control group. The population was taken from tenth grade classes with 63 students of MAN 3 Madiun. The number of the sample in this research were 21 students of experimental group and 23 students of control group. The procedure of data collection were the test. To analysis it, the researcher used t-test formula to know there was significant difference between the students who are taught using dialog script media and those who are not in teaching speaking.

The result of this research showed that the score of t-calculation from t-paired test is that the value of Sig(2-tailed) is 0,000 less than 0,05, so that H_a was accepted and H_0 was rejected. So, from the computation above it can be concluded that there was any effect the use of dialog script media in teaching speaking at MAN 3 Madiun.
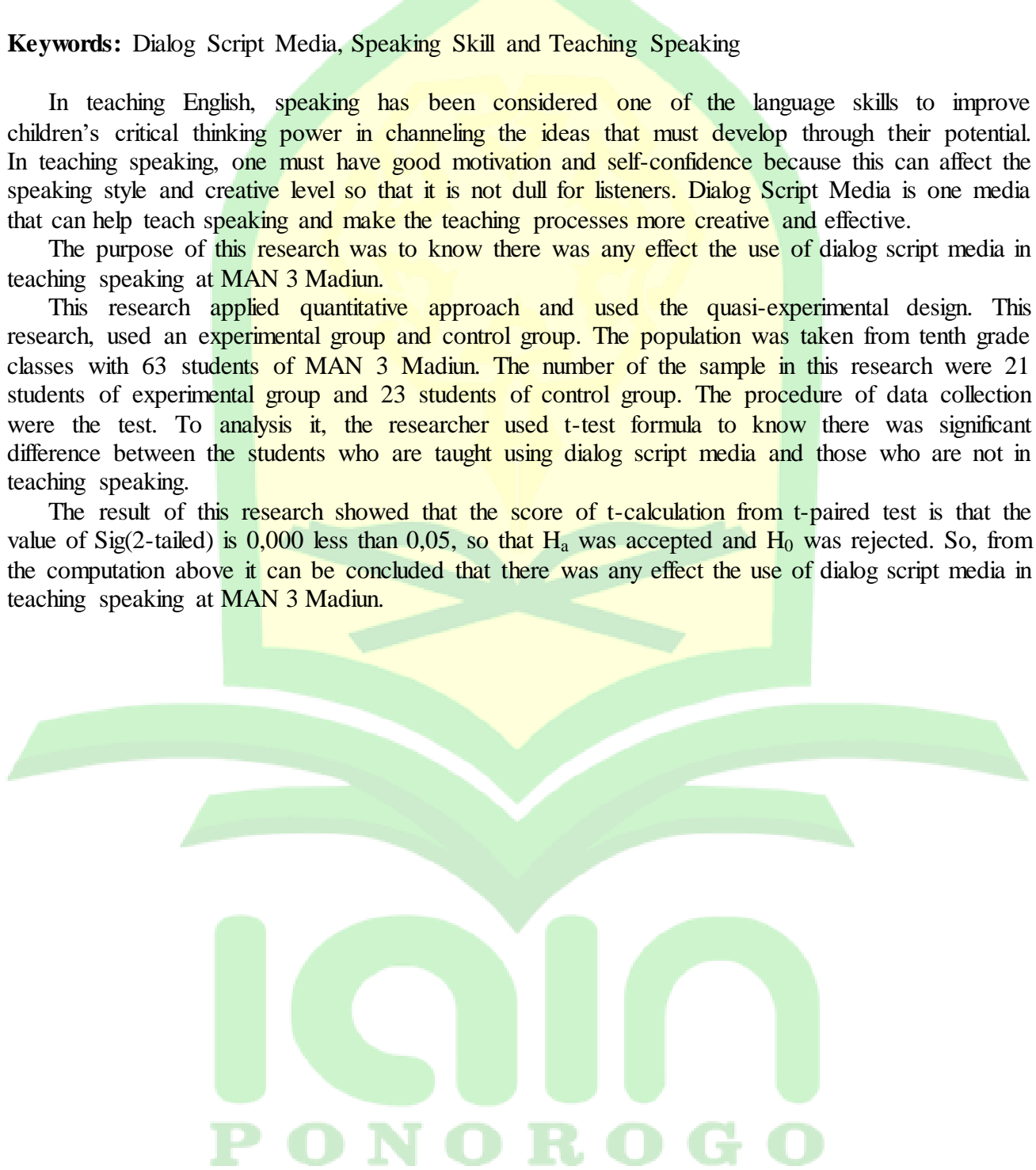
APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name	: Dewi Rohayatul Khasanah
Student Number	: 204180086
Faculty	: Tarbiyah and Teacher Training
Departement	: English Education
Title	: The Effectiveness of Dialog Script Media in Teaching Speaking at MAN 3 Madiun

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dra. Aries Fitriani, M.Pd
NIP. 196901071999032001

Date: Ponorogo, 14 April 2022

Acknowledged by
Head of English Education Departement of
Tarbiyah and Teacher Training Faculty
State Institute of Islamic Studies Ponorogo

Puspita Kirana, M.Pd
NIP. 198303272011012007

MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name   : Dewi Rohayatul Khasanah

Student Number : 204180086

Faculty   : Tarbiyah and Teacher Training

Departement   : English Education

Title   : The Effectiveness of Dialog Script Media in Teaching Speaking at MAN 3 Madiun

has been approved by the board of examiners on

Day   : Wednesday

Date   : 18th May 2022

and has been accepted as the requirement for the degree the *sarjana* in English Education on:

Day   : Friday

Date   : 3rd June 2022

Ponorogo, 3rd June 2022

Certified by

Dean of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo

Dr. H. Moh. Munir, Lc, M.Ag.

NIP.196807051999031001

Board of Examiners

1. Chairman   : Dr. Tintin Susilowati, M.Pd   (   )
2. Examiner I : Winantu K.S.A., M.Hum   (   )
3. Examiner II : Dra. Aries Fitriani, M.Pd   (   )

iv

iv

SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan dibawah ini:

Nama	:	Dewi Rohayatul Khasanah
NIM	:	204180086
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul	:	The Effectiveness Of Dialog Script Media In Teaching Speaking At
		MAN 3 Madiun

Menyatakan bahwa naskah skripsi/thesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **etheses.iainponorogo.ac.id.** Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 22 Juni 2022

Dewi Rohayatul Khasanah
204180033

v

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama   : Dewi Rohayatul Khasanah

NIM   : 204180086

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Judul Skripsi : The Effectiveness of Dialog Script Media in Teaching Speaking at MAN 3 Madiun.

dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo,

Yang Membuat Penyataan

Dewi Rohayatul Khasanah

vi

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

A. Background of the study

In teaching English, speaking has been considered one of the language skills to improve children's critical thinking power in channeling the ideas that must develop through their potential.[1] The language used in good speech must be functional and structural according to the rules in categorized for English. In addition, students must understand the function of communicating with others by considering the social and cultural context.

Speaking is an attempt to channel ideas in someone's mind to get feedback.[1] So by speaking, can ask for and receive comments, rebuttals, responses to find the right solution to some problems that can attract the attention of their listeners. Speaking in senior high school is one of the factors skills essential to mastered by students.[2] Good public speaking skills are complicated to get or have for someone because it must be done by honing English skills by paying attention to fluency, grammar, vocabulary, comprehension, and pronunciation. So to improve good speaking skills, you must pass the test according to these aspects.

In teaching speaking, one must have good motivation and self-confidence because this can affect the speaking style and creative level that is not boring for listeners.[4] So it is perfect for

---

[1] William, Littlewood. *Developing a Context-sensitive Pedagogy for Communication-oriented Language Teaching*. English Teaching . (2013). *68*(3), 3–25.

[1] Clark. *The Quick and Easy Way to Effective*. Speaking. 1997

[2] Rao, P. S. *The importance of speaking skills in English classrooms*. Alford Council of International English & Literature Journal (ACIELJ), 2(2), (2019). 6-18.

[4] Nurhayati. *Using local drama in writing and speaking: EFL learners' creative expression*. Journal of English Language Teaching and Linguistics, 1(1), (2016). 51-77.

someone to have the creative power to choose an excellent and structured topic so that it does not affect his speaking skills.

In addition, regular English language practice is required to improve students' speaking skills, and high student motivation is needed.[5] English teachers play an essential role in supporting students and helping them practice their English in the classroom. Teachers need to create appropriate and exciting activities to help students improve their speaking skills. Of course, they should consider the students' interests, determining whether the action is warranted. Teachers should be careful when choosing speaking teaching activities.

Based on the observation at MAN 3 Madiun, tenth-grade students have problems with spoken English.[6] Students rarely can use English in class to communicate and share their ideas with others. It was difficult for her to speak English, but the teacher didn't care too much. They have boring English teaching learning. Teachers use video conversation strategy, and students listen to conversations during teaching English without practicing with friends because time spent watching videos until the lesson ends.[7] She rarely used other media to support his teaching and focused only on what the students might have in the final test.

Another problem that appears in speaking is in terms of pronunciation and vocabulary. The students had limited sources to learn vocabulary and pronunciation. The students were lack of courage when they were asked to speak English. The students said they were not accustomed to using English in their learning process since the method used at school was not enough to allow all students to speak.[8] It made them have less practice of speaking and affected their speaking skill, and learners have a low communicative English competence since lack of opportunity to

---

[5] Mu'alimah, S.R *Investigating the implementation of Character Education in an Indonesian EFL Classroom.*, *3*(2), (2020). 185-204.

[6] Observation on Tuesday, 15 February 2022.

[7] Interview with English teacher at MAN 3 Madiun on Thursday, 10 February 2022.

[8] Interview with Students at MAN 3 Madiun on Thursday, 10 February 2022.

speak up their English in the classroom. Instead, the teacher was the only person who gave them extensive knowledge and insight about speaking skills. Lack of active interaction between teachers and students. Teaching and learning activities are not provided with media that can attract students' attention. Lack of self-confidence and motivation causes students not to be able to develop their speaking skills.

The teacher mostly used the workbook, coursebook, and other media such as radio tape, multimedia room and LCD.[9] But, the media is used only to explain the material. Students rarely learn to speak aloud a dialogue, answer specific questions from workbooks, and sometimes their conversation is not practiced in front of the class with peers and present it. Teaching and learning material processes focused on the module. They understand the focus on the material being taught. Speaking is not tested because the teacher rarely teaches it in class.

The motivation that students have in speaking in class looks very bad.[10] Because of the teacher's tedious method, most of them are also ashamed of their abilities and lack confidence in speaking English. They tend not to understand English and use Indonesian more in learning. They speak English only when answering the teacher's questions. They worry about other students' responses and make mistakes in pronunciation or grammar. Having inadequate vocabulary and not being able to say what they mean is another problem that causes students to be less open to their potential.

Students rarely have conversations with their teachers and friends in English. They don't understand what they hear when they speak English. Several factors can attract students to understand and get to know in honing their English speaking skills by creating a fun learning system using media. Therefore, the teacher uses the media to improve speaking skills.

---

[9] Interview with English teacher at MAN 3 Madiun on Thursday, 10 February 2022.

[10] Observation on Tuesday, 15 February 2022.

Dialogue Script Media is one media that can help teach speaking and make the teaching processes more creative and practical with a variety of innovative teachers. One of them is introducing media to attract students' attention to be more happy and excited speaking English. The media helps students reach the goal of teaching speaking, so the students are motivated to enjoy joining the class.

That is a provide extensive exposure to authentic power language through visual stimulation in a way that is possible to provide opportunities to use it. There are some reasons for using dialog script media in teaching speaking:[11]

1. Dialog script visually contain interesting for students.

2. Provide clear, authentic material with correct pronunciation and vocabulary for students to practice.

3. Dialogue trains the right conversation situations and the right body language of the speaker to the audience so that it is easy to understand.

In addition, dialogue scripts are also used to improve students' understanding of the English language.[12] The researcher uses the media to determine whether using script dialogs can provide solutions to existing problems. With the media in learning speaking as a learning tool, it is expected to support the interest and enthusiasm of students to help improve their mastery of speaking skills.

The use of dialogue script media, especially mapping dialogue in students' speaking activities is very helpful to stimulate and motivate them to speak.[13] It is believed that the use of mapping dialogue activities in the students' speaking class will make a positive contribution to

---

[11] Alamri, H. *Audio visual scene-aware dialog. In Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition* .(2019). (pp. 7558-7567).

[12] Burns, A., & Hill, D.. *Applied linguistics and materials development*, (2013). 231-248.

[13] Van der Meij, Effects of scripting on dialogues, motivation and learning outcomes in serious games. *British journal of educational technology*, *51*(2), (2020). 459-472.

their speaking skills. Therefore, to help students improve their speaking skills, the researcher chose dialogue script media especially dialogue mapping as an alternative way.

Based on the result of observation at MAN 3 Madiun, the researcher found that students faced problems in speaking.[14] The difficulties are students' difficulty saying something in English. Students felt unconfident when they spoke in front of class and students felt ashamed or afraid if they expressed their ideas or opinions. The researcher thinks that students need a fun strategy to make them interested and attracted to these problems.

Furthermore, students feel bored when the teacher explains the material using the video-conversation lecture media.[15] Another fact that the researcher found at MAN 3 Madiun is self-confidence. Most students do not dare to speak, and they are afraid to make mistakes and laugh with their friends. So students need fun learning to feel interested and excited when learning speaking. Therefore, with this research, the contribution made in teaching speaking is that it can increase students' interest in improving their speaking skills, can increase their confidence in front of the class, can hone students' potential, and can make students more creative in increasing their critical thinking ability.

Every student has a different speaking ability. According to the researcher experience when Magang 2 at MAN 3 Madiun, the difference in students' speaking ability levels can be seen when learning in class. Students' ability can be seen in their pronunciation, comprehension, vocabulary, grammar, and fluency. This research is aimed to find out how effective is speaking teaching using dialogue media to improve the ability of tenth graders at MAN 3 Madiun.

Based on the background above, it is necessary to research the effectiveness of dialog script media in teaching speaking. Therefore, researchers are interested in conducting an entitled *"The Effectiveness of Dialog Script Media In Teaching Speaking at MAN 3 Madiun"*.

---

[14] Observation on Tuesday, 15 February 2022.

[15] Observation on Tuesday, 15 February 2022.

B. Limitation of the study

This study focuses on speaking skills especially about expressing intentions (asking about and stating intentions material) to proving the effectiveness of dialog script media with mapping dialogue in teaching speaking of the tenth grade at MAN 3 Madiun. This study was limited to class X MAN 3 Madiun, where the researcher took two samples from class X MIPA 1 and X MIPA 2. The research was carried out by going directly to the field as student educators to apply the Dialog Script Media in class X MAN 3 Madiun.

C. Statement of the Problem

Based on the background of the problem, the statement of problem can be as follow "Is there any effect of dialog script media in teaching speaking on the Tenth Grade at MAN 3 Madiun in the academic year 2021/2022?"

D. Objectives of the study

This study aims to know the effectiveness of using dialog script media on students' speaking skills at MAN 3 Madiun.

E. Significances of the study

This research to provide theoretical and practical benefits:

1. Theoretical benefits.

The results of this study expect to make a good contribution and provide a good experience in today's education, especially in teaching speaking. Not only to explore potential but also to hone excellent and correct public speaking skills in harmony with intonation and pronunciation. This research provides benefits and moral values as

enthusiasm and self-confidence sharpener in students' public speaking in teaching and learning.

2. Practical benefits

Researchers hope this research can provide benefits for students and teachers,

a. For Students

This research focuses on the effectiveness of dialogue script media to help students become proficient in speaking skills, namely by understanding new vocabulary. Using dialogue script media in teaching speaking can also increase students' self-confidence based on excellent and enjoyable public speaking habits in practice.

b. For English Teachers

This research provides benefits and good contributions using dialog script media to make it easier to measure students speaking skills of teacher creativity to maximize the selection of practical and innovative strategies for fun learning in the classroom.

F. Organization of the thesis

The discussion in this study consists of five chapters, and each chapter is related to one another, which becomes a unified whole and compiled systematically.

The first chapter is introduction consist of background of the study, scope and limitation of the study, statement of the problems, objectives of the study, dan significances of the study, and organization of the thesis.

Second chapter is explain review of literature consist of literature review, previous research finding, conceptual framework, and hypothesis.

Third chapter is research methods consist of research design, research setting, population and sample, data collection instrument, data collection technique, and data analysis technique.

Fourth chapter in this study is results and discussion consist of data description, inferential statistics, and discussion.

Fifth chapter is the conclusion and recommendation of this research.
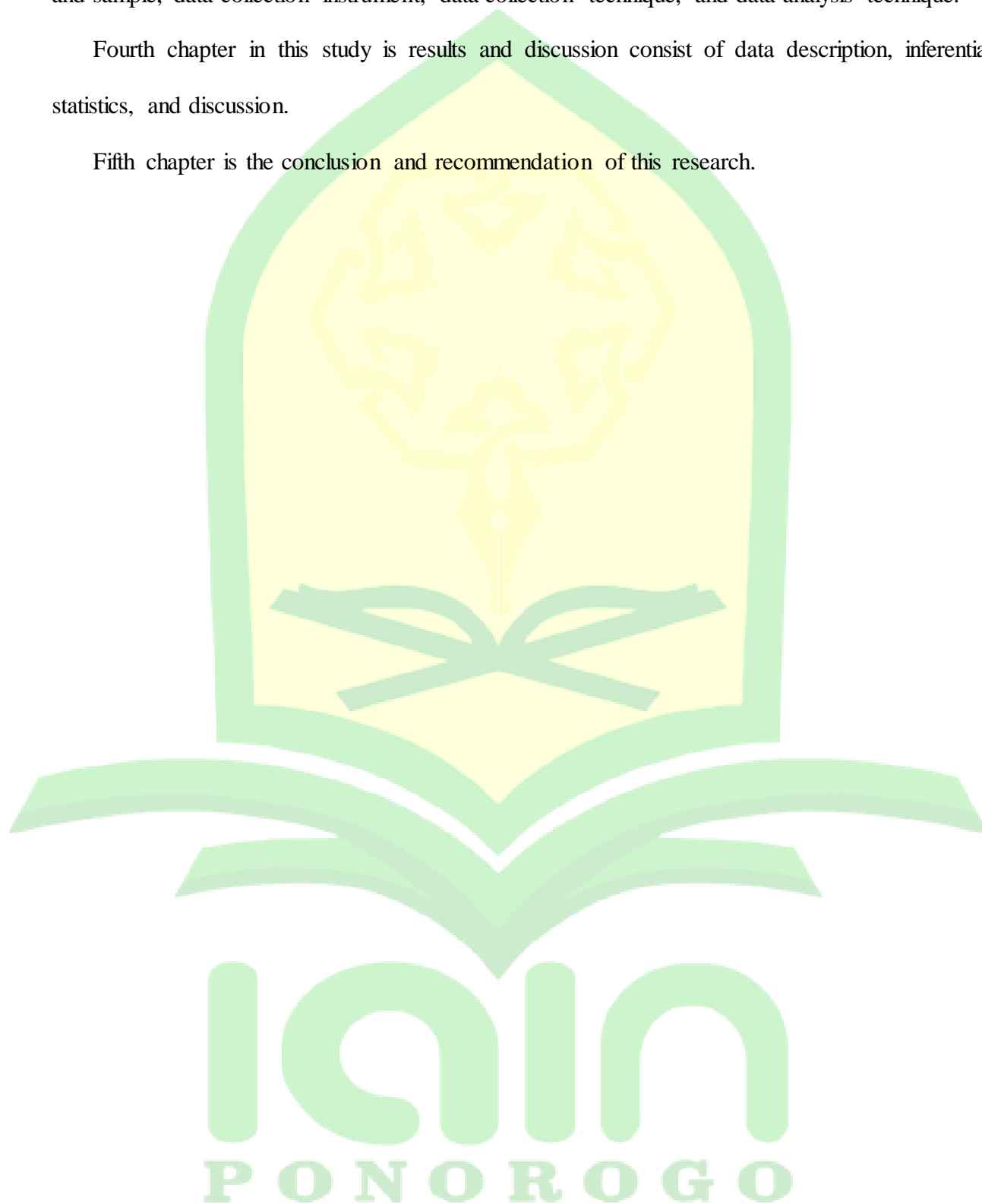
CHAPTER II

REVIEW OF LITERATURE

A. Literature Review

1. Media

a. Definition of Media

Media is a tool used to enable students to acquire knowledge and skills in learning.[1] Media is an instrument that is owned by the teacher for learning in the classroom.[2] So the media is a tool or device owned by the teacher to facilitate the learning process.

The definitions above concluded that the use of media is to help the students understand and learn a particular lesson. There are some advantages of using media, as stated by Kamaludin:

1) Lesson presented to be valuable and pure for the students.

2) Teaching and learning the other media or methods.

3) The students become more creative in activities.

4) To create engaging learning and to solve limited spots.

Furthermore, Vernon Gerlach and Ely mention various kinds of media that are:

1) Picture, a sketch of the photograph, which may be great or small the object.

2) Audio recording is making a voice from disc, tape, and other media.

3) Motion picture moving in color black or white the results from graphs actions

4) TV is the electronic video system visible on the TV monitor.

---

[1] Vernon Gerlach, S and D.P. Ely. (1980). *Teaching and Media. Systematic Approach*. (New jersey: Prentice Hall. 24.

[2] H. Douglas Brown. 1997. *Principles of language learning and teaching*,(New Jersey : Prentice Hall,),27

9

5) Real things, simulations, and models of the events, objects as developed with other media, are not replaced for the matter object.[3]

Media is the physical means by which an instructional message in communications.[3] Therefore, media are associated with any person, material, or event, establishing conditions that enable learners to acquire knowledge, skills, and attitudes. Media is all the methods and material that can support the learning process.[4] The medium is the message teaching; the medium is certainly a message. Any voice sends a message to the learners, which will be received and understood at least out consciousness and perhaps explicitly.

Media is one of the teaching materials. Without media, teaching activities can't work effectively. The following are some media that can use in teaching activities, such as LCD, video, picture, workbook, dialog book, etc. So, the teacher doesn't worry about media to teach because the media board can be used in learning English. The use of media inactivity in teaching and learning is essential. The teacher can select one of the media in education. The teacher needs media that can help easy to teach and make the students fun.

Media can be seen as any medium used to present a message.[5] The teaching getting to know technique also uses media to make the system compelling and interesting.[6] This part describes the definition of teaching media, gaining knowledge of media, and

---

[3] Vernon Gerlach, S and D.P. Ely. (1980). *Teaching and Media*. Systematic Approach. (New jersey: Prentice Hall. 24.

[3] Mason, R. (2013). *Using communications media in open and flexible learning*. Routledge.

[4] Puspitarini,Y.D.,& Hanif, M. (2019). *Using Learning Media to Increase Learning Motivation in Elementary School*. Anatolian Journal of Education, 4(2), 53-60.

[5] McLuhan, M., & Fiore, Q. *The medium is the message*. *New York*, *123*(1), (1967). 126-128.

[6] Burnett, C., & Merchant, G. *New media in the classroom: Rethinking primary literacy*.. (2018).

studying media. Generally, the teaching media method is all gear that instructors may additionally use to supply coaching material to students inside the gaining knowledge of the system to attain particular getting to know desires to deliver a message among the sender and receiver. Teaching media brings the instructional motive of massages or records of gaining knowledge. Media is a way of expressing rundowns and documents.

b. Media in Teaching Speaking

In teaching speaking, media is a tool used by teachers in the teaching process in the classroom. Therefore, the role of the media is significant in making the class more exciting and fun.

In addition, teaching speaking media feature such as:[8]

a) Enhancement to create an excellent speaking mastery situation.

b) Fundamental part of all scenarios of learning to speak using media.

c) To concretize the components of speaking to provide an understanding of teaching speaking.

d) Collecting student motivation to hone good public speaking.

Media in teaching speaking has an essential role in improving speaking skills.[9] Media will help motivate students to continue to hone their speaking skills. Media is a bridge between students' thinking and real objects. With the media means that students more readily understand something they hear and see in the teaching process. For this reason, in teaching speaking, one must also pay attention to the material presented, the situation and the facilities to support the implementation of teaching.

[8] Subramani, P. N., & Iyappan, V. *Innovative methods of teaching and learning*. Journal of applied and advanced research, 3(1), (2018). 20-22.

[9] Kurniawan, Feri. *The use of audio visual media in teaching speaking*. English Education Journal 7.2 (2016): 180-193.

Media in teaching speaking brings the instructional motive of massages or records of gaining knowledge. Media is a way of expressing rundowns and documents. There are the types of media that are commonly used in teaching speaking, namely:[10]

1. Video

   Using video as a language teaching medium gives students a new perspective on the teaching process. Teaching can be fun. Spoken language is one of four language skills that can incorporate into improved learning. Several technologies can play a role in teaching speaking, one of which is video.

   The video application in speaking lessons provides a fun and easy-to-understand material for developing students' speaking skills. A video is a tool that can contain text and graphics and have fun with it. The teacher can use video as a teaching medium for coaching talking, and the instructor can use it as a supply of debate storytelling. The other teaching method is by pausing the video, and then scholars are requested to guest the cease of the video tale. The video software as teaching media depends on the instructor's creativity.

   The teachers act as a facilitator in place of an expert or source of knowledge. The classroom activities using video relate to the approaches to inspire the students' vocabulary and grammar in the writing form. Using video can be incorporated in the speaking schoolroom. The students are asked to perform primarily based on the video presented.

2. Picture

   A picture is a popular verbal communication in teaching speaking that may understand and available anywhere. Images deliver a real description of an item that

---

[10] Goh, C. C., & Burns, A. *Teaching speaking: A holistic approach*. Cambridge University Press. (2012).

might be portable and can be used whenever and help understand things that might be hard to observe. The use of photographs in coaching and mastering manner. Furthermore, photographs as media can motivate college students, make the subjects they're coping with clearer, and illustrate the general idea and forms of an item or movement that are precise to a tradition.

Images can represent those nonverbal assets of information in teaching speaking. The uses of images as educational media have numerous functions:

a. To encourage an interest or a degree of motion

b. To present information

c. To offer training.

3. Textbook

Textbooks play a pivotal function in teaching speaking. In a few contexts, teachers are free to pick out their texts. But, most teachers have books cautioned, prescribed, or assigned. Textbooks play a crucial function in language teaching and getting to know and are considered the following critical factor inside the second foreign language study room after the instructor.

A textbook is a device inside the arms of the instructor, and the instructor has to recognize the way to use it and how beneficial it can be for absolutely everyone. Textbooks are a key factor in maximum language programs. The textbook might also supplement the instructor's guidance in other situations. For learners, the e-book may offer a major source of touch with the language apart from input supplied by the teacher.

Textbooks have benefits, objectives, and types in supporting the learning process. There are several functions, goals, and benefits or uses, namely:

Benefits of textbook

a. As reference material or reference material by students.

b. As an evaluation material.

c. As a tool for educators in implementing the curriculum.

d. As one of the determinants of teaching methods or techniques to be used by educators.

e. As a means to increase career and position.

The goal of textbook

a. Facilitate educators in delivering learning materials.

b. Provide opportunities for students to repeat lessons or learn new lessons.

c. Provide interesting learning materials for students.

Textbooks have types that are useful as a supporter of the teaching processes, especially in teaching speaking, so that it is carried out properly with the supporting media, namely: notebooks, course books, and dialogues script.[11]

1. Notebooks

A notebook is a book or stack of pages of paper that are often arranged and used for purposes such as recording notes or memos, writing letters, diaries, drawing, and making doodles or cheats.

Notebooks are made from separate sheets, which are then put together later. The pages are blank, and each note-taker must draw regular lines on the paper. Creating and keeping notebooks is an important information management technique children learn in school.

---

[11] Friesen, N. *The textbook and the lecture: Education in the age of new media*. JHU Press. (2017).

Types of notebooks used for school assignments are single line books, double line books, four-line books, square line books, or special books for mathematics, etc. Students also use this notebook for schoolwork (homework) and projects or writing assignments.

Notebooks are learning media used by students to record a summary of the subject matter given by the teacher; students listen to and record the material presented using the notebook.

Students usually use notebooks to make it easier to remember and re-learn materials that have been delivered by the teacher when learning takes place with the aim that it can be used as a reference when there are assignments that can be seen again in the future.

2. Course books

Course books are used by students and teachers as the basis of a lesson. So, a teacher uses coursebooks as a medium or means of learning guides to make it easier and more efficient. Learning activities are more structured with these coursebooks and can be carried out well.

Learning resources are everything that contains information and can be used as teaching materials which include: messages, people, materials, tools/media , procedures/methods/techniques, and environment. Materials consist of all media that contain information that can be used as a reference for learning, including books. In other words, coursebooks are one of the learning resources students and teachers use in the learning process to achieve educational goals.

Course books which in English are called coursebooks have differences from other books. Course books are standard books compiled by experts in their

fields. This book can be viewed as a store of knowledge about various aspects of life. Course books used by students must meet several requirements. The following are some indicators that must be met by Coursebooks (Masnur Muslich, 2010:50).

a. Course books are school books intended for students at a certain level of education.

b. The course books contain selected materials.

c. Course books are always related to specific fields of study or subjects.

d. Experts in their fields usually prepare course books.

e. Course books are written for specific instructional purposes.

f. Course books are usually equipped with learning tools.

g. Course books are arranged systematically following specific learning media.

h. Course books are arranged to be simulated in learning.

i. Course books are arranged to support the learning program.

3. Dialog script media

Dialogue are conversations written and spoken by actors on stage for actors, or between two or more people.[12] This is the verbal exchange of ideas between people, in line with a shared vision of how classroom conversations work. Dialogue is a valuable teaching tool once the initial vocabulary is understood. The purpose of using dialogue is to represent a natural language situation in which students are playing in a safe environment before encountering reality. Through the use of role-playing dialogue, students learn the language to internalize the phrases used so that they become part of the English repertoire.

---

[12] Lindelof, A. M., & Hansen, L. E. *Talking about theatre: Audience development through dialogue. Participations*, 12(1), (2015). 234-253.

Dialogue happens while any human beings speak with each other and might suggest any activity of interactive talk, regardless of its purpose.[13] The term dialog analysis can be construed in a broad experience to look at humans speaking together in oral verbal exchange or language use. The verbal exchange is greater than merely the trade of facts. While people participate in a verbal exchange, they bring to the conversational process shared assumptions and expectations about what communication is, how the verbal exchange develops, and the type of contribution they make. When human beings interact in a communique, they percentage common principles of communique that make them interpret every different utterance as contributing to the communique. Dialogue may be divided into four classes consistent with their predominant situation content material.

The categories are as the subsequent:[14]

1) Dialog about subjective ideas, which regularly extends understanding and focus.

2) Dialog approximately goal statistics, which may also serve to consolidate an extensively-held view.

3) Dialog approximately other humans may be important, aggressive, or supportive. That consists of gossip.

4) Dialog about oneself, which every so often implies attention-seeking behavior.

Dialogues are a beneficial teaching technique once an initial set of vocabulary is understood.[15] The purpose of dialogue is to present a situation of

---

[13] Liddicoat, A. J. *An introduction to conversation analysis*. Bloomsbury Publishing. (2021).

[14] Juzwik, M. *Inspiring dialogue: Talking to learn in the English classroom*. Teachers College Press. (2015).

the actual language in which the student role-plays in a safe environment before meeting the real thing. Using role-playing dialogues, students come to make their language stream their talents and show them to everyone.

Audiolingual courses base each of their early lesson on dialogue.[16] The dialogue is a sample of how the language is used to overlearn the conversation over learning means not merely memorizing. It means remembering so thoroughly that one can 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 drills on these points, and finally uses the new material in genuine or simulated communication.

Dialogue is concentrated conversation among equals, and often helpful ways to work together cooperatively encourage mutual understanding between diverse perspectives and leads to stable resilience.[17] A dialog will join participants on multiple levels of interaction and into every conversation, making consensus an achievable goal and building momentum that carries participants beyond talk and into real-world action.

Dialogue with face-to-face meetings that are universal has become the human culture, especially in Indonesia, which also carries out the conversation as a means of communication through language, which has many uses to facilitate communication with other people. Scripts as scenarios or planning media before

[15] Shor, I., & Freire, P. *A pedagogy for liberation: Dialogues on transforming education*. Greenwood Publishing Group. (1987).

[16] Richards, J. C., & Rodgers, T. S. *Approaches and methods in language teaching*. Cambridge university press. (2014)

[17] Gurin, P. *Dialogue across difference: Practice, theory, and research on intergroup dialogue*. Russell Sage Foundation. (2013)

implementing something public and related to speaking. However, a design is not necessarily a script because of the context in which it is different.

Dialog Script Media is a tool can written document that has the entire content of the material to be presented for learning.[18] Media script dialogues usually contain systematically written conversations in teaching speaking. Media script dialogues make it easier for students to explore, understand, and study all written dialog before practicing in class. Can make it easier for students to develop their skills and potential.

Teachers use written dialogue media to facilitate students' learning by making these media in their learning. In this case, the role of the student is as a participant who must carry out verbal test activities using scripted dialogue media in which must be practiced several conversations according to the content and characters in the scenario.

In a broader term, script dialogue is a medium used to facilitate teachers carrying out teaching speaking.[19] As a tool used to test students' speaking abilities, teachers make scripts adapted to teaching materials. The teacher gives students self-development reference to understanding and makes it easier for teachers to measure the extent students speaking ability related to intonation, fluency, grammar, pronunciation, and self-confidence.

Dialog Script media use in activities programs are several linguistic and cultural reasons. Dialog script are used and adapted to:[20]

---

[18] Juzwik, M. *Inspiring dialogue: Talking to learn in the English classroom.* Teachers College Press. (2015).

[19] Wong, J., & Waring, H. Z. *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers.* Routledge. (2020).

[20] McLuhan, M., & Fiore, Q. The medium is the message. New York, 123(1), (1967). 126-128.

a. Demonstrate context of grammar.

b. Facilitate conversation

c. Provide recreation such as a skit.

In teaching speaking, dialogue script has a significant influence because almost all aspects of language use conversation to communicate. The following forms of dialogue in learning:[21]

a. Dialog Script contains a conversation that consists of two or more characters.

b. Dialog Script containing new words and easily accessible language.

c. Characterized by daily life.

d. To facilitate formal or informal communication tailored to the circumstances.

In the use of dialog script media in practice conversation as following the rules of etiquette, conversations are social interactions and therefore depend on social conventions. The specific rules of conversation are called the cooperative principle. Failure to abide by these rules would to increase and eventually lead to the breakdown of negotiations. Conversations are an ideal form of communication, depending on the intended purpose of the participants. A confidential dialog script in conversation occurs if:[22]

a. It is not a primary requirement for the actual assignment

b. Any unequal power of the participants is partially eliminated

c. The number of participants is small

[21] Yin, Q., Yang, W., & Li, H. *Blending constructivism and instructivism: A study of classroom dialogue in Singapore kindergartens.* Journal of Research in Childhood Education, 34(4), (2020). 583-600.

[22] Barnes, D., & Todd, F. *Communication and learning revisited: Making meaning through talk .*. (2021).

d. The curve is relatively short

e. The presentation is primarily aimed at the participants, not an external audience.

Dialog script media usually incorporate one or more function structures that the learners need to practice and any relevant vocabulary.[22] They can also usefully include many features of spoken language, for instance, short from answer, question tags and hesitation markers.

According to M Burber, There are some kinds of Dialog Script Media:[23]

a. Mini dialog

Mini dialogue is preceded by motivation and dialog of the characters and scenarios of human beings, roles placing the subject, and the informality or formality of the language, which the feature and scenario demand.

1. Photos units inspire the scholars to provide a new version of dialogue with the assistance of the pics inside the institution after the modeled communication given.

2. Cue phrases are given cards with numerous cue phrases to provide modal communication.

3. Single item image playing cards is a convenient but effective manner of presenting a visible stimulus for speaking. We can want a minimum of six-eight cards. You may use both huge classes that can display on the board on the front of the direction.

[22] Richards, J. C. *Teaching listening and speaking* (Vol. 35, No. 4). Cambridge: Cambridge university press. (2008).

[23] Buber, M . *The Martin Buber-Carl Rogers dialogue: A new transcript with commentary*. Suny Press. (1997).

b. Mapped dialogue

Mapped dialogue means dialogue structured in detail with the characteristics they must use when interacting. The following are the types of dialogue as follows:

1. The general conversation used usually contains a conversation with someone.

2. The dialogue opens, the teacher only gives one of the conversation, and the others guess it. Regularly results in practice responding to conversational cues but not being able to initiate communication well.

3. Cue card dialog in the preferred use of dialogue published or open conversations preferred. Trainers can give students more linguistic input by using cue cards that teach role-playing.

4. Discourse dialogue and other communication formats give students an extra obligation to determine how to use language to perform various abilities.

5. Record gaps, and provide speaking activities, especially for students with better talents. In the gap recording activity, students have the right to enter some statistics held by each student or other student organization.

6. Students have a good dialogue with other students. They write and practice dialogue. Motivate students to write dialogues to evaluate various speaking skills.

In this study, the type of dialogue script media used was Mapped dialogue with the first type; namely, the general conversation used usually

contains a conversation with someone. So the researcher uses a scripted dialogue that leads to a general conversation that is used with someone with the following characteristics:

1. The script dialogue contains clear and easy-to-understand sentences.

2. Dialogue contains a conversation with someone with a clear and structured topic of conversation.

3. Dialogues are systematically arranged and easy to understand.

4. Dialogue with explicit content, setting, topic, and discussion.

5. Dialogue contains conversations related to daily life, politics, education, and social life.

Media is all equipment aids that instructors and learners may use to acquire unique instructional objectives.[24] Media are categorized into seven categories: image media, show media, three-dimensional media, projected media, audio media, video media, and interest media.[25] Media may be grouped such as visual media (show information that may be visible and read), audio media(display facts that they may hear), and projected media (need a projector to show the statistics informing of no-motion image/writing). So, can adjust the group according to their respective uses.

According to Suyanto, the media makes it easier to teach speaking English, especially for students. Media that can provide benefits such as:

a. To help facilitate the teaching of speaking.

b. To generate student motivation.

c. Explaining new concepts so that students understand without difficulty.

---

[24] Allen, W. L. *Mobility, Media, and Data Politics*. The SAGE Handbook of Media and Migration. (2020). (pp. 180-191).

[25] Yu, F. *Three-dimensional model analysis and processing*. Springer Science & Business Media. (2011).

d. To improve the quality of good speaking teaching.

e. Make the teaching and learning process interactive.[26]

In conclusion, the media is essential to help students understand the lessons in teaching speaking. Media learning speaking is everything that brings information and knowledge to the interaction between teachers and students. In addition, the media will make the learning process more interesting because it can stimulate a positive attitude towards the material. This can help students to become active learners. Many types of media can be applied in the teaching and learning process. So, teachers must be creative and choose engaging media so that students are active and enjoy teaching and learning, especially in teaching speaking in class.

2. Teaching Speaking

Speaking is direct communication carried out by someone with other people who are exchanging information or communicating to socialize with others through language.[27] So language can provide good benefits for human life. Lado argues that speaking is an ability possessed by a person to express ideas and ideas that have planning.[28] In other words, a person's ability or speaking skill is used for communication and channeling ideas or exchanging information with other people. Thus, speaking is a supporting factor for humans to interact, communicate, and exchange ideas with others to make it easier and smoother.

---

[26] Kasihani, Suyanto. *English for young learners*. Jakarta: Bumi Aksara (2007).

[27] Doff, A. *Teach English*. (2004). 1–49.

[28] Lado.R "Etall". Language Testing.

Speaking is a secret process when a person communicates by expressing all his ideas, thoughts, and feelings using language as a tool used to display everything.[29] So basically, we get a message that we process verbally to someone. Speaking is the most critical component students need to express ideas, thoughts, and feelings. So learning to speak is the essential factor that must understand in English.Speaking can be a productive ability and skill that consists of managing verbal speech to convey the meaning contained in it, used as a communication system. Using spoken language as a communication system also requires ideas, feelings, and new systematic ideas to make other people aware of understanding the language spoken. The people involved can be held accountable for all words and actions.

Teaching speaking is a simple process carried out by teachers about how language channels ideas, thoughts, and feelings to others.[30] The teacher also teaches about something expressed in the situation that will be faced when teaching speaking by inviting students into problems related to specific discussion topics, such as sharing knowledge and speaking skills with students.

Terrell & Brown state that teaching speaking has several essential principles to be applied in learning practices carried out by educators, including:[31]

1) Create techniques and use them according to the needs that students need.

2) Providing support and being a good motivator and worthy of being a role model for students.

---

[29] Harris, D. P. *Issues in language testing*. The ESP Journal, 2(2), (1983). 173–176.

[30] Teaching Speaking in English Lessons in Elementary. *2*(7), (2021). 95–98

[31] Terrell, T. D., & Brown, H. D. *Principles of Language Learning and Teaching*. In Language . (1981). (Vol. 57, Issue 3)

3) Approach students and maintain good communication to create reciprocal relationships from the learning activities provided.

4) Make good use of the relationship between educators and students by channeling their skills.

5) Provide opportunities for students to interact with friends through verbal communication.

6) Develop ideas and ideas that can improve students speaking skills who are active and creative in the classroom.

The above principles are essential things that can help educators implement efficient and effective learning used as a learning guide in the classroom.

In speaking English, students have several problems, namely:[32]

a. Fear of being wrong

Students are afraid to make mistakes from what they do when speaking English, afraid to speak wrong, afraid to act.

b. Shame

Shame is an emotion that most people have, especially for students when talking to friends or teachers in any situation and anywhere. But shame is a problem that occurs in the learning process in speaking English.

c. Anxiety

Anxiety is an internal problem faced by students in speaking that can affect the level of student achievement.

---

[32] Al, Ahmed Maher, M. A. N. *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*. International Journal of Humanities and Social Science Invention, 5(12), (2016). 100.

d. Lack of confidence

Self-confidence is crucial for someone to have, but a lack of self-confidence causes students to become introverted and silent when other friends show themselves confidently.

e. Lack of motivation

Lack of motivation causes students to be down and lack enthusiasm; therefore, reason influences good power in learning. It is proper to become an educator who can motivate students.

There are five types of speaking performances according to Douglas Brown, namely:[33]

a. Imitative Speaking

Copying what is said or what other people are talking about is used as a reference on the given opportunity.

b. Intensive talk

It is a type of speech that is usually an assessment designed to adjust to speaking skills following grammatical competence, phrase, prosody, intonation, rhythm, and stress.

c. Responsive Speaking

Responsive speaking is a type of conversation in dialogue, greetings, small talk, requests, comments, concise, simple rebuttals.

d. Interactive Speaking

Interactive Speaking is a conversation in high complexity that consists of participants who interact a lot. Can take to interaction in question from the

---

[33] Brown, H. D. *Teaching by Principle An Interactive Approach to Language Pedagogy.* (2001).

transactional language, which creates information to exchange language between individuals for maintaining social relations.

e. Extensive Speaking

Extensive speaking is a type of conversation such as speeches, presentations, storytelling that has limited opportunities to interact verbally with the audience for nonverbal. The language style is used in formal planning engagements for many tasks but cannot rule out informal monologues in short speeches.

In addition, Harris states that there are five components of teaching speaking, namely:[34]

1. Pronunciation

Understanding pronunciation features helps learners understand the language when it is heard. It also allows them to produce language more accurately, although learners don't necessarily have to pronounce English perfectly enough for others to understand. The audience invited to speak is misunderstood, and information is conveyed, lost, and difficult to understand.

2. Grammar

Grammar is needed for the student to arrange a correct sentence in conversation. Grammar describes the language system; it shows us how we order words in sentences, combine them, and change the form of words to change their meaning. The unity of grammar also leans the correct way to gain expertise in a language in oral and written form. Someone who masters grammar will know how to arrange words in sentences and use correct tenses. So, grammar is one of the components to create good sentences.

---

[34] Harris, David. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company. 1974.

3. Vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and combination with other words. Mastering vocabulary will help us be good speakers and listeners because we can arrange the sentences when we have a lot of vocabulary. Based on the explanation above, vocabulary is important for the speaker and listener. The speaker can say fluent when they have a lot of speech. In addition, the listener can comprehend what the speaker said when the speaker has much vocabulary to make the listener understand. The listener also appreciates the speaker if the speaker can develop the speaker's language.

4. Fluently

Fluency may be defined as the ability to speak accurately. Fluency is communicating a message. Even though we have to tell fluent because listeners can respond to what the speakers say, we must view language issues as highly motivating rather than speech and fluency. The listeners will understand the speaker speaking if the pattern grammar is correct. So we need to consider both grammatical patterns and fluency.

5. Comprehension

Teachers must speak clearly to understand students in the teaching process. Explain that the teacher must understand the nature of understanding and the process of knowledge as we do now. Comprehension is the component of speaking which we need to avoid misunderstanding between the speakers and listeners.

3. Procedure of Dialog Script Media in Teaching Speaking

Dialogues script are popular media activities in ELT textbooks for several linguistic and cultural reasons.[35] Dialogues can be used to demonstrate grammar in context and to elicit conversations while at the same time offering specific language practice. They can also provide learners with information about the culture of the target language and cultural differences and humor based on cultural differences.

Dialogues script offer learners guided, rather than free, language practice. Most teachers think of conversations as their primary use to provide speaking practice; however, the dialog is also very useful in helping learners develop listening skills. Therefore, dialogues effectively practice pronunciation, intonation, stress, and prosodic features. Furthermore, talks can introduce and practice grammar or syntactic function or vocabulary, illustrate degrees of politeness and formality, and express certain values associated with the target culture.

It can also be discussed these features in class to analyze written dialogues. For instance, can combine dialog script to fill. Dialog script media are especially useful for introducing common expressions to beginners. It helps develop a range of authentic phrases and vocabulary that they can learn and use immediately.[36] Students who have studied a lot of English grammar in an EFL situation can also benefit from dialogues that introduce them to genuine spoken language.

There are five ways to present and learn from dialogue, as follows:[37]

---

[35] García, N. M. *Using Dialogues, Role Plays, Songs, and Poetry in Teaching Speaking*. The TESOL Encyclopedia of English Language Teaching, (2018). 1-6.

[36] García, N. M. *Using Dialogues, Role Plays, Songs, and Poetry in Teaching Speaking*. The TESOL Encyclopedia of English Language Teaching, (2018). 1-6.

[37] García, N. M. *Using Dialogues, Role Plays, Songs, and Poetry in Teaching Speaking*. The TESOL Encyclopedia of English Language Teaching, (2018). 1-6.

a) Some scene shots stimulate students' interest in the content of the dialogue and facilitate understanding of the language used. For example: outside of the conversation, perform with appropriate props or through pantomime; use pictures, slideshows, index cards, maps, and airplanes to discuss the content of the conversation.

b) Some techniques to draw students' attention to the importance of sharing. For example, as a listening exercise, a student may be asked to listen to the entire language multiple times and be allowed to piece the meaning together into a group between each listening. For example, accustoming students to the actual words in the conversation through cognitively demanding activities; in the early stages, when students repeat the conversation to improve their fluency in production, students play roles, between groups or from Class to teacher until they can process the material with reasonable efficiency.

Some formal manipulation of the material in the dialogue. Use useful expressions in the conversation to facilitate dialogue or morphological and syntactic elements in the conference to demonstrate grammar; direct dialogue or conduct dialog group similar but slightly different situations reorganization chained conversations.

The sequencing procedure of using Dialog Script Media with mapping dialogue in teaching speaking:[38]

1. The teacher explains the discussion material and instructs students to look at the mapping dialogue in the dialog script media.

2. Ask students to understand the material being taught.

3. Teachers select an appropriate mapping dialog.

---

[38] Howe,."Etall". *Teacher–student dialogue during classroom teaching: Does it really impact on student outcomes?*. Journal of the Learning Sciences, 28(4-5), (2019). 462-512.

4. Label the mapped dialog parts identified. Draw a line from the identified object or area, say the word, underline the word; ask students to spell the word aloud and then pronounce it.

5. Read and review the mapping dialog practice aloud with friends.

6. Ask students to read the words (and underline words that match the material being taught).

7. Read and review the mapping dialog practice (say the word and spell it).

8. The teacher instructs students to practice the mapping dialogue with their a friend in front of the class (by paying attention to pronunciation, grammar, intonation, and fluency).

9. Practice and explain the content of the conversation that is read according to the discussion material.

10. Read and review the mappping dialogues that are read to test students' speaking skills.

The theme of the above situation has the function of making students aware of the possibilities of learner-centered teaching, where lessons come directly from the students' own lives.[39] It underscores teachers' importance in organizing the classroom to hear students' experiences and actively listening and engaging in dialogue script especially mapping dialog with students.

In applying the dialogue script (mapping dialogue) as a media in teaching speaking, there is a form of assessment in it. The assessment is in a speaking test or a direct oral test using a dialogue script media adapted from the speaking assessment rubric, which provides

---

[39] Howe, C., Hennessy, S., Mercer, N., Vrikki, M., & Wheatley, L. Teacher–student dialogue during classroom teaching: Does it really impact on student outcomes?. *Journal of the Learning Sciences*, *28*(4-5), (2019). 462-512.

and presents information from five essential components of speaking, such as: comprehension, pronunciation, vocabulary, grammar, and fluency.[40]

Table 2.1 Speaking Assessment Scoring Rubric

Category	1	2	3	4
Comprehension	Within the scope of his very limited language experience, understand simple questions and statements if delivered with slowed speech, repetition, or paraphrasing.	Students can get the gist of most conversations of non-technical subjects	Students can pay attention to comprehension is quite complete at a normal rate of speech.	Students can understand any dialog within the range of his experience.
Pronounciation	Students do not understand how to speak English and it is difficult to understand.	Students can speak english is good, and not understandable.	Students can speak english is good, correct, and understandable.	Students can speak english is very good, correct, and understandable.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Speaking vocabulary sufficient to express himself simply with some circumlocutions.	able to speak the language with sufficient tongue to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
Grammar	Students cannot good sentences and cannot	Students can understandable but still have	Students can use good sentence and understandable but	Students can use very good sentences and

[40] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 157.

Category	1	2	3	4
	understandable	incorrect sentences.	little be incorrect sentences.	correct grammar and easy to understand in speaking English
Fluency	Student cannot speak english fluency	Students can speak a little fluently English.	Student can speak english fluently but there are still pauses	Students can speak fluent English.

B. Previous Research Findings

Based on relevant sources found, there are previous finding that support, namely:

Firstly, the previous study was written by Arum Mustikawati with the title *"Effectiveness Of Using Video In Teaching Speaking For Eight Class Students Of SMPN 1 Manisrenggo"*. The researcher formulated about the significant difference in the speaking ability between the eighth grade students of the junior high school who were taught by video and those were not. This research classified is a quasi-experimental study using video. The data were obtained by using a pre-test and a post-test. The research results show that there is a significant difference in the speaking ability between the students who were taught by video and those who taught by using the textbook-based technique. The significance value calculated 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Therefore, the hypothesis of this study is accepted. The video technique significantly improves the students' speaking ability in the English teaching at SMP N 1 Manisrenggo. The previous research shows that using video media in teaching speaking can develop students' speaking skills, increase student activity, and improve speaking skills in class. The similarity between previous research and this research was the method used, and it is quantitative with the quasi-experimental study. The difference between the previous study with

this research is the media used and the result of a research. This research uses dialog script as media, and the last analysis uses video to teach speaking.

Secondly, Yunita Mariyana entitled *"The effectiveness of Using Youtube as Media in Teaching Speaking at MAN 4 Kediri*. The researcher formulated study is to examine the effectiveness of using YouTube as media on students' speaking scores of the eleventh grade IIS-2. This research classified is a quasi-experimental study using Youtube as media. This research used two classes which were the experimental and control group. The experimental group was taught speaking using YouTube as media, while the control group was conducted using the picture as media. To collect the analyzed data by using a t-test. The research results show that indicated that the score of the experimental group, which is taught by using YouTube as Media, is a good category with a mean score of 90.51, was higher than the control group is a good category with a mean score of 82.05. Thus, cn conclude that using YouTube as media for teaching speaking is effective. The similarity between previous research and this research was the method used, and it is quantitative with the quasi-experimental study. The difference between the previous study with this research is the media used and the result of a research. This research uses dialog script as media, and the last analysis using Youtube as media to teach speaking.

Thirdly, Julinda entitled "*Teaching Speaking Through Dialogue at the seventh grade students of SMP Kemala Bhayangkari 2 Tanjung Asam in academic year 2013/2014"*. The researcher formulated about wheter there is a significant difference in speaking skill between students taught using is more effective to teach speaking. This research was conducted at SMP Kemala Bhayangkari 2 Tanjung Asam in the academic year of 2013/2014. The population of the research is the seventh grade student of SMP Kemala Bhayangkari 2 Tanjung Asam. The method used in this research is dialogue in which the researcher is concerned with the

improvement of students' speaking skills in every day. This research was conducted in two cycles. The improvement of students' speaking skill could be seen from the result of every meeting. Based on the data analysis, the mean score of cycle 1 is 54.64. For each aspect, the mean score of pronunciation is 59.28, and 50.00 for grammar. There were only 14 students (50%) who got 70 or higher and qualified as having good communicative ability. The mean score of cycle 2 is 71.78. For each aspect, the mean score of pronunciation is 76.42, and 67.14 for grammar. There were improvements in each aspect from cycle 1 to cycle 2. The percentage of the number of students who got 70 or higher rose to 78.94%. Based on the result from cycle 1 and cycle 2, it can be concluded that teaching speaking through dialogue can improve the students' speaking skills. The similarity of this research is that both of them conduct research that shows how much speaking skills students have through dialogue. The difference between the previous study with this research is the methods of a research. This research uses Quantitative research method (Quasi-experimental), and the last analysis uses Classroom Action Research (CAR).

Fourthly, the previous research was written by Adi Nugraha with the title *"Improving Students' Speaking Ability Through Dialogue."* The research question can the dialogues improve students speaking ability. The method used in this research was quantitative, especially pre-experimental study. The result of the data analysis showed that there was a significant difference between pretest and posttest. The research finding indicated that dialogue effectively improved the students' speaking ability in fluency. It was proved by the student's mean score of speaking fluency in the pretest was 56.92 and posttest 69.23. it showed that the students speaking ability scores were higher than the pretest. It was be concluded that there was a significant difference between the students speaking ability before and after through dialogue in the speaking process in improving the students speaking ability of SMKT Somba Opu

Sungguminasa. The similarity of this research is that both of them conduct research that shows how much speaking skills students have through dialogue. However, the difference lies in the sample population, the research method used, the discussion, and the use of media as a tool to improve students' speaking skills.
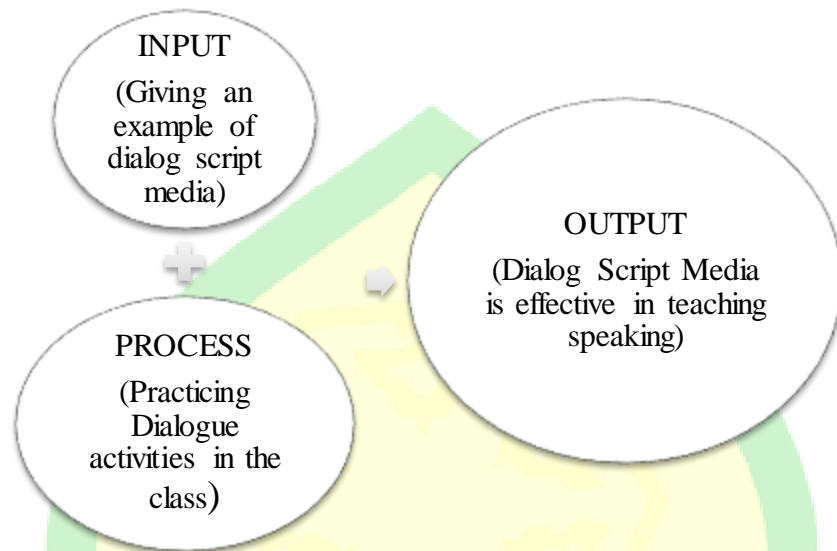
Finally, the previous research was written by Maria Ulfah with the title *"The Effectiveness Using Dialogue Technique In Teaching Simple Present Tense."* The research question is there any effect of the students understand the simple present tense after using the dialog technique. This research uses the pre-experimental method of the quantitative form collecting data from observations and tests. Based on the result, the null hypothesis (H0), which says there is no significant influence of using dialog technique in teaching simple present tense, is accepted. The similarity with this research is that they both use dialogue media as learning media in the classroom to provide something new so that the learning carried out has maximum results. Still, the difference with this research is in the focus of the material present material related to the simple present tense. This research compiled relates to the use of media in influencing speaking ability in intentional material. The significant differences lie in the sample population, research method, discussion, and media used to teach speaking effectively.

C. Conceptual Framework

According to Uma Sekaran in the book Business research, he argues that the framework of thinking is a concept structured as a model of the causes of theories related to factors that have been studied as the most essential problematic.[41] So, it can facilitate the conduct of research.

Based on the theory stated above, the framework of thinking designed from this research is as follows:

---

[41] Sugiyono, S. Quantitative Research Methods, Qualitative and R & D. *Bandung: Alfabeta*.. (2015). 456.

INPUT
(Giving an example of dialog script media)

OUTPUT
(Dialog Script Media is effective in teaching speaking)

PROCESS
(Practicing Dialogue activities in the class)

D. Hypothesis

The statistically hypothesis of the research are:

1. Null Hypothesis (H_0)

There is no effect of dialog script media in teaching speaking of students in the class.

2. Alternative Hypothesis (H_a)

There is any effect of dialog script media in teaching speaking of students in the class.

CHAPTER III

RESEARCH METHODS

A. Research Design

Research design is a series of procedures or methods used to collect and analyze data to determine the topic of the variables studied. Research design is planning before running a specific program to produce answers to problems in research that are realized to achieve success.[1] But research design is also a strategy created by researchers to relate each research variable in detail and systematically to focus the determine of innovative and efficient research. So, here it's used to make it easier.

This research applies a quasi-experimental design. Quasi-experimental is research conducted to know the relationship between the two variables studied whether they have a relationship.

According to Arikunto, experimental research is used to analyze causality between two variables deliberately created by researchers to be identified and studied by reducing the relationship with factors that hinder the implementation of the research.[2] Therefore, in using a quasi-experimental study, it is necessary to provide a control class and an experimental class to determine the impact of a survey.

Using this quasi-experimental technique, the researcher took action on two classes, namely the control class and the experimental class. The researcher applies the Dialog Script Media to teach the practical lesson, while the control class uses the teacher's usual learning method.

---

[1] Creswell, J. W., & Creswell, J. D. *Research design*. (1994).

[2] Arikunto, S. *Research Methodology A Proposal Approach*. Jakarta: PT. Rineka Cipta. 2002

Before giving the action, the researcher conducted a pre-test to the students to find out the students' initial speaking skills. Then the researchers completed a post-test after the students received treatment for both the experimental and control class to find out the students' speaking skills after getting the action. It can be assessed from the researcher's high or low numerical value through the final results.

Research Method and Design

Table. 3.1 Group Class

Group	Pre-Test	Dialog Script Media	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

B. Time and Place

The writer conducted the research at MAN 3 Madiun JL. Raya Ponorogo Km. 17 located in Dolopo Madiun. The writer completed the study from February up to Maret 2022.

C. Population and Sample

1. Population

The population is involved in research in the form of subject and object of data sources with specific characteristics in the study.[3] This investigation population must be explained explicitly, related to the number of population members and the area used as the research location. The population of this research was students there in the tenth grade of MAN 3 Madiun. The school has three tenth-grade classes with 63 students. They are X MIPA 1, X

---

[3] Sugiyono, S. *Quantitative Research Methods, Qualitative and R & D*. Bandung: Alfabeta.. (2015). 456.

MIPA 2, and X IPS in the academic year 2021/2022. Each class consists of a different number of students.

Table 3.2 The number of students

Class	Number of students
XI MIPA 1	21
XI MIPA 2	23
X IPS	19
Total	63

2. Sample

The sample is part of the number and characteristics possessed by a population in the study.[4] The researcher took two classes as the sample of the research. The research sample was selected using a non-random sampling technique, namely purposive sampling. It is a sample selection in which all population members are naturally grouped in units. The researcher took two classes from the existing population of the experimental and control classes. The total sample consisted of 44 students from the class that became the research sample, namely X MIPA 1 (21 students) and X MIPA 2 (23 students). X MIPA 1 is the experimental class and X MIPA 2 is the control class.

D. Definition Operational Research Variable

Before collecting data and evaluating it, the data is specified. Then the first identification of variables is defined. Social and psychological research may relate to one variable not only but also always mutually influenced by some other variables.

Variable is constructed in the form quantitative or qualitative value can fluctuate that its properties have been given numbers (quantitative) or can also be interpreted variable is a

---

[4] Sugiyono, S. *Quantitative Research Methods, Qualitative and R & D*. Bandung: Alfabeta.. (2015). 456.

concept that has a variety of values. A Variable is a defining characteristic that varies. According to Sugiyono, research variables shape what is defined by the research to be studied, provide information and conclude about it.[5] Based on the title "The Effectiveness of Dialog Script Media in Teaching Speaking at MAN 3 Madiun", there are two kinds of variables:

1. The Independent Variable (X)

   Independent variables are the conditions or characteristics that the researcher manipulates to explain the relationship with the observed phenomena. An Independent variable is a variable that influences another variable. The independent variable of this research is Dialog Script Media.

   Dialog Script Media is a tool can written document that has the entire content of the material to be presented for learning.[6] Media script dialogues usually contain systematically written conversations in teaching speaking. Media script dialogues make it easier for students to explore, understand, and study all written dialog before practicing in class.

2. The Dependent Variable (Y)

   Dependent variables are variables that independent variables influence the conditions. Referring to the definition, the dependent variable of the research is teaching speaking.

   Speaking is a secret process when a person communicates by expressing all his ideas, thoughts, and feelings using language as a tool used to display everything.[7] So basically, we get a message that we process verbally to someone. Teaching speaking is a simple process carried out by teachers about how language channels ideas, thoughts, and feelings to others.[8] The teacher also teaches about something expressed in the situation that will be

---

[5] Sugiyono, S. *Quantitative Research Methods, Qualitative and R & D*. Bandung: Alfabeta.. (2015).

[6] Juzwik, M. *Inspiring dialogue: Talking to learn in the English classroom*. Teachers College Press. (2015).

[7] Harris, D. P. Issues in language testing. *The ESP Journal*, *2*(2), (1983). 173–176.

[8] Teaching Speaking in English Lessons in Elementary. *2*(7), (2021). 95–98

faced when teaching speaking by inviting students into problems related to specific discussion topics, such as sharing knowledge and speaking skills with students.

E. Data Collection and Research Instrument

1. Data Collection Technique

The data collection technique used by the researcher is to do a test. The test was used to determine and measure the effectiveness of dialogue script media in learning to speak at MAN 3 Madiun. In data collection, the researcher used tests to specification a pre-test and post-test can explain as follows:

a. Pre-test

The test is administered at the beginning of the study before researchers measure students. Perform this test on all control and experimental classes, namely X MIPA 2 and X MIPA 1. Students were asked to have conversations related to the material about expressing intentions (asking about and stating intentions) with friends through an oral exam to determine the students' oral test before taking action against the researcher.

b. Post-test

The test is administered at the end of the course when students receive the researcher's measurements. This test is only for the experimental class because it is only the practical class that accepts dialog script media, namely X MIPA 1. Again, Students are asked to perform dialog conversations the material about expressing intentions (asking about and stating intentions) with a friend through an oral test to see if there was an impact on using dialogue scripted media or not.

2. Research Instrument

The researcher used the test as a research instrument which consisted of two tests, namely pre-test and post-test. The pre-test was conducted when the students had not received the dialogue script media treatment, and the post-test was completed when the students used the dialogue script media in teaching speaking.

Table 3.3 Research Instrument

Research Variable	Sub Variable	Test (pre-test and post-test)	Indicator	Item number
X (Dialog Script Media)	Practicing with dialog script media	Oral-test	1. Using dialogue script media, students can practice dialogue from material expressing intention (asking and stating intentions) from dialogue mapping with friends. 2. Students can pronounce the sentences in the dialogue script media from the dialogue mapping properly according to the correct pronunciation, vocabulary, grammar, fluency, and comprehension. 3. Students can explain the content of the sentences from the mapping dialogue in the dialogue script media from the material expressing intentions (asking and stating intentions) according to the context of its use. 4. Students can capture the meaning in the dialogue script media by mapping the dialogue from the material expressing intentions	Speaking score 4 = Excellent 3 = Good 2 = Average 1 = Poor

			(asking about and stating intentions). 5. Students can say sentences in the context of using the material expressing intentions (asking about and stating intentions) from dialogue mapping through dialogue script media.	
Y (Teaching Speaking)	Speaking skills tested with: 1. Pronunciation 2. Grammar 3. Vocabulary 4. Fluency 5. Comprehension	Oral-test	1. Students can correctly state the sentences in the dialogue mapping of expressing intentions (asking about and stating intentions) according to their speaking skills. 2. Students can correctly pronounce each word in the sentence about the material expressing intentions (asking about and stating intentions) according to the context of the speaking assessment. 3. Students can explain the meaning of the sentences in the mapping dialogue about the material expressing intentions (asking about and stating intentions) clearly and directly. 4. Students can correctly pronounce material sentences about expressing intentions (asking about and stating intentions) according to grammar, fluency, and comprehension, which their speaking ability can measure. 5. Students can practice	Speaking score 4 = Excellent 3 = Good 2 = Average 1 = Poor

			dialogue in front of the class with their classmates through dialogue mapping of material about expressing intentions (asking about and stating intentions) in pronunciation, fluency, vocabulary, comprehension, and grammar according to the speaking assessment criteria.	

F. Validity and Reliability

1. Validity Test

Validity is the appropriate, meaningful, and useful degree to which the conclusions made from the evaluation results are relevant to the evaluation purpose.[10] In other words, validity exists when the test tool (assessment instrument) can correctly or appropriately reflect the student's ability. If we want to assess students' speaking, we should choose the correct instrument test. Capability can be measured using the Pearson Product Moment with the formula:

$$r_{xy=} \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum_x 2 - (\sum x)^2\}\{N \sum_y 2 - (\sum y)^2\}}}$$

r_{xy} = Coefficient correlation between variable x and y (Index Product Moment)

N   = Total of respondent

$\sum xy$ = Total product score with score total

$\sum x$ = Scores item total

$\sum y$ = Scores total

---

[10] Sugiyono, S. *Quantitative Research Methods, Qualitative and R & D*. Bandung: Alfabeta.. (2015).

(ΣX^2) = Quadrate score item total

(ΣY^2) = Quadrate score total

The researcher used SPSS 25 to measure the validity of the test. The researcher used a 5% significant level (0,05) for product-moment with df is n-2 or 19-2= 17, so the index number or r-table is 0,482. Then, if the value of rxy is higher than the r-table, it means the item is valid. Meanwhile, if the value of rxy is lower than the r-table, the item is invalid.

The researcher tested validity and reliability with 19 respondents at MAN 3 Madiun. The researcher presents dialogue, and the students practice the conversation (role-play). The researchers then gave them scores with a speaking scoring rubric such as: pronunciation, fluency, grammar, vocabulary, and comprehension. Therefore, the researchers calculated the validity from the speaking scoring rubric. From the calculation results, the instrument or scoring rubric is valid. The validity of the instrument is explained as follows:

Table 3.4 Correlation of Product Moment

Correlations		Pronounciation	Grammar	Vocabulary	Fluency	Comprehension	Score
Pronounciation	Pearson Correlation	1	.174	.178	.160	.535[*]	.664[**]
	Sig. (2-tailed)		.476	.465	.512	.018	.002
	N	19	19	19	19	19	19
Grammar	Pearson Correlation	.174	1	-.160	.048	.426	.492[*]
	Sig. (2-tailed)	.476		.512	.847	.069	.033
	N	19	19	19	19	19	19
Vocabulary	Pearson Correlation	.178	-.160	1	.604[**]	.182	.553[*]
	Sig. (2-tailed)	.465	.512		.006	.455	.014
	N	19	19	19	19	19	19

Correlations		Pronounciation	Grammar	Vocabulary	Fluency	Comprehension	Score
Fluency	Pearson Correlation	.160	.048	.604**	1	.296	.652**
	Sig. (2-tailed)	.512	.847	.006		.219	.002
	N	19	19	19	19	19	19
Comprehension	Pearson Correlation	.535*	.426	.182	.296	1	.782**
	Sig. (2-tailed)	.018	.069	.455	.219		.000
	N	19	19	19	19	19	19
Score	Pearson Correlation	.664**	.492*	.553*	.652**	.782**	1
	Sig. (2-tailed)	.002	.033	.014	.002	.000	
	N	19	19	19	19	19	19
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							

Table 3.5 Recapitulation of Validity

Items	$R_{calculated}$	R_{table}	Notes
Pronounciation	0,664	0,482	Valid
Grammar	0,492	0,482	Valid
Vocabulary	0,553	0,482	Valid
Fluency	0,652	0,482	Valid
Comprehension	0,782	0,482	Valid

2. Reliability Test

Besides the validity of the test, before the test is used to sample, one must check the test reliability. Reliability is the consistency of the score from the assessment when it is done with the same instrument at another time.[11] If different people use the test instrument, it has the same result. So, to check the reliability of the test, the researcher used SPSS 25. The test is reliable if the reliability calculation is higher than the r-table score. The measure of reliability will be explained as follows:

---

[11] Heaton, John Brian. *"Writing English language tests."* (1988).

Table 3.6 Case Processing Summary

Case Processing Summary		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0
a. Listwise deletion based on all variables in the procedure.			

Table 3.7 Reliability Data

Reliability Statistics	
Cronbach's Alpha	N of Items
.747	6

The score calculation of reliability of the test is 0,747. Meanwhile, the r-table score is 0,482. Then, the reliability score is higher than the r-table, so the test instruments are reliable.

G. Data Analysis Technique

The following is a data analysis technique used in this study: normality, homogeneity, and t-tests.

1. Normality Test

The normality test is a test for the normality of the distribution (pattern) of the data. The normality test assumes that the data obtained for each variable comes from a normally distributed population, in testing the normality of the data, using the Kolmogorov Smirnov test formula.

The hypothesis test statistic:

$$D_{max} = \left\{ \frac{f_i}{n} - \left[\frac{fk_i}{n} - (p \leq z) \right] \right\}$$

Description :

n   = Number of data

fi   = Frequency

fki   = Cumulative frequency

z $= (\times - \mu)/\sigma$

Dtable = Da(n)

Decision : H_0 *reject*, if $D_{hitung} \geq D_{tabel}$

2. Homogeneity Test

The homogeneity test is intended to test the equality of the dependent variable from the variance-covariance matrix in this study. A homogeneity test is used to determine whether the sample variance is homogeneous or not homogenous. Using Levene's Test, a one-way analysis of variance on the absolute deviation of each score from the mean for a group. Variables can be homogeneous if the significance value (probability) on Levene's Test is more than 0.05.

$$W = \frac{(N + K) \sum_{i=1}^{n} n_i \, (\bar{Z}_i - \bar{Z})^2}{(k - 1) \sum_{i=1}^{k} \sum_{j=1}^{n_1} (Z_{ij} - \bar{Z}_{i.})^2}$$

Descriptions :

N   = Number of observations

K   = Number of group

Z_{ij} $= Y_{ij} - \bar{Y}_{i.}$

$Y_{i.}$ = Average group-i

$\bar{Z}_i$ = Mean of group Z_i

$\bar{Z}$ = The overal mean of Z_{ij}

3. T-test

After the researcher conducted or tested for normality and homogeneity continued to analyze the data using the T-test. A T-test is used to measure the difference between the experimental and control classes. The t-test was used to compare and analyze the post-test scores between the experimental and control groups. The T-test results will show the effectiveness of dialogue script media in teaching speaking or not. The researcher uses the paired t-test formula.

$$t = \frac{\bar{D}}{\frac{\overline{SD}}{\sqrt{N}}}$$

Descriptions:

$\bar{D}$ = Average measurement 1 & 2

$\overline{SD}$ = Standard Deviation 1 & 2

N = Data

Dk = N-2

CHAPTER IV

RESULTS AND DISCUSSION

A. Statistic Descriptions

The researcher describes the data which is obtained from students' speaking tests. The sample for this study is the tenth class at MAN 3 Madiun, such as X MIPA 1 as the experimental group consisting of 21 students and X MIPA 2 as the control group composed of 23 students. Dialog script media is taught in experiment class, and dialog script media does not guide the control class. The researcher conducted tests to get students' speaking ability scores. Both control and experimental groups were given two types of tests. They were the pre-test and the post-test. After obtaining the pre-test and post-test scores from experimental and control groups, the researcher categorizes students' speaking scores.

1. Research Schedule

There are four meetings of this research (experimental and control class). The research schedule can be seen in the table below:

Table 4.1 Research Schedule of Experimental Class

Date	Activities
February, 18th 2022	Pre-Test using Dialog Script Media
February, 22th 2022	Treatment
February, 25th 2022	Treatment
March, 1th 2022	Post-Test using Dialog Script Media

Table 4.2 Research Schedule of Control Class

Date	Activities
February, 16th 2022	Pre-Test
February, 22th 2022	Treatment
March, 1th 2022	Treatment
March, 2th 2022	Post-Test

2. The procedures of the research

a. Procedure of experimental class (X MIPA 1)

In teaching speaking activities using dialogue script media, the researcher carried out several learning steps in the experimental class with the allocation of 40 minutes, as follows:

Firstly, the researcher does apperception before starting a treatment to prepare the students' mental, physical, and psychological aspects before learning activities are carried out. After that, the researcher conveys the objectives and topics of discussion that will be discussed at the meeting. In implementing teaching speaking activities for the pre-test, first instructed the students to take a test before the material explanation activities about expressing intentions (asking about and stating intentions) from dialogue mapping using dialogue script media. In contrast to the post-test implementation, which is systematically from the beginning to the end, the test is only carried out after the treatment using a script dialogue media. Then the researcher delivered and explained the material to be discussed, namely expressing intentions (asking about and stating intentions to students through dialogue script media. After that, they were instructed to look at examples of mapping dialogues in the dialog script media.

Secondly, after the researcher explains the material, students are asked to understand and review the material that has been delivered. Then the researcher chose a dialogue from the discussion material, namely about expressing intentions (asking about and

stating intentions) and showed it to students. After that, students are asked to identify by underlining, saying and spelling words or sentences included in the expressing intentions (asking about and stating intentions) in the dialogue.

Thirdly, instructed students to read and review the mapping dialogue they had learned as material for speaking practice with their classmates. With this media, students can quickly understand the contents of the media script dialogue after the researcher saw the progress given by the students by practicing dialogue with friends. Then they were instructed to practice the dialogue in front of the class in pairs to assess their understanding of the material expressing intention (asking about and stating intentions) explained by the researcher, assessment of pronunciation, fluency, vocabulary, and grammar of their speaking skills. This assessment activity is a form of post-test, which is carried out after the researcher gives treatment to students using dialogue script media from dialogue mapping. After students practice it, they are also asked to explain and review their understanding of the material about expressing intentions (asking about and stating intentions) which they master to test the students' memory, comprehension and speaking abilities. Then, when students practice and review the material, the researcher conducts an assessment by paying attention to the five components of speaking assessment: pronunciation, vocabulary, grammar, fluency, and comprehension for each student who practices in front of the class.

Finally, after the students and researchers finished carrying out practical activities and assessments. The researcher did reflection and feedback and then gave a conclusion from the discussion material about expressing intentions (asking about and stating intentions) that had been discussed so that students would understand more about the

material that had discussed. After the activities and lesson time was over, the researcher closed the activity with prayers and greetings.

b. Procedure of control class (X MIPA 2)

Almost the same as the speaking teaching system carried out in the experimental class. In teaching speaking activities in the control class without using special media, only by paying attention and listening to what the teacher says with an allocation of 40 minutes, with the following learning steps:

Firstly, the researcher did an apperception before starting the treatment to prepare the students' mental, physical, and psychological aspects before carrying out the learning activities. After that, the researcher conveys the objectives and topics of discussion that will be discussed at the meeting. In carrying out speaking teaching activities in the control class for the pre-test, first instructed students to take a test before the explanation activity material about expressing intent (asking about and stating the intent) of dialogue from writing on the blackboard. In contrast to the post-test, which was carried out systematically from beginning to end, the test was only carried out after treatment without using any media. Then the researcher conveys and explains the material to be discussed, namely expressing intent (asking and stating intentions to students through explanations on the blackboard. After that, they were instructed to look at examples of dialogue written by the researcher.

Secondly, after the researcher explained the material, students were asked to understand and review the delivered material. Then the researcher chooses a dialogue from the discussion material, which is about expressing the intention (asking about and stating the intention) and showing it to the students. After that, students are asked to

identify by underlining, saying and spelling words or sentences that are included in expressing intentions (asking about and stating intentions) in the dialogues that have been written.

Thirdly, instruct students to read and review the dialogues they have learned as material for speaking exercises with their classmates. By not using the media, students are expected to understand the material given after the researchers saw the progress made by students by practicing dialogue with friends. Then they were instructed to practice the dialogue in front of the class in pairs to assess their understanding of the material expressing intentions (asking about and stating intentions) described by the researcher, assessing their pronunciation, fluency, vocabulary, and grammar of speaking skills. This assessment activity is a form of post-test, which is carried out after the researcher gives treatment to students without using any media, whether it is the same as the experimental class. After students practice it, they are also asked to explain and review their understanding of the material about expressing intentions (asking and stating intentions) that they are good at to test students' memory, understanding, and speaking skills. Then, when students practice and review the material, the researcher conducts an assessment by paying attention to the five components of the speaking assessment: pronunciation, vocabulary, grammar, fluency, and understanding for each student who practices in front of the class.

Finally, after students and researchers have finished carrying out practicum and assessment activities. The researchers can give reflection and provide feedback and then provide conclusions from the discussion material about expressing intentions (asking about and stating intentions) that have been discussed so that students better understand

the material that has been discussed. After completing the learning activities, the researcher closed the activities with prayers and greetings.

c. **Score of Experimental and Control Class**

The following is an explanation of the results of data processing from the Experimental and Control classes (pre-test and post-test scores).

1. **Experimental Class**

The researcher gained the data from the result of pre-test and post-test students' speaking skill scores. The following are descriptions of students' scores in the experimental class.

Table 4.3 Students' Score Pre-test and Post-test

| No	Name	Pre-test	Post-test
1.	Ahmad Fatoni	45	55
2.	Ainun Khofifah	55	65
3.	Alip Ainun Aisah	70	70
4.	Arisa Delta Maysara	70	75
5.	Bagas Try Yogo Pratama	35	50
6.	Dian Ayu Faradila	45	55
7.	Dita Briyas Putri	45	55
8.	Dzikrina Aura Salsabilla	50	55
9.	Fawwaz Bastien Hibatulloh	50	60
10.	Fikrina Aura Salsabilla	70	75
11.	Indah Marsipin	70	75
12.	Irma Widiastuti	50	60
13.	Isna Muhibbatul Hasanah	70	70
14.	Manggala Oktaviardi Yudistira	40	50
15.	Maya Nabila	40	50
16.	Nurfaizatun Qiftiyah	40	50
17.	Nurmalita Yasmin	35	50
18.	Pita Irma Wati Dewi	65	70
19.	Rohib Ahmad Alfiannur	70	75
20.	Siti Nazwa Maesaroh	45	65
21.	Wahyu Nur Alamsyah	60	65

The table above shows the results of students who were taught using mapping dialog from dialog script media before and after the test. In the pre-test, 2 students get value 35, 3 students get value 40, 4 students get value 45, 5 students get value 50, 4 students get value 55, 1 student get value 60, 1 student get value 65, 3 students get value 70, and 4 students get value 75. In the post-test, 5 students get value 50, 4 students get value 55, 2 students get value 60, 3 students get value 65, 3 students get value 70 and 4 students get value 75.

Table 4.4 Frequency Distribution of Pre-test Score

in Experimental Class (XI MIPA 1)

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	9.5	9.5	9.5
	40	3	14.3	14.3	23.8
	45	4	19.0	19.0	42.9
	50	3	14.3	14.3	57.1
	55	1	4.8	4.8	61.9
	60	1	4.8	4.8	66.7
	65	1	4.8	4.8	71.4
	70	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

So, based on the table above, the pre-test score in this histogram can be seen as below:

Figure 1 : Histogram of pre-test in experimental class

Prettest
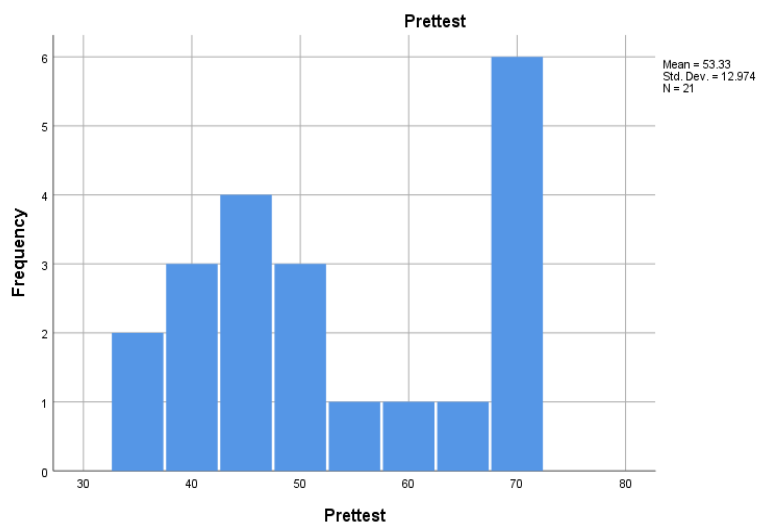
Table 4.5 Frequency Distribution of Post-test Score

in Experimental Class (XI MIPA 1)

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	5	23.8	23.8	23.8
	55	4	19.0	19.0	42.9
	60	2	9.5	9.5	52.4
	65	3	14.3	14.3	66.7
	70	3	14.3	14.3	81.0
	75	4	19.0	19.0	100.0
	Total	21	100.0	100.0	

Based on table above, there were 5 students get value 50 (23,8%), 4 students get value 55 (42,9%), 2 students get value 60 (52,4%), 3 students get value 65 (66,7%), 3 students get value 70 (81,0%) and 4 students get value 75 (100,0%).

So, the post-test score in this histogram of experimental class can be seen as below:

Figure 2 : Histogram of Post-test in Experimental Class
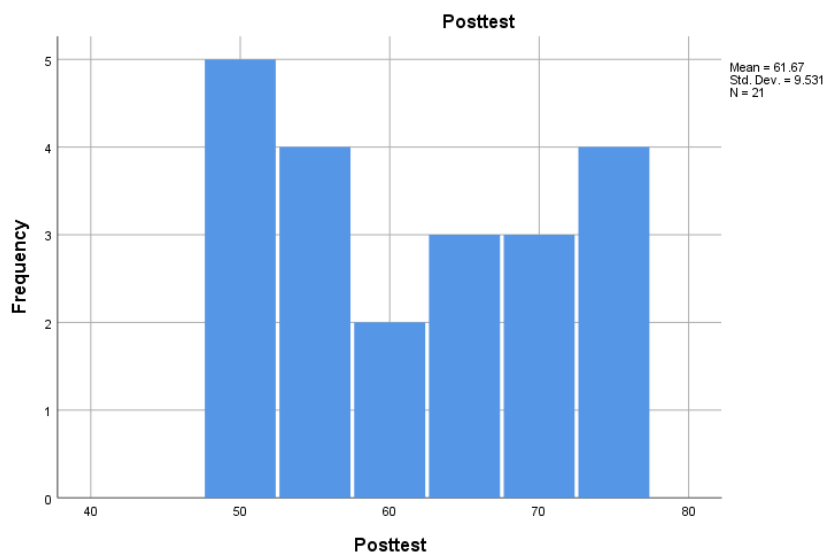
2. Control Class

The researcher gained the data from the result of pre-test and post-test students' speaking skill scores. The following are descriptions of students' scores in the control class.

Table 4.6 Students' Score Pre-test and Post-test

No	Name	Pre-test	Post-test
1.	Ahmad Khoirudin	35	45
2.	Ana Nisaul Hamidah	45	50
3.	Andi Ahmad Firdaus	55	60
4.	Andrew Ferdian Kurniawan	25	35
5.	Azufatul Aiska Nur A`malia	55	60
6.	Dita Dwi Maharani	55	60
7.	Erwin Dwi Setiawan	35	45
8.	Esa Karren Gayuh Pratiwi	45	55
9.	Faiz Basuki Putra	25	35
10.	Fanal Purba Setyawan	30	40
11.	Fatkul Janah	60	65
12.	Gibrana Galang Dorisya Ma'arief	30	45
13.	Intan Arum Permatasari	40	50
14	Irham Ahyana	40	50
15.	Lutfi Hasna Nisrina	60	65
16.	Lyvia Dwi Kristanti	55	60
17.	Munti`a Lailatul Fitriyah	50	55

No	Name	Pre-test	Post-test
18.	Nabilla	45	55
19.	Riska Aulia	40	50
20.	Rosi Dwi Arianti	40	50
21.	Septiyana Dewi	45	55
22.	Silvia Lailatul Desika Putri	50	60
23.	Intan Arum Permatasari	40	50

The table above shows the results of students who were taught not using media before and after the test. In the pre-test, 2 student get value 25, 2 student get value 30, 2 students get value 35, 4 students get value 40, 5 students get value 45, 2 student get value 50, 4 students get value 55, and 2 students get value 60. In the post-test, 2 student get value 35, 1 students get value 40, 3 students get value 45, 6 students get value 50, 4 students get value 55, 5 students get value 60, and 2 student get value 65.

Table 4.7 Frequency Distribution of Pre-test Score

in Control Class (XI MIPA 2)

Pre-test					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	2	8.7	8.7	8.7
	30	2	8.7	8.7	17.4
	35	2	8.7	8.7	26.1
	40	4	17.4	17.4	43.5
	45	5	21.7	21.7	65.2
	50	2	8.7	8.7	73.9
	55	4	17.4	17.4	91.3
	60	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

So, based on the table above the pretest score in this histogram can be seen as below:

Figure 3 : Histogram of Pre-test in Control Class

Prettest

Mean = 43.7
Std. Dev. = 10.468
N = 23
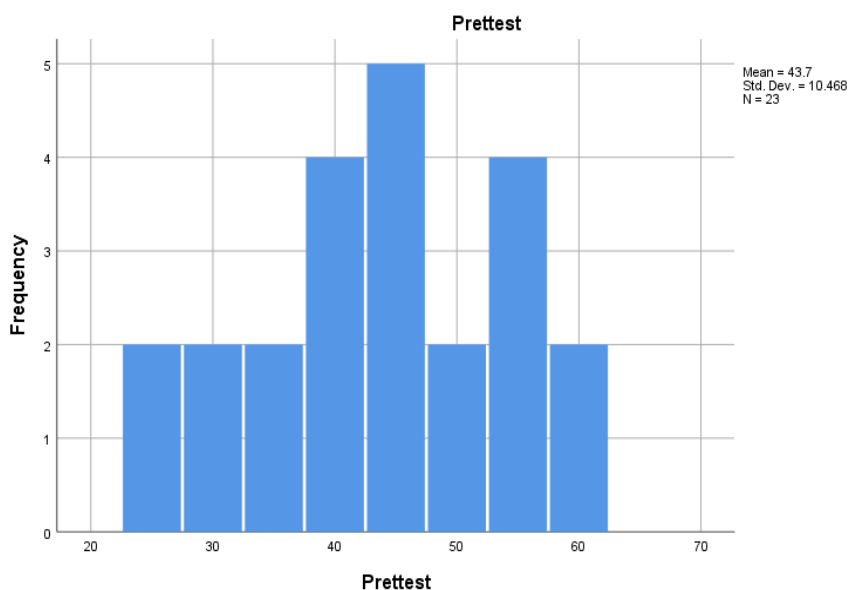
Table 4.8 Frequency Distribution of Post-test Score Control Class (XI MIPA 2)

Posttest		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	8.7	8.7	8.7
	40	1	4.3	4.3	13.0
	45	3	13.0	13.0	26.1
	50	6	26.1	26.1	52.2
	55	4	17.4	17.4	69.6
	60	5	21.7	21.7	91.3
	65	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Based on table above, there were 2 students get value 35 (8,7%), 1 students get value 40 (13,0%), 3 students get value 45 (26,1%), 6 students get value 50 (52,2,7%), 4 students get value 55 (69,6%), 5 students get value 60 (91,3%) and 2 students get value 65 (100,0%).

So, the post-test score in this histogram of control class can be seen as below:

Figure 4 : Histogram of Pre-test in Control Class
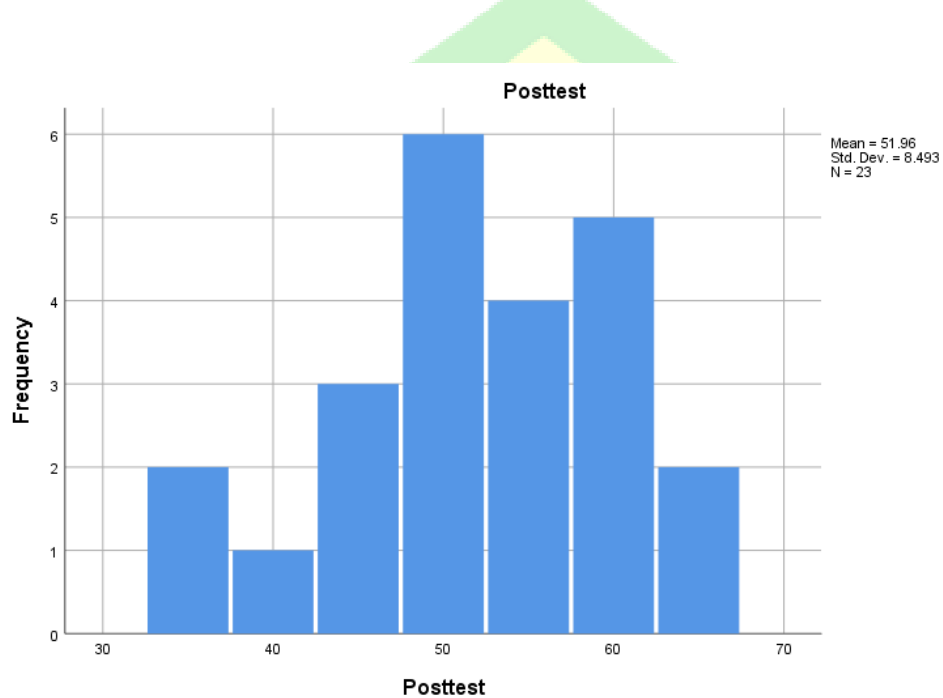
B. Statistic Inferentials

1. Assumtions test

The researcher has done an assumption test. It includes normality test, homogeneity test, and t-test (t-paired test) of the data.

a. Normality test

A normality test is a test that has the purpose of knowing whether the distribution of data is distributed or not. The researcher calculated the data by using SPSS 25 and used Kolmogorov-Smirnov's formula. The hypothesis of the normality test is explained as follow:

H_a : The data was not normal distribution

H_0 : The data was normal distribution

H_a was accepted if P-value or calculation is higher than 0,05.

The table below was the result of calculating normality test of experimental class.

Table 4.9 Normality Test of Experiment Class (X MIPA 1)

One-Sample Kolmogorov-Smirnov Test		Pre-test	Post-test
N		21	21
Normal Parameters[a,b]	Mean	53.33	61.67
	Std. Deviation	12.974	9.531
Most Extreme Differences	Absolute	.186	.186
	Positive	.173	.186
	Negative	-.186	-.142
Test Statistic		.186	.186
Asymp. Sig. (2-tailed)		.055[c]	.055[c]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the table above, the value or calculation of sig (2-tailed) was higher than α (0,055 > 0,05). It means that the data of experimental class is normal distributed.

Table 4.10 Normality Test of Control Class (X MIPA 2)

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		23
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.85661085
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.091
Test Statistic		.122
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the table above, the value or calculation of sig (2-tailed) was higher than α (0,200 > 0,05). It means that the data of control class is normal distributed.

b. Homogeneity test

A homogeneity test is used to know whether a two classes test was homogenous or not. In this research, the researcher used SPSS 25 to calculate the calculation of the value of the homogeneity test. The researcher used Levene's formula to gain the value. The result of the calculation of homogeneity is as follows:

Table 4.11 The Result of Homogeneity Test

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
3.000	3	84	.035

Based on the description of the table above, it can be seen that the value or calculation of sig is higher than α (0, 035 > 0, 05). So, can conclude that the data is homogenous.

c. T-test

The researcher tested the hypothesis after conducting the normality and homogeneity test. The researcher used a T-test to compare students of two classes or groups. As we know that this research used two classes are experimental class and the control class. The experimental class is a class taught by using Dialog Script Media. While control class who Media did not prepare. The researcher used SPSS 25 to calculate the T-Paired test.

Table 4.12 Paired Samples Statistics

Paired Samples Statistics				
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experiment	53.33	21	12.974	2.831

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
	Post-test Experiment	61.67	21	9.531	2.080
Pair 2	Pre-test Control	43.70	23	10.468	2.183
	Post-test Control	51.96	23	8.493	1.771

Based on the table above, the result of data analysis showed that the mean of students' experimental class (students were taught using mapping dialogue from Dialog Script Media) in the pre-test is get 53,33 and the post-test is get 61,67. While the students' mean score of control class (students were not taught using Dialog Script Media) in the pre-test is get 43,70, and the post-test is get 51,96. Then, the result of the T-Paired test can be seen as follows:

Table 4.13 T-Paired Sample Test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-test Experiment & Post-test Experiment	-8.333	4.830	1.054	-10.532	-6.135	-7.906	20	.000
Pair 2	Pre-test Control & Post-test Control	-8.261	2.864	.597	-9.499	-7.022	-13.834	22	.000

Based on the table above, the mean experimental class is -8.333, and the control class is -8.261. The standard deviation error in experimental is 1.054 and control class is .597 Confidence interval of lower and upper is 95% level.

The researcher formulates a hypothesis to interpret the data. The hypothesis can be seen as below:

H_a : If the value Sig(2-tailed) > 0,05, then there is different significant scores of using Dialog Script Media in teaching speaking at MAN 3 Madiun.

H_0 : If the value Sig(2-tailed) is < 0.05, then there is no significant difference in scores f using Dialog Script Media in teaching speaking at MAN 3 Madiun.

The research showed that this value of Sig(2-tailed) < 0,05. The statistical calculations obtained a t-value of -7.906 in the experimental class and -13.834 in the control class. The t-table value seen from the t-distribution table obtained the t-value of 2.018. The probability value is 0.000 <0.05, so H_0 is rejected, and H_a is accepted. It means that rejected H_0 and H_a are accepted. In other words, there is a significantly different score for students' speaking ability who were taught by using Dialog Script Media in teaching speaking at MAN 3 Madiun and those who are not.

2. Hypothesis and Interpretations

The alternative hypothesis (Ha) proposed in this research is "there is a significant difference in the speaking ability between the tenth-grade in MAN 3 Madiun who was taught by using dialog script media and those who were not".

Based on the computation or calculation above, the difference coefficient (T-test) between students taught by using dialog script media and students who were not taught by using dialog script media is -7.906 and -13.834. Then, the result of different coefficients would be compared to T-table with the condition as below:

H_a : If the value Sig(2-tailed) > 0,05, then there is significant different score of using Dialog Script Media in teaching speaking at MAN 3 Madiun.

H_0 : If the value of Sig(2-tailed) is < 0.05, then there is no significant different score of using Dialog Script Media in teaching speaking at MAN 3 Madiun.

The result of the research showed that the value of Sig(2-tailed) < 0,05. It means that H0 is rejected and Ha is accepted. In other words, there is a significantly different score of students' speaking ability who were taught by using dialog script media in teaching speaking at MAN 3 Madiun and those who are not.

C. Discussions

After conducting the study in MAN 3 Madiun, the researcher analyzed the obtained data using SPSS 25 and selected formulas. Afterward, she found and formulated evidence-proved theories of several pieces to support the hypothesis. The evidence from numeric data is based on the analyzing processes.

Collected data of the (pre-test) and (post-test) to experiment at MAN 3 Madiun by using mapping dialog from dialog script media in teaching speaking of the experimental class and not using media in the control class. Before further analyzing the experiment effectiveness of dialog script media, the researcher conducted analysis tests consisting of normality, homogeneity, t-paired, validity, and reliability tests.

The normality test was used to test whether the distribution of research data was consistent with the normal distribution. Besides testing the normal distribution of data, it is also necessary to test whether the variance of data was homogeneous or not. The validity test was used to test whether the instrument was appropriate or not to measure the research variables. Meanwhile, the reliability test was used to test the instrument reliability. The normality test result showed that the whole calculation got an index > 0.05 (α: 5%). It can be stated that normally distributed

the data used in this study. The homogeneity of variance test resulted in the value or calculation of sig is higher than α (0, 035 > 0, 05). So, can conclude that the data is homogenous.

The instrument's validity was good because it was suitable for content and construct validity and was already consulted with an expert (the writer's supervising lecturers). Meanwhile, the reliability analysis showed that the instruments used in this study got a high level of reliability (0.747). Research discussion showed a significant difference in the speaking ability between the eighth-grade students of junior high school who taught by using video and those who are not.

The significance calculated (0.000) is smaller than 0.05. This fact rejected the null hypothesis (H_0), which said "there is no effect of dialog script media in teaching speaking and those who are not" and accepted the alternative hypothesis(H_a), which said, "there is any effect of using dialog script media in teaching speaking in teaching speaking and those who are not." The evidence above shows that the teacher should integrate strategy instruction into interactive activities in designing activities with visual materials. Effective activities should be manipulative, meaningful, and communicative, involving learners using English for various communication purposes.

This discussion was consistent with statements that students can improve and have positive contributions as long as they are used at the right time their speaking skills with oral tests using dialog script. It is based on valid and authentic sources to make it easier for students to understand and understand the material provided. Then the teachers should the communicative skills in the speaking process of learning English.

CHAPTER V

## CLOSING

A. Conclusion

In conclusion, there is any effect of using mapping dialogue from dialogue script media in teaching speaking at MAN 3 Madiun. It means there is any effect on the students who are taught using mapping dialogue from dialog script media than those who are not using media in teaching speaking. It can be proven by the post-test of students' who were guided by using mapping dialogue from dialog script media in the experimental group with a score of -8.333 and -8,261 the control group. The result is not focused on the t-test value but adjusted to the significant level of the paired t-test, which is 5% or 0.05 with df equal to 42. It can conclude that Ha is accepted, so the use of mapping dialogue from dialog script media in teaching speaking at MAN 3 Madiun is effective. The analysis showed that the significance (2-tailed) calculated (0.000) is less than 0.05. So, H0 is rejected and Ha is accepted. Therefore, the hypothesis is that there is any effect of using mapping dialogue from dialog script media in teaching speaking at MAN 3 Madiun.

B. Recommendations

Based on the research that has been done with various results obtained, the researchers can provide the following suggestions:

1. For the teacher, the use of teaching media should be more emphasized on visual aspects such as dialogue scripts to improve students' speaking skills, give students many opportunities to express their ideas through English, and better develop creativity and innovation so that students are more interested in learning to speak in class.

2. For MAN 3 Madiun is already very good in learning facilities and infrastructure; hopefully, with this faster digital development, the school will become more advanced and have smart students with good speaking skills.

3. For the readers it is hoped that this research can be useful and be used as a useful reference for developing effective learning media used in honing students' abilities in class.
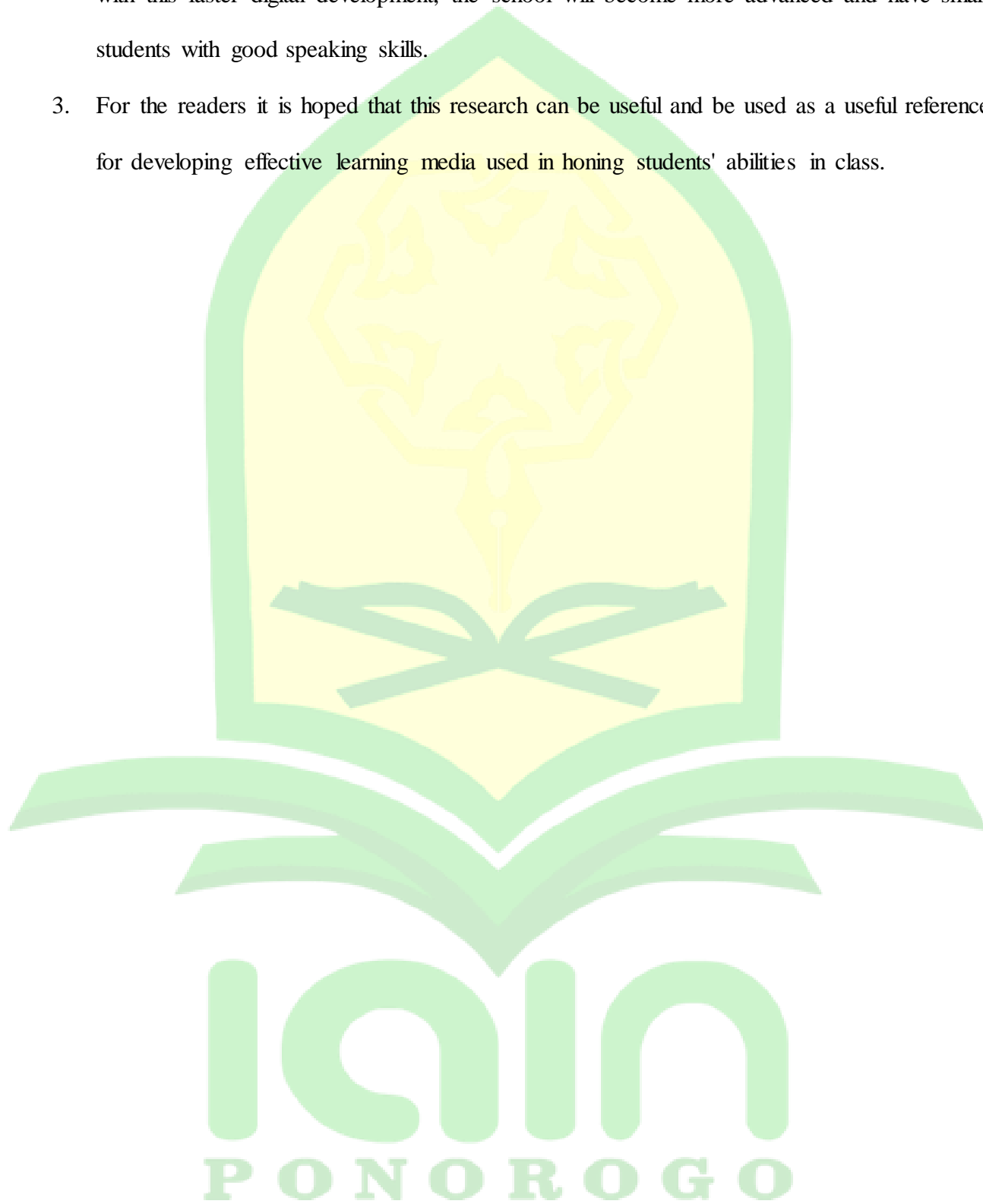
BIBLIOGRAPHY

Al, Ahmed Maher, M. A. N. *Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University*. International Journal of Humanities and Social Science Invention, 5(12), (2016). 100.

Alamri, H. *Audio visual scene-aware dialog. In Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition* .(2019). (pp. 7558-7567).

Allen,W.L. *Mobility, Media, and Data Politics*. The Sage Handbook of Media and Migration. (2020). (pp. 180-191).

Arikunto, S. *Research Methodology A Proposal Approach*. Jakarta: PT. Rineka Cipta. 2002

Aye doun, *Adding communicative and affective strategies to an embodied conversational agent to enhance second language learners' willingness to communicate*. International Journal of Artificial Intelligence in Education, 29(1), (2019). 29-57.

Barnes, D., & Todd, F. *Communication and learning revisited: Making meaning through talk.*. (2021).

Bashori, M "Etall". *Web-based language learning and speaking anxiety*. Computer Assisted Language Learning, (2020). 1-32.

Brown, H. D. *Teaching by Principle An Interactive Approach to Language Pedagogy*. (2001).

Buber, M . *The Martin Buber-Carl Rogers dialogue: A new transcript with commentary*. Suny Press. (1997).

Burnett, C., & Merchant, G. *New media in the classroom: Rethinking primary literacy.*. (2018).

Burns, A., & Hill, D.. *Applied linguistics and materials development*, (2013). 231-248.

Clark. *The Quick and Easy Way to Effective*. Speaking. 1997

Creswell, J. W., & Creswell, J. D. *Research design*. (1994).

Creswell, John W. *Qualitative Inquiry & Research Design*. London: Sage Publications Ltd. 2007.

Doff, A. *Teach English*. (2004). 1–49.

García, N. M. *Using Dialogues, Role Plays, Songs, and Poetry in Teaching Speaking*. The TESOL Encyclopedia of English Language Teaching, (2018). 1-6.

Goh, C. C., & Burns, A. *Teaching speaking: A holistic approach*. Cambridge University Press. (2012).

Gurin, P. *Dialogue across difference: Practice, theory, and research on intergroup dialogue*. Russell Sage Foundation. (2013)

H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 157.

Harris, D. P. *Issues in language testing*. The ESP Journal, 2(2), (1983). 173–176.

Harris, David. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company. 1974.

Heaton, John Brian. *"Writing English language tests."* (1988).

Howe,.*"Etall"*. *Teacher–student dialogue during classroom teaching: Does it really impact on student outcomes?*. Journal of the Learning Sciences, 28(4-5), (2019). 462-512.

Juzwik, M. *Inspiring dialogue: Talking to learn in the English classroom*. Teachers College Press. (2015).

Lado, R "Etall". *Language Testing*.

Liddicoat, A. J. *An introduction to conversation analysis*. Bloomsbury Publishing. (2021).

Lindelof, A. M., & Hansen, L. E. *Talking about theatre: Audience development through dialogue. Participations*, 12(1), (2015). 234-253.

Mason, R. (2013). *Using communications media in open and flexible learning*. Routledge.

McLuhan, M., & Fiore, Q. The medium is the message. New York, 123(1), (1967). 126-128.

Mu'alimah, S.R *Investigating the implementation of Character Education in an Indonesian EFL Classroom.*, *3*(2), (2020). 185-204.

Nurhayati. *Using local drama in writing and speaking: EFL learners' creative expression*. Journal of English Language Teaching and Linguistics, 1(1), (2016). 51-77.

Puspitarini,Y.D.,& Hanif, M. (2019). *Using Learning Media to Increase Learning Motivation in Elementary School*. Anatolian Journal of Education, 4(2), 53-60.

Rao, P. S. *The importance of speaking skills in English classrooms*. Alford Council of International English & Literature Journal (ACIELJ), 2(2), (2019). 6-18.

Richards, J. C., & Rodgers, T. S. *Approaches and methods in language teaching*. Cambridge university press. (2014)

Shor, I., & Freire, P. *A pedagogy for liberation: Dialogues on transforming education*. Greenwood Publishing Group. (1987).

Subramani, P. N., & Iyappan, V. *Innovative methods of teaching and learning*. Journal of applied and advanced research, 3(1), (2018). 20-22.

Sugiyono, S. *Quantitative Research Methods, Qualitative and R & D*. Bandung: Alfabeta.. (2015). 456.

Teaching Speaking in English Lessons in Elementary. *2*(7), (2021). 95–98

Terrell, T. D., & Brown, H. D. *Principles of Language Learning and Teaching*. In Language . (1981). (Vol. 57, Issue 3)

Van der Meij, Effects of scripting on dialogues, motivation and learning outcomes in serious games. *British journal of educational technology*, *51*(2), (2020). 459-472.

William, Littlewood. *Developing a Context-sensitive Pedagogy for Communication-oriented Language Teaching*. English Teaching . (2013). *68*(3), 3–25.

Wong, J., & Waring, H. Z. *Conversation analysis and second language pedagogy: A guide for ESL/EFL teachers*. Routledge. (2020).

Yin, Q., Yang, W., & Li, H. *Blending constructivism and instructivism: A study of classroom dialogue in Singapore kindergartens*. Journal of Research in Childhood Education, 34(4), (2020). 583-600.

Yu, F. *Three-dimensional model analysis and processing*. Springer Science & Business Media. (2011