

**THE IMPLEMENTATION OF INTERACTIVE
DIALOGUE TO IMPROVE STUDENTS' SPEAKING SKILL**

THESIS



By :

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ABSTRAC

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Keywords: Interactive Dialogue, Speaking Skills, Teaching Technique.

Interactive Dialogue is a conversation between a the resource person and the questioner on television or radio. The resource persons and questioners will discuss topics or issues that are currently being discussed by many people. Departing from the interestingness of this interactive dialogue, the researcher is interested in studying the use of interactive dialogue in English class X grader MA Ma'arif Klego Ponorogo.

This study aims to describe the implementation of interactive dialogue in improving the speaking skills of grade X social studies MA ma'arif Klego Ponorogo students, and to describe the supporting and inhibiting factors of students in improving the ability to speak using English in using the implementation of interactive dialogue.

This research used a qualitative approach, this included field research, while the essence of this research was descriptive qualitative. This study used interview, observation, and documentation as data collection techniques. The data analysis technique used in this study used interactive patterns with data reduction, data presentation, conclusion drawing. There were two data sources for this study, namely primary data sources and secondary data sources.

The implementation of the Interactive Dialogue has gone well. In its implementation there are five steps, First, the teacher needs to prepare some videos which of course must be interesting. Second, the teacher will explain what topics are discussed in the interactive dialogue video that appears and discuss the topics with students. The teacher gives directions to students to imitate the interactive dialogue that has been displayed. Fourth, the teacher will provide opportunities for students to have a dialogue about the same topic as in the example but using their own language. And lastly, students are asked to have a conversation or dialogue with their friends and discuss various topics that are being talked about a lot. And There are several factors that can support and hinder the process of improving students' speaking English skills. Factors that can support students' speaking skills are from the family environment, peers, and electronic media that exist today. While the factors that can hinder students' ability to speak English are difficulty expressing ideas verbally, limited vocabullary, lack of grammar skill, lack of ability to pronounce words, lack of courage to speak up, unsupportive family environment, unsupportive peers, and unsupportive school environment.

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APPROVAL SHEET

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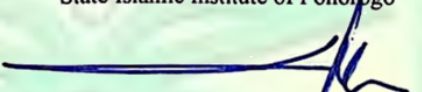
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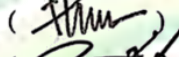


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CAPTHER I

INTRODUCTION

A. Background of the Study

Speaking has a very important social role in human life, because speaking is a means of face-to-face communication very vital. Likewise, the speaking ability of a student is very good important for the development of achievement, will appear clearly different between active students talk to passive students talk well with friends and class teachers. There is a positive impact of speaking, namely will produce a constructive pole and as for the negative impact of talk that will lead to a destructive pole. As a related to the impact of the above is a challenge that must be faced by remembering that the vocabulary of elementary school students what it is. A student needs the most important component in language, namely speaking skills where a student must be demanded to be skilled in speaking. Speaking is a skill language that develops in student life, which is only preceded by listening skills both orally and in writing and in the mass that is the ability to speak or say learned.

Speaking English with Indonesian people is not easy. Because when students speak English students not only have to think about grammatical truths, but speakers also have to think about the social function of the sentences spoken, when speaking we have to be spontaneous.

According to Nida Mufidah said that Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. When speaking, a person takes advantage of physical factors,

namely the speech organs to produce language sounds. Psychological factors contribute significantly to fluency in speaking, such as emotional stability which is very supportive. Speaking cannot be separated from neurological factors, namely the network of nerves that connects the cerebellum with the mouth, ears and other organs that participate in speech activity².

Talking is part of communication. The components that support the occurrence of an automatic communication will also build the creation of a conversation. According to Tarigan, the components that are always involved and influence the conversation are (1) communicators or speakers, (2) messages or topics of conversation, (3) communicants or listeners, (4) media, and (5) effects.

Before discussing the nature of speaking in English, it is necessary to state what is meant by speaking which is contained in Webster's Third New International Dictionary that, "Speaking is the act of expressing ideas in the words, conversation, discussion". In the Chambers Dictionary, it is explained that speaking is "Speaking is face to face communication". While Arthur Hughes stated that, "Speaking is the ability to interact successfully in that language". From the definition above it can be concluded that speaking is an activity of using words to express feelings, ideas, and opinions. Basically speaking has a purpose, namely (1) to inform something, (2) to entertain, and (3) to attract sympathy³.

Based on initial observations, the English language skills of grade 10 social studies students at MA Ma'arif Klego are good. They are able to use English in

² Nida Mufidah, "Strategi Belajar Berbicara Bahasa Inggris," 2017, 1 –131, <https://idr.uin-antasari.ac.id>.

³ *Ibid.*

interacting quite well, therefore researchers are trying to find out about this. And researchers found that the results of speaking fluency of grade 10 social studies MA Ma'arif Klego students because they learned through Interactive Dialogue.⁴ Students at MA Ma'arif Klego are very enthusiastic about the competitions related to speaking ability. MA Ma'arif Klego students also often take part in story telling competitions, both competitions held within the school and competitions held by a larger scope. One of the competitions that MA Ma'arif Klego students have participated in is the SMA/MA English Speech Contest. Not infrequently students from MA Ma'arif Klego get awards in this story telling competition.

This interactive dialogue method is sufficient to improve the grades of MA Ma'arif Klego students. Not unexpectedly this method is very effective to be used in English teaching methods. The benefits derived from the fluency in English of MA Ma'arif Klego students are numerous. For example, such as getting good grades, getting several awards, and so on. Besides the ability to speak MA Ma'arif Klego students are quite good. Their grades also improved considerably with the interactive dialogue method used. They also received several awards for the good way they speak English. Students won 1st place in the story telling competition which was held at the SMA/MA level. There were also students who won 1st place in the Public Speaking competition held by the school. This is really good for student progress. With excellent students like in MA Ma'arif Klego, Indonesia doesn't have to worry about the progress of the nation and state.

⁴ Preliminary Study observation results: 01-11/2023

Learning is basically individual because each student has their own character. Students who tend to be closed may find it difficult to express something orally, while students who tend to be open are more likely to express something through oral media (speaking), for example being event guides, discussion guides, speakers, lecturers, will be different in absorbing learning to speak compared to other students. which has never been seen in these activities is in line with the opinion of Mursel and Nasution, namely learning must be individual because each individual learns in his own way.

Based on the background stated above, the writer is interested in examining this problem in a study entitled "The Implementation of Interactive Dialogue to Improve Student Speaking Skills"

B. Research Focus

It is very important to analyze knowing English. Can improve speaking skills. From the background above, it can be concluded that the focus of the author's research in this study is how the teacher's efforts in improving students' speaking skills are.

C. Statement of the Problems

1. How is the implementation of the interactive dialogue method in improving the speaking skills of class 10 IPS students at MA Ma'arif Klego?
2. What are the factor that support and hinder the implementation of Interactive Dialogue in improving speaking Skills?

D. Objectives of the study

1. To find out the implementation of the interactive dialogue in improving the speaking skills of class 10 IPS students of MA Ma'arif Klego.
2. To find out what factor that support and hinder the implementation of Interactive Dialogue in improving speaking skills?

E. Significances of the Study

The benefits that researchers expect from this research are as follows:

1. Theoretically

It is hoped that this research can be useful to add to the scientific treasures, especially with the teacher's efforts in teaching the Speaking Skills of X Social Studies students through learning using the dialogue at MA Ma'arif Klego.

2. Practically

- a) For the School

Research can be used as a document and can be used as a reference for relevant research in the future and as the development of the integration of English skills at MA Ma'arif Klego.

- b) For the Teachers

This research is expected to provide information and help how the Interactive Dialogue usefulness in teaching speaking skills to class X Social Studies students at MA Ma'arif Klego.

c) For Researchers

To increase knowledge and experience in conducting research on speaking skills.

F. Organization of the Thesis

To obtain a systematic discussion, the authors need to arrange systematics in such a way that it can show good research results and is easy to understand. Then the researcher will describe the systematic writing as follows:

The first chapter, which is an introductory part, contains the background, research focus, problem formulation, research objectives, research benefits, systematic discussion, research schedule.

The second chapter, This chapter contains a description of the literature review or books containing grand theories and theories referred to from the qualitative research literature. explanation and end with the construction of a new theory proposed by the researcher.

The third chapter, explains the research methods used by researchers, data sources, data collection procedures, data analysis techniques, checking the validity of findings and research stages.

In the fourth chapter is the presentation of the data and its analysis. The data presented is field data found by the researcher which is presented in this chapter for analysis related to the implementation of interactive dialogue to improve the speaking ability of class X students of MA Ma'arif Klego.

The fifth chapter is the closing in this chapter the end of the whole series of discussions in the thesis. This chapter contains conclusions and suggestions

from the author regarding the matters discussed in this study.

G. Research Schedule

Table 1. 1 Research Schedule

Number	Name of Activity	October				November			
		1	2	3	4	1	2	3	4
1	Title Submission								
2	Title approval								
3	Matrix Compilation								
4	Proposal Preparation								

CHAPTER II

THEORETICAL BACKGROUND

A. Theoretical Background

In this study, researchers want to provide knowledge about Educational Methods, Teaching Techniques, Speaking Techniques, and Interactive Dialogue.

1. Educational Method

a. Understanding Teaching Methods or Education

Teaching or educational methods are methods used by educators to convey certain subject matter, skills, or attitudes so that learning and education take place effectively, and goals are achieved properly. The teacher must master the teaching material well, so that it is easy for him to choose the right method to teaching⁵.

According to Sa'id, the selection of teaching methods must consider the following:

1. Pay attention to the learning objectives. If the goal is for students to acquire knowledge and information, then the appropriate method is lectures and discussions; if the goal is for students to acquire certain skills, then the appropriate method is practice.

⁵ Arif Wicaksana, "Methods of Education in Islam," <https://medium.com/>, 2016, 21 -22, <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

2. Taking into account the needs and age of the student. Sometimes it is necessary to express the opinion of students when using the lecture method, or argue during discussions, or experiment during exercises.

The presence of an educator in the educational process, both formal and non-formal, is very important. The existence of educational methods that are applied by educators appropriately, effectively, and efficiently can have a major influence on the process and level of educational success, especially in the teaching and learning process of activities. Therefore, success in applying this method is necessary to achieve educational goals⁶.

The term educational method consists of two words, namely "method" and "education". For that, the author will convey a description of the meaning of each of these words. The word method comes from Greek. Etymologically, the word method comes from two syllables, namely meta and hodos. Meta means through and hodos means way or way. In Arabic this method is known as tariqah which means strategic steps that must be prepared to do a job. While in English the method is called method which means way in Indonesian.

In line with some of the opinions above, Mahmud Yunus also explained about the method quoted by Armai Arief, according to him, is the path that someone wants to take in order to achieve certain goals, both in the corporate or commercial environment, as well as in the fields of science and others. All means

⁶ Arif Wicaksana, "Methods of Education in Islam," <https://medium.com/>, 2016, 21–22, <https://medium.com/@arifwicaksanaa/pengertian-use-case-a7e576e1b6bf>.

are used to achieve educational goals. How to convey the message of education, this is actually the essence of the method. If related to education, the strategy must be realized in the educational process in order to develop mental attitudes and personalities so that students receive teaching materials easily, effectively, and can be digested properly⁷.

2. Teaching Techniques

a. Understand Teaching Techniques

The learning process is a place to communicate and socialize which ultimately leads to healthy cooperation, especially in the classroom. Therefore, in the learning process students must be able to communicate and socialize with all class members⁸.

According to Sudjan, techniques are steps taken in the method of managing learning. The Duti Duta technique is a teaching and learning technique from the cooperative learning teaching and learning model, which is a learning model that provides opportunities for groups to share results and information with other groups. This is done by visiting between groups to share information.

⁷ Arif Wicaksana, "Methods of Education in Islam," <https://medium.com/>, 2016, 18 –19,

⁸ Pratiwi Sartika Sari, "The Influence of Learning Techniques and Learning Motivation on Learning Outcomes of Writing Argumentation Paragraphs for Class X Students of Madrasah Aliyah Tahfizhil

3. Interactive Dialogue Method

a. Definition of Interactive Dialogue

Interactive Dialogue is an activity that needs to be organized systematically. This activity is generally divided into two parts, namely teacher activities and student activities. Teacher activities are signs that become a reference for teachers in carrying out the teaching and learning process. This activity is prepared by taking into account the objectives and learning media that will be used for listening learning with interactive dialogue recordings on television⁹.

Understanding interactive dialogue basically still refers to the concept of dialogue in general, dialogue in general is speech or guided speech involving several people with certain aims and purposes. The concept of interactive dialogue is dialogue that addresses a particular topic that is controversial among the audience. The interactive dialogue itself takes place between the speakers on television or radio and the audience¹⁰.

As it is Sa'id Above, interactive dialogue occurs when a conversation takes place using media as an intermediary. The same is true when we watch Television talk shows and we call audience in a question and answer session or ask questions to the resource persons via live video. Conversations between speakers and viewers have indirectly become examples of interactive dialogues on television.

⁹ Nunung Sriwidianingsih, "Recorded Interactive Dialogue on Television," 2015, 51-62

¹⁰ Aziz Rio Kausar, "Conversation Implication in Mata Najwa Interactive Dialogue in Trans 7"

From the above understanding, we can conclude that an interactive dialogue is a two-way communication on television or radio between a communicator and a communicant who communicates using the telephone as a tool and becomes to receive reciprocity or feedback.

Interactive dialogue, of course, has elements that are guided by 5W+1H that we must pay attention to, namely:

1. WHO : Who is involved in the dialogue?
2. What : What is being talked about in the dialogue?
3. When : When was the dialogue held?
4. Where : Where is the dialogue taking place?
5. Why : Why is the dialogue being held?
6. How : What was the process of the dialogue?

Given the interactive dialogue in a television program, we must pay special attention to several factors. This is due to several factors that then affect the topic, the flow of the dialogue, and the end of the dialogue interactive.

The following issues and factors should be considered:

1. Topic Dialogue : In interactive dialogue, the topic of dialogue is the main topic of conversation, because without paying attention to the topic of conversation, we do not know what is being discussed.

2. Source : Besides the subject, the resource person is another thing we should pay attention to. Resources participating in the dialogue are generally considered specialists and experts in their fields. So we have to know exactly who the source in the dialogue is.
3. Opinion : An opinion is an opinion given by a source. This is also very important because the opinions of the interviewees can lead to the conclusion of the dialogue.
4. Conclusion : The conclusion of the interactive dialogue is the essence of the discussion.

In dialogue, both direct and interactive, it certainly contains conclusions that can be learned and used by many people. Because if we forget part of the dialogue, we indirectly miss the important points and do not get complete information. Here's how to conclude an interactive dialogue:

1. Pay attention to the dialogue. Do not let our focus be diverted to other things that are not important. Because if one piece is missing, we lose all the information.
2. Always remember 5 W + 1 H. We do not have to follow the speaker and moderator literally, but memorize the concept of 5 W + 1 H in our brain. Pay attention to what was discussed, who was involved, when the event took place, where it happened, why and how it was processed. When we have found the answers to these questions, we at the end of the dialogue interactive and we must have had the conclusion of the interactive

dialogue that we heard.

3. In this last method, the answer is stored as 5W + 1H. We don't have to save it as a complete sentence. Just note down the important points, which can later be summarized in one paragraph.

Rivers and Temperly add that there are five procedure of presenting and learning from the dialogue as follow¹¹:

- a. Some setting of the scene to arouse student interest in the content of the dialogue and facilitate comprehension of the language used.
- b. Some technique for focusing student attention on the meaning of the interchange.
- c. Some familiarization of students with the actual utterances in the dialogue through an activity which makes cognitive demands on them.
- d. Some formal manipulation of the material in the dialogue, exploiting the useful expressions in a conversation-facilitation dialogue or the morphological and syntactic items in a grammar-demonstration dialogue.
- e. Some procedure in which the dialogue material can be used in the creation of new utterances and new dialogue expressing the students own hims, feelings, and imaginings.

¹¹ Wilga M. Rivers dan Mary S. Temperly, Practical Guide to the Teaching of English as a Second or Foreign Language (New York: Oxford University Press, 1987)

4. Speaking

a. Definition of Speaking

Speaking is an activity which happens when two people are engaged in talking to each other. Therefore, during this process speakers share their ideas, thoughts, or opinions. However, the process of speaking which is intended to deliver the ideas or thought is not restricted to the oral utterance only. Speaking in general can be intended as a skill to convey ideas, one person's ideas to another person with use spoken language. Speaking is the ability to pronounce sounds - articulation sounds or words to express, express and convey thoughts, ideas, and feeling¹².

Speaking is one of the most important skills to be developed and enhanced as a means of communication orally. In his book, Palmer states—The vast majority of our communication is oral. Most of our students will be asked to speak face to face with a variety of audiences: classmates now, and someday co-workers, clients, team members, staff and many others¹³.

Students use speaking widely in the classroom interaction. It can be one of the English language skills that most language students wish to have as their ability. So, many of them learn it at formal schools or at English courses. As Brown states —Listening and speaking are two skills

¹² Dian Rahma Santoso, M.Pd. & Wahyu Tufiq, M.Ed., Speaking for Academic Purposes (UMSIDA Press, September 2020)

¹³ Erik Palmer, Teaches Core Listening Skills & Speaking (Alexandria: ASCD, 2014), 106.

that are most widely used for classroom interaction¹⁴.

To be able to speak a language well, speakers must master the pronunciation, structure, and vocabulary in question. In addition, it is also necessary to master the problem or idea to be conveyed and the ability to understand the other person's language. Meanwhile, the form of self-talk is seen as a tool for communicating with the listener's needs for receiving messages that have been compiled in the speaker's mind. In essence, speaking is a self-ability to express thoughts or ideas through sound symbols.

b. Stages in Speaking

- 1) Talking is a process. In speaking alone has steps that one must master well while becoming speaker. Below are there quired steps by a good speaker, namely: Choosing a topic, interest in conversation, speaking ability, interest listeners, listening ability, time allotted.
- 2) Understand and test the topic, understand the audience, situation, setting background of listeners, level of ability, means.
- 3) Develop a framework for discussion, introduction, content and closing.

c. Purpose of Speaking

Basically, the main purpose of speaking is to communicate directly between the speaker and the listener in order to find information for the

¹⁴ H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy

listener to absorb and use¹⁵. In general, the purpose of speaking is to inform, entertain, report, persuade and convince others. And in general, the purpose of practicing speaking English is for us to be able to communicate in English simply orally. With good speaking skills, we can convey ideas, information or other things to other people well. In addition, we will also become more confident. Speaking skills can also broaden our network.

B. Previous Research Findings

Research on improving speaking skills using various methods has been conducted by many other researchers. This could be the reason that speaking skills are an interesting study. In this study, researchers reviewed research on Julianti, Susialawati, Dede Rizal Munir, STKIP Kusuma Negara, Ika Oktaviani, Dini Fitriani, Wisnu Kala Kusumajati, Universitas Tanjungpura. Yosi Noveni, Dharmawangsa University, Elwin Piarawan Zebua, Maulana Malik Ibrahim State Islamic University, Vino Putra Hadiyani, Sunan Ampel State Islamic University, Mutiara Ramadhan State Islamic Institute (IAIN), Nur Istiqamah¹⁶.

The first study, by Elwin Piarawan Zebua from Dharmawangsa University with the title "Learning English Conversation with the Guide Conversation Method at SMA Negeri 1 Gunung Sitoli". The purpose of this study was to determine the use

¹⁵ dr. H. Nawawi, M.Si, Dra. Hj. UmmulQura, M.Pd, and Indah Rahmayanti, M.Pd, Speaking Skills (Uhamka Press JAKARTA, September 2017), p. 23.

¹⁶ Ika Oktaviani, Dini Fitriani, and Wisnu Kala Kusumajati, "Improving Students' Speaking Skills through Audio Lingual Method," Proceedings of the National Seminar on Education STKIP Kusuma Negara II 10, no. 2 (2020): 231–36, <http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/806>.

of guide conversation method in learning English conversation at SMA Negeri 1 Gunung Sitoli. This research uses the library research method, which is a research method based on expert opinions about learning English conversations with the guide conversation method. The similarity of this research with my research is that it discusses English language skills, while the difference is in the method, if my research uses the English dialogue method, this research uses the literature research method, namely guide conservation¹⁷.

The second research, by Nur Istiqamah from the State Islamic Institute (IAIN) with the title Improving Student Speaking Skills through Fish Bowl Strategy in Grade II SMAN 3 Gowa. The purpose of this study was to determine the significant improvement in the speaking skills of grade XI students of SMAN 3 Gowa after implementing the fishbowl strategy. This study uses the Fishbowl method, where Fishbowl is one of the strategies that can be applied in teaching speaking because fishbowl is one of the potential activities that students can do to come to a conclusion, share ideas about an event, or find solutions in this activity. The similarity of this research with my research is that it discusses improving the ability to speak English, while the difference is in the method used, if in this study using the Fishbowl method, in my research using the English Dialogue method¹⁸.

¹⁷ *Ibid.*

¹⁸ Meita Sari Setiyani, "Improving Students' Speaking Skills Through Fishbowl Strategy in Grade II SMA N 3 Gowa By," 2020, 1–9

C. Theoretical framework

Speaking skills play a very important role in human life. By mastering speaking skills, students will be able to express their thoughts and feelings according to the context and situation in which they speak. One important area that must be mastered is language skills, especially English. English as an international language has been used by most of the people in the world. However, the problem today, especially in non-English speaking countries such as Indonesia, is that English is still considered as scary in the sense that they are still lacking in speaking, writing, listening, and reading so they have difficulty in the activities that use it. English. The current problem is how to teach lessons to students in improving speaking skills using the Dialogue Interactive method. The optimal pattern of interaction between teachers and students, between students and teachers and between students and students is multidirectional communication in accordance with the concept of active students. As expected by experts in modern education, this is difficult for mixed abilities because by and large interactions only occur between smart students and teachers. In this interactive dialogue, students are expected to improve their English vocabulary, be able to speak more fluently, and be more confident when students interact with others around them who use English. This dialogue interactive learning method provides opportunities for students to learn to dialogue with teachers to solve or solve problems together through interesting learning about speaking skills. This interactive dialogue learning method provides opportunities for students to further explore the subject matter and develop learning outcomes and students can use English in their daily lives.

Based on this, the researcher describes a frame of mind that aims to determine the teacher's efforts in improving students' speaking skills through the Student Interactive Dialogue.



CAPTER III

RESEARCH METHOD

A. Research Approach and Type

This research is a qualitative descriptive study. This is qualitative descriptive because it tries to describe the phenomena that occur in MA Ma'arif Klego Ponorogo. This research focuses on the students' speaking skills. In qualitative descriptive research, the researcher collects data, organizes the data, classifies the data, then makes an interpretation of the data, and finally, the researcher writes conclusions based on the analyzed data. By using qualitative descriptive method, the researcher describes the facts about the object of research. Therefore, the researcher collects data, analyzes and interprets it, and writes conclusions about the types of positive politeness strategies, and the factors that influence students to apply these strategies. Research time and setting :

1. Research Setting

The research conducted by the author was conducted in class X IPS MA Ma'arif Klego in Ponorogo city. The selection of research sites was adjusted because there implemented interactive dialogue when learning to improve students' English speaking skills, based on pre-selected topics, related to teacher efforts in improving students' speaking skills.

2. Research Time

In order for this research to be in accordance with the targets set, the researchers made the following schedule:

Table 3. 1 Research Time

No	Name of activity	October				November			
		1	2	3	4	1	2	3	4
1	Title Submission								
2	Title Approval								
3	Matrix Compilation								
4	Preparation of Proposals								

B. Data Source and Data

Data is factual information that can be called a description of raw materials in research used for problem solving materials or revealing a problem. The data obtained from this informant is in the form of words spoken orally and behaviorally by the informant. Meanwhile data sources other than humans referred to here are in the form of images or photos and other documents. This research data uses primary sources and secondary sources as follows:

1. Primary Data

This primary data source includes information seeking activities by conducting interviews. These data sources include:

- a. Class X English teacher at MA Ma'arif Klego Ponorogo, in conducting interviews with English subject teachers can explore information about the

implementation of interactive dialogue in learning to improve students' English speaking skills, because English teachers are key informants in this study.

- b. Class X social studies students at MA Ma'arif Klego Ponorogo, researchers will get more data, then researchers can get valid data by combining and comparing data obtained from these informants related to improving students' English speaking skills.

2. Secondary Data

Namely data or informants obtained from written data sources, library books, archives, and various existing document sources. In this research, the data is from speaking skill which is the main source of data from students. Researchers get data from students. To complete the need, some information from the library and internet was collected and other books related to this research.

C. Data Collection Instrument

Data collection methods are techniques or ways that can be used by researchers to collect data. The data collection method as a method that is independent of the data analysis method or even becomes the main tool of data analysis methods and techniques. The data collected in will be used to test hypotheses or answer questions in the formulation of the problem and then will be used as a basis for making conclusions or decisions.

The research instrument in research that uses a qualitative approach is the researcher himself because the success in data collection is largely determined by

the ability of the researcher to appreciate the social situation that is the focus of research. The researcher will not end the data collection phase, before the researcher is sure that the data collected from various different sources and focused on the social situation under study has been able to fulfill the research objectives.

D. Data Collection Techniques

1. Interview

Data collection techniques with interviews, used by researchers when conducting a preliminary study to find a problem that must be investigated, and to explore various information from respondents more clearly and in depth. In this interview technique can be done face-to-face, or using the telephone and in a structured manner. According to Esterberg, an interview is a meeting of two people to exchange various information and ideas through question and answer, so that meaning can be constructed in a particular topic.

By conducting interviews, a researcher gains more in-depth knowledge and information about participants in interpreting situations and phenomena that occur, which cannot be found through observation. In the research conducted by the author, interviews were used to obtain various information about the profile of the institution, infrastructure, structure of the institution, the number of students and teachers of MA Ma'arif Klego Ponorogo, and the specific data that the author wants to ask is how the teacher's efforts in improving the speaking skills of grade X social studies students through English learning at MA Ma'arif Ponorogo. In this study researchers conducted interview with several people including:

- a. Mrs. Umi Latifah, S. Pd. as a teacher of class X social studies English subjects at MA Ma'arif Klego Ponorogo.
- b. Class X social studies students at MA Ma'arif Klego Ponorogo.

2. Observation

Observation as a data collection technique has specific characteristics when compared to other techniques, namely interviews and questionnaires. Basically, when conducting interviews and questionnaires, they always communicate with people. Observations or research carried out not only on people, but can be done on other natural objects. Researchers made observations on the implementation of interactive dialogue during learning in improving the speaking skill of class X IPS MA Ma'Arif Klego Ponorogo.

Sutrisno Hadi said that observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the processes of observation and memory. Data collection techniques with observation are used when the research is related to human behavior, work processes, natural phenomena and when the respondents who are observed are not too large.

3. Documentation

Documentation is a way of collecting data that results in important notes relating to problems or topics that are in accordance with the research to be carried out, so that complete, valid and estimated data will be obtained. Documentation is a record of events that have passed in the form of pictures, writings, or monumental works of someone. Document study was conducted

as a complement to the use of interview and observation methods in a qualitative research.

The next documentation technique, namely by recording activities at MA Ma'arif Klego Ponorogo, is done to make it easier for researchers to get clear information. As well as researchers recording interview activities and observations in class by following learning in class. With this, researchers obtain data on school profiles, vision and mission, and school goals, and other data.

E. Data Analysis Technique

Data analysis techniques are an important part of the scientific method, because data analysis is used to solve various problems in a study. The data analysis technique in this study used qualitative data analysis. Like the concept of Miles and Huberman who stated that all activities in qualitative data analysis take place continuously until they are completed and are carried out interactively. There are several stages in the concept proposed by Miles and Huberman, namely:

1. Data Reduction

Data reduction is sorting and choosing the main things, focusing on the important things. Through data reduction, raw reports obtained in the field will be arranged systematically so that researchers will be easily understood. The data reduction process is selected about the selection of relevant and meaningful data that leads to problem solving, discovery, as well as explaining to answer questions from research. So, the data that has been reduced will be able to provide a clearer picture of the results of the study.

2. Data Display

Data presentation is an organized unification of information that enables inference and action. The presentation of data helps in understanding what is happening and to do things, including deeper analysis or taking action based on understanding.

3. Conclusion Drawing

Conclusions in qualitative research are still temporary and will change if there is no strong evidence to support the next stage of data collection. However, if a conclusion is expressed at an early stage and is supported by various valid and consistent evidence when the researcher returns to the field to collect data, then the conclusion put forward is a credible conclusion.

Thus the conclusions in qualitative research may be able to answer the problem formulation that was formulated from the beginning, but may also not, because as has been stated the problem and problem formulation in qualitative research are still temporary and will develop after the research is in the field.

F. Research Validity Check

In research, it is necessary to check the truth of the findings from the results of research in the field in accordance with the actual situation. The checking of the validity of the data carried out is as follows:

1. Extended Observation

Extended observations researchers returned to the field, made observations and interviews. With the extension of observations, the relationship between the researcher and the resource person will be more intimate, formed, open, and trusting each other, so that the information is clearer and the truth is guaranteed.

2. Increase Perseverance

Increasing persistence is the same as making an observation more carefully and continuously. As a provision for a researcher to increase persistence, here are various reference books, as well as research results or various documentations that are related to the findings being researched. By reading the researcher's insight, it becomes wider and sharper, so that it can be used to check the data found that it is valid or reliable or not.

3. Triangulation

Credibility testing can be interpreted as checking data from various sources in various ways and times. The researcher uses a data source triangulation technique, where the researcher explores the truth of certain informants through various methods and sources of data acquisition. As known in qualitative research, researchers use the methods of observation, interviews and documentation. Each of these methods will produce different data or evidence, then will provide a different view of the phenomenon under study.

G. Research Stage

There are four stages of research which include the writing of the results of the report.

The stages of the research, namely:

1. Pre-field Stage

This stage includes preparing research designs, selecting research fields, managing permits, exploring and assessing the field, selecting and utilizing informants, and preparing research equipment.

2. Field Work Stage

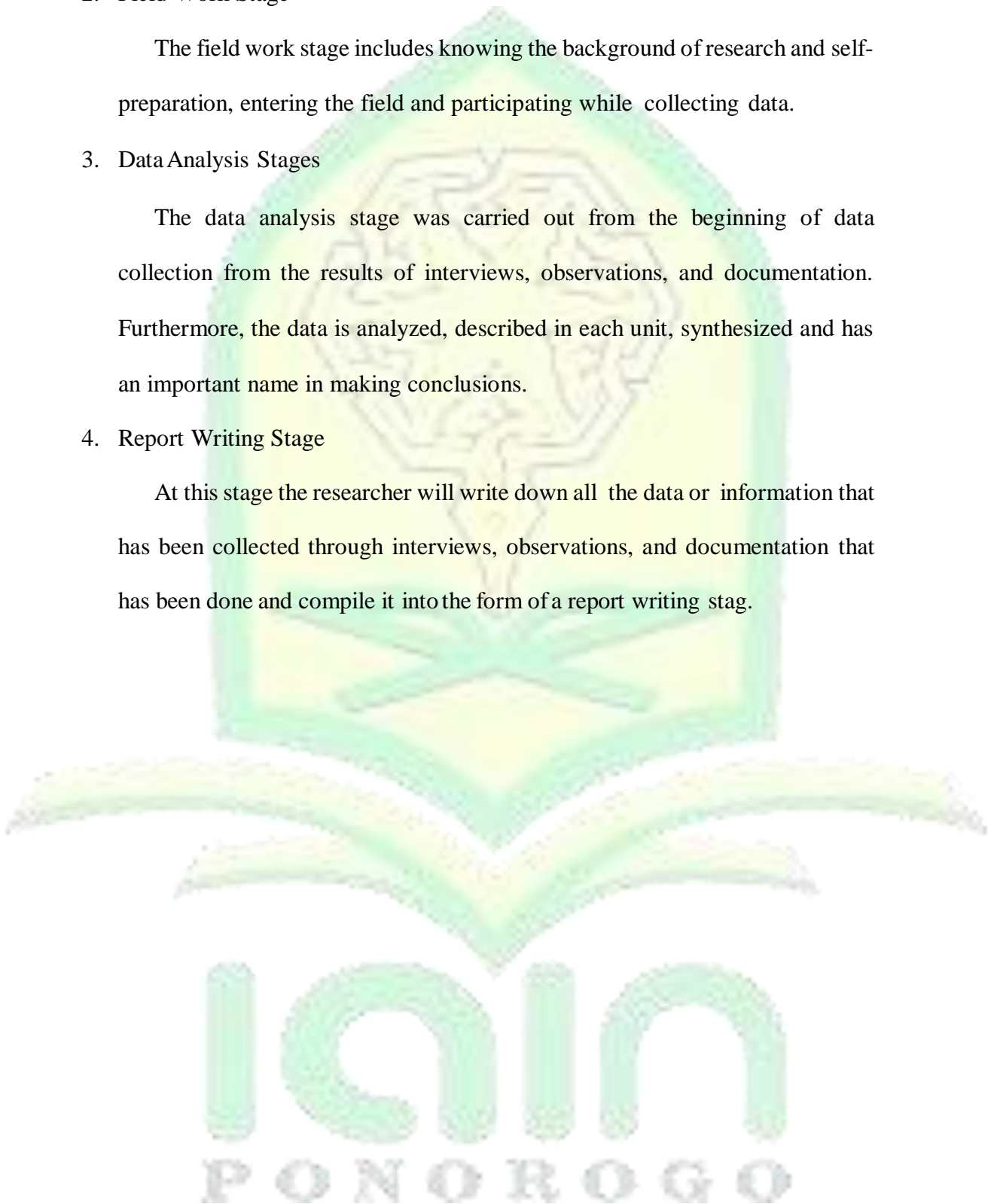
The field work stage includes knowing the background of research and self-preparation, entering the field and participating while collecting data.

3. Data Analysis Stages

The data analysis stage was carried out from the beginning of data collection from the results of interviews, observations, and documentation. Furthermore, the data is analyzed, described in each unit, synthesized and has an important name in making conclusions.

4. Report Writing Stage

At this stage the researcher will write down all the data or information that has been collected through interviews, observations, and documentation that has been done and compile it into the form of a report writing stag.



CHAPTER IV

RESULT AND DISCUSSION

A. General Data

1) History of MA Ma'arif Klego Ponorogo

MA Ma'arif Klego is the only school or madrasah located in Klego Hamlet, Mrican Village, Jangan District, Ponorogo Regency under the auspices of the Hidayatul Mubtadiien Klego Islamic Boarding School, Ponorogo. Its existence in the middle of a green expanse that is still very beautiful, makes it comfortable and peaceful as far as the eye can see. To the east of the madrasa there is a Perhutani eucalyptus forest, while to the south there is a Brimob shooting range which is still surrounded by hundreds of green trees. The right porch of the madrasa is adjacent to residential areas in order to maintain friendly relations between the Islamic boarding school community and the wider community. Meanwhile, the expanse of community agriculture that continues to turn green is in the western part of the madrasa.

Within MA Ma'arif Klego's environment there are many plants that thrive and grow big in the front and center yard, not to mention the many plants that adorn every corner and front of every room and class, both from ornamental plants, toga plants, vegetable plants. These conditions are able to create conditions that are comfortable, cool, so that MA Ma'arif Klego residents are able to explore themselves, both for students in learning and for teachers and employees at work.

MA Ma'arif Klego since its inception in accordance with the permit to establish a Madrasah from the regional office of the Indonesian Ministry of Religion, No. W.n. 06.04/PP.03.02/3372/SKP/1998 dated 01 July 1998. with Madrasah Statistics Number (NSM) 131235020009. The latest level of accreditation carried out by the Madrasah Accreditation Board of East Java Province Number: Ma.033012 on 25 October 2016 as an ACCREDITED Madrasah with a rating of B (Good). In addition, it has 6 classrooms, 1 teacher's room, 1 lab room. IPA, 1 Lab room. Multimedia, 1 Lab room. Computer, 1 Library room, 1 multipurpose room, 1 TU room, 1 Principal's room, 3 Gasebo, 1 multipurpose field. The total number of students is 95 children and is supported by 20 teaching staff who have bachelor's degrees, with 2 non-educational staff. In an effort to improve the quality of education at MA Ma'arif Klego Mrican Jenangan Ponorogo there is very good cooperation between students, teaching staff, non-educational staff and committees with their respective roles. Even though MA Ma'arif Klego is a madrasa on the outskirts of the city, it has concern and strives to continuously realize the vision of an environmentally cultured madrasa. The strategies implemented include forming the Adiwiyata Team, forming a Working Group (Pokja) and collaborating with related agencies including the Environment, Agriculture, Health Services, PDAM, and the Adiwiyata Mandiri school. The support of the Madrasah Committee and the community of the Hidayatul Mubtadien Islamic Boarding School also played an important role in helping to realize the Adiwiyata Madrasah.

2) Vision and Mission of the School

a) Vision

- Have knowledge of high quality in mastering science and technology and IMTAQ as Kholifah Fi al-ardl and its development in environmental preservation.
- Skilled in carrying out worship (Hablun Minallah), and Skilled in society (Hablun Minannas).
- Taqwa Always uphold the truth and stay away from all bad, both religious norms and societal norms. Integrated between academic and non-academic.

b) Misi

Knowledgeable:

- Realizing a curriculum that is complete, relevant to needs, and has a national perspective.
- Realizing active, creative, effective and fun learning so that each student can develop themselves optimally according to their potential.
- Realizing authentic assessments on cognitive, psychomotor and affective competencies.
- Realizing increased graduation achievement.
- Developing a culture of national character.
- Develop students' potential in using knowledge and

technology (Science and Technology).

- Develop tough and competitive sports, scouting and arts abilities.
- Develop smart and competitive Olympic competition abilities.
- Creating a safe, neat, clean and comfortable school environment.
- Realizing interactive, relevant and IT-based school facilities.
- Increasing the participation of madrasa residents in a culture of environmental preservation.
- Increase the awareness of madrasa residents in the culture of preventing environmental damage.
- Increasing the role of madrasa residents in the culture of preventing environmental pollution.

Charity:

- Have professionally certified teachers.
- Develop the competence of educators and educational staff.
- Organizing school-based management.
- Growing the spirit of quality culture intensively.

- Realizing adequate, reasonable and fair management of education funding.
- Optimizing the role of the community and forming networks with stakeholders.
- Creating a shady, beautiful and clean school environment.
- Prevent damage and contamination.

Pious:

- Realizing good moral behavior for madrasa residents.
- Improving the quality of worship.
- Maintain the consistency of the implementation of congregational prayers dhuhur and dhuha prayers.
- Realizing orderly prayer, reading the Qur'an, asmaul husna and memorizing juz amma.

3) Purpose of MA Ma'arif Klego Ponorogo

In carrying out the Mission, MA Ma'arif Klego has formulated several objectives, including:

a) General Purpose

Educating religious and national cadres who have straight beliefs, true worship, noble morals, optimal intellectual capacities, fit bodies, systematic thoughts/patterns of thought, deft ways of working and high social awareness with the

permission of Allah SWT.

b) Special Purpose

- Educating and fostering students so that they have practical religious knowledge.
- Educate and teach students to have general knowledge and intellectual knowledge that underlies faith.
- Educating and fostering students so that they have skills as provisions for independent living in society.
- Educate students to have high discipline.
- Educate students to become responsible leaders.
- Increasing the participation of madrasa residents in a culture of environmental preservation.
- Increase the awareness of madrasa residents in the culture of preventing environmental damage.
- Increasing the role of madrasa residents in the culture of preventing environmental pollution.
- Realizing good moral behavior for madrasa residents.

B. Specific Data

Based on the objectives of research conducted at MA Ma'arif Klego Ponorogo, data were obtained related to teachers' efforts in learning and improving the English speaking skills of grade X social studies students. Research data from various informants are systematically described as follows:

1. The Implementation of the Interactive Dialogue to Improve the Speaking Skills of Class X Social Studies Students at MA Ma'arif Klego Ponorogo for the 2022/2023 Academic Year

The results of research that have been obtained by researchers related to teacher efforts in learning and improving the speaking skills of grade X social studies students at MA Ma'arif Klego Ponorogo, can be done with the interactive dialogue. In improving learning and improving speaking skills, students are certainly not that young.

The teacher must be able to adjust to the character of each student. at MA Ma'arif Klego Ponorogo, teachers do their best to educate students in order to improve students' speaking skills from day to day as a provision for life in the school environment and community as well as the world of work. In learning to use interactive dialogue in MA Ma'arif Klego through the following steps:

- a. The teacher needs to prepare several videos which of course have to be interesting, so that students are more enthusiastic when the teaching and learning process takes place. The teacher feels that improving students' speaking skills with the Interactive Dialogue is easier because teaching materials can be found on the internet.

As explained by Mrs. Umi Latifah, S.Pd as an English teacher for class X social studies during an interview related to the efforts made by teachers to improve students' speaking skills, that:

"The quality improved more than the previous year. Yes, teachers can search for material on the internet as well as students. To be applicable enough in life, I think it is more

enough , *but of course to learn there are not enough words because the knowledge is very broad."*

From this sentence we can see that modern education is easier to learn than before due to the easy access to the internet. During adolescence, learning is usually easier with access to the Internet. The progress of a student's English skills can be seen in the student's weekly language performance. Its main purpose is to provide students with the opportunity to read English-language textbooks in related fields.

- b. The teacher explains what topics are in the interactive dialogue videos that are displayed. Then discuss the topic with the students. So, the student can more understand more about what topics are actually discussed in the interactive dialogue video.
- c. The teacher gives directions to students to imitate the interactive dialogue that has been displayed. Engaging and dynamic English classes, with goals that reflect current social developments, enable students to develop speaking skills that can be applied in real life. Psychological factors, such as emotional stability, also contribute significantly to fluency and can be very helpful. Speech cannot be separated from neurological factors, the neural network that connects the cerebellum to the mouth, ears, and other organs involved in speech activity.
- d. Formal manipulation of interactive material. Take advantage of useful expressions in conversation-promoting dialogs and morphological and syntactic elements in grammar-demonstrating Dialogs. So this theory explain that the teacher will provide opportunities for student to carry out

dialogues on the same topic as in the example but using their own language.

Basically speaking has the purpose of (1) conveying information, (2) entertaining, and (3) resonating. The presence of educators in the educational process, both formal and informal, is very important. The existence of pedagogical methods used appropriately, effectively and efficiently by educators can have a significant impact on the process and level of educational attainment, especially in the course of teaching and learning activities. Therefore, successful application of this method is necessary to achieve educational goals.

- e. The students are asked to have conversations or dialogues with their friends and discuss different topics that are being talked about a lot. This is in line with the assessment of one of MA Ma'arif Klego Ponorogo students named Ridho Nur Hidayad from class X social studies regarding teachers' efforts to implement dialogue interactive in improving students' speaking skills , Ridho said that:

"I think it's easy to accept and understand, because the dialogue interactive method really caught my attention by hearing and seeing people speak in English."



Figure 4. 1 Interview with Class X social studies students

This activity is prepared by taking into account the objectives and learning media that will be used for listening learning with interactive dialogue recordings on television. This is supported by the results of documentation obtained during observations in class X IPS MA Ma'arif Klego Ponorogo. In the process of learning English in class X social studies, teachers use the interactive dialogue method when teaching material in class. Through the interactive dialogue carried out when providing learning materials, teachers can convey the material that students are learning more easily and students can implement life.



Figure 4. 2 Class X Social Studies Student Learning

When the researcher made observations in class X social studies where the social studies X learning process was being carried out, the researcher also observed some students debriefing with their peers to do the tasks given by the teacher. In addition, there are students who use dictionaries to look up the meaning of new vocabulary they don't know or come forward to ask teachers about difficult things that students don't understand. Some students also left the classroom to ask permission to go to the bathroom, but they just chatted with

their friends outside the classroom. Efforts are made to improve students' speaking skills not only relying on printed books or notes, but also using interactive dialogue as well. Teachers also often invite students to say or imitate interactive dialogues that have been displayed using laptops in front of the class. Thanks to fun learning methods, students more easily learn the material and improve students' speaking skills. This can be seen from the fluency of students conversing with their peers in English, even though they are not fluent like native speakers.

Efforts to improve students' speaking skills were carried out by Mrs. Umi Latifah, S.Pd. as an English teacher, also assisted by students themselves who have very high motivation in an effort to improve students' speaking skills. Basically, the main purpose of speaking is to communicate directly between the speaker and the listener to find information for the listener to absorb and use. Mrs. Umi Latifah, S.Pd. Always be patient in teaching English so that students always improve their speaking skills. As stated by the English teacher in her interview, as follows:

"Yes, in my opinion, now there are a lot of videos, songs, movies in English, students can see that and then if there are difficult words they can record them or ask the teacher or dictionary or the internet. Yes, the trick is to increase student motivation by making learning as interesting as possible."

The difficulty of improving students' speaking skills is proof that there are still many students who do not have high motivation to learn English. Explained by Mrs. Umi Latifah, S.Pd, during an interview about teachers'

efforts to face obstacles when learning English for students at MA Ma'arif Klego Ponorogo:

"Yes, the problem is because the main language here is Javanese and in schools it is usually Indonesian, so that's what makes it difficult for students to learn English. Yes, it may be due to lack of motivation, the scheduled time is also limited, and insufficient resources , teachers may be lacking. So that's the barrier to teaching in English."

Language acquisition is a process used by children to master, understand and produce the language they hear around them involuntarily or involuntarily or without orders. In general, normal children acquire language skills through the sounds of language around them without realizing it. To overcome the lack of student speaking skills, teachers also certainly provide directions in the form of tricks and tips to make it easier for students to improve their students' speaking skills. The teacher gives direction to students in improving speaking skills according to what the teacher has learned. If there are students who are still not fluent in English pronunciation, the teacher not only gives poor grades, but the teacher teaches students patiently until the student is able to pronounce English words or sentences correctly and fluently. Then the response from one of the class X social studies students named Kholidatul Wafiroh, said that:

"In my opinion, after learning to use the interactive dialogue method, I am very happy, as I said before that

the dialogue interactive really caught my attention."



Figure 4. 3 Interview with Class X social studies students

From various explanations submitted by informants, researchers obtained results or information that teacher efforts to improve students' speaking skills at MA Ma'arif Klego Ponorogo were carried out in several ways. First, teachers provide learning with interesting methods and ways, one of which uses the interactive dialogue. Second, teachers provide tricks and tips to students to make it easier to learn English. In addition, when there are difficulties of students in learning, the teacher will teach patiently until students are able to learn easily, namely: by asking them to listen to songs, videos, or read English text.

The teacher also assigns assignments by rereading the text in a printed book, or looking for examples of interactive dialogues, if there are students who do not do or violate the assignments given by the teacher, students will be penalized by coming to the front of the class and reading the existing English text. In printed books, it is a form of teaching about students' sense of

responsibility for what they do.

2. Factor that Support and Hinder the Implementation of Interactive Dialogue in Improving the Speaking Skills of Grade X Social Studies Students at Ma Ma'arif Klego Ponorogo for the 2022/2023 School Year.

Speaking skills are a must-have for every student in this modern era. Speaking skills can not only be done in the school environment but also applied in the community, especially in the world of work. The ability to speak English is also one of the most decisive abilities in getting a job because the ability to speak and write English is a requirement to become an employee.

Schools have various efforts to be able to make students have good speaking skills. However, as a teacher or educator who deals directly with students, of course, there are supporting and inhibiting factors in teaching English as follows:

a. Supporting Factors

1) Family Environment

The family environment is often referred to as the first place children receive education from both parents. Family can be a contributing factor for dialogue. In the family environment, parents also become teachers to teach children to learn anything. The role of the family can shape the child's attitude and personal patterns, it can also determine the educational process that the child gets, not only at school but all factors can be used as a source of education. The family environment can also act as a source of knowledge for

children, this can also affect the success of student achievement.

2) Peer Learning

In addition to the parental factor, it is also influenced by peers or social friends because there are still many who consider the ability to speak in English is not too important. Usually students get various information through their peers, sometimes students believe more in what their friends say than their parents or teachers. Peers can bring things that have a positive or negative impact on student learning.

Sometimes students speak English just for fun, students also often listen to English songs. Therefore, at MA Ma'arif Klego Ponorogo, when teachers know that there are students who do this, they feel a little happy, because at least there is motivation for students to learn to improve their speaking skills.

3) Supporting Media

The influence of peers on students' speaking ability is very strong, especially in modern times supported by technological sophistication which can also affect students' learning styles. Based on observations, researchers observed some students who were hanging out with their friends, they operated mobile phones, but the topic discussed was discussing the tasks given by the teacher, so that the cellphones owned were used as supporting tools or facilitating learning. In addition, there are also some students who get along with their peers. But when chatting, they often say English words just as

a joke

b. Hinder Factors

Hinder factors for students with difficulty speaking are usually caused by:

1) Difficulty Expressing Ideas Verbally

This is in line with what Umi Latifah, S.Pd. said to the peanut English teacher, namely:

"Yes, the problem is because the main language here is Javanese and in schools it is usually Indonesian, so that's what makes it difficult for students to learn English. Yes, it may be due to lack of motivation, the scheduled time is also limited, and insufficient resources, teachers may be lacking. So that's the barrier to teaching in English."

This is supported by documentation that reinforces that the student's main language is an one of hinder factor that causes difficulties for students to express their ideas verbally using English.

2) Limited Vocabullary

From the observations that the researchers made, most students experienced a lack of ability to master vocabulary. Therefore, this is an obstacle in students' difficulties in speaking English fluently.

Because vocabulary is an important basis in constructing a correct sentence.

3) Lack of Grammar Skill

Grammar is one of the important foundations in composing a sentence. Without grammar, sentences will certainly be messy and not according to the rules. This will make it difficult for the speaker to convey the topic he wants to convey and listeners will find it difficult to accept the speaker's intent. However, from the observations the researchers made, mastering grammar was very difficult for the students.

4) Lack of Ability to Pronounce Words

In speaking English, students still have difficulty pronouncing the correct words or sentences according to English spelling. Students still pronounce according to the existing writing, for example the word "one" should be read "wan" but students still say "one". This is one of the inhibiting factors in students' fluency in speaking English, because students do not understand how to read words correctly.

5) Lack of Courage to Speak up

Courage in speaking is an important factor to facilitate students' speaking, so that they can convey what students mean clearly and correctly. However, based on the factors above, it shows that there are several factors that result in students lacking the courage to speak

English. So that of course students experience difficulties in improving English speaking skills.

6) Family Environment

The family environment is the main environment that influences the student learning process. Lack of support in the family will be an inhibiting factor in students to improve speaking skills. Some of the students said that when they wanted to try to learn to speak English at home, the average family thought that it was not important because students lived in an environment where the main languages were Javanese and Indonesian.

7) Peers

In the process of learning to speak English friends are also one of the factors that can hinder students. Because some friends when students try to speak English friends will mock and that can make students less confident. Peers should also be able to chat about the material being studied through groups on their social media. However, there are still many who do not take advantage of this modern technology to improve the quality of the learning process. Students and their friends even use their gadgets just to play games, or talk about unimportant things.

8) School Environment

When in class, in receiving material or understanding English material, students sometimes feel uncomfortable. Because students

feel uncomfortable and safe in the learning. In addition, the lack of closeness or communication between teachers and students can also affect the learning process. The impact that results from the lack of closeness between the teacher and students is when the teaching and learning process in class students become lazy to pay attention and prefer to talk to their peers or be engrossed in their own activities. In addition, when students have difficulty understanding learning material, students will prefer to be silent and not ask the teacher because they feel uncomfortable when talking to the teacher.

C. Discussion

1. The Implementation of Interactive Dialogue to Improve Speaking Skills of Class X Social Studies Students at MA Ma'arif Klego Ponorogo for the 2022/202 school years

This research was carried out during English language learning semester 2 of the academic year 2022/2023 in class X Social Studies at MA Ma'arif Klego Ponorogo. The study's observations range from February to March 2023.

At the beginning of the study, researchers observed that the languages used to interact in daily learning were Indonesian and Javanese, including in English learning. Based on the objectives of research conducted at MA Ma'arif Klego Ponorogo, data were obtained related to teachers' efforts in learning and improving the English speaking skills of grade X social studies students. Research data from various informants are systematically described as follows: Findings obtained by researchers related to teachers' efforts in learning and

improving speaking skills of Class X Social Studies students at MA Ma'arif Klego Ponorogo School can be conducted using interactive dialogue techniques. Students are never too young when it comes to improving their learning ability or improving their speaking skills. A teacher must be able to adapt to the personality of each student. At MA Ma'arif Klego Ponorogo, teachers do their best to educate students and improve her everyday speaking skills to prepare them for life in school, community and work environment.

There is five procedure to learn using Interactive Dialog:

- a. The teacher needs to prepare several videos which of course have to be interesting, so that students are more enthusiastic when the teaching and learning process takes place. The teacher feels that improving students' speaking skills with the Interactive Dialogue is easier because teaching materials can be found on the internet.

So the teacher must be have some interesting vidio for student to watch together. When at the class, I see that student really get attention to the vidio about issue that happening at that time. So students not only learn about how to speak or improve their students' English skills, but students also know what news is happening in Indonesia right now.

So the step taken above are based on the theory following are some productions should arouse students' interest in the content of the dialogue and facilitate comprehension of the language used.

As explained by Mrs. Umi Latifah, S.Pd as an English teacher for class X social studies during an interview related to the efforts made by teachers to improve students' speaking skills, findings obtained by

researchers related to teachers' efforts in learning and improving speaking skills of Class X Social Studies students at Ma'arif Klego Ponorogo School can be conducted using interactive dialogue techniques. Students are never too young when it comes to improving their learning ability or improving their speaking skills. A teacher must be able to adapt to the personality of each student. At MA Ma'arif Klego Ponorogo, teachers do their best to educate students and improve her everyday speaking skills to prepare them for life in school, community and work environment.

- b. The teacher explains what topics are in the interactive dialogue videos that are displayed. Then discuss the topic with the students. Based on existing theories, the teacher attempts to make students understand or explain what is actually being discussed in the interactive video representation of the displayed dialogue. The teacher tells the students to record important things. The teacher invites students to discuss important things in the interactive dialogue with the aim of later when students are given assignments so they don't feel difficult or confused. So the step taken above are based on the theory following are techniques for getting students' attention to the importance of sharing.
- c. The teacher instructs the students to imitate the displayed interactive dialogue. Engaging and dynamic English classes with goals that reflect current social developments enable students to develop speaking skills that can be applied in real life. Psychological factors such as emotional stability also contribute significantly to language ability and can be very helpful. Language

cannot be separated from the neurological factor, the neural network that connects the cerebellum to the mouth, ears, and other organs involved in language activity.

Based on the theory the teacher tries to repeat the sentence in the interactive dialogue video, then the teacher invites students to repeat it. This goal is carried out by the teacher so that students become more familiar with English words and in the end students will be able to speak English fluently, in other words students' speaking skills will improve slowly.

So the steps taken above are based on the theory following are how familiar the students are with the actual utterances in the dialogue through activities that impose cognitive demands:

- d. So this theory explains that the teacher will provide opportunities for students to carry out dialogues on the same topic as in the example but using their own language. Basically speaking has the purpose of (1) conveying information, (2) entertaining, and (3) resonating. The presence of educators in the educational process, both formal and informal, is very important. The existence of pedagogical methods used appropriately, effectively and efficiently by educators can have a significant impact on the process and level of educational attainment, especially in the course of teaching and learning activities. Therefore, successful application of this method is necessary to achieve educational goals.

According to the theory the teacher gives assignments to students to gather or create groups with classmates, then students are asked to make dialogues or conversations in their own language with the same topic that was shown in the previous interactive dialogue video. When finished, students are told to come forward with their groups and practice it in front of the class so that other students can know and can provide comments or criticism if there are deficiencies.

So the step taken above are based on the theory following are Formal manipulation of interactive material. Take advantage of useful expressions in conversation-promoting dialogs and morphological and syntactic elements in grammar- demonstrating dialogs.

- e. The students to converse and interact with friends and discuss a variety of popular topics. According to the theory the teacher gives assignments to students to make conversations like interactive dialogues with their group mates. However, the topic that is currently happening is different from the interactive video dialogue that is displayed. This is done by the teacher with the aim that students can explore many new words in English and also so that students can explore news that is happening at the moment. The teacher then asks the students to take turns taking turns with their group to assess their English speaking skills. This task includes getting the teacher's assessment. Of course the teacher will give each student the opportunity to comment on or criticize the mistakes their friends make so that the teacher can justify them.

So the step taken above are based on the theory following are several ways of using dialogue materials to create new utterances and new dialogues to express students' own whims, feelings and ideas.

This is in line with the assessment of one of MA Ma'arif Klego Ponorogo students named Ridho Nur Hidayad from class X social studies regarding teachers' efforts to implement interactive dialogue. every diverse. The researchers wanted to present some of the students' responses gathered from

the interviews. According to Ridho Nur Hidayad as a grade X student of Social Studies MAMa'arif Klego Ponorogo He has a good response in the form of interest and enthusiasm for learning towards the application of the Dialogue Interactive Method for English language learning. Behind Ridho's enthusiasm in participating in English learning, he also experienced obstacles in the form of confusion in dealing with difficult words in English material. From my observation, he tried to ask questions with his teacher or friend.

When viewed from the interview with Kholidatul Wafiroh, at first he found it difficult to learn English, especially when listening to English, but after the teacher applied the method of dialogue interactive learning, he was interested and wanted to learn English which started from listening, then slowly learning convey or speak in English. Kholidatul Wafiroh students study with other friends like Ridho Nur Hidayad as they do in school.

These two students show mutual learning and influence each other. Support from peers indirectly has a positive influence on students during the learning process for enthusiasm in studying²³. This helps them improve their English skills through the Interactive Dialogue Method. When viewed from Vygotsky's theory of Zone Of Proximal Development, the role of peers in the learning process is to provide assistance to students related to subject matter and provide motivation for students. Based on observations made at MA Ma'arif Klego Ponorogo IPS class X, researchers obtained information that class X social studies students still experience a crisis of confidence in using English, but when they learn English using dialogue interactive, they begin to

appear to master English speaking skills.

Both students in the same class responded differently to using the Interactive Dialogue for learning speaking skill. Most of their responses say that this interactive method of interaction improves their knowledge, especially in terms of vocabulary, fluency and confidence in speaking English. However, not all students feel motivated to practice their speaking skills on a regular basis. The teacher's role here is to encourage and support students who have little motivation or interest in repeating material they do not know or understand. If the teacher's help is judged to be unsuccessful, the teacher will ask classmates to help them study together. In addition to her role as a teacher who represents the learning resources and motivates her classmate, it can be concluded that the application of the Interactive Dialogue is able to improve speaking skills in grade X IPS MA Ma'arif Klego Ponorogo students. This ability is characterized by increased confidence of students in speaking English. The improvement of their English speaking skills is influenced by the teacher's supervision of students is also influenced by the role of classmates to learn together.



2. Data Analysis of Factor that Support and Hinder the Implementation of Interactive Dialogue in Improving the Speaking Skills of Grade X Social Studies Students at Ma Ma'arif Klego Ponorogo for the 2022/2023 School Year.

Based on information obtained from informants, namely English Teacher Ma'arif Klego Ponorogo Class X IPS MA also has the same view regarding the factors that support and inhibit teachers in improving students' speaking skills, which is still dominant is the family.

a. Supporting Factors

1) Family Environment

A harmonious family environment can create a comfortable atmosphere for children to receive education. Unlike a bad home environment, this will indirectly form a bad attitude and can interfere with students' focus on learning not only English and speaking, but also other school work.

2) Peer Learning

Students learn a lot from their peers, especially with the use of cell phones or social media when with their friends. Everything obtained from social networks can be implemented and integrated into everyday life, especially when chatting or joking with friends. Student trust in colleagues is very high, so all kinds of information obtained from colleagues can be immediately accepted and trusted. So that students have an obligation to choose and associate with peers who

can have a positive impact in the world of learning and in everyday life.

3) Supporting Media

With the sophistication of existing technology, it is proven that it can also affect student learning styles. As happened at MA Ma'arif Klego MA, several students were hanging out with their friends while operating their mobile phones. The topics discussed were assignments given by the teacher, so that their mobile phones were used as a means of supporting or facilitating learning.

MA Ma'arif Klego Ponorogo, is also a school environment that also affects the improvement of speaking skills. The school environment is the place of education second only to the family. A place for students to interact with their teachers and friends. In school, it is the teacher who is a role model for students in all attitudes and actions. When the teacher is not able to be a good figure, the possibility of a good personality will not exist in students.

b. Hinder Factors

Hinder factors for students with difficulty speaking are usually caused by:

1) Difficulty Expressing Ideas Verbally

According to Mrs. Umi Latifan S.Pd the problem is because students are given their first language here, Javanese, and although in school they usually Indonesian, so it usually makes it difficult for students to learn

English. This makes it difficult for students to express their ideas verbally using English Language.

2) Limited Vocabulary

From the data findings, it is explained that the lack of vocabulary that is known by students is one of the inhibiting factors in constructing sentences to speak English fluently. So students should learn more or find out new vocabulary that students don't know, starting from the basic vocabulary used in everyday life.

3) Lack of Grammar Skill

It is explained from the data above that grammar skills are very important because they are a reference in the orderly arrangement of sentences that will be spoken. However, students still do not have sufficient ability to understand grammar. Students should study grammar more often, because grammar is difficult but also easy. If students want to learn more about grammar by asking teachers, peers, or looking for material from the internet, it is likely that students' ability to master grammar will increase, and this of course makes it easier for students to improve their English speaking skills.

4) Lack of Ability to Pronounce Words

Based on the data exposure above, it is explained that students have difficulties in pronouncing English spelling correctly. From this, students should have more practice pronouncing English words or sentences with the appropriate spelling, by asking the teacher or

peers, they can also hear from the internet. Because at this time it is very easy to learn via the internet. Correct spelling will make students more confident and indirectly improve students' English speaking skills.

5) Lack of Courage to Speak up

It has been known above that students lack courage in expressing their ideas using English. But by frequently practicing speaking English in front of family, friends, or teachers, of course, it will increase students' sense of courage in expressing their ideas by speaking in English.

6) Family Environment

Based on the findings above, it is explained that the family environment is the main factor in influencing the student learning process. Students stated that the family environment was often less supportive when students were trying to learn to speak English. Here the family should be more supportive of what students do in the learning process as long as what students do has a positive impact.

7) Peers

Friends are one of the factors that can also hinder the learning process. Because some friends when students try to speak English friends will mock and that can make students less confident. Peers should be able to help by listening to students when speaking English, telling students mistakes, or inviting students to study together.

8) School Environment

When students find it difficult to accept or understand material about English, the teacher will try as much as possible and as patient as possible so that students' speaking skills can improve. Because in the school environment, teachers also act as parents of students and also as friends of students. Because when in a neighboring school, teachers become parents after the father and mother of the students. When the teacher positions himself as an educator, the teacher will educate, teach knowledge and kindness, and direct students to good things. And when teachers positions itself as a friend of students, it means that teachers takes an approach to establish good communication with students in order to create a comfortable and safe atmosphere in the school environment.

That way it is expected that when students are experiencing problems that can have a negative impact on them, students can share stories and teachers or teachers provide suggestions and direction in solving problems. Teachers direct students in a better direction even though the family environment and peers do not support them well to form character. The school environment tries its best to have a positive impact on students.

CHAPTER V

CLOSING

A. Conclusion

1. The implementation of the Interactive Dialogue has gone well. In its implementation there are five steps, First, the teacher needs to prepare some videos which of course must be interesting. Second, the teacher will explain what topics are discussed in the interactive dialogue video that appears and discuss the topics with students. The teacher gives directions to students to imitate the interactive dialogue that has been displayed. Fourth, the teacher will provide opportunities for students to have a dialogue about the same topic as in the example but using their own language. And lastly, students are asked to have a conversation or dialogue with their friends and discuss various topics that are being talked about a lot.
2. There are several factors that can support and hinder the process of improving students' speaking English skills. Factors that can support students' speaking skills are from the family environment, peers, and electronic media that exist today. While the factors that can hinder students' ability to speak English are difficulty expressing ideas verbally, limited vocabulary, lack of grammar skill, lack of ability to pronounce words, lack of courage to speak up, unsupportive family environment, unsupportive peers, and unsupportive school environment.

B. Recommendations

Based on the conclusions above, some suggestions that may be useful for English teachers, students, and readers can be conveyed as follows:

1. English Teacher

In order to increase students' interest in learning, especially in learning English and improving Speaking Skills, teachers are expected to be able to create a pleasant and comfortable classroom atmosphere through the selection of creative techniques that are suitable for students, such as the Dialogue Interactive. So that when students learn in class, they feel happy and interested in understanding what is taught by the teacher.

2. Student

Students must have high motivation, attention, and enthusiasm to learn and continue to grow in order to achieve satisfactory results and achieve the goals to which they aspire. Because the high level of knowledge will help students to be able to live their future lives more easily.

3. Reader

For readers, researchers hope that the results of this study can be useful as a reference and additional information for readers who want to learn from research or conduct further research.



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