

USING DIALOGIC TEACHING IN IMPROVING STUDENTS' ENGLISH-SPEAKING SKILLS AT UPT SMAN 14 MAROS

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Abstract: This research aims to investigate the use of Dialogic Teaching in improving the students' speaking skills by applying the five basic principles of Dialogic Teaching: Collective, Reciprocal, Supportive, Cumulative, and Purposeful, as well as implementing two patterns of Dialogic Teaching interaction in the speaking learning process: Discussion and Dialogue. A quasi-experimental design was used in this research, which took two classes as samples, namely second grade MIA 1 as an experimental class, taught through a Dialogic Teaching approach, and second grade MIA 2 as a control class as the opposite. Pre-test and post-test were used to assess the students' English-speaking skills; and was analyzed quantitatively. The research results showed that the use of Dialogic Teaching improves students' speaking skills. It was proven by the mean score of pre-test and post-test of Experimental class were 48 and 67.07 respectively, which categorized as Less and Good. While in Control class, it got the Less and Enough categories with 47.87 and 56 respectively. The T-test value was 0.000 that it was lower than the probability value: 0.05. Therefore, it could be concluded that H_1 was accepted and H_0 was rejected, which meant that the use of Dialogic Teaching in the learning process, it could improve the students' English speaking skills.

Keywords: Speaking Achievement, Speaking Skills, and Dialogic Teaching

1. INTRODUCTION

English has become an international language widely used by various countries worldwide in global communication. (Clyne & Sharifian, 2008). Specifically in technology and education, since more than 85% of research publications and most of the literature on higher education are written in English. (Rao, 2019). In addition, most programs in the IT industry are developed in English. English itself comprises four skills: speaking, listening, reading, and writing. Of these four skills, speaking skill is the most crucial skill to be mastered in English learning, because it is essential in communicating with other people. (Jusmaniar, 2023). People use this skill to communicate, that is, to express ideas, information, commands, feelings, etc. Thus, the basis of human communication is the ability to speak.

Therefore, mastery of English-speaking skill becomes a crucial thing for EFL learners. Speaking skills can be taught in various ways, one of which is by using a Dialogic Teaching approach. It is very suitable for using in the speaking skills learning process, because students can freely express themselves in front of the class to practice their English-speaking skills and encourage and motivate each other to develop their speaking skills. As said by Alexander (2020) that Dialogic Teaching harnesses the power of talk to engage students' interest, stimulate thinking, advance understanding, expand ideas, and build and

evaluate arguments, empowering them for lifelong learning and democratic engagement.

Based on the preceding explanation, the researchers investigate it to see the improvement of the students' English-speaking skills, because many of students of SMAN 14 Maros had a lack of speaking skills. This was because a small quantity of space was given by the teacher to students to express themselves in speaking English in the learning process in class, and the technique used by the teacher in the learning process was still conventional/classic. Therefore, researchers investigated the use of Dialogic Teaching to improve students' speaking skills at UPT SMAN 14 Maros.

2. LITERATURE REVIEW

2.1. The Concept of Speaking

Speaking is a skill that people often use to express themselves, such as conveying information, knowledge, experiences, feelings and so on. *English speaking skills* is the ability to convey thoughts and desires to other people through verbal communication (Kunah, 2021). Speaking can be defined as an interactive process of creating meaning through the production, reception and processing of information. Therefore, its form and significance depend on the situation, the people involved and the purpose of the speaking task (Nafa, 2023, p. 2). In this case, listeners and speakers contribute to each other in building meaning in the oral communication process. There are several aspects of speaking skills, those are (Ratminingsih, 2021, p. 2):

- a. Grammar is essential for organizing ideas into excellent and correct sentences. It plays a very important role when someone composes certain concepts or sentences to convey their aims and thoughts through verbal communication.
- b. Vocabulary is the foundation for making sentences. A person with better vocabulary mastery can express his/her ideas with speaking fluency. In contrast, someone with less vocabulary mastery will find it difficult to express himself/herself verbally.
- c. Good Pronunciation will help listeners understand what the speaker is saying. Each language has a different way of pronouncing it; incorrect Pronunciation of a language can give a different meaning to what is meant. Moreover, when speaking orally, it is necessary to place the proper intonation in order not to cause errors in the meaning of the language because errors in the placement of intonation can come to new or different meanings from what is intended.
- d. Fluency is needed for the conversation to run smoothly. Communication will experience obstacles if speech is not fluent. One way of good communication is fluency in speaking. This can also make the communicant enthusiastic about communicating.
- e. Comprehension also plays an important role in speaking. Especially in a conversation involving two or more people, communication will run well if the communicating parties can understand each other in conveying their aims and thoughts.

2.2. Dialogic Teaching

Dialogic Teaching harnesses the power of conversation to engage students' interests, stimulate thinking, advance understanding, expand ideas and build and evaluate arguments. It empowers them for lifelong learning and democratic engagement. By being collaborative and supportive, it also provides social and emotional benefits (Alexander, 2020). There are five crucial principles in Dialogic Teaching Alexander, the following is the explanation (Alexander, 2017):

- a. Collectively, the classroom is a site of joint learning and inquiry. Teachers and students or students and students will collaborate to develop ideas or thoughts together to complete a task.
- b. Reciprocal, participants listen to each other, share ideas and consider alternative viewpoints.
- c. Supportive participants feel able to express ideas freely, without the risk of embarrassment over 'wrong' answers, and they help each other to reach common understandings. Students will freely express their ideas without judgment from other parties, making them more comfortable and confident in expressing their ideas.
- d. Cumulatively, participants build on their and each other's contributions and chain them into coherent lines of thinking and understanding. In this case, building answers or ideas and assembling them into a coherent flow of thought and understanding is necessary.
- e. Purposeful classrooms talk, though open and dialogic, is structured with specific learning goals in view. Classes built on dialogue and interaction must remain focused on the learning implementation plan, which has been prepared in a structured manner and has clear learning objectives.

According to Robin Alexander, there were five types of conversations in Dialogic Teaching classes. Here was the explanation (Elhassan & Adam, 2017):

- a. Rote (teacher-class): The drilling of facts, ideas and routines through repetition.
- b. Recitation (teacher-class or teacher-group): The accumulation of knowledge and understanding through questions designed to test or stimulate recall of what has previously been encountered or to cue learners to work out the answer from clues provided in the question.
- c. Instruction/exposition (teacher-class, teacher-group or teacher-individual): Telling the learner what to do, imparting information, and explaining facts, principles or procedures.
- d. Discussion (teacher-class, teacher-group or student-student): Exchanging ideas to share information and solve problems.
- e. Dialogue (teacher-class, teacher-group, teacher-student, or student-student): Achieving common understanding through structured and cumulative questioning and discussion.

3. METHODS

The quantitative method used in this research with a quasi-experimental design, which used two groups, one as a control group and the other as an experimental group. This research was conducted in second grade SMAN 14

Maros, with a total number of them were 120 students. For the sample of the research using Cluster Random Sampling, which sample selection technique was carried out by drawing lots through two stages. In the first stage, choosing two groups in the population were as the samples with XI MIA 1 and MIA 2 chosen, and in the second stage, the two groups were selected as the control and the experimental groups with XI MIA 1 as an experimental class and MIA 2 as a control class selected. Instrument this research used tests, namely pre-test and post-test to get the data of the students' speaking skills score, which the data was analyzed with using SPSS version 25.

4. RESULTS

Table. 1 Descriptive Statistic Pretest and Posttest in Experimental Class

Score	Category	Experimental Class				Control Class			
		Frequency		Percentage		Frequency		Percentage	
		Pretest	posttest	Pretest	posttest	pretest	posttest	Pretest	posttest
80 - 100	very good	0	5	-	16.70%	0	0	-	-
66 - 79	Good	1	12	3.30%	40.10%	2	7	6.70%	23.30%
56 - 65	Enough	6	10	20,1 %	33.40%	7	10	23.40%	33.30%
40 - 55	Less	19	3	63.40%	9.90%	16	13	53.40%	43.30%
30 - 39	Fail	4	0	13.30%	-	5	0	16.70%	-
Total		30		100%		30		100%	

The data above showed the frequency and percentage of the students' English-speaking skills achievement on the pre-test and posttest. From the table, it could be seen that 29 students (96.71%) got bad score, and 1 student (3.30%) got good score on pretest. While, on posttest, 13 students (43.30%) got bad score, and 17 students (56.80%) got good score of English-speaking skills in Experimental class. And then, in Control class, 28 students (93.50%) and 2 students (6.70%) got bad and good scores respectively on pretest. While, on posttest, 23 students (76.60%), and 7 students (23.30%) got bad and good scores of English-speaking skills on posttest.

Table 2. Paired Sample T-Test in Experimental Class and Control Class

Pair 2		Mean		Sig. (2-tailed)
		Pretest	Posttest	
Paired 1	Experimental class	48.00	67.07	.000
Paired 2	Control Class	47.87	56	.003

The table above showed the mean score of Pretest (48.00) and Posttest (67.07) in Experimental class. While, in Control class, the mean score of Pretest (47.87), and posttest (56) in Control class. Therefore, this data stated that there was a significant improvement of the students' English-speaking skills from pretest to posttest in experimental class. While in control class, there was a significant improvement too on the students' speaking skills, but if both mean score were compared between the posttest in Experimental class and control class, it showed that the posttest in Experimental class that using Dialogic Teaching was higher than posttest in Control class. Therefore, it was stated that the use of Dialogic Teaching could improve the students' speaking skills.

5. DISCUSSION

This research studied the improvement of the students' English-speaking skills by using Dialogic Teaching in Experimental class (MIA 1), while in control class (MIA 2), it was as opposite at SMAN 14 Maros. The process included three stages: (1) a pre-test assessed initial speaking skills, (2) the implementation of Dialogic Teaching for six sessions in learning process, and (3) a post-test measured the improvement of the students' English-speaking skills. Basic principles of Dialogic Teaching: Collective, Reciprocal, Supportive, Cumulative, and Purposeful were applied through Discussion and Dialogue patterns. Results indicated a significant improvement of the students' English-speaking skills mean scores in the experimental class, the pre-test score rose from 48 ("Less") to 67.07 ("Good"), and the control class were from 47.87 ("Less") to 56 ("Enough"). Comparatively, the experimental group outperformed the control group, demonstrating the effectiveness of Dialogic Teaching in enhancing speaking skills. Moreover, previous studies corroborated these findings, by confirming Dialogic Teaching efficacy, although a preview researcher noted its time-intensive nature. The use of discussion and dialogue patterns facilitated the student's interaction and confidence in English speaking, making the learning process more efficient.

6. CONCLUSION

The research results demonstrated a significant improvement in students' speaking skills after using Dialogic Teaching. The experimental class's pre-test mean score was 48 ("Less"), rising to 67.07 ("Good") on post-test. In contrast, the control class showed a lower increase from 47.87 ("Less") to 56 ("Enough"). The data supported rejecting the null hypothesis (H0) and accepting the alternative hypothesis (H1), confirming that Dialogic Teaching effectively enhanced the students' English-speaking skills in Experimental class. Additionally, the use of discussion and dialogue patterns proved to be an efficient approach for teaching speaking.

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