

**THE INFLUENCE OF MONOLOGUE AND DIALOGUE TECHNIQUES
TOWARD STUDENTS' LANGUAGE LEARNING**

**(An Experimental Study At The Eleventh Grade Students of
Vacation School Design Negeri 2 Karang Baru)**

THESIS

By

LINI HARLINI

1042010075

ENGLISH EDUCATION DEPARTMENT



**FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES
ZAWIYAH COT KALA LANGSA**

2015 M / 1436 H

ACKNOWLEDGEMENT

All praises belong to Allah, who has commanded us to spread peace to all mankind also who gave healthy, opportunity, and capability to the writer to finish the thesis. May the peace and blessing of Allah be upon prophet Muhammad SAW who brought the educational and morality era.

This thesis is a partial fulfillment of requirements for *Sarjana degree*. In completing this thesis, the writer fully indebted to some lecturers at IAIN Zawiyah Cot Kala Langsa, especially English department. The writer would like to express her sincere gratitude and respect to the head of English department Mr. Zulfitri, MA.

She would like to express her deepest gratitude to Mr. Ruly Adha, SS.M.S and Mrs. Desy Kurniasih, M.Hum as the first and second supervisor for their advices and suggestions.

Finally, she wants to express her deepest appreciations to her beloved parents, **M.Yusuf** and **Salbiah**. She also thanks to her friends, especially to her friends in unit three, and other friends in English department.

Although, the writer believes that this thesis is far from perfection, thus any critics, advices or suggestions are needed in order to make this thesis perfect.

The writer

Lini Harlini

TABLE OF CONTENTS

Acknowledgement	i
Table of Contents	ii
List of Tables	iii
List of appendixes.....	v
Abstract.....	vi
CHAPTER I : INTRODUCTION	1
A. Background of Study	1
B. Problem of Study	4
C. Purpose of Study	4
D. Hypothesis.....	5
E. Significance of Study	5
F. Terminology.....	
CHAPTER II : THEORETICAL FRAMEWORK.....	7
A. The Technique of Teaching English As Foreign Language for Speaking Skill	7
B. Types of Classroom Speaking Performance.....	9
C. Speaking as Productive Skill	10
D. Definition of Monologue	12
E. Definition of Dialogue	13
CHAPTER III : RESEARCH METHOD.....	16
A. Research Design.....	16
B. Location of The Research	17
a. Place of The Research	17
b. Time of The Research	18
C. Population and Sample.....	19
a. Population.....	19
b. Sample.....	20
D. Research Variable	20
E. Instrument of Research	21
F. Procedure of Data Collection.....	21
a. Test	21
G. Procedure of Data Analysis.....	22
CHAPTER IV : RESEARCH FINDING.....	24
A. Finding	24
a. Validity Test	24
b. Reliability Test	24

c. Data Analysis of Pre and Post Test	28
d. Testing Hypothesis	38
B. Discussion.....	40
CHAPTER V : CONCLUSION AND SUGGESTION	42
A. Conclusion	42
B. Suggestion	42
BIBLIOGRAPHY	43
APPENDICES	45

LIST OF TABLES

Table 1.	The treatment of pre-test and post-test	17
Table 2.	The schedule of the research in experiment class and control class	18
Table 3.	The number of each class	19
Table 4.	The result of pre-test and post-test in experiment class	26
Table 5.	The result of pre-test and post-test in experiment class	27
Table 6.	The frequency distribution of pre-test in experiment class	30
Table 7.	The frequency distribution of post-test in experiment class ..	32
Table 8.	The frequency distribution of pre-test in control class	33
Table 9.	The frequency distribution of post-test in control class	34
Table 10.	The significant level	38

LIST OF APPENDICES

Appendix 1	Name of Students in experiment class (TP)	45
Appendix 2	Name of Students in control class (TL).....	46
Appendix 3	The validity of test	47
Appendix 4	The Instruments of Pre-Test	48
Appendix 5	The Instruments Post-Test	49
Appendix 6	Lesson Plan	50

Lini Harlini (1042010075). Title, “*The Influence of Monologue and Dialogue Techniques Toward Students’ Language Learning At The Eleventh Grade Students of Vocational School Design Negeri 2 Karang Baru*”.

ABSTRACT

This research was conducted to find out the influence of monologue and dialogue techniques toward students’ language learning at the eleventh grade students of Vocational School Design Negeri 2 Karang Baru. The research method was designed through Quasi-experimental. Experimental study was a treatment which was giving for state of group comprehension. The group comprehension stated two group of technique. The population of this study was all of students at the eleventh grades of Vocational School Design Negeri 2 Karang Baru which consists of six classes (FL, TL, GB, SM, TP, KK) with the total number are 133 students. The sample was chosen by using “*Purposive Sampling*”. The samples of the research were TP as an experiment class (there were 19 students) and TL as a control class (there were 19 students). The data was collected by using test (pre-test and post-test). The result of the research, showed that $t_{score} \geq t_{table}$, which found mean of experiment class was 74 and mean of control class was 63, ($\bar{x}_1 > \bar{x}_2 = 74 > 63$), the standard deviation of the both classes were 88,5 and df (degree of freedom) = 36 at 5% of level significant 1,688, which $t_{score} 5,08 \geq t_{table} 1,688$. The result of study revealed that “there is positive influence monologue and dialogue techniques toward students’ language learning at the eleventh grade students of Vocational School Design Negeri 2 Karang Baru”. It showed that, the students who taught by using dialogue and monologue techniques was better than students who taught by using other technique.

Keywords: Influence, Monologue and Dialogue, Language-Learning.

CHAPTER I

INTRODUCTION

A. Background of Study

Human beings definitely need communication with others as an interaction in their life. To express thought, feeling, and information somebody needs a language as a tool of communication. It means that, the language as a system for two or more people interact each other in their society.

Language is the human capacity for acquiring and using complex systems of communication and a language is any specific example of such a system.¹ For this reason, the language is a complex system, where the people capable produce the language systematically. The language is a part of a culture, and a culture is a part of a language. Learning a second language, except for specialized, instrumental learning (as may be the case, say, in acquiring a reading knowledge of a language for examining scientific texts), is also the learning of the second language.²

¹Augustin.<http://www.slideshare.net/augusttin/beliefs-about-language-learning-acquisition>. Accessed on 2 April 2015

²H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Teaching Pedagogy* (New York: Pearson Education Inc, 2007), p. 133

Language learning is the process which a person learns a language, the language refers to English.³ It shows that, the language learning is about someone who is learning English as a second language. In Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learners in Indonesia.⁴ Teaching English as a foreign language refers to teaching to the students whose the first language is not English. Learning English as a second language is not easy for students in Indonesia, because they should have high motivation and study hard in learning English. On the other hand, the teacher has an important role to motivate the students in learning English. Teacher should apply the technique that can make students interest and active in learning process in order that the student easy to apprehend what they learn.

Ideally, the eleventh grade students should understand the conversation that always used in routine or daily activity such as greeting, introducing, asking and giving opinion, etc. These lesson always practiced by teacher in teaching-learning process. Thus, the students in the Vocational School Design (SMK) Negeri 2 Karang Baru or eleventh grade should understand how to greet, introduce, ask and give opinion, etc.

³ Roger Gower, Diane Phillips, & Steve Walters, *Teaching Practise Handbook* (USA: Macmillan Publishers limited, 1995), p. 209

⁴ Bambang Setiyadi, *Teaching English as a Foreign Language* (Jakarta: Bina Aksara, Ed.1, 2006), p.22

In Fact, the ability of students at eleventh grade of Vocational School Design Negeri 2 Karang Baru in understanding the conversations are still low. This condition happened because the teacher in this school rarely used the technique which can make students active in learning English especially in conversation or dialogue. Some of English teachers are teaching conversation or dialogue in a written form, so the atmosphere becomes inactive in learning English. It influences the language learning which would be received by students as a goal in learning English. The writer found this problem when the writer followed the PPL "*Teaching Practice*", and the writer had been teaching in this school.

In this study, the writer used the techniques of monologue and dialogue to make students more active in English learning process. The circumstance will add students' enthusiasm in learning English. The statement below will support this research:

Monologue can be a real communicative activity if there is an audience. As the speaker is allowed time for preparation, a prefabricated monologue can provide a particularly good opportunity to acquire a large variety of new language items through real communication. It is also a chance for the learner to get familiar with more authentic language since the learner can choose the best way to say what he/she wants to say by rumination. At the classroom level, the popular show and tell, in which the learner shows an object to the audience and tells a story about it can serve the purpose.

Dialogue are commonly used in the EFL classroom and are believed to facilitate the language learning of communicative competence. Learners are put in such realistic situations as shopping, asking directions, or answering the telephone, to practice different sorts of conversation. Learning routine phrases in particular situations will surely help the natural flow of communication.⁵ Dialogue plays a central role because it is a medium through which participants are able to share their conceptions, verify or test their understandings, and identify areas of common knowledge or of difference. This is particularly true when "dialogue" is understood to include a range of communicative acts, gestures, or facial expressions.⁶

Based on description above, the writer is interested in conducting research entitled **“The Influence of Monologue and Dialogue Techniques Toward Students’ Language Learning at The Eleventh Grade Students of Vocational School Design Negeri 2 Karang Baru”**

B. Problem of Study

The problem of study which solved namely, is there any significant influence of monologue and dialogue techniques toward students’ language learning?

C. Purpose of Study

The purpose of study is to find out the influence of monologue and dialogue techniques toward students’ language learning.

⁵Benne Willerman.<http://www.geocities.co.jp/Berkeley/9546/papers/paper2.htm>. Accessed on 1 December 2014.

⁶Nicholas C. Burbules. *Theory and Research on Teaching as Dialogue*. <http://faculty.education.illinois.edu/burbules/papers/dialogue.html>. Accessed on 10 January 2016

D. Hypothesis

Ha : There is influences monologue and dialogue techniques toward students' language learning.

Ho : There is no influences monologue and dialogue techniques toward students' language learning.

E. Significance of Study

Based on the research problem and the research significance stated above, the result of this research are expected as followed:

1. Theoretically

a. For School

The result of this study hoped can be a reference to find a good technique in teaching English subject.

2. Practically

a. For Teacher

The result of this study can be used by teacher to teach language learning or English to their student.

b. For Student

The result of this study can be utilized by students as a learning process in order to more active.

c. For Reader

The result of this study can be added information to reader in other to become professional educator in the future.

F. Terminology

To avoid misunderstanding, the writer describes briefly about some terms as follows:

1. Monologue is a technique that would be practiced by a student in oral language such as short speeches and retelling story .
2. Dialogue is conversation that done by two or more persons and pairwork. The dialogues divided into two kinds such transactional and interpersonal.
3. Language learning is a process which is someone learning English as a foreign language. It was teached in formal education start from elementary up to university level, in order that the students could be received a second language learning.