

Proceedings



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The First International Conference on
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

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The First International Conference on Education and Language
(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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THE EFFECTIVENESS OF USING DIALOGUE AND PROSE PASSAGE TECHNIQUES IMPROVING SPEAKING ABILITY OF THE STUDENTS AT MUHAMMADIYAH UNIVERSITY TANGERANG

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Abstracts

The researcher realizes that speaking ability is difficult to be achieved because it depends on many factors. Sometimes, the student speaks English because the teacher tells them to speak and to get good marks, but they communicate outside the classroom with their mother tongue. , It can be stated that there are only a few students who have ability in speaking English. The problem of this research are: (1) is there an effect of the use of dialogue on the students' speaking ability in Muhammadiyah University Tangerang, (2) is there an effect of the use of prose passage on the students speaking ability in Muhammadiyah University Tangerang, (3) is the use of teaching speaking through dialogue more effective than the use of teaching speaking through prose passage.

Based on the identification of the problem above, the objectives of this study are to investigate: a. There is an effect of the use of dialogue on the students' speaking ability, b. There is an effect of the use of prose passage on the students` speaking ability, c. The use of teaching speaking through dialogue is more effective than the use of teaching speaking through prose passage In this research, the instrument of collecting data was speaking test by an open interview. An interview is used to measure how far the students' ability in speaking English. The researcher used cluster random sampling, thus one group was A.1 selected in the experimental groups and the control class was A.2 for control group.

The description of data can be seen that mean in experimental class (A.1) was 75.25. It means that the mean is higher than the mean in control class (A.2) was 69.50. The minimum scores in experimental class were 55, and the minimum scores in control class is 50. The maximum scores in experimental class were 90, and the maximum scores in control class were 85. The ranges of the scores were 35 point. The median in experimental class (A.1) was 75, and the control class (A.2) was 70. The mode of the data in experimental class (A.1) was 75, and the control class (A.2) was 70.

Based on data analysis and comparison of the result of the pre-test and the post-test in experimental class (A.1) and control class (A.2), it was found that: (1) there was an effect of the use of dialogue on the students' speaking ability in Muhammadiyah University Tangerang rang, (2) there was an effect of the use of prose passage on the students speaking ability in Muhammadiyah University Tangerang (3) the use of teaching speaking through dialogue is more effective than the use of teaching speaking through prose passage. The writer puts forward some suggestions that might be useful for any teacher who teaches English as a foreign language. The lecturer should present dialogue activities by giving clear instruction to the students in order to help them in implementing it. Secondly, to eliminate boring situation, the lecturer should take the dialogue for appropriate level of the students. Next, the lecturer had better not to be involved in the role dialogue activities but the lecturer should just guide and control them. Finally, The lecturer should choose the appropriate approach, method, and techniques in speaking.

The result of this research is expected to be beneficial for all English lecturers who teach in the speaking class. The result showed that both dialogue and prose passage were important in students speaking ability. However, introducing the topic and chose a suitable speaking material preferable to make the students'. Becoming aware of their speaking ability in comprehend of the speaking ability through dialogue and prose passage, this research was hoped to be as the bases of the reader to identify their most appropriate technique based on their own speaking ability.

Keyword : Prose Passage Techniques, Speaking Ability,

1. INTRODUCTION

1.1 Background of the Study

English as one of the international languages in the world plays an important role in many various fields. So that most universities have included this language as one of the compulsory subjects for the students of the elementary up to university.

In the English language teaching, there are four language skills which are considered for students to master, namely: listening, speaking, writing and reading. Speaking seems to be the most difficult to master by the EFL students, and yet it is clearly one of the most important in language teaching and learning, especially teaching English. Many students, however, give little attention to the lesson, and even most of them do not want to attend the class or do assignment.

According Chaney “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”.¹ The teacher also should create a classroom environment where students have real – life communication, authentic activities, and meaningful tasks that promote oral language.

Actually, there are many techniques or forms of oral exercises in teaching speaking. The techniques can occur when students collaborated in groups or individual to achieve a goal or to complete a task such as, discussions, role play, information gap, simulations, brainstorming, story telling, interviews, story completion, prose passage, reporting, playing cards, dialogues, games, picture narrating, picture describing.

Among these techniques which are interesting for the writer are dialogue and prose passage. Based on the statement above, because the dialogue and prose passage are very important to provide students with an opportunity to speak English in front of the class and to help them overcome their nervousness and reluctance to speak English and the reason why the writer chooses this title is to find out how to improve the students’ ability in speaking English and to make sure whether this proposed technique is better if it is implemented in the classroom.

Bohm stated that “Dialogue is a conversation with a center, not sides. It is a way of taking the energy of our differences and channeling it toward something that has never been created before.”² He believed that there was something fundamentally amiss with someone thinking. He called this fragmentation. This is the way in which someone have learnt firstly to divide up and categories the world and secondly (crucially) that someone act as though someone have not done any such thing and as though the product of our thinking was an exact representation of reality.

The writer also compares dialogue with prose passage techniques to give the different result to use the learners’ speaking ability. In this technique, the students can briefly summarize the prose passage they heard from somebody beforehand, or they tell the passages to their classmates. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

In fact, at the Muhammadiyah University Tangerang a lot of students give little attention to the speaking lesson, and even most of them do not want to attend the class or do assignments. It seems that they get bored with the class situations and the lecture’s presentations. The student’s capability in speaking still lacks, because the students do not have habits in expressing English in the classroom.

Based on the information the researcher got, English lecture in Muhammadiyah University Tangerang seldom uses dialogue and prose passage as a means of teaching speaking, because they only focused on reading skills. So the first year students at Muhammadiyah University Tangerang are rarely given oral communication exercises. Most of them always speak Indonesian although they cannot say or understand the true meaning and say them in English. This might be due to the reconstruction process that occurs at the time they use dialogue or prose passage in the real communication. That is why they cannot communicate each other very well.

In this research, the writer wants to get empirical data about presenting dialogue and presenting prose passage techniques in teaching speaking. Through two techniques, the students are given much opportunity to speak English and to make sure whether this proposed technique is better if it is implemented in the classroom activity.

1.2 Identification of the problem

Based on the background of the problem above, it can be stated that there are only a few students who have ability in speaking English. The initial observation should learn that;

1. English lecture did not use appropriate techniques in teaching speaking so that their students got bored easily with the class situations and presentations. As a result, many of them did not know how to express their minds in English;
2. English lecture rarely were given oral communication in English to their students. This

¹ Chaney, A.L and T.L. Bulk. Allyn & Bacon *Teaching Oral Communication in Grades K-8*. Boston,1998, (p.13)

² Bohm, D.*On Dialogue*.1996, Routledge :Classics. p: 123

made most of them use Indonesian most of the time;

3. English lecture seldom used dialogue and prose passages as a means of teaching speaking but he/she only focused on grammar skills. A lot of students were given little attention to the lessons and even most of them did not want to attend the classes nor did the assignments;

1.3 Limitation of the study

Based on the identification of the problem above, this study deals with the techniques of dialogues and prose passages as a way to investigate the students speaking ability in English at the Muhammadiyah University Tangerang. It also aims to find out which of the two techniques (presenting dialogues and presenting prose passages) is more effective way.

1.4 Formulation of problem

Based on the limitation of the study, the research problems can be formulated as follows:

- a. Is there an effect of the use of dialogue in improving students' speaking ability at Muhammadiyah University Tangerang
- b. Is there an effect of the use of prose passage in improving students speaking ability at Muhammadiyah University Tangerang.
- c. Is the use of teaching speaking through dialogue more effective than the use of teaching speaking through prose passage.

1.5 Objectives of the study

Based on the research questions above, the objectives of this study are to investigate:

- a. An effect of the use of dialogue in improving students' speaking ability at Muhammadiyah University Tangerang
- b. An effect of the use of prose passage in improving students speaking ability at Muhammadiyah University Tangerang.
- c. The use of teaching speaking through dialogue is more effective than the use of teaching speaking through prose passage

2. THEORETICAL FRAMEWORK

2.1 Speaking

2.1.1 The Concept of Speaking

Speaking is more than pronunciation and intonation. At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of target language. "The newcomer in a foreign country learns to express himself in order to obtain the essential of life".³ He uses gestures, and then gradually picks up words and phrases. With no formal training and without the incentive for perfection he or she retains a marked accent and uses simplified and often inaccurate structures. McLean stated that "speaking is language"⁴, and it is the ability of language skills developed in the childhood begin with speaking skill.

Speaking is "learning how to listen, to think about, to understand to evaluate and learning how to speak out what he or she has listened with other persons in real – life situation"⁵. When one learns a foreign language, one develops both knowledge and skills in using that knowledge. Speaking skill will not develop unless it is based on the knowledge about the language which is being learnt. To develop the learners' speaking skill, it is necessary the lecture to practice the learner's ability to listen to other people as much as possible.

Speaking is "an element of acquisition which involves the understanding of input from two or more persons that must be given to the receiver in order to react to the ideas, information or feeling to be communicated"⁶. Wiley and Wrigley described the process of speaking as in figure one:

³ Pride, J.B. *The Social Meaning of Language*, Oxford University Press. London. 1971, P:14-5

⁴ Alex McLean *Improvising with Synthesized Vocals, with Analysis Towards Computational Creativity*, MSc thesis, Goldsmiths College, 2007, (P.9, 11, 17)

⁵ H.H. Clark, M.A. Krych. *Journal of Memory and Language*, 2004 (P 50, 62–81)

⁶ Terrence G. Wiley and Heide Spruck Wrigley. *Communicating in The Real World*. Prentice Hall. 1987, P:2

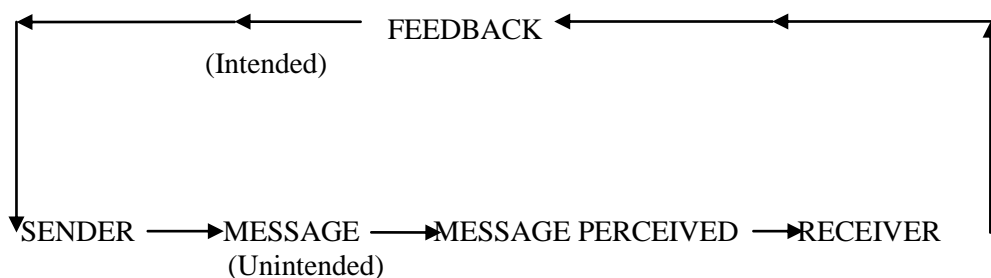


Figure.1 The process of the speaking

1. What someone communicates is called the *message*. A message is merely what someone communicates.
2. When someone consciously tries to communicate something, it may call in the message *intended*.
3. What the other person experiences someone may call the *message perceived*. In this case of coming late the appointment, the learner may have a good reason for being late.
4. The person sending the message is called the *sender*.
5. The person receiving the message is called the *receiver*.
6. *Feedback* is the receiver's reaction to the message.

Therefore speaking is an important part in human life. It is important that what someone says is conveyed in the most effective way. Jones were given some points to consider about speaking:

- (a). **Clarity** : The words someone speaks must be clear if listeners are to understand what the learner says. The speed at which someone speaks relevant here. If someone speaks too quickly, listeners may have difficulty in making out individual words. The volume with which someone speaks can also have bearing.
- (b). **Variety** : Speech has its own rhythms and tunes. The voice usually rises, for instance, to indicate a question. Some words in a sentence require more emphasis than others if the meaning is to be clear. Pauses in speech can help to direct the attention of listeners to the main points being made. So don't speak monotonously.
- (c). **Audience and Tone**: The way someone speak and tone the learner use will be affected by the audience to whom the learner are speaking, if the learner are discussing something with friends, the learner are likely to use an informal conversational tone. If the learners are giving a talk to a group of thirty people, it is likely that the learner would raise the pitch and volume of someone voice in order to make sure what the learner say reaches all of someone listeners⁷.

In speaking it is needed ability to communicate people in sharing or receiving ideas is called communicative. Based on the statement above, teaching English should be communicative. To conclude all the important factors in speaking, Rod Ellis stated "some factors in developing speaking ability as follow: there must be a communicative purpose; a primary focus on message rather than on the linguistic code; some kind of gap; an opportunity for meaning negotiation when performing the ask; the participants chose the resources, verbal and nonverbal, required for performing the ask."⁸

The factors above, the participants when they communicate they are demanded to use a suitable codes such as body language or gesture and be transmitted by the sender to the receiver using appropriate media. Working out interpretation meaning gets through their interaction with is always understood in a context while physicals, mimes, gestures with nonverbal cues are adding aspect of meaning beyond the verbal language is very important in doing the dialogue and prose passage.

Based on the explanation above, it can be summarized that speaking is interaction of two or more people who talk to each other about things that they think are mutually interesting and relevant in the situation. Each participant constructs the event together and shares to influence the out-comes.

2.1.2 The Components of Speaking

The components that is included in speaking as Matthews put forward as follows: "delivery which refers to the way someone uses the eyes, voice and body to communicate someone message"⁹. Speaker in different cultures follow different customs when speaking to groups; however, the learner may find the following guidelines useful in this course:

⁷ Jones, Rhordi. *Speaking and listening*. London, Person Education, 1989,p:14

⁸ Rod Ellis, *SLA Research and Language Teaching*. Oxford University Press, 1997. P. 210

⁹ Candance Matthews. *Speaking Solution*. Prentice Hall Regent, New Jersey,1994,P:30

- a) Eye contact plays an essential role in keeping someone listener interest. By moving someone eyes from person to person, the learner can give listener the feeling that the learner are talking to them as individual.
- b) Volume – the loudness or softness of someone voice is important when speaking to group; someone voice should be loud and strong enough to keep interest of someone listener by raising or lowering someone voice, the learner can emphasize certain points of someone talk.
- c) A natural manner of speaking will help to maintain someone listener`s attention the learner may feel nervous, but do not try to or read someone presentation. It is much more effective to use notes and speak to people in conversationally manner.
- d) Posture – the way the learner hold someone body – conveys a message to someone listener. The learner can express confidence by standing up reasonably straight with a relaxed posture.
- e) Movement also has an effect on someone listeners. For example, when standing in front of group, the learner may want to take a few steps one way or another. However, the learner does not face back and forth or sway from side to side while the learner is talking. It kinds of unnecessary movements can distract listener from someone message.¹⁰

Based on component in successful speaking activity above, in this research, the writer uses eye contact and volume for speaking dialogue, a natural manner and movement for prose passage. So that the students get a chance to speak, in order to make the speaking activities run well the writer must be creative in creating the situation, choosing interesting materials.

2.1.3 Teaching speaking at Muhammadiyah University Tangerang

Mastering speaking English has been great problems for the students at the Muhammadiyah University Tangerang for example, they are difficult to express their mind, they are lack of vocabulary, they do not know how to pronounces the words because the English lecture do not use the appropriate techniques in teaching speaking and they are supposed to be able to stimulate the students to speak English fluently.

The researcher realizes that speaking fluent is difficult to be achieved because it depends on many factors. Sometimes, the student speaks in order to practice speaking because the teacher tells them to speak and use the language point being presented to get good mark. Whereas, the students communicate outside the classroom with their mother tongue.

However, lecture need to be concerned not only with the design of the themes but also with what kind of feedback they give when evaluating speaking. Even in a process-centered approach, as Matott argues, “lecture should still certainly be concerned with the final product, not just the process or person that produced it”¹¹. Thus, the instructor should take special care to genuinely respond to the product (whether it is a written composition or a presentation), and in so doing, will be responding to the person. Thus, themes can be used not only to help the teacher communicate expectations for an assignment to students before they begin working on the assignment and to serve as a checklist to help students make sure they are meeting those expectations before they hand in their work. However as the lecturer uses the rubrics to provide feedback to the student and assign a grade after the assignment (in this case a speech) is complete. The themes also become a tool with which the lecturer responds to student work in order to create even greater understanding of the course material and its applications. From the explanation, the writer concludes that themes can help provide students with direction for revisions, help lecture give more clear critiques, and help students critically evaluate their own work through a better understanding of the criteria that determine the quality of a performance. Clear critiques with detailed objective feedback help students take responsibility for their presentation and use the feedback to help improve future performance¹².

Classroom atmosphere is an interesting area of study partly because many educationists argue that talk itself is an important vehicle for learning:

The way into ideas, the way making ideas truly one`s own, is to be able to think them through, and the best way to do this for most people is to talk them through, and the best way to do this for most people is to talk them through. Thus talking is not merely a way of conveying existing ideas to others; it is also a way by which things over allows the sorting of ideas, and gives rapid and extensive practice towards the handling of ideas¹³.

¹⁰ H. Douglas Brown. *Principles of Language Learning and Teaching*. New Jersey: Prentice – Hall, 1980. P:199-203

¹¹ Matott, G. *In search of a philosophical context for teaching composition*. College Composition and Communication, 1976, 27(1), 25-31

¹² Booth-Butterfield, M. *The interpretation of classroom performance feedback: an attribution approach*. Communication Education, 1989: 38(2), 119-131

¹³ Jennifer Coates and Deborah Cameron. *Women in Their Speech Communities*. Longman : London, 1991, P:58

The writer focuses on the role of the lecturer as much as on different characteristic of the students. By the end of the lesson, students should be able to express the idea in simple functional and monologue texts in the form of recount to make interaction with the nearest surroundings.

The lecture wants the students to continue thinking about English simply as a means communication; however, they cannot expect to be able to predict what language the children will use. Their choice is infinite, and the lecturer cannot decide what they will say or want to say. The teacher will also find that the children will often naturally insert their native language when they can't find the words in English.

2.2 The Scoring System

Since the amount of language which the students can be expected to absorb in any lesson (or series of lesson) is limited, the number new items incorporated in each text needs to be restricted. As a rule, the dialogue or prose passage will be constructed to contextualize and focus attention on one or two structural items, together with a number of lexical items chosen for their appropriateness to the situation.

2.2.1 The scoring scale for this passage provided a four point scale for fluency

Points:

0.0-0.4 : Speech is so halting and fragmentary or has such a non – native flow that intelligibility is virtually impossible.

0.5 – 1.4 : Numerous non – native pauses and a native flow that interferes with intelligibility.

1.5 – 2.4 : Some non – native pauses but with a more nearly native flow so that the pauses do not interfere with intelligibility.

2.5 – 3.0 : Speech is smooth and effortless, closely approximating that of a native speaker¹⁴.

Through experience, training, and careful attention to the linguistic criteria being assessed, the ability to make such judgments accurately will be acquired a set of descriptions come from an earlier version of the oral proficiency interview and are useful for classroom purposes.

The test administrator's challenge is to assign a value, ranging from 1 to 5, for each categories indicated above, it may look easy to do, but in realty the lines of distinction between levels is quite difficult to pinpoint. Some training or at least a good deal of interviewing experience is required to make accurate assessments of oral production in the categories.

Based on the scoring categories and scale for fluency in speaking, the researcher uses all the scoring to investigate the learners` speaking fluency in English at the Muhammadiyah University Tangerang.

2.3 Dialogue and Prose Passage as Teaching Speaking Techniques

2.3.1 Dialogue and Its Characteristics

Berardo argued that “dialogue is a communication tool that allows people to understand other viewpoints without pitting themselves against different perspectives”¹⁵. In dialogue, there is no defending of opinions and no counterpoints. Instead, the learner let talk and present their viewpoints.

According to Lieberman “dialogue can be a useful tool to help build a foundation of understanding and set guidelines for effective ongoing interaction”¹⁶. Work Groups with different functions and priorities who must work together but know little about the day-to-day activities of the other departments would benefit from the dialoguing process, as would college campuses that have some diversity, but generally little interaction between individuals of different backgrounds. Whenever the learner has the opportunity for people of different backgrounds to interact, dialogue may be a helpful process. The process will help to reduce misunderstandings and tensions and help ensure more successful interaction in the future.

Bakhtin in Jones, compare with bohm`s idea stating that “dialogue is based mainly on the work of those theorists and practitioners who have been influenced by his work”. Here are some quotes which will start to move into the right territory: “Dialogue is about a shared inquiry, a way of thinking and reflecting together.” Dialogue is a conversation with a center, not sides. It is a way of taking the energy of our differences and channeling it toward something that has never been created before. It lifts us out of polarization and into a greater common sense, and is thereby a means for accessing the intelligence and coordinated power of groups of people.

Based on the explanation above, a dialogue is an engagement of two (or more) persons, the people with characteristics, styles, values, and assumptions that shape the particular ways in which they engage in discourse. The prescriptive conception of dialogue must confront the challenge of acknowledging persons who do not

¹⁴ Brown.Douglas. *Language Assessment*. San Francisco state University: Longman,2001,P:149

¹⁵ Berardo. www.simmalieberman.com/articles/dialogueQ&A.html,Date.

¹⁶ Lieberman. www.simmalieberman.com/articles/dialogue

engage in communication through those forms and who might in fact be excluded or disadvantaged by them. Conversely, an account of dialogue that acknowledges the enormous multiplicity of forms in which people from different cultures do enact pedagogical communicative relations (let alone communicative relations generally) needs to address the question of why some versions are counted as dialogue and others not.

2.3.2 The Procedure in Teaching Speaking Through Dialogue

There are some procedures in teaching speaking through dialogue:

Step 1 : Set the scene for the dialogue (in the students` own language) introduce the characters and describe the setting.

Step 2 : Deal with any special difficulties if this is felt to be really essential.

Step 3 : Let the students listen to the dialogue without looking the text in their books.

Step 4 : Let the students follow the text book while they listen the dialogue.

Step 5 : Ask the students to repeat the dialogue in chorus.

Step 6 : Repeat the dialogue, cueing the responses of first on speaker then the other.

Step 7 : Check comprehension by asking some easy question.

Step 8 : Ask the students to reproduce the whole dialogue in response pictorial cues.

Step 9 : Give the students practice in reading aloud from the text.

Step 10: Divide the students into small groups so that they can practice the dialogue on their own and prepare to act it out.¹⁷

2.4 The Concept of Prose Passage Technique

2.4.1 Prose Passage

Prose is writing that resembles everyday speech. The word prose comes from the Latin *prosa*, meaning straightforward, hence the term "prosaic which is often seen as pejorative".¹⁸ Prose describes the type of writing that is unadorned with obvious stylistic devices. Prose writing is usually adopted for the description of facts or the discussions of whatever one's thoughts are, incorporated in free flowing speech. Thus, it may be used for newspapers, magazines, encyclopedias, broadcast media, films, letters, history, philosophy, biography, linguistic geography, and many other forms of communication.

Prose is "a fancy word meaning, it is not poetry".¹⁹ The good grammar and spelling are components to any prose or poetry writing. Examples of prose are biography, fiction, non-fiction, news stories, or children's books. In short, if the learner wishes to tell a story, the learner is writing prose. Prose is tending to reside more in order factors (such as character, theme, and argument) which are expressed through, rather than inherent in, language.

According to the Oxford Pocket Dictionary of Current English, passage means "the act of passing; specify movement from one place to another; migration birds of passage; change or progress from one process or condition to another; transition the enactment of a law by a legislative body".²⁰

Prose passage is "what happens and what order that which happens takes place in, the theme is the human significance of what happens".²¹ The theme is what the story means in terms of human nature, the human condition, and an individual or particular institution. The theme of a prose passage must not confess with the moral of the story, which is found in certain simple didactic stories. The student must not assume that the theme of the passage will automatically tally with the principles promulgated by any religion he or she may adhere to.

Based on the explanation above, the prose is continuous sequence of sentences which have been carefully sequenced and linked together to convey the writer's total meaning. It is meant to be complete in itself, and normally it is meant to be read silently – rather than to be read aloud and listened to. A passage which tells a story can be read aloud and listened to, but that story can be organized and contains a great deal of information is perhaps best read silently by the students first. If the passage is going to be read aloud and listened to, there might be a case presenting one or two of the structural items in it.

2.4.2 The Procedure for Teaching Prose Passages

There are some procedures in teaching speaking through prose passage:

- a. Step1. Introduce the topic Refer to the pictures. Such as, to get the students to tell the other students something about prehistoric monsters. Ask them some books they have read. Or Film or TV programs

¹⁷ Byrne, Donn. *Teaching Oral English*. British: Longman, 1978, P:31-49

¹⁸ *Wikipedia:Manual of Style*. http://en.wikipedia.org/wiki/Prose_May_2008

¹⁹ Byrne, Donn. *Teaching Oral English*. British: Longman, 1978, P30-32

²⁰ *Wikipedia:Manual of Style*. http://en.wikipedia.org/wiki/Prose_Passage_May_2008

²¹ <http://english.gchss.com/critprosepassage.htm>

they have seen. Much of this will probably have to be done in the mother tongue. But then ask them to tell in English some of the things they know about prehistoric monsters and write these on one side of the board.

- b. Step2. Introduce the text read in the first paragraph the class and explain (or translate) key language items e.g. could (if necessary) parts of the body and measurement (...meters, long). Probably very little explanation will be needed, but at least working through the first part of the passage with the student helps to reassure them.
- c. Step3. Provide relevant language practice for such as, to get the student to tell the learner (or ask for) parts of the body which they can see in the pictures. At this stage they will not actually know which ones will occur in the text. Play a word game (e.g. word bingo) to involve them in remembering the words. The student may end up learning and using more than they actually need for the text.
- d. Step4. Set a reading task; for example, the learner could use the questions at the head of each section. An alternative task, for which the question does not relate to any specific section.
- e. Step5. Do silent readings. Ask the students to read the passage silently and find the answer to the reading task.
- f. Step6. Read the passage aloud while the learner is doing this; ask for the answer to the reading task. Ask them other simple questions to check understanding.
- g. Step7. Explain any difficulties. Ask the student what difficulties they still have encourage them to guess the meaning of words as much as possible.
- h. Step8. Do silent readings. Tell the class that this will follow by an activity.
- i. Step9. Get the class to talk about what they learned while involve is us to new language. The emphasis will be on making the student aware that they have learned something through English too.²²

3. RESEARCH METHODOLOGY

3.1 Setting and Time

The research will be done at Muhammadiyah University Tangerang on March until April. The location of the research was Jl. Perintis Kemerdekaan I no.33 Tangerang. This school was chosen because the researcher also taught here and known some problems that the students have when dealing with speaking

Table 3.1 The Schedule of Treatment

GROUP	MONTH	DAY	DATE	TOTAL
Dialogue Class(Dc)	March to April	Tuesday Tuesday	16, 23, 6, 13 and 20 post test	4 meetings + 1 meeting for post-test
Prose Passage Class(PPc)	March to April	Thursday	18, 25,8, 15, and 22 the post-test	4 meetings + 1 meeting for post test

Total = 8 meetings

3.2 Research Design

Testing the truth hypothesis about the effect of dialogue and prose passage in improving the students speaking, the study was used pre-test before conducting the treatment. The experimental design could be illustrated in the following table.

Table 3.2. The Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Dc (dialogue class)	$X_{D_{pt}}$	T	X_D
PPc (prose passage class)	$X_{I_{pt}}$	T	X_I

Note:

- T : the treatment of the experiment
 $X_{D_{pt}}$, $X_{I_{pt}}$: the observation in the pre-test
 X_D , X_I : the observation in the post-test

²² Byrne, Donn. *Teaching Oral English*. British: Longman, 1978, P30-32

The tables shows that the result of the pre-test and post-test were analyzed by using statistic (t_{test}) to know the achievement of teaching speaking to the students. If the students who were were given the treatment by dialogue and prose passage in improving students speaking had a significantly difference or not.

3.3 Population and Sample

The population of the study were all grade students of Muhammadiyah University Tangerang which has 280 students, they were divided into 7 classes. The average number of the class was about 40 students. The sample of the research was about 40 students for the experiment class while 40 students for control class.

3.4 Data Analysis Technique

In the research, the statistic techniques which is used to examine the hypotheses divided into many steps were; description of data, analysis of test requirements, and the hypotesis test.

1. Description of data

The steps in doing the description of data is make each variable in tabulation table. All of the data were analyzed by using SPSS (statistical Program For Social Science) in order to describe the results of the variables in frequecy distribution table, than made histrogram, mean, mode, average, and standard deviation.

2. Analysis of test requirements

The analysis tested by validity and reabilty instrument, normality and homogeneity test. The validity test used to know the effectiveness of the test and reliability test used to know how far the consistent of the value from the others test to the students' ability in speaking English. Reliability also showed the estimation of the variance in diferent condition. The normality test was used to know the data was normally or not normally. The analyses used Lilifores test. And the homogeneity test was used to make sure the data from the population and sample of homogeneity. It used Barlett test

In this research, the researcher used validity to know the correlation between the value of pre-test and post-test. The researcher listed the result to table and calculated by the Person Product Moment formula taken from Arikunto²³ as follow:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{(n \sum X^2 - (\sum X)^2)(n \sum Y^2 - (\sum Y)^2)}}$$

Note:

r_{xy} = correlation coefisien

n = number of test

X = pre-test value

Y = post-test value

The result of calculation this pearson product moment divided with r_{value} in table r, if $r_{con} > r_{tab}$, so the instrument was valid.

a. Hypoteses test

The hypoteses in these research will do by t_{test} to know the result of the data is lower than significance level. The pattern of t test is illustrated:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{(n_1 + n_2 - 2)}$$

Where:

S = Standard deviation

n_1 = Sum of the students in the experimental class

n_2 = Sum of the students in the control class, with pattern

$dk = (n_1 + n_2 - 2)$

S_1 = Sample standard deviation

S_2 = Standard deviation of the sample

\bar{x}_t = Mean after treatment

²³ Arikunto. *Prosedur penelitian suatu pendekatan praktek*. Jakarta: Rhineka Cipta. 1996. P. 160

\bar{x}_0 = Mean before treatment

4. RESEARCH FINDINGS AND DISCUSSIONS

4.1 The Research Findings

4.1.1 The Data Description

The data collected from the students' values in the pre-test (the test before the treatment) and post test (the test after treatment) see table 4.1 below²⁴

Table 4.1 The scale of scoring in speaking test criteria

Accuracy		Fluency	
No language produced	0	No Communication	0
Little language produced	1-20	Little communication	1-20
Poor vocabulary, mistaken in basic grammar, may have very strong foreign accent	21-40	Very hesitant and brief utterances, sometimes difficult to understand	21-40
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	41-60	Get ideas across, but hesitantly and briefly	41-60
Good range of vocabulary, occasional grammar slips, slight foreign accent	61-80	Effective communication in short turns	61-80
Wide vocabulary appropriately used virtually no grammar mistakes, native-like or slight foreign accent	81-100	Easy and effective communication, used long turns	81-100
TOTAL VALUE OUT OF 10 =			

The data in this research was the result of the students' interview and the result of the students' achievement in learning English class.

a. The description of speaking test by an interview

An Interview did before the students were given the pre-test and the post-test. An open interview was used to measure how far the students' ability in speaking English. There are three question in interview:

- 1) How to say hello to person who has or has not been know?
- 2) How to introduce him/her self or other person?
- 3) How to give a command and forbid someone to do something?

4.2 Hypotheses

The analysis of hypotheses has been done as follows:

1. There was an effect of the use of dialogue on the students speaking ability at Muhammadiyah University Tangerang
2. There was an effect of the use of prose passage on the students speaking ability at Muhammadiyah University Tangerang.
3. The use of teaching speaking through dialogue was more effective than the use of teaching speaking through prose passage on the students speaking ability at Muhammadiyah University Tangerang

To test the hypotheses above the researcher uses t_{test} as followed:

4.2.1 T_{test} for the effect of dialogue on students speaking ability

T_{test} was used to investigate the differences of students' achievement between experiment and control classes in speaking ability. Based on the results of variance, it was found that the data of pre-test from the experiment and control classes have equal variance. The following formula is used:

The value of t_{obs} was 0.8815 lower than t_{table} , on degree of confidence 0.95 with degree of freedom was 79 (0.95;79) or 1.67 the null hypothesis was accepted, it meant that there was no differences between experiment and control classes.

²⁴ Penny Urr. *A Course in Language Teaching : Practice and Theory*. New York, Cambridge University Press. 1986. P 135

The value of t_{obs} was 4.018645 which was higher than t_{table} , on degree of confidence was 0.95 with degree of freedom was 79 (0.95;79) or 1.67, the null hypothesis was rejected, it meant that there was differences between experiment and control classes.

Based on the explanation above, the result of pre-test was given to the students that there was no differences in students' achievement in teaching speaking through dialogue in experiment and control classes, and after the students taught by dialogue, there was differences in students' speaking ability in experiment and control class.

4.2.2 T_{test} for the effect of prose passage to students speaking ability

T_{test} was used to know the differences of students' achievement in experiment and control classes have the effect of speaking ability.

Since the value of t_{obs} was 0.3656 lower than t_{tab} , on degree of confidence 0.95 with degree of freedom was 79 (0.95;79) or 1.67, the null hypothesis was accepted, it meant that there was no differences between experiment and control classes.

Because the value of t_{obs} was 2.219876 higher than t_{tab} , on degree of confidence was 0.95 with degree of freedom was 79 (0.95;79) or 1.67, the hypothesis null is rejected, it meant that there was differences between experiment and control classes.

Based on the explanation above, the result of pre-test which was given to the students that there was no differences in students' achievement in teaching speaking through prose passage in experiment and control classes, and after the students taught by prose passage, there was differences in students' speaking ability in experiment and control classes.

4.2.3 T_{test} for the use of teaching speaking through dialogue was more effective than the use of teaching speaking through prose passage

T_{test} used to know the students' achievement in experiment and control classes have the effect of speaking ability

The value of t_{obs} was 0.5233 lower than t_{tab} , on degree of confidence was 0.95 with degree of freedom was 79 (0.95;79) or 1.67, the null hypothesis was accepted, it meant that there was no differences between experiment and control classes.

The value of t_{obs} was 1.760027 higher than t_{table} , on degree of confidence was 0.95 with degree of freedom was 79 (0.95;79) or 1.67, the null hypothesis was rejected, it meant that there was differences between experiment and control class.

Based on the explanation above, The result of pre-test was given to the students that there was no effect in teaching speaking through prose passage in experiment and control classes, and after the students taught by dialogue, there was the effect of students' speaking ability between the students' who learnt by dialogue than prose passage in experiment and control classes. It can be concluded that teaching speaking by dialogue was more effective than prose passage.

4.3 DISCUSSIONS

This study found that dialogue group outperformed prose passage group because there was a significance mean difference between dialogue and prose passage groups. The result also indicated that high achievers significantly benefitted more from teaching speaking through dialogue than from prose passage. The students who got good values in the pre-test got much better values in the post-test.

Dialogue feedback was developed that has the potential to increase cognitive learning, improve the quality of student speaking ability, and increase the consistency between speaking through dialogue and prose passage. Based on the results of the tests (quantitative), students had the tendencies to speak English more easily using dialogue.

A dialogue helped students to have rule retention, and worked effectively to teach dialogue. This research finding was in line with the finding of Melissa 2004 EFL students, especially in Indonesian setting, lack exposure to English. In this situation, a dialogue can be an effective way to teach speaking because the learners need to know the basic concept underlying dialogue. Dialogue is "the mode aimed for within learning groups, where it is clear that the purpose of communication is assisting people in their learning".²⁵ Dialogue is a useful mode in the contexts of coaching or mentoring.

Dialogue takes place when learning is the focus for talking. For purposes of learning, a different relationship toward what is said is required. One way of describing dialogue that whatever is said is, as it were, held

²⁵ Lev Petrovich Yakubinsky. *On dialogic speech*, Eskin, M., Trans. *PMLA*, 1997. P: 112 (2), 249-256.

suspended before us. That is to say, It ceased to be attached to an idea as our own, and they are free to view it as if they were put forward by someone else. At the same time, the listeners have a different relationship to it, too.

Lecture only explained the rules without giving sufficient practice and exposure to the language. Moreover, they were not used to reviewing the lesson because of limited time. This situation may result in the lesson being teacher-centered, and not challenging in terms of creativity and imagination. The dialogue encouraged the belief that learning a language was simply a case of knowing the rule. In this situation, it recommended that prose passage may serve as an alternative techniques for teaching speaking ability.

4.3.1 The effects of dialogue on teaching speaking

In speaking, someone needs the ability to communicate with people in order to share or receive ideas to each others. The practice of dialogue was intended to change the way they think and the way they think about something. Dialogue increased to the students` speaking ability, because it makes the students have better understanding of speaking development process, even if they were not yet able to actually incorporate the understanding into better performance.

In dialogue, the teacher examined what someone has said in a more open fashion, and rather more sympathetically. They have no desire to undermine it, yet it has been put forward to be examined. That was, to be examined for its benefits as an idea, and as a basis for action, whilst also examining it for its drawbacks. The aimed in this manner, they will be able to push forward their thinking.

Underlying the importance of dialogue is that ideas and ways of thinking which were behind the scenes of action. Someone actions appeared to be an obvious response to what was going on, but a little reflection reveals that, while there was much commonality of response, not everyone responded the same way to things. Therefore, to be changed they needed to be coaxed into the stage where their performance can be evaluated. That was hard to do when emotions run high

4.3.2 The effects of prose passage on teaching speaking

Prose passage could be an alternative way of teaching speaking, particularly simple passages that could be understood easily by students. The teacher provided relevant language practice, and explained some difficulties words. The learners were more active in the learning process rather than being simply passive recipients, so in doing the activity, they would be motivated.

However, there were also the weaknesses of teaching speaking through prose passage. The technique implemented over a longer period of time for its effects to be fully seen and energy-consuming. It led learners to have the appropriate concept of the rule. When taught speaking through prose passage the teacher didn't mention the rules, the function, the passage explicitly. The teacher only provided examples and encouraged the students to practice, so sometimes students were not really aware of the passage being taught if the teacher didn't mention it. Moreover, when the concepts were given implicitly, it might lead the learners to have the wrong concepts and perception of the rules.

5. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on data analysis and comparison of the result of pre-test and post-test in experiment class (a) and control class (c), it was found that:

Firstly, there was an effect of the use of dialogue in improving students' speaking ability at Muhammadiyah University Tangerang. It showed that before the students were given the treatment, the result of pre-test did not effect of students` speaking ability through dialogue. And after the teacher were given the treatment through dialogue, the result of post-test improve the students` speaking ability. Because the lecture increased the students competence and dialogue can motivate the students to speak English.

Secondly, there was an effect of the use of prose passage in improving students' speaking ability at Muhammadiyah University Tangerang. It showed that before the students were given the treatment, the result of pre-test did not effect of students speaking ability through prose passage. And after the teacher were given the treatment, the result of post-test improve the students speaking ability through prose passage. Because the teacher exposed the students knowledge and the students can express what they think with their own words.

Finally, the use of teaching speaking through dialogue was more effective than those through prose passage. It showed that the result of the mean value of pre-test before using dialogue and prose passage technique was more effective than teaching speaking through prose passage technique. Because there was a significance mean difference between dialogue and prose passage groups, after the teacher created an English interaction, got more exposure and practice in the class

5.2 Implications

The result of this research is expected to be beneficial for all English lecture who taught in the speaking class. The result showed that there was an effect of teaching speaking through dialogue and prose passage was important for improving the students' speaking ability. However, introducing the topic and choosing a suitable speaking material make the students' aware of their speaking ability.

5.3 Suggestions

Based on the conclusion, the writer puts forward some suggestions that might be useful for any teacher who teaches English as a foreign language.

Firstly, to help the students in improving speaking ability, the teacher should use interesting strategies, such as dialog and prose passage in the class activity.

Secondly, the lecturer should make some preparation before teaching, such as choosing a suitable speaking material based on the students' level. The teacher should guide and control them.

Thirdly, the lecturer should present more dialogue than prose passage activities. The lecturer should create an English interaction, get more exposure and practice in or out of the classroom in order to help the students in implementing it.

Finally, to eliminate boring situation, the teacher should take the dialogue and prose passage more interesting and enjoyable. It is expected that lecture increase their competence and have broad knowledge of English. The more knowledgeable the lecture, the better achievers the students will be.

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