

CHAPTER I

INTRODUCTION

A. Background of Study

Today, communication becomes not only as a base of social interaction, but also as means of information exchange, human can understand other people, society and other ethnic group. So, for that reason human need a tool to get it called “language”.

Language is one of communication instruments especially among human being. Without language, people cannot make any relationship with other, because language is the most effective tool communication. Language is system of sound symbol used by humans to communicate. According to Finnocchiaro (1974, p.3) states that “language is the means by which results of human thought and action are passed on”. There are Arabic, English, Indonesian and other languages. Therefore, it is important to learn other languages in order to make the same understanding in communication. It is related to what Allah said in The Holy Qur’an Al-Hujurat verse 13, as follows :

From the Surah above as God's gift to mankind, the language are used to communicate with surrounding. It should be studied and taught for the people . there are so many language in the world. One of them that have pay attention is English. It is one of the foreign language and almost used in many kinds of human activities in the world.

That is why today, in Indonesia, students are acquired to have language competences. One of the competences is communicative competence, that is knowing how to use the language rather than just knowing about the language. It means that the central aim of teaching and learning English is to make students able to use all aspects of language.

English is one of International languages and it is widely used and studied all over the world. Language is used not only in writing, but also in speaking as a means of communication. It is not enough for the students simply to learn the grammar only, but also to practice all the common pattern, form or words until they can use them in proper position automatically.

English language is not only viewed as knowledge but also as a life skill that is skill in communication. As the result, the purpose of teaching and learning English no longer to make students know about the language but to make students

able to use the language. Teaching English at Junior High School as stated in the curriculum is to develop student communicative in English regarded to the macro skill of reading, writing, speaking and listening.

Speaking is one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication.

Speaking is one of oral communication that is learned by students in Junior High School. It is useless to master so much vocabularies and grammar if they cannot use them in communicating and interacting with others. Speaking is a process of communication between at least two people and speaking is a way to express someone's idea. For the students in Junior High School speaking is one of skill in English lesson. In speaking class, the students of Junior High School learn how to pronounce the words in English, learn how to describe person, place, thing, introduce themselves fluently and make a dialogue, and the students can understand about the meaning of the English.

There are two types of spoken language, monologue and dialogue. Dialogue is conversation which happens between two or more speakers. Speaking has a quite important role in the transferring of the information that is a direct way of giving information from the speaker to the listener. That is why English learning is expected to develop all skills in English so that the students are able to communicate in English as well in certain literacy degrees. There are some

techniques in teaching speaking, including games, role-play and simulations, drama, projects, interview, brainstorming, information gap, jigsaw, problem-solving and decision-making, and opinion.

Madrasah Tsanawiyah is Islamic Junior High School with Islamic characteristic. In the process of instruction, it also adopts the same subject with general Junior High School. MTs Al-Ikhwan Banjarmasin is one of the private school in Banjarmasin and an educational institution applies national curriculum. Surely, English as a subject taught there as other subject, it got the same attention moreover it is national tested.

In this research, the writer is interested in doing research, to investigate the relationship between communicative dialogue question, in written test and speaking skill, in oral test.

So, based on the background information above, the writer is interested to make a research entitle **"THE EFFECT OF COMMUNICATIVE DIALOGUE QUESTION IN SPEAKING SKILL AT EIGHTH GRADE STUDENTS OF MTs AL-IKHWAN BANJARMASIN ACADEMIC YEAR 2013/2014"**.

B. Statement of Problem

Based in the reason of the study above, the statements of the problem as follows:

1. How is the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014?
2. How is the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014?

3. Is there any significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin academic year 2013/2014?

C. Objective of Study

Based on the reason above, the purpose of this research are:

1. To know the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014.
2. To know the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014.
3. To know the effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin academic year 2013/2014.

D. Assumption

According to explanation above the writer takes assumption that communicative dialogue question give the effect to help students in speaking skill and the students capability to speak English very well in dialog such as conversation.

E. Hypothesis

According to the assumption above, then the researcher wants to verify the Hypothesis (H_0), that is :

“ There is no significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al- Ikhwan Banjarmasin academic year 2013/2014 ”. However, since the way of testing is conducted by using statistics, the statements above is changed into Hypothesis (Ha) as below:

“ There is a significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al- Ikhwan Banjarmasin academic year 2013/2014 ”.

F. Significance of The Research

The result of this research is expected to contribute to the field as follows:

1. For the teacher, it will give more knowledge and effect of communicative dialogue question in speaking skill.
2. For the students, they will able to build up the communicative dialogue question in speaking skill. They will be more understood how to speak English very well such as pronunciation, grammar, vocabulary, fluency, and comprehension.

G. Definition of Key Terms

1. Dialogue is conversations in a book, play or film/movie. (Hornby, 2000, p. 364)
2. Speaking is one of four skill that must be mastered in learning foreign language.
3. Communicative is able and willing to talk and give information to other people. (Hornby, 2000, p. 257)

CHAPTER II

THEORETICAL REVIEW

A. Dialogue In Oral Communication

Dialogue is conversation involve two or more speaker and can be subdivided into those interpersonal dialogue and transactional dialogue. Dialogue is a crucial part of second language learning and teaching.

According to Hornby (1995, p.319) “dialogue is spoken or written conversation or talk”. Dialogue is conversation between two or more people as a feature of a book, play, or movie.

Byrne (1980, p. 8) said that “oral communication is two way process between the speaker and listener (listeners), involving the productive skill of speaking and the receptive skill of understanding (or listening with understanding)”. Furthermore he says both speaker and listener have a positive function to perform : the speaker has to encode the message to be conveyed in appropriate language, while the listener (no less actively) has to decode (or interpret) the message.

Furthermore, there is an interdependence of oral skills in communication. For the oral communication is a two-way process between the listener and speaker Thus, between the speaker and listener cannot be separated each other. In this case

the speaker does not always initiate : he also responds to what he has heard (as for example when he answers questions or makes a comment), while the listener does not always remain silent : he is normally expected to make some sort of responses (which may not always be verbal, as for example, when he carries out an instruction).

B. Methods in Teaching Dialogue

Method is one important component in teaching learning process. Therefore, the use of method is very much recommended, so that the interaction happening between the teacher and students will increase students' interest to learn.

According to Brown (2001, p.16) said that “method is a generalized set of classroom specifications for accomplishing linguistic objectives”. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials.

Harmer (2007, p.78) said that “method is the practical realisation of an approach. Methods include various procedures and techniques”.

Methods in teaching speaking: (Subyakto, 1993, p.173-174)

a. Direct method

In the direct method, the material is presented in the foreign language. The students are forced to speak and think in the foreign language. The experts of

this method had assumption that learning a foreign language just the same as learning the native language.

b. Audio lingual method

The Audio lingual method teaches students to speak using the drill technique (with all of its varieties) and mim-mem. In this method the mistaken of speaking is avoided because it does not support the development of speaking.

c. Silent Way method

In the Silent Way method the students are forced to keep silent and to listen carefully because they must repeat the teacher's samples after being given once though.

d. Community Language Learning (CLL) method

Teaching dialogue or conversation using Community Language Learning method means the students are given the time to express their own ideas to the teacher. The function of the teachers are as the facilitator, the counselor, the Bain source, and also as the translator. In this method the mistakes are regarded as the development of the students' language.

e. Total Physical Respond (TPR) method.

The newest method in teaching conversation or teaching a foreign language is the Total Physical Respond (TPR) method. In this method, the students must postpone their ability to speak, they must develop their ability to listen first.

This method, in Indonesian schools, is used for teaching the students of the Junior High school level.

There are two kinds of activities in teaching dialogue or conversation using Communicative approach. According to Two communicative activities are : (Subyakto, 1993, p.175-178)

1. Pra-communicative Activities.

Pra-communicative is the communication which hasn't been able to be called true communicative communication, because there hasn't an element that is needed in order that the communication is able to be called an appropriate and natural communication, that is there is not an information gap.

The activities are the presentations in :

a) Technique of Dialogue.

That is to memorize sentences in the dialogue form, and to dramatize sentences fluently before drilling with structural-drill and vocabulary. The use of this method is to improve the fluency of pronouncing words or sentences, and to avoid the mistake in pronouncing.

e.g. : Teacher : Hello. How are you?

Students: Fine, thanks. And you?

Teacher : Fine. Where are you going?

Students: I'm going to the school. Would you like to come?

Teacher : Sure. Let's go together.

b) Dialogue with picture (for the SLTP levels).

The teacher brings pictures shown to the students by asking the name of the pictures one by one.

e.g. : Teacher : "What is this ? "

Students : "That's a book "

c) Guided dialogue.

The teacher drills students in the question and answer forms in the purpose language (FL).

e.g. : Teacher : "Are you going to.....this morning?"

Students : " Yes, I am ". or " No, I am not "

d) Dramatitation of an activity.

For example the teacher is running, smiling, etc., then asks the students :
"What am I doing ?" students answer : " You're running " etc.

e) Picture in profession.

For example : A doctor in his uniform (white etc)

A teacher in front of black board, etc.

Then the teacher asks : "What is he / she ?"

Students answer : " He / she is a doctor " etc.

f) Dialogue with picture.

For example, the picture in point (e). The teacher shows the picture detail, then asks the students.

e.g. : Teacher : " What is the doctor wearing ? "

Students : " A white coat ", " A pair of glasses".

g) Question-answer technique.

The teacher chooses the basic material of the lessons includes structure and vocabulary. For example the teacher has taught the 'Past tense' form of English and vocabulary, the make a dialogue :

Teacher : " What did you do this morning at 07.00 ? "

Students : " I went by bus to school "

h) Completing sentences, paragraph or short story.

The teacher presents uncompleted sentences, then the students are asked to complete them.

e.g. : My sister likes going to the movies, but my brother..... (does not like it, or likes playing soccer)

During this activities is done, the teacher has to master the condition in conducting it.

The main goals which will be gained of this stage are :

- (a) Students are involved in every drill orally, and
- (b) Students begin to have braveness to open their mouth to speak though they haven't express their own ideas.

2. Communicative Activities.

On this stage, the teacher begins to his role in speaking in front of the class, while students begin to play role in class to speak. The activities of this stage are :

- a. Community Language Learning (CLL) method.

The teacher divides the students into groups, for each group has a leader. Students exchange to speak something and then continue in the group, so that the communication will become a complete story. The conversation is recorded on a tape recorder, and replays then. After all, the teacher discuss about the conversation with the students. In this case the teacher's role is to control the activities :

giving answers, suggestions, or even translations when the students get difficulties.

b. Giving assignment to the students.

The teacher can give students a role to be played. For example: If the student becomes a teacher, and the other student as his student. Then, they are asked to play those roles, teacher and student. This role play can be varied fit to the level of the students.

c. Social formulas and dialogues.

What is meant by the Social formulas is the presentation of social formulas which are needed in communication (social communication), for example ; greeting, leaving, introducing someone, Excusing, expressing emotion of angry, sad, disappointed, happy, satisfy, and so on.

d. Community-oriented assignment.

The students are asked to make communication with the native speakers. This activity is could be conducted in places where many native speakers stay in. For example : in a state embassy (foreign embassy), state offices, and so on. If

those places are impossible to get, the teacher can ask students to become tourist guide, translators, etc.

e. Problem solving activities.

The students are asked to solve problems that are made by the teacher. To support this activities, the teacher can play a role in it. For instance, the teacher make a topics of "Climbing a mountain". The teacher divides the students into groups, each group should discusses about the mountain climbing, what are needed to overcome this problem, what should be prepared to climb a mount. The teacher can also give suggestion, answer, and so on, when they need.

To complete the explanation above, it is better for the writer to makes conclusions related to the activities in teaching students conversation (speaking). According to Finacchiaro and Brumfit (1983, p.141-142) says that the activities that can be conducted in teaching students speaking, as follows :

- a. Making question-answer or dialogue in classroom.
- b. Giving guides are used in classroom.
- c. Using "Gouin series". Asking students to play role in complete sentences of the realistics context.
- d. Asking students to prepare the original sentences based on communicative terms, structures, or notions which have been discussed.
- e. Answering questions based on the experiences in classroom or in the community.
- f. Answering Composing appropriate questions to the teacher or the other students based on a reading text they have read together.

- g. Identifying names of objects on the flanegraph
- h. Retelling a story they have read, their experiences in their own sentences. In addition, the teacher can give some key words (essential words).
- i. Composing a report of a topic that has been prepared and answer the questions of the topic.
- j. Setting conversation. For instance, talking about a bank, a library, etc.
- k. Playing language games.
- l. Making conversation of discussion, panel forms, etc. In this case the students are demanded to be able to express their own ideas, for instance, agreement, disagreement, doubt, and so on, being relevant to the topic is being discussed.
- m. Making phone communication.
- n. Playing role in a modern drama.

By the explanation above, it is clear that the ability in speaking mastering the dialogue has a great role in learning the language. It shows also how the importance of the dialogue in speaking mastery of a language, if they want to make use a language they have learnt for their life.

For there are many methods in teaching dialogues of a language, while the experts haven't found yet the best method in teaching productive skill of speaking or conversation. So that the teachers must be able to choose the best method (one of them) fit to the condition of the students, classes, and levels.

It is undoubtedly, that by mastering productive skill the students will of course get advantages to develop their ability to use English as a means of communication. When students learning English only memorize vocabularies and

the structural rules without practicing to use English, they will never master English as a means of communication. In this case, the teacher should allow the students to do what they want to learn. And also the choice of methods and techniques will determine the achievement of learning of English as a means of communication.

C. Communicative Competence

Communicative competence is a linguistic term which refers to a language learner's second language ability. It was firstly created by Dell Hymes in 1966 and served to be the milestone for the theory of education and learning.

According to Subyakto (1988, p.152) said that "the communicative competence means the knowledge of language forms, the meaning of the forms and the ability to use them in appropriate time and to whom the forms are naturally". Furthermore he says that firstly, the purpose of communicative competence is to conveyed the message to other people, that is the ability to communicate everything in the language. Secondly, the purpose of communicative competence is to conveyed the message in the way that the message can be received socially. The first purpose can be gained by the activities which are able to be called communicative performance, whereas the second purpose can be gained with exercises to develop the communicative competence.

According to Brown (2000, p.247) the component of communicative competence consists of four domains of knowledge and skills.

1. Grammatical competence is that aspect of communicative competence that encompasses "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale and Swain 1980, p.29).
2. Sociolinguistic competence is the knowledge of the sociocultural rules of language and of discourse.
3. Discourse competence is the complement of grammatical competence in many ways.
4. Strategic competence is a construct that is exceedingly complex. Canale and Swain (1980, p.30) described strategic competence as "the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.

D. Speaking As One of Skill in Learning English

Speaking is derived from the word "speak" and suffix "-ing". According to Hornby (2000, p.414) the definition of speaking is talk to somebody about something or use the voice to say something.

Speaking is one of the basic skills that requires communicative competence, pronunciation (intonation, stress, and pitch), grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to build a good communication. These elements are needed to measure the capability of the students in speaking using appropriate technique.

When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983, p.5) defines “speaking as development of the relationship between speaker and listener”. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Brown (1994, p.103) states that “speaking is a skill in producing oral language. It is not only an utterance but also a tool of communication”. It occurs when two or more people interact with each other aiming at maintaining social relationship between them.

According to Lindsay (2006, p.57) “Speaking is a productive skill”. It involves putting a message together, communicating the message, and interacting with other people.

Fulcher (2003, p.23) said that “speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating”.

Thus, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of

communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

According to Tarigan (1990, p.3-4) defines that “speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned”. It means that speaking as the way of communication influences our individual life strongly. Beside that Tarigan (1985, p.21) also said that “speaking is the capability to articulate the sound expressing, and delivering thought, opinion, and wish”.

According to Djiwandono (1996, p.68) says that “speaking is the activity to express thought and feeling orally”. While Nurgiantoro (1995, p.168) says that “speaking is the activity delivering language and communicating ideas, thought orally”.

Based on the expert opinions above, the writer can conclude that speaking is important for the students who learn a language. It is the way to express the feeling through words, even conversations with others. The most of people communication is done by using spoken language. It means that students have to speak in other to express their aim, feeling, and ideas to the others.

Speaking is very important for life. From the last until now speaking is used to communicate each other by people. It can be seen in Holy Qur'an Surah Ali- Imran verse 46, as follow:

It is also contain in the Surah Al-Baqarah verse 67, as follows:

There are some reason why people speak as follows (Lindsay, 2006, p.57):

- a. To be sociable with society
- b. To express the feelings or opinion about something

- c. To respond other people about something
- d. To exchange information with other people
- e. To refer an action or event in the past, present, future, and possibility of something happening, and so on.

E. Basic Type of Speaking and Types of Spoken Language

1. Basic Type of Speaking

Brown (2010, p.184-185) says that there are five types of speaking, they are:

1. Imitative

It is the ability to simply parrot back (imitate) a word or phrase of possibly a sentence.

2. Intensive

It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm, juncture). Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion, etc.

3. Responsive

It includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participant.

5. Extensive (monologue)

It includes speeches, oral presentations, and story-telling. Language style is frequently more deliberative.

2. Types of Spoken Language

Brown (2001, p.251) classifies the type of oral language in two parts, monologue and dialogue. Monologue is divided in two parts planned and unplanned. Dialogue is divided in two parts interpersonal and transactional.

The first is monologues. Monologues means that when one speaker uses spoken language, as in speeches, lectures' readings, news broadcast, and the like, the hearer must process long stretches of speech without interrupting – the stream of speech will go on whether or not the hearer comprehends. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures.

The second is dialogue, dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal)

and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

F. Component of Speaking

According to Haris (1974, p.81) stated that are five components of language that influence speaking ability. They are :

1. Pronunciation

Pronunciation is very important in speaking if we do not appropriate Pronunciation it can influence meaning of word. According to Hornby (1995, p. 928) Pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language.

2. Grammar

Mastering grammar knowledge will help one in speaking English, because we will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken language.

3. Vocabulary

Mastering vocabulary is first step to speaking English. If we not mastery vocabulary we cannot utterance what is our purpose. So we have an easily visible demonstration of vocabulary facts in which we can have some confidence when we speak.

4. Fluency

In speaking, we must speak fluently because listeners are able to respond to what we say. Fluency became a goal for speaking courses and this could be developed through the use of information and other tasks that required learners to attempt real communication, despite limited proficiency in English. According to Harmer (2001, p.198) that Fluency is also helped by having students say phrases and sentences as quickly as possible, starting slowly and then speeding up. Getting students to perform dialogues and play extracts- if we spend some time coaching them-will also make them aware of speaking customs and help to improve their overall fluency.

5. Comprehension

In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well. It is meant that comprehension of what we speak is very important in all situations.

CHAPTER III

RESEARCH METHOD

A. Research Design

This chapter illustrates methodology used in this research. It deals with the research design, data instrumen, data source, data collection, and data analysis. This research uses a descriptive quantitative method. It means that the data in this research are in the form of description and in the form of number. Therefore, the research uses decriptive quantitative method to describe the effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin.

B. Research Setting

The location of the research is in MTs Al-Ikhwan Banjarmasin. It is located at Jl. Veteran RT. 23 No 10 Kelurahan Sungai Bilu and Sub district of East Banjarmasin. MTs Al-Ikhwan is one of the private school in Banjarmasin. In his school there are thirteen classes. Four classes for Seventh grade, Four classes for Eighth grade, and Five classes for Ninth grade . The writer is interested in choosing this school because the students still cannot speak English very well. In this case, this research is conducted for a months from Mei 2014.

C. Population and Sample of Research

1. Population

The population of this research is all of the students at the eighth grade in MTs Al-Ikhwan Banjarmasin academic year 2013/2014. According to Arikunto (1998, p.63) elaborates that “if the number of population is more than 100, it is supposed to take 10-15% or 20-25%. But if the number of population is less than 100, it is not supposed to take sample, it is called population research. The total number of the students are 177 students and it is divided into four classes from class A, class B, class C, and class D.

For knowing clearly about the population, it can be seen in the table below:

Table 3.1 the distribution of the eighth grade at MTs Al-Ikhwan Banjarmasin periode 2013/2014.

No	Class	Male	Female	Total
1	VIII A	21	25	46
2	VIII B	25	19	44
3	VIII C	25	19	44
4	VIII D	17	26	43
Total		88	89	177

Resource: document of administration at MTs Al-Ikhwan Banjarmasin

2. Sample

Sampling is the process of the collecting data from part of a population. Sampling is done if it is unnecessary or too problematic to consult the whole population (Dean, 2008, p.31).

This research take population as sample that is considered representative. In taking sample, the researcher uses purposive random technique, that is taking 25 % of each class and total of sample are 44 students.

A probability sampling is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined. The combination of these traits makes it possible to produce unbiased estimates of population totals, by weighting sampled units according to their probability of selection.

After observing the number of population and taking 25 % of sample, the resercher made it clear by showing the table below:

Table 3.2 Frequency distribution of student's sample

No	Class	Male	Female	Total
1	VIII A	5	6	11
2	VIII B	6	5	11
3	VIII C	6	5	11
4	VIII D	5	6	11
Total		22	22	44

Source: document of administration at MTs Al-Ikhwan Banjarmasin

D. Data and Source of Data

1. Data

The data will be investigated in this research are primary data and the secondary data.

a. Primary Data

The data is about the effect of dialogue communicative item question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin academic year 2013/2014.

b. Secondary Data

To complete the primary data, the writers also collect the secondary data, which related to the research location as follows:

1. Brief history of MTs Al-Ikhwan Banjarmasin.
2. Description about teachers, administration staff, the students, and school facilities.

2. Sources of The Data

The data are taken from the sources as follows:

- a. Respondents : The eighth grade students at MTs Al-Ikhwan Banjarmasin.
- b. Informants : Headmaster, English teacher and administration staff at MTs Al-Ikhwan Banjarmasin.
- c. Documents : All written resources that are needed in this research.

E. Technique of Data Collecting

There are some techniques that are applied in this research, they are:

a. Test

This technique is used to collect the data that related to the effect of communicative dialogue question in speaking skill. The test will be divided into two kinds of test are written and oral test.

b. Interview

This technique is used to collect the data which are relating to secondary data in particular.

c. Documentary

The aim of this technique is to look for all written reports or document that perhaps keep any detailed documents for primary data.

F. Design of Measurement

This design of measurement is intended to analyze the effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin academic year 2013/2014, the writer prepares test. The test will be divided into two kinds of test are written and oral test. Written test is the test about communicative dialogue question and oral test is the test about 10 questions. In this research, the students will answer 25 item for written test and 10 item for oral test.

1. Written Test

The Maximum Expected Score (MES) for the test is 100. The items are divided into parts as follows:

- a. 10 item for Multiple choice. Each item will be marked 4; therefore, if the students can answer all of the questions correctly, the score will be gotten 40 points.
- b. 5 item for complete the dialogue. Each item will be marked 6; therefore, if the students can answer all of question correctly, the score will be gotten 30 points.
- c. 5 item for answer the questions. Each item will be marked 6; therefore, if the students can answer all of the questions correctly, the score will be gotten 30 points.

The highest score is 100 and the lowest is 0. After the writer gives scoring, the count the Mean with the formula:

$$M = \frac{\text{Total score}}{N}$$

Where :

M : Mean

: Total score

N : Total number of respondents

2. Oral test

It consists of 10 questions, in order to find out of the result of speaking skill is valid. The writer used the indicator of speaking skill as follows:

1. Pronunciation

Score	Indicator
10	Has few traces of foreign accent.
8	Always intelligible, through one is conscious of definite accent.
6	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
4	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
2	Pronunciation problems so severe as to make speech virtually un intelligible

2. Grammar

Score	Indicator
10	Few errors, with no repeated pattern of failure.
8	Occasional errors showing imperfect control of some forms and structures but no weakness that causes misunderstanding
6	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
4	Constant errors showing control of very few major patterns and frequently preventing communication.
2	Grammar almost entirely inaccurate, expect for few frequently repeated phrases.

3. Vocabulary

Score	Indicator
10	Use of vocabulary and idioms is virtually that of native speaker.
8	Sometimes use inappropriate term and/ or must rephrase ideas because of lexical inadequacies.
6	Frequently use the wrong words; conversation somewhat limited because of inadequate vocabulary.
4	Misuse of words and very limited vocabulary make comprehension quite difficult.
2	Vocabulary limitations so extreme as to make conversation virtually impossible.

4. Fluency

Score	Indicator
10	Speech as fluent and effortless as that of a native speaker.
8	Speed of speech seems to be slightly affected by language problem.
6	Speed and fluency are rather strongly affected by language problems
4	Usually hesitant, often forced into silence by language limitations.
2	Speech is so halting and fragmentary that dialogue virtually impossible.

5. Comprehension

Score	Indicator
10	Appears to understand everythings without difficulty.
8	Understand nearly everythings at normal speed, although occasional repetition may be necessary.
6	Understand most of what is said at slower-that- normal speed with repetition.
4	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with fequent repetitions.
2	Can not be said to understand even simple conversational English.

(Haris, 1969, p.84)

The highest score is 100 and the lowest is 0. The writer gives score with the formula :

Total score students X 2 =

After the writer gives scoring , the count the Mean with the formula:

$$M = \frac{\sum}{N}$$

Where :

M : Mean

: Total score

N : Total number of respondents (Sudijono, 2010 p.196)

To know the effect of communicative dialogue question in speaking skill, the writer uses the following standard:

80 - 100 : Excellent

70 - < 80 : Good

60 - < 70 : Fair

50 - < 60 : Bad

0 - < 50 : Very Bad

G. Tehniques of Data Processing and Data Analysis

1. Techniques of data processing

The techniques of data processing in this research are:

a. Editing

This technique is used to reexamine all the collected data to make certain whether they have already completed or not.

b. Coding

The writer makes certain codes on all collected data to classify them into each certain category.

c. Frequency Computation

After each data are coded and classified properly, each answer given by the respondents is computed and presented in the tables of frequency.

d. Tabulating

The writer tabulates all the collected data based on the frequency computation.

To calculate the percentage score, the writer uses the following formulation :

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage

F = Frequency of respondent who give the answer

N = Number of Case

e. Data interpretation

Based on the presentation of calculation above, the writer interprets the score as follows:

80% - 100% : Very High

70% - < 80% : High

60% - < 70% : Average

50% - < 60% : Low

0 % - < 50% : Very Low

2. Data analysis

There are four steps of analyzing the data. The first step is to find out the degree of the students' communicative dialogue question in written test. The second step is to find out the students' speaking skill in oral test. The third is to see the correlation degree of them. The last step is to test hypothesis. In this

research, the writer uses descriptive quantitative analysis and to make conclusion with using inductive method.

a. To define the correlation degree of the students' communicative dialogue question in written test and the students' speaking skill in oral test, they are some ways in this step:

1. Making students score table based on the kind of test and find out the sum of their score.
2. Classifying the score by using the following criteria.
3. Determining the mean (M) of the respondents' score. It is found by dividing all of scores by number of respondents. The formula :

$$M_x =$$

$$M_y =$$

Where :

X : the score of written test

Y : the score of oral test

N : the number of respondent

4. Making working table

S	X	Y	x	Y	xy	x ²	y ²
Total							

5. Determining the degree of r_{xy}

In this research, the writer uses coefficient of correlation product moment. According to Murdan (2012, p.136), if the data are continuum data that is both of data are interval data, the writer have use the formula of correlation product moment. The formula of correlation product moment with intersection :

$$r_{xy} =$$

r_{xy} : Coefficient correlation variables X dan Y that is correlated as ($x = X - Mx$)

and ($y = Y - My$)

: The number of multiplication x dan y

X^2 : Square of x (Deviation of x)

Y^2 : Square of y (Deviation of y)

b. To test the hypothesis

1. Consulting the degree of correlation result (r_{xy}) and the degree of coefficient correlation product moment table to determine whether there is the effect of communicative dialogue question in speaking skill.
2. Interpreting the result and making conclusion. It will be done by looking the result of coefficient or not the two variables.
3. Interpreting the result by referring to rough standard. So, that the degree of correlation can be classified. The standard that used in this research as follow:
(Murdan, 2012, p.135)

Coefficient correlation	Category
0.800 – 1,000	Very high
0.600 – 0,800	High
0.400 – 0,600	Enough
0.200 – 0,400	Low
0.000 – 0,200	Very low

H. Research Procedure

There are some steps that are passed through in completing this research as the followings:

1. Preliminary steps

- a. To hold a prior observation in the research object.
- b. To discuss the result of the research with the writer's academic advisor.
- c. To make a research design proposal to be approved by Bureau of Thesis Writing of Tarbiyah and Teachers Training Faculty.

2. Preparatory steps

- a. To hold a seminar on the research design proposal.
- b. To ask the Dean of Islamic Education Faculty for a written mandate to conduct the research.
- c. To make the data instruments.

3. Research steps

- a. To contact all respondents and informants who are needed to obtain the data.

- b. To collect all the needed data from several sources.
- c. To process the data in procedural way, and then analyze them properly.

4. Organization

- a. To arrange and to write the collected data in the first draft.
- b. To consult it with the writer's advisors to get some comments and contributions.
- c. To write the final draft after having approved by the writer's advisors.
- d. To be examined before the Team of Thesis Examiners of Islamic Education Faculty.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. General Description of The Research Setting

a. Brief History about MTs Al-Ikhwan Banjarmasin

MTs Al-Ikhwan Banjarmasin was established on July 23rd 1991. MTs Al-Ikhwan Banjarmasin is a private MTs in Banjarmasin, located Jl. Veteran RT 23 No. 10 Kelurahan Sungai Bilu, Sub district of East Banjarmasin. Banjarmasin city south borneo province.

The head master of MTs Al-Ikhwan Banjarmasin was established 1991 by three periods:

- a. H.M Zaini HB.BA (1990-2009)
- b. Drs. Aliansyah (2009-2013)
- c. Ali. Parhan, S.Ag (2013- until now)

MTs Al - Ikhwan Banjarmasin stands in an area of ± 3794 m² and located near from road, and there is a mosque in front of the school. The location of MTs Al-Ikhwan Banjarmasin, area as follows:

- a. In the West, it borders with residen house.
- b. In the East, it borders with residen house.
- c. In the North, it borders with al-ikhwan mosque.

b. Description of School Facilities

MTs Al-Ikhwan Banjarmasin has considerably good facilities for supporting teaching – learning process and achieving its educational goals. There are some buildings of the school such as classrooms, office, library, laboratories, etc. More details about the description of school facilities of MTs Al-Ikhwan Banjarmasin can be seen in appendix 7.

c. Description of Teachers

In academic year 2013/ 2014, MTs Al-Ikhwan Banjarmasin has 23 teachers that include one headmaster, and two English teachers from many different educational background and universities. More details about the description of teachers of MTs Al-Ikhwan Banjarmasin can be seen in appendix 8.

There are two English teachers at MTs Al-Ikhwan Banjarmasin in academic year 2013/2014, there are Hj. Rabiatul adawiyah, S.Pd.I as an English teacher for class VII and class VIII. She was graduated from S1 English Departement of Tarbiyah Faculty Antasari State Institute for Islamic Studies Banjarmasin, and Rahmad Erfani, S.Pd.I as an English Teacher for class IX. He was graduated from S1 English Education of STIKIP PGRI Banjarmasin.

d. Description of Administration Staff

MTs Al-Ikhwan Banjarmasin has 2 administration staffs from many different educational backgrounds and universities. More details about the

description of administration staff of MTs Al - Ikhwan Banjarmasin can be seen in appendix 9.

e. Description of The Students

MTs Al-Ikhwan Banjarmasin has 510 students. The total number of the students in seventh grade are 163 students, The total number of the students in eighth grade are 177 students, and The total number of the students in ninth grade are 170 students. More details about the description of students of MTs Al-Ikhwan Banjarmasin can be seen in appendix 10.

2. Data Presentation

This subchapter presents the data that have been collected in the research. The presentation covers primary data about the effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014.

1. Description about The Students' Communicative Dialogue Question in Written Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014.

Before analyzing the data, the writer must collect the data first, in order to know the students data, the writer held the test to find out the students' communicative dialogue question in written test and the students' speaking skill in oral test.

The writer conducted a written test and oral test to the students' eighth grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014. On 21st May

2014 for the written test at classroom of VIII A and VIII B. and also on 22nd May 2014 VIII C and VIII D and time of written test is 30 minutes. While on 23rd - 30th May 2014 for oral test took about 10 Minutes for each students. Data X (The Students' Communicative Dialogue Question in Written Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014) was acquired from multiple choice, complete the dialogue and answer the questions that have been performed for about 30 minutes. Meanwhile data Y (The Students' Speaking Skill in Oral Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014) was acquired from 10 question of oral test and it takes time about 10 minutes for every students (44 students)

Here is data about the test result of the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014 has been collected by the writer.

Table 4.1 The Scores of The Students' Communicative Dialogue Question in Written Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014

No	Student's Code Initial	Score
1	A	68
2	B	50
3	C	80
4	D	36
5	E	74
6	F	80
7	G	70
8	H	68
9	I	60
10	J	66
11	K	66
12	L	66
13	M	68

Continuing of table 4.1 The Scores of The Students' Communicative Dialogue Question in Written Test

No	Student's Code Initial	Score
14	N	76
15	O	58
16	P	77
17	Q	42
18	R	60
19	S	64
20	T	46
21	U	70
22	V	86
23	W	80
24	X	72
25	Y	80
26	Z	64
27	AA	74
28	BB	36
29	CC	50
30	DD	64
31	EE	68
32	FF	76
33	GG	86
34	HH	68
35	II	76
36	JJ	60
37	KK	76
38	LL	80
39	MM	72
40	NN	68
41	OO	70
42	PP	60
43	QQ	76
44	RR	80
Total Score		2967
Mean Score (2967/44)		67,43

From the result of the test score in the table above, it can be seen that the highest score is 86 and lowest score is 36 from total score 2967 and Mean Score is 67.43.

Table 4.2 The Frequency Distribution of The Students' Communicative Dialogue Question in Written Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014

No	Interval Category	F	Percentage	Categories
1	80 - 100	8	18.18%	Excellent
2	70 - 79	13	29.54%	Good
3	60 - 69	16	36.36%	Fair
4	50 - 59	3	6.81%	Bad
5	0 - 49	4	9.09%	Very Bad
Total		44	100%	

From the table above can be seen that there are 8 students (18.18 %) whose score are around 80-100 that classified in the excellent category. There are 13 students (29.54 %) whose score are around 70-79 and they are classified in the good category. There are 16 students (36.36 %) whose score are around 60-69 and they are classified in the fair category. There are 3 students (6.81 %) whose score are around 50-59 and they are classified in the bad category. Meanwhile, there are 4 students (9.09 %) whose score around 0-49 that classified in very bad category

Based on the data in table 4.2, it can be known that mean score of the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 is the total divided by the number of respondent.

$$M_x =$$

$$M_x = \frac{2967}{44}$$

$$M_x = 67.43$$

So, the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 can be concluded in fair category.

2. Description about The Students' Speaking Skill in Oral Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014.

To know the description about the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014. the writer used the indicator to know the result of speaking skill such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Here is data about the result of the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 has been collected by the writer.

Table 4.3 The Scores of The Students' Speaking Skill in Oral Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014

No (1)	Student's Code Initial (2)	Pronun- ciation (3)	Grammar (4)	Vocabu- lary (5)	Fluency (6)	Compre- hension (7)	Total (8)	Total score* 2 (9)
1	A	8	6	8	8	8	38	76
2	B	4	6	6	6	4	26	52
3	C	8	8	8	8	8	40	80
4	D	4	6	6	6	2	24	48
5	E	8	8	8	6	8	38	76
6	F	8	8	8	8	8	40	80
7	G	6	8	8	6	8	36	72
8	H	6	8	8	6	8	36	72
9	I	6	8	8	4	6	32	64
10	J	6	8	8	4	6	32	64
11	K	6	6	8	6	6	32	64
12	L	6	8	8	6	6	34	68
13	M	6	8	8	6	8	36	72
14	N	8	8	8	6	8	38	76

Continuing of Table 4.3 The Scores of The Students' Speaking Skill in Oral Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15	O	6	6	8	4	6	30	60
16	P	6	6	6	6	8	32	64
17	Q	6	6	6	4	4	26	52
18	R	6	8	8	6	6	34	68
19	S	6	8	8	6	6	34	68
20	T	4	6	4	4	4	22	44
21	U	4	6	8	6	6	30	60
22	V	8	8	8	8	8	40	80
23	W	8	8	8	8	8	40	80
24	X	8	8	8	6	8	38	76
25	Y	8	8	8	8	8	40	80
26	Z	6	8	8	6	6	34	68
27	AA	8	6	8	8	8	38	76
28	BB	4	2	6	4	4	20	40
29	CC	6	6	8	6	6	32	64
30	DD	6	8	8	6	6	34	68
31	EE	6	8	8	6	8	36	72
32	FF	8	8	8	6	8	38	76
33	GG	8	8	8	8	8	40	80
34	HH	8	6	8	6	8	36	72
35	II	8	8	8	8	8	40	80
36	JJ	8	8	8	8	8	40	80
37	KK	8	8	8	6	8	38	76
38	LL	8	8	8	8	8	40	80
39	MM	6	8	8	8	8	38	76
40	NN	4	4	4	2	2	16	32
41	OO	8	8	8	6	8	38	76
42	PP	4	4	6	6	4	24	48
43	QQ	8	8	8	8	8	40	80
44	RR	8	8	8	8	8	40	80
Total		290	314	332	276	298	1510	3020

The total score every students times two so that the finish score 100 (example, $38 \times 2 = 76$). So, based on the table above, it show that the high score of the students speaking skill in Oral Test is 80 and then, the lowest score is 32, and

accumulate score is 3020. The highest score of The Students' Speaking Skill in Oral Test is Vocabulary.

Table 4.4 The Frequency Distribution of The Students' Speaking Skill in Oral Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014

No	Score	Frequency	Percentage	Categories
1	80 - 100	11	25 %	Excellent
2	70 - 79	14	31.81%	Good
3	60 - 69	12	27.27%	Fair
4	50 - 59	2	4.54%	Bad
5	0 - 50	5	11.36%	Very Bad
	Total	44	100%	

From table above can be seen that there are 11 students (25%) whose score are around 80-100 that classified in excellent category. There are 14 students (31.81%) whose score are around 70-79 that classified in good category. There are 12 students (27.27%) whose score are around 60-69 that classified in fair category. There are 2 students (4.54%) whose score are around 50-59 that classified in bad category. Meanwhile, There are 5 students (11.36%) whose score are around 0-50 that classified in very bad category.

Based on the data in table 4.4, it can be known that mean score of the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 is the total divided by the number of respondent.

$$\text{My} =$$

$$\text{My} = \frac{3020}{44}$$

$$\text{My} = 68.63$$

So, the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 can be concluded in fair category.

3. Description about The Correlation Between The Students' Communicative Dialogue Question in Written Test and The Students' Speaking Skill in Oral Test

To know the description about the correlation between the students' communicative dialogue question in written test and the students' speaking skill in oral test, the writer uses coefficient of correlation product moment.

The formula of correlation product moment with intersection :

$$r_{xy} =$$

r_{xy} : Coefficient correlation between variables X dan Y that is correlated as
($x = X - M_x$) and ($y = Y - M_y$)

: The amount of multiplication x dan y

X^2 : Square of x (deviation of x)

Y^2 : Square of y (deviation of y)

From the result of the test, it can be defined the mean (M) of students score by using the formula below:

$$M_x : \sum X / N$$

$$M_y : \sum Y / N$$

Thus, based on the table score it can be known that :

$$\sum X : 2967$$

$$\sum Y : 3020$$

$$N : 44$$

$$M_x : 2967 / 44 = 67.43$$

From the mean (M) 67.43. So, the degree of the students' communicative dialogue question in written test is fair category.

$$M_y : 3020 / 44 = 68.63$$

From the mean (M) 68.63. So, the degree of the students' speaking skill in oral test is fair category.

After the mean of data X and Y are defined. The writer makes working table of the final score as in this table below:

Table 4.5 Working Table of The Correlation Between The Students' Communicative Dialogue Question in Written Test and The Students' Speaking Skill in Oral Test

S	X	Y	x	y	xy	x ²	y ²
A	68	76	0.57	7.37	4.2009	0.3249	54.31
B	50	52	-17.43	-16.63	289.861	303.8049	276.55
C	80	80	12.57	11.37	142.921	158.0049	129.27
D	36	48	-31.43	-20.63	648.401	987.8449	425.59
E	74	76	6.57	7.37	48.4209	43.1649	54.31
F	80	80	12.57	11.37	142.921	158.0049	129.27
G	70	72	2.57	3.37	8.6609	6.6049	11.35
H	68	72	0.57	3.37	1.9209	0.3249	11.35
I	60	64	-7.43	-4.63	34.4009	55.2049	21.43
J	66	64	-1.43	-4.63	6.6209	2.0449	21.43
K	66	64	-1.43	-4.63	6.6209	2.0449	21.43
L	66	68	-1.43	-0.63	0.9009	2.0449	0.39
M	68	72	0.57	3.37	1.9209	0.3249	11.35
N	76	76	8.57	7.37	63.1609	73.4449	54.31
O	58	60	-9.43	-8.63	81.3809	88.9249	74.47
P	77	64	9.57	-4.63	-44.309	91.5849	21.43
Q	42	52	-25.43	-16.63	422.901	88.9249	276.55
R	60	68	-7.43	-0.63	4.6809	55.2049	0.39
S	64	68	-3.43	-0.63	2.1609	11.7649	0.39
T	46	44	-21.43	-24.63	527.821	459.2449	606.63
U	70	60	2.57	-8.63	-22.179	6.6049	74.47

Continuing of Table 4.5 Working Table of The Correlation Between The Students' Communicative Dialogue Question in Written Test and The Students' Speaking Skill in Oral Test

S	X	Y	x	y	xy	x ²	y ²
V	86	80	18.57	11.37	211.141	344.8449	129.27
W	80	80	12.57	11.37	142.921	158.0049	129.27
X	72	76	4.57	7.37	33.6809	20.8849	54.31
Y	80	80	12.57	11.37	142.921	158.0049	129.27
Z	64	68	-3.43	-0.63	2.1609	11.7649	0.39
AA	74	76	6.57	7.37	48.4209	43.1649	54.31
BB	36	40	-31.43	-28.63	899.841	987.8449	819.67
CC	50	64	-17.43	-4.63	80.7009	303.8049	21.43
DD	64	68	-3.43	-0.63	2.1609	11.7649	0.39
EE	68	72	0.57	3.37	1.9209	0.3249	11.35
FF	76	76	8.57	7.37	63.1609	73.4449	54.31
GG	86	80	18.57	11.37	211.141	398.3265	129.27
HH	68	72	0.57	3.37	1.9209	0.3249	11.35
II	76	80	8.57	11.37	97.4409	73.4449	129.27
JJ	60	80	-7.43	11.37	-84.479	55.2049	129.27
KK	76	76	8.57	7.37	63.1609	73.4449	54.31
LL	80	80	12.57	11.37	142.921	158.0049	129.27
MM	72	76	4.57	7.37	33.6809	20.8849	54.31
NN	68	32	0.57	-36.63	-20.879	0.3249	1341.75
OO	70	76	2.57	7.37	18.9409	6.6049	54.31
PP	60	48	-7.43	-20.63	153.281	55.2049	425.59
QQ	76	80	8.57	11.37	97.4409	73.4449	129.27
RR	80	80	12.57	11.37	142.921	158.0049	129.27
N= 44	2967	3020			4859.91	5782.51	6397.88

Then, the writer determines the degree of r_{xy} by implementing formula as follows :

$$r_{xy} =$$

Where :

r_{xy} : Coefficient correlation between variables X dan Y that is correlated as ($x =$

$$X - M_x) \text{ and } (y = Y - M_y)$$

: The amount of multiplication between variables x and y

X^2 : Square of x (deviation of x)

Y^2 : Square of y (deviation of y)

Finally, from the result the scoring table, it can be known that :

$$\sum xy : 4859.91$$

$$\sum x^2 : 5782.51$$

$$\sum y^2 : 6397.88$$

$$\text{So, } r_{xy} =$$

=

$$= \frac{4859.91}{6082.41}$$

$$= 0.799$$

So, the result of the correlation of product moment is 0.799. Then it will interpretation with value of critic r product moment as follows:

- a. Formulating H_a (Alternative Hypothesis) : There is a significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al- Ikhwan Banjarmasin academic year 2013/2014
- b. Formulating H_0 (Zero Hypothesis) : There is no significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al- Ikhwan Banjarmasin academic year 2013/2014.
- c. Consulting with the value of critic r product moment:
 - r_{table} in 1 % = 0.297
 - r_{table} in 5 % = 0.384
- d. Comparing large r_{xy} or r_o with r_t

$$1\% r_{table} < r_o > 5\% r_{table}$$

$$0.297 < 0.799 > 0.384$$

It means the value of r_o (r result) more than r_{table} (the value of critic r). So, H_0 is denied and H_a is accepted.

So, the writer it can be concluded that There is a significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin academic year 2013/2014.

B. DISCUSSION

After presenting the data, the writer analyzes all obtained data to give some consideration on the research .

1. The Students' Communicative Dialogue Question in Written Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014.

The presented data on the previous subchapter show that there are 8 students (18.18 %) whose score are around 80-100 that classified in the excellent category. There are 13 students (29.54 %) whose score are around 70-79 and they are classified in the good category. There are 16 students (36.36 %) whose score are around 60-69 and they are classified in the fair category. There are 3 students (6.81 %) whose score are around 50-59 and they are classified in the bad category. Meanwhile, there are 4 students (9.09 %) whose score around 0-49 that classified in very bad category.

Based on result of the test, there are differences the highest score of the test and the lowest score. The highest score of test result of communicative dialogue question in written test is 86 and lowest score is 36. and the highest score of speaking skill in oral test is 80 and the lowest score is 32.

Thus, it can be known that The total score of the students' communicative dialogue question in written test are 2967 of 44 students, and the mean score is 67.43.

So, the writer it can be concluded that the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 is in fair category.

2. The Students' Speaking Skill in Oral Test at Eighth Grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014

The presented data on the previous subchapter also show that there are 11 students (25%) whose score are around 80-100 that classified in excellent category. There are 14 students (31.81%) whose score are around 70-79 that classified in good category. There are 12 students (27.27%) whose score are around 60-69 that classified in fair category. There are 2 students (4.54%) whose score are around 50-59 that classified in bad category. Meanwhile, There are 5 students (11.36%) whose score are around 0-50 that classified in very bad category.

Thus, it can be known that the highest score of the students' speaking skill in oral test is 80 and then the lowest score is 32. The total scores of the students' speaking skill in oral test are 3020 of 44 students and the mean score is 68.63.

So, the writer it can be concluded that the students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 is in fair category.

3. The Correlation Between The Students' Communicative Dialogue Question in Written Test and The Students' Speaking Skill in Oral Test.

Based on the counting above, r_{xy} is 0,799. By looking at table of coefficient correlation degree of Product Moment, it can be known whether there is a significant correlation or not. The result of r_{xy} is 0,799 will interpretation with value of critic r product moment such as Formulating H_a (Alternative Hypothesis), Formulating H_0 (Zero Hypothesis), Consulting with the value of critic r product moment, and Comparing large r_{xy} or r_o with r_t . For $N= 44$, r_{table} in 5 % is 0.297 and r_{table} in 1 % is 0.384.

So, it appears the result that $0.297 < 0.799 > 0.384$. it means that the hypothesis null (H_0) is denied and the hypothesis alternative (H_a) is accepted. So, it can be concluded that There is a significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al-Ikhwan Banjarmasin academic year 2013/2014. According to Standard Classification of Correlation, the degree of correlation is positive and occurs in 0.600 – 0.800 level. It can be stated that the correlation degree of the students' communicative dialogue question in written test and the students' speaking skill in oral test is in high category.

CHAPTER V

CLOSURE

A. Conclusion

Based on the result toward the effect of communicative dialogue question in speaking skill at the eighth grade students of MTs Al-Ikhwan Banjarmasin Academic year 2013/2014, there are some important conclusion that can be presented by the writer as follows:

1. After analyzing the students' communicative dialogue question in written test at eighth grade of MTs Al-Ikhwan Banjarmasin academic year 2013/2014 is in fair category. It is based on the mean score of the students' communicative dialogue question in written test. The mean score is 67.43 from 44 students.
2. The students' speaking skill in oral test at eighth grade of MTs Al-Ikhwan Banjarmasin Academic Year 2013/2014 is same with the students' communicative dialogue question in written test is in fair category. It is based on the mean score of the students' speaking skill in oral test with the mean score is 68.63 from 44 students.
3. From the result of the calculation by using student, There is a significant effect of communicative dialogue question in speaking skill at eighth grade students of MTs Al- Ikhwan Banjarmasin academic year 2013/2014. According to Standard Classification of correlation, the degree of correlation is positive and occurs in 0.600 - < 0.800 level. It can be stated that be there is a significant effect of communicative dialogue question in speaking skill is in high category.

B. Suggestion

Based on the result of this study, the writer recommends the following:

1. The students at MTs Al-Ikhwan Banjarmasin are expected to study hard in English subject particularly in speaking subject, great a good learning activity, such as always give more pay attention to pronunciation, grammar, vocabulary, fluency in dialogue or conversation, always practice the dialogue or conversation in speak English.
2. The teachers should developing speaking with teaching dialogue in the class such as making question and answer about the picture, school, and so on.
3. Facilities of MTs Al-Ikhwan Banjarmasin already supports, but should be able to be used the learning process such as library and multimedia room.
4. The material of English subject such as dialogue, can be more interesting to the students in teaching speaking .

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