

## TEACHING SPEAKING THROUGH SHORT DIALOGUE

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### ABSTRACT

This research aims to describe how learning to speak to students at SMK Bina Banua Banjarmasin in the academic year 2020/2021 describes the problems faced by teachers and students of SMK Bina Banua Banjarmasin. Describe the problems faced by teachers and students at SMK Bina Banua Banjarmasin. The method used in this research is qualitative research which analyzes data orally. The research was conducted on a teacher at SMK Bina Banua Banjarmasin named Mrs. Lenny. The data collection method is interview. The result of the research is that the teacher uses the Short Dialogue Method. The problem faced by the teacher is the difference in student levels and time management. The problems faced by students are lack of motivation, lack of vocabular, pronunciation, low self-confidence. The solution to the problems faced by teachers and students is to increase low self-esteem, increase vocabular, require more motivation, pronunciation.

Key words: **Qualitative, Teaching Speaking, Short Dialogue**

### BACKGROUND

Language is tool of communication. We communicate with other, to express our ideas, and to know others idea as well. Without speech we cannot communicate with one other. English is one of important language in this globalization era. It is used as the language for international communication. Many countries use English as the prime language or international communication. In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported by some components such as vocabulary, grammar, pronunciations, etc. And all of the skills should be mastered by the learners through learning. Harmer (1990:16) states that in the most general way we can identify four major skills: listening and understanding,

speaking, reading and understanding and writing. Speaking and writing are obviously skills and involve some kind of production on the language user is receiving written or spoken language.

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people to gain information. Thus, it is necessary for every people to have a good speaking skill.

Usually in speaking, they are very afraid to try speaking in front of the class, but in this portion of the students are not afraid to try speaking in front of the class even though grammar is wrong. And judging from the other students also attends a very interactive in speaking. According of reseacher's interview

with some of students of SMK Bina Banua, the English teacher teaches theme enjoyable. For the speaking lesson, students said that the teaching speaking process is very fun and they do not feel bored.

Based on the phenomenon above, the writer conducts research entitled "Teaching Speaking Through Short Dialogue at SMK Bina Banua Banjarmasin".

## **METHOD**

The researcher uses qualitative research to employ a interview method. The goal of descriptive research is to make the description about the factual phenomena in teaching to get the information. Subject in this research is a Teacher. Object in this research is the Teaching Speaking through Short Dialogue on SMK Bina Banua Banjarmasin. The source of data in this research is from interview about how to teach English Speaking Skill through dialogue, and whether this method succeeded in adding knowledge to student about how to communicate with other people. the researcher contacted the teacher in question, namely Ms. Lenny as a teacher who taught English at SMK Bina Banua Banjarmasin.

Researcher began to give questions related to teaching speaking and the teacher answered the questions. the researcher began to write the teacher's answer and entered it into a research thesis. data validity

checking is performed by way of comparing the data obtained through interviews and documentation, to ensure that data are not mutually contradictory. If there is a difference then it should be traced to differences until finding the difference. In the examination of these data, the researcher used triangulation techniques with techniques interviews, observation, and documents. The observation, the researcher got information based on teaching process in classroom. The interview, the researcher interviewed the English teacher and the student. The data documents are such as syllabus and lesson plan. The syllabus is used by the researcher to check the suitability of materials from syllabus toward the materials in the lesson plan.

## **FINDINGS**

In the use of short dialogues in class, the teacher very often uses short dialogues such as "*good morning, how are you, how are you today*". The type that is often used when teaching short dialogue, the teacher answers "*the short dialogue that I often use, namely offering help, I use the short dialogue because the students understand more easily when I use this method*". Teaching using short dialogue easier for students to understand what the teacher says, the teacher answers in the interview "*very true because if students are only given*

*an understanding of the subject matter to them, they will find it difficult to understand the lesson I convey, so I use short dialogue as its method. so the students can have a dialogue with their respective friends ”.*

The ease of teaching short dialogues, the teacher answers *"the ease is because what is used is short dialogue and not too long. The students are not easy to get boring because if I use long dialogues they will easily get boring, because for them it will be difficult for them to continue"*. The advantages of the short dialogue method, the teacher answers *"first is that students will not easily get boring when reading it and the children understand better because the dialogue used is short and not long dialogue"*.

Students feel not confident and uncomfortable in using English in communicating because they think English is very difficult to learn and very boring, because in school English subjects are only once a week and they think English is not important to master, students also argue that when in English lessons they rarely pay attention to the teacher when giving understanding to students about how to use English.

## **DISCUSSION**

Based on the results of the interview above, the teacher felt that there were some students who were difficult to teach and

some understood what the teacher was teaching through short dialogues, because in school English lessons are not every day but once a week is also a factor where there are some students who are less understand and think that English lessons are not important. practical activities for students are more effective than explaining the meaning of short dialogues, because of course many students do not care about dialogue with friends and others.

## **CONCLUSION**

Based on the explanation in the previous chapter, there are several conclusions in this study which can be concluded that there are still students in this school who do not understand even though not many and there are also some of them who understand what the teacher says and also if they teach them by just explaining them. It will be easy boring and not interested in speaking lessons using short dialogues.

The problems faced by teachers in teaching speaking are differences in student levels and time management. Then the problems faced by students are lack of motivation, lack of pronunciation, and low self-confidence

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