

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Dialogue Memorization Technique

According to Richards, Platt, and Platt, in Duong Thi Hoang Oanh and Nguyen Thu Hien “ memorizing is the process of establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes.” It means the learners use memorization consciously and they think about the process of memorization when they are applying it.¹ Then another explanation can be found in the oxford advanced learner’s dictionary in Duong Thi Hoang Oanh and Nguyen Thu Hien that “memorizing is to learn something carefully, so that you can remember it exactly.”²

Larsen-Freeman says that dialogue memorizing technique is a short conversations between two people, often used to begin a new lesson. Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other.³

Dialogue memorization means that students are given a short dialogue to memorize then they must use mimicry and apply role playing to present the dialogue. The example of the dialogue must be included in the materials section. Experiment with language and non-verbal elements (eg. Gesture). To achieve an effect for a particular purpose and audience.

Ur in Liu indicates that for beginners or the less confident learners, the memorized dialogue is a good way to get learners to practice the target language utterances without

¹ Duong Thi Hoang Oanh and Nguyen Thu Hien :TESL-EJ (*Memorization and EFL Students’ Strategies at University Level in Vietnam*). Volume 10. No 2. September 2006

² *Ibid*

³ Diane-Larsen-Freeman : Loc.cit

hesitation and within wide variety contexts, and learning by heart increases the learner's vocabulary of ready-made combinations of words or 'formulate'.⁴

In memorizing dialogue, the students are also guided in pronunciation. The practicing of dialogue memorizing is given by the teacher with the objective to improve the speaking skill of the second grade students. The students are given a dialogue to be memorized and will be practiced in pairs.

In sum, dialogue memorizing technique is kind of technique that is appropriate to be used in speaking activity which uses short dialogue to be memorized. This technique is held between pairs in which the students also memorize their partner's line, and each pairs might perform the dialogue.

In addition, to make it clear about this technique, the writer provides how the technique is applied. It will be stated in some steps as follows:

- a. The teacher asks the students to memorize the dialogue through mimicry.
- b. The teacher asks the students to take role of one person in the dialogue.
- c. The teacher asks the students to learn the one person's line, and memorize the other person's part.
- d. After the dialogue has been memorized, teacher ask the students to perform the dialogue for the rest of the class in pairs.⁵

The technique can be used for beginner and intermediate levels as long as the teacher provides suitable topic that will be done by students. Then, the advantage of

⁴ Wen- Chung Liu. *Memorization and Improvisation: a Comparison of Two Strategies in the Oral Acquisition of English as a Second Language*, Australia: Australian Catholic University. 2006, p.20: <http://dlibrary.acu.edu.au/digitalthesis/./01troat.pdf>

⁵ Diane. Larsen – Freeman. *Technique and Principles in Language Teaching*. (2nd Ed). (New York: Oxford University Press. 2000), P: 47

dialogue memorization technique are also explained by Larsen in Maria Ulfah that 'teachers give the students the opportunity to express their ideas individually by having them share their opinions on regular basis' ⁶

Furthermore, based on the description above, we can conclude that dialogue memorization technique has the advantages stated as follows: ⁷

- a. The dialogue is one of the best ways to present grammar structures, because it approximates closest to the real life.
- b. Students can develop their communicative intents.
- c. Make the students interested in teaching learning active, because it helps to make an otherwise abstract language exercise meaningful and realistic.
- d. Make students more natural and spontaneous in learning simple present tense.
- e. Communicative interaction gives learners more opportunities to express their own individually in the classroom.
- f. Students can use language communicatively.

In conclusion, Dialogue Memorization technique is best applied to improve speaking skill. It can also be used for many levels as long as the material appropriate to the students.

2. The Concept of Speaking Skill

Speaking skill is one of the components involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is

⁶ Maria Ulfah. The Effectiveness of Using Dialogue Technique in Teaching Simple Present Tense at the First Grade Students at MTsN Tangerang II Pamulang. <http://repository.uin-jkt.ac.id>

⁷ Williams Littlewood : *Communicative Language Teaching*, (Cambridge: Cambridge University Press, 1981), P: 94

to develop the students' skill in interacting success of the language involving comprehension as well as production.⁸

According to Chaney in Hayriye Kayi speaking is “ the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”.⁹ It is a tool in delivering or presenting thought or ideas in spoken language. The success of a teacher can be divided by the way of the presenting the material whether the language is acceptable and easy to be understood by the students or not.

Brown and Yule in Richards say that there are three parts of functions of speaking:¹⁰

1. Talk as interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction which server a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other in the message.

2. Talk as transaction

This type of talk refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus rather than the participants and how they intereact socially with each other.

3. Talk as performance

Talk as performance refers to public talks, public announcements, and speeches. It tends to be in the form of monolog rather than dialog, often follows a recognizable format and is closer to written language than conversational language.

⁸ Arthur Hughes, *Testing for Language Teacher*. (Cambridge: Cambridge University, 2003) P. 113

⁹ Hayriye Kayi: The Internet TESL Journal, volume XII, No.11 , November 2006 : <http://iteslj.org/>. (http://iteslj.org/Articles/Kayi-Teaching_Speaking.html)

¹⁰ Jack C. Richards. *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), p. 21-28

According to Jeremy Harmer, there are two elements of spoken discourse that we have to consider in order to speak well, namely:¹¹

1. Language features

Language features consist of connected speech in which sounds are modified (assimilation), omitted (elision), and added (linking), or weakened (through contractions and stress patterning); expressive devices which contribute to the ability to convey meanings; lexis and grammar in which teachers play an important role to provide a variety of phrases for different functions; and negotiation language which is used to seek clarification and to show the structure of what we are saying.

2. Mental/ social processing

This element consists of first, language processing. It is the process in which language is put into coherent order, so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Second is interacting with others. It means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so. The third is information processing. It is the ability to process the information of the participants who tell the speaker the moment s/he gets it.

Brown mentions that there are some skills of speaking that we should pay attention to, they are:¹²

¹¹ Jeremy Harmer. *The Practice of English Teaching*. (Cambridge: Pearson Edition, 2001), p. 269-271

¹² Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (San Francisco: Longman, 2003), p. 186

1. Micro skills

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices- pauses, fillers, self- corrections, backtracking to enhance the clarity of the message.
- h. Use grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro skills

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.

- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping, and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- c. Convey links and connections between events and communicate such relation as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Micro skill involves to speakers' skill in the form of words and grammatical forms. Meanwhile, macro skill requires the speaker to be able to develop discourse and sociolinguistic competence.

According to Brown, there are five basic types of speaking, they are:¹³

- a. Imitative

The speaker imitates the previous talking. It is kind of speaking that do not need comprehension from speakers, the speakers just say what they have heard.

- b. Intensive

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (Cambridge: Pearson Education Inc, 2003), p. 184

It is the type of speaking in which the speaker has lack ability in interaction with interlocutor but the speaker knows well the linguistic of a language

c. Responsive

It is such a type of speaking in which the speaker is able to interact with interlocutor but it is still in low level. This type of speaking requires the speaker to be able to interact with small talk only.

d. Interactive

In this type, there are two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships

e. Extensive

This type of speaking includes speeches, oral presentations and other monologues.

In addition, the type of speaking which is required in school based curriculum is interactive speaking in which the students are expected to be able to speak both in the form of transactional and interpersonal conversation in daily life context.

Next, in evaluating students' speaking skill Brown suggests some forms as follows:¹⁴

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation

¹⁴ H. Douglas Brown, *ibid.*P: 199

It requires a subject to respond to the speech as well as to initiate it. Its means, if the students have mastered all of these components, they will have good speaking skill.

In this research, the writer will assess students' speaking skill by using the scoring rubric which is clarified by Hughes. They are Accent, Fluency, Vocabulary, Accuracy and Comprehension.¹⁵

In conclusion, speaking is productive skill of language which is used to present one's idea orally. Speaking can be used to make the others know what in speaker's mind is. It is the activity which always be used in daily life context as one person needs to interact with each other. The activity will be successful when the speaker is able to talk a lot by fulfilling the components of speaking.

3. Teaching Speaking

Teaching is a complex and controversial profession. Teaching speaking is not an easy way as turning up our hand. It needs being professional, dealing with the teacher proficiency in mastering knowledge that related in and technique used. Brown argued that teaching consists of those activities (technique or exercises) related to delivery of information.¹⁶ It refers to how the teacher transfers the information or knowledge to the students by using technique and exercise. In this research, the writer used impromptu speech technique as tool to teach speaking to the students.

Speaking skill is one of the components involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' skill in interacting success of the language is that English and involving

¹⁵ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 2003), p:131

¹⁶ James Dean Brown, *The Elements of Language Curriculum*, (Boston: Heinle and Heinle Publisher. 1995) pp.: 179

comprehension as well as production.¹⁷ The successful of a teacher can be decided by the way of the presenting the material whether the language is acceptable and easy to understand by the students or not. In addition, there are five principles for teaching English. They are:¹⁸

- a. Be aware of the differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- d. Plan speaking task that involves negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target languages at their command to perform some kinds of oral task.¹⁹

According to I.S.P. Nation Jonathan Newton, the aims of teaching speaking are:

- a. To help the learners able to cope with meaning focused output as soon as possible.
- b. To motivate them in their language study by getting them to engage in successful speaking.
- c. To make the early learning as relevant as possible to their language use needs.²⁰

The logical starting place of any language teaching is oral work. There are some usefulness of oral language. They are:²¹

- a. To suggest new ideas: when the teacher wants to increase students' speaking. Firstly he has to introduce new ideas to the students, so that they will discuss or talk among them on topic. The topic is given according to the students' experiences and interest.
- b. When the new ideas are introduced, the students' vocabularies would be improved.
- c. When the students learn new ideas and vocabulary, they must be given the knowledge of way of arranging words properly, so they can apply it in their speech.

¹⁷ Arthur Hughes, *Ibid* . p 113

¹⁸ David Nunan, *Practical English Language Teaching*. (Sydney, Mc Graw Hill. 2003). P: 54-56

¹⁹ Jeremy Harmer, *How to Teach English: An Introduction to the Practice Language Teaching*, (Edinburgh: Longman, 1998) P.87

²⁰ I.S.P. Nation Lonathan Newton, *Teaching ESL/EFL Listening and Speaking*. (New York: Routledge, 2009) P.17

²¹ Dr. M.F. Patel, Praveen M. Jain, *English Language Teaching (Method, Tool, Technique)*. (Jaipur: Sunrise Publisher: 2008),P:102-105

- d. When the students learn way of arranging words properly, the teacher should develop students' habit in speaking. He/ She can develop it by asking questions and receiving answers from students, so their habit of speaking can be developed among to the students.

In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. In teaching speaking, the writer teaches the students dealing with the student's text books and their prior knowledge added by supplement material that still correlate to syllabus by applying Dialogue Memorization Technique.

B. The Relevant Research

In order to get related information about the technique, there were some relevant researches which had been conducted by other writers, they are:

1. The first research was conducted by Rika Sulastrri entitled 'Teaching Speaking Using the Dialogue Memorization Technique at the Eighth Grade of SMP PGRI 384 Rendeh'

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She used one group pretest-posttest design and quantitative method. In her research, she used T-test formula, she got mean score of the pre-test 64.25, the mean score of post-test was 71.65, the t was 6.18 and t_{table} was 1.72 with degrees of freedom (df) 19 and level of significance at 5% was 1.72. It means that the dialogue memorization technique was effective to improve students speaking ability.

²² Rika Sulastrri. 2012: Teaching Speaking Using Dialogue Memorization Technique at the Eight Grade of SMP PGRI 384 Rendeh. Portal Publikasi: Teaching Speaking Using Dialogue Memorization Technique.<http://portal.publikasi-stkip.siliwangi.ac.id>

2. The second research was conducted by Maria Ulfah entitled 'The Effectiveness of Using Dialogue Technique in Teaching Simple Present Tense at the first grade students at MTsN Tangerang II Pamulang',²³

In her research, she used pre experimental method of the quantitative form by collecting data from observation and test. To analyse the data, she used T-test. The value of t_0 was higher than t_t , it means that there is significant influence of using dialogue technique in teaching simple present tense.

Based on the explanation above, it shows that the difference between the previous writers and this research is that the previous writer aimed at finding out how far the use of dialogue memorization technique in teaching English could improve students' speaking skill. And other writer aimed at gaining information about the effectiveness of dialogue technique in reinforcing the understanding of the simple present tense. Besides, in this research, the writer aims at knowing the significant effect of using dialogue memorization technique toward students' speaking skill. Furthermore, based on the research findings of previous writers, it indicates that the use of dialogue memorization technique is successful and can be applied toward students' speaking skill.

C. Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concepts.²⁴

²³ Maria Ulfah. 2011: The Effectiveness of Using Dialogue Technique in Teaching Simple Present Tense at the First Grade Students at MTsN Tangerang II Pamulang..<http://repository-uin-syarifhidayatullah.ac.id>

The theoretical concepts of this research explained above are still in general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. In this research, the writer concludes several indicators to be operated in operational concept.

And the research consists of two variables (variable x and y) which variable x is the group of experiment and control, which refers to the assumption of statistically analysis of using Independent sample T-test, in which the independent scale should be nominal and variable y is the students' speaking skill. Therefore, the operational concepts can be seen in the following indicators:

1. The indicators of Dialogue Memorization Technique, according to Diane Larsen Freeman, there are four steps of Dialogue Memorization Technique procedure with the indicators as follows:
 - a. The teacher asks the students to memorize the dialogue through mimicry.
 - b. The teacher asks the students to take role of one person in the dialogue.
 - c. The teacher asks the students to learn the one person's line, and memorize the other person's part.
 - d. After the dialogue has been memorized, teacher asks the students to perform the dialogue for the rest of the class in pairs.
2. Then the indicators of students' speaking skill, Brown suggests some forms as the dependent or y variable that can be seen as follows:
 - a. The students are able to use correct grammar in speaking. (Grammar)
 - b. The students are able to use proper words in speaking. (Vocabulary)

²⁴ M.Syafi'I, *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007) P.122

- c. The students are able to express the comprehensible ideas. (Comprehension)
- d. The students are able to produce acceptable pronunciation in speaking.
(Pronunciation)
- e. The students are able to produce speech without filtering and pausing while retelling a story. (Fluency).

D. Assumption and Hypotheses

1. The Assumption

This research is based on the following assumption:

- a. Teaching speaking by using dialogue memorization technique may improve students' speaking skill.
- b. The students speaking skill is varied.

2. The hypotheses

- a. Null Hypothesis (H_0)

There is no significant effect of using dialogue memorization technique toward speaking skill of the second grade students at MTs Darul Hikmah Pekanbaru.

- b. Alternative Hypothesis (H_a)

There is significant effect of using dialogue memorization technique toward speaking skill of the second grade students at MTs Darul Hikmah Pekanbaru.