Using dialogue-games in Improving Speaking Ability of participants of advanced level of PIKIH Program

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Abstract. This research aims at finding out whether or not dialogue-games improves speaking ability significantly better than conventional method and whether or not dialogue-games enhances the interest of participants of advanced level of PIKIH program at UIN Alaudin Makassar in speaking class. This research applied quasi-experimental method. The research data were collected using two kinds of instruments, namely: speaking test and questionnaire. The speaking test was given in the form of interview. The speaking test was to know the students' achievement on speaking ability and the questionnaire was to know the students' interest toward using dialogue-games in speaking class. The findings on speaking ability of the participants were analyzed by using independent sample t-test and the students' interest was analyzed by using descriptive statistic. The findings of the study indicated that the result of post-test was higher than of the pre-test. It means that using dialogue-games and conventional method in teaching English with emphasizes on speaking ability contributed to the students' speaking skill. The study also found that the participants are interested in learning English by using dialogue-games. The study concluded that: (1) Using dialogue-games improved speaking ability of participants of advanced level of PIKIH program at UIN Alaudin Makassar significantly better than conventional method, and (2) the participants were highly interested in learning English by using dialogue-games.

INTRODUCTION

Language is a tool of communication and delivering information with others. English is an international language and it is one of foreign languages in Indonesia. English plays an important role in both written and oral communication. English has become a foreign language teaching in Indonesia. "The result of English teaching in Indonesia both in secondary school and university level are still unsatisfactory. The students cannot communicate in English either in the classroom or outside the classroom" (Alisyhahana in Lamo, 2004:3).

Besides, the learners will be impossible to speak English if they do not practice themselves in speaking. According to Asriyani and Endang Sri (Instructor of PIKIH program), on April 2nd, 2009, states that, speaking skill is more difficult to be practiced in the classroom than other skills because speaking needs time for consideration of the language being used. Therefore, if the students do not learn how to speak, they will lose interest in learning. Learning speaking is very important to help the learners to reach a target language. Teaching English at university, especially at UIN is begun with "your basic (dasar-dasar penguasaan bahasa Inggris)" as elementary teaching English because they are from different areas and their comprehension is still very lack of English so the lecturers have to repeat their English lesson from beginning in which they do not need to do it again because they have got an elementary English teaching from junior high school.
To help the students in learning process in the classroom and to add their knowledge and comprehension in English so UIN builds a program with the name of PIKIH program (Pencerahan Imam dan Keterampilan Hidup) is a language center and art or a program in improving life skills. It is foreign languages (English, Arabic), rhetoric, qasidah and speech. Teaching English of PIKIH program emphasizes on speaking ability. Until, the researcher is interested in researching at PIKIH Program.

There are several levels of PIKIH Program. They are advanced level, intermediate level, and elementary level. These levels are very difficult to do a dialogue or conversation in English includes advanced level. The participants of this level have enough comprehension or knowledge in English, but they are still poor in speaking because they are not self-confident in speaking.

Several researchers like Soba (2007), Saepuddin (2007) report that a dialogue and games are able to improve speaking performance of the students. Therefore, the researcher thinks that using dialogue-games can improve speaking ability of participants of advanced level of PIKIH Program.

Asriyani (one of instructors of PIKIH Program) states that the teacher is obligated to use several communicative approaches in teaching English. Her reason is to avoid the students bored in learning. In other words, teaching English of PIKIH Program. emphasizes on speaking ability by using several communicative approaches. They are dialogue, role-play, cooperative learning, discussion or debating, and games. Besides, she also states that the teacher can use two or more communicative approaches in improving speaking ability so the researcher chooses to join two communicative approaches techniques; dialogue-games.

Several researchers like Soba, Saepuddin have studied about dialogue of games but I have not found the integrated skill of two communicative approaches between dialogue and games together, so, the researcher has desire to do a research about using dialogue-games. In other words, dialogue hi form of games or the dialogue is done in form of game. A dialogue can be happened between the learners and learners, or between the learners and the teacher. All students can participate in a dialogue, so that; none of them is passive because they will be participants to do a dialogue in the classroom.

Besides, one of ways in motivating the learners is the use of games as a technique to show how fan and easy English is. Generally, language teaching should not only be interesting but also enjoyable. English Teacher should always be creative in finding out different ways to convey their lesson, in order that the students are able to use the language that they are learning.

In line with this, the researcher will use dialogue-games. It means that the dialogue hi the form of games. To find out the successful, so the researcher is interested in conducting a research about using dialogue-games of advanced level of PIKIH Program, is a program in improving speaking ability of participants.

**B. Problem Statement**

Based on the background above, the researcher formulates problem statements as follow:

1. Does the use of dialogue-games improve speaking ability of participants of advanced level of PIKIH Program at UIN Alauddin Makassar significantly better than conventional method?
2. Does the use of dialogue-games enhance the interest of participants of advanced level of PIKIH Program at UIN Alauddin Makassar in speaking class?

**DISCUSSION**

**Speaking**

1. **Elements of speaking**

There are some of the elements of speaking as follows:

   a. **Fluency**

   Brown (2001:26S) states that fluency is communicative language courses be an initial goal in language teaching. Beside that, Curmiingsworth (1987) states that fluency is the ability to
use a language spontaneously and confidently and without undue pauses and hesitations. 
Hornby (1974) states that fluent are a person able to speak smoothly and readily. Fluency is one of 
aspects that influence students' ability or students' mastering by using a right language in 
speaking English. The teachers have to guide or to practice the students in improving their 
ability or in mastering English and to be fluent in speaking English. In this case, the students can 
speak spontaneously by using a right language or the students do not use too many unnatural 
pauses but they success in receiving the general meaning.

b. Accuracy

Brown (2001:268) argues that accuracy is achieved to some extent by allowing students 
to focus on the element of phonology, grammar, and discourse in their spoken output. In 
teaching English speaking, the teacher has to explain to the students to speak accurately (clear, 
articulate, grammatically, and phonologically correct) language and fluent (flowing and natural) 
language.

Accuracy is being correct or exact and without errors in speaking English, The students do not 
make serious phonological errors, a few grammatical and lexical errors but only one or two 
major errors causing confusion in comprehend it.

c. Comprehension

Clark and Clark (1977:43) state that comprehension has two commons sense. In its 
narrow sense it denotes the mental processes by which listener take in the sounds uttered by a 
speaker and use them to construct and interpretation of what they think speaker intended to 
convey. More simply, it is the building of meanings from sounds.

The researcher thinks that comprehension is the ability to understand the language. In 
other words, comprehension is the ability to understand either written language or spoken 
language, hi teaching speaking English, the teacher should begin learning process by describing 
one or two sentences exactly so the students can be easier comprehend it. In speaking skill, 
comprehension is the listener can understand what the speaker delivered so the speaker and the 
listener can understand each other.

d. Vocabulary

Brown (1984) confirms that vocabulary consists of the words that it is used when you 
speak or write and the words that you understand when listen or read. Having a lot of 
vocabularies can help you to communicate effectively each other.

Obviously, the students should have a good dictionary, perhaps large and small ones. In other 
words, the dictionary is one of Media to help the learners to find out difficult words or to add the 
learners' Vocabulary in speaking English because nobody ever learns all of the words in the 
dictionary.. Memorizing vocabulary will make the students get the easy way to comprehend 
what the speakers delivered. It seems that, if the learners have more vocabulary, it will help the 
learners hi speaking English.

Collier (1965) describes that one of the most effective ways to control your learning of 
new words is to keep vocabulary notebook. You may keep a small one in your pocket so that you 
can write down words whenever you here and see them or memorize the vocabulary, and a 
large one in your desk for study later on.

The researcher thinks that teaching vocabulary has to start by doing one of the things: the 
teacher can give the students vocabularies and ask the vocabularies. The teacher composes an 
item from the vocabularies that is taught in text book and the item would be presented to 
students in a text that will be given to the students-It is important to recognize that all of 
individuals who wish to learn a new language must acquire a new vocabulary.

2. Types of classroom speaking

According to Brown (2001:271-275), there are six types of classroom speaking performance. Six 
similar categories apply to the kinds of oral production that the students are expected to carry 
out hi the classroom.

a. Imitative

Imitation of the kinds is carried out not for the purposes of meaningful interaction, but 
for focusing on some particular element of language forms. A question that new teachers in the 
field always want to have answered is: drilling a legitimate part of the communicative language
classroom? The answer is a qualified "yes". Drills offer students an opportunity to listen and to orally repeat certain strings of language. They offer limited practice through repetition; they allow one to focus an element of language in a controlled activity. They can help to establish certain psychomotor patterns and to associate selected grammatical form with their appropriate context.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair-work activity, where learners are "going over" certain form of language.

c. Responses

A good deal of students' speech in the classroom is responsive: short replies to teacher or students-initiated question at comments. These replies are usually sufficient and do not extend into dialogues such speech can be meaningful and authentic.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extend form of responsive language. Conversations, for example, may have more of a negotiate nature, to them than does responsive speech.

e. Interpersonal (dialogue)

The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Finally, students at intermediate to advanced level are called to give extended monologues in the form of oral reports, summaries, or perhaps short speeches, here the register is more formal and deliberative. These monologues can be planned or impromptu.

Based on Wikipedia (2009). A monologue is an extended uninterrupted speech or poem by a single person. The person may be speaking his or her thoughts aloud or directly addressing other people, e.g. an audience, a character, reader or an inanimate object.

Monologue is common in dramatic genres like plays, animated cartoons, film etc. It is also found in prose fiction. The term can be applied to poems, which usually take the form of the thoughts or speech of a single individual. In everyday usage, a long speech by a conversation partner can also be called a monologue. There are different terms for monologues in plays. They distinguish monologues with regard to the addressee.

1. If a speech is addressed to another person or group of people, it is called a monologue.
2. If a speech is addressed to the speaker himself, it is called a soliloquy.

Monologues can also be distinguished with regard to their frame of reference. A speech addressed to a character or a group of characters within the play (including the speaker himself) is called an interior monologue; a speech addressed to the audience is called an exterior monologue. Sometimes, a speech addressed to an absent character is also called an exterior monologue. The "interior monologue" in drama must not be confused with the narrative device of the same name which often occurs in modernist prose fiction.

The concept of game

a. What is Game?

Johnston (1981) stated that game-like activities have an obvious and important place in a theory of language learning based on the development of communicative competence. Games are not activities mainly aimed to break the ice between the students or to kill time. Byrne in Ishak (2007-30) gives the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learners to use the language in the course of the game. Harmer (1992:101) states that games are a vital pail of a teacher's equipment, not only for the language they provide, but also for the therapeutic effect they have.
According to Webster (2003) in the New International Webster's Comprehensive Dictionary of the English Language, Games is “any contest undertaken for recreation or prizes, played according to rules, and depending on strength, skill, or luck to win”.

Therefore, games involve many factors: competition, relaxation, and learning, in particular. The main focus of using game in class is to help the students learn and have fun. However, the use of games in the classroom is equally important. Before playing games, the rules of the games are clearly explained and well understood by the students.

Hornby in Oxford advanced learner’s Dictionary of Current English defines game as a form of play, especially with rules. Playing game can be used at any stage of a class like; to provide an amusing and challenging to the students from classroom activity, and are especially useful at the end of a long day to send the students away feeling cheerful about their English class. These games have several characteristics as Johnson (2001) described that the games have the following points:

1. A particular task or objective;
2. A set of rules;
3. Competition between the players;
4. Communication between the players by spoken or written language.

Based on the statement above, playing game can be created by using rule like, communication between the players, this case is done to improve speaking ability of participants.

b. Types of games

Klauer (in Hadfield, 1984) states that no all games are the same. More than one of categories listed here may sometimes apply to game.

1) Cooperative games. In this type of game, the main action is centered in trying to reach the aim in cooperation. This type of game is excellent to encourage the shy students, so it requires the participation of all numbered of team, group or pair.

2) Competitive games. In this type of game there is an overt competition between teams or sometimes of an individual against the rest of class. The competition may also be individual against other individuals. The object of this type of game is finishing or reaching the end before the other competitors making more points, surviving elimination, or avoiding penalties.

3) Communicative games. The main objective of this type is getting the massage over to the other players and reacting appropriately to their massage. For example when the player give instruction, must be clear and the other player must follow them, and do exactly what it required to, the task usually practical. Like following instruction, drawing, persuading other players, etc.

4) Code-control game. This type of game requires the students produce correct language, like structure, spelling, pronunciation, etc. the production of correct language will make the player o the team wins point.

Based on the types of game above, the researcher assumes that games are able to help the students in learning, active, and enjoyable.

d. The Advantages of games

There are many advantages of using games:

1) Games can lower anxiety,
2) Games can give motivation to the students and they can give more opportunity to the shy students to express their opinion and feelings;
3) Games also enable learners to acquire new experiences with a foreign language which are not always possible during a typical lesson;
4) They add diversion or amusing to the regular classroom activities, break the ice, and they are used to introduce new ideas and they can make the class are enjoyable;
5) The class can be relax which is created by using games, students remember things faster and better;
6) Games are the good way of practicing language.

d. How to choose game?
1. A game must *be* more than just fun;  
2. A game should involve 'friendly' competition;  
3. A game should keep all of the students involved and interested;  
4. A game should encourage the students to focus on the use of language.  
5. A game should give students a chance to learn, practice, or review specific language material.

In an effort to supplement lesson plan in the ESL classroom, teachers often turn to games to the students or participants. Using games in the classroom has been well demonstrated remain that games have a lot of benefit in teaching English. The games in learning foreign language will encourage the learners to speak freely, bravely and creatively without feeling shamed and afraid of making mistakes. They also have self-confidence to express their ideas among their friends in the classroom.

**The concept of dialogue**

a. What is Dialogue?

The term ‘dialogue’ has been widely known nowadays. Dialogue can be happened anywhere. Dialogue is used by most teachers in teaching and learning process in the classroom. A dialogue is defined as the attention of mutual understanding and mutual accommodation on an issue or situation through inquire learning and teaching process. In other words, a dialogue is a conversation between two or more people. It is also a literary form in which two or more parties engage in a discussion.

Good (1973) defines as an artificially constructed mode conversation employing and presenting familiar or new linguistics structure and vocabularies. He further states dialogue is fundamental pedagogic element in each until which students are required to memorize the point of total recall. Cready (1998) defines dialogues as any oral interchange between two or more people. Dobson also (1975) defines dialogues as a short conversation between two people, presented as language model. Dialogue is a social context which can be used to practice the new language. The sentences in the dialogue come into our life because a dialogue represents a real communication of ideas from one person to others. In relation with statement above, Rosenberger, and Sloan (1979:87) state that a dialogue is a real communication of ideas from one person to others that can be formed in questions or statement. It is a social unit of speech that involved two speakers; it furnishes students with social context in which to practice his another language. The social aspect of dialogue makes the language "comes a live"

A good dialogue should fulfill several features such as short, balance, and good ending. Short means that a dialogue consists of two or three exchanges and it may need three or even four exchanges as a complete or and natural conversation. Balance means a dialogue must be constructed in a way that the speaker parts are balanced. Ending means a dialogue should be closed with a good ending.

b. Types of dialogues in teaching speaking

Types of dialogue must be well known by the teacher who wants to teach about it. The dialogues which will be composed aids presented to the students, should be related to the situation such as the knowledge of the students. One important division of dialogue types has to be based on the level of proficiency. Dobson (1975) divides the dialogue on particular aims as the following:

1. Focuses on a common, everyday situation such as being clothes discussing sports or going to movie. It supplies choose that people would say when involved in such a situation.
2. Revolves as specific grammar point, this is done by applying discovery method,
3. Revolves as specific grammar point, this is done by applying discovery method,
4. Clarifies the meaning of specific words or expression,
5. Collect related vocabulary
6. Highlight specific cultural features or costumes
7. Illustrated a less common style level.

**Design of the Research**

The research used quasi-experimental method which involves two groups. One experimental group and another is control group.
Instrument of the Research

This research used two experiments; they were speaking test and questionnaire

Population and Sample

The population of the research was all the participants of advance level of PIKIH Program at UIN Alauddin Makassar periode 2008/2009. There were four classes in this population. The number of population was 160 participants.

Technique of data Analysis

Independent sample t-test, Descriptive statistics (standard deviation and mean). Calculating the value of test was to find out the significant difference between pretest and post-test and to find the differences between experimental and control group by using SPSS 15.00 version (Santoso. 2004). To answer Research Question 1: "Does the use of dialogue-games improve speaking ability of participants of advanced level of PIKIH Program significantly better than conventional method" The researcher used Independent sample t-test, standard deviation and mean. The level of significance will be set at $a = 0.05$. The result was presented in the form of table and it was described and discussed in qualitative manner.

2. Questionnaire

a. Scoring of the students' speaking test was analyzed by rating scale. The data of questionnaire was tabulated and analyzed to find the students' interest by using dialogue-games in improving speaking ability of participants.

Table 1. Likert scale

<table>
<thead>
<tr>
<th>Positive Statement</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Category</td>
</tr>
<tr>
<td>5</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

Arikunto (1995)

The rating score ranged from 20 to 100 (interval 80). Since the questionnaire got five categories, the interval was used to determine the category would be $80/5 = 16$. The interval could be seen in the ensuing table

Table 2. The interval score of the students' responses on the questionnaire

<table>
<thead>
<tr>
<th>Interval Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 100</td>
<td>Highly interested</td>
</tr>
<tr>
<td>69 – 84</td>
<td>Interested</td>
</tr>
<tr>
<td>52 – 68</td>
<td>Moderate</td>
</tr>
<tr>
<td>36 – 51</td>
<td>Uninterested</td>
</tr>
<tr>
<td>20 – 35</td>
<td>Highly Uninterested</td>
</tr>
</tbody>
</table>
The data of the students' interest in the interval score was how to categorize the students' responses in learning speaking skill through dialogue-games. If the students' score 20-35, it meant that the students was highly uninterested.

b. Calculating the mean score and standard deviation of the questionnaire by using SPSS 15.0 version. (Santoso, 2004)

RESULTS AND DISCUSSION

1. Students' achievement on Speaking Ability

Scoring classification of Students' pre-test and post-test

After giving the treatment, the students get the post-test. The pre-test and post-test are compared to know the students' ability in speaking, the frequency and percentage of students are firstly tabulated. Then the researcher determined the quality of the students' score of the speaking ability of advanced of PIKIH Program at UIN Alauddin Makassar can be seen in table

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Very Good</td>
<td>85 – 100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>70 – 84</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Fair</td>
<td>55 – 69</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Poor</td>
<td>40 – 54</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Very Poor</td>
<td>0 - 39</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
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<td></td>
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<td>F</td>
</tr>
<tr>
<td>Very Good</td>
<td>85 – 100</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>70 – 84</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Fair</td>
<td>55 – 69</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Poor</td>
<td>40 – 54</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Very Poor</td>
<td>0 - 39</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 5. The Mean Score and Standard Deviation of Students' Pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>46.00</td>
<td>14.713</td>
</tr>
<tr>
<td>Control</td>
<td>46.03</td>
<td>14.194</td>
</tr>
</tbody>
</table>

Table 6. Mean Score and Standard Deviation of Students' Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>67.13.00</td>
<td>11.688</td>
</tr>
<tr>
<td>Control</td>
<td>54.43</td>
<td>13.728</td>
</tr>
</tbody>
</table>

The finding above showed that the use of dialogue-games is significantly improve in learning English speaking. It is supported that the mean score of post-test of the experimental
group and the control group is significantly different (Table 6). The mean score of experimental group, 67.13 was higher than control group, 54.43. 

Based on the standard deviation of both group the experimental group and the control group, the standard deviation of the experimental group was higher than control group of pre-test. The standard deviation of the experimental group was 14.713, while of the control group was 14.194. At the post-test, the standard deviation of the experimental group was lower than control group. The standard deviation of the experimental group was 11.688, while the control group was 13.728. The smaller of the standard deviation showed how closer the gain score to the mean. So, the experimental group scores were closer than control group was at the post-test. 

The mean score of the experimental and the control group increased after they were given treatments. The experimental group learnt to speak English by using dialogue-game while the control group learnt to speak English by using the conventional method. As Abdul Rasyid (2007) reports that, the use of language game technique is more effective to improve the speaking skill than the use of conventional one. In addition, Soba (2005) reports that the application of guided dialogue to build up the students speaking performance could significantly develop the students’ achievement.

To know the students’ mean score of post-test is difference, I should decide whether it is statistically significant. In order to answer such question, the researcher applies independent sample t-test analysis by using SPSS Version 15.0

<table>
<thead>
<tr>
<th>Variable</th>
<th>Probability Value</th>
<th>Asymptotic significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>.05</td>
<td>.993</td>
</tr>
<tr>
<td>Post-test</td>
<td>.05</td>
<td>.000</td>
</tr>
</tbody>
</table>

The findings of the experimental group score of interest through questionnaire indicated that 17 (57%) students were in highly interested, and 13 (43%) were interested classification. In other words, all the students in the experimental group were almost highly interested on speaking English after speaking class by using dialogue-games. It is supported by mean score of the students’ interest following table below.

2. The students’ interest toward learning English using dialogue-games

<table>
<thead>
<tr>
<th>Interval Score</th>
<th>Category</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Score</td>
<td>f</td>
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</tr>
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<td>Moderate</td>
<td>0</td>
</tr>
<tr>
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<td>Uninterested</td>
<td>0</td>
</tr>
<tr>
<td>20 – 35</td>
<td>Very Uninterested</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>
Table 9. The Mean Score and Standard Deviation of Students' interest

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>85.03</td>
<td>1.426</td>
</tr>
</tbody>
</table>

Based on the table above, I can concluded that all the participants are interested and highly interested by using dialogue-games in Improving speaking ability.

In relation to the teaching and learning, interest is desire to learn or to know about something. It means that the students have interest to study depend on the lectures or instructors’ techniques.

Discussion

The students could cooperate and play in each group to improve their speaking. They were not doubtful to talk about what they had known, experienced, and felt. The instructor monitored and helped the students to overcome some difficulties as if a student did not know to mention or did not know the vocabulary. In other words, using dialogue games technique train the students to be able to speak English and it can be begun with introducing their identity. Using this technique, the students were able to tell about their daily activities without feeling ashamed and increased the students' confidence and enjoyed or fun hi learning English particularly in speaking English. It is relevant to theory of Westwood and Oliver in Saepuddin (2007) states That the language program of teaching speaking should be based on the principles, such as (1) create an enjoyable, entertain social learning situation which gives pleasure to the students, (2) keep the pair work activity, (3) make the intensive meeting, (4) ensure that the students participate in speaking ability, (5) plan the short goals for each session, (6) observe the slow learners and give some degree of repetition, (7) make the students to pay great attention to the lesson, (8) use pleasure and praise as reinforcement.

The students were given funny stories of the book "step by step", interesting pictures, some sequence activities. They were asked to do dialogue between the instructor and the students or the students and the students. They were given like that, because the dialogue was made in the form of game so that they enjoyed and they were fun. It is in line with Byrne in Ishak (2007). He states that games are a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learners to use the language in the course of the game.

Based on die description of finding above, I concluded that the implication of the students' interest in learning English by using dialogue-games influence the students' achievement on speaking skill. The students’ interest supports the students' success in speaking. It means that their interest to the using dialogue-games enhance the students' achievement on speaking ability.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher comes to the following conclusions: (1) Using dialogue-games improves speaking ability of participants of advance level of PIKIH Program at UIN Alauddin Makassar significantly better than conventional method. The findings indicated that the mean score of post-test for experimental group was better man the mean score of post-test for control group. The application of dialogue-games and conventional one has significant difference in improving the students' ability in speaking; (2) Using dialogue-games enhances the students' interest in learning speaking of advanced level Using dialogue-games improves speaking ability of participants of advanced level of PIKIH Program at UIN Alauddin Makassar. The finding indicated that the students were highly interested in learning speaking English by using dialogue-games.
REFERENCES


