

SAMPLE MATERIALS OF DIALOGUE TO TEACH SPEAKING TO 7Th GRADE OF JUNIOR HIGH SCHOOL STUDENTS

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Abstrak

Berbicara adalah merupakan salah satu kemampuan berbahasa yang dipelajari siswa menengah pertama (SMP) sesuai dengan Kurikulum Tingkat Satuan Pendidikan (KTSP). Salah satu bentuk materi untuk pengajaran speaking kelas 7 adalah dialog. Jurnal ini memberikan bentuk contoh-contoh dialog yang dipelajari siswa kelas 7 SMP berdasarkan kurikulum KTSP. Materi dialog ini diharapkan bisa membantu guru dalam mempersiapkan materi sebelum proses belajar mengajar. Materi dialog ini bisa diperoleh guru dari buku-buku yang diterbitkan oleh negara yang memakai bahasa Inggris. Guru bisa menemukannya di toko-toko buku yang ada seperti Gramedia dan lain-lain. Dialog yang singkat membuat siswa lebih fokus dalam mempelajari tindak tutur yang terdapat di dalam kurikulum. Dengan dialog siswa menjadi lebih mengerti bagaimana cara berbicara dalam bahasa Inggris yang sesungguhnya.

Key Words: materials, dialogue, speaking

A. INTRODUCTION

Speaking is one of the skills in English which mentioned in *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for 7th grade of junior high school. The curriculum explained that in speaking skill, the students have to be able to express simple transactional and interpersonal text in interacting with the community. At the first semester, the simple transactional and interpersonal text involve speech act, such as, *greeting, introducing self or someone else, command or prohibition, asking and giving information, saying thanks, apologize, and expressing politeness*. At the second semester, the simple transactional and interpersonal text involve speech act, such as, *asking for and offering favor, asking and giving something (things), interrogating/investigating, asking and giving opinion, expressing like and dislike, and asking for clarification*.

Most of English teachers take some materials from the textbooks that available in the book store and students' work book that called *Lembar Kerja Siswa (LKS)* that provided by English teachers association which called

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Musyawarah Guru Mata Pelajaran (MGMP). Unfortunately, in the textbooks and *LKS*, many materials are not really appropriate with the curriculum. The textbook provides the materials for speaking class, but it does not focus to the topics in the curriculum. So, the students will understand how to speak appropriately. They not only understand about the topics but they will feel that speaking is simple. Another problem is the speaking materials still are not authentic. Students learn the dialogues that are different with the real English. For example, when they learn the topic interrogating/investigating (*meminta dan memberi fakta*), some *LKS* translate the topic into asking for and giving fact and provide the unauthentic dialogue.

This problem may occur because the teachers probably have not enough knowledge in developing materials and still lack of knowledge about the authentic materials for speaking class. Especially for dialogues, the teachers must understand how to choose the good materials for the students. If materials are not appropriate, the teaching speaking will be a mistake. As the result, no ones have benefit from the speaking class activities.

To solve this problem, the teachers must take some references before choosing or giving the materials to the students. The teachers try to find it from the authentic materials, such as using the book from the native country, and understand the curriculum deeply in order to be good in choosing materials and success in teaching speaking.

The teacher is the most effective factor to determine the success of students' ability in speaking skill. As the powerful person in the classroom, the teachers must create the speaking activities run well by realizing that English teacher is not merely transferring the language, but promoting the students' ability to use the language. It cannot deny that the teachers have a big role in the classroom, but it does not mean that the teacher dominate during the teaching learning process. Since, the teacher is a facilitator and should monitor students' performance during the learning process.

If the goal of the language teaching is truly to enable students to communicate in English, the speaking skill should be taught and practiced in the language classroom by using the authentic materials. Because of that, to minimize these problems, a teacher has to use and choose the good materials in teaching speaking. In this paper the writer will discuss the simple dialogues as material which will be developed in teaching speaking. In hope to help teacher in developing good speaking material, the writer will give some examples of simple dialogues and how to develop it.

The purpose of this paper is to explain about the kinds of sample dialogues for 7th grade students of junior high school students. In addition, the writer hopes that this paper can help the teacher in developing materials for teaching speaking.

B. DISCUSSION

Many kinds of speaking lesson for 7th grade of junior high school are explained by curriculum in competences standard and basic competences. In the first semester, the students learn about greeting, introduce self or someone else, asking and giving for information, saying thanks, and apologize. In the second

semester, the students study about asking and offering favor, asking and giving something (things), interrogating/investigating, asking and giving opinions, expressing like and dislike, asking clarification.

These are the samples of dialogue:

Greeting

Situation: Alex meets with his teacher in the school.

Alex: Good morning Mr. Duran.

Mr. Duran: Good morning.

Introduce Self or Someone Else

Situation: Jim and Bev are new friends. They are in the new class.

Jim: My name is Jim Harris.

Bev: Hi, I am Bev Marshall.

Asking and Giving for Information

Situation: Asking for place to someone on the street.

You: Can you tell me how to get to the South Side Hospital?

Stranger: Go two blocks down and turn right. You can't miss it.

You: thanks.

Thanking People

Situation: Janice thanking to Jack for his gift.

Janice: Oh, thank you! I just love roses!

Jack: sure.

Apologize

Situation: being late

A: I am sorry I was late to class, Mom, but I overslept.

B: Well, it is OK this time.

Asking for and offering favor

Situation: At the office

A: would you give this book to Mr. Wilson?

B: Okay.

Asking and Giving Things

Situation: Buying notebook at the bookstore

Jack: Can I have a notebook.

Rod: Sure

Interrogating/Investigating

Situation: Asking personal identification at the police station when someone get lost.

A: What is your friend name?

B: Jim Harris.

A: How old is he?

B: Twenty four.

A: Where does he live?

Asking for and Giving Opinion

Situation: Talking about interesting place

Paul: What do you thing about Paris?

Kelly: Fantastic.

Expressing like and dislike

Situation: Liz and Tom are watching the music program.

Liz: Do you like jazz, Tom?

Tom: No, I do not like it very much. Do you?

Liz: Well, yes, I do.

Asking for Clarification

Situation: talking about new style next year.

A: I want to change my style next year.

B: Can you explain what you mean

In this case, the students not only learn about the expression of the many kinds of speech acts, but also they understand how to express them. They will know on how they tell to others in the real life. Samples of dialogue can be useful for the teachers and students, and hoped can help teacher in choosing the best materials to speaking class. In addition, for the students, using simple dialogues in the speaking class is a way to make the communication easy in their daily life.

In speaking, the students tend to be getting something done. They must able to explore much ideas in order to create good talking in the dialogues. By using dialogue, students always focus on real english conversation and they can use the vocabularies of common speaking, like some expressions in chapter 2. Because of that, the teacher must necessary to recognize them in the very different speaking function to apply in daily communication and different purposes.

In the class, the teacher can use the dialogue to teach speaking by implementing various techniques, but performance is the key component in teaching speaking. The teacher can star by drilling the students to pronounce the expressions several times. To make it familiar, the teachers can use audio lingual method in drilling the students by substituting some parts of dialogue. The drilling time is also to make students understand about the situation and the context of using the dialogue. Then the teacher gives some situations of dialogue as a way for the students to make a simple dialogue.

After the students quite fluent in pronouncing the dialogue, the teacher divides them into a group of two or three. The teacher asks each group to create their own dialogue before they perform it. They can choose the topic freely but it must relates to the situation that given by the teacher.

Before each group of students performs their simple dialogue, the teacher gives the time for them to practice in group. The students will make a plan for the best performance. In a good way, they can write down the key word of their dialogues for the simple dialogue. As the result, their simple dialogue become like people talking in our daily life. It is very simple, clear, and natural. It also does not use so many words which make students are not confused and they are free in talking.

Based on the implementation above, there are some advantages in using a simple dialogue for 7th grade of junior high school students. It involves students to talk in freely in any topics. In this condition, the teachers give chance to the students to tell something in dialogues by their styles. So the students can access the real conversation. This action also can help students in developing vocabulary. They cannot express the dialogues like the real without enough

vocabulary. It also develops their good pronunciations, and then they will be fluency in speaking. If the students free in doing dialogues, they will be have self confidences. It raises students' motivation in language learning. Finally, it can be a positive class atmosphere.

Based on the listed advantages above, it is very useful for the teacher to implement a simple dialogue in language class for junior high school.

C. CONCLUSION AND SUGGESTION

English is one of the main subject in education which shown by the national curricullum called Kurikulum Tingkat Satuan Pendidikan (KTSP). One of very important skills in English is speaking. Speaking is a communication skill that has relation with all of subject areas in curriculum. To get success in teaching speaking in the class, the teachers need to develop the good teaching materials.

The dialogue is one of the materials that can be useful for the teacher in teaching speaking. It functions to make students to be communicative in speaking English. Beside that, it can increase awareness of students how easy to speak in English. It also to motivate students, develop students' self confidence, and fluency in speaking, and so on.

In addition, with the authentic materials used in teaching speaking, the student will understand how the native speakers speak, how simple talking in English. The students will be encouraged to speak English in their daily life.

It is suggested that the English teacher should choose an appropriate material in teaching speaking in order to reach a better result. For teaching speaking, one of the materials that can be applied is the simple dialogue. It can help the students to enhance their speaking communicatively. Also, the simple dialogue will be the suitable media can attract and increase the students' motivation in teaching learning process. That is why the teacher is suggested to be creative in providing the students with the appropriate and interesting materials.

Beside that, the authentic materials can the teacher found in the original book from the country which using English in the book store, like *Gramedia* and so on, in all cities of our country.

Catatan: artikel ini disusun berdasarkan skripsi penulis dengan pembimbing Dra. An fauziah Rozani Syafei, M.A.

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