

**THE ANALYSIS OF THE TEACHER AND STUDENT'S DIALOGUE IN  
THE CLASSROOM FOR DEVELOPING ENGLISH ABILITY  
A Descriptive Study a Tenth Grade Student of SMKN 1 TRUCUK,  
In The Academic year 2017/2018**

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**Abstract**

This research was conducted to achieve several objectives, to describe the process of classroom dialogues between teachers and students in English classes for tenth grade students of Trucuk Vocational High School academic year .2017 / 2018 in the process of teaching and learning English. In addition, to describe what kind of problems occur in classroom dialogues involving teachers and students. The method used in this research is descriptive method. In this study, the author uses an interactive analysis model that includes three main components, namely data reduction, data display, and conclusion or verification. The results showed that the dialogues was dominated by the teacher during the lesson. The dialogues between teacher and student (turn allocation and turn taking behavior) runs unbalanced. Only a small part of class dialogues is filled with students speaking. They do not play an active role in building good communication with their teachers. As a result, classroom activity seems to be a monologue rather than a dialogue. That is, the activity is carried out from one side only, namely from the teacher. In this condition, teaching and learning activities are not in the form of 'take and give' but 'give and give'. This problem is influenced by many factors; it can be from the

teacher, student, or material. In the study, the author also found that there are many factors that influence the quality of dialogues and can be a problem of dialogues. Among others, students below are confident and do not want to take risks, students have problems in vocabulary mastery, students have sub-standard resources, students do not have strong motivation, teachers do not provide sufficient opportunities for students, teachers overestimate student competence, techniques used by the teacher.

**Keywords:** Analisis, Dialogues, Ability english

## INTRODUCTION

Language is one of the most important thing in our life. Language is what we need for our activities. According to Gleason (2007: 85) language is one of the important and characteristic form of human behaviour. Language is as a communication means to send information from person to other people. It can be said that language is very important for human behaviour. People can not communicate without language. We use language to express what we tell and what we want. One of the most popular language is English.

Speaking is considered as one of the most important parts of learning a language that should be mastered for the ability to communicate in a foreign language. It helps the students

to communicate with other people from around the world. As everyone knows that in this globalization era, people are facing the free-trading era. How could the citizens compete with other countries if they are not even able to communicate with anyone using english? Because it is important, it is taught widely at formal schools starting from elementary schools up to the universities. Students are provided with opportunities to develop their speaking skill through this way. This will help them to improve their speaking ability as the key to getting success.

The last researcher, Marianti (2012: 40) states that the results of his research show that students can speak the language. They still have

difficulty speaking English. This is because they still get a bit of vocabulary and are also afraid to make mistakes by using grammar. This problem makes the value of speaking ability less than optimal. It happens because the teacher only focus on the subject matter. He or she does not underscore the method used in teaching speaking. So, the students just as passive participants in speaking rather than the teacher are as active participants in teaching talk.

Based on the above description, the authors conclude that Speaking is one important skill to master. Understanding is very important because by mastering the ability to speak, students can do macronversation with others, give ideas and make changes to information with others. In fact, most vocational students still can not explain well by using English. It happens because English teachers only focus on grammar students do not have enough room to practice English in the classroom.

Through observation and interviews with teachers of English and students, the ability to speak

English in SMKN 1 TRUCUK is still low. It was seen after the authors tested in the tenth grade. The average student english score is 70 and the score below the passinggrade given at school, that is 75. This is because many problems, such as the lack of vocabulary, the low self-esteem when speaking in english and the methods that teachers use in teaching english less precise.

Based on the above explanation, we know that classroom dialogue is very important in learning and development of english language skills in students. success or not English depends on the dialogue between students and teachers in the learning process. Therefore, based on the above description, the authors are interested to analyze how the teacher-students dialogue using english in the class, especially in tenth grade students of SMKN 1 Trucuk. On the activities of students to gather information, and can use it to generate or create something that benefits the lives of students or those around them, but must be based on basic competencies in the curriculum. This learning strategy promotes discussion and both individuals and groups.

To guide the exploration, we posed the following questions: (1) Use How to ability vocabulary in the dialogues between teachers and students' in grade tenth of SMK Negeri 1 Trucuk in academic 2017/2018? (2) What kind of problems occur in teacher-student Dialogues?

The benefits of this study are to describe how is This analysis is to

## **METHOD**

This study belongs to a case study by using qualitative descriptive approach. According to Creswell as cited in Utami (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this study, the researcher analyzed of the teacher and student dialogues in the classroom for developing english ability in SMKN 1Trucuk . Moreover, the objectives of this study are to describe the result of analyzing the student reaction and problem to diaologues in the speaking lesson.

In this study, researchers are as instruments and data collectors, while

know the ability of understanding vocabulary between teacher and student. in addition, to improve students' ability to comprehend and master English vocabulary of tenth grade students of SMKN 1 Trucuk through teacher and student dialog in class to develop English proficiency.

students and teachers of English when diaogues in the process of learning in the classroom. Before the researchers took some data, researchers asked for permission to the School. Then, after the principal gave permission, the main object of the research was the dialogue between.

According to Lofland (1984: 47) as quoted by Meleong (2004: 112), the sense of data in qualitative research are words and events. Additional data can be documents and more. Because qualitative research is descriptive, the data to be collected is in the form of words or images rather than in numerical form. The data in this study are field notes, interview transcripts, photographs, and other official records.

Sources of class data events, informants and documents. This event is the process of teaching and learning the language in the classroom including dialog teachers and students. The information is an English teacher, ..., who conducts a language class for the tenth grader and one student. This research document is all written information about teacher student dialogue in language classes, such as lesson plans, manuals, student worksheets, and curriculum. In this study the

## **FINDINGS AND DISCUSSION**

In research findings will be presented based on the data doing the research, the techniques of collecting data, the researcher uses qualitative and which is collected from interview, observation, and document.

### **Teacher and Student's Dialogues in the English Classroom**

Class dialogue occurs because of the reciprocal relationship between teachers and students. This relationship is a positive relationship that supports the learning process to be more optimal.

authors also use tape recorder and photo as documentation.

The subjects of this research are 26 students of the 10th grade of light vehicle engineering SMKN 1 Trucuk. This class is selected based on the suggestions of principals and English teachers. He considered class students to be the most motivated students in learning English.

According to Rivers (1996:222), there are many steps that must be applied by the teacher: (1) Tolerate Silence; refrain from filling the gaps between turns. This will put pressure on students to initiate turns. (2) Direct your gaze to any potential addressee of students' utterance; do not assume that you are the next speaker and students' exclusive addressee. (3) Encourage the students to sustain their speech beyond one or two sentences and to springboard for your own turn. (4) Extend your exchange with individual students to include clarification of the speaker's intention and your understanding of them; do

not cut off an exchange too soon to pass another student.

Based on the theory above, to manage the pattern of turn allocation and turn taking behavior in the classroom dialogue, the teacher should consider the condition of the classroom. She should make a balance turn allocation and turn taking behavior with her students. In classroom dialogue, the teacher should systematically encourage the student to take their turn as possible to avoid the boredom.

The second problem that will be discussed here is the problems occur in the language classroom dialogue. Based on the data analysis, the

problems of dialogue are: 1) the student under confident and did not want to take a risk, (2) the student has problem in vocabulary mastery, (3) the student has below standard resources, (4) the student do not have strong motivation, (5) the teacher does not give enough opportunity to the student, (6) the teacher overtimates the students' competence, (7) technique used by the teacher, (8) only one English teacher in the institution.

## **CONCLUSIONS AND SUGGESTIONS**

The dialogue structure between teachers and students in class X at SMK Negeri 1 Trucuk is based on the analysis proposed by Sinclair and Coulthrad, namely: (1) Exchange or change of dialogue between teachers and students is less optimal because students are given the opportunity to answer always turn to other friends, (2) Teachers in class when dialogue or interaction in

teaching and learning are more dominant, compared to students. Students talk when given the teacher's time, in addition, the dialogue of students in general when answering the questions submitted by the teacher (reply; response), so that the teacher is more dominant in his speaking time., (3) The teacher speaks in all forms of sentences, especially in informative sentences ( invative),

elicitation (elicitation), and comments (comment). Meanwhile, in speech acts answering questions (reply; response), acceptance (accept), and acknowledgment (slightly) speaking, (4) communication patterns tend to be one-way, because teachers often provide information by lecturing (informative), communication patterns will change into two directions when the teacher gives questions (elicitation), and students must answer (reply; response),

and (5) finish briefing the teacher explaining (informative), when explaining if there is a student not paying attention to reprimand (directive), finished explaining one the topic the teacher will ask students (elicitation), then the student answers (response) then the teacher usually repeats the student's answer (reply), when the student has not found the answer then the teacher provokes or gives encouragement (prompt; elue), when asking the teacher questions sometimes show the finger but often do a direct nomination, if the student's answer is correct the teacher will receive and ask for student approval other things.

That related to teacher-student dialogue in language classes for second grade students of SMK 1 TRUCUK is dominated by teachers during the lesson. Teacher's student dialogue (turn of allocation and change of behavior) goes unbalanced. Only a small part of the class dialogue is filled with students talking. They do not play an active role in building good communication with their teachers. As a result, classroom activity seems to be a monologue rather than a dialogue. That is, the activity is carried out from one side only, namely from the teacher. In this condition, teaching and learning activities are not in the form of 'take and give' but 'give and give'. This problem is influenced by many factors, either from the teacher, students, or material.

After analyzing the data and drawing conclusions, the author has several suggestions. The suggestions are:

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