

TEACHING VOCABULARY TO THE THIRD SEMESTER STUDENTS OF TBI FTIK IAIN PALU THROUGH DIALOGUE

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Abstract

This research aims at increasing of students' vocabulary through dialogue. This is a Classroom Action Research implemented in cycling process covering planning, acting, observing and reflecting. The subject of this research was thirty students of TBI FTIK IAIN Palu. The data were obtained from observation checklist, questionnaire, field notes and test. They were analyzed qualitatively and quantitatively. Qualitative data dealt with teaching-learning process i.e. students' participation in classroom activities. Quantitative data were gained from students' achievement on tests. The findings of the research indicated that most students participated actively in classroom activities. The findings revealed that in meeting 6 there were twenty three students who achieved minimum criteria of achievement. It means that the criteria achieved were 76.66%. Classical achievement is based on the number of students who get the score at least the criteria of success (60). Both the classical and individual achievements have met the criteria of success. It can be concluded that the use of dialogue is effective to increase the students' vocabulary.

Keywords: teaching, vocabulary, dialogue.

Introduction

Vocabulary is one of the language components except pronunciation, grammar or structure. Vocabulary plays a very important role in daily communication. It helps people to speak and communicate language well. When people have large number of vocabulary in his/her brain, they will easy choose the words

based on the situation (Marzuki, 2016).¹ Kualitas keterampilan berbahasa seseorang jelas bergantung kepada kualitas kosakata yang dimilikinya. Semakin banyak kosakata yang kita miliki semakin besar pula kemungkinan kita terampil berbahasa.² This statement informs that the ability to listen, to speak, to read, and to write a good English is influenced by people's vocabulary mastery. The more words they know, the more easy they will understand the language.

In fact many vocabulary teaching techniques have applied in classroom activities but they find their students vocabulary mastery still low (Bandu and Marzuki, 2014).³ It means that there is no vocabulary teaching techniques meet students' need in term of master the target of the recommended words. The result of learning English at schools still finds difficult to use English to achieve good communication. This is not a particularly a serious problem when English is as a foreign language in Indonesia but English is now needed by Indonesian as a tool of international communication Marzuki and bandu, 2014).⁴

In other words students' lack of vocabularies may come from students and the teachers. The students' inability memorize a number of words, the students' low motivation, and the students' competence in learning vocabulary is parts of the factors that come from the students themselves. Meanwhile the inability of teacher to know, which English words students need, to decide the

¹Abdul Gafur Marzuki, Utilizing Coeoperative Learning in Islamic College Students' Classroom, *IJEE (Indonesian Journal of English Education)*, Vol. 3 No. 2 (2016), p. 123-139.

²Tarigan, H.G. *Menyimak Sebagai Suatu Keterampilan Berbahasa*, (Balai Pustaka: Jakarta, 1993) p. 23

³Darwis Jauhari Bandu and Abdul Gafur Marzuki, A Correlational Study between Vocabulary Mastery and Reading Comprehension of PAI Students of Tarbiyah STAIN Datokarama Palu, *Istiqla*, Vol. 2 No. 1 (2014), p. 75-94.

⁴Abdul Gafur Marzuki and Darwis Jauhari Bandu, Implementing Quantum Teaching and Learning in Developing Writing Skill of PAI Students of Tarbiyah Faculty IAIN Palu, , *Istiqla*, Vol. 2 No. 2 (2014), p. 309-329.

importance words to the students, to plan the short time to teach many needed words, to know how to spirit the students to learn vocabulary, to find some good ways or aids to teach vocabulary, and to identify which words are easier than others to learn are parts of the factor that come from the teacher.

Related to the problems above, the researcher would like to get solution to the good mastery of vocabulary. She will conduct a research in the TBI students of FTIK IAIN Palu.” Dialogue technique is expected to be able to be a good technique or device that can help students to learn vocabulary effectively and to provide significance process to students’ vocabulary mastery. Dobson (1975:83) says:

“Dialogue is a short conversation between two people, presented as a language model. It is a language, which can be used to practice new language. The sentence in the dialogue comes to life because it represents a real communication of ideas from one person to another.”⁵

With the use of dialogue in teaching vocabulary, it is easy to grade material, from easy to difficult. It can help the students to use their language. So, students can know the meaning of the words and how they are used in context.

Research Problem

There are many problems faced by the students in the process of teaching and learning, vocabulary particularly; they are, the students’ inability to memorize a number of words, the students’ low motivation, and the students’ competence in learning vocabulary are parts of the factors that come from the students themselves. Secondly, the inability of teacher to know, which English words students need, to choose the importance words to the students, to plan time to teach many words, to know how to spirit the students to learn vocabulary, to device good ways or aids to teach vocabulary, and to choose which words are easier than others to learn are parts of the factor that come from the teacher.

⁵Dobson. 1975, Dialogue: why, when, and how to teach them, *ET Forum*, 13.

Based on the reasons, the writer is interested to help them to solve the problem mentioned related vocabulary. The more specific, the researcher arranges her research questions as follows:

Can dialogue technique be applied in TBI students of FTIK IAIN Palu to learn vocabulary to increase the number of vocabulary mastery?

Objective of the Research

In relation to the stated problems previously, this research is conducted with the following objectives:

1. To prove whether or not teaching vocabulary through dialogue is effective in teaching vocabulary.
2. To know whether or not students are able to master the number of the words find in the dialogue.

Significance of the Research

This research was doing to find improvement of the English teaching and learning process especially to increase vocabulary. Therefore, the result of the research hoped to be valuable contribution to finish the problem that discover in the class. The significance of this research below:

1. The result of this research is hoped to help students in learning vocabulary that they can achieve the target of words in the learning process.
2. The result of this research is hoped to give valuable information to lecturers of English at TBI FTIK IAIN Palu.
3. The result of this research is hoped to give s information to those who will conduct to all lecturers of TBI FTIK IAIN Palu who has the same problem in teaching vocabulary.

Scope of the Research

This research is focused only to the teaching vocabulary through dialogues. The words used in dialogue are the words according to students' level and the students' vocabulary mastery must meet what is written in the curriculum.

Research Method

The researcher used a qualitative research. This research was conducted by applying the classroom action research design. The design of the research consists of inter-relevant elements, they are, planning, implementation, observation, and reflection. In this case,

the researcher found out the process of the third semester students of TBI FTIK IAIN Palu learned vocabulary through dialogue. The researcher concerned more with the process than the product.

Research Subjects

The subject of the research was the the third semester students of TBI FTIK IAIN Palu. Most of them belong to the beginners of English.

Research Instruments

The researcher used questionnaire, observation, field-note, and the researcher key instrument. The researcher used observation to cover all events, situation and behavior of the teaching and learning process. She used the field note to observe the fact happened when vocabulary is being taught through dialogue technique in teaching and learning process.

The questionnaire aimed at finding out the information about the students' behavior and motivation in learning vocabulary through dialogue, while the researcher was functioning as a key instrument of the research because no one else can substitute him.

Procedures of Data Collection

During the learning-teaching process the researcher taught students vocabulary through dialogue while observing the situation in teaching and learning process. Qualitative data are all data collected from whatever sources, during field including field notes, questionnaire, observation, and photograph.

a. Field notes

Field notes are taken in the actual setting or recording as soon as possible and as comprehensively as possible all relevant aspects of the situation observed. The researcher did the observation and other activities in the classroom where the students have the learning-teaching process. To save the obtained data from the students, the writer kept notes of the situation; either while discussion, interview, and observation are in progress or immediately afterward. The writer stored these data on a particular notebook in which the first page of each set of notes has a heading with such information as when those activities are done; date, day, time and place are arranged on each meeting between the

researcher and students involved in the learning-teaching process through dialogue technique.

b. Questionnaire

Questionnaire obtained the information how students perceive and feel about the action proposed. This information obtains through questionnaire for finding more detail data of students how they perceive learning vocabulary through dialogue technique.

c. Observation checklist

It was used to identify and to obtain data on students' classroom performance and teacher's teaching performance. The students' classroom performance covered students' response toward the teaching learning process, the way they did the task, and problems they encountered when doing the classroom task. Observation checklist to gain data of teacher's performance was aimed at evaluating teacher in providing evaluation modeling to students. Therefore, there were two kinds of observation checklist in this research, namely students' classroom performance and teacher's teaching performance.

Implementation of Teaching Vocabulary through Dialogue

In this part, the researcher served some steps that are applied in her research. The steps of treatments are as follows:

1. The researcher asked students some questions relating to build students prior knowledge of filed.
2. The researcher wrote down the words of students' idea on board.
3. The researcher asked students if they have known the words on board.
4. She asked students to list down the word on board.
5. She distributed the dialogue text to the students.
6. She asked students to find out the unfamiliar words and to guess the meaning.
7. She gave the meaning of unfamiliar words by using simple sentence
8. she read the dialogue
9. She asked students to repeat the lines of the dialogue after her
10. She corrected students pronunciation

11. She asked students to practice the dialogue in pair or more.
12. She asked a pair of students or more to practice the dialogue in front of the class.
13. She assigned students to practice the dialogue model in pair.
14. She asked students to do the task with the available words on board.
15. She monitored students' activity.
16. She checked the answers on board.
17. She asked students to correct their answer.
18. She asked students to do the task individually at home.

Technique of Data Analysis

In classroom action research, data analysis is done through reflection. The reflection phase is the place the researcher to collect the data from different instruments, selecting, categorizing, comparing, synthesizing, and interpreting data; it will be done in ongoing cyclical process (McMillan and Schumacher, 1993: 480-481).⁶ To validate data, the researcher employed triangulation. Triangulation is cross scheme of cross validation data gained from the field. It consisted of three main steps to analyze data; they are data collection, data reduction and data display. It was focused on the cross check between the data obtained from different instruments that were employed in research. It was aimed at making data more accurate. The obtained data was analyzed qualitatively and quantitatively.

Quantitative data was analyzed based on the students' achievement on each evaluation phase. The researcher employed a regular formula as it is usually used in computing students' achievement in each semester. Its result then be correlated with qualitative data related to teacher's performance and students' response in ongoing process.

The information that was derived from data analysis was compared with the criteria of success. Since there are two major indicators of success formulated in this research, each of item was

⁶McMillan, J.H. and Schumacher, S. *Research in Education; A Conceptual Introduction*. (Virginia: Harper Collins College Publisher, 1993) p.480-481

analyzed based on fact in the field. First, the result of students' vocabulary test was analyzed and scored based on vocabulary scoring scheme.

Second, the result of observation which relates to teacher's performance was analyzed based on criteria of teaching procedures designed for teaching speaking. The criteria of categorizing teachers' performance will be in form of "Yes" if the procedure is implemented, and "No" if the procedure is not implemented. The categorizing of teacher's performance was then determined "Success" if indicator is "Yes" and "Fail" if indicator is "No."

Therefore, the qualitative data was taken from teacher performance, and instructional document preparation, students' classroom participation, field note, and questionnaire. The quantitative data was gained from students' presentation in evaluation by using vocabulary scoring scheme; it was analyzed through the following formula as proposed by Harahap (1992: 123):⁷

$$\text{Score} = \frac{\text{AchievementScore}}{\text{MaximumScore}} \times 100$$

To know the students successfulness in vocabulary test classically, the researcher used the following formula adapted from Harahap, (1992: 187):⁸

$$\text{Successful Percentage} = \frac{\text{Total successful pupils}}{\text{Total pupils joint the test}} \times 100\%$$

Data Presentation

Research Preparation

Preparation before conducting a research is very important for the researcher and her collaborator before they do the research activities. It is considered important since the research can only run

⁷Harahap, N. *Tehnik Penilaian Hasil Belajar*. (Jakarta: Bulan Bintang, 1992) p.123

⁸ *Ibid.*

smoothly if the researcher is well-equipped with the sufficient instrument to conduct the research. Since the design of this research is Classroom Action Research, the researcher and her collaborator were responsible for preparing the teaching learning preparation before coming into the classroom and doing the research.

The researcher was doing some activities as preparation, such as doing small discussion. Small discussion was done in order to direct the researcher and her collaborator to decide conducting the research. Basically, small discussion held before conducting classroom action research is a part of analysis of classroom situation that make it possible for the researcher to have a decision to cope with classroom problems. Through small discussion, the researcher and her collaborator agreed upon kind of treatment should be implemented and who would take the role as the observer in the research.

Research instrument, instructional materials, and media are the main components the researcher needs to prepare. Preparation on those items for classroom action research has significant importance to make the research generates the expected findings in the area of vocabulary teaching and learning activities. In this research, research instruments were prepared based on the research need. Similar to research instruments, instructional materials and media were also prepared in accordance with the area of investigation in the research.

Since the research needs representative data from the field, it is a must for the researcher to provide research instruments and instructional material and media with the data she wanted to get from research site. The researcher instruments were adjusted with the characteristic of collected data. One of the most important instruments of the research was the criteria of success. The criteria of success were regarded as a necessity for the research since it was useful to determine whether the research should be stopped or not after the researcher has had several teaching activities. The criteria of success were also valuable for observing the student's progress in each meeting. Individual and class progress were

recorded and consulted with the criteria of success that the researcher has constructed it in advance before the research begun.

Cycle 1

1. Meeting 1 in cycle I

a. Planning

In this phase, the researcher and her collaborator designed a lesson plan and provided materials; the topic was recreation. Lesson plan contained time allocation, standard competence and basic competence, indicators, objectives, teaching materials, teaching method, teaching procedures used by the researcher, teaching resources, and evaluation. After all the above item have been prepared and put together in a lesson plan format, the researcher and her collaborator were ready to implement it in the classroom.

b. The implementation of planning

1) Pre-Activity

The meeting was started at 10 am and it ended at 11.30 am. To begin the class, the researcher and her collaborator came into the classroom and greeted the students, “*good morning, class,*” then the students replied the greeting “*good morning, mom*”. Then the researcher took a role as a lecturer, meanwhile, the collaborator acted as observer.

The researcher then continued asking some opening questions to the students.

- R: How are you this morning class?
Ss: Fine, thanks, and you?
R: So am I. How's your day?
Ss: Just fine, mom! Just usual, mom! not so bad, mom
R: Have you done your homework?
Ss: Yes, mom.
R: Did you have any problems?
Ss: No, mom!
R: All right students, let's continue our lesson today.

What an essential finding through this interaction was that most of the students were enthusiastically responding to

researcher's questions. They competed to get a turn to be pointed answering the questions. They required the researcher to continue questioning before coming to the core classroom activity.

The researcher solicited students' attention and asked students to be with her explanation. She informed the student about the next class activity in which the students should experience in it. After providing students with simple explanation about the following class activities, she asked confirmation questions in order to know whether or not the students have understood what they were going to do.

Then, after administering instruction to the students and having some simple questions to the students, the researcher wrote down instructional objectives on the board in which the class should achieve through the meeting. The instructional objectives are as follows:

- a. identify meaning of the words or phrases in the dialogue text
- b. pronounce the words or phrases in the dialogue with appropriate pronunciation

The researcher explained each of the instructional objectives to direct the students to the end target of the lesson to be achieved. The explanations were mostly given in English to accustomed students to this way of teaching. The students were attentively listening to the researcher explanation. To check students' understanding however, after giving the explanation, the researcher asked confirmation questions. "*Do you understand about the instructional objectives?*" most of the students replied yes, mom. It meant that they understood and the lesson could be continued.

To direct students to the topic they were going to study at the first meeting, the researcher administered probing questions, for instance, the topic of the dialogue in the first meeting was movie, the questions were like, *do you like movie?, what kind of movie do you like?* Etc. Probing questions were intended to dig up students' prior knowledge about the topic and to lead the students to the more specific theme of that day to learn. Besides, probing question was also valuable to warm up students' spirit to learn before they were involved into the more complicated classroom

task in which they could not avoid it. It was also intended to be triggered for students to recall about what they have known about the topic that could help them to do classroom activities.

Before coming to the while-activity, the researcher gave a pre-test to the students to know their capacity in vocabulary mastery before she gave the treatments. The following are the results of the students' individual test:

Table 1. Students' results on individual test in meeting 1

No.	Initial	Point	Score	Qualification	Level
1	ANI	18	40	Low	Failed
2	DM	15	33	Low	Failed
3	FAD	20	44	Low	Failed
4	FHW	19	42	Low	Failed
5	FN	21	47	Low	Failed
6	HD	22	49	Low	Failed
7	KH	26	58	Fair	Failed
8	MAR	9	20	Very low	Failed
9	MFT	24	53	Fair	Failed
10	MR	29	64	Good	Successful
11	MRN	24	53	Fair	Failed
12	MS	23	51	Fair	Failed
13	NB	26	58	Fair	Failed
14	NI	27	60	Good	Successful
15	PP	18	40	Low	Failed
16	RS	23	51	Fair	Failed
17	SAF	21	47	Low	Failed
18	SAR	19	42	Low	Failed
19	SNH	21	47	Low	Failed
20	SSM	25	56	Fair	Failed
21	WFA	24	53	Fair	Failed
22	YP	20	44	Low	Failed
23	YR	17	38	Very low	Failed
24	ZAI	22	49	Low	Failed
25	NV	19	42	Low	Failed
26	DS	23	51	Fair	Failed

27	MUT	24	53	Fair	Failed
28	FAR	19	42	Low	Failed
29	CT	26	58	Fair	Failed
30	MS	16	36	Very low	Failed

To know the student success in vocabulary, the researcher used the following formula as proposed by Harahap, 1992: 187):⁹

$$\text{Successful Percentage} = \frac{\text{Total successful students}}{\text{Total students joint the test}} \times 100\%$$

$$\begin{aligned} \text{Successful Percentage} &= \frac{2}{30} \times 100\% \\ &= 6.66\% \end{aligned}$$

Table 1. was analyzed based on the data in technique of data analysis in chapter III page 21-23. The data above show that most of the students (28 of 30 students) got score which were categorized as “fair”, “low”, and “very low” qualification. Converted to the level of success in chapter III page 21, those students who got “fair”, “low”, and “very low qualification were categorized as “failed” in this research.

Since in criteria of success it is stated that there must be at least 65% of students who should achieved individual score at least 60 so the researcher calculated students’ success by using formula as proposed by Harahap (1992: 187) as shown above.¹⁰ The result was that there were 6.66% students who were successful. Having converted to the criteria of success where $6.66 < 65\%$ (6.66% is less than 65%) so this research was not successful since the result of students test has not yet achieved the criteria of success and needed to be treated by dialogues technique.

⁹ *Ibid.*

¹⁰ *Ibid.*

2) While-activity

While-activity is usually called main activity. In this phase, the researcher provided the students with dialogue and distributed the dialogue text to the students. Before distributing the dialogue text to the students, the researcher delivered some instructions related to the classroom activities that the students should understand before starting the activities. She always asked confirmation question to the students to ensure that the students understand what the class was going to do.

After distributing the dialogue text to the students, then, the researcher asked to find out the unfamiliar words in the text and asked them to find the meaning of the words or guess the meaning based on the context. She might help the students to find out the meaning of the words by giving examples in the sentences not directly tell the meaning to the students.

Next, the researcher read the dialogue text and asked the students to repeat the lines of the dialogue after her. This treatment could inform the students how to pronounce the words in the dialogue correctly. If the students were difficult to pronounce some words, she might repeat those words several times till they can pronounce them correctly. Then, she corrected the students' mispronunciation and asked them to practice the dialogue in pairs.

As an exercise, the students did the task related to vocabulary (the meaning of the words, how to pronounce, and make simple sentences using the words) in the dialogue text. While the students did the task the researcher monitored the students' activities.

To gain true data about students' activity, the collaborator controlled the students' activity by using observation checklist to assess students' participation in the learning process. Meanwhile, the researcher was seriously directed students on classroom task and jotted down important information from students' activity on provided paper (field notes).

3) Post-activity

Post-Activity was the last teaching session conducted by the researcher and students in the classroom. In this phase, the

researcher did three main activities. Those three activities were: (1) provided the students with reinforcement; (2) flashed back to the previous classroom activity; and (3) administering the students with homework.

(1) Reinforcement was given in the form of comment about appreciation toward students' previous performance, such "*well done, good job, nice work, excellent performance, and many other.*" (2) To make sure that the students really recognized and understood the task given to them to complete, in post-activity, the researcher brought them into flashing back to the previous classroom activities. They were asking to express their ideas, controlling and guiding the students' activities, and asking several questions related to the dialogue.

The researcher administered several questions just to bring the students to recall what they have done previously. From interaction between the researcher and students, she found that the students were still unfamiliar with English words; their tongues were not trained because of less practice and their mother tongue influence; they could not express their ideas in English because their vocabulary mastery was very limited; and they had low self-confidence or motivation to speak and to learn English.

The questioning activities provided the researcher and the students with important information about the students' ability to recall previous lesson. The questioning activity could also be meant as an aspect of evaluation. It evaluated whether or not the students had good mastery on previous lesson.

(3) The researcher asked the students to pay attention to the instructions provided to them. In this session, the researcher asked students to complete homework. The kind of home homework was the students were asked to find out a dialogue based on the topic discussed.

c. Evaluation

This was the time for the researcher to check whether the objectives of teaching were already covered or not. In this phase, the researcher pointed two or three pairs randomly as models to practice the dialogue in front of the classroom. After practicing the dialogue the researcher asked some words contained in the

dialogue (its meaning) then, asked them to make simple sentences using the words. The results of their presentation could be a meaningful input for the researcher and her collaborator for activities in the next meeting.

d. Observation

To gain an accurate data from the implementation of the plan, the collaborator was doing ongoing observation (the observation that was conducted when the teaching and learning activity were going on). The observation covered (1) the students' participation in the teaching and learning process, (2) the students' performance in the teaching and learning activities, and (3) the lecturer performance (teaching steps) in implementing the plan.

e. Reflection

1) Findings from Observation check-list

Reflection in action research is the place to analyze the findings of the researcher. To determine whether or not the treatment has got a significant improvement, and to decide whether or not the treatment would be continued because the students' achievement has met the criteria of success in which the researcher has provided it in advance, the researcher and her collaborator did reflection by analyzing and validating the data that were taken from observation checklist field notes. The data from the observation and field notes were compared and reflected to the students' enthusiasm during the teaching learning activities and students' performance when they were completing classroom task, and lecturer performance. To make it clearer, the following is the result of reflection taken by the researcher and her collaborator during the teaching learning process.

The three categories employed by the researcher to judge students' development on classroom participation in the teaching learning process was on the basis of achievement level that the researcher and the collaborator wanted the students to achieve during instructional activities. To make the data about students' classroom participation well understood, the researcher examined it in the following session.

The findings in the first meeting of the first cycle revealed that there were some students who were unable to show their active

participation in the class activities. This fact led the researcher to have judgment that nine students or 30% were judged in *low* category. Sixteen of thirty students or 53.33% were actively asking and responding questions in the classroom interaction although they seemed hesitated; so that they were properly to be judged in *middle* category. There were only five of thirty students or 16.66% who were categorized *high* since they performed active participation in the classroom activities in which they frequently asked and answered questions.

The number of students who were categorized *low* motivation was eight of thirty students or 26.66%. They were categorized had *low* motivation for their inattentiveness toward classroom activities. They did not have initiative effort to involve their self in to the classroom interaction. Meanwhile, fifteen of thirty students or 50% of the total number of students were categorized in *middle* level of motivation. Those students were stimulated to do classroom interaction although they sometimes reluctant asking questions to lecturer when they found any difficulty in the classroom interaction. The number of the students who were in *high* motivation category was seven of thirty students or 23.33%. The seven students were actively completing classroom task; doing classroom interaction and getting closer to the lecturer to ask questions as well.

The finding on students' interest was that there were six of thirty students or 20% who were in *low* category. The judgment was based on the fact that the seven students could not express their idea. In *middle* category, it was found that there were twenty of thirty students or 66.66% of the total number of students who were able to know the meaning of words based on the dialogue provided. They usually asked the researcher to repeat the instruction if they did not quite understand what the researcher wanted them to do. On the other hand, the number of students who were categorized in *high* interest was four students or 13.33%. Those students always asked the researcher confirmation question whenever they could not grasp clearly what the researcher meant by his instructions.

Response to the researcher instruction was an indication for the researcher to judge whether or not the students could response her command promptly. It was found that there were six of thirty students or 20% of the total number of students who were categorized in *low* response. They need to do a hard effort to respond to the researcher command and instruction. The number of students who were in *middle* level of response was twenty of thirty students or 66.66%. Those students did the researcher's command quickly although they usually confirmed to the researcher when the command was rather complicated for them. The high level of response belonged to four of thirty students or 13.33%. These students did the command and instruction without much clarification to the researcher.

The investigation on the students' progress in the teaching learning process was focused on their understanding toward the instruction. There were eight of thirty five students or 22.85% of the total number of students was categorized low progress. They could not perform any progress in grasping the researcher instruction. They were still in difficulty to understand the given instruction and needed much time to grasp it before acting it out. On one hand, there were twenty one of thirty students or 71% of the total number of students who was categorized in the middle level of progress. They were time to time comprehended to the researcher instruction and acted it out although they need clarification questions to clarify the instruction. On the other hand, there were four of thirty students or 13.33% of the total number of students who was categorized in high level of progress. They did not need to clarify the instruction any more, but they directly acted it out when the researcher instructed them to complete classroom tasks.

2) Findings from Field Notes

The analysis of findings from field notes corresponding to the lecturer's performance and students' response was done by crosschecking it with the findings from observation checklist. The findings from field notes are presented as follows:

The findings shown that in opening the class, the researcher stood up close to the door and greeted the students

before coming to the front of the class. The collaborator took position at the back corner of the class to make her easily to control all of the class participants. The class was continued. After asking some simple questions to the students, the researcher directed the students to the core of discussion by distributing the dialogue text to lead them directly to the topic.

The students were asked to find out unfamiliar words and guess their meaning based on the context. Then, the researcher read the dialogue followed by the students and the students practiced the dialogue in pairs controlled by the researcher.

2. Meeting 2 in cycle I

Before carrying out the second meeting, the researcher distributed questionnaire to the students. It was aimed at gaining information about students' true confession whether or not they enjoyed and were interested in teaching model the lecturer provided them with in the first meeting.

The findings from the students' responses toward distributed questionnaire indicated that there were some improvements in which the students obtained after they have been treated with dialogue in classroom activities. To make it clear, the following is going to be presented the result of student's response to the distributed questionnaire.

Table 4.4. Result of questionnaire from the students

No	Pernyataan	A	B
1	Dialogue dapat meningkatkan keaktifan siswa dalam belajar kosa kata	30	
2	Belajar kosakata melalui dialog baik karena siswa dapat secara langsung mempraktekan kata-kata	30	
3	Belajar kosakata melalui dialog baik karena kata dipelajari sesuai konteks.	30	
4	Belajar kosakata dengan melalui dialog dapat menambah semangat belajar.	30	
5	Belajar kosakata dengan melalui dialog situasinya lebih bagus.	30	

Note: A. Setuju (agree)

B. Tidak setuju (disagree)

The analysis dealt with the result of student's response toward questionnaire indicated the improvements on student's participation in classroom activities. The first item, there were thirty students who agreed that dialogue can improve students' activation in learning vocabulary. The second item, there were also thirty students who agreed that this technique was really good to be used in learning vocabulary because they could practice the words. The third item, there were thirty students who agreed that dialogue is a good technique because they could learn the words based on the context. The fourth item, there were thirty students agreed that this technique could increase their spirit to study English. The fifth item, there were thirty students who agreed that this technique could make the situation of learning is better than before applying this technique.

The result of questionnaire showed that all students agreed that all statements in the questionnaire are correct and the researcher can conclude that the technique of dialogue is effective to increase the students' vocabulary. Then the researcher would like to show the teaching steps, as follows:

a. Pre-activity

In this second meeting, to begin the class, the researcher did the same action as she did in the first meeting. She asked the students directional questions for several minutes and went to the core material. Although she has presented the core material in pre-activity but main class activity was the continuation of the material she has presented previously. In order to run the class activity effectively, the researcher divided the main activities into several steps to enable her to conduct the teaching learning process well. The following are the steps that the researcher took in while-activity.

b. While-activity

While-activity is usually called main activity. In this phase, the researcher provided the students with dialogue and distributed the dialogue text to the students. Before distributing the dialogue text to the students, the researcher delivered some instructions related to the classroom activities that the students should understand before starting the activities. She always asked

confirmation question to the students to ensure that the students understand what the class was going to do.

After distributing the dialogue text to the students, then, the researcher asked to find out the unfamiliar words in the text and asked them to find the meaning of the words or guess the meaning based on the context. She might help the students to find out the meaning of the words by giving examples in the sentences not directly tell the meaning to the students.

Next, the researcher read the dialogue text and asked the students to repeat the lines of the dialogue after her. This treatment could inform the students how to pronounce the words in the dialogue correctly. If the students were difficult to pronounce some words, she might repeat those words several times till they can pronounce them correctly. Then, she corrected the students' mispronunciation and asked them to practice the dialogue in pairs.

As an exercise, the students did the task related to vocabulary (the meaning of the words, how to pronounce, and make simple sentences using the words) in the dialogue text. While the students did the task the researcher monitored the students' activities.

To gain true data about students' activity, the collaborator controlled the students' activity by using observation checklist to assess students' participation in the learning process. Meanwhile, the researcher was seriously directed students on classroom task and jotted down important information from students' activity on provided paper (field notes).

c. Post-activity

Post-Activity was the last teaching session conducted by the researcher and students in the classroom. In this phase, the researcher did three main activities. Those three activities were: (1) provided the students with reinforcement; (2) flashed back to the previous classroom activity; and (3) administering the students with homework.

(1) Reinforcement was given in the form of comment about appreciation toward students' previous performance, such "*well done, good job, nice work, excellent performance, and many other.*" (2) To make sure that the students really recognized and

understood the task given to them to complete, in post-activity, the researcher brought them into flashing back to the previous classroom activities. They were asking to practice the dialogue text, controlling and guiding the students' activities, and asking several questions related to the topic and sub topic.

The questioning activities provided the researcher and the students with important information about the students' ability to recall previous lesson. The questioning activity could also be meant as an aspect of evaluation. It evaluated whether or not the students had good mastery on previous lesson.

(3) The researcher asked the students to pay attention to the instructions provided to them. In this session, the researcher asked students to complete homework. The kind of home homework was the students were asked to find out a dialogue based on the topic discussing.

d. Evaluation

This was the time for the researcher to whether the objectives of teaching were already covered or not. In this phase, the researcher pointed two or three pairs randomly as models to practice the dialogue in front of the classroom. After practice the researcher asked some words contained in the dialogue (its meaning) then, asked them to make simple sentences using the words. The results of their presentation could be a meaningful input for the researcher and her collaborator for activities in the next meeting.

3. Meeting 3 in cycle I

Here were the teaching steps:

a. Pre-activity

In this third meeting, to begin the class, the researcher did the same action as she did in the previous meeting. She asked the students directional questions for several minutes and went to the core material. Although she has presented the core material in pre-activity but main class activity was the continuation of the material she has presented previously. In order to run the class activity effectively, the researcher divided the main activities into several steps to enable her to conduct the teaching learning process well.

The following are the steps that the researcher took in while-activity.

b. While-activity

While-activity is usually called main activity. In this phase, the researcher provided the students with dialogue and distributed the dialogue text to the students. Before distributing the dialogue text to the students, the researcher delivered some instructions related to the classroom activities that the students should understand before starting the activities. She always asked confirmation question to the students to ensure that the students understand what the class was going to do.

After distributing the dialogue text to the students, then, the researcher asked to find out the unfamiliar words in the text and asked them to find the meaning of the words or guess the meaning based on the context. She might help the students to find out the meaning of the words by giving examples in the sentences not directly tell the meaning to the students.

Next, the researcher read the dialogue text and asked the students to repeat the lines of the dialogue after her. This treatment could inform the students how to pronounce the words in the dialogue correctly. If the students were difficult to pronounce some words, she might repeat those words several times till they can pronounce them correctly. Then, she corrected the students' mispronunciation and asked them to practice the dialogue in pairs.

As an exercise, the students did the task related to vocabulary (the meaning of the words, how to pronounce, and make simple sentences using the words) in the dialogue text. While the students did the task the researcher monitored the students' activities.

To gain true data about students' activity, the collaborator controlled the students' activity by using observation checklist to assess students' participation in the learning process. Meanwhile, the researcher was seriously directed students on classroom task and jotted down important information from students' activity on provided paper (field notes).

c. Post-activity

Post-Activity was the last teaching session conducted by the researcher and students in the classroom. In this phase, the researcher did three main activities. Those three activities were: (1) provided the students with reinforcement; (2) flashed back to the previous classroom activity; and (3) administering the students with homework.

(1) Reinforcement was given in the form of comment about appreciation toward students' previous performance, such "*well done, good job, nice work, excellent performance, and many other.*" (2) To make sure that the students really recognized and understood the task given to them to complete, in post-activity, the researcher brought them into flashing back to the previous classroom activities. They were asking to practice the dialogue text, controlling and guiding the students' activities, and asking several questions related to the topic and sub topic.

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(3) The researcher asked the students to pay attention to the instructions provided to them. In this session, the researcher asked students to complete homework. The kind of home homework was the students were asked to find out a dialogue relate to the topic discussing.

d. Evaluation

This was the time for the researcher to whether the objectives of teaching were already covered or not. In this phase, the researcher pointed two or three pairs randomly as models to practice the dialogue in front of the classroom. After practice the researcher asked some words contained in the dialogue (its meaning) then, asked them to make simple sentences using the words. The results of their presentation could be a meaningful input for the researcher and her collaborator for activities in the next meeting.

a. Meeting 4 in cycle I

Similar to the previous meeting, before coming to the discussion of core material, the researcher asked preliminary questions to the students. The questions were intended to explore students' prior knowledge and to direct them to the topic.

To direct students to the topic they were going to study at the first meeting, the researcher administered probing questions. Probing questions were intended to dig up students' prior knowledge about the topic and to lead the students to the more specific theme of that day to learn. Besides, probing question was also valuable to warm up students' spirit to learn before they were involved into the more complicated classroom task in which they could not avoid it. It was also intended to be triggered for students to recall about what they have known about the topic that could help them to do classroom activities.

b. Analysis of Students Learning Process

The researcher did the analysis of students learning process on the basis of aspects in relation to the students classroom participation i.e., students' enthusiasm, motivation, interest, response, and progress. Similar to the action he did in the first cycle, in the first meeting of cycle, the researcher explained those aspects as follows:

The students were enthusiastically joined the class and completed the given task. They were actively doing classroom activity and they sometimes asked question to the researcher whenever they got stuck in beginning doing the task.

S: Excuse me, mom!

R: Please!

S: Could you tell us how to say this (forecast)?

R: What did you want me to tell you?

S: This word, mom! (Points "forecast" in the dialogue text)

R: Oh, I see.

The students showed their enthusiasm toward teaching learning process in different ways. Some of students usually asked

how to pronounce the words meanwhile, some of them asked the researcher about the meaning of the words in the dialogue.

Most of students were motivated doing classroom activity. They were busy practicing and discussing the dialogue with their pairs. Although there were few students that sometimes off the task, but most of them were actively doing classroom activities.

Students' interest was included as one of the components that the researcher needed to assess in classroom activities. The researcher did not need much time anymore to direct the students to be actively involved into classroom activities.

Students' response was observed through their attitude toward the teaching learning process. There were two categories the researcher employed to evaluate students' response; positive response and negative response. Positive response was the indicator that the students really liked and enjoyed classroom activities. It was indicated by their high participation throughout classroom tasks. On the other hand, students' negative response was evaluated through their absence from doing classroom task; or through their less enthusiasm to do the given task.

Students' reaction was observed when the researcher showed the dialogue. In order to know that the students had positive reaction toward the technique given, she informed the students that they have to express their ideas individually.

c. Meeting 5 in cycle I

The second meeting of cycle one was actually the continuation of the first meeting. Although there was the similarity of teaching implementation between the first and the second meeting, but the second meeting was emphasized on evaluation to both learning process and students' achievement.

Before the researcher came to the core of the teaching learning process, she administered the students with some questions orally. Those questions were aimed at refreshing students' memory to recall the lesson they have learnt previously. The scripts of researcher's questions are as follows:

R: Do you still remember your last lesson?
Ss: Yes, mom.

- R: Was it difficult?
Ss: Yes, mom, no, mom.
R: Ok, now we continue to the next sub topic
Ss: Ok, mam.

Before coming to the real material, the researcher firstly introduced the topic that were going to be discussed to the students then explained the subtopic based on the lesson plan provided. As what have done in pre-activity, this brief explanation was very helpful to lead the students' brain and concentration to the topic.

Next, while-activity, in this phase the researcher provided the students with dialogue and distributed the dialogue text to the students. Before distributing the dialogue text to the students, the researcher delivered some instructions related to the classroom activities that the students should understand before starting the activities. She always asked confirmation question to the students to ensure that the students understand what the class was going to do.

After distributing the dialogue text to the students, then, the researcher asked to find out the unfamiliar words in the text and asked them the find the meaning of the words or guess the meaning based on the context. She might help the students to find out the meaning of the words by giving examples in the sentences not directly tell the meaning to the students.

Next, the researcher read the dialogue text and asked the students to repeat the lines of the dialogue after her. This treatment could inform the students how to pronounce the words in the dialogue correctly. If the students were difficult to pronounce some words, she might repeat those words several times till they can pronounce them correctly. Then, she corrected the students' mispronunciation and asked them to practice the dialogue in pairs.

As an exercise, the students did the task related to vocabulary (the meaning of the words, how to pronounce, and make simple sentences using the words) in the dialogue text. While the students did the task the researcher monitored the students' activities.

Post-Activity was the last teaching session conducted by the researcher and students in the classroom. In this phase, the researcher did three main activities. Those three activities were: (1) provided the students with reinforcement; (2) flashed back to the previous classroom activity; and (3) administering the students with homework.

(1) Reinforcement was given in the form of comment about appreciation toward students' previous performance, such "*well done, good job, nice work, excellent performance, and many other.*" (2) To make sure that the students really recognized and understood the task given to them to complete, in post-activity, the researcher brought them into flashing back to the previous classroom activities. They were asking to practice the dialogue text, controlling and guiding the students' activities, and asking several questions related to the topic and sub topic.

The questioning activities provided the researcher and the students with important information about the students' ability to recall previous lesson. The questioning activity could also be meant as an aspect of evaluation. It evaluated whether or not the students had good mastery on previous lesson.

(3) The researcher asked the students to pay attention to the instructions provided to them. In this session, the researcher asked students to complete homework. The kind of home homework was the students were asked to find out a dialogue based on the topic discussing.

d. Evaluation

This was the time for the researcher to whether the objectives of teaching were already covered or not. In this phase, the researcher pointed two or three pairs randomly as models to practice the dialogue in front of the classroom. After practice the researcher asked some words contained in the dialogue (its meaning) then, asked them to make simple sentences using the words. The results of their presentation could be a meaningful input for the researcher and her collaborator for activities in the next meeting.

d. Meeting 6 in cycle I

The last meeting of the first cycle was actually the continuation of the previous meeting. All activities in this meeting almost the same with what have done in the previous meeting, it covered pre-activity, while-activity, post-activity, and evaluation.

The researcher and her collaborator did the evaluation toward students' achievement in vocabulary, the researcher scoring system scale. The following are the result of the analysis.

Table 3. Students' results on individual test in meeting 6

No.	Initial	Point	Score	Qualification	Level
1	ANI	33	73	Very good	Successful
2	DM	27	60	Good	Successful
3	FAD	31	69	Good	Successful
4	FHW	31	69	Good	Successful
5	FN	32	71	Very good	Successful
6	HD	22	49	Low	Failed
7	KH	38	84	Very good	Successful
8	MAR	9	20	Low	Failed
9	MFT	25	56	Fair	Failed
10	MR	29	64	Good	Successful
11	MRN	29	64	Good	Successful
12	MS	38	84	Very good	Successful
13	NB	35	78	Very good	Successful
14	NI	27	60	Good	Successful
15	PP	30	67	Good	Successful
16	RS	31	69	Good	Successful
17	SAF	30	67	Good	Successful
18	SAR	19	42	Low	Failed
19	SNH	21	47	Low	Failed
20	SSM	25	56	Fair	Failed
21	WFA	33	73	Very good	Successful
22	YP	30	67	Good	Successful
23	YR	40	89	Very good	Successful
24	ZAI	36	80	Very good	Successful
25	NV	37	82	Very good	Successful
26	DS	28	62	Good	Successful

27	MUT	31	69	Good	Successful
28	FAR	27	60	Good	Successful
29	CT	38	84	Very good	Successful
30	MS	24	53	Fair	Failed

To know the students successful in vocabulary, the researcher used the following formula as proposed by Harahap, 1992: 187):¹¹

$$\text{Successful Percentage} = \frac{\text{Total successful students}}{\text{Total students joint the test}} \times 100\%$$

$$\begin{aligned} \text{Successful Percentage} &= \frac{23}{30} \times 100\% \\ &= 76.66\% \end{aligned}$$

Table 3 was analyzed based on the data in technique of data analysis in chapter III page 21-23. The data shown above that most of the students (23 of 30 students) got score which were categorized as “good”, and “very good” qualification. However there were still seven students who were categorized as “failed” level because they got score less than 60. Converted to the level of success in chapter III page 21, those students who got “good”, and “very good” qualification were categorized as “successful” while those students who got “fair”, “low”, and “low” were categorized as “failed” in this research.

Since in criteria of success it is stated that there are at least 65% of students should achieved individual score at least 60 so the researcher calculated students’ successful percentage using formula as proposed by Harahap (1992: 187) as shown above.¹² The result was that there was 76.66% students’ successful percentage. Having converted to the criteria of success where $76.66 > 65\%$ (76.66% is

¹¹ *Ibid.*

¹² *Ibid.*

higher than 65%) so this research was successful and could be stopped in this first cycle, since the result of students test has already achieved the criteria of success.

e. Findings from Field Notes

The analysis of findings from field notes corresponding to the lecturer's performance and students' response was done by crosschecking it with the findings from observation checklist. The findings from field notes are presented as follows:

The findings shown that in opening the class, the researcher stood up close to the door and greeted the students before coming to the front of the class. The collaborator took position at the back corner of the class to make her easily to control all of the class participants. The class was continued. After asking some simple questions to the students, the researcher directed the students to the core of discussion by distributing the dialogue text to lead them directly to the topic.

The students were asked to find out unfamiliar words and guess their meaning based on the context. Then, the researcher read the dialogue followed by the students and the students practiced the dialogue in pairs controlled by the researcher.

Since this was the last meeting in cycle I, and the researcher and her collaborator saw that most of the students have succeeded to master and catch all materials, and the result of students test also showed that they have achieved the criteria of success, then she and her collaborator decided to stop the cycle.

Discussion

Research Preparation

The discussion is on the basis of findings presented in chapter four. The researcher initialized the discussion with the preparation she did before conducting the research. The preparation was done with respect to the research need. It comprised research instrument in which the researcher used them in gathering data from the field.

To prepare those instruments is important to do in order to make the research well-prepared. Corresponding to the above task, the researcher and the collaborator worked together preparing researcher instrument, instructional materials and media as well.

The researcher provided some instructional materials and media which were necessary for teaching. Meanwhile, the collaborator multiplied observation checklist, she used to observe the lecturer's performance and students' response during the teaching process; and other instrument such as evaluation sheet and field notes. There were five main preparations the researcher and her collaborator did before they conducted the action. The preparations corresponded to research instruments, in which they comprise observation checklist, questionnaire, field notes, criteria of success and test. Moreover, to conduct a smooth teaching learning process, the researcher also prepared teaching materials and teaching aids she employed in the teaching learning process.

1. Research Instruments

Well-prepared research instruments lead the researcher to construct validity and reliability of them (Marzuki, 2016).¹³ It is considered important for the need of the researcher. Meanwhile, suitable instruments will highly determine the reliability and validity of the data. In references to the preparation on research instruments, the researcher considered that she has the established appropriate researcher instrument on the basis on research need. Moreover the research instrument she utilized to collect data in accordance to the characteristic of the data. It means that the researcher has prepared appropriate researcher instruments before she and the collaborator were in action doing the research. She provided research instruments with kinds of the data she need to gain.

2. Instructional Material and Media

The preparation on instructional material and media was important to be done before the research was conducted. Preparation was closely related to teaching planning. Based on the findings, there were five items the researcher prepared or planned in relation to instructional materials and media. They consisted of lesson plan, teaching materials, teaching media, evaluation sheet, and scoring sheet. Toward these preparations, Burden and Byrd

¹³Abdul Gafur Marzuki, Developing Reading Skill of Islamic Education Department Students through Guided Reading, *Paedagogia*, Vol. 5 No. 2 (2016), p. 38-60.

(1995: 19) state that there are thirteen advantages of planning.¹⁴ Some of them are planning can help lecturer to do the following things:

- a. Give lecturer sense of direction, and through this, a feeling of confidence and security. Planning can help lecturer stay on course and reduce lecturer's anxiety about instruction
- b. Organize, sequence, and become familiar with course content.
- c. Collect and prepare related instructional materials and plan to use various types of instructional media. This planning will help when ordering instructional supplies.
- d. Use a variety of instructional strategies and activities over time.
- e. Prepare to interact with students during instruction. This may include preparing a list of important questions or guidelines for cooperative group activities.
- f. Arrange for appropriate requirement and evaluation of students performance.

The findings concerning with instructional preparation or planning that were presented in chapter IV showed that the researcher had done some important preparations before she came to the field of research. She really understood what she should do to make the researcher well-prepared and well-organized. The actions that the researcher did in preparing instructional materials and media were considered as one of the consequences in doing teaching activity.

Planning for the First Cycle

The initial task for the researcher to do when she wanted to begin the teaching learning process of the first cycle was to prepare lesson plan. Lesson plan contained time allocation, standard competence and basic competence, indicator for students' achievement, teaching objectives, teaching materials, teaching method, and teaching procedures used by the researcher, teaching resources, and evaluation. To prepare lesson plan for teaching is a must for a lecturer before she conducted teaching learning process.

¹⁴ Burden, P.R., and Byrd, D.M. *Methods for Effective Teaching*, (second edition) (New York: Allyn and Bacon, 1995) p.19

It is understandable that well-prepared lesson plan will contribute a sense of confidence for the lecturer to teach. The lecturer will feel secured from losing direction in the middle of the lesson if he previously organized lesson plan well. So, in response to the findings, the researcher developed a model of lesson plan that can provide him with guaranty for satisfactory teaching and for attaining instructional objectives.

Other components of lesson plan that the researcher should also consider to prepare were indicator and instructional objectives. Instructional objectives were necessary to be constructed by the researcher since they have sense of direction to lead the researcher and the students to achieve expected teaching learning objectives. Each lesson will have one or more objectives. An objective is the statement of intended learning outcomes. Objectives commonly describe what the students will be able to do when instruction has been completed (Burden and Byrd, 1995: 66).¹⁵ In line with the statement, the researcher constructed instruction objectives in respect to the language component in which the students have to reach at the end of the lesson. Since the research emphasized on increasing the students' vocabulary; so he specified instructional objectives on the area of the intended aspect. Specifying instructional objectives means constructing a framework of instruction and focusing it to specific target of learning.

Instructional objectives should be explicitly stated in lesson plan to enable the lecturer to control her teaching learning process to be in right path. What the researcher has done in her lesson plan was she explicitly stated instructional objectives and limited them on the basis of language component that she needed to increase. Moreover, instructional objectives should be in line with the topic that the students are going to study. The researcher served the students with the topic about "recreation."

In order to provide an accurate judgment about the successfulness of the teaching learning process, the researcher needed to construct indicators of achievement. Indicators must be with respect to instructional objectives, and must be in a harmony

¹⁵ *Ibid.*

with basic competence and standard competence. The indicators of teaching learning achievement are useful to observe whether or not the instructional has been achieved. From the findings, it was found that the researcher arranged indicators of achievement by limiting them only in the area of development of vocabulary mastery. Similar to instructional objectives, indicators of achievement was also arranged in accordance with the topic of the lesson. The expected teaching objectives that the researcher constructed in the lesson plan in the first meeting were as follows:

By the end of the lecture, the students are able to:

- a. identify meaning of the words or phrases in the dialogue text
- b. pronounce the words or phrases in the dialogue with appropriate pronunciation or spelling

Student's Performance in Teaching Learning Process

Students' performance in the teaching learning process was represented by five components (student's enthusiasm, motivation, interest, response, and students' progress) in which the students were assessed. It was by purpose prepared by the researcher in order to see the difference in students' performance from meeting to meeting. It is clear that to assess or to evaluate students' performance contributes to reducing their anxiety to lesson or any quite complicated classroom task.

The components that the researcher used them as indicators to assess students' performance in the teaching learning process are student's enthusiasm, motivation, interest, response, and students' progress. The five components were carefully observed to make sure that the students have progress in classroom performance from one meeting to other meeting.

The result of the analysis toward students' classroom performance is going to be explained as follows: (1) Students' enthusiasm toward the teaching learning process in (a) most of the student in meeting 1 and 2 cycle I were in middle category; (b) most of the student in meeting 3 cycle I were in high category, (c) meeting 4, 5, and 6 cycle I were in high category. From the data presentation, it can be concluded that the students have an improvement in terms of their enthusiasm when they were in the

second meeting; and they could stand on the improvement up to meeting 6.

(2) The analysis on students' motivation shows that (a) meeting 1, 2, and 3 cycle I were in middle category; (b) meeting 4 and 6 cycle I were in middle category; (c) meeting 5 cycle I were in high category. From the description, it can be interpreted that the students were motivated to join the class. They competed to get lecturer's attention in order to be provided with task to complete. (3) The finding concerns with student's interest explains that meeting (a) 1, 2, and 3 cycle I were in middle category; (b) meeting 4, 5, and 6, cycle I were in high category. (4) Students' response toward the teaching learning process was one of the components that the researcher observed during teaching learning process. The result of observation shows that (a) meeting 1 cycle I is in low category; (b) meeting 2, and 3 cycle I were in middle category; (c) meeting 4 and 5 cycle I were in middle category; and (d) meeting 6 cycle I were in high category. It seemed that the students did not have any spontaneous response toward lecturer's instruction, given lesson until they were in the second meeting of cycle I. They achieved high category concerning to response when they were at meeting 6 cycle I. The researcher views that this kind of progress is categorized indolent. (5) It was found that student's progress changed from meeting to meeting; meeting 1 cycle I is in low category; (b) meeting 2 and 3 cycle I were in middle category; (c) meeting 4 and 5 cycle I were in middle category; and (d) meeting 6 cycle I were in high category. From the description above, the result of analysis can be concluded that the students attained the pick of progress when they were in the second meeting of cycle I.

Students' Improvement

The students' increasing in vocabulary through dialogues were investigated and analyzed through evaluation phase of the teaching learning process. The researcher focused on the two criteria of success in which she needed to analyze at the end of cycle. In order to provide better understanding toward the findings, the result of analysis is going to be elaborated as follows:

To analyze the two criteria of success, the researcher utilized dialogues, observation check-list, and field notes. The result of analysis was that from the test in meeting one, it was found that there were only two of thirty (6.66%) students who got “good” score or successful qualification. This result means that the criteria of success have not reached yet. Meanwhile, the result of the test in meeting six was found there were ten of thirty students who got “very good” score and thirteen students who got “good” score. It meant that the students’ successful percentage that got successful level from the first test of cycle I had met the criteria of success. Because, the percentage approach employed formula $23 \times 100 : 30 = 76.66\%$. 23 was the number of students who got successful qualification; 30 was the number of all students, and 100 is the deviation scale. Since the number of students who got “success” qualification more than a half of the total number of students (76.66%), so it is concluded that the criteria of classroom achievement have been achieved and the dialogue is effective to increase the students’ vocabulary.

The students’ participation in learning process was identified through classroom activities. Participation as a form of learning process was analyzed qualitatively. The result of observation shows that the students were actively participating in classroom activities.

Conclusions

Dialogue is effective to increase the students’ vocabulary. This can be seen from the result of analysis from the test of the meeting one and six. In meeting one where the dialogue technique was not applied there were only two students or 6.66% who were categorized “successful” while in meeting six where the dialogue technique had been applied, it was found there were twenty three of thirty students or 76.66% who were categorized “successful.” Therefore, it can be concluded that dialogue technique is effective to increase the students’ vocabulary because it can increase the number of successful students from two students in meeting one to twenty three students in sixth meeting.

Suggestions

Having presented findings of the research; the suggestion is then addressed to relate dialogue as technique of teaching of students at TBI FTIK IAIN Palu.

1. The students must always be encouraged to increase their vocabulary mastery, the way to pronounce the words correctly and their motivation and interest in joining the class. Since the researcher found that there were several students (not many) who had low motivation and interest joining the class from meeting to meeting further research should be carried out to investigate effective ways to enable students with low motivation and interest students to increase their vocabulary mastery.
2. The lecturer can use dialogue as a technique to help the students to increase their vocabulary mastery. This research has proved it but the area was in the vocabulary, therefore, further research is needed to be employed in the others area of language skills especially, speaking skill.
3. The campus should provide media which can support the process of teaching and learning in the classroom, such as: projector, electricity, etc.

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