

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

Paper

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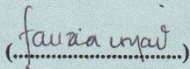
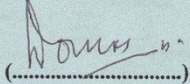
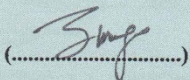
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ABSTRAK

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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.

Makalah 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.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

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 *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. For example, a dialogue about greeting (*see the appendix 1*), is too long and does not focus in greeting only. This material sometimes makes students confused. It will be best if the dialogue really focus on the topic. 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.

B. Limitation of the Problem

The focus of this paper is limited to the discussion on sample dialogues for 7th grade students of junior high school as speaking material based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

C. Formulation of the Problem

The problem in this paper is formulated as follows: "What kinds of sample dialogues that can be used in teaching speaking to 7th grade students of junior high school?"

D. Purpose of the Problem

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.