# Comparison of Dialogue Method with Android-Based Image Media and Dialogue Method Without Media to Vocabulary Mastery and Speaking Skills

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**Abstrak**

This study aims to determine whether there is a difference in the simultaneous mastery of vocabulary and speaking skills of students who follow the dialogue method with android-based image media and those who follow the dialogue method without media. The type of research used is Quasi Experimental Design with the type of Nonequivalent Control Group Design. The population of this research is all elementary schools in Buntu Batu DistrictThe research sample was 20 students of class III SDN 89 URU and 20 students of class III SDK TO'PAE, using cluster random sampling technique. Data collection techniques in this study were carried out using test techniques to determine vocabulary mastery in the form of multiple-choice questions and oral speaking skills tests. The results of the research based on descriptive analysis showed that the control class was 85,500 and the control class was 55,750. While the results of the inferential analysis indicated that the dialogue method with android-based image media had simultaneous differences in vocabulary mastery and speaking skills with a sig value of 0.00<0.05. The results of the Manova test. It means that the dialogue method with android-based image media is better than the dialogue method without the media.

Keywords: Dialogue Method, Android-Based Picture Media, Vocabulary Ability, Speaking Skills

## Introduction

Etymologically the method comes from the word metha which means passing or through, and hodos which means way or way . Thus, the method means the path that must be traversed to achieve something desired

According to (Yusuf : 2016 ) the learning method is a method used to implement plans that have been prepared in the form of real and practical activities in order to achieve learning objectives.

The method that is meant to be effectively applied in learning is the dialogue method, with the understanding of an act of conversing between two or more people which is carried out orally or in writing, directly or indirectly, which serves to express the contents of thoughts and feelings, which is done honestly in exchange of ideas to gain a common understanding. Rahayu, suggests that dialogue or conversing means verbal communication between students and teachers, or between students and other students through monologue and dialogue activities. Based on this opinion, it can be emphasized that the dialogue method is a method or activity of delivering learning material which is carried out in the form of questions and answers, discussion and dialogue, with efforts to communicate thoughts, feelings between students and teachers or students and other students. ( Sianipar , (2019) ( Rahayu, 2014, pp. 22-23).

In learning with the dialogue method, media is needed to facilitate the delivery of material, because the media is a very useful tool in teaching and learning activities that can represent something that the teacher cannot convey with speech. The effectiveness of students' absorption of difficult and complicated learning materials can occur more easily with the help of the media. ( Khaltsum (2014:22) .

A person's vocabulary is the whole word that is in a person's memory, which will immediately cause a reaction when heard or read. (Keraf ,2007:80 ). Furthermore, according to Djiwandono (2011: 126) vocabulary is the vocabulary of words in various forms including loose words with affixes or without affixes and combined words that are the same or different, in this study the vocabulary that will be developed

based on the level of type of education is (Synonyms and Antonyms) Synonyms are words that have different shapes but have the same meaning, for example: Mati = Died, (Keraf, 1984) Then Antonyms are phrases or sentences that are considered to have the opposite meaning: strong < weak example Verha in (Rosdiana: 2008),

Therefore, in language skills, one of the factors that need to be developed is vocabulary mastery. Without sufficient mastery of vocabulary, a person will not be able to use his language skills, meaning to understand what they are talking about. On the other hand , if a person lacks vocabulary, it will be difficult for him to speak. Therefore , speaking is one of the language skills that is very important and absolutely mastered by every student at all levels of Nuttall education (in Eka. 2017:57).

Arsjad and Mukti explain that speaking ability is the ability to pronounce articulation sounds or pronounce words to express , state, convey thoughts, ideas, and feelings. Listeners receive information through a series of tones, pressure, and the placement of joints (junctures). If the communication takes place face-to-face, it is added with hand gestures and facial expressions (mimics) of conversation. Arsjad and Mukti in (Rashid : 2020 ). Speaking is not just an activity to pronounce the sounds of language, but it is necessary to master several things as a support that must be learned first so that it can be said to be skilled. Speaking skills will be seen when someone appears to express ideas, thoughts, feelings, aspirations, and various life experiences to others orally.

In addition, researchers conducted research in elementary schools in Buntu Batu District , Enrekang Regency , based on observations from several schools in Buntu Batu District. Researchers saw the teacher's learning process conveying material orally, monotonous only the teacher mastered the class without using the media and then gave assignments and concluded the material.

Furthermore, interviews with the school teacher were conducted, many students had difficulty speaking, because of the low vocabulary they had and there were still many shortcomings in terms of facilities and infrastructure, one of which

was in the learning process the lack of tools in the form of media in conveying material.

Regarding the problem of dialogue and speaking. Allah says in QS Taha verse 44

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ ﴿٤٤﴾
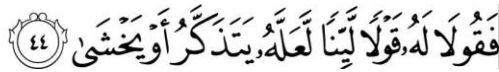
*Translation: "Then speak or dialogue both of you to him with gentle words, hopefully he will realize or be afraid ."*

The connection of this verse with research explains that all humans must learn to speak and have dialogue, then in carrying out dialogue they must be humble, gentle, full of love, always listen well, not interrupt, and pay close attention to what the other person is saying and always carry out dialogue in conversation. solve problems.

Based on this study, the researcher is interested in seeing a comparison of the dialogue method with android-based image media and the dialogue method without media in third grade elementary school participants, the reason the researcher chose class III as the object of research is because the stage of introducing vocabulary and speaking skills is carried out in class III elementary school and is expected to by using the dialogue method with android-based picture media, vocabulary and speaking skills increase, then depart from the theory ( Eus Nur: 2009) that the dialogue method in the form of picture media can improve vocabulary and reading skills to see if this theory has a comparison so that vocabulary mastery and speaking skills increased, in elementary schools located in Buntu Batu District, because teachers in elementary schools had difficulty choosing the right methods and media so that vocabulary and speaking skills were lacking.

**Method**

This type of research is a *Quasi-Experimental* research, this research uses a *Quasi Experimental Design research design* with the type of *Nonequivalent Control Group Design.* . ( Sugiyono , 2018).

Experimental method using a quantitative approach. Experimental research is a research method used to find comparisons of certain treatments against others under controlled conditions by using statistical tests in processing the data. ( Sugiyono , 2018: 107).

. The research was carried out in class III of SDN 89 Uru and SDK To'Pae , Enrekang Regency . The time of the research was in the odd semester of the 2022/2023 academic year. Data collection was carried out in 2 weeks. The population in this study is class III SDN 89 Uru and SDK To'Pae , the sampling technique is cluster random sampling and the next technique is data collection. 1. Make direct observations of the schools to be studied, then determine the schools that will be used as the experimental class and the control class 2 . Develop learning tools (RPP) and research instruments.3. Conduct a pretest (pretest) on the control class and the experimental class.4. Giving treatment to the experimental class using the dialogue method with the media while the control class using the dialogue method without the media. 5. Conducting a final test (posttest) in the experimental class and the control class. 6. Assess the test results obtained to serve as a research report.

**Results and Discussion**

**A. Inferential Prerequisite Test**
**1) Normality Test**

The output of SPSS Tests of Normality Kolmogorov-Smirnov shows that all data are normally distributed , which is a significant level > 0.05, then the data is normally distributed starting from (1) the control class's vocabulary mastery ability , sig 0.94 > 0.05. (2) the ability to master the vocabulary of the experimental class with a value of sig 200 > 0.05. (3) speaking skills class has a sig value of 0.34 > 0.05. (4) the speaking skill of the experimental class has a sig value of 0.40 > 0.05, based on the normality results, it can be continued to the next test.

**Tests of Normality**

| Kolomogorov - Smirnov a (Sig) | Shapiro Wilk (Sig) |
|---|---|
| 1) 094 | 136 |
| 2) 200 | 126 |
| 3) 034 | 142 |

| 4) 040 | 300 |
|--------|-----|

## 2) Correlation Test

Correlations found the Pearson Correlation value r = 145 by being in the criteria category. If r person 0.80 - 1.00 : Very

**Box's Test of Equality of Covariance Matrices ᵃ**

| Box's M | 1,596 |
|---------|-------|
| F | .502 |
| df1 | 3 |
| df2 | 259920,000 |
| Sig. | .681 |

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Method

|  | speaking skill |
|--|----------------|
|  | .145 |
|  | .542 |
|  | 20 |
|  | 1 |
|  | 2 |
|  | 20 |

strong, has a very

strong relationship, meaning that the two variables have a very close relationship.

## 3) . Homogeneity test of variance- covariance matrix /box M

**Box's Test of Equality of** Covariance Matrices is used to test the MANOVA assumption which requires that the matrix / covariance and the dependent variable are the same if the significance is more than value, which is 0.05, then it is said to meet the requirements for the MANOVA test , the calculation results show that
significance value was 0.000 <0.05
significance of the data is . 681 > 0.05 then it is said to meet the requirements for the manova test . android and which follow the dialog method without media .

## 4) Manova Test ( Simultaneous Seacar )

by table *Multivariate Tests* used to test hypothesis 3 can be seen in the table, there are statistical tests namely *Pillai's Trace, Wilks ' Lambda, Hotelling's Trace Roy's Largest Root. It was found that the* significance value was 0.000 <0.05

according to the criteria that H0 was rejected and H1 was accepted, then there was a simultaneous influence of rejected and H1 was accepted, then there was a simultaneous influence of mastery vocabulary and speaking skills of third graders at SDN Buntu Batu Subdistrict, Enrekang Regency, who follow the dialogue method with android-based image media and those who follow the

**Table of Multivariate Tests ᵃ**

| Effect | | Value | F | Hypothesis df | df error | Sig. |
|--------|--|-------|---|---------------|----------|------|
| Intercept | Pillai's Trace | .990 | 1849,168 ᵇ | 2,000 | 37,000 | .000 |
| | Wilks ' Lambda | .010 | 1849,168 ᵇ | 2,000 | 37,000 | .000 |
| | Hotelling's Trace | 99,955 | 1849,168 ᵇ | 2,000 | 37,000 | .000 |
| | Roy's Largest Root | 99,955 | 1849,168 ᵇ | 2,000 | 37,000 | .000 |
| Method | Pillai's Trace | .725 | 48,855 ᵇ | 2,000 | 37,000 | .000 |
| | Wilks ' Lambda | .275 | 48,855 ᵇ | 2,000 | 37,000 | .000 |
| | Hotelling's Trace | 2,641 | 48,855 ᵇ | 2,000 | 37,000 | .000 |
| | Roy's Largest Root | 2,641 | 48,855 ᵇ | 2,000 | 37,000 | .000 |

a. Design: Intercept + Method
b. Exact statistics

dialogue method without media.

## Conclusion

Based on the results of inferential analysis, there are simultaneous differences in vocabulary mastery and speaking skills of third grade students of SDN Buntu Batu District , Enrekang Regency who follow the dialogue method with android-based image media compared to the dialogue method without media. This is based on the multivariate test table obtained the value of Sig. 0.000 < 0.05 . Then there are differences in vocabulary mastery that follow the dialogue method. This is based on the table test of between subjects effects obtained by the value of Sig. 0.016 < 0.05 , it means that there is a difference and there is a difference in vocabulary mastery that follows the dialogue method. This is based on the table test of between subjects effects obtained by the value of

Sig. 0.000 < 0.05 , it means that there is a difference

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