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Improving Speaking Skills Through Dialogues In Efl Classroom At Higher Secondary Level

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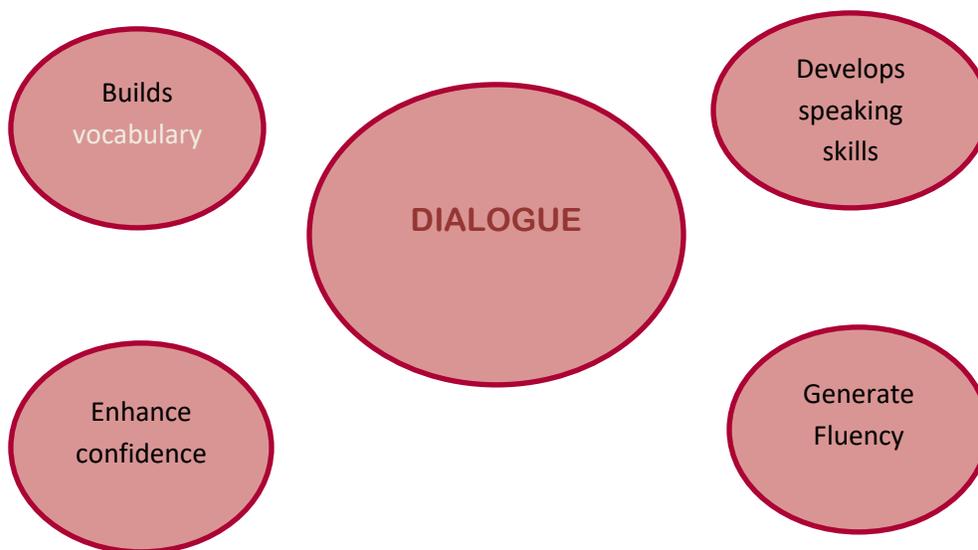
Key Words: Dialogue, Speaking skills, EFL Learners, Higher secondary level, EFL
classroom.

Abstract:

Speech is placed as one of the most potential forms of human existence. Improving speech in a foreign language, dialogues play a significant role. The role of dialogue is to boost up the conversation among learners of the foreign language in classroom. "This leads learners to improve their confidence and motivation in using English language during speech events" (Kurnia, 2011). Dialogue is very utilitarian and functional approach in enhancing English speaking skills once initial set of vocabulary is understood. Dialogues express a communicative relationship between two learners and it evokes intentions, confidence and encourages personal speaking skills in the target language. One of the established methods of improving English speaking skill is through dialogue. Dialogues improve vocabulary as they reciprocally influence each other. The undertaken research determines the impact of dialogues in improving the speaking skill of EFL learners at higher secondary level.

Introduction:

Dialogue is the most Convincing and well- founded approach in improving student's speaking skills at high secondary level by Tanveer (2019). The main focus of the research is to know the vastness of speaking skills in students by dialogues. Language is a tool for the people all over the world to communicate each other. We are the foreign learners of English. There are several reasons why the use of dialogue can improve the student's speaking skills. Praygo (2016) says that Dialogue is an excellent way to get learners to practice, in target language without any hesitation and can able to understand context in variety. It means through dialogue students can able to improve speaking skills in a target language. The role of dialogue is to help learners in order to upgrade conversation skills in EFL classroom. Alfi (2015) says that one of the most important advantages is that learners can enhance their confidence in speaking English language which many students hesitate. Vocabulary is an essential element in improving speaking skills with the help of dialogue.



For instance! The student with more collection of words will be more confident in speaking by dialogues than the student with less collection in classroom by Tanveer (2019). Everything in dialogues is meaningful and relevant to the situation of student's daily life by Abdullah (2015). The situation will be very important for the students to learn speaking skills in form of dialogues. By dialogues, students are expected to give better performance in speaking classroom. In this way students can read and write fluently. Dialogue can improve the teaching learning process the improving the classroom atmosphere and also building students self- confidence. This can also lead the students to motivation and interest towards English language.

Statement of research:

Students feel difficulty and hesitation in speaking English even at high secondary level however they know the vocabulary that is used in sentence. The main problem is that we are foreign learners of English and have no fluency and confidence in speaking skills.

Significance of research:

Dialogue helps the learners to speak English, intonation, stress and also improves vocabulary. Dialogue brings people sit together and talks about important issues. Dialogue can make the situation more relax. It is a way of exploring thoughts and also tells how to control and overwhelmed learner's deficiency in speaking English. Tsou (2005) observes that by dialogue learners can overcome their weaknesses in speaking skills as foreign learners of English in classroom. By dialogue, learners can learn from each other because they can see a different opinion and idea. Zoubi (2016) Says that there should develop new strategies in improving speaking skills it will be helpful for learners and teachers also.

Dialogue is a communication tool that allows learners to understand other views without interrupting. In English, dialogue is a distinguish criteria to improve speaking skills at higher secondary level. It can able to enhance confidence in speaking English as foreign learners. Neupane (2018) says that It can promote better understanding and more creative cooperation between different groups of people. Dialogue will become more appreciating technique if the students and teachers practice it well. Therefore teacher should adopt good procedure and brilliant activities to enhance students speaking abilities by Tanveer (2019).

Literature Review:

Speaking is the most important skill among languages. Learners should have friendly connection with speaking skill in this way they will be confident in speech, as it is not easy to be master, especially for foreign language learners.

Razduan (2018) says that the speaking skill for foreign learners is often difficult and hardly to understand specially when it becomes orally. This problem can be solving by practicing dialogues in classroom. This can increase learner's motivation towards learning of English language. The main focus of dialogue is to overcome difficulties that we face as a foreign learner. The research results reveal that dialogues are an effective strategy to overcome problems we challenge as a foreign learner.

Pourhossein (2014) says that the idea of practice speaking skill through dialogues in class which have foreign learners of English becomes popular. In present time many researchers keep importance to improve speaking skills through dialogues as it is the best way to improve one's speaking skills. Classroom interaction is useful as the educational strategy for learning. The concept of interacting students through dialogues in EFL classroom is one of the most significant practices that students should do.

Kurina (2010) observes that dialogue is an effective way to boost up learners speaking skills. The research proves dialogue is an effective approach in teaching and speaking students speaking skills. It can also improve student's confidence and fluency in speaking English. The main problem we face that students have no enough confidence and motivation to speak English confidently. The teacher should have a proper management and discipline to create different and appropriate ways in building learners motivation towards English in EFL classroom.

Adam (2017) says that the main focus of this research is to notice the effect of dialogue on speaking skills of learners in EFL classroom. He says that for every learner of English should think about it that why students feel difficulty in speaking English fluently. He collects data of students and does experiments with them, and then he concluded that dialogue is the most effective way in improving speaking skills as a foreign learner at high secondary level.

Uzma (2020) says that world has faced many desperate and serious affects in last decades. This results in the changing of environment of society. In this drastic world he says that learners should build strong speaking skills in English as this world is going towards globalization. Teachers should develop enthusiastic connection with learners, they can easily extract out the weaknesses that don't make the learners confident. This is also helpful for learners in EFL classroom for their future.

Hui (2011) says that the study is conducted to see the effects of students speaking abilities through content based observation. This research is conducted by department of china. Observation and reflection is the part of this research. There are two main findings of this research one is that students can easily answer teacher's questions in English fluently by content based observation. And secondly students can easily talk with their friends with the accusation of grammar in EFL classroom as foreign learners.

Marbun (2012) states the solution to overcome the difficulties that encountered particularly in grammar and pronunciation. With poor grammar, a person cannot easily understand other's point of view. The student cannot easily convey his\her message if he/she has poor pronunciation problem and it's hard to understand by others. He says that dialogue is the most suitable and affective way to carry out these kinds of problems. If students are practicing their speaking skills through dialogue they are more likely to able to pronounce words better with grammar accuracy.

Nirmawati (2014) conducts action research in which he says that improving speaking skills through games is one of the essentials as foreign learners. By games student's pronunciation and vocabulary are improved. Students become more fluent and accurate in speaking skills in EFL classroom. He says that games are interesting activity for learners so that they can easily enhance their English speaking skills

Gudu (2015) says that it's a public concern that the students of Kenya do not have specific abilities in speaking skills for communication. They cannot able to carry on their conversation in English language. In this concern, he says that through classroom activities, students are able to speak fluently and get confidence in speaking English. There should be different class activities that teacher can conduct in order to make affective students speaking skills as a foreign learners.

Sharma (2018) states that speaking is the foremost way to convey your message in affective way. Without speaking skills, a person can not able to carry message cognitively. As English is

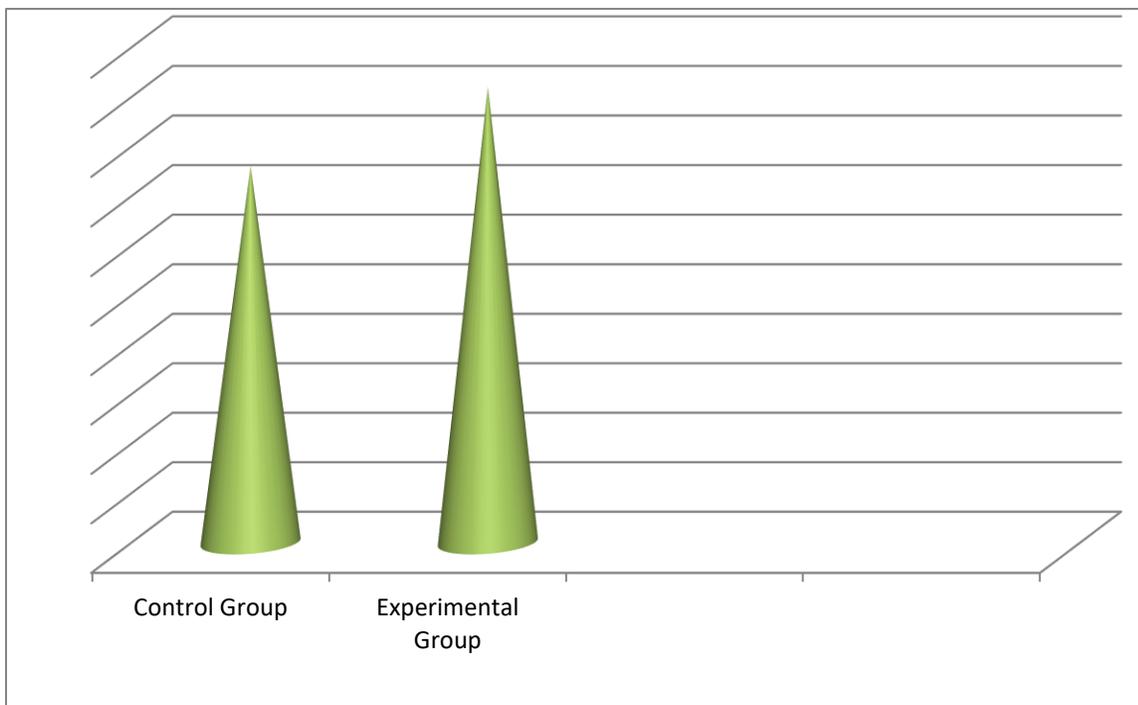
an international language so it is necessary to make an effort to learn and speak it well with accuracy. It is hard for a foreign learner to learn and speak English without practicing it, so he says that storyteller is an appropriate way to speak it well. Teacher plays most important role in this concern. He\she should conduct specific lecture in which he\she tells story to students in this way they can enhance their speaking abilities towards English.

Research Methodology:

In this major segment of research paper, research methodology allows learners to analyze and interpret the information. Research methodology is a pathway through which learners can get the main objective of research paper. The procedure of qualitative study is the main focus interprets the method of interest from participant's point of view not the researchers.

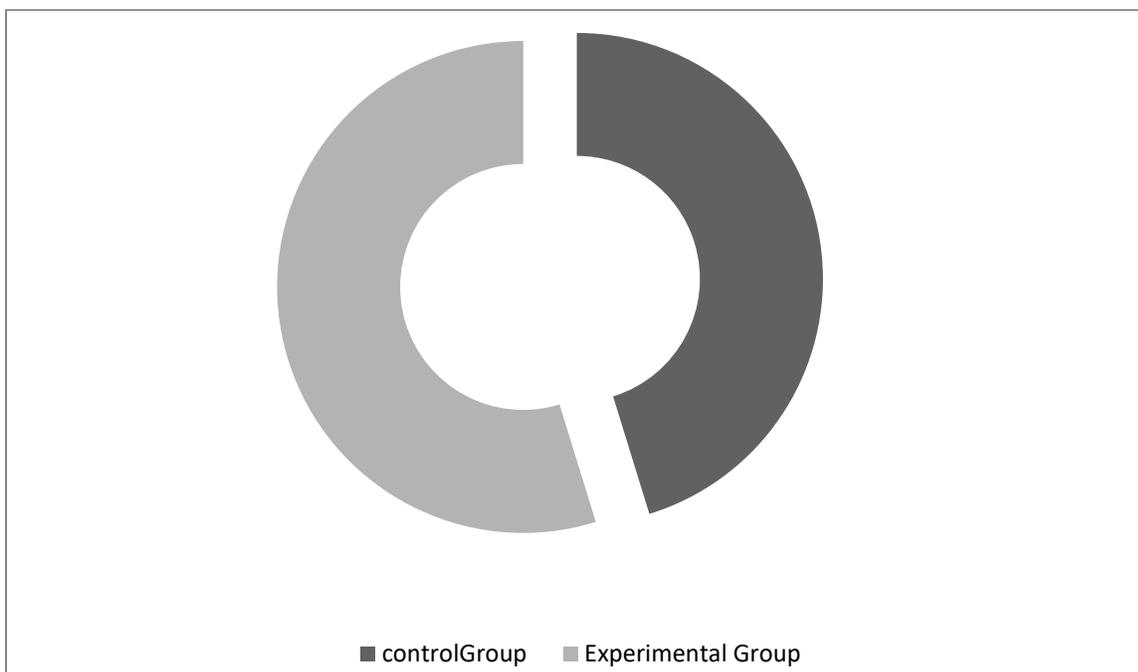
The research may be in quantitative or qualitative form. Rochmad (2014) says In Quantitative research, the researchers take the material in digits or numerical form while in qualitative research, and there is theoretical handling of the research problems. In this case the pattern of research is in quantitative form.

The sample of test has been conducted by 20 students at higher secondary level, and the one who conducts research use random simple method. The theme of research is to note the effect of speaking skills in English at higher secondary level in EFL classroom. This research conducted by 11 males and 9 females. Here is the description of learners of group A and Group B on the basis of marks.



Above is the description of control group, experimental group in pre test examination. First ten students are taken in control group and while others are in experimental group. The percentage of experimental students is greater than control group students.

Group B is a group with improving their speaking skills through dialogue as a foreign learner at higher secondary level. Teachers have also concentrated on these students so that learners have not faced any difficulty in improving their speaking skills. This group includes 5 males and 5 females. Their affects are incredibly remarkable. Group A is a group with no implementation in improving speaking skills. They have as such no special effort to develop their ability towards speaking skill. They hesitate in speaking English confidently as they have no practice as foreign learners. Their affect is normal. This group includes 4 females and 6 males.



Here is the description of Group A and Group B. Control group learners have low marks as compared to experimental group because the former group students are not practicing speaking skills and later one are practicing speaking skills through dialogue as foreign learners.

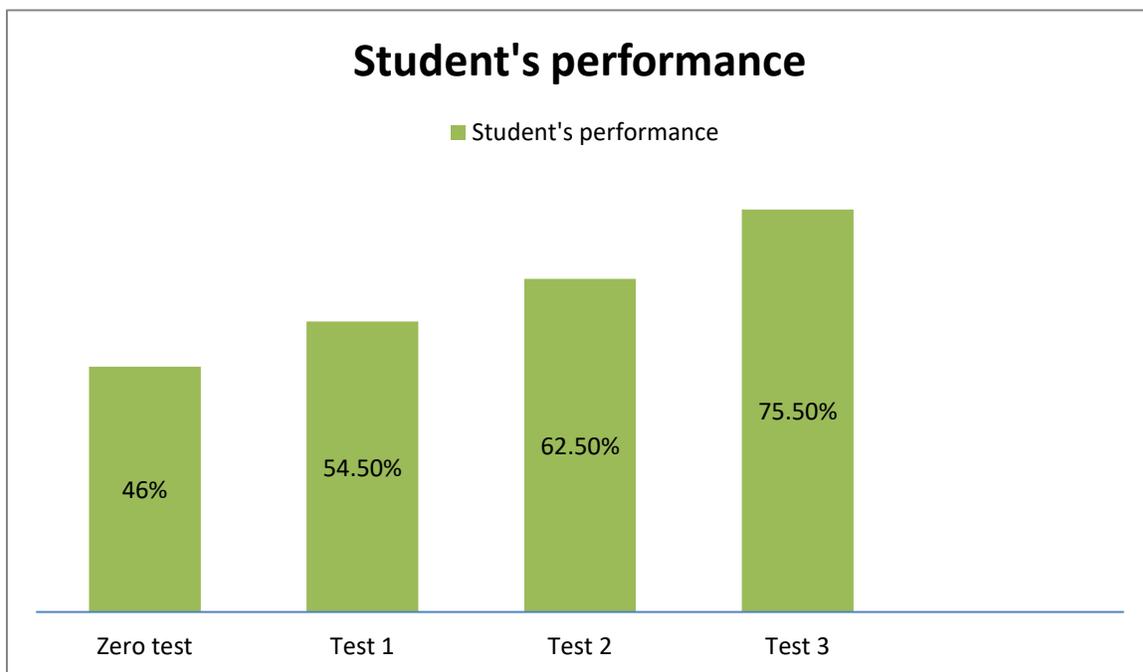
Theoretical Framework:

The theoretical framework is the well-build pattern of information that explicates and demonstrates the main structure of research. It also provides guide-line to learner. Kurina (2011) observes amelioration of learners in English speaking in EFL classroom at higher secondary level. The topic of my research paper is much more similar to her and she should be appreciated of her effort. With the extension of her idea in research paper, conclusion is this, dialogue is proved one of the most effective way of enhance English speaking skills. Research proves that

dialogue can help learners to better their vocabulary along with speaking skills. Learners can get confuse when they have no stored vocabulary in their minds. In this way they feel difficulty in speaking English fluently. It can also build learners motivation and interest towards English. Speaking is the way someone can express his/her ideas, emotions and thinking. Speaking skill is essentially required to convey someone' feelings or viewpoint and dialogue are the most suitable and best way to develop speaking skills in EFL classroom at higher secondary level.

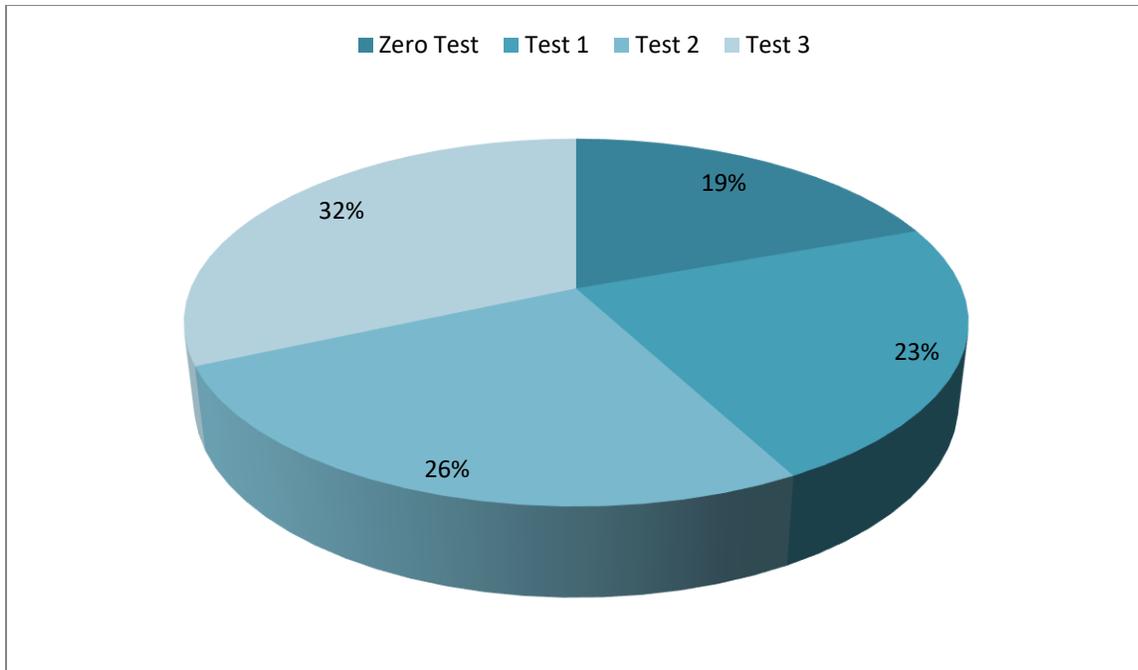
Data Collection:

Data collection is a technique in which data is collected or gathered about target research and also measures the consequences. Manurang (2014) says that Observational and non-observational techniques are used in the collection of data. Post test has been collected by learners of control group and experimental group. The following graph describes about Post Test.



Above illustration shows series steps of post test that how and in what way it has been conducted. Experimental group is a group with constantly improving their speaking skills through dialogue as a foreign learner at higher secondary level.

Data has been collected by 20 students. Pre- test and post -test has been conducted. Firstly the pre- test has been conducted to select the specific students that passed through experiment. This test has specially arranged to behold the capability of students to show their talent in post- test. Post testis particularly design to demonstrate that what is the effect of dialogue in speaking skills on learners in EFL classroom. The ability of foreign learners to improve their speaking skills in EFL classroom is shown by following pie graph.



The above graph shows the percentage of students who are in experimental group to see the extend of learners improvement. All research has been conducted in English language. Teachers are also in touch with learners and motivate them so that they can increase their learning towards English.

Data Analysis:

The procedure that recap, systemize and contract the data in a most meaningful best way term as data analysis. The analysis may be descriptive analysis, predictive analysis and prescriptive analysis. In order to evaluate Pre Test and Post Test, following SPSS graph shows brief explanation.

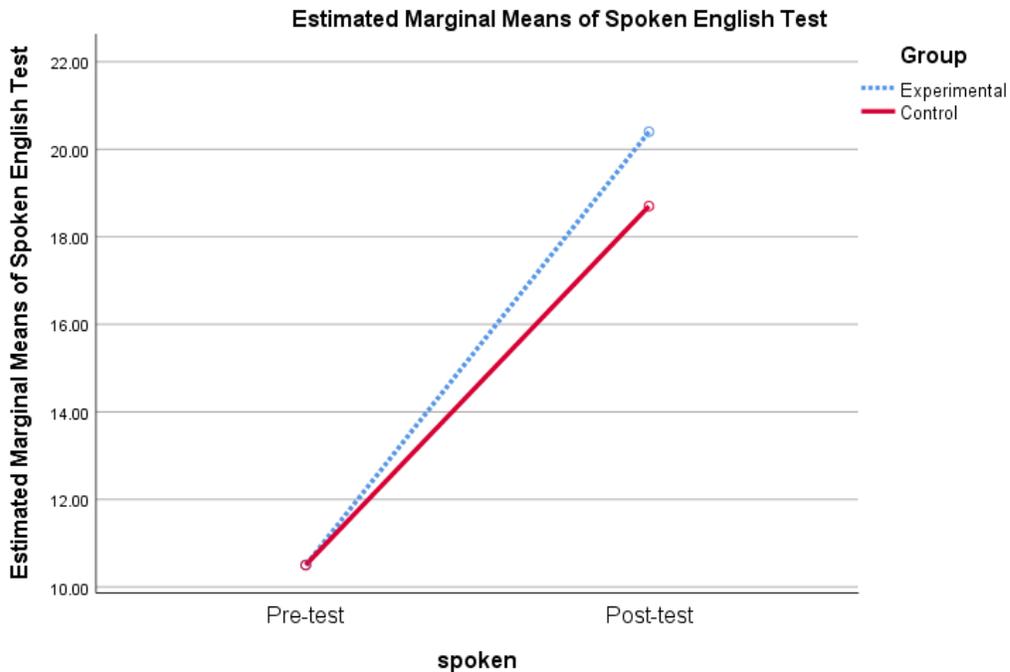
	Group	N	Mean	Std. derivation	Std. error mean
Spoken Pre Test	Experimental	10	10.5000	2.27303	.71880
	Control	10	10.5000	2.71825	.85959
Spoken Post Test	Experimental	10	20.4000	1.64655	.52068
	Control	10	18.7000	1.33749	.42295

Independent Sample t-test

Variable	Experimental	Control	t-test	95% CI	
	M (SD)	M (SD)		LL	UL
Spoken pre-test	10.50 (2.71)	10.50	.000	-2.35	2.35

			(2.72)			
Spoken test	Post-	20.40 (1.64)	18.70 (1.33)	2.53*	.290	3.10

SPSS datashows a marked change in results. This is detailed description of learner's performance in post test. Learners who are in experimental group show more improvement in their speaking skills as a foreign learner at higher secondary level. It shows that experimental group learners have more performance in Post Test than of the Control Group learners in Pre Test.



The data that is collected tells the influence of dialogue on speaking skills of learners. Group A is the group with students who practice their speaking skills through dialogue. Teachers also help such students in enhancing their speaking skills and intensify their confidence. They also improve their vocabulary to fluent speaking of English because without the collection of vocabulary, a learner cannot able to speak English in a better way. Group B is the group with students with no practice of dialogue to upgrade their speaking skills as a foreign learner. They have no interest in their speaking skills. This research is conducted by the students of higher secondary level, and also organizes in English language. Zubizarreta (2017) says this is clear that dialogue is the most affective and practical way to boosts up English speaking skills at higher secondary level. Learners who are interested to enhance English speaking skills must practice dialogue. Practicing dialogues with class mate and friends and is one of the easiest and comprehensive ways to amplify talent towards target language as a foreign learner. Kurina (2011) says that dialogue cans able learners to work together in a group to perform various tasks.

Findings:

When the data is organized, analyzed, interpreted, observed, pre- test, post- test and experiments has been done by using control group and experiment group then data is processed and compressed into findings. The research findings prove that the most suitable way of improving English language speaking skills is dialogue. This can also encourage learners to be active and confident in speaking abilities. Khan (2010) says that by implementing dialogue activities in EFL classroom, the atmosphere of class becomes alive. Learners do not get bored and feel no hesitation and shyness in speaking English in front of their friends and teachers; rather they are confident and active by Hussain (2020). When test is conducted and processed, it is seen that after practicing dialogue in EFL classroom learners get good vocabulary and are able to speak fluently.

FINDINGS	PRIOR TO RESEARCH:	WHEN RESEARCH IS DONE:
Effect of test i.e. effect of vocabulary and grammar:	Students have low vocabulary. Only 4 students get 3 score in test. Condition of students is pitiful.	Students develop good vocabulary and have good grammatical sense. Only two students get 6 marks out of 10.
Effect of speaking skills through dialogue in EFL classroom:	Learners cannot able to speak as they are unconfident and shy.	Through dialogue, learners speak fluently and have self-assurance.

This is the table that shows the result of learners prior to research and when the research is done. Learners have been improved much their speaking skills by practicing dialogue.

Conclusion:

Speaking skills is important because from this anyone can communicate and connects the global world. When speaking abilities is good then communication becomes more easy and uncomplicated. As English is an international language and it is necessary required for us to improve our speaking skills in English as a foreign learners. Different types of strategies are involved in improving the speaking skills of learners. There should be a lot of cooperation of teachers also in the self-building of student's confidence so that they have no hesitation in speaking English. Teachers conduct a variety of seminars and interviews in this task, in which all students participate individually and get lot of learning's from these types of seminars. Boonkit (2010) says that in class, specific types of activities also develop for learners in which they enhance their speaking skills through dialogue. Interaction with class fellows through dialogue is one of the effective ways to improve speaking skills as a foreign learner at higher secondary level.

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