THE STUDENTS' ACCEPTANCE ON PROVIDED AND STUDENTS' OWN DIALOGUE ON THE STUDENTS' SPEAKING IMPROVEMENT

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ABSTRACT

This study is about how 55 university students perceive the learning system on communication skill through virtual class by using provided dialogue and students' own dialogue. Provided dialogue means text of conversation taken from the book, and the lecturer brings it in the virtual class for the students to discuss, learn, and practice. Meanwhile, the students' own dialogue refers to the assignment the lecturer gives to students in which students create dialogue within 5-6 days and the dialogue must fulfil several requirements. The instrument for collecting data is questionnaire. There are 21 items of questions in questionnaire given to students at the end of semester. The study proves that the usage of provided dialogue and plus the students' own dialogue makes the zoom class more interesting. Other findings are the students are able to use specific expressions in speaking using dialogue, in good intonation and pronunciation, in good spelling and grammar, and appropriate gestures and full confidence. Furthermore, the questionnaire also shows good point on the students' improvements after the students have learned speaking skill using both provided dialogue and the students' own dialogue.

Keywords: Speaking, Dialogue, virtual, improvements, assignment

INTRODUCTION

Having dialogue is one of the activities in communication. Dialogue usually consists of asking questions followed by answering those questions. Questions and answers both can be short amd long. Dialogue involves at least two parties, namely the one who asks and the other one who answers. Ropers defines dialogue as a conversation between two or more people characterised by openness, honesty and genuine listening (Ropers, 2017, p. 6). He adds that the word dialogue is taken from the Greek 'dia' and 'logo', it can be interpreted as the "flow of words" or "meaning" created by more than one person. Brennan similarly says that

dialogues are conversations between two participants (Brennan, 2010).

Unfortunately, performing dialogue in English (by English learners) is not easy. Difficulties in dialogue in English for foreign speakers occur because of the demands for good dialogue. The demands include: 1) fluency in speech, 2) accuracy in the use of words and expressions or sentences that are in accordance with the intent, 3) clarity of words and sentences with appropriate articulation and intonation, and 4) accuracy in the use of gestures and facial expressions. Quite different, Leutenberg and John propose other 4 different aspects, but they are all related to the ability of communication. Those four important aspects of communicating effectively are: 1) sending accurate messages, 2) controlling and discussing emotions, 3) being assertive when you need to, and 4) listening actively to what others are saying (Leutenberg and John, 2008, p. 64).

Talking about learning to communicate, dialogues are ones of the teaching and learning materials. However, dialogues for teaching and learning materials are generally dialogues that are already available in textbooks. This means that dialogue is created by native speakers. Thus, the contents of the dialogue is grammatically guaranteed to be far from errors. However, in some aspect, there are some disadvantages of learning printed or already given text of dialogue. Those disadvanteges are: 1) students study only sentences, words, and expressions found on the dialogue, 2) students have limitation on the vocabularies base on the topic on the dialogue, and 3) students limit their imagination only based on the topic of the dialogue being learnt.

In order to avoid the disadvantages mentioned above, the lecturers request the students to write their own dialogue. The dialogues that students create must follow several criterion, such as: 1) the dialogue must contain specific expression, 2) the dialogue must reach certain numbers of line, and 3) the dialogue must have good grammar and use correct capitalization. The students do the assignment within 5-6 days, and they submit the typed dialogue via email. The lecturers check and mark the students' dialogue. In the class, though it is an online class, the lecturer leads the discussion on the students' own dialogue. The students find their errors and discuss the problems to make their dialogue better. Not only do students pay attention on the discussion, students also perfom

their own dialogue in front of the class by reading or memorizing the dialogue.

The usage of students' own dialogue for teaching learning process is an interesting fenomena for the lecturer to do the research. The focuses of the research are: 1) to find out the efficiency or the effect of using the provided dialogue for the Communication Skill class in virtual system to improve the speaking skill, and 2) to find out the efficiency or the effect of using the students' own dialogue for the Communication Skill class in virtual system to improve the speaking skill.

REVIEW OF RELATED LITERATURES

2.1. Dialogue

There are several dialogue definitions that many experts have proposed based on different point of views. In this article, the definitions of dialogue are related to drama, social relationship, communication skill, and teaching activity. According Merriem-Webster Dictionary, dialogue is a composition written in which two or more characters are represented as conversing. From here, the notion of dialogue refers to a conversation script (for drama or film). Furthermore, in an article, McGee and Duane (2011) state that dialogue is the opposite of debate, a verbal "fight," the goal of which is to win an argument by besting an opponent. Based on this definition, we can conclude that dialogue is not a debate that aims to defeat the other person. Dialogue is an effort to bring together differences to give birth to a mutual agreement. Furthermore, in other reference, it is stated that dialogue is different from *conversation*. Brennan (2010) states that conversation is a joint activity in which two or more of participants use linguistic forms and non -verbal signals to interactively communicate. Finally, in term of teaching, dialogue is defined as a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc. (Hussain, 2018, p. 16).

From the various definitions of dialogue above, dialogue can function as follows: 1) a guide for actors or artists to carry out conversational actions in films or dramas, 2) an activity to bring two or more parties together, especially when both parties are having problems, 3) a communication tool, and 4) a teaching tool or activity. The explanation of these

functions is as follows. First, the conversation script is a guide so that actors and artists can understand their roles. Scripts are needed especially when actors and artists memorize everything that has to be in the conversation. Second, when there are 2 or more parties having problems, dialogue can be used as a medium for both parties to meet each other and discuss existing problems and finally overcome existing problems. Third, dialogue is part of the way to communicate or express many things. People can express feelings of sadness, joy, etc., through dialogue (or conversation). Finally, to improve the communication skill, dialogue is effective in the process of teaching learning.

Based on the description above, we propose the definition of dialogue as the way of how at least two people create communication by asking, answering, and or giving statement by using specific expressions, correct grammar, spelling, intonation, pronunciation, appropriate gesture so both two people understand each other. Dialogue is similar to conversation.

2.2. Communication

Communication is the process of sending and receiving messages that enable people to share information, ideas and knowledge with each other (Leutenberg and John J. Liptak, 2008; 39). Meanwhile, Keyton, as quoted by Lunenburg (2010) stated that communication is the process of transmitting information and general understanding from one party to another. Meanwhile, Velentzas and Georgia Broni state that communication is an activity or action where someone give or receive information from other people about the needs, desires, perceptions, knowledge, or of one's views . Similar to the meaning stated previously, Nature and Ayeshi Bashir Uddin (2013) define communication as an exchange of ideas (information) between several parties which is done orally or in writing. Furthermore, Rani (2016) states simply that communication is sharing message. In addition, she adds that without sharing activities, communication does not occur.

In term of communication skills, several experts propose the same opinion about the criteria of communication skills. Canale and Swa in the Rose and Kasper (2001; 64) define

three sub-competencies or skills. Those sub-competencies are: (1) grammatical competence, (2) sociolinguistic competence, (3) discourse competence, and (4) strategic competence. Grammatical competence refers to knowledge of linguistic code features such as phonology,morphology, syntax and semantics. Meanwhile, sociolinguistics competence refers to the knowledge of using language that is contextually appropriate. Discourse competence is knowledge to achieve coherence and cohesion in oral or written communication . Lastly, strategic competence refers to knowledge of how to use communication strategies to cover or correct failures in communication and make communication more effective.

In our opinion, we can conclude that communication is the only way for people to share ideas, ask question, find out information, or get answer. Communication can be in oral and written form. In order to reach the goal of the communication, people need to fulfil the requirement of how to communicate well.

2.3. Virtual Learning

Virtual learning is a meaningful learning system that uses computer applications, the internet, or computers and the internet as a medium of instruction to students (Van Beek, 2011). He adds that virtual learning is also known as digital learning or e-learning which means that virtual learning is also referred to as learning (by) digital or (through) electrically or electrically (computers). Other opinions are generally the same or similar, such as: 1) Arkorful and Nelly Abaidoo (2014) cite the European Commission which states that e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration or e-learning as a learning process using the latest multimedia technology and the internet to improve the quality of learning by providing ease of use of facilities and services (which are in technology) including the exchange of remote information and cooperation. Meanwhile, Bakia, et al. (2012) in their report states the definition of 'online learning' as learning activities supported by the internet or instructional environments supported by the internet. Meanwhile, Palloff and Keith (2007, p.3) state that today we

know that distance learning takes several forms, including fully online courses, hybrid or blended courses that contain some face-to-face contact time in combination with online delivery, and technology-enhanced courses, which meet predominantly face-to-face but incorporate elements of technology into the course.

Due to specific reason, such as pandemic, virtual learning is a perfect solution to guarantee the process of teaching and learning runs during semester. Of course, both lecturer and students must be able to anticipate this new situation. Douglas (2020) says that teachers and educators must be prepared to interact with this emerging technology, which plays a significant role in learning and involves a wide variety of cognitive skills to integrate educational technology into future curriculum. Palloff and Keith (2007, p.5) believe that instructors need to be diligent and deliberate in ensuring their success.When learners cannot see or even talk to each other, the use of collaborative assignments becomes more challenging but far from impossible.

Therefore, in our conclusion, virtual learning is a sytem of learning by using internet technology in which students and teacher meet in virtual class, and the students do specific kinds of activities in and out of the (virtual) class. Virtual class is the anticipation of normal class which is not possibly conducted due to several reasons.

METHODS

This research is based on the concept of qualitative approach. It is said to be qulitative because this research matches with the criterion as stated by Brodsky et. all (2016, p.14). They say that the unifying features that bond the qualitative methods are their (a) use of nonnumerical data (e.g., words, pictures, observations) to explore, discover, and describe the experiences, meanings, processes, and purposes of the phenomenon under consideration from the perspective of those who are experiencing it and (b) value of the uniqueness, natural variation, diversity, and ambiguity in the findings. Similaryly, Creswell. John W. and J. David Creswell (2018, p.41) say that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. They also say that the process of research involves

emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. In term of its goal, the qualitative approach or method's goal is developing holistic, comprehensive descriptions of systems, theories, and processes, as well as identifying factors and working hypotheses that warrant further research (Brodsky et. all. 2016, p.13).

Researchers set 55 respondents to be the object of research. All of these respondents joined Communication Skill class and did learning activities. The researchers themselves were the intruments of this research meaning that we conducted the teaching process. We taught the students by using virtual system and did the specific steps of teaching. The major steps were: 1) We played the audio of the dialogue and the students listened, 2) We asked the students to repeat the dialogue after they listened to the audio, 3) We discussed the dialogue with the students, 4) We asked the students to practice the dialogue in pair, 5) We discussed the students' performance, and 6) We gave the students assignment and discussed the

assignment on the other session. The assignments were writing dialogue and making voice and or video recordings of the students' own dialogue.

We checked the students' dialogue everytime they submitted their assignment. Our focuses of checking were the criterion we had set for the students to complete their dialogue. The criterion for the written dialogue were: 1) The dialogue must have specific expressions or utterances, 2) The dialogue must be in certain length (10 lines), 3) The dialogue must be in good grammar and spelling. Meanwhile, for the voice and video recording, the criterion were: 1) The recordings must be in certain length (2-3 minutes), 2) The students performed dialogue in good pronunciation and intonation, 3) The students showed appropriate gestures following the context of the dialogue.

In addition to collecting data from students' written dialogue and records, we sent questionnaire to the students. . The questionnaire's focus is about how students find the usage of dialogue written by themselves and dialogue provided by the lecturer. The questionnaire consisted of several questions. The questions went to several categories, namely: 1) Questions about

the usage of zoom, 2) Questions about the steps of learning in the virtual class, and 3) Questions about the students' feeling on their improvement after they did the learning steps or activities. The results of the questionnaire were descirbed in descriptive way. We used diagrams to show some data representing some important items from the

questionnaire. After that, we made analysis and conclusion.

The data from the questionnaire are analyzed by using specific technique qualitatively and quantitatively. In general, data are described in descriptive way, for example by using table and diagram.

RESULTS AND DISCUSSION

4.1. The efficiency of using the provided dialogue and students' own dialogue in virtual system for the Communication Skill class

To find out the the efficiency of using the provided dialogue and students' own dialogue in virtual system for the Communication Skill class, the researchers classify the discussion into 3 categories, namely: 1) general information about students' background, 2) information about the assignment and

usage of the students' own dialogue, and 3) the students' improvement at the end of semester. Most of the findings are data from questionnaire. To make the description of the findings easier to understand, we will refer to the chart that appears in every item of questionnaire.

General information

The first point related to the topic of this research is about how active the students are in doing the assignment; that is creating dialogue. Data found from the questionnaire show that 72.7% of students did almost all assignments during one semester (around 8 - 12

assignments) and only 27.3% did less than 8 asignments.

The second point is about how interesting the students find about learning system by online (using zoom) is. The data identify that less than 10% of total students find the online system is

not interesting. More than 58.2% find the learning system is interesting though those students go to different categories, namely 20% for interesting and 38.2% rather interesting. The rest of students go to 34.5% for between interesting and boring, 7.2% for boring and very boring.

The next data is about how useful the students find dialogue from the learning book as the content of learning material. During one semester, the students learnt 26 printed conversation

from the learning material provided by the lecturer. The dialogue was shown via zoom. Related to this, the questionnaire asks how useful the dialogue material is. The responds says that more than 86% of total students find the typed dialogue useful. Again, the 83.7% students go to the categories 56.4% useful and 27.3% rather useful. The rest goes to 14.5% for not sure (between useful and not useful) and 1.8% for not useful.

Information about activities related to dialogue provided on the book

During the semester, the students did several activities which were related to the dialogue provided on the the book. The activities are: 1) Listening to audio of the conversation, 2) Discussing content, grammar, and vocabulary of the conversation text, 3) Practicing conversation by repeating audio, and 4) Practicing conversation in pair (both in breakout room and panel room).

The first data in this category tells about students' respond on how effective the activity of listening to audio of conversation to students. The data show more than 72.8% of students find the activity effective. Yet, 25.5% of students are not sure. Meanwhile, 1.8% of

students find the activity rather ineffective.

The next data is about how effective the activity of discussing content, grammar, and vocabulary of conversation for students (to improve speaking skill) is. The data show that more than 70% of total students find the activity effective. About 23.6% of students are not sure. Finally, 5.5% of students find the activity rather ineffective.

The next data tells about how effective the activity of practicing conversation by repeating audio students find. From the data, we can find that more than 81% of total students find the activity effective. Meanwhile, 16.4% of students are not sure. Finally, 1.8% of

students find the activity rather ineffective.

The last data belonging to this category is about how students find the activity of practicing conversation in pair (both in breakout room and panel room of zoom). The data show that 80% of students feel the activity effective. On the contrary, 14.5% of students are not sure about what they feel, 3.6% find the activity rather ineffective, and 1.8% of students find the activity ineffective.

Information about the assignment

In every session, students had assignment that they were supposed to do in certain length of time (usually 5 days). The assignments were creating dialogue and recording the dialogue. In the questionnaire, the students are asked how they find those two assignments; whether they are useful or unuseful.

The first item of questionnaire asks how the students feel about creating their own dialogue in 5 days with certain characteristics. After the questionnaire was analyzed, we find that 69.1% of total students feel that the assignment (creating dialogue) is useful. Meanwhile, 25.5% feels unsure about what they feel. Lastly, 5.5% feels that creating dialogue is unuseful.

The second item asks how students feel about recording the dialogue of their own. The data found show that 74.5% of total students feel this assignment useful. Meanwhile, 21.8% feels unsure about what they feel. At last, 3.6% finds the recording dialogue is not useful.

Information about rules of doing the assignment

When doing the assignments, the students had several rules or criterion to obey. By doing this so, the student were able to complete their dialogue based on specific goals or specification. The rules are as follow: 1) Creating dialogue with minimum 10 lines or 5A's and 5B's, 2) Creating dialogue with certain topic, 3) Creating dialogue with minimum 1 expression (already learnt), 4) Creating dialogue in good grammar, and 4) Creating dialogue in good capitalization. The items on the questionnaire ask about how hard or difficult the students find those rules are.

The first data is about how hard and easy the assignment of writing dialogue with minimum 10 lines or 5A's and 5B's

the students find. The data from the questionnaire show that around 32.7% find the activity easy and rather easy. Furthermore, 40% of students are not sure. The rests go to the categories rather hard – 21.8% and hard – 5.5%.

The next data related to rules of assignment is about how hard and easy the assignment of writing dialogue with certain topic the students find. From the data we find that 41.8% of students are not sure whether the activity is easy or hard, 27.3% finds the activity easy and rather easy. Yet, 30.9% find the activity rather hard or hard.

The next data related to assignment is about how hard and easy the assignment of writing dialogue with at least one certain expression (which is already discussed) the students find. The data identify that 47.3% of students are not sure whether the activity is easy or

hard. Yet, 25.4% of students find the activity easy or rather easy, and 27.3% find the activity hard or rather hard.

The next data related to assignment is about how hard and easy the assignment of writing dialogue in good grammar the students find. The data show that 56.4% of students are not sure whether the activity is easy or hard. Meanwhile, 16.3% of students find the activity easy or rather easy, and more than 27.3% find the activity hard or rather hard.

The last data related to assignment is about how hard and easy the assignment of writing dialogue in good capitalization the students find. The data indicate that 45.5% of students are not sure whether the activity is easy or hard. Meanwhile, 30.9% of students find the activity easy or rather easy, and more than 23.6% find the activity hard or rather hard.

Information how the students feel when or after they write their own dialogue

Some items from the questionnaire relate to this category. The word 'feel' here refers to the improvement the students have after or when they write their own dialogue. The description of each item of data is as follows.

The first question related to this category collects the information about

how the students feel about the improvement on their vocabulary. The data from the questionnaire explain that 61% of total students feel they improve their vocabulary. 30.9% feels unsure and 7.3% feels unimproved.

The second question related to this category collects the information about

how the students feel about the improvement on their grammar skill. The data inform us that 59% of total students feel they improve their grammar skill. Meanwhile, 30.9% feels unsure and 9.1% feels unimproved.

The third question related to this category collects the information about

how the students feel about the improvement on their usage of imagination in creating dialogue. The data show that 67.2% of total students feel they improve their grammar skill. Meanwhile, 30.9% feels unsure and 1.8% feels unimproved.

Information about general improvement

Some items from the questionnaire are about how the students feel after they have learnt the dialogue from both the

provided dialogues and the student's own dialogues. The description of each item of data is as follows.

How did you find your improvement in your pronunciation?
55 responses
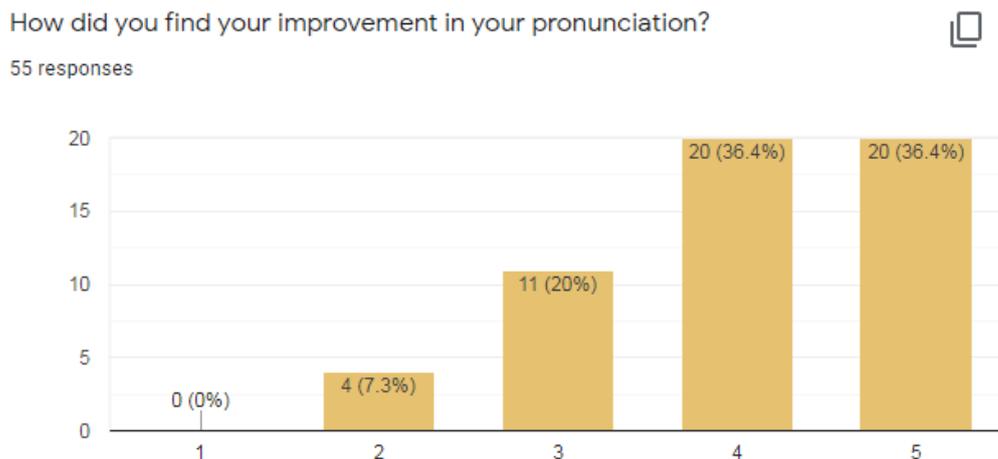
Chart 1. How the students improve their pronunciation after they have learnt both dialogue from book and dialogue of their own

The first question related to this category collects the information about how the students make improvement in their pronunciation. The figure tells the statistic of students' improvement. From

the Chart 1 above, we can see that 72.8% of total students feel they improve their pronounciation. Meanwhile, 20% feels unsure and 7.3% feels unimproved.
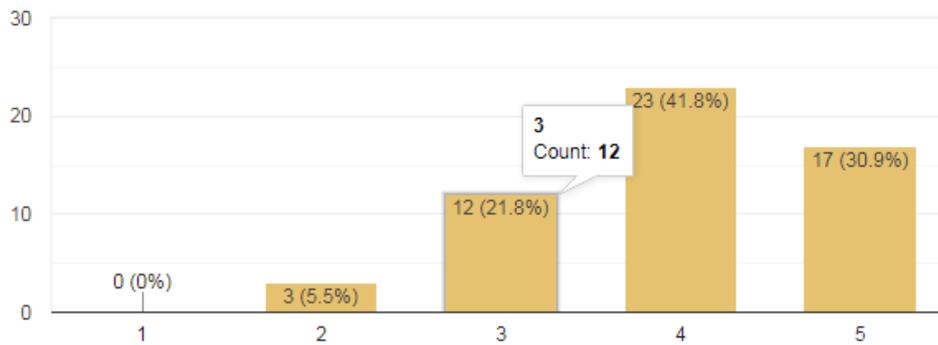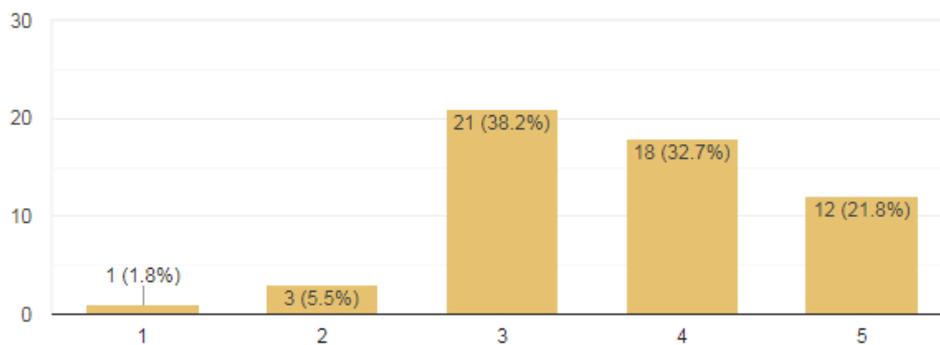
Chart 2. How the students improve their intonation after they have learnt both dialogue from book and dialogue of their own

The second question related to this category collects the information about how the students make improvement in their intonation. The figure tells the statistic of students' improvement. From the Chart 2 above, we can see that 72.7% of total students feel they improve their intonation. Meanwhile, 21.8% feels unsure and 5.5% feels unimproved.

Chart 3. How the students improve their gesture skill after they have learnt both dialogue from book and dialogue of their own

The third question related to this category collects the information about how the students make improvement in their gesture skill. The figure tells the statistic of students' improvement. From the Chart 3 above, we can see that 54.5% of total students feel they improve their

intonation. Meanwhile, 38.2% feels unsure and 7.3% feels unimproved.

How did you find your improvement in your confidence?
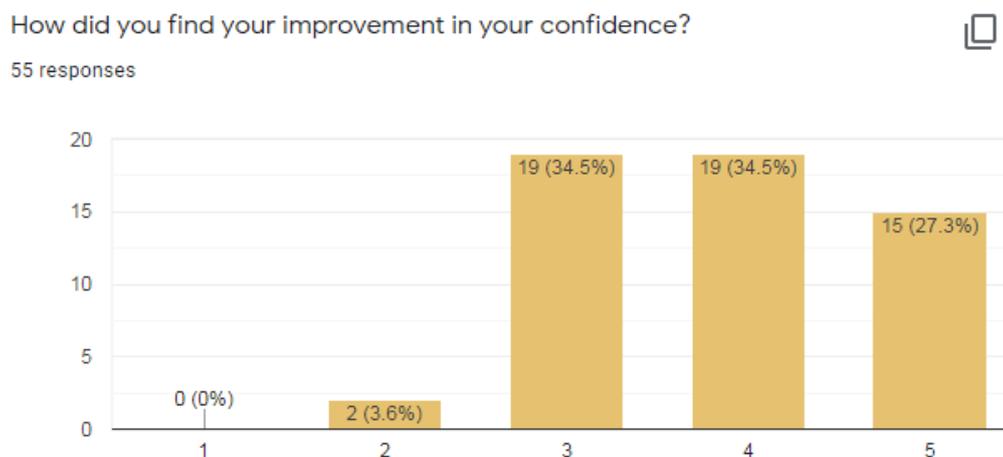
55 responses

Chart 4. How the students improve their confidence after they have learnt both dialogue from book and dialogue of their own

The last question related to this category collects the information about how the students make improvement in their confidence. The figure tells the statistic of students' improvement. From the Chart 4 above, we can see that 61.8% of total students feel they improve their intonation. Meanwhile, 34.5% feels unsure and 3.6% feels unimproved.

4.2. The effect of the teaching using provided dialogue and students' own dialogue on the students' improvement in speaking skill

The first point of discussion is about data that tells about most students did the assignment (creating dialogue). This can mean that most of the students have the possibility to improve their communication (or speaking) skill. J. C. Núñez, et. Al. (2015) state that the amount of time spent on homework is often considered an indicator of academic success. In other words, they claim the amount of homework completed is positively related to academic achievement.

The second point about how interesting the students find about learning system by online (using zoom) shows that 58.2% of total students find the learning system interesting and or

rather interesting. This means that the students do not have any objection with the system of learning. This is a positive point related to how the teaching learning process gains its goal. This means that because most students enjoy the learning system, they have bigger possibility to gain the teaching learning objective; that is to improve their speaking ability. Koc et. all. (2015, p. 250) states that the online elements of the course help the instructor reach his or her specific learning objectives. In addition, during the specific online task, student learners begin a process of self-reflection and self-scrutiny. In addition, a report finding of research published by Hanover Research (2014) states that blended learning models that combine face-to-face and online instruction yield the best student learning outcomes. This means that online which mean virtual learning gives positive effect on achieving the learning objective. The report continues that fully online programs offer many advantages, including flexibility and self-paced instruction.

When talking about whether the already printed dialogue in the 'book' is usefull or not useful, the majority of students find it useful (83.7%). This number indicates that the dialogue on the book still gives positive effect to the improvement of students' speaking skill. This also says that the students still find the printed dialogue an acceptable element in learning process. In other related data, it is found that students also find all activities related to the already printed dialogue useful; those activities are discussing vocabulary on the dialogue (70.9%), listening to audio of dialogue (72.8%), discussing content and grammar in the dialogue (70.9%), practicing dialogue by repeating audio (81.8%), and practicing dialogue in pair (80%). In short, the already written conversation is beneficial for students in some ways. Like what Daniels says (2013, pp. 30-32), there are 27 points of benefit that written conversation can effect in teaching learning in classroom. Some benefits are: 1) Give lively interaction, 2) Create vigorous discussion, 3) Build fluency, confidence, and a positive attitude, 4) Motivate reluctant students, 5) Inspire students to advocate and take action, and others.

In term of the students' responds on the rules or instructins in doing the assignment, we can find that only 26.5% in average of the total students find each rule or instruction easy or rather easy. On the contrary, 27.28% in average finds all

rule or instructions hard or rather hard. This means that around 46.2% in average finds the rules between rather easy and rather hard. If questioned why there are various of rules or instructions on the assignment, I would say because each rule or instruction seeks specific goal of the learning process. Each rule must convey the measurement element whether the students have gained each specific teaching objective. Popham (2013, p. 21) says that to illustrate how it is that different ways of assessing students' curricular mastery will often lead to different instructional approaches. This means that in order to reach different curricular goal, different rules or instructions are needed in the assignment or test. When I want to measure the students' ability in expressing ideas within only 10 lines, I give specific instruction related to that.

In term of creating own dialogue as homework for the students, the study proves that this activity improves the students achievement in several aspects related to speaking or communicating ability. The first aspect is vocabulary. Vocabulary is very important in learning English as a foreign language in general, and especially in speaking or communicating. Fahrurrozi states that in

learning languages, including learning English language, vocabulary is one of the important things to master besides other components like grammar and pronunciation (Fahrurrozi, 2015). Based on this idea, giving the students chance to improve their vocabulary by asking the students to create their own dialogue is very good idea. Finally, at the end of the learning process, as found in the data, more than 61% of students find their vocabulary improves significantly. The students find their improvement in vocabulary when they do their assignment, that is creating their own dialogue; they use new words. In this case, they open their dictionary, ask friends, or even read other dialogues model. Without they realize, they learn new words, and make improvement on their vocabulary.

The next aspect is grammar mastery. Grammar mastery is about how students find their improvement in understanding and mastering specific English sentence pattern they use in their dialogue. Theoretically, understanding sentence pattern is very important. As described earlier, before the class begins, the lecturer discusses the sentences in the dialogue. When there are some errors in sentence pattern, the lecturer makes

correction. This way, students find they learn grammar through dialogue. Data from questionnaire proves that more than 59% of students find they feel they have improved their mastery on grammar. Selting (2005, p.21) believes that the interplay of resources from the linguistic signalling systems syntax and prosody within multi-unit turns is interactionally relevant. This means that grammar is closely related to the ability to perform conversation. She continues that the ability to perfom dialogue is the result of the speaker's use of the interplay of linguistic devices, primarily syntax and prosody, in their given semantic, pragmatics, and sequential context. (p. 39).

In term of general improvement after studying using both provided dialogue and students' own dialogue, I can prove that all statistics show good indication (positive effect) in all aspects, including improvement in pronunciation, improvement in intonation, improvement in gesture skill, and improvement in confidence. Kelly (2001, p. 11) indicates that pronunciation is very essential in communication (performing conversation). He says that a consideration of learners' pronunciation errors and of how these can inhibit

successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. So, as the score shows positive respon about the improvement in intonation, I believe that students have also reached certain level of improvement in their pronunciation.

The similar case happens to the students' improvement in their English intonation. As the score is high, I can get conclusion that both the learning process by using both provided dialogue and students' own dialogue gives positive effect on the students' intonation. As Wells says, intonation has important function in a conversation. The wrong intonation may lead to a breakdown in communication (especially when a native speaker is interacting with a non-native speaker). Meanwhile, Haliday and William (2008, p. 97) say that it is obvious that intonation contributes fundamentally to the flow of discourse. Furthermore, they continue that intonation contributes to making meaning in textual, interpersonal, experiential, and logical terms. So, related to the topic being discussed, the students' improvement after studying the provided dialogue and students' own dialogue is a very good thing because that means the

students have reached what the lecturer wants.

Talking about improvement in gesture skill, the data tells more than 54% of total students feel they make good improvement. This is a good indication that the students have reached the teacher's goal of teaching. In theory, gesture is one of some important elements in communication. McNeill (2012, p. 37) defines gesture as a manifestly expressive action that enacts imagery (not necessarily by the hands or hands alone) and is generated as part of the process of speaking. Meanwhile, Flusser and Nancy (20143, p.1) states that gestures are movements of the body that express an intention. However, because the students perfom dialogue, so what it means by gesture is gesture on face, not full body. Moreover, since the students do the dialogue performance through video recording, so the gesture here means facial gesture through video recording. With this complexity; memorizing dialogue, having perfect facial gestures, and setting the camera well; students need to focus on performing the conversation well. So, when they find that their gestures ability improve, this really indicates their communication skill improvement as

well.

The last point of discussion is about improvement in students' confidence. As the data shows that total students feel they improve their self-confidence, so it reaches what the lecturer expects from them. Hennesey (2019, p.51) states that confidence consists of 3 components, namely: 1) Conviction in the points someone is trying to make with their talk, 2) The skills someone needs to approach the tasks of brainstorming, writing, rehearsing, and presenting, and 3) The ability/adaptability to handle the unknowns that appear along the way. To gain this kind of confidence is not an simple thing. Carnegie (1991, p. 4) says that the gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine. He continues that you may be absolutely sure that training and practice will wear away your audience-fright and give you self-confidence and an abiding courage (p. 5). I believe that the assignment and practices of using provided dialogue and students' own dialogue have become one of perfect tools to improve students' confidence. (40-60% of the total article length) This section may be divided by subheadings.

It should provide a concise and precise description of the experimental results, their interpretation as well as the experimental conclusions that can be drawn.

CONCLUSIONS

This study is about how students accept the learning system on communication skill through virtual class by using provided dialogue and students' own dialogue. Provided dialogue means text of conversation taken from the book, and the lecturer brings it in the virtual class for the students to discuss, learn, and practice. Not only the text of the conversation, the lecturer also plays the audio about the dialogue, so the students learn and practice correct pronunciation and intonation based on the audio. Meanwhile, the students' own dialogue refers to the assignment the lecturer gives to students. The assignment is students create dialogue within 5-6 days in which the dialogue must fulfil several requirements. The students submit the dialogue via lecturer's email. In the virtual class, the lecturer picks some of students' dialogues. The lecturer asks the students who creates the dialogue to perform the dialogue. The lecturer also discusses some aspects of language, such as intonation, pronunciation, vocabulary, spelling, and grammar. Other students are allowed to ask any questions about the dialogue being discussed. Furthermore, sometimes the lecturer asks the students to record their own voice on the the dialogue they have created. In addition, the students also make video of them performing the dialogue.

By using questionnaire, I find the data that the students accept the virtual learning system for the communication skill class. The class objective is the students are able to use specific expressions in communication using dialogue, in good intonation and pronunciation, in good spelling and grammar, and appropriate gestures and full confidence. This class is a 14 active session-class. The students learn the material via zoom and get assignment after the class ends. Furthermore, the questionnaire also shows good point on the students' improvements after the students have learned communication skill using both provided dialogue and the students' own dialogue. The improvement is reflected in the data taken from the questionnaire on 55

students who joined the class. Most of the students feel they make improvement in their vocabulary, grammar aspect, intonation, pronunciation, gesture, and confidence. The study proves that the usage of provided dialogue and plus the students' own dialogue makes the zoom class more interesting and the students make significant improvements on all aspects which are targeted.

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