The technique of drilling in teaching dialogue is a procedure and practice in conducting grammar structure drill orally in order to make the students master the basic structure patterns by using dialogue. This study wanted to know whether the second year students of SMA Negeri III Pamekasan who were taught speaking using the technique of drilling in teaching dialogue got better speaking achievement compared to those who were not.

This study was a quasi experimental research with randomized control group design. The population of this study consisted of seven classes. They were, XI IPA1, XI IPA2, XI IPA3, XI IPA4, XI IPA5, XI IPS1 and XI IPS2. Each class consisted of about 30-35 students. The samples of this study were two classes; XI IPA1 as experimental group and XI IPA2 as control group. In this study, the writer used two research instruments. They were: test and interview. Test was used to measure the student’s grammar structure mastery after being taught by drilling through dialogue. Interview was used as an instrument in getting the data that were not obtained from the test.

The result of this study was the experimental group had significant higher mean score (50.00) than the control group (39.76). From the testing of the hypothesis and the discussion, it showed that at the degree of freedom 32, the value of the statistical computation or SPSS of t-test was 2.04, and the value of t-critic with the level of significance 5% was 0.05. It means that the result of the statistical computation or SPSS of t-test was higher than the value of t-critic (0.05 < 2.04). Another finding showed that the total score of straight pattern practice was 588; it showed that straight pattern practice drill was the best technique of drilling by using dialogue. It can be concluded that using drilling dialogue technique especially the straight pattern practice drill is effective in developing students’ speaking achievement.