THE INFLUENCE OF SELF-DIRECTED DIALOGUE TOWARDS THE SPEAKING ABILITY STUDENTS'

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Abstract

The purpose of this study was to see how self-directed dialogue affects the speaking ability of students at SMA LPP YW UMI Makassar. The self-directed dialogue technique is an activity that combines role-playing strategies or simulations with real means of communication or contextual practice. Self-directed dialogue supports students to use their sentences to generate discourse, this can be done with group learning, but the principle is that students are responsible for their learning. By using their sentences, students feel more understand what they want to build, because it is more familiar to them. Self-directed dialogue is a technique that can help students improve their speaking ability, there are 5 components of speaking skills related to comprehension, grammar, grammar, pronunciation, performance. Researchers used a pre-experimental approach with a one-group pre-test and post-test design, this study lasted for four weeks and included twelve meetings, including treatment. The number of samples was collected using a purposive sampling technique as many as 24 students in class X. The data were obtained using a speaking rubric which was then processed in SPSS v26. The results of the study found that the average score of students' vocabulary development was 52.33 in the pre-test and 70.33 in the post-test. The students' developing speaking ability is 34.39%. This is supported by the significance value of the t-test $(0.00 < 0.05)$, from the statistical data it can be concluded that the alternative hypothesis is approved and the null hypothesis is rejected. Based on the findings, the researcher concludes that implementing self-directed dialogue can help class X students at SMA LPP YW UMI Makassar improve their speaking skills. This implies that self-directed dialogue is effective and influential in improving students' speaking skills.

Keywords: *Self-directed dialogue, Influence, Speaking Ability*

Abstrak

Tujuan dari penelitian ini adalah untuk melihat bagaimana dialog mandiri mempengaruhi kemampuan berbicara siswa SMA LPP YW UMI Makassar, Teknik dialog mandiri adalah suatu kegiatan yang menggabungkan strategi bermain peran atau simulasi dengan wahana nyata komunikasi atau praktik kontekstual. Dialog mandiri memungkinkan siswa untuk memanfaatkan kalimat mereka untuk menghasilkan wacana, hal ini dapat dilakukan dengan pembelajaran kelompok, tetapi prinsip umumnya adalah bahwa siswa bertanggung jawab atas pembelajaran mereka. Dengan menggunakan kalimat mereka, siswa merasa lebih memahami apa yang ingin mereka bicarakan, karena lebih akrab bagi mereka. Dialog mandiri adalah teknik yang dapat membantu siswa meningkatkan kemampuan berbicara mereka, ada 5 komponen kemampuan

berbicara yang berkaitan dengan pemahaman, tata bahasa, kosa kata, pengucapan, kelancaran. Peneliti menggunakan pendekatan pra-eksperimental dengan desain pra-tes dan pasca-tes satu kelompok, penelitian ini berlangsung selama empat minggu dan mencakup dua belas pertemuan, termasuk perlakuan. Jumlah sampel dikumpulkan dengan menggunakan teknik purposive sampling sebanyak 24 siswa di kelas X. Data diperoleh dengan menggunakan rubric speaking yang kemudian di olah dalam spss v26. Hasil penelitian menemukan bahwa skor rata-rata perkembangan kosakata siswa adalah 52,33 pada Pre-test dan menjadi 70,33 pada Post-test. Kemampuan berbicara siswa yang berkembang adalah 34,39%. Hal ini didukung oleh nilai signifikansi uji-t (0,00 < 0,05), dari hasil data analisis statistic di simpulkan bahwa hipotesis alternatif disetujui dan hipotesis nihil ditolak. Berdasarkan temuan, peneliti menyimpulkan bahwa menerapkan dialog mandiri dapat membantu siswa kelas X di SMA LPP YW UMI Makassar meningkatkan kemampuan berbicara mereka. Hal ini menyiratkan bahwa dialog mandiri efektif dan berpengaruh dalam meningkatkan keterampilan berbicara siswa.

Kata Kunci*: Dialog mandiri, Pengaruh, Kemampuan Berbicara*

INTRODUCTION

Teaching English at every level of education always involves four skills and speaking is one of the four basics in foreign language learning, namely listening, reading and writing. It has been taught since students entered elementary school, because speech is power, action and a way of speaking. The ability of people to communicate with other people is very dependent on their ability to speak, to convey ideas, opinions, messages, feelings to others, to express their thoughts and desires, and to socialize in communicating or interacting (Putra, 2017). Based on the School-Based Curriculum (KTSP), Listening, speaking, reading, and writing are four language skills that must be mastered by high school students. Reading and writing are written languages, while listening and speaking are spoken languages (Al-Pansori, 2016). Because the purpose of learning is to encourage students to use language in communicating, the ability to speak English is very vital in human life, language has a social function where communication arises through interaction with one another such as their main goal of learning, either to get personal satisfaction or to gain satisfaction. speak a foreign language. In speaking English, as the target language, the main concern is on the ability to communicate informally about everyday subjects with sufficient fluency to attract the attention of the listeners. In addition, we can conclude that speaking is a verbal communication to transmit messages from one to another (Leong & Ahmadi, 2017). According to Sulaiman, R., (2021)"speaking is a process of constructing and sharing meaning through the use of verbal or non-verbal symbols in various contexts", speaking skills have an important relationship in communication. This is because people cannot communicate well without speaking. By talking people can express ideas or share information. One of the obstacles in learning to speak is the contradiction between class material and subjects so that most teachers do not facilitate situations for real practice in speaking, besides that, teachers must consider the interests and needs of students. Learners should take part in oral activities to spontaneously exchange their thoughts in speaking a second language (Hudriati, Andi., Rusdiah., Sulastri., 2021).

The problems faced by most students in speaking are lack of vocabulary, often do not have the confidence to speak, are not used to speaking in class, and have difficulty expressing words or sentences. The cause of the problems faced by most students is the fear of making mistakes. While the purpose of teaching English is to prepare students to use a good and correct foreign language,

students are also expected to be able to convey their thoughts, feelings, and opinions, and use language to communicate with their surroundings in everyday situations. Students have difficulty expressing ideas freely in speaking activities, due to lack of vocabulary and interest in English, so that some students find it difficult to learn, lack accuracy and understanding. Most of the students in the school are reluctant to speak and have low speaking skills for several reasons: the teacher does not give enough time for students to practice speaking in class and he also rarely uses English in class; students are afraid to make mistakes and hesitate to speak up to communicate their ideas; students also have limited English words (vocabulary) and do not know how to construct meaningful phrases and sentences in conveying their ideas. Students studying English gain the capacity to communicate and communicate effectively with each other, there are five sections to this skill. According to Sulaiman, R., Muhajir. (2019) there are five components of speaking ability related to understanding, grammar, vocabulary, pronunciation, fluency (Syamsu, A., 2021).

However, the ability to speak is not an easy thing, it involves the mental factors of students such as their mood, motivation and readiness. According to Dimyati & Mujiono, (2009) Students need mental strength as a learning motivator, such as desire, attention, will, or ideals, all of which have positive degrees and bad degrees. 1) Needs; 2) Encouragement; and 3) Goals are the three main components of motivation (Tabi'in, 2017). Researchers see the need to find alternative ways to provide appropriate and interesting techniques related to students' conditions. This should give students more opportunities to speak during the teaching and learning process. One way to enable students to practice language is self-study through dialogue.

a. Self-directed learning

Self-directed learning is taken from the words independence and learning, independence is a situation where we can solve everything ourselves without depending on others, but learning is a process to get new insights and information (Ashari and Salwah, 2018). Independent learning is an act of students to take the initiative and be responsible for their lessons without asking or expecting help from those around them in aspects of awareness, learning strategies, learning activities, evaluation, and interpersonal. Yunus, M. (2019) states, independent learning can be formed through four stages, namely: Students are able to think independently, Students begin to learn to self-regulate, Students begin to learn to plan themselves, the formation of student independent learning.

b. Concept of Dialogue

Dialogue is a literary and theatrical genre of two or more people speaking orally or in writing, just as what A says helps shape B's repetition, which in turn influences A's answer and so on. But A, no matter how accurately he thought he could predict what B would say, never knew for sure what he would actually say. In addition to encouraging students to think critically, dialogue in the classroom can also teach children to be responsible, communicate effectively, and collaborate, Yamin (2007) explains that dialogue, or even negotiation, dialogue or communication is the delivery of messages, knowledge , and thinking with the aim of involving students in the learning process, so that problems become common property and shared responsibility (Hanifah et al., 2017). To improve students' speaking skills, teachers need to give students a lot of speaking practice dialogue is one approach to help students develop their speaking skills. Dialogue makes students practice and use language according to language functions and situations. As we know that the function of language is to communicate, so in dialogue one speaks or communicates with other people. Dialogue is a model of language because it is an important teaching and dialogue is the social unit of speech, because it involves two speakers, it equips students with a social context

in which to communicate. to practice a new language. So dialogue is very helpful in language learning whether language comes alive in the context of dialogue and that is because dialogue is a real communication of an idea (Saphanti, 2010).

The researcher believes based on the description above, that dialogue helps students in learning English as a foreign language or second language, and provides opportunities for them to use the language in various situations, so English teachers need to use dialogue in their English class. There are several types of dialogues that teachers can use, such as memorizing dialogues, spiral dialogues, grammar demonstration dialogues, mini-dialogues, self-directed dialogues, etc. So the researcher wants to use the self-directed dialogue method and then concludes how the influence of the method in improving students' speaking skills.

c. Self-directed dialogue

Self-directed dialogue is a technique that can help students improve their speaking skills. Self-directed dialogue is a technique to help students become more confident in learning teaching materials. Syarifuddin, S., & Hasyim, I., (2019) says that self-directed dialogue, however, asks students to work in pairs and in places, the responsibility for communication is mainly on the learner and the conversation is based on a buffer. Self-directed dialogue techniques are activities that combine role-playing or simulated strategies with real means of communication or contextual practice.

The researcher assumed that this was a good formation because small groups would allow students to use their sentences in making dialogues. Dialogue will make students practice and use language according to language functions and situations. Through dialogue, students can imitate new words, grammatical structures, and pronunciations which they can use to express their thoughts orally, this also gives them tools in analyzing vocabulary and grammar for discussion. As a result, students find it easy to make sentences in a foreign language (Souhuwat, 2020). However, the dialogue should not be too long, this is supported by Rivers (1978) that short dialogues are more useful than long dialogues. So self-directed dialogue is an appropriate technique in speaking class because the conversation takes place between pairs of students and helps students to reduce their fear and shame (Vega & Arifin, 2016).

Learning activities are developed to support student participation in learning, then teachers need to vary learning activities to encourage students to participate during the teaching and learning process. For example, discussion-based activities such as case study analysis, role playing, and jigsaws can encourage students to talk to each other and with the teacher, through learning activities, students change their role from passive participants to active participants by learning and practicing how to understand knowledge and skills and how to use it meaningfully. Learning activities should involve providing opportunities for students to speak and listen meaningfully, write, read and reflect on the content, ideas, and concerns of an academic subject (Artini *et al.,* 2017).

In addition, the 2013 Curriculum applies student-centered learning that emphasizes student participation in active learning and interaction with other students and teachers. Teachers need to create student-centered learning activities. In other words, learning activities require students to be more active in their education. And learning activities in delivering the material, the English teacher will get some problems that can cause some difficulties according to the level being taught. These problems can come from the teacher himself or students such as lazy to study and find it difficult to understand the material, even these problems can also come from the environment such as the atmosphere and facilities (Aritonang, 2019).

As a result, English instructors must choose the right technique and build a fun teaching-learning environment for students to master the topic. Analyzing this description of speaking skills, it is clear that speaking skills are very important in language learning. So speaking skills must be mastered by every language learner at any level. Therefore, English teachers are also responsible for students to provide English teaching techniques that require students to speak. This means that they are used to speaking in that language (Murda, 2021). Self-directed dialogue is an English teaching and learning program designed by Senior High Schools to improve students' ability in English. Based on the researcher's observations, the self-directed dialogue program has many objectives, namely:

a. Motivate students to practice English
b. Improve students' speaking skills
c. Help students be more confident in expressing ideas

This method can be achieved through teacher guidance by providing students with tools to help them make or build conversations, this activity has a positive and natural impact on them and helps them to improve their fluency. They also get the opportunity to practice speaking in a meaningful way that will help them to improve their communicative competence. Furthermore, this strategy can encourage children to participate more actively in the teaching and learning process so that they can all practice speaking. Once adopted, this technique is predicted to be able to overcome problems and offer useful changes in the teaching and learning process.

METHOD

This study used a pre-experimental approach, with a pre-test-post-test group design. Learning was assessed before and after therapy and compared to a pre-treatment setting, resulting in more accurate post-treatment outcomes. (Sugiyono, 2014) The participants in this study were students of SMA LPP YW UMI Makassar, and the purpose of this study was to see how independent learning through dialogue affects students' speaking skills. The sample in this study was a single class (X) with 24 students. Purposive sampling is a form of sampling technique that is often used in scientific research. The main purpose of purposive sampling is to create a sample that is logistically representative of the entire population (Mukhsin et al., 2017). The test used to collect data in this study, and the type of test used was a speaking test. Before and after the implementation of self-directed dialogue in the teaching and learning process, a speaking test was held to obtain information about the students' speaking ability. The test was administered twice, once as a pre-test and once as a post-test. The speaking rubric is used by researchers to get scores from students' performances. Furthermore, these results are used to determine whether the situation has been improved or not as a result of the actions taken. After calculating the students' speaking test scores, the researcher used the SPSS windows V26 application to analyze the data and display it in the research findings.

RESEARCH RESULT

To collect information, researchers used tests. There are two tests: pre-test and post-test. Before the treatment, a preliminary test was conducted to measure the students' basic conversational skills. Researchers conducted a pre-test to determine the level of accuracy and understanding of students, with an average pre-test score of 52.33, indicating that students' speaking skills were still lacking, because most of the students scored below the average. After the test, the researchers conducted treatment for 4 weeks with 12 meetings, which researchers focused

on students' accuracy and understanding. The researcher applied the self-directed dialogue technique as a treatment to find out whether the independent learning technique through dialogue succeeded in improving the students' speaking ability or not. Post-test was carried out after treatment. Post-test was used to measure the progress of speaking ability after treatment; the mean post-test score was 70.33, indicating a 34.39 percent improvement and a substantial improvement after treatment. This shows that the class that received this treatment experienced an increase.

Table 1. The pre-test score

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1	Student1	2	2	3	2	2	44
2	Student2	3	3	4	3	3	64
3	Student3	2	2	2	2	2	40
4	Student4	2	2	2	2	2	40
5	Student5	2	2	3	2	2	44
6	Student6	3	3	2	2	3	52
7	Student7	2	2	2	1	2	36
8	Student8	2	2	2	1	2	36
9	Student9	3	3	2	2	3	52
10	Student10	2	2	3	2	3	48
11	Student11	3	3	4	3	4	68
12	Student12	2	2	2	2	2	40
13	Student13	4	3	3	3	4	68
14	Student14	3	2	2	3	3	52
15	Student15	3	3	3	3	3	60
16	Student16	4	3	4	3	4	72
17	Student17	2	2	3	2	3	48
18	Student18	3	3	4	3	4	68
19	Student19	2	2	1	1	2	32
20	Student20	4	4	4	3	3	72
21	Student21	3	2	2	3	2	48
22	Student22	2	2	2	3	3	52
23	Student23	3	3	2	2	3	52
24	Student24	3	3	4	3	4	68

As mentioned in the table, after the data was analyzed, it showed that 2 students had the highest score of 72 which means their speaking ability is quite good and can be understood, and then 1 student with the lowest score of 32 because their vocabulary and understanding is still very lacking.

Table 2. The post-test score

No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score
1	Student1	3	3	4	3	4	68
2	Student2	4	4	4	4	4	80
3	Student3	4	3	3	3	4	68
4	Student4	3	3	3	3	4	64
5	Student5	4	4	3	3	4	72
6	Student6	4	4	4	3	4	76

| 7 | Student7 | 2 | 3 | 2 | 2 | 3 | 48 |
8	Student8	3	3	3	2	3	56
9	Student9	4	4	3	3	4	72
10	Student10	4	3	3	3	3	64
11	Student11	4	4	4	4	4	80
12	Student12	4	4	3	3	3	68
13	Student13	4	4	4	4	4	80
14	Student14	4	3	3	3	4	68
15	Student15	4	4	3	3	4	72
16	Student16	4	4	4	4	4	80
17	Student17	4	3	3	3	4	68
18	Student18	4	4	4	4	4	80
19	Student19	3	3	3	3	3	60
20	Student20	4	4	4	4	4	80
21	Student21	3	3	3	3	3	60
22	Student22	3	3	3	3	4	64
23	Student23	4	4	4	4	4	80
24	Student24	4	4	4	4	4	80

After the data was analyzed, it was seen that there were 8 students who had the highest score of 80, which means that the students' speaking ability increased then there was still 1 student with the lowest score of 48 with a slight increase compared to before.

Table 3. Preliminary descriptive statistical analysis results

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pre Test	24	52.33	2.536	12.423
Post Test	24	70.33	1.832	8.977
Valid N(listwise)	24			

The Table of Descriptive Statistics shows 24 students as samples in the pre-test and post-test, then the table also shows the average score of students' speaking ability, the average score of students' speaking ability is about 52.33 in the pre-test and post-test -test is 70.33.

Figure 1. Improving students' speaking skills
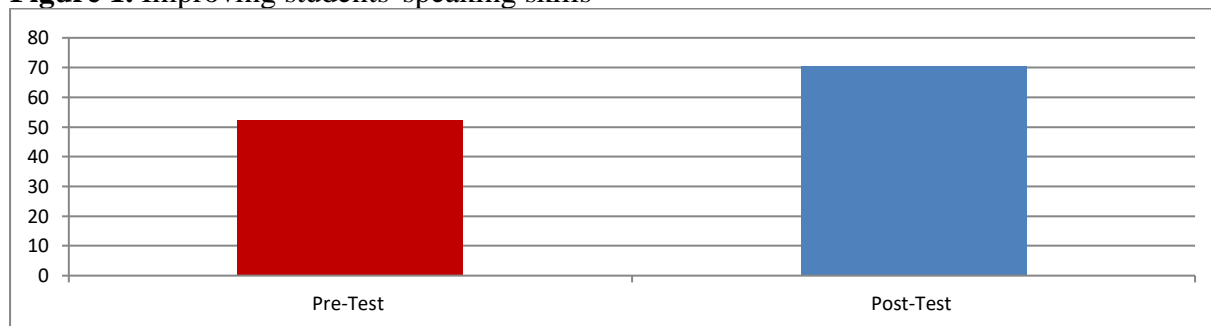
The picture above shows the increase in students' scores from pre-test to post-test. The score was obtained after assessing the students' speaking test after being given treatment. The mean value increased significantly from 52.33 in the pre-test to 70.33 in the post-test. It is proven that the effect of self-directed dialogue on students' speaking ability is seen with an increase of 34.39%.

Table 4. The frequency and percentage of the students' speaking ability

No	Score	Category	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	91-100	Very Good				
2	76-90	Good			9	37.5%
3	61-75	Fairly	7	29.16%	11	45.83%
4	51-60	Poor	6	25%	3	12.5%
5	Score less than 50	Very Poor	11	45.83%	1	4.16%

The table shows that 11 students (48.83%) are in the very poor category in the pre-test, 6 students (25%) are in the poor category, and 7 students (29.16%) are in the moderate category. The post-test results are also shown in the table above. There are 9 students (37.5%) in the good category, 11 students (48.83%) in the sufficient category, 3 students (12.5%) in the poor category, and 1 student in the poor category. That is, the post-test score and the percentage of students' speaking ability are higher than the pre-test because the post-test percentage is higher than the pre-test.

Table 5. Test normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test	.177	24	.049	.927	24	.083
Post Test	.193	24	.022	.894	24	.016

The Shapiro Wilk method on SPSS v.26 was used to test the normality test in this study, with p>0.05 criteria. Shapiro-Wilk test is a statistical test that determines whether a continuous variable has a normal distribution or not. According to Statistics (2013) in (Quraisy, 2020) Shapiro Wilk Test is a method or formula developed by Shapiro and Wilk to determine the distribution of data. This is an effective and valid normality test method for small samples of less than 50 samples.

The significant value for the Pre-Test value is 0.83, and the Post Test value is 0.16, according to the "Test Normality" output table in the Shapiro-Wilk test section. If the value is greater than 0.05 then the Pre-Test and Post-Test data values can be said to be regularly distributed. As a result, the criteria or assumptions for the normality of the paired sample t-test have been met.

Table 6. Paired samples test

	Paired Differences							
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig.(2 tailed)
	Mean			Lower	Upper	T	Df	

			6.978	1.424	-	-15.053	-	23	.000
Pair 1	Pre Test - Post Test	- 18.000			20.947		12.637		

　　　　To answer the problem formulation, a paired t-test was performed on the experimental class pretest data with the class posttest data. According to Singgih Santoso (2014) The decision-making rules for paired sample t-test based on the significant value of SPSS output (Sig.) are as follows: If the significance value (2-tailed) is less than 0.05, then H0 is rejected and Ha is accepted. H0 is accepted while Ha is rejected if the significance value (2-tailed) > 0.05. Based on the "Paired Samples Test" output table above, if the significant (2-tailed) value is 0.00 > 0.05, then H0 is rejected and validated. As a result, the mean learning outcomes were different between the Pre-Test and Post-Test, indicating that using self-study strategies improved students' speaking ability.

CONCLUSION

　　　　Based on the findings and discussions, it can be concluded that the use of the Self-directed Dialogue Technique improves students' speaking skills at SMA LPP YW UMI Makassar. The results of the data analysis based on statistical calculations, the researchers found that the output table "Paired Samples Test" was known that the Significant value (2-tailed) was 0.00 < 0.05. This means that the null hypothesis is rejected and the researcher's alternative hypothesis is accepted. As a result, there is an average difference between pre-test and post-test learning outcomes, which indicates that the application of self-directed dialogue to improve students' speaking skills at SMA LPP YW UMI Makassar has a positive effect.

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