

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

Ainol Mardhiah¹, Khairunnisak²

Pendidikan Bahasa Inggris, Universitas Bumi Persada

ainolmardhiah@bumipersada.ac.id¹, khairunnisak0004@gmail.com²

ABSTRACT

This study entitles ***“The Influence Of Self-Directed Dialogue Toward Students’ Speaking Ability***. It employed quantitative data approach by using experimental design. There were two classes taken as sample consisting of 47 students. In this case, the researchers used random sampling method. In experimental group, the researchers used self directed dialogue toward students speaking English. After teaching learning process for three meetings in each group, the researchers gave post-test to students at the end of the meeting. The result of this research revealed that the students’ achievement in control group was lower than experimental group. This was proved by the result of t-score 9,78 and (8,10) was higher than t-table on significance 0,05 ($t_{table} = 1,684$). Based on the research result, the researchers concluded the influence of self-directed dialogue toward students’ speaking ability at the first grade students of MTsN Lhokseumawe was effective.

Keywords: *Self Directed Dialogue, Speaking*

INTRODUCTION

Speaking English is of paramount importance to be taught in Indonesian school, especially at the elementary level as they are expected to master English well. The learning process from introduction, understanding, application in everyday life is very much needed in order to achieve the ideal English language learning. Spoken language is the most common strategy of daily communication used by humans to share opinions and ideas with others. It is a two-way process between speaker and listener, involving both productive and receptive skills. In other words, the listener will try to understand the speaker's idea through the communication between them. To enable students to speak English, teachers should provide variety activities and encourage students to practice speaking English in the classroom and beyond. However, many Indonesian students still lack confidence when asked to speak English (Maysaroh, Fitriyah & Suharjito, 2022).

In junior high schools, most teaching activities only focus on reading, listening, and writing skills. This might be one of the reasons for students' lack of self-confidence as they do not obtain sufficient exposure towards oral practice in and beyond the classroom activities (Wahyuningsih & Afandi, 2020). This phenomenon suggests that teaching activities need to be changed into activities that can encourage students to speak, communicate with one another, and make mistakes in order to build their confidence to speak English (Amoah & Yeboah, 2021).

There are many techniques to build students' confidence, one of which is self-directed dialogue. Learning to speak in L2 (second language), especially English, involves students' self-confidence, motivation, socio-cultural perspective. Confidence plays the core part when talking to other people. Students who participate actively in class seem to have higher self-confidence than those who are passive in class. Autonomous dialogue is a technique that can help students have more

confidence in learning materials. It is an activity that combines role-playing or simulation strategies with real communication or situational practice. It can be done through group learning, but the overall concept is to let students have the ownership of learning (Brown, 2001).

Based on the researchers' preliminary observation, vast majority of MTsN Lhokseumawe students, especially the seventh grade students, have not been able to pronounce English properly. Their overall English speaking skills are low and most students are reluctant to speak English. This occurs because teacher does not give enough time for students to practice speaking in class and rarely uses English in class; students are afraid of making

mistakes (Alrasheedi, 2020) and are hesitant to speak up to communicate their ideas; students also have limited English vocabulary and do not know how to construct meaningful phrases and sentences in conveying their ideas. Therefore, the researchers can conclude that the speaking ability of MTsN Lhokseumawe is low.

Based on the above problems, the research question was formulated as follow: "Is there any influence of the use of self-directed dialogue toward students speaking ability? Hence, the purpose of the research is to find out whether the use of self-directed dialogue influence MTsN Lhokseumawe students' speaking ability or not.

While pictures may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. After all, the most effective way to communicate is through speech. Thus, speaking skill is a vitally important strategy of communication. There are various definitions of speaking as been stated by several experts.

According to Brown (in Tiwery & Souisa, 2019), speaking entails producing, receiving and processing information. Produce involves the delivery of information while receive entails gaining information. Then, the information will be processed

in order to get meaning. In addition, Jack and Willy (2002) stated that speaking is used for many different purposes and each purpose involves different skill. In this study, speaking is seen as an interactive process between the speaker and the listener in particular situations on constructing the meaning of information based on the context in which it happens.

Speaking foreign language is sometimes easy, but sometimes difficult. In order to carry out the successful speaking, teachers have to fulfill some characteristics of successful speaking activities such as giving much time or opportunity to learners to speak as often as possible. Allocating as much time as possible for learners to talk can help create the best environment for oral activities. There are some characteristics features to know how successful speaking activity according to Ur (1996):

- 1) Learners talk a lot and have a lot of speaking activity time

It is suggested to allocate the majority of time to the activity occupied by learners talk. It means that

the learners must be active to speak with their friends as much as possible.

- 2) Learners are interested in speaking about the topics and they want to contribute to achieving a task objective

Learner are eager to speak because they are interested in the topic and have something new to say about it so that they want to contribute to complete the task. It means that the learners have a high motivation to speak English if they learn through topics that they are interested in.

- 3) Learners feel that speaking foreign language is fun and easy

The teacher should make learner to feel that speaking foreign language is not difficult, but it is fun and easy. Therefore, learners will speak foreign English whenever and wherever they are. It will help increase learner's confidence to speak foreign language.

- 4) Class discussion is active and learners get the opportunity to speak or talk about their ideas

Classroom discussion is not dominated by teacher or talkative participants only as all get a chance to speak. Contributions are fairly distributed. It means that the classroom is not dominated by one participant only, but all of participants get some chance to speak.

Based on explanation above, it can be concluded that speaking is not only a matter of transferring some messages to other persons but it also communication, which needs more than one person to communicate with. When people speak, they construe ideas in words, express their perception, their feelings and intentions so that interlocutors grasp meaning of what the speakers mean. If the learners do not have good speaking skill, they will not understand the messages conveyed. In that condition, they cannot be said successful in learning English because they do not have a meaningful interaction of English conversation. Due to this, learners who want to speak English well need to learn and practice as much as possible. As proverb says 'practice makes perfect'. Hence, learners must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

Self-Directed Dialogue is an activity that combines a role-playing or simulation strategy as a means for real communication or contextual practice (Joiner & Westphal, 1978). To improve the students' speaking skill, the teacher needs to give the students a lot of speaking practice. One of the best ways to improve the student's speaking skill is by using dialogue. Dialogue would make students practice and use the language according to the language function and situation. As we know that the language function is for communication, so in dialogue someone speaks or communicates to someone else. Thus, dialogue can be used as a technique to practice for the students.

There are many kinds of dialogue techniques that can be implemented by English teachers in teaching speaking. This study focused only on the employment of directed dialogue. It is a controlled conversation between two students stimulated by teacher reactions. It contents of a series of commands in which the teacher tells one student to ask a specific question or make a specific

statement to another student. As this technique provides students with something to say and a reason for saying it, the method can be questioned for its artificiality, its rigidity, and dependence upon the teacher (Joiner & Westphal, 1978).

Teaching speaking by using Self-directed dialogue is done by dividing the students into pairs, and they asked to complete a given task, so the students in the class are involved in the class directly in communicative activity. The procedure of teaching speaking through Self-Directed Dialogue technique as follows:

Pre activities

Teacher starts the class by greeting students, checking their attendance list, building students' background knowledge about the topic which is going to be learned. For example: "Do you have a best friend? Can you describe him? What does he look like? How old is he? What are his hobbies? And so on.

Main Activities

Teacher introduces the technique to the students by explaining that they will get the prop and should build the conversation based on that prop. Then, teacher instructs students to work in pairs and gives the prop. Hence, one prop is for one pair. The teacher reads the prop sentence by sentence and asked the students to follow her. It is intended to help the students pronounce the words in prop. When students get the prop, teacher and students discuss the prop together. Teacher discusses the difficult words first and then guides the students to understand the content of the prop by giving some questions related to the prop. Afterwards, student practice the conversation with their partner and start creating the conversation based on the prop by creating some questions like the teacher did. In short, they practice the conversation based on the situation in the prop. Teacher will give 10 minutes to the students for this activity.

Post Activities

Teacher asks students whether they have some difficulties related to the topic. To conclude the class, teacher asks them what they had learnt and asks some students to conclude the topic before closing the class. As the activities provide

opportunities for students to practice speaking English, therefore, the researchers believe that Self-Directed Dialogue technique can significantly improve students speaking skill.

The directed language allows more freedom for students to create a joyful learning atmosphere, and the responsibility for communication is primarily upon the learners. Recent research has provided evidence that such practice can be beneficial in the development of the speaking skill since the role of the teacher in this activity is principally to prepare scenarios as conversation stimuli for the students. A study related to self-directed dialogue conducted in Iranian context revealed that when teachers provide more autonomy and involve students in choices, it will lead to improved students' language learning (Amini & Kruger, 2022). In Indonesian secondary education context, a study conducted by Ari (2022) revealed that English education students at UIN Fatmawati Sukarno Bengkulu do independent learning at home using Self-Directed Learning by utilizing brand-owned mobile social media such as YouTube, listening to music to master speaking skills during the covid-19 pandemic. He found that most students got to practice English in their daily lives via social media which made them able to master English speaking skills faster during the covid-19 pandemic.

RESEARCH METHODOLOGY

An experimental research using a quantitative approach was employed in this study. It was carried out in two groups where one group is given treatment (experimental group) while another group is not given treatment (control group). There are four kinds of experimental research: pre-experimental design, true-experimental design, factorial-experimental design, and quasi experimental design. However, this study used quasi experimental design because the researchers did the research directly by teaching students in the experimental group. In this design, the researchers controlled all variables that influenced the experiment process. The population of this research was the first grade students of MTsN Lhokseumawe with 247 students. The sample was chosen by applying purposive sampling technique. Eventually, two classes consisting of 47 students were chosen: class VII A consisted of 22 students and VII B consisted of 25 students. VII B was the control group while VII A was the experimental group. The

researcher used two variables. The dependent variable was speaking ability while the independent variable was the influence of Self-Directed Dialogue. In this case, the independent variable was the technique used to improve the first grade students' speaking ability of MTsN Lhokseumawe.

Pre and post-test were used to collect data for this study. Before giving the treatment, the researchers administered pre-test for both groups. The pre-test was given to get to know students' basic ability in speaking before they get the treatment. Then, the treatment was given for three meeting. Here the researchers applied self-directed dialogue strategy in teaching speaking for experimental group and teaching speaking by using conventional strategy for control group. In experimental group, the researchers taught students by using self-directed dialogue strategy. After giving the treatment, the researcher administered post-test for both groups. Post-test was given to know the student's development in mastering materials of speaking after getting the treatment. The student were asked to answer questions individually or in pairs. After getting the data, the researcher analyzed the data from the results of the pre-test and the post-test. The researchers used oral tests for both pre and post tests, and the total score was 100. So, the researchers divided the score by 30 for accuracy, 30 for fluency and 40 for comprehensibility. The influence of treatment was then analyzed using statistical t-test.

The statistical hypothesis of this research could be seen as:

Ho : There is no significant influence of self-directed dialogue in improving students' speaking ability.

Ha : There is significant influence of self-directed dialogue in improving students' speaking ability.

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

The criteria used as follows:

1. If t-test (t_o) > t-table (t_t) in significant degree of 0.05, Ho (null hypothesis) is rejected. It means that the rates of mean score of the experimental group are higher than the controlled group. Using of self-directed dialogue is effective towards students' speaking ability

2. If t-test (t_o) < t-table (t_t) in significant degree of 0.05, Ho (the null hypothesis) is accepted. It means that the rates of the means score of the experimental group are same as or lower than the controlled group. The of using self-directed dialogue.
3. To examine the hypothesis, testing result from experimental group (X_1) and control group (X_2).

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

where:

S^2 : common population standard

S_1 : standard deviation of experimental group

S_2 : standard deviation of control group

n_1 : the number of sample from experiment group

n_2 : the number of sample from the control group.

T-test was tested using the following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where:

t : significant different between two mean

\bar{x}_1 : average students' test of experimental group

\bar{x}_2 : average students' test of control group

n_1 : the number of sample experimental group

n_2 : the number of sample control group. (Sudjono, 2005)

The pre-requirement comes from the list of distribution by freedom degree with (df) = ($n_1 + n_2 - 2$), in significant $\alpha = 0.05$. so the criteria in order to decide is accept H_a if $t_{score} > t_{table}$ and reject H_o if $t_{score} < t_{table}$.

RESULTS AND DISCUSSION

To analyze the data collected from the tests, the researcher used the statistical formula t-test to test the hypothesis. The results of the pre-test and post-test were analyzed using statistical formulas. The test results are described in the table as follows:

Table 1. List of Students Score of Experimental Group

No	Name	Pre Test	Post Test
1	A A	52	60
2	C N S	52	60
3	S M	54	61
4	S A	55	62
5	T A	55	63
6	MT	55	64
7	N F	55	65
8	N U	56	65

Table 2. List of Students Score of Control Group

No	Name	Pre Test	Post Test
1	A J	60	71
2	A P N	60	71
3	A F	60	72
4	A M	60	72
5	A C	60	72
6	B M	62	73
7	C A F	62	73
8	C Z N	63	73
9	D S	63	75
10	D T P	63	75
11	E D F	66	75
12	G G B	68	76
13	K M	68	76
14	M A	68	76
15	M S	69	78
16	N S K	70	78
17	R Z	71	78
18	R R P	71	80
19	S	71	81
20	R F	73	81
21	A K	73	83
22	M N	74	83
23	M F	74	84
24	M K	75	86
25	A N	76	91

Table 3. List of mean, variance, and standard deviation values from the test scores of experimental group and control group students in research at MTsN Lhokseumawe

Group	Average	Variants (S^2)	Standard deviation (S)
Exsperimental	77,32	27,06	5,20
Control	67,63	22,14	4,70

Table 4. List of Number of Students, Average Score (\bar{x}), dan Variance (S^2) of for the Experimental Group and Control Group

Group	Average	Variants (S^2)	Standard deviation (S)
Exsperimental	$n_1 = 25$	$\bar{x}_1 = 77,32$	$S_1^2 = 27,04$
Control	$n_2 = 22$	$\bar{x}_2 = 67,63$	$S_2^2 = 22,14$

The combined standard deviation of the two groupes is:

$$\begin{aligned}
 S_{gab}^2 &= \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \\
 &= \frac{(25-1)27,06 + (22-1)22,14}{25+22-2} \\
 &= \frac{(24)27,06 + (21)22,14}{47-2} \\
 &= \frac{649,44 + 464,94}{45} \\
 &= \frac{1114,38}{45}
 \end{aligned}$$

$$= 24,76$$

$$\begin{aligned}
 S_{gab} &= \sqrt{2476} \\
 &= 4,97
 \end{aligned}$$

So that:

$$\begin{aligned}
 T_{score} &= \frac{x_1 - x_2}{S_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 &= \frac{77,32 - 67,63}{4,97 \sqrt{\frac{1}{25} + \frac{1}{22}}} \\
 &= \frac{9,69}{4,97 (\sqrt{0,04 + 0,04})} \\
 &= \frac{9,69}{4,97 \sqrt{0,08}} \\
 &= \frac{9,69}{4,97 (0,08)} \\
 &= \frac{9,69}{0,99} \\
 &= 9,78
 \end{aligned}$$

To compare t-score with t-table, it is necessary to first calculate the degrees of freedom (dk) = $(n_1 + n_2 - 2) = (25 + 22 - 2) = 42$. The t-test uses a significance level of = 0.05. With dk from the distribution table t, then we get $t_{1-} = t_{1- 0.05} = t_{(0.05.)}$ From the distribution list $t_{0.05}$ with $dk = 45$. Since it was not in the table, an interpolation approach was used, so $t_{(0,05)(42)} = 1,684$

Based on the results of the above calculation that at the significant level = 0.05, then $t_{score} > t_{table}$, namely $9,78 > 1,648$: then reject H_0 and accept H_a , so it can be concluded that: "There is a significant influence of self-directed dialogue in improving students' speaking ability of the first

grade students' of MTsN Lhokseumawe”.

From data collection and analysis, the average score can be seen from each sample and there was an effect of self-directed dialogue. This is the reason that students can more easily understand a material if students learn in their own way. The results indicated that there is an improvement in the way students speaking in understanding the material being taught, especially speaking English. The average value cannot be used as a guide for the success or failure of a study as this must be supported by hypothesis testing using the t-test, namely the right-hand test.

Based on the data obtained and analyzed from the test results for the experimental group and the control group, the frequency of the data showed that the average value for the experimental group (\bar{x}_1) = 77,32 variance (S_1^2) = 5,20. While for the control group (\bar{x}_2) = 67,63 and variance (S_2^2) = 4,70. Likewise, in testing the hypothesis, the value of $t_{\text{score}} = 9,78$ dan $t_{\text{table}} = 1,684$ hypothesis after testing the hypothesis at a significant level of $\alpha = 0,05$ dan (dk) = 42, then based on this reject H_0 . Because $t_{\text{score}} > t_{\text{table}}$ is $9,78 > 1,684$. Thus it showed that there was a significant progress of using Self-directed dialogue towards the students speaking ability for the first grade students of MTsN Lhokseumawe.

CONCLUSION AND SUGGESTION

The data obtained and analyzed from the results for the experimental group and the control group shows the frequency of the data which shows that the average value for the experimental group (\bar{x}_1) = 77,32 variance (S_1^2) = 5,20 While for the control group (\bar{x}_2) = 67,63 and variance (S_2^2) = 4,70 Likewise, in testing the hypothesis, the value of $t_{\text{score}} = 9,78$ and $t_{\text{table}} = 1,684$ after testing the hypothesis at a significant level of = 0.05 and (dk) = 42, then based on this reject H_0 . Because $t_{\text{score}} > t_{\text{table}}$ which is $9,78 > 1,684$, the result is rejected and accepted hypothesis H_a . Based on the result of this research which positively indicates that there is a positive effect on the use Self-directed dialogue to improve student's speaking ability at the first grade students' of MTsN Lhokseumawe.

Some recommendations for the teaching and learning English are proposed as follows: First, the English teachers must be creative when transferring the knowledge and understanding the materials. It will be better if the English teacher finds out the appropriate and interesting strategy related to the topic. Besides, teachers can implement self directed dialogue strategy to make learning more interesting. Future research encountering the same problems yet employing qualitative approach and different data collection methods might be undertaken to see the significance and weaknesses of self-directed dialogue method.

REFERENCES

- Alrasheedi, S. (2020). Investigation of Factors Influencing Speaking Performance of Saudi EFL Learners. *Arab World English Journal*, 11(4), 66–77. <https://doi.org/10.24093/awej/vol11no4.5>
- Amini, M. A & Kruger, C. G. (2022). The Role of Iranian EFL Teacher Autonomy and Reflectivity in Teacher Self-directed Learning: A Systematic Literature Review. *Iranian Journal of Language Teaching Research*. 10(1), (Jan., 2022) 101-126.
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Andre Rianyansa, Ari (2022) *Investigating Students' Self-Directed Learning in Mastering English speaking Skills During the Covid-19 Pandemic (A Case Study of High Achievements Students of EFL Speaking Skills of UIN Fatmawati Sukarno Bengkulu)*. Diploma thesis, UIN Fatmawati Sukarno Bengkulu.
- Brown, H. D. (2001). *Principles of language learning and teaching* (Vol. 4). New York: Longman.
- Joiner, E.G. and Westphal, P.B. (1978). *Developing Communication Skill*. (Rowley Mass: Newbury House)

- Maysaroh, A., Fitriyah, S. M., & Suharjito, B. (2022). Indonesian Teachers' Perceptions of Students' Problems and The Possible Causes when Speaking English in The EFL Classroom. *EFL Education Journal*. 9(1), 151-168.
- Richard, J.C & W.A. Renandya. (2002). *Strategyology in Language Teaching : An Anthology of Current Practice*, New York : Cambridge University Press.
- Sudjono, A. (2005). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.
- Tiwery, D. S., & Souisa, T. R. (2019). Inside-outside circle as the way in building students' motivation and interaction in speaking classroom activities. *International Journal of Language Education*, 3(1), 33–45. <https://doi.org/10.26858/ijole.v1i1.6703>
- Ur, P. (1996). *A course in Language teaching: Practice and theory*. UK: Cambridge University Press.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.9>