

**THE INFLUENCE OF SELF-DIRECTED DIALOGUE  
TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY  
AT THE SECOND SEMESTER OF ELEVENTH GRADE  
STUDENTS OF SMA MUHAMMADIYAH KOTA AGUNG  
TANGGAMUS 2021/2022**

**An Undergraduate Thesis  
Submitted as a Partial Fulfillment of  
The Requirements for S-1 Degree**



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## ABSTRACT

The objective of the research is to find out the influence of self-directed dialog technique towards the students speaking ability at the eleventh grade students of SMA Muhammadiyah Kota Agung Tanggamus of the academic year 2021/2022

In order to achieve the objective, , the experimental design was used in this research study employing one group pre-test and post test design. Having involved nineteen students of the eleventh grade the results revealed that the t-test result for the pre-test was 0.035 and the post-test was 0.039. Both of the results showed that they were  $> 0.005$ . This result indicated that there was a significant difference between the students- speaking ability before and after the treatment was given.

From the result of the data analysis it can be concluded that the self-directed dialog technique give significant influence to the students' speaking ability. It can be seen from the score of the pre-test prior to the treatment was given and the result of the post-test after the treatment was given. In addition the result of the t-test also suggested that this technique gave a significant difference towards the students' speaking ability before and after the treatment was given. Overall, it can finally be concluded that self-directed dialog technique give significant influence towards the students' of eleventh grade of SMA Muhammadiyah Kota Agung Tanggamus speaking ability.

Key words: *Speaking. Teaching Technique, Self-directed Dialog Technique*

## DECLARATION

I declare that the thesis "The Influence of Self-Directed Dialogue Technique Towards Students' Speaking Ability at the Second Semester of Eleventh Grade Students of SMA Muhammadiyah Kota Agung Tanggamus 2021/2022" is entirely my own original work. I am well aware that I have quoted remarks and theories from a variety of sources, and my thesis appropriately acknowledges them.

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## MOTTO

وَاسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّهَا لَكَبِيرَةٌ إِلَّا عَلَى الْخَاشِعِينَ

“And seek help (to Allah) with patience and prayer. And (prayer) is really hard, except for those who are khyusuk.”

( QS. Al- Baqarah:45)



## DEDICATION

This thesis is dedicated to everyone who has supported and encouraged me throughout my life. I would like to dedicate my thesis to:

1. My greatest sources of motivation are my dear Father, Mr Cikmat (alm), and my darling Mother, Mrs Suryani, who are always praying for my success. Thank you for all of your encouragement and support; I will always love you.
2. My beloved sisters, Yunani and Susanti and My brother, Ilham Sani.
3. “Thank you my self you did well”. You are one of the strongest fighter that I have ever known. I love my self.
4. Thankyou for My Support System always support my thesis. Aris Alyo Eko Setiawan.
5. My dearest best friends, who have always contributed to the completion of my thesis. Faradila Humaira, Freniya Elvalita, Noza Erda Sari,Intan Oktafiyani,Anisa Ayu DP, Fani Fatma Hidayah,Ira Risnawati.
6. My beloved lecturers in English Education Study Program and Almamater UIN Raden Intan Lampung.

## CURRICULUM VITAE

Syifa Ade Verina was born on March, 30<sup>th</sup> 1999 in Pingsewu. She is the last child of for siblings from Mr Cikmat (alm) , and Mrs Suryani. She has one brother, Ilham Sani and two sisters, Yunani and Susanti.

The academic background of Syifa Ade Verina includes studies at TK Dharma Wanita, which she completed in 2005. She then completed her education at SDN 3 Kuripan, where she graduated in 2011. She completed her studies in SMPN 1 Kota Agung in the same year and graduated in 2014. She completed her studies at SMA Muhammadiyah Kota Agung throughout the year and graduated in 2017. Then, in 2017, she was admitted into the English Education Study Program of the Teacher Training Faculty at State Islamic University of Raden Intan Lampung.





## ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, all thanks is due to Allah SWT, the Most Gracious and Merciful. There are no adequate words to express my thanks though until this thesis is completed. Then, constantly remember to send Shalawat and salam to our prophet Muhammad SAW, who is always bringing us from darkness to light. By Allah's favor, so that this thesis, named "The Influence of Self-Directed dialogue Technique Students Speaking Ability at The Eleventh Grade Students of SMA Muhammadiyah Kota Agung 2021-2022" might be completed.

This thesis is being submitted as part of the requirements for the S1-degree English Education Study Program at Raden Intan Lampung State Islamic University. This accomplishment, however, would not have been possible without the love, support, direction, counsel, assistance, and encouragement of individuals and institutions. As a result, the author wishes to express his gratitude to:

1. Prof. Dr. Nirva Diana, M.Pd., Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, and her staff, who have provided the writer with a chance and forbearance while doing the research until the completion of this thesis.
2. Dr. Moh. Muhassin M.M. Hum., The Head of English Department.
3. As Advisor, M. Ridho Kholid, M.Pd., who has dedicated her time assisting, advising, and supporting the writer in completing this thesis.
4. Co-Advisor, Dian Reftyawati, M.Pd., I'd would like to express my gratitude for your invaluable advise, positive encouragement, and time, as well as for your suggestions and assistance for this graduation paper from beginning to completion.
5. All lecturers of Tarbiyah and Teacher Training Faculty, especially English Department Lectures.
6. Mr Cikmat (alm), and Mrs Suryani, Thank you for all I really could not express one by one here, only God knows how much you mean to me.
7. My brother, Ilham Sani and My Sister, Yunani and Susanti

8. I cannot name all of my Tarbiyah English department and Teacher Training Faculty 2017 buddies one by one. One thing for sure, meeting all of you is the finest thing have ever happened to me.
9. All friends in teacher training (PPL) at SMP 36 Bandar Lampung, all friends of KKN in Kusa Kot Agung, and my best friends, thank you for your nice attention and accepting me in part of your story life.
10. In addition, everyone who comes and goes in my life plays a part in the research, both consciously and unconsciously. Happiness, experience, learning, and memories are all things that have brought me a thousand smiles while completing this study.
11. Last but not least, “I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for never quitting, I want to thank me for trying give more than I receive, I want to thank me for trying do more right than wrong, I want to thank me for just being me at all times.” Thank you very much.

This thesis, on the other hand, is about the limitations of a specific style of thinking and being flawless. As a result, it is intended that critique, remark, and suggestion will be used to better organize the work in the future in order to acquire information on educational value.

**Bandar Lampung, 23 Mei 2022**

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# CHAPTER I

## INTRODUCTION

### A. The Confirmation of Title

To start, it is essential to clarify the terminology affiliated with the title of the proposal as the initial sequence in obtaining an understanding in the attempt to implement the easier procedure of writing this undergraduate thesis proposal entitled "The Influence of Self-Directed Dialogue Technique Towards Students' Speaking Ability at The Eleventh Grade Students of SMA Muhammadiyah Kota Agung Tanggamus 2021/2022" as simple as possible. The followings are the definitions:

#### 1. The influence

Influence is defined as the ability to give an affect to someone's or something's character, growth, or conduct, or the impact itself. In this case, this study intends to find out how one particular teaching technique may affect the speaking ability.

#### 2. Self-Directed Dialog Technique

It is one of the techniques that may be used in teaching speaking. The students are given the task of creating questions based on the prop, which they would use in their conversations. A role-playing or simulation method is combined with a vehicle for actual conversation or context practice in a self-directed dialog approach. It may be conducted in a group environment, but the essential point is that students take ownership of their own learning.

### 3. Students' Speaking Ability

This term means that students can vocally communicate their thoughts by giving attention to the characteristics of speech, such as utilizing the appropriate vocabulary, using accurate syntax, speaking effectively, and expressing perfect pronunciation.

### 4. The Eleventh Grade Students of SMA Muhammadiyah Kota Agung Tanggamus

This term relates to any of the pupils at their second year of study who take their education at the SMA Muhammadiyah Kota Agung Tanggamus, a senior high school located in Kota Agung region.

## **B. The Background of the Problem**

For many English as a Foreign/ Second Language (EFL/ESL) students, the acquiring of English speaking skills is a priority. Language learners frequently assess their language learning progress based on how much they have progressed in their spoken language skills. Leong stated that speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication.<sup>1</sup>

According to Thornbury, language learners face a real barrier when it comes to speaking. It's a team-based skill that necessitates the ability to collaborate in the management

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<sup>1</sup>Leong, Lai-Mei & Ahmadi, Seyedeh Masoumeh. "An Analysis of Factors Influencing Learners' English Speaking Skill". *International Journal of Research in English Education*. 1 – 8. (2017)



of speaking. It's also frequently done in real time, with very little planning time. Speaking fluency necessitates the capacity to marshal a bank of memorized lexical pieces.<sup>2</sup> Furthermore, speaking as a productive skill, according to Nunan and Linse, includes making a series of ordered verbal utterances in order to express meaning. It's thought to be a skill that takes time to master. Speaking ability is a skill that takes a long time to master. It is difficult for many language students to improve their speaking abilities.<sup>3</sup>

Speaking ability is more crucial in social situations when individuals speak English everywhere and every day. Many people utilize English as a medium of communication, which makes it simpler for individuals from different nations to connect and communicate. Oral communication of ideas and messages can be done in a variety of ways, including speaking. With the integration of the other language abilities, the importance of speaking is demonstrated. Gilakjani suggested that speaking helps students improve their vocabulary and grammatical abilities, which in turn help them to improve their writing ability. Students may communicate their feelings and ideas, tell tales, make requests, and speak about, debate, and demonstrate the many functions of language. Outside of the classroom, speaking is crucial. We should utilize the language in genuine communication if we want to convince learners to communicate.<sup>4</sup>

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<sup>2</sup> Thornbury, Scott. (2005). *How to Teach Speaking*. Edinburgh: Pearson Education Limited.

<sup>3</sup> Nunan, D. and Linse, Caroline T. (2005). *Practical English Language Teaching : Young Learners*. The McGraw – Hills Companies, New York

<sup>4</sup> Pourhosein Gilakjani, Abbas. "A Review Of Efl Learners' Speaking Skill And The Strategies For Improvement". *Modern Journal of Language Teaching Methods*. 1-9. (2018).

Speaking, according to Chastain, is a useful skill to have. As a result, it develops after the receptive skills of hearing comprehension and maybe reading, and it is always slightly above them.<sup>5</sup> Listening, speaking, reading, and writing are the four talents that make up English, according to Derakhshan; as a result, speaking is the second skill and plays an important role in communication. Speaking is a crucial part of daily life that everyone should learn to do carefully and precisely. One of the most challenging components for pupils to grasp is speaking.<sup>6</sup> A speaker must conceive of a concept to express in good pronunciation and be conscious of grammatical, lexical, and cultural needs in order to have a decent conversation with two or more people. To speak in a second language, according to Bygate, a specific set of communication abilities must be cultivated. Because of the context of its genesis, spoken language differs from written language in its regular grammatical, lexical, and discourse patterns.<sup>7</sup>

Nevertheless, the fact that speaking is a crucial skill to master brings along a problem that it is also a difficult skill to master. Noprival claimed that students in a non-English speaking school had a range of difficulties when it came to speaking. Students face certain barriers to speaking, such as a lack of vocabulary knowledge, grammar as a stumbling block, fear of negative feedback from others, poor self-esteem to talk in English, and anxiety to speak in

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<sup>5</sup> Chastain, K. *Developing Second Language Skills*. (Chicago: Harcourt Brace Publishers, 1998)

<sup>6</sup> Derakhshan, Ali. "Developing EFL Learners' Speaking Ability Accuracy and Fluency". *English Language and Literature Studies*.(2016)

<sup>7</sup> Bygate, Martin. *Speaking*. (London: Oxford University Press, 1987)

English.<sup>8</sup> Furthermore, Haidara stated that despite the fact that the majority of those students want to be able to communicate in English as well as they do in their native tongue, the majority of them struggled. Despite the fact that most students believe they have a strong command of language and syntax, many nevertheless feel nervous while speaking. The most common impediments were fear of making mistakes, shyness, and frustration while performing in English speaking.<sup>9</sup>

Rao stated that even those who have studied the language for a long time find it difficult to talk in real-life circumstances when it is required because speakers must construct phrases on the fly. It is incredibly challenging for foreign or second language learners to construct sentences without first mastering grammatical structures and having a sufficient vocabulary.<sup>10</sup> Ahmadi and Leong also mentioned that many language learners struggle to express themselves vocally. They frequently struggle to communicate effectively in a foreign language. They stop speaking because they are having psychological problems or can't find the right words and phrases.<sup>11</sup>

As a matter of a fact, the problem of speaking is also encountered by the students of SMA Muhammadiyah Kota

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<sup>8</sup> Noprival. "Students' Voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia". *Jurnal Ilmiah Universitas Batanghari Jambi*. (2016)

<sup>9</sup> Haidara, Youssouf. "Psychological Factors Affecting English Speaking Performance for the English Learners in Indonesia. *Universal journal of Educational Research*. (2016).

<sup>10</sup> Rao, Parupalli Srinivas. (2019). The Importance of Speaking Skills in English Classroom. *Alford Council of International English & Literature Journal(ACIELJ)*

<sup>11</sup> Ahmadi, Seyedeh Masoumeh & Leong, Lai-Mei. (2019). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*

Agung Tanggamus. From the result of the preliminary research, it is revealed that most students gained low score in speaking achievement test conducted by the English teacher. It is proven by the percentage of the students KKM in speaking skill test. The following are the percentage of students speaking test score of eleventh grade of SMA Muhammadiyah Kota Agung Tanggamus.

**Table 1.1**

**The Percentage of the Eleventh Grade Students  
Speaking Score Third Semester of Academic Year  
2019/ 2020**

NO	CLASS	STUDENTS' SCORE		TOTAL STUDENTS
		< 70	≥ 70	
1	XI IPA 1	12	7	19
2	XI IPS 1	11	8	19
Total		23	15	38
Percentage		<b>60.5%</b>	<b>39.4%</b>	<b>100%</b>

**Source: Teacher Score Recapitulation of Speaking Test**

The table suggested that the total number of the students who exceeded or passed the speaking test was only 39.4%. Meanwhile, 60.5% of the total students failed the test or their scores were below the KKM.

In addition, from the interview conducted to the English teacher of the eleventh grade students of SMA Muhammadiyah Kota Agung Tanggamus during the preliminary research, it can be concluded that the students faced difficulties in finding the correct vocabularies for the

topic being tested, combining the sentences in order to produce a good speaking and pronouncing the words correctly. As a matter of a fact, during the preliminary research, the writer found that during the teaching and learning process, the teacher mainly employed the presentation with minimum usage of other media. The presentation was the dominant long explanation from the teacher with materials on the board that should be copied by the students. Teacher merely went through from one activity to another activity stated on the book. The book used for the students was the English Book from the Ministry of Education entitled “Buku Siswa Bahasa Inggris Kelas XI Kementrian Pendidikan dan Kebudayaan Republik Indonesia”.

Considering those problems faced by the students in speaking skills, it becomes clear that the solution for solving this matter has become crucial. In teaching learning process, applying the appropriate teaching technique might be one of them. Many language programs are concerned on the teaching of speaking, and teaching techniques cannot be discounted as a factor influencing the teaching outcome. Because the aims of each talent are not the same, the strategies used to attain the capacity to write and talk would be different. Kayi stated that in order to achieve the desired objectives, teaching techniques for English skills should be tailored to each skill, especially In terms of instructional methods for speaking.<sup>12</sup> Further, Milrood explained that a repeatable learning activity planned by the teacher with the specific aim of the lesson and consistent to the concepts of communicative-oriented teaching method is referred to as a technique for teaching speaking. This concept demonstrates

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<sup>12</sup> Kayi, Hayriye. “Teaching Speaking: Activities to Promote Speaking in a Second Language”. The Internet TESL Journal. (2006).

that a technique generally relates to one of the lesson's objectives, enabling the teacher and students to complete a specific language-learning activity<sup>13</sup>. According to Harmer, successful speaking activities may and should be extremely engaging for pupils. They will be ecstatic if they are all completely absorbed in the activity and if the teacher has properly set up the activity and can then provide sympathetic and appropriate feedback.<sup>14</sup>

The self-directed dialogue technique is one of the strategies that may be implemented to teach speaking skills. Joiner, as quoted in Mareta, argued that self-directed dialogue, is the technique that requires students to work in pairs and locations, with the learner bearing primary responsibility for communication and the discourse centered on the prop.<sup>15</sup> The students are then instructed to create questions reflecting on the prop, which they then utilize in their dialogues. A self-directed dialog approach integrates a role-playing or simulation strategy with a vehicle for actual communication or context practice. It may be conducted in a group setting, but the main idea is that students accept responsibility for their personal learning.

Further, Mareta explained that this technique is a great formulation since the students were able to utilize their own phrases in the discussion because they were in a small group. Students would practice and utilize the language suitable to the language function and context through dialogue. In addition, Pratama suggested that students'

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<sup>13</sup> Millrood, Radislav. "Techniques and Technologies of Teaching Speaking". *Procedia - Social and Behavioral Sciences*. 46-52. (2015).

<sup>14</sup> Harmer, Jeremy. *The Practice Of English Language Teaching*, (2003). England: Longman

<sup>15</sup> Mareta, Selviani., Yufrizal, Hery., Huzairin. (2017) Improving The Self-Confidence In Speaking Practice By Using Self-Directed Dialogue Technique Of Smp Negeri 1 Kalirejo Lampung Tengah. *Unila Journal Of English Teaching*.

confidence in their capacity to think independently and learn from others grew as a result of the self-directed dialogue technique. As a result, pupils are less reliant on their teachers. This method inspired students to speak since it required them to speak in front of the class at every meeting.<sup>16</sup>

No one can deny the necessity of utilizing the appropriate approach in order to achieve the intended learning outcomes. This is also true in terms of teaching speaking skills. One of the strategies used in teaching speaking is the self-directed dialog technique, which has proved to be successful. The objective in this study is to discover if this technique can be implemented to students in the eleventh grade at SMA Muhammadiyah Kota Agung Tanggamus, and if it has any influence on the students' speaking ability.

### **C. The Identification of the Problem**

Taking into account all of the facts and circumstances stated in the background of the problem, the followings are the identification of the problem in this research:

1. Students need to enhance their speaking skill in order to be able to maintain a good communication
2. The need of appropriate technique in teaching speaking skill is crucial

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<sup>16</sup> Pratama, M. Sigit., (2019). The Influence Of Self-Directed Dialogue To The Second Grade Students' Speaking Ability. *E-Journal of English Language Teaching Society*

#### **D. The Formulation of the Problem**

In accordance with all prior explanations the formulation of the problem in this study is: Is there any influence of adopting Self-directed Dialogue Technique on students' speaking ability at SMA Muhammadiyah Kota Agung Tanggamus's eleventh grade?

#### **E. The Objective of the Research**

The objective of the research is to find out how Self-directed Dialog Technique may influence the speaking ability of the eleventh grade students of SMA Muhammadiyah Kota Agung Tanggamus

#### **F. The Significance of the Research**

This research is conducted with several objectives that are expected to have contribution for several aspects. The contributions are as follows:

##### **1. Theoretical Contribution**

This study is expected to offer information and knowledge regarding the implementation and the influence of Self-directed Dialog Technique to the students' speaking ability, to be particular the students of SMA Muhammadiyah Kota Agung Tanggamus.

##### **2. Practical Contribution**

This study is intended to add to English research by seeing implementation and the influence of Self-directed Dialog Technique to the students' speaking ability



- a. For students: The findings of this study are quite beneficial in comprehending information regarding the using of implementation and the influence of Self-directed Dialog Technique in learning speaking skills
- b. For teachers: This study is beneficial in providing information to the teachers of the use of Self-directed Dialog Technique as the alternative technique in teaching speaking.
- c. For other researchers: This research is expected to inspire another researcher to conduct more thorough study regarding teaching technique, particularly in teaching speaking skills.

### **G. The Previous Related Study**

Several studies have been conducted regarding the implementation of Self-directed Dialog Technique in enhancing the students' achievement in speaking skill. The first study is the study by Pratama, who conducted a study to find out the influence of self-directed dialog technique to the second grade students' speaking ability. Pratama conducted a study of an experimental group consisted of 19 students and a control group consisted of 20 students who were selected by purposive sampling technique. The result of the pre-test and post-test to both experimental and control group suggested that there was significant difference of students' achievement in pre-test and post-test after the implementation of the self-directed dialog technique.<sup>17</sup>

Further, another study was conducted by Mareta,

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<sup>17</sup> Ibid p.2

who conducted a study to find out how the self-directed dialogue technique may influence the students' self confidence in speaking. After investigating 32 students of second grade of junior high school by implementing speaking test and questionnaire, the result showed that there was a statistically significant relationship between students self-confidence and students achievement of speaking. This suggested that self-directed dialogue technique facilitates students to improve their speaking.<sup>18</sup>

Trisnawati did a study to see if using self-directed dialogue technique to increase speaking skill of class X students at MAN Pemalang in the academic year 2019/2020 was beneficial or not. The participants in this study were MAN Pemalang tenth graders. The researcher utilized a pre-test and post-test method to collect data. The findings of this study revealed a substantial difference in the students' speaking skills before and after the strategy was used. The t-test result showed that sig (2-tailed) was 0.000, which supported it. It's safe to say that Ho was turned down and H1 was approved. As a result, using the Self-Directed Dialogue Technique to increase students' performance was successful.<sup>19</sup>

From the result of the studies which implementing the self-directed dialog technique in speaking skills, it can be implied that this technique is appropriate to be implemented in teaching speaking skill. This study also intended to find out similarly, however there are some

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<sup>18</sup> Mareta, Silviani. (2017) Improving the Self-Confidence in Speaking Practice by using Self-Directed Dialogue Technique at Second Grade Students of Smp Negeri 1 Kalirejo Lampung Tengah. *Unila Journal of English Teaching*

<sup>19</sup> Trisnawati, Dyah Ayu. (2019). Self-Directed Dialog Technique in Improving Students' Conversational Speaking Skill. A Thesis. Sultan Agung Islamic University.

differences between this research and those previous studies. First difference is regarding the population of the research. This research was conducted under different circumstances as the previous studies, to the eleventh grade students of SMA Muhammadiyah Kota Agung Tanggamus. The second difference is regarding the design of the study. Those previous studies employed two-groups pre-test post-test design in which one group was the control group and the other one is the experimental group. Meanwhile, this study implemented the one-group pre-test post-test design in which the study did not employ the control group, thus all the participants belonged to the experimental group. The last difference is regarding the material taught in the treatment process. The previous studies implemented the materials of hobbies and interest, holiday activities and greeting, whereas this study implemented the topic of invitation in the treatment process.

## **H. The Systematic of Discussion**

This study displayed the discussion in several chapters. The chapters explained and described particular topics. The systematic discussions are as follows:

### **1. Chapter I**

Chapter I present the introduction, which consists of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, significant of research, previous related studies and systematic discussion.

### **2. Chapter II**

Chapter II contains a literature review of several theories and references that form the basis for supporting studies

and also the hypothesis. In this study, chapter II presents the related literature about speaking, teaching speaking, teaching technique and self-directed dialog technique. Further, the proposed hypothesis is also presented in this chapter.

### 3. Chapter III

Chapter III presents the research methodology. This chapter presents the time and place of the research, the design of the research, population and data collecting technique, the definition of operational variables, the instrument of the research, the validity and reliability of the research and the hypothesis testing.

### 4. Chapter IV

Chapter IV presents research data and research findings. This chapter presents all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.

### 5. Chapter V

Chapter V presents the conclusion and suggestion of the research. This chapter presents what can be concluded from the result of the study and provides suggestion related to the conclusion.

## CHAPTER II

### LITERATURE REVIEW & HYPOTHESIS

#### A. Literature Review

##### 1. The Concept of Speaking Skill

It is undeniable that speaking has been mostly considered as the most important skill in English language learning. Bashir et al. stated that many language learners consider speaking ability to be a criterion for mastery of a language. Fluency is defined as the capacity to speak with people rather than the ability to read, write, or understand oral language. They consider speaking to be the most essential skill they can learn, and they measure their development in terms of their ability to communicate effectively<sup>1</sup>.

In addition, Bashir et al. also suggested that there are three areas that the speaking skill involves. The mechanics come first. Pronunciation, grammar, and vocabulary are all covered. Mechanics is concerned with utilizing the correct words in the correct order and with proper pronunciation. The second is functions, which encompasses both transaction and interaction. Knowing when message clarity is critical (transaction/information exchange) and when exact understanding is not needed (interaction/relationship development) is essential to functions. Social and cultural rules and conventions are the third. It is about taking turns, speaking rate,

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<sup>1</sup> Bashir, Marriam & Azeem, Muhammad & Ashiq, Dr & Dogar, Hussain. "Factor Effecting Students' English Speaking Skills". *British Journal of Arts and Social Sciences*. (2011).

the duration of pauses between speakers, and the relative responsibilities of the participants. It is concerned with the awareness of how to consider who is speaking to whom, what conditions, what was it about, and why was it done.

Gilakjani defines speaking as a dynamic action of generating interpretation that comprises the production, reception, and processing of data. The environment in which it occurs, the contributors, and the purpose of speaking all influence its shape and meaning. Learners present themselves verbally, rationally, efficiently, and appropriately in a meaningful context in this manner, employing accurate pronunciation, grammar, and vocabulary, as well as the pragmatic and discourse norms of the spoken language, to fulfill both transactional and interactional goals.<sup>2</sup>

Speaking, based on Efrizal, entails speech or phrases with the objective of being identified by the speaker, and the receiver processing them to comprehend their intentions. It is the primary means by which children acquire language, as well as a part of many people's everyday engagement in language activities and the primary instrument for language reform<sup>3</sup>. Torkey stated that speaking involves three features. These features of the speaking skill should be carefully considered and convey some issues, as well as identify some fundamentals for understanding this skill and

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<sup>2</sup> Ibid p.1

<sup>3</sup> Efrizal, Dedi. "Improving Students' Speaking Ability Through Air Work Conversation Technique at MTs Ja-Alhaq Of Bengkulu City, Bengkulu, Indonesia". *At-Ta'lim : Media Informasi Pendidikan Islam*. (2018)

designing learning activities to arrange learners to communicate effectively in actual circumstances.<sup>4</sup> These features are speaking is face to face which includes facial expressions, gestures, and body movements, speaking is interactive which means that participants delivering their ideas at appropriate times, without excessive gaps or everyone shouting over each other, and speaking happens in real time.

From Harmer's point of view, it implies that speaking skill involves several elements. These elements are the components that build the skill. In order to be able to master the skill, one should also be able to master those components. From all the definitions that have been previously mentioned, it is possible to deduce that speaking is a crucial skill among the English four skills. It is not only contributing to the communication process but also involving many areas of language structures. Speaking can be considered as one of means to someone to convey his intentions, purposes or objectives.<sup>5</sup>

Furthermore, Tobey et.al suggest that a number of elements play a role in deciding whether a student will be a good or bad oral communicator.<sup>6</sup>

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<sup>4</sup> Abd El Fattah Torky, S. "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students". *The National Center for Educational Research and Development, Ain Shams University, Women College.* (2006)

<sup>5</sup> Jeremi Harmer, *The Practice Of English Language Teaching*, (3rd Ed) (England: Longman, 2003), P.269

<sup>6</sup> Tobey, Emily & Geers, Ann & Brenner, Christine & Altuna, Dianne & Gabbert, Gretchen. (2003). *Factors Associated with Development of Speech Production Skills in Children Implanted by Age Five.* Ear and hearing.

Reliance on speech, good social use of language, suitable use of conversational repair methods, and excellent speech intelligibility are some of these variables. Good oral communicators appear to be the result of positive interactions among these characteristics. Individuals who rely on speech, for example, have great speech intelligibility and are seldom poor oral communicators. Poor communicators, on the other hand, rely less on spoken communication, have worse overall speech intelligibility, and are more likely to need to use communication repair procedures. Poor communicators' success in social language use is harmed when they fail to apply adequate oral communication and repair procedures. In young infants with substantial hearing losses, both global and discrete components of spoken communication may be at danger, and it appears that perceptual information from an implant may mitigate these risks.

Brown claims that speaking is a producing talent that can be observed directly and objectively; nevertheless, those observations are usually tinted by the precision and effectiveness of a test taker's listening abilities, compromising the reliability and validity of an oral production test. Speaking in a classroom entails interaction between teachers and students, or among students, depending on how the classroom is set up. Speaking has various significant traits as compared to writing and reading skills (often referred to as written language, receptive skills). Speakers rarely employ whole sentences when speaking, and their vocabulary is less



detailed than in written language. In addition, Brown also proposed the types of speaking as following:<sup>7</sup>

1. Imitative.

The capacity to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. While this is a strictly phonetic level of oral output, the criteria performance may incorporate a number of prosodic, lexical, and grammatical features of language.

2. Intensive.

Short bursts of spoken language meant to demonstrate mastery of a certain set of grammatical, phrasal, lexical, or phonological links.

3. Responsive.

Interaction and understanding testing are included in responsive, but only at the level of very brief dialogues, standard greetings and small chat, simple requests and remarks. This is a type of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives instructions and directions. Those responses are typically adequate and informative.

4. Interactive.

The duration and complexity of the engagement, which may encompass many exchanges and/or multiple participants, is the distinction between responsive and interactive speaking. Transactional language, which is used to share particular

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<sup>7</sup> Brown, H. Douglas. (2003). *Language Assessment; Principles and Classroom Practices*. Longman: San Fransisco State University.

information, and interpersonal interactions, which are used to sustain social relationships, are two types of interaction.

5. Extensive (monologue).

Speeches, oral representations, and narrative are examples of extensive oral production tasks in which the potential for oral participation from listeners is either severely constrained (possibly to nonverbal answers) or completely eliminated.

The knowledge of the type of speaking will be very useful in enriching someone in speaking. When one possess the ability to recognize the types of speaking, he or she will use the ability in communication. By doing so, the purpose of communication will be achieved.

## 2. Teaching Speaking Skills

Teaching speaking is undoubtedly demanding since it is a complicated skill that should be learned and developed over time. Pakula mentioned that in teaching speaking there are two major factors that should be considered. The factors are first, cognitive psycholinguistic factors which emphasized on the individual internal cognitive and psycholinguistics processes in language learning, and the second factor is the sociocultural factors which deals more on the priority to social interaction in learning<sup>8</sup>.

Goh further explained that techniques for improving the development of speaking skills

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<sup>8</sup> Pakula, Heirni Marja. (2019). Teaching Speaking. *Journal of Applied Language Studies*, 95 -111

include syllabus design, teaching concepts, types of activities and resources, and speech evaluation.<sup>9</sup> Promoting speaking ability is a teaching activity that may be used by teachers to get pupils to talk in learning activities. Students might be motivated by engaging in good speaking exercises. Brown claims that teaching speaking consists of two actions.<sup>10</sup>

### 1. Monolog

When a speaker uses spoken language, such as in speeches, lectures, readings, or new broadcasts, it is acknowledged as a monologue. The listener must digest extended lengths of communication without disrupting the flow of discourse, which will continue regardless of whether the listener understands it. There are two types of monologues: planned and spontaneous. In addition there are two types of monologues: planned and spontaneous.

### 2. Dialog

Dialogue is a two-way conversation between two or more people that may be split into exchanges that develop social relationships (interpersonal). Transactional conversation is an extension of responsive language that is used for the goal of expressing or exchanging particular information. Negotiate speech for example, may have a more negotiable quality than responsive speech.

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<sup>9</sup> Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.

<sup>10</sup> Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (White Plains, NY: Longman, 2001).

Speaking confidence may be improved via practice and exposure to speaking activities. Interaction in the classroom is an important method for improving speaking ability. The importance of teacher-learner contact and learner-learner interaction in increasing speaking ability stems from the negotiation of meaning and the provision of feedback. Verbal interactions between students and teachers are part of classroom engagement. Teachers should be aware that EFL students should perform the majority of the talking in order to activate their speaking skills, as speaking requires practice and exposure.

English language teaching techniques have developed in such a rapid ways that there are now so many selections of techniques that can possibly be applied in teaching. Irlanda et.al. stated that It is crucial to note that proper techniques to effectively teaching English have always existed throughout history. There are several instructional techniques that may be used in the classroom to provide hours of entertainment for students. Methodological techniques for developing students' skills are essential for achieving continual learning improvement. This aspect will enable students to remain cautious, creative, and establish comprehensive understanding in order to improve educational quality in accordance with the Education Act's requirements.<sup>11</sup> Further, it is also stated by Richards and Rodgers that the commonest

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<sup>11</sup> Irlanda, Maridueña-Macancela., Miguel, Astudillo-Quiñonez., Brigita, Ledesma-Acosta. "English methodological strategies and their influences on Reading and Writing skills". *Revista Ciencia UNEMI*. 81-89. (2017).

solution for all so called “teaching problems” lie on the adoption of teaching approach or method, it is a packaged of solution that can be described and marketted to all the teachers around the world.<sup>12</sup>

In English language teaching and learning process, applying appropriate technique is beneficial in fostering the students to achieve the learning objectives. Thomson defined teaching technique as the techniques that may be utilized across the curriculum to assist students' learning.<sup>13</sup> Meanwhile Brown explained that techniques are defined as the precise actions that were presented in the classrooms and were backed up by a method. It is any of the many exercises, activities, or task that are utilized in the language classroom to achieve educational strategic goals.<sup>14</sup> The importance of applying teaching technique in the classroom also is strongly suggested by Ganna et.al. They claim that the teacher's speaking techniques have the effect of making students more engaged in learning, encouraging learners to think positively, and raising motivation. Almost all students prefer communication games as a teaching technique for speaking because they believe they can improve their speaking abilities, increase their motivation to talk, and make the teaching-learning process more enjoyable.

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<sup>12</sup> Richards, Jack C and Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching*. Edinburgh: Cambridge University Press

<sup>13</sup> Thomson, Natashca. “Language Teaching Strategies and Techniques Used to Support Students Learning in a Language other than Their Mother Tounge”. *Executive Summary Kongsberg International School*. (2012).

<sup>14</sup> Ibid p.8

Kayi suggested that in order to achieve the desired objectives, teaching techniques for English skills should be tailored to each skill, especially in terms of instructional methods for speaking. Further, he stated that there are several activities that applicable in promoting speaking skills. There are various techniques in English language teaching that can be implemented in the classroom teaching and learning process. In teaching speaking skills, to be particular, the availability of the various techniques is unlimited. The challenge now is how to select the appropriate techniques that can meet the suitable materials, the condition of the students and as well as the learning environment. Basically, a good technique is a technique that can be implemented in such circumstances that will foster the students in comprehending the materials and simultaneously improve their achievement in certain skills.

Teaching technique, as suggested by Freeman, can be utilized as a foil for reflection, supporting teachers in bringing the thinking that underlying their actions to conscious awareness. When teachers are exposed to method and encouraged to reflect on their beliefs while actively interacting with their skills, they might become more clear about why they do what they do. They become aware of their own core values, assumptions, and beliefs. If teachers are clear about their positions, they can choose to teach differently than they were taught. They can figure out why some approaches appeal to them while others repel

them.<sup>15</sup>

Harmer suggests following activities which are also helpful in getting students to practise 'speaking-as-a-skill'. Although they are not level-specific, the last four will be more successful with higher-level.<sup>16</sup> Students (upper intermediate plus), whereas the first two, in particular, are highly appropriate at lower levels (but can also be used satisfactorily with more advanced classes).

#### a. **Information-gap activities**

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information - because they have different information, there is a 'gap' between them. One popular information-gap activity is called *Describe and draw*. In this activity, one student has a picture which they must not show their partner (teachers sometimes like to use surrealist paintings - empty doorways on beaches, trains coming out of fireplaces, etc). All the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the 'artist' will ask questions.

#### b. **Telling stories**

We spend a lot of our time telling other people

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<sup>15</sup> Freeman, Diane Larsen. (2000). *Technique and Principles in Language Teaching*. Oxford: Oxford University Press.

<sup>16</sup> *Ibid* p.8

stories and anecdotes about what happened to us and other people. Students need to be able to tell stories in English, too. One way of getting students to tell stories is to use the information-gap principle (see above) to give them something to talk about. Students are put in groups. Each group is given one of a sequence of pictures which tell a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told. For the **story reconstruction** to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups then tell the class their stories to see if everyone came up with the same versions.

### c. **Favourite objects**

A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favourite objects (things like MP3 players, objects with sentimental value, instruments, clothes, jewellery, pictures, etc). They think about how they would describe their favourite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other about their objects, and the



groups tell the class about which was the most unusual/interesting, etc in their group.

d. **Meeting and greeting**

Students role-play a formal/business social occasion where they meet a number of people and introduce themselves.

e. **Surveys**

Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people's sleeping habits with questions like 'How many hours do you normally sleep?', 'Have you ever walked in your sleep or talked in your sleep?', 'Have you ever fallen out of bed?', etc. They then go round the class asking each other their questions.

f. **Famous people**

Students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

g. **Student presentations**

Individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations

must be given some kind of listening tasks too - including, perhaps, giving feedback.

#### **h. Balloon debate**

A group of students are in the basket of a balloon which is losing air. Only one person can stay in the balloon and survive (the others have to jump out). Individual students representing famous characters (Napoleon, Gandhi, Cleopatra, etc) or professions (teacher, doctor, lawyer, etc) have to argue why they should be allowed to survive.

#### **i. Moral dilemmas**

Students are presented with a 'moral dilemma' and asked to come to a decision about how to resolve it. For example, they are told that a student has been caught cheating in an important exam. They are then given the student's (far-from-ideal) circumstances, and offered five possible courses of action - from exposing the student publicly to ignoring the incident - which they have to choose between.

### **3. Self-directed Dialog Technique**

Joiner refers self-directed dialog technique as an activity that blends a role-playing or modeling methodology with real-world communication or situational experience. It may be performed in a group setting, but the main idea is that students accept responsibility for their individual learning.<sup>17</sup> Further, Joiner also added that self-directed dialogue

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<sup>17</sup> Joiner, E.G. and Westphal, P.B. Developing Communication Skill. (Rowley Mass: Newbury House, 1978)

is a method for pupils to enhance their speaking skills. Self-directed dialogue is a strategy for helping pupils gain confidence in their ability to understand educational materials. Self-directed dialogue technique requires students to work in pairs and locations, with the learner bearing primary responsibility for communication and the discourse centered on the prop. The students are then instructed to create questions based on the object, which they then utilize in their dialogues. A self-directed dialog approach integrates a role-playing or simulation strategy with a medium for actual communication or situational practice. A medium or vehicle for real communication or contextual practice is something that is used as a prelude to communication, such as an image, a menu list, a train timetable, an outline, and so on. It may be conducted in a group setting, but the main idea is that students accept responsibility for their own learning.

At a glance, it can be summed up that this technique is as the same as the role play technique. Aldhanhani suggested that role play is a method of integrating real-life circumstances into the classroom. Students must imagine a part, an environment, or both in role play and develop a discussion. Although the backdrop is generally established, students construct the discourse as they go.<sup>18</sup> From the definition of the role play technique, it can be resumed that it is different to the self-directed dialog technique regarding the employment

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<sup>18</sup> Aldhanhani, Zainab Rashed. (2020). Role Play Approach in teaching and Learning English as a Second Language in Early Childhood Program.

of props in the self-directed dialog technique to foster the students in generating the ideas they need to maintain the conversation. Meanwhile, in role play students must imagine a part, an environment or both to develop the discussion.

Self-directed dialog is a technique for students to enhance their speaking skills. This is a fantastic construction since the students will be able to utilize their own phrases in the discussion because they will be in a small group. Students would rehearse and utilize the language accordingly to the language function and context through dialog. Dialog is a component of language that is critical for language acquisition. Students can copy new vocabulary, grammatical structures, and pronunciations that they can use to express themselves verbally through discussion. It also provides them with a tool for evaluating vocabulary and grammatical structures in preparation for conversation. As a consequence, pupils find it easier to construct their own phrases in the foreign language.

A venue for real conversation or contextual practice is used in the self-directed dialog technique. This indicates that anything is used as a preamble in communication, such as an image, a menu list, a train timetable, an outline, and so on. So, in genuine communication, there is something that may transmit idea or sentiment. A focus point is used in contextual practice in pairs or small groups to develop interrogative structure. It implies that the pupils have something that may be utilized as a discussion starter or prop.

This method allows pupils to create their own dialogue by using their own phrases. Students will comprehend what they are talking about more if they use their own language since it is more familiar to them. Of course, this might be accomplished with the aid of the teacher, who could give the pupils a prop to help them start or continue the talk. Students are required to work in pairs in this approach. This is an excellent formation since kids will have more opportunity to practice and utilize language in a small group. The discourse, however, should not be excessively lengthy.

In addition, Joiner also stated that this technique brings several advantages in teaching and learning process of speaking, they are:

1. The prop around which the dialogue is built provides sufficient structure for even the beginning student to experience the rewarding feeling that he is able to function satisfactorily in the foreign language in a situation not unlike those encountered in real life.
2. The prop does not set upper limits on freedom of expression.
3. In relation to time, conversations for two provide much more speaking practice for the individual student than he would have in the typical class in which almost all questions and remarks are directed to, or by, the teacher.
4. It is comforting to the student to have something to hold in his hand while he is talking and to be relieved of the pressure of being called on in front of the whole class.

5. The prop used in the self-directed dialogue may be exploited in a number of ways

However, it is also important to be noted that this technique also possesses some disadvantages, they are:

1. The self-directed dialogue technique is not appropriate for every situation. It could not, for example, be used during a prereading period because it requires the use of all four skills.

The conversational practice fostered by this technique is primarily question-and-answer practice, whereas much of real life conversation consists of extended series of affirmations.

Joiner further proposed the procedures of applying self-directed dialog technique in the classroom.<sup>19</sup> The followings are the procedures:

a. Pre-activities

The pre-activities are the activities conducted in the beginning of the implementation of self-directed dialog technique. The activity is:

- The teacher establishes a foundation of knowledge for the things to be studied.

For example:

“have you ever invited to a party?”

“what kind of party was it?”

“What did you do in the party?”

These questions can be given as the preliminary activities for the topic of

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<sup>19</sup> Ibid

“invitation”. Here, teacher tries to elicit the students’ knowledge about a party and the activities related to the topic.

b. While-activities

The while-activities are the activities conducted right after the pre-activities stage. The activities are the followings:

- The teacher applies the self-directed dialog technique, initiated by informing that the students will get the props and that they should base their conversation around it.
- Teacher divides the students into several pairs.
- Teacher distributes the prop to each pair.

After the students are grouped into pairs, the teacher distributes each couple a prop, thus each pair gets one prop. The teacher instructs the students to imitate her as she reads the prop sentence by sentence. Its purpose is to assist pupils with pronouncing the words in prop.

- Discuss the prop

After the students have received the prop from the teacher, they analyze it with the teacher. The teacher first goes through the tough words, then takes the students through the substance of the item by asking them questions about it.

- Students practice the dialog in pairs

After discussing the prop with the teacher,

the students are instructed to construct a discussion based on the prop by asking questions in the same way that the teacher did. In other words, they rehearse the dialogue while still using the prop. This exercise will be given 10 minutes by the teacher to the students.

- Students get the identification cards

The teacher then issues each pupil with an identity card. A single student receives an identity card. When the students interview his companion later, they will utilize this card. Its purpose is to take down all of the information that his partner provides.

- Students start making the conversation

After the teacher has handed each student an identity card, the pupils are asked to continue their previous discourse. The information differs from the prop, but the subject remains the same. In this scenario, they converse at the same time. As a result, each student must ask questions and provide answers in turn. For example, the teacher's prop has the word "Iwan," prompting pupils to inquire about his or her partner's name, etc. In this phase, each student must make a note in the identification card describing his or her partner.

- Students retell the information they have got.  
Some students, selected at random, are asked to tell a story in narrative form. After the students have completed the



interview/conversation exercise, the teacher selects (at random) certain students to share their partner's information in narrative form. They give the information based on a notation on their ID card.

- Teacher shows the correct question-answer form

The final stage in this approach is for the teacher to demonstrate to the class how to construct a correct question and response from using the prop. Its purpose is to inform the student whether they used the improper question-answer form during the last interview activity.

#### c. Post- activities

The post-activities are the final activities conducted right after the while-activities. The activities are as follows:

- The teacher inquires whether they are having any difficulty with the subject.
- The teacher inquires as to what they have learned and assigns certain pupils to wrap up the discussion.
- Teacher finishes the class.

Students will have more opportunities to communicate in English as a result of participating in such activities, and their speaking skills will develop. This is because the students are compelled to create a discussion using their own phrases in the Self-Directed Dialogue. Students appear to be pushed to think more creatively about what they

want to communicate to their companion. In terms of time, a discussion between two students allows each student to get more speaking practice. The usage of props might then get the notion into the pupils' minds to create or ask a question directly.

From the previous explanation of self-directed dialogue technique, it can be assumed that this technique is one of the techniques that can be appropriately implemented to teach speaking skill. Given the suitable circumstances it is likely that this technique will foster the students in comprehending the materials in speaking skills and simultaneously will enhance the students achievement in speaking.

## **B. Hypothesis**

In this study, the writer would like to propose the hypothesis of the study as follows:

Ha : The self-directed dialog students can influence the students' speaking skill at the eleventh grade of SMA Muhammadiyah Kota Agung Tanggamus.

Ho : The self-directed dialog students cannot influence the students' speaking skill at the eleventh grade of SMA Muhammadiyah Kota Agung Tanggamus

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