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# THE IMPLEMENTATION OF SELF-DIRECTED DIALOGUE TO IMPROVE STUDENTS' SPEAKING ABILITY

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**Abstract**
The purpose of this study was to find out the improvement of students' speaking ability through the implementation of the self-directed dialogue technique, and student activities when the Self-directed dialogue was applied to English subjects in the first grade of MA Darussalam, Beremi for the 2021/2022 academic year. In this study, the researchers used classroom action research as a research design by employing observation and tests as a technique to gain the data. Observations were made to determine the application of self-directed dialogue techniques during the teaching and learning process, while tests were used to measure student achievement in speaking ability. The subjects of this study were students of the first grade of MA Darussalam Bermi with 21 students in the class. Researchers used qualitative and quantitative data analysis in calculating and analyzing the data. The results of this study indicate that the self-directed dialogue technique can improve students' speaking ability. This can be seen from the results of a significant increase in each cycle. The score before implementing the technique was 48, the result of posttest 1 was 74.43 and posttest 2 was 84.43. This means that the students' speaking ability increases after applying self-directed dialogue technique in the first grade of MA Darussalam Bermi in the 2021/2022 academic year.

**Keywords—** Self-directed Dialogue, Students' Speaking Ability, MA Darussalam Bermi.

## Introduction

Traditionally, language is regarded to be a tool for interacting or communicating, in the sense of conveying thoughts, ideas, concepts, or even emotions (Rabiah, 2012). Moreover, Keraf (2012) stated that, in general, language serves a variety of tasks depending on a person's needs, including self-expression, communication, organizing and adapting to social integration in the environment or situations, and social control. English is taught as a foreign language in Indonesia based on a curriculum, which is always accompanied by a syllabus. The English language is taught as a required topic in elementary schools through university (Suparno, 2010).

Speaking is the most crucial of these four language skills to learn because when students learn a foreign language, they are deemed successful if they can communicate well in their second or foreign language. Mareta et al., (2017) stated that speaking is the most common way for people to convey their opinions and ideas to other people regularly. It is a two-way process including both productive and receptive understanding skills between the speaker and the listener. In other words, through dialogue between them, the listener will attempt to comprehend the speaker's views in the first person. However, the English teachers will encounter some issues when delivering the content, which can cause some difficulties depending on the level being taught. These issues can arise as a result of the teachers or the students, for example, if they are lazy to learn and find it difficult to comprehend the materials. They can also arise as a result of the environment, such as the climate and the facilities. As a result, English teachers should choose the appropriate technique and create a fun learning environment for their students to ensure that they master the material. It is why the existence and the role of teacher is very crucial as their performance will shape the students' mindset and perception

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(Ariawan, 2021).

According to Afisa (2015), there are some difficulties that students face when learning English including vocabulary, grammar, and pronouncing words. As a result, the students lack of vocabulary, and when forced to speak English, they resort to Indonesian. It's a shame considering they have been using Indonesian multiple times. They have no idea when they should use present, past, or future time. In pronunciation, they found it challenging to pronounce certain terms because the pronunciation and writing in English are not the same. As a result, they had not yet recognized it. In addition, based on observations with the English teacher in the first grade of MA Darusslam Beremi, he said that students found some difficulties when speaking in English such as they do not have a great desire to learn English for certain reasons. Another fact shows that the students' capability in mastering grammar, vocabulary, and also pronunciation is very low. Based on this fact, the researcher would like to improve their ability in speaking by conducting action research and using self-directed dialogue as a technique in teaching English.

According to Stevick in Suparno (2010), most so-called vocal language courses are based on dialogue in early lessons. Dialogue is an example of how language is used as a strategy for overlearning dialogue. Gilbert in Joiner (1974) states that self-directed dialogue is an activity that combines role-playing or simulation strategies with means for actual communication or contextual practice. Richards and Rodgers in Syarifudin (2020) found that dialogue is an example of interactive activities based on the communicative approach, which is a fluent and accepted language.

In addition, according to Mareta et al., (2017), there are several reasons why the use of dialogue can improve the students' speaking ability. First, it gives students a tool for analyzing vocabulary and grammatical for discussion. As a result, it becomes easy for the students to create their sentences in a foreign language. As we also know, In curriculum 2013, teachers are supposed to make a learning activity for students centered. Second, in the self-directed dialogue, the students are instructed to play a role in which the situation of the conversation is built around the focal point. Joiner (1974) argues that self-directed dialogue, however, calls for students to work in pairs and places, the responsibility for communication chiefly on the learner and the conversation. Third, the self-directed dialogue technique is an activity that combines an express their opinions orally with a self-directed dialogue approach. Fourth, this method can be done in a group setting, but the main idea is that students accept responsibility for their learning. Self-directed dialogue is a method for students to develop their speaking ability. After reading some above references, the researcher can conclude that self-directed dialogue is a pretty good method to improve students' speaking ability. This is a reference for researchers to research the Implementation of self-directed Dialogue to Improve Students' Speaking Ability.

According to the experts above, it can be concluded that there are several methods of teaching speaking, one of which is dialogue, and it is claimed as a very effective technique in improving students' speaking ability. Self-directed dialogue can be defined as a technique that enables students to improve their speaking skills. It also derives students become more confident in learning the materials. As Joiner (1974) argues that self-directed dialogue, however, gets students to work in a group where the responsibility for communication is fairly distributed among the learners and the conversation is based on a buffer. Therefore, researchers apply Self-directed Dialogue to improve students' speaking ability because the researcher assumed that this was a good formation because small groups would allow students to use their sentences in making dialogues. Dialogue encourages students to practice and use the language according to language functions and situations. New words, grammatical structures, and pronunciations can be imitated by the students which can be used to express their thoughts orally. This also gives them tools in analyzing vocabulary and grammar for discussion. However, the dialogue should not be too long as what has been stated by Rivers 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.

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## Literature Review

There are some relevant previous research that has successfully addressed students' speaking difficulties by implementing self-directed dialogues in teaching English. A study by Sahib (2019) revealed that students are more interested in learning speaking by using dialogue especially when the learning is designed in form of dialogue games. Higher results of posttest compared to pretest indicated that the implementation of dialogue technique in teaching speaking was pivotal and effective to boost students' speaking skill. Another significant finding of the previous research was also coined by Gunawan & Rahman (2022) where they found that students' speaking results increased after the utilization of dialogue as a teaching technique in terms of students' score, mean score and overall speaking improvement. Apart from students' scores, another finding also indicated that dialogue could improve quality of teaching and learning activities in the classroom. It can be seen from several aspects such as the increasing percentage of students' participation in teaching and learning activities, the confidence of students themselves, and students 'problem-solving skills as well as students' motivation and interest in learning (Suparno, 2010). It can be concluded that the dialogue technique can be considered as one of the most effective alternatives of teaching techniques that can be implemented with various dialogue techniques (Ab, 2022). A more specific result of classroom-based action research by employing dialogue has been shown by Julinda et al., (2014). It can be seen that students' improvement in speaking is getting higher both in cycle 1 and 2. There were 78.94% students who reached the mínimum standard.

Another relevant research entitled improving the self confidence in speaking practice by using self-directed dialogue technique by Mareta et al. (2017). This research was quantitative and qualitative (mixed method). Speaking tests and questionnaires were used to collect the data in this study. It was conducted at second grade students of SMP Negeri 1 Kalirejo Lampung Tengah. The purpose of this study was to investigate whether the implementation of the self-directed dialogue method affected the improvement of the student's speaking performance and the relationship between self-confidence and the student's speaking performance. The subjects were 32 second-year students of SMP Negeri 1 Kalirejo Lampung Tengah. Speaking tests and questionnaires were used to collect data for this study. The results of this study showed that there was a statistically significant improvement in student speaking performance after the student was taught self-directed dialogue techniques. There was also a statistically significant association between student self-confidence and student speaking performance. This suggests that self-directed dialogue methods help improve student speaking. Self-directed dialogue skills can improve the speaking ability of students. Over 50% of students in class VIIA have proven to have a score of 60 or above. In Cycle 1, 12 students (39.99%) have a score of 60 or higher, and in Cycle 2, 28 students (93.33%) have a score of 60 or higher. This means that they have achieved the goal or KKM (Maximum Graduation Criteria). It was found that the implementation of the self-directed dialogue method has activated the activities of students as a self-directed dialogue method, and the interest of students in speaking has increased.

The previous research was similar to the present research in terms of research design that use classroom action research, but the previous research discussed self-directed dialogue and the relationship with self-confidence to improve speaking skills, while the present research discussed the Self-directed Dialogue to improve students' speaking ability only. The difference between these two types of research is that the previous research applied it to second grade students of SMP Negeri 1 Kalirejo Lampung Tengah while the researcher would apply it to the first class of MA Darussalam Beremi.

In addition, another study also reported self-directed technique was very effective to level up students' confidence in speaking because they will think by themselves and at the same time learn from other students (Pratama, 2019). This technique is also claimed as the essential technique to master speaking easily, quickly and more enjoyably (Mahmud, 2017). It means that this impact eases the teachers to boost students' motivation and confidence in speaking. In the interactional perspective of self-directed dialogue, it will provide such beneficial input toward a good conversation (Lindholm & Wide, 2019).

## Research Method

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In this study, the researcher applied classroom action research (CAR), the object of the research is to find out the improvement of speaking ability through the implementation of the Self-directed Dialogue method, and students' activities using the Self-directed Dialogue technique at the first grade of MA Darussalam Beremi, in the academic year 2021/2022. This research was implemented at the first grade of MA Darussalam Beremi with a population of 21 female students. The reason the researcher chose this research location was because before conducting the research, the researcher had made observations beforehand and it was suitable to apply the research of the researcher on the implementation of self-directed dialogue to improve students' speaking ability.

According to Kemmis et al., (2014), action research usually consists of four major phases of the research cycle. The first cycle can be a continuous or repetitive spiral of cycles that repeats until the action researcher achieves satisfactory results and believes it is time to stop. The model or the procedures of CAR into four steps according to Kemmis and Mc Taggart including planning a change, acting, observing and reflecting the process.

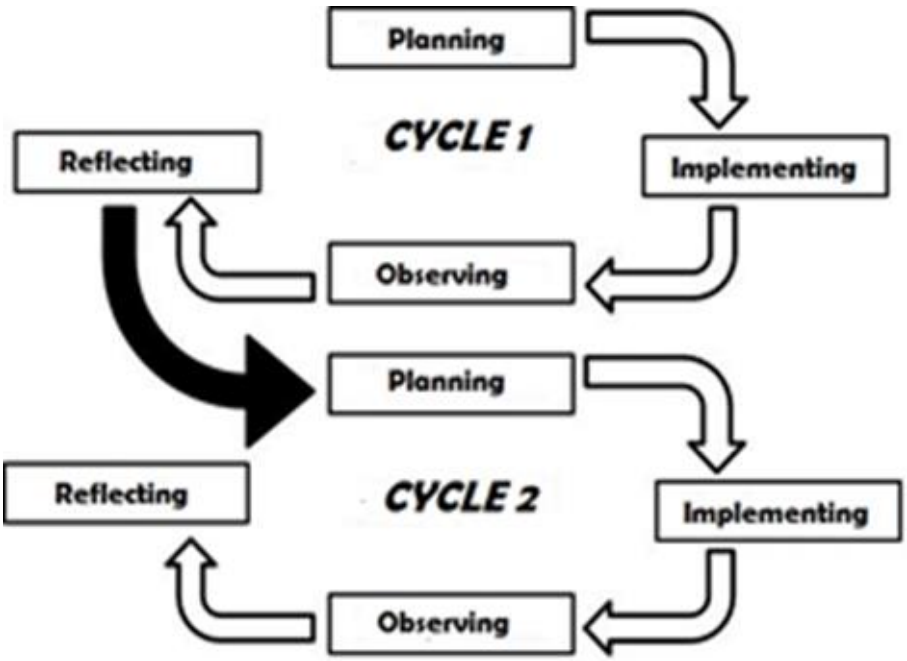



Figure 1.
Classroom Action Research Design

## Results and Discussion

This research is a classroom action research, where the data is collected through observation and tests. In this study, the researcher used a self-directed dialogue technique to improve the speaking ability of the first grade students of MA Darusslam Beremi, which consisted of 21 students. The purpose of this study was to improve students' speaking ability using self-directed dialogue. The theory taken about improving students' speaking ability using self-directed dialogue is the theory of (Joiner, 1974), and using the speaking assessment (Bailey et al., 2005). In this study, there are 2 cycles, namely cycle 1 and cycle 2. Each cycle has 4 parts that must be implemented, namely, planning, action, observation, and reflection. Observation is one of the techniques for collecting data. The findings of observation indicate that there was a significant difference between student and teacher observation results between pretest and posttest. The teacher's observation result in the pretest indicated that they performed good enough, with 64.2%,

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however, there are some aspects that have to be increased. The teacher's performance was better in posttest as they perform good and excellent, with 87.5% that indicating successful implementation of technique used. The difference was also experienced by the students where their performance in posttest was better than in the pretest, from 53.5% to 78.5%. It obviously confirms that the technique works well in teaching speaking.

Apart from observation result, the test result also reported the improvement that students experience in posttest as follow:

**Table 1. Percentage of students' score**

| | Pre-test | Post-test 1 | Post-test 2 |
|---|---|---|---|
| Mean | 48 | 74.43 | 84.95 |
| Students past the test | 0<br>0% | 15<br>71.42% | 20<br>95.23% |

The finding of the present research is that it can improve students' speaking ability by using self-directed dialogue. It can be proven by the average result of the pretest score of 48, then there was an increase of 26.43 scores so as to produce a score of 74.43 in the post-test 1. The students who achieved the KKM were 71.42%, and those who didn't pass the KKM were 28.58%. However, even though the score increase was significant, the researcher had to apply the method and posttest 2 because the scores obtained in post-test 1 had not yet reached the KKM target. After doing post-test 2 students got another increase of 10.52 so that the final score of post-test 2 was 84.95, where 95.23% of students scored excellent and pass the KKM, and 4.77% of students didn't pass the KKM. Its mean that the self-directed dialogue technique is effective to improve students' speaking ability.

Based on the review and discussion above, Self-directed dialogue can be implemented effectively in speaking class. When conducting self-directed dialogue activities, the situation in the classroom is more lively. It's also stated by Ratna Kurnia Dewi that the activities presented in the dialogue encourage students to speak more lively and boldly. It is proven by the increasing participation of students in the teaching and learning process. The students are more active in the teaching and learning process by asking and answering questions during the lesson. They also practice speaking English more often by asking and answering questions with their friends through activities. Student attention also increased. They take all the assignments and exercises given by the teacher more seriously.

The research findings include the improvement of students' speaking ability and the application of self-directed dialogue in speaking classes in improving students' speaking ability. Students' speaking ability is improved through self-directed dialogue activities. The students are encouraged to speak and be more active during the teaching and learning process. In addition, students can speak with better grammar and pronounce words correctly with fewer pauses. They can explore their ideas and opinions by conducting dialogue activities such as role-play. The increase in the results of the action can also be seen from the following score comparison. Meanwhile, in the pre-test, the students got a score of 48, which is a score where 9% of the students were on average, and 91% of the students were in the low score or below average. After the pre-test was carried out, the researcher carried out the next stage, namely the implementation stage for speaking activities using self-directed dialogue for 4x45 minutes of meetings. After the implementation of the self-directed dialogue stage, the researcher conducted another test, namely post-test 1 to find out how much the students' speaking skills had improved using self-directed dialogue, and the results of posttest 1 were (74.43), 71.42% of students passed the KKM and 28.58% of students didn't pass the KKM. From pre-test to post-test 1 students can increase their score from 48(pre-test) to 74.43(post-test 1) and it is a pretty good improvement. However, the score has not been able to exceed the KKM average value, which is 75, so the researcher continued to the second cycle with 4x45 minutes of meetings and got a score of 84.95. 95.23% of students with a score above average or excellent and 4.77% of students with an average score but didn't pass the KKM. The score obtained from post-test 2 was quite good and exceeded the average score so that students do not need to take the test again.

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## Conclusion

This study aims to find out the improvement of students' speaking ability and students' activities through the implementation of self-directed dialogue at the first grade MA Darussalam Beremi. In conducting this research, the researcher as a teacher works closely with the English teacher as an observer through several processes, such as: Identifying research problems, implementing research plans, and discussing research results. After analyzing the results of the action research, it can be seen that teaching speaking through self-directed dialogue can improve students' speaking skills. The mean value of the pre-test before the study was 4.8 and after the study increased to 84.95 at the end of the post-test. That is, through self-directed dialogue actually improves students' speaking ability, especially in using correct grammar, using more precise vocabulary, and pronouncing words better.

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