

THE INFLUENCE OF SELF-DIRECTED DIALOGUE TECHNIQUE TOWARDS STUDENT'S SPEAKING ABILITY

Lusia Novita Sari¹, Dedi Irwan^{2*}

¹²IKIP PGRI Pontianak, Jalan Ampera, Indonesia

*correspondence email: lusianovitasari@ikippgripta.ac.id

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Abstract

This study aims to find out whether using the Self-Directed Dialogue Technique is effective to teach students Speaking Ability and the effect size from the treatment process of using the Self-Directed Dialogue Technique in teaching Speaking Ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023. This research was pre-experimental research. The population in this research was all the second-grade students at one of the Public Middle Schools in Pontianak. The total were 258 students that divided into eight classes. The classes were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, and VIII H. furthermore, the measurement or the sample in this research that was VIII E. The researcher used cluster random sampling technique in order to determine the sample. To obtain data, researcher used direct methods, namely pre-test and post-test. The result showed that self-directed dialogue technique was effective in teaching student's speaking skill, it can be seen from the pre-test score (38.61) was in very poor level and the post-test (78.87) which is place in good level. The students who were taught by using self-directed dialogue technique proven better than the students who did not. It could be seen from the calculation of t-test showed significant result with the sig -000 (below 0.05) which can be interpreted that the significant different was existed. Thus, this finding was fulfilled the requirement to reject the null hypothesis (Ho) or in other hand there is statistically significant difference between the means of pre-test and post-test in speaking after the treatment by using self-directed dialogue technique.

Keywords: Self-Directed Dialogue Technique, Speaking Skill, Pre-experimental Research,

INTRODUCTION

English is a foreign language that is widely studied almost all over the world. English is a language that must be studied in the Indonesian education curriculum. This is because English is an international language and has a significant influence on communication around the world, they find it difficult to speak in real time situation when it is demanded. There are many reasons to overcome this. According Shen (2019), "Speaking is one of the most difficult skills language learners must face. Speaking is considered the most important of the four language skills of English. With English language skills in a good way, an individual can have the opportunity to get a job or enter a university. In addition, English is also one of the compulsory subjects that students need to face for them to graduate. Everyone should obtain a good quality education in order to compete in the world of work. With In other words, through

education, one's life will be better and meaningful because educated people will be able to interact and communicate well and smoothly with other people.

Speaking, as one of the productive skills which is a process of conveying ideas that requires language as a communication tool, becomes an interesting topic to discuss in learning English. Speaking skills will show how well a person can arrange words to express thoughts or feelings so that people can understand them. Speaking itself is one aspect of language skills which is one indicator of language skills, where in language learning, verbal use, namely speaking, is one way to apply language knowledge. Barriers that make students still have poor English speaking skills, influenced by most students at school are reluctant to speak and have low English speaking skills for several reasons, teachers do not give enough time to students to practice speaking in class, and teachers also rarely use English in class, students are afraid to make mistakes, and are hesitant in speaking to communicate their ideas, students also have limited English words (vocabulary) and do not know how to compose phrases and sentences. Meaning in conveying their ideas, seen again from teaching in subjects at school, such as teaching methods that are still not appropriate and the lack of independent practice by students.

Regarding the problem of variation above, the researcher considers that it is necessary to find alternative ways to provide suitable and interesting techniques related to students' conditions. The form of teaching variation also affects the results teaching process especially for students' speaking ability. Interactive Teaching techniques will encourage students to be more active in the learning process. Techniques used to design classrooms as well as activities involving guidance and practice to improve their speaking skills (Nguyen & Terry, 2017; Whitton, 2015). The technique used in this study is the Self-Directed Dialogue where the teacher must give students more opportunities to speak during the teaching and learning process, in the sense that the teacher also provides space for students to learn independently and are free to share the ideas they have in their minds. In the Self-Directed Dialogue, the students are asked to play role in which the situation of the conversation is built around the focal point or we can call as prop (Pratama & Rita, 2018). The English teachers must think of the needs and interests of the learners while selecting topics for these activities. At this juncture, it is wise to quote Seamons (2020) that asserts, "While selecting the topics, the teachers have to take into consideration of the learners' needs and interests that lead the learners to work more on the given topics with interest and enthusiasm". Therefore, the teachers must think more positively towards learner-centered methods to involve the learners by concentrating more on the activities related to speaking skills. One way to give students the opportunity to practice language is dialogue.

Dialogue can make students practice and use language according to the language of the function and situation. The function of language is communication that requires someone to talk or communicate with other people. Thus, dialogue can be used as a practice technique for students. There are many types of dialogue techniques that can be used by teachers in teaching speaking. One of them is self-directed dialogue technique. Where, the conversation is carried out between two students and will be controlled by the teacher who gives directions which consists of a series of commands. In self-directed dialogue, students are instructed to play a role in which the conversational situation is built around a focal point or we can call it a prop. This is

certainly considered effective and more friendly to students, considering that junior high school students are the first school period in introducing English subjects and there is a need for stages and strategies that can make it easier for students to introduce English and improve their English-speaking skills.

METHOD

This research was classified into pre-experimental research that was included in qualitative research. "An experimental design is the traditional approach to conduct quantitative research" Creswell (2014). It could be as a research method, which used to find out the effect of the treatment toward something else in controlling condition. Furthermore, in "An experiment design, you test an idea (or practice or procedure) to determine whether it influence an outcome or dependent variable" Creswell (2014).

The researcher was applying pre-experimental design in conducting this research. It was appropriate with the aim the research, which find out whether of the self-directed dialogue technique to teach speaking ability. Based on the explanation above, the researcher concluded the pre-experimental only used one group pre-test and post-test to be observe and does not have a control group to compare with. The pre-experimental type one group pre-test and post-test design, where the researcher did the experiment in a one class only.

Table 1. One Group Pre-Test and Post Test		
Pre-test	Treatment	Post-test
Y_1	X	Y_2
Adopted from (Ary, 2010)		

Note:

Y_1 = Pre-test
 X = Treatment
 Y_2 = Post-test

Y_1 was applied in order to know the students's mean score before giving the treatment. Then, X represents as the treatment. Y_2 was applied in order to measure the student's achievement after the treatment given. A pre-experimental does not have a control group. The influence of experimental treatments can be seen by seeing the mean score between the pre-test and post-test. In this research, the researcher investigated the effectiveness of Self-directed dialogue technique in teaching speaking skill to the eight-grade student at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023.

Sample is the part of the population that indicate all the population. As state by Ary (2010), "Sample is the small group that is observed and a portion of population". Supported by Downs (2016) also stated that sample is the group on which information is obtained. Therefore, in this research took one sample. The sample in this research that was VIII E.

To know the students' speaking skill, the researcher used quantitative method to analyzed the data. In regarding the quantitative technique as a tool of collecting data in this research. For knowing students' pre-condition pre-test gave first. In this test firstly students' shared their different opinion about the expressing asking for attention and

checking understanding that provided by researcher. After that the researcher gave the treatment by asking the students to chose one of expressing asking for attention and checking understanding that the researcher gave and read the example of conversation about this expressing loadly, and then gave their opinion about the conversation by using their word infont of the class. Further, the researcher gave post-test and analyzed the data thourgh t-test in order to find out the significance of the scores.

Readability Test

In order to know the test could be easier to understand by the students, the researcher used the readability test. Budiarti (2014) stated that the readability is the level of case or difficulty with which test material can understand by a particular reader who is writing that text for a specific purpose. The suscess is the extent to which the readers understand it, read it at optimum speed and find it interesting. The term readability used in this paper to refer to the case with which a reader can read and understand the text. The readability test conducted by giving the questionnaire to the grade VIII E students at one of the Public Middle Schools in Pontianak in order to know how easy the instruction can be understood. To calculate the result of readability test, the researcher used the percentages with the formula as below.

$$X\% = \frac{n}{N} \times 100\%$$

Where:

X = the result of percentages

n = the total number of students who said yes/no

N = the total number of students who in observation

The criteria:

00,00% - 33,33% = low

33,34% - 66,67% = middle

66,68% - 100,00 % = high

Based on the percentages result, when the result is either high or middle, meaning that most of the students understand the instruction and the speaking test can be applied as the instrument for collecting the data regarding students speaking ability.

Inter-rater Technique

Inter-rater technique was used to determine the students' individual score. In this case, the researcher asked the teacher to help in scoring students' individual score. Inter-rater technique was used to compered the students' individual score by comparing the score that was taken by researcher and the English teacher. This technique was used in order to minimize subjectivity and human error.

In this research, inter-rater technique has count by using formula:

Which :

I : Inter-rater

d1 : Difference between researcher and teacher mean score

d^2 : Square of d_1
 n : Number of Students as the sample

There were six kinds of data analysis that the researcher used in this research such as students individual score, mean score, standard deviation, t-test, testing hypotheses and effect size. The researcher conducted research on implementing Self-Directed Dialogue Technique practice and to see the effect of that strategy toward the students speaking ability. The procedures of the research are as follow: administration, pre-test, treatment, post-test and analyzing the test result.

FINDINGS AND DISCUSSION

This part explains the findings and the research question of the research, the collected since 01 August 2022 and 03 August 2022 Students at one of the Public Middle Schools in Pontianak, The researcher the treatment on 08 and 10 August 2022. The researcher calculated score of pre-test and post includes the test to know the result of speaking Student's individual score of pre-test and post-test, score of pre-test and post-test and calculated the effect size. In a data, the researcher used SPSS (Statistical Product and Service Solution) 16.0 for windows.

In conducting this research, before the researcher did the treatment stage, firstly the researcher administered the pre-test on 01 August 2022 and attended by 31 students of VIII E in at one of the Public Middle Schools in Pontianak. Then, the researcher administered the pre-test on 03 August 2022. The pre-test instrument consists of one question only, which asked the students to practice a short oral dialogue conversation. To determine the student's value of pre-test, the researcher summed the score of five aspects of speaking pronunciation, vocabulary, grammar, fluency, and comprehension.

The mean score that obtained from the students' individual score was 38, 61 which can be categorized in poor level of achievement. The standard deviation score was 5,631. The researcher analyzed the score of pre-tests by computing the data into computer software name SPSS version 16.0 and the result can see on the table 2.

Table 2 Descriptive Statistics for Pre-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	31	23	25	48	1,190	38.61	5.631

After researcher had done the treatment, the last stage in the experimental research was giving post-test. It administered 08 and 10 August 2022 and the participants were 31 students of VIII E in at one of the Public Middle Schools in Pontianak. Post-test is consideration the final evaluation of the treatment that the researcher has been done.

The mean score of the post-test was 78.87, which means the achievement level after the treatment given was on the good level. The standard deviation score of post-tests was 5.277. The Score can be seen on the following table 3.

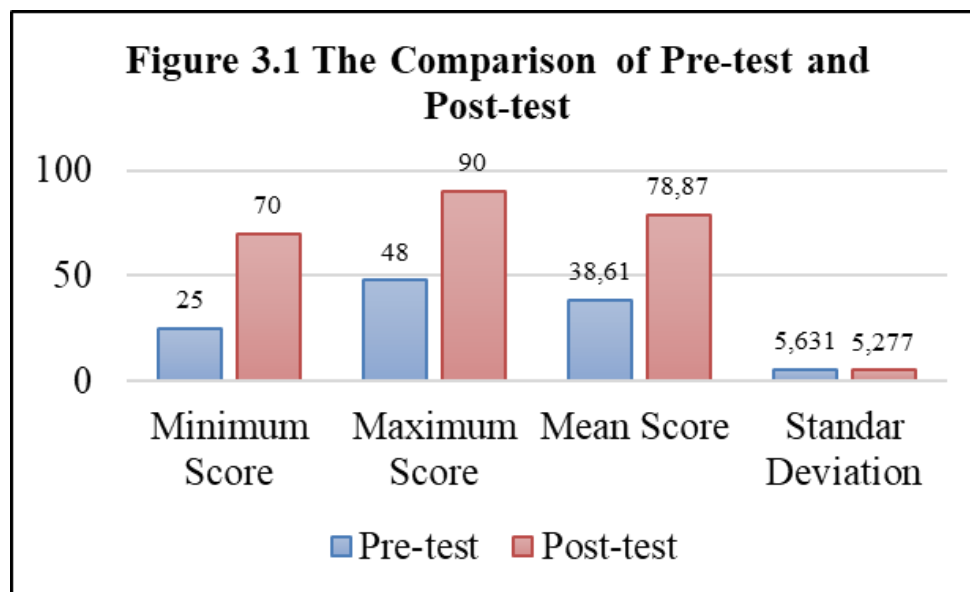
Table 3. Descriptive Statistics for Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test	31	20	70	90	2,445	78.87	5.277

By this finding, the range score of the students only 20, by means there was a raising compared to 23 in the pre-test. The mean score also increased from 38.61 to 78.87. The value of standard deviation of post-test seems lower than its value on the pre-test, which 5.277 compared, to 5.631, which means the treatment was successful to decrease the gap of student's score in the class. The comparison of the pre-test and post-test score can be seen on the table 4.

Table 3 Descriptive Statistics for Pre-test and Post-test

Descriptive Statistics					
	N	Range	Sum	Mean	Std. Deviation
Pre-test	31	23	1,190	38.61	5.631
Post-test	31	20	2,445	78.87	5.277



From the table above the mean score of pre-tests was 38.61 and the mean score of post-tests 78.87. Thus, the student's score of pre-tests was lower than the student's post-test score. Which indicated that there was a different between student's pre-test and post-test score. The classification of the core can see as follow:

Table 4 Mean Score Classification

Test Score	Classification
80.0 - 100.0	Excellent
70.0 - 79.0	Good
60.0 - 69.0	Average
50.0 - 59.0	Poor
0.0 - 49.0	Very Poor

It can be concluded from the table mean score classification that the pre-test score (38, 61) was in the very poor level and the post-test (78, 87) which was in good level. The normality test used to determine whether the data of pre- test and post-test normally distributed or not normally distributed. The normality was important for the research to know the distribution of the data so that the researcher able to decide the next step of the test, whether to use t-test or u-test. The researcher decided to conduct Kolmogorov-Smirnov test that was available in SPSS statistics 16. As stated in Sugiyono (2017:257), the Kolmogorov-Smirnov test would find out the data distribution by comparing the p-value (p) to the alpha value (α). If the value of $p < \alpha$ (0, 05) it means the data was not normally distributed. If value of $p = \alpha$ (0, 05) it means the data was normally distributed. Therefore, the result can see as follow:

Table 5 One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Pre-test	Pos-ttest
N		31	31
Normal Parameters ^a	Mean	38.61	78.87
	Std. Deviation	5.631	5.277
Most Extreme Differences	Absolute	.169	.189
	Positive	.121	.189
	Negative	-.169	-.165
Kolmogorov-Smirnov Z		.942	1.055
Asymp. Sig. (2-tailed)		.338	.216
a. Test distribution is Normal.			

Based on calculation of table 4.5 above, the significant of pre-test was 0,338 and the posttest was 0,216. The scores above the α (0.05) which mean the that both data were normally distributed. Since pre-test and post-test scores were normally distributed, it means that the researcher used t-test the test the hypothesis. The researcher used the computer software Statistical Package for the Social Sciences (SPSS) version 16.0 to carry out the paired sample test by comparing the mean score of pre-test and post-test result in purpose to answer the first research question which was the use of self-directed dialogue technique effective in teaching student speaking skill". The result of the paired sample test can be seen on the following table:

Table 6 Paired Sample Test Result

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-40.258	7.514	1.350	-43.014	-37.502	-29.829	30	.000

Based on table paired samples test result, it can see that the t-value was -29.829. Meanwhile, the t-table with 5% significance and the degree of freedom 31 was 1.69552. It means that the t-value was higher than t-table which was required to reject the null hypothesis at the level of α (0.05) and the difference was significant, Thus, the alternative hypothesis (H_a) was accepted because the sig value was lower than α ($0.000 < 0.05$). In other words, there was a statistically significant difference between the means of pre-test and post-test in speaking after the treatment by using self-directed dialogue technique.

Based on the analysis of the data by using SPSS (Statistical Product and Service Solution) 16.0 in t-test calculating, the researcher found the student's interval (different) score of pre-test and post-test was significant. It can be seen from the difference score of pre-test and post-test where the post-test score was higher with 40,26 different compared to pre-test. From the calculation of t-test showed significant result with the sig .000 (below 0.05) which can be interpreted that the Significant different was existed. Thus, the findings were fulfilled the requirement to reject the null hypothesis (H_0) or in other hand there was statistically significant different between the means of pre-test and post-test in speaking after the treatment by using self-directed dialogue technique.

Discussion

This section is the part that answers the research questions. The real research question that must answered in this study is none other than: is the self-directed dialogue technique effective to teach the speaking ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023? and how effective is the self-directed dialogue technique to teach the speaking ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023? In the next paragraph, the researcher describes the answers to the two questions.

The formulation of the problem or the first research question is none other than: is the self-directed dialogue technique effective to teach the speaking ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023? In order to answer these questions, researchers have conducted experiments on research subjects. Based on the findings, it found that the average score of students before the implementation of the self-directed dialogue technique was 38.61, but after the researcher implemented the self-directed dialogue technique,

the average score of students jumped to 78.87. Therefore, it can say that the self-directed dialogue technique has been very effective in teaching the speaking ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023. Previous research that has similarities with this research that were conducted by Fadillah & Syarifuddin (2022), the results of their research show that self-directed dialogue was effective and influential in improving students' speaking skills. The results of other studies that almost the same were research conducted by Pratama & Rita (2018), where the results of their research show that using the self-directed dialogue technique can influence the students' speaking skills at the second grade of SMP Negeri 2 Palasa.

Next, the second research question is how effective is the self-directed dialogue technique to teach the speaking ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023? Based on the findings, the researcher answered the question. Findings on the measurement using the calculation of effect size formula found that the result was 3.6, which was a very high value. It can conclude that the self-directed dialogue technique has a very strong influence or effect on teaching the speaking ability to the eight-grade students at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023. These results were supported by research recently conducted by Nova, Syarifudin, & Ariawan (2022), which the results of their research show that students' speaking ability increases after applying the self-directed dialogue technique in the first grade of MA Darussalam Bermi in the 2021/2022 academic year, so it can be said that the self-directed dialogue technique has a very strong effect in terms of improving students' speaking ability. Another research was conducted by Mareta, Yufriзал, & Huzairin (2020), the results of their research show that the self-directed dialogue technique facilitates students to improve their speaking, so it can be concluded that the self-directed dialogue technique has a positive effect on students' speaking ability.

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CONCLUSION

According to the research findings and the discussion in the previous chapter, the researcher wrote some calculation. First self-directed dialogue technique was effective in teaching student's speaking skill, it can be seen from the pre-test score (38.61) was in very poor level and the post-test (78.87) which was place in good level. The students who taught by using self-directed dialogue technique proven better than the students who did not. It could be seen from the calculation of t-test showed significant result with the sig -000 (below 0.05) which can be interpreted that the significant different was existed. Thus, this finding was fulfilled the requirement to reject the null hypothesis (H_0) or in other hand there was statistically significant difference between the means of pre-test and post-test in speaking after the treatment by using self-directed dialogue technique.

This technique can be one of alternative technique, which use to teach the students in the speaking class. At last, the used of self-directed dialogue technique was significant in teaching the student's speaking skill, especially in practice and it could be drawn from the effect size of the treatment which categorized in high effect or significant (the effect size score (3.6). Therefore, the implementation of self-directed dialogue technique was effective and significant in teaching student's speaking skill to the eight grade students in at one of the Public Middle Schools in Pontianak in the academic year of 2022/2023.

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