I. INTRODUCTION

Background of the Problem

Speaking has important role in social life. Speaking is used for communication among people in society in order to keep the relationship. According to Byrne (1984) speaking is oral communication. It is two way process between speaker and listener and involved productive and receptive skills of understanding. In other word, the listener will try to understand the speaker's ideas from the first person through the communication between them. People will find difficulties in appreciating their ideas if they never try to make a communication with other people. Meanwhile, Melty (1976) states that speaking is the main skill in communication. Based on these ideas, it is understood that through speaking one can communicate or express what he wants in order to understand one another.

Speaking in English is a crucial skill to function in any aspects of global transformation. It is likely to be in any aspects of modern life. Therefore, it is communicative activities that can encourage them to speak and to interact to each other (Tarigan, 1985).

Referring to the objectives of the 2006 Educational Unit Level Curriculum (KTSP) for SMP class VIII especially for speaking skill, the students are expected to be able to ask and give information in the acceptable grammar, do a short conversation fluently and accurately, describe things, people, place or chronological cases in simple words and express feeling and opinion.

In fact, based on the writer's observation during teaching English in the SMP Kartikatama Metro, most of the students in that school are not able to speak, reluctant to speak and have low ability in speaking, because they think that speaking is difficult. That is why their speaking score has not been achieved the standard speaking (KKM) in the school yet. This problem makes the writer interested in doing the classroom action research to improve the students' speaking ability and hopefully the standard score for speaking will be achieved.

Based on the situation above, the writer assumes that to anticipate this condition the teacher has to choose an appropriate technique in teaching speaking, because a suitable technique can give students' interest and then it will improve their speaking ability.

How can the teacher involve all the students in the use of language? Murcia (1979:321) says that a possible solution to this dilemma is increasing the opportunity for students' participation by cutting back on the amount of teacher talk in the lesson. In this case, teachers do not talk too much, but give the students opportunity to talk in

the class. As Rebecca (in Joiner and Westphal 1978:89) says that if the teacher wants the students to learn to speak another language, he must give them opportunity to practice to use language by using dialogue. As Finocchiaro (973:111) says that dialogue is especially suited well for practice to use language in communication situation.

Dialogue would make the students practice and use the language according to the language function and situation. As we know that the language function is for communication, so in dialogue someone speaks or communicates to someone else. McReady (1975:51) says that dialogue is any oral interchange between two or more people. So dialogue can be used as a technique to practice and use a new language for the students.

There are many kinds of dialogue technique that can be used by the teacher in teaching speaking. One of the techniques is *Self-Directed Dialogue* technique. According to Joiner (1978:157), the *Self-Directed Dialogue* technique is an activity that combines a role-playing or simulation strategy with a vehicle for real communication or contextual practice. There is a combination of role-playing and contextual practice in the *Self Directed Dialogue* technique.

In the *Self-Directed Dialogue*, the students are asked to work in pairs. The writer assumes that this is a good formation because a small group will give the students more opportunities to practice and use language. The *Self Directed Dialogue* gives

the students opportunity to use their own sentences in making the dialogue. By using their own sentences, the students will understand more what they are talking about, as it is more familiar to them. So the *Self-Directed Dialogue* is an appropriate technique in speaking class, because the conversation just between the students (pair) and it helps the students to reduce their fright and their shyness.

For this reason, the writer proposes a title of her research in order to show the effectiveness of *Self-Directed Dialogue* technique in improving the quality of speaking class.

The Formulation of the Problem

Having discussed the background above, the writer formulates the problem of the research as follows:

1. How can the implementation of Self directed Dialogue Technique improve speaking achievement of the second year of SMP Kartikatama Metro?
2. How can the implementation of Self Directed Dialogue Technique improve students' participation during the teaching learning process?
3. How can the implementation of Self Directed Dialogue Technique improve the quality of teacher's teaching performance?

The Objectives

In relation to the formulation of the problem above, the objective of the classrooms action research was to find out how:

1. The implementation of Self Directed Dialogue Technique can improve speaking achievement of the second year of SMP Kartikatama Metro.

2. The implementation of Self Directed Dialogue Technique can improve students' participation during the teaching learning process.

3. The implementation of Self Directed Dialogue Technique can improve the quality of teacher's teaching performance.

Uses of the Research

This research aims at having such uses as follows:

Theoretical uses:

- To verify the previous theory dealing with the theories of Self Directed Dialogue Technique

- To be used as a reference for the next researcher who will concentrate on students' speaking achievement, students' participation in teaching learning process and teacher's teaching performance.

Practical uses:

- As the information concerning with whether there is improvement of students' speaking achievement, students' participation in teaching learning process and the quality of teacher's teaching performance in the implementation of Self directed Dialogue Technique.

- As a help to English Teachers in finding an appropriate way to increase students' speaking achievement, students' participation in teaching learning process and their teaching performance.

Scope of the Research

This research was conducted at the second grade of SMP Kartikatama Metro, which consists of 30-36 students. The reason why the writer chose the second grade of SMP Kartikatama Metro because she thought that the second grade students have some knowledge about English when they are learning in Elementary and first grade before.

The researcher woulod focus on teaching speaking by using *Self-Directed Dialogue* technique. The materials are adapted from English book for Junior High School 2006 Curriculum KTSP. This research had been carried out for about three weeks. Each meeting consists of 90 minutes. The writer distributed observation sheet first to the students in order to find out the basic knowledge of students before the researcher apply her technique. The aspect of speaking that focus on this research was grammar, fluency, vocabulary and pronunciation. The reason why the researcher used those four aspects was because she wanted to limit her speaking research. She thought that the data will be more valid and more accurate. Besides that, many students had lower ability in grammar, fluency, vocabulary and pronunciation when they were speaking. The researcher also distributed the questionnaire to the students in order to find out the perception of the students about the self directed dialogue technique.