

**THE EFFECT OF STUDENTS' SELF-DIRECTED LEARNING THROUGH
THE IMPLEMENTATION OF SELF-DIRECTED DIALOGUE TECHNIQUE
AT SECOND GRADE STUDENTS' OF SMP NEGERI 1 KALIREJO LAMPUNG
TENGAH**

A Script

By

Silviani Mareta



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

THE EFFECT OF STUDENTS' SELF-DIRECTED LEARNING THROUGH THE IMPLEMENTATION OF SELF-DIRECTED DIALOGUE TECHNIQUE AT SECOND GRADE STUDENTS' OF SMP NEGERI 1 KALIREJO LAMPUNG TENGAH

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Speaking is the most frequently used by human being as daily means of communicating to share opinions and ideas with other people. It is two way process between speaker and listener. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Based on that idea, it is understood that through speaking one can communicate or express what he wants in order to understand the other.

The aim of this study was to find out whether there were effects of the implementation self-directed dialogue technique on i) the improvement of students' speaking achievement and ii) the relationship between self-confidence and the student's achievement in speaking at the second grade students of SMP Negeri 1 Kalirejo Lampung Tengah. The subjects were 32 students of the second grade of SMP Negeri 1 Kalirejo Lampung Tengah. Speaking test and questionnaire were used to collect the data in this study. The result of this study showed that there is a significant improvement of the students' speaking achievement after the students were taught through self-directed dialogue technique. There was also a relatively different relationship between students' self-confidence and students' achievement of speaking. This suggested that self-directed dialogue technique facilitates students to improve their speaking.

The results' in the post-test is higher than pre-test. The results showed that there was an improvement of pronunciation of 3.593 points. The significant level is 0.000. So it can be categorized that there is a significant different of students' speaking skill between pre-test and post-test since $p < 0.05$. T-count of the test is 7.357 which higher than T-table (2.039513). It also means that the improvement is significant.

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A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Art Department of
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

**Research Title : THE EFFECT OF STUDENTS' SELF-DIRECTED
LEARNING THROUGH THE IMPLEMENTATION
OF SELF-DIRECTED DIALOGUE TECHNIQUE AT
SECOND GRADE STUDENTS' OF SMP NEGERI 1
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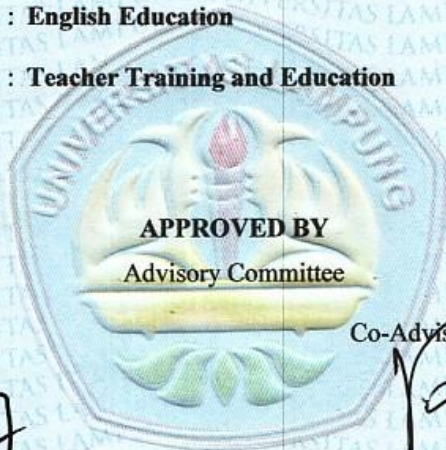
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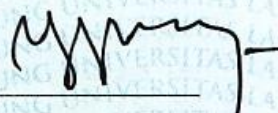
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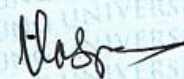
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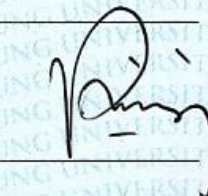
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CURRICULUM VITAE

The writer was born in Kalimantan Selatan on March 7th 1995. She is the first child of (Alm) Nuraini and Chandrawati Siahaan.

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DEDICATIONS

This script is fully dedicated to:

My beloved grandmother, my beloved father somewhere beyond the rainbow, my
beloved mother

My friends in English Education 2013 of Lampung University

My Almamater, University of Lampung

MOTTO

Ora et Labora

(berdoa, bekerja, berusaha)

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Praise the Lord, the almighty and merciful God, for his blessing and mercy the writer with faith, health and opportunity so that the writer is able to finish this script. The title of this script is, *The Effect of Students' Self-Directed Learning through The Implementation of Self-Directed Dialogue Technique at Second Grade Students' of SMP Negeri 1 Kalirejo Lampung Tengah*. This script is presented to English Education Study Program of Teacher Training and Education Faculty of Lampung University as compulsory fulfillment of the requirements for S1 degree.

Gratitude and honor are addressed to all people who have helped and supported the writer for completing this script. Here the writer would like to address her gratitude and honor to:

1. My greatest grandma for being the most supportive person ever. Thank you for the love and affection.
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Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further research. The researcher is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to compose a better script in the future.

Bandar Lampung, 15 November 2017

Silviani Mareta

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I. INTRODUCTION

This chapter is concerned with introduction of the research used in this study, includes background of the problem, objectives of the research, uses of the research, and definition of terms.

1.1. Background of the Problem

Speaking is used for communication among people in society in order to keep the relationship. It is two way process between speaker and listener that involves productive and receptive skills of understanding. In other words, the listener will try to understand the speaker's ideas as the first person through the communication between them. People will find difficulties in appreciating their ideas if they never try to communicate with other people. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Based on that idea, it is understood that through speaking one can communicate or express what he wants in order to understand the other.

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. Speech has its own skills, structures, and conventions different from written language (Burns &

Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. Usually students do not feel comfortable to speak out because they have not a good self-confidence. They always think about what people thinks when they speaking. A good self-confident not a must has a good pronunciation, but speaker has to communicate with the listener and make the listener understand about the information being delivered by the speaker. There are many techniques to make the speaker build their self-confident, one of them is self-directed dialogue.

Self-directed dialogue is a technique to help the students to be more confident in learning teaching materials. Self-directed dialogue technique is an activity that combines a role-playing or simulation strategy with a vehicle for real communication or contextual practice. It can be done with group learning, but the overall concept is that students take ownership of their learning. Self-directed dialogue is technique that can help the students improve their speaking ability. For example, a teacher may give a general learning goal, such as to learn about a geographical area. Students would then work with the teacher to decide the scope of the project, length of time, and the end result that would demonstrate their learning. One student may decide to learn all of South America and create an educational website. Another student may choose to research the deforestation effects of Borneo and write a report for the government. Another student may choose a specific city and focuses on the historical significance, creating a video vignette from personal interviews. By

allowing students to choose different learning objectives and outcomes, it allows students to choose based on their personal interests and strengths. In 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 opportunity to use their own sentences in making the dialogue. Dialogue would make the students practice and use the language according to the language function and situation.

Dialogues are popular activities in ESL textbook for a number of linguistic as well as cultural reasons. It is one of the materials that can support communicative competence in language teaching class. Besides, dialogue is a part of language which is very important in learning language. The advantage of dialogue is that the learners are not only able to understand the words of English but also to understand the correct English rules. It can be said that dialogue can represent the learner's intention by using the words in the sentence. Through dialogue the students can imitate new words, grammar structure, and pronunciation that they can use to express their thoughts orally. It also gives them a tool in analyzing vocabulary and grammatical for discussion. As a result it becomes easy for the students to create their own sentences in the foreign language.

The role of dialogue is to help students to develop their conversation skills in common practice in most English classes. The other advantage of using dialogue is that students are given a rubric as a basic on which they can build once they

have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation. Dialogues can be used in many ways in a classroom. For instance, to introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics, use dialogue for role plays, games, simulations and information gap, and have students memorize simple dialogues as a way of helping them improve their vocabulary skills.

Moreover, dialogue is a special discourse employing distinctive skills to achieve mutual understanding. Dialogues are meaningful natural excerpts of conversation focused on one point of English usage and capable of simulating further conversation. That is to say, dialogue in foreign language teaching, as we usually understand it, is a natural conversation to be presented either orally or in writing, practiced, and drilled in class.

Everything in dialogues is meaningful and relevant to the situation of the students' everyday life. The situation will be very important for students who learn the English language and dialogue is well suited for practicing language in realistic communication situations. Teacher can present dialogue in various ways in order to make the students improve their skills to speak English freely.

How can the teacher involve all the students in the use of language? Murcia (2001) 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. Language is primarily speech and its primacy is valid in a correct communication. The researcher believes that communicative skills should be developed as much as possible so that the students can communicate appropriately in the target language. Self-directed dialogue is an appropriate technique in speaking class, because the conversation both between the students or pairs and it helps the students to reduce their anxiety and their shyness.

The students who sit in second grade of junior high school are supposed to be more confident in speaking English in order to be able to communicate in spoken form better than while they are in the first grade of elementary school and first grade. It is also to help them develop their ability in speaking English. In Indonesia there is a new curriculum in education that is the curriculum of 2013 or K13.

In K13 teachers' are supposed to make a learning activity which is students' centered. It means that learning activity must make the students more active in teaching learning activity. In delivering the material, the English teachers will get some problems that can bring up some difficulties according to which level being taught. Those problems can be the results from the teachers themselves or the students such as they are lazy to study and they find it difficult to understand the materials, even the problems can also come from the environment such as the atmosphere and the facilities. Therefore, English teachers should choose the

appropriate technique and create the enjoyable situation in teaching-learning process in order to make the students achieve the material well. In Self-Directed Dialogue Technique students are supposed to be more independent and they are more active in teaching learning activity.

Analyzing this description of speaking skill, it is clear that speaking skill is very significant in language learning. So speaking skill must be mastered by every language learner in any level. Thus it is also the responsibility of English teacher in SMP to provide any English teaching technique that requires students to speak. It means that they are accustomed to speak in the language. To provide any English speaking teaching technique that requires students to speak by using the language, the teacher must concern the factors that influence the speaking, they are: pronunciation, grammar, vocabulary and fluency. (Harris 1974:84). The more details about the concept of those speaking aspects are:

1. Pronunciation refers to the intonation patterns of speaking (Harris 1974:81).
2. Grammar is students' ability manipulate and to distinguish appropriate grammatical form in appropriate ones (Heaton 1978:5)
3. Vocabulary refers to the selection of words that suitable with the content of the speaking (Harris 1974:68-69)
4. Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonably fast speed of speaking and only a small numbers of pauses (Brown 1997:4).

As speaking is one of four skills in learning English that students must master of, so without mastering speaking they will face difficulties in improving the ability of oral communication with others. 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 students speaking ability.

1.2. The Formulation of the Problem

Based on the discussion in the background above, the writer formulates the problem of the research as follows:

1. What aspects of students' speaking ability improve the most after being taught by self-directed dialogue technique?
2. Is there any significant relationship between self-confidence and their achievement in speaking?

1.3. The Objectives

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

1. To find out the aspects of speaking improve most.
2. To find out the significant relationship between self-confidence and students' achievement in speaking.

1.4. The Uses of the Research

This research aims to having such uses as follows:

Theoretical Uses:

1. To verify the previous theory dealing with the theories of Self-Directed Dialogue Technique.
2. To be used as reference for the next researcher who will concentrate on students speaking achievement, and aspects of students' speaking ability in the teaching learning process.

Practical Uses:

1. As the information concerning with whether there is improvement of students speaking achievement, and aspects of students' speaking ability in the teaching learning process.
2. As a help to English teachers in finding an appropriate way to increase students speaking achievement, and aspects of students' speaking ability in the teaching learning process.

1.5. Scope of the Research

This research will be conducted at the second grade of SMP Negri 1 Kalirejo. The reason why the writer chose the second grade of SMP Negri 1 Kalirejo because she thought that the second grade students have some knowledge about English when they are learning in Elementary and first grade of Junior High

School they also have a modals of English to help them in the next steps of their school. The researcher would focus on teaching speaking by Self-Directed Dialogue Technique. This research will be conducted for about three weeks and 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 the 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 the scope of the research. It also will make the data more valid and more accurate. The researcher also distributes questionnaire to the students in order to find out the perception of the students about the Self-Directed Dialogue Technique.

1.6. Definition of Terms

There are some terms used by the researcher in this research. To make clearer and avoid misunderstanding there are some definition of terms:

1. Speaking is an oral communication.
2. Self-Confident is an emotional situation when a person feels comfort to do anything.
3. Dialogue is especially suited well for practice to use language in communication situation.
4. Self-directed dialogue is a technique to help the students to be more confident in learning teaching materials.

5. Self-Directed Dialogue Technique is an activity that combines a role-playing or simulation strategy with a vehicle for real communication or contextual practice.

II. LITERATURE REVIEW

This chapter discusses about the literature review that will be used in this study, they are: concept of speaking, aspect of speaking, previous research self-confidence, concept of dialogue, concept of self-directed dialogue, the procedure of the self-directed dialogue technique, the advantages and disadvantages, theoretical assumption, hypothesis.

2.1. Concept of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for

speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Referring the explanation above, it can be concluded that speaking is the main instrument in communication and it uses to send or to express speaker's thought, ideas, feeling to the listener as a two-ways process which is including producing, receiving, and processing information.

Speaking is a tool for communicating ideas which are arranged and developed in accordance with the listener's need. It is clear that the main objective of speaking is for communication.

Speaking is the most frequently used by human being as daily means of communicating to share opinions and ideas with other persons. To know whether learners can speak, it

is necessary to get them to actually say something. To do this they must act on knowledge of grammar and vocabulary by giving learners speaking practice and exam.

Speaking starts to develop during the age of childhood because at this stage, the children are easy to accept stimulus from the environment. Tarigan (2008) stated that speaking is one of language skills that developed since the age of childhood in which it is started by the listening skill. Speaking as communicate actively has a kind of scope or area that skill can apply. Speaking needs the performance, expression, intonation, stressing, pronunciation, grammar, and confidence to explore the idea or opinion. Hornby (1995:37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

Kayi (2006) defines speaking as the process of building and sharing meaning through the use of verbal and nonverbal symbol, in variety of context. While Mackey in Bygate (1997:5) summarized that oral expression involves not only the use of right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey meaning (1965:266). Speaking is so much a part of daily life that we take it for granted (Thornbury, 2005:1). He also says that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. He adds that speaking represents a real challenge to most language learners. That is why speaking

can be understood as oral expression because it is used to express the idea by saying words or sentences, even though many other things are included in it.

Speaking is a crucial part of second language learning and teaching (Kayi, 2006). Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Speaking is closely related with skill. According to Oxford Learner's Dictionary, skill is the ability to do something well.

In order to express thought effectively, the speaker should know completely what he wants to say or to communicate. According to Rivers (1978:6), speaking skill is developed from the first contact with the language. It means that for a mother tongue one develops his speaking skill from the early stage after he was born. And for a foreign language one learns to speak from the first time he/she is introduced to that language. Analyzing this description of speaking skill, it is clear that speaking skill is very significant in language learning. So speaking skill must be mastered by every language learner in any level. Thus it is also the responsibility of English teacher in SMP to provide any English teaching technique that requires students to speak. It means that they are accustomed to speak in the language.

Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers. Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and

interactional skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987 & Brown, 2001).

In addition, speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996 and Harmer, 2001: 269-270). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act.

Speaking as a productive skill because one carries out in oral mode by using speech organ successfully and it becomes a receptive skill because it needs someone else to listen to what has been said to reach the successful of communicative activity.

2.2. Aspect of speaking

In this research, the researcher wanted to observe these aspects of speaking. Juwita (2015) states that there are four aspects in speaking, there are:

1. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers" ad also the intonation while speaking. This signs show that the speaker does not spend much time to find the language items needed to deliver the message.

2. Grammar

Grammar is the ability to manipulate structure and distinguish appropriate grammatical form in appropriate ones

3. Vocabulary

Vocabulary means appropriate diction which is used in communication, in which the speaker needs sufficient vocabulary to communicate with others.

4. Pronunciation

Pronunciation is the ability to produce comprehensible articulation easily. It is the way a word or language is spoken.

2.3. Previous research of self-confidence

There are several researches about self-confidence. Doqaruni (2013) had done a research on promoting self-confidence in a foreign language classroom. The participants were 16 Iranian university students in private English language institute. He found that his students, at first, seemed passive and reticent during the class activity. He used incorporating extra speaking activities, telling a story, and presentation activities. *The result showed that an instructional methodology stressing peer collaboration as a tool for increasing the ability of the students to speak is likely to result in confidence* (Doqaruni, 2013., p. 13)

JianweiXu (2011) also did self-confidence research. She wondered how self-confidence is perceived by L2 speakers. She used an observation and a guided interview to get the data. The participants were two Chinese advanced learners of English in Australia. She found that regarding internal factors, *it was found that the learners would seem to perceive more confidence if their previously established L2 identities were confirmed.* (JianweiXu, 2011., p.254)

Griffiee (1997) said that in measuring confidence itself, he tried to conduct a research on validating or assessing a questionnaire on speaking confidence. He concludes that there are three aspects in speaking confidence. They are (1) ability is a command or bravery to talk within or without appropriate grammar or vocabulary and way of pronunciation. (2) Assurance is a feeling of security or and comfort when speaking in English. (3) Willing Engagement is a condition where they feel want to speak in English or being triggered to express themselves in using English.

2.4. Concept of Self-Confidence

There are lots of believes among researchers about the self-confidence whether it is affected by the personality or it is affected by the environment or it is affected by both of them. Clemet (1980, 1986) introduced the notion of self-confidence to the L2 learning through the social context model as an innovative unitary construct conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning an L2. Clemet assumes that the social context is important to the l2 learners, he says that the L2 learners take place in a multicultural setting, qualitative and quantitative aspects of contact with the L2 community would heighten the learners' self-confidence which then became the most immediate motivating influence to learn an L2.

Clemet considers that the self-confidence as a higher order construct comprising anxiety and self-evaluation of proficiency. Self-confidence takes core position in having engagement with others in communicating, whether it is a feeling of security or comfortable of communicating or having willingness to communicate with others (Griffiee, 1997).

General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009; Brown, 1994). The literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factors are: (1) personal experiences; successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect, (2) social messages received from others. Community, home, school, and peers are important for self-confidence growth. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence (Glenda & Anstey, 1990; Brockner, 1988; Bandura, 1982). Self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it (Huitt, 2004&Khodadad, 2003, cited in Hayati 2008,; Brown, 1994). It may facilitate or debilitate academic achievement. Foreign language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners.

A number of studies have been carried out on the effects of self-confidence on learners' readiness to participate in classroom communicative activities (Brown, 1994). These studies revealed that self-confident learners usually take risks at speaking another language even if they do commit mistakes. They engage in different oral activities regardless of the topic discussed and the number of students in class. They learn from mistakes, work hard and eventually, they increase their language proficiency. On the other hand, low confident learners usually look away from instructor to avoid being

called on. They feel uncomfortable when using the language orally because they are concerned about being criticized or disapproved of. As a result, they tend to perform less successfully.

From these explanations of self-confidence, it can be assumed that self-confidence is a term of learners or persons think of themselves. Self-confidence here conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning an L2 and attempted to integrate a range of linguistic, communicative and social psychological variables according to how closely they affect one's willingness to communicate, leading to more spontaneous, sustained and effective use of the L2.

In order to find out whether the students' self-confidence are increasing or not the researcher will use questionnaire. After the researcher applied the technique, the researcher distributed the questionnaire to the students. It was done in order to find out the student's perception about the self-directed dialogue technique. The researcher wanted to know whether the students feel interested in self-directed dialogue technique or not, and the researcher also wanted to know whether the students felt their ability in speaking increased or not after they used the self-directed dialogue technique in their speaking class.

2.5. Concept of dialogue

Dialogue is one of the method based on communicative language teaching which provides "whole-task practice", allows natural learning, and creates a context which supports learning (Littlewood in Liu, 2010:136). Additionally, Richards and Rogers

(1986: 76) mentioned “dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal”. Hornby (1995:319-320) state that dialogue is spoken or written conversation or talk or a discussion between people in which opinions are exchanged. Sance (2009: 14) defines “Dialogue as an arterially constructed mode conversation employing and presenting familiar or new linguistic structure and vocabulary”.

Therefore, the main objective of this technique is to prepare students for the real- life language use by practicing in the classroom the situation that may happen in real life. In practicing transactional-interactional talk where message and interaction are important, dialogue can be used as a technique that require students to be involved in information sharing and participate a lot in conversation.

Dialogue is a good way to get learners to practice saying target language without any hesitation and within a variety of context (Ur, 1996: p.78). The role of dialogue is to help students to develop their conversation skills in common practice in most English classes. The other advantage by using dialogue is that students are given a rubric as a basic on which they can build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation. Dialogues can be used in many ways in a classroom. For instance, to introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics, use dialogue for role plays, games, simulations and information gap, and have students memorize simple dialogues as a way of helping them improve their vocabulary skills.

According to Stevick (1994:70), most of so-called audiolingual courses base each of their early lessons in a dialogue. The dialogue is a sample how the language is used as the strategy to “over learns” the dialogue. In later steps, the learner examines selected points of grammar that are illustrated in the dialogue, goes through a series of drill on these points, and finally uses the new material in genuine or simulated communication. Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. Dialogues are used and adapted to:

- a. Demonstrate grammar in context
- b. Facilitate conversation-This may parallel grammar instruction, but also gives specific language practice, for example, use of gambits and formulaic expression or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children.
- c. Provide recreation such as a skit-These dialogues are bridging activities that provide spontaneous use of learner knowledge.

Dialogue would give the students opportunities to practice and use language according to the language function and situation. So it is important for the English teachers to use dialogue in their English class. There are some kinds of dialogue that the teacher can use, such as dialogue memorization, spiral-dialogue, grammar-demonstration dialogue, mini-dialogue, self- directed dialogue, etc. In this paper, the writer would like to find out the effectiveness of the self-directed dialogue on speaking achievement.

2.6. Concept of Self-Directed Dialogue

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. As quoted in Herwanah (2012) Joiner (1977:8) says that self-directed dialogue, however, call for students to work in pairs and places, the responsibility for communication chiefly on the learner and the conversation based on the prop. Then the students are asked to make the questions based on the prop and the students use it in making the conversations.

As quoted in Herwanah (2012) Joiner (1978:157), self-directed dialogue is an activity that combines a role-playing or simulation strategy with a vehicle for real communication or contextual practice. Based on the definition above, there is a combination of role-playing and contextual practice in the self-directed dialogue. Welty (1976:54) stated that role-playing is a type of creative dramatics in which the players take on the characteristics and problems of members groups other than themselves. It means that in role-playing the students are given a certain role and supported to play or to perform it. Zelson (in Joiner and Westphal 1978:50) says that in role-playing a situation is presented to a small group of students who may prepare their parts, if necessary, and act them out. A vehicle for real communication or contextual practice means that there is something used as prefatory in communication, for instance, photograph, a list of menu, train schedule, an outline, etc. So there is something that can convey thought or feeling in real communication. Zelson (in Joiner and Westphal 1978:50) also says that contextual practice in pairs or small groups use a focal point for practicing interrogative structure. It means that the students have something that can be used as a focal point or prop in conversation. 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. Of course, this could be attained through the teacher's guidance by giving the students a prop to help them make or build the conversation. In the self-directed dialogue, the students are asked to work in pairs. The writer assumes that this is good formation because a small group will give the students more opportunities to practice and use language. However, the dialogue must not be too long. It is supported by Rivers (1978:29) that short dialogue is more useful than longer dialogue. So the self-directed dialogue is an appropriate technique in speaking class, because the conversation happens between the students (pair) and it helps the students to reduce their fright and their shyness. As Disick (in Joiner and Westphal 1978:136) says that conversation in a small group of friends help to reduce the tension learner feels when asked to speak a foreign language.

2.7. The Procedure of the Self-Directed Dialogue Technique

The procedure of the self-directed dialogue technique based on Joiner cited in Herwnah (2012) are as given below :

- The teacher divides the students in pairs
- The teacher gives the background knowledge
- The teacher and the students discuss the background knowledge together
- The students make the conversation based on the example
- Each student is given an identification sheet

- The students make the conversation based on their own language
- The students tell the information in conversation in narrative
- The teacher shows the correct form of question and answer.

2.8. Procedure of Teaching Speaking through Self-Directed Dialogue Technique

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

Pre activities

- The teacher greets the students
- The teacher checks the students' attendance list
- The teacher builds the background knowledge of the materials which is going to be learned.

For example: "Do you have a best friend? Can you describe him or her? What does he or she look like? How old is he or she? What are his or her hobbies? Etc.

While Activities

- The teacher introduces the technique to the students.

Teacher explains first that the students will get the theme and they should build the conversation based on that theme.

-Divided the students in pairs

-Teacher gives the theme

After the students are divided into pairs, teacher gives the theme to each pair, so one theme is for one pair. The teacher read the theme of example sentence by sentence and asked the students to follow her. It is intended to help the students pronounce the words in theme.

The example of the theme for describing someone is: I have a best friend. Her name is Valentina. She is 15 years old. She is beautiful, tall and diligent. Her hobbies are playing piano and reading novel. She lives at Riverside Drive, 27 Bandar Lampung. I like being her friend because she is honest and always helps me discuss the lesson.

-Discuss the theme together

When the students got the theme from the teacher, teacher and students discuss the theme together. Teacher and students discusses the difficult words first and then guides the students to understand the content of the theme by giving some questions related with the theme. Teacher asked the students to make a list of the data based on the theme above and make a conversation with their pairs. Teacher discusses the difficult words first and then guides the students to understand the content of the theme by giving some questions related with the theme.

-Student practice the conversation with their partner

After the students discuss the theme together with the teacher, the students are asked to practice the conversation as a volunteer in front of the class.

-Each student is given an identification sheet.

The next step is the teacher gives an identification sheet to each student. An identification sheet is for one student. This sheet is used when the students interview his partner later. The function of it is to note all the information that is given by his partner. So, when student A interview student B, A must note the information that is given by B. For example: B has a best friend. His name is C. Teacher will give 10 minutes to the students for this activity.

He is 14 years old.....

-Starting make the conversation

When the teacher has given an identification sheet to the students, the students are asked to make the conversation like they did before. In this case, they make a dialogue simultaneously. So each student in turn must ask questions and supply answers.

For instance, there is “Valentina” in the teacher’s theme, so the students will make questions about his/her partner’s name, etc. The dialogue is hoped by the teacher as below:

Student A: “Do you have a best friend?”

B: “Yes I have.”

A: “What is his/her name?”

B: “Her name is D.”

A: “How old is she?”

B: "She is....."

A: "....."

B: "....."

Then the student B, is in turn to ask, and A answer.

In this step each student must note the information about his/her partner in the identification card.

-Some students who are chosen with randomly are asked to tell in narrative

After the students finished interview/conversation activity, teacher chooses some students (randomly) to tell their partner's information in narrative. They tell the information based on the note in their identification card.

-Showing the correct question-answer form

The last step in this technique is the teacher shows to the class what such a correct question and answer form looks like which is built from the theme. It is intended to clarify to the student if they made the incorrect question-answer form when doing the interview activity before. For example: for question "What does he look like?" there may the students say "What he looks like?" which is incorrect and be told

"He short,.....". In this case, the students will correct their incorrect answer after they find the correct one which is given by the teacher (developed from Elizabeth Garner Joiner's Developing Communication Skill. 1978:156-160).

Post Activities

-The teacher asks them whether they have some difficulties related with the topic.

-The teacher asks them what they have learnt and asks some students to conclude the topic.

-The teacher ends the class

The researcher assumed that all activities above can be used in teaching learning process in order to encourage the students to speak or improve their speaking skill. We can see that teaching speaking through Self-Directed Dialogue technique can increase the students' speaking skill. The writer assumes that by using the self-directed dialogue technique, the students will have more opportunities to use English to communicate to each other, so the students' speaking skill will improve. This is because in the self-directed dialogue technique, the students are forced to make a dialogue by using their own sentences.

It seems that the students are forced to be more creative to think what they want to say to their partner. In relation to time, conversation for two students provides more speaking practice for the individual students. Then the use of theme can bring the idea in the students' thought to directly compose or make a question. Therefore, the researcher assumes that self-directed dialogue technique can significantly improve the students' speaking skill.

2.9. Advantages and Disadvantages

As states before, teaching speaking through dialogue helps the teacher to relate the material to the students' inner worlds. However, it also has some advantages and disadvantages. They will be as follow:

2.9.1. The Advantages of teaching speaking through dialogue:

- 1) The students find the benefit of learning in the classroom because they can relate the subject to real situation where they can make connections between what they are learning and how that knowledge will be used.
- 2) The teaching circumstance would upon students' active participation in the teaching learning process by awakening their entry behavior or schemata (previous knowledge).
- 3) The students are not gets any difficulties in understanding the material since they are provided many practice. This may result that the students are actively engaged and encouraged to speak up since they free to say what they have in mind.
- 4) The students can share with their friend about the topic during the teaching and learning process in the classroom. Realizing that learning in group was given better results than learning alone, the students' can help other friends who have difficulties. As a result, learning cooperation is encouraged.
- 5) The students have chance to observe something by themselves and finally make the conclusion of what they have observe that result in finding something by themselves.

2.9.2. The disadvantages of teaching speaking through dialogue:

The disadvantages of speaking through dialogue are:

- 1) Dialogue technique would occur if the whole students in one group consist of weak students.
- 2) It forces the teacher to make special preparation before teaching in the classroom because the teacher needs appropriate kind of media.
- 3) It spends much time during the teaching learning process.

Finally the teacher would find it relatively effective to teach language as means of communication.

2.10. Theoretical Assumption

Based on the frame theory above, the writer assumes that self-directed dialogue technique is a good approach in teaching speaking. By applying self-directed dialogue technique, students' got more exposure to the language because the student became more actively involved during the teaching and learning by being provided by many speaking models, so that they could interact, communicatively according to the provided by any speaking models and focusing on Self-confidence of the students, can improve or build students Self-confidence in speaking. Students' self-confidence play role effect in students speaking class which required an active condition of each student's. Some students who are lack of confidence may have less contribution in speaking class. The problem may be they are afraid of speaking English because of their traditional accents, and they are too pointed on grammar, vocabulary choice which make they consume longer time to think and whenever they start to express their idea,

the issue is changed. Simply, students who are lack of chances to speak in class will be low in level confidence. In line with the problem, students need an exposure of speaking.

Talking about confidence, indeed have a great impact on students speaking activity. Regardless the material taught in speaking. Confidence gives direct impact on students speaking. In short, we can simply say students who are active in speaking class, they have high self-confidence and for them who are less contribute or less active in speaking class are low in self confidence. The more students do not have place or chance to speak, the lower their confidence will be. As the lower confidence of the students, the lower students mark they got. In line the problem, this self-directed dialogue technique provides the communicative environment where students will have their practices of speaking. Through self-directed dialogue technique, students will be directly to have a face to face communication activity. The communicative activity will enhance students to explore their ability in speaking.

In self-directed dialogue technique, the students' are the center of learning process. It enables the students to comprehend the subject matter better. Moreover, in learning community the student share their knowledge with others. The students were helps each other in comprehending the subject matter. Therefore the writer assumes that after doing a deep process on the subject matter was applying in teaching learning process the student will get better in speaking mastery and the teaching learning process in the class will automatically improve.

From the explanation above, the researcher assumes that there is a correlation between students' self-confidence and students speaking achievement, also self-directed dialogue technique can affect students' lack of self-confidence in speaking. It is also improve students speaking achievements toward the collaborative learning and active teaching learning activity.

2.11. Hypothesis

Based on the problem, theories, and theoretical assumption which are discussed above, the hypothesis is formulated below.

Ho = There is not any improvement of students speaking ability aspects after being taught by self-directed dialogue technique.

Hi = There is an improvement of students speaking achievements after being taught by self-directed dialogue technique.

III. RESEARCH METHOD

This chapter discusses about the research design, subjects of the research, research instruments, data collecting technique, and data analysis technique.

3.1. The Research Design

This research is a quantitative-qualitative research. The researcher intends (1) to find out the aspects of speaking improve most; (2) to find out the significant relationship between self-confidence and students' achievement in speaking. In order To find out the aspects of speaking improve most the researcher will use Rating Sheet Score of students' speaking ability aspects and speaking test. Rating Sheet Score of students' speaking abilityaspects was focused on the production of sound/students' speaking for certain aspect that students mostly have difficulty in speaking. Here, the teacher recorded the students when they were speaking a dialogue, in pair.

The test will be administered before treatment (pretest) and after treatment (posttest).This research design will be pretest and posttest design with four times in treatments. The design of the research as follows.

T1 X T2

T1= Administrating pretest and distributing the first questionnaire.

X= Four times giving treatments.

T2= Administrating posttest and distributing the second questionnaire of students view on self-directed dialogue technique.

In order to find out the significant relationship between self-confidence and students' achievement in speaking which is a qualitative research, the researcher will use questionnaire. The questionnaire will be administrated before the treatment. It was done in order to find out the student's self-confidence in using English. The researcher wanted to know whether the students feel interested in English or not, and the researcher also wanted to know whether the students felt their ability in speaking increased or not after they used the self-directed dialogue technique in their speaking class.

3.2. Population and Sample

The population and the sample of this research is a random sampling which meant the population and the sample is choosen to answer the research questions randomly. The population of the research is junior high school students and the sample is the students who are in second grade. The sample is SMP Negeri 1 Kalirejo Lampung Tengah. SMP Negeri 1 Kalirejo is chosen because in the school the teaching learning activity of Englsih subjects specially of speaking still use curriculum KTSP. So, the learning activity still focuses on teacher center. The sample of the research will be a second grade students.

3.3. Variables

In order to assess the influence of the treatments in this research, variable can be defined as dependent and independent variables. Hatch and Farhady (1982) states that the independent variable is major variable that a researcher hopes to investigate; the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable. The researcher concern of following variables.

X= self-directed dialogue technique as independent variable

Y= aspects of students' speaking ability as dependent variable

Z= self-confidence as intervening variable

3.4. Instruments

In order to gain the data of the research, the researcher use some instruments to gain the data.

1. Speaking Test.

Speaking test is administrated in order to see the students speaking ability. The test will be administrated two times, pretest and posttest. The test contains information about students ability in speaking before treatment and after treatment. In order to measure the students performance in speaking, the researcher will use speaking rubric in order to make clear the measurement of the speaking performance doing by the students.

2. Questionnaire

The questionnaire will be administrated before the treatment. It was done in order to find out the student's self-confidence in using English. The researcher wanted to know whether the students feel interested in English or not, and the researcher also wanted to know whether the students felt their ability in speaking increased or not after they used the self directed dialogue technique in their speaking class.

3.5. Reliability and Validity of the Instruments

In doing the research, the researcher will use some instruments, and those instruments should be proved whether the instruments have fulfill the validity and the reliability aspects.

1. Speaking Test.

Speaking test administrated to see students speaking ability towards the implementation of self-directed dialogue technique. There will be pretest and posttest of the speaking test. Pretest is administrated in order to see students speaking ability before the treatment (the implementation self-directed dialogue technique). Posttest is administrated in order to see students speaking after the treatment (the implementation self-directed dialogue technique). To measure the students speaking performance, the researcher use scoring rubric to make clear the measurements of the speaking performance. To make sure the speaking test and the speaking rubric are able to used in this research, the researcher examines the validity and the reliability aspects of the two instruments.

a. Validity

Validity refers to which instrument measures the particular skill or the objectives are intended to be measured and suitable with the criteria (Hatch and Farhady, 1982) the researcher use content and criteria validity.

- Content Validity

Content validity is concerned with the test whether the test support or represents the curriculum used by the researcher. In this research, the researcher will use KTSP as the curriculum. The explanation about the standard competence and basic competence of the speaking test and the lessonplans will be briefly explain in the appendices.

- Criteria Validity

Construct validity is concerned with the test that actually in line with the theory of what is measure to the language skills is being measured. This reserch examines the speaking towards self-directed dialogue technique. The test of speaking (pretest and posttest) will be administrated in pairs.

In short, the instruments of this study has fulfill the validity aspects.

b. Reliability

To fulfill the reliability aspects which is concerned with the consistency of a measurement of a resarch, or the ability of a measurements to measure the same research subjects in a different time and gives consistent results (Setiyadi, 2006).

The data gained will be using quantitative description. The researcher analyzes the reliability of the speaking test and the scoring rubric are reliable or not. To measure

the reliability, the researcher will use interaters which results will be briefly explained in the appendices.

3.6. Research Procedure and Data Collecting Technique

In gaining the data, the researcher will use several step and technique.

1. Determining the population and sample.

In determining the sample and the population of the research, the researcher will chose the sample randomly. The population of this research will be SMPN 1 Kairejo Lampung Tengah which the sample will be the second grade. In determining the sample and the population of the research, the researcher will use purposive sampling which meant the population and the sample is chosen to answer the research question.

2. Administrating pretest and distributing the questionnaire.

The pretest will be administrated in order to see students speaking ability before the implementation of self-directed dialogue technique. The pretest will be in form of pairs test which each pair has their own prop (text) and they will make a dialogue based on the prop given. The pretest will be done for about 20 minutes for each pairs to be done and 5 minutes to presentation. In the end of the meeting, there will be questionnaire which will be distributed to all particitapants.

3. Choosing the material, administrating treatments.

According to the result of pretest and the questionnaire, the researcher will choose the appropriate prop to discuss during the treatments so every students

can express their idea towards the prop. There will be four meetings in the treatments, each treatments will have 40 minutes.

4. Administrating posttest.

The posttest will be administrated in order to see students speaking ability after the implementation of self-directed dialogue technique. The posttest will be in form of pair test which each pair has their own prop and dialogue. They will perform it in front of the class and it will record. The posttest will be done for about 40 minutes for each pairs to perform.

5. Analzing the data gained.

The data gained will be divided into two groups in order to answer the research questions. The first data is about students' speaking ability and the second data is about students' aspect of speaking ability.

3.7.Data Analysis

In analyzing the data gained, the writer will analyze the data into each research questions to answer it clearly.

1. What aspects of students' speaking ability improve the most after being taught by self-directed dialogue technique?

To answer this research questions the researcher will use Rating Sheet Score of students' speaking ability aspects. There were some aspects that will be observed in the scoring system, promoted by Harris (1974:81). The aspects were as follow :

Pronunciation

- 25 Has few traces of foreign accent.
- 20 Always intelligible though one is conscious of s definite accent.
- 15 Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- 10 Very hard to understand because of pronunciation problem must frequently be asked to repeat.
- 5 Pronunciation problems too severe as to make speech virtually unintelligible.

Fluency

- 25 Speech is fluent and effortless as that of native speaker problems.
- 20 Speed of speech seems to be slightly affected by language problems.
- 15 Speed and fluency are rather strongly affected by language problems.
- 10 Usually hesitant, often forced into silence by language problems.
- 5 Speech is as halting and fragmentary as to make conversation virtually impossible.

Vocabulary

- 25 Use of vocabulary and idiom is virtually that of native speaker

- 20 Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
- 15 Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary
- 10 Misuses of words and very limited vocabulary make comprehension quite difficult
- 5 Vocabulary limitation to extreme as to make virtually impossible

Grammar

- 25 Make few (if any) noticeable errors of grammar or word order.
- 20 Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
- 15 Make frequent errors of grammar and word order, which obscure meaning.
- 10 Grammar and word orders make comprehension difficult must often rephrase sentences and/or restrict him to basic patterns.
- 5 Errors in grammar and word order to severe as to make speech virtually unintelligible.

The researcher would evaluate the aspects of speaking ability based on the table below.

The lowest score was 5 and the highest score was 25. The total of the score was multiple

4.

Table of Rating Sheet Score

Student's name	Pronunciation (5-25)	Fluency (5-25)	Grammar (5-25)	Vocabulary (5-25)	Total
1.					
2.					
.....					

The score of speaking ability based in four elements can be shown in percentage as follows:

Pronunciation.....25%

Grammar.....25%

Fluency.....25%

Vocabulary.....25%

Total percentage 100 %

For example:

	Grammar	Fluency	Pronun	Voc	Total
Scorer 1	20	15	10	20	65
Scorer 2	15	20	20	25	80

$$145 : 2 = 72,5$$

So, the student's score is 72,5

2. Is there any significant relationship between self-confidence and their achievement in speaking?

To answer this research question the researcher will use questionnaire. The questionnaire will be administrated before the treatment. It was done in order to find out the student's self-confidence in using English. The researcher wanted to know whether the students feel interested in English or not, and the researcher also wanted to know whether the students felt their ability in speaking increased or not after they used the self directed dialogue technique in their speaking class.

3.8. Hypothesis Testing

After collecting the data, the researcher wil analayze in order (1) to find out the aspects of speaking improve most; (2) to find out the significant relationship between self-confidence and students' achievement in speaking.

To determine whether the hypothesis is accepted or refused, the formula criteria of acceptance:

$$H_0 = T_{\text{value}} > T_{\text{table}}$$

$$H_i = T_{\text{value}} < T_{\text{table}}$$

Hypothesis will be described as follows.

H_0 = There is not any improvement among the aspect of speaking ability after being taught by self-directed dialogue technique.

H_1 = There is a significant improvement among the aspect of speaking ability after being taught by self-directed dialogue technique.

Is there any significant relationship between self-confidence and students' achievement in speaking?

H_0 = $F_{\text{value}} < F_{\text{table}}$

There is a significant relationship between students self-confidence and students achievement in speaking.

V. CONCLUSIONS AND SUGGESTIONS

Based on the data that researcher got from the research. The researcher tried to make conclusions and suggestions as follows.

5.1. Conclusions

This research was concerned with the implementation of self-directed dialogue technique in teaching speaking skill to second grade students. In relation to the research findings and discussion, it could be concluded as follows:

1. The use of self-directed dialogue technique being able to improve four language aspects, the technique is believed to have good outcome in students speaking achievement. This research has provided evidence that self-directed dialogue technique can be implemented to advance students' pronunciation, expand students' vocabulary, and enhance students' grammar. The pronunciation aspect got the highest improvement in the implementation of this technique, the highest gain; 7.18 points. Vocabulary follows behind with 6.56 points, and fluency follow behind with 4.84 points, while grammar gets the lowest gain which is 1.71 points. After having four language aspects improved, students are expected to have better self-confidence to use English in their daily life.
2. The implementation of self-directed dialogue technique has a relatively different relationship on students' self-confidence and their achievement in speaking. The significance level is 0.087, and it is lower than 0.05. The scale of students' self-confidence was relatively different. The mean score of students' low self-confidence between score 66.00 until 67.00. Besides it, the mean score of

students' middle self-confidence between score 71.00 until 72.00, and the last the mean score of students' high self-confidence in score 71.00. It can be concluded that the improvement of self-confidence mostly in a students' which has a middle self-confidence.

5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the government has established new curriculum for teaching in 2013 Curriculum, teachers should learn this technique carefully before implementing it in the class. Teachers also should arrange the procedure of teaching the technique carefully. The most important thing is to prepare the prop which are suitable with the students. Choosing the story that not has a large scope to make the students easy in understanding the prop. Rehearsing before teaching is also needed especially for inexperienced teachers, so the technique could be implemented properly and the improvement of the four aspects of speaking should be equal.
2. Understanding that self-confidence could significantly affect students' achievement in speaking, it is necessary for teachers to identify students' self-confidence at the very first meeting. Teachers should understand their students well; what type of learners the students are. Then the teachers should be able to arrange good steps in teaching which could facilitate all the children properly. Since there will not be class with all same type of learners, the teachers should

be creative and innovative in deciding the teaching methods as well as media. In consequence, all of the students with different types of self-confidence would be able to acquire English effectively.

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