II. FRAME OF THEORIES

2.1 Concept of Speaking

Byrne (1984:8) defines speaking is a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. It means that in speaking process, people try to communicate with each other and use their language to send their message to the second person. In this case, the speaking process needs at least two people, one as a speaker who produces information and the other as a listener who receives information.

Before that in another occasion Welty (1976:47) says speaking is the main skill in communication. Referring to this statement, it can be said that from the four language skills listening, reading and writing, speaking become the first stress.

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).
Based on the explanation above, it is obvious that speaking is very crucial. Furthermore in the globalization era, Indonesia needs a person who is capable not only in mastering the science and technology but also in mastering the tool to present the science and technology, that is English.

2.2 Concept of Speaking Skill

Speaking is a language skill which has been developed since the earliest stage of human’s life (child) and its development has only been preceded by the child’s listening ability and during this time the speaking skill is exercised (H.G Tarigan 1984:5). Furthermore, Tarigan clarifies that speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas and feeling. Therefore, speaking is not merely the utterance of sound symbols or words. 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. 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.

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)

2.3 Previous research on speaking through self-directed dialogue

2.3.1 Concept of dialogue
To improve the students’ speaking skill, the teacher needs to give the students a lot of practice speaking. One of the best ways to improve the student’s speaking skill is by using dialogue.

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.

As the writer mentioned in the previous chapter, dialogue would make the students practice to use language in communication. Also dialogue is suitable technique for practicing to speak. It is supported by Bonomo (1973:111) that dialogue is especially suited well for practicing to use language in communication situation.

Then Allen (1972:94) says that most programs in English now use dialogue to show how words work in ‘real-life’ situation, and help become acquainted with the common life experiences that make English mean what it means to native speaker. So by using dialogue, the students can practice using English in real-life situation. To make it clear, let we see Dabson’s idea (1972:55) that the dialogue is a language model, because it is such an important teaching aid and dialogue is a social unit of speech, because it involves two speakers, it furnishes students with a social context in
which practice a new language. So dialogues are very helpful in language learning whether the language becomes alive in the context of dialogue and it is because the dialogue represents real communication of ideas from one person to another.

Based on illustrations above, the writer can notice that dialogue can help the students to learn English as a foreign or a second language. 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.

2.3.2 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. So far, 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.

According to 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.

### 2.4 The Procedure of the *Self Directed Dialogue* Technique

The procedure of the self-directed dialogue technique based on Joiner (1978:157) are as given below:

- The teacher divides the students in pairs
- The teacher gives the *prop*
- The teacher and the students discuss the *prop* together
- The students make the conversation based on the *prop*
- Each student is given an identification card
- The students make the conversation different from the *prop* but the topic is same with the *prop*
- The students tell the information in conversation in narrative
- The teacher shows the correct form of question and answer.

### 2.5 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 complete 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? What does he look like? How old is he? What are his hobbies? etc.

While Activities

- The teacher introduces the technique to the students.

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

- Divided the students in pairs

- Teacher gives the prop

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

  The example of the prop for describing someone is: I have a best friend. His name is Iwan. He is 15 years old. He is handsome, tall and diligent. His hobbies are playing football and reading novel. He lives at Riverside Drive, 27 Bandar Lampung. I like being his friend because he is honest and always helps me discuss the lesson.

- Discuss the prop together

  When the students have got the prop from the teacher, teacher and students discuss the prop together. Teacher discusses the difficult words first and then
guides the students to understand the content of the prop by giving some questions related with the prop.

- Student practice the conversation with their partner

After the students discuss the prop together with the teacher, the students are asked to build the conversation based on the prop by create some questions like the teacher did. In short, they practice the conversation still based on the situation in the prop. Teacher will give 10 minutes to the students for this activity.

- Each student is given an identification card.

The next step is the teacher gives an identification card to each student. An identification card is for one student. This card 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. He is 14 years old..................................

- Starting make the conversation

When the teacher has given an identification card to the students, the students are asked to make the conversation like they did before. The information is different from the prop but the topic is same. In this case, they make a dialogue simultaneously. So each student in turn must ask questions and supply answers. For instance, there is “Iwan” in the teacher’s prop, 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 name?”
B : “His name is C.”
A : “How old is he?”
B : “He 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 *prop*. 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*, 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*, 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 *prop* 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.