

The Impact of Independent Dialogues on Students' Speaking Skills

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ABSTRACT

The purpose of this inquiry is to determine the "The Influence of Self-Directed Dialog Toward Students' Speaking Ability in SMA N 20 Medan" among students who are enrolled in the eleventh grade during the academic year 2023/2024. The exploratory arrangement was utilized in this assessment audit, which consisted of a pre-test and post-test plan for a single social occasion. This was done in order to accomplish the goal. The results of the study, which included 45 students in the eleventh grade, revealed that the improvement received a common score of 2.28 percent on both the pre-tests and the post-tests. It was a remarkable achievement, particularly when one considers the 2.79 percent expansion in speech that was achieved. The findings of this study demonstrated that there was a significant disparity in the amount of time that the understudies spent chatting when the therapy was administered. The conclusion that can be drawn from the findings of the data analysis is that the independent discourse approach has the potential to have a significant impact on the way people communicate. The score on the pre-test that was taken before the therapy was administered and the result of the post-test that was taken after the treatment was administered will, in most cases, be able to provide evidence of this. In addition to the result, it was also recommended that this technique enabled a significant difference in the way that people communicated when the treatment was administered. In general, it is finally possible to infer that the autonomous speak method has a fundamental impact on the kids who are in the eleventh grade of the SMA N 20 Medan talking limit.

KEY WORDS: Speaking. Teaching Technique, Self-directed Dialog Technique

1. INTRODUCTION

Speaking has been regarded as one of the essential language skills for learning English in language instruction. The understudies need to ready to talk as primary or utilitarian language. In light of the cultural and social context, the students must also comprehend when and why they will communicate with others. Speaking skill will show how well someone can arrange the words in order to express their thoughts or feelings so that people can understand them (Pratama & Rita, 2018). The ability to speak can be understood as the combination of functional and structural language. In a situation where speaking is part of the learning, the speaker or learner's activity needs to have an effect on building the speaker's or learner's desires, expressing how they feel, and acting out their attitude through speaking. The act of speaking is fundamentally an intuitive one. Speaking is a way for people to say what they are thinking and what they want the person listening to do for them. It is possible to assert that speakers attempt to influence their listeners by making requests, expressing their thoughts, and arguing an issue while speaking. Therefore, speaking development cannot be separated from language acquisition.

In Indonesia, English is regarded as a foreign language. The fact that English is taught in a formal setting in Indonesia is evidenced by the phenomenon. In order to acquire certain four language skills—speaking, writing, listening, and reading—English is taught as a required subject in junior high school, senior high school, and even higher education. The outcome of English instruction in Indonesia still falls far short of expectations. In fact, many graduate and even undergraduate English students are still unable to communicate effectively. Therefore, early instruction in English is very beneficial. Because they still have good perception and thought power.

Previous study conducted by (Yulianti et al., n.d.) stated that in Identifying the appropriate learning approach was still a challenge for students. However, according to the research, students are highly motivated and interested in learning when they have learning approaches that match the activities they enjoy. This is due to the fact that the independent learning approach can change depending on students' interests. For example, watching videos is the most popular way to implement independent learning to enhance students' speaking abilities. Previous study conducted by (Pendidikan Bumi Persada & Mardhiah, n.d.) Even today, there are students who do not have a good academic self-esteem. According to preliminary studies carried out at SMAN 4 Bandung Class X, August 2018, the following problems were found to be indicative of a poor academic self-esteem: (1) Students like to whine about school and difficult subjects. (2) Students do not have the courage to show up or speak to the class. (3) Students give up easily when given difficult assignments. (4) Students cheat on tests and other tasks when learning is happening that is not important to them. (5) Students feel scared and hesitate when asked to answer questions or argue with the teacher.

Self-directed learning is often associated with autonomous learning as its focus is enabling the learners to take control of their own learning and making decisions about contents, methods, and evaluation. All of the participants were eager to improve their speaking skills and there are three main reasons for getting students to speak in the classroom. Firstly, speaking activity provide rehearsal opportunities chances to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become (Watkins, 2019).

(Nasution & Sukmawati, 2019) believe that most of the teaching practices using proper teaching method evidently influence fruitful. It is also supported by the statement from (Aminatun & Oktaviani, n.d.) the research verifies that learning English for business vocabulary with Memrise gives positive influence towards students' vocabulary mastery. It is shown from the response and attitude of students which are more responsive during English for Business class. Although there are some students who feel inconvenient with the application, the students still feel that Memrise give good effects in learning English. One factor that can make the inconvenience happen is that the internet connection since it is an online application improvement to the students' achievement.

According to (De Uso et al., n.d.) Identifying strategies helps students recognize gaps in their understanding and knowledge of ideas and work together to collect information through exploratory inquiry. Students will then use the collected information to create and share ideas. According to (Tili et al., 2022) The teachers also mentioned that through self-testing, students can: (1) Identify their own learning gaps so that they know what they need to work on; (2) Set learning objectives; (3) Revise homework or assignments; (4) Track their learning progress.

The school is the formal place where students study. The government has certain rules and curriculum whereas private schools have their own style to design their curriculum. Schools have courses and some activities but they cannot cover all what students want. Students have to study independently outside the school. In the English course, students can practice theory from school and improve vocabulary, pronunciation, and make good sentence.

The researcher is interested in analyzing the self-directed dialogue of students in speaking skills. Because after the researcher completed an internship for a period of four months, it is evident that the students are able to acquire English language skills through the use of books rather than through practice. (Fadillah & Syarifuddin, 2022) says that This method can be achieved through teacher guidance by providing students with tools to help them make or build conversations, this activity has a positive and natural impact on them and helps them to improve their fluency. They also get the opportunity to practice speaking in a meaningful way that will help them to improve their communicative competence. Furthermore, this strategy can encourage children to participate more actively in the teaching and learning process so that they can all practice speaking. While some schools offer books as a means of teaching English, they prefer to teach English through book-based methods, rather than through other methods such as watching movies, video, etc. The 11th grade students are chosen for this study as they have learned English subject in their first semester. Students will be more motivated to improve their speaking skills if they know that there is a way of learning English where they can freely speak English with their classmate

as much as possible within a given time given by their teacher. The objective of this study is whether or not English improves speaking ability. Especially for the students who are in senior high school. In SMAN 20 BATAM, students' speaking abilities and English proficiency are also taken into account. During the teaching and learning of English, they were required to practice speaking English.

A. Research questions

How are the effects of self-directed on students' speaking skills?

B. Objectives of the research

Based on the above formulation of the problem, the purpose of the research is to determine whether self-directed dialogue improves students' speaking ability.

C. Scope of Research

The purpose of the study is to determine the impact of self-directed dialogue on the speaking ability of SMAN 20 BATAM 11th grade students.

D. Significance of the research

1. To theoretically contribute to teaching and speaking education. The students will understand that English is good for their language skills.
2. The outcome of this study can be used as a reference and provide useful information on a similar subject.

E. Definition of key terms

1. Self-Directed Dialogue

Self-directed dialogue is a method of teaching English speaking skills where students are encouraged to work in groups and engage in dialogue. Self-directed dialogue gives students the chance to use their sentences in making dialogue so that they can be more self-assured and feel more confident in their English-speaking abilities (Nova & Ariawan, 2022a).

2. Speaking ability

Speaking is an activity that involves the production of utterances in oral communication. A two or more-person speaking activity in which participants act as both hearers and speakers, responding to what they hear and contributing rapidly, so that each participant has an intention (Sudirman et al., 2021).

3. Dialogue

dialogue is to treat utterances as sentences and apply the aforementioned neural based methods (Liu et al., 2019).

4. Influence

Influence is defined as the ability to give an affect to someone's or something's character, growth, or conduct, or the impact itself. In this case, this study intends to find out how one particular teaching technique may affect the speaking ability (Ning & Downing, 2012).

2. LITERATURE REVIEW

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3. RESEARCH METHOD

This study will employ a pre-experimental approach with a single group and a pre- and post-test design. An experimental unit of analysis is the smallest unit treated by the researcher during an experiment. When we use the term treated, we are referring to the experimental treatment. You may collect data from individuals, but the experimental unit actually treated differs from one experiment to another. The experimental unit receiving a treatment may be a single individual, several individuals, a group, several groups, or an entire organization. Participants in an experimental study are those individuals tested by the researcher to determine if the intervention made a difference in one or more outcomes. Investigators may choose participants because they volunteered or they agreed to be involved. Alternatively, the researcher may select participants who are available in well-defined, intact groups that are easily studied. For example, a study of third-grade reading may require that the researcher use existing classes third-grade students. Regardless of the participants, investigators must be careful about the ethical issue of not disadvantaging some participants by withholding a beneficial treatment and advantaging others by giving them the treatment (Educational Research, n.d.-a). Pre-test/post-test and post-test-only designs are important assessment tools that help in direct and effective evaluation of a course or lecture to improve student learning. The idea of pre-test/post-test evaluation model is to measure baseline knowledge of participants at the beginning of a course/lecture and compare it with the knowledge gained after the course. Comparing participants' post-test scores to their pre-test scores enables to see whether the activity was successful in increasing participants' knowledge of the taught content (Gul Malik & Alam, 2019). The students will be given the pre-test during the first meeting, a treatment during six meetings, and the post-test during the final meeting. The procedure of self-directed dialogue in the classroom such as:

1. The teacher breaks the students in pairs
2. The teacher shares the topic
3. The teacher and the students review the topic together
4. The students discuss about the topic together with their pairs
5. Every students are allowed to create free dialogue according the topic given by the teacher
6. Students will present their dialog results in front of the class.

Dialog is conducted discourse or in-depth conversation between two people in the classroom

which includes the ability to listen and share each other's views. dialogue will make students practice and use language based on language functions and situations. Through exchange, students can copy new words, syntactic designs, and articulations which they can use to offer their viewpoints orally, this additionally gives them devices in dissecting jargon and punctuation for conversation.

A. Source of Data

This study will carry out using a pre-experimental design by the researcher. Investigators may choose participants because they volunteered or they agreed to be involved. Alternatively, the researcher may select participants who are available in well-defined, intact groups that are easily studied. For example, a study of third-grade reading may require that the researcher use existing classes of third-grade students. Regardless of the participants, investigators must be careful about the ethical issue of not disadvantaging some participants by withholding a beneficial treatment and advantaging others by giving them the treatment. (Educational Research, n.d.). It was in line with the purpose of the study, which was to determine whether the self-directed dialogue technique could be used to teach speaking skills. The researcher came to the conclusion that the pre-experimental only used one group for the pre-test and post-test in order to observe and had no control group with which to compare. The one-group pre-test and post-test design of the pre-experimental type, in which the researcher conducted the experiment only in one class.

Table 1 Pre-Test and Post-Test

Pre-test	Treatment	Post-test
Y1	X	Y2

Before distributing the report, Y1 was used to determine the mean score of the students. The treatment then takes the form of X. In order to evaluate the student's progress following treatment, Y2 was used. There is no control group in a pre-experimental study. The difference in mean scores between the pre- and post-tests demonstrates the effect of experimental treatments. In this study, the researcher looked into how self-directed dialogue affected students' speaking skills with 11th grade SMAN 20 BATAM students during the 2023/24 school year.

B. Research Instrument

The test will be the researcher's options for this study.

1. Test

The researcher will receive a dialogue form from the test students. At each meeting, there are distinct activities and dialogues of expression in each dialog that will be carried out in the future. The purpose of the test function is to determine how far students can speak the dialogue's words.

C. Data Collecting Technique

The following steps during data analysis:

1. Scoring the test of the students:

The researcher will measure the students' rating ability in speaking using a 1–5 point scale in this test. An impression mark based on a fairly-detailed marking scheme can be used to determine a speaker's fluency. The accompanying checking plan (utilizing a 5-point scale) as follows:

Table 2 The Assessment

Classification	Score	Criteria
Excellent	5	Speak continuous with few pauses and stumbling
Very good	4	Speak flows naturally most of the time but has some pauses
Good	3	Speak choppy with frequent pauses and few incomplete Thoughts
Average	2	Speak with too long pauses and there is no incomplete Thoughts
Poor	1	Speak with too many stopping and there is no incomplete Thoughts

Close to the specialized of scoring however five scale over, the author likewise makes rating arrangement which use to give understudies avoid. The classification of a rating scale can be found below.

Table 3 The Rating Scale Classification

Classification	Scale	Rating
Excellent	81-100	5
Very good	61-80	4
Good	41-60	3
Average	21-40	2
Poor	0-20	1

4. RESULTS AND DISCUSSION

This study aims to determine the The Influence of Self-Directed Dialog Toward Students' Speaking Ability in SMAN 20 BATAM. 45 students in the class are the subjects of this study. This study employs a one class pre-test and post-test design. The goal of this study is to make it easier for 10th grade students to carry out the influence in pronunciation, fluency, grammar and vocabulary in English. Before and after using the learning station, students' improved pronunciation, fluency, grammar and vocabulary skills are observed to see how much improvement has occurred.

In one of Batam's public high schools, SMAN 20 BATAM. The researchers had four weeks to carry out their research. The English proficiency of students was observed by researchers. First, from Oktober 27th 2023 to November 17th 2023, the researchers tracked the classroom environment for two weeks. The observations revealed that the 11th-grade senior high school students' pronunciation, fluency, grammar and vocabulary skills were low. When the researcher used the Pre-test to assess the students' skills, it came to light.

The specialist directed Pre-test prior to executing the influence of Self-Directed in the class. The specialist showed understudies utilized the reading material figuring out how to proceed the Self-Directed. The task was given to 45 students as the information of Pre-test. During the execution, found that understudies troublesome in pronunciation, fluency, grammar and vocabulary abilities. The typical Pre-test score is 44.80 of the 45 Students the score remembers for the enough class. The pre-test score of the understudies should be visible in Table 5 underneath.

Table 5. The Students’ Average Pre-test Score

No	Aspects	Pre-test score	Note
1.	Fluency	53.56	Enough
2.	Pronunciation	45.57	Enough
3.	Vocabulary and Grammar	35.28	Enough
	Average	44.80	Enough

In the table 5 introduced that the normal score of the pre-test is 44.80. Assume, based on the findings of table 4, that the average score of the students falls into the adequate category.

The execution of Self-Directed was hung on Oktober 27th, 2023. Gaining the Self-Directed used to help students in gaining from learning in the class. First, a brief description of the Self-Directed Dialogue. When the beginner is shown how to make the dialogue, it will be easier to get started. Because the students' English pronunciation, fluency, grammar and vocabulary were difficult, the researcher designed the Self-Directed with more practice in mind.

The activity was part of the four-week learning process. The researcher provided the students with a Self-Directed at the most recent meeting. To conclude that, students were required to advance. By holding two meetings, the researcher puts this Self-Directed into practice. The class atmosphere was fun and exciting throughout the learning. They seemed excited and enthusiastic about using the Self-Directed Dialogue designed by the researcher to practice their English.

The researcher would evaluate students in light of their post-test scores following the completion of the two meetings necessary to implement the influence of Self-Directed Dialogue in the classroom. 45 students showed the results of their pronunciation, fluency, grammar and vocabulary and demonstrated what they had learned in the meetings. The researcher then compared the students' pre-test and post-test pronunciation, fluency, grammar and vocabulary abilities. The result showed that the post-test value after the Self-Directed Dialogue was implemented was higher than the pre-test value before Self-Directed Dialogue. Table 6 displays the results of the post-test.

Table 6. The Students’ Average Score between Pre-Test and Post-Test Scores

No	Aspects	Pre-test score	Post-test score	Improvement
1.	Fluency	53.56	55.15	1.59
2.	Pronunciation	45.57	48.36	2.79
3.	Vocabulary and Grammar	35.28	37.45	2,17
	Average	44.80	46.98	2.18

According to Table 6 above, the pre-test average score was 44.80, while the post-test average score was 47.08. The improvement's average score on the pre- and post-tests follows 2.18%. It was a remarkable achievement, especially considering the significant increase in pronunciation of 2.79%. Draw the conclusion that the strategy meets the objectives based on the Self-Directed Dialogue that was used when it was implemented. Through their participation in the class, students' motivation was also enhanced by the Self-Directed Dialogue. Both the Pre-Test and Pro-Test sections featured it.

The purpose of this study was to determine the impact of using Self-Directed Dialogue as an education to improve English language proficiency as well as pronunciation, fluency, grammar and vocabulary skills. The author searched for the answers using Pre-Test and Post-Test. This study demonstrated that students' pronunciation, fluency, grammar and vocabulary skills could be enhanced by using a Self-Directed Dialogue. Both students' skills showed significant improvement.

In this study, two cycles were carried out. A different week than post-test 1 was used to implement the Self-Directed Dialogue in the first cycle. The students received a score of 49.68 on the vocabulary and grammar test, an increase of 2.18 points from their pre-test score. The class has additionally become more tomfoolery and intelligent. Even though the previous Self-Directed Dialogue had already ended, many students requested to learn it again. These occurred because learning on a Self-Directed Dialogue could make learning more enjoyable and addictive. A Self-Directed Dialogue could make class more enjoyable and alleviate the stress of just learning.

Despite the improvement from the first pre-test, This research score's criterion was not met by it. Numerous students lack language features' vocabulary. In this manner, the researcher directed the second cycle with an alternate procedure.

In class, both the Self-Directed Dialogue and the post-test were given on the same day. The questions at the learning station were more difficult and focused more on pronunciation, fluency, grammar and vocabulary. In addition, students demonstrated an affective positive outcome. The fluency refers to how students felt the ability to speak English in the class. The amount of time and effort a student spends learning and participating in activities to learn, as well as their focus, participation, and effort, are measures of behavior. Additionally, they were more attentive to the class. They enjoyed discussing the issue until they understood it.

5. CONCLUSION

This study demonstrates that students' classroom pronunciation, fluency, grammar and vocabulary skills benefit from Self-Directed Dialogue . The learning Self-Directed Dialogue is a good choice for improving students' pronunciation, fluency, grammar and vocabulary in the classroom. The significant advancement score on both the pre-test and the post-test is evidence of this. The difference between the pre-test's 44.80 and post-test's 46.98 is a 2.18 improvement. The influence also shows a positive result after the implementation.

To make learning more enjoyable and purposeful, the researcher suggests that educators use Self-Directed Dialogue. Students can avoid feeling overwhelmed and losing interest by Self-Directed Dialogue like learning. Likewise, the researcher proposed that different researcher direct further exploration about Self-Directed Dialogue with fun targets so many individuals realize that criticalness to ouse Self-Directed Dialogue in the instructive cycle.

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