

## THE IMPLEMENTATION OF SELF-DIRECTED DIALOGUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT ELEVENTH GRADE OF MAN 2 BULUKUMBA

Sahratul Jannah<sup>1</sup>, Sri Wahyuni Thamrin<sup>2</sup>, Nur Ina Syam<sup>3</sup>,  
Andi Eritme Yustika Abrars<sup>4</sup>, Andi Andriyani Asra<sup>5</sup>

<sup>1,2,3,4</sup>Muhammadiyah University of Bulukumba, Bulukumba

Author Correspondence. E-mail: [sriwahyunith@yahoo.com](mailto:sriwahyunith@yahoo.com) Tlp:+6285242860636

### Abstract

This study aims to determine whether the implementation of self-directed dialogue could improve the speaking ability of class XI MAN 2 Bulukumba. The researcher applied the pre-experimental research method using a one group pre-test and post-test design and collected data by giving a pre-test and post-test. The sample of this study were 24 students of class XI A MAN 2 Bulukumba. The samples were taken using purposive sampling technique. Data were analyzed using pre-experimental. Based on the results of data analysis, it was obtained that the t-test value was 14.11 and t-table was 1.714 at the significance level of 0.05. Thus, it could be assumed that  $H_1$  is accepted, which indicates that there is a significant increase in the students' abilities before and after being taught with the implementation self-directed dialogue. Therefore, it can be concluded that the implementation of self-directed dialogue was effective for improving students' speaking ability in grade eleventh of MAN 2 Bulukumba in the 2023/2024 academic year.

**Keywords:** Students' Speaking ability, Self-Directed Dialogue

### Abstrak

*Penelitian ini bertujuan untuk mengetahui apakah penerapan self-directed Dialog dapat meningkatkan kemampuan berbicara siswa kelas XI MAN 2 Bulukumba. Peneliti menerapkan metode penelitian pra-eksperimental dengan menggunakan desain one group pre-test and post-test dan pengumpulan data dengan memberikan pre-test dan post-test. Sampel penelitian ini adalah 24 siswa kelas XI A MAN 2 Bulukumba. Sampel diambil dengan menggunakan teknik purposive sampling. Data dianalisis menggunakan pra-eksperimental. Berdasarkan hasil analisis data diperoleh nilai t-hitung sebesar 14,11 dan t-tabel sebesar 1,714 pada taraf signifikansi 0,05. Dengan demikian, dapat diasumsikan  $H_1$  diterima yang menunjukkan adanya peningkatan kemampuan siswa secara signifikan sebelum dan sesudah diajar dengan penerapan self-directed dialog. Oleh karena itu, dapat disimpulkan bahwa penerapan dialog mandiri efektif untuk meningkatkan kemampuan berbicara siswa di kelas sebelas MAN 2 Bulukumba pada tahun ajaran 2023/2024.*

**Kata kunci:** Kemampuan Berbicara Siswa, Self Directed Dialogue

### 1. Introduction

Teaching English at every level of education always involves four skills and speaking is one of the four basics in foreign language learning. It has been taught since students entered elementary school, because speech is power, action and a way of speaking. Speaking is the most crucial of these



four language skills to learn because when students learn a foreign language, they are deemed successful if they can communicate well in their second or foreign language.

According to Chaney, (1998) quoted in (Murda, 2021) "speaking is a process of constructing and sharing meaning through the use of verbal or non-verbal symbols in various contexts", speaking ability have an important relationship in communication. This is because people cannot communicate well without speaking. By talking people can express ideas or share information. One of the obstacles in learning to speak is the contradiction between class material and subjects so that most teachers do not facilitate situations for real practice in speaking, besides that, teachers must consider the interests and needs of students.

Most of the students in the school are reluctant to speak and have low speaking ability for several reasons: the teacher does not give enough time for students to practice speaking in class and he also rarely uses English in class; students are afraid to make mistakes and hesitate to speak up to communicate their ideas; students also have limited English words (vocabulary) and do not know how to construct meaningful phrases and sentences in conveying their ideas.

In addition to some of the obstacles above, students' attention is generally very weak in the learning process, as well as lack of self-confidence and the desire to learn students. This is the same as what happened in MAN 2 Bulukumba there are some students from having difficulty expressing themselves directly and still lacking confidence in speaking English because of lack of knowledge in terms of pronunciation and vocabulary. And also based on the results of observations in MAN 2 Bulukumba specifically in class XI, requires learning resources that can motivate the teaching and learning process of students in the classroom. Students studying English gain the capacity to communicate and communicate effectively with each other, there are five sections to this ability. According to Harris (1974), there are five components of speaking skill related to understanding, grammar, vocabulary, pronunciation, fluency. Another fact shows that the students' capability in mastering vocabulary, and also pronunciation is very low. Based on this fact, the researcher would like to improve their ability in speaking by conducting action research and using self-directed dialogue as a technique in teaching English.

According Gilbert in Joiner (1974) states that self-directed dialogue is an activity that combines role-playing or technique with means for actual communication or contextual practice. Richards and Rodgers in Syarifudin (2020) found that dialogue is an example of interactive activities based on the communicative approach, which is a fluent and accepted language. there are several reasons why the use of dialogue can improve the students' speaking ability. First, it gives students a tool for analyzing vocabulary and pronunciation for discussion. As a result, it becomes easy for the students to create their sentences in a foreign language. As we also know, In curriculum 2013, teachers are supposed to make a learning activity for students centered. Second, in the self-directed dialogue, the students are instructed to play a role in which the situation of the conversation is built around the focal point. Joiner (1974) argues that self-directed dialogue, however, calls for students to work in pairs and places, the responsibility for communication chiefly on the learner and the conversation. Third, the self-directed dialogue technique is an activity that combines an express their opinions orally with a self-directed dialogue approach. Fourth, this technique can be done in a group setting, but the main idea is that students accept responsibility for their learning. Self-directed dialogue is a technique for students to develop their speaking ability. After reading some above references, the researcher can conclude that self-directed dialogue is a pretty good technique to improve students' speaking ability.

Based on background above, the researcher conducted a research with the title "***The Implementation of Self-directed of Dialogue to Improve Students' Speaking Ability at Eleventh Grade of MAN 2 Bulukumba***" in order to find out whether or not the implementation of self-directed dialogue can improve students' speaking ability at the eleventh grade of MAN 2 Bulukumba.

## 2. Method

### 2.1 Research Design

There are various research designs. In this study, the researcher used a quantitative approach. Quantitative approach explained phenomena by collecting numerical data that are analyzed used mathematically based methods in certain statistics. It means that to analyze data, a researcher uses statistical calculations. This research employed experimental research with pre-experimental research design with one-group pre-test – post-test design. Ary et al (2006: 325) states that experimental research is a research that enables researchers to estimate the effect of experimental research. There were independent variables and dependent variables in this study. The implementation of self-directed dialogue was assumed as the independent variable, and the dependent variable was the students speaking ability. Therefore, this study aimed to determine the effect of self-directed dialogue toward the students' speaking ability. The effectiveness was found after giving treatment to students who were taught before and after using the self-directed dialogue technique based on the following design;

O1	x	O2
Pre-test	Treatment	Post-test

Notes:

O1 = the result of the student pre-test

X = the treatment by implementation of self-directed dialogue

O2 = the result the students Post-test,

(Gay, 1980: 177).

### 2.2 Population and Sample

#### 2.2.1 Population

Before conducting the observation, the researcher needed to determine the population. According to Latief (2012), the population is the whole member of real people, events, or objects that the researcher wants to generalize the result of the research. The population of this research was all of the students of MAN 2 Bulukumba academic year 2022/2023. The total number of the eleventh grade students of MAN 2 Bulukumba is 183 students and divided into 7 classes.

#### 2.2.2 Sample

The sample of this research was chosen by using purposive sampling technique. According to Sugiyono, (2016: 85) is a sampling technique with certain considerations. The reason for using this purposive sampling technique was that it is suitable for use in quantitative research, or studies that do not generalize according to Sugiyono, (2016: 85). In this research, the research was taking only one class consisting of 24 students from XI.A MAN 2 Bulukumba as the sample. The researcher chose this class as the sample because the students have low ability in english knowledge and the class is able to represent the desired characteristics of the population.

### 2.3 Research Instrument

In any scientific research, a researcher instrument for data collection was crucial to any scientific investigation. The precision with which the instrument is utilized was determining the research's accuracy. Data collection instruments existed prior to the start of the research. The collection needs to be prepared well. The research instrument to be develop is oral test or speaking test. In this case, the students were asked to answer several questions from the researcher. As a

medium interview and speaking tests are the research instruments, the speaking test gives the pre-test and post-test, and also the researcher uses a laptop and handphone the instrument to collect data.

## 2.4 Data Collection Procedures

### 2.4.1 Pre-test

Before giving treatment, the students were given pre-test in form of interview. The pre-test was used to know the students' prior knowledge of students' speaking abilities. It was given to students before they had treatment. The pre-test consisting of an oral test to find out students' prior knowledge of vocabulary and pronunciation. The students must have completed the pre-test in approximately 80 minutes.

### 2.4.2. Treatment

After pre-testing the students' speaking skills, they were given treatment in five meetings. As a result, the researcher designed a number of steps to improve students' speaking skills. The steps in general can be seen as follows:

#### a. First meeting

##### 1) Opening:

- a) The researcher opened the class by saying salam
- b) The researcher greeted the students
- c) The researcher took the students' attendance
- d) The researcher gave motivation
- e) The researcher introduced the topic
- f) The researcher delivered learning objectives

##### 2) Core activity:

- a) The students were divided into some groups before the core activities started
- b) The students developed their ideas, vocabulary and pronunciation with brainstorming based on the topic
- c) The students in group were given a text of dialogue, and instructed to learn the dialogue in group by taking a note; words, sentences, ideas, and the structure of the dialogue.
- d) The students in group presented the dialogue with their groups in front of the class
- e) The students in group changed the dialogue based on the topic using their own ideas
- f) The students in group presented their dialogue in front of the class
- g) Each of the students was given chance to speak in front of the class

##### 3) The students were given feedback on vocabulary and pronunciation aspect after they had practiced the material.

##### 4) Closing:

In this session, the researcher provided assignments, including the vocabulary and pronunciation assignments for the next meeting as well as the grid for the following meeting.

### 2.4.3 Post-test

In the post-test, the researcher used interview test to collect data about the students' speaking skills after treatment. After interviewing the students, the researcher asked the student to explain what she/he said. The students needed to finish the post-test in around 80 minutes.

## 2.5 Technique of Data Analysis

To analyze the data, the researcher used some steps to determine the students' speaking ability the scoring classification which includes Pronunciation from David, P. Haris (wicaksani, 2013).

### 2.5.1 Speaking Scoring Rubric

Components	Criteria	Score	Classification
Pronunciation	Easy to understand and have a native speaker accent	5	Excellent
	Easy to understand even by certain accent or pronunciation is still moderately influenced by the mother tongue but not serious phonological errors.	4	Good
	Pronunciation is influenced by the mother tongue but only a few serious phonological errors.	3	Fair
	Pronunciation seriously influenced by the mother tongue, so it makes listener should give full focus sometimes there is misunderstanding	2	Poor
	Pronunciation seriously influenced by the mother tongue, so it cannot be undertand	1	Very Poor

Components	Description	Score	Classification
Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker.	5	Excellent
	Sometimes uses inappropriate in certain situation.	4	Good
	Frequently uses inappropriate vocabulary so the dialogue become limited	3	Fair
	Often use inappropriate vocabulary and limited vocabulary	2	Poor
	The vocabulary is very limited so that the conversation cannot be happening	1	Very Poor

(Harris in Susanti, 2018)

To classify the students' score, five classifications used as follows

No	Score	Classification
1	90-100	Excellent
2	70-89	Good
3	50-69	Fair
4	30-49	Poor
5	0-29	Very poor

(Depdiknas, 2008)

### 2.5.2 Calculating Percentage of the students score

$$P = \frac{F}{N} \times 100\%$$

Where :

P : Percentage

F : Frequency

N : The total numbers of students

(Mason & Bramble in Munawir,2010)

### 2.5.3 Finding out the mean score of pre-test and post-test the researcher applied this formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}$  : Mean Score

$\sum X$  : Total scor

N: Total sample

(Gay, 1981:298)

### 2.5.4 To find out the development of the speaking skill, the researcher used the percentage techniques as follows:

$$P = \frac{x^2 - x^1}{x^1} \times 100\%$$

Where:

P = Percentage og students

X1 = The mean score of pre-test

X2 = The mean score of post-test

(Gay, 1987:361)

### 2.5.5 To find out standard deviation of students' score in pre-test and post-test by applying formula below

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where

SD : Standard Deviation

$\sum X$  : The sum of all score

$(\sum x)^2$  : The sum square of all score

N : Total number of the students

(Gay,1987)

### 2.5.6 To find out the significant difference between the score of pre-test and post-test by using the formula

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where

t : Test of significant

- $\bar{D}$  : The mean of the difference score  
 $\sum D^2$  : The sum of the total squares' score if difference  
 $(\sum D)^2$  : The square of the sum score of different  
 $N$  : The total number of the students

(Gay, 1987)

### 2.5.7 Scale of Self-Confidence.

Scale category	Favorable item
Strongly agree	5
Agree	4
Neither disagree not agree	3
Disagree	2
Strongly disagree	1

(Hatch and Larazaraton in Ramli, 2002: 30)

### 2.5.8 The Categories of students' self confidence

Score	Categories
41-60	High categories
21-40	Average
1-20	Low confidence

(Mustafa, 2015)

## 3. Findings and Discussion

### 3.1 Findings

After conducting the research, the researcher collected two types of data after doing the research: the score pre-test and the score post-test. The pre-test was administered prior to therapy, and the post-test was administered following treatment. The findings of the research present the Implementation self-directed dialogue to improvement of the students speaking ability and the discussion of the research covers further explanation of the findings.

#### 3.1.1 Scoring Classification of the Students' Speaking Ability in Pre-test

**Table 4.1**

Scoring Classification and Rate Percentage of Students' Vocabulary in Pre-test

Classification	Score	Pre-test	
		F	%
Excellent	90-100	0	0
Good	70-89	4	17%
Fair	50-69	0	0
Poor	30-49	6	25%
Very Poor	0-29	14	58%
Total		24	100%

Table 4.1 above shows the scoring classification and rate percentage of students' vocabulary in speaking. Based on the table, there are no students who get excellent classification, of the 24 students who took the pre-test. There were 4 (17%) of students classified into good score, no students who get of classified into fair score, 6 (25%) of them classified into poor score, and them 14 (58%) classified into very poor score. Therefore, it can be concluded that the students' having extremely low speaking ability.

**Table 4.2**  
Scoring Classification and Rate Percentage of Students' Pronunciation in Pre-test

Classification	Score	Pre-test	
		F	%
Excellent	90-100	0	0
Good	70-89	1	5%
Fair	50-69	3	12%
Poor	30-49	6	25%
Very Poor	0-29	14	58%
<b>Total</b>		24	100%

Table 4.2 above shows the scoring classification and rate percentage of students' pronunciation in speaking. There are no students who get excellent classification, of the 24 students who took the pre-test. Where there are no students who get excellent classification. There were 1 (5%) classified as good, 3 (12%) of students classified into fair score, 6 (25%) of students classified into poor score and 14 (58%) of them classified as very poor score. From that result, it can be concluded that the students' speaking ability in terms of pronunciation in pre-test was very low.

**Table 4.3**  
Mean score of the Students in Pre-test

Component	Mean Score	Classification
Vocabulary	35	Poor
Pronunciation	32.5	Poor
Final Score	33.75	Poor

Table 4.5 above shows that the score of the vocabulary is 35 on the pre-test and is in the poor classification. The pronunciation of the pre-test shows a score of 32.5 and is classified as poor. As for the final score, it shows a score of 33.75 and on the poor classification.

### 3.1.2 Scoring Classification of the Students' Speaking Ability in Post-test

**Table 4.4**

Scoring Classification and Rate Percentage of Students' Vocabulary in Post-test

Classification	Score	Post-test	
		F	%
Excellent	90-100	3	12%
Good	70-89	1	5%
Fair	50-69	16	67%
Poor	30-49	4	16%
Very Poor	0-29	0	0%
<b>Total</b>		24	100%

The table 4.3 above shows the scoring classification and rate percentage of students' vocabulary in speaking in post-test. Based on the table, there were the improvements of the students speaking ability in terms of pronunciation because no one the students classified into very poor score. 4 (16%) of the students classified as poor score, 16 (67%) of them classified as fair score, 1 (5%) of them classified as good score and than 3 (12%) of them classified as excellent score. After students were given treatment, the students pronunciation in post-test was improved.

**Table 4.5**

Scoring Classification and Rate Percentage of Students' Pronunciation in Pre-test

Classification	Score	Post-test	
		F	%
Excellent	90-100	3	12%
Good	70-89	0	0
Fair	50-69	7	29%
Poor	30-49	14	59%
Very Poor	0-29	0	0
<b>Total</b>		24	100%

The table 4.4 above shows the scoring classification and rate percentage of students' pronunciation in speaking ability. There are no students who get excellent classification, of the 24 students who took the pre-test. There were the improvements of the students speaking ability in terms of pronunciation because no one the students classified into very poor score. 14 (59%) of the students classified as poor score, 7 (29%) of them classified as fair score and no one of them classified as good score and than 3 (12%) of them classified as excellent score. After students were given treatment, the students pronunciation in post-test was improved.

**Table 4.6**

Mean Score of the Students in Post-test

Component	Mean Score	Classification
Vocabulary	62.5	Fair
Pronunciation	53.3	Fair
Final Score	57.9	Fair

Based on table 4.6 above, it shows that the post-test data analysis of students' vocabulary shows an average score of 62.5. from the students' pronunciation data shows that the average score is 53.3. And the students' final speaking test scores also showed an average score of 57.9 in the post-test. In the implementation of self-directed dialogue, data collected through tests showed that students' vocabulary and pronunciation had improvement.

### 3.1.3 The Difference between Students' Result in Pre-test and Post-test

After calculating the results of the students' pre-test and post-test, the researcher then calculated the average value and standard deviation. The results showed that the students' speaking ability increased. The results can be seen in the following table:

**Table 4.7**

Mean Score and Standard Deviation

Component	Mean Score	Classification	Standard Deviation
Pre-test	33.75	Poor	19.74
Post-test	57.9	Fair	17.93

Table 4.7 shows that the statistical summary of the students' average scores in speaking (Vocabulary and Pronunciation) and the standard deviation in the pre-test and post-test. The mean score of the students' pre-test was 33.75 in the poor classification with a standard deviation of 19.74. And the average post-test score of the students was 57.9 in the Fair classification with a standard deviation of 17.93. In the implementation of self-directed dialogue as a technique, the data collected through tests showed that students' vocabulary and pronunciation experienced a significant increase, besides that it can be seen in the pre-test with poor classification and an increase in the post-test with fair classification. Based on these results, it can be concluded that the implementation of self-directed dialogue is effective in improving students' speaking ability.

### 3.1.4 Hypotesis Testing

In this case, the researcher took test significance in order to know whether ornot the mean score is statically different for two variables (pre-test and post-test) at the level of significant difference ( $\alpha$ ) (0,05) with degree of freedom (df) = N-1 where N = the total of students (24). The following table shows the result of t-test calculation.

**Table 4.8**

The T-test Value of Students

Components	t-test value	t-table value	Test of Significant
Vocabulary	0.49	1,714	Significant
Pronunciation	9.29	1,714	Significant
Final Score	12.78	1,714	Significant

The table 4.4 showed that t-value for vocabulary is higher than t-table ( $0.49 > 1,714$ ), t-value for pronunciation also higher than t-table ( $9.29 > 1,714$ ). The final result showed that t-test for the final score of students' speaking ability is  $12.78 > t\text{-table} = 1,714$ . It means that the alternative hypothesis ( $H_1$ ) is accepted because there is significant improvement of the students' speaking ability before and after treatment and ( $H_0$ ) was rejected. In other words, it can be concluded that self-directed dialogue as a teaching of speaking can improve speaking ability of the students.

### 3.1.5 The Classification Score of Students' Self-Confidence

**Tabel 4.9**

The Level of Students' Self-confidence

Frequency	Percentage	Categories
23	95%	High categories
1	5%	Average
0	0	Low confidence
24	100%	High

Based on the tables, it is seen that 23 (95%) of students have high self-confidence, 1 (5%) student have an average level of confidence. The classification score above indicates that the students have high confidence in speaking with self-directed dialogue method.

### 3.2 Discussion

Based on the research that has been done, the researcher conducts his research by applying self-directed dialogue and then making dialogues for each group, especially dialogue about favorite, famous people, hobbies, family and best friend. Students can be motivated and enthusiastic in the learning process and also interested in learning because they can use self-directed dialogue with other students when they dialogue and practice the results of the dialogue from the treatment given by the researcher. Students find it easy to express opinions in dialogue by applying self-directed dialogue. In this study, a speaking test was given to students who still mastered basic English in class XI.A MAN 2 Bulukumba. In addition to opportunities after conducting this research, the writer also found several problems in class such as:

1. Students still read texts to speak because they do not have enough vocabulary to speak, so it is difficult for them to speak without reading the text.
2. Students still mispronounce letters or words and still lack knowledge related to grammar.
3. Students still open the internet or google translate for dialogue in treatment.

This research is in line with the research findings of several studies. Nurfaizah Sahib (2019) research with the title "Use of Dialogue-Games in Improving the Speaking Skills of Advanced Level

PIKIH Program Participants". The results of the study revealed that students were more interested in learning to speak by using dialogue, especially when learning was designed in the form of dialogue games. Using Dialog-Games Improves Speaking Skills of Advanced PIKIH Program Participants at UIN Alauddin Makassar. These findings indicate that students are very interested in learning to speak English by using dialogue games. Also, Gunawan & Rahnan (2022) research with the title "Teaching English speaking abilities by using expressions of like and dislike through dialogue". The research result where they found that students' speaking results increased after using dialogue as a teaching technique in measuring students' english speaking ability by using like and dislike expressions in class X MAN 1 Watampone, teaching speaking skills by using like and dislike expressions through dialogue can help students understand and increase their confidence in speaking activities, especially in English. Also, S. Fadillah & S. Syarifuddin (2022) research with the title "The influence of self-directed dialogue towards the speaking abilities of students". The research result purpose of this study was to see how self-directed dialogue affects the speaking ability of students at SMA LPP YW UMI Makassar. Based on the findings and discussion, it can be concluded that the use of the Self-directed Dialogue Technique improves the speaking skills of SMA LPP YW UMI Makassar students. Based on the previous studies above, this research is in line with the author's research that the application of Self-directed Dialogue to teach speaking can improve students' speaking skills in terms of vocabulary and pronunciation. This is evidenced by the value before and after the study gave treatment. Before being given the treatment or pre-test in terms of the vocabulary of 24 students, 14 students (58%) got a very poor score, after the researcher gave the treatment, only 1 student (5%) got a very poor score, 12 students (50%) who got a poor score, 7 students (29%) got a fair score, 2 students (8%) got a good score, 2 students (8%) got an excellent score. In terms of pronunciation, before being given treatment or pre-test there were 14 students (58%) who got very poor scores, 6 students (25%) who got poor scores, 4 students (17%) who got good scores. And post-test after being given treatment no one the students' got a very poor score, 14 students (59%) got a poor score, 7 students (29%) got a fair score, 3 students (12%) who got excellent grades.

It means that there are still quite a lot of students who score below the average on the pre-test. After the researcher gave the treatment, the students experienced an increase in post-test scores, especially in the aspects of pronunciation and vocabulary. Based on the results of the data above, it shows that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_1$ ) is accepted. From these results, the researcher can see that there were significant differences in students' speaking ability, especially in terms of pronunciation and vocabulary during the treatment by implementing Self-Directed Dialogue in the teaching and learning process.

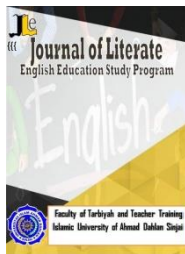
#### 4. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that the implementation of self-directed dialogue was effective in improving students' abilities in terms of pronunciation and vocabulary in eleventh grade of MAN 2 Bulukumba. Self-directed dialogue techniques can be applied to improve students' speaking skills, especially in understanding simple expressions, producing simple words in dialogue and playing roles in speaking situations that are built around the focal point. Through this activity, the main problems raised by researcher, can be overcome after implementation of self-directed dialogue techniques. In other words, the implementation of self-directed dialogue is effective in improving students' speaking skills at MAN 2 Bulukumba.



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