



The Influence of Self-directed Dialog Toward Students' Speaking Ability in SMAN 20 BATAM

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh self-directed discourse terhadap kemampuan berbicara siswa di SMAN 20 BATAM. Teknik self-directed dialogue adalah praktik yang mengintegrasikan cara-cara praktis untuk berkomunikasi atau praktik kontekstual dengan simulasi. Dialog yang diarahkan sendiri mendorong siswa untuk menggunakan kata-kata mereka untuk menciptakan wacana; pembelajaran kelompok dapat melakukan hal ini, tetapi ide yang memandu adalah bahwa pembelajaran merupakan tanggung jawab siswa secara individu. Siswa merasa lebih nyaman menjelaskan mengapa mereka ingin berkembang dengan menggunakan bahasa mereka sendiri, karena itu lebih mudah dipahami oleh mereka. Salah satu metode yang dapat membantu siswa menjadi pembicara yang lebih baik adalah dialog yang diarahkan sendiri. Keterampilan berbicara dibagi menjadi empat kategori: kefasihan, kosakata, tata bahasa, dan pengucapan. Sebuah desain satu kelompok pra- dan pasca-tes digunakan dalam metode pra-eksperimental oleh para peneliti. Penelitian selama empat minggu ini melibatkan empat pertemuan, termasuk perlakuan. Sebanyak 46 siswa di Fase-F (kelas kesebelas) Brilliant adalah sampel yang dikumpulkan. Rubrik berbicara digunakan untuk mengumpulkan data, yang kemudian diolah dengan menggunakan SPSS v26. Berdasarkan temuan penelitian, skor perkembangan siswa rata-rata adalah 38,89 pada pre-test dan 65,39 pada post-test. Data statistik menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima, seperti yang ditunjukkan oleh nilai signifikansi uji-t ($0,000 < 0,05$). Berdasarkan hasil tersebut, peneliti menarik kesimpulan bahwa siswa kelas X SMAN 20 BATAM dapat meningkatkan kemampuan berbicara mereka dengan memperkenalkan self-directed discourse. Hal ini menunjukkan bahwa kemampuan berbicara siswa dapat ditingkatkan melalui dialog yang diarahkan sendiri dengan cara yang efektif dan signifikan.

ABSTRACT

This study aimed to determine the influence of self-directed discourse on students' speaking abilities in SMAN 20 BATAM. The self-directed dialogue technique is a practice that integrates practical ways to communicate or contextual practice with simulations. Self-directed dialogue encourages students to use their words to create discourse; group learning can do this, but the guiding idea is that learning is the responsibility of the individual students. Students feel more comfortable explaining why they want to develop by using their own language because it is more relatable to them. One method that can help students become better speakers is self-directed dialogue. Speaking skills are divided into four categories: fluency, vocabulary, grammar, and pronunciation. A one-group pre- and post-test design was employed in the pre-experimental method by the researchers, this four-week study involved four meetings, including treatment. 46 students in Phase-F (the eleventh class) of Brilliant were the samples that were collected. Speaking rubrics were used to collect the data, which SPSS v26 was then used to process. According to the study's findings, students' development scores on average were 38.89 on the pre-test and 65.39 on the post-test. The statistical data indicates that the null hypothesis is rejected and the alternative hypothesis is accepted, as indicated by the significance value of the t-test ($0,000 < 0,05$). Based on the results, the researcher draws the conclusion that Phase-F students at SMAN 20 BATAM can enhance their speaking abilities by introducing self-directed discourse. This suggests that students' speaking abilities can be enhanced through self-directed dialogue in an effective and significant way.

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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 (Tlili 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. Hence, the objective of this research was how the effects of self-directed on students' speaking skills.

2. METHODS

This study will employ a pre-experimental approach with a single group and a pre-test 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 (paraphrase). 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:

- a. The teacher breaks the students in pairs
- b. The teacher shares the topic
- c. The teacher and the students review the topic together
- d. The students discuss about the topic together with their pairs
- e. Every students are allowed to create free dialogue according the topic given by the teacher
- f. 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.

This study will carry out using a pre-experimental design by the researcher. Researcher 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 2023/2024 school year.

The test will be the researcher's options for this study. The researcher will receive a dialogue form 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.

The following steps during data analysis:

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

Data Analyzing Technique

In this study, the researcher will measure the student's progress in learning the Self-directed Dialogue technique for speaking ability using the measurement technique. The objective of the test is to determine a student's score, which can be categorized as excellent to excellent, average to poor, fair to poor, or very poor. The test will carry out twice. First and foremost, a pre-test to gather data prior to treatment. Second, a post-test to gather data following treatment. The speaking test have 4 components that will evaluate, and each component have a score level.

Table 4. Score and Criteria

Score	Classification	Accuracy Pronunciation	Accuracy Vocabulary and Grammar	Accuracy Fluency
5	Excellent	They speak effectively and excellent of pronunciation	Their speaking is excellent of using grammar, unlimited of vocabulary and more sentences.	Their speaking is very understandable and high of smoothness.
4	Very Good	They speak effectively and very good of pronunciation	Their speaking is very good of using grammar unlimited of vocabulary.	Their speaking is very understandable and very good of smoothness.
3	Good	They speak effectively and good of pronunciation	Their speaking sometimes hasty but appropriate use of grammar and good of vocabulary mastery.	They speak effectively and good of smoothness.
2	Average	They speak sometimes hasty, but fairly good of pronunciation	Their speaking more sentences not appropriate to use grammar and low vocabulary mastery.	They speak sometimes hasty but fairly good of smoothness.
1	Poor	They speak hasty but poor of pronunciation	Their speaking more sentences not appropriate to use of grammar, very poor.	They speak hasty and more sentences are not appropriate in smoothness.

3. RESULT AND DISCUSSION

Results

a. Scoring Classification of the Students in Pre-test

Table 5. Scoring Classification and Rate Percentage of Students' Pronunciation in Pre-Test

No	Score	Category	Pre-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	3	6,5%
3	41-60	Good	15	34,8%
4	21-40	Average	26	58,7%
5	0-20	Poor	-	-
Total			46	100%

Table 5 the scoring categorization and rate percentage of students' pronunciation on the pretest are displayed above. Of the 46 students who took the pre-test, none received an excellent classification, according to the table. 3 students (6,5%) had a good score, 15 students (34,8%) received an average score, and 26 students (58,7%) received a very poor score. Thus, it can be said that the students' speaking proficiency is appallingly low.

b. **Table 6. Scoring Classification and Rate Percentage of Students' Grammar in Pre-Test**

No	Score	Category	Pre-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	3	6,6%
3	41-60	Good	15	34,8%
4	21-40	Average	21	47,6%
5	0-20	Poor	5	10,9%
Total			46	100%

Table 6 the assessment scheme and percentage of students' spoken grammar are displayed above. Of the students who took the pre-test, none received an outstanding classification. 3 students (6,6%) were categorized as very good, 15 students (34,8%) as good, 21 students (47,6%) as average, and 5 students (10,9%) as poor. This finding suggests that the students' pre-test speaking proficiency in grammar was average.

c. **Table 7. Scoring Classification and Rate Percentage of Students' Vocabulary in Pre-Test**

No	Score	Category	Pre-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	2	4,4%
3	41-60	Good	19	41,3%
4	21-40	Average	18	39%
5	0-20	Poor	7	15,2%
Total			46	100%

Table 7 the scoring categorization and rate percentage of the students' speaking vocabulary are displayed above. There are no students who receive an exceptional classification, according to the table. 2 students (4,4%) were categorized as having a very good score, 19 students (41,3%) as having a good score, 18 students (39%) as having an average score, and 7 students (15,2%) as having a poor score. Thus, it may be said that the students have good speaking skills.

d. **Table 8. Scoring Classification and Rate Percentage of Students' Fluency in Pre-Test**

No	Score	Category	Pre-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	1	2,2%
3	41-60	Good	16	32,7%
4	21-40	Average	28	60,7%
5	0-20	Poor	1	2,2%
Total			46	100%

Table 8 the scoring categorization and rate percentage of the students' speaking fluency are displayed above. Of the 46 students who took the pre-test, none received an excellent classification, according to the table. 1 student (2,2%) was rated as very good, sixteen students (32,7%) as good, 28 students (60,7%) as average, and 1 student (2,2%) as poor. It is possible to infer from such outcome that the students' pre-test speaking fluency was average.

Table 9. Mean Score of the Students in Pre-Test

Classification	Descriptive Statistic	
	Pre-Test	Category
Pronunciation	39,20	Average

Grammar	38,48	Average
Vocabulary	38,02	Average
Fluency	38,96	Average
Total	38,89	Average

Table 9 as seen above, the pronunciation score is 39,20; the grammar score is 38,48; the vocabulary score is 38,02; and the fluency score is 38,96. The final score displays a 38,89 score on the average classification, with four classifications categorized as average.

e. **Table 10. Scoring Classification and Rate Percentage of Students' Pronunciation in Post-Test**

No	Score	Category	Post-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	31	67,3%
3	41-60	Good	15	32,6%
4	21-40	Average	-	-
5	0-20	Poor	-	-
Total			46	100%

The table 10 the grading classification and rate percentage of students' speaking abilities pronunciation are displayed above. Out of the 46 students who took the post-test, none received an excellent classification. Since no student received a poor score, there were gains in the students speaking and pronunciation skills. 15 (32,6%) of the students were categorized as having a good score, and 31 (67,3%) as having a very good score. Following treatment, student pronunciation on the post-test improved.

f. **Table 11. Scoring Classification and Rate Percentage of Students' Grammar in Post-Test**

No	Score	Category	Post-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	25	54,4%
3	41-60	Good	21	45,7%
4	21-40	Average	-	-
5	0-20	Poor	-	-
Total			46	100

The table 11 the scoring classification and percentage of students' vocabulary used in speaking during the post-test are displayed above. According to the table, there were improvements in the students' grammar-speaking proficiency because nobody received a poor score. Of the students, 25 (54,4%) as having a very good score and 21 (45,7%) were rated as having an good score. Following treatment, students' grammar on the post-test improved.

g. **Table 12. Scoring Classification and Rate Percentage of Students' Vocabulary in Post-Test**

No	Score	Category	Post-test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	20	43,5%
3	41-60	Good	15	54,4%
4	21-40	Average	1	2,2%
5	0-20	Poor	-	-
Total			46	100

The table 12 above shows the scoring classification and rate percentage of students' vocabulary in speaking ability. Out of the 46 students who took the post-test, none received an excellent classification. The vocabulary-based speaking abilities of students have improved. 20 students (43,5%) received a very good score, 15 students (54,4%) received a good score, and 1 student (2,2%) received an average score. Following treatment, students' pronunciation performed better on the post-test.

h. Table 13. Scoring Classification and Rate Percentage of Students' Fluency in Post-Test

No	Score	Category	Post-Test	
			Frequency	Percentage
1	81-100	Excellent	-	-
2	61-80	Very Good	29	63,1%
3	41-60	Good	16	34,7%
4	21-40	Average	1	2,2%
5	0-20	Poor	-	-
Total			46	100

The table 13 the post-test scoring categorization and percentage of students' speaking fluency are displayed above. The table indicates that there has been an improvement in the fluency of the students speaking because no student received a poor score. 29 students (63,1%) received a very good score, 16 students (34,7%) received a good score, and 1 student (2,2%) received an average score. Following their intervention, student post-test fluency improved.

Table 14. Mean Score of the Students in Post-Test

Classification	Descriptive Statistic	
	Posttest	Category
Pronunciation	66,54	Very Good
Grammar	65,54	Very Good
Vocabulary	64,04	Very Good
Fluency	67,41	Very Good
Total	65,39	Very Good

Based on table 14 as can be seen above, the analysis of the post-test data reveals that the students' pronunciation received a very good score of 66,54, their grammar received a very good score of 65,54, their vocabulary received a very good score of 64,04, and their fluency received a very good score of 67,41. Test results revealed that students' pronunciation, grammar, vocabulary, and fluency improved under the influence of self-directed dialogue.

i. The Difference between Students Result in Pre-test and Post-test

The average value and standard deviation were calculated by the researcher following to the calculation of the students' pre- and post-test results. The findings demonstrated that the students' ability to speak had grown. The following table displays the results:

Table 15. The Difference between Students Result in Pre-test and Post-test

Component	N	Mean	Classification	Standard Deviation
Pre-test	46	38.89	Average	6.201
Post-test	46	65.39	Very Good	5.814
Valid N (Listwise)	46			

The statistical distribution of the students' standard deviation in the pre- and post-test speaking average scores (Pronunciation, Grammar, Vocabulary, and Fluency) is displayed. The students' post-test scores were 65.39 in the very good classification with a standard deviation of 5.814, and their mean score in the medium classification was 38.89 with a standard deviation of 6.201. Students' pronunciation, grammar, vocabulary, and fluency all significantly improved under the influence of self-directed dialogue as a technique, according to test data. This was also evident in

the pre-test, which had an average classification, and the post-test, which had an increase in very good classification. These findings indicate that the influence of self-directed dialogue is beneficial in enhancing the speaking skills of students.

Discussion

The researcher uses self-directed dialogue in this study, based on previous findings, and makes developed dialogues for each group, with a focus on bullying. Because they can employ self-directed dialogue with other students when they dialogue and practice the outcomes of the dialogue from the researcher's treatment, students can be motivated, eager, and engaged in learning. Students who use self-directed discourse find it easy to voice their thoughts in class. Students in class Phase-F Brilliant SMAN 20 BATAM who still understood basic English were given a speaking exam as part of this study. The researcher discovered potential as well as a number of issues in the classroom after performing this investigation, including:

- a. Students continuing to pronounce letters and words incorrectly and show no proficiency with grammar.
- b. Instead of checking a dictionary book during treatment, students still access the internet or Google Translate.

Before receiving the treatment or pre-test, out of 46 students, 3 (6,5%) received a very good score, 26 (58,7%) received an average score, and 31 (67,3%) received a very good score and 15 (32,6%) received a good score in terms of pronunciation. After receiving the treatment or pre-test, 3 students (6,6%) received a very good score, 15 students (34,8%) received a good score, 21 students (47,6%) received an average score, and 5 students (10,9%) received a poor score. Following the researcher's treatment, 25 students (54,4%) received a very good score and 21 students (45,7%) received a good score. Before receiving treatment or taking the pre-test, two students (4,4%) scored very good in the vocabulary category, On the post-test after treatment, no student received a poor score; 19 students (41,3%) received good scores, 18 students (39%) received mediocre scores, and 7 students (15,2%) received poor scores. 1 student (2,2%) had an ordinary score, 15 students (54.4%) received good scores, and 20 students (43.5%) received very good scores. Regarding fluency, prior to getting treatment or taking the pre-test, 1 student (2,2%) received a very good score, 16 students (32.7%) received a good score, 28 students (60.7%) received an average score, and 1 student (2.2%) received a poor score. No student received a poor score on the post-test following treatment. One student (2,2%) received an ordinary score, 16 students (34,7%) received a good score, and 29 students (63,1%) received a very good score. According to the findings, there were significant differences in the students' speaking proficiency throughout the Self-Directed Dialogue treatment in the teaching and learning process, especially with the topics of pronunciation, grammar, vocabulary, and fluency.

4. CONCLUSION

Self-directed dialogue techniques have been shown to improve students' speaking achievement in all four speaking aspects, as measured by the difference between the students' pre- and post-test scores. The method works well to aid students in grasping the subject matter. With the use of this technique, the students were able to test their speaking abilities. This technique's disadvantage is that some students rarely speak in class even when they know the solution to the question. Inspiring students to speak up during the technique's implementation can be challenging for the teacher. Learners will develop more communication proficiency and experience better psychological adjustment and adaptability the more confident they are.

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