

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature of Self-Directed Dialogue Technique**

##### **1. The definition of Self-Directed Dialogue Technique**

The Self-directed dialogue technique is an activity that combines a role-playing or simulation strategy technique as a vehicle for real communication or contextual practice. According to Nova et al (2022:326) self-directed learning as a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating learning goals, identifying human. Material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes ” Nugraha (2018). It can be done with group learning, but the overall concept is that students take ownership of their learning.

Self-directed dialogue technique to help the students to be more confident in learning teaching materials. As quoted in Dewi (2011) self-directed dialogue, however, calls 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 asked to make the questions based on the prop and the students use it in making the conversations.

To provide any English speaking teaching technique that requires students to speak by using the language, the teacher must concern about the factors that influence the speaking, they are pronunciation, grammar, vocabulary, fluency , and comprehension. In this way with (Pratama & Rita, 2018), learning that pays attention to the uniqueness of style student learning and giving autonomy to students in planning learning, determining activities study, monitor, and evaluate learning outcomes itself is an Self-directed learning model.

## 2. Procedures of Self-Directed Dialogue

Self-Directed Dialogue gives students the opportunity to use their own sentences to create dialogue. Broadly speaking, the self-directed learning model is divided into three stages: namely planning, monitoring, and evaluation (Foo & Hussain, 2010). This stage begins with student planning learning activities, planning learning components that desired and determine the learning targets to achieved then observe and observe their learning. By using their own sentences, students had better understand what they are talking about because it is more familiar to them. There are eight procedures of self-directed dialogue technique based on Gibbons (2002) are as given below:

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

Of course, this can be achieved through teacher guidance by providing students with tools to help them create or build conversations.

In the Self-Directed Dialogue, students are asked to work in pairs. The researcher assumes that this is a good formation because small groups give students more opportunities to practice and use the language besides that this technique can also increase students' understanding of what they learn and practice in speaking According to Gibbons (2002) states that understanding is defined as constructing

the meaning of instructional messages, including spoken, written, and graphic communication. In addition, the teacher direct the students to:

- a. Make a short conversation text whose theme will be determined by the teacher, and
- b. The teacher gives the students the freedom to choose or make the title of the conversation they want based on the theme chosen by the teacher.

So Self-Directed Dialogue is the right technique in speaking class because the conversation takes place between pairs of students and helps students to reduce their fear and shame. A small group of friends helps reduce the tension that learners feel when asked to speak a foreign language.

### **3. The advantages and Disadvantages of the Self-Directed Dialogue Model**

- a. The advantages of the Self-Directed Dialogue model as qouted from Fink (2003) are:
  - 1) Cultivate independent dialogue skills.
  - 2) Allows students to learn according to their dialogue speed.
  - 3) Provide opportunities for students to learn the required initial skills.
  - 4) Cultivate other dialogue experiences.
  - 5) Gives the students opportunity to use their own sentences in making the dialogue
  - 6) By using their own sentences, the students will understand more what they are talking about, as it is more familiar to them.
- b. The disadvantages of the Self-Directed Dialogue model are:
  - 1) Can separated from the dialogue objectives.
  - 2) Efforts are needed in developing or obtaining adequate indespendent dialogue resources.
  - 3) It takes a long time.
  - 4) It is difficult to control the class.

## **B. The Nature of Speaking Ability**

### **1. The Definition of Speaking**

Speaking is the most important skill among all the four language skills in order to communicate well in this global world. In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. Based on Soedibyo (2021:3) as English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields.

Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills. In the world of education, learning to improve speaking skills is very important, because it is expected that speaking learning can produce effective communication (Yang, 2014). The low ability of public speaking to someone can affect the search for information sources and the accuracy of the information obtained is very important in the professional decision-making process.

In the present global world, communication plays a vital role in getting success in all fields. Language used as a tool for communication (Akram, 2014). Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others those who live all around the globe (Darancik, 2018). As English considered the international language and it spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world. Speaking skill is the most important skill to acquire foreign or second language learning.

## **2. The Importance of Speaking**

Speaking is an oral language skill that is functional in everyday human life. How not because by speaking we can obtain and convey information. In today's modern world, speaking English fluently has many advantages (Aydoğan & Akbarov, 2014). Besides being able to used for daily communication needs, good speaking skills can also, support a higher career and education. Therefore, English has become a compulsory subject in Indonesia, from basic education to higher education. According to Ghufron (2017) speaking is an activity to explain someone in a certain situation or an activity to report something. The learning process in the classroom also greatly influences the success of education, especially in teaching speaking. So that the professionalism of teachers is highly demanded, to train and teach students to improve their speaking skills.

## **3. The Technique of Speaking**

Most people think that speaking takes a long time and is difficult for students to adapt. Several techniques can apply in learning English Speaking in the classroom. With the right technique, teachers will no longer assume that speaking for students is difficult and can minimized. According to Dewi (2011:10) the techniques in questions are:

### **a. Ask and answer**

Students asked to ask questions. In the process, ask students to record some interview questions if necessary memorized. Then free the students to ask their classmates. Adjust the questions to the theme. To check whether the students did the task, ask them to make notes that must reported to the teacher after the learning process ends. Teacher only monitors students and give time for students to ask questions.

b. Discussion

Determine a topic and ask students in groups to discuss the topic according to the picture. This technique is suitable for intermediate and advanced learners.

c. Guessing

The teacher or several students have information that must be guessed by students or other groups by asking in English.

d. Remembering

Students close their eyes and remember pictures such as objects in the classroom or the location of places. This technique is effective for sharpening memory and minimizing the forgetting of vocabulary.

e. Role Play

This technique is suitable for learners who have reached the intermediate level and above. Students practice a situation such as in the police station, court, drama, and others. Students are only asked to use expressions that have been studied or use the help of cards. In this condition, the teacher acts to give direction and monitor activities.

#### **4. Aspects of Speaking**

Speaking ability in public is one of the skills that must be possessed in today's global era. The reason is the development of the times and the technology that exists today, forcing us to be able to compete to improve self-quality. Public speaking is the ability to speak in front of many people, both in closed and open spaces (Mufanti, 2019). Speaking/speaking skills have become a necessity for every individual in communicating with others because everyone has the freedom to speak and express opinions anytime and anywhere.

However, everyone is able to express their opinions or ideas well and can be understood by others. Many now in everyday life still find difficulties in good language skills in public. Many reasons are thrown out including nervousness because it is seen by many people. In improving speaking skills, individuals must pay attention to several things that hinder communication. Based on Arnanda & Harpain (2017), the aspects of speaking can be defined as follows:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension

The following aspects of the Speaking assessment will be used by researchers in measuring the English speaking ability of second-grade students at SMP Negeri 2 Pontianak:

- a. Pronunciation

Pronunciation is an important part of speaking skills in English (Kurum, 2016). Pronunciation is crucial when using English orally in contrast to a written language where the party invited to communicate will read the letters and digest the meaning of the sentences written in the conversation, so the other person must listen to what the other person is saying. The party who is talking with good pronunciation will reduce the risk of misunderstanding because the other party fails to catch or are unable to hear what was actually said. The situation could lead to misunderstanding.

- b. Grammar

Grammar is one of the most important components in speaking or using language to communicate. Grammar is an agreement about how a language consisting of various vocabularies or vocabularies can be used to communicate or convey ideas or information.

- c. Vocabulary

Vocabulary is a language resource which is also very important as part of the component of speaking skills. Someone with good grammar skills may fail to communicate because they do not have complete vocabulary to express ideas or mention an object so that the wealth of vocabulary should not be underestimated. In addition, considered not as important as the ability to master grammar.

d. Fluency

Speaking frequency or skill is the next part of the component of speaking skill. Someone who is proficient or fluent in English will find it easier to communicate. Fluency can only be obtained through a combination of rich vocabulary, a lot of mastery of good grammar, proper pronunciation, and the confidence of someone who is fluent or fluent English speakers will be able to practice speaking communicatively and accurately.

e. Comprehension

Comprehension is the ability to accept and interpret a series of comprehensive communication activities in mastering a second language or a new language, sometimes it becomes difficult, there is a combination of verbal and nonverbal responses that make comprehension skills in English something and challenging.

### **C. Previous Related Studies**

In addition, there has been a research dealing with the Self-Directed Dialogue, First is a study conducted Pratama & Rita (2018) with the title “the Influence of Self-Directed Dialogue To the Second Grade Students’ Speaking Ability” This study examines the effectiveness of the self-directed technique dialogue in improving the speaking skills of second-grade students at SMP Negeri 2 Palasa. In addition, research conducted in 2019 also identified factors that affect students' speaking ability in English. The results showed that (1) students at SMP Negeri 2 Palasa,

especially in the second grade, lacked vocabulary and interest in English, making them difficult to learn. For students at SMP Negeri 2 Palasa, accuracy, and completeness are not good enough. (2) Students have difficulty expressing ideas freely in speaking activities. Most of the students at school are reluctant to speak and have low speaking skills 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 of making 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. (3) After using the Self-Directed technique dialog, there is an increase in the value of students in speaking ability. This is a post-test data is higher than the pre-test data. Based on the results of this study, especially in the previous analysis, by looking at the hypothesis verification and analysis of data, showing that their ability to speak can improve in posttest results. Thus, it can be concluded that the Self-Directed dialogue technique can improve students' speaking skills and also solve student problems.

(Dewi, 2011) with the research title “Improving Students’ Speaking Skill Through Dialogue”. The research was conducted in two cycles from March 4th to July 1st 2011 to the tenth year students of SMA N 1 Teras, Boyolali. The subject of the research was the students of X1 consisted of 33 students, 19 girls and 14 boys. The research data were collected by using techniques of observational and non observational techniques. The observational techniques are collected from observation, research diary, field note and photograph. The non observational techniques are collected from interview, speaking test, students’ diaries, and questionnaires. The data are analyzed through qualitative and quantitative data analyses which include: re-reading the research diary, pre-research observation report, field note and pre-test and post-test.

In similar research had done by (Mahmud, 2017) that conducted the research with the title “The Descriptive Study of Self-Directed Learner in Speaking English at Non-English Department in IAIN Sultan Amai Gorontalo”. The aim this research is To describe how the ways self-directed learners in speaking English done by Non-English Department. The subjects of research are five students Non English Department 2nd semester of Perbankan Syariah in IAIN Sultan Amai Gorontalo by using qualitative method and collected data by using interview unstructured and documentation. The result of research that is self-directed learning of students in speaking English ability is by doing the element essential of self-directed learning.