


THE STUDENTS' PERCEPTION OF SELF-DIRECTED DIALOGUE IN IMPROVING ENGLISH SPEAKING SKILL AT ENGLISH DEPARTMENT EDUCATION OF UNIVERSITAS MUHAMMADIYAH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 17, 2023 Revised: February 07, 2023 Accepted: March 17, 2023 Published: August 15, 2024</p> <p>Keywords: Students' Perception Effectiveness Necessity Self-directed Dialogue</p>	<p>This study aimed to look for the students' perception of self-directed dialogue in English speaking skill precisely in terms of fluency and vocabulary. The subjects of this study were fourth-semester students of the English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. The study used interview as an instrument to obtain data in this study. The results of this study showed that self-directed dialogue is effective in improving the students' English speaking skill in terms of fluency and vocabulary. It was shown when the students had much time to practice with their pairs and tried sharing their knowledge regarding English speaking skill each other. There were no such hardships that students encountered in the process of self-directed dialogue. Correspondingly, students found this learning method positive and engaging.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

English is the subject that ought to be learned within the globalization day since it can help individuals associated with other individuals around the world to pick up more information such as culture, education, economy and innovation in different nations. It means that there are numerous openings able to get by being able to communicate in English. Subsequently, English is essential to know in so that individuals can enhance anything they need by communicating with differing individuals in numerous places. The major abilities that exist in English are speaking, reading, writing, and grammar. Those abilities are for the most part instructed in Indonesia for students and English learners. They are required to ace them to associate viably with everybody and share considerations and concepts to get improved impressively.

Speaking ability is the most desirable English skill in Indonesia. Indonesians frequently acquire the speaking ability necessary to communicate with people from other

nations via online. They want to do it for a variety of reasons, including their curiosity about other cultures, their desire to inquire about the situation in other nations, and the opportunity to share information about their own nations. In addition, being able to communicate in English enables them to introduce their nation's tourist attractions to visitors. As a result, it inspires Indonesians to improve their English communication skills.

Huriyah, Nuriawarti, Zahro, and Hardini (2019) stated that most people want to be really good at speaking, which is widely regarded as a crucial skill. Speaking fluency is an essential communication skill. Language is a tool for communication. In the meantime, students generally struggle with speaking English because they are eager to practice with their friends. When conversing with others in a foreign language, they typically experience feelings of insecurity (Huriyah, Nuriawarti, Zahro, & Hardini, 2019).

Rao (2019) explained that the age of globalization has witnessed significant shifts. When people have a strong desire to gain something, it exists. If people are able to clearly express their thoughts and opinions, then willingness can be achieved. To achieve their desires, ambitions, and goals, they must therefore acquire communication skills. In today's world, people need to be able to communicate effectively in order to succeed in their chosen fields. Therefore, speaking emerges as the most essential of the four language skills necessary for effective global interaction. Therefore, learning English is an absolute necessity because it can serve as a tool for gaining additional benefits rather than being restricted to a particular world.

Students at Universitas Muhammadiyah Makassar typically do not have a lot of time to practice their speaking skills because they only have a limited amount of time in a classroom. The lecturer's use of the learning process, in which each student is asked to explain a topic one at a time so that each student has no more time to speak, is the reason why students cannot speak English for much longer. Harmer (2001, as referenced in Philp, Adams, & Iwashita (2014) explained that when a class uses peer-to-peer interaction as a learning method, every student has more opportunities to speak than when the class uses teacher-to-learner interaction. A method known as self-directed dialogue is used in classrooms where every student has the same opportunity to speak with their own peers.

One effective strategy for improving students' speaking ability is self-directed dialogue. Trisnawati & Ayu (2009) stated that self-directed dialogue increases opportunities for individualized learning and fosters learner autonomy. The factors that affect the quality of peer interaction are crucial to the achievement of these objectives. Siliviana, Mareta, HeryYufrizal, & Huzairin (2017) investigated that a method that aids students in developing confidence in learning materials is self-directed dialogue. Herwanah (2012) expressed independent discourse is a technique where the understudies practice with matches. The learners themselves bear the responsibility to communicate, and the topic of the conversation is determined by the prop. In addition, students are required to ask questions about the prop, and they use those questions to start discussions. According to Siliviana, Mareta, HeryYufrizal, and Huzairin (2017) explained that students could improve their speaking skills through self-directed dialogue. Since students are able to construct their own sentences during

conversations, it is an effective formation. Based on the function and context of the language, the students will create a dialogue as a means of practicing and using it. Additionally, students can test their speaking skills with this method (Siliviana, Mareta, HeryYufrizal, & Huzairin, 2017). Peer interaction and peer-to-peer dialogue are analogous to the idea of self-directed dialogue. Philp, Adams, and Iwashita (2013) stated that we should define peer interactions as any communicative learning process that takes place between two students with little or no involvement from the instructor. It may include peer tutoring, cooperative and collaborative learning, and other forms of peer assistance. Furthermore, according to the University of Newcastle's definition of peer dialogue, peer dialogue is defined as structured conversations between peers about education and teaching.

There are many learning methods that have basic similarities with Self-Directed dialogue. They all discuss about learning process that the main characteristic is students discuss in pairs in order to be able to make their speaking skill improved. Moreover, Self-Directed dialogue is a learner-centered interaction, so all types of research that has that kind of explanation will be related to this research. Some researches that are generally similar with this research are peer-peer dialogue, peer-interaction, and self-Directed learning.

Huriyah, Nuriawarti, Zahro, & Hardini (2019) stated that peer dialogue is one of methods to enhance the students' speaking ability. Furthermore, Rahmawati & Pd (2013, as cited in Huriyah, Nuriawarti, Zahro, & Hardini, 2019) assumed that this method is highly important for students to provide them the opportunity to speak in a classroom so that it can help overcome their nervousness in speaking English.

Quintana, Galindo, & Silva (2008) argued that a tangible explanation of self-directed learning is given by Gibbons: "in self-directed learning (SDL), every student takes the responsibility and the initiative of which exists". Gibbons proposes some crucial substances in self-directed learning which are students is supposed to experience the learning process as much as possible, the improvement of skills, the self-challenge after being challenged by the teachers, self-management of time, struggle they need to accomplish their work, self-assessment and motivation of their efforts.

Soller & Lesgold (1999) investigated that students' learning experience can be enriched by learning with peers, however the results of collaborative learning will be gained only if the students are committed to their peers' learning success.

The researcher's interest in analyzing the students' perceptions of self-directed dialogue in speaking skill at the English Education Department of Universitas Muhammadiyah Makassar is outlined in the preceding background. Students in the fourth semester of the English Education Department at Muhammadiyah University of Makassar will be the subjects of the study. The students in their fourth semester are the ones chosen by the author because it is their first semester and they have already learned some basic self-directed dialogue skills through classes like speaking. In addition, if they are informed earlier that there is a method for learning English, they will be more motivated to improve their speaking skills. In addition, the teacher will give them a specific amount of time to speak English with their peers.

Students at this semester already have many experiences in speaking classes so that it can ease students to compare and explain about self-directed dialogue. Therefore, the researcher will conduct the research with the title: “The Students’ Perception of Self-Directed Dialogue in English Speaking Skills at English Education Department of Universitas Muhammadiyah Makassar”.

RESEARCH METHOD

The researcher employs a qualitative method. The method used in this study is to as accurately describe the exact phenomenon as possible. Additionally, the qualitative method that the researcher will employ is the Case Study.

The subjects of the research were the English students from English students of Universitas Muhammadiyah Makassar at fourth semester that had learned intensive speaking, speaking for beginner, speaking for intermediate, and speaking for advance. This research used purposive sampling technique in selecting the subject since the subjects that were selected depend on the researcher’s observation.

The method of data collection used in this study is as follows: first, permission is requested from the lecturer; second, five samples are interviewed using a voice recorder to learn more about self-directed dialogue; third, the interview is recorded; fourth, the data from the interview about the students' perception of self-directed dialogue in improving English speaking skill is analyzed and identified.

After collecting the data, the researcher will conduct interview to gain supporting data. The sample will be given some questions related to the research in open-ended interview. After conducting the interview, the researcher will transcribe the data and make a conclusion to get the results of the research.

RESULT AND DISCUSSION

The findings of this research were compiled based on five variables: self-directed dialogue, Necessity, Effectiveness, Vocabulary Improvement, and Speaking Skill. These variables were thought to be very crucial to ask in this research. In line with that, they are procured from every question of interview given to the students. However, every sample of this research has experienced the process related to self-directed dialogue. It was known by the pre-observation done before the researcher interviewed all of students regarding this learning method, so that the findings must be suitable with the variables of this research.

Furthermore, every extract put in the columns was obtained from the main answers of students that represented what variables the researcher wanted to know in this research. There are five extracts that were presented in every variable of this research. In addition, the researcher found that the students have answered all the interview questions and the answers were eligible to be showed in the columns.

However, the findings of this research were presented as similar as what students meant in their answers and the texts showed in the columns were closely the same like the answers of the students recorded in a voice recording. Below are the findings of the research:

a. Self-directed Dialogue

Self-directed dialogue is a method where students learn in pairs to practice their speaking skill by discussing a topic from the prompt given by their teacher. However, the discussion is a free conversation, so they can ask and answer anything related to one particular topic. This learning method aims to make students have much more time to speak English.

Extract 1 S1: Self-directed Dialogue is one of methods that must be done in the class, and I think Self-directed Dialogue can improve our vocabulary in the class.
Extract 2 S2: This method is good for students because they will have intimacy from one friend to another friend.
Extract 3 S3: I think Self-directed Dialogue is a good method because we directly practice.
Extract 4 S4: This method is really efficient for college students especially English students because it can improve their English speaking skill, pronunciation, and also grammar which were firstly less become more.
Extract 5 S5: In my opinion, Self-directed Dialogue is good.

The research interview showed every participant stated that self-directed dialogue is a good learning method in improving English speaking skill. It was said on account of some explanations: S1 explained that if we make a group more than two members, we cannot speak better. In Self-directed Dialogue we must be active in speaking English. S3 added that Self-directed Dialogue is a good method we directly practice. S2 expressed that this method is good because students will have intimacy each other. S4 and S5 stated this learning process is good because it can improve the students' speaking skill.

b. Necessity in Using Self-directed Dialogue

Necessity in using a learning method is determined by what aspects one method can solve that are lack in other class process. Furthermore, if a method of learning process can contribute benefits to the students, it needs to be applied.

Extract 1 S1: By using this method, students can improve vocabulary from their friends.
Extract 2 S2: I think Self-directed Dialogue in the class is effective
Extract 3

S3: Besides to train our confidence, this method can improve our English speaking skill.
Extract 4
S4: It is good because it improves public speaking
Extract 5
S5: Because every time we discuss in a speaking class, it will improve our English skill.

During the interview, students explained that self-directed dialogue gave students some benefits especially in improving English speaking skill. As S1 expressed that vocabulary can be obtained and enhanced from each other by using this method. S5 shared the same opinion with S1 explaining that learning using this method will improve our English speaking skill because we speak English every time in a speaking class. In addition, S3 stated that not only can this method improve our English speaking skill, but also train our confidence in speaking English.

c. Effectiveness

Something is said to be effective if it shows a real impression of a desired result. When it has an intended and expected output, something can be considered effective. To be more specific, effectiveness is the ability to produce and improve something.

Extract 1
S1: There are only two students in a group, so they must speak each other.
Extract 2
S2: Because in one discussion, they are forced to speak.
Extract 3
S3: It is effective because we directly practice.
Extract 4
S4: They will prepare to study before using this method.
Extract 5
S5: this method is really effective because we discuss in every meeting.

There are some effectiveness that can be procured from self-directed dialogue. S1 stated that practice makes perfect. Even though you do not have many vocabulary, you must speak English in this learning method that literally can improve your English skill. When we are used to speaking English, we will improve our English speaking skill. S5 expressed that we will be able to speak English when we do it continuously. S4 argued that students' vocabulary will increase since they have to prepare before using this method. S2 and S3 this method can increase their vocabulary because they directly practice with their pairs.

d. Vocabulary Improvement

Vocabulary is words used in a particular occasion that give some meaning understood by other people. Having many vocabulary is highly essential for English learners since they will not be able to communicate well and effectively if they are lack of vocabulary. There are some

ways students improve their vocabulary. Hence, Self-directed Dialogue is one of English methods supposed to improve English learners' vocabulary.

Extract 1 S1: We can get new vocabulary from our friends.
Extract 2 S2: When we talk in English, indirectly, it is improving our vocabulary.
Extract 3 S3: When we directly practice, we will try to find the meaning of vocabulary that we want to say or that we hear.
Extract 4 S4: In this method we are supposed to speak, automatically, we have to master many vocabulary.
Extract 5 S5: When we do not know about the vocabulary that our friend says, and we ask, it will improve our vocabulary.

Self-directed dialogue is said to enhance the students' vocabulary based on what every student stated in an interview above. It is difficult to memorize vocabulary, but in self-directed dialogue, it is easier to do it because when we speak with our friend in a pair, we can get new vocabulary each other as stated by S1. In line with that, S3 gave an additional explanation to that statement. When we directly practice, we will try to find the meaning of vocabulary that we want to say to our friend as well as vocabulary that we do not understand from our friend. It indeed improves our vocabulary. S5 shared the same opinion with S1 and S3 expressing that when we do not know about the vocabulary that our friend says, and we ask, it will improve our vocabulary. S2 said that when we talk in English, it is improving our vocabulary. In this method we are supposed to speak, automatically, we have to master many vocabulary as stated by S4.

e. Speaking Skill

Speaking skill is the ability to speak in English well and understandably so that people can communicate one another effectively. One of the most fundamental things in speaking skill is fluency. If one speaks calmly and without many fillers that disturb our communication skill, it can be considered as fluency in speaking skill. It is totally essential to speak fluently in order that we can obtain something important very needed.

Extract 1 S1: In my opinion, self-directed dialogue can improve our speaking skill
Extract 2 S2: Students are expected to give answers and responses.
Extract 3 S3: There was a material given to discuss that could improve our speaking skill

Extract 4
S4: We have to speak, so we have to master many vocabulary.
Extract 5
S5: It improves my speaking skill because we speak continuously.

Based on what is stated from 5 students above, it can be concluded that Self-directed Dialogue improves English speaking skill. In the classroom, when we do self-directed dialogue, we will discuss with our friends. If we do not discuss with our friend, the discussion will not run. Therefore, when we always speak English, it will improve our speaking skill as stated by S1. In giving her opinion about this question, S3 explained it with an experience saying that I have an experience when I was in senior high school, there was a learning process conducted like this method. There is a material given to discuss that can improve our speaking. S5 stated that it improves our speaking skill because we speak continuously. It is already complete to fix our speaking skill. S2 and S4 explained this method is effective to improve their speaking skill because they have to speak English in a discussion.

Discussion

The purpose of this research is to search for the students' perception of self-directed dialogue in improving English speaking skill at English department Education of Universitas Muhammadiyah Makassar. There are two main things on the perception of this method to analyze: fluency and vocabulary. The researcher elaborates the further interpretation and discussion as follows:

Firstly, the students' perception of self-directed dialogue. Based on the interview conducted, it showed that self-directed dialogue contributed some advantages toward the students in English classroom. Every English student interviewed agreed that this method of learning did not have particular barriers in the learning process to improve their speaking skill. Moreover, following this learning method did not make students confused and stuck. Instead, they all explained that learning method could facilitate them in practicing their English speaking skill to be much better easily.

This tremendous learning experience was stated on account of some reasons. To begin with, in self-directed dialogue, students discussed a topic given in pairs, hence, they had so much time to speak English with their pair that is altogether beneficial for their English speaking skill improvement. Getting a significant time to speak with their pairs helps them mend and enhance their speaking skill meeting by meeting.

The advantage from this method is something that students literally need for the betterment of their English speaking skill. However, there are still many English students that cannot speak English fluently and comprehensively due to lack of experiences in a conversation. Talking as well as discussing in English continuously bring about a very vivid improvement toward students that cannot be procured only by reading and memorizing. In addition, they can share and fix their English speaking skill each other.

Secondly, the students' perception in terms of necessity in using Self-directed Dialogue for English learners in improving English speaking skill. Most of students shared the same opinion that self-directed dialogue is necessary to be applied as a learning method in English classroom. They stated that English learners should use this method because it can improve their English speaking skill. Besides, some students also felt that this method could increase their confidence. This is because students, in self-directed dialogue, are given many experiences in speaking, so that it makes them used to it and do not have to worry anymore when they are in the situation where they must speak English.

There are some things that need to be considered in conducting self-directed dialogue as a learning process in English classroom. The prompt that is prepared by the lecturers must be related to and understandable by the students themselves. However, if students comprehend and are attracted in the topic given, they will try to make a conversation as long as possible. This is highly important for both students and teachers: students will enjoy the learning process in the classroom and teachers do not need to give huge efforts in order that their students want to study and improve their speaking skill. Indeed, this method is very necessary and needed for English learners. By seeing the explanation above, it comes to the conclusion that self-directed dialogue is necessary for English students.

Thirdly, the students' perception of the effectiveness of self-directed dialogue in improving English speaking skill. According to the students' responses, almost every student argued that self-directed dialogue is an effective method in improving English speaking skill. The students stating this method is effective based on their experiences when following this learning method. In addition, one of the main reasons this method was stated to be effective is the continuity of practicing English speaking skill in a classroom.

Owing to the significance of time that students get in this learning process, however, it is immensely fundamental to make their English speaking skill better. In this situation, both students in pairs will spend their time, during the learning process, speaking each other. In conclusion, there are no any barriers for students to enhance their speaking skill using self-directed dialogue.

Fourthly, the students' perception in terms of vocabulary improvement in using self-directed dialogue. In this case, every student agreed that this method improved their vocabulary. They responded that students had an opportunity to elevate their vocabulary when using self-directed dialogue by practicing and sharing with their pairs.

Because students must discuss a topic in this learning process, they will have an inclination to know many vocabulary. When students want to explain their opinion while discussing about a particular topic, they will search for a way to find out the vocabulary in order that they can express their perspective with their friend in English. Moreover, self-directed dialogue encourages students to share vocabulary each other. Those are some causes that make students improve their vocabulary effectively in the process of self-directed dialogue.

Fifthly, the students' perception of self-directed dialogue in terms of students' improvement in English speaking skill. The data collected showed that majority of students got improved

after utilizing the method of Self-directed Dialogue. This learning method had done an excellent work in improving the students' English speaking skill. The discussion in pairs made the students practice their speaking skill in a massive amount of time. In addition, this method had made them share many information such as pronunciation, vocabulary, grammar, etc. which obviously became one of the most important things to the improvement of students' English speaking skill. In conclusion, Self-directed Dialogue has a very excellent impact in helping students enhance their speaking skill.

CONCLUSION

The students' perception of self-directed dialogue is considered positive and good. The previous chapter contributed five elements of students' perception of self-directed dialogue. Majority of students acknowledged that self-directed dialogue is a good learning process in improving English speaking skill. This learning method facilitate a situation where students must speak English with their pairs that highly encourage the students' development in English speaking skill. More importantly, they were very open to follow the instruction of this learning method because the found it delightful. Additionally, the efficiency of this method had made a significantly positive impact toward the elevation of students' English speaking skill precisely in terms of fluency and vocabulary. Moreover, Self-directed Dialogue is necessary to be used by English learners since the only thing that students require in improving their English speaking skill is by practicing.

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