IMPROVING THE SELF-CONFIDENCE IN SPEAKING PRACTICE BY USING SELF-DIRECTED DIALOGUE TECHNIQUE AT SECOND GRADE STUDENTS' OF SMP NEGERI 1 KALIREJO LAMPUNG TENGAH

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Abstrak. Tujuan dari penelitian ini adalah i) untuk melihat peningkatan dari aspek berbicara siswa dan ii) hubungan yang signifikan antara kepercayaan diri siswa dan prestasi mereka di dalam berbicara. Peneliti menggunakan desain t-test dan kuesioner didalam mengumpulkan data siswa. Hasil dari penelitian ini menunjukkan bahwa terdapat peningkatan didalam prestasi siswa setelah diajar menggunakan teknik self-directed dialogue dan terdapat hubungan yang signifikan antara kepercayaan diri siswa dan prestasi mereka didalam berbicara. Penelitian ini menunjukkan bahwa teknik self-directed dialogue membantu dalam meningkatkan kemampuan berbicara siswa.

Abstract. The purpose of this study was to investigatei) the improvement of students' achievement of speaking and ii) the relationship between self-confidence and the student's achievement in speaking. Speaking tests and questionnaire were used to collect the data in this study. The result of this study showed that there is a statistically significant improvement of the students' speaking achievement after the students were taught through Self-directed dialogue technique. There is also a statistically significant relationship between students' self-confidence and students' achievement of speaking. This suggest that self-directed dialogue technique facilitates students to improve their speaking.

Keywords: self-directed dialogue technique, aspects of speaking, self-confidence, speaking achievement.

INTRODUCTION

Speaking is the most frequently used by human being as daily means of communicating to share opinions and ideas with other persons. It is two way process between speaker and listener and involves productive and receptive skills of understanding. In other words, the listener will try to understand the speaker's ideas as the first person through the communication between them. Speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). Usually students do not feel comfortable to speak out because they have not a good self-confidence. They always think about what people think when they speaking. A good self-confidence not only concern in a good pronunciation, but speaker has to communicate with the listener and make the listener understand about the information being delivered by the speaker. There are many techniques to make the speaker build their self-confidence, one of them is self-directed dialogue.

Learning to speak in L2, especially English involves student's self-confidence, motivation, socio-cultural perspective. Self-confidence here takes core part in communicating with others as Doqaruni (2013) states that the students who participate actively in class seems to have higher self-confidence than those who are passive in class.

Researchers have been doing plenty researches of the correlation of self-confidence and speaking and also how to build it. Doqaruni (2013) had done a research on promoting self-confidence in a foreign language classroom. The participants were 16 Iranian university students in private English language institute. He found that his students, at first, seemed passive and reticent during the class activity. He used incorporating extra speaking activities, tellinga story, and presentation activities. The result showed that an instructional methodology stressing peer collaboration as a tool for increasing the ability of the students to speak is likely to result in confidence (Doqaruni, 2013., p. 13).

JianweiXu (2011) also did self-confidence research. She used an observation and a guided interview to get the data. The participants were two Chinese advanced learners of English in Australia. She found that regarding internal factors, it was found that the learners would seem to perceive more confidence if their previously established L2 identities were confirmed. (JianweiXu, 2011, p.254).

Some teachers experiences, however, some students keep silent all the time in class, especially in L2 class. They do not want to speak even they know the answer. They hesitate to open and speak up due to several reasons, such as, their accent is different from their friends, they are shy, they are afraid of losing face (e.g, being laughed at), cultural beliefs (e.g, showing respect to the teacher by being quiet), pervious negative experience in L2 class. Regardless of the problem occured in or affects the teaching learning activity, most of teaching learning activity in school especially in senior high school focusses only on reading-listening-writing which those skills are examined

in final examination or national examination. It is reasonable if their reading, writing, and listening skill ability are good because they have plenty practicing but in speaking they less practices. On the ordinary, they are weak in speaking ability. It is caused by their levels of having a speaking practice and consequently they are low in speaking confidence since they are rarely practicing their speaking ability.

The issue of self-confidence in second langue (L2) learning has been primarily studied as an affective variable with a psychological approach in the broad context of research on attitudes and motivation for the use of L2. Clément (1980) claims that self-confidence was conceptualized through the social context model as the key construct in determining the motivation to learn an L2 in multicultural settings and developed essentially as a result of frequent and pleasant contacts with the L2 community. Consequently, the more confident the learners, the greater communicative competence they will achieve and the better psychological adjustment and cross-cultural adaptation they experience.

Problem stated the lack of confidence happen to the students is because the lack of speaking exposures or speaking practices during the teaching-learning activity. According to the problem, the teaching learning activity seems necessary to be changed into an activity which encourages student's to speak and enrich student's confidence in speaking. Self-directed dialogue is a technique to help the students to be more confident in learning teaching materials. Self-directed dialogue technique is an activity that combines a

role-playing or simulation strategy with as a vehicle for real communication or contextual practice. It can be done with group learning, but the overall concept is that students take ownership of their learning. Self-directed dialogue is technique that can help the students improve their speaking ability.

Self-directed dialogue is a technique to help the students to be more confident in learning teaching materials. As quoted in Herwanah (2012), Joiner (1977:8) says that self-directed dialogue, however, call 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 are asked to make the questions based on the prop and the students use it in making the conversations. Self-directed dialogue technique is an activity that combines a role-playing or simulation strategy with a vehicle for real communication or contextual practice. It can be done with group learning, but the overall concept is that students take ownership of their learning. Self-directed dialogue is technique that can help the students improve their speaking ability. The writer assumes that this is a good formation because a small group will give the students opportunity to use their own sentences in making the dialogue. Dialogue would make the students practice and use the language according to the language function and situation.

Dialogue is a part of language which is very important in learning language. Through dialogue the students can imitate new words, grammar structure, and pronunciation that they can use to

express their thoughts orally. It also gives them a tool in analyzing vocabulary and grammatical for discussion. As a result it becomes easy for the students to create their own sentences in the foreign language. In Kurikulum13 teacher are supposed to make a learning activity in students' centered. It means that learning activity must make the students more active in teaching learning activity. In delivering the material, the English teachers will get some problems that can bring up some difficulties according to which level being taught. Those problems can be the results from the teachers themselves or the students such as they are lazy to study and they feel difficult to understand the materials, even the problems can also come from the environment such as the atmosphere and the facilities.

Therefore, English teachers should choose the appropriate technique and create the enjoyable situation in teaching learning process in order to make the students achieve the material well. Analyzing this description of speaking skill, it is clear that speaking skill is very significant in language learning. So speaking skill must be mastered by every language learner in any level. Thus it is also the responsibility of English teacher in SMP to provide any English teaching technique that requires students to speak. It means that they are accustomed to speak in the language. To provide any English speaking teaching technique that requires students to speak by using the language, the teacher must concern the factors that influence the speaking, they are: pronunciation, grammar, vocabulary and fluency.

Self-directed dialogue is an appropriate technique in speaking class, because the conversation both between the students or pairs and it helps the students to reduce their anxiety and their shyness. In self-directed dialogue technique students are supposed to be more independent and they are more active on teaching learning activity.

METHODS

This research is a quantitative-qualitative research. The researcher intends (1) to find out the aspects of speaking improve the most; (2) to find out the significant relationship between self-confidence and students achievement in speaking. In order to find out the implementation of self-directed dialogue technique can improve aspects of students' speaking ability the researcher will use rating sheet score of students' speaking ability aspects and speaking test. Rating sheet score of students' speaking ability aspects was focused on the production of sound/students' speaking for certain aspect that students' find difficulty in speaking. Here, the teacher recorded the students when they were speaking a dialogue in pair. The test will be administered before treatment (pretest) and after treatment (posttest). In order to find out the significant relationship between self-confidence and the students achievement in speaking the researcher used questionnaire. The questionnaire will be administrated before the treatment. It was done in order to find out the student's self-confidence in using English. The researcher wanted to know whether the students feel interested in English or not, and the researcher also wanted to know whether the students felt their

ability in speaking increased or not after they used the self directed dialogue technique in their speaking class. Speaking test is administrated in order to see the students speaking ability. The test will be administrated before treatment. The test contains information about students' ability in speaking. In gaining the data, the researcher will use several step and technique, such as: determining the population and sample, administrating pretest and distributing the questionnaire, choosing the material and administrating treatments, administrating posttest, analyzing the data gained.

The hypothesis of this research was:

Ho= There is no different improvement among the aspects of students' speaking ability after being taught by self-directed dialogue technique.

Hi = The aspect of speaking that improve the most after being taught by self-directed dialogue technique is pronunciation.

RESULTS AND DISCUSSIONS

By implementing this technique, the four aspects of students' speaking ability are improves. It means that the implementation of self-directed dialogue technique give a good effect to students' speaking ability. By implementing this technique, the students have a big chance to use the language freely but they still in line to the teacher guidance. The students are guiding by the teacher and the procedures of teaching self-directed dialogue technique to help the students understanding a good pronunciation, a good grammar, a good vocabulary, and a good fluency of the text given by the teacher.

The result of the four aspects of students' speaking ability will be described in the table below.

Table 1. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	POST_PRO - PRE_PRO	3.59375	2.76335	.48850	2.59746	4.59004	7.357	31	.000
Pair 2	POST_FLU - PRE_FLU	2.42188	2.41671	.42722	1.55056	3.29319	5.669	31	.000
Pair 3	POST_GRAM - PRE_GRAM	.85938	2.88275	.50960	-.17997	1.89872	1.686	31	.102
Pair 4	POST_VOC - PRE_VOC	3.28125	2.94009	.51974	2.22123	4.34127	6.313	31	.000

Based on the table above, it can be seen that pronunciation has a big improvement than the other aspects, it is because the researcher used video by the native speaker to help the students understanding the good pronunciation of the text given by the teacher. It means that the students not only knew the right pronunciation by the teacher but also by the native speaker, so that the students have a good self-confidence using English. In the other aspects, the result shows that there is an improvement. It can be seen that

students' vocabulary achievement also improve. It means that by implementing this technique the students also have a chance to explore their critical thinking in using vocabulary. It is because they can use any vocabulary in making dialogue. They can explore their own story but still in line with the teachers' guidance. Based on the table above, it can be seen that each aspects of speaking are improve. The result of the post-test is higher than pre-test. The table shows that there is an improvement of pronunciation of 3.59 points. The significant level is 0.000. So it can be categorized that there is a significant different of students' speaking skill between pre-test and post-test since p <0.05. T-count of the test is 5.462 which is higher than T-table (2.039513). It also means that the improvement is significant.

The second question of this research is intended to find out the significant relationship between self-confidence and students achievement in speaking. In the beginning of the research, the researcher distribute self-confidence questionnaire to know how far their self-confidence in using English.

The questions of the questionnaire are divided into two kinds that are positive question and negative question. In the first meeting, the researcher found that the students are feels shy and afraid in making mistake if they using English. Most of the students have a high scale in negative questions but they also have a high scale in positive questions and some of them have a medium scale in positive questions.

Based on the explanation of the result above it can be seen that this technique is good to be used in teaching speaking because this technique helps the students activated their critical thinking in using each aspects of speaking and makes them doing the task in a clear understanding.

In the beginning of the research, the researcher held pre-test in order to identify the problems both in students' speaking achievement and also their self confidence. The pre-test was a presentation dialogue orally of a pair students' which the theme is "My friends favorite's foods and drinks". Based on the results of students' pre-test, the researcher identified that the students in this class was still weak in speaking. First, it was related to the students' self-confidence. The students felt unconfident to speak up in front of the class because they felt hesitant and afraid if they made any mistakes. Besides, their limited vocabulary is also one of the problems. Moreover, students had to think for long to create sentences, so they could not speak fluently and they spoke with a lot of pauses. Second, it was related to the students speaking achievement. The researcher also identified that the teacher still used the conventional technique that is translating the Indonesian version to the English version. It makes the students not activated their critical thinking and makes them not using various vocabulary. In this case the students cannot create what on their mind spontaneously, because students spoke by using note and there was no variation in the learning activities.

The low of students speaking achievement in the pre-test could also be identified from the following indicators. The students had problems

in using grammar, pronouncing the words, and crating a good sentence. The students also had difficulties to explore what's on their mind, so they spoke with a lot of pauses. Besides, the students felt unconfident to speak in front of the class because they were too shy and worry if their friend will laugh at them. The students could not pronounce the words well because of less in practicing the language. In curriculum 2013 asked the teacher to make a teaching leaning process to students' centered but in the field there is still a monotonous technique so that the students did not have any interest in joining the lesson. Almost of the students made some noise. The students speaking ability is improved through the dialogue activities. The students are encouraging to speak and become more active during teaching and learning process. Besides it, the students are able to speak with the correct grammar and pronounce the words correctly with small number of pauses. They can explore their ideas and opinions by doing the dialogue activities such as role play and interview. The improvement of the result of the action can also be identified from the comparison between the main score of pre-test and post-test in the table 1. Herwanah (2012) also conducted a research about self-directed dialogue technique. She found that the use of self-directed dialogue technique can increase the students' speaking ability of grade VII SMP Negeri 2 Gadingrejo. It is proved by more than 50% of the students of grade VII A score 60 or higher. In cycle 1, there are 12 students (39.99%) who score 60 or more, while in cycle 2 there are 28 students (93.33%) who score 60 or more. It means that the target or KKM (Kriteria

Kelulusan Maksimal) has been achieved. By implementing self-directed dialogue technique, it is found that the students' activities have increased as self-directed dialogue technique and attract students' interest in speaking. As it is found that only 14 students (46.67%) able to response to the teacher's questions as identified in students' activity in Cycle 1, but there are 28 students (93.33%) who response to the teacher's questions in cycle 2.

Based on the previous research above, it can be seen that the implementation of this technique was good to improve students speaking achievement and students self-confidence.

In order to answer the second question of the study, the influence of students'self-confidence is good in the process to improve students speaking achievement. A good self-confidence helps the students to improve their speaking achievement. Besides, a good self-confidence creates a better atmosphere in teaching learning activity and provides a chance for students to use the English language. Self-confidence here conceptually related to language anxiety as an affective aspect and perceived communicative competence as a cognitive component in learning English and attempted to integrate a range of linguistic, communicative and social psychological variables according to how closely they affect one's willingness to communicate, leading to more spontaneous, sustained and effective use of the language. In order to overcome the low of students self confidence, Clemet (1980) offers the social context as the aid to enrich the self confidence. The implementation of

self-directed dialogue technique answers that. In implementing the technique, there is a chance to the students to use the language inside the classroom and if the teacher gave them a homework it is also opportunities to the students to used the language outside the classroom when they are practice the dialogue outside the classroom. Griffee (1997) said that in measuring confidence itself, he tried to conduct a research on validating or assessing a questionnaire on speaking confidence. He concludes that there are three aspects in speaking confidence. They are (1) Ability is a command or bravery to talk within or without appropriate grammar or vocabulary and way of pronunciation. (2) Assurance is a feeling of security or and comfort when speaking in English. (3) Willing Engagement is a condition they feel want to speak in English or being triggered to express themselves in using English.

Table 2. Students' Scale of their Speaking Questionnaire

No	Criteria	The Scale	Freq	Percentage
1	High	31-45	8	25%
2	Medium	16-30	15	46.9%
3	Low	0-15	9	28.1%
Total			32	100%

The questions of the questionnaire are divided into two kinds that are positive question and negative question. In the first meeting, the researcher found that the students feel shy and afraid in making mistake if they use English. Most of the students have a high scale in negative questions but they also have a high scale in positive questions and some of them have a medium scale in positive questions. In the table above, it can be seen that there is no one of them have a low scale both for positive questions and negative questions. It means that although they are shy and afraid they still have a huge willingness to use and improve their speaking ability in English.

Table 3. Students Speaking Achievement in Pre-test and Post-test

No	Students' Score	Pre-test Freq	%	Students' Score	Post-test Freq	%
1	0-65	28	87.5%	0-65	8	25%
2	66-70	3	9.4%	66-70	10	31.25%
3	71-75	1	3.1%	71-75	9	28.1%
4	76-80	0	0%	76-80	5	15.65%
5	81-85	0	0%	81-85	0	0 %
Total		32	100%	Total	32	100%

Related to the table 2 and table 3, the researcher concluded that there is a relationship between students' high, medium, and low scale of their self-confidence and their speaking achievement. It can be seen that the percentage of students' lack of self-confidence was high and it was related to the students speaking achievement in pre-test was low.

Related to the second research question, the researcher also did the statistical analysis in SPSS 16. The hypothesis testing could be seen on the following table.

Table 4. Hypothesis Testing 2

SCORE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	157.947	2	78.974	2.661	.087
Within Groups	860.608	29	29.676		
Total	1018.555	31			

The result of calculation for the first hypothesis shows that the significance level is 0.087, and it is lower than 0.05. Therefore, for the first hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It means that self-confidence affects students' speaking achievement.

It can be concluded that self-confidence gives direct impact on students speaking. In short, we can simply say students who are active in speaking class, they have high self-confidence and for them who are less contribute or less active in speaking class are low in self-confidence. Moreover, students' problems in speaking have contributed in burdening the confidence to develop. Lack of vocabulary, grammatical errors and inappropriate intonations make students not to speak during the speaking class. In line with this theory, we can say that self-confidence has big impact and strongly correlated to students speaking achievements. The more students do not have place or chance to speak, the lower their

confidence will be. As the lower confidence of the students, the lower students mark they got. In line the problem, self-directed dialogue technique provides the communicative environment where students will have their practices of speaking. Through self-directed dialogue technique, the students will be directly having face to face communication activity. The communicative activity will enhance student's to explore their ability in speaking.

From the finding of this research, the researcher conclude that there is a significant relationship between students' self-confidence and their speaking achievement, also self directed dialogue technique affect students lack of self-confidence in speaking and improve students speaking achievements.

CONCLUSION

1. The use of self-directed dialogue technique can increase students' speaking achievement and the four aspects of speaking which identified by the comparison score of students pre-test and post-test. The technique is good to help the students understanding the materials. The strength of this technique are this technique make them self-directed learning but they not aware that they are directed by the teacher and the prop. This technique gave a chance for the students to explore their ability in speaking performance. The weakness of this technique is some students keep silent all the time in class although they know

the answer of the question. It is hard to the teacher encourage them to speak up while the implementation of the technique.

2. There is also a relationship between student's self-confidence and students speaking achievement. The more confident the learners', the greater communicative competence they will achieve and the better psychological adjustment and cross-cultural adaptation they experience.

SUGGESTIONS

1. For the teachers who want to implement the self directed dialogue technique to teach speaking, it is better to use the simple sentences in the prop (text), it is used to make the students feel interested with the technique and make them easy to understand the content of the text itself.

2. It is better if the teachers let the students to explore their mind as much as they can when they are discussing, so that they will be interested in the lesson and their ability can be developed maximally when they are asked to explore their mind. The use of the video also helps the students easily to understand the materials, but the teacher must be careful in choosing the content of the video.

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