

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

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Abstract

The objective of the investigation is to sort out the The Influence of Self-Directed Dialog Toward Students' Speaking Ability in SMAN 20 BATAM at the eleventh grade students of the educational year 2023/2024. To achieve the objective, the exploratory arrangement was used in this assessment audit using one social occasion pre-test and post-test plan. Having involved 45 students of the eleventh grade the results uncovered that the on both the pre-and post-tests, the improvement got a common score of 2.28 percent. It was a striking accomplishment, especially when think about the 2.79 percent extension in talking. This result showed that there was a tremendous qualification between the understudies talking limit when the treatment was given. From the eventual outcome of the data examination it might be contemplated that the independent discourse method empower immense effect on talk. It will in general be seen from the score of the pre-test going before the treatment was given and the result of the post-test after the treatment was given. Besides the result similarly recommended that this strategy empowered a gigantic difference to talk when the treatment was given. Overall, it can finally be induced that autonomous talk method give basic effect towards the students' of eleventh grade of SMAN 20 BATAM talking limit.

Keywords: Speaking, Teaching Technique, Self-directed Dialog Technique

Introduction

1. Background

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.

A. Research questions

How are the effects of self-directed on students' speaking skills?

B. Objectives of the research

Based on the above formulation of the problem, the purpose of the research is to determine whether self-directed dialogue improves students' speaking ability.

C. Scope of Research

The purpose of the study is to determine the impact of self-directed dialogue on the speaking ability of SMAN 20 BATAM 11th grade students.

D. Significance of the research

1. To theoretically contribute to teaching and speaking education. The students will understand that English is good for their language skills.
2. The outcome of this study can be used as a reference and provide useful information on a similar subject.

E. Definition of key terms

1. Self-Directed Dialogue

Self-directed dialogue is a method of teaching English speaking skills where students are encouraged to work in groups and engage in dialogue. Self-directed dialogue gives students the chance to use their sentences in making dialogue so that they can be more self-assured and feel more confident in their English-speaking abilities (Nova & Ariawan, 2022a).

2. Speaking ability

Speaking is an activity that involves the production of utterances in oral communication. A two or more-person speaking activity in which participants act as both hearers and speakers, responding to what they hear and contributing rapidly, so that each participant has an intention (Sudirman et al., 2021).

3. Dialogue

dialogue is to treat utterances as sentences and apply the aforementioned neural based methods (Liu et al., 2019).

4. Influence

Influence is defined as the ability to give an affect to someone's or something's character, growth, or conduct, or the impact itself. In this case, this study intends to find out how one particular teaching technique may affect the speaking ability (Ning & Downing, 2012).

2. Literature Review

The following are descriptions of previous studies on the methods used to examine the effect of self-directed dialogue on students' speaking ability: first carried out by (Servant-Miklos & Noordegraaf-Eelens, 2021) namely entitled. In his research the aim of this paper is to examine the ontological and epistemological assumptions that underlie 'self-directed learning', with a view to exposing its fundamentally individualistic views of Self and Learning and challenging its ability to meet our present educational needs. We want to suggest that the individualistic rationale implied in SDL is unable to adequately prepare students to address societal challenges, and an alternative rationale for higher education is urgently needed.

A study by (Nova & Ariawan, 2022b) revealed that self-directed dialogue is a method for students to develop their speaking ability. After reading some above references, the researcher can conclude that self-directed dialogue is a pretty good method to improve

students' speaking ability. This is a reference for researchers to research the Implementation of self-directed Dialogue to Improve Students' Speaking Ability.

(He, 2020) Explained that Autonomous Learning is put forward on the basis of the learning theories of humanism, cognitivism and social constructivism. Autonomous learning mode emphasizes that learners decide their own learning objectives and contents, choose learning strategies and skills, evaluate the learning process effectively, and gradually students' ability to manage their own language learning will be cultivated. To advocate autonomous learning in foreign language teaching, we should encourage learners to form personalized learning objectives and learn to make decisions on learning content and learning strategies that are in line with their own characteristics. Besides, with the help of teachers, students should reflect on the formulation and make necessary adjustment of learning objectives in the process of language acquisition, until a self-assessment mechanism and lifelong learning are formed.

Discussing self-directed speaking is one of the similarities between these four studies and mine, as are the differences in strategy and data collection.

3. Self-Directed Dialogue

Interactive Teaching techniques will encourage students to be more active in the learning process. Techniques used to design classrooms as well as activities involving guidance and practice to improve their speaking skills. Dialogue can make students practice and use language according to the language of the function and situation. The function of language is communication that requires someone to talk or communicate with other people. Thus, dialogue can be used as a practice technique for students. There are many types of dialogue techniques that can be used by teachers in teaching speaking. One of them is self-directed dialogue technique. Where, the conversation is carried out between two students and will be controlled by the teacher who gives directions which consists of a series of commands. In self-directed dialogue, students are instructed to play a role in which the conversational situation is built around a focal point or we can call it a prop. This is certainly considered effective and more friendly to students, considering that junior high school students are the first school period in introducing English subjects and there is a need for stages and strategies that can make it easier for students to introduce English and improve their English-speaking skills (Sari & Irwan, 2023).

(Fadillah et al., n.d.) Stated that self-directed dialogue, however, requests that students work in pairs and in places, the obligation regarding correspondence is fundamentally on the student and the discussion depends on a support. Independent discourse methods are exercises that consolidate pretending or reenacted systems with genuine method for correspondence or context oriented practice. Self-directed dialogue is a method that can assist students with working on their talking abilities. Independent exchange is a method to help students with turning out to be sure more about getting the hang of instructing materials.

Peer dialogue technique is assumed as an appropriate technique to improve students' speaking skill because it has some benefits. For instance, it can practice and train students to speak in front of a stranger, exchange ideas in improving speaking and get new vocabularies, rain to easy in understanding new vocabularies by means of peer dialogue, and can exchange experiences with another people and learn from what they can.

Methods

A. Research Design

This study will employ a pre-experimental approach with a single group and a pre- 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. 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:

1. The teacher breaks the students in pairs
2. The teacher shares the topic
3. The teacher and the students review the topic together
4. The students discuss about the topic together with their pairs
5. Every students are allowed to create free dialogue according the topic given by the teacher
6. 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.

B. Source of Data

This study will carry out using a pre-experimental design by the researcher. 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 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 2023/24 school year.

C. Research Instrument

The test will be the researcher's options for this study.

1. Test

The researcher will receive a dialogue form from 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.

D. Data Collecting Technique

The following steps during data analysis:

1. 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

E. 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

Result and Discussion

A. Result

This study aims to determine the The Influence of Self-Directed Dialog Toward Students' Speaking Ability in SMAN 20 BATAM. 45 students in the class are the subjects of this study. This study employs a one class pre-test and post-test design. The goal of this study is to make it easier for 10th grade students to carry out the influence in pronunciation, fluency, grammar and vocabulary in English. Before and after using the learning station, students' improved pronunciation, fluency, grammar and vocabulary skills are observed to see how much improvement has occurred.

In one of Batam's public high schools, SMAN 20 BATAM. The researchers had four weeks to carry out their research. The English proficiency of students was observed by researchers. First, from Oktober 27th 2023 to November 17th 2023, the researchers tracked the classroom environment for two weeks. The observations revealed that the 11th-grade senior high school students' pronunciation, fluency, grammar and vocabulary skills were low. When the researcher used the Pre-test to assess the students' skills, it came to light.

The specialist directed Pre-test prior to executing the influence of Self-Directed in the class. The specialist showed understudies utilized the reading material figuring out how to proceed the Self-Directed. The task was given to 45 students as the information of Pre-test. During the execution, found that understudies troublesome in pronunciation, fluency, grammar and vocabulary abilities. The typical Pre-test score is 44.80 of the 45 Students the score remembers for the enough class. The pre-test score of the understudies should be visible in Table 5 underneath.

Table 5. The Students' Average Pre-test Score

No	Aspects	Pre-test score	Note
1.	Fluency	53.56	Enough
2.	Pronunciation	45.57	Enough
3.	Vocabulary and Grammar	35.28	Enough
	Average	44.80	Enough

In the table 5 introduced that the normal score of the pre-test is 44.80. Assume, based on the findings of table 4, that the average score of the students falls into the adequate category.

The execution of Self-Directed was hung on Oktober 27th, 2023. Gaining the Self-Directed used to help students in gaining from learning in the class. First, a brief description of the Self-Directed Dialogue. When the beginner is shown how to make the dialogue, it will be easier to get started. Because the students' English pronunciation, fluency, grammar and vocabulary were difficult, the researcher designed the Self-Directed with more practice in mind.

The activity was part of the four-week learning process. The researcher provided the students with a Self-Directed at the most recent meeting. To conclude that, students were required to advance. By holding two meetings, the researcher puts this Self-Directed into practice. The class atmosphere was fun and exciting throughout the learning. They seemed excited and enthusiastic about using the Self-Directed Dialogue designed by the researcher to practice their English.

The researcher would evaluate students in light of their post-test scores following the completion of the two meetings necessary to implement the influence of Self-Directed Dialogue in the classroom. 45 students showed the results of their pronunciation, fluency, grammar and vocabulary and demonstrated what they had learned in the meetings. The researcher then compared the students' pre-test and post-test pronunciation, fluency, grammar and vocabulary abilities. The result showed that the post-test value after the Self-Directed Dialogue was implemented was higher than the pre-test value before Self-Directed Dialogue. Table 6 displays the results of the post-test.

Table 6. The Students' Average Score between Pre-Test and Post-Test Scores

No	Aspects	Pre-test score	Post-test score	Improvement
1.	Fluency	53.56	55.15	1.59
2.	Pronunciation	45.57	48.36	2.79
3.	Vocabulary and Grammar	35.28	37.45	2,17

	Average	44.80	46.98	2.18
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According to Table 6 above, the pre-test average score was 44.80, while the post-test average score was 47.08. The improvement's average score on the pre- and post-tests follows 2.18%. It was a remarkable achievement, especially considering the significant increase in pronunciation of 2.79%. Draw the conclusion that the strategy meets the objectives based on the Self-Directed Dialogue that was used when it was implemented. Through their participation in the class, students' motivation was also enhanced by the Self-Directed Dialogue. Both the Pre-Test and Pro-Test sections featured it.

B. Discussion

The purpose of this study was to determine the impact of using Self-Directed Dialogue as an education to improve English language proficiency as well as pronunciation, fluency, grammar and vocabulary skills. The author searched for the answers using Pre-Test and Post-Test. This study demonstrated that students' pronunciation, fluency, grammar and vocabulary skills could be enhanced by using a Self-Directed Dialogue. Both students' skills showed significant improvement.

In this study, two cycles were carried out. A different week than post-test 1 was used to implement the Self-Directed Dialogue in the first cycle. The students received a score of 49.68 on the vocabulary and grammar test, an increase of 2.18 points from their pre-test score. The class has additionally become more tomfoolery and intelligent. Even though the previous Self-Directed Dialogue had already ended, many students requested to learn it again. These occurred because learning on a Self-Directed Dialogue could make learning more enjoyable and addictive. A Self-Directed Dialogue could make class more enjoyable and alleviate the stress of just learning.

Despite the improvement from the first pre-test, This research score's criterion was not met by it. Numerous students lack language features' vocabulary. In this manner, the researcher directed the second cycle with an alternate procedure.

In class, both the Self-Directed Dialogue and the post-test were given on the same day. The questions at the learning station were more difficult and focused more on pronunciation, fluency, grammar and vocabulary. In addition, students demonstrated an affective positive outcome. The fluency refers to how students felt the ability to speak English in the class. The amount of time and effort a student spends learning and participating in activities to learn, as well as their focus, participation, and effort, are measures of behavior. Additionally, they were more attentive to the class. They enjoyed discussing the issue until they understood it.

Conclusion

This study demonstrates that students' classroom pronunciation, fluency, grammar and vocabulary skills benefit from Self-Directed Dialogue . The learning Self-Directed Dialogue is a good choice for improving students' pronunciation, fluency, grammar and vocabulary in the classroom. The significant advancement score on both the pre-test and the post-test is evidence of this. The difference between the pre-test's 44.80 and post-test's 46.98 is a 2.18 improvement. The influence also shows a positive result after the implementation.

To make learning more enjoyable and purposeful, the researcher suggests that educators use Self-Directed Dialogue. Students can avoid feeling overwhelmed and losing interest by Self-Directed Dialogue like learning. Likewise, the researcher proposed that different researcher direct further exploration about Self-Directed Dialogue with fun targets so many individuals realize that criticalness to ouse Self-Directed Dialogue in the instructive cycle.

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