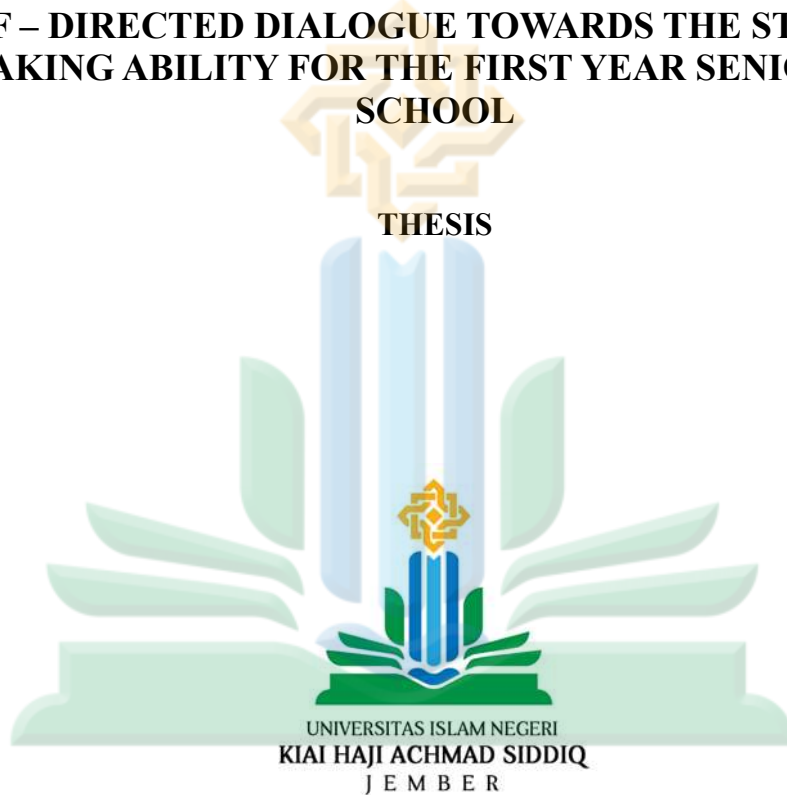


**SELF – DIRECTED DIALOGUE TOWARDS THE STUDENTS’  
SPEAKING ABILITY FOR THE FIRST YEAR SENIOR HIGH  
SCHOOL**

**THESIS**



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

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2025**

**SELF – DIRECTED DIALOGUE TOWARDS THE STUDENTS’  
SPEAKING ABILITY FOR THE FIRST YEAR SENIOR HIGH SCHOOL**

**THESIS**

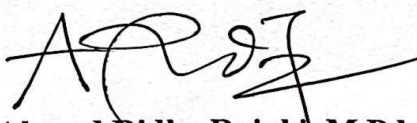
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# SELF – DIRECTED DIALOGUE TOWARDS THE STUDENTS’ SPEAKING ABILITY FOR THE FIRST YEAR SENIOR HIGH SCHOOL

## THESIS

It has been examined and approved by the board of examiners  
in fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

Faculty of Tarbiyah and Teacher training  
Departement of Islamic Studies and Language Education  
English Education Program

Day : Monday

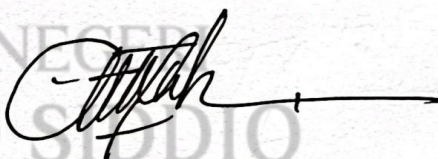
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**MOTTO**

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ

“Allah does not burden a soul beyond that it can bear...”

(Q.S Al – Baqarah: 286)\*



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\* Kemenag RI & Al –Jalalin Indonesia, Qur'an English. Al-Baqarah: 286

## DEDICATION

This thesis is lovingly dedicated to:

1. All my struggles up to this point I dedicate to the two most precious people in my life. My father, Arifin, and my mother, Jumriyah. For all the love, affection, prayers, and support you have given me, which have enabled me to complete this thesis well. Whatever you have given me, thank you so much for being someone irreplaceable in my heart. Your attention and kindness cannot be described in just words.
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3. My extended family, thank you for every prayer that never ceases, the unwavering spirit, and the encouragement that has been a guiding light in my academic journey. This thesis is a manifestation of the love, sincerity, and belief that you have instilled in me. All these achievements would not have been possible without the strength I absorbed from your love.

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Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis will not finish without support, advice, help and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

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5. Dr. Mega Fariziah Nur Humairoh, M. Pd., as my academic advisor, whose kind support and consistent guidance throughout the years have been

instrumental in shaping my academic development.

6. Dr. Ahmad Ridho Rojabi M.Pd., as my advisor who has guided, advised, and supported me in conduction the research and writing this thesis.
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9. Dinik Rojaningtiya S.Pd. as the English teacher at the eleventh grade of SMAN 3 Jember who have helped me during the research.
10. The students of X 7 grade as my research participant, who helped me to accomplish the process of research.

Hopefully, Allah will reward all the extraordinary acts of kindness done by the people who helped me in completing this thesis.

Jember, Juni 2<sup>nd</sup>, 2025

Researcher



## ABSTRACT

**Khilmatur Rifda, 2025:** Self-Directed Dialogue Towards The Students' Speaking Ability For The First Year Senior High School

**Keywords:** Self-Directed Dialogue, Speaking ability, Student experience, Speaking challenges,

Speaking ability is one of the main skills in learning English because it reflects student' ability to communicate actively. However, in reality, many students face obstacles in speaking English due to a lack of confidence, limited vocabulary, and restricted opportunities to practice speaking in class. This situation creates a need for a more independent and reflective learning approach. Self-Directed Dialogue (SDD), as part of the Self-Directed Learning (SDL) concept, is applied in this research to help students engage their speaking skills through more flexible and personally controlled practice.

This research aims to explore students' experiences in using the SDD method in their English speaking skills and to analyze the various challenges they face during its implementation. The main focus is on how students undergo the process of self-directed speaking practice and how they respond to obstacles that arise during speaking exercises using this method.

This study uses a qualitative approach with a phenomenological design. Data were obtained through non-participant observation, interview with ten tenth-grade students recruited through purposive sampling, and weekly reflective journal analysis over three weeks. All data were analyzed using thematic analysis methods based on the Braun and Clarke model to identify thematic patterns from students' experiences and challenges while using the SDD method.

The research results showed that the use of SDD encourages students speaking development, such as fluency, clarity, confidence in speaking, and reflective awareness of their own mistakes. Students also demonstrated greater learning independence, marked by the initiative to practice without teacher guidance, the ability to evaluate their own voice recordings, and the use of digital learning resources to support their practice. In addition, they experienced emotional development in the form of reduced nervousness when speaking and increased confidence in conveying ideas. However, the challenges faced include difficulties in organizing ideas, limited vocabulary, pronunciation difficulties, and focus disruptions during independent practice. This study recommends the implementation of SDD as an alternative support method to engage students' speaking skills in a sustainable and student-centered English learning environment.



## TABLE OF THE CONTENT

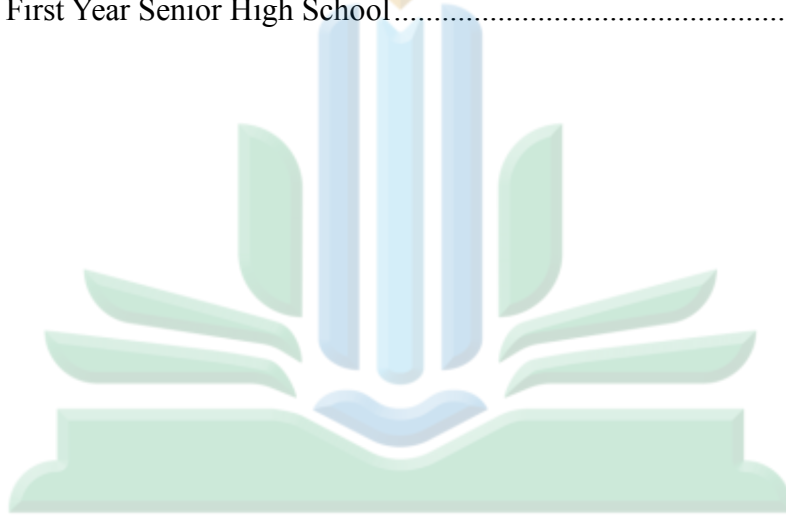
<b>COVER .....</b>	<b>i</b>
<b>APPROVAL OF SUPERVISOR .....</b>	<b>ii</b>
<b>APPROVAL OF EXAMINER .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF APPENDIXES .....</b>	<b>xiv</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of Research .....	1
B. Research Question .....	8
C. Research Objectives .....	8
D. Significance of the Study .....	8
E. Definition of Key Term .....	10
<b>CHAPETR II LITERATURE REVIEW .....</b>	<b>13</b>
A. Previous Studies .....	13
B. Theoretical Framework .....	17
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>34</b>
A. Research Design .....	34
B. Research Context and Settings .....	35

C. Research Participant .....	36
D. Data Collection Technique .....	38
E. Data Analysis .....	41
F. Triangulation .....	43
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>45</b>
A. The Findings .....	45
B. Discussion .....	85
<b>CHAPTER V CONCLUSION .....</b>	<b>99</b>
A. Conclusion .....	99
B. Suggestion .....	100
<b>REFERENCES .....</b>	<b>102</b>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF TABLES

1.2 The similarities and differences between previous study and this study .....	15
2.4 Finding of Self – Directed Dialogue Towards the Students’ Speaking Ability for The First Year Senior High School.....	42



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF FIGURES

4.1 Student practicing SDD with peer support.....	46
4.2 Student's reflective journal entries about their initial experience speaking ..	47
4.3 Students independently record speaking targets .....	49
4.4 Students' reflective journal about the improvement in speaking skills.....	50
4.5 The student practices independently by reading notes.....	52
4.6 Student reflection journal on increased learning independence.....	53
4.7 The student reviews the practice recordings to correct their skills .....	54
4.8 Student reflective journal about self evaluation.....	55
4.9 Student reflection on speaking more fluently and naturally .....	57
4.10 Students arrange and check the simple sentences .....	58
4.11 Student's reflective journal that demonstrates awareness .....	59
4.12 Students use YouTube videos as references.....	61
4.13 Students reflection journal entry on the use of new vocabulary .....	62
4.14 Practice dialogue together to measure speaking fluency .....	63
4.15 Student's reflection writing about speaking more fluently .....	64
4.16 Student reflection journal about the speaking without a script.....	66
4.17 Students have difficulty constructing sentences during practice .....	68
4.18 Student's reflections on the difficulty of grammar.....	69
4.19 Students' reflective journal about practice time being affected .....	71
4.20 The students asked for help from a friend as well as used Google Translate	73
4.21 Students' reflective journal about the challenges of maintaining .....	74
4.22 The student has difficulty pronouncing new vocabulary during practice .	76
4.23 Student's reflective journal regarding pronunciation difficulties.....	77



4.24 The students seemed to be replaying the recording while looking at notes .	79
4.25 The students were seen taking notes after the speaking practice .....	79
4.26 Students reflective journal about the importance of self evaluation .....	80
4.27 Students reflecting on the challenge of focusing on dialogue.....	82



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF APPENDIXES

<b>Appendix 1:</b> Research Matrix .....	106
<b>Appendix 2:</b> Profile of SMAN 3 Jember .....	115
<b>Appendix 3:</b> (TP) and (ATP) at the X 7 grade .....	120
<b>Appendix 4:</b> Teaching Module of Narative Text.....	145
<b>Appendix 5 :</b> List of Students at X-7 grade SMA Negeri 3 Jember.....	195
<b>Appendix 6 :</b> Interview Transcript .....	194
<b>Appendix 7:</b> Validator instrument paper .....	203
<b>Appendix 8:</b> Research Instrument.....	207
<b>Appendix 9:</b> Research Journal .....	222
<b>Appendix 10:</b> Research Permit Letter .....	223
<b>Appendix 11:</b> Research completion letter .....	224
<b>Appendix 12 :</b> Documentation .....	225
<b>Appendix 13 :</b> Plagiarism Letter .....	230
<b>Appendix 14 :</b> Research Identity.....	231
<b>Appendix 15:</b> Researcher Identity.....	232

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Speaking skills is a crucial aspect of English language learning because it reflect students' ability to communicate actively.<sup>1</sup> Mastery of this skill enables learners to engage in direct interaction, build confidence in using the language, and develop fluency through active practice. In today's digital era, where global communication is becoming increasingly fast and interconnected, speaking skills are more essential than ever.<sup>2</sup> Technological advancement and globalization have made English proficiency not only important in an academic settings but also a key requirement in social interactions, the workplace, and cross cultural communication.<sup>3</sup> The ability to speak English in digital communication age opens access to international collaboration, student exchange programs, and global career opportunities.<sup>4</sup> Therefore, speaking skills become the main indicator of students' success in applying English in real situations, not just the mastery of linguistic theory.

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<sup>1</sup> A. Lumettu and T. L. Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method.," *Journal of Physics: Conference Series* 953, no. 1 (2018): 1–10, <https://doi.org/10.1088/1742-6596/953/1/012035>.

<sup>2</sup> Stella Nathania, "ICT Tools for Listening and Speaking Skills in English Teaching and Learning: Advantages and Challenges in Digital Globalization Era," *Journal of Environment and Management* 5, no. 1 (2024): 1–10, <https://e-journal.upr.ac.id/index.php/jem>.

<sup>3</sup> Samiksha Sharma, "The Importance Of English Language Fluency In Digital Business Communication," *Educational Administration: Theory and Practice* 30, no. 4 (2024): 7545–50, <https://doi.org/10.53555/kuey.v30i4.2607>.

<sup>4</sup> Business Communication, "The Role of English Language Proficiency in the Global Economy and Business Communication" 5, no. 4 (2024): 82–90.

In real classroom settings, some students often find it difficult to speak up due to fear of making mistakes or lacking vocabulary.<sup>5</sup> This issue is also commonly found in Indonesian senior high school contexts, where students are often given limited time to actively practice speaking English during lessons. Many of them feel hesitant or insecure when speaking due to low self-confidence and fear of being judged.<sup>6</sup> Furthermore, the less supportive learning environment, such as the minimal use of English in daily interactions at school, also becomes an obstacle in refining students' speaking ability. Furthermore, the learning process is still dominated by teacher centered instruction, where teachers control most of the classroom talk while students are mostly passive listeners.<sup>7</sup> These factors combined contribute to the lack of improvement in students' speaking performance.<sup>8</sup> Speaking is not merely about how students can produce sentences in spoken form, but also how they construct meaning and express ideas properly in spoken interaction. Since communication is two-way, students need to develop both the ability to deliver ideas clearly and to respond appropriately. Therefore, speaking is one

---

<sup>5</sup> Iwan Fauzi and Natalina Asi, "Examining Speaking Anxiety of Indonesian Learners of English: A Case of University Students," *English Language Teaching and Applied Linguistics* 7, no. 2 (2023): 263–75, <http://dx.doi.org/10.21093/ijeltal.v7i2.1338>.

<sup>6</sup> Mustamir Mustamir, "Indonesian Efl Learners and Speaking Anxiety: Insights From a Meta-Synthetic Analysis," *English Review: Journal of English Education* 12, no. 2 (2024): 509–18, <https://doi.org/10.25134/erjee.v12i2.9950>.

<sup>7</sup> Asysyfa Asysyfa, Ayu Maulidia Handyani, and Siska Rizkiani, "Students' Speaking Anxiety in EFL Classroom," *PROJECT (Professional Journal of English Education)* 2, no. 4 (2019): 581, <https://doi.org/10.22460/project.v2i4.p581-587>.

<sup>8</sup> Kurniati Azlina, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)*, 2015, 1–13, <https://media.neliti.com/media/publications/206186-none.pdf>.



of the most important language skills that needs to be mastered by EFL learners to foster their communication competence.<sup>9</sup>

The inability to speak English can have long-term impacts on students, both in the academic and professional worlds. In an academic environment, students who are less proficient in speaking English often face difficulties in following lessons, presentations, and discussions conducted in English.<sup>10</sup> They also tend to miss opportunities to participate in student exchange programs or international competitions. Meanwhile, in the workforce, many companies today set the ability to communicate in English as one of the main requirements in employee recruitment. The lack of English speaking skills can hinder career opportunities and limit access to better jobs, especially in an era of globalization that increasingly demands cross-cultural communication. Thus, supporting students in practicing English speaking ability has become an urgent need for students so that they can compete at both national and international levels.

To address the low speaking skills in English, a more innovative and effective learning approach is needed. One of the approaches that can be applied is Self-Directed Learning (SDL) or independent learning. SDL is a method that emphasizes student independence in managing their learning process, including speaking ability.<sup>11</sup> In this approach, students have the

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<sup>9</sup> Mardhiah, A., & Khairunnisak. (2024). The Influence Of Self-Directed Dialogue Toward Students ' Speaking Ability. *Jurnal Pendidikan and Bumi Persada*, "The Influence Of Self-Directed Dialogue Toward Students ' Speaking Ability" 05 (n.d.).

<sup>10</sup> Harits Masduqi, Harits Masduqi, and . Fatimah, "Focusing on the EFL Learners' Spoken Language: An Analysis of Classroom Discourse," *KnE Social Sciences* 2022 (2022): 152–59, <https://doi.org/10.18502/kss.v7i7.10659>.

<sup>11</sup> Ranta Butarbutar, "Self-Directed Learning and Web-Based English Access to Improve EFL Speaking Skills," *Asia Proceedings of Social Sciences* 11, no. 1 (2023): 10–13, <https://doi.org/10.31580/apss.v11i1.2766>.

freedom to set learning goals, choose appropriate strategies, and evaluate their own progress. With SDL, students do not only rely on the teacher's instructions in class, but also take the initiative to practice independently outside of class.<sup>12</sup> In the context of speaking learning, SDL provides students with the opportunity to practice without pressure, boost their confidence, and discover the most effective learning methods according to their needs.

One of the methods that can be applied in the concept of Self-Directed Learning to improve speaking skills is Self-Directed Dialogue (SDD). SDD is a technique that allows students to practice speaking independently without having to rely on interaction with teachers or peers.<sup>13</sup> In this method, students take the role of both speaker and listener in simulated dialogues, which mirrors real communication processes and enhances metacognitive awareness.

This method provides students with the freedom to develop their speaking skills in a more flexible manner and at their own learning pace. Through SDD, students can practice speaking skills by engaging in imaginary conversations, dialoguing with themselves, or recording their voices for later analysis.<sup>14</sup> This technique helps students become more confident in using English and provides an opportunity to identify mistakes in pronunciation, intonation, and sentence structure.<sup>15</sup>

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<sup>12</sup> Sooyeon Kang and Min Chang Sung, "EFL Students' Self-Directed Learning of Conversation Skills with AI Chatbots," *Language Learning and Technology* 28, no. 1 (2024): 1–19.

<sup>13</sup> Lala Imaliyah, "The Influence of Self-Directed Dialog Toward Students' Speaking Ability in SMAN 20 BATAM" 03, no. 01 (2023): 315–25.

<sup>14</sup> Sahratul Jannah et al., "The Implementation of Self-Directed Dialogue To Improve Students' Speaking Ability At Eleventh Grade of Man 2 Bulukumba," *JLE: Journal of Literate of English Education Study Program* 4, no. 02 (2023): 71–84, <https://doi.org/10.47435/jle.v4i02.2315>.

<sup>15</sup> Andi Muhammad Fiqri Supriyanto, Farisha Andi Baso, and Hijrah, "The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department

SDD can be defined as a learner centered speaking practice technique in which students engage in structured or spontaneous speaking activities without relying on direct interaction with others. This technique integrates cognitive and metacognitive processes of language learning, allowing learners to monitor and evaluate their own speaking performance in real time.<sup>16</sup> The benefits of SDD are multidimensional: cognitively, it enhances language processing and memory retrieval affectively, it reduces anxiety and builds confidence by eliminating fear of judgment and linguistically, it improves pronunciation, grammar accuracy, and fluency through repetitive, reflective speaking practice. By encouraging learners to actively construct meaning and simulate authentic communication, SDD becomes an effective tool for developing communicative competence in a self paced and stress free environment.<sup>17</sup>

In practice, SDD includes various activities designed to intensively and continuously train speaking skills. Students can simulate conversations in various situations, such as ordering food at a restaurant, speaking in a job interview, or expressing opinions in a discussion.<sup>18</sup> In addition, they can also use technology such as voice recording applications or artificial intelligence to receive feedback on their pronunciation and fluency. With consistent practice, students can enrich their vocabulary, improve their grammar, and enhance

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Education of Universitas Muhammadiyah Makassar,” *English Language Teaching Methodology* 4, no. 2 (2024): 205–15, <https://doi.org/10.56983/eltm.v4i2.522>.

<sup>16</sup> Yuzhi Lai, Nadira Saab, and Wilfried Admiraal, *Learning Strategies in Self-Directed Language Learning Using Mobile Technology in Higher Education: A Systematic Scoping Review, Education and Information Technologies*, vol. 27 (Springer US, 2022), <https://doi.org/10.1007/s10639-022-10945-5>.

<sup>17</sup> Lai, Saab, and Admiraal.

<sup>18</sup> Supriyanto, Baso, and Hijrah, “The Students’ Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar.”

their clarity and fluency in speaking.<sup>19</sup> In addition, SDD also encourages students to be more active and independent in refining their speaking ability, so they are better prepared to face communication challenges in both academic and professional environments. This approach encourages students to be more active and consistent in practicing their speaking skills, making it a practical solution to overcome the lack of speaking practice in school environments.<sup>20</sup>

Although several studies have explored the implementation of dialogue-based activities to enhance speaking skills, only a few have specifically investigated the use of Self – Directed Dialogue. For example, Melia investigated 21 tenth – grade students at MA Darussalam Bermi using a quantitative approach, while Fadillah<sup>21</sup> and Sahratul Jannah<sup>22</sup> conducted pre-experimental research involving 25 eleventh-grade students from SMAN 1 Meureubo and 24 eleventh – grade students from MAN 2 Bulukumba, respectively.<sup>23</sup> Melia, although applying a Classroom Action Research (CAR) approach, relied only on observation and speaking tests, without deeply exploring students' learning experiences.<sup>24</sup> These previous studies primarily focused on broader samples using quantitative designs. In contrast, this study employs a qualitative method with purposive sampling involving only 10 tenth-grade students, allowing for a more in-depth investigation of learners'

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<sup>19</sup> Supriyanto, Baso, and Hijrah.

<sup>20</sup> Lumettu and Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method."

<sup>21</sup> Siti Fadillah and Salmia Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'," *Agustus* 1, no. 2 (2022): 172–81.

<sup>22</sup> Sahratul Jannah et al., "The Implementation of Self-Directed Dialogue To Improve Students' Speaking Ability At Eleventh Grade of Man 2 Bulukumba."

<sup>23</sup> Melia Nova, Syarifudin Syarifudin, and Soni Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability," *International Journal of English and Applied Linguistics (IJEAL)* 2, no. 2 (2022): 325–31, <https://doi.org/10.47709/ijeal.v2i2.1671>.

<sup>24</sup> Nova, Syarifudin, and Ariawan.



experiences, challenges, and reflections while engaging in SDD. Theoretically, the prior research referred to speaking theories by Chaney, Harris and Brown but did not explicitly elaborate on the theoretical framework of Self – Directed Learning or SDD. This study, on the other hand, is grounded in speaking theories by Brown and Jack C. Richards, and adopts Knowles’ theory of Self-Directed Learning as the foundation for SDD implementation. Therefore, this research addresses not only a contextual and methodological gap but also a theoretical gap that has not yet been thoroughly examined in previous studies.

The importance of this research is that it can contribute to the understanding of more meaningful English language learning methods, as well as assist teachers and English instructors in supporting students’ speaking ability. By understanding the experiences of students and the challenges they face, this research can serve as a starting point to modify the Self-Directed Dialogue method to better suit the needs of students and significantly improve learning outcomes.<sup>25</sup> Therefore, this research can support English education in Indonesia and help high school students in their speaking skills.<sup>26</sup> Through a qualitative approach, this study were collected data from interviews, observation, document reviews, and student reflective journals to answer the research questions. The data obtained were analyzed in depth to understand students’ experiences, the challenges they face, and the effectiveness of the teaching methods used. With the results of this research, it is expected to serve as a reference in designing more communicative learning strategies that meet

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<sup>25</sup> Supriyanto, Baso, and Hijrah, “The Students’ Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar.”

<sup>26</sup> Nova, Syarifudin, and Ariawan, “The Implementation of Self-Directed Dialogue to Improve Students’ Speaking Ability.”

the needs of students.<sup>27</sup> Therefore, the researcher attempted to conduct this research entitle **“Self-Directed Dialogue Towards the Students’ Speaking Ability for the First Year Senior High School”**

## **B. Research Questions**

Based on the discussed background above, from this study the researchers want to discover about:

1. How do 10<sup>th</sup> grade high school students experience Self-Directed Dialogue (SDD) in their speaking abilities?
2. What challenges do students face while using the Self-Directed Dialogue (SDD) in their speaking ability?

## **C. Research Objectives**

Based on the research question that provided above, the objectives or purposes in this study are:

1. To explore the experiences of 10th grade high school students in using Self-Directed Dialogue (SDD) in their speaking abilities.
2. To analyze the challenges that 10th grade high school students face when using the Self-Directed Dialogue (SDD) in their speaking ability

## **D. Significance of the Study**

Based on the topic, this study is expected to contribute both theoretical significance and practical significance to the field of language teaching and learning.

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<sup>27</sup> Paidi Gusmuliana, “An Exploration of Self-Directed Learning in Speaking English An Exploration of Self-Directed Learning in Speaking English Introduction,” 2024, 80–91.

## 1. Theoretical Significance

This study theoretically contributes by strengthening and extending Malcolm Knowles' Self – Directed Learning (SDL) theory through its specific application in Self-Directed Dialogue (SDD) for speaking skill development. While SDL has often been discussed broadly in language learning, this research narrows the focus to autonomous speaking practice, filling a theoretical gap by illustrating how learners actively engage in goal-setting, self-monitoring, and reflection within a structured SDD framework. The findings support and enrich existing theories by demonstrating that SDL principles, when applied to oral communication, can enhance fluency, confidence, and learner autonomy. Moreover, by connecting Knowles' framework with speaking theories from Brown and Richards, this study reinforces the theoretical integration between independent learning models and communicative competence, offering a refined lens for future pedagogical research in EFL contexts.

## 2. Practical Significance

### a. For Teachers and Educator

The findings of this study can serve as a guideline for English teachers and educators to adopt or integrate the Self-Directed Dialogue (SDD) method as an alternative approach to improve students' speaking abilities. It highlights practical ways to implement SDD effectively, helping teachers create a more engaging, communicative, and student-centered learning environment.

b. For Students

This study aims to provide students with a practical and independent strategy to enhance their speaking skills. By using the SDD method, students can develop greater confidence, improve their vocabulary and sentence structure, and cultivate consistent speaking practice habits outside the classroom.

c. For Educational Institutions

The results of this research can offer valuable input for schools and educational institutions in designing more effective curricula and programs that prioritize students' speaking skills development. This can help institutions better prepare students for future academic and career opportunities where English communication is essential.

d. For Future Researchers

This study serves as a reference for future researchers who wish to explore similar topics or further investigate the implementation of independent learning methods in supporting language skills. It identifies areas of challenges and opportunities, providing a basis for comparative studies or improvements to the SDD method.

## **E. Definition of Key Terms**

This study includes several key terms that are important for understanding the content and avoiding misunderstandings. To assist readers, the researcher provides definitions for the important terms as follows :



### 1. Self – Directed Dialogue

Self-Directed Dialogue refers to a learning method where students practice speaking English independently, without direct teacher guidance or peer assistance. It allows students to engage in self-generated conversations, focusing on expressing thoughts, practicing sentence structure, and expanding vocabulary.

### 2. Speaking Ability

Speaking ability refers to the students' skill to communicate effectively in spoken English. This includes their ability to construct sentences accurately, use appropriate vocabulary, pronounce words clearly, and convey ideas fluently in various contexts.

### 3. Challenges

Challenges in this study refer to the difficulties or obstacles that students encounter while implementing the Self-Directed Dialogue method. These may include limited vocabulary, difficulties in sentence structure, low confidence, and lack of motivation to practice independently.

### 4. Experiences

Experiences refer to the students' perceptions, reflections, and interactions while using the Self-Directed Dialogue method to improve their speaking skills. This term also encompasses the insights and strategies they develop during the learning process.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Studies

A study conducted by Fadillah and Syarifuddin investigated the impact of self-directed dialogue on the speaking abilities of students at SMA LPP YW UMI Makassar. The research aimed to assess whether this technique could enhance students' speaking skills through independent practice and responsibility for their learning. Utilizing a pre-experimental approach, the study involved 24 students from class X, selected through purposive sampling, and included pre-tests and post-tests over a four-week period. The results indicated a notable improvement in speaking proficiency, with average scores rising from 52.33 in the pre-test to 70.33 in the post-test, reflecting a 34.39% enhancement. The findings suggest that self-directed dialogue effectively fosters students' vocabulary development, grammatical accuracy, and overall fluency in speaking English, thus significantly boosting their confidence and communicative competence.<sup>28</sup>

Another article journal was written by Fiqri, Farisha Andi Baso, and Hijrah from Muhammadiyah University of Makassar, aiming to explore students' perceptions of self-dialogue in improving English speaking skills, particularly in terms of fluency and vocabulary. The method used was a case study with a qualitative approach, where data were obtained through open interviews with five participants selected through purposive sampling from fourth-semester students of the English Education Study

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<sup>28</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

Program. The research results show that self-dialogue is effective in improving students' speaking skills, with participants reporting an increase in fluency and vocabulary, as well as positive experiences in the learning process that made them more confident when communicating in English.<sup>29</sup>

A study conducted by Imaliyah examined the influence of self-directed dialogue on the speaking abilities of students at SMAN 20 Batam. This study aims to determine whether this technique can improve students' speaking abilities through independent practice and responsibility for their learning. Using a pre-experimental approach, this study involved 45 eleventh-grade students selected through purposive sampling, with the implementation of pre-test and post-test over four weeks. The research results show a significant improvement in speaking ability, with the average score increasing from 44.80 on the pre-test to 46.98 on the post-test, reflecting an increase of 2.18%. These findings indicate that self-dialogue effectively encourages the development of vocabulary, grammatical accuracy, and students' speaking fluency, thereby enhancing their confidence and communicative competence.<sup>30</sup>

In line with these findings, A study conducted by Nova, Syarifudin, and Ariawan examined the implementation of self-dialogue to improve students' speaking skills at MA Darussalam Beremi in the 2021/2022 academic year. This study aims to determine the improvement in students' speaking abilities through the self-dialogue technique and the students' activities when this technique is applied. The method used is classroom action

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<sup>29</sup> Supriyanto, Baso, and Hijrah, "The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar."

<sup>30</sup> Imaliyah, "The Influence of Self-Directed Dialog Toward Students ' Speaking Ability in SMAN 20 BATAM."

research involving 21 first-grade students as participants, as well as using observation and tests to collect data. The research results show a significant improvement in students' speaking abilities, with the average score increasing from 48 in the pre-test to 84.95 in the second post-test, where 95.23% of the students achieved the Minimum Completeness Criteria (KKM). These findings affirm that the independent dialogue technique is effective in improving students' speaking abilities.<sup>31</sup>

Lastly, a study conducted by Matondang, Purba, and Nasution aimed to determine the effect of self-dialogue on the speaking ability of eleventh-grade students at SMA Taman Siswa Pematang Siantar in the 2021/2022 academic year. This study used a true experimental method involving 66 students divided into two groups: the experimental group (30 students) taught using the independent dialogue technique, and the control group (36 students) taught using the lecture technique. Data were collected through pre-tests and post-tests, which were then analyzed using descriptive and inferential statistics with SPSS 22.0. The research results show that  $t_{count}$  (6.981) is greater than  $t_{table}$  (2.373) at a significance level of  $\alpha = 0.05$ , which means the alternative hypothesis is accepted. Thus, it can be concluded that the self-dialogue technique significantly improves the speaking skills of eleventh-grade students at SMA Taman Siswa Pematang Siantar.<sup>32</sup>

From the reviewed studies above, the similarities and differences among them are outlined in Table 1.2 below :

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<sup>31</sup> Nova, Syarifudin, and Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability."

<sup>32</sup> Marhaeni K D Matondang et al., "The Effect of the Self-Directed Dialogue Toward Speaking Ability for Students At Eleventh Grade of Sma Taman Siswa Pematang Siantar" 12, no. 1 (2023): 613–17.

**Table 1.2 The similarities and differences between the previous research and current research**

No.	Author and Title	Similarities	Differences
1.	2	3	4
1.	Siti Fadillah and Salmia Syarifuddin, <i>"The Influence Of Self-Directed Dialogue Towards The Speaking Ability Students'"</i>	a. Both studies involved 10th-grade high school students as participants in the research.	a. Previous research used a pre – experimental quantitative approach with pre-tests and post – tests, whereas this researcher explores students' experiences and challenges through a qualitative approach. b. Previous research did not explicitly use SDL theory, while this researcher refers to SDL theory from Malcolm Knowles.
2.	Andi Muhammad Fiqri, <i>The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill at English Department Education of Universitas Muhammadiyah Makassar."</i>	a. Both studies utilize qualitative research methods to gather data.	a. Previous research analyzed students' perceptions of the self-dialogue method, while this researcher explores the experiences and challenges faced by 10th-grade students. b. The participants in the previous study were fourth-semester university students, whereas the participants in this research are first-year high school students. c. The theory used in previous research is not mentioned, while this researcher is based on Malcolm Knowles' Self – Directed Learning theory.
3.	Lala Imaliyah, <i>"The Influence of Self-Directed Dialogue Toward Students' Speaking Ability in SMAN 20</i>	a. Both studies involved high school students as participants. The previous study involved	a. Previous research used a quantitative approach with an experimental design, whereas this researcher uses a qualitative approach.

	Batam”	11th-grade students, whereas this study involves 10th-grade students.	b. Previous research did not explicitly refer to SDL theory, but focused on the practical implementation of the SDD method. Meanwhile, this researcher uses Malcolm Knowles’ Self – Directed Learning (SDL) theory.
4.	Melia Nova, Syarifudin, and Soni Ariawan, “ <i>The Implementation of Self-Directed Dialogue to Improve Students’ Speaking Ability</i> ”	a. Both studies involved 10th-grade high school students as participants in the research.	a. Previous research used a quantitative approach through Classroom Action Research (CAR), whereas this researcher uses a qualitative approach. b. Previous research refers to the interactive dialogue theory (Joiner, 1974), whereas this researcher refers to Malcolm Knowles’ Self-Directed Learning (SDL) theory (1975).
5.	Marhaeni K. D. Matondang, Anita Purba, Tutiarani Nasution, and Fellya Putri Sitohang <i>The Effect of the Self-Directed Dialogue Toward Speaking Ability for Students at Eleventh Grade of SMA Taman Siswa Pematang Siantar</i> ”	a. Both studies involved high school students as participants. The previous study involved 11th-grade students, whereas this study involves 10th-grade students.	a. Previous researchers used a true experimental design with two groups (experimental and control), whereas this researcher used a qualitative method. b. Previous researchers focused on practical teaching techniques without an explicit theoretical foundation, whereas this researcher uses Malcolm Knowles’ Self Directed Learning theory.

After carefully reviewing some previous studies related to the use of SDD on students’ speaking abilities, it is evident that most prior research has focused on measuring its effectiveness rather than exploring students’ experiences and challenges in implementing the technique. Studies such as



those conducted by Fadillah and Nova primarily used quantitative methods to assess improvements in students' speaking scores without delving into their learning processes or difficulties. Similarly, research by Imaliyah and Matondang et al. emphasized statistical data, overlooking the subjective experiences that shape students' engagement with SDD. Additionally, previous studies have mostly involved older students, such as university learners or eleventh-grade students, leaving a gap in understanding how first year high school students navigate the challenges of self-directed learning in speaking. Furthermore, while some studies briefly mention students' perceptions, they do not provide an in depth analysis of the specific obstacles students face and how they overcome them. To address this gap, this study employs a qualitative approach to explore the lived experiences of first year high school students, focusing on the difficulties they encounter and the strategies they develop while using SDD. By highlighting these aspects, this research aims to offer deeper insights into the practical implementation of SDD and its potential challenges, contributing to the refinement of self-directed learning methods in language education.

## **B. Theoretical Framework**

### **1. Self - Directed Dialogue (SDD)**

The Self-Directed Learning (SDL) theory by Malcolm Knowles emphasizes the importance of individual autonomy in the learning process. SDL is defined as a process in which individuals proactively take the initiative to diagnose their learning needs, formulate learning objectives, identify necessary resources, choose and apply learning strategies, and

evaluate the results achieved.<sup>33</sup> In SDL, learners have full control over their learning experiences, which encourages them to become more independent, reflective, and responsible for their knowledge and skill development.<sup>34</sup> This process allows learners to study effectively because they can adjust their learning styles and methods to their personal needs and goals.

In the context of this research, the concept of SDL is applied through the Self-Directed Dialogue (SDD) approach to enhance students' speaking skills. SDD is a learning method where students independently direct their conversations or dialogues without relying too much on teacher instructions or peer assistance. Through this method, students can practice speaking more freely, explore their ideas, and develop better sentence structures as well as a wider vocabulary. Additionally, SDD also helps students build confidence in using English, both formally and informally. By using SDL principles, SDD creates a flexible and active learning environment, allowing students to learn at their own pace and according to their individual needs, which ultimately supports the comprehensive improvement of speaking skills.<sup>35</sup> Several parameters involved in the exploration of self – directed dialogue are:

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<sup>33</sup> Malcolm S. Knowles, *Self-Directed Learning: A Guide for Learners and Teachers* (New York: Association Press; Chicago: Follett Publishing Company, 1975) 18

<sup>34</sup> Younghui Hwang and Jihyun Oh, "The Relationship between Self-Directed Learning and Problem-Solving Ability: The Mediating Role of Academic Self-Efficacy and Self-Regulated Learning among Nursing Students," *International Journal of Environmental Research and Public Health* 18, no. 4 (2021): 1–9, <https://doi.org/10.3390/ijerph18041738>.

<sup>35</sup> Xiaoquan Pan, "Technology Acceptance, Technological Self-Efficacy, and Attitude Toward Technology-Based Self-Directed Learning: Learning Motivation as a Mediator," *Frontiers in Psychology* 11, no. October (2020), <https://doi.org/10.3389/fpsyg.2020.564294>.

### a. Student Initiative

Based on Malcolm Knowles' Self-Directed Learning theory, individuals who take initiative in learning have the ability to identify their learning needs and actively take steps to fulfill them.<sup>36</sup> In the context of SDL, students' initiative is reflected in their ability to start conversations without relying on the guidance of teachers or peers. This demonstrates the level of student independence in setting speaking learning goals and creating opportunities for practice.<sup>37</sup> This initiative not only helps students improve their speaking skills but also builds a strong sense of confidence in communicating, both formally and informally. According to Knowles, this initiative is characteristic of self-directed learners who are oriented towards an active learning process.

### b. Involvement in Discussion

According to Knowles, effective learning requires relevant, interactive activities that directly involve students in the learning process. In SDD, this engagement is evident from the students' activity in speaking, listening, and providing feedback during the discussion.<sup>38</sup> Students who are actively involved in discussions not only improve their speaking skills but also hone other skills, such as listening critically and responding appropriately. This active engagement allows students to explore their ideas, expand their vocabulary, and improve

<sup>36</sup> Malcolm S. Knowles, *Self Directed Learning: A Guide For Learners and Teachers* (Chicago, United States of America: Follett Publishing Company/ Chicago, 1975).

<sup>37</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

<sup>38</sup> Knowles, *Self Directed Learning: A Guide For Learners and Teachers*.

their sentence structure. By speaking directly in discussions, students also learn to present their arguments in a logical and convincing manner. This is in line with the principles of Self-Directed Learning, which emphasize that meaningful social interactions are an important part of independent learning.

In addition, involvement in discussions also helps students develop social skills, such as respecting others' opinions, collaborating, and building interpersonal relationships. This process not only supports language mastery but also shapes students into more confident and communicative individuals. Knowles' theory emphasizes the importance of creating a learning environment that encourages students to participate actively, making learning more meaningful and effective. With active participation in discussions, students not only learn from their own experiences but also from the input and perspectives provided by their peers.<sup>39</sup> This makes the SDD-based learning process a holistic approach, integrating student independence with social interaction to enhance their overall speaking skills.

### **c. Self-Reflection**

Self-reflection becomes a crucial element in supporting the success of Self-Directed Dialogue (SDD). Through reflection, students can critically analyze their strengths and weaknesses in speaking after

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<sup>39</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

engaging in dialogue.<sup>40</sup> Based on Malcolm Knowles' Self-Directed Learning theory, this self-evaluation helps students identify aspects that need improvement, such as sentence structure, vocabulary selection, or clarity of idea presentation.<sup>41</sup> In practice, reflection allows students to recognize the progress they have made while also designing improvement strategies for the next practice.

The reflection process is not only limited to technical analysis but also supports the development of an independent mindset. Students who are able to reflect are usually more aware of their learning needs, allowing them to manage their learning process more effectively.<sup>42</sup> For example, if a student realizes that they often have difficulty pronouncing certain words, they can independently seek resources such as online dictionaries or pronunciation videos to improve that deficiency. This reflection also creates opportunities for students to evaluate the extent to which the SDD method helps them achieve their learning goals.<sup>43</sup>

Furthermore, self-reflection contributes to the improvement of students' self-confidence.<sup>44</sup> When students are able to see their progress over time, they will feel more confident in facing the challenges of speaking in various situations. This is in line with

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<sup>40</sup> Supriyanto, Baso, and Hijrah, "The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar."

<sup>41</sup> Knowles, *Self Directed Learning: A Guide For Learners and Teachers*.

<sup>42</sup> khudoiberdiev Mansur Zakirjanovich, "Improving The Methodology Of Organizing Self-Directed Learning Of Students In The Electronic" 2, no. 11 (2023): 2022–24.

<sup>43</sup> Hwang and Oh, "The Relationship between Self-Directed Learning and Problem-Solving Ability: The Mediating Role of Academic Self-Efficacy and Self-Regulated Learning among Nursing Students."

<sup>44</sup> Hwang and Oh.

Knowles' principle, which emphasizes that self-directed learning involves continuous evaluation as a tool to ensure the success of the learning process.<sup>45</sup> Consistent reflection will encourage students to continuously strive to improve their speaking skills. In SDD practice, students can record their own conversations for review, allowing them to identify aspects that need improvement, such as sentence structure or intonation.

#### **d. Perception of Learning**

Students' perceptions of the learning method are one of the main factors in determining its success. In the context of Self-Directed Dialogue (SDD), this perception involves students' assessment of the effectiveness of the method in helping them speak better. Positive perceptions usually increase students' motivation to actively engage in the learning process and create a more meaningful learning experience.<sup>46</sup> For example, students who feel that SDD helps them speak more fluently and confidently tend to practice independently more often, both inside and outside the classroom.

Increased self-confidence is another result of a positive perception of SDD. When students feel that this method yields tangible results, they become more confident in using English in various situations, such as group discussions or formal presentations. This shows that students' perceptions of learning not only impact learning

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<sup>45</sup> Knowles, *Self Directed Learning: A Guide For Learners and Teachers*.

<sup>46</sup> Nova, Syarifudin, and Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability."



outcomes but also the psychological aspects that support their success in communication.<sup>47</sup>

Perception also reflects the extent to which the learning method is relevant to students' needs. When students feel that SDD helps them achieve their learning goals, they tend to be more motivated to continue the learning process with this approach. Teachers can also use students' perceptions as feedback to evaluate and refine the SDD method to make it more effective. Thus, positive perceptions of learning play an important role in creating a dynamic and student-oriented learning environment.

#### **e. Resource Utilization**

Students who utilize resources such as dictionaries, educational videos, or other supplementary materials demonstrate a high level of independence in supporting their learning process.<sup>48</sup> Based on Malcolm Knowles' Self-Directed Learning theory, self-directed learners are those who can identify their learning needs and proactively seek appropriate tools or materials to meet those needs.<sup>49</sup> In the context of SDL, the utilization of these resources not only helps students expand their vocabulary and improve sentence structure but also boosts their confidence in speaking. The use of learning resources allows students to learn according to their own styles and needs. For example, students who have difficulty with pronunciation can use

<sup>47</sup> Matondang et al., "The Effect of the Self-Directed Dialogue Toward Speaking Ability for Students At Eleventh Grade of Sma Taman Siswa Pematang Siantar."

<sup>48</sup> Zakirjanovich, "Improving The Methodology Of Organizing Self- Directed Learning Of Students In The Electronic."

<sup>49</sup> Knowles, *Self Directed Learning: A Guide For Learners and Teachers*.

pronunciation apps or tutorial videos to improve their skills.<sup>50</sup> Students who feel limited in vocabulary can use dictionaries or translation apps to find synonyms and understand the context of word usage.<sup>51</sup> In this way, learning resources function as flexible support tools, allowing students to learn anytime and anywhere at their own pace.

In addition to supporting technical skills, the utilization of resources also reflects students' responsibility towards their learning. When students independently seek and use resources, they demonstrate an awareness of the importance of preparing themselves for more effective dialogue.<sup>52</sup> This reflects the main principle of SDL, which is learners being responsible for their own learning process and outcomes. For example, students who use additional materials such as articles or videos related to the dialogue topic can be more prepared to discuss, while also broadening their understanding of the topic.<sup>53</sup>

The utilization of resources also plays a role in building students' problem-solving skills. When facing challenges, such as difficulties in understanding new terms or answering questions in dialogue, students can use the available resources to find solutions. This process not only enhances their speaking abilities but also develops critical and creative thinking skills. By integrating various

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<sup>50</sup> Maufiratul Hasanah and Suparwoto Sapto Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability," *Journal of Language Intelligence and Culture* 4, no. 1 (2022): 15–32, <https://doi.org/10.35719/jlic.v4i1.77>.

<sup>51</sup> Syamsudin et al., "Utilizing Fillers for Addressing Speaking Challenges, Improving Self-Confidence and Motivation in EFL Learning," *Journal of Education and Learning* 18, no. 4 (2024): 1327–34, <https://doi.org/10.11591/edulearn.v18i4.21629>.

<sup>52</sup> Zakirjanovich, "Improving The Methodology Of Organizing Self- Directed Learning Of Students In The Electronic."

<sup>53</sup> Hasanah and Wahono, "Watching English Native Speakers' Youtube Channel to Improve Students' Pronunciation Ability."

resources, students can more easily achieve the learning goals they have set. In other words, the utilization of resources in SDD supports students to become independent and competent learners. The strategic use of learning tools not only helps them achieve better speaking results but also prepares them to face future learning and communication situations.<sup>54</sup> This approach aligns with SDL's vision, which emphasizes the importance of utilizing resources to support a sustainable and meaningful learning process.

## 2. Speaking Ability

Speaking ability is a verbal communication skill that is one of the important aspects of language mastery.<sup>55</sup> This skill encompasses various technical dimensions, such as pronunciation, intonation, grammar, and vocabulary selection, which work in harmony with functional dimensions, such as the ability to express ideas, respond effectively, and engage in meaningful interactions within specific contexts. According to the theory of speaking proposed by Brown, speaking is described as a dynamic process involving three key elements: production, processing, and interpretation of oral information.<sup>56</sup> This theory emphasizes that speaking not only requires technical competence but also demands an understanding

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<sup>54</sup> Supriyanto, Baso, and Hijrah, "The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar."

<sup>55</sup> Lumettu and Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method."

<sup>56</sup> H. Douglas Brown, *Principles of Language Learning And Teaching*, 5th ed. (San Francisco: Pearson Education. 10 Bank Street. White Plains, NY 10606 Staff, 207AD), <https://doi.org/10.1017/cbo9781139062398.015>.

of the social and cultural context of communication.<sup>57</sup> Thus, speaking ability becomes central to human interaction, whether in formal contexts such as academic presentations or informal contexts like daily conversations. Within the realm of language education, Brown's theory highlights speaking as a vital indicator of a student's success in mastering the target language.

In addition to Brown's framework, Richards provides a broader perspective on speaking ability in language learning. He argues that speaking is not merely about producing grammatically correct sentences but also about using language appropriately in various communicative contexts.<sup>58</sup> Richards emphasizes that effective speaking requires fluency, which refers to the smooth and natural flow of speech without unnecessary pauses, and clarity, which ensures that speech is easily understood by listeners. Furthermore, he highlights the importance of automaticity, where proficient speakers can express their thoughts effortlessly with minimal hesitation. According to Richards, students develop their speaking ability through meaningful practice, real-life communication, and contextual interaction. By integrating the perspectives of Brown and Richards, this study provides a more comprehensive understanding of speaking ability, considering both cognitive and communicative aspects in language proficiency. To assess students' speaking ability comprehensively, this study considers several key parameters, namely:

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<sup>57</sup> Lumettu and Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method."

<sup>58</sup> Jack C Richards, *Teaching Speaking and Listening, Language Teaching* (New York: Cambridge University Press 2008, 32 Avenue of the Americas, New York, NY 10013-2473, USA, 2008), <https://doi.org/10.1017/S0261444802211829>.

### a. Fluency

Fluency refers to a student's ability to speak spontaneously without significant disruptions such as long pauses or unnecessary repetitions. Fluency indicates the smoothness of speech, which is often influenced by confidence and mastery of the material. Richards mentions that fluency is one of the main indicators of speaking competence.<sup>59</sup> In the SDD exercise, students are given the opportunity to speak within a specified time, such as speaking for two minutes uninterrupted about a chosen topic. With consistent practice, students can improve their speaking rhythm and reduce unnecessary pauses, thereby strengthening their fluency.<sup>60</sup> Additionally, fluency also involves the ability to convey ideas coherently. For example, students who are accustomed to SDD can connect various ideas in dialogue without losing focus or the storyline.

### b. Clarity

Clarity in speaking according to Richards refers to the extent to which speech can be understood by the listener, both in terms of articulation, intonation, and the structure of the sentences used.<sup>61</sup> Clarity in speaking is very important in oral communication because it allows the message to be conveyed effectively without causing ambiguity or misunderstanding. In the context of research on Self-Directed Dialogue, clarity becomes a crucial aspect because this

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<sup>59</sup> Richards.

<sup>60</sup> Lumettu and Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method."

<sup>61</sup> Richards, *Teaching Speaking and Listening*.

strategy requires learners to control and improve their fluency and accuracy in speaking on their own. Through self-directed speaking practice, learners can enhance their ability to articulate words clearly and construct sentences that are easier to understand. Thus, Self-Directed Dialogue serves as a method that can help improve clarity in speaking independently and sustainably.

### c. **Structural Completeness**

Structural completeness in speaking reflects students' ability to construct sentences that adhere to grammatical rules, so that the message can be conveyed clearly and effectively.<sup>62</sup> Grammatical errors can cause confusion in communication, especially in academic or professional interactions. In the context of Self – Directed Dialogue (SDD), practicing sentence construction with a complete structure including subject, predicate, and object helps students speak more coherently and be easily understood. Brown emphasizes that mastering the correct sentence structure also contributes to the development of students' abilities to form complex or compound sentences. With clear sentence patterns, students can be more confident in conveying ideas and more prepared to face formal situations such as presentations or academic discussions. Therefore, structural completeness becomes an important aspect in the assessment of speaking skills, as it ensures effective and structured communication.

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62 Brown, Principles of Language Learning And Teaching.



#### d. Vocabulary Choice

The selection of appropriate vocabulary is one of the important indicators of speaking ability. Students who are able to use relevant and specific vocabulary will be more effective in conveying their ideas.<sup>63</sup> Vocabulary choice in speaking reflects the extent to which a speaker can select and use appropriate vocabulary according to the context of communication. Brown emphasizes that the accurate selection of words not only enhances the clarity of the message but also affects the fluency and effectiveness of communication.<sup>64</sup> In Self-Directed Dialogue (SDD), students who are able to use varied and appropriate vocabulary will find it easier to convey ideas clearly and convincingly. In addition, a good command of vocabulary allows students to adjust the level of formality and meaning in various speaking situations. The use of synonyms, idiomatic phrases, and appropriate expressions can also enrich communication and make it more natural.

#### e. Idea Delivery

Idea delivery in speaking reflects the students' ability to organize and convey messages logically, structurally, and in a way that is easily understood by the audience. Brown emphasizes that effective communication relies on cohesion and coherence in the delivery of ideas, where the use of proper sentence structures and logical

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<sup>63</sup> Lumettu and Runtuwene, "Developing the Students' English Speaking Ability Through Impromptu Speaking Method."

<sup>64</sup> Brown, Principles of Language Learning And Teaching.

connectors plays a significant role.<sup>65</sup> In Self - Directed Dialogue (SDD), the practice of explaining a process or concept systematically helps students develop more coherent and convincing speaking skills. With a clear pattern from introduction, content, to conclusion, students can ensure that their ideas are conveyed effectively. In addition, the use of communication strategies such as proper intonation and appropriate word choice also supports the clarity of message delivery. Therefore, idea delivery becomes an important aspect of speaking skills because it ensures directed and easily understandable communication for the audience.

#### **f. Responsiveness**

According to Brown, responsiveness in speaking is the individual's ability to provide quick, relevant, and context-appropriate responses in a conversation.<sup>66</sup> This ability reflects cognitive and social skills in understanding and adapting to the dynamic flow of communication. Brown emphasizes that responsiveness is not only related to speaking speed but also to the accuracy in choosing words and appropriate sentence structures.<sup>67</sup> In the context of Self-Directed Dialogue (SDD), responsiveness plays a crucial role in training students to respond to topic changes spontaneously without prior preparation. This supports my research, which highlights how SDD helps improve students' fluency and accuracy in constructing and delivering sentences in conversation. They learn to read situations,

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<sup>65</sup> Brown.

<sup>66</sup> Brown.

<sup>67</sup> Brown.

understand the needs of their conversation partners, and provide appropriate responses.<sup>68</sup> This is important for creating interactive and meaningful dialogue.

### 3. Teaching Speaking in Senior High School

Teaching speaking in senior high school plays a crucial role in helping students develop their communication skills in English. At this level, students are expected to not only understand grammatical structures but also apply them effectively in real-life conversations. However, speaking is often challenging for students due to limited exposure to English, lack of confidence, and fear of making mistakes. To overcome these challenges, teachers must implement interactive and student-centered teaching strategies, such as role-plays, discussions, presentations, and self-directed dialogue.<sup>69</sup> In addition, the integration of technology, such as language learning apps and video recordings, can enhance students' engagement and provide them with opportunities to practice independently. Effective teaching of speaking should also create a supportive environment where students feel encouraged to express their ideas without fear of judgment. By combining structured instruction with meaningful practice, senior high school students can gradually improve their fluency, accuracy, and confidence in speaking English.

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<sup>68</sup> Lauren Timmons Sund, "Exploring Culturally Responsive Voice Care : Introduction" 9, no. October (2024): 2024–26.

<sup>69</sup> Firdayanti Firdaus and Dwi Suci Amaniarsih, "Improving the Tenth Grade Students' Speaking Ability of Senior High School Harapan-I Medan Through Role Play Method," *Journal MELT (Medium for English Language Teaching)* 3, no. 1 (2019): 01, <https://doi.org/10.22303/melt.3.1.2018.1-13>.

#### 4. Benefits of Self-Directed Dialogue in Teaching Speaking

Self-directed dialogue (SDD) offers several benefits in teaching speaking, particularly by promoting learner autonomy and confidence. This method allows students to practice speaking without relying on teachers or peers, enabling them to take control of their learning process.<sup>70</sup> One significant advantage of SDD is that it encourages students to speak more frequently, helping them develop fluency and reduce anxiety associated with speaking in front of others.<sup>71</sup> Additionally, SDD allows learners to self-monitor their pronunciation, grammar, and vocabulary usage, leading to gradual improvements over time.<sup>72</sup> By engaging in self-dialogue, students also enhance their critical thinking skills as they construct and organize their ideas coherently. Furthermore, this technique fosters a more flexible and personalized learning experience, as students can practice at their own pace and in various contexts. Overall, SDD serves as a supportive approach to refining speaking proficiency while building students' confidence and independence in language learning.

#### 5. Challenges of Self-Directed Dialogue in Teaching Speaking

Despite its benefits, implementing self-directed dialogue in teaching speaking presents several challenges that may affect students' learning outcomes. One of the primary difficulties is students' lack of motivation

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<sup>70</sup> Cejay Lou Alaon, Jesly Delos Santos, and Ariel San Jose, "Improving Speaking Communication Skills in English through Self-Directed Strategy," *International Journal of Educational Innovation and Research* 2, no. 1 (2023): 1–9, <https://doi.org/10.31949/ijeir.v2i1.2920>.

<sup>71</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

<sup>72</sup> Athiyatul Hidayah, "EFL Students' Strategies and Obstacles in Pronunciation Self-Regulated Learning through TikTok: Insights from Indonesian Universities," *Erudita: Journal of English Language Teaching* 4, no. 1 (2024): 54–67, <https://doi.org/10.28918/erudita.v4i1.8366>.

and discipline in practicing speaking independently, as they may struggle to stay consistent without external supervision.<sup>73</sup> Additionally, limited vocabulary and grammatical knowledge can hinder students from expressing their thoughts fluently, leading to frustration and hesitation.<sup>74</sup> Another common challenge is the absence of immediate feedback, which can make it difficult for students to identify and correct their mistakes. Furthermore, some students may feel uncomfortable or unnatural speaking alone, reducing their willingness to engage in self-dialogue regularly.<sup>75</sup> To address these challenges, teachers should provide clear guidance, structured practice activities, and occasional feedback to support students in their self-directed learning journey. Encouraging students to record their dialogues and reflect on their progress can also help them overcome obstacles and maximize the effectiveness of SDD in developing their speaking skills.

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<sup>73</sup> Utami Dewi, Universitas Islam, And Negeri Sumatera, “Investigating The Students ’ Challenges And Opportunities In Self-Directed English Language Learning Through Social Media Content : A Case Study Of Merdeka Curriculum School” 10, No. 3 (2024): 733–45.

<sup>74</sup> Scott Thornbury, “Thornbury How To Teach Speaking,” 2005.

<sup>75</sup> Imaliyah, “The Influence of Self-Directed Dialog Toward Students ’ Speaking Ability in SMAN 20 BATAM.”

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research uses a qualitative approach to explore students' experiences in using Self-Directed Dialogue (SDD) to explore their English speaking skills. This approach allows researchers to deeply explore the experiences, challenges, and benefits perceived by students. Data was collected through interviews, observations, and student reflections to gain a holistic understanding of the use of SDD in English language learning.<sup>76</sup> Qualitative research was chosen because it focuses on the meaning and experiences of individuals rather than numerical data. Qualitative research is not just about collecting data, but also about how that data is analyzed and interpreted.<sup>77</sup> Thus, this approach is suitable for understanding how students interpret the process of independent learning in speaking English.

The design of this research uses phenomenology, which aims to understand students' experiences subjectively in applying SDD. Phenomenology helps uncover the challenges faced by students, the strategies they use, and the impact of this learning approach on their speaking skills. This method emphasizes in depth exploration through detailed interviews and direct observation of students actively using SDD. By understanding their experiences, this research can provide broader insights into how students experience and respond to self-directed learning. Therefore, phenomenology

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<sup>76</sup> John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry Research Design: Choosing Among Five Approaches*, *Journal of Chemical Information and Modeling*, vol. 53, 2018.

<sup>77</sup> Uwe Flick, *Uwe Flick - An Introduction to Qualitative Research*-SAGE Publications, Inc. (2014), 2014.



was chose because it is relevant to the research objectives that highlight students' personal experiences in the learning process.

Through a phenomenological approach in this qualitative research, expected that a more comprehensive can be gained regarding how students experience SDD in relation to their speaking ability. This approach enables the researcher to explore and capture the actual phenomena related to students' experiences in applying the SDD method and the challenges they encounter during the process. These two aspects align with the main focus of this study, namely exploring students' learning experiences and identifying the difficulties they face while engaging in SDD. A deep understanding of students' experiences can serve as a foundation for supporting more student-centered and reflective language learning practice. In addition, this research can offer practical insights for teachers in facilitating autonomous learning environments that encourage learner independence. The results of this study can also help students understand the importance of independent speaking practice to boost their confidence. Thus, this research is expected to contribute to supporting the quality of English language learning in schools.

## **B. Research Context and Settings**

This research was conducted at state senior high school 3 Jember, a public high school in Jember, Indonesia, where English is taught as a compulsory subject. The school follows the national curriculum, which emphasizes the development of four language skills: listening, speaking, reading, and writing. However, like many other Indonesian high schools, the focus on speaking skills is often limited due to large class sizes and the

dominance of grammar-based instruction. As a result, students have fewer opportunities to practice speaking English in a communicative and interactive manner. To address this issue, SDD was introduced as a learning strategy to help students improve their speaking skills independently. This study explores how students engage with SDD and the challenges they encounter while implementing it as a learning tool.

State senior high school 3 Jember was selected as the research site because it provides a diverse learning environment with students from different academic backgrounds and varying levels of English proficiency. As a public high school, it represents a typical Indonesian secondary school setting, making the findings more applicable to similar institutions. Additionally, the school's structured English curriculum ensures that students have a foundation in the language, making it possible to explore how SDD contributes to their speaking experience. The research specifically focuses on tenth-grade students because they are at an early stage of their high school education, where they are still adjusting to more advanced English learning methods. By examining their experiences with self-directed dialogue, this study aims to provide insights into how independent learning approaches support students' speaking practice.

### **C. Research Participants**

The participants of this study were tenth-grade students at State Senior High School 3 Jember, selected through purposive sampling to ensure diversity in English proficiency levels. The total number of students in the observed class was 34; however, only ten students were chosen as the primary

participants for interviews and other data collection processes. These ten students were selected purposively because the researcher considered them capable of providing rich and relevant information regarding their experiences and challenges in using the SDD method to support their speaking skills. They represented different levels of speaking ability, from high to low proficiency. The selection was also based on their willingness to participate and their varying experiences with speaking English, ensuring that the study captured a broad range of perspectives. By including students with different skill levels, this research aimed to explore both the advantages and challenges of SDD across varying language competencies. The participants were expected to provide insights into their personal experiences, difficulties, and strategies in using SDD to improve their speaking skills.

These ten students were actively involved in semi-structured interviews, and reflective journals as part of the data collection process. The semi-structured interviews allowed each student to share their individual thoughts on SDD, their progress, and the obstacles they faced. Additionally, students maintained reflective journals to document their learning journey, providing a more detailed and personal perspective on their development. By combining these different data sources, the study ensured a comprehensive understanding of students' experiences with SDD.

Beyond the primary participants, the researcher also observed the general learning environment in the tenth – grade English classrooms to gain contextual insights into students' speaking practices. Observations included how speaking activities were conducted, how students interacted during

English lessons, and the role of the teacher in facilitating speaking exercises. This additional data helped contextualize students' individual experiences with SDD, ensuring that findings were interpreted within the broader classroom learning environment. By examining both individual and group perspectives, this research aimed to provide a well-rounded analysis of the role of self-directed dialogue in supporting students' speaking abilities.

#### **D. Data Collection Technique**

This study employed three primary data collection techniques: observations, students' reflective journals and interview. These qualitative methods were chosen to explore students' experiences and challenges of using SDD to support their speaking skills. By collecting data from multiple sources, this study ensured a comprehensive and in-depth analysis of students' engagement with SDD.

##### **1. Observation**

Observation served as one of the primary data collection techniques in this study to gain a comprehensive understanding of students' speaking practices and their engagement with self-directed dialogue activities. Through systematic classroom observations, the researcher aimed to capture authentic learning interactions and contextual factors shaping student behavior during English speaking lessons. This study used non-participant observation, which was conducted during regular English lessons in class X-7, which consisted of 34 students. In this approach, the researcher did not take part in any of the classroom activities but instead observed the teaching and learning process from a

distance. This method allowed for an objective view of how speaking activities were carried out by the teacher, how students responded, and how actively they engaged in the lessons. The focus was placed on the students' use of English, their level of confidence when speaking, and the challenges they faced during independent dialogue practice. Observational data were documented in the form of field notes, capturing relevant behaviors, classroom dynamics, and significant teaching-learning interactions related to speaking performance.

## **2. Interviews**

Individual semi-structured interviews were conducted with ten selected students selected from 34 students through purposive sampling to gather personal insights into their experiences with self-directed dialogue.

The interview format was designed to be flexible, allowing students to share their thoughts freely while ensuring that key research questions were addressed. The interviews explored students' challenges, progress, motivation, and perceptions of SDD as a learning tool. Follow-up questions were used to clarify responses and gain deeper insights into individual learning strategies. Each interview lasted approximately 30 to 35 minutes and was conducted in a private setting to encourage students to speak openly. All interviews were recorded with participant consent and later transcribed for analysis. This study used semi-structured interviews to explore students' experiences and challenges in depth, as this format allowed for flexible questioning and follow up to capture rich, detailed insights into their interactions with SDD.

### 3. Document review

Document review was conducted as a complementary technique to support the findings from observation, interviews, and student reflective journals. The documents reviewed included students' speaking performance results delivered in front of the class, the teaching module used during the implementation of SDD, and photo documentation taken throughout the observation process. The students' speaking tasks provided concrete examples of their progress in fluency, vocabulary, and structure, while the teaching module served to contextualize the instructional framework applied during SDD practice. Additionally, visual documentation such as photographs of students practicing, using learning tools, or engaging in reflection helped validate the implementation of SDD in real classroom settings. Altogether, these documents enriched the interpretation of students' experiences and challenges, and strengthened the credibility of the research findings.

### 4. Student Reflective Journals

As part of the data collection process, students were given reflective journals to document their experiences after using Self-Directed Dialogue (SDD) in speaking practice. This reflective journal consists of structured questions designed to help students analyze their progress, the difficulties they faced, and their perceptions of the SDD method. In this journal, students reflect on aspects such as their level of confidence, changes in speaking fluency, vocabulary expansion, and the challenges that arise during independent speaking practice. Data from the reflection journals



were collected and analyzed to gain deep insights into how students evaluate their learning experiences with SDD. In addition, these reflections are also used as a form of data triangulation with interview results and observations, thereby providing a more comprehensive picture of the long-term impact of SDD on students' speaking skills. To enrich the data, reflective journals became a supporting source to understand students' ongoing feedback throughout the intervention. These journals provided insights into their self-perceptions, emerging learning challenges, and personal strategies. Although not analyzed thematically, the reflective content served to support and validate data obtained from interviews and observation.

#### **E. Data Analysis**

This study employs thematic analysis to interpret qualitative data collected through observations, interviews, document reviews, and students' reflective journals. Thematic analysis is a method used to identify, analyze, and report patterns within data.<sup>78</sup> It enables researchers to derive meaningful insights from students' experiences with Self – Directed Dialogue (SDD) in supporting their speaking abilities. Thematic analysis in this study follows six steps: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.<sup>79</sup> These steps ensure a systematic approach in identifying key findings from students' reflections and interactions with SDD.

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<sup>78</sup> V. Braun, V., & Clarke, "Reflecting on Reflexive Thematic Analysis.," 2019.

<sup>79</sup> Braun, V., & Clarke.

The data analysis process begins with familiarization, where the researcher transcribes interviews, reads reflective journals, and reviews field notes to understand students' experiences. Next, initial coding is conducted to categorize meaningful data excerpts. These codes are then grouped into broader categories, leading to the identification of themes that capture significant aspects of students' engagement with SDD.<sup>80</sup> The themes are refined and validated through continuous comparison with the raw data to ensure credibility and consistency. The final step involves synthesizing the findings into a structured narrative supported by direct quotes. Example of thematic analysis results summarized in the table below :

**Table 2.4**  
**Finding of Self – Directed Dialogue Towards the Students' Speaking Ability for The First Year Senior High School**

<b>Coding</b>	<b>Transcript</b>	<b>Category</b>	<b>Themes</b>
Independent Speaking Practice	"...eventually get used to it and actually feel comfortable because I can practice anytime." (S1) "...I became more active and could control my learning method." (S2)	Self – directed learning behavior	Fostering learner autonomy through self – practice
Reflective self – recording	"...recording, then listening to it again and noting the parts that are not good." (S3) "...after recording, I listen to the recording and conduct a self-evaluation." (S6)	Metacognitive practice strategy	Supporting self - regulation through reflection
Speaking confidence	"More confident because I know this is just practice and no one is judging." (S2)	Emotional support in solo practice	Building confidence via solo speaking

<sup>80</sup> Braun, V., & Clarke.

	"I'm confident because I practiced on my own before performing." (S5)		practice
Digital tools	"During Practice, I use Google Translate and class notes as aids to understand and construct sentences." (S1) "I use Google Translate, YouGlish, and grammar notes from class to make my practice more effective and accurate." (S8)	Use of digital learning aids	Supporting speaking ability with digital learning tools
Fluency improvement	"I feel my ability has improved, especially in the aspect of speaking fluently after several practice sessions." (S3) "My progress is noticeable in terms of fluency and vocabulary, which becomes more varied with each practice." (S9)	Speaking performance progress	Strengthening fluency through repeated practice

#### F. Triangulation

To ensure the credibility and validity of the findings, this study applies triangulation by utilizing multiple data sources and methods. The two types of triangulations used in this study are triangulation of sources and triangulation of methods. Triangulation of sources is applied by comparing information obtained from different data sources, including interviews, classroom observations, document reviews, and students' reflective journals. By cross-referencing these sources, the researcher can validate whether the experiences and challenges reported by students are consistent across different

perspectives. This process helps to reduce bias and strengthen the trustworthiness of the findings.

Meanwhile, triangulation of methods is implemented by utilizing different data collection techniques to examine the same phenomenon. Observations provide real-time insights into students' engagement during SDD activities, while interviews offer a deeper understanding of individual experiences. Reflective journals capture students' self-evaluation over time, complementing the data gathered from interviews and classroom observations. By combining these methods, the research ensures a comprehensive understanding of how SDD relates to students' speaking experiences, strengthening the credibility of the conclusions drawn from the study. In this study, triangulation of sources and techniques are used because they allow the researcher to explore students' experiences and challenges SDD from multiple perspectives and through various techniques, thus deepening the depth, accuracy, and validity of the findings.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This chapter presents the findings of a study that explores how students use Self – Directed Dialogue (SDD) to explore their English speaking ability. These findings are based on qualitative data from ten purposively selected students over a three-week period. Students collected weekly reflection journals and participated in individual interviews to provide deeper insights into their experiences and challenges. Thematic analysis was used to identify recurring patterns, significant insights, and reported challenges. The results are presented in narrative form and supported by direct quotes from students to authentically illustrate each theme.

#### **1. Students' Experiences of Self-Directed Dialogue in Supporting Speaking Ability**

##### **Transitioning from discomfort to adjustment**

Based on observations conducted on May 2, 2025, in the early stages of implementing the Self – Directed Dialogue (SDD) method, most students exhibited stiffness and discomfort when asked to speak in English independently without a conversation partner.<sup>81</sup> Although they felt strange practicing speaking alone, they showed that they were willing to practice speaking by asking for their friends' help, as shown in Figure 4.1. This confirms that although the initial reaction to SDD is psychologically challenging, it also serves as a starting point for students to explore a more

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<sup>81</sup> Observation in SMAN 3 Jember (X 7 grade), 2<sup>nd</sup> April 2025

autonomous and reflective approach in speaking practice. The observation shows that while students were reluctant to speak alone at first, they made efforts to adapt by engaging peer support, indicating emerging initiative and willingness to learn.



Figure 4.1  
A student practicing SDD with peer support  
due to initial discomfort.

This is supported by the students' first – week reflection journals, which reveal that the experience of speaking alone feels strange and confusing for some students. Student S1 wrote that they felt nervous and confused because they were not used to speaking alone in English. A similar sentiment was expressed by S4, who stated that he feels awkward because he is not used to speaking alone in English. This condition illustrates the initial stage of psychological adaptation for students who are not yet accustomed to the self-directed practice approach without direct interaction. The journal entries reflect students' emotional and cognitive responses during their early engagement with SDD, particularly highlighting discomfort and a lack of familiarity. These entries demonstrate how the SDD method challenged students to overcome their

reliance on social interaction in speaking practice. Student reflection journal as shown in Figure 4.2

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ

Form: *Refleksi*  
Kelas: *X-7*  
Jurnal Refleksi

1. Bagaimana perasaan Anda setelah mencoba Self-Driven Dialogic Practice SDD?
2. Hal apa yang paling sulit, dan paling sulit dalam latihan ini?
3. Menurut Anda apa yang Anda dapatkan? (Bahasa, skill, minat, teman, dll.)
4. Apa tantangan yang Anda alami saat berbicara dan bagaimana Anda mengatasinya?
5. Apa target Anda untuk latihan berikutnya?

1. Setelah saya mencoba latihan Self-Driven Dialogic Practice SDD, saya merasa ada banyak hal yang saya dapat, seperti meningkatkan kepercayaan diri saya, meningkatkan skill saya, dan meningkatkan minat saya. Saya juga merasa ada tantangan yang saya alami saat berbicara, yaitu merasa gugup dan takut. Saya juga merasa ada tantangan yang saya alami saat berbicara, yaitu merasa gugup dan takut. Saya juga merasa ada tantangan yang saya alami saat berbicara, yaitu merasa gugup dan takut.

2. Hal yang paling sulit dan paling sulit dalam latihan ini adalah berbicara sendiri tanpa ada teman yang membantu. Saya merasa gugup dan takut saat berbicara sendiri.

3. Menurut saya, saya mendapatkan banyak hal dari latihan ini, seperti meningkatkan kepercayaan diri saya, meningkatkan skill saya, dan meningkatkan minat saya. Saya juga merasa ada tantangan yang saya alami saat berbicara, yaitu merasa gugup dan takut.

4. Tantangan yang saya alami saat berbicara adalah merasa gugup dan takut. Saya mengatasinya dengan cara berbicara sendiri tanpa ada teman yang membantu.

5. Target saya untuk latihan berikutnya adalah berbicara dengan lebih percaya diri dan lebih lancar.

Figure 4.2

One of the student's reflective journal entries about their initial experience speaking alone in English using the SDD method.

This experience is also reinforced by interview data that show students' initial impressions when undergoing SDD practice. Students 1 expressed:<sup>82</sup>

*"At first, I felt awkward because I wasn't used to talking by myself..."*, while Students 3 said, *"At first, it felt strange because I had to speak alone, which made me lack confidence..."*.<sup>83</sup> That awkwardness is part of the adjustment process to the new learning format, which demands courage, creativity, and self-reflection.

The interview data confirms that the feelings of awkwardness and insecurity were common among students, emphasizing the psychological challenge of transitioning from interactive to individual speaking tasks. Although this discomfort arose at the beginning of the implementation, the weekly journal data showed positive development in the following weeks. Many students began to feel more accustomed and confident as the training sessions increased. This shows that the initial stage of discomfort

<sup>82</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>83</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025



is not a permanent barrier, but rather a part of the transition process towards more autonomous and reflective learning.

Thus, these findings reflect the natural dynamics of students in adapting to the SDD method. The awkwardness experienced at the beginning of learning is an important indication of the emotional challenges that need to be recognized by teachers, so they can provide appropriate support in the early stages of independent speaking practice. Successful adaptation from this discomfort becomes a strong foundation for the growth of internal motivation and the continuous improvement of speaking skills.

#### **Motivating speech through imagined context**

Based on the observation results of the SDD training activities on May 2, 2025, the researcher found that several students showed high enthusiasm for practicing even without being directly asked.<sup>84</sup> Some students, as seen in image 4.3, even requested extra time for practice and made personal notes as well as used their phones to play previous practice recordings. One of the students was seen writing that the speaking target for the following week was not to read the text in their book, indicating an internal drive to continue growing in their speaking confidence. These observational findings reveal that some students took initiative in managing their own learning, demonstrating self-regulation, independence, and motivation that originated from within, rather than from teacher prompts.

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<sup>84</sup> Observation in SMAN 3 Jember (X 7 grade), 2<sup>nd</sup> April 2025



Figure 4.3  
students independently record speaking targets and play training recordings as part of SDD practice.

These findings indicate the emergence of intrinsic motivation or internal motivation in some students, which is the drive to learn and improve speaking skills due to personal awareness, rather than external pressure or instruction. SDD provides sufficient freedom for students to take control of their learning process, and this becomes a trigger for the growth of a desire to learn voluntarily.

The findings from this observation are reinforced by the students' journal reflections in the third week. Student 6 stated: *"The big change is that I can speak without hesitation and my voice is clearer."* In addition, Student 1 wrote: *"In my opinion, it is very helpful because it makes me practice on my own."* These journal entries demonstrate students' growing confidence and sense of ownership over their learning progress, signifying a shift from extrinsic to intrinsic motivation through the SDD experience. Student reflection journal notes as shown in Figure 4.4



Figure 4.4

One of the students' reflective journal entries about the improvement in speaking skills after SDD.

This statement reflects an awareness and internal satisfaction with the progress they feel, as well as the belief that they can develop skills independently. This serves as an indicator of intrinsic motivation for learning, not merely due to assignments.

Interviews also provided strong support for this finding. One of the key quotes comes from Student 1, who said:<sup>85</sup>

*"I became more confident and not afraid to speak even if it's not perfect."*

The interview responses highlight how students internalize their growth and feel personally empowered to continue developing their speaking ability, confirming that their motivation is not based on obligation but genuine interest. That quote clarifies that students perceive this method not as a burden, but as a personal opportunity for growth, which naturally stems from intrinsic motivation. Furthermore, Student 6 stated:<sup>86</sup>

*"I feel like I'm talking in real life because I have to imagine the conversation situation."*

<sup>85</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>86</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

This indicates that students are actively engaging their imagination and context-awareness during practice, showing their autonomy in directing the learning experience based on personal initiative. This shows that the student is aware of specific learning needs and actively takes the initiative to address them. Such motivation is internal and does not rely on teacher supervision.

### **Fostering learner autonomy through self – practice**

Based on the observation conducted on May 06, 2025, a number of students appeared to be undergoing the speaking practice process with high initiative.<sup>87</sup> They did not wait for instructions to start; instead, they immediately prepared recording equipment, organized their speaking ideas, and chose a comfortable practice location. This shows that they have internalized the habit of independent learning. For example, in image 4.3, Student 2 appears to choose to practice quietly in the corner of the classroom while reading their notes, a habit they have built themselves week by week. These observations indicate that students have begun taking full responsibility for initiating and managing their own speaking practice, without relying on teacher directions, suggesting a growing sense of autonomy. See the picture. See Figure 4.5

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<sup>87</sup> Observation in SMAN 3 Jember (X 7 grade), 6<sup>nd</sup> April 2025



Figure 4.5

The student practices independently by reading notes in the corner of the classroom.

In the third week's reflection journal, the student wrote that this method made him feel more responsible for his learning process S2 say:

*"SDD made me more independent and more aware of my own mistakes."*

Meanwhile, Student 4 stated that she feels more at ease controlling her own learning progress and is not dependent on the teacher's guidance:

*"Yes, because I can control my own learning progress."* These journal

reflections demonstrate an increased awareness of personal responsibility in learning, indicating that students are not only adjusting behaviorally but also cognitively embracing their role as independent learners. See Figure

4.6

STUDENTS' REFLECTIVE JOURNAL – RESEARCH DATA FROM 10<sup>TH</sup> GRADE  
STUDENTS SMAN 3 JEMBER

Nama : M. Rando N  
Kelas : X-7

Jurnal Refleksi 3

Apa perubahan paling besar yang Anda rasakan selama 3 minggu ini?  
Saya merasa lebih nyaman dan lebih berani karena bisa praktik  
selalu

Teknik atau strategi apa yang paling membantu Anda selama latihan?  
Latihan video dan mendengar video orang lain berbicara

Apa pendapat Anda tentang Self-Directed Dialogue sebagai cara belajar berbicara?  
SDD membantu saya lebih mandiri dan lebih bisa mengatur  
kegiatan sendiri

Apakah Anda ingin melanjutkan latihan seperti ini di masa depan? Mengapa?  
Ya, karena saya bisa latihan kapan saja dan mengatur waktunya

Saran apa yang ingin Anda berikan agar latihan ini lebih baik untuk siswa lain?  
beri tips yang berguna 10 minggu supaya lebih mudah

Figure 4.6

Student reflection journal on increased responsibility and learning independence through the SDD method.

This statement is further strengthened by the confession in the interview, where Student 1 said that over time he felt comfortable because he could practice anytime without having to wait for others:<sup>88</sup>

*"...eventually got used to it and actually felt comfortable because I could practice anytime."*

Student 2 also added that they are more active and have control over the learning methods they choose:<sup>89</sup>

*"...I have become more active and can control my learning methods."*

The interview findings affirm the students' sense of agency and ownership in the learning process, where flexibility and self-management play a key role in developing speaking skills. These findings show that SDD encourages students to become independent learners. They learn to take responsibility for their time, tools, and methods of practicing speaking. This is an important foundation in fostering learning independence and enhancing students' intrinsic motivation.

<sup>88</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>89</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

### Supporting self – regulation through reflection

In the implementation of independent practice observed by the researcher on May 16, 2025, students often engaged in the process of re-recording aimed at assessing and refining their performance.<sup>90</sup> Some students were seen noting down parts they considered unclear or inaccurate from their recordings, and then trying to correct them in the next practice. It can be seen in Figure 4.7, Student 3 always takes the time to listen to the recording again and marks the parts that sound weak or incorrect. This observation shows that students are no longer just completing a task, but are actively applying metacognitive strategies such as monitoring and evaluating their own performance as an indicator of reflective learning behavior.



Figure 4.7  
The student reviews the practice recordings to correct and improve their skills.

This experience is reflected in the week three reflection journal.

Student 6 wrote that he was helped by the habit of listening back to his voice recordings and doing self-evaluation: *"Listening back to recordings and self – evaluation."* Similarly, Student 5 stated that he is used to noting

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<sup>90</sup> Observation in SMAN 3 Jember (X 7 grade), 16<sup>th</sup> April 2025



the mistakes he finds himself, then repeating that part to improve: *"Practice by noting your own mistakes and correcting them."* These reflective journal entries confirm that students are becoming more self-aware and engaged in continuous improvement, using their own recorded output as material for critical review and self-correction. See Figure 4.8



Figure 4.8

One of the students' reflective journal entries about self-evaluation through audio recordings in SDD practice.

In the interview, Student 3 explained how he uses recordings as a means of evaluation:<sup>91</sup>

*"...recording, then listening back and noting the parts that need improvement."* Student 6 also expressed a similar strategy:<sup>92</sup>  
*"...after recording, I listen to the recording and conduct a self-evaluation."*

These interview findings further reinforce the notion that students are integrating self – evaluation into their practice routines, treating SDD not only as a task but as an opportunity to improve iteratively based on their own observations. From these findings, it can be concluded that self-reflection has naturally developed into a strategy in the students' training process. SDD not only provides a space for practice but also fosters students' awareness of their own strengths and weaknesses. This is an

<sup>91</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>92</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

important practice in the sustainable development of speaking competence.

### **Building confidence via solo speaking practice**

Based on observations conducted on May 2, 2025, some students still appeared hesitant and nervous when speaking during practice. However, over time, most of them began to show changes in expressions and body gestures that were more calm and confident. When the researchers conducted observations on May 16, 2025, they found that the students no longer hesitated to repeat sentences when they made mistakes, and some even began using facial expressions and intonation during practice as if they were speaking in front of an audience. These observational findings suggest a positive shift in students' speaking behavior, indicating the emergence of self-confidence and natural expressiveness during speaking practice an essential component of communicative competence. This is supported in the third week's reflection journal, where Student 1 admitted that they were no longer too nervous and could convey ideas smoothly: *"I am not too nervous and can convey ideas smoothly."* Meanwhile, Student 7 stated that they are no longer afraid of making mistakes and feel more natural when speaking: *"I'm no longer afraid of making mistakes and can speak more naturally."* The journal reflections confirm that students are experiencing internal progress, especially in terms of emotional readiness and fluency when speaking, reflecting growing confidence and reduced anxiety. As seen in Figure 4.9

STUDENTS' REFLECTIVE JOURNAL - RESEARCH DATA FROM 10<sup>TH</sup> GRADE  
STUDENTS SMAN 3 JEMBER

Nama: Aldy Novelya W  
Kelas: X.3

Jurnal Refleksi 3

Apa perubahan paling besar yang Anda rasakan selama 3 minggu ini?  
Saya tidak takut lagi dan bisa bicara lebih natural  
dan

Teknik atau strategi apa yang paling membantu Anda selama belajar?  
Mengingat kata-kata dan menghafal secara (knp latihan) sebelum  
latihan

Apa pendapat Anda tentang Self-Directed Dialogue sebagai cara belajar terbaik?  
Su sangat membantu saat kita akan belajar bahasa Inggris

Apakah Anda ingin melanjutkan latihan seperti ini di masa depan? Mengapa?  
Iya, karena cara tersebut ya sangat membantu dan efektif, saya  
ya, mengingat kata-kata dan bisa lebih speaking

Berapa kali yang ingin Anda lakukan lagi setelah ini untuk meningkatkan diri?  
Setiap hari dan setiap saat

Figure 4.9

Student reflection on speaking more fluently and naturally without fear of making mistakes.

The results of the observation and reflection journal were supported by interviews with the students. In the interview, Student 2 said that he feels confident because he doesn't feel judged when practicing alone:<sup>93</sup>

*"I feel more confident because I know this is just practice and no one is judging."* Student 5 supports this statement by saying that they feel more prepared to perform after practicing independently:<sup>94</sup> *"I am confident because I practiced on my own before performing."*

These interview responses provide deeper insight into the psychological comfort students feel during SDD, showing that the absence of external pressure facilitates emotional security and nurtures self – assurance. This change shows that the SDD method provides a pressure-free learning environment. The practice conducted without direct assessment from teachers or peers allows students to gradually build their confidence.

<sup>93</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>94</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

### Applying sentence structure consciously

Based on the observation conducted on May 16, 2025, it was noted that some students consciously structured their sentences first before recording dialogues in the Self-Directed Dialogue (SDD) session.<sup>95</sup> They were seen writing sentences in the Subject – Predicate – Object (Simple sentence) pattern, then checking again whether the structure was in accordance with correct grammar. This observation highlights students' growing awareness of sentence construction, signaling the emergence of metalinguistic strategies as they shift from spontaneous speech to intentional and accurate formulation. This can be observed in Figure 4.10, where students explicitly write and check the components of the sentence such as subject, predicate, and object before recording the dialogue.



Figure 4.10  
Students arrange and check the Simple sentences before the SDD recording practice.

These findings indicate that students are not only memorizing or speaking spontaneously, but are beginning to show systematic thinking

<sup>95</sup> Observation in SMAN 3 Jember (X 7 grade), 16<sup>th</sup> April 2025



Furthermore, the interview results support this finding. Student 3 stated:<sup>96</sup>

*"...I try to construct sentences with a subject, predicates, and object."*

This indicates that students do not only rely on speaking practice, but also review basic grammar rules as a foundation for constructing sentences. This process reflects the integration between mastery of sentence structure and speaking skills. In addition, student 6 also said:<sup>97</sup>

*"...I Try to make sure there are subjects, predicates, and objects so that it's neater."*

This statement shows that students first compose scripts with simple sentence structures, then develop them into more complex sentence forms. This indicates a gradual process in constructing sentences: from basic sentences to varied forms. This process is part of grammatical competence, which involves mastery of structure and flexible adaptation to speaking contexts.

### **Supporting speaking ability with digital learning tools**

During the observation, students often appeared to use digital devices to support their speaking practice.<sup>98</sup> Some of them were seen opening translation apps, online dictionaries, as well as educational videos from YouTube or other speaking practice apps as references. This shows that students take initiative to integrate digital tools in their speaking preparation, indicating autonomy in seeking supplementary learning aids.

The use of this technology is done independently, whether to find new

<sup>96</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>97</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>98</sup> Observation in SMAN 3 Jember (X 7 grade), 9<sup>th</sup> April 2025



vocabulary, practice pronunciation, or construct proper sentence structures. When the researcher observed the students during their independent speaking practice, the researcher found that many of the students used YouTube as their learning tool. As shown in Figure 4.12, students watch dialogue videos on YouTube for reference to the dialogues they will use. *See the picture.*



Figure 4.12

Students use YouTube videos as references in their independent speaking practice.

The observational data above suggest that students strategically utilize digital media for both content input and model imitation, which enriches their speaking practice and reduces their dependence on the teacher. The results of the observation are supported by reflection journals written by several students. In the second week's reflection journal, Student 6 wrote that she tried to use new vocabulary such as "method," "learning," and "experience," which he obtained from various online references. Student 8 also mentioned that she used words like "opinion," "confidence," and "support," as a result of the practice and preparation she had done beforehand. The reflection journal written by the student is shown in Figure 4.13



Student reflection journal entry on the use of new vocabulary obtained from online references through independent search.

The interview supports this finding. Student 1 mentioned that he used Google Translate and class notes:<sup>99</sup>

The interview data confirms students' conscious selection of online tools to support their speaking tasks, demonstrating their strategic use of multiple digital resources to improve fluency and accuracy. These findings show that students are not just passively receiving material from teachers, but actively seeking learning resources that meet their needs. SDD encourages students to explore technology as a learning tool, which helps expand vocabulary and improve language accuracy.

<sup>100</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

### Strengthening fluency through repeated practice

The results of the observation conducted on May 9, 2025 show that this week, some students were able to speak more fluently compared to the first week.<sup>101</sup> They less frequently paused mid – sentence and didn't repeat words as often. In the observation session, Student 3 and Student 9 showed significant improvement, particularly in the use of transition phrases and expressing opinions. The researcher found that both students attempted to engage in dialogue together to determine how fluent they were when conversing with their interlocutor. Not only did they engage in dialogue, but they also appreciated each other for their successes in learning to speak independently. As seen in Figure 4.14



Figure 4.14  
Two students practice dialogue together to measure their speaking fluency and appreciate each other's progress.

The observational data highlights not only individual progress but also peer interaction as a positive reinforcement, indicating that the SDD method encourages collaborative self – assessment and motivation. Student reflections support the findings in this observation. Student 9 wrote in the second week's journal: "I can practice more naturally and not

<sup>101</sup> Observation in SMAN 3 Jember (X 7 grade), 9<sup>th</sup> April 2025

too stiffly." and Student 3 noted: "My progress is being able to speak longer without stopping." See in Figure 4.15

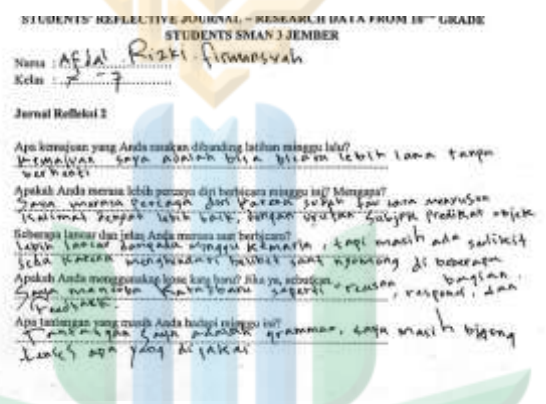


Figure 4.15

One of the student's reflection writings about speaking more fluently and naturally through SDD practice.

These reflective journal entries reveal that students consciously recognize and appreciate their growing fluency, which shows increasing self-awareness and confidence in their speaking abilities. That is also reflected in the interview results. From the interview results, Student 3 stated:<sup>102</sup>

*"I feel my ability has improved, especially in the aspect of speaking fluently after several practice sessions."* And Student 9 added:<sup>103</sup>  
*"My progress is noticeable in terms of fluency and vocabulary, which becomes more varied with each practice."*

The interview responses confirm students' perceptions of their own fluency improvement and vocabulary expansion, indicating the effectiveness of repeated independent practice. These findings indicate that independent practice using the Self-Directed Dialogue method helps students gradually support their speaking skills. The habit of recording and repeatedly practicing dialogues allows students to become accustomed to the flow of idea delivery. This has a direct impact on supporting speaking

<sup>102</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>103</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

fluency because students begin to think and speak in English simultaneously.

### **Organizing ideas for clearer expression & Responding spontaneously in solo dialogue**

During observation session conducted by the researcher on May 16, 2025, there was an observable improvement in students' ability to convey ideas in a coherent and logical manner.<sup>104</sup> Some students demonstrated more structured English language skills, not only speaking in long sentences but also being able to arrange ideas in a clear and logical order. Specifically, student 1 and student 7 are prime examples of this achievement. They not only express opinions but also organize arguments using appropriate connectors such as first, then, and finally. The pattern of delivery they use reflects an understanding of discourse structure as well as the ability to think systematically. The sentences they formed have clear subjects and predicates, and show continuity between ideas, making their arguments easy to follow and convincing.

These observation results demonstrate that students are developing discourse competence, where their utterances are no longer limited to isolated sentences but form logically sequenced speech segments. The findings in the observation are supported by the students' third – week reflection journals. Student 10 wrote: "I can now speak without a script and convey ideas coherently." Student 1 also wrote: "I am not too nervous

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<sup>104</sup> Observation in SMAN 3 Jember (X 7 grade), 9<sup>th</sup> April 2025

and can convey my ideas smoothly." See the student's reflection journal in

Figure 4.16

STUDENTS' REFLECTIVE JOURNAL - RESEARCH DATA FROM 10<sup>th</sup> GRADE  
STUDENTS SMAN 3 JEMBER

Nama : Chelisa Umida S.  
Kelas : X.7

Jurnal Refleksi 3

Apakah perubahan paling besar yang Anda rasakan selama 3 minggu ini?  
Saya semakin bisa bicara tanpa naskah / script dan bisa menyampaikan ide dengan lancar.

Teknik atau strategi apa yang paling membantu Anda selama latihan?  
Saya menulis poin-poin pembicaraan terlebih dahulu, kemudian saya praktikkan secara lisan.

Apakah pendapat Anda tentang Self-Directed Dialogue sebagai cara belajar berbicara? Runtun materi ini membantu saya dalam menyampaikan pembicaraan dengan lancar dan terdengar, dan saya merasa lebih percaya diri.

Apakah Anda ingin melanjutkan latihan seperti ini di masa depan? Mengapa?  
Tentu saja, karena latihan ini dapat meningkatkan kemampuan berbicara di rumah juga bisa untuk mengisi kekosongan.

Saran apa yang ingin Anda berikan agar latihan ini lebih baik untuk masa lain?  
Membuat soal-soal yang lebih banyak agar bisa digunakan di rumah.

Apakah Anda merasa lebih percaya diri dalam berbicara?  
Ya, karena saya sudah bisa menyampaikan ide-ide saya dengan lancar dan terdengar.

Figure 4.16

Student reflection journal entry about the ability to speak without a script

These journal entries indicate students' awareness of their progress

in structuring and delivering their ideas, reflecting increased self-

confidence and mastery of coherent expression. The results of both are

also supported by the interview results with the students. In the interview,

Student 1 said:<sup>105</sup>

*"With this practice, I have become used to expressing ideas clearly and no longer get confused when forming sentences."* and Student 7 added:<sup>106</sup> *I feel i can deliver ideas more coherently and fluently because i prepare the key points i want to talk about."*

Meanwhile, other students talked about how their responses were

spontaneous during speaking practice. Student 3 said:<sup>107</sup>

*I once tried to respond to a question I made myself..."*

From these interview excerpts, it is evident that students are not

only planning their ideas systematically but are also attempting to simulate

natural conversational scenarios, which supports the development of

<sup>105</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>106</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>107</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

spontaneous yet coherent speaking ability. From the overall findings, it appears that students are beginning to convey ideas in a structured manner, not only in terms of grammar but also in the logic of their delivery. In addition, there is an effort from the students to practice spontaneity in answering questions or responding to self-created scenarios. This indicates that SDD provides a flexible practice space to develop more natural oral communication skills.

## **2. Challenges Faced by Students in Using Self-Directed Dialogue to Support Their Speaking Ability**

### **Facing grammar and vocabulary difficulties**

Based on the observations conducted by the researcher on May 13, 2025, it was found that some students still face difficulties in continuing sentences when speaking in English.<sup>108</sup> This difficulty is generally caused by a limited vocabulary needed to express ideas. In some moments, students are seen pausing for quite a long time in the middle of a sentence, repeating the same word over and over, or even choosing to replace difficult phrases with simpler and more memorable words. This phenomenon not only occurs during formal practice sessions but is also evident when students interact spontaneously outside the classroom. The researchers noted that Student 3 and Student 7 experienced difficulties in constructing sentences, especially when they attempted to engage in paired dialogue on their own initiative, without direct instruction. In those moments, both appeared hesitant and stopped mid – sentence because they

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<sup>108</sup> Observation in SMAN 3 Jember (X 7 grade), 13<sup>th</sup> April 2025



were unsure of the correct grammar structure. Student 7, in particular, seemed to repeat the same phrase several times, indicating confusion in constructing the sentence structure correctly. This situation is clearly visible in the students' activities during independent practice outside the classroom, as documented in Figure 4.17



Figure 4.17  
Students have difficulty constructing sentences during independent speaking practice outside of class.

These observation results indicate that limited vocabulary and grammatical uncertainty are significant obstacles that hinder students' ability to produce fluent and spontaneous speech during independent practice. This is also supported by the student reflection journal. In the second week's reflection journal, Student 3 wrote: *"My challenge is grammar, I still often get confused about which tense to use."* Meanwhile, Student 7 stated: *"My challenge is forming spontaneous sentences."* (See image 4.18)



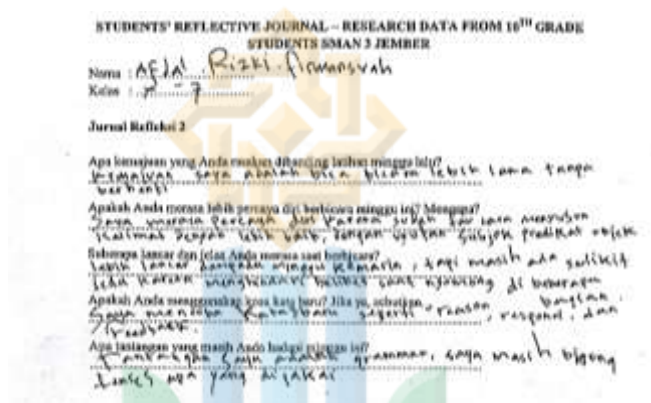


Figure 4.18

One of the student's reflections on the difficulty of grammar in forming spontaneous sentences.

These journal entries confirmed that students were aware of their struggles with grammar accuracy and spontaneous sentence construction, which often leads to hesitation or overly simplified expressions. Both findings are also supported by the results of interviews with students. In the interview, Student 3 stated:<sup>109</sup>

*"My main difficulty is grammar, because i often forget the correct sentence structure."* and Student 7 added:<sup>110</sup> *"The challenge is remembering the vocabulary related to the topic, especially if the theme is unfamiliar to me."*

These interview statements strengthen the pattern seen in both observations and journals, showing that grammar and vocabulary are recurring barriers faced by students in self-directed speaking activities. These findings showed that although SDD encouraged students to be independent in speaking practice, difficulties in mastering vocabulary and sentence structure still hinder their fluency. Without direct guidance, students often experience confusion in using grammar and in finding words that fit the context. Therefore, basic linguistic understanding

<sup>109</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>110</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

remains an important foundation that must continue to be nurtured in the process of independent speaking.

### **Inconsistent practice as a learning barrier**

Observation results show that not all students consistently practiced speaking during the implementation of the Self – Directed Dialogue (SDD) method.<sup>111</sup> In the third week, the researcher observed that some students did not immediately start the practice even though there was enough time available. There is a tendency to procrastinate the execution of the exercises, with some students appearing unprepared or reluctant to start the dialogue independently. Some students only started practicing after some time had passed, and many appeared passive for most of the session.

These observational findings suggest that several students show low engagement and motivation during unsupervised practice sessions, possibly due to lack of external pressure or personal readiness. The findings from this observation are reinforced by student reflections in their learning journals. In the second week's journal, Student 10 wrote: *"I can only practice if the assignments from other subjects are not too many"*. This statement indicated that factors such as self-readiness and other task burdens are the main reasons behind the low frequency of practice. As seen in Figure 4.19

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<sup>111</sup> Observation in SMAN 3 Jember (X 7 grade), 16<sup>th</sup> April 2025

STUDENTS' REFLECTIVE JOURNAL - RESEARCH DATA FROM 10<sup>th</sup> GRADE  
STUDENTS SMAN 3 JEMBER

Nama : Chaidar, E. M. S.  
Kelas : X. 7

Jurnal Refleksi 2

Apakah kemajuan yang Anda rasakan dibanding latihan minggu lalu?  
Sedikit, karena masalah waktu, banyak latihan, dan banyak tugas.

Apakah Anda merasa lebih percaya diri berbicara minggu ini? Mengapa?  
Ya, karena saya sudah latihan dan sudah bisa berbicara dengan lancar.

Seberapa lancar dan jelas Anda merasa saat berbicara?  
Cukup, lancar, dan sudah bisa berbicara dengan lancar.

Apakah Anda menggunakan cara lain baru? Jika ya, sebutkan.  
Ya, saya menggunakan cara lain, yaitu dengan menggunakan alat bantu, seperti kartu kata.

Apakah tantangan yang masih Anda hadapi minggu ini?  
Masalah waktu, karena banyak latihan dan banyak tugas, sehingga saya tidak punya waktu untuk latihan berbicara.

Figure 4.19

One of the students' reflective journal entries about practice time being affected by other homework.

This reflective journal shows that time management and academic

workload are significant factors affecting students' willingness and ability

to carry out regular speaking practice independently. A similar

phenomenon also emerged in the interviews conducted after the lessons.

Student 10 expressed:<sup>112</sup>

*"I practice when I don't have a lot of assignments." Student 5 added:<sup>113</sup> "Sometimes I don't practice if I'm tired or have other assignments." Student 6 added:<sup>114</sup> "I only practice when I don't have a lot of assignment."*

These quotes showed that the low frequency of practice was caused by various factors, both external like academic workload and internal like lack of mental readiness, confusion in organizing ideas, and lack of confidence in speaking. These interview statements confirm that the inconsistency in practice is not solely due to lack of interest, but rather influenced by external academic demands and students' internal conditions like fatigue or low motivation.

<sup>112</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>113</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>114</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

From the overall data, it can be concluded that consistency is the main challenge for some students in applying the SDD method. Because the practice is done independently and is not always directly supervised by the teacher, many students only practice when they feel ready or when there are no external obstacles like other assignments. This habit was closely related to the theme of low engagement frequency that emerged from the thematic analysis. This indicated the need for an active role of teachers in providing support, organizing a structured practice schedule, and offering a simple monitoring system so that students remain motivated and can maintain the continuity of their speaking practice.

### **Maintaining Idea Consistency**

Based on the observation conducted on May 06, 2025, it was shown that some students had difficulty in conveying their ideas in a coherent manner.<sup>115</sup> Students often lose track of the conversation, repeat topics, or present ideas that jump around. This difficulty is evident when students repeat the opening sentence three times without completing the main idea they want to convey. As shown in Figure 4.20, Student 5 appears to repeat the opening sentence multiple times without being able to develop the subsequent ideas. As a result, the student had to ask for help from their friend and open Google Translate to find the necessary vocabulary to convey their ideas more clearly. This shows that besides the lack of a coherent thought structure, the limited vocabulary also affects the fluency and clarity in conveying ideas verbally. This observation

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<sup>115</sup> Observation in SMAN 3 Jember (X 7 grade), 6<sup>th</sup> April 2025

illustrates students' struggle with coherence and vocabulary recall when speaking spontaneously, often leading to hesitation and dependence on external aids. *See the picture.*



Figure 4.20  
The student repeated the opening sentence several times and asked for help from a friend as well as used Google Translate.

The findings from this observation are reinforced by reflections in the learning journal. Student 5 wrote, *"It's still difficult to maintain the consistency of ideas when speaking,"* and Student 8 stated, *"The challenge is: how to maintain the flow and not jump from topic to topic."* The statement shows that the students reflectively realize that maintaining coherence of ideas while speaking is a real challenge they face. They have difficulty expressing their opinions in a sequential manner and connecting one idea to another without deviating from the main topic. This reflection revealed students' self-awareness regarding their speaking issues, particularly in maintaining idea progression and avoiding topic shifts. See Figure 4.21

Figure 4.21

One of the students' reflective journal entries about the challenge of maintaining the flow of ideas while speaking.

This was also confirmed in the interview. Student 2 said:<sup>116</sup>

*"The challenge is to keep the conversation flowing without jumping around"* and Student 5 reiterated:<sup>117</sup> *"The difficulty lies in maintaining consistency while speaking and not repeating words"*

These interview excerpts confirm that the students' difficulties with coherence are persistent across different speaking contexts, suggesting that spontaneous speech remains a cognitive challenge. These two quotes reinforce the finding that the ability to speak with a logical and structured flow has not yet been fully mastered by the students. Although they may understand the topic being discussed, difficulty in organizing and structuring ideas coherently causes the message they want to convey to be ineffective or confusing for the listener.

Overall, these findings indicate that organizing ideas coherently in the context of spontaneous speaking remains a real challenge in the application of the Self – Directed Dialogue method. The irregularity of the flow of conversation, the repetition of initial sentences, and the reliance on

<sup>116</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

<sup>117</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025



friends or translation aids reflect the students' lack of readiness to develop arguments independently and structurally. Therefore, speaking exercises that focus on developing logical thinking, enriching vocabulary, and strategizing idea organization are important steps that need to be integrated into the implementation of SDD to further enhance students' oral communication skills.

### **Struggles and Adaptations in Pronouncing Words**

Based on the observations conducted on May 16, 2025, several students experienced difficulties in pronouncing certain words, especially when encountering new vocabulary or words with complex pronunciations.<sup>118</sup> As shown in Figure 4.22, it can be seen that Student 4 and Student 8 experienced difficulties in pronouncing several English words during their independent speaking practice. Although they practiced individually, both listened to each other's practice alternately. At first, Student 4 started the dialogue, while Student 8 observed and listened. At a certain point, Student 4 seemed to have difficulty pronouncing the word "comfortable." He paused and repeated the word three times, while recalling the correct pronunciation. His facial expression showed confusion, and he even glanced at the notes in his hand or tried to say it with a different intonation. After that, they switched roles: Student 8 started their dialogue and was listened to by Student 4. However, during the process, Student 8 abruptly stopped the dialogue several times when new words came to mind. He seemed hesitant to continue because he was

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<sup>118</sup> Observation in SMAN 3 Jember (X 7 grade), 16<sup>th</sup> April 2025



unsure about the pronunciation of the word. This observation highlights that students often experience hesitation, repetition, and pauses when they are unsure about word pronunciation, even during peer-supported practice sessions. Look at the picture



Figure 4.22

The student has difficulty pronouncing new vocabulary during independent speaking practice with a friend.

Student reflections reinforce this finding. In the second week's reflection journal, Student 4 wrote: *"My challenge remains in pronunciation and avoiding word repetition."* This statement reflects his lack of confidence in pronouncing certain words, which makes him repeat them until he feels sufficiently confident. Student 8 also wrote: *"Sometimes I stop in the middle of a sentence because I don't know how to pronounce the word."* This reflection shows that pronunciation not only disrupts fluency but also the flow of thought and the students' courage to continue the dialogue. This showed that the difficulty in pronunciation was not only experienced by those two students, but has become a broader challenge. These reflections indicated that pronunciation issues not only affected delivery but also influence students' confidence and cognitive flow when speaking. Reflection journal as shown in Figure 4.23



Figure 4,23

One of the students' reflective journal entries regarding pronunciation difficulties that disrupt speech fluency.

This is also supported by the results of interviews with the students. In the interview, Student 4 expressed:<sup>119</sup>

*"I mispronounced the word "conversation," so I practiced at home until I got it right."* This reflects an awareness and effort for self-improvement even without direct guidance. Student 8 said:<sup>120</sup> *"...pronouncing it is difficult, so sometimes I replace it with a simpler word."* This strategy shows that the students are compensating to avoid pronunciation mistakes. Meanwhile, Student 6 also stated:<sup>121</sup> *"If I'm unsure about the pronunciation, I check Google or listen to a video first."*

These interview responses reinforce the idea that students actively seek ways to overcome pronunciation barriers, although they often do so independently and without immediate corrective feedback. Based on the three sources of data: observation, reflection journals, and interviews, it can be concluded that difficulties in pronunciation are a real challenge that hinders students' fluency in speaking when using the Self-Directed Dialogue method. This obstacle affects confidence, the courage to express ideas, and the tendency to avoid certain words. The lack of direct feedback

<sup>119</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>120</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>121</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

from the teacher during practice makes students have to find their own ways to correct their pronunciation. Therefore, the integration of audio-based technology such as Google Pronunciation, speaking training apps, or video-based learning becomes an important alternative to support pronunciation accuracy in the context of self-study.

### **Promoting Awareness Through Self-Assessment Practice**

Based on observations conducted on May 13 and May 16, 2025, several students appeared confused after completing the independent speaking exercises.<sup>122</sup> They seemed unsure whether the dialogue they delivered was correct or still needed improvement.<sup>123</sup> Student 9 appeared to replay their audio recording using a phone, then reopened their grammar notes, but did not immediately make any revisions. She only listened for a moment and then put his notes away again. Like in Figure 4.24. This showed that although she had tried to evaluate herself, she had not fully understood which parts need improvement. Student 1 also exhibited similar behavior: after completing the exercise, he appeared to be lost in thought and wrote something down, but did not go back to record or repeat the incorrect parts. This observation highlights a common pattern among students: they attempt self-evaluation but often lack the strategies or confidence to carry out corrective actions effectively. As shown in Figure 4.25 Both show a gap between the awareness of the mistake and the corrective action.

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<sup>122</sup> Observation in SMAN 3 Jember (X 7 grade), 13<sup>th</sup> April 2025

<sup>123</sup> Observation in SMAN 3 Jember (X 7 grade), 16<sup>th</sup> April 2025



Figure 4.24

One of the students seemed to be replaying the recording while looking at their notes, but had not made any corrections after the self-evaluation.



Figure 4.25

The student was seen taking notes after the speaking practice, but has not yet repeated the parts that were still incorrect.

The results of this observation align with the reflections written by the student. In the third week's reflection journal, Student 9 wrote:

*"Continuous practice and self-evaluation through recordings."* However,

this statement also indicates that the evaluation process still heavily relies on individual effort, which might be less effective without certain standards or guidelines. Student 1 wrote: *"I feel like I can evaluate myself,*

*but sometimes I'm not sure if I'm right or not."* This quote showed an effort

at self-reflection that was not yet fully mature. The student seems to be trying to evaluate their performance, but lacks the tools or validation for that assessment. See a figure 4.26

STUDENTS' REFLECTIVE JOURNAL – RESEARCH DATA FROM 10<sup>TH</sup> GRADE  
STUDENTS SMAN 3 JEMBER

Nama : Ami Pradita

Kelas : X - 3

Jurnal Refleksi 3

Apa perubahan paling besar yang Anda rasakan selama 3 minggu ini?  
Saya tidak terbalut lagi dan bisa menyampaikan ide dengan lancar

Teknik atau strategi apa yang paling membantu Anda selama latihan?  
Menulis dan ide sebelum berbicara dan latihan dengan teman  
kuara

Apa pendapat Anda tentang Self-Directed Dialogue sebagai cara belajar berbicara?  
Menurut saya sangat membantu, karena membuat saya aktif latihan  
sendiri, saya merasa bisa mengontrol diri sendiri, tapi kadang saya

Apakah Anda ingin melanjutkan latihan seperti ini di masa depan? Mengapa?  
Iya karena saya merasa percaya diri dan bicara saya tidak pernah

Saran apa yang ingin Anda berikan agar latihan ini lebih baik untuk siswa lain?  
Mungkin bisa ditambahkan latihan kelompok agar bisa tukar keas-  
ide juga. atau tidak

Figure 4.26

One of the students' reflective journal entries about the importance of self-evaluation, but still feeling doubtful about its accuracy.

These reflective journal entries indicate that while students are engaging in the process of self – assessment, they are often unsure of the validity of their evaluations, revealing a need for clearer standards or external guidance. Support from the interview reinforces this finding.

Student 9 stated:<sup>124</sup>

*"Sometimes I get confused about assessing, but after getting used to it, I know my shortcomings."* This statement contains two sides: first, that initially the student lacks clarity in assessing their own performance; and second, that there is development over time. Meanwhile, Student 1 said:<sup>125</sup> *"At first, I was confused, but over time I got used to it."* This quote shows that although evaluative difficulties are felt at the beginning, repeated practice allows students to form their own understanding patterns, even if they are not necessarily pedagogically accurate.

These interview responses reflect that although students begin with limited metacognitive strategies, repeated exposure to the practice helps build self-monitoring abilities, albeit gradually and informally. Based on these three data sources, it can be concluded that the absence of direct feedback poses a real challenge in the implementation of the Self –

<sup>124</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

<sup>125</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025

Directed Dialogue method. Not all students have the strong reflective or metacognitive capacity to objectively assess their performance. Students who are still in the early stages of developing speaking skills greatly need guidance, correction, and validation from external parties to ensure that the reflection process they undergo truly leads to improvement. Therefore, although SDD emphasizes independence, the role of the teacher in providing regular feedback remains crucial to maintaining the accuracy, confidence, and direction of students' speaking skills development.

### **Environmental and Internal Factors Affecting Student Focus**

The results of the observation during the implementation of the Self – Directed Dialogue show that some students had difficulty maintaining focus while practicing speaking independently.<sup>126</sup> In several sessions, it was observed that students did not complete the dialogue in one continuous flow. Some of them often stop the recording before the time is up, repeat the beginning of the dialogue, or seem to not continue the sentences consistently. Additionally, the surrounding environment becomes a factor that also affects concentration; some students are distracted by sounds from outside the classroom, then stop speaking and lose their train of thought. The use of cell phones during practice also seems to be a distraction in itself when notifications come in, diverting students' attention from the ongoing practice.

The findings are supported by students' reflections in their journals. Student 6, in the second week's reflection journal, wrote: "*My*

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<sup>126</sup> Observation in SMAN 3 Jember (X 7 grade), 6<sup>th</sup> April 2025



*challenge is to stay focused throughout the dialogue."* This statement shows that he realizes that maintaining focus is an important aspect of speaking practice, but it is not easy to achieve. Additionally, Student 9 noted: *"Sometimes during practice, I get distracted, so I have to start over."* This quote illustrates that the distractions experienced during practice often force students to start their exercises over from the beginning, which certainly hinders the efficiency of their learning process. See In Figure 4.27



Figure 4.27

One of the students reflecting on the challenge of focusing on dialogue in speaking practice.

These reflective entries show that distractions not only disrupt the continuity of the dialogue but also force students to restart the task, leading to inefficiencies in time and effort. The interview reinforces this finding. Student 3 stated that he actually feels more focused when practicing alone:<sup>127</sup>

*"When I'm independent, I'm more focused."* However, this statement also shows that focus can be achieved if students are able to create a learning environment that suits their own learning style. On the other hand, Student 6 explained in the interview that

<sup>127</sup> Students at X 7 grade, interviewed by Khilmatur Rifda, Jember, 13<sup>th</sup> May 2025



external distractions are their main obstacle.<sup>128</sup> *“Sometimes I stop in the middle because of outside noise or my phone ringing.”*

From the three data sources, it can be concluded that the difficulty in maintaining focus is a real challenge faced by students in the implementation of the Self – Directed Dialogue method. In independent practice, the inability to manage distractions from both the surrounding environment and digital devices can reduce the quality of the training. Although SDD gives students the freedom to determine their own time and method of practice, not all students have good self-management skills. Therefore, it is important for teachers to provide guidance on strategies for managing the learning environment and the disciplined use of technology so that speaking practice can be conducted optimally.

Thus, the findings from the data collection, namely observations, student reflection journals, and interviews, indicated that the implementation of Self-Directed Dialogue (SDD) significantly helped students improve their English-speaking skills through the enhancement of learning independence, intrinsic motivation, and self-reflection. Although at first students felt awkward and lacked confidence when speaking independently, they gradually showed improvement in fluency, clarity of idea delivery, sentence structure, and vocabulary usage. Students also actively used digital aids, note mistakes, and conduct self-evaluations through voice recordings, which reflected the development of directed learning abilities and metacognitive awareness. Thus, SDD creates a


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<sup>128</sup> Students at X 7 grade, interviewd by Khilmatur Rifda, Jember, 16<sup>th</sup> May 2025

flexible, pressure-free learning environment and encourages students to become more confident independent learners in oral communication.

**Table 2.4**  
**Findings Of Self – Directed Dialogue Toward The Students’ Speaking Ability for The First Year Senior High School**

No.	Focus	Findings
1.	2.	3.
1.	How do 10 <sup>th</sup> grade high school students experience self – directed dialogue in developing their speaking abilities?	From the observation results, students showed significant development such as increased engagement, courage, and initiative during SDD practice, although they initially appeared awkward and passive. Reflective journals show that students feel more confident, able to self-evaluate, motivated to practice independently, and comfortable because there is no pressure from teachers or peers. Meanwhile, the interview results revealed that students appreciate the flexibility in choosing topics, feel freer in speaking, and realize that they learn better when practice is conducted without external pressure. Thus, SDD provides a positive learning experience for students: boosting their self-confidence, encouraging independent learning, helping them identify their own mistakes, and creating a more comfortable and reflective learning atmosphere to improve their speaking skills.
2.	What challenges do students face while using the self – directed dialogue method to improve their speaking ability?	Observation results show that some students have difficulty forming spontaneous sentences, tend to procrastinate practice, and are distracted by the environment or lack consistency in practice. In their reflective journals, students wrote that they have difficulty maintaining the flow of ideas, limited vocabulary, confusion in determining the correct sentence

		<p>structure, and struggle with self-evaluation. Additionally, based on the interview results, this finding is reinforced, showing obstacles such as a lack of language spontaneity, minimal motivation when not supervised, and difficulty in independently understanding grammar. So, the main challenges in using SDD include limited vocabulary and sentence structure, difficulty in maintaining consistent practice, and lack of direct feedback, which makes students feel less confident or confused in objectively assessing their progress.</p>
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## B. Discussion

This chapter discusses the research findings by interpreting and linking them to relevant theories and previous research. The discussion aims to explain not only what was found, but also why these findings are significant in the context of self-directed learning and speaking skill development. The results of this study provide deeper insights into students' experiences and the challenges they faced while using the Self-Directed Dialogue (SDD) method. The discussion is divided into two major parts based on the focus of the research: students' experiences and the obstacles they encountered throughout the implementation. Each part includes theoretical connections, comparisons with previous studies, and implications for future educational practices. This section also highlights how the findings extend the application of Self-Directed Learning Knowles, speaking theories Brown, and Communicative Language Teaching principles by Richards.

## 1. Students' Experiences in Using Self – Directed Dialogue (SDD)

The initial awkwardness experienced by students when engaging in SDD reflects the psychological transition required to shift from teacher-centered to learner-centered learning. According to Malcolm Knowles' theory of Self-Directed Learning, learners must adjust to taking responsibility for their own learning process, which often begins with discomfort.<sup>129</sup> The observed hesitation and nervousness align with Brown's assertion that speaking involves cognitive, affective, and psychological dimensions.<sup>130</sup> This theme contrasts with previous studies such as Fadillah, which primarily measured post-test improvement without highlighting the initial emotional barriers.<sup>131</sup> The uniqueness of this finding lies in its documentation of the transitional struggle students face before internal motivation takes hold. Understanding this phase is essential for educators implementing SDD, as it emphasizes the need to support learners emotionally at the outset. Teachers should create a non-threatening environment to normalize initial discomfort. The implication is that while SDD promotes autonomy, scaffolding is still necessary to ease students into independent practice. This reinforces the idea that learner autonomy develops gradually, requiring both encouragement and psychological readiness.

<sup>129</sup> Knowles, *Self Directed Learning: A Guide For Learners and Teachers*.

<sup>130</sup> H. Douglas Brown, *Principles of Language Learning And Teaching*, 5th ed. (San Francisco: Pearson Education. 10 Bank Street. White Plains, NY 10606 Staff, 207AD), <https://doi.org/10.1017/cbo9781139062398.015>.

<sup>131</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

As students began to overcome this discomfort, signs of self-driven engagement began to surface. The emergence of intrinsic motivation among students demonstrates the alignment of SDD with Knowles' SDL framework, particularly in fostering internal drives for learning. Students who voluntarily practice without external compulsion illustrate the kind of self-motivated behavior Knowles identifies as key to lifelong learning. This finding supports Richards' emphasis on meaningful communication as a driver for language acquisition, where learners engage more deeply when tasks are relevant and personal.<sup>132</sup> Previous studies, such as those by Matondang et al., showed improvement in speaking scores but did not highlight motivation as a key factor.<sup>133</sup> This study's emphasis on intrinsic motivation provides a more nuanced understanding of learner engagement. The finding implies that SDD is not only a method for skill development but also a catalyst for internal transformation. For educators, this suggests that designing tasks that allow personal expression can significantly enhance engagement. Over time, as students see their progress, intrinsic motivation becomes a sustainable force in language learning. Thus, fostering autonomy through SDD contributes to building lifelong communicators rather than merely compliant learners.

Building on this intrinsic drive, students also demonstrated increased control over their learning routines. The ability of students to organize and initiate their own practice sessions reflects true learner

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<sup>132</sup> Richards, *Teaching Speaking and Listening*.

<sup>133</sup> Matondang et al., "The Effect of the Self-Directed Dialogue Toward Speaking Ability for Students At Eleventh Grade of Sma Taman Siswa Pematang Siantar."

autonomy, a core principle in Knowles' SDL theory. Students who actively manage their learning align with the characteristics of self-directed learners who take control of their educational journey. Brown asserts that speaking proficiency increases when learners are actively involved in constructing their own linguistic output, rather than passively receiving input.<sup>134</sup> This theme expands upon earlier studies, such as those by Nova et al., which primarily assessed structured classroom interventions rather than students' self-regulated efforts.<sup>135</sup> The implication is that SDD nurtures learners who are not only skillful speakers but also independent thinkers. For teaching practice, this highlights the importance of providing flexible learning structures where students can choose their own speaking topics and formats. Autonomy does not eliminate the teacher's role but repositions it as a facilitator and learning partner. Encouraging autonomy prepares students to transfer language skills beyond the classroom, making them adaptable in real-world communication scenarios.

Closely related to autonomy is the development of self-regulation, a sign of increased metacognitive awareness. Self-regulated learning, as observed through students' use of recording and self-evaluation strategies, demonstrates metacognitive engagement consistent with SDL principles. Knowles emphasized that learners should evaluate their own progress, and in this study, students developed habits of reflection and correction, particularly in pronunciation and sentence structure. Brown identifies self-

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<sup>134</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>135</sup> Nova, Syarifudin, and Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability."

monitoring as essential in developing fluent and accurate speech.<sup>136</sup> This contrasts with earlier research by Imaliyah, which focused on pre- and post-test improvements without detailing learner strategies.<sup>137</sup> The novelty of this finding lies in students' ability to independently identify and address their weaknesses through repetition and feedback. This has significant implications for instruction, as it shows that SDD fosters not only performance but also reflective competence. Teachers should encourage students to keep audio journals or speaking logs to enhance this reflective process. Long-term, this approach equips learners with tools to become independent language users capable of continuous improvement.

In line with the reflection, students also show increased emotional readiness in speaking, marked by a boost in confidence. Improved confidence in speaking, as reported by students, reinforces the affective benefits of SDD. Brown notes that anxiety reduction is crucial for speaking development, and SDD offers a low-pressure environment where students can practice without fear of judgment.<sup>138</sup> Students expressed feeling less nervous and more willing to make mistakes an affective shift that supports communicative risk-taking. Unlike the findings of Sahratul Jannah, which did not emphasize affective changes, this study highlights confidence as both an outcome and enabler of speaking success.<sup>139</sup> Similar to Fiqri et al., this study affirms that learners

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<sup>136</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>137</sup> Imaliyah, "The Influence of Self-Directed Dialog Toward Students' Speaking Ability in SMAN 20 BATAM."

<sup>138</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>139</sup> Sahratul Jannah et al., "The Implementation of Self-Directed Dialogue To Improve Students' Speaking Ability At Eleventh Grade of Man 2 Bulukumba."



gain speaking confidence through self-directed experiences.<sup>140</sup> Yet, unlike university level participants, high school students in this study needed more affective support initially, reflecting developmental differences. This distinction is critical because affective readiness often determines whether learners engage with speaking tasks. The implication is that SDD can be especially valuable for students with low self-esteem in language learning. Teachers can leverage this by providing initial scaffolds that fade over time, allowing students to grow their confidence gradually. Ultimately, a confident learner is more likely to take initiative, participate actively, and maintain language use beyond the classroom.

Besides confidence, students are also starting to show greater attention to grammatical forms. The attention students gave to grammatical structure during SDD practice illustrates their growing syntactic awareness, an essential component of speaking competence as identified by Brown.<sup>141</sup> Learners focused on constructing sentences with subject – predicate – object patterns, indicating a shift from spontaneous to more deliberate language production. This finding contrasts with earlier research by Nova et al., which did not elaborate on grammar consciousness as part of speaking improvement.<sup>142</sup> Richards asserts that communicative competence includes grammatical competence, which this study supports by showing students' concern for accuracy in self-directed

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<sup>140</sup> Supriyanto, Baso, and Hijrah, "The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar."

<sup>141</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>142</sup> Richards, *Teaching Speaking and Listening*.

contexts.<sup>143</sup> The implication for pedagogy is that while SDD emphasizes fluency, it also accommodates accuracy when students are encouraged to reflect on their output. Teachers can integrate guided sentence construction into early stages of SDD to balance form and function. This helps learners internalize correct structures and apply them confidently in real-time communication.

Another key element in student success was the strategic use of digital tools to enhance practice. The integration of technology in students' independent speaking practice underscores the adaptability of SDD to modern learning contexts. Students used translation tools, YouTube videos, and voice recording apps to enhance vocabulary and pronunciation. This aligns with Knowles' emphasis on resource utilization as a hallmark of self-directed learners.<sup>144</sup> It also supports Richards' notion that learners benefit from authentic materials and interactive tools in communicative language teaching.<sup>145</sup> While previous studies like those by Fadillah mention classroom-based resources, they do not explore learner-initiated digital strategies.<sup>146</sup> This study's emphasis on technology reveals students' proactive use of tools that match their individual learning styles. For educators, the implication is that promoting digital literacy can strengthen students' autonomy and access to input. Teachers should encourage students to curate their own language learning resources, fostering a sense of ownership. In the long term, this prepares learners to

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<sup>143</sup> Richards.

<sup>144</sup> Knowles, *Self Directed Learning: A Guide For Learners and Teachers*.

<sup>145</sup> Richards, *Teaching Speaking and Listening*.

<sup>146</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

maintain language proficiency in diverse technological environments. Thus, technology serves as a resource as well as a bridge between self-control and communicative competence.

The outcome of these learning behaviors was most evident in students' demonstrated greater fluency. Changes in fluency observed among students reflect the core benefit of repeated, independent speaking practice as proposed by Brown.<sup>147</sup> Students reported fewer pauses, smoother speech flow, and greater lexical variation over time hallmarks of fluency development. This supports Richards' view that fluency stems from consistent exposure and real-time use of language.<sup>148</sup> Previous research by Matondang et al., measured fluency gains through post-tests but did not analyze the process by which fluency developed.<sup>149</sup> This study contributes uniquely by linking fluency to students' self-perceptions and ongoing reflection. This finding is consistent with Fiqri et al., who also noted that fluency improved through student-led dialogue.<sup>150</sup> However, this study extends their findings by exploring how high school students independently manage their fluency experience with less cognitive maturity than university learners. The implication is that fluency can be built through sustained individual effort, not just teacher-led practice. Teachers can structure SDD as a routine activity where learners track their own fluency progress. Encouraging students to set fluency goals and

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<sup>147</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>148</sup> Richards, *Teaching Speaking and Listening*.

<sup>149</sup> Matondang et al., "The Effect of the Self-Directed Dialogue Toward Speaking Ability for Students At Eleventh Grade of Sma Taman Siswa Pematang Siantar."

<sup>150</sup> Supriyanto, Baso, and Hijrah, "The Students' Perception of Self-Directed Dialogue in Improving English Speaking Skill At English Department Education of Universitas Muhammadiyah Makassar."

review recordings enables them to take charge of their learning process, fostering a sense of achievement and motivation.

The peak of this progress is seen in the refinement of student idea organization and real-time responsiveness. Students' ability to convey ideas clearly and respond spontaneously to imagined questions shows the role of SDD in supporting discourse-level speaking skills. Brown and Richards both emphasize the importance of coherence and responsiveness in communicative competence. Students practiced organizing thoughts logically and simulating dialogue situations, a skill not deeply explored in studies like Imaliyah, which focused more on sentence-level fluency.<sup>151</sup>

The integration of idea delivery and responsiveness into a single theme reflects the natural interaction between message clarity and real-time adaptability. This finding suggests that SDD enables learners to think on their feet while maintaining message clarity a key aspect of effective communication. Pedagogically, this implies that SDD can be designed to include role-play elements or scenario-based prompts. These activities can train students to formulate coherent responses and adapt quickly, skills that are vital for real-world conversations.

In short, the findings from the Research Question this study showed that Self – Directed Dialogue (SDD) not only supports speaking competence but also autonomy, motivation, self-confidence, and metacognitive awareness among high school students. Unlike previous studies that primarily focused on outcomes, this research highlights the

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<sup>151</sup> Imaliyah, "The Influence of Self-Directed Dialog Toward Students ' Speaking Ability in SMAN 20 BATAM."

underlying experiences of students that shape those outcomes. By integrating speaking theory, communicative practices, and SDL principles, SDD becomes a multidimensional strategy that shapes independent, confident, and reflective English speakers. For educators, this emphasizes the importance of designing learning experiences that support gradual autonomy, utilize digital tools, and incorporate reflective routines. When students take more responsibility for their progress, SDD proves to be not just a technique, but also a transformative process for building communicative competence in real – life contexts.

## **2. Challenges faced by students in using Self-Directed Dialogue**

Vocabulary limitations and grammatical uncertainty remain common obstacles for learners, as shown in this study. While SDD fosters autonomy, it also exposes gaps in linguistic competence, especially for lower-proficiency students. Brown) acknowledges that fluency alone is insufficient without a solid linguistic foundation.<sup>152</sup> In contrast to studies like Fadillah, which focused on outcome metrics, this research identifies persistent linguistic challenges during the learning process.<sup>153</sup> This highlights the need for scaffolding vocabulary and grammar support within the SDD framework. Teachers should provide language banks, sentence starters, or topic-specific vocabulary to support less proficient learners. The implication is that SDD should be flexible enough to accommodate learners' differing needs. Integrating targeted support

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<sup>152</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>153</sup> Fadillah and Syarifuddin, "The Influence of Self-Directed Dialogue Towards the Speaking Ability Students'."

ensures that linguistic challenges do not hinder the development of communicative confidence and fluency.

However, language competence is not the only factor shaping how SDD supports student learning; student consistency also plays a critical role. Not all students practiced consistently, revealing an important limitation in implementing self-directed methods like SDD. Knowles' SDL model assumes a level of maturity and readiness that not all learners possess. This contrasts with the findings of previous studies like Matondang et al., which did not address learner inconsistency due to structured experimental designs.<sup>154</sup> The uniqueness of this study lies in exposing engagement variability as a practical issue in real classroom contexts. This finding implies that while SDD promotes autonomy, it still requires accountability systems to ensure participation. Teachers can implement progress trackers, peer review sessions, or reflection logs to sustain student engagement. Establishing accountability mechanisms ensures that SDD is not misinterpreted as unstructured or optional. Recognizing the variability of learner readiness helps educators tailor SDD implementation strategies to balance freedom and responsibility effectively.

Another challenge is students' difficulty in sustaining coherent ideas during extended speech. This reveals a emerging stage in learners' discourse competence. Brown highlights the importance of coherence in extended speech, a skill that develops with practice and cognitive

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<sup>154</sup> Matondang et al., "The Effect of the Self-Directed Dialogue Toward Speaking Ability for Students At Eleventh Grade of Sma Taman Siswa Pematang Siantar."

structuring.<sup>155</sup> This theme contrasts with studies like Nova et al., which did not report challenges in discourse development due to their focus on test results.<sup>156</sup> The current finding adds value by pinpointing how students struggle to sustain logical flow in spontaneous speech. It suggests that while SDD fosters autonomy, learners may still require prompts or planning aids to organize their ideas. For educators, this implies the importance of teaching idea mapping or using outlines before speaking tasks. Providing visual organizers, speech templates, or sequencing questions can help students maintaining coherence. Integrating these strategies within SDD supports learners' ability to communicate clearly and maintain audience understanding throughout their message.

Alongside coherence, pronunciation remains a technical barrier to effective communication. Especially in self-directed contexts where learners lack real-time corrective feedback, pronunciation becomes a source of frustration. Brown and Richards identify pronunciation as a key element of intelligibility in speaking. This study's findings echo previous studies like Jannah, yet go further by showing how students respond to this challenge through self-repair and repetitive practice.<sup>157</sup> The implication is that while SDD offers freedom, it should be complemented with access to pronunciation models and tools. Teachers can recommend applications like YouGlish or provide pronunciation guides to help students refine their output. Pronunciation drills, peer modeling, and the

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<sup>155</sup> Brown, *Principles of Language Learning And Teaching*.

<sup>156</sup> Nova, Syarifudin, and Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability."

<sup>157</sup> Sahratul Jannah et al., "The Implementation of Self-Directed Dialogue To Improve Students' Speaking Ability At Eleventh Grade of Man 2 Bulukumba."



use of AI tools can serve as supplementary strategies. Over time, repeated self-correction builds both confidence and clarity. Addressing pronunciation proactively ensures that learners not only speak fluently but also intelligibly in authentic interactions.

Lastly, the lack of immediate feedback remains a notable challenge in the SDD model. The absence of immediate feedback during SDD practice limits students' ability to verify correctness, leading to uncertainty. According to Knowles, self-directed learners must develop internal criteria for assessing success, yet this process takes time and experience. Unlike structured settings in studies like Nova et al., this research highlights the ambiguity learners face when feedback is delayed or absent.<sup>158</sup> This finding emphasizes the importance of integrating feedback loops into autonomous learning. Teachers can provide delayed feedback through recorded submissions or peer evaluations. The implication is that while autonomy is critical, structured opportunities for feedback support learner confidence and prevent the fossilization of errors. To maximize SDD's potential, teachers should embed reflective checkpoints and provide actionable feedback at regular intervals. This scaffolding empowers learners to self-monitor effectively and continue refining their speaking with clarity and direction.

In conclusion, the challenges highlighted in this Research Question indicate that although SDD supports learner independence, it must be strategically supported to overcome common obstacles. This

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<sup>158</sup> Nova, Syarifudin, and Ariawan, "The Implementation of Self-Directed Dialogue to Improve Students' Speaking Ability."

includes linguistic limitations, inconsistent practices, discourse inconsistencies, pronunciation issues, and delayed feedback. Unlike previous studies that focused on outcomes, this study offers a process-oriented view of how students experience and respond to obstacles. For teachers, the implication is to find a balance between giving students freedom and providing the necessary support. When applied with sensitivity to these challenges, SDD can become a strong and flexible approach to developing communicative competence across various learner profiles.



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J E M B E R

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The findings of this study revealed that the implementation of the Self-Directed Dialogue (SDD) method offers meaningful experiences for tenth-grade students in supporting their English-speaking abilities. Students gradually transitioned from discomfort to autonomous engagement with SDD, indicating a shift in mindset toward self-motivated learning. Students demonstrated gradual progress in fluency, confidence, and structural accuracy as they engaged in self-practice sessions. Through continuous dialogue exercises, reflection journals, and self-recordings, students gained a deeper awareness of their own learning process. They became more autonomous, took greater initiative in practicing, and built strategies for self-correction. The SDD method also encouraged students to utilize learning resources independently, which allowed them to explore vocabulary and sentence patterns that suited their speaking goals. Overall, students' experience with SDD fostered not only technical speaking skills but also learner autonomy and intrinsic motivation.

In addition, this study found that students faced various challenges while applying the SDD method to support their speaking abilities. The most commonly reported difficulties included limited vocabulary, grammatical confusion, inconsistent idea delivery, low frequency of engagement, and pronunciation problems. Some students also struggled to maintain a logical flow of ideas or hesitated to begin practice sessions due

to mental readiness or external academic load. The lack of immediate feedback during independent practice contributed to slower error recognition and correction. These challenges occasionally hindered students' consistency and limited the effectiveness of their self-reflection, especially in the absence of real-time feedback. Despite these challenges, students showed willingness to overcome them by seeking external resources, using reflection strategies, and relying on their internal motivation. These findings highlight that while SDD is supportive in promoting students' speaking experience, structured support and guidance from teachers remain essential to address the cognitive and affective barriers students encounter.

## **B. Suggestion**

After completing the research at one of State Senior High Schools in Jember, the researcher would like to provide the following suggestions in this area:

### **1. For Teachers**

It is highly recommended that teachers introduce the self-dialogue method (SDD) systematically and supportively, especially during the early speech learning stage. Teachers should provide clear examples, conversation templates, and model recordings to help students become more familiar, as some students may feel awkward or confused when practicing independently for the first time. Teachers should provide regular feedback both verbally and in writing to help students identify grammatical, pronunciation, and vocabulary errors.

Combining reflection journals and activities that involve peer reviews can encourage students' self-evaluation skills and foster their desire to learn. Teachers can help students become more independent and utilize the SDD method to support their speaking skills with gradual guidance.

## 2. For Future Researchers

With this research, there are additional opportunities for researchers interested in investigating self-directed language learning strategies. Researchers are advised to conduct further studies on the use of SDD at various educational levels or in other learning contexts, such as vocational schools or online classes. Additionally, researchers can investigate how SDD enhances speaking skills sustainably by conducting long-term studies to determine whether SDD is more effective when using technologies such as interactive platforms, AI-based feedback, or language learning applications. Finally, researchers can compare SDD with other self-study methods to determine how well each performs.

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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## APPENDIXES

Appendix 1: Research Matrix

### RESEARCH MATRIX

Title	Variable	Sub variable	Indicator	Data Resources	Research Method	Research Question
Self-Directed Dialogue Towards the Students' Speaking Ability for the First Year of Senior High School	1. Self - Directed Dialogue	1) Definition of self-directed dialogue 2) Learning Autonomy 3) Independent Learning Strategies	4) Student Initiative 5) Involvement in Discussion 6) Self – reflection 7) Perception of Learning 8) Resource Utilization	a. 10th grade senior high school students (primary participants) b. Student reflective journals c. Interviews d. Document Review	<b>Research Design:</b> Qualitative approach (Phenomenology)  <b>Data Collection:</b> a. Semi – structured interviews b. Observations c. Student journals d. Document Review  <b>Data Analysis Technique:</b> Thematic analysis <b>Data Validity:</b> Triangulation (using multiple sources: interviews, observations, journals)	1. How do 10 <sup>th</sup> grade students experience Self-Directed Dialogue (SDD) in their speaking ability? 3. What challenges do students face while using the Self-Directed Dialogue (SDD) in their speaking ability?
	2. Speaking Ability	1) Pronunciation and grammatical accuracy 2) Lexical resource and content organization 3) Interactive communication	4) Fluency 5) Clarity 6) Structural Completeness 7) Vocabulary Choice 8) Ide Delivery 9) Responsiveness			

## Appendix 2: Profile of SMAN 3 Jember

NSS : 301052430065  
 School's name : SMA Negeri 3 Jember  
 Accredited : A  
 Address : Jl. Jendral Basuki Rahmat No. 26  
 Province : Jawa Timur  
 Learning Time : 07.00 – 16.00

### 1. Vision of SMA Negeri 3 Jember

*“Terwujudnya peserta didik yang beriman, berkarakter, mandiri, kritis, kreatif, dan berkebhinekaan global”* The indicators of the vision of SMA Negeri 3 Jember are as follows:

- a. *Beriman: memiliki sifat yang berakhlak dalam hubungannya dengan Tuhan Yang Maha Esa, memahami ajaran agama dan kepercayaannya, serta menerapkan pemahaman tersebut dalam kehidupan sehari-hari.* Faithful: possessing moral character in relation to God Almighty, understanding religious teachings and beliefs, and applying that understanding in daily life.
- b. *Berkarakter: memiliki sifat jujur, disiplin, bertanggung jawab, serta melakukan kegiatan secara bersama-sama dengan suka rela agar kegiatan yang dikerjakan dapat berjalan lancar, mudah dan ringan.* Character: possessing honest, disciplined, and responsible traits, and engaging in activities together voluntarily so that the tasks can be carried out smoothly, easily, and lightly.
- c. *Mandiri: memiliki sifat rasa percaya diri dan bertanggung jawab yang tinggi serta mampu melaksanakan tugas-tugas yang dibebankan tanpa bantuan orang lain atas proses dan hasil belajarnya.* Independent: possessing a high sense of self-confidence and responsibility, and capable of carrying out assigned tasks without assistance from others regarding the learning process and outcomes.
- d. *Kritis: memiliki sifat yang bernalar kritis mampu secara objektif memproses informasi baik kualitatif maupun kuantitatif, membangun keterkaitan antara berbagai informasi, menganalisis informasi,*

*mengevaluasi dan menyimpulkannya.* Critical: possessing a critical thinking nature, able to objectively process both qualitative and quantitative information, establish connections between various pieces of information, analyze information, evaluate it, and draw conclusions.

- e. *Kreatif: memiliki sifat yang mampu memodifikasi dan menghasilkan sesuatu yang orisinal, bermakna, bermanfaat, dan berdampak.* Creative: possessing the ability to modify and produce something original, meaningful, beneficial, and impactful.
- f. *Berkebinekaan Global: memiliki sikap mempertahankan budaya luhur, lokalitas dan identitasnya, dan tetap berpikiran terbuka dalam berinteraksi dengan budaya lain sehingga menumbuhkan rasa saling menghargai dan kemungkinan terbentuknya budaya baru yang positif dan tidak bertentangan dengan budaya luhur bangsa.* Global Diversity: having an attitude of preserving noble cultures, localities, and identities, while remaining open-minded in interacting with other cultures, thereby fostering mutual respect and the possibility of forming new, positive cultures that do not conflict with the nation's noble culture.

## 2. Mission of SMA Negeri 3 Jember

- a. *Mewujudkan pendidikan untuk menghasilkan insan yang memiliki akhlak beragama, akhlak pribadi, akhlak kepada sesama, akhlak kepada alam, dan akhlak bernegara.* Realizing education to produce individuals who possess religious morals, personal morals, morals towards others, morals towards nature, and national morals.
- b. *Mengoptimalkan kemampuan berkolaborasi, kepedulian, dan berbagi terhadap sesama.* Optimizing the ability to collaborate, care, and share with others.
- c. *Mewujudkan peningkatan pemahaman dan kesadaran akan diri dan situasi yang dihadapi serta regulasi diri melalui program yang terencana dan berkesinambungan.* Achieving an increase in understanding and awareness of oneself and the situations faced, as

well as self-regulation, through well-planned and continuous programs.

- d. *Meningkatkan kemampuan dalam memperoleh dan memproses informasi dan gagasan, menganalisis dan mengevaluasi penalaran, merefleksi pemikiran dan proses berpikir dalam mengambil keputusan.* Improving the ability to acquire and process information and ideas, analyze and evaluate reasoning, reflect on thoughts and thinking processes in decision-making.
- e. *Mengembangkan kemampuan dalam menghasilkan gagasan yang orisinal serta menghasilkan karya dan tindakan yang orisinal serta memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan.* Developing the ability to generate original ideas as well as produce original works and actions, and having flexibility in thinking when seeking alternative solutions to problems.
- f. *Meningkatkan kemampuan dalam mengenal dan menghargai budaya, kemampuan komunikasi interkultural dalam berinteraksi dengan sesama, dan refleksi dan tanggung jawab terhadap pengalaman kebinekaan.* Improving the ability to recognize and appreciate culture, intercultural communication skills in interacting with others, and reflection and responsibility towards the experience of diversity.

### 3. Goal of SMA Negeri 3 Jember

- a. *Tercapainya pendidikan untuk mnghasilkan insan yang memiliki akhlak beragama, akhlak pribadi, akhlak kepada sesama, akhlak kepada alam, dan akhlak bernegara.* The achievement of education to produce individuals with religious morals, personal morals, morals towards others, morals towards nature, and national morals.
- b. *Tercapainya kemampuan berkolaborasi, kepedulian, dan berbagi terhadap sesama.* The achievement of the ability to collaborate, care, and share with others.
- c. *Tercapainya pemahaman dan kesadaran akan diri dan situasi yang dihadapi serta regulasi diri melalui program yang terencana dan*



*berkesinambungan. The achievement of understanding and awareness of oneself and the situation faced, as well as self-regulation through a well-planned and continuous program.*

- d. *Tercapainya kemampuan dalam memperoleh dan memproses informasi dan gagasan, menganalisis dan mengevaluasi penalaran, merefleksi pemikiran dan proses berpikir dalam pengambilan keputusan. The achievement of the ability to obtain and process information and ideas, analyze and evaluate reasoning, reflect on thinking and the thinking process in decision-making.*
- e. *Tercapainya kemampuan dalam menghasilkan gagasan yang orisinal serta menghasilkan karya dan tindakan yang orisinal serta memiliki keluwesan berpikir dalam mencari alternatif solusi permasalahan. The achievement of the ability to generate original ideas as well as produce original works and actions, and to have flexibility in thinking when seeking alternative solutions to problems.*
- f. *Tercapainya kemampuan dalam mengenal dan menghargai budaya, kemampuan komunikasi interkultural dalam berinteraksi dengan sesama, dan refleksi dan tanggung jawab terhadap pengalaman kebinekaan. The achievement of the ability to recognize and appreciate culture, intercultural communication skills in interacting with others, and reflection and responsibility towards the experience of diversity.*

#### 4. Teachers and staff data of SMA Negeri 3 Jember

No.	Main duties/ additional duties		Total
1	Teacher		47
	Male	Female	
	21	26	
2	Staff		14
	Male	Female	
	11	3	



## 5. Students' data of SMA Negeri 3 Jember

No.	Class	Male	Female	Total
1	X Class	165	168	333
2	XI Class	124	163	287
3	XII Class	131	128	259



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 3: PROTA, PROMES, DAN ATP

## A. PROGRAM TAHUNAN

PROGRAM TAHUNAN						
Satuan Pendidikan		: SMAN 3 Jember		Kelas/Semester	: X	
Mata Pelajaran		: BAHASA INGGRIS		Tahun Pelajaran	: 2024/2025	
SEMESTER	R	TUJUAN PEMBELAJARAN			ALOKASI WAKTU (JP)	KET.
SEMESTER I	Unit 1 : Narrative Text: The Story of a Friendly Future	12.1.1. Identify the communicative purposes and the schematic structures of narrative text			18	
		12.1.2. Identify some of the linguistic features of narrative text: the past tenses and action verbs.				
		12.1.3. State explicit and implicit information (main ideas and detailed information) from narrative text				
		12.1.4. Write a narrative text with appropriate schematic structures and linguistic features				
		12.1.5. Retell a narrative text in focus				
	Unit 2 : Argumentative Text: E-Money	12.2.1. Identify the communicative purposes and schematic structures of an argumentative text			21	
		12.2.2. Identify the language features of argumentative text: the expressions of asking and giving opinions				
		12.2.3. State explicit and implicit information (main ideas and detailed information) from an argumentative text				
		12.2.4. Write an argumentative text with appropriate schematic structures and language features				
		12.2.5. Perform an argumentative text in a form of a preferred media using the expressions of asking and giving opinions in focus				
		JUMLAH			39	
SEMESTER II	Unit 3 : Hortatory Exposition: Netiquette	12.3.1. Identify the communicative purposes and the schematic structures of hortatory exposition text.			12	
		12.3.2. Identify some of the language features of hortatory exposition text: present tense and emotive phrases.				
		12.3.3. State explicit and implicit information (main ideas and detailed information) from hortatory exposition text.				

Unit 4 : Discussion Text: Carbon Footprints	12.3.4. Categorize facts and opinions on hortatory exposition text.		
	12.3.5. Write a hortatory exposition text with appropriate schematic structures and linguistic features.		
	12.3.6. Do a group presentation that focuses on hortatory exposition text.		
	12.4.1. Identify the communicative purposes and the schematic structures of discussion text.	9	
	12.4.2. Identify some of the linguistic features of discussion text: generic participants, simple present, thinking verb, modality, contrastive conjunction, and passive voice.		
	12.4.3. State explicit and implicit information, main ideas and detailed information from discussion text		
	12.4.4. Categorize facts and opinions based on discussion text given		
	12.4.5. Write a discussion text with the appropriate schematic structures and language features		
	12.4.6. Do a group presentation that focuses on discussion text.		
	<b>JUMLAH</b>	<b>21</b>	
<b>TOTAL</b>		<b>60</b>	

## PROGRAM SEMESTER GANJIL

Kelas/Semester : X / Ganjil

Tahun Pelajaran : 2024/2025

NO	TUJUAN PEMBELAJARAN	WAKTU	JULI					AGUSTUS				SEPTEMBER				OKTOBER					NOPEMBER				DESEMBER				KET.													
			1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4														
	12.1.1. Identify the communicative purposes and the schematic structures of narrative text	18				3																																				
	12.1.2. Identify some of the linguistic features of narrative text: the past tenses and action verbs.						3																																			
	12.1.3. State explicit and implicit information (main ideas and detailed information) from narrative text							3																																		
	12.1.4. Write a narrative text with appropriate schematic structures and linguistic features								3																																	
	12.1.5. Retell a narrative text in focus									3		3																														
	12.2.1. Identify the communicative purposes and schematic structures of an argumentative text	21										3																														
			PENGENALAN LINGKUNGAN SEKOLAH									PELAKSANAAN KEGIATAN P5				PENILAIAN TENGAH SEMESTER KEGIATAN TENGAH SEMESTER DAN PENYERAHAN RAPOR					PELAKSANAAN KEGIATAN P5					PENILAIAN SUMATIF AKHIR SEMESTER GANJIL				PENILAIAN REMEDIAL/PENGAYAAN				PERESIAPAN DAN PENYERAHAN RAPOR				LIBUR SEMESTER GANJIL				



## : SMAN 3 Jember

: BAHASA INGGRIS

Tahun Pelajaran : 2024/2025

[illegible]





## B. ALUR TUJUAN PEMBELAJARAN

## ALUR TUJUAN PEMBELAJARAN

## MATA PELAJARAN BAHASA INGGRIS FASE E (KELAS X)

(Sesuai Kemendikbudristek No. 33 Th. 2022 Tentang Capaian Pembelajaran)

**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

Materi	Need, Feeling and Attitude	Profil Pelajar Pancasila	Modul	JP
10. A.1	Peserta didik dapat memahami,	Beriman,	1	4

	mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Mandiri, Bernalar Kritis		
<b>A.2</b>	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan ungkapan kebutuhan, perasaan, dan sikap (needs, feelings and attitudes) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri dan kreatif	1	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan

<p>nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p><i>By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.</i></p>				
<b>Materi</b>	<b>Need, Feeling and Attitude</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. B.1</b>	Peserta didik dapat memahami,	Beriman,	2	4
	mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan ungkapan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotongroyong, Mandiri, Bernalar Kritis dan Kreatif.		
<b>B.2</b>	Peserta didik dapat merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta pendapat (asking & giving opinion) serta menyetujui dan tidak menyetujui (agree & disagree) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	Bergotongroyong, Bernalar Kritis dan Kreatif	2	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak

juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).  
Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

#### **CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others*

*in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Lagu dan Puisi</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. C.1</b>	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk puisi secara kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global dan Bernalar Kritis.	3	4
<b>C.2</b>	Peserta didik dapat memahami, mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan atau tulis berbentuk lagu secara	Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia,	3	4

	kritis, kreatif dan santun terkait topik kehidupan remaja dengan tingkat kelancaran dan ketepatan yang optimal.	Berkebinekaan Global dan Bernalar Kritis		
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Narrative (Fiksi dan Nonfiksi)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. D.1</b>	Peserta didik dapat memahami makna secara kontekstual fungsi sosial,	Berkebinekaan Global Bernalar	4	2



	struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Kritis		
<b>D.2</b>	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	2
<b>D.3</b>	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar Kritis	4	4
<b>TOTAL JAM PELAJARAN</b>				<b>8 JP</b>

**ELEMEN:****MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital*

*texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Narrative (Fiksi dan Nonfiksi)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. D.4</b>	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia.	Mandiri, Bernalar kritis	4	2
<b>D.5</b>	Peserta didik dapat mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya Indonesia.	Bernalar kritis	4	2
<b>TOTAL JAM PELAJARAN</b>				<b>4</b>

<b>ELEMEN:</b>
<b><i>MENULIS-MEMPRESENTASIKAN</i></b>
<p>Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.</p> <p>Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.</p>
<b>CAPAIAN PEMBELAJARAN:</b>
<p>Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang</p>



<p>berbeda-beda, dalam bentuk cetak dan digital.</p> <p><i>By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.</i></p>				
<b>Materi</b>	<b>Narrative (Fiksi dan Nonfiksi)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. D.7</b>	Peserta didik dapat merancang teks tulis berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri.	Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.	4	4
<b>D.8</b>	Peserta didik dapat mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Mandiri, Bernalar Kritis dan Kreatif.	4	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak

juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

#### **CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Descriptive Teks</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>10. E.1</b>	Peserta didik dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive).	Mandiri dan Bernalar Kritis	5	2
<b>E.2</b>	Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive) secara kritis, kreatif dan santun terkait topik lingkungan fisik dan sosial masyarakat..	Bernalar kritis	5	2
<b>E.3</b>	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk deskriptif (descriptive)	Bernalar Kritis	5	4

	secara kritis, kreatif			
	dan santun terkait topik lingkungan fisik dan sosial masyarakat.			
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:****MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Descriptive Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. E.4</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan sosial masyarakat.	Mandiri, Bernalar Kritis	5	2
<b>E.5</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis berbentuk	Bernalar Kritis	5	2

	deskriptif (descriptive) secara kritis, kreatif dan jujur terkait topik lingkungan fisik dan			
	sosial masyarakat.			
<b>TOTAL JAM PELAJARAN</b>				<b>4</b>

**ELEMEN:****MENULIS-MEMPRESENTASIKAN**

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

<b>Materi</b>	<b>Descriptive Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. E.6</b>	Peserta didik dapat merancang teks tulis berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun,	Kreatif, Mandiri, dan Bernalar Kritis	5	4

	kritis, kreatif, dan mandiri.			
<b>E.7</b>	Peserta didik dapat mempresentasikan secara lisan teks berbentuk deskriptif (descriptive) terkait topik lingkungan fisik dan sosial masyarakat dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Percaya Diri, Kreatif dan Bernalar kritis	5	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:*****MENYIMAK – BERBICARA***

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Procedure Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. F.1</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Mandiri dan Bernalar Kritis	6	4
<b>F.2</b>	Peserta didik dapat menyimpulkan makna secara kontekstual fungsi sosial, struktur	Beriman, bertakwa kepada	6	4
	teks, dan unsur kebahasaan teks lisan berbentuk prosedur (procedure) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial.	Tuhan YME, berakhlak Mulia, percaya diri dan kreatif		
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>



**ELEMEN:****MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Procedure Text</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>Modul JP F.3</b>	Peserta didik dapat memahami dan menganalisis, fungsi sosial, struktur teks, dan unsur kebahasaan tertulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	6	4
<b>F.4</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk prosedur (procedure) secara kritis, kreatif dan jujur terkait topik	Bernalar kritis	6	4
	fenomena alam dan sosial.			
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>



**ELEMEN:****MENYIMAK – BERBICARA**

Kemampuan memahami informasi, memberikan apresiasi kepada lawan bicara, dan memahami informasi yang didengar, sehingga dapat menyampaikan tanggapan secara relevan dan kontekstual. Proses yang terjadi dalam menyimak mencakup kegiatan seperti mendengarkan, mengidentifikasi, memahami, menginterpretasi bunyi bahasa, lalu memahami makna. Keterampilan menyimak juga merupakan kemampuan komunikasi nonverbal yang mencakup seberapa baik seseorang menangkap makna (tersirat dan tersurat) pada sebuah paparan lisan dan memahami ide pokok dan pendukung pada konten informasi maupun konteks yang melatari paparan tersebut (Petri, 2017).

Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

*By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youthrelated interests. They give and make comparisons. They use non-verbal elements such as gestures, speed and pitch to be understood in some contexts.*

<b>Materi</b>	<b>Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Sejarah)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. G.1</b>	Peserta didik dapat memahami menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan	Mandiri dan Bernalar Kritis	7	4

	peristiwa bersejarah.			
<b>G.2</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.	Bernalar Kritis	7	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**ELEMEN:****MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Recount Text (Pengalaman Pribadi, Biografi dan Peristiwa Bersejarah)</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. G.3</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis	Mandiri, bernalar kritis	7	4

	berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.			
<b>G.4</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tertulis	Bernalar kritis	7	4
	berbentuk recount secara kritis, kreatif dan jujur terkait topik pengalaman pribadi, biografi, dan peristiwa bersejarah.			
<b>TOTAL JAM PELAJARAN</b>				8

**ELEMEN:****MEMBACA - MEMIRSA**

Kemampuan memahami, menggunakan, dan merefleksi teks sesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat (OECD, 2000).

Kemampuan memahami, menggunakan, dan merefleksi teks visual sesuai tujuan dan kepentingannya.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, *recount*, dan *report*. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

*By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.*

<b>Materi</b>	<b>Advertisement, Invitation and Announcement</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>JP</b>
<b>X. H.1</b>	Peserta didik dapat memahami dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Mandiri, benalar kritis	8	2
<b>H.2</b>	Peserta didik dapat menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) secara kritis, kreatif dan jujur terkait topik fenomena alam dan sosial.	Bernalar kritis	8	2
<b>TOTAL JAM PELAJARAN</b>				<b>4</b>

**ELEMEN:*****MENULIS-MEMPRESENTASIKAN***

Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur organisasi dan unsur kebahasaan yang tepat.

Kemampuan memaparkan gagasan secara fasih, akurat, dapat dipertanggungjawabkan dengan cara yang komunikatif melalui beragam media (visual, digital, dan audiovisual), dan dapat dipahami oleh pendengar. Penyampaian dalam berbicara dan mempresentasikan perlu disusun dan dikembangkan sesuai dengan kebutuhan atau karakteristik penyimak.

**CAPAIAN PEMBELAJARAN:**

Pada akhir Fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosakata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang

berbeda-beda, dalam bentuk cetak dan digital.  
*By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation and capitalization. They express ideas and use common/daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.*

<b>Materi</b>	<b>Advertisement, Invitation and Announcement</b>	<b>Profil Pelajar Pancasila</b>	<b>Modul</b>	<b>J P</b>
<b>X. H.3</b>	Peserta didik dapat merancang teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat.	Kreatif, Mandiri, dan Bernalar Kritis	8	4
<b>H.4</b>	Peserta didik dapat mempresentasikan teks lisan dan tulis berbentuk iklan (advertisement), undangan (invitation) dan pengumuman (announcement) terkait topik fenomena alam dan sosial dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.	Percaya Diri, Kreatif dan Bernalar kritis	8	4
<b>TOTAL JAM PELAJARAN</b>				<b>8</b>

**TOTAL JAM PELAJARAN = 108**

## APPENDIX 4: Teaching Module

## MODUL AJAR

Nama Penyusun	Dinik Rojaningtiya, S.Pd.
Institusi	SMA Negeri 3 Jember
Mapel	Bahasa Inggris
Kelas	X
Alokasi waktu	3 x 45 menit (1 pertemuan)
Tahapan	Fase E
Elemen (skill focus)	A. Menyimak dan Berbicara B. Membaca dan Memirsa C. Menulis dan Mempresentasikan
Konten utama	<b>Narrative Text</b>
Capaian Pembelajaran	<p><b>A. Menyimak dan Berbicara</b></p> <p>Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.</p> <p><b>B. Membaca dan Memirsa</b></p> <p>Pada akhir fase E, peserta didik membaca dan merespon berbagai macam teks seperti narasi,</p>



	<p><b>deskripsi, prosedur, eksposisi, recount, dan report.</b></p> <p>Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka</p>
	<p>mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</p> <p>C. Menulis dan Mempresentasikan</p> <p>Pada akhir fase E, peserta didik menulis berbagai jenis teks fiksi dan non-fiksi, melalui aktivitas yang dipandu, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca dan huruf besar. Mereka menyampaikan ide menggunakan kosa kata dan kata kerja umum dalam tulisannya. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pembaca/pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.</p>
Alur Pembelajaran	<p>Melalui pendekatan <i>scientific</i> dengan model pembelajaran <i>Problem Based learning</i>, peserta didik mampu:</p> <p>10.A.4 Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (<i>narrative</i>) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.2 Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi</p>



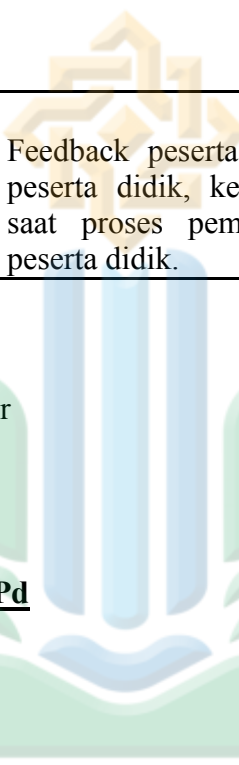
	<p>dan nonfiksi (narrative) secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.C.2 Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi (narrative) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan sikap beriman, bertakwa kepada Tuhan YME, berkebinekaan global, mandiri, berpikir kritis, dan kreatif.</p>
Indikator Pembelajaran	<p>10.A.4.1 Menyusun daftar kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita fiksi yang ada dalam video.</p>
	<p>10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p> <p>Menganalisis fungsi sosial, generic structure, struktur teks dan unsur kebahasaan naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.</p> <p>Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis.</p> <p>Membuat rangkuman/ringkasan cerita teks narrative fiksi dari video yang sudah ditayangkan oleh guru terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat ketepatan penulisan yang benar dan optimal.</p> <p>Menceritakan kembali rangkuman cerita narrative fiksi yang</p>

	telah dibuat terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan cara story telling.
Pertanyaan inti	1. Have you ever heard a unique story from your village/urban? 2. What is story about? 3. Can you tell me little bit about the story?
Target profil pelajar Pancasila	Peserta didik yang beriman, bertakwa kepada Tuhan YME, berkebinekaan global, mandiri, berpikir kritis, dan kreatif
Jumlah siswa	35 Orang
Model pembelajaran	<b>Problem Based Learning</b>
Kegiatan Pembelajaran	<p><b>A. Pertemuan pertama</b></p> <p><b>Kegiatan Pembelajaran</b></p> <p><b>1. Kegiatan Pendahuluan (10 menit) Orientasi</b></p> <ul style="list-style-type: none"> <li>– Guru mengucapkan salam ketika masuk kelas.</li> <li>– Guru meminta peserta didik berdo'a bersama.</li> <li>– Guru mengecek kebersihan kelas.</li> </ul>
	<p><input type="checkbox"/> Guru mengecek kehadiran peserta didik.</p> <p><b>Apersepsi</b></p> <ul style="list-style-type: none"> <li>– Guru mengajukan pertanyaan-pertanyaan pemantik yang berkaitan dengan materi yang akan disampaikan yaitu materi Narrative text.</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>– Guru memotivasi peserta didik akan pentingnya manfaat mempelajari materi teks naratif dalam kehidupan sehari-hari.</li> </ul> <p><b>Pemberian Acuan</b></p> <ul style="list-style-type: none"> <li>– Guru menyampaikan tujuan pembelajaran yang akan dicapai.</li> </ul> <p><b>2. Kegiatan Inti (50 menit)</b></p> <p><b>1. Orientasi siswa pada masalah</b></p> <ul style="list-style-type: none"> <li>- Peserta didik merespon pertanyaan-pertanyaan yang berkaitan dengan teks narrative.</li> <li>- Peserta didik Menyimak sebuah video tentang narrative text berupa cerita fiksi yang ada di</li> </ul>

	<p>indonesia berjudul “<i>Bawang Merah Bawang Putih</i>”</p> <p><a href="https://www.youtube.com/watch?v=jPUKpzACcC8">https://www.youtube.com/watch?v=jPUKpzACcC8</a>-Peserta didik mengidentifikasi definition, social function, unsur kebahasaan dan generic structure yang ada pada video “Bawang Merah dan Bawang Putih”</p>
	<p><b>2. Mengorganisasi siswa</b></p> <ul style="list-style-type: none"> <li>- Guru membagi-bagi peserta didik menjadi beberapa kelompok. 1 kelompok terdiri dari 4-5 orang</li> <li>- Guru membagikan lembar LKPD 1 dan 2 yang harus peserta didik kerjakan dengan cara menyimak video yang akan ditampilkan oleh guru tentang cerita fiksi berupa narrative text secara berkelompok.</li> <li>- Peserta didik mendengarkan penjelasan guru mengenai pertanyaan-pertanyaan yang ada di LKPD 1 dan 2</li> </ul> <p><b>3. Membimbing penyelidikan</b></p> <ul style="list-style-type: none"> <li>- Peserta didik menyimak video cerita fiksi tentang “<i>Timun Mas</i> sambil mengerjakan lembar LKPD 1 yang telah mereka dapatkan sebelumnya.</li> <li><a href="https://www.youtube.com/watch?v=8iExYKj_TjI">https://www.youtube.com/watch?v=8iExYKj_TjI</a></li> <li>- Video diputarkan maksimal 2 kali sampai soal-soal diisi semuanya oleh peserta didik.</li> <li>- Peserta didik dengan bimbingan guru membahas LKPD 1 hasil diskusi bersama kelompok.</li> <li>- Peserta didik mengerjakan LKPD 2 dengan cara menyimak Video tentang “<i>Timun Mas</i>.”</li> <li>- Peserta didik dengan bimbingan dan arahan guru membahas LKPD 2.</li> <li>- Guru membagikan LKPD 3 kepada setiap kelompok untuk didiskusikan dan dikerjakan bersama kelompoknya</li> </ul>

	<p><b>4. Mengembangkan dan menyajikan hasil</b></p> <ul style="list-style-type: none"> <li>- Peserta didik menjelaskan jawaban atas pertanyaan- pertanyaan yang ada di LKPD 3 secara lisan.</li> <li>- Peserta didik dipersilahkan untuk memberikan komentar terhadap hasil jawaban temannya dan dipersilahkan mengoreksi bila ada kesalahan</li> <li>- Guru menjelaskan materi narrative text sebagai materi penguatan.</li> </ul> <p><b>5. Menganalisis dan mengevaluasi hasil pemecahan masalah</b></p> <ul style="list-style-type: none"> <li>- Guru memberikan kesempatan kepada peserta didik untuk menanyakan materi yang belum dipahami selama pembelajaran berlangsung.</li> <li>- Peserta didik dengan arahan dan bimbingan guru menyimpulkan hasil diskusi pada pembelajaran</li> </ul> <p><b>3. Kegiatan penutup (10 menit)</b></p> <ul style="list-style-type: none"> <li>- Menanyakan bagaimana perasaan peserta didik selama mengikuti kegiatan pembelajaran dengan meminta satu atau dua perwakilan peserta didik menyampaikan secara langsung.  <i>"What Do you feel after studying English with me?"</i>  <i>"Are you happy?"</i></li> </ul>
	<ul style="list-style-type: none"> <li>- Mengingatkan peserta didik untuk kegiatan pembelajaran berikutnya.</li> <li>- Mengakhiri kegiatan dengan doa dan salam</li> </ul>

Assesmen	Formatif: proses (LKPD-penerapan sintak-sikap) Sumatif: evaluasi
Pedoman Penilaian	Rubrik
Refleksi pembelajaran	- Peserta didik dituntun untuk menyampaikan pendapat mereka mengenai materi pembelajaran procedure text yang telah diajarkan.

	 <ul style="list-style-type: none"> <li>- Feedback peserta didik dilihat dari perasaan peserta didik, kelebihan dan kelemahan pada saat proses pembelajaran menurut penilaian peserta didik.</li> </ul>
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Jember, April 2025

Mengetahui  
Kepala SMA Negeri 3 Jember

Guru Bidang Studi

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UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

### Lampiran 1 BAHAN AJAR

**Narrative text** is a kind of text to retell the story using past tense.

**The purpose** of the text is to entertain or to amuse the readers or listeners about the story.

**Function:**

**The Generic Structure of Narrative text:**

Orientation	It set the scene and introduce the participants (it answers the question: who, when, what, and where)
Complication	Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arise
Resolution	The crisis is resolved, for better or worse. It shows the end of the story, usually a happy ending
Re-orientation	(optional) The ending of the story.

**Other Generic Structures of Narrative text:**

Evaluation	(optional) The stepping back to evaluate the story or the moral message of the story
Coda	(optional) changes of the characters of lesson/value of the story.

**The Grammatical Features of Narrative Texts:**

- **Adjectives** to build noun groups to describe the people, animals or things in the story, such as ... a nice, diligent and kind-hearted man, etc.
- **Time connectives and conjunctions** to sequence events through time, such as however, although, later, then.
- **Adverbs and adverbial phrases** to locate the particular events, such as once upon a time, long time ago.
- **Action verbs** to indicate the actions, such as stood, explained, provided, smashed
- **Saying and thinking verbs** to indicate what characters are feeling thinking or saying, such as told, realized, decided'

❖ **Past Tense**

**Past tense** (killed, drunk, etc)

- **Adverb of time** (Once upon a time, one day, etc)
- **Time conjunction** (when, then, suddenly, etc)
- **Specific character.** The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- **Action verbs.** A verb that shows an action. (killed, dug, walked, etc)
- **Direct speech.** It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

☒ **Past tense for statement (positive form)**

Subject	Verb in the past	Complement
Mambang Khayali	Transformed	himself into a cannon that <u>could</u> shoot at the enemy
He	<u>Felt</u>	very thirsty.
He	<u>Asked</u>	the Green Princess for a drink
His request	<u>was</u> denied	
The head cannon	<u>was</u> bouncing up	to Aceh
the rear	<u>Remained</u>	at the Deli.

Subject	Verb be: was/were	Verb ing/adjective/noun phrase
I	was	at school this morning
she	was	doing homework when you came

☒ **Past tense for negative statement (negative form)**

subject	did not	verb infinitive	complement
The Green Princess	did not	Return	to her glass coffin
The princess	did not	Accept	his proposal to marry her

☒ **Past tense for questions (interrogative form)**

Question word	did	subject	Verb infinitive	complement
	Did	she	Accept	his proposal to marry her?
	Did	Putri Hijau	Mention	her brother's name ?
What	did	Putri Hijau	mention?	



## Lampiran 2

### LEMBAR KERJA PESERTA DIDIK

Satuan pendidikan : SMA Negeri 3 Jember  
 Mata pelajaran : Bahasa Inggris  
 Kelas/ Semester : X/ Genap  
 Materi pokok : Narrative text  
 Indikator Pembelajaran : 10.A.4.1 Menyusun daftar (C1) kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita timun mas yang ada dalam video.

**Arrange the following jumbled sentences become a good arrangement of summary a Narrative text. Handwrite your work in your exercise book.**

**Write your work below:**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

1. Inside the fruit was a baby girl and named her Timun Mas
2. An old Indonesian fairy tale, a story of a widow who dreamed of having a child
3. Little that the girl know, she must be given as an offering to the giant when she was of age
4. She struck a deal with a giant and she was given a giant golden fruit
5. When the giant almost caught her, Timun Mas threw the cucumber

6. The widow gave some magical stuff; cucumber seeds, needles, salt, and spice from the helmit in Gunung Kidul
7. As the time come the widow ask Timun Mas to run to the forest where her battle to change her fate begins
8. Timun mas had finally stopped Buta ijo then returning to her house

### Answer key LKPD 1

1. An old Indonesian fairy tale, a story of a widow who dreamed of having a child.
2. She struck a deal with a giant and she was given a giant golden fruit.
3. Inside the fruit was a baby girl and named her Timun Mas.
4. Little that the girl know, she must be given as an offering to the giant when she was of age.
5. As the time come the widow ask Timun Mas to run to the forest where her battle to change her fate begins.
6. The widow gave some magical stuff; cucumber seeds, needles, salt, and spice from the helmit in Gunung Kidul
7. When the giant almost caught her, Timun Mas threw the cucumber seeds, needles, salt, and spice Buta ijo has lost
8. Timun mas had finally stopped Buta ijo then returning to her house

### Lampiran 3

#### LEMBAR KERJA PESERTA DIDIK

Satuan pendidikan : SMA Negeri 3 Jember

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : X/ Genap

Materi pokok : Narrative text

Indikator Pembelajaran : 10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal.

**Find out the action verb (Verb 2), adverb of time, time conjunction, and direct speech in the video of Timun Mas!**

No.	Unsur kebahasaan	Hasil Pengamatan pada video	Nilai
1.	Action verb (Verb 2) (min. 5 words)		
2.	Adverb of time (min. 2 words)		
3.	Time conjunction (min. 2 words)		
4.	Direct Speech (min. 2 sentence)		
Jumlah nilai			

#### Answer Key LKPD 2

No.	Unsur kebahasaan	Hasil Pengamatan pada video	Nilai
1.	Action verb (Verb 2)	Lived, delighted, embraced, stopped, shrieked, howled, transformed, hurled, held, tossed, appeared, threw, arrived, came,	20
2.	Adverb of time	In two weeks Over the years	10
3.	Time conjunction	Then, suddenly, when, etc	10
4.	Direct Speech	“They will help your daughter against the monster” “When the child turns six years old, your will return her to me to become my meal.” He said.	10
Jumlah nilai			50

## Lampiran 4

### LEMBAR KERJA PESERTA DIDIK

Satuan pendidikan : SMA Negeri 3 Jember

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : X/ Genap

Materi pokok : Narrative text

Indikator Pembelajaran : 10.B.4.1 Menganalisis fungsi sosial, generic structure, struktur teks naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal. (Question No.1-6)

10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis (Question No. 7-10)

### The Legend of Lutung Kasarung

Long time ago, there was a king named Prabu Tapa Agung. Prabu Tapa Agung was an old king. He had two daughters, Purbararang and Purbasari. Prabu Tapa Agung planned to retire as a king. He wanted Purbasari to replace him as the leader of the kingdom. Hearing this, Purbararang was angry.

"You cannot ask her to be the queen, Father. I'm older than she is. It's supposed to be me, not her.

It's impossible, Father!" said Purbararang.

"No, Purbararang, no. It's because i love you and I choose Purbasari as the queen because she is only one who deserves to be a queen. After all, she is your littlesister. ", answered the king.

"No, Father. It's hurt me."

Purbararang then set a bad plan with her fiance, Indrajaya. They went to a witch together and asked her to put a spell on Purbasari. Then they gave her a bowl of drinks and told Purbasari to drink it. Later, Purbasari had a bad skin. There were black dots all over her body. "Oh my God, what happen with my skin, my body, my face, and my breathe!" said Purbasari. "Hahaha You are not as beautiful as I am. You cannot be the queen. Instead, you have to leave this palace and stay in a jungle," said Purbararang.

Purbasari was very sad. Now she had to stay in the jungle. Everyday she spent her time playing with some animals there. There was one monkey that always tried to cheer her up. It was not just an ordinary monkey, he had magical power. And he also could talk with humans. The monkey's name was Lutung Kasarung. He was actually a God. His name was Sanghyang Gurumina. Lutung Kasarung planned to help Purbasari. He made a small lake and asked her to take a bath there.

"My princess, I'll help you to get back to the palace." Said Lutung Kasarung. "Thank you, Lutung. You're very good. But how can I go back to the palace. While my body is smell and disgusting." Replied Purbasari.

"Never say never, Princess. You only need to bathe in the small lake which I have made." Amazingly, her bad skin was cured. Now she got her beautiful skin back.

After that, she asked Lutung Kasarung to accompany her to go back to the palace. Purbararang was very shocked. She knew she had to come up with another bad idea. She then said, "Those who have longer hair will be the queen." Said Purbararang. The king then measured his daughters' hair. Purbasari had longer hair than Purbarang. But Purbararang did not give up. "A queen must have a handsome husband. If my fiance is more handsome than yours, then I will be the queen," said Purbararang.

Purbasari was sad. She knew Purbararang's fiance, Indrajaya, was handsome. And she did not have a fiance yet. "Here is my fiancé, Indrajaya. Where is yours?" asked Purbararang. Lutung Kasarung came forward. Purbararang was laughing very hard. "Your fiance is a monkey, ha ha ha."

"Lutung, what should I do?" asked Purbasari. "Do not worry, My Princess. I have a good idea"

Suddenly, Lutung Kasarung changed into a very a handsome man. He was even more handsome than Indrajaya. Purbararang and Indrajaya very surprised. Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.

**Answer the following questions based on the text:**

1. What is the story about?
2. What is the social function of the story above?
3. What is the generic structure of the story?
4. What is the complication of the story?
5. Which part of story that showed problem is developed?
6. Which part of story that showed problem is resolved?
7. Who are the characters? What are they like?
8. Where did the story happen?
9. What is the ending of the story? Sad ending or happy ending? Mention your reasons!
10. What is/are the moral value of the story?

**Answered:**

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### Answer Key LKPD 3

1. Narrative text
2. To entertain the readers, to teach or inform, to change social opinion
3.
  1. Orientation
  2. Complication
  3. Resolution
  4. Re-Orientation
4. Purbararang was angry because her father wanted Purbasari to replace him as the leader of the kingdom. Purbararang wanted to be a queen
5. Purbararang then set a bad plan with her fiance, Indrajaya. They went to a witch together and asked her to put a spell on Purbasari. Then they gave her a bowl of drinks and told Purbasari to drink it. Later, Purbasari had a bad skin. There were black dots all over her body.
6. Suddenly, Lutung Kasarung changed into a very handsome man. He was even more handsome than Indrajaya. Purbararang and Indrajaya very surprised. Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.  
Purbasari = good, patient, like to forgive the people.
7. Prabu tapa Agung: wise, Purbararang: Wicked, Purbasari: good, patient, forgiveness
8. In the Kingdom
9. The ending is happy ending because finally Purbasari then became the queen. She forgave Purbararang and her fiance and let them stay in the palace.
10. The moral lesson of Lutung Kasarung is that we should not be greedy towards anyone, and that we should always be patient, because kindness will bring us good fortunes.

### Lampiran 5

#### LEMBAR KERJA PESERTA DIDIK

Satuan pendidikan : SMA Negeri 3 Jember

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : X/ Genap

Materi pokok : Narrative text

Indikator Pembelajaran : 10.C.2.1 Membuat ringkasan cerita teks narative fiksi dari video yang sudah ditayangkan oleh guru terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat ketepatan penulisan yang benar dan optimal. (Question No.1)

10.C.2.2 Menceritakan kembali rangkuman cerita narative fiksi dan nonfiksi yang telah dibuat terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk story telling (Question No.2)

#### Do these activities!

1. After watching the video, make a summary about the story of “Bawang Merah and Bawang Putih” on your book by your own words! (Only 7-10 sentences)

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2. Read the summary of Bawang Merah and Bawang Putih story in front of the class!



## Lampiran 6

### LEMBAR KERJA PESERTA DIDIK

Satuan Pendidikan : SMA Negeri 3 Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X / Genap

Topik : *Narrative Text* – Speaking Performance

Waktu : 2 × 45 Menit

#### Tujuan Pembelajaran:

Setelah mengikuti pembelajaran melalui metode *Self-Directed Dialogue*, peserta didik mampu:

- Menyampaikan cerita naratif secara lisan dalam bentuk dialog mandiri.
- Menggunakan struktur kalimat yang benar, kosakata yang sesuai, serta intonasi dan pelafalan yang tepat.
- Menunjukkan kemandirian dan kepercayaan diri saat berbicara di depan kelas.

#### ACTIVITY INSTRUCTIONS:

1. Read and understand the instructions given by the teacher.
2. Choose one of the provided narrative situations.
3. Develop your own self – directed dialogue based on that situation.
4. Practice for 10 minutes independently.
5. Present the dialogue orally in front of the class individually (not in pairs).
6. Take 2–3 minutes to tell your story in the form of a monologue, as if you were speaking to someone (for example, an imaginary friend, a teacher, or your future self).
7. After speaking, fill in the self-reflection section.

#### DIALOGUE SITUATION (CHOOSE ONE):

1. You are retelling a famous Indonesian folktale in a short solo dialogue.
2. You imagine yourself telling a story about the strange dream you had last night.
3. You are making a personal monologue about a time you helped someone and learned something.

### Lampiran 7

#### RUBRIK PENILAIAN

##### a. INSTRUMEN DAN RUBRIK PENILAIAN SIKAP

No	Nama Siswa	Bertakwa pada Tuhan YME				Mandiri				Bertikir kritis				Kreatif				Berkebinekaan global				Nilai
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																						
2.																						
3.																						
4.																						
n																						

Keterangan:

- 4 = jika empat indikator sangat terlihat.  
 3 = jika tiga indikator terlihat.  
 2 = jika dua indikator kurang terlihat  
 1 = jika satu indikator tidak terlihat

##### b. INDIKATOR PENILAIAN SIKAP:

###### 1. Beriman dan bertakwa kepada Tuhan Yang Maha Esa

- Berdoa sebelum dan sesudah belajar
- Menghormati agama dan kepercayaan teman yang berbeda agama
- Menghargai teman yang sedang beribadah
- Memiliki moral yang baik/berkelakuan baik

###### 2. Mandiri

- selalu sadar terhadap dirinya sendiri,
- sadar akan kebutuhan dan kekurangannya
- sadar terhadap situasi atau keadaan yang dihadapi, peserta didik juga
- memiliki kemampuan regulasi diri yang terwujud dalam kemampuan membatasi diri terhadap hal yang disukainya

###### 3. Bertikir kritis

- Mampu menganalisis suatu informasi sebelum mengambil sebuah keputusan apakah informasi tersebut dapat diterima apa tidak.
- Kemampuan memecahkan masalah bagi anak yang berpikir kritis dilakukan secara analisis
- Mampu bertikir tingkat tinggi (HOTS)
- Mampu menyelesaikan soal-soal dengan cepat dan tepat.

###### 4. Kreatif

- Memiliki usaha daya cipta
- memiliki kemampuan untuk menciptakan
- bersifat (mengandung) daya cipta
- memiliki imajinasi tinggi

###### 5. Berkebinekaan global

- Mencintai perbedaan suku, agama, ras, bangsa dan Bahasa.
- Memiliki wawasan luas terhadap perbedaan budaya dan bangsa
- Memiliki sikap toleransi terhadap keragaman suku bangsa, tradisi, dan adat istiadat serta agama dan aliran kepercayaan

d. Bijak dalam penggunaan teknologi informasi

Nilai akhir sikap diperoleh dari modus (skor yang sering muncul) dari kelima aspek sikap di atas.

**Kategori nilai sikap:**

Sangat Baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3

Cukup : apabila memperoleh nilai akhir 2

Kurang : apabila memperoleh nilai akhir 1

**Catatan :**

**\*Rumus Perhitungan nilai sikap siswa, sebagai berikut:**

Nilai

**Kriteria Nilai**

A = 80 – 100 : Sangat Baik

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

**c. RUBLIK PENILAIAN PENGETAHUAN**

**Elemen : A. Menyimak dan Berbicara**

- i. Teknik penilaian : Tertulis
- ii. Bentuk Soal : Essay
- iii. Indikator Pembelajaran : 10.A.4.1 Menyusun daftar kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita fiksi yang ada dalam video.

No.	Nomor urutan soal	Score
1.	1	10
2.	2	10
3.	3	10
4.	4	10
5.	5	10
6.	6	10
7.	7	10
8.	8	10
<b>Jumlah Score</b>		

**Catatan : \*Rumus Perhitungan nilai pengetahuan siswa, sebagai berikut:**  
**Kriteria Nilai**

A	=	80 – 100	:	SangatBaik
B	=	70 – 79	:	Baik
C	=	60 – 69	:	Cukup
D	=	< 60	:	Kurang

- a. Teknik :  
 b. Bentuk Soal : Essay  
 c. Indikator Pembelajaran : 10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2),

penilaian

Adverb of time, Time conjunction, Direct speech

yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal

No.	Unsur Kebahasaan	Score
1.	Action verb (Verb 2)	20
2.	Adverb of time	10
3.	Time conjunction	10
4.	Direct Speech	10
	Jumlah Score	50

**Catatan :**

**\*Rumus Perhitungan nilai pengetahuan siswa, sebagai berikut:**

**Kriteria Nilai**

A = 80 – 100 : Sangat Baik

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

**Elemen : B. Membaca dan Memirsa**

Teknik Penilaian : Tertulis

Bentuk Soal : Essay

Indikator Pembelajaran: 10.B.4.1 Mengidentifikasi (C1) fungsi sosial, generic structure, struktur teks naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal. (Question No.1-6)

10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis (Question No. 7-10)

No.	Soal Pertanyaan	Score
1.	What is the story about?	5
2.	What is the social function of the story above?	10
3.	What is the generic structure of the story?	20
4.	What is the complication of the story?	10
5.	Which part of story that showed problem is developed?	10
6.	Which part of story that showed problem is resolved?	10
7.	Who are the characters? What are they like?	10
8.	Where did the story happen?	5
9.	What is the ending of the story? Sad ending or bad ending? Mention your reasons!	10
10.	What is/are the moral value of the story?	10
	<b>Total Score</b>	<b>100</b>

**Catatan :**

**\*Rumus Perhitungan nilai pengetahuan siswa, sebagai berikut:**

Nilai =  $\frac{\text{Skor Perolehan}}{\text{X}}$

100 Skor Maksimal

### Kriteria Nilai

A	= 80 – 100	: Sangat Baik
B	= 70 – 79	: Baik
C	= 60 – 69	: Cukup
D	= < 60	: Kurang

### d. Rubrik penilaian keterampilan

#### 1. WRITING RUBRIC ASSESSMENT

- Teknik penilaian : Tertulis
- Bentuk Soal : Melengkapi Tabel
- Indikator Pembelajaran: 10.B.5.1 Membuat kalimat imperative terkait teks prosedur berbentuk gambar acak yang harus disusun terlebih dahulu yang kemudian dirancang menjadi sebuah teks procedure yang utuh dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

No	Name	Text Organization				Mechanic				Vocabulary				Content				Score
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
3.																		
4.																		
n																		

ASPEK	KRITERIA	SKOR
Content	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, lengkap, terperinci, tuntas, mengandung nilai/ada refleksi yang dalam, dapat memberi wawasan baru	4
	Topik jelas, cerita menarik dan orisinal, ditopang bukti dan fakta-fakta, tetapi kurang lengkap, kurang terperinci.	3
	Topik kurang jelas, cerita kurang menarik dan kurang tepat, tidak lengkap, tidak terperinci, tidak tuntas, dan kurang bernilai	2
	Cerita tidak menarik/tidak jelas, cerita hanya rekaan, tidak diberi bukti-bukti faktual, tidak terperinci, tidak tuntas, dan tidak bernilai	1
	Tujuan tepat, generic structure tepat, terdapat bagian-bagian teks yang benar dan terstruktur, tujuan jelas, dapat disampaikan dengan pola urutan yang tepat	4

<b>Text Organization</b>	Tujuan tepat tetapi generic structure kurang tepat, terdapat bagian- bagian teks yang kurang tepat dan terstruktur, tujuan kurang jelas, pola urutan kurang tepat	3
	Tujuan kurang jelas, karangan tidak diorganisasi sama sekali, tidak jelas generic structure nya. tidak menggunakan urutan langkah- langkah yang tepat.	2
	Tujuan tidak jelas, karangan tidak diorganisasi sama sekali, tidak jelas generic structure nya. tidak menggunakan urutan langkah- langkah yang tepat	1
<b>Vocabulary</b>	Kategori:Sempurna ke sangat baik Kriteria:Penggunaan dan pemilihan kata/idiom/frase tepat, sesuai dan efektif	4
	Kategori:Baik ke rata-rata Kriteria:Sekali-sekali muncul kesalah bentuk kata /frase/idiom, pemilihan kata dan penggunaannya namun tidak mempengaruhi makna secara esensial	3
	Kategori:Cukup ke lemah/kurang Kriteria:Sering kali muncul kesalahan bentuk kata/frase/idiom dan pilihan kata dan penggunaannya	2
	Kategori:Sangat kurang atau lemah Kriteria:Pada prinsipnya cenderung bersifat menerjemahkan dan pilihan kata dan penggunaannya kurang memadai	1
<b>Mechanic</b>	Tidak ada kesalahan ejaan sama sekali, bila tulis tangan rapi dan jelas terbaca, tidak ada salah ketik, pemilihan jenis dan ukuran huruf sesuai, margin sangat pas	4
	Ada beberapa kesalahan ejaan, tulisan tangan rapi, ada beberapa salah ketik, penentuan jenis, ukuran huruf, margin pas	3
	Cukup banyak kesalahan ejaan dan salah ketik. Tulisan tangan kurang rapi. Jenis, ukuran huruf dan margin tidak konsisten.	2
	Mengabaikan ejaan, tulisan tangan sangat tidak rapi, banyak sekali salah ketik, penentuan jenis, ukuran huruf, dan margin semaunya sendiri	1

**Kategori nilai writing:**

Sangat Baik : apabila memperoleh nilai akhir 4

Baik : apabila memperoleh nilai akhir 3



Cukup : apabila memperoleh nilai akhir 2  
 Kurang : apabila memperoleh nilai akhir 1

**Catatan :**

**\*Rumus Perhitungan writing siswa, sebagai berikut:**

Nilai =  $\frac{\text{Skor Perolehan}}{100 \text{ Skor Maksimal}} \times$

**Kriteria Nilai**

A = 80 – 100 : Sangat Baik  
 B = 70 – 79 : Baik  
 C = 60 – 69 : Cukup  
 D = < 60 : Kurang

**2. SPEAKING RUBRIC ASSESSMENT**

- a. Teknik Penilaian : Presentasi  
 b. Bentuk Kegiatan : Mempresentasikan

No.	Aspek penilaian	Kriteria penilaian	Skor
1	<b>Content</b>	Isi informasi procedure text lengkap 100% benar	4
		Kelengkapan Isi informasi procedure text 75 % benar	3
		Kelengkapan isi informasi procedure text 50 % benar	2
		Kelengkapan isi informasi procedure text 25% benar	1
2	<b>Pronunciation</b>	Semua pronunciation benar dan dapat dipahami.	4
		Terdapat sedikit kesalahan dalam pronunciation dan masih bisa dipahami.	3
		Terdapat banyak kesalahan dalam pronunciation, namun masih bisa dipahami.	2
		Terdapat banyak kesalahan dalam pronunciation dan sulit untuk dipahami.	1
3	<b>Fluency</b>	Peserta didik menguasai semua materi presentasi dan melakukan presentasi tanpa kesalahan.	4
		Peserta didik menguasai 90% materi presentasi dan melakukan presentasi dengan sedikit kesalahan.	3
		Peserta didik menguasai 80% materi presentasi dan melakukan presentasi dengan beberapa kesalahan.	2
		Peserta didik menguasai 75% materi presentasi dan melakukan presentasi dengan cukup banyak kesalahan.	1

4	<b>Grammar</b>	Semua kalimat yang diucapkan sesuai dengan grammar Bahasa Inggris yang benar	4
		Terdapat 1-4 kesalahan pada grammar	3
		Terdapat 5-8 kesalahan pada grammar	2
		Terdapat 9-10 kesalahan pada grammar	1

**Catatan :**

**\*Rumus Perhitungan nilai siswa, sebagai berikut:**

Jumlah Skor yang diperoleh siswa X 25 4

**c. Rubrik Penilaian Presentasi**

**Kriteria**

A = 80 – 100 : Baik

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D

No	Nama Siswa	Aspek				Jumlah Skor	Nilai
		Content	Pronunciation	Fluency	Grammar		
1							
2							
3							
4							
5							

Keterangan Skor :Kriteria Nilai

Baik Sekali : 4

Baik : 3

Cukup : 2

Kurang : 1

Nilai = Skor Perolehan X 100

A = 80 – 100 Skor Maksimal

B = 70 – 79

C = 60 – 69

D = < 60

**d. Rubrik Penilaian Diskusi**

**Nama Kelompok :**.....

**Anggota Kelompok :**.....

.....

NO.	Sikap/Aspek yang dinilai	Nilai Kualitatif	Nilai Kuantitatif
1.	Menyelesaikan tugas kelompok dengan baik		
2.	Kerjasama kelompok (Komunikasi)		
3.	Hasil Tugas (Relevan dengan bahan)		
4.	Pembagian Job		
5.	Sistematika pelaksanaan		
<b>Jumlah Nilai Kelompok</b>			

### Kriteria Penilaian

Kriteria Indikator	Nilai Kualitatif	Nilai Kuantitatif
80-100	Memuaskan/Baik Sekali	4
70-79	Baik	3
60-69	Cukup	2
45-59	Kurang	1

Kriteria Nilai      Nilai =  $\frac{\text{Skor Perolehan}}{100} \times \text{Skor Maksimal}$

### SCORING RUBRIC – SPEAKING PERFORMANCE (Self – Directed Dialogue)

**Total Skor Maksimal: 100**

No	Aspek yang Dinilai	Deskripsi Penilaian	Skor Maksimal
1.	Fluency	Siswa berbicara lancar tanpa banyak jeda atau pengulangan kata.	15
2.	Clarity (pronunciation & intonation)	Ucapan jelas, artikulasi tepat, intonasi mendukung makna cerita.	10
3.	Grammatical Accuracy	Kalimat tersusun dengan struktur grammar yang benar dan konsisten.	15
4.	Vocabulary Use	Kosakata bervariasi, tepat sesuai konteks cerita, dan tidak terlalu sederhana.	15
5.	Idea Organization & Coherence	Cerita runtut, mudah dipahami, dan mengandung alur naratif (awal – tengah – akhir).	20
6.	Creativity &	Cerita menarik, orisinal	10

	Content Relevance	(jika personal/dream), atau diceritakan kembali dengan gaya sendiri (jika folktale).	
7.	Confidence & Autonomy	Siswa tampil mandiri, tidak bergantung pada teks tertulis, dan percaya diri saat tampil.	15
	<b>Total Skor</b>		<b>100</b>

**Kategori Penilaian:**

**Skor Akhir:**

86 – 100 (Sangat Baik)

71 – 85 (Baik)

56 – 70 (Cukup)

41 – 55 (Kurang)

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## Lampiran 8

KISI-KISI PENULISAN SOAL  
Pengetahuan

No.	Alur Tujuan Pembelajaran	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
1.	10.A.4. Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk naratif fiksi dan non fiksi (narrative) secara kritis, kreatif dan santun terkait topik keanekaragaman budaya Indonesia dengan tingkat kelancaran dan ketepatan yang optimal	X	Narrative Text berupa cerita fiksi dengan memperhatikan struktur teks, dan unsur kebahasaan teks lisan dan tulis secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia.	<p>10. A.4.1. Menyusun daftar kalimat acak terkait narrative text fiksi berupa summary (rangkuman) cerita fiksi yang ada dalam video</p> <p>10.A.4.2 Menemukan unsur kebahasaan berupa action verb (Verb 2), Adverb of time, Time conjunction, Direct speech yang terdapat pada video teks naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran</p>	Pengetahuan (menyimak video)	<p>1</p> <p>1 2 3 4</p>	<p><b>Essay</b> (Menyusun daftar kalimat acak)</p> <p>Mengisi tabel (jawaban ada di dalam video)</p>

	<p>10.B.2 Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia dengan tingkat</p>		<p>dan ketepatan yang optimal</p> <p>10.B.4.1 Menganalisis fungsi sosial, generic structure, struktur teks dan unsur kebahasaan naratif secara lisan dan tulisan dengan memberi dan meminta informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia</p>		<p>1 2 3 4 5 6</p>	<p><b>Essay</b> (Menjawab pertanyaan sesuai dengan isi teks)</p>
	<p>kelancaran dan ketepatan yang optimal</p>		<p>sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal</p> <p>10.B.4.2 Menjawab informasi rinci dari teks naratif tulis dengan memberi dan meminta</p>		<p>7 8 9</p>	

				informasi naratif fiksi terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk tes tertulis		10	
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**KISI- KISI PENULISAN SOAL**  
**Keterampilan**

No	Kompetensi Dasar	Kelas	Materi	Indikator Soal	Level Kognitif	No Soal	Bentuk Soal
1.	10.C.2. Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk naratif fiksi dan non fiksi ( <i>narrative</i> ) terkait topik keanekaragaman budaya Indonesia dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan	X	Narrative Text berupa cerita fiksi dengan memperhatikan struktur teks, dan unsur kebahasaan teks lisan dan tulis secara kritis, kreatif, dan jujur terkait topik keanekaragaman budaya Indonesia.	10.C.2.1 Membuat rangkuman cerita teks naratif fiksi dari video yang sudah ditayangkan oleh guru terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat ketepatan penulisan yang benar dan optimal 10.C.2.2 Menceritakan kembali rangkuman cerita	Keterampilan	1	<b>Essay</b> (Membuat rangkuman dari video cerita fiksi)



	yang optimal		narative fiksi dan nonfiksi yang telah dibuat terkait topik keanekaragaman budaya Indonesia sesuai konteks secara santun, kritis, kreatif, dan mandiri dengan tingkat kelancaran dan ketepatan yang optimal dengan bentuk story telling		2	<b>Reading atau Story telling</b> (Present asi)
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## Lampiran 9

### Materi Remedial dan Pengayaan:

#### 1. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan. Pengayaan akan diberikan dengan cara peserta mencari sendiri referensi tentang macam-macam narrative text di internet lalu membacanya atau menontonnya jika bentuknya video agar menambah wawasan terkait tentang narrative text.

#### 2. Remedial

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial yaitu dengan memberikan soal-soal tambahan yang sesuai dengan indikator pembelajaran yang sama tetapi soal atau latihan-latihan yang berbeda agar nilai peserta didik sesuai dengan Kriteria Ketercapaian Tujuan Pembelajaran (KKTP)

- *Membuat rekaman mengenai fungsi social, unsur kebahasaan dan contoh narrative text atau membuat klipping tentang cerita fiksi berupa narrative text.*

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KIAI HAJI ACHMAD SIDDIQ  
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### Lampiran 10

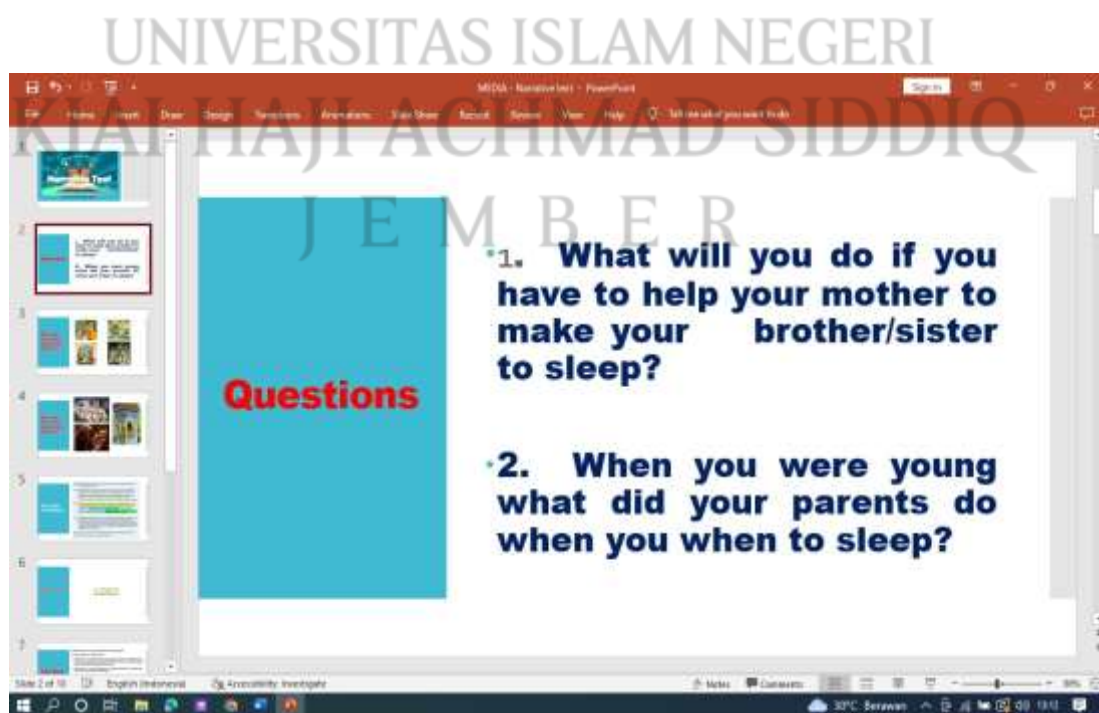
#### Desain Pengembangan Media Pembelajaran

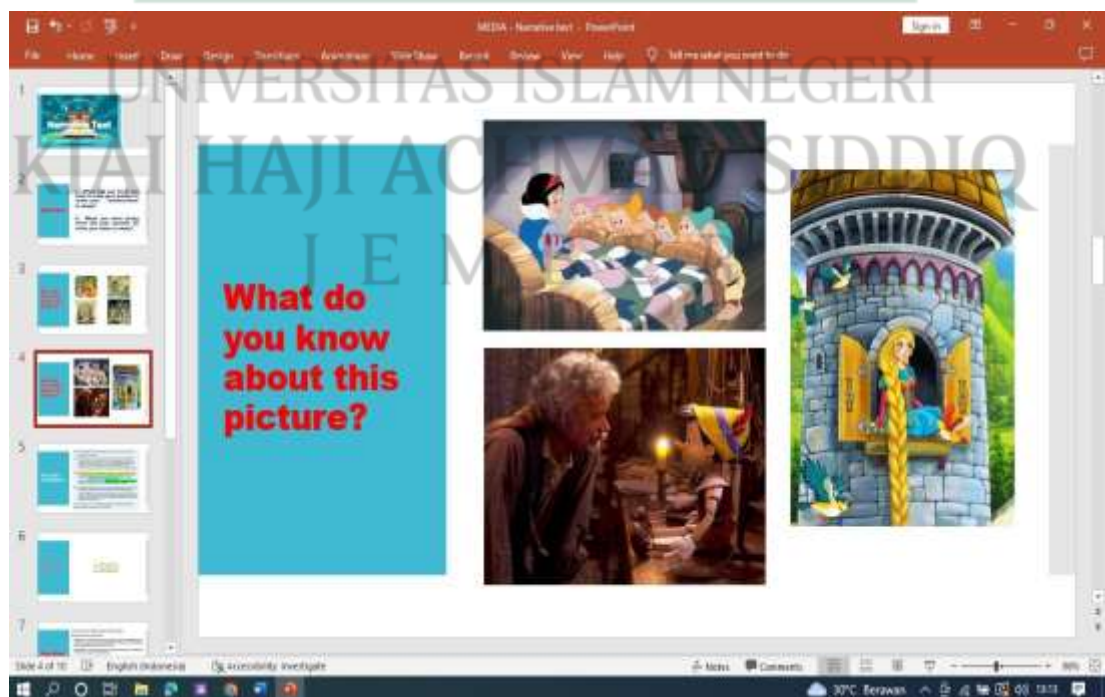
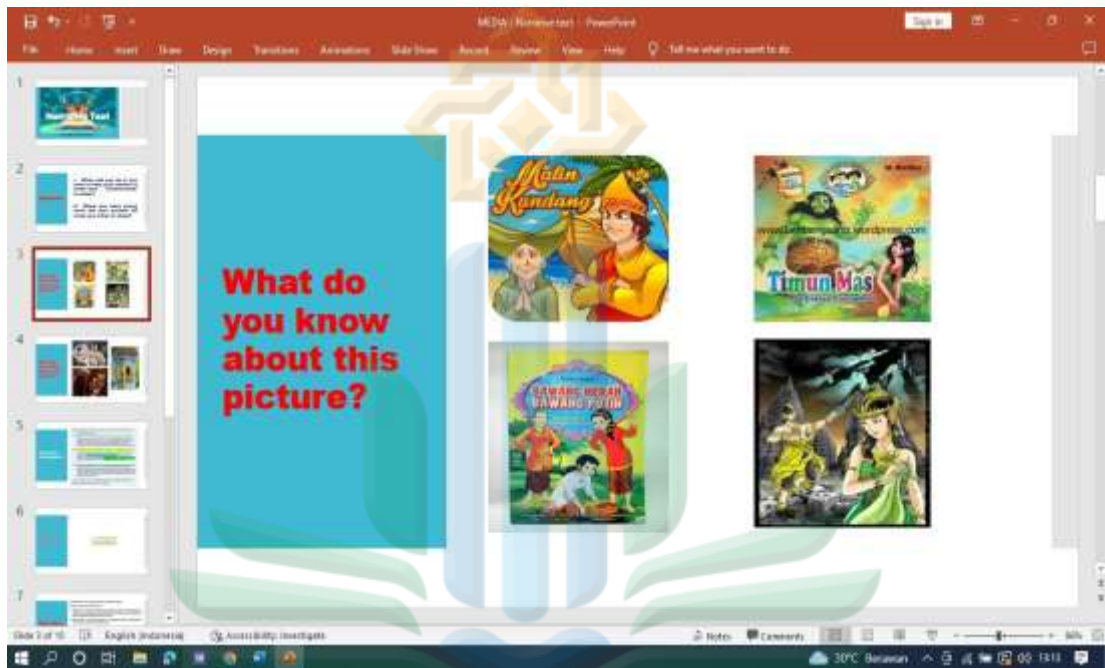
No	Media	Kegiatan Pembelajaran
1	Video YouTube	Video ditampilkan di depan kelas dengan menggunakan proyektor/In focus di awal pembelajaran
2	Power Point	Power point ditayangkan setelah penayangan video tentang Narrative text.
3	Lembar Tugas	Lembar tugas berbentuk kertas print out dibagikan kepada setiap peserta didik.
4	Google Form	Peserta didik mengisi soal-soal refleksi dan evaluasi dengan google form
5	Handphone	Peserta didik akan menggunakan Handphone untuk mengecek vocabulary di kamus digital baik online maupun digital

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KIAI HAJI ACHMAD SIDDIQ  
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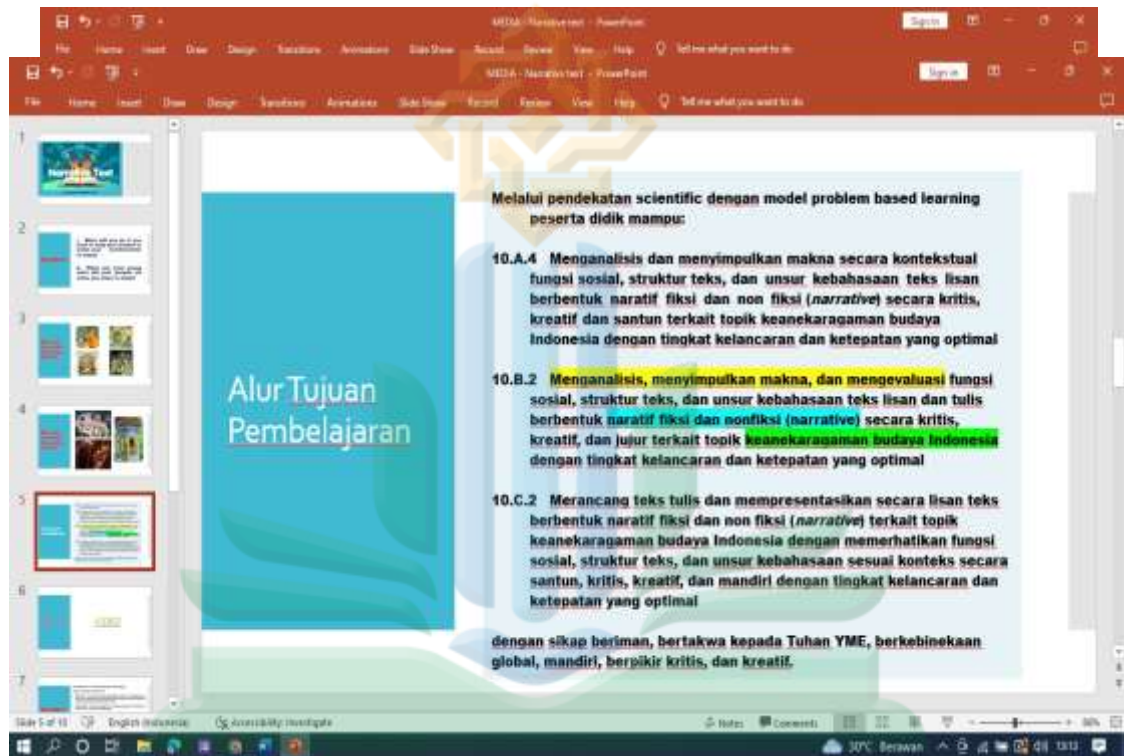
## Lampiran 11

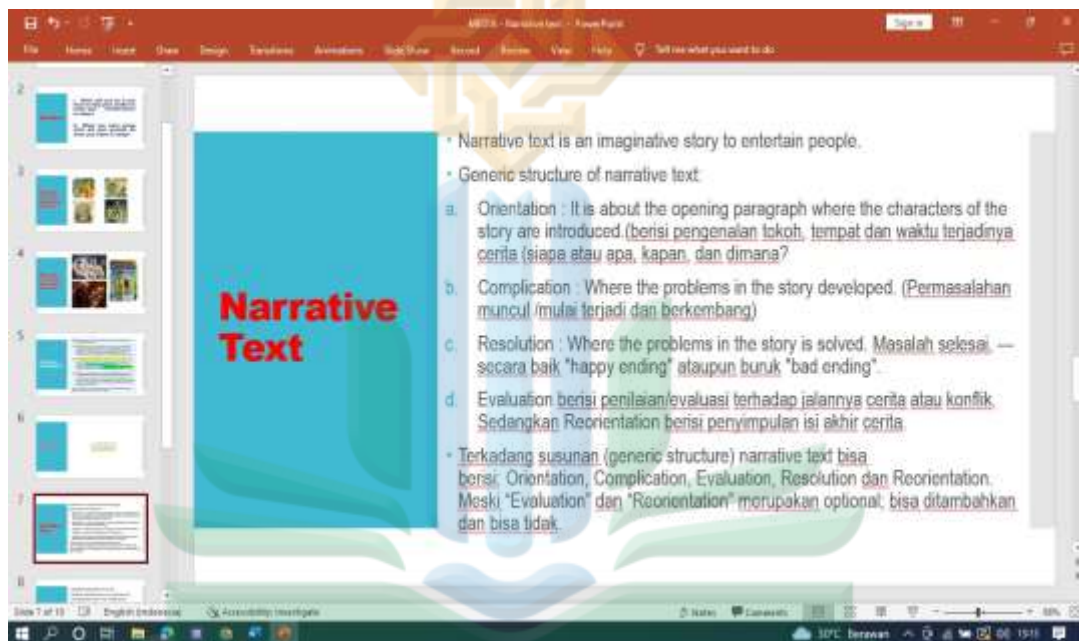
### Media Power Point











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## Lampiran 12

### EVALUASI

**Read the text below and answer the questions number 1 to 4:**

#### Talaga Warna

Long ago there was a kingdom in West Java. The kingdom was ruled by a king called Prabu. Prabu was a kind and wise king, and there was no hunger in his kingdom. But Prabu and his queen didn't have any children. It made them very, very sad.

Then one day Prabu went into the jungle. There he prayed to his god for a child. A few months later, the queen was expecting a baby, and all the people in the kingdom were happy. Prabu and the queen loved their little daughter and gave her everything. The princess became a very spoiled girl. If she didn't get what she wanted, she became very angry. But even though the princess behaved badly, her parents loved her, and so did the people in the kingdom.

Day by day, the princess grew more beautiful. When she was 17, her parents invited all the people in the kingdom to a party. Prabu took their gifts of gold and bright jewels and had a beautiful necklace made for his daughter.

On the day of the birthday, people gathered in the palace field. When Prabu and the queen appeared, people welcomed them happily. The cheers were even louder when the beautiful princess appeared. Prabu took the necklace. "My beloved daughter," he said, "today I give this necklace to you. It is a gift from the people of this country because they love you so much." The princess looked at the necklace. "I don't want it! It's ugly!" she shouted, and she threw the necklace on the ground, where it broke into pieces. Everyone was shocked. Nobody spoke. They never thought that their beloved princess would do that terrible thing.

In their silence people heard the queen crying. Everyone was sad and began crying, too. A pool of water formed on the ground. Soon the pool became a big lake. The lake sank all of the kingdom.

Today, people called the lake Talaga Warna. It means 'Lake of Colours'. It is located in Puncak, West Java. On a bright day, the lake is full of amazing colours, which in fact come from the reflection of the trees and flowers around it. But some people believe that the colours are from the princess's necklace, which still lies in pieces at the bottom of the lake.

1. Which of the following statements is correct?
  - a. King Prabu and his queen had lots of children.
  - b. The little princess was a very good child.
  - c. Prabu gave his wife a necklace for her birthday.
  - d. The people in Prabu's kingdom loved their royal family.
  - e. The people envied to see the king's happiness to have a beautiful princess
2. The people were shocked
  - a. by Prabu's words to his daughter.
  - b. by the princess's bad behaviour.
  - c. when the royal family appeared.
  - d. when the queen began to cry.
  - e. because of her kindness
3. "I don't want it! It's ugly!" The underlined word means:
  - a. not pretty
  - b. cheap
  - c. attractive
  - d. not modern
  - e. inexpensive
4. The lake is called Talaga Warna because ...
  - a. of the necklace that lies at the bottom.
  - b. of the colours reflected in the water.
  - c. that was the name of the princess.
  - d. it is located in Puncak.
  - e. they had dreamt for a child for a very long time.

**The following questions numbered 5 to 8 are related to the text below:**

It was the rainy season in Banten. The villagers who were farmers were happy as the rain would water their rice fields and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what he would buy for himself, his wife and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream in the following nights. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. "You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?"

Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally some villagers believed him. Together with his wife and his daughter Nyi Banjarsari, Pak Bong and his friends went to the hill.

In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do

anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong's dream. In his dream, the same old man told him how to save their village. "If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!" said the old man.

Pak Bong was very sad. He then told his family about his dream. "Father, if this is the only way to save our village, I will jump into the water," said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could re-build their houses. To show their thankfulness and gratefulness to Nyi Banjarsari, the villagers named their village 'Banjarsari'.

5. What is the best title for the story?
  - a. The climate in Banten
  - b. How Banjarsari village got its name
  - c. Pak Bong's dreams
  - d. Pak Bong and his family
  - e. The beautiful woman, Banjarsari
6. Which of the following is correct?
  - a. There was no warning about the flood.
  - b. Nobody listened to Pak Bong.
  - c. Nyi Banjarsari died to save the village.
  - d. The villagers were able to save their rice fields.
  - e. The villagers were all with Pak Bong up the hill
7. 'After she had drowned, the water dried up.' The underlined word means:
  - a. died underwater
  - b. fallen into the water
  - c. jumped into the water
  - d. sank underwater
  - e. dived

8. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...
- The villagers
  - Pak Bong and his family
  - Pak bong and the oldman
  - The villagers and Pak bong
  - The old man and Banjarsary
9. I was doing my project on writing a narrative story when I suddenly ... a loud shout faraway from my house.
- listen to
  - hear
  - heard
  - listened to
  - whispered
10. Narti said that the school ... organizing a trip for the students of Year 10 only.
- be
  - is
  - are
  - were
  - was
11. What is kind of the text above?
- Narrative Text
  - Procedure text
  - Descriptive text
  - Expository text
  - Personal Letter
12. What is the purpose of the text above?
- To inform the reader about the news
  - To entertain or to amuse the readers or listeners about the story
  - To tell the condition
  - To study at school
  - To make a personal letter
13. What is the generic structure of the text above?
- Identification, orientation, re-orientation
  - Identification, Description,
  - Orientation, Events, Re-Orientation
  - Orientation, Complication, Resolution, Re-Orientation
  - Orientation, Complication, Events, Re-orientation

14. Arrange the following jumbled sentences become a good arrangement of summary a Narrative text.

3. The widow gave some magical stuff; cucumber seeds, needles, salt, and spice from the helmit in Gunung Kidul
4. Little that the girl know, she must be given as an offering to the giant when she was of age
5. An old Indonesian fairy tale, a story of a widow who dreamed of having a child
6. When the giant almost caught her, Timun Mas threw the cucumber seeds, needles, salt, and spice. Buta ijo has lost
7. She struck a deal with a giant and she was given a giant golden fruit
8. Timun mas had finally stopped Buta ijo then returning to her house
9. Inside the fruit was a baby girl and named her Timun Mas
10. As the time come the widow ask Timun Mas to run to the forest where her battle to change her fate begins

e. 3-5-7-2-8-1-4-6

f. 2-1-3-5-4-6-8-7

g. 5-3-2-1-4-8-6-7

h. 1-3-2-5-4-6-8-7

i. 8-1-4-2-5-7-3-6

**PEDOMAN PENSKORAN EVALUASI**

Setelah menjawab latihan soal pada kegiatan belajar ini, kemudian cocokkan jawaban Anda dengan kunci jawaban yang terdapat pada bagian akhir modul ini, hitung jawaban Anda yang benar. Untuk mengetahui tingkat penguasaan Anda dalam mempelajari materi dalam kegiatan ini, gunakan rumus penghitungan yang ada di bawah ini.

**Rumus penghitungan:**

$$\frac{\text{Jumlah jawaban yang benar}}{\text{Tingkat penguasaan}} \times 100 \%$$

Banyaknya soal

Tingkat

penguasaan yang

dicapai: 90 % -

100 % = Baik

Sekali

80 % - 90 % = Baik

70 % - 80 % = Sedang

>70 % = Kurang

**Kunci jawaban Evaluasi**

NO	ANSWER	NO	ANSWER
1	D	8	B
2	B	9	C
3	A	10	E
4	B	11	A
5	B	12	B
6	C	13	D
7	A	14	A

**DAFTAR PUSTAKA**

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Appendix 5: List of Students at X-7 grade SMA Negeri 3 Jember

No.	Name
1	Abiezar Baqi Fadhlillah
2	Afdal Rizki Firmansyah
3	Agni Pratista
4	Alam Alvian Tri Nugroho
5	Anggita Dewi Ramadhani
6	Aura Intan Ramadini
7	Bima Sean Arkana
8	Bintang Surga
9	Chelsea Emilia Syafitri
10	Damara Arya Pramusita
11	Davin Hugaputra Pratama
12	Dhanastri Mahya Kynasih
13	Dwi Aliya Rahma
14	Eka Afradita Arrahmi
15	Fajar Dwvi Maulana
16	Febri Dian Satria Putra Pratama
17	Gavra Junior Bachtiar
18	Hendika Bisma Permana
19	Kayysa Izzazy Bumi
20	Khumaira Noviyani
21	Maura Aristria Zahra Putri
22	Mido Randro Nastiawan
23	Muh Dava Ramadani
24	Muhammad Ajai Robi Yahya
25	Nanda Riyya Dhotussaadhah
26	Nindy Novelya Ningsih
27	Putri Madina Sonia Pratama
28	Rehan Adinata
29	Shalfa Andita Salsabilla
30	Syafril Maulidy Wahbi
31	Syaira Malika Putri
32	Wilda Zakya Mumtaza
33	Zahra Amanda Putri
34	Zakiyah Dwina Salsabila

Appendix 6: Interview Transcript  
Students

**Thematic Analysis Table – Self-Directed Dialogue & Speaking Ability**

<b>Coding</b>	<b>Transcript</b>	<b>Category</b>	<b>Theme</b>
Independent Speaking Practice	"...eventually get used to it and actually feel comfortable because I can practice anytime." (S1) "...I became more active and could control my learning method." (S2)	Self – directed learning behavior	Fostering learner autonomy through self - practice
Reflective self – recording	"...recording, then listening to it again and noting the parts that are not good." (S3) "...after recording, I listen to the recording and conduct a self-evaluation." (S6)	Metacognitive practice strategy	Enhancing self – regulation through reflection
Speaking confidence	"More confident because I know this is just practice and no one is judging." (S2)	Emotional support in solo practice	Building confidence via solo speaking practice

	"I'm confident because I practiced on my own before performing." (S5)		
Digital tools	<p>"During Practice, I use Google Translate and class notes as aids to understand and construct sentences." (S1)</p> <p>"I use Google Translate, YouGlish, and grammar notes from class to make my practice more effective and accurate." (S8)</p>	Use of digital learning aids	Improving speaking with digital learning tools
Fluency improvement	<p>"I feel my ability has improved, especially in the aspect of speaking fluently after several practice sessions." (S3)</p> <p>"My progress is noticeable in terms of fluency</p>	Speaking performance progress	Strengthening fluency through repeated practice

	and vocabulary, which becomes more varied with each practice." (S9)		
Self-Assessment Confusion	"Sometimes I get confused about assessing, but after getting used to it, I know my shortcomings." (S9) "At first, I was confused, but over time I got used to it." (S1)	Struggling with Reflective Evaluation	Developing awareness through self- assessment practice
Focus management	"When I'm independent, I'm more focused." (S3) "Sometimes I stop in the middle because of outside noise or my phone ringing." (S6)	Navigating concentration in practice	Environmental and internal factors affecting student focus
Idea expression	"With this practice, I have become used to expressing ideas clearly and no longer get confused when forming	Verbal organization strategies	Organizing ideas for clearer expression

	<p>sentences." (S1)</p> <p>"I feel i can deliver ideas more coherently and fluently because i prepare the key points i want to talk about." (S7)</p>		
Grammar and vocabulary difficulties	<p>"My main difficulty is grammar, because i often forget the correct sentence structure." (S3)</p> <p>"The challenge is remembering the vocabulary related to the topic, especially if the theme is unfamiliar to me." (S7)</p>	Linguistic performance barriers	Facing grammar and vocabulary difficulties
Infrequent speaking practice	<p>"I only practice when I have assignments." (S6)</p> <p>"I practice when I don't have a lot of assignments." (S10)</p>	Limited engagement patterns	Inconsistent practice as a learning barrier
Maintaining flow	"The challenge is	Organizing ideas for	Maintaining Ide

	<p>to keep the conversation flowing without jumping around” (S2)</p> <p>“My strategy is to create an outline of the talk, then practice until I memorize the flow” (S10)</p> <p>“The difficulty lies in maintaining consistency while speaking and not repeating words.” (S5)</p>	speaking	Coherence
Pronunciation challenge	<p>"I mispronounced the word “conversation,” so I practiced at home until I got it right." (S4)</p> <p>"...pronouncing it is difficult, so sometimes I replace it with a simpler word." (S8)</p> <p>"If I'm unsure about the pronunciation, I</p>	Coping strategies for pronunciation	Struggles and Adaptations in Pronouncing Words


	check Google or listen to a video first." (S6)		
Initial Discomfort	At first, I felt awkward because I wasn't used to talking by myself... (S1) "At first, it felt strange because I had to speak alone, which made me lack confidence..." (S3)	Psychological Adaptation	Transitioning from discomfort to adjustment
Sentence structuring	"...I try to construct sentences with a subject, predicate, and object." (S3) "...I try to make sure there are subjects, predicates, and objects so that it's neater." (S6)	Attention to sentence form	Applying sentence structure consciously
Imagine context	"I became more confident and not afraid to speak even if it's not perfect." (S1) "I feel like I'm	Internal speaking drive	Motivating speech through imagined context



	<p>talking in real life because I have to imagine the conversation situation." (S6)</p>		
Simulated response	<p>"I once tried to respond to a question I made myself..." (S3)</p> <p>"Once, during solo practice, I pretended to get a question and then answered it directly." (S7)</p>	Spontaneous speaking attempt	Responding spontaneously in solo dialogue

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KIAI HAJI ACHMAD SIDDIQ  
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## Appendix 7: Research Validator



**LEMBAR VALIDASI**  
**PEDOMAN WAWANCARA**

**Self-Directed Dialogue Towards The Students' Speaking Ability For The First Year Senior High School**

**A. TUJUAN:**

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatkan data yang lebih valid sesuai dengan indikator.

**B. PETUNJUK:**

a. Berikan tanda checklist pada kolom yang sesuai dengan pendapat Anda berdasarkan indikator kemampuan siswa (10 siswa) dalam menerapkan metode Self – Directed Learning (SDL) melalui Self – Directed Dialogue (SDD) dalam pembelajaran berbicara bahasa Inggris untuk mengeksplorasi pengalaman, proses belajar mandiri, serta tantangan yang mereka hadapi dalam mengembangkan kemampuan berbicara, yang mencakup: Student Initiative, Involvement in Discussion, Self-Reflection, Perception of Learning, dan Resource Utilization.

b. Terdapat 4 skala penilaian keterangan sebagai berikut:  
1= kurang  
2= cukup  
3= baik  
4= sangat baik

No	Indikator	Skor			
		1	2	3	4
1.	Tujuan wawancara terlihat jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong atau mengarahkan siswa yang diwawancarai menuju pada suatu kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda.				✓

### C. CATATAN/SARAN

### D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

☐

Layak digunakan tanpa revisi

☒

Layak digunakan dengan revisi

☐

Tidak layak digunakan

(Mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 08 Mei 2025

Validator

  
Dinik Rojaningtita, S.Pd.  
NIP. 19911229024212047

UNIVERSITAS ISLAM NEGERI  
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JEMBER

## LEMBAR VALIDASI

## PEDOMAN WAWANCARA

## Self-Directed Dialogue Towards The Students' Speaking Ability For The First Year Senior High School

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## B. PETUNJUK:

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- b. Terdapat 4 skala penilaian keterangan sebagai berikut:  
 1= kurang  
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No	Indikator	Skor			
		1	2	3	4
1.	Tujuan wawancara terlihat jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas				✓
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong atau mengarahkan siswa yang diwawancarai menuju pada suatu kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda.				✓

### C. CATATAN/SARAN

.....

.....

.....

### D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

☐

Layak digunakan tanpa revisi

☒

Layak digunakan dengan revisi

☐

Tidak layak digunakan

(Mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 14 Mei 2025  
Validator

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

*Dr. Ahmad Ridho Rojahn, M.Pd.*  
NIP. 198105242014111002

## Appendix 8: Research instrument

## • INTERVIEW QUESTIONS

Nama siswa :

Kelas : X – 7

No.	Pertanyaan	Indikator	Jawaban Ringkasan
1.	How was your experience using Self-Directed Dialogue?	Student Initiative	
2.	What makes you feel more confident or less confident?	Perception of Learning	
3.	What strategy do you use when practicing speaking alone?	Involvement in Discussion	
4.	What is the main difficulty you are facing?	Self – Reflection	
5.	How do you assess your speaking progress?	Self – Reflection	
6.	Are you using assistance resources? How does it affect you?	Resource Utilization	
7.	What changes have you felt the most after SDD?	Perception of Learning	
8.	How often do you practice Self-Directed Dialogue outside of class hours?	Student Initiative	
9.	Do you feel more comfortable speaking in English after trying SDD? Why?	Perception of Learning	
10.	Do you feel that this method helps you	Perception of Learning	

	overcome nervousness when speaking in front of others?		
11.	Do you feel that SDD makes you more responsible for your own speaking learning process?	Student Initiative	
12.	How do you feel when you have to assess your speaking ability through a reflective journal?	Self – Reflection	
13.	What differences do you feel between practicing speaking individually and practicing speaking in a group?	Involvement in Discussion	
14.	If given the opportunity to continue this method in the future, what would you like to improve or change?	Self – Reflection	
15.	In your opinion, how can Self – Directed Dialogue help other students improve their speaking skills?	Perception of Learning	



## OBSERVATION INSTRUMENT (GUIDELINE SECTION)

### Tujuan Observasi:

Mengamati perilaku siswa selama pelaksanaan Self – Directed Dialogue (SDD) untuk:

- Menilai keterlibatan siswa dalam praktik berbicara secara mandiri
- Mengidentifikasi hambatan linguistik atau afektif
- Mengamati perkembangan inisiatif, kemandirian belajar, dan penggunaan strategi metakognitif

### Jenis Observasi:

1. **Non-Partisipan:** Mengamati seluruh kelas X-7 tanpa keterlibatan langsung. Penelitian ini menggunakan metode observasi non-partisipan dengan pendekatan yang bersifat berkelanjutan dan deskriptif. Dalam jenis observasi ini, peneliti tidak terlibat secara langsung dalam proses pembelajaran, tetapi hanya mengamati dari luar tanpa memengaruhi aktivitas siswa maupun guru. Observasi dilakukan secara terus-menerus sejak tahap awal sebelum penerapan metode Self-Directed Dialogue (SDD), selama proses pelaksanaan SDD, hingga tahap akhir saat siswa melaksanakan tugas berbicara di depan kelas.

### Waktu Pelaksanaan:

5 kali observasi selama 3 minggu:

- 25 April 2025 (pra-intervensi)
- 2 Mei 2025
- 6 Mei 2025
- 13 Mei 2025
- 16 Mei 2025

### 1. Observation Sheet Non - Participant

Tujuan: Mengamati dan memperoleh data yang autentik mengenai perilaku siswa siswa kelas X-7, partisipasi mereka dalam pembelajaran, perkembangan kemampuan berbicara, serta bagaimana mereka menerapkan metode SDD. Pendekatan deskriptif dalam observasi ini memungkinkan peneliti mencatat secara rinci kejadian-kejadian alami di

dalam kelas, sehingga dapat memperkuat data hasil wawancara dan jurnal reflektif siswa.

No.	Aspek (Teoretis)	Indikator Perilaku yang Diamati	Skor 1 – 4	Catatan Lapangan
1.	Fluency	Ucapan mengalir, tidak banyak jeda, pengulangan, atau kehilangan arah saat berbicara	2	Sebagian siswa tampak ragu-ragu saat berbicara; terdapat banyak jeda dan pengulangan kata, terutama saat harus menjelaskan ide secara spontan.
2.	Clarity	Artikulasi, intonasi, dan pelafalan jelas dan mudah dipahami	3	Pelafalan sebagian siswa cukup jelas, namun ada beberapa kesalahan intonasi dan pengucapan kosakata tertentu, khususnya pada kata-kata baru dalam teks naratif.
3.	Structural Completeness	Kalimat memiliki struktur SPO yang benar, tidak terbatas atau acak	3	Mayoritas siswa sudah dapat membuat kalimat sederhana dengan struktur SPOK, namun belum konsisten dalam penggunaan grammar secara utuh.
4.	Vocabulary Choice	Kosakata yang digunakan sesuai konteks; tidak terbatas pada kata dasar atau terlalu umum	3	Siswa menggunakan kosakata dasar yang relevan dengan topik, meskipun masih menghindari penggunaan frasa idiomatik atau istilah yang lebih variatif.
5.	Idea Delivery	Ide disampaikan secara urut dan logis, bukan hanya satu-dua kalimat pendek	2	Beberapa siswa menyampaikan ide secara terburu-buru dan kurang berurutan; ide kadang terpotong sebelum selesai

				dijelaskan.
6.	Responsiveness	Dapat menjawab atau menanggapi pertanyaan guru/teman dengan tepat dan cepat	3	Saat ditanya oleh guru, siswa mampu memberikan jawaban sederhana dengan cepat, meskipun masih terbatas pada jawaban pendek dan literal.
7.	Speaking Confidence	Tidak gugup, suara cukup keras, tidak terlalu mengandalkan catatan saat bicara	3	Sebagian siswa menunjukkan rasa percaya diri saat tampil, tetapi beberapa masih mengandalkan catatan dan berbicara dengan suara yang kurang stabil.
8.	Involvement in Discussion	Aktif dalam diskusi, tidak hanya diam atau menunggu teman lain berbicara	2	Hanya beberapa siswa yang aktif dalam diskusi kelas; sisanya cenderung pasif dan hanya mendengarkan tanpa berinisiatif berbicara.
9.	Student Initiative	Inisiatif berbicara tanpa diminta (misal: bertanya ke guru, menawarkan pendapat)	2	Inisiatif siswa rendah; sebagian besar hanya berbicara saat dipanggil, dan jarang terlihat mengajukan pertanyaan atau memberi tanggapan spontan.
10.	Teacher Dependence	Terlihat hanya berbicara atau aktif jika dipanggil/ditunjuk guru	4	Aktivitas berbicara siswa sangat bergantung pada guru; siswa jarang menunjukkan keterlibatan aktif tanpa instruksi langsung.

**Skor:** 1 = Tidak Terlihat, 2 = Terlihat Sedikit, 3 = Terlihat Jelas, 4 = Sangat Jelas

## 2. Field Notes Non – Participant

Tujuan: Mendokumentasikan perilaku siswa saat interaksi reguler (guru, teman, presentasi), sebelum dikenalkan metode SDD.

Tanggal Pelaksanaan : 25 April 2025

Waktu Pelaksanaan : 9.15 – 12.00

<b>Aktivitas yang Diamati</b>	<b>Deskripsi Perilaku Siswa</b>	<b>Reaksi Emosional</b>	<b>Catatan Kontekstual</b>
Kegiatan belajar Bahasa Inggris di kelas X-7, termasuk presentasi individu dan diskusi kelas.	Sebagian besar siswa hanya aktif saat diminta oleh guru. Saat presentasi, beberapa siswa tampak membaca dari catatan atau teks. Interaksi antar siswa saat diskusi terbatas. Beberapa siswa mencoba menjawab pertanyaan guru, tetapi jarang yang memulai percakapan atau bertanya sendiri.	Beberapa siswa terlihat gugup saat berbicara, suara pelan dan ekspresi wajah menunjukkan kurang percaya diri. Siswa cenderung ragu saat harus bicara tanpa persiapan.	Guru menjadi pusat kegiatan belajar, dengan sedikit kesempatan untuk siswa berbicara spontan. Bahasa pengantar yang digunakan campuran Inggris-Indonesia, dan latihan berbicara masih minim variasi.

### 3. Observastion Non-Participant (Selama SDD)

Tujuan: Mengamati perilaku spesifik dari siswa-siswa terpilih saat melaksanakan Self-Directed Dialogue (SDD).

<b>No.</b>	<b>Aspek (Teoretis)</b>	<b>Indikator</b>	<b>Skor 1–4</b>	<b>Catatan Individu</b>
1.	Student Initiative	Memulai latihan sendiri, menyiapkan	3	Mayoritas siswa memulai latihan

		alat rekam, menentukan topik secara mandiri		tanpa instruksi. Beberapa langsung merekam dengan HP sendiri, menentukan topik bebas, dan membuat poin pembicaraan sebelum praktik.
2.	Involvement in Discussion	Menunjukkan keseriusan dalam praktik (berbicara lebih dari 1 menit, membuat dialog dua arah mandiri)	3	Beberapa siswa mulai mampu berbicara lebih dari 1 menit secara mandiri. Ada yang berlatih dua arah secara imajinatif (tanya- jawab sendiri) dan tidak berhenti di tengah.
3.	Use of Resources	Menggunakan Google Translate, YouGlish, kamus, catatan grammar untuk persiapan atau koreksi	4	Hampir seluruh siswa menggunakan alat bantu seperti Google Translate, kamus digital, dan catatan grammar sebelum merekam atau saat menyusun dialog.
4.	Self-Reflection	Mendengarkan ulang rekaman, mencatat atau mengulang bagian yang salah, menyusun target perbaikan	4	Banyak siswa mendengarkan ulang hasil rekaman, mencatat bagian yang kurang tepat, lalu mengulang latihan dengan target memperbaiki bagian tersebut.
5.	Perception of Learning	Ekspresi wajah tenang, percaya diri, tidak gelisah saat berbicara atau mencoba lagi setelah salah	3	Ekspresi siswa menunjukkan peningkatan kenyamanan. Meskipun masih ada yang gugup, sebagian

				besar tampak lebih tenang dan percaya diri dari minggu ke minggu.
6.	Fluency	Ucapan relatif lancar, tanpa jeda panjang atau pengulangan frasa yang tidak perlu	3	Kelancaran berbicara meningkat. Jeda berkurang, dan siswa tidak terlalu banyak mengulang frasa. Masih ada jeda sesekali tapi tidak mengganggu keseluruhan penyampaian.
7.	Clarity	Pelafalan jelas, intonasi sesuai, dan mudah dipahami meskipun ada sedikit kesalahan	3	Pengucapan siswa relatif jelas. Intonasi sudah mulai sesuai konteks, namun beberapa siswa masih kesulitan dengan pelafalan kata yang baru atau panjang.
8.	Structural Completeness	Kalimat mengikuti struktur SPO; menunjukkan kesadaran grammar dasar	3	Struktur kalimat mulai teratur. Kalimat umumnya sederhana namun SPO sudah konsisten. Siswa menunjukkan kesadaran memperbaiki grammar setelah refleksi.
9.	Vocabulary Choice	Menggunakan kosakata sesuai tema, mulai memasukkan frasa idiomatik atau transisi	3	Siswa menunjukkan peningkatan dalam pemilihan kosakata yang sesuai dengan tema, meskipun belum banyak menggunakan ungkapan khas dalam Bahasa Inggris.

				Mereka mulai berupaya menambahkan kata transisi dan ekspresi yang terdengar lebih alami saat berbicara.
10.	Responsiveness	Menunjukkan kemampuan menjawab pertanyaan buatan sendiri atau skenario spontan	3	Beberapa siswa mampu menjawab pertanyaan yang mereka buat sendiri atau menyusun skenario spontan, walau terkadang masih terlihat berpikir keras sebelum menjawab.

**Skor:** 1 = Tidak Terlihat, 2 = Terlihat Sedikit, 3 = Terlihat Jelas, 4 = Sangat Jelas

#### 4. Field Notes observation Non-Participant (Selama SDD)

Tujuan: Mencatat perilaku siswa terpilih saat latihan SDD yang tidak terekam dalam lembar observasi terstruktur.

Tanggal	Siswa	Aktivitas SDD Diamati	Strategi atau Inisiatif	Kesulitan atau Tantangan	Catatan Reflektif
2 Mei 2025	1	Latihan awal dengan tema diri sendiri	Membuat catatan poin penting sebelum merekam	Masih ragu-ragu dan sering berhenti saat bicara	Sadar pentingnya latihan berulang untuk meningkatkan kelancaran
	2	Membaca dialog yang sudah ditulis sendiri	Menyusun percakapan dua arah secara tertulis	Terlalu bergantung pada teks saat berbicara	Ingin berlatih tanpa membaca agar terdengar lebih alami
	3	Latihan menggunakan pertanyaan dari buku	Memilih pertanyaan speaking book dan menjawab	Jawaban terlalu pendek, kurang	Akan memperluas jawaban dan menambahkan



			sendiri	eksploratif	n contoh di latihan berikutnya
4	Latihan topik tentang aktivitas harian	Menggunakan struktur waktu dan rutinitas	Bingung menyusun kalimat dengan benar	Merasa grammar masih lemah, akan gunakan catatan untuk bantu struktur kalimat	
5	Latihan tema “introducing a friend”	Menggabungkan nama, hobi, dan asal dalam satu dialog	Sulit menyusun kalimat lengkap	Ingin mencoba latihan lebih dulu dalam bentuk tulisan	
6	Merekam dengan nada formal	Berlatih intonasi bicara formal dan sopan	Pelafalan masih salah di beberapa kata	Akan mendengarkan ulang dan catat kata-kata yang perlu diperbaiki	
7	Latihan tema opini sederhana	Mengungkapkan pendapat dengan alasan	Sering kehabisan ide di tengah dialog	Menyadari perlunya persiapan ide sebelum mulai latihan	
8	Latihan secara spontan tanpa naskah	Merekam tanpa bantuan teks	Banyak jeda saat bicara	Menganggap ini tantangan tapi bisa meningkatkan spontanitas bicara	
9	Menggunakan ilustrasi gambar sebagai stimulus	Mendeskripsikan gambar sebagai bagian dari speaking	Kosakata terbatas untuk menggambarkan visual	Akan buat daftar kata sifat untuk bantu latihan berikutnya	
10	Latihan sambil menatap cermin	Melatih ekspresi dan kepercayaan diri	Malu dan sulit fokus saat lihat diri sendiri	Menganggap metode ini efektif tapi butuh	

					pembiasaan
<b>6 Mei 2025</b>	1	Merekam ulang bagian sulit dari minggu sebelumnya	Fokus memperbaiki pelafalan berdasarkan catatan sebelumnya	Masih canggung saat membuka latihan dengan kalimat pembuka	Merasa lebih siap saat latihan karena tahu apa yang harus diperbaiki
	2	Latihan dengan menyusun pertanyaan topikal	Mencoba membangun dialog tanya-jawab berdasarkan topik harian	Sulit menjaga alur dialog secara logis	Mengakui pentingnya menyusun kerangka agar pembicaraan tidak meloncat-loncat
	3	Menggabungkan dua topik latihan ke dalam satu rekaman	Merancang latihan dua tema dan menghubungkannya dengan transisi	Bingung menggunakan transisi yang tepat	Menyadari pentingnya konektor antar ide untuk membuat dialog lebih alami.
	4	Fokus pada perbaikan struktur kalimat	Memeriksa ulang grammar dengan bantuan catatan grammar dan AI tools	Tertukar tense saat berbicara	Merasa latihan minggu ini lebih menantang tapi juga lebih bermakna
	5	Merekam dengan gaya storytelling	Menceritakan pengalaman pribadi sebagai latihan	Lupa urutan cerita saat berbicara	Ingin membuat catatan alur cerita sebelum latihan berikutnya
	6	Latihan diluar kelas dengan headset	Menghindari gangguan, menggunakan lingkungan yang tenang	Terganggu suara dari sekitar walau memakai headset	Akan mencari tempat yang lebih sunyi atau latihan di rumah
	7	Praktik dialog formal (simulasi)	Mengembangkan skenario formal dan	Kurang ekspresif saat menjawab	Menyadari pentingnya variasi

		wawancara kerja)	berlatih ekspresi sopan		ekspresi dalam dialog formal
	8	Merekam dua versi: dengan dan tanpa catatan	Membandingkan hasil untuk melihat mana yang lebih nyaman	Masih cenderung membaca saat tanpa catatan	Lebih percaya diri setelah mengetahui perbedaan hasil dua metode
	9	Mencoba mempercepat tempo berbicara	Latihan dengan waktu terbatas agar terdengar lebih spontan	Tertinggal dalam menyusun kalimat	Akan menyeimbangkan antara kecepatan dan kejelasan di latihan berikutnya
	10	Membuat video pendek berisi percakapan imajiner	Menambahkan gesture dan ekspresi wajah saat latihan	Malu melihat ekspresi diri sendiri di video	Menganggap ini tantangan baru yang menarik untuk latihan speaking yang utuh
<b>13 Mei 2025</b>	1	Menyusun ulang kalimat sulit dari minggu sebelumnya	Fokus memperbaiki struktur kompleks (kalimat majemuk)	Masih terjebak di grammar	Merasa grammar perlu dilatih lebih lanjut secara khusus
	2	Latihan menjawab pertanyaan reflektif pribadi	Menjawab pertanyaan seperti "apa pelajaran yang kamu pelajari minggu ini"	Kurang fokus saat berbicara	Akan memilih waktu latihan yang tidak terganggu hal lain
	3	Memanfaatkan video referensi untuk latihan	Meniru gaya bicara dari video yang relevan	Sulit menyesuaikan kecepatan bicara dari video	Ingin menirukan gaya bicara native secara bertahap
	4	Latihan dengan skenario	Menciptakan dialog berdasarkan	Sulit mengucapkan kata benda	Akan membuat daftar

		tempat umum (café, toko, dll)	pengalaman di tempat umum	spesifik dalam konteks	kosakata tematik terlebih dahulu
5	Mencoba kombinasi formal dan informal expression	Latihan menggunakan berbagai ekspresi dari kelas dan kehidupan nyata	Kurang paham konteks penggunaan ekspresi tertentu	Perlu lebih banyak contoh situasi nyata dari guru atau media	
6	Berlatih dengan memperhatikan intonasi	Mendengarkan ulang bagian tertentu untuk memperbaiki nada bicara	Intonasi masih datar di bagian pertanyaan	Akan mencoba merekam dengan gaya bertanya berbeda untuk perbandingan	
7	Mencoba latihan secara langsung di rumah	Latihan sambil berbicara dengan anggota keluarga yang bisa Bahasa Inggris	Takut salah di depan orang rumah	Menganggap latihan bersama keluarga sebagai motivasi baru	
8	Fokus pada pronunciation	Latihan kata-kata sulit dengan kamus suara dan rekaman ulang	Susah mengingat pelafalan yang benar	Akan buat daftar kata baru dan latihan harian	
9	Menambahkan efek suara latar agar latihan lebih nyata	Menyisipkan suara background (suara kafe) untuk membangun suasana	Fokus terganggu oleh suara tambahan	Belajar membedakan mana yang membantu dan mana yang mengganggu	
10	Menyusun skrip mini drama pribadi	Menampilkan latihan seolah-olah dalam bentuk adegan	Sulit menjaga konsistensi karakter	Menyukai metode ini karena membuat latihan jadi lebih	

					menyenangkan
<b>16 Mei 2025</b>	1	Latihan refleksi diri setelah menyusun rekaman final	Membandingkan latihan pertama dan terakhir	Merasa belum puas dengan hasil akhir	Menganggap SDD sebagai cara belajar yang bisa terus diperbaiki
	2	Evaluasi semua rekaman sebelumnya	Mencatat progres dari minggu ke minggu	Masih ada pengucapan yang salah di awal	Semakin sadar akan peningkatan diri dari latihan berkala
	3	Latihan improvisasi tanpa topik	Mencoba berbicara langsung tanpa persiapan	Sulit mempertahankan alur bicara	Merasa latihan spontan ini sangat menantang tapi penting
	4	Menyusun daftar evaluasi diri dan target baru	Membuat tabel kekuatan dan kelemahan diri dalam speaking	Sulit menilai objektif kemampuan sendiri	Akan meminta umpan balik dari teman atau guru
	5	Latihan dengan topik presentasi akademik (topik pembelajaran)	Mempersiapkan struktur formal seperti pembukaan, isi, penutup	Terlalu banyak berhenti di bagian pembukaan	Menyadari pentingnya latihan pembukaan dengan percaya diri
	6	Latihan dengan timer	Membatasi waktu bicara agar lebih efisien dan lancar	Kadang terlalu terburu-buru	Akan menyesuaikan kecepatan bicara agar tetap nyaman
	7	Latihan berpasangan untuk simulasi wawancara	Bergantian bertanya dan menjawab dengan sesama peserta SDD	Kesulitan memahami pertanyaan teman	Belajar lebih baik saat latihan berinteraksi langsung
	8	Mempresentasikan hasil	Meminta pendapat teman	Rasa gugup saat	Mulai terbiasa

		latihan ke teman sebaya	setelah menyampaikan hasil latihan	mendapat masukan	menerima kritik membangun
	9	Mengolah ulang naskah lama menjadi versi baru	Memodifikasi latihan lama dengan gaya berbeda	Sulit menyusun ulang tanpa mengulang ide lama	Merasa lebih kreatif dengan pendekatan ini
	10	Latihan sambil merekam video dan menonton ulang	Mengevaluasi ekspresi dan intonasi visual serta suara	Kurang percaya diri saat melihat ekspresi sendiri	Menyadari pentingnya komunikasi nonverbal dalam speaking




UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Appendix 9: Research Journal

## Research Journal

**SELF – DIRECTED DIALOGUE TOWARDS THE STUDENTS' SPEAKING ABILITY FOR THE FIRST YEAR SENIOR HIGH SCHOOL**

No.	Day/ Date	Activity	Signature
1	26 <sup>th</sup> February 2025	Submission of research permission letter.	
2	16 <sup>th</sup> April 2025	Consultation with curriculum vice principal and English teacher regarding research.	
3	25 <sup>th</sup> April 2025	Observation in English learning class during learning.	
4	2 <sup>nd</sup> May 2025	Conducting research and observing students in implementing Self-Direct Dialogue method to speaking practice.	
5	6 <sup>th</sup> May 2025	Conducting research on the development of students in implementing self-Dialogue method.	
6	9 <sup>th</sup> May 2025	Observations on students' experiences and challenges while using the self - directed dialogue method.	
7	13 <sup>th</sup> May 2025	Conducting interviews class X-7 students about their experiences and challenges while using the self - directed dialogue method to develop speaking ability.	
8	16 <sup>th</sup> May 2025	Second interview with class X-7 students about their experiences and challenges while using the self - directed dialogue method to develop speaking ability.	
9	16 <sup>th</sup> May 2025	Completing research data and document review.	
10	16 <sup>th</sup> May 2025	Get a letter of research finishing.	

Jember, 16 Mei 2025

Mengetahui,

Kepala Sekolah SMA Negeri 3 Jember



Dr. Moh. Edi Suyanto, M. Pd

NIP. 196507131990031007



## Appendix 10: Research Permit Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://tik.uinkhas-jember.ac.id](http://tik.uinkhas-jember.ac.id) Email: [tarbiyah.kainjember@gmail.com](mailto:tarbiyah.kainjember@gmail.com)

Nomor : B-10727/In.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA Negeri 3 Jember

Jl. Basuki Rachmad No. 26 Kel. Tegalbesar, Kec. Kaliwates, Kab. Jember 68132

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 211101060017

Nama : KHILMATUR RIFDA

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "SELF-DIRECTED DIALOGUE TOWARDS THE STUDENTS' SPEAKING ABILITY FOR THE FIRST YEAR SENIOR HIGH SCHOOL

" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu

Dr. Moh. Edi Suyanto, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Februari 2025



Dekan,  
Wakil Dekan Bidang Akademik,

**KHOTIBUL UMAM**

## Appendix 11: Research completion letter



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SMA NEGERI 3 JEMBER**  
Jln. Basuki Rahmad No.26, Jember, Jawa Timur 68132. Telp: (0331)332282.  
Laman : sman3-jember.sch.id Pos-el : info@sman3-jember.sch.id

---

**SURAT KETERANGAN**  
Nomor : 400.3.8.2 / 342 / 101.6.5.3 / 2025

Yang bertanda tangan dibawah ini :

Nama	: Dr. MOH. EDI SUYANTO, M.Pd
NIP	: 196507131990031007
Pangkat / Gol. Ruang	: Pembina Utama Muda, IV/c
Jabatan	: Kepala Sekolah
Pada Sekolah	: SMA Negeri 3 Jember

menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

Nama	: KHILMATUR RIFDA
NIM	: 2111101060017
Program studi	: TADRIS BAHASA INGGRIS

Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember telah melaksanakan Penelitian/Riset mengenai & quot di SMA Negeri 3 Jember pada tanggal : **16 April s/d. 16 Mei 2025**, berkaitan dengan penyelesaian tugas Skripsi dengan judul : "**SELF-DIRECTED DIALOGUE TOWARDS THE STUDENTS' SPEAKING ABILITY FOR THE FIRS YEAR SENIOR HIGH SCHOOL "**".

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.






Jember, 19 Mei 2025  
Kepala SMAN 3 Jember

**Dr. MOH. EDI SUYANTO, M.Pd**  
NIP 196507131990031007

## Appendix 12: Documentation

No.	Picture	Activity
1.		<p>Students present their writing and speak in front of the class. The teacher's role here is to listen to what the students discuss as they take turns presenting one by one. This is the initial step for the researcher to observe how students speak English with the teacher and classmates.</p>
2.		<p>The researcher introduced and explained the Independent Dialogue method to a selected group of students, who participated in applying the method to improve their speaking skills.</p>
3.		<p>This activity is the first step in how students implement independent speaking practice. Students are free to choose their strategies and practice locations around the classroom. Then, the students discuss the designed dialogue with their friends to ensure that the word arrangement for the exercise is correct.</p>
4.		<p>This picture shows that students</p>

		fill out reflection journals to express their feelings after speaking practice using the Self Directed Dialogue method. This reflection journal is filled out by students every week to track their speaking progress.
5.		This activity shows students designing dialogues for independent speaking practice on topics they choose themselves. This serves as a strategy to actively and contextually develop their speaking skills. The freedom to choose topics boosts their confidence, creativity, and motivation to use English in real-life situations.
6.		This activity shows that students explore YouTube for practical speaking practice. Watching various English dialogue conversations as a reference for the dialogues that students will create in their own practice.
7.		This activity shows that students practice dialogue independently but are accompanied by friends who listen to their speaking practice to give each other



		feedback.
8.	  	<p>This activity represented in the picture was an interview conducted by researchers from X 7 grade at SMAN 3 Jember, which consisted of six women and four men.</p>







## Appendix 13: Declaration of Authorship

**SURAT PERNYATAAN KEASLIAN TULISAN**

Yang bertanda tangan di bawah ini:

NIM : 211101060017

Nama : Khilmatur Rifda


Semester : VIII (Delapan)

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi saya yang berjudul "*Self-Directed Dialogue Toward The Students' Speaking Ability For The First Year Senior High School* " adalah hasil dari penelitian/ karya saya sendiri, kecuali pada bagian-bagian yang di rujuk pada sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenarnya.

Jember, 1 Juni 2025  
Saya yang menyatakan

  
**Khilmatur Rifda**  
**NIM. 211101060017**

## Appendix 14: Similarity Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

---

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : KHILMATUR RIFDA  
 NIM : 211101060017  
 Program Studi : Tadris Bahasa Inggris (TBI)  
 Judul Karya Ilmiah : SELF – DIRECTED DIALOGUE TOWARDS THE STUDENTS' SPEAKING ABILITY FOR THE FIRST YEAR SENIOR HIGH SCHOOL

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (4.2%)

1.	BAB I	: 9%
2.	BAB II	: 7%
3.	BAB III	: 4%
4.	BAB IV	: 1%
5.	BAB V	: 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 3 Juni 2025  
 Penanggung Jawab Turnitin  
 FTIK UIN KHAS Jember

  
(Ulfa Dina Novienda S.Sos.I., M.Pd.)  
NIP. 198308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.  
 2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.



## Appendix 15: Researcher Identity

## RESEARCHER IDENTITY

**Personal Information**

- Full Name : Khilmatur Rifda
- NIM : 211101060017
- Gender : Female
- Place, date or birth : Gresik, 04<sup>rd</sup> August 2002
- Address : Ds. Wadak Lor, Kec Duduksampeyan
- Religion : Islam
- Department / Major Courses : FTIK / English Education Program
- Email Address : [hasanahrifdah6@gmail.com](mailto:hasanahrifdah6@gmail.com)

**Education Background**

- 2007 – 2013 MI Miftahul Ulum Wadak Lor
- 2014 – 2017 MTs Al – Mukarromin Wadak Kidul
- 2018 – 2021 MA Manbaul Ulum Mojopurogede