

## ABSTRACT

**Masita. 2026.** *Investigating The Effects Of Self-Directed Dialogue On Freshman English Learners Speaking Power In Expressing Opinions at Muhammadiyah University of Makassar.* Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Supervised by Sitti Maryam Hamid and Junaed).

English speaking proficiency is a critical productive skill for English Language Education students, yet freshmen often struggle to express opinions orally due to limited independent practice opportunities and heightened speaking anxiety. This study investigates the effects of self-directed dialogue on freshman English learners' speaking ability in expressing opinions, specifically examining fluency and accuracy. Employing a qualitative case study design, the research involved 15 first-semester students from the English Education Program at Universitas Muhammadiyah Makassar during the 2025/2026 academic year. Data were collected through participatory observation and semi-structured in-depth interviews, then analyzed using Miles and Huberman's interactive model encompassing data reduction, data display, and conclusion drawing. Findings revealed that self-directed dialogue positively influenced speaking fluency, evidenced by reduced hesitation, increased spontaneity, and more organized sentence construction. Accuracy also improved, particularly in vocabulary expansion, sentence organization, and pronunciation clarity, although improvement levels varied among participants. Additionally, the method significantly fostered learner autonomy and confidence development. The study concludes that self-directed dialogue serves as an effective supplementary strategy for enhancing freshman learners' speaking skills, particularly during their transition toward autonomous learning in higher education. The findings suggest pedagogical implications for integrating self-directed dialogue into speaking curricula to strengthen students' psychological readiness and linguistic competence in academic discourse contexts.

**Keywords:** self-directed dialogue, speaking ability, fluency, accuracy, freshman learners, learner autonomy