

**STUDENTS' SELF-DIRECTED LEARNING IN LISTENING CLASS***Melda Yeni**English Study Program of Teachers Training and Education Faculty**Islamic University of Indragiri**E-mail: [meldayeni@outlook.com](mailto:meldayeni@outlook.com)****Abstract:***

The purpose of this research is to know the level of students' self-directed learning in the second semester of the English Study Program of the Islamic University of Indragiri. It is achieved by conducting a quantitative study. A questionnaire was distributed to 23 students to get the result of the research. The questionnaire was using Guttman Scale. The result of this questionnaire revealed that students' self-directed learning in listening class relies on a low level.

***Keywords:*** *Self-Directed Learning, Listening*

***Abstrak:***

Tujuan dari penelitian ini adalah untuk mengetahui level kemandirian belajar siswa semester 2 di program studi Bahasa Inggris universitas Islam Indragiri. Tujuan ini kemudian diperoleh dengan melaksanakan penelitian kuantitatif. Angket telah di distribusikan kepada 23 siswa untuk mendapatkan hasil dari penelitian ini. Angket tersebut menggunakan skala Guttman. Hasil dari angket ini menyatakan bahwa kemandirian belajar siswa pada pembelajaran listening terletak pada level rendah.

***Kata Kunci*** : *Pembelajaran Mandiri, Mendengar*

**INTRODUCTION**

Independent learning is required for University students. It enables them to be successful in facing every subject given. In contrast, when students cannot set themselves to be autonomous learners, they will find it difficult to achieve their goal and cope with some problems in learning. In some

theories, being independent in learning can be called as self-directed learning. It is one of ability that most adult learners should have. As supported by Kendra et al (2014:12) the ability to be self-directed can help students take ownership of their learning in all areas.

Discussing being a self-directed learner, students of the second semester of English Study Program of UNISI seems cannot cope with many tasks given by the teacher in listening class. Some of them are still confused on how to negotiate to mean in the class after listening to some materials given. They also feel shy while presenting the idea in front of the class. It seems that they are lack of strategy in learning. It is problematic when they do not think of some strategies in learning. One of the characteristics of the self-directed learner is having some strategies in learning. Therefore, the researcher assumes that they get a problem with being a self-directed learner. To know more about this problem, it needs research. Thus, by collecting data about whether or not the students have a lack of self-directedness in learning, it will help the researcher (as their teacher) and students to prepare their selves to be better in the next teaching and learning process.

Based on those conditions, the researcher researched to know how students' self-directed learning in

listening class is. This result is aimed to guide students to be more self-directed in learning. By knowing whether they are a self-directed learner or not, they will be aware of trying to be better in the next learning. Being a self-directed learner is needed because it guides students to be a success in the learning process. As explained by Jaleel & O.M, (2017:1850) Self-Directed Learning helps the students to grasp information and it acts as a sign for lifelong learning.

## **METHOD**

Participants in this study were 23 students in the second semester of the English study program of the Islamic University of Indragiri academic year 2018/2019. The descriptive quantitative was used as the design of this research. To collect the data, the researcher used the questionnaire. It was using Guttman Scale. Students chose Yes or No for each of the statements in the questionnaire. There were 8 statements in the questionnaire which is also based on the eight

indicators of being a self-directed learner. They were taken from Leaver et al (2005: 204-206), they are setting achievable goals, staying aware of your feeling, anticipating difficulties, prioritizing, increasing

versatility, being realistic, depending on others and being independent wherever you can.

Then, the result of the questionnaire had been confirmed to this table below:

**Table 1. Self-Directedness Classification**

| No | The amount of Score answer | Self-Directedness Classification |
|----|----------------------------|----------------------------------|
| 1. | 12 – 23                    | Good                             |
| 2. | 0 - 11                     | Low                              |

**FINDINGS AND DISCUSSION**

Talking about self-directed learning, some opinions about its definition are varied. The first definition is from Winne (1995) cited by Leaver (2005: 204). She says that self-regulated learning is a process of someone who sets goals in learning for expanding knowledge and maintaining motivation, realizes what they know and what they believe, use many strategies in learning and understand their motivation. It is also supported by Long (2005) in Torabi, et al (2013:220) that indicates that self-directed learning refers to a process in which the learner is doing some stages such as beginning, planning,

implementing, and monitoring their learning.

Besides, in another theory, it also explains that self-directed learning can be called learning autonomy. As strengthened by Chene (1983) cited in Leach (2000:14) that self-direction is as being synonymous with autonomy and there are three aspects to learner autonomy, they are independence, the learner’s creation of norms and their ability to foresee and choose.

Then, as also clarified by Knowles (1975) in Canipe (2001:19)that self-directed learning is a process "in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning

goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes". Seeing this explanation, it does not mean that self-directed learners should learn alone without any help, but they need to learn how to use their environment as the sources of learning.

Therefore, to be categorized as self-directed learners, they need to be active, being spontaneous persons, actively engage in the teaching and learning process, take the initiative in meaningful and purposeful learning which will be continuous (Williamson quoted by Torabi et al, 2013:996).

It can be explained that self-directed learners should be able to set their learning alone. In other words, they do not depend on others to start learning, but they can individually set their time to learn. As explained by Brockett & Hiemstra (1991) in Kendra et al (2014:13), that "self-direction in learning refers to both the external characteristics of an instructional

process and the internal characteristics of the learner, where the individual assumes primary responsibility for a learning experience".

In another statement, Candy (1991) in Benvenuti (2012:16) recognizes two aspects in the 'product' perspective of self-direction; firstly that of self-management in terms of a willingness and ability to undertake one's education, and secondly that of self-determination which is strongly related to personal autonomy.

It is clear that to be successful in learning, learners have to start their learning by setting a goal, monitoring their learning and evaluating it. According to Garrison, Taylor & Lyman in Abdullah & Hayati (2001:2), that self-directed learners have high awareness to be a responsible person to make their learning meaningful and they can monitor themselves. Besides, they also have high curiosity and like to try new things, think that problems are challenges for them, desire change, and view learning as something fun. Then they also add

that they are motivated persons and persistent, independent, self-disciplined, self-confident and goal-oriented.

Therefore, based on the description above, the researcher concludes that a Self-directed learner is an independent learner. Independent here does not mean learning alone, but learners can use every situation as a learning process and they need others as the place to ask.

As also in listening class, students need to be self-directed learners, because to master listening skills, they need many exercises both in the classroom and also outside of the classroom. They have to be able to arrange their time to have a skill in listening because mastering listening is essential in learning English. As stated by Wallace, et al quoted by Badi (2012:6) “Listening skills is essential for learning since they enable students to acquire insights and information and to achieve success in communicating with others”.

This skill is hard to master. Students need their strategies to cope

with this. According to Morley (1972) in Gilakjani & Sabouri (2016:124) says that listening involves discrimination of hearing, aural grammar, selecting crucial information, remembering it, and make a connection between the process of sound and form of meaning. Vandergrift (1999:168) is also having same opinion about this that “Listening is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance”.

Besides, one of the factors that make students difficult to master listening is anxiety level. As emphasized by Taysi (2019:357) “Listening anxiety can be defined as the listener’s feeling worried, panicked, afraid and frustrated as a result of not making sense of what has been listened during the listening process”. Since listening is a hard skill to be mastered, it is very

expected that the students can be being a self-directed learner in listening class. It aims to help them easy in comprehending listening materials.

After distributing the questionnaire to 23 students in the second semester of English Study

Program of Teachers Training and Education Faculty of the Islamic University of Indragiri, the researcher found that they have low self-directed learning in listening class. The result can be seen from the questionnaire's recapitulation below:

**Table 2. SDL Questionnaire Recapitulation**

| NO           | STATEMENTS   | YES       | NO         |
|--------------|--|-----------|------------|
| 1            | I always set achievable goals  |           | 23         |
| 2            | I always use some of the feeling management tactics  | 6         | 17         |
| 3            | I always anticipate difficulties in learning by using many strategies                          | 5         | 18         |
| 4            | I always set priorities, I know which one should be finished first                             | 10        | 13         |
| 5            | I always try some things that are outside my learning style                                    | 1         | 22         |
| 6            | I understand that learning can be slow, uneven, and gradual so that I have to be realistic     | 15        | 8          |
| 7            | I always depend on teachers, syllabus, textbook and other external guidance that I need        | 17        | 6          |
| 8            | I am always being independent in learning, I know when to learn and when to have a study break | 9         | 14         |
| <b>Total</b> |  | <b>63</b> | <b>121</b> |

Based on the table above, it can be seen that the total score of the questionnaire is 63 for Yes. It means that this score was used as the finding of the research. Therefore, to know whether students' self-directed learning is good or low, 63 is divided by 23. So the result is 2.73. When it

is compared to the Self-directedness table above, this result is at a low level. To simplify, the researcher can say that English Study Program Students, especially the second semester have a problem to be a self-directed learner in listening class. They still do not realize that being a

self-directed learner will guide them to be a success in many aspects of learning.

## CONCLUSION

This research was done to find out "how is students' self-directed learning in the second semester of English Study Program of FKIP, UNISI?". After distributing a questionnaire to 23 students, the result shows that their self-directed learning is low. It proves that they have a lack of effort in learning. It can be one of the reasons why most of their listening scores cannot reach the minimum score and they get difficulties with some tasks given. Besides, it can be reminders for the teacher to prepare the next teaching method that can help students raise their awareness to be a self-directed learner.

Relating to the conclusion above, the researcher intended to provide suggestions as below:

1. English teachers should introduce students the way to be self-

directed learner since it is very important to guide students to cope with some problems during teaching and learning process in class or outside of the classroom.

2. The students are suggested to be able to search for information about why they need to be self-directed in learning. They have to prepare their selves to be an autonomous learner to be able to face and overcome all learning problems.
3. Other researchers who are interested in researching about self-directed learning should pay attention to the level of students and their readiness to be self-directed. It will maximize the result of the research.

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