

**THE STUDENTS' SELF-DIRECTED LEARNING IN ENGLISH LEARNING
ON THE ELEVENTH-GRADE OF SMA NEGERI 1 TEMBILAHAN**

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ABSTRACT

The purpose of this research is to know the level of students' self-directed learning in English learning on eleventh-grade students of SMA Negeri 1 Tembilahan. This research was achieved by conducting a descriptive quantitative study. The total population of this research was 268 students. Sample of this research were 92 students of eleventh-grade students of SMAN 1 Tembilahan. The researcher used purposive sampling to take the sample. The researcher gave a questionnaire to collect data, consisting of 20 statements based on self-directed learning indicators. It was using the Likert Scale. The results revealed that students' self-directed learning in English learning relies on enough levels with 63,97%. It means that they have a problem being a self-directed learner in English learning. They need to improve themselves to become a self-directed learner. The role of the teacher is vital in order to guide them to be more independent. The teacher can provide the instructions needed to direct students' initiative in their learning process to be more independent.

Keywords: *Self-Directed Learning, English Learning.*

INTRODUCTION

Learning is an act of getting experience, knowledge, skills, and values by understanding what to do and how to do it. In language learning, especially English learning, students are expected to master English listening, speaking, reading, and writing skills. It is based on the goals of the teaching English process. The teacher should consider the method and technique in order to improve the student's ability. Teachers' role is to make the students succeed and feel easy when the students learn English. The teacher-centered classroom has a profound influence on the teaching teacher-centered, which affects the limitation of students' opportunity to be creative and expressive. Students should be trained to have their learning independence to not always focus on the teacher alone. The attitude of self-directed learning is tough to apply in daily life.

According to Knowles, quoted by Williamson (2007: 220), learners who enter educational programs without self-directed learning skills usually face stress or failure. On the other hand, students who have strong self-directed learning will not easily give up, both in their learning and daily lives. By having an attitude of self-directed learning, it can already be believed that students will become strong humans. In other words, they are accustomed to solving the problems they face in their study.

Students in the eleventh grade SMA Negeri 1 Tembilahan sometimes lack enthusiasm when learning English. They are not active when the teacher asks them to give their opinion, even though many do not want to appear in front of the class. There are still many students doing homework in the morning at school. Students often do not finish the assignment, even some of them do not do assignments at all. They do not have the initiative when having difficulties in doing the task. Besides that, many students lack discipline. They are often asking permission when the teacher is teaching in the class. Do not obey the rules, both rules in school and the class.

Based on the problems above, the researcher assumes that it is significant for students to be self-directed learners. Students who have an attitude of self-directed learning can do their learning, determine effective learning methods, and carry out learning activities independently. Besides that, it is also crucial for teachers to know the level of students' self-directed learning. Therefore, the researcher interested to know how is students' self-directed learning in English learning on eleventh-grade students of SMA Negeri 1 Tembilahan. Knowing the level of students' self-directed learning will help the teacher and students prepare themselves to be better in the following teaching and learning process.

LITERATURE REVIEW

Definition Self Directed Learning

Self-directed learning refers to a process in which the learner undertakes various stages of beginning, planning, implementing, and monitoring their learning (Torabi et al. 2013: 220). Through self-directed learning, it is possible to learn how to learn, learn how to see, and learn how to be, in always making one more self-directing in many areas of life. Self-directed learning is students' behavior intangibly manifesting their desire without relying on others. In this case, students can do their learning, determine

effective learning methods, carry out learning tasks well and carry out learning activities independently.

Someone who already has independent learning is capable of being responsible for him without relying on others. Independence is not only related to physical activity but also of being with a psychological attitude. It is also supported by Desmita (2014:185), "Self-directed learner is a condition of someone who has a desire compete, able to take decisions and initiatives in overcoming problems, have confidence and carry out their duties, and responsible." It means that students who have a self-directed learning attitude will determine what to do with the problem without expecting help from others. Self-directed learning (SDL) is a learning process in which learners have the primary responsibility and work individually and independently in their learning process. SDL views learners as responsible owners and managers of their learning process. SDL integrates self-management (management of the context, including the social setting, resources, and actions) with self-monitoring (the process whereby the learners monitor, evaluate and regulate their cognitive learning strategies).

Self-directed learners to establish their knowledge may examine and manage their learning materials and learning process, reflect on their learning, and evaluate it individually (Loughlin & Lee, 2010: 105). The easy access to modern educational technologies and online resources strengthened and broadened the capacity for self-directed language learners to enhance their knowledge independently and control their learning process. With the help of self-directed learning, language learners can decide for themselves and freely make decisions about different aspects of their learning, as they have the main responsibility of their learning process in active learning. As a result, students try to learn by their purposeful attempts rather than follow the decisions made by their instructors.

Hence, self-directed learning involves making decisions individually about what extent one can learn the learning needs, the learning process goals, learning tasks, appropriate learning strategies, and learning assessment. According to Song & Hill (2007: 4), the learning process in SDL is divided into three parts; planning, monitoring, and evaluating. First, students plan activities and time where students feel comfortable studying in the planning stage. Second, students also plan the desired learning component and determine learning targets to be achieved. Finally, at the monitoring

stage, students observe their learning. Students' learning challenges can be found when students monitor their lessons to make the learning process more meaningful.

In addition, Gibbons (2002) in Murtadho (2018:31) SDL is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her efforts using any method in any circumstances at any time. It can be meant that self-directed learning is needed to improve the learner skills, knowledge, accomplishment or personal development. Therefore, it can be concluded that self-directed learning means free from dependence on others or meeting their own needs. By being self-directed learners, students can show their existing internal control over self-control. Independence is a behavior that exists in someone who arises learning above internal encouragement, not from outside influences. Independence is behavior directed by oneself and not expecting direction from others; even he wants to solve the problem itself.

Self-Directed learning (learner autonomy) is defined as learners' desire to take care or control of their learning was seen as a typical process result of self-directed learning, or learning in which the learners themselves decide the goals, development, and assessment of their learning. Therefore, autonomy is a privilege of learning that learners should have (Fikri, M. & Amri, S., 2019:49).

Indicator Self-Directed Learning

According to Grieve (2003) in Febriastuti (2013: 29), there are some indicators of self-directed learning as follow:

1) Self-Confidence

Self-confidence can also be interpreted as a person's belief in all aspects of their strengths and these beliefs make him feel able to achieve various goals in his life. In this case, student confidence can be seen in the behavior of students who appear during the process of learning activities. Participation in asking questions and answering questions is one example of students who have a confident attitude.

2) Discipline

Discipline is related to self-control or obedience of someone to follow the forms of the rules of personal awareness. Discipline in learning is the willingness to learn; students themselves drive that.

3) Initiative

Independent students have the initiative in the learning process. The initiative is the ability of individuals to produce something new or original or a problem-solving. In other words, the initiative is the ability to develop ideas and new ways of solving problems.

4) Responsibility

The definition of responsibility is human awareness of excellent or intentional or unintentional behavior or actions as an expression of awareness of obligations. The characteristics of people who have the nature of responsibility such as having a high commitment to the task or job, do not procrastinate the given task and want to learn from failure.

5) Motivation

Someone who has high motivation generally has the following characteristics, wants to overcome their difficulties and problems arising from him, and always needs immediate feedback to see success and failure and dare to face risks with challenges.

It can be concluded that someone who has high motivation always does something better and more efficiently than before. In this case, students who have high motivation can be observed during the learning process such as, enthusiasm during the learning process and overcoming their difficulties.

Components of Self-Directed Learning

According to Benson & White (2016) in Humaira (2017: 7) developed the components of self-directed learning as follow:

- 1) Needs Analysis
- 2) Goals and Objectives
- 3) Materials Selection
- 4) Learner Strategies
- 5) Self-Assessment
- 6) Self-Reflection

Language Learning

Language is the heart of language teaching, and learning needs to reflect on what language is constantly. Understanding language as 'open, dynamic, energetic, constantly evolving and personal' (Shohamy, 2007: 5) encompasses the rich complexities of communication. Language learning is a conscious process that is either a formal learning situation or a self-study program. Based on the statement of Schunk (2012: 5) states that "Learning is recalling what exists in mind. Information acquired with the sense by observing, listening, tasting, smelling, or touching constitutes raw materials rather than ideas".

It can mean that learning is a process of remembering the information that the students have already obtained. The appearing ideas from their mind are from the individuals' experiences. They got the information through observing, listening, tasting, smelling, or touching. It cannot be done just in a few hours, days, months, or years.

Therefore, as language learners in an understanding of the language, we need to know how language is used to create and represent meaning, communicate with others, and engage with the communication of others. This requires the development of awareness of the nature of language and its impact on the world.

English Learning

English in Indonesia is more likely to be taught and learned only as a foreign language. This means that learning and teaching English occurs mainly in classrooms rather than during daily communication. As a result, English learners in Indonesia do not have ready access to English as a communication tool during their daily lives outside the classroom.

According to Sulistiyo (2016: 2), several reasons make teaching English difficult. Firstly, deal with large classes in which more than thirty students in a class. Secondly, not all students who attend the English classes are motivated. English subject is a compulsory subject that means students have to learn the language for examination purposes and exposure to English is only for about two hours a week. Their low motivation and fewer English learning hours become an obstacle for English teachers and students to learn it.

Furthermore, according to Yuwono (2005: 23), English teaching and learning in schools in Indonesia, the continually revised curriculum does not seem to seriously consider factors such as teachers' qualifications, teachers' time availability, the number of students per class, and the availability of resources and facilities, which all significantly affect the success of teaching and learning English in Indonesian schools. In addition, the curriculum does not provide strategies and alternatives to address problems related to English language teaching.

RESEARCH METHOD

This research was carried out by using descriptive quantitative. According to Sugiyono (2012: 13), descriptive research is research conducted to determine the value of an independent variable, either one variable or more (independent), without making comparisons or connecting with other variables. This research was conducted at SMA Negeri 1 Tembilahan. The time of the research was conducted from September to October 2020.

The population of this research is 268 students in the eleventh grade of SMA Negeri 1 Tembilahan, which comes from 8 classes in Academic Year 2020/2021. The sample of this research was taken three classes of the population: the eleventh grade IPS class. The researcher used purposive sampling to take the sample. According to Sugiyono (2016: 85), "Purposive sampling is a technique of determining samples with certain considerations." In other words, the purposive technique is a method of determining the sample by selecting specific samples that are judged based on the objectives or research problem in a population. The total sample was 92 students.

The researcher used a questionnaire as an instrument—the questionnaire based on self-directed learning indicators. Five indicators, namely, Self-Confidence, Discipline, Initiative, Responsibility, and Motivation, were taken from Febriastuti (2013:29). Thus, there were 20 statements from 5 indicators. The questionnaire used the Likert Scale with options always, often, sometimes, rarely, and never.

After getting the data students' self-directed learning, the researchers determine the level of students' self-directed learning; the researcher divided the level of students-self-directed learning into five-level as follow:

Table 1. Self-Directed Learning Classification

No.	Score	Classification
1	86-100%	Very Good
2	76-85%	Good
3	60-75%	Enough
4	55-59%	Less
5	0-54%	Very Less

Source: Grieve (2003) in Febriastuti (2013: 29)

FINDINGS AND DISCUSSION

The questionnaire of students' self-directed learning in English learning at the eleventh grade of SMAN 1 Tembilahan based on the statements in descriptive analysis can be seen below.

Table 1 Result of questionnaire of Students' Self Directed Learning in English Learning Based on the Statements

No.	Items	Percentage	Category
1	I am confident of appearing in the class	59%	Less
2	I am confident in conveying opinions when the teacher provides an opportunity.	56%	Less
3	I am not nervous when delivering my opinion	57%	Less
4	I know the rules in class and at school	79%	Good
5	I obey the rules in class and at school	79%	Good
6	I feel afraid to break the rules	83%	Good
7	I study regularly not only for test	59%	Less
8	I study without being ordered by my parents	56%	Less
9	I have a strategy to make it easier for me to learn	56%	Less
10	I need to read other books as a support for the material	53%	Less
11	I have the initiative to form a study group with friends	53%	Less
12	I feel challenged to know more about the material presented by the teacher	51%	Less
13	I try to practice difficult questions	58%	Less
14	I do an assignment without help from others	59%	Less
15	I do an assignment until I finish	66%	Enough
16	I can be responsible for the answers to the assignments given	59%	Less

17	I collect the assignment on time	62%	Enough
18	I have a desire to get good learning outcomes	72%	Enough
19	I believe in my abilities that I will succeed in learning	75%	Enough
20	I have a desire to achieve good results in learning to make my parents proud	84%	Good
Total		1276	
Mean		63.97%	Enough

Dealing with the data presented, the result of statement No. 1 shown frequency 59% with less category, statement No. 2 shown frequency 56% with less category, statement No. 3 shown frequency 57% with less category, statement No. 4 shown frequency 79% with good, statement No. 5 shown frequency 79% with good category, statement No. 6 shown frequency 83% with good category, statement No. 7 shown frequency 59% with less category, statement No. 8 shown frequency 56% with less category, statement No. 9 shown frequency 56% with less category, statement No. 10 shown frequency 53% with significantly less category, statement No. 11 shown frequency 53% with significantly less category, statement No. 12 shown frequency 51% with significantly less category, statement No. 13 shown frequency 58% with less category, statement No. 14 shown frequency 59% with less category, statement No. 15 shown frequency 66% with enough category, statement No. 16 shown frequency 59% with less category, statement No. 17 shown frequency 62% with enough category, statement No. 18 shown frequency 72% with enough category, statement No. 19 shown frequency 75% with enough category, and statement No. 20 shown frequency 84% with good category.

Moreover, the researcher found out the data about students' self-directed learning in English learning at the eleventh-grade students of SMAN 1 Tembilihan. The result of the questionnaire based on the indicators of students' self-directed learning was 63.97%, with enough category. This can be proved from twenty statements; there were twelve statements in the less category, four items were in enough category, and four were in a good category.

The result is based on the individual; it can be explained that six students with outstanding category, 14 students with good category, 36 students with enough category, then 14 students with less category, and last 22 students with significantly less category. For more detail, it can be seen in the table below:

Table 2 Distribution of Students' Self-Directed Learning

No.	Score	Classification	Frequency	Percentage
1	86-100%	Very Good	6	6,52%
2	76-85%	Good	14	15,21%
3	60-75%	Enough	36	39,13%
4	55-59%	Less	14	15,21%
5	0-54%	Very Less	22	24%

There were two indicators of self-directed learning from five indicators, namely self-confidence and initiative are in the less category. For self-confidence showed percentage 57% with category less. It means students lack confidence when appearing in front of the class, students not confident when expressing opinions, and nervous when asked to convey their opinions in front of their teachers and friends. However, then, for discipline indicator was in a good category with a percentage of 71,2%. This can be seen from the fact that the average student knows and afraid of breaking the rules set by their school or class. However, they are categorized as less for discipline in their learning because students only study when they have a test.

For initiatives indicators were also in less category with a percentage of 54,2%. It can be proven that they do not have initiative when they face difficulties in their learning. They do not try to form a study group to help them in their learning. In addition, students only occasionally read other supporting books. Most students also did not try to practice difficult questions. Then, responsibility showed a percentage of 61,5% in enough category. It can be seen that students are still doing their assignments even though just sometimes. They cannot do assignments without the help of others, and most students are just sometimes unable to be responsible for the results of their answers. For motivation indicator was in a good category with a percentage of 77%. It can be seen that students desire to get good learning outcomes and have confidence in their success in learning.

Finally, from the data above, the researcher can say that the eleventh-grade students of SMAN 1 Tembilihan have a problem being self-directed learners in English learning. This research showed that the students' self-directed learning in English learning was in enough level. It can be one of the reasons why most students get

difficulties with some tasks given, do not finish the task on time, and other problems discussed earlier.

CONCLUSION

Based on research findings from the previous chapter, the researcher concludes as follows: First, the result of questionnaire students' self-directed learning that was 63,97% with enough category. This indicates that the eleventh-grade students of SMAN 1 Tembilihan have a problem being self-directed learners in English learning. It proves that they have a lack of effort in learning. Besides that, it was found that "enough" was the most frequent level of students' self-directed learning. Second, based on each indicator, it was found that from five indicators, students are less in 2 indicators, namely self-confidence and responsibility. For discipline indicator was in a good category. However, for discipline in their learning, they are categorized as less. For motivation indicator was in a good category. Based on five indicators, motivation was the most dominant and had a good category, and the initiative was the lowest. In addition, based on the data described in this research, the researcher concludes that self-directed learning in eleventh-grade students of SMAN 1 Tembilihan was at enough level. The eleventh-grade students need to improve themselves to become a self-directed learners. The role of the teacher is also necessary for training and guiding students to be more independent in learning.

Based on the result of the research, the researcher would like to offer some suggestions to improve the students' self-directed in learning which described as follow: For the students, the students are suggested to search for information about why they need to be self-directed in learning. They have to prepare their selves to be an independent learner to be able to face and overcome all learning problems. Besides, that students should have a sense of responsibility for the assignments that have been given. One example is to start to do assignments on time. For the teachers, it has been known that teaching cannot be separated from learning. Therefore, the researcher recommends that the teacher give more chances to the students to be more self-directed learners. Then, the teacher can provide the needed instructions to the students' initiative in their learning process. Moreover, for the subsequent researchers, the researchers can investigate more than this research has achieved. They can find more profound research

about the self-directed learning of the students. Besides that, other researchers should consider the facilities and environment that can support students in becoming independent learners.

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