An Exploration of Self-Directed Learning in Speaking English

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Abstrak

Penelitian ini difokuskan pada eksplorasi metode-metode pembelajaran mandiri yang digunakan oleh para siswa untuk meningkatkan kemampuan berbicara mereka. Pendekatan deskriptif kualitatif digunakan dalam penelitian ini. Penelitian ini melibatkan lima siswa sebagai partisipan. Sementara itu, objeknya adalah pembelajaran mandiri dalam berbicara bahasa Inggris. Teknik pengumpulan data adalah wawancara; peneliti merekam jawaban para siswa Temuan penelitian menunjukkan bahwa para siswa menggunakan beberapa media untuk pembelajaran mandiri, diantaranya: mendengarkan musik, menonton film dengan subtitle bahasa Inggris, bermain game, belajar dari penutur asli di YouTube, mempelajari berbagai macam aksen, membaca artikel dan komik, pembelajaran elektronik, dan mengikuti komunitas.

Kata Kunci: explorasi, pembelajaran mandiri, berbicara bahasa Inggris

Abstract

This study focused on exploring the methods of self-directed learning employed by the tenth grade of language class at Man 1 Pekanbaru students to enhance their speaking skills. A descriptive qualitative approach was utilized for this investigation. The study involved five students as participants. Meanwhile, as the object is self directed learning in speaking English. Data collection technique was were used interview; the researchers recorded the students' answers; and documentation which used video or voice recordings individually, dialogue, conversation. The research findings showed that students used some media for independent learning, they are: listening to the music, watching the movie with English subtitle, playing games, learning from native on YouTube, learning any accents, reading an article and comic, E-learning, and following the community.

Kata Kunci: exploration, self-directed learning, speaking English

An Exploration of Self-Directed Learning in Speaking English

Introduction

Self-Directed Learning (SDL) is an inherent learning process that enables students to pursue their educational goals independently. Through SDL, students explore various alternatives to enhance their understanding and skills, selecting methods that they perceive as more accessible for their learning. Malison (2018) notes that while numerous concepts or definitions of self-directed learning exist, the definition most frequently referenced is that of Knowles (1989), who describes self-directed learning as a process in which students initiate their own learning, with or without assistance, assess their learning needs, establish goals, implement suitable strategies, and evaluate their learning outcomes. It necessitates that students enhance their personal development.

According to Knowles (1975) cited by Manning (2007) describes that self-directed learning as "a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes".

Besides, Self Directed Learning is one of the methods in its application to improve English learning. It has been emphasized that language learning is not limited to classrooms, but can take place anytime and anywhere, including at home and in the community. The determination to apply language skills developed outside the classroom can play an important role for learners when it comes to their English development. The importance of self-directed learning is not only for learning to speak in the classroom but outside the classroom.

Students are allowed to select the individuals, content, locations, and methods for independent learning. Students can learn in a classroom, a quiet room, a shared space, or the library. Individuals have the autonomy to select their learning topics and determine the methods of communication for their acquired knowledge. This autonomy in selection enables students to identify their learning requirements in English. In self-directed learning, students intentionally assume responsibility for decision-making regarding their objectives. According to Mahmud (2017) "students deliberately accept responsibility for making decisions about their goals and efforts so that they themselves become agents of change in learning". Furthermore, the learning process in self-directed learning primarily aims to enhance speaking skills. This method is advantageous for improving English speaking proficiency, as it grants students increased freedom, responsibility, and authority in planning and executing their learning activities. Learners receive guidance from teachers or others; however, this does not necessitate their dependence on these individuals.

In this case, the effect of self directed learning for speaking skills of language learners can be learned. Among language skills, speaking is the most challenging for foreign language learners. Speaking is one of the most important and necessary skills for effective oral communication. With this method, the writer hopes that students can speak passively and can increase their confidence in speaking, and be more active in speaking. Juan in

Prasanti (2020) explain that speaking is one of the language skills that are taught on all levels, it has also been considered as the most challenging skill since it needs a complex process of constructing meaning.

Specifically, Chee (2011) identifies three critical components inherent in self-directed learning: (a) ownership of learning; (b) self-management and self-monitoring; and (c) extension of learning.

Proprietorship of education, the learner's traits or personal attributes, are crucial to self-directed learning, especially possessing personal responsibility in education. Lee Bih Ni (2013) cites Brockett and Hiemstra, who assert that personal responsibility is the "cornerstone of self-direction in learning."

Students who assume personal responsibility for their education own ownership of their learning, establish educational objectives, and acknowledge the repercussions of their thoughts and actions. Candy (1991) posits that fostering personal responsibility in self-directed learning may occur within an institutional context, such as a school; learners can cultivate personal autonomy and exercise control over their educational decisions.

The capacity for self-directed learning, personal accountability for cognitive and motivational elements of education, and the cultivation of a feeling of ownership in the learning process are intricately connected to the drive to learn. This is influenced by several elements, such as the alignment of learning objectives with learners' needs, their perception of the attainability of these objectives, and their self-efficacy toward the goals. Granting learners the autonomy to establish their learning objectives might augment their intrinsic motivation, self-management and self-monitoring.

Garrison in Shahrouri (2016) offered a self-directed learning paradigm that incorporated self-management, self-monitoring, and motivation. Garrison contends that self-management pertains to difficulties of task control. It emphasizes the social and behavioral execution of learning objectives, namely the external activities linked to the learning process. The word self-management refers to an element of external task regulation specifically related to the oversight of learning processes, closely associated with goal formulation and metacognitive methods. Furthermore, they introduce an internal cognitive aspect associated with the learner's thought processes and oversight of learning, referred to as self-monitoring.

Self-management pertains to the organization of external duties and resources, whereas self-monitoring encompasses an internal process of contemplation, reflection, and enhancement of the learning experience. Although self-monitoring include internal cognitive processes, external influences, such as comments from instructors or peers, can impact a learner's reflection. Pinheiro (2004) in Arslantas & Kurnaz (2017) assumes that it will be difficult for the individual to think reflectively and to exhibit behaviors towards this aim without self-monitoring.

3) Extension of learning

In Chee (2011), Brockett emphasizes self-directed learning within an institutional framework and recognizes the impact of external contextual elements, such as the

organization of learning activities and resource availability, on this learning process. Candy (1991) expands the concept of self-directed learning beyond a formal instructional context to an unstructured, non-institutional, everyday environment, which he termed the autodidactic domain. Autodidact refers to self-directed learning, when an individual exercises complete autonomy for the selection of subjects, the learning environment, the methods of acquisition, and the assessment of knowledge gained.

Meanwhile, the relationship between self-directed learning and speaking seems to have integrated itself. Students really hope that when they start studying independently, they will get used to speaking, and practicing what they see, read, and hear.

The preliminary research was conducted through the observations, it found the following:

a. Based on the curriculum, the teacher was advised to ask questions to evaluate the student learning process, so that students were able to answer questions during the exam to achieve student learning outcomes. With a varied KKM, the minimum learning achievement in grade ten is 76, grade eleven is 80, and grade twelve is 84. Especially in English subject at grade tenth is 78.

b. Many of these students are looking for other alternatives to improve their English outside the classroom, such as joining a community created by the school such as an English club.

c. Many of the students are fluent in speaking English and learning through social media, such as listening to songs, watching movies, and others.

Based on the description above, it can be said that high standard KKM scores are the focus of teachers to improve student scores, so that learning English between students' interests and goals is not balanced, teachers only carry out teaching assignments for students to get grades according to school standards. Thus, there are some students who do not achieve KKM scores but their English skills are quite good.

Among other students, they find learning styles or methods to improve their English-speaking skills in an easy and fun way. This is because in school's English subjects are structured and limited. For students, schools make the learning space narrow for students who want to improve their speaking skills because learning in schools does not focus on just one aspect, but on many different topics. In addition, what students learn does not match the students' own interests.

The gap between learning in class and students' goals is the basis for having an independent learning style that makes students able to speak English using learning methods outside the classroom called self-directed learning.

This study focuses on exploring self directed learning on speaking skills covered by language class at the tenth-grade students of MAN 1 Pekanbaru, problems related to self directed learning were also found at language class tenthgrade students of MAN 1 Pekanbaru. Where it is found that some students who learn English choose other ways to improve their speaking.

Students have a low interest in learning English formally, they are lacking interest in formal education when learning English in the classroom. In this case, those who take part in learning outside the classroom use the self directed learning method, some of which are not active in learning activities. When they learn English, they look for shortcuts that are easier and more interesting to learn, for example from other media using their own smartphones, it makes it easier for them to understand, the biggest potential problem with self directed learning is that students have to take it.

By using their smartphones, the students can access many things including something needed for learning. In globalization era, it fills in the technological developments, includingthe education. In addition, using the technology has many positive impacts of various educational technology media, but it also has many negative impacts that can occur. (Pratiwi & Pritanova, 2017)

So, in this study, the researchers wanted to explore the students' learning style to develop their Speaking skill related to usage of media as their learning tools.

Method

This study employed descriptive qualitative research as its methodology. Creswell (2012) asserts that qualitative research is most appropriate for investigating research problems characterized by unknown factors that require exploration. The researchers used a exploratory design to furnish detailed information. The descriptive technique does not aim to test a specific hypothesis; rather, it just delineates many variables and circumstances in their natural state. The descriptive qualitative technique employed in this research aims to elucidate the examination of Self-Directed Learning in English speaking.

The literature may offer limited insights into the phenomena under examination, necessitating further inquiry with participants to get further knowledge. Qualitative research prioritizes the exploration and comprehension of the significance attributed by individuals or groups to a social or human issue. Bogdan and Biklen (1982) assert that qualitative research is characterized by descriptive data collection, utilizing words or images instead of numerical values. Findings of the study are presented using data derived from quotes in papers, field notes, interviews, and snippets from videotapes, audiotapes, or electronic communications. This research employed a descriptive technique, which aims to accurately describe and understand items in line with reality; this method is utilized as the data analysis is given descriptively.

The subject of this study was the tenth-grade language class at MAN 1 Pekanbaru, with 32 students. The sampling method employed was deliberate sampling. Creswell (2007) asserts that deliberate sampling is equivalent to qualitative research. The researcher can choose people and study locations pertinent to the phenomena and research issue under investigation. The researchers deliberately chose individuals to comprehend the key phenomena.

In this research, the researchers wanted to find out the students' ways using self-directed learning in students' speaking. Not all students can really speak English well, this makes the researcher entitled to choose participants who are rich in information, understand and are in accordance with the phenomena. The students at language class of the tenth grades consisted of one class and 32 students. The researcher took 5 students of the class as participants or informants of the research. It was chosen by using purposive sampling. The procedure of choosing the sample (Informant)was by choosing the informants based on the need or purpose. So, the researcher took 5 out of 32 student and the results is 5 students as the sample.

Furthermore, the data collection technique uses documentation and interviews. To gather the information in this study, there were the analyses were being the instruments of inquiring about it. To form the information more exact, the researchers utilized the research of collecting information, such as documentation and interviews.

The researchers conducted interviews with five students to gather data. To get the requisite data for this research, the researchers employed the following data collection techniques:

1. Documentation

   Documentation which used video or voice recordings individually, dialogue, conversation. Sugiyono (2007) states that documents are records of events in the form of writings, pictures, or monumental works of a person.

2. Interview

   An Interview is a way of asking or giving information or exchanging ideas of a particular topic in a particular meeting that two or more people gathered as the meaning of response to communication. Pertaining to Arikunto (2014), semi-structured is the combination of both structured and unstructured interviews. The researchers firstly arranges the set of questions to be proposed and it is continued to the next unpredictable developed question. The interview was one of the foremost important data collection techniques in qualitative research. Fraenkel, Wallen, & Hyun (2011) said that it had been useful to see the accuracy, to verify and refute the data which was gathered from observation. An interview usually did face to face on a one-to-one basis to explore informationdeeply especially for most sources. The interview is a data collection technique done through conversation and question and answer, both directly and indirectly with the respondent to reach the goal certain, Arifin (2011). The researcher will interview the students by using an in-depth interview or semi-structured interview to get more data and information about selfdirected learning in speaking for students at MAN 1 Pekanbaru.

Result

The research findings answer the problem statements that were formulated before. This research aimed to know the ways of Self Directed Learning used by the students to increase their speaking skills.

Furthermore, this study used structured interviews to confirm about the respondents. The researchers asked twelve questions of the indicators of self directed learning to confirm and explore how self-directed learned affects students' speaking skill.

Ownership of Learning

The questions are as follows:

a. How do you apply your own learning style to improve your English in speaking?

Student 1 told that to increase his Speaking skill, he always learn Speaking English in many ways, including listening, talking oneself, reading aloud and watcning English movie.

Student 2 said that her way in increasing speaking skill is by watching English films with English subtitle. By this learning style, she can also increase her vocabularies and practice the pronunciation.

Based on the previous explanation, the learning styles of students 1 and 2 is similar; by watching English films. Both students used basic learning style to improve their own speaking. And also access the broader learning with more interesting films.

b. How do you determine learning goals so that you can achieve these goals

Student 3 told that her learning goals by learning target. Because she always involves the English Olympic, she has the learning target like answering 300 up to500 items of questions and at least two learning achievements every semester as other learning target.

Student 4 explained that before, she never learned English intensively, so that's why she got nothing. However, as time goes on , she realizes that by mastering English will make our life easily, suc as success in education and carrier. So, nowadays this is her learning goal especially in learning English.

Based on the explanation above, student 3 has the learning goal is getting the achievements every year. For this, she needs more effort to master English in order to achieve this goal. Meanwhile, student 4 focuses on the future where the function of English is very useful. These two differences explained that the goals obtained by each student will affect the interest and enthusiasm to achieve the learning goals.

c. What are the learning processes that you do to improve your English?

Student 5 told that he likes reading to enlarge his knowledge and improve his English. Especially in improving the English, he tends to choose reading such as reading English novel, comic, or science books.

Student 1 argued that to increase his capability in English are by watching English videos, reading English comics, watching English movies, listening to English songs and also speaking English in his daily activities.

Based on the explanation above, both choose to read books in English such as comics and novels, while on other days student 1 spends his time for watching and listening to music and talking oneself to increase his English capability.

Self-management and Self-monitoring

The questions given to the participants are as follows:

a. How do you make the right decision in learning English?

Student 2 told that we should know what our purpose in learning English. As the motivation to learn English, it is an International language and need to master in many aspects. So, she thought that English is needed to be mastered.

Student 3 told that she had an interest in learning English since Elementary school and she was used to involved in English competition including spelling bee, storytelling, speech and essay. It still goes on today.

From the previous explanation, it can be concluded the Student 2 emphasized herself to always remember the purpose of learning English because it is an international language which need to be mastered. While student 3 has been accustomed in learning English since in elementary school.

b. How do you manage your time to study English outside the classroom?

Student 4 explained that When she learns Englsh out of school, she chose learning through watching English youtube and English films.

Student 5 told that he was used to listening to the English since early age and he thinks also he rarely learns English out of classroom.

Based on the explanation above, student 4 actively accesses the media function, through youtube contents and watching English films. Whlie, student 5 has been accustomed since childhood with something about English.

Extension of Learning

The questions given to the participants are as follows:

    a. Are there any learning skills that you acquired outside of the curriculum content?

        Student 1 described his answer for this question that he can acquire the English knowledge by accessing youtube channel or social media like instagram and twitter.

        Student 2 told her ways for acquiring the English learning outside of the school context is by watching youtube channel in English because this learning way is easy enough to be accessed by ourself.

Based on the students' explanation above, it can be stated that both of them agree with many learning ways can be obtained outside of school curriculum, like watching English youtube channel and being active in social media.

    b. Do you often practice it in your daily life?

        Student 3 argued that she lives around the people who do not actively use English as a daily communication. This condition makes her can not practice English fully in daily communication. However, she always involve in English communities leither English club or online English club. In this communities she is able to practice English fully.

        Student 4 told that she has a different way to practice English. She always practice English by herself every time. Because she thinks stiil feel nervous to talk English with others.

It can be concluded from the students' previuos answers that both students are actively practicing English. Howevwer, they have the different ways in practicing. Student 3 tends to join with the English communities, and student 4 she feel nervous when join with other people to practice English, so she chooses talk to herself (self-talk).

    c. What factors made you want to improve your English speaking skills?

        Student 5 told that actually it begins from the curiosity to English but as time goes, he wants to learn English actively either at the class and out of class environment.

        Student 1 stated that mastering four language skills is very important. When we want to have good English speaking, we must master not only grammar and pronunciation, but also the technique of speaking itself.

Based on the explanation above, student 5 does not intend to study English seriously, but his environment makes him accustomed to listens and practice English actively. Meanwhile, student 1 chooses to actively deepen and develop all language skills.

d. What motivation makes you being motivated to learn English?

Student 2 told that learning English well will make her follow the toefl or ielts tests easily. Finally, it make her also easy to join studying at university even getting the scholarship to abroad.

Student 3 told that she is motivated to learn English well because of her dream to continue her study at the International relationship. By mastering English, she thinks that it will make her easy in learning culture and foreign languages.

Based on the explanation above, both of the students have positive goals for their future life. So that's why they are motivated to learn English actively.to reach their dreams.

e. Is there anything else from outside that affects your learning style?

Student 4 told that she joins at the English community which introduces the amaerican and british cultures. So it also makes me interesting in learning English and know other cultures beside Indonesian culture.

Student 5 stated that he has no special style for learning English. He only uses the conventional style like enriching the vocabularies.

Based on the explanation above, student 4 is more interested in joining the English clubs and introducing many foreign cultures, while the student 5 he tends to enrich his vocabulary to make practice English fluently.

f. What media are you use to support your learning?

Student 1 stated that he prefers use several media for leaning English especially. Those media are like instagram, youtube and twitter. They contents something usefull to help in learning English.

Student 2 told that she always use online media for leaning English such as watching the English youtube channel with has English contents and others by accessing the learning websites especially relates English leaning.

Based on the explanation above, both students tend to use online media to support their learning especially in English including youtube, instagram, and twitter which have English learning contents.

Based on the data collection of interview, the students took learning independently out of the book, out of the school which means the students used self-directed learning. In this case, the researchers found several answers and statements from the participants regarding the strategies they used in self directed learning, such as listening the music, watching movie with English subtitle, playing games, learning from native on YouTube, learning any accents, reading an article and comic, E learning, following the community.

Besides, in increasing speaking skill, the students also applied different ways, such as they are active doing the activities, like practicing and improving their vocabulary by listening and reading which have some topics that makes them remember and enrich their vocabularies.

Discussion

According to the description of the data above, it was found that students used different ways of learning English especially in improving their Speaking skill. It was the most common ways used by students to be able to speak English based on learning by listening to music, watching videos on YouTube or short videos in other applications, reading novels or articles, joining studied groups outside of school.

In line with the findings above, the students determine their own fate and choose the best way for them in learning and have been able to expand the skills they had. The role of education as a guide for students to moved towards selfconcept. The researchers also found that the students have a habit that systematically use when talk to their friends who speak using English, they can speak without thinking the mistakes, they enjoy the process because they all remember how to say it.

Furthermore, because the way of learning is enjoyable, they can easily remember without reading the book, or remember the tenses used, as long as they can speak and understand what are the students talking about. This is the purpose of the method that they use, they can remember by the visual, and audio.

Based on the results of the interviews with the five students, the researchers found that students applied several ways to learn English by themselves. In other words, they found their own way that they thought and understood English easily.

Conclusion

This study found the strategies used by the students with self directed learning, they were listening the music, watching movie with English subtitle, playing games, learn from native on YouTube, learn any accent, reading an article, comic, E learning, follow the community. In addition, In increasing speaking skill, the students also applied different ways, such as they are active doing the activities, like practicing and improving their vocabulary by listening and reading which have some topics that makes them remember and enrich their vocabularies

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