

**SELF DIRECTED LEARNING TO ENHANCE STUDENTS
SPEAKING SKILLS : A CASE STUDY IN SMAN ARJASA**

THESIS



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

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**SELF DIRECTED LEARNING TO ENHANCE STUDENTS
SPEAKING SKILLS : A CASE STUDY IN SMAN ARJASA**

UNDERGRADUATE THESIS

Submitted to the State Islamic University of Kiai Haji Achmad Shiddiq Jember
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Faculty of Tarbiyah and Teacher Training
English Education Study program



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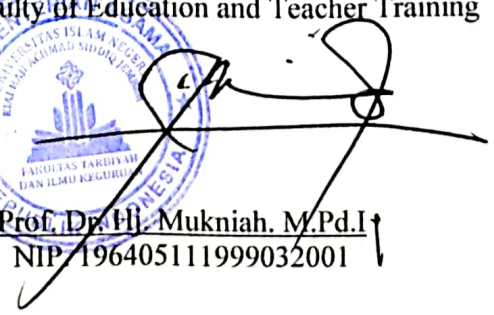
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MOTTO

.... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

.....Verily! Allah will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves.....(Q.S Ar-Ra'd;11)¹



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¹ Muhammad Taqi'ud Din Al-Hilali and Muhammad Muhsin Khan, Translation of the meanings of the Noble Qur'an in the English Language, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 321

DEDICATION

This thesis dedicated to:

My Beloved mother Mrs. Puji lestari and my sister Dianita Ratna Ningrum. Thank you for the endless love, pray, and support.

My Grandparents whom already in heaven, Mr. Soeparto and Mrs. Sumarni.

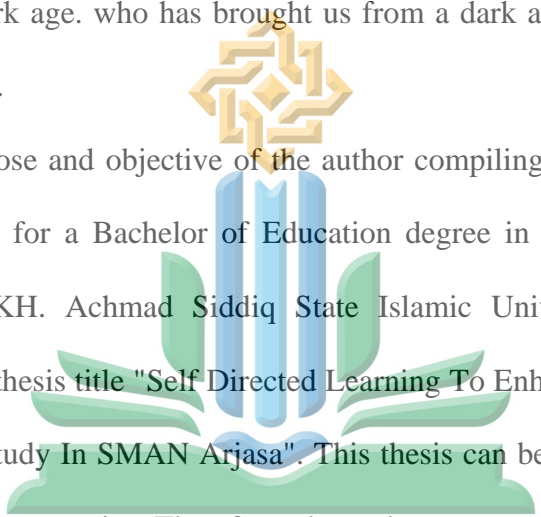


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Praise and thanks be to Allah Swt. for the abundance of His mercy and grace, all the planning, implementation, and completion of the assignment. His grace and mercy, all the planning, implementation, and completion of the final assignment of the thesis, can be completed smoothly. Sholawat and salam always poured out to our lord the Prophet Muhammad Saw. who has brought us from a dark age to a dark age. who has brought us from a dark age to a brightly lit age like as it is today.

The purpose and objective of the author compiling this thesis is to fulfill the requirements for a Bachelor of Education degree in the English Education Department at KH. Achmad Siddiq State Islamic University (UIN KHAS) Jember with the thesis title "Self Directed Learning To Enhance Student Speaking Skills: A Case Study In SMAN Arjasa". This thesis can be completed because of the support of many parties. Therefore, the author expresses his deepest gratitude to:

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1. Prof. Dr. Babun Soeharto, S.E., M.M., as the Rector of State Islamic University of Kiai Haji Achmad Shiddiq
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10. Last but not least, whose names cannot be mentioned for their contribution and motivation during the writer finishing this thesis which has challenges and difficulties in finishing this thesis.

The Researcher hopes for constructive criticism, suggestions, comment that can make this thesis to be better. hopefully this thesis can be useful for the readers' future researchers.

Jember, May 9th 2023

Adinda Maharani Hakim
SRN.T20186113

ABSTRACT

Adinda Maharani Hakim, 2023: *“Self Directed Learning To Enhance Student Speaking Skills : A Case Study In SMAN Arjasa”*

Keywords: Speaking skills, self directed learning.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking refers the ability to communicate which encompasses four important aspects such as pronunciation, vocabulary, grammar and fluency. There are so many strategies that students can use to enhance their speaking, one of which is Self directed learning. Self directed learning have the characteristics of Independence, responsibility, Persistence, self-discipline and have ways to develop a plan in the learning process without the help of others. from this perspective, The author is encouraged to conduct research on how students develop their own learning strategies to enhance their speaking. The research question to answer is "How does Self directed learning enhancing students' speaking skills in SMAN Arjasa?".

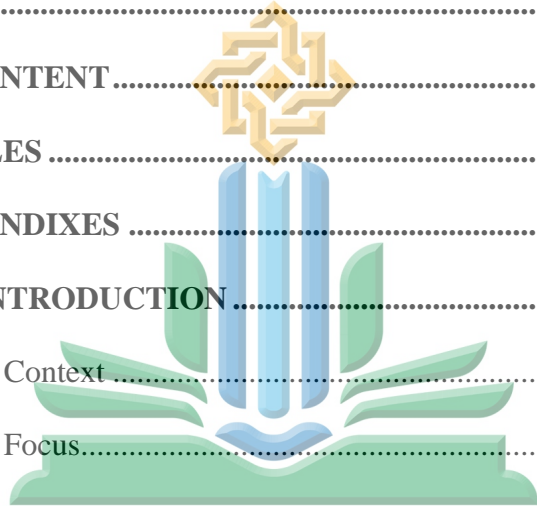
On the basis of the Research question, the research objective was “to figure out how is the self directed learning enhance student speaking skills in SMAN Arjasa”

This research uses Qualitative approach as a research method. This research was conducted at SMAN Arjasa and two student of twelfth grade had been chosen as subject of research. Data were collected through questionnaires, test, observation, interview, and document review. The data analysis used has three stages 1) Data Condensation 2) Data display 3) Conclusion drawing and for data validation were used triangulation of sources and technique.

The results showed that students of SMAN Arjasa conducted self-directed learning at home by using Self-Directed Learning by utilizing brand-owned mobile social media such as games, translation applications, and watching movies. The researcher found that the students practiced it in their daily life which made them able to learn. students who do self-directed learning by using Self-Directed Learning is very good to be applied in every situation because students can learn by themselves without the help of teachers or other people to improve their speaking skills. only by using social media on their mobile phones and laptops to learn independently.

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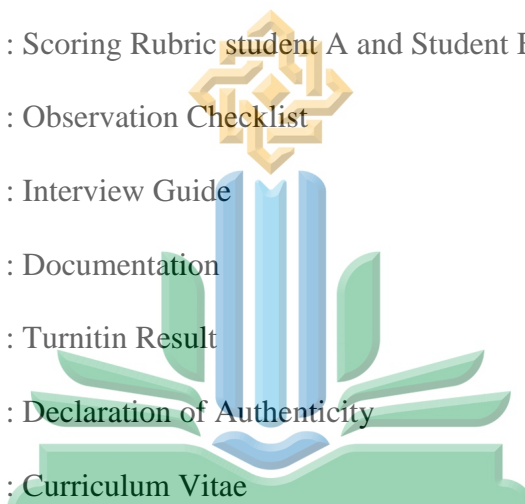
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CHAPTER 1

INTRODUCTION

A. Research Context

Language is the ability that humans have to communicate with other humans by using signs, such as words and gestures. a tool to interact and communicate in the sense of conveying thoughts, ideas, concepts or feelings. Without language one cannot interact with other people as it serves many purposes. The absence of language is simply due to a scarcity of communication. The role that language plays is immense; ever since time began. Identified as the need of the hour, the four necessities in language or commonly known as the four skills- Reading, writing, listening and speaking plays a vital role in any language.²

The essence of communication is delivering information and ideas from the speaker to the listener. In this case, speaking is a person's ability to pronounce articulation sounds or words that aim to express, and convey that person's thoughts, ideas and feelings. Speaking is the main means to foster understanding between in conveying information in good, correct and interesting language so that listeners can understand.³

The development of language skills is related to speech development, The more people are able to speak, the richer the language skills, the richer the language skills make children confident to speak English is an international

² Lorena manaj. 2015. The importance of four skills, Reading, speaking, writing, listening in a lesson hour. Vol.1, European journal of language and literature studies. P.2

³Andri wicaksono and friends, *Teori pembelajaran bahasa (Suatu catatan singkat)*. Garudhawaca 2016; p.109.

language that is very important to learn⁴. Learning to speak English requires active participation of students in the classroom. However, the inconsistency between class conditions and learning objectives as well as the factors mentioned above prevent students to apply English in their daily life.⁵

The researcher concluded that several factors contributed to students difficulty in learning to speak English such as poor vocabulary with limited knowledge of grammar, pronunciation, shyness, nervousness, and fear. Making mistakes, lack of confidence, limited training, minimal opportunities, environmental factors, mother tongue or native language.

There are many methods to be used in learning, especially for learning to speak in English. One of them is self-study. Most students spend a lot of time acquiring information and learning new skills. Rapid change, the constant creation of new knowledge, and ever-widening access to information make these acquisitions necessary. Much of this learning occurs on the initiative of the learner, even if it is made available through a formal setting. The common label given to such activities is self-study. In essence, self-directed learning is seen as a form of study in which the individual has the primary responsibility for planning, executing, and even evaluating efforts. Most people, when asked, would express a preference for assuming such responsibilities whenever possible. Interest in self-study has literally exploded around the

⁴Bjorklund, David F. 2005. *Children's Thinking: Cognitive Development and Individual Differences*. Australia: Wadsworth.

⁵ Nina Hayuningtyas and Mega Fariziah N.H., *Developing "Speak it Up" Board Game in Speaking Skill for Undergraduate Efl Students*, P 2.

world in recent years. Few topics, if any, have received more attention by adult educators than self-study. Books, related articles, In addition, many new programs, practices and resources to facilitate self-study have been created. It includes features such as study contracts, self-help books, support groups, electronic networks. In terms of learning, it is the individual's ability or willingness to take control that determines the potential for self-direction. This means that learners have a choice about the direction they pursue. Along with this, the responsibility to accept all the consequences of one's thoughts and actions as a learner.⁶

The importance of self-directed learning to learn to speak is not sufficient to be studied in the classroom, but outside the classroom. In the classroom context is not effective because of insufficient time and many students in the classroom, this learning process if in the form of groups, chances are enough time but not effective for others, because among groups who can speak only one or two people who can speak. This time to learn to speak is not maximal and does not get more attention to students. Therefore, everyone should learn independently to learn English speaking to be able to adjust with their friends who can speak. Speaking has considered to be an indicator in English language learning and always practiced it is skill that needs to be a good English speaker. Speaking is a kind of either productive or active skill. There are several ways of improving speaking skill, like Speak with own-self by used English language, speak with friends,

⁶ Hiemstra, R. (1994). Self-directed learning. In T. Husen & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (second edition).

listening to the native speaker, gather with the English club, consistent in practice. Furthermore, joining an English club or self-study is one of concept Self-directed learning.⁷

Some studies had been done related with self-directed learning with different learning strategies. in this study the researcher found 5 previous studies, one of it was research belonging to Riswanto and friends (2022) which discussed self-directed learning in speaking classes during covid, this research discussed how students have independence in their learning activities and the researchers observed that during the Covid-19 pandemic, not all students had an interest in self directed learning after returning from school. The percentage of students' self-directed learning is slight. However, self-directed learning can appear as a result of things like a good motivation boost from students because they want something like class champions or rewards, or it can also be caused by situations that force them to self-directed learning because that is the only assessment that the teacher can provide. Another study belonging to Ari Andre (2019) discusses self-directed learning for mastering speaking, by examining how students learn faster for mastering English, especially in terms of speaking.

Based on the researcher's experience when having teaching practice program (PPL) for class Eleventh grade at SMAN Arjasa from October to November 2021. It was found that some students seemed to pay less attention to the process of delivering the material. When the researcher asks about the

⁷ Armain mahmud, *the descriptive study of self directed learning learner in speaking English at non- English department in iain sultan amai Gorontalo*. Journal vol 2. Al-lisan 2017 p. 3.

material presented students can answer correctly which means that, the student already understands the material presented. these students said they had their own way of learning English, especially to improve their speaking skills in English because when the researcher asked this the students answered in English that was quite good. This is the main concern of researchers to examine how students learn in their own way of learning which can be said to be self-directed learning. Overall, by considering the background above, the researcher is interested in describing a self-learning strategy to improve speaking skills in detail. Therefore, she conducted research entitled “Self Directed Learning to enhance student speaking skills a Case study in SMAN Arjasa”

B. Research Focus

Research question is the fundamental core of research project, study or review of literature. According to the background of study as previously presented, researcher formulates the research problem as follow:

How does the Self directed learning enhancing student speaking skills in SMAN Arjasa ?

C. Research Ojective

In relation to the research questions, the objectives of this study are as follows :

To figure out how is the self directed learning enhance student speaking skills in SMAN Arjasa

D. Research Significance

The research is expected to give contributions as follows:

1. Theoretical significances.
 - a. The result of the research can be used as an input in English learning especially in learning English to improve speaking skills
 - b. The result of the research can be used as a reference for others who want to conduct in learning English for speaking

2. Practical Significances

- a. The Researcher

The result of the study is expected to give the researcher more knowledge and experience. Knowing the effectiveness to be applied in teaching- learning process.

- b. Students

The result of the research is expected to help students in learning English, especially speaking that makes students improve their ability and motivation in learning. In addition, students are able to learn and improve their speaking skill by learning individually and take responsibility in their own learning.

- c. Teachers

The result of the research is expected to give teachers an alternative teaching aid for student. Besides, it is also expected to give teachers motivation and inspiration and of course they can evaluate the teaching process.

d. Other researches

The result of the research is expected to be a reference for other researcher who conduct similar study of developing method.

E. Scope of the Research

This research the researcher focuses on the Student learning. How students Have their responsibility in making learning meaningful and monitoring themselves, and how students view problems as challenges, desire change, and enjoy learning . This research was designed as quantitative case study. Data collection method which will be used are observation, interview, test.

F. Definition of the Key Terms

These key terms makes this research easier for researchers and other readers to understand

1. Self directed learning

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Self Directed Learning is a learning process that supported by their own activities. Self Directed Learning students had a responsibility for making their decisions about goals and efforts to change their own learning. Self-directed learning is a concept that students can learn independently without the help and guidance of teachers or others, if they have a sense of responsibility for independent learning so that they understand and understand what they learn and they themselves gain understanding and material.

2. Speaking

Speaking basically is the ability of spoken which involving a language. To communicate to the others. and speaking is very important for a student to be able to communicate with others because speaking is the most important key for communication. speaking skills can also develop students' confidence because to get speaking skills, students really need to practice to speak English well.

G. Organization of The Thesis

The organization of the thesis is to make the readers know and understand the content of the research easily. This thesis consists of five chapters;

Chapter 1 : Introduction. This chapter confirms the background of the study, the research focus, research questions, research objectives, and the organizations of the thesis.

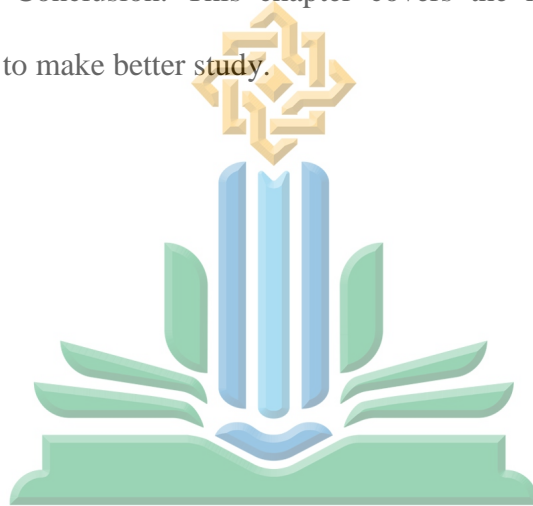
Chapter II : Review of the literature. Describe the previous research that is relevant and related to this thesis. So this thesis has maximum results. This chapter consists of several theories about self directed learning, learning styles, speaking skills.

Chapter III : Research methodology. This chapter covers research design, researcher's role, research setting, data sources, data collection techniques, data analysis techniques.

Chapter IV : Research findings and Discussion. This chapter is important to find the information because the researcher analyze the data. The common

data are going to appear in this chapter clearly. First, general data consist background of SMAN Arjasa, location and vision Mission. Second, Spesific data here the researcher explains the findings about the self directed learning to enhance student speaking skills. Discussion. This chapter includes data discussion towards of the Self Directed Learning to enhance students speaking skills.

Chapter V : Conclusion. This chapter covers the research suggestion for further study to make better study.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There are some similarities and differences between this research and five previous research.

The first research is conducted by Riskia Pria Saputri (2021), “The implementation of self directed learning strategy using moodle e-learning in teaching reading in tenth grade 3 science of Sman 1 Pulung Ponorogo”. The result of this research is that self directed learning gives very big influence to improve student’s skills because the students can learn comfortably, enjoyable and easier. The different between both of them are: Riskia’s focus research To the implementation self directed learning using moodle e learning for improving reading skills, and Used Qualitative research. Meanwhile, This research To figure out learning strategy using moodle e learning using self directed learning, Held in SMAN 1 Pulung Ponorogo.

The Second research is conducted by Lailyatul Qudsiyah (2019), “The correlation between self-directed learning (SDL) levels and students’ engagement (SE) levels in english language learning in MTSN 02 Sidoarjo” The result of this research it implied that the increasingly level students self directed learning they have, the more advance their students engagement. The strong correlation discovered in this research interpreted that there were several other probable aspects which might impact the self-directed learning and their students engagement levels. The computation outcomes displayed

that the Person Correlation coefficient grabbed was (+) 0.707 which denoted that the duo variables were revealed strongly and affirmatively. The difference between both is Laily's research are To find out the correlation between SLD Levels and Students' Engagement level in English language learning ,Held in MTSN 02 Sidoarjo, Used correlational descriptive. Meanwhile, this research are To figure out the level of self directed learning and correlation between student engagement level, Held in MTsN 02 Sidoarjo.

The third research is conducted by Ari Andre Rianyansa (2021) entitled "Investigating Students' Self-Directed Learning in Mastering English speaking Skills During the Covid-19 Pandemic". The result of this research is the findings clearly show that the students practice in everyday life which will make them faster in mastering English speaking skills during the Covid-19 pandemic. The similarity between Ari Andre's research and this research is to research Self directed learning as learning styles for the students mastering English speaking skills. The difference between both are Ari andre's research are to investigating how self directed learning for speaking skills, and this research is focusing on covid 19 era, held in UIN Fatmawati Sukarno Bengkulu. Meanwhile, this research are to figure out learning styles by using self directed learning in SMAN Arjasa.

The fourth research is journal conducted by Mohammad Amro Mohammad Suleiman and Mahendran Maniam (2019) entitled "A Case Study Of Self-Directed Learning Using Movie To Promote Oral Communication" The result of this research is using video appears to have helped improve the

subjects' oral communication proficiency, listening and speaking, which is an encouraging result given that using video was not expected to directly help to improve speaking skills.. The similarity between Mohammad amro and friends and this research is to improve oral or speaking ability of English skills using Self directed learning as learning styles or strategies for the students. The difference between both are this research are to investigating self directed learning to promote oral communication using movie, and this research is focusing on six first year students at the faculty of English language and literature university of Jordan.

The fifth research is conducted by Maisyarah (2022) entitled “An Analysis of Self-Directed Learning in Speaking Class During Pandemic Covid-19” The result of this research is internal factor greatly affect the independence of students learning. The similarity between Maisyarah and this research is the speaking ability skills of English using Self directed learning as learning styles or strategies for the students and using Quantitative approach. The difference between both are Maisyarah research are to investigating self directed learning during pandemic Covid-19 era, and this research is focusing on students of SMAN 06 Bengkulu spesifically on XI grade, this research are using descriptive Quantitative.

Table 2.1
Similarity and Difference of Previous Research

No	Research and the title of research	Similarity	Difference	
			Previous research	This research
1	Riskia Pria Saputri (2021), The implementation of self directed learning strategy using moodle e-learning in teaching reading in tenth grade 3 science of Sman 1 Pulung Ponorogo	To research the use of self directed learning	To examine self directed learning by using moodle e learning for improving reading skills. Used Qualitative research. Held in SMAN 1 Pulung Ponorogo.	To figure out self directed learning enhance speaking skills Quantitative research Held in SMAN Arjasa
2	Lailyatul Qudsiyah (2019), The correlation between self-directed learning (SDL) levels and students' engagement (se) levels in english language learning in MTSN 02 Sidoarjo	To research the use of self directed learning	To find out the correlation between SLD Levels and Students' Engagement level in English language learning Used correlational descriptive Held in MTsN 02 Sidoarjo	To figure out self directed learning enhance speaking skills Qualitative research Held in SMAN Arjasa
3	Ari Andre Rianyansa (2021) entitled Investigating Students' Self-Directed Learning in Mastering English speaking Skills During the Covid-19 Pandemic	To research the use of self directed learning	to investigating how self directed learning for speaking skills, focusing on covid 19 era Held in UIN Fatmawati Sukarno	To figure out self directed learning enhance speaking skills Qualitative research

			Bengkulu.	Held in SMAN Arjasa
4	Mohammad Amro Mohammad Suleiman and Mahendran Maniam (2019) “A Case Study Of Self-Directed Learning Using Movie To Promote Oral Communication”	To research the use of self directed learning	To promote oral communication using movie focusing on six students of university of jordan	To figure out self directed learning enhance speaking skills Qualitative research Held in SMAN Arjasa
5	Maisyarah (2022) entitled “An Analysis of Self-Directed Learning in Speaking Class During Pandemic Covid-19”	To research the use of self directed learning	Analysis how self directed learning in speaking class, focusing on pandemic covid 19 era Held in SMAN 06 Bengkulu	To figure out self directed learning enhance speaking skills Qualitative research Held in SMAN Arjasa

In general, the first through fifth studies have similar topics that focus on self-learning and its relationships with others and student involvement. Finally, there are five differences between the previous one studies and current studies. The most focused studies before on the implementation of independent learning. But in this case, In this study, researchers focused on the levels of self-learning and student learning. involvement in learning English that they already do. This research is continued below. consideration

of student activities to know their level of independent learning and student engagement.

B. Theoretical Framework

This theoretical framework consist with three components that purposed therefor the research. Three components in this theoretical framework are based of the problems of the research. They are follows : (1) Speaking (2) Self directed learning. Each of them will be discussed in this chapter.

1. Speaking skills

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yule said, "Speaking is the skill that the students will be judged upon most in real life situations"

According to Bueno, Madrid, and McLaren "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English."⁸

Louma describe speaking as producing, receiving, and exchanging information. This skills is spontaneous and predictable since the meaning depends on the context, participants, and purpose, for that reason, developing this skills can be difficult for students.

⁸ Parupalli Srinivas rao. *The Importance of speaking skills in English classroom*, ACIELJ vol.2 2019. P.8

According to Derakhshan, Khalili, & Beheshti Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously".

From that statement above, it can be conclude that speaking is one of the language skills that focused on verbal interaction, and the speaker must pay attention to Fluency, Pronunciation, vocabulary, grammar.

a. The Purpose of the speaking

According to Harmer communication occurs because there is communicative purpose between speaker and listener. The purposes of communication for the speaker are:

- 1) They want to say something
- 2) They have some communicative purposes, speaker say something because they want to something to happen as a result of what they say.
- 3) They select from their Language store.
- 4) Speakers have an inventive capacity to create new sentence. To achieve this communicative purpose, they will select the Language they think is appropriate for this purpose.

b. The Function of Speaking

Several languages have many functions in human interaction. According to Brown and Yule ,Quoted by Richard "talk as interaction;

talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches” the Explanations the function of the speaking.

1) Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

The main features of talk as interaction can be summarized as follows:

- a) Has a primarily social function
- b) Reflects role relationships
- c) Reflects speaker's identity
- d) May be formal or casual
- e) Uses conversational conventions
- f) Reflects degrees of politeness
- g) Employs many generic words
- h) Uses conversational register
- i) Is jointly constructed

Some of the skills (involved in using talks as interaction) are:

1. Opening and closing conversation choosing topics
2. Making small talk
3. Recanting personal incidents and experiences
4. Turn taking
5. Using adjacency pairs
6. Interrupting
7. Reacting to others

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Some of the skills involved in using talk for transactions are:

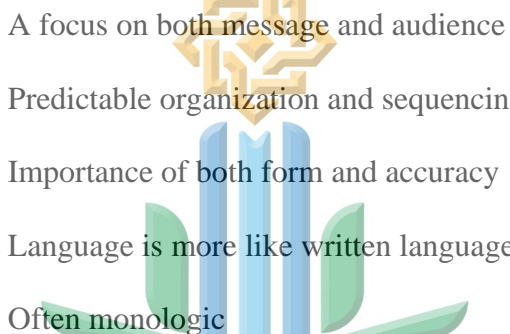
- a) Explaining a need or intention
- b) Describing something
- c) Asking questions
- d) Asking for clarification
- e) Confirming information
- f) Justifying an opinion
- g) Making suggestions
- h) Clarifying understanding
- i) Making comparisons

j) Agreeing and disagreeing

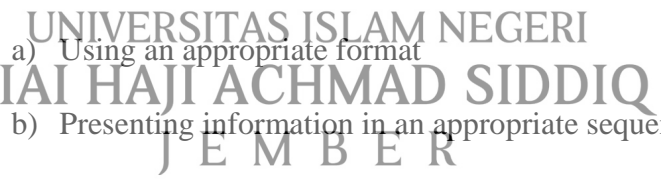
3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

The main features of talk as performance are:

- 
- a) A focus on both message and audience
 - b) Predictable organization and sequencing
 - c) Importance of both form and accuracy
 - d) Language is more like written language
 - e) Often monologic

Some of the skills involved in using talk as performance are:

- 
- a) Using an appropriate format
 - b) Presenting information in an appropriate sequence
 - c) Maintaining audience engagement
 - d) Using correct pronunciation and grammar
 - e) Creating an effect on the audience
 - f) Using appropriate vocabulary
 - g) Using an appropriate opening and closing⁹

⁹ Jack C Richards. *Teaching Listening and speaking "From theory to practice"*, Cambridge university press, 2008. P.21-28

a. Criteria for speaking

1) Fluency

According to Lennon defined fluency as “the rapid, smooth, accurate , lucid, and efficient translation of thought or communicative intention into language. Fluency does not entail only speed but also social interaction. Fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication

2) Pronunciation

Pronunciation is one of difficult part in learning English, Pronunciation is an important form of learning carried out in teaching English. Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. When a teacher teaches English, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say when they want to say. It means that their pronunciation should be at least suffice for the purpose.¹⁰

¹⁰ Friska Carnia Mulasari, The Effectiveness of Using ...FKIP. University Muhammadiyah Purwokerto. (Thesis). 7

3) Vocabulary

Vocabulary is a group of words which is had by a language. Therefore, vocabulary should be taught early to young learners in order to make them know the meaning of. Vocabulary will give the meaning if we use a language.

Harmer quoted by Noerrita Kuattiningsih says that “The teacher should ensure that their students are aware of the vocabulary they need for their level and that they can use the words which they want to use”. It implies that the teacher should teach clearly some words at lower class than others. The teacher must be certain that the vocabularies they give are appropriate with their students so that the students can know how to use and express the words.¹¹

4) Grammar

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According to Richard, Grammar is the most important thing to determine the students' competence to communicate the language. A knowledge of the process involved in acquiring particular structures in certain to be of value to teacher making decision about whether the students able or not to communicate the language.¹²

¹¹ Siti Munawaroh, *A learning strategy in teaching speaking through English Camp 2019 (Case study of ESA UIN KHAS)*, FTIK, state islamic university of KH Achmad siddiq Jember (Thesis). 26

¹² Proyustitia lumbanraja, *the effect of the self-directed learning method into speaking ability of eleventh grade students of SMA Parulian 1 Medan* (Thesis)

Grammar is part of discourse, an essential feature of reading and speaking, and is difficult to separate in any clear cut way from vocabulary, crucially effective communication in a language would be seriously impaired without an ability to put grammar to use in variety of situations. Language without grammar would be chaotic, countless words without the indispensable guidelines for how they can be ordered and modified.¹³

2. Self Directed learning

a. Definition

Self directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing learning strategies, and evaluating learning outcomes.¹⁴

According to Gharti self directed learning is a driving factor that makes students become autonomous learners, and also defined learning autonomy as the ability of students to understand and effectively regulate their own learning process. Self directed learning (SDL) is designed to nurture this momentum, to broaden and deepen it, to help students channel and refine it, this design has been enhanced

¹³ Rob Batstone. *Language teaching A scheme for teacher education "Grammar"*, oxford university press, 1994. P.3

¹⁴ Elsa mentz et.al, *self directed learning research "An imperative for transforming the educational landscape"* second edition (2016), 36

by a flood of recent discoveries about the brain. We have found that the brain is a meaning making machine that thrives in rich environments, seeks out patterns, builds on previous experience, and functions best in nonthreatening situations. Not only is the brain a dynamic, self directed instrument of learning, it is highly individualized as well. Recent studies of intelligence, learning style, and talent or strengths affirm the great diversity in the ways people learn. Cognitive psychology has also focused on the importance of learning how to learn, that is, on developing the strategies that can be applied to any learning task. Such portable skills prepare any learner for the ultimate challenge of lifelong learning.¹⁵

Self directed learning (SDL) is any increase in knowledge, skills, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time, a student, for example, decides to build and launch rockets, that will rise one mile into the atmosphere, he inspires others to join him. They go on the internet, contact the national aeronautics and space administration, consult with a science teacher, find a machine shop, build experimental models, and, after many attempts, succeed.¹⁶ The work on multiple intelligences, diverse learning styles, and the psychology of the individual is applied in various approaches to teaching designed to accommodate those

¹⁵ Maurice Gibbos, *The Self-Directed Learning Handbook*, (Fransisco : Jossey Bass, 2012). Page 1

¹⁶ Gibbos, Page 2

differences in direct instruction. This involves teaching to the intelligences and learning styles and individualizing instruction. From another point of view, however, we can affirm that each child is unique, with a unique set of talents, a unique body of experience, and a unique perspective on the world. Students learn best in unique ways that maximize their personal resources. It seems reasonable to conclude that students will learn best by coherently extending their experience in their own emerging style that takes full advantage of their individual strengths.¹⁷ The purpose of SDL is to revive the students that learn is the responsibility of themselves. The student is motivated to be responsibility toward all their own idea and action.

Based on some of the definitions above, it can be said that self directed learning process in which encourage students to optimize their own abilities to improve their competence. Responsibility and trust individual, has an important role in the success of learning. Learning self directed consist of a student who optimizes abilities individuals to adapt and learn quickly to the environment or the circumstances. Students gain knowledge and skills by working on a real world problem and creating a product for an extended period of time. students are asked to investigate real world problem, to design plans by themselves.¹⁸

¹⁷ Gibbos. Page 6

¹⁸ Moh. Rofid Fikroni, Teaching English as foreign language, (Jember : IAIN Jember, 2020). Page 70

b. Self directed learning category level

There are four categories for self directed learning of learner¹⁹ :

- 1) Learners low in self direction, Because of their lack of maturity and subject knowledge, these learners need the trainer's total attention.
- 2) Moderately self directed learners. These learners are motivated and confident but still need a significant input from the trainer because they know very little about the subject.
- 3) Learners who are intermediate in self direction, these learners have both the skills and basic knowledge and see themselves being capable of exploring the subject further with the guidance of the trainer.
- 4) Learners high in self direction. These learners are both confident and willing and able to plan, do, and evaluate their own learning with or without the help of a trainer and the trainer becomes a facilitator of learning.

c. Characteristic of self directed learning

Characteristics of the self-directed learner²⁰:

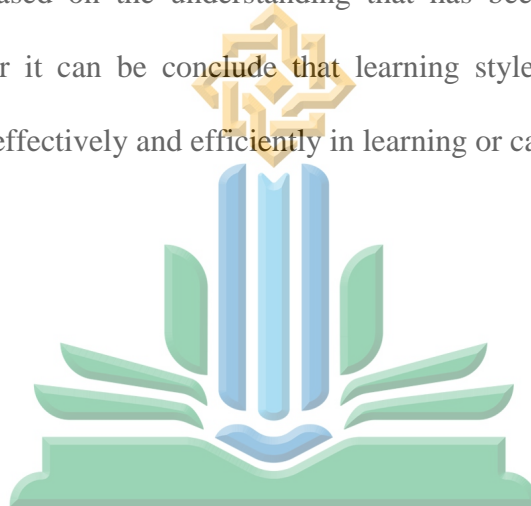
- 1) A self-directed learner exhibits independence and persistence in learning, accepts responsibility for own learning and views problems as challenges rather than obstacles.

¹⁹ Samuel A Malone, *learning about learning*, London (2003), p. 124-125

²⁰ Elsa Mentz, *Self Directed Learning Research*, (South Africa : AOSIS.2017) page. 69

- 2) A self-directed learner is self-disciplined with a high degree of curiosity and is able to use basic study skills and organise time effectively.
- 3) self-directed learners is that they can develop a plan for completing work, enjoy learning and have a tendency to be goal-oriented.

Based on the understanding that has been described above, the researcher it can be conclude that learning style is the method use by students effectively and efficiently in learning or capturing information.



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CHAPTER III

RESEARCH METHOD

A. Research Design

Research design was a plan for conducting a research. This research was designed as qualitative because it was done in natural situation, In this research, the researcher used Qualitative approach, it is called Qualitative method, A research method used to examine the condition of natural objects, where researcher was as a key instrument, data collection techniques carried out by triangulation, data analysis was inductive, and results Qualitative research emphasized meaning rather than generalization. ²¹

The type of this research is case study, Case study was an intensive analysis of an individual unit (as a person or community) stressing development factors in relation to environment.²² Case study used to investigates a contemporary phenomenon in depth and within it was real life context.²³ The collected data was from Observation, interview and Questionnaire and Test. This research would be conducted to find out the learning results of students in SMAN Arjasa.

²¹ Dr H. Zuchri Abdussamad,S.I.K.M.Si, *Metode penelitian kualitatif*. (CV Syakir media press, 2021), 79.

²² Norman k Denzin, Yvonna S., *The SAGE Handbook of Qualitative Research*. (California: SAGE Publications, 2011), 301.

²³ Yin, R. K, *Case Study Research: Design and Methods* (4th Edition). (California: SAGE Publications, 2009), 18.

B. Research Setting

1. Subject of the study

This description consists of what data were collected, who would be the informant or research subject, how to collect data, and captured in order to guarantee the validity of data.²⁴

The subject of this study was 2 students of twelfth grade from X11 IPS 1 at the SMAN Arjasa who used this learning method to improve their speaking skills, which is self directed learning That has the Following characteristics :

- a. Student have exhibits independence and persistence in learning, accepts responsibility for own learning and views problems as challenges rather than obstacles.
- b. Student have self-disciplined with a high degree of curiosity and is able to use basic study skills and organise time effectively.
- c. Students that can develop a plan for completing work, enjoy learning and have a tendency to be goal-oriented.

2. Location of research

Researcher conducted the research at SMAN Arjasa, especially at the twelfth grade, SMAN Arjasa located at Sultan Agung street number 64, Krajan, Arjasa, Jember.

²⁴ UIN KHAS Jember, Pedoman Penulisan Karya Ilmiah (Jember: UIN KHAS Jember Press, 2021), 37-43

C. Source of data

1. Primary data source

Collected data with data collecting method directly implemented to the object by using interview, observation and test that consist of research variable statement. The primary data sources of this research were 2 students of Twelfth grade of SMAN Arjasa.

2. Secondary data source

Secondary data source was collected data obtained from all sources used and supported the data in the research. The data is from books, journals and articles needed in the research as the references

D. Data collecting technique

In This research, The Researcher used some techniques in collecting data. It aims to get valid information about learning speaking and activities, These are the techniques used to collect the data :

1. Questionnaire

A questionnaire is a list of questions used to collect data about someone or something. It is not used to do statistical analysis or find trends and patterns. A questionnaire is a research device or instrument that is made up of a series of questions which are closed-ended or open-ended. The goal is to collect relevant data from respondents which can then be used for a variety of purposes. When you give the respondent the ability to give a longer answer, it can yield more insights because they can elaborate

on their thoughts.²⁵ For the questionnaire, the researcher gave 18 questions with 5 answer choices, namely, 1) STS (strongly disagree) 2) TS (disagree) 3) N (Neutral) 4) S (agree) 5) SS (strongly agree), how to do it by putting a check mark on the selected answer. The 18 questions talk about students' circumstances and activities when studying at school and at home..

2. Test

This instrument was a kind of instrument functioned to collect the data. The test was used to measure students' speaking skill. This test was done only once and the researcher get the score to complete the data. For the speaking test researcher will conduct an oral test with a time allocation of 5 to 10 minutes, students will answer using fully English language talking about their daily activities, the researcher with the English teacher will assess students' speaking skills ranging

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Table 3.1
Rubric-scoring for speaking test
Speaking Skill

no	Scale	Criteria	Score
1	Pronunciation	Unsatisfactory (Incomprehension or no response)	1-6
		Fair (many phonemic errors, very difficult to perceive meaning)	7-12
		Good (Occasional phonemic errors, but generally comprehensible)	13-18
		Very good (Phonemically accurate pronunciation throughout)	19-25
2	Vocabulary	Unsatisfactory (Very limited vocabulary make comprehension quite difficult)	1-6

²⁵ <https://www.kyleads.com/blog/questionnaire/>

		Fair (frequent use the wrong words; speed limited to simply vocabulary)	7-12
		Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)	13-18
		Very good (Rarely has trouble)	19-25
3	Grammar	Unsatisfactory (Usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure)	1-6
		Fair (Error of basic structure, meaning occasionally, obscure meaning)	7-12
		Good (Occasional grammatical errors which do not obscure meaning)	13-18
		Very good (Few noticeable errors)	19-25
4	Fluency	Unsatisfactory (long pauses, utterances left unfinished or no response)	1-6
		Fair (some define stumbling but managed to rephrase and continue)	7-12
		Good (speech is generally natural and continue, occasional slight stumbling or pauses an unnatural points in the utterances)	13-18
		Very good (speech is natural and continues, any pauses correspond to those which might be made by a native speaker)	19-25

Based on table 3.1 there are several points to be assessed, which in each section have different points indicated by numbers ranging from 1 to 25, each section has the same score on each criteria, there are 4 criteria for each point, the first is unsatisfactory, fair, good, and the last very good, each of these four criteria has a different assessment in each section.

3. Observation

Observation is a technique that can be used when data cannot be collected through other means, or those collected through other means are of limited value or are difficult to validate, Observation can also produce

data for verifying or nullifying information provided in face to face encounters. This can provide valuable background information about the environment where a research project is being undertaken.²⁶ The researcher making field note, wrote and record everything happened during the learning process. This observation is to see how students implement self directed learning in their learning process, for research observation instruments using two drafts, the first observation is carried out in the classroom and outside the classroom or at home. Both of the them discuss how students carry out self directed learning starting from self confidence, student initiative and student ability in learning.

4. Interview

An interview is an conversation was carried out by two parties, the interviewer ask question and interviews who answered the questions. From this interview we can know the ability of the students especially speaking skills. In this research, the researcher interviewed some students in eleventh and twelfth grade, the topics of interview related to the self directed learning to enhance student speaking skills. For the interview, the researcher has 9 questions to ask and the other is a interview without a guideline, The 9 questions is asked how students learning strategies.

5. Document Review

The document review procedure provided the researcher with a methodical means to identify, analyse, and extract information from these

²⁶ Beverly Hancock, Elizabeth ockleford, and Kate Windridge. *An Introduction to Qualitative Research*. NHS, 2019:18

existing documents. The documenter method is a method of gathering data by studying textual material. The researcher's technique is used to gather more information about:

- a. The profile of SMAN Arjasa
- b. Photos of the research activities in SMAN Arjasa

E. Data analysis

Data analysis is the method to analyze the obtained data. The data from students learning styles are analysed qualitative approach. based on students learning style to enhance their speaking skills. This study used a qualitative approach. Thus, the readings in the data were , descriptive of the behaviour of other people, both in writing and speaking. Such information is obtained from interviews, field journals and other materials, which are easily understood by the subject and known to others. Data analysis of Qualitative research according to Miles, Huberman and Saldana theory are three stages as follows.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. (We stay away from data reduction as a term because that implies we're weakening or losing something in the process.)

Data condensation occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected, anticipatory data condensation is occurring as the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection approaches to choose. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

2. Data Display

The second major flow of analysis is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. In daily life, display vary from gasoline gauges to newspaper to computer screens to factor analysis printouts. Looking at display helps us to understand what is happening and to do something either analyze further or take action based on that understanding.

3. Conclusion drawing

The third steam of analysis activity is conclusion drawing and verification. From the start of data collection, the Qualitative analyst is

beginning to decide what things mean is nothing regularities, patterns, explanations, possible configurations, casual flows, and prepositions.²⁷

F. Data Validity

The research can be justified and reliable with all the need to be considered valid information. The goal is to demonstrate that the , observations of the researchers are in the field. To test the validity of the study, it is necessary to use the data validity method. Triangulation is the legitimacy of the data used. The triangulation used by the researcher in this study was baseline triangulation and methodological triangulation. Triangulation of sources to test the credibility of data is done by checking data that has been obtained through several sources. Triangulation techniques to test the credibility of the data is done by checking the data to the same source with different techniques, for example, data obtained by interviews and then checked by observing documentation or questionnaires. If data credibility testing techniques produce different data, the researcher conducts further discussions with the relevant data source or others to ensure which data is correct.²⁸

²⁷ Matthew B Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis* (London: Sage Publication, 2014), chapter 1.

²⁸ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), 274

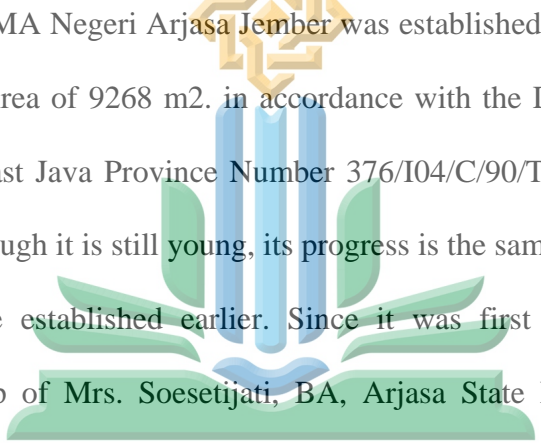
CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher will present the results of the findings and discussions of the research at SMAN Arjasa. The result of Questionnaire, Test, observation and interview will be discussed as follows :

A. Description of Research Object

1. History of SMAN Arjasa



SMA Negeri Arjasa Jember was established on June 4, 1990. With a Land Area of 9268 m². in accordance with the Decree of the Regional Office East Java Province Number 376/I04/C/90/TGS. Despite its young age, although it is still young, its progress is the same as other high schools that were established earlier. Since it was first established under the leadership of Mrs. Soesetijati, BA, Arjasa State High School only has three (3) classrooms, one (1) library room, three (3) toilets (male toilet, female toilet and teacher toilet), 17 teachers and employees.

The history of the first establishment of the school must have been built in a place that a place where the community really needs education and there the place of education is still lacking, which is in the Arjasa sub-district. Arjasa. There was no public school in Arjasa Sub-district. high school or vocational school did not yet exist. in 1990. Arjasa High School is an affiliate or child of SMAN 2, so it was the principal who developed Arjasa High School. Arjasa High School was developed by the principal and teachers from SMA 2. So Arjasa High School was established as a

school with the hope that The community around Arjasa High School, of course, at that time there was Arjasa, Jelbuk,44 Sukowono, maybe part of Kalisat Biting can go to SMA Arjasa.²⁹

Currently, Arjasa State Senior High School has sixty-five educators and education personnel, twenty-four study rooms and has science and social studies majors, science laboratories (Biology, Physics, Chemistry), two (2) Computer laboratories equipped with WiFi for internet connection, Iman and Taqwa Laboratory (SMAN 1 Arjasa Mosque), Multimedia room, student council room, small hall, multi-functional sports field (basketball, volleyball, futsal, tennis court), Student Cooperative, Library, UKS room, School Committee room, 20 toilets (students, faculty, and staff), 20 toilets (students, faculty, and staff) School Committee room, 20 toilets (students, teachers and Head).

2. Organizational Structure of Arjasa State Senior High School

Head of Arjasa State Senior High School : Widiwasito, S.Pd., M.Pd.

Head of Administration : Mamik Romelah, S.Pd.

Vice Principal for Curriculum : Sulistiowati, S.Pd.

Vice Principal for Student Affairs : Sandi Suwandi, S.Pd.

Vice Principal for Sarpras : Dra. Wahyu Setyowati.

3. Vision and Mission

Vision

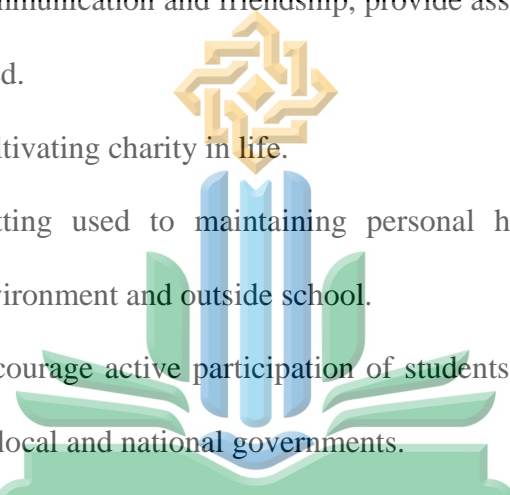
The realization of graduates character, excellent and competitive.

²⁹ SMA Negeri Arjasa Jember, "Sejarah Berdirinya SMA Negeri Arjasa Jember," 28 march 2023.

Mission

a. Character

- 1) Realizing graduates who religiously carry out the teachings of the religion and beliefs they follow, respect religious differences, uphold a tolerant attitude towards the implementation of worship of other religions and beliefs, live in harmony and peace with followers of other religions, uphold the norms of the religion they follow and the norms that apply in society.
- 2) Fostering and developing the spirit of nationalism in the school environment, society, nation and state by adhering to the 4 pillars of national life (Pancasila, 1945 Constitution, NKRI, and Unity in Diversity) through improving the quality of extracurricular activities.
- 3) Developing values that underlie behavior based on efforts to make graduates as individuals who can always be trusted in their words, actions, and work, have commitment and loyalty to human and moral values.
- 4) Implementing the 5S culture (greeting, greeting, smiling, polite and courteous) towards others.
- 5) Instill awareness in students to protect themselves from smoking, pornography, pornoaction, and abuse of drugs (Narcotics, Psychotropic, and Addictive Substances).

- 
- 6) Realizing an attitude of responsibility as a citizen, actively involved in social life, through consistency of actions and words based on truth, respecting the dignity of individuals (especially people with disabilities), and being able to show exemplarity.
- 7) Develop attitudes and actions that respect the spirit of cooperation and work together to solve common problems, establish communication and friendship, provide assistance/help to people in need.
- 8) Cultivating charity in life.
- 9) Getting used to maintaining personal hygiene and the school environment and outside school.
- 10) Encourage active participation of students in regional events held by local and national governments.
- 11) Realizing an attitude of respect for others, being able to work together, being able to commit to joint decisions, deliberation to consensus, helping, having empathy and a sense of solidarity, anti-discrimination, anti-violence, and an attitude of volunteerism.
- 12) Develop attitudes and behaviours that do not depend on others and use all energy, thoughts, time to realize hopes, dreams and ideals.

b. Superior

- 1) Achieve 100% passing of the School Examination with an average score ≥ 80 and Minimum Competency Assessment with good results by developing a school curriculum that meets graduate

competency standards, content standards, process standards and assessment standards.

- 2) Realizing graduates who are able to compete in the academic and non-academic fields at least at the local level (district/province) by increasing student coaching both academic and non-academic.
- 3) Realizing graduates who are able to compete to continue to the level of education above by improving infrastructure that supports the education process so that students can continue to higher education or are ready to work in the world of work.
- 4) Prepare graduates who are accepted at state universities, TNI / POLRI academies, official schools and others through guidance activities.
- 5) Maintaining and improving accreditation results with average scores through improving 8 SNP.
- 6) The realization of graduates who are able to integrate science concepts well through fun learning that develops 4C.
- 7) The realization of graduates who are able to utilize and develop technological and information advances properly and wisely through learning that integrates digital literacy.
- 8) The realization of graduates who are able to compete to continue to the higher education level with the introduction and development of HOTS-based assessments.

c. Competitive

- 1) Realizing graduates who are able to communicate and use Information Technology wisely by improving students' skills in communication, organization, and the development of science and technology.
- 2) Realizing graduates who are skilled in the field of sports and arts by improving infrastructure that supports the coaching process in the field of sports and arts.
- 3) Realizing graduates who are able to create ideas to solve problems intelligently by improving the quality of learning and the quality of disciplined and professional educators and teaching staff.
- 4) Realizing graduates who are creative and entrepreneurial by allocating sufficient and adequate school financing according to financing standards in entrepreneurship development.
- 5) Realizing graduates who are able to overcome their own problems, have the ability to control themselves by improving guidance and counseling services.
- 6) Realizing graduates who are able to manage time well through increasing exemplary time discipline with the shame of coming late movement.
- 7) Realizing graduates who have a leadership spirit through leadership training in extracurricular activities.

On March, 2023, a questionnaire, a test ,an observation, and an interview were used in the research. Two SMAN Arjasa students served as the study's subjects. Questionnaires, interviews, observations, and tests are used to gather the data. The researcher will describe and analyze all the research results gathered in order to acquire a detailed comprehension and complete description of the data, which is why the researcher used a qualitative technique to provide the research results.

B. Research Findings

This chapter provides a finding made by analyzing data on the self-learning strategy carried out by the Twelfth grade students of SMAN Arjasa, Jember. In conducting this research, the data were taken by conducting an Questionnaire, Test, observation and interview. Based on the results of Questionnaire, test, observations and interviews conducted, The two students of SMAN Arjasa are learning independently in enhance English speaking skills by utilizing cellphone and laptop as the media in their study.

Researcher was able to analyze the data in qualitative descriptive after collecting data by using questionnaire, Test, observation and interview. Researcher described, elaborated and interpreted data so that became whole description. In conducting observation, the researcher conducted questionnaire to find the students that use self directed learning to enhance speaking skills for their method for learning and the use of observation to obtain data by an observation checklist which is carried out when students carry using out

independent learning in enhancing improving speaking skills, where the learning process in the classroom and outside school students must learn independently. In carrying out the learning process independently at home, students learn independently without help from other people or teachers, and then they learn independently, manage study time according to their wishes, and choose a comfortable place for them to study. Learn independently in enhance English speaking skills that they do every day by managing time as well as possible.

The researcher observed and analyzed the findings of the research conducted at SMAN Arjasa, and the researcher found that self-directed learning is very well used by students in enhancing English speaking skills. Both students learn independently by using laptops and mobile phones to enhance their speaking skills. By using laptops and mobile phones, they can watch movies that allow them to imitate native speakers who are speaking English, and also play games that help them memorize vocabulary faster, which is very useful for enhancing English speaking skills.

Based on the definition of self directed learning in enhance speaking skills in SMAN Arjasa, researchers found ways for students to learn independently at school or classroom even outside of school, this can be seen from the findings of questionnaire, Test, observation, interview as follows :

a. Questionnaire

From the results of data collection with questionnaires distributed to 30 respondents who are students of class 12 IPS 1 SMAN Arjasa.

The data obtained has been verified beforehand to discard invalid data that will affect the results of the research data analysis. which will affect the results of the research data analysis. The profile of the respondents in this study was observed to give an idea of what this research is like. From 18 Questions of Questionnaire there are some questions that relate to each aspect of characteristic in Self directed learning, which are 8 Question talk about the independence and responsibility of the students, 3 question for the self disciplined, and the las there are 3 question for develop plan, enjoy in learning activity and goal oriented.

The results of the questionnaire that has been conducted to 30 students of 12th grade, After the questionnaire was completed 2 students were selected who fit the characteristics of self directed learning with the results of the two students as follows:

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1) **The Result of Questionnaire in the aspect of Independence, Responsibility and persistence of Student A dan Student B**

There are 8 Questions related to the first characteristic of self directed learning, the result of the first Characteristic as follow:

a) Student A

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
1	Saya belajar di bawah kendali orang lain		✓			
2	Saya berpendapat secara sadar atas keinginan				✓	

	saya sendiri					
3	Saya bertindak secara sadar atas kehendak saya sendiri				✓	
4	Saya meningkatkan prestasi belajar karena dorongan dari orang lain	✓				
6	Saya memilih sendiri strategi belajar saya				✓	
15	Saya menyelesaikan tugas-tugas sekolah saya sesuai dengan kemampuan saya sendiri					✓
18	Saya senantiasa mengumpulkan tugas speaking tepat waktu				✓	

Student A shows independence, responsibility and diligence in the learning process, the answers that have been chosen by students show that student A has the ability to learn by himself. Students can develop their abilities without the help of others, and students have their own strategies in learning and focus on their learning to be responsible as students, this is indicated by the answers of students who choose a lot of S

(Agree) or SS (Strongly Agree), and 2 questions about learning under the control of others student A chose TS (disagree) and regarding improving learning achievement due to the encouragement of others student A showed STS (Strongly disagree). from these student answers show the characteristics of self directed learning in terms of independence and responsibility.

b) Student B

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
1	Saya belajar di bawah kendali orang lain		✓			
2	Saya berpendapat secara sadar atas keinginan saya sendiri				✓	
3	Saya bertindak secara sadar atas kehendak saya sendiri				✓	
4	Saya meningkatkan prestasi belajar karena dorongan dari orang lain		✓			
6	Saya memilih sendiri strategi belajar saya				✓	
15	Saya menyelesaikan tugas-tugas sekolah saya sesuai dengan kemampuan saya sendiri				✓	
18	Saya senantiasa mengumpulkan tugas speaking tepat waktu				✓	

Student B in the first characteristic, student B shows the same thing that student B is included in the first characteristic in terms of independence, responsibility and perseverance as

shown by the student's answer choosing S (agree), at the point of students learning under the control of others and increasing

achievement due to the encouragement of others student B

chooses TS (not true) then this shows that Student B is

included in self directed learning the first characteristic which

is independence and responsibility.

2) The Result of Questionnaire in the aspect of Self disciplined of Student A dan Student B

There are 3 Questions related to the Second characteristic of self directed learning, the result of the second characteristic as follow :

a) Student A

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
10	Saya senantiasa membuat perencanaan atas kegiatan belajar saya				✓	
11	Saya tidak berusaha hadir ke sekolah tepat waktu	✓				
12	Saya tidak berusaha melaksanakan rencana kegiatan belajar saya sebaik mungkin		✓			

Question that related to the second aspect which is about Self disciplined talk about student plan in learning activities,

the students shown that student chose S (Agree) for the answer.

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Student A has good responsibility on his position as student, student do not except him to come late to school, student has mindset to learn as well it shows by the answer of Student A chosen which are STS (strongly disagree) and TS (disagree), from these student answers show the characteristics of self directed learning in terms of self disciplined and student had curiosity in learning.

b) Student B

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
10	Saya senantiasa membuat perencanaan atas kegiatan belajar saya				✓	
11	Saya tidak berusaha hadir ke sekolah tepat waktu		✓			
12	Saya tidak berusaha melaksanakan rencana kegiatan belajar saya sebaik mungkin		✓			

For the second aspect which is self disciplined, student can define their responsibility to learn to get more value. And student improve their self to do something by choose a strategy to use in learning activities by make their own planning for learning activities. from these student answers show the characteristics of self directed learning in terms of self disciplined and student had curiosity in learning.

3) The Result of Questionnaire in the aspect of develop plan, enjoy learning and have a tendency to be goal oriented of Student A dan Student B

There are 3 Questions related to the Third characteristic of self directed learning, the result of the Third characteristic as follow :

a) Student A

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
7	Saya memacu diri untuk terus semangat dalam belajar			✓		
8	Saya memiliki keyakinan dapat mencapai tujuan belajar saya			✓		
9	Saya yakin bahwa aktivitas belajar saya pada akhirnya berdampak pada diri saya sendiri					✓

Last aspect are about develop plan, enjoy in learning activities and have a tendency to be goal oriented the student has belief that student should be diligent to face student result and student A belief that every activities had impact for their own and they can reach the goal it shows by answer of student A chosen which are N (Neutral) and SS (Strongly agree) from these student answers show the characteristics of self directed

learning in terms of develop plan and have tendency to be goal oriented in learning.

b) Student B

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
7	Saya memacu diri untuk terus semangat dalam belajar				✓	
8	Saya memiliki keyakinan dapat mencapai tujuan belajar saya				✓	
9	Saya yakin bahwa aktivitas belajar saya pada akhirnya berdampak pada diri saya sendiri				✓	

Last aspect talk about develop plan same as Student A, student B always encourage themselves to continue to believe that students can learn optimally for the future that's their goal, it shows by three questions talk about develop plan, enjoy learning and student B belief the purpose of the learning activities.

b. Test

Based on the test results that both students have English speaking skills learned through the use of cell phones and laptops that they have. According to them this is a fast way to enhance English speaking ability, these students use self directed learning as a way to enhance English speaking skills, both of the students talk about their daily activities and the speaking test results can be seen below:

Student A : “I wanna tell my daily activities on Friday, i get up at five, after that i am take a bath and the pack my bag prepared go to school, arrive at seven then i followed the lesson at school and then i have first break start at ten, i usually bring a food from home, then the lesson start again at ten fifteen, and then... at eleven forty five is the second break i go to mosque to take a prayer, after that back to class again until two thirty and it's time to get Home, arrive at home i immediately take a shower, after that usually i just relax and then around four p.m until five, usually i checked my assignment and to do list...”

The result of Student A in each Categories

1) Pronunciation : Student A having very good pronunciation.

Basicly for this part “I wanna tell my daily activities on Friday, I get up at five, after that i am take a bath and the pack my bag

prepared go to school”, the student able to emphasis word by word and it makes the sound out clearly heard.

- 2) Vocabulary : Student A having very good pronunciation, due to, the few vocab such as : “wanna,”. This vocab is slang vocab and this vocab rarely used by student.
- 3) Grammar : Student A got good grammar, from this part “i just relax and then around four p.m until five, usually i checked my assignment and to do list”, Student can understand the used of his grammartical. he determine past tense and infinitive verb as well.
- 4) Fluency : Student A having very good fluency. Basicly for this part “... at eleven forty five is the second break i go to mosque to take a prayer, after that back to class again until two thirty and it's time to get Home, arrive at home i immediately take a shower, after that usually i just relax and then around four p.m until five, usually i checked my assigment and to do list” the student able to speak fluently, and it got clearly sound.

Student B : So, I usually wake up at five a.m, But....and then after that I prepared to do exercise with my friend, but there is bad habit of me that I always woke up late so sometimes I don't pray shubuh, and then I do exercise in argopuro residence from six a.am to eing a.m, after that I go to..... I buy some food for breakfast and then I usually we stayed on my friend house to chit chat until duhur came, and then about twelve pm we going to our home and then clean our body take a bath and having lunch and of course pray to god, after that I usually paling game with my friend, playing pubg Until three pm and then I doa.....”

The result of Student B in each Categories

- 1) Pronunciation : Student B having very good pronunciation. Basicly for this part “and then after that I prepared to do exercise with my friend, but there is bad habit of me that I always woke up late so sometimes I don’t pray shubuh, and then I do exercise in argopuro residence from six a.m to eight a.m,”, the student able to emphasis word by word and it makes the sound out clearly heard.
- 2) Vocabulary : Student B having good pronunciation, due to, the vocab “chit chat”. This vocab is slang vocab and this vocab rarely used by student.
- 3) Grammar : Student B got good grammar, from this part “but there is bad habit of me that I always woke up late”, Student can understand the use of a demonstrative pronoun and a relative pronoun.
- 4) Fluency : Student A having good fluency. Basicly for this part “but there is bad habit of me that I always woke up late so sometimes I don’t pray shubuh, and then I do exercise in argopuro residence from six a.m to eight a.m,” the student able to speak fluently, and it can be understood as well.

According to the results of the test that has been performed showed that both students have a fairly high score, ranging in terms of pronunciation, vocabulary, fluency and grammar. this test shows that self-directed learning is effectively used for further teaching to improve the ability to speak English, self directed learning that is used

by these students using mobile phone and laptop media, with games, movies and translator apps.

c. Interview

There is an independent learning method carried out by two twelfth grade students at SMAN Arjasa, namely learning to use electronic media by utilizing the handphone and laptop they use to study through Games, English movies, and google translate, with the result of the interview clearly states that this way they can be faster in enhancing their speaking skills.

Based on the result of interview research that both students use handphones and laptop that they have to be able enhancing speaking skills. They think is the way they can quickly enhance English speaking skills, these students use self directed learning as a way for them to be able to enhancing English speaking skills, the answer of the question has related to each point of the characteristic of self directed learning the data can be seen as below :

1) Student A and B in the aspects of independence, persistence and responsibility.

Q1 : How do you study independently at home?

Student A : *Cara saya belajar mandiri dirumah biasanya dengan mencari waktu, waktu yang tepat untuk belajar, misalnya malam hari atau setelah sepulang sekolah, tapi kebanyakan saya merencanakan kapan atau jam berapa, jadi saya lebih ke spontan belajar, kalau mau belajar yaa belajar, jadi seperti itu cara saya belajar.*

(The way I study independently at home is usually by finding the time, the right time to study, for example at night or after school, but mostly I plan when or what time, so I am more spontaneous in learning, if you want to study, you study, so that's how I study.)

Students B: *Belajar mandiri dirumah itu, biasanya ada waktu tertentu, tapi karena keseharian saya main game dan menonton film, jadi saya bisa terasah skill Bahasa Inggris dari hal-hal seperti itu.*

(Self-study at home, there's usually a certain time, but because I play games and watch movies on a daily basis, so I can hone my English skills from things like that.)

Q2: Are you able to study on your own and not depend on others?

Student A : *Saya kalau belajar bisa di bilang benar-benar mandiri, memang sejauh ini saya belajar sendiri untuk meningkatkan speaking saya.*

(If I study, I can say that I am really independent, indeed so far I have studied by myself to improve my speaking..)

Student B : *Bisa di bilang tidak, karena saya belajar dari game dan film*

(I would say no, because I learned from games and movies.)

From both students, **student A** and **student B** show similarities in terms of independence, persistence and responsibility, **student A** in the first question said that when studying alone the student looks for the right time to study, this is included in terms of independence and self-discipline in learning, while for **student B** said that studying independently at home has a certain time because learning uses technological media such as games and movies so that makes his speaking skills improve.

In the second question, students A and B have the same answer, namely when the learning process does not depend on others.

2) Student A and B in the aspects of Self disciplined

Q1 : How do you divide your time for studying?

Student A : *Terkadang Ketika saya di rumah orang tua saya meminta bantuan untuk melakukan pekerjaan dirumah, saya melihat waktu luang yang saya punya, jadi nanti ini kira-kira luang pada jam berapa yaa saya akan belajar diwaktu tersebut.*

(Sometimes when I am at home my parents ask for help to do work at home, I look at the free time I have, so later this is about free at what time I will study at that time.)

Student B : *Sesempatnya, setiap ada waktu luang biasanya sore hari saya jadwalkan selalu untuk belajar melalui film ataupun game.*

(Whenever I have free time, I usually schedule the afternoon to learn through movies or games.)

In the aspect of self-discipline it was found that both student

A and student B have their own time management, they have a plan for when they will study so they can study effectively. Like student A has an estimate of when to have free time as well as student B who always plans study time in the afternoon.

3) Student A dan B in the aspect develop a plan for completing work, enjoy learning and have a tendency to be goal-oriented

Q1 : How do you improve your speaking?

Student A : *Nah ini saya sebenarnya jarang latihan speaking tapi biasanya lewat google translate, pada google translate bisa menggunakan voice speech, lalu saya tirukan pronounciationnya, dari game juga film.*

(Well, I rarely practice speaking but usually through google translate, google translate can use voice speech, then I imitate the pronunciation, from games and movies.)

Student B : *Improvenya ya dari itu tadi, film dan game, hafalin vocabularynya dari game dan belajar pronuncenya dari film.*

(The improvement from earlier, like i said, movies and games, memorize the vocabulary from games and learn the pronunciation from movies.)

Q2 : What are the goals and benefits of the learning activities that you do every day?

Student A : *Tujuan dan manfaat belajar bahasa inggris ini , yaitu bisa menambah wawasan tentunya tentang bahasa inggris , saya juga lebih lancar baca-baca tentang artikel bahasa inggris jadi bisa mencari sumber informasi lain selain bentuk yang berbahasa indonesia , jadi menambah sumber informasi.*

(The purpose and benefits of learning English, for example, can add insight, of course about English, I am also more fluent in reading about English articles so I can look for other sources of information besides Indonesian-language forms, so I can add sources of information.)

Student B : *Bahasa inggris itu Bahasa internasional misalnya keluar negeri atau interview yang berhubungan sama organisasi internasional gitu, Bahasa inggris sangat dibutuhkan, jadi ntar ngomong sama siapa aja itu enak bisa nyambung, jadi itu termasuk manfaat dari kegiatan belajar terlebih Bahasa inggris*

(English is an international language, for example going abroad or having interviews related to international organizations, English is really needed, so talking to anyone is nice to be able to connect, so that includes the benefits of learning activities especially English)

The results of interviews between students A and Student B on the develop plan aspect and having goal orientation show how students A and B prove that they have a plan for how they can improve their speaking English and they have goals and benefits

from what they do in learning English, especially to enhance speaking skills.

Then based on interviews conducted with both students, The researcher can conclude that students in mastering English speaking skills are studying independently at home by starting to study on their own they do independent learning at home. that they do at home, they use their cellphones and laptops to improve their English skills. They listen a lot to native speakers on the internet. Learning through games and movies, and translation app.

d. Observation

1) Observation at the classroom

When the observation process has been carried out, the researcher found that the results of students A and B have the same results, 6 points in the observation checklist carried out in class at each point have aspects that are in accordance with self-directed learning, with the results of the observation checklist below:

Students A and B for the independence they are 6 points the first one is paying attention in class during learning activities the students showed that It shows that both of the students A and B do not pay much attention to the teacher when they are in the classroom, during learning students do not seem to listen to what is conveyed by the teacher, more focused on doing other things. The second aspect talks about students' knowledge of the subject

matter, in the second learning process students were quite active in answering questions even though in the first aspect students did not pay much attention during learning, but when the process was done students A and B knew correctly the material that was being conveyed. The third aspect shows the aspect of self directed learning in the learning activities of the remaining A and B students both did not hesitate in answering questions this shows the suitability in the aspect of self directed learning students A and B see this as a challenge rather than an obstacle. In the fourth aspect the two students, A and B did not show confidence, during the learning process students were not very focused on learning, looked down during the learning process and did other things. but when the teacher gave an assignment or a question students could do and answer well. The fifth aspect shows that students A and B during the learning process are more focused on themselves to do the tasks given by the teacher. without asking for help or even asking other friends, they focus on doing their own tasks, The last aspect is the enthusiasm of students in doing the tasks given by the teacher, students A and B are very happy when the teacher gives them a task, they immediately do the task given without asking questions and even complete the task earlier than other friends.

Based on the data above, Both students had same result. students in independent learning enhance their speaking skills with

confidence, motivation, and responsibility in learning. Students are able to start the learning process well by being knowledgeable about the subject matter, not hesitating in answering questions, and not depend on others to do a job that given by teacher, they exhibit all the characteristics of self directed learning.

2) Observation at home

Observation of students A and B at home have similar observation results, researchers found that the way of learning, starting from planning, starting to learn is almost the same. Observation at home has 6 points, all of which are included in the aspects of self directed learning.

The first aspect is how students can carry out their learning process independently at home, learn without the help of others, because during the learning process they do it alone. on the second point shows the aspect of self-directed learning in terms of independence and self-discipline which is aimed at by student A and student B when they are going to do their learning preparing when, where, how and using what media will be used in the learning process, The third aspect in this observation is how students A and B start the learning process, both students show they start learning by using the technological media they have such as laptops or mobile phones by starting to open applications, movies and even games for them to study. In the fourth aspect

being able to regulate the learning process, such as how they manage study time according to what they want can be seen when the researcher observes students A and B both students have a long period of time in learning because they use movies and games. the fifth aspect shows students A and B evaluating their learning outcomes by noting the new vocabulary they get, and they practice English pronunciation following native speakers in the film. the last aspect is how students A and B can change their behavior and feelings and thoughts to become more enthusiastic in the learning process, they show a mood, behavior that is quite different from before they started learning, this is because students A and B do what they want. the results of these six aspects of home observation show that they do pretty well self-directed learning at home, and this shows that self-directed learning is a fairly effective way to learn.

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Based on the data above, students' self directed learning to improve their students' speaking ability is done by taking responsibility in carrying out the learning process. learning, students can start the learning process well, organize the learning time well, make plans and conduct evaluations during the learning process. time well, make plans and conduct evaluations during the learning process. during the learning process. students to be able to manage the learning time that they do every day.

From the results of the data above that students can start learning independently, they make plans about the learning process, arrange good and comfortable study times according to their wishes. The application of self-directed learning carried out by two students of twelfth grade of SMAN Arjasa makes them very effective and very good because they do independent study in enhancing speaking skills. From the data above, there are many ways of learning that they do, such as watch English films and they imitate the way native speakers speak, and google translate using the voice speech to learn how to pronounce the word, played game to add their vocabulary which makes them faster in enhance their speaking skills.

C. DISCUSSION

In the discussion, the results of the research conducted by researchers will be organized and presented as well as possible so that the problems that researchers get can be a reference in the preparation and presentation. In the following, researchers will discuss and answer the questions that researchers did when conducting questionnaires, observations, interviews and tests.

1. Self directed learning to enhance students speaking skills in SMAN Arjasa

Self directed learning describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material

resources for learning, choosing and implementing learning strategies, and evaluating learning outcomes.³⁰ According to Gharti self directed learning is a driving factor that makes students become autonomous learners, and also defined learning autonomy as the ability of students to understand and effectively regulate their own learning process. Self directed learning (SDL) is designed to nurture this momentum, to broaden and deepen it, to help students channel and refine it, this design has been enhanced by a flood of recent discoveries about the brain. We have found that the brain is a meaning making machine that thrives in rich environments, seeks out patterns, builds on previous experience, and functions best in nonthreatening situations. Not only is the brain a dynamic, self directed instrument of learning, it is highly individualized as well. Recent studies of intelligence, learning style, and talent or strengths affirm the great diversity in the ways people learn. Cognitive psychology has also focused on the importance of learning how to learn, that is, on developing the strategies that can be applied to any learning task. Such portable skills prepare any learner for the ultimate challenge of lifelong learning.³¹ Self directed learning (SDL) is any increase in knowledge, skills, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time.³²

³⁰ Elsa mentz et.al, *self directed learning research "An imperative for transforming the educational landscape"* second edition (2016), 36

³¹ Maurice Gibbos, *The Self-Directed Learning Handbook*, (Fransisco : Jossey Bass, 2012). Page 1

³² Maurice Gibbos, 2

According to finding and theory about self directed learning to enhance students speaking skills, self directed learning is a very appropriate way for students to enhance their speaking skills, in this context, English speaking skills. 2 students of twelfth grade in SMAN Arjasa conduct independent learning at home even at school by starting learning on their own, managing study time according to their wishes and evaluating their own learning process. Self-directed learning is a way for students to be more independent in learning, which shows that self-directed learning can help students to deal with problems in learning, especially to improve students' abilities. where students have better learning management skills, because in the process students have their own responsibility for learning according to what they want. And the result of the research they carry out the learning process by utilizing their cellphones and laptop are the media they use to learn in enhancing their English speaking skills and they carry out the learning process by watching movies, game and google translate to know the new vocabulary or using voice speech to learn the pronunciation.

During the learning process, students can learn independently from home or even school without the assistance of other people or teachers; students can learn independently by starting themselves, managing their own time, and evaluating their learning process; they do it themselves, and self-learning is very effective and beneficial to their skills in speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides suggestions and conclusions based on the research that has been conducted.

A. Conclusion

According to the data which is the statement of the research subject the researcher concludes that independent learning can improve students' speaking skills in every aspect, the first aspect is independence, responsibility, Meanwhile, according to the data which is the statement of the research subject, the researcher concluded that independent learning can improve students' speaking skills in every aspect, the first aspect is independence, responsibility. both students indicated that they could learn independently by using the help of technology such as laptops and Cellphone using games, films and translator applications to learn to improve English skills, especially in terms of speaking skills.

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on the second aspect, namely self-discipline, it shows that both students have fairly good learning discipline, where both students can manage their study time, plan their own learning and have a high enough curiosity as shown by the use of a translator application to find out the vocabulary that was just heard, It is also included in the third aspect, both students can develop their own learning plan, and also show that they enjoy their own learning process shown how students are enthusiastic in learning. The results show that

self-directed learning is quite effective in the English learning process, especially to improve speaking skills.

B. Suggestions

Based on the result of the research, some suggestion as consideration are given to the following people :

1. Suggestion for the students

As learners, it is important for them to develop the talent of speaking English properly and correctly in order to communicate on a daily basis while learning English. It is important for them to communicate every day while learning English. Self-Directed learning, as one way for enhancing English speaking, helps students in studying autonomously without the assistance of others or teachers. They can learn about whatever they want and use Self-Directed Learning to master the abilities. They can also use mobile phones and laptops as media to study independently at home. So that the process of enhancing English speaking skills goes well.

2. Suggestion for future researchers

The results of this study can be used as a source of information for The results of this study can be used as a source of information for future researchers who want to conduct other research related to Self directed learning. can also be a source for other researchers as an alternative to conducting research and shortcomings in this study can be continued in the next study to get even better research in this study can be continued in the next study to get even better research.

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Appendix 1.

MATRIX OF THE RESEARCH

TITLE	PROBLEM	VARIABLES	INDICATORS	RESEARCH METHOD
<p>Self Directed Learning to enhance student speaking skills a Case study in SMAN Arjasa</p>	<p>How is the use of Self directed learning able to enhance students' speaking skills?</p>	<p>a. Self directed learning b. Speaking skills</p>	<p>• Independence, Persistence, responsibility • Self disciplined • Develop plan, enjoy and goal oriented</p> <p>a. Pronunciation b. Grammar c. fluency d. Vocabulary</p>	<p>Qualitative</p> <ul style="list-style-type: none"> • Research approach <p>Qualitative research</p> <ul style="list-style-type: none"> • Data collection <ol style="list-style-type: none"> 1. Observation 2. Interview 3. Questionnaire 4. Test 5. Documentation <ul style="list-style-type: none"> • Data analysis <ol style="list-style-type: none"> 1. Data Collection 2. Data condensation 3. conclusion <ul style="list-style-type: none"> • Research setting <p>SMA negeri Arjasa</p> <ul style="list-style-type: none"> • Research subject <p>Students of SMA Arjasa</p>

Appendix 2.

RESEARCH JOURNAL

Self Directed Learning to Enhance Student Speaking Skills : A Case Study
in SMAN Arjasa

No	Day/Date	Activity	Signature
1.	Tuesday, 21 th February 2023	The researcher giving letter to the headmaster	
2	Wednesday, 22 th February 2023	The researcher confirm the research permission.	
2	Wednesday, 1 st march 2023	The researcher do the Questionnaire to the students	
3	Monday, 6 th march 2023	The researcher do the observation and interview with the 2 students Had been chosen.	
4	Wednesday, 8 th March 2023	The researcher do speaking test with the English teacher	
5	Tuesday, 28 th March 2023	Complete the research data and document review	
6	Wednesday, 29 th March 2023	The researcher asking a letter of research finishing	

Jember, 29 Maret 2023

Kepala sekolah



Widiwasito, S.Pd., M.Pd
NIP. 19690415 199703 1 010

Appendix 3

RESEACRH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fik.uinkhas-jember.ac.id](http://fik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-0751/In.20/3.a/PP.009/02/2023

Sifat : Biasa

Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMAN ARJASA

Jl.Sultan Agung no 64 Krajan, kec. Arjasa. Jember - Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186113
Nama : ADINDA MAHARANI HAKIM
Semester : Semester sepuluh
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Self Directed learning to enhance students speaking skills : Case study in SMAN Arjasa" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Widiwasito, S.Pd.,M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Februari 2023

Dekan,

Makhluf Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI
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Appendix 4

RESEARCH COMPLETION LETTER



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SMA NEGERI ARJASA
Jalan Sultan Agung 64 ☎ (0331) - 540133 Arjasa, 68191
website: www.smanarjasajember.sch.id - email : smaarjasa@gmail.com
JEMBER

SURAT KETERANGAN PENELITIAN

Nomor : 670/177/101.6.5.10/2023

Yang bertanda tangan di bawah ini :

Nama : WIDIWASITO, S.Pd., M.Pd.
NIP : 19690415 199703 1 010
Pangkat/Golongan : Pembina TK.I, IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri Arjasa Jember

Menerangkan dengan sebenarnya bahwa :

Nama : Adinda Maharani Hakim
NIM : T20186113
Jurusan : Tadris Bahasa Inggris
Program Studi : Tarbiyah dan Ilmu Keguruan
Universitas Asal : UIN KHAS Jember

Judul Penelitian : "Self directed learning to enhance students speaking skills. Case study in SMAN Arjasa"

Tanggal Pelaksanaan : 1 s.d 29 Maret 2023

Yang bersangkutan benar-benar telah melaksanakan Penelitian di SMA Negeri Arjasa Jember.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan dengan sebagaimana mestinya.



WIDIWASITO, S.Pd., M.Pd
NIP. 19690415 199703 1 010

Appendix 5

QUESTIONNAIRE

• Student A

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
1	Saya belajar di bawah kendali orang lain		✓			
2	Saya berpendapat secara sadar atas keinginan saya sendiri				✓	
3	Saya bertindak secara sadar atas kehendak saya sendiri				✓	
4	Saya meningkatkan prestasi belajar karena dorongan dari orang lain	✓				
5	Saya tidak merencanakan sendiri kegiatan belajar saya			✓		
6	Saya memilih sendiri strategi belajar saya				✓	
7	Saya memacu diri untuk terus semangat dalam belajar			✓		
8	Saya memiliki keyakinan dapat mencapai tujuan belajar saya			✓		
9	Saya yakin bahwa aktivitas belajar saya pada akhirnya berdampak pada diri saya sendiri					✓
10	Saya senantiasa membuat perencanaan atas kegiatan belajar saya				✓	
11	Saya tidak berusaha hadir ke sekolah tepat waktu	✓				
12	Saya tidak berusaha melaksanakan rencana kegiatan belajar saya sebaik mungkin		✓			
11	Saya mampu memfokuskan perhatian dalam kegiatan sekolah			✓		
13	Saya tidak mengevaluasi hasil belajar saya		✓			
14	Saya menyelesaikan tugas-tugas sekolah saya sesuai dengan kemampuan saya sendiri					✓
15	Saya berani menyampaikan pendapat yang berbeda dari pendapat orang lain					✓
16	Saya senantiasa mengumpulkan tugas speaking tepat waktu				✓	
17	Saya mencermati kenaikan dan penurunan hasil belajar yang saya peroleh			✓		
18	Saya mencermati kenaikan dan penurunan hasil belajar yang saya peroleh				✓	

- **Student B**

No	Pertanyaan	Jawaban				
		STS	TS	N	S	SS
1	Saya belajar di bawah kendali orang lain		✓			
2	Saya berpendapat secara sadar atas keinginan saya sendiri			✓		
3	Saya bertindak secara sadar atas kehendak saya sendiri			✓		
4	Saya meningkatkan prestasi belajar karena dorongan dari orang lain		✓			
5	Saya tidak merencanakan sendiri kegiatan belajar saya			✓		
6	Saya memilih sendiri strategi belajar saya			✓		
7	Saya memacu diri untuk terus semangat dalam belajar				✓	
8	Saya memiliki keyakinan dapat mencapai tujuan belajar saya				✓	
9	Saya yakin bahwa aktivitas belajar saya pada akhirnya berdampak pada diri saya sendiri				✓	
10	Saya senantiasa membuat perencanaan atas kegiatan belajar saya				✓	
11	Saya tidak berusaha hadir ke sekolah tepat waktu			✓		
12	Saya tidak berusaha melaksanakan rencana kegiatan belajar saya sebaik mungkin					
13	Saya mampu memfokuskan perhatian dalam kegiatan sekolah				✓	
14	Saya tidak mengevaluasi hasil belajar saya		✓			
15	Saya menyelesaikan tugas-tugas sekolah saya sesuai dengan kemampuan saya sendiri				✓	
16	Saya berani menyampaikan pendapat yang berbeda dari pendapat orang lain				✓	
17	Saya senantiasa mengumpulkan tugas speaking tepat waktu				✓	
18	Saya mencermati kenaikan dan penurunan hasil belajar yang saya peroleh				✓	

The Result of Questionnaire

Keterangan :

1. STS : sangat tidak setuju
2. TS : Tidak setuju
3. N : Netral
4. S : Setuju
5. SS : Sangat Setuju

No	Pertanyaan	Jumlah Partisipan yang Merespon				
		STS	TS	N	S	SS
1	Saya belajar di bawah kendali orang lain		2	8	2	17
2	Saya berpendapat secara sadar atas keinginan saya sendiri	2		11	13	1
3	Saya bertindak secara sadar atas kehendak saya sendiri		11	5	8	3
4	Saya meningkatkan prestasi belajar karena dorongan dari orang lain		6	5	14	3
5	Saya tidak merencanakan sendiri kegiatan belajar saya	2	3	11	10	1
6	Saya memilih sendiri strategi belajar saya		13	7	7	1
7	Saya memacu diri untuk terus semangat dalam belajar		9	8	8	2
8	Saya memiliki keyakinan dapat mencapai tujuan belajar saya		1	13	9	3
9	Saya yakin bahwa aktivitas belajar saya pada akhirnya berdampak pada diri saya sendiri		2	13	11	1
10	Saya senantiasa membuat perencanaan atas kegiatan belajar saya		10	9	8	
11	Saya tidak berusaha hadir ke sekolah tepat waktu	5	7	15		
12	Saya tidak berusaha melaksanakan rencana kegiatan belajar saya sebaik mungkin	3	8	7	9	
13	Saya mampu memfokuskan perhatian dalam kegiatan sekolah		3	17	5	2
14	Saya tidak mengevaluasi hasil belajar saya	1	6	6	11	3
15	Saya menyelesaikan tugas-tugas sekolah saya sesuai dengan kemampuan saya sendiri		12	5	9	1

16	Saya berani menyampaikan pendapat yang berbeda dari pendapat orang lain		1	13	8	5
17	Saya senantiasa mengumpulkan tugas speaking tepat waktu	11	1	11	3	1
18	Saya mencermati kenaikan dan penurunan hasil belajar yang saya peroleh	8	3	8	7	1



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Appendix 6

SCORING RUBRIC

- **Result Speaking test student A.**

no	categories	aspect	Range	Score
1	Pronunciation	Unsatisfactory (Incomprehension or no response)	1-6	
		Fair (many phonemic errors, very difficult to perceive meaning)	7-12	
		Good (Occasional phonemic errors, but generally comprehensible)	13-18	
		Very good (Phonemically accurate pronunciation throughout)	19-25	24
2	Vocabulary	Unsatisfactory (Very limited vocabulary make comprehension quite difficult)	1-6	
		Fair (frequent use the wrong words; speed limited to simply vocabulary)	7-12	
		Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)	13-18	
		Very good (Rarely has trouble)	19-25	23
3	Grammar	Unsatisfactory (Usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure)	1-6	
		Fair (Error of basic structure, meaning occasionally, obscure meaning)	7-12	
		Good (Occasional grammatical errors which do not obscure meaning)	13-18	18
		Very good (Few noticeable errors)	19-25	
4	Fluency	Unsatisfactory (long pauses, utterances left unfinished or no response)	1-6	
		Fair (some define stumbling but managed to rephrase and	7-12	

		continue)		
		Good (speech is generally natural and continue, occasional slight stumbling or pauses an unnatural points in the utterances)	13-18	
		Very good (speech is natural and continues, any pauses correspond to those which might be made by a native speaker)	19-25	19



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- **Result speaking test student B.**

no	categories	aspect	Range	Score
1	Pronunciation	Unsatisfactory (Incomprehension or no response)	1-6	
		Fair (many phonemic errors, very difficult to perceive meaning)	7-12	
		Good (Occasional phonemic errors, but generally comprehensible)	13-18	
		Very good (Phonemically accurate pronunciation throughout)	19-25	24
2	Vocabulary	Unsatisfactory (Very limited vocabulary make comprehension quite difficult)	1-6	
		Fair (frequent use the wrong words; speed limited to simply vocabulary)	7-12	
		Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)	13-18	18
		Very good (Rarely has trouble)	19-25	
3	Grammar	Unsatisfactory (Usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure)	1-6	
		Fair (Error of basic structure, meaning occasionally, obscure meaning)	7-12	
		Good (Occasional grammatical errors which do not obscure meaning)	13-18	18
		Very good (Few noticeable errors)	19-25	
4	Fluency	Unsatisfactory (long pauses, utterances left unfinished or no response)	1-6	
		Fair (some define stumbling but managed to rephrase and continue)	7-12	

		Good (speech is generally natural and continue, occasional slight stumbling or pauses an unnatural points in the utterances)	13-18	18
		Very good (speech is natural and continues, any pauses correspond to those which might be made by a native speaker)	19-25	



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Appendix 7

OBSERVATION CHECKLIST

- **Observation checklist at school**

NO	ASPECT	IMPLEMENTATION		EXPLANATION
		YES	NO	
1	Student pays attention in class	✓		students do not pay much attention to the teacher when they are in the classroom, during learning students do not seem to listen to what the teacher says, focusing on doing other things.
2	Students was knowledgeable about subject matter	✓		Some students did not pay attention during the lesson but they were quite active in the learning process, from answering questions and doing assignments.
3	Students do not hesitate in answering question	✓		students very easily answered questions given by the teacher about the material that had been delivered without hesitation and correctly.
4	Students have confidence during the learning process.		✓	students do not show confidence, during the learning process students are not very focused on learning, looking down during the learning process.
5	Students do not depend on others when doing a job.	✓		During the learning process students focus more on their own to do the tasks given by the teacher.
6	Student enthusiastic in doing the task	✓		students look very happy when the teacher gives them a task, immediately

	given by the teacher.			doing the task without asking anyone else.
--	-----------------------	--	--	--

- **Observation checklist At Home.**

NO	ASPECT	IMPLEMENTATION		EXPLANATION
		YES	NO	
1	Students can carry out the learning process	✓		Student can carry out independently at home, learning without help from other people, they learning by themselves.
2	Students can plan the learning process.	✓		Student can make their own learning process, from what they want, time and their place to learn.
3	Students can start the learning process.	✓		Student shown the use of technology, using laptop, cellphone, by playing game or watch English film.
4	Students can manage the learning process.	✓		They manage their own time according to their wishes. (how long they want to learn)
5	Student can evaluate the activities of the learning process.	✓		How the learning process they have done, such as memorize the vocabulary they get during learning.
6	Student can change their behavioural, feelings, and thoughts to be more enthusiastic in carrying out the learning process.	✓		They in good mood when learning because they do what they want during learning process

Appendix 8

INTERVIEW GUIDE

1. Bagaimana cara belajar anda mandiri dirumah ?
2. Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?
3. Bagaimana cara anda membagi waktu untuk belajar anda ?
4. Dimanakah tempat yang nyaman untuk anda belajar mandiri ?
5. Apakah motivasi anda untuk belajar mandiri ?
6. Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?
7. Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar ?
8. Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?
9. Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?



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Appendix 9

DOCUMENTATION



Distributed questionnaires to students



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Interview with a student A.



Interview with student B.



Appendix 10

TURNITIN RESULT

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://fak.uinkhas-jember.ac.id](http://fak.uinkhas-jember.ac.id) Email: turbiyah.iainjember@gmail.com

SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : Adinda Maharani Hakim
NIM : T20186113
Program Studi : Tadris Bahasa Inggris

telah lolos cek similiarity dengan menggunakan aplikasi turnitin dengan skor sebesar 20%.

1. BAB I : 22%
2. BAB II : 25%
3. BAB III : 26%
4. BAB IV : 18%
5. BAB V : 9%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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JEMBER

Jember, 5 Juni 2023
Petugas Ruang Baca,

(Ulfa Dina Novienda, S.Sos.I., M.Pd)

PAPER NAME
Adinda M.h CHAPTER 1 (3).docx

AUTHOR
Adinda Maharani Hakim

WORD COUNT
1870 Words

CHARACTER COUNT
10135 Characters

PAGE COUNT
7 Pages

FILE SIZE
25.6KB

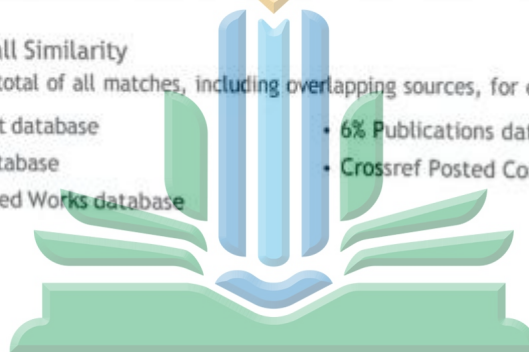
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PAPER NAME
chapter 2 Adinda m.h.docx

AUTHOR
Adinda Maharani Hakim

WORD COUNT
3693 Words

CHARACTER COUNT
20066 Characters

PAGE COUNT
16 Pages

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36.9KB

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Adinda M.h CHAPTER III (3).docx

AUTHOR
Adinda Maharani hakim

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1891 Words

CHARACTER COUNT
10649 Characters

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8 Pages

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27.0KB

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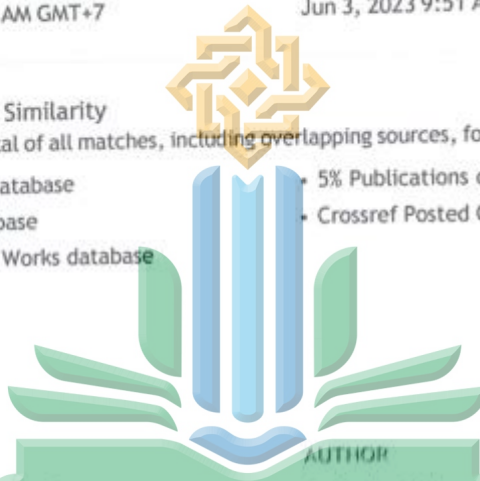
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PAPER NAME Adinda M.h CHAPTER IV (1).docx	AUTHOR Adinda Maharani Hakim
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JEMBER

WORD COUNT 413 Words	CHARACTER COUNT 2172 Characters
PAGE COUNT 2 Pages	FILE SIZE 14.8KB
SUBMISSION DATE Jun 3, 2023 10:23 AM GMT+7	REPORT DATE Jun 3, 2023 10:23 AM GMT+7

● **9% Overall Similarity**

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- 9% Internet database
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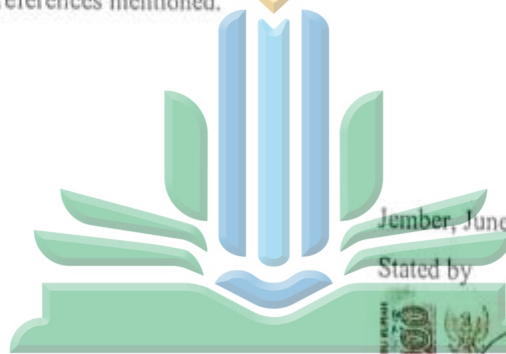
Appendix 11

DECLARATION OF AUTHENTICITY

The Undersign below :

Name : Adinda Maharani Hakim
SRN : T20186113
Program : English Education Study Program
Faculty : Tarbiyah and Teacher Training
University : UIN Kiai Haji Achmad Siddiq Jember

State that thesis entitle "Self Directed learning Enhance student Speaking skills A Case study in SMAN Arjasa" is truly my original work from the result of conducting a research at twelfth grade of XII IPS 1 SMAN Arjasa, except some resource which are accepted from references mentioned.



Jember, June 6th 2023

Stated by


UNIVERSITAS ISLAM NEGERI
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SRN. T20186113

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Appendix 12

CURRICULUM VITAE



Personal Information

Name : Adinda Maharani hakim
NIM : T20186113
Place, date of birth : Jakarta, 30 July 2001
Adress : Jl. Hos Cokroaminoto No.25 Sukowono, Jember,
East java. Postcode : 68194
E-mail : adinrani2001@gmail.com
Faculty : Tarbiyah and Teacher Training
Study program : English Education Study Program

Educational Background

SDN 2 Sukowono (Graduated in 2012)
SMPN 2 Sukowono (Graduated in 2015)
SMKN 1 Tamanan (Graduated in 2018)