

**EXPLORING THE STUDENTS' EXPERIENCE
OF SELF-DIRECTED LEARNING (SDL) STRATEGY
ON READING COMPREHENSION
AT THE THIRD GRADE OF SENIOR HIGH SCHOOL**

THESIS



Written By:

IKA NURITA FEBRIANTI

SRN. 212101060051

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2025**

**EXPLORING THE STUDENTS' EXPERIENCE OF SELF-DIRECTED LEARNING (SDL) STRATEGY
ON READING COMPREHENSION
AT THE THIRD GRADE OF SENIOR HIGH SCHOOL**

THESIS

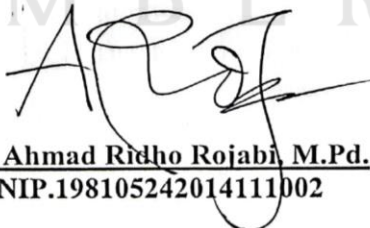
Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Written by:

Ika Nurita Febrianti
SRN. 212101060051

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Had been approved by advisor



Dr. Ahmad Ridho Rojabi, M.Pd.
NIP.198105242014111002

**EXPLORING THE STUDENTS' EXPERIENCE OF SELF-DIRECTED LEARNING (SDL) STRATEGY
ON READING COMPREHENSION
AT THE THIRD GRADE OF SENIOR HIGH SCHOOL**

THESIS


Has been examined and approved by the board examiners
To fulfill the requirement of Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program


Day : Tuesday
Date : July 1st, 2025

The Board of Examiners

Chairman

Secretary


Dewi Nurul Qomarivah, S.S, M.Pd
NIP. 197901272007102003

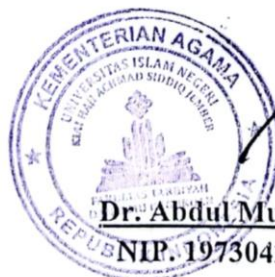

As'ari, M.Pd.I.
NIP. 197609152005011004

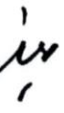
Members:

1. Dr. Suparwoto Sapto Wahono, M.Pd

2. Dr. Ahmad Ridho Rojabi, M.Pd

Approved by
Dean of faculty of Tarbiyah and Teacher Training




Dr. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ

“So be patient. Indeed, the promise of Allah is truth,”

(QS. Ar-rum: 60)^{1*}



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

¹ The Holy qur'an, *Ar-rum:60*, <https://www.al-quran.cc/quran-translation/english/ar-rum/60.html>

DEDICATION

I proudly dedicate this thesis to:

1. The almighty God, Allah SWT, the lord of the world. Because of Him, I have overcome many obstacles while completing this thesis.
2. My dearest parents, Mr. Taufiqur Rahman, my beloved father, and Mrs. Vivin Desi Anggraini, my dearly loved mother. My appreciation for my perfect parents, my greatest inspiration, and the whole universe is beyond words. They never stop praying for me and are always there for me. My wonderful parents, I adore you both.
3. My dearest sister, Balqis tsiqlah nafisah, the light of my life and my lifelong companion. You bring endless joy and laughter into my days. Thank you for your kindness, and for always being there to cheer me on.
4. To all My big family members: uncles, aunts, cousins, nieces, nephews, and other relatives. Thank you for being part of my support system. Besides that, all of my best friends: *The Republik Asri, Angkaya Group, Cupu Group, My Classmates from TBI 2*, and others. I sincerely appreciate the support and company during the writing of my thesis.

ACKNOWLEDGEMENT

First of all, let's say thanks to Allah SWT. Because of His mercy and blessings, we are always in a good condition. Secondly may peace and solutation to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah era namely Islam.

This thesis entitled “Exploring Students’ Self-directed learning (SDL) Strategy on Reading Comprehension at Senior high school ” compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.


The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given the writer an opportunity to study in this university.
2. Dr. Abdul Mu’is, S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has given the writer approval signature for this undergraduate thesis.
3. Dr. Nuruddin, S.Pd.I., M.Pd. I, as the Head of Islamic Studies and Language Education Department who has given the permission to do thisresearch.
4. Dewi Nurul Qomariyah, S.S., M. Pd, as the Head of English Education Program and also my academic supervisor (DPA) who has motivated and

helped me from the beginning of the semester until this thesis's title approved.

5. Dr. Ahmad Ridho Rojabi, M.Pd., as my advisor, who helped, guided and supported me during the writing of the thesis.
6. All English Department lectures who gave me knowledge during my learning process
7. The Headmaster of Senior High School, Mr Muh.Fawaid, S. Hut. All of teachers and staffs for giving me a permission and helping me during my research.
8. Reza Khotami, S. Pd, the English teacher who has helped in conducting my research at school.

Jember, 20 June 2025

Author


Ika Nurita Febrianti
NIM. 212101060051

ABSTRACT

Ika Nurita Febrianti, 2025: *Exploring Students' Self-directed learning (SDL) Strategy on Reading Comprehension at Senior High School.*

Keyword: *Case study, Qualitative study, Reading comprehension, Self-directed learning.*

Reading is an important skill that enables students to acquire knowledge, develop critical thinking, and achieve academic success. Reading refers to the process of decoding, understanding, and interpreting written texts to gain knowledge, build critical thinking, and enhance communication skills. There are so many strategies that students can use to explore their understanding in reading skills, one of which is self-directed learning (SDL) strategy. Through SDL strategy, students are encouraged to set goals, choose appropriate reading materials, apply comprehension strategies, and assess their own progress, which supports their development of independent learning and fosters reading habits.

The aim of the research is to see the students' experience of using SDL strategy in reading comprehension. These research objectives were taken from research questions, including: (1) How is the implementation of students' experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school? (2) How is the evaluation of students' experience on Self-Directed Learning strategy in reading comprehension at the third grade of senior high school? (3) What are the benefits of Self-Directed Learning strategy on reading comprehension at senior high school?

This study used qualitative approach with case-study. The data was collected by using Observation, interview and document review. The research participants were twelfth grade students of ISTIQLAL Senior High School. The data analysis used Braun and Clarke's thematic analysis. To validate the data, the researcher used source and technique triangulation.

The results of this research were: (1) The steps in exploring SDL strategy in students' reading learning activities with hortatory exposition material begin with preliminary actions, which included asking again what material they have learned before, then dividing the class into several groups, explaining the material related to hortatory text, and explaining the final task of the learning. Following some guiding steps, were: initiate their own learning, determine learning, choose learning, and evaluation. (2) The evaluation in exploring students' experience on reading comprehension through SDL strategy used formative assessment and in the form of test and non-test with an analytical scoring as rubric (3) The benefits of SDL strategy in reading comprehension were: This strategy helped students build self-confidence in learning English, through this strategy students actively learned in groupwork, and students learn to manage their own time and focus on text.

TABLE OF CONTENT

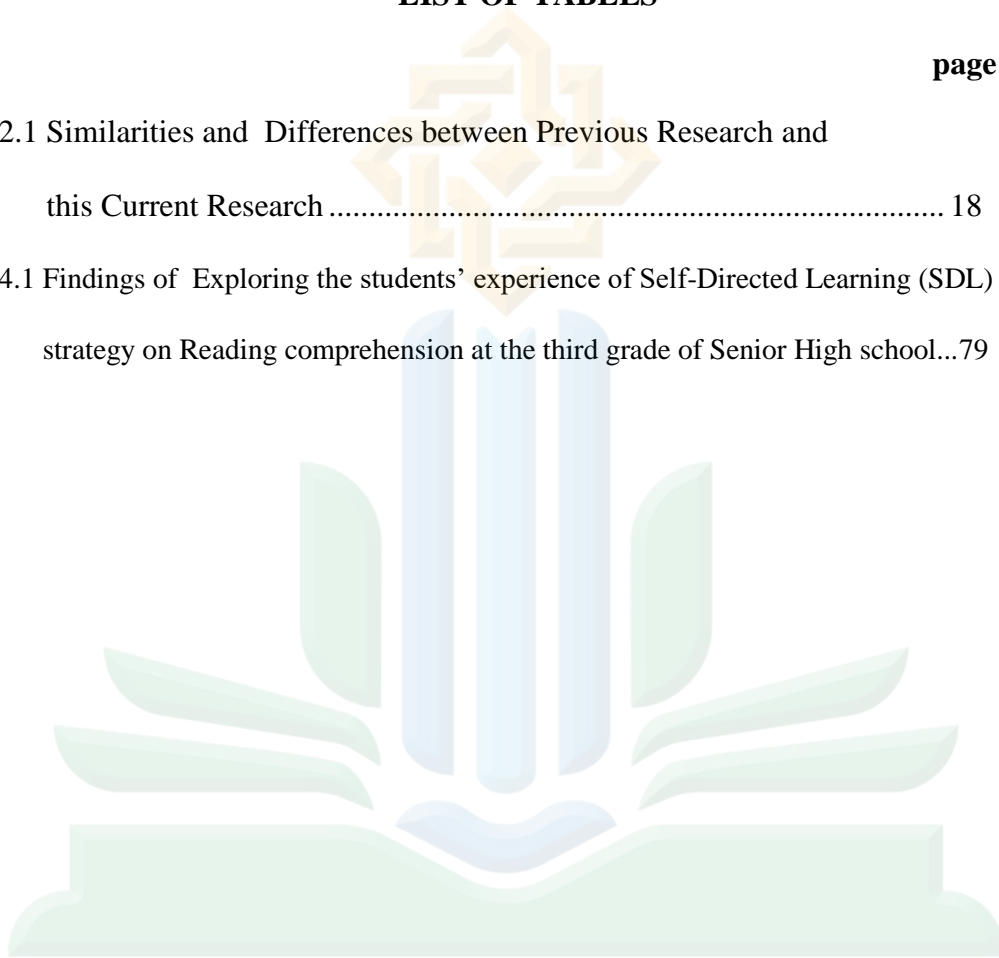
	Page
COVER	
APPROVAL OF SUPERVISOR	i
APPROVAL OF EXAMINER.....	ii
MOTTO	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vi
TABLE OF CONTENT	vii
LIST OF TABLE	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION.....	1
A. Background of Research	1
B. Research Question.....	9
C. Research Objective.....	10
D. Research Significance	10
E. Scope of The Research.....	11
F. Definition of Key terms.....	12
CHAPTER II LITERATURE REVIEW	14
A. Literature Review.....	14
B. Theoretical Framework	22
CHAPTER III RESEARCH METHOD	53

A. Research Design.....	53
B. Research Setting.....	54
C. Research Participants	55
D. Data Collection Technique.....	57
E. Data Analysis	59
F. Trustworthiness	63
G. Research Procedures	65
CHAPTER IV FINDING AND DISCUSSION	66
A. Research Findings	66
B. Research Discussion.....	82
CHAPTER V CONCLUSION AND RECOMMENDATION.....	74
A. Conclusion	90
B. Recommendation.....	91
REFERENCES.....	97

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

LIST OF TABLES

	page
2.1 Similarities and Differences between Previous Research and this Current Research	18
4.1 Findings of Exploring the students' experience of Self-Directed Learning (SDL) strategy on Reading comprehension at the third grade of Senior High school...	79



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

LIST OF APPENDICES

- Appendix 1: Declaration Of Authenticity
- Appendix 2: Research Matrix
- Appendix 3: Research permission letter
- Appendix 4: Research Completion letter
- Appendix 5: Inform consent form
- Appendix 6: Instrument Guidelines
- Appendix 7: Transcript of Interview
- Appendix 8: Transcript of interview for analysis
- Appendix 9: Result of thematic analysis
- Appendix 10: Credibility test
- Appendix 11: Journal of Research
- Appendix 12: Teaching material (Module)
- Appendix 13: Journal of students' in Implementing SDL strategy
- Appendix 14: List of students at XII Grade SMA Istiqlal
- Appendix 15: Documentations
- Appendix 16: Validation test
- Appendix 17: Plagiarism check completion
- Appendix 18: Curriculum Vitae

CHAPTER I

INTRODUCTION

This chapter is the introduction of research studies consist research background, research question, objective, significance, research scope, and definitions of key terms.

A. Background of Research

Reading is a basic English language skill that plays a vital role in one's academic, personal, and professional growth. It is a complex, purposeful, interactive, comprehension-based, and flexible activity that requires time and resources to develop.² The complexity of reading lies in the ability to decipher written symbols and transform them into meaningful concepts. Reading is purposeful because it enables individuals to achieve specific goals, such as gaining knowledge, finding pleasure, or solving problems. Furthermore, it is an interactive process that involves active engagement with the content through reflection, questioning, and prediction. For example, people engage in reading a variety of texts, such as newspapers, reports, messages, novels, and notes, each serving a unique purpose. In an educational setting, reading is essential to help students understand how English is used in written and printed forms. Consequently, reading is not only an essential life skill but also a means to support learning, retain information, and derive pleasure from stories and other

² M.Bojovic, *Reading skill and Reading comprehension in English for specific purposes*, (Serbia: Slovenia,2010), p.1, website: <http://fl.uni-mb.si/>

written materials. By introducing strategies in reading, it is hoped that it can increase the need for strategies to enhance reading comprehension skills.

There are some challenges that students encounter in reading activities. One of the primary challenges in reading comprehension due to various factors from the teachers' side such as focusing on reading aloud and neglecting reading comprehension, from the curricula's side such as insufficient emphasis on reading comprehension, and on the students' side such as lack of motivation and finally from parents' side such as lack of supporting. These factors showed that the problem has roots at the school level.³ Therefore, addressing students' reading comprehension challenges requires the implementation of effective strategies, such as enhancing teachers' focus on comprehension, revising curriculum to prioritize reading skills, fostering student motivation, and increasing parental involvement, all of which are essential to resolving these school-rooted issues.

One strategies that can be used to improve student's reading comprehension is the implementation of Self-Directed Learning (SDL), According to Oyibe, SDL strategy is described as a process in which individuals take the initiative, with or without help of others, in diagnosing their learning needs, formulating learning goals, identifying human and mental resources for learning, choosing and implementing appropriate learning strategies, and

³ Ahmed Taha Hezam," challenges and problems of reading comprehension experienced by EFL learners", *Journal of English Studies in Arabia Felix*, P.13

evaluating learning outcomes.⁴ It shows self-directed learning prepares students for a world that increasingly values adaptability, self-motivation, and continuous personal development. Through reflective practice, students become more aware of their strengths and weaknesses, which encourages continued growth. Goal setting is equally important in SDL, as it helps learners set clear goals, prioritize tasks, and maintain focus.

Self-Directed Learning (SDL) strategies offer numerous benefits to take responsibility for their own learning progress. SDL may help them improve their English learning due to the lack of English learning resources. As a manifestation of self-learning ability, SDL may be able to help students use self-learning ability to improve their English level when external resources are not sufficient. In addition, SDL is also related to reading level. SDL emphasizes learners' choice of learning content, formulation of learning methods, and management of the learning process.⁵ Therefore, Self-Directed Learning (SDL) strategies empower students to take responsibility for their learning progress, enhance their English skills despite limited resources and improve their reading levels by allowing them to choose content, develop methods, and manage their learning processes effectively. By guiding their own learning, students can refine their strategies and improve their understanding of texts.

⁴ Oyibe et al., "Self-Directed Learning Strategy: A Tool for Promoting Critical Thinking and Problem Solving Skills among Social Studies Students", *IOSR Journal of VLSI and Signal Processing (IOSR-JVSP)* Volume 5, Issue 3, Ver. II (May - Jun. 2015), PP 52-58

⁵ Wen Zhao and Supinda Iertlit, "The enhancements of Self-directed learning on Tertiary level students' English reading skill: A Thai private University context", *LEARN Journal: Language Education and Acquisition Research Network*, 2023, p.589

Several studies discussed self-directed learning through various strategies. In this research, the author identified five prior studies, one of which was conducted by Adinda (2023) This study employed a qualitative research approach and was conducted at SMAN Arjasa, with two twelfth-grade students selected as research participants. Data collection methods included questionnaires, tests, observations, interviews, and document analysis. The data were analyzed in three phases: data condensation, data display, and conclusion drawing. To ensure the validity of the findings, source and technique triangulation were applied. The results indicate that self-directed learning is relatively effective in enhancing the English learning process, particularly in improving speaking skills.⁶ Another study belonging to Li et.al (2021) in experimental procedure method of the study with conducted in secondary school. And discussed that, the results and existing limitations inspire future research directions and development plans. At present, by integrating trace data from the eBook platform and the goal-setting system, we are exploring possibilities of learner modeling and feedback design considering the levels of learner abilities and their pattern of behaviors.⁷

Self-Directed Learning (SDL) and reading comprehension are related because SDL helps students develop critical thinking abilities that improve

⁶ Hakim Adinda Maharani, "Self-directed learning to enhance students speaking skills: A case study in SMAN Arjasa", (Thesis, UIN khas jember, 2023), P.64

⁷ Huiyong li et al, "Analysis of Self-Directed Learning Ability, Reading Outcomes, and Personalized Planning Behavior for Self-Directed Extensive Reading", Taylor & Francis in Interactive Learning Environments on 07 Jun 2021, available online: <https://doi.org/10.1080/10494820.2021.1937660>, P.26

comprehension and connection to texts. This statement is supported by Huda and Sulistyningrum, stated that SDL improve weak English readers, it is therefore necessary to teach reading strategies, particularly those used by good readers. Teachers must not only provide a reading tool to weak readers, but they must also instill self-esteem and confidence in them so that they believe they can enhance their reading ability and become effective readers.⁸ This process provides clear direction and increases motivation, especially for struggling readers. For example, through self-monitoring strategies such as keeping a reading journal or using a comprehension checklist, students can track their progress and make necessary adjustments to their learning strategies. To put it another way, this process makes them increasingly aware of how to apply these tactics successfully, which ultimately encourages a feeling of success and achievement in their reading some text activity.

This self-directed learning strategy involves several stages. According to Saovapa stated that Self-directed learning has three steps for implementing self-directed learning: preparation stage, learning stage, and evaluating stage.⁹ Each stage of the Self-Directed Learning (SDL) process plays a vital role in supporting students' academic growth. In the preparation stage, learners identify their goals, assess prior knowledge, and determine the resources needed

⁸ Nurul hafiz Huda and Siti Drivoka Sulistyningrum. "The Impact of Self-directed learning on student's English reading comprehension ability," Universitas negeri Jakarta, *Proceedings of English Linguistics and Literature*, Vol.3 (2022), P.104

⁹ Saovapa Whicadee, "Developing the Self-Directed Learning Instructional model to enhance English reading ability and self-directed learning of undergraduate students", *Journal of College Teaching & Learning – December 2011 Volume 8, Number 12*, Bangkok University, Thailand, P.47

for study. During the learning stage, students actively engage with the material, apply various learning techniques, and seek help when necessary. Finally, the evaluation stage allows learners to reflect on their achievements, recognize areas for improvement, and adjust their strategies for future learning. By mastering each of these stages, students can become more independent, responsible, and effective in their learning journey.

By mastering each of these stages, students can become more independent, responsible, and effective in their learning journey. This becomes especially important when engaging with different types of texts that require critical thinking and comprehension skills. Various types of texts exist, and one particular type found in the syllabus curriculum 2013 on the first grade of Senior High School is hortatory exposition text.¹⁰ The content of a hortatory exposition text surely about the opinion of the writers to the phenomenon happens in order to makes the reader convince with it. Hortatory exposition text is the text which tells about the author's idea related to the something happens in order to persuade the reader related to case.¹¹ To examine the influence of SDL strategy, the researcher will use Hortatory exposition text.

Hortatory exposition texts are used in SMA Istiqlal because they play an important role in developing critical thinking skills in understanding texts in students' reading activities. This is in line with the school's goals, which

¹⁰ Inayah Rohma Oktavia, "An analysis of student's problem in writing Hortatory Exposition text" (Thesis, University of Raden Intan Lampung, 2021), P.2

¹¹ Inayah Rohma Oktavia, "An analysis of student's problem in writing Hortatory Exposition text" (Thesis, University of Raden Intan Lampung, 2021), P.3

emphasize not only academic excellence but also character building and independent thinking, in keeping with its boarding school environment. By engaging with hortatory exposition texts, students learn to express their opinions clearly, support their arguments with evidence, and become more confident communicators. and students take a little longer to understand hortatory texts before the English teacher uses this strategy, one of the problems students have in understanding texts is long sentences and new vocabularies.¹²

Based on the statement above, it can be seen that the challenges of previous research were to reveal that the respondents encountered at least three major problems while reading the two scientific texts: general English words, complex general English sentences, and long and complex scientific English sentences.¹³ Those challenges Relates to all components of reading comprehension. From the statement above it showed that student's problem is still experience some difficulties in Identifying the text and the structure.

Furthermore, there are several challenges faced by students in reading activities, one of the challenges is that students face several questions that seem uninteresting to students. They find one of them boring because they have to read a long piece and then answer to questions about it. For instance, when they come across unfamiliar vocabulary in multiple-choice exams, they might guess the answer while trying to comprehend the question.¹⁴ In addition, one English

¹² Observation, Probolinggo, October,29 2024

¹³ Samsiah Abdul H and Moses Samuel, "Reading scientific text: Some challenges faced by EFL readers", *International Journal of Social Science and Humanity*, Vol. 2, No. 6, November 2012, DOI: 10.7763/IJSSH. 2012.V2.158

¹⁴ Observation, Probolinggo, October,29 2024

teacher admitted that she had not done everything she could to help students learn the English language. She considered several of categories that needed work, one of which was limited utilization of modern instructional media. In order to teach in classroom-based reading comprehension activities, the teacher instead mostly used duplicated materials, which might have limited student involvement and the efficacy of the learning moreover in reading context.

Furthermore, the significance of self-directed learning (SDL) in enhancing language skills was became increasingly acknowledged, a significant gap remains in understanding how students in resource-limited environments apply this strategy, particularly in English language learning. Previous studies mostly focused on different contexts, for example focusing on junior high school and undergraduate students. However, this study's participant level is in senior high school. In addition, previous researchers differ in their focus such as narrative text, and using extensive reading, while this study uses hortatory exposition text with intensive reading model. Furthermore, previous researchers used quantitative research methods with data collection using pre-posttest, while this study used qualitative case study with data collection observations, interviews, and document review to collect data. In addition, the research subject where this study differs from earlier studies. Based on Islamic boarding schools, the researcher selected Istiqlal Senior High School as the research location. Therefore, this study attempt to explore students' self-directed learning strategy at senior high school. And the researcher proposed research

entitled “*Exploring the students’ experience of Self-Directed Learning (SDL) strategy on Reading comprehension at the third grade of Senior High school*”.

B. Research Question

Based on the research background above, the researcher formulated the research question as:

1. How is the implementation of students’ experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school?
2. How is the evaluation of students’ experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school?
3. What are the benefits of self-regulated learning strategy on reading comprehension at senior high school?

C. Research Objective

Guided by the research question stated above, the objectives of this research are as follows:

1. To see how Self-Directed Learning (SDL) is implemented in reading comprehension lessons at senior high school.
2. To describe the benefits of exploring students’ experience of self-directed learning strategies in enhancing students' reading comprehension at senior high school
3. To identify the strengths of implementing SDL strategies in reading instruction at the senior high school.

D. Research Significances

This study aims to offer contributions categorized into two parts, as detailed below:

1. Theoretical significance

This research was contributing to the broader body of research on Self-Regulated Learning (SDL) by exploring its application in a specific context senior high school. This research adds to existing theories by examining how SDL strategies can be effectively integrated into reading comprehension instruction. This study helps to refine the theoretical understanding of how SDL supports the development of reading comprehension skills. By evaluating the various stages of Self-directed learning strategies, including setting goals, monitoring one's progress, and evaluating themselves within the context of reading, this research offers insights into which aspects of SDL are most impactful for improving reading comprehension. This result of this research also can support the existing theory related to SDL strategy and reading Hortatory exposition text.

2. Practical Significance

This research offers practical insights for educators, administrators, and curriculum designers:

- a. For teachers, by applying SDL strategies such as goal-setting, self-monitoring, and self-reflection, teachers can create a more

engaging and student-centered learning environment, which can improve reading outcomes.

- b. For students, with SDL strategy, students at Istiqlal senior High School can develop greater independence in their reading comprehension, improving their ability to understand complex texts, analyze information critically, and retain what they learn. This will not only improve their performance in English but also foster lifelong learning skills that are valuable in both academic and professional contexts.

E. Scope of the Research

In this research, this study centered on the applying of Self-Directed Learning (SDL) strategy in improving reading comprehension among students at Istiqlal senior High School. The research specifically examined how SDL strategy for example, defining goal setting, monitoring themselves, and practicing introspection are applied in reading comprehension lessons and their impact on students' understanding of English texts. The study is limited to students at Istiqlal senior High School, focusing on their experiences and challenges in using SDL strategies during English reading lessons. The study aims explore how SDL strategy was implemented in reading comprehension, explore the benefits of applying SDL strategy in enhancing students' reading comprehension and identify the strengths and weaknesses of implementing SDL strategy in reading instruction.

F. Definition of Key Terms

To ensure clear understanding of the key terms, below are the definitions of some terms used in this study:

1. Reading Comprehension

In this research, comprehension refers to the process of gaining understanding through reading, and reading comprehension is a complex skill vital for academic achievement and continuous learning throughout life. It requires the integration of various cognitive processes, from decoding words to analyzing information critically. Improving reading comprehension can lead to enhance educational outcomes, greater knowledge retention, and a deeper understanding of the world.

2. SDL (Self-Directed learning) strategy

In this research, self-directed learning strategy refers to the process in which students take the initiative, with or without the help of others, in diagnosing their learning needs, setting goals, identifying resources, choosing appropriate strategies, and evaluating their learning outcomes.

This strategy promotes learner autonomy, responsibility, and critical thinking skills essential for academic and lifelong success. Self-directed learning enables students to become active participants in their learning journey, allowing them to manage their pace, stay motivated, and develop a sense of ownership over their progress. When applied effectively, it fosters deeper understanding, increased confidence, and explore problem-solving abilities.

CHAPTER II

REVIEW OF RELATED STUDY

This chapter presents a review of relevant literature, including prior studies and theoretical frameworks.

A. Previous Research

This point presented some earlier studies relevant to the subject of this study, these are:

1. An article from Hafizh Nurul Huda and Siti Drivoka Sulistyaningrum in (2022) was conducted in this research.¹⁵ The purpose of the study was to determine the impact of SDL on English reading comprehension ability and its size, as well as how SDL enhances English reading comprehension ability of 30 students from one of Jakarta's education institutions. This study used an embedded mixed methods design with an embedded experimental model. Participants in the study were second semester students from a public university in Jakarta. It had 30 adult male and female students ranging in age from 23 to 40 years old and working in a variety of fields. The result of this study showed that SDL can be an effective technique for enhancing adult students' English reading comprehension. Students' cognitive behaviors are formed outside of the

¹⁵ Hafizh Nurul Huda and Siti Drivoka Sulistyaningrum, "The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability", (Universitas Negeri Jakarta, 2022), *Proceedings of English Linguistics and Literature*, Vol.3 (2022), July 23, 2023

classroom by growing their awareness of using both cognitive and metacognitive techniques to complete SDL tasks.

2. A thesis from Bilqis Salsabila et al, in (2022) was conducted.¹⁶ The purpose of the study was to know how to implement a self-directed learning strategy in teaching narrative text in distance learning during covid 19 toward the ninth-grade SMP Yadika 12 Depok in Academic Year 2020-2021. This method of this study used a qualitative method with a descriptive analysis approach, so the authors conducted research directly to obtain in-depth information. Participants in the study were nine grade students of SMP Yadika 12 Depok. It had 49 students (21 female students and 28 male students), and learning media used as analysis units. The data collection techniques used interviews and documentation. The result of this study was stated that SDL strategy successfully increases knowledge, skills, and achievements produced by their efforts using any method and under any circumstances.

3. An article from Murtiningsih et al in (2023) was conducted.¹⁷ The purpose of this study were, to examine the implementation of a digital storytelling-based flipped classroom strategy, and to explore students' engagement with

¹⁶ Bilqis Salsabila S.Safa and Dirgantara Wicaksono, "The Implementation of Self-Directed Learning Strategy in teaching Reading Narrative text in Distance Learning during Covid-19", (University of Muhammadiyah, Jakarta), A thesis Syarif Hidayatullah state Islamic University Jakarta.

¹⁷ Sri Murtiningsih et al, "Promoting Students' Self-Directed Learning Based- Flipped Classroom Strategy to Facilitate Students' Reading Comprehension in Narrative Text", *International Journal of Multicultural and Multireligious Understanding*, Volume 10, August 2023, <http://dx.doi.org/10.18415/ijmmu.v10i8.5060>

this approach in fostering self-directed learning in reading comprehension. This study used a qualitative method using a descriptive and narrative inquiry design. The participants consisted of thirty eighth-grade students from an Islamic secondary school in Brebes Regency, Central Java. Data were collected through classroom observations and interviews. The analysis process involved data selection, reduction, and verification. The results of this study showed that the use of a digital storytelling-based flipped classroom effectively encouraged and motivated students to engage in self-directed learning, particularly in understanding narrative texts. Students responded with high levels of enthusiasm, energy, and positive engagement.

4. An article from Li, Majumdar et al in 2023 was conducted.¹⁸ The purpose of this study was investigated the relationship between self-directed learning (SDL) ability, SDL behaviors, and reading outcomes, with a particular focus on exploring the planning behaviors involved in SDL. This study used An experimental research design. The participants consisted of 119 seventh-grade students (46 boys and 73 girls), approximately 13 years old, from a junior high school in Japan. Data were collected using a questionnaire. To address the research questions, four types of analyses were conducted: a one-way ANCOVA, an independent samples t-test, a Pearson's correlation, and a cluster analysis. The findings revealed that

¹⁸ Huiyong Li, et al, "Analysis of Self-Directed Learning ability, Reading outcomes, and personalized planning behavior for Self-Directed Extensive Reading", (state of National Taiwan University of Science and technology, Taiwan), <https://doi.org/10.1080/10494820.2021.1937660>

students with high SDL ability demonstrated significantly better reading outcomes measured by the number of books completed and days spent reading compared to those with lower SDL ability.

5. An article from Bello Yekeen in (2021) was conducted.¹⁹ This study aimed to examine the influence of self-directed learning on students' reading comprehension skills and to identify the strategies instructors can use to foster SDL among learners. The method of this study used quantitative method which was carried out a survey ex-post factor. The participants in the study were Junior Secondary School Students in Offa Kwara State, Nigeria. The results of this study suggest that while the use of self-directed learning (SDL) strategies in reading comprehension was already high, the effectiveness of their application was even higher. This indicates that when learners engage with SDL strategies, they are capable of achieving more, as these approaches allow them to learn at their own pace, ultimately fostering self-exploration and independent discovery.

Table 1.1

Similarities and differences between the previous research and this current research:

No	Research Tittle	Similarities	Differences
1.	<i>"The Impact of Self-Directed Learning on Students' English"</i>	1. Both research used Self-Directed as the learning strategy.	1.The previous research used a pre-experimental research design with a

¹⁹ Bello Yeken, "Applying Self-directed Learning stratgeies on Reading comprehension among Junior secondary school students in Offa Kwara State, Nigeria", International Journal of Social Sciences & Educational Studies, June 2021, Vol.8, No.2, Doi: 10.23918/ijsses. v8i2p118

No	Research Tittle	Similarities	Differences
	<i>Reading Comprehension Ability”</i>	2. Both research focused on reading skill.	One-Group Pretest-Posttest Design while this current research used qualitative research with design case study 2. The previous research was conducted in academic English Proficiency English course, while this current research conducted in senior high school students.
2.	<i>“The Implementation of Self-Directed Learning Strategy in teaching Reading Narrative text in Distance Learning during Covid-19”</i>	1. Both research used Self-Directed as the learning strategy. 2. Both research focused on implementation of SDL Learning	1. The previous research used qualitative descriptive as approach while this current research used qualitative with case study as approach. 2. The previous research focused on text that is narrative text, while this current research focused on exposition text. 3. The previous research was conducted in junior high school, while this

No	Research Tittle	Similarities	Differences
			research was conducted in senior high school context.
3.	<i>“Promoting Students’ Self-Directed Learning Based- Flipped Classroom Strategy to Facilitate Students’ Reading Comprehension in Narrative Text”</i>	1. Both research used Self-Directed as the learning strategy. 2. Both research focused on reading as the object. 3. Both research used qualitative method.	1. The previous research conducted on Narrative text, while this research focused on hortatory exposition text. 2. The previous research was conducted in Islamic secondary school, while this current research conducted in senior high school students’ context. 3. The previous research used qualitative, descriptive narrative, while this current research use descriptive qualitative in case study.
4.	<i>“Analysis of self-Directed Learning Ability, Reading Outcomes, and Personalized Planing Behavior for</i>	1. Both research used Self-Directed as the learning strategy. 2. Both research focused on reading skills.	1. The previous research focused on Extensive Reading while this research conducted on Intensive reading. 2. The previous research used questioner to

No	Research Tittle	Similarities	Differences
	<i>Self-Directed Extensive Reading.”</i>	3. Both research conducted on senior high school.	collecting the data, while this current research used observation, interview,document review to collect the data.
5.	<i>“Applying Self-Directed learning strategies on reading comprehension among Junior secondary school students in Offa Kwara State, Nigeria”.</i>	1. Both research used Self-Directed as the learning strategy. 2. Both research used to read as the object.	1. This research used a quantitative method with design experimental. while this current research used qualitative case study. 2. The previous research focused on Junior high school. while this research focused on senior high school.

Following a review of several articles from journals related to self-directed learning strategies above, it was discovered that the majority of research is centered on the use of SDL to enhance students' reading comprehension abilities. Almost previous studies used quantitative²⁰, or mixed method approaches, with only a few studies used qualitative

²⁰ Hafizh Nurul Huda and Siti Drivoka Sulistyaningrum,” The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability”, (Universitas Negeri Jakarta,2022), *Proceedings of English Linguistics and Literature, Vol.3 (2022), July 23,2023*

methods²¹ to gain deeper insight into students' SDL processes. Previous studies have been conducted at various levels of education, such as junior high schools, high schools, universities, and adult learners, and generally used narrative or general reading texts as the main material. However, only a few of these studies have examined the use of SDL strategies in reading comprehension through intensive reading models, and none have specifically discussed how high school students in a boarding school context apply SDL strategies to comprehend hortatory exposition texts. Additionally, the current study employed hortatory exposition text as the material for teaching reading comprehension, and the research setting was an Islamic senior high school with a boarding school environment.

B. Theoretical Framework

1. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading was the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²² Whereas, comprehension involves building a coherent mental representation of the text's meaning by combining textual

²¹ Bilqis Salsabila S.Safa and Dirgantara Wicaksono, "The Implementation of Self-Directed Learning Strategy in teaching Reading Narrative text in Distance Learning during Covid-19", (University of Muhammadiyah, Jakarta), A thesis Syarif Hidayatullah state Islamic University Jakarta.

²² Snow, C. E. 2002. Reading for understanding: Toward an R&D program in reading comprehension. Santa Monica, CA: RAND Corporation.

information with prior knowledge.²³ Furthermore, define reading comprehension as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.²⁴ In conclusion, reading comprehension is a dynamic and interactive process that goes beyond simple word recognition. It involves simultaneously extracting and constructing meaning through active engagement with written language.

The concept of reading comprehension encompasses much more than just decoding words on a page. It is a dynamic cognitive process that involves comprehension, interpretation, and critical thinking. Reading requires an individual to actively engage with the text, using prior knowledge, experiences, and context to make meaning from words and sentences. Besides, only understanding the meaning of the words does not provide a sufficient knowledge to use the word in appropriate contexts during communication. We need to learn more than just a literal meaning of words.²⁵ It means that simply knowing the dictionary definition of a word is not enough to use it effectively in real-life communication.

²³ Kintsch, W., & Rawson, K. A. (2005). Comprehension. In M. J. Snowling & C. Hulme (Eds.), *The science of reading: A handbook* (pp. 209–226). Oxford, UK: Blackwell Publishing.

²⁴ Paris, S. G., & Hamilton, E. E. (2009). The development of children's reading comprehension. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 32–53). New York, NY: Routledge.

²⁵ Sudarman et al., "Teaching English as a foreign language in Indonesia", (Universitas Kutai kartanegara, 2022), Vol 4.no 1.

Understanding a word's meaning involves not only recognizing its literal or basic definition but also learning how to use it correctly within different social or conversational contexts. According to Anderson, Hiebert, Scott, & Wilkinson, Jenkins, Larson, & Fleischer, O'Shea, Sindelar, & O'Shea purposed that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.²⁶ Reading comprehension is more than just understanding words on a page, it's an intricate process that requires several skills working together. To comprehend a text, a reader must recognize and understand individual words, draw on their own knowledge of language and the world.

b. Indicators in Reading Comprehension

There are several indicators related to reading comprehension. Two of the indicators which was from Kintsch's suggests that reading comprehension involves two stages, construction and integration.²⁷ Rumelhart in theory indicators posits that reading comprehension is the result of interaction between top-down (prior knowledge, expectations) and bottom-up (textual features like phonics and syntax) processes. Both

²⁶ Karen R Haris and Steve Graham," Teaching Reading Comprehension to students with learning difficulties", (Newyork, London,2024) P.2

²⁷ Kintsch, W. (1988). The role of knowledge in discourse comprehension: A construction-integration model. *Psychological Review*, 95(2), 163–182. <https://doi.org/10.1037/0033-295X.95.2.163>

types of information are used simultaneously and interactively during reading.²⁸

In reading comprehension, Hulya stated that, teachers can help improve student comprehension through instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension (Block & Israel, 2005). It is important to teach the strategies by naming the strategy and how it should be used, modelling through the think-aloud process, group practice, partner practice, and independent use of the strategy (Duke & Pearson, 2005).²⁹ Students' capability in mastering the elements above is a must. Therefore, those elements become indicator whether or not the students are capable in comprehending the text. When learners improve their reading skills, they also tend to advance in other areas of language, such as speaking, listening, and writing. In addition to explicit strategy instruction there were three indicators in reading comprehension:³⁰

1) Word comprehension

Word comprehension plays a vital role in reading development. and one practical way is a less ambitious way of setting vocabulary

²⁸ Rumelhart, D. E. (1977). Toward an interactive model of reading. In S. Dornic (Ed.), *Attention and performance VI* (pp. 573–603). Hillsdale, NJ: Erlbaum.

²⁹ Hulya kucukoglu, "Improving reading skills through effective reading strategies", *Procedia - Social and Behavioral Sciences* 70 (2013) 709 – 714, Hacettepe University, Ankara, 06532, Turkey, P.710

³⁰ Snow, "Reading for Understanding: Toward and R&D program in Reading comprehension", Science and Technology policy Institute 2002, <http://www.rand.org/>

learning goals is to look at what native speakers of the language know.³¹ This method helps learners focus on acquiring high-frequency and useful vocabulary that supports real-world communication and comprehension. Therefore, improving word comprehension through practical vocabulary goals is essential for building stronger reading skills.

2) Sentence structure comprehension

The text that is to be comprehended must be processed at multiple linguistic levels, including words, sentence structures, and overall discourse organization.³² Successful reading comprehension involves more than just recognizing individual words; it also requires grasping how those words function together within grammatical structures to convey meaning. Sentence comprehension, therefore, plays a crucial role in constructing accurate interpretations of the text. When readers fail to understand sentence structure, they often misinterpret the intended message, even if they know the individual words. Furthermore, comprehension is influenced by the coherence and organization of the text, which allows readers to connect ideas across sentences and paragraphs. Thus, understanding the text that is to be comprehended

³¹ Nation, "Learning vocabulary in another language", Cambridge University Press 2001, p.9 <http://www.cambridge.org>

³² Snow, "Reading for Understanding: Toward and R&D program in Reading comprehension", Science and Technology policy Institute 2002, P.11, <http://www.rand.org/>

involves a dynamic interaction between vocabulary knowledge, syntactic awareness, and discourse processing.

3) Text comprehension

comprehending a text, one might reasonably expect to be able to answer questions about it, recall or summarize it, verify statements about it, paraphrase it, and soon.³³ These abilities reflect a reader's deep engagement with the content and their capacity to interpret, evaluate, and restate the information in meaningful ways. Therefore, true text comprehension goes beyond mere word recognition and involves constructing a coherent understanding that allows for reflection, application, and communication of ideas.

As described the statements above, reading comprehension involves thorough reading to grasp the overall meaning of a passage. In this study, reading comprehension is defined as the process of extracting the author's message from written text, which may include ideas, facts, emotions, or arguments.

c. Teaching Reading in EFL context

Teaching reading is difficult work. Teachers must be aware of the progress that students are making and adjust instruction to the changing

³³ Walter kintsch, "The role of knowledge in Discourse comprehension: A construction-integration model", *Psychotocical Review* 1988, Vol. 95, No. 2, 163-182, <https://psycnet.apa.org/doi/10.1037/0033-295X.95.2.163>

abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them.³⁴

To do this, teachers use different techniques, like encouraging students to guess what might happen next, summarize what they have read, ask questions, and clear up anything confusing. Every student has different reading skills, teachers adjust their lessons to meet everyone's needs, offering extra help when needed. Mixing activities like phonics, building vocabulary, and working on understanding the text can keep students interested. It was also important to make reading fun and motivate students to read on their own, helping them develop a lasting habit of reading.

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.³⁵ The statement means that learning to read is really important because it helps both kids and adults in many ways. When you can read, it opens up new opportunities and lets you explore new ideas and experiences. You can learn new things, enjoy stories, and do everyday stuff like reading the

³⁴ Elizabeth S.pang, et all,"Teaching Reading",*The International academy of education*,2003,P.21

³⁵ Elizabeth S. Pang et.al, *Teaching reading*, The International Academy of Education,2003, p.6.

news, looking for jobs, following instructions, or using maps. Reading is a key skill for getting by in today's world. Besides, the teacher should also structure the teaching and learning process to facilitate students' easier understanding of the material. Employing a more interactive approach to teaching reading positively impacts students' reading comprehension.

Furthermore, Comprehension monitoring plays a crucial role in reading development, and the inability of younger children to detect inconsistencies suggests that they are not yet constructing a fully integrated or cohesive mental model of the text. Comprehension monitoring suggest that younger children are not building such a well-integrated model of a text or set of instruction because, if they were, they would necessarily spot inconsistencies.³⁶The statement means younger children are not forming a well-connected or cohesive understanding of what they read or hear. If they were building a clear and organized mental model of the information, they would be able to notice contradictions or inconsistencies. Since they are not detecting such inconsistencies, it implies that their mental model is not fully developed or integrated.

However, in senior high school, kinds of text in different form that is widely used in high academic activities in KTSP, namely, exposition,

³⁶ Cate cain and Jane Oakhill," Children's comprehension problem in oral and written language", United states America, Newyork, p.22

anecdote, report, exposition, narrative, discussion, recount, news item, procedure, explanation.³⁷

a) Narrative Text: A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc.) that describes a sequence of fictional or non-fictional events.³⁸ Example, The legend of Malin Kundang, The legend of Toba Lake, Bawang merah dan Bawang putih, etc.

b) Descriptive Text: descriptive text is designed especially about a person, a place, or things. They also stated descriptive text to tell about the subject by describing its features without including personal opinions.³⁹ The example of descriptive text are, My favorite place-Beach, our school library, my lovely pet cat Bella, etc.

³⁷ Aila Mahirta,” The Correlation Between Students’ Ability in Identifying Kinds of text Structure and their Reading comprehension at the second year students of Islamic senior high school of Rambah SUB District of Rokan Hulu Regency”, Thesis, P.16

³⁸ Rodearta Purba,” Improving the achievement of narrative text through discussion starter story technique”, Advances in language and literacy studies, ISSN:2203-4714, P.29

³⁹ “Tenry cole,”Definition,Generic structre,and linguistic features,of Descriptive text,October 11,2023, <https://tenrycolle.com/skills/writing/definition-generic-structure-linguistics-features-of-descriptive-text>

- c) Exposition Text: Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.⁴⁰ In other word Exposition is a type of text that explains or elaborates the writer's ideas, opinions, or arguments about a particular phenomenon or issue happening around them. the example, the importance of reading habits.
- d) Argumentative Text: argumentative text is a text whose main aim is to convince the reader of a specific idea, opinion or position. To achieve this, the author presents solid arguments supported by evidence and logical reasoning.⁴¹ in other word, Argumentative text is a type of text whose main aim is to convince the reader of a specific idea, opinion, or position. To achieve this, the author presents solid arguments supported by evidence and logical reasoning. the example, The benefits of online education.
- e) Procedural Text: Text that explain how something works or how to use instruction/operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax.⁴² Such texts are essential in helping users understand the correct procedures and

⁴⁰ "Andiniismayani,"Analytical exposition:definition,generic structure,language features,and example,May,16,2017, <https://andiniismayani.wordpress.com/2017/05/16/analytical-exposition-definition-generic-structure-language-features-and-examples/>

⁴¹ "Monica Martin rivas,"What are argumentative text?characteristics,types and example"
<https://www.domestika.org/en/blog/13125-what-are-argumentative-texts-characteristics-types-and-examples>

⁴² "English word.com,"Procedure text:Definition,Generic structures,steps/metho,purpose,characteristic of procedure text,and examples",March,12 2015,
<https://sangpemimpikelihood.blogspot.com/2015/03/procedure-text-definition-generic.html>

effectively operate various devices, ensuring smooth and efficient use.

- f) Report Text: The purpose of the report text is to inform the audience of observation reports made for many kinds of purposes such as business analysis, education, decision making, auditing, and so on.⁴³ etc. By providing clear and factual information, report texts serve as valuable tools in supporting informed decisions and guiding various professional and academic activities.

Based on the explanation above, in this study, the type of text selected is hortatory exposition text. Hortatory exposition text is the type of spoken or written text that has a social function and it is intended to explain the listener or the reader that something should or should not happen or be done. In other word, hortatory exposition is a text which represents the attempt of the writer to have addresses do something or act in certain way.⁴⁴

d. Types of reading

In case of reading, the different ways people read are influenced more by the wide range of text types than by specific reading styles. However, for assessment purposes, there are generally a few main types

⁴³ “Superadmin,”Definition of report text:pengertian,ciri-ciri,struktur dan contoh”March,19 2023, <https://www.pijarbelajar.id/blog/report-text-pengertian-ciri-ciri-struktur-dan-contoh>

⁴⁴ Indria Heny and Harianto,”Developing Students’ Reading Comprehension in Hortatory Exposition text by Using questioning texhnique in SMAN 13 Medan in academic year 2022/2023,” *International Journal of Educational Research Excellence (IJERE)*, Volume 02, Issue 02, December 2023, DOI: 10.55299/ijere.v2i2.473

of reading that are used to organize various assessment tasks. According to Maija Macleod, these main types of reading include two distinct categories.

1) **Intensive reading**

Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself.⁴⁵ Increase learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It fits into the language focused learning strand of a course. Using the first language is to explain the meaning of a text and sentence by sentence. Whereas, intensive reading is reading carefully for precise meaning, usually in classroom and under the teacher's guidance. It focuses on close reading of short texts with attention to vocabulary, grammar, and detailed comprehension.⁴⁶

According to Macleod stated that, more academic texts often require two particular reading strategies, scanning for specific details and skimming for the main idea. A relatively fast and efficient reading whether done independently or following scanning

⁴⁵ Maija Macleod, "Types of Reading" <https://narentc.wordpress.com/wp-content/uploads/2019/04/types-of-reading.pdf>, p.1

⁴⁶ Nuttall, C. (2005). Teaching reading skills in a foreign language (3rd ed.). Oxford: Macmillan Education.

or skimming can provide an overall or general understanding of the text.⁴⁷

2) Extensive reading

Extensive reading was reading large quantities of material or long texts for general understanding, with the intention of enjoying the texts. It emphasizes reading fluency, comprehension, and developing positive attitudes toward reading.⁴⁸ Extensive reading was defined as a type of reading where learners read a lot of easy material in the new language for general understanding, pleasure, and information. It contrasts with intensive reading, which focuses on detail and accuracy.⁴⁹ According to Brown, explained that extensive reading is carried out to achieve a general understanding of a text. The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.⁵⁰

Dealing with the types of reading above, the reading strategy used in this study is intensive reading, with a specific focus on texts

⁴⁷ Maija Macleod, "Types of Reading", <https://narentc.wordpress.com/wp-content/uploads/2019/04/types-of-reading.pdf> p.1

⁴⁸ Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136–141.

⁴⁹ Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). London: Longman.

⁵⁰ Maija Macleod, "Types of reading" <https://narentc.wordpress.com/wp-content/uploads/2019/04/types-of-reading.pdf> p.5

that provide hortatory exposition. Because, it allows students to interact effectively with the text and improves their comprehension through in-depth exploration of vocabulary, structure, and meaning, intensive reading was selected. To assess students' reading comprehension, the researcher administers a multiple-choice test that requires the integration of both top-down and bottom-up processing strategies.

2. Concept of Self-Directed learning (SDL) Strategy

a. Definition of Self-Directed Learning (SDL)

Knowles, described Self-Directed Learning (SDL) as the process in which an individual either independently or under guidance determines what he or she must or wants to learn.⁵¹ The learner sets specific goals to be accomplished, determines appropriate resources, selects and applies suitable learning strategies, and assesses the outcomes of the learning process. This strategy reduces reliance on constant teacher supervision, allowing educators to focus on facilitating and guiding rather than micromanaging. Furthermore, it promotes lifelong learning skills, enabling students to adapt and thrive in various learning environments, whether in the classroom or beyond. By fostering self-motivation, self-directed learning ensures that teaching and learning remain efficient and productive in any context.

⁵¹ Knowles, M. S. 1975. *Self-directed Learning*. Cambridge, MA: Cambridge Adult Education.

According to Saovapa, self-directed Instructional Model derived from this study of three stages, preparation stage, learning stage, and evaluation stage.⁵² This strategy is primarily employed to support students who struggle with reading.

b. The indicators of Self-directed Learning (SDL) Strategy

There are indicators of Self-Directed Learning (SDL) strategy from Malcolm Knowles, a pioneer in adult education, which emphasized that self-directed learners, as follows:⁵³

- 1) Take initiative in diagnosing their learning needs: It refers to capable of students in recognizing gaps in their own knowledge or skills and actively seek out ways to address those gaps. It refers to students' ability to recognize gaps in their own knowledge or skills and actively seek out strategies, resources, or support to address those gaps and enhance their learning. By doing so, they actively seek strategies, resources, or support to bridge those gaps and enhance their learning.
- 2) Formulate learning goals: It refers to the adult learner's ability to set clear, personal objectives for their own learning based on their diagnosed needs. Setting clear learning goals also allows learners to measure their progress and make necessary adjustments to stay on

⁵² Saovapa Wichadee, "Developing the Self-directed learning instructional model to enhance English reading ability and Self-directed learning of undergraduate students", *Journal of College Teaching & Learning* – December 2011 Volume 8, Number 12, P.47

⁵³ Knowles, M. S. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. Association Press. <https://doi.org/10.1016/j.jcrysgro.2011.10.051>

track toward achieving their objectives. These goals help learners stay focused and motivated by providing a clear direction based on their individual learning needs.

3) Identify resources for learning: This means that self-directed learners are able to recognize and select appropriate tools, materials, and people that can help them achieve their learning goals. This reflects their growing independence and ability to manage their own learning process. By effectively utilizing these resources, learners can enhance the quality and efficiency of their study.

4) Choose and implement appropriate learning strategies: refers to the ability of self-directed learners to select and apply methods or techniques that best help them achieve their learning goals. This is a key step in self-directed learning, where the learner takes active control over how they learn. Effective strategy selection enables

learners to tailor their study approaches to fit their individual preferences and the specific demands of the material.

5) Evaluate learning outcomes: This is a crucial part of self-directed learning, as it helps learners determine whether they have achieved what they intended and what they still need to improve. Through reflection and assessment, learners gain insight into their strengths and weaknesses, allowing them to adjust their strategies for future learning. This ongoing evaluation fosters continuous growth and a deeper understanding of the subject matter.

Other characteristics from Charlene du Toit-Brits, regarding SDL are as follows:⁵⁴

- 1) Identify their own learning needs: This reflects her broader view of self-directed learning (SDL), where learners take an active role in all aspects of their learning process. They are not only responsible for identifying their learning needs but also for setting goals, selecting appropriate strategies, and evaluating their progress. This comprehensive involvement empowers learners to become more independent, motivated, and effective in managing their own education.
- 2) Seek out relevant information sources: highlights a self-directed learner's ability and willingness to actively search for and select appropriate learning materials or support systems to meet their learning needs. This proactive approach demonstrates the learner's autonomy and commitment to personal growth. By choosing relevant resources, learners can tailor their learning experience to better align with their goals and challenges.
- 3) Organize their learning to achieve set goals: it is refers to a self-directed learner's ability to plan, structure, and manage their learning process in a way that aligns with their personal objectives.

⁵⁴ Charlene du Toit-Brits,"A focus on Self-directed learning:The role that educators expectation play in the enhancement of students' self-directedness" South African journal of education/vol 39.no 2(2019), [10.15700/saje.v39n2a1645](https://doi.org/10.15700/saje.v39n2a1645)

This involves setting a realistic timeline, organizing learning activities, and maintaining discipline throughout the process. By managing their own learning effectively, learners develop independence and accountability for their progress.

Based on those characteristics, if the learners have all the characteristics, they will learn more effectively.⁵⁵ This effectiveness is not only rooted in the individual learner's attributes but also in the broader learning context. The dynamic relation between the facilitator's role and the learning environment is an essential factor of SDL, as both are necessary to guarantee successful and significant learning experiences.

While examining the significance and function of self-directed learning (SDL) in the context of distance education, Garrison highlighted two central aspects: the facilitator's role and the learning environment.⁵⁶ Firstly, Garrison stressed the importance of having guidance through the presence of a facilitator. Secondly, he argued that self-directed learning is applicable within formal education settings, noting that mechanisms are available to support

⁵⁵ Chaayos Paiwithayasiritham, "The Factors Affecting the Characteristics of Self-Directed Learning of the Students from Faculty of Education, Silpakorn University", Veridian E-Journal, December 2013, Volume 6 no 7

⁵⁶ Garrison, exploring the meaning and role of SDL in a distance education context, (1987), P.311-312

meaningful and effective interaction between the learner and the facilitator, making SDL both valuable and efficient.”⁵⁷

In conclusion, Garrison highlights the importance of facilitation in self-directed learning, emphasizing that learners still require guidance to navigate their learning process effectively. Additionally, he asserts that SDL is highly relevant in formal educational settings, where structured support and interactive dialogue between learners and teacher can enhance the efficiency and effectiveness of the learning experience.

c. The Implementation of Self-Directed Learning (SDL)

a. The Steps of Teaching Reading Through Self-Directed Learning (SDL) Strategy

Directed discourse/discussion is a most effective tool for the implementation of an awareness effort.⁵⁸ Several steps were implemented to teach writing through the Self-Directed Learning (SDL) approach. The researcher focused on guiding students to develop their writing skills independently by engaging them in self-directed learning activities. There were some steps of Self-directed Learning that made different from another method such as steps

⁵⁷ DR. Anderson, Hand book of Distance education, ed. Michael Grahame Moore and William G. Anderson (London: Mahwah, New Jersey, 2003)

⁵⁸ Tailor, Bob, Self-Directed Learning: Revisiting an Idea Most Appropriate for Middle School Students (Nashville, November 1995)

delivered by Knowles stated that, He describes self-directed learning as a process where individuals:⁵⁹

- 1) Initiate their own learning: During this time, the teacher encourages students to ask questions and discuss their ideas before continue explain the material in the class.
- 2) Determine learning goals: During this time, the teacher helped students identify their learning goals by discussing what they wanted to achieve, such as improving reading comprehension, understanding main ideas, or expanding vocabulary.
- 3) Choose learning strategies: After setting their learning goals, students were guided to choose suitable learning strategies to help them achieve their targets. During this time, the teacher introduced various reading techniques such as skimming for the main idea, scanning for specific information, making predictions, and using context clues.
- 4) Evaluate their own learning outcomes: By the conclusion of the reading activity, the teacher guides students to evaluate their own learning outcomes. During this stage, students are asked to reflect on whether they have achieved their reading goals, such as understanding the main idea or identifying supporting details.

The teacher facilitates this process by asking reflective questions

⁵⁹ Knowles, M. S. (1975). A Guide for Learners and Teachers, <https://doi.org/10.1016/j.jcrysgro.2011.10.051>

using game mediation in the context of evaluation (picture cards), providing checklists, and encouraging students to provide feedback on their own performance.

Other steps of Self-directed learning that applied as a teaching method was delivered by Sovapa, Those are as follows:⁶⁰

- 1) Preparation stage: involved conducting a student survey needs in reading skills to diagnose their background knowledge, by doing this, the teacher can provide them with necessary reading strategies.
- 2) Learning stage: comprised seven steps namely, choosing the contents of their interest, stating learning objectives, creating a learning project and contract, planning to achieve the goal, engaging in learning activities, synthesizing the knowledge acquired, and evaluating learning outcomes.
- 3) Evaluation stage: included three kinds of assessment: 1) examining the students' reading ability, 2) investigating the students' self-directed learning ability, and 3) studying the students' opinion toward self-directed learning.

⁶⁰ Saovapa Whicadee,” Developing the Self-Directed Learning Instructional model to enhance English reading ability and self-directed learning of undergraduate students”, *Journal of College Teaching & Learning* – December 2011 Volume 8, Number 12, Bangkok University, Thailand, P.47

b. The evaluation of the Students' experience of Self-directed Learning (SDL) strategy on Reading comprehension

Assessment plays a crucial role in the teaching and learning process because it provides essential feedback that helps both teachers guide instruction and students improve their learning outcomes. By means of formative evaluation, educators can evaluate students' understanding, identify learning gaps, and adjust their teaching strategies.⁶¹ Moreover, assessment encourages students to reflect on their own progress and take greater responsibility for their learning, fostering a more active and engaged classroom environment. By integrating regular and meaningful assessments into the learning process, educators can create a more responsive and effective educational experience for all learners.

Furthermore, assessment is an essential component of the teaching and learning process. It helps educators monitor student progress, inform instruction, and enhance student learning outcomes. Effective assessment not only measures what students have learned but also guides teachers in refining their pedagogical approaches to meet learners' needs more effectively.⁶² In addition, when students are involved in the assessment process through self-

⁶¹ Paul Black and Dylan William, "Developing theory of formative assessment", Educational Assessment, Evaluation and Accountability 2009, DOI: [10.1007/s11092-008-9068-5](https://doi.org/10.1007/s11092-008-9068-5)

⁶² Susan, M. Brookhart, "Educational assessment knowledge and skills for teacher", 07 march 2011, <https://doi.org/10.1111/j.1745-3992.2010.00195.x>

assessment or peer review they become more engaged and take ownership of their learning, which can lead to deeper understanding and motivation.⁶³ Therefore, assessment should be viewed not merely as a tool for grading, but as a vital part of the continuous cycle of teaching and learning.

In this study, formative assessment was used to test students' understanding on the hortatory exposition text material of the Merdeka curriculum in grade XII of high school. This assessment includes tests and non-tests. The test is based on students' reading comprehension exercises on the hortatory exposition text material in the form of multiple-choice questions and essays, while the non-test is based on their attitudes during reading activities in class. In addition, an analytical assessment rubric is used to evaluate reading instruction using an independent learning model with a final task of presenting the results of the exercise in creating and compiling hortatory exposition texts. In the context of hortatory exposition texts, which aim to persuade and convey arguments, this type of assessment supports students in developing their critical reading skills. because they are required to understand the position of

⁶³ D.Royce Sadler,"Formative assessment and the design of instructional system", *Instructional Science* 18:119-144 (1989), Assessment and Evaluation Research Unit, Department of Education, University of Queensland, StJ~ucia, Queensland 4067, Australia, <https://link.springer.com/article/10.1007/BF00117714>

understanding the contents of the text, identifying supporting reasons, and evaluating the strength of the arguments presented.

c. **The Benefits of Self-directed Learning (SDL) Strategy**

In the SDL context of reading comprehension, self-directed learning provides meaningful benefits by allowing students to direct their own learning process and become more active participants in constructing meaning from texts. By engaging in SDL, students are empowered to define their personal goals, choose appropriate reading strategies, and evaluate their understanding, which fosters both academic growth and personal development. This approach helps learners become more independent, reflective, and motivated, all of which are crucial for effective comprehension.⁶⁴

Some benefits of Self-directed Learning strategy were,⁶⁵ Self-directed learners demonstrate a greater awareness of their responsibility for making learning meaningful and self-monitoring. They are motivated and persistent, independent, self-disciplined, self-confident, and goal-oriented. Self-directed learning enables learners to become more effective learners and social beings. Observed that with proper planning and implementation, self-

⁶⁴ D.R. Garrison,” Self-Directed Learning: Toward comprehensive model”, Adult education quarterly, Journals Sagepub.com, Volume 48, Issue 1, <https://doi.org/10.1177/074171369704800103>

⁶⁵ Abdullah, Mardiyah Hayati,”Self-directed Learning. Eric. Digest”, The Educational resources information center 2001-12-00, <https://files.eric.ed.gov/fulltext/ED459458.pdf>

directed learning can encourage students to develop their own rules and patterns of leadership.

3. Hortatory Exposition Text

a. Definition of Hortatory Exposition Text

A hortatory exposition text is a type of writing that aims to persuade or encourage the audience to take a particular action or adopt a specific viewpoint. This genre is commonly used in speeches, essays, and articles that advocate for social change, environmental issues, health awareness, and other important topics.

There are several definitions related to hortatory exposition text, one of which is from Gerot and Wignell, a hortatory exposition is a type of text that attempts to persuade the reader or listener that something should or should not be the case.⁶⁶ Emilia, explained that a hortatory exposition is a text which argues that something should or should not be the case and is typically used to persuade the audience.⁶⁷ Zhang stated that Hortatory exposition is design to persuade people to do something, besides Priyana et al, stated that the Hortatory exposition text is text to argue a case for or against particular position or point of view and it propose a suggestion at the end of the argumentation. The purpose of Hortatory exposition is to persuade reader or listener towards something

⁶⁶ Gerot, L., & Wignell, P. (1994). Making sense of functional grammar: An introductory workbook. Sydney: Gerd Stabler.

⁶⁷ Emilia, E. (2011). Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru. Bandung: Rizqi Press.

that should be agreed or disagreed.⁶⁸ The statement means that the main goal of a hortatory exposition is to influence the reader or listener's opinion or decision, guiding them to either agree or disagree with the argument presented. This type of text structure is often used in persuasive writing, where the writer or speaker wants to sway others' beliefs or actions.

In conclusion, the writer can summarize that Hortatory exposition text is a persuasive form of writing intended to influence readers or listeners to take a particular stance or action. This genre is commonly utilized in contexts where advocating for change or raising awareness is essential, such as in social issues, environmental concerns, and health awareness campaigns. By presenting arguments for or against viewpoint and concluding with a recommendation, hortatory exposition texts aim to guide the audience's beliefs and decisions, encouraging them to agree or disagree with the position presented.

b. Social Function of Hortatory Exposition Text

The social function of a hortatory exposition text is to persuade or encourage the audience to adopt a particular opinion, take action, or support a specific cause. By presenting arguments and evidence, this type of text seeks to influence public beliefs, attitudes, and behaviors. It

⁶⁸ Kausari Zuria, "Teaching Reading Hortatory exposition text by using give one,get one strategy to the Eleven Grade students of SMAN 7 Palembang", (*Jurnal pendidikan dan pengajaran*,Palembang,2016),p.91

often addresses societal, environmental, or health-related issues, aiming to promote awareness, motivate change, and guide individuals or communities toward making informed decisions.

The text in Hortatory Exposition also aims to force the reader to agree with the message conveyed.⁶⁹ The text in a Hortatory Exposition is crafted to persuade the reader by presenting compelling arguments and evidence, ultimately encouraging them to align with the writer's perspective or take a specific action. In addition, a Hortatory Exposition text is designed to influence the reader by presenting strong arguments and evidence, effectively persuading them to agree with the message and encouraging them to adopt the writer's viewpoint or take the suggested action.

In conclusion, hortatory exposition texts are essential in educational settings because they not only help students develop critical thinking and persuasive writing skills but also encourage them to express opinions logically and support them with clear arguments. By engaging with this genre, students learn to analyze issues from multiple perspectives and construct well-reasoned recommendations. As Gerot and Wignell stated, hortatory exposition promotes the ability to

⁶⁹ Tasya talita, "Pengertian hortatory exposition & contoh hortatory exposition text", <https://www.gramedia.com/literasi/hortatory-exposition/>

influence others through language, which is a vital skill for academic and real-world communication.⁷⁰

c. Generic Structure of Hortatory Exposition Text

Hortatory exposition is a type of text that aims to influence the reader by presenting arguments and urging them to take action.

⁷¹Through practicing this text type, students enhance their critical thinking and argumentative writing skills competencies that are essential for academic success and meaningful participation in discussions. Furthermore, engaging with hortatory exposition texts encourages students to explore real-world issues and form reasoned judgments, which nurtures both linguistic and cognitive development. Therefore, incorporating hortatory exposition texts in the curriculum equips students not only with language proficiency but also with the ability to think critically and advocate for their ideas.

1. Thesis (Introduction):

A thesis is the author's opinion regarding a topic being discussed.⁷² This is the opening section where the writer introduces the topic or issue they wish to address. The thesis presents the writer's stance or opinion on the issue and sets the stage for the

⁷⁰ Gerot, L., & Wignell, P. (1994). Making sense of functional grammar: An introductory workbook. Sydney: Gerd Stabler.

⁷¹ Gerot, L., & Wignell, P. (1994). Making sense of functional grammar: An introductory workbook. Sydney: Gerd Stabler.

⁷² Tasya talita, "Pengertian hortatory exposition & contoh hortatory exposition text", <https://www.gramedia.com/literasi/hortatory-exposition/>

argument. It's designed to catch the reader's attention and provide context for the argument that follows.

2. Arguments:

Arguments present viewpoints that reinforce the main idea. The greater the number of supporting opinions, the more engaging a Hortatory Exposition becomes, as readers are more likely to be persuaded by well-supported claims.⁷³ In this section, the writer provides a series of arguments and supporting evidence to strengthen their viewpoint. Each argument typically includes facts, examples, or explanations that highlight why the issue is important and why the writer's stance is valid. The arguments are presented logically, helping build a persuasive case for the audience to consider.

3. Recommendation (Conclusion):

The text concludes with a recommendation section directed at the readers.⁷⁴ The recommendation is the final part of the text, where the writer concludes the argument and suggests a specific action or solution. This part encourages the reader to adopt the writer's perspective or take a particular course of action. It is a call

⁷³ Tasya talita, "Pengertian hortatory exposition & contoh hortatory exposition text", <https://www.gramedia.com/literasi/hortatory-exposition/>

⁷⁴ Tasya talita, "Pengertian hortatory exposition & contoh hortatory exposition text", <https://www.gramedia.com/literasi/hortatory-exposition/>

to action, reinforcing the purpose of the text to persuade or motivate the audience to agree with the viewpoint presented.

d. Language Features of Hortatory Exposition Text

Hortatory exposition texts are structured to persuade the reader or listener, and their language features are specifically designed to support this function. hortatory exposition texts also feature evaluative and emotive language, which serves to influence the audience's opinion and appeal to their values or emotions. These language features collectively support the communicative purpose of the hortatory exposition genre: to argue a case and to encourage the reader to take a particular action.⁷⁵ Language features of hortatory exposition text included:⁷⁶

1. Emotive and Persuasive Language:

Words and phrases that convey strong feelings or opinions, aiming to influence the reader emotionally. These words and phrases are carefully chosen to evoke specific emotional responses, often guiding the reader to agree with the writer's point of view or to take action. The examples: crucial, vital, urgent, essential, dangerous, beneficial.

⁷⁵ Gerot, L., & Wignell, P. (1994). Making sense of functional grammar: An introductory workbook. Sydney: Gerd Stabler.

⁷⁶ Husein,ahmad and Anni holila pulungan,"sumber belajar penunjang PLPG 2017 bab X- Hortatory exposition text",2017,P.3

2. Connectives and Transitions:

Logical connectors and transition words are used to link ideas, sequence arguments, and create flow in the text. These connectors and transition words help guide the reader through the text, ensuring clarity and coherence by establishing relationships between different points and ideas. Examples: Firstly, Furthermore, In addition, However, On the other hand, Therefore, thus.

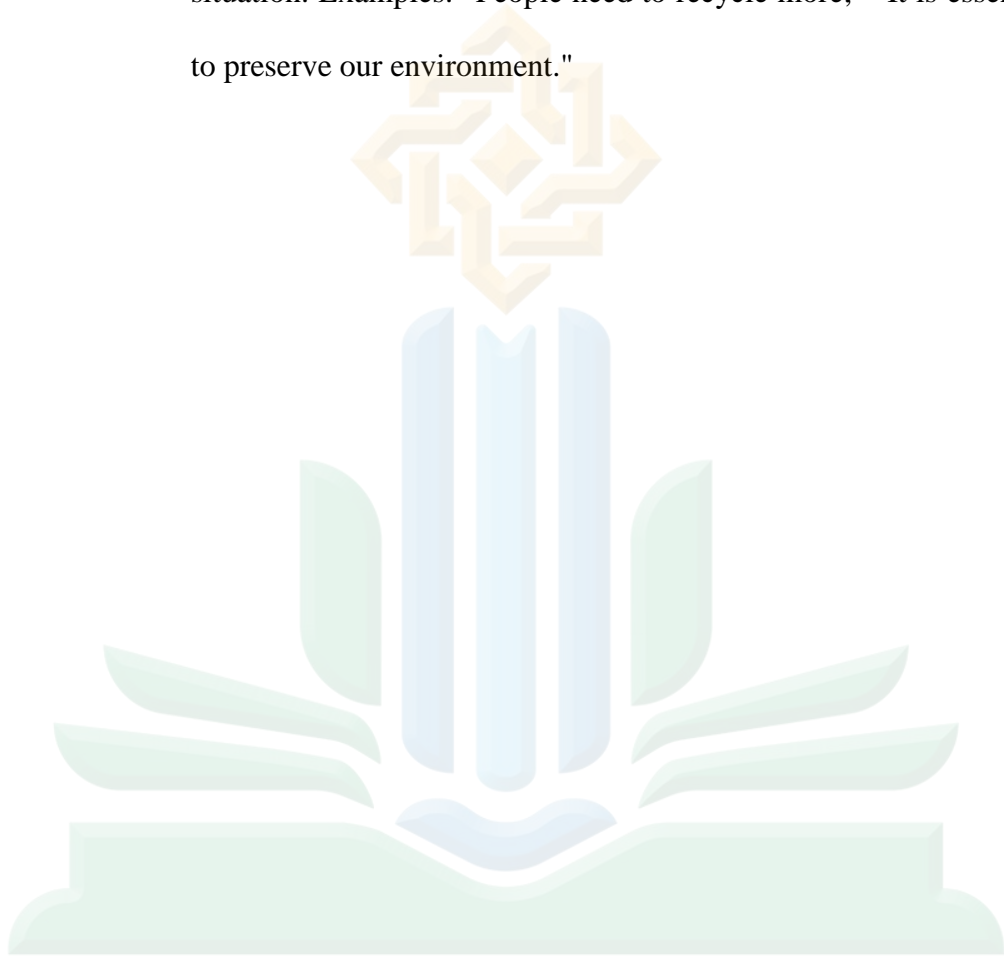
3. Modal Verbs:

Modal verbs like should, must, ought to, need to, or have to, indicate necessity or obligation, strengthening the recommendations or suggestions made by the writer. Those are emphasizing the importance or urgency of the actions being recommended, helping to convey a sense of duty or responsibility to the reader. By using modal verbs effectively, the writer can clearly communicate the necessity of actions or decisions, guiding the reader toward understanding the importance of following the suggestions or recommendations.

4. Present Tense:

The text is typically written in the present tense to make arguments feel immediate and relevant. Using the present tense helps create a sense of urgency and immediacy, making the arguments appear more direct and applicable to the reader's current

situation. Examples: "People need to recycle more," "It is essential to preserve our environment."



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

CHAPTER III

RESEARCH METHOD

This chapter provides a comprehensive description of the research methodology applied in this study, encompassing the research design, research location, the selection participants, data collection techniques, the data analysis techniques, data validity, and the procedural steps.

A. Research Design

This research was employed a qualitative approach, it draws on qualitative information from sources such as interviews, documentation, and observation. To better understand and elucidate social processes.⁷⁷ The qualitative approach in many references comes from the words *re* (return) and *to search* (search), so research means to look again or search again, in other words carrying out an investigation to find facts or data to obtain additional information.⁷⁸ The example, the researcher conducted interviews with students at a senior high boarding school to understand how they plan, monitor, and evaluate their reading practices. The researcher also observed classroom behavior and collected students' reading logs as documentation. Through these methods, the study aimed to identify the ways in which students independently manage their reading tasks, how they overcome

⁷⁷ Patricia, *Research Design: Qualitative mixed method*, (The Guilford Press: united states, 2007), p.164

⁷⁸ Tjipto Subadi, *Metode Penelitian kualitatif*, Muhammadiyah University Press, 2006

difficulties, and what internal or external factors influence their engagement with texts.

This research used a qualitative case study design to delve into the implementation of self-directed learning strategies for enhancing reading comprehension among senior high school students. A case study was a type of research design in which a researcher examined numerous elements, including a process, program, event, activity, and one or more people.⁷⁹ The case study approach is particularly effective for providing rich, detailed insights into the experiences and practices of a specific group.

The case study approach was chosen because it allows an in-depth investigation of a specific group, providing rich, detailed insights into their experiences and practices. Therefore, the researcher utilized a qualitative approach with case study design to explore the teaching-learning reading text used Self-Directed Learning strategy procedure implemented at SMA Istiqlal senior high school.

B. Research Setting

This research was conducted at ISTIQLAL Senior High school, situated at Sumbercenteng, Kecamatan Kotaanyar postal code 67293, Kabupaten Probolinggo, in East Java. The researcher chooses this setting due to several key considerations. First, the school provided a unique context to investigate self-regulated learning strategies, as it is located in a

⁷⁹ Creswell, "Research Design Qualitative, Quantitative and Mixed Method Approaches", (Sage Publication, Inc, 2009), p.30

rural area where educational resources and teacher supervision may be limited, highlighting the relevance of self-Directed Learning approaches. Second, the school's commitment to fostering innovative teaching practices aligned with the objectives of this study, making it an ideal setting to explore the practical application of self-regulated learning. Finally, the accessibility of the school to the researcher facilitated consistent observation and data collection, ensuring the reliability and depth of the study. These factors collectively make SMA ISTIQLAL a suitable and strategic location to conduct this research.

The headmaster of the school gave the researcher official permission for access to the research site before the study was carried out. A request letter was submitted, outlining the purpose, objectives, and procedures of the study, as well as voluntary participation, and protection of student identities. After review, the principal provided written consent, allowing the researcher to conduct observations, interviews, and documentation in the school environment. This step was essential to ensure that the study was conducted in a respectful and legitimate manner, in accordance with institutional policies and ethical research standards.

C. Research Participant

In conducting this research, selecting appropriate participants is crucial step. In this research, there were 15 students in the class, however, the researcher only recruited two students as participant for semi-structured interviews consisting one males and one females. This deliberate selection

aimed to focus on participants who could provide rich, detailed insights related to the research objectives. In addition, the researcher has recruited one of English teacher as the research participant. whose professional experience and knowledge were valuable for understanding the teaching context and complementing the students' perspectives.

The decision to select these particular participants was based on several reasons. One of several reason is because of their ability to offer more comprehensive information about how is the implementation of Self-directed Learning (SDL) strategy on reading comprehension in Senior High school. However, the students were chosen to represent diverse learning experiences and levels of ability with self-directed learning strategies, providing varied perspectives on its implementation and impact on reading comprehension. The reason of the researcher recruited one of English teachers because the teacher has implemented SDL as a learning strategy in teaching reading skill to explore students' reading comprehension in a text and also the English teacher gave detailed information about SDL as a learning strategy in teaching reading skill.

Furthermore, participants who indicated an interest in giving a component would be interviewed to find out more about exploring students' SDL to explore student's challenges in using SDL strategy on reading comprehension. In addition, participants were informed about the purpose, nature, and advantages of the research prior to being interviewed in order to gather data for the purpose of the research. Additionally, participants were

informed that their information would be hidden to protect their privacy and used only for this research.

D. Data Collection Technique

There were three techniques to collect the data of this study consist of classroom observations, interviews and document reviews.

1. Observation

In this researcher, the researcher used non-participant observation. Which meant the researcher focused on observation activities that involves the researcher actively participating in the setting or group under study. This observation activity was carried out during learning activities in the 12th Grade of SMA Istiqlal. This method is particularly useful for gaining in-depth insights in classroom.

The researcher used non-participant observation because it allows for a more objective and unobtrusive method of data collection.

By not directly engaging in classroom activities, the researcher was able to observe the natural behaviors and interactions of the students without influencing or altering the learning environment. This approach is particularly beneficial for understanding how students approach reading comprehension tasks independently, as it provides an unfiltered view of their strategies, struggles, and engagement. Additionally, non-participant observation ensures that the researcher can focus solely on gathering information without becoming part of the group dynamic,

thereby maintaining a clearer perspective of the students' authentic learning experiences.

The researcher used non-participant observation because it allows for a more objective and unobtrusive method of data collection. By not directly engaging in classroom activities, the researcher was able to observe the natural behaviors and interactions of the students without influencing or altering the learning environment. This approach was essential in this study to capture authentic data, ensuring that the students' actions and responses reflected their true learning experiences rather than being affected by the presence or involvement of the observer.

2. Interview

The researcher conducted individual interviews with an English teacher and two students. Initially, the researcher initiated a conversation by offering a friendly demeanor, greeting with a smile, exchanging pleasantries, and inquiring about the well-being of the participants. Subsequently, the researcher presented the interview questions, followed by the subjects providing their responses. The researcher diligently documented key points during the interview. The interview activity was conducted once with the interviewee, and the student interview instrument was adopted from Adinda Maharani's thesis. These steps were repeated sequentially until the conclusion of the interview session, which was marked by expressing gratitude, offering

salutations, and shaking hands.

In this study, a semi-structured interview where the interviewer uses a flexible framework of pre-determined questions or topics, but also allows for open-ended responses and follow-up questions. In this study, the researcher conducted semi-structured interviews with 2 students and one English teacher. This semi-structured interview was conducted how SDL strategy explore students' reading comprehension learning hortatory exposition text in classroom. Additionally, the researcher used with follow-up questions enabled the researcher to gain deeper insights into the participants' experiences and perspectives, providing a more comprehensive understanding of the impact of SDL on their learning process and comfortable more with their questioning and understanding.

3. Document Review

The researcher used documentation to collect the data. For documentation, the instrument is the documents of authentic materials such as lesson plan and syllabus/module and students' worksheet to make the process of document analysis easy.

E. Data Analysis

Thematic analysis is an effective qualitative research method that enables researchers to uncover meaningful patterns and themes within data. As described by Braun and Clarke, is used for analyzing the data, which involves identifying, analyzing and reporting patterns (themes) within the

data.⁸⁰ In addition, thematic analysis decodes participant dialogues and reveals learners' perspectives and experiences. The transcripts of the interviews were analyzed for meaning and discourse, then coded for potential themes and subthemes and presented as excerpts.⁸¹

This research aligns with the study's focus on analyze how Self-Directed Learning strategy is implemented in reading comprehension, explore the benefits of applying self-directed learning strategies in enhancing students' reading comprehension and identify the strengths and weaknesses of implementing SDL strategies in reading instruction. As a result, the research findings have been founded on a careful analysis of the interview, the identification of common themes connected with reading comprehension challenges, and a discussion of the advantages of implementing self-directed strategies for learning to improve students' reading comprehension.

For data analysis, the researcher in this research used thematic analysis for data analysis. Thematic analysis is used to analyze classifications and present themes (patterns) that relate to the data.⁸² This method involves coding the data, identifying significant themes, and

⁸⁰ Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

⁸¹ Ahmad Ridho Rojabi et.al, "Are they Struggling with an Online Learning Environment? Unpacking Indonesian University Students' Perception", *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 25(1), 23-45. 2024

⁸² Alhojailan and Muhammed Ibrahim, Thematic analysis: A critical review of its process and evaluation, *WEI International European*, 2012, P.10

interpreting the meaning and implications of these themes. The researcher wanted to learn about main ideas about reading comprehension difficulties and the implementation of SDL strategy in reading activities through the use of thematic analysis. The following approach provides a systematic presently flexible framework for analyzing qualitative data collected by observations, interviews, and document reviews. The following are the steps of data analysis:

1. Data Preparation

Data preparation involves organizing and preparing the collected qualitative data for analysis. In this study, the researcher began by transcribing interviews to ensure that all verbal data was accurately captured. This process included reviewing the recordings multiple times to clarify any unclear parts. Additionally, any documents collected during the document review, such as teaching materials and feedback reports, were organized and categorized according to their relevance to the research questions. This step ensured that the researcher had a comprehensive and accessible dataset to work with during the analysis.

2. Coding Process

Once the data was prepared, the researcher moved on to the coding process, which is a crucial step in thematic analysis. The coding process involved the following steps:

a. Initial Coding:

The researcher carefully read through the transcribed data and created initial codes by identifying key phrases, concepts, and patterns related to language barriers and coping strategies. Each code represented a specific idea or observation in the data.

b. Development of a Coding Framework:

After generating initial codes, the researcher grouped similar codes together to develop a coding framework. This framework helped organize the data by highlighting recurring themes and concepts across different sources (interviews, video journals, and documents).

c. Refining Codes:

The researcher reviewed and refined the codes to ensure clarity and consistency. Some codes were merged, while others were split into more specific codes based on the nuances of the data.

3. Thematic Analysis

The thematic analysis followed the coding process and involved the following steps:

a. Identifying Themes:

The researcher analyzed the coded data to identify broader themes that encapsulated the main findings related to the research questions. This step required looking for patterns and connections among the codes.

b. Reviewing Themes:

The identified themes were then reviewed to ensure they accurately represented the data and were relevant to the study's objectives. The researcher assessed whether each theme was supported by sufficient data excerpts.

c. Defining Themes:

Each theme was defined in detail, with a clear description of what each theme represented and how it related to the experiences of the pre-service teachers during their international teaching practicum.

d. Reporting Findings:

Finally, the researcher wrote up the thematic analysis, presenting the findings in a coherent manner. This included using quotes and excerpts from the data to illustrate each theme, providing evidence for the conclusion drawn.

The researcher is able to acquire a deeper understanding of students' learning processes and outcomes by using this methodical approach to data preparation, coding, and thematic analysis. This allows the researcher to uncover significant findings into how self-directed learning strategies are implemented on students' reading comprehension and the techniques they used.

F. Trustworthiness

Trustworthiness is a critical consideration in qualitative research, particularly when evaluating the accuracy and reliability of the data collected. Trustworthiness in qualitative research encompasses concepts such as credibility, dependability, confirmability, and transferability. In this study, which investigates the implementation of self-directed learning strategies on reading comprehension, trustworthiness is ensured through various strategies, including triangulation, member checking, and maintaining a detailed audit trail. These approaches help ensure that the findings accurately represent the participants' experiences and the effectiveness of self-directed learning strategies in enhancing their reading comprehension skills.

Triangulation in this research is divided into two main categories: data source triangulation and technique triangulation⁸³. Data source triangulation enhances credibility by validating the data gathered from multiple sources, such as interviews with English teacher and two students, observations in the classroom, and reflections from both students and English teacher. technique triangulation, on the other hand, the technique triangulation compared data used methods, such as observations, interviews and document review, to ensure its legitimacy.

⁸³ Matthew B. Milles, A Michael Huberman and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014). P.15-16

For instance, if a student reports challenges in implementing self-directed learning strategies for reading comprehension, this information is corroborated through observations of their study practices and confirmed by reviewing relevant documentation, such as reading logs and assessment results. By comparing the data across these various sources and methods, the researcher ensures a comprehensive and trustworthy account of the challenges and strategies related to the implementation of self-directed learning on reading comprehension.

G. Research Procedure

This section provides an overview of the research process, which guides the researcher in creating a research framework that includes planning, data collection, data analysis to report writing. A more detailed explanation will be explained below.

The first step taken by the researcher was to communicate intensively directly with the principal of SMA ISTIQLAL. After making an agreement regarding the research on exploring students' self-directed learning strategy, the author determined a schedule to meet with the relevant English teacher for an interview. Data were collected using the following instruments: 1) Semi-structured interviews, the researcher conducted interviews and directly recorded the results of the responses, so that the interview immediately confirmed the participants' answers. 2) After that, the researcher conducted observations, to examine how teachers implement SDL strategies in the classroom. 3) The last stage is a document review to

determine the credibility of the data obtained from interviews and observations.



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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presented the findings of the research on students' self-directed learning (SDL) strategy in improving reading comprehension, specifically among senior high school students in a boarding school context. The data were collected through classroom observations, semi-structure interviews with students and teachers, document analysis of students' learning journals include module and comprehension exercise sheets. The findings were organized based on the research questions.

1. The Implementation of Self-Directed Learning (SDL) Strategy on Students' Reading Comprehension.

a. Preparation stage (Reviewing Previous lesson and Giving Apperception)

Based on the results of observations conducted on January 7, 2025, the teacher focused on activating students' prior knowledge and creating interest in the new topic. The session begins with a review of the previous lesson to help students recall what they had previously learned and apperception stage by showing some text and ask the students to read by their own first that related to the new material.⁸⁴(See Figure 4.1)

⁸⁴ Observation in SMA Istiqlal (XI Grade), 7th January 2025



Figure 4.1
English teacher reviewing previous lessons

That observation result supported with teacher interview at twelve grade of SMA Istiqlal, she mentioned that:⁸⁵

“When I start a lesson, the first thing I ask is what previous lesson they have learned, after that before starting the explanation of the material I divide the students into several groups and ask them to read a text in their book, namely a text (hortatory exposition).” (teacher)

The statement above was supported by one-on-one interview from AM as the twelve grade students at SMA Istiqlal, they said that:⁸⁶

“First, before teacher begin the class she asked the student about “how we study independently at home?” and then the teacher divide the students into several groups in one class.and then show a text asked and order to read.” (student 1)

It was added by other student in the one-on-one interview from SK as the student of SMA Istiqlal, she confirmed that:

⁸⁵ English teacher, interviewed by Ika nurita febrianti, 14th January 2025

⁸⁶ Students at XII Grade, interviewed by Ika nurita febrianti, 20th January 2025

“In the first step, the teacher will divide us into several students in one class, before that the teacher asking for some answer some question before begin the class about study independently at home/cottage. Then, we will be given several practice questions to see our understanding in understanding the contents of the text. The teacher will ask what strategy we use in understanding the material of this hortatory text. Then, the results of our practice are presented in front of the class represented by several people per group.” (student 2)

In addition, those interviews were also strengthened by the document review on January 9, 2025 at the classroom. The researcher found that in the first stage, the teacher asked the students about previous lesson and then gave apperception by showing some text in order to see their understanding in reading activity.⁸⁷(see Figure 4.2)

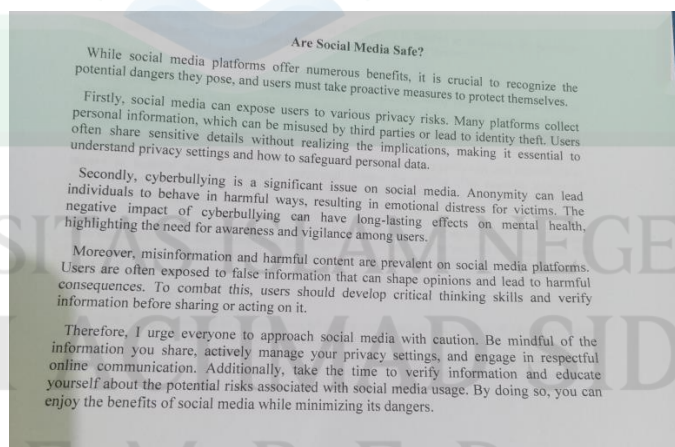


Figure 4.2
Giving Apperception by Giving Students Some Text

⁸⁷ Document review at XII grade at SMA Istiqlal, 7th January 2025.

In the preparation stage, the teacher asked about text and what information did the student know. The teacher asked what information they got after reading and what text did they read.

From these findings, it can be summarized that in the first stage of the lesson, the teacher began by reviewing the previous material to refresh student's memory. She then used related text to introduce new material. This method also encourages active participation of students in reading comprehension and students' difficulties in class.

b. Learning stage

Furthermore, based on observations made by researcher on January 7, 2025. An English teacher took several steps in teaching reading comprehension through self-directed learning in class. These measures include activities that students and teachers engage in during reading instruction using the SDL Strategy in order to enhance students' reading comprehension abilities. Those steps were taken in a way to explore students' reading comprehension in the classroom using self-directed learning strategy.⁸⁸ (See Figure 4.3)

⁸⁸ Observation in SMA Istiqlal Probolinggo (XII Grade), 21st December 2024



Figure 4.3
The Teacher Accompanied and Observed the Students' Reading Activities on the Text That Has Been Given

That observation results above supported with teacher interview at twelve grades of SMA Istiqlal in one-on-one interview, she mentioned that:⁸⁹

“I start the steps by defining the learning objectives and choosing some exercises to see the students' understanding. At the beginning of the meeting, students can choose their own initial strategy. I also provide an explanation of the hortatory exposition text material. I divide students in one class into groups of 5 people each group...”

“next...preparation by determining a topic and asking stimulating questions about the material I will teach. Third, I will help students choose and see what strategies they use in understanding the reading, especially in the text in the book provided, this is included as part of their self-directed learning planning process. I will ask students what information they read and what type of text they see...”

I will guide students in understanding the reading in the text in this reading activity so that they can more easily complete some exercises that I will give at the end of the lesson. These phases make it easier for students when they do the assignment... Next, I will guide students through the presentation process, encouraging them to be brave. The last, I will evaluate their performance.”(teacher)

⁸⁹ English teacher, interviewed by Ika nurita febrianti, 14th January 2025

In fact, the statement above was supported by the one-on-one student's interview from SK as the student of SMA Istiqlal, she highlighted that:⁹⁰

“In the initial step, the teacher will divide us into several students in one class, before that the teacher asking for some answer some question before begin the class about study independently at home/cottage. Then, we will be given several practice questions to see our understanding in understanding the contents of the text. The teacher will ask what strategy we use in understanding the material of this hortatory text. Then, the results of our practice are presented in front of the class represented by several people per group.”
(student 2)

It also added by AM as the students of SMA Istiqlal one-on-one interview, he stated that:

“First, before teacher begin the class she asked the student about “how we study independently at home?”... The teacher will divide the students into several groups and then give them a text to read... The teacher will guide us through the process of understanding the contents of the text and explaining the hortatory exposition material. In this case, English teachers often encourage us to ask several steps to understand the contents of the text quickly and answer the contents of the practice questions that the teacher gives easily...Next, I will ask my group mates one by one what strategy they use to make it easier to understand the contents of the text....We will present the contents of the practice text that has been given by the teacher and which is completed in groups in front of the class. Then, the English teacher will evaluate the results of our practice by using this self-directed strategy on the procedural text material that we created.”
(student 1)

Besides, it also supported by document review on 7th January 2025 in the classroom. The researcher found that second stage was

⁹⁰ Students at XII Grade, Interviewed by Ika nurita febrianti, 20th January 2025

the teacher gave students some steps in reading activity to easily comprehend. As seen in figure 4.4 showed the class observation during application SDL strategy.⁹¹(see Figure 4.4)



Figure 4.4
Students Reading Activity

From these findings, it can be summarized that in the second steps of the lesson, The English teacher started by dividing the students into groups of five, explained the hortatory exposition text material, determined/initiated their own learning, choosed a topic to see the way effectively the students comprehend it and evaluate their understanding in reading activity. This strategy was considered appropriate for enhancing students' reading comprehension skills at the senior high school level.

⁹¹ Document review, The steps of SDL strategy Figure 4.4, 7th January 2025

Additionally, the researcher used hortatory exposition text as the material for fostering students' reading comprehension through self-directed learning strategies. This was supported by a teaching module designed for XII grade at the senior high school level, which aimed to guide students in managing their own reading process and developing a deeper understanding of the text.

The teaching module for class XI SMA Hortatory exposition texts, which is based on the self-directed learning curriculum in Appendix 12, also supports this. It includes the following general information about the modules involved: identity, name of educational unit, class/semester, subject matter, prerequisite skills, time allocation, learning outcomes, learning methods, facilities and infrastructure, Pancasila learning profile, and profile of students. The learning objectives for hortatory exposition texts and the learning activities for hortatory exposition materials comprised the second major component of the modules. Third, resources for learning, teaching tools and materials, infrastructure and media, and fourth sheets (LKPD). Fifth, reading materials about hortatory exposition text material for educators and learners. A bibliography comes in sixth, followed by a glossary in fifth.

2. The Evaluation of Students' experience of Self-directed Learning strategy on Reading comprehension.

Evaluating learning strategies

Based on observation conducted by researcher on January 8, 2025 in class XII of SMA Istiqlal. Evaluation of student understanding in reading activities was carried out through self-assessment by summarizing texts. In this evaluation, English teacher asked students to read and summarize selected texts as a way to evaluate their understanding. This method serves as a formative assessment tool, allowing students to reflect on their understanding while also providing teachers with insight into each student's ability to identify main ideas, supporting details, and the overall structure of the text.⁹²Formative assessment refers to a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify instructional activities and improve student learning outcomes. (See Figure 4.5)

⁹² Observation in SMA Istiqlal, 8th January 2025



Figure 4.5
Teacher Evaluated Student's Assessment in Task Given

Based on result of observation above, it supported with teacher interview. According to an interview with the English teacher at the grade twelve of SMA Istiqlal, she stated that:⁹³

“...to see the evaluation of this strategy in students' reading activity, I used flashcards in game and discussion and for the for the assessment I used analytical rubric to see students' really understanding or no”...I also use analytical assessment rubrics to evaluate their progress, which allow me to assess specific areas such as vocabulary comprehension, main idea identification, and inferencing skills. Through these structured assessments, it becomes clear that students who consistently use flashcards perform better across a range of criteria. As a result, they become more confident and independent readers.” (teacher)

The statement above was supported by the one-on-one interview from AM as the twelve grade student of SMA Istiqlal, he stated that:⁹⁴

⁹³ English teacher, interviewed by Ika nurita febrianti, 14th January 2025

⁹⁴ Students XII Grade at SMA Istiqlal, Interviewed by Ika nurita febrianti, 20th January

“Usually at the end of our class, Miss reza give us an assignment like answer question in A, B, C like that, and use analytical rubric and formative assessment for the evaluation” (student 1)

It was added by the other student in the one-on-one interview from SK as the student of SMA Istiqlal, she confirmed that:

“At the end of the reading activity, the teacher usually, Miss Reza gives us practice questions like ABC and filling in text structures like that, Miss” (Student 2)

In addition, those interviews were strengthened by the document review on 8th January 2025 at the classroom. The researcher found that at the end of reading activity used SDL strategy teacher used formative assessment as a tool and summarizing texts as a form of self-assessment, teachers also promote independent vocabulary evaluation by encouraging students to use tools such as flashcards. This activity serves as a supporting strategy to enhance students’ understanding of hortatory exposition texts by helping them engage more actively with unfamiliar vocabulary. The flashcards are used to test students' grasp of key vocabulary taken from the reading materials and previous tasks, allowing them to regularly review word meanings, usage, and spelling.

⁹⁵(see Figure 4.6)

⁹⁵ Document review, the evaluation of SDL strategy on reading comprehension Figure 4.6, 8th January 2025



Figure 4.6
Teacher Evaluation Used Flashcards

From these findings, it can be summarized that the teacher evaluating students reading activity used the SDL strategy, teacher used flashcard for assessment in discussion and for the individual students used formative assessment. Through this process, students are able to track their vocabulary targets and improve their reading comprehension. In addition, Formative assessment used by teacher to monitor student learning and provide continuous feedback that can be used to improve both teaching and learning.

3. The Benefits of Self-Directed Learning strategy

a. Promoting students' self-confident

Based on the results of observation conducted by researcher on January 13, 2025 (see figure 4.7). Researcher found several benefits from the process of implementing a self-directed learning strategy that focuses on exploring students' reading comprehension, including improving students' reading comprehension independently, developing

students' critical thinking skills, and fostering a sense of responsibility in the sense of understanding the contents of the text. In addition, while presenting the final assessment in represented one students in a group and presenting their work, students can develop their confidence.⁹⁶



Figure 4.7
Student Presented Their Task with Confidently in Front of the Class

That observation above strengthened with teacher interview.

According to an interview with the English teacher at the grade twelve of SMA Istiqlal, she said that:⁹⁷

“some of the benefits of this strategy are that students can improve their reading comprehension independently, especially in texts, develop students' critical thinking skills, and foster a sense of responsibility in understanding the contents of the text. In addition, when collaborating in groups and presenting their work, students can develop self-confidence.”

⁹⁶ Observation in SMA Istiqlal (XII Grade), 13th January 2025

⁹⁷ English teacher, interviewed by Ika nurita febianti, 14th January 2025

Besides, that interview was also supported by document review in Figure 4.4 the researcher found that some benefits from SDL strategy was students' confidently to present their work. The Figure shown the student confidently presenting their work in front of the class in reading learning activities.⁹⁸(see figure 4.8)

Generic Structure	The text
Thesis (The main idea)	in the today's digital era, Mobile phones have become an inseparable part of our daily lives.
Arguments (reasons or evidence provided to support the writer's opinion or position on a particular issue)	First and foremost, excessive mobile phone use can lead to severe health issues.
Recommendation (offers a solution, advice, or call to action to address the issue discussed in the body of the text)	In conclusion, while mobile phone offer connectivity, we must be aware of the dangers they pose to our physical health.

Figure 4.8
Students Result Worksheet

From these findings, it can be summarized that in the benefits from SDL strategy in reading activity was student confidently in presenting their work in groupwork. Furthermore, English teachers assume that this strategy improving students' reading comprehension independently, developing students' critical thinking skills, and fostering a sense of responsibility in the sense of understanding the contents of the text.

⁹⁸ Document review, the benefits of Self-directed learning strategy on reading comprehension, Figure 4.8th January 2025

b. Promoting students' collaboration

During the researcher observed, the teacher provided students with the opportunity to present the results of their group discussions on hortatory exposition texts. Each group was asked to summarize the main argument of the text they had analyzed and give their evaluation of its supporting evidence. English teachers assume that students gain new learning experiences during this strategy used as a method of teaching students to read in class, such as students can collaborate and interact with each other with their peers. In groups, students also confidently present the results of their practice work in front of the class.⁹⁹(See Figure 4.9)



Figure 4.9
Students Completed Tasks Given by the Teacher In Group

⁹⁹ Observation in SMA Istiqlal, 13th January 2025

This is in line with a face-to-face interview with an English teacher, she reported:¹⁰⁰

“some of the benefits of this strategy are that students can improve their reading comprehension independently, especially in texts, develop students' critical thinking skills, and foster a sense of responsibility in understanding the contents of the text. In addition, when collaborating in groups and presenting their work, students can develop self-confidence.” (E.T)

In addition, the result of interview above strengthened by the document review in Figure 4.10 at the classroom, the researcher found that SDL strategy help students in groupwork to solve the task given by the teacher¹⁰¹. (see figure 4.10)

Exercise 3:
Discuss with your friends and find the information from the text below to answer the questions!

What picture is it?

PENGELOLAAN SAMPAH

REUSE
RECYCLE
REPLACE

The Importance of Recycling for a Better Future
In today's world, environmental pollution has become a significant issue, and one of the primary causes is the improper disposal of waste. As the global population grows, the amount of trash we produce increases at an alarming rate. However, there is a simple and effective way to combat this issue: recycling. Recycling is essential for the preservation of the environment and the conservation of resources, and it should be a habit adopted by everyone.

Firstly, recycling reduces the amount of waste that ends up in landfills. Landfills not only take up large areas of land but also emit harmful gases, such as methane, that contribute to global warming. By recycling materials like plastic, paper, and glass, we can significantly decrease the amount of waste sent to landfills and help reduce the greenhouse gases emitted into the atmosphere.

Secondly, recycling helps conserve natural resources. Many of the products we use every day, like paper and metals, are made from finite resources, such as trees and minerals. Recycling these materials reduces the need to extract and process raw materials, saving energy and protecting ecosystems from destructive mining and deforestation. For example, recycling just one ton of paper can save 17 trees and thousands of gallons of water.

Additionally, recycling helps save energy. Manufacturing new products from raw materials requires a large amount of energy, whereas recycling uses much less. For instance, producing new aluminum from recycled materials requires 95% less energy than creating it from bauxite ore. This energy savings translates into reduced carbon emissions and a lower environmental impact.

In conclusion, recycling is a simple yet powerful way to reduce waste, conserve resources, and save energy. It is a crucial step in protecting our environment and ensuring a sustainable future for the next generation.

Answer the question based on the text above!

- What is the type of the text?
a. procedure text
☒ b. argumentative text
c. hortatory exposition text
d. descriptive text
- What is the main issue discussed in the text?
a. Deforestation
b. Landfills
☒ c. Recycling
d. Mining
- Which paragraph state the conclusion?
a. In today's world, environmental pollution
b. Secondly, recycling helps conserve natural resources.
c. first paragraph
☒ d. recycling is a simple yet powerful way to reduce waste
- Why does the author argue that recycling is important?
a. It creates more jobs.
☒ b. It helps reduce waste, conserve resources, and save energy.
c. It makes landfills bigger.
d. It produces more plastic.
- According to the text, how does recycling help reduce global warming?
a. By reducing the use of plastic.
☒ b. By reducing the greenhouse gases emitted by landfills.
c. By increasing waste production.
d. By encouraging people to consume more resources.
- What example is given to show the benefit of recycling paper?
☒ a. It saves 17 trees and thousands of gallons of water.
b. It helps produce more aluminum.
c. It reduces air pollution.
d. It makes recycling cheaper.
- How much energy is saved by recycling aluminum compared to producing it from raw materials?

Figure 4.10
Students Pair Work in Reading Class

¹⁰⁰ English teacher, interviewed by Ika nurita febrianti, 14th January 2025

¹⁰¹ Document review, the benefits of SDL strategy on reading comprehension Figure 4.10, 13th January 2025

In addition, supported by student statements about some of the benefits obtained by students during reading activities using independent learning strategies, the benefits are: students can be more active during reading learning in class in the sense that they are not dependent on understanding the text during reading activities, the second The influence of this strategy is quite large, and students are more initiative, brave, and accustomed to finding out for themselves. This is in accordance with face-to-face interviews with grade XII students, they reported:¹⁰²

“I feel that independent learning makes me more active in group working.... I learn to manage my own time and focus more on parts that I don't understand. This strategy also helps me build confidence in learning English.” (student 1)

“The influence is quite large. I am more accustomed to finding the meaning of words or sentences myself, trying to understand the contents of the text before asking the teacher.” (student 2)

Therefore, based on the results of the observations and

interviews above, it can be concluded that there were several benefits of this self-directed learning strategy in reading activities in class. One of the main benefits obtained by students, that were confident in understanding the text provided by the teacher. In addition, students were more broadly understanding new vocabulary in reading activities.

Furthermore, students learned groupwork collaboration when working

¹⁰² Students at XII Grade, interviewed by Ika nurita febrianti, 20th January 2025

on assignments given by the teacher, students confidently worked on practice questions and presented their work in front of the class.

Table 1.2
Findings of Exploring The Students' Experience of Self-Directed Learning strategy on Reading Comprehension at the Third Grade of Senior High School

No	Focus	Findings
1	2	3
1.	How is the implementation of students' experience in self-directed learning SDL strategy on reading comprehension at third grade of senior high school?	Based on the results of observations, interviews and document reviews, there were several steps in the activity of exploring reading comprehension learning through self-directed learning strategy which began with the initial action taken by the English teacher by asking again the lessons they have learned before the initial material began and continued by giving students and asking them to read the text that has been given. Furthermore, students are divided into several groups to be given practice questions with the final task being presented in front of the class represented by one of the group members. This is contained in the steps of the self-directed learning strategy applied to students, namely: 1) initiate their

No	Focus	Findings
		own learning, 2) determine learning 3) choose learning 4) evaluate their own learning.
2.	How is the evaluation of Students' experience of self-directed learning SDL strategy on reading comprehension at third grade of senior high school?	Based on the results of observations, interviews, and document reviews, evaluation in teaching reading skill through Self-Directed Learning strategy used formative assessments in the form of tests and non-tests focused on stage 1 and 2. Tests were used to assess students' understanding of reading activities about hortatory exposition texts, while non-tests were used to assess students' attitudes during teaching and learning reading activities in class using self-directed learning strategy. In addition, English teachers used analytical scoring as a rubric to evaluate the results of students' reading text practice questions that focus on several criteria, including: identify the generic structure, discussed in group to find information from the text given and seen from their speaking vocabulary during presentations in front of the class.

No	Focus	Findings
3.	What are the benefits of self-directed learning strategy on students' reading comprehension at senior high school?	<p>Based on the results of observations and interviews, there were several benefits obtained by students during the implementation of the self-directed learning strategy in students' reading comprehension learning activities, students can feel that independent learning was actively and did not only depend on the teacher. they learned to manage their own time and focused more on parts that they did not understand. This strategy also helped students build self-confidence in learning English. This strategy also made students more accustomed to finding the meaning of new vocabulary or sentences that they did not know which was assisted by the dictionary they brought, so that they tried to understand the contents of the text before asking the teacher. in addition, through this method students learned how to collaborated with each other in groups and students can build self-confidence.</p>

B. Discussion

This section discusses the findings of the study related to students' self-directed learning strategies in reading comprehension in Senior high school students. This section presented the findings of the study by referencing various other studies as well as relevant theories to complete and support the explanation of the findings.¹⁰³ Related to the research findings, the researcher found three themes related to the objectives of this study. The following will explain each theme in this study in full.

1. The Implementation of SDL Strategy on Reading Comprehension

The implementation in this self-directed strategy play an important role in the teaching and learning process, because it provides an opportunity for interaction between English teachers and students to achieve learning goals. These steps also act as a process where students and teachers collaborate to comprehend the subject matter and get past any obstacles that may come up during English class.

The findings of this research showed that Self-Directed Learning (SDL) was a teacher began with reviewed material asked the students “what will we learn today after read the text given?” that encourages learners to take responsibility for their own learning, rather than relying solely on the teacher. This strategy also helped students become more active and engaged during the reading comprehension activities in the

¹⁰³ Tim Penyusun, Pedoman Karya Tulis Ilmiah UINKHAS Jember 2023, p.80

classroom. It was relevant with Knowles stated that, He defines SDL as a process in which individuals: Initiate their own learning, determine learning goals, choose learning strategies and Evaluate their own learning outcomes.¹⁰⁴ Besides it was relevant with Dewi warna stated that, self-directed learning as a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, selecting and implementing appropriate learning strategies and evaluating learning outcomes.¹⁰⁵

Furthermore, based on the results of this study, the steps in implementing this self-directed learning strategy begin with the English teacher asking about the material they have previously studied as preparation for students in teaching and learning activities. This is in accordance with the Saovapa study which reported that in the first stage at the first meeting, namely Preparation stage, by doing this, the teacher can provide them with necessary reading strategies.¹⁰⁶ By doing this, the teacher can provide them with necessary reading strategies. and continued with the next stage, namely the learning stage and then continued with the evaluation stage which is the same as this study. In

¹⁰⁴ Knowles, M. S. (1975). A Guide for Learners and Teachers, <https://doi.org/10.1016/j.jcrysgro.2011.10.051>

¹⁰⁵ Dewi Warna, "Self-Directed Learning Mahasiswa Program Magister Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam*, DOI: <https://doi.org/10.19109/tadrib.v7i2.9803>

¹⁰⁶ Saovapa wichade, "Developing the self-directed learning instructional model to enhance English reading ability and self-directed learning of undergraduate students", *Journal of College Teaching & Learning* – December 2011, Volume 08, Number 12

addition, it is different from Dewi's study which reported, that self-directed learning has been framed as an active and constructive process in which students set goals for their learning and then try to monitor, regulate and control their cognition, motivation and behavior, guided and limited by their learning goals and by contextual features in their environment.¹⁰⁷ in the sense that he agrees with the statement that students learn directly without the need to use steps.

In addition, after the English teacher has carried out preliminary actions, the English teacher guides students to several steps when starting reading lessons using this strategy. The initial steps that the teacher takes are:¹⁰⁸ Preparation stage, consisted of making a survey of students' needs in reading skills to diagnose their background knowledge, and data were used as guideline for teaching them. By doing this, the teacher can provide them with necessary reading strategies.

This can be seen when the teacher asks about previous learning related to their reading activities or is called brainstorming.

The second step in implementing self-directed learning was determining learning. In this phase, students identify what they want to learn and why it is important after the teacher has brainstormed. For example, a student may set a goal to improve their ability to understand

¹⁰⁷ Dewi Warna, "Self-Directed Learning Mahasiswa Program Magister Pendidikan Agama Islam," *Jurnal Pendidikan Agama Islam*, DOI: <https://doi.org/10.19109/tadrib.v7i2.9803>

¹⁰⁸ Saovapa wichade, "Developing the self-directed learning instructional model to enhance English reading ability and self-directed learning of undergraduate students", *Journal of College Teaching & Learning* – December 2011, Volume 08, Number 12

the main idea of a text or learn ten new vocabulary words from a reading. This step also encourages students to take responsibility for their progress and helps them stay focused and motivated during reading assignments. It was contrasted with Morteza and friends' study, which stated that the teacher modeled metacognitive strategies and then asked students to organize their own learning and evaluate themselves.¹⁰⁹

The third step in implementing self-directed learning was choosing learning. In the Choose Learning step, in this study students choose appropriate learning resources and strategies that will help them achieve their reading goals, especially in understanding hortatory exposition texts. By choosing resources and strategies that are appropriate for this type of text, students can develop a deeper understanding of the structure, purpose, and use of language, while also taking ownership of how they learn best. It contrasts with Omer's statement that the third step was activity, during this step the students were asked how often they have done a certain English learning activity by themselves since the commencement of the semester.¹¹⁰

The last step in implementing self-directed learning was evaluation. The Evaluate step in the self-directed learning strategy involves students reflecting on their learning process and assessing how well they

¹⁰⁹ Morteza et.al., "The impact of Self-directed Learning strategy on reading comprehension", *International Journal of Scientific & Engineering Research* Volume 3, Issue 7, June-2012, [doi=42e9963a568bcc86ce697eff65c27561f81a30a9](https://doi.org/10.21861/ijser.42e9963a568bcc86ce697eff65c27561f81a30a9)

¹¹⁰ Omer Tamer, "A dissertation on students' readiness for autonomous learning of English as a foreign language", unpublished Master Thesis, University of Sunderland. P.45

achieved their reading goals, especially when working on hortatory exposition texts. In this phase, students ask themselves questions and they evaluate whether the reading strategies they used, such as identifying persuasive language, analyzing supporting evidence, or summarizing main points, were effective in helping them understand the text. This is supported by the teacher who also evaluates students' work in reading learning activities using the self-directed learning strategy. It was contrasts with Huda and Sulistyaningrum stated that, the fourth step was Pedagogical instruments, during this time student rated each statement after finishing their weekly SDL. required each student to reflect on his or her SDL on a weekly basis, while the reading strategy checklist is a three point Likert scale of reading strategy statements.¹¹¹

2. The Evaluation in Implementing Self-Directed Learning Strategy on Reading Comprehension

The final step in the implementing and learning process used self-directed learning strategy was evaluation. It involves assessing student learning by collecting relevant data and information to determine how well the learning objectives have been achieved. This process helps educators understand the progress and effectiveness of the learning

¹¹¹ Nurul hafiz huda and siti drivoka sulistyaningrum.” The Impact of Self-directed learning on student’s English reading comprehension ability,” Universitas negeri Jakarta, *Proceedings of English Linguistics and Literature*, Vol.3 (2022)

activities, allowing them to make informed decisions and necessary adjustments to improve future learning outcomes.

The findings of this research reported the evaluation in teaching independent learning strategies through the use of flashcards, implementing formative assessment involving test and non-test techniques. English teachers evaluated the test through the results of students' question card projects and evaluate non-test aspects through students' attitudes and involvement during independent learning activities. In addition, English teachers use analytical assessment as a rubric to evaluate students' work results through question cards. Analytical assessment is found to be an efficient rubric for evaluating high school students because it provides various criteria and is further divided into several subcategories based on student abilities. It was relevant with Jeremy Harmer's theory that the function of formative assessment is to improve teaching and learning process and carried out in the end of discussion or learning.¹¹² On the other hand, it contrasts with Irschner, Sweller, and Clark. They emphasize that more explicit instructional guidance is often needed in the early stages of learning.¹¹³

¹¹² Jeremy Harmer, *The Practice of English Language Teaching*; Fifth Edition, (Harlow, UK: Pearson, 2015), p. 408

¹¹³ Paul.A Kirschner, John Sweller & Richard E. Clark, "Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching", 41:2, 75-86, [DOI: 10.1207/s15326985ep4102_1](https://doi.org/10.1207/s15326985ep4102_1)

In short, the findings of this study were discussed in the evaluation of teaching reading comprehension through SDL strategy used formative assessment in the form of tests and non-tests. The researcher used tests to assess students' projects while non-tests to assess students' attitudes during the teaching and learning process in the classroom. In addition, English teachers used analytical assessment as a rubric to evaluated students' projects because this rubric an efficient and best rubric for students in high school while providing more detailed information about students' projects.

3. The Benefits of SDL Strategy on Reading Comprehension

The findings of this study reveal several benefits for students' understanding of reading activities during the teaching and learning process using self-directed learning strategies. One of the benefits were students feel that independent learning more active and does not only depend on the teacher. they learn to managed their own time and focus more on parts that they did not understand. This strategy also helped students build self-confidence in learning English. It was relevant with Abdullah and Mardziah stated that with proper planning and implementation, self-directed learning can encourage students to develop their own rules and leadership patterns.¹¹⁴ On the other hand, It was contrast with Nguyen and Gu stated that, not all students are

¹¹⁴Abdullah and Mardziah, "Self-directed learning", ERIC Clearinghouse on Reading English and Communication Bloomington IN.pub, 2001-12-00

equipped with the metacognitive skills or motivation necessary for successful independent learning. Without proper guidance and scaffolding, learners especially those from teacher-centered educational backgrounds may struggle with time management, goal setting, and confidence, which can hinder rather than help their language learning process.¹¹⁵

Furthermore, this strategy also made students more accustomed to finding the meaning of new vocabulary or sentences that they did not know which is assisted by the dictionary they bring so that they tried to understand the contents of the text before asking the teacher. In addition, through these method students learned how to collaborate with each other in groups and students build self-confidence.

In conclusion, based on discussion above found that they learned to manage their own time effectively and concentrate on the parts of the text they find most challenging. Besides, this method also promoted collaboration, as students work together in groups and support one another.

¹¹⁵ Nguyen, T. T. T., & Gu, Y. (2013). Strategy-based instruction: A learner-focused approach to developing learner autonomy. *Language Teaching Research*, 17(1), 9–30, <https://doi.org/10.1177/1362168812457528>

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The first finding discussed the implementation of self-directed learning strategy on reading comprehension. It began with preliminary actions carried out by the English teacher who asks again about the previous material they have studied, continued by dividing students into several groups consisting of 5 students, the English teacher explains the hortatory exposition text material and determines the topic for each group's student project. when giving practice questions, the English teacher guides students to several steps when working on the practice questions to make it easier for students, namely by introducing them to the stages of self-directed learning strategy, there are; 1) initiate their own learning 2) determine learning 3) choose learning strategy 4) evaluate their own learning.

The second finding highlights the evaluation in implementing self-directed learning strategy. The evaluation was in independent learning strategies through the use of question cards, implementing formative assessment involving test and non-test techniques. English teachers evaluate the test through the results of students' question card projects and evaluate non-test aspects through students' attitudes and involvement during independent learning activities. In addition, English teachers use analytical assessment as a rubric to evaluate students' work results through question cards. Analytical assessment is found to be an efficient rubric for evaluating

high school students because it provides various criteria and is further divided into several subcategories based on student abilities. In addition, teacher also notice some improvements in students' reading comprehension through self-directed learning strategy for evaluate using a flashcard and scoring rubric.

The third finding, focuses on the benefits of self-Directed (SDL) learning strategy on reading comprehension. Students can feel that independent learning is more active and does not only depend on the teacher. They learn to manage their own time and focus more on parts that they do not understand. Besides, researcher found that they can learn to manage their own time effectively and concentrate on the parts of the text they find most challenging. In addition, this method also promotes collaboration, as students work together in groups and support one another.

B. Recommendation

After conducting research at Senior high school of Istiqlal, the researcher would like to offer the following recommendation related to this field:

1. The teacher

Based on the findings of this study, it was recommended that teachers support students' development of Self-Directed Learning (SDL) strategy in reading comprehension by promoting student's self-confident and groupworking in the classroom. Teachers can encourage students to take more responsibility for their learning by guiding them

in setting personal reading goals. In addition, teachers should create a supportive and reflective learning environment that encourages students to collaborate, evaluate their progress, and continually improve. Reflective activities such as journals or self-assessment tasks can be valuable tools in helping students monitor their progress and build confidence in their reading abilities.

2. The future researcher

For future researchers, it was recommended to expand the scope of the study to include a larger and more diverse sample of students from different schools or regions to gain a broader understanding of how self-regulated learning strategies (SDL) are implemented in different contexts. Future studies could also explore SDL in relation to different types of reading texts, such as narrative, descriptive, or analytical texts, to see how strategy use may vary. Exploring the role of digital devices or online platforms in supporting SDL may also be a valuable area for further investigation, especially given the increasing importance of technology in education. Finally, future researchers are encouraged to examine the long-term impact of SDL on students' reading habits, motivation, and academic performance.

REFERENCES

- Abdulah, and Mardziah Hayati. *Self-Directed Learning*. Bloomington, IN: ERIC Clearinghouse on Reading, English and Communication, 2001.
<https://files.eric.ed.gov/fulltext/ED459458.pdf>.
- Ahmed Taha Hezam,” *challenges and problems of reading comprehension experienced by EFL learners*”, Journal of English Studies in Arabia Felix, P.13, <https://doi.org/10.56540/jesaf.v1i2.28>
- Aila Mahirta,” *The Correlation Between Students’ Ability in Identifying Kinds of text Structure and their Reading comprehension at the second-year students of Islamic senior high school of Rambah SUB District of Rokan Hulu Regency*”, T Nuttall, C. *Teaching reading skills in a foreign language* (3rd ed.). Oxford: Macmillan Education.2005
- Alhojailan and Ibrahim. “*Thematic analysis: A critical review of its process and evaluation*”, WEI International European, P.10, 2012.
Malhojailan@ksu.edu.sa
- Al-kindy. Sami,” *The Advantages and Disadvantages of Self-Directed Learning: A survey study of Saudi medical student*”,
<https://doi.org/10.15694/mep.2018.0000058.1>
- Anderson. DR. *Hand book of Distance education*, ed. Michael Grahame Moore and William G. Anderson, London: Mahwah, New Jersey,2003,
https://creativity.a2hosted.com/masters/app/upload/users/3/3/my_files/3%CE%B7/holberg1993.pdf
- Bob. Tailor, *Self-Directed Learning: Revisiting an Idea Most Appropriate for Middle School Students*, Nashville, November 1995,
<https://eric.ed.gov/?id=ED395287>
- Braun, V. & Clarke, V. *Using thematic analysis in psychology. Qualitative Research in Psychology*,3(2),77-101. 2006.
<https://www.tandfonline.com/doi/abs/10.1191/1478088706QP063OA>

- Cate cain and Jane Oakhill, “*Children’s comprehension problem in oral and written language*”, United states America, Newyork
- Creswell, “*Research Design Qualitative, Quantitative and Mixed Method Approaches*”, Sage Publication, Inc, 2009
- D.Royce Sadler,”*Formative assessment and the design of instructional system*”, Instructional Science 18:119-144, Assessment and Evaluation Research Unit, Department of Education, University of Queensland, StJ~ucia, Queensland 4067, Australia,1989,
<https://link.springer.com/article/10.1007/BF00117714>
- Day, R. R., & Bamford, J, “*Top ten principles for teaching extensive reading. Reading in a Foreign Language*”, 14(2), 2002
- Emilia, E. “*Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru. Bandung*”, Rizqi Press.2011
- Garrison D.R.,” *Self-Directed Learning: Toward comprehensive model*”, Adult education quarterly, Journals Sagepub.com, Volume 48,Issue 1,
<https://doi.org/10.1177/074171369704800103>
- Garrison. “*exploring the meaning and role of SDL in a distance education context*”, 1987
- Gerot, L., & Wignell, P,”*Making sense of functional grammar: An introductory workbook*” Sydney: Gerd Stabler,1994
- Hakim.Adinda Maharani,”*Self-Directed learning to enhance students speaking skill; A case study in SMAN Arjasa*” (Thesis UIN Khas Jember 2023).
- Heny.Indria and Harianto,” *Developing Students’ Reading Comprehension in Hortatory Exposition text by Using questioning texhnique in SMAN 13 Medan in academic year 2022/2023*,” International Journal of Educational Research Excellence (IJERE), Volume 02, Issue 02, December 2023, [DOI: 10.55299/ijere.v2i2.473](https://doi.org/10.55299/ijere.v2i2.473)
- Hulya. Kucukoglu,” *Improving reading skills through effective reading strategies*”, Procedia - Social and Behavioral Sciences 70, 709 – 714, Hacettepe

- University, Ankara, 06532, Turkey, 2013,
<https://doi.org/10.1016/j.sbspro.2013.01.113>
- Husein.Ahmad and Anni holila pulungan,” *sumber belajar penunjang PLPG 2017 bab X-Hortatory exposition text*”,2017
- Ismayani,Andini “Analytical exposition:definition,generic structure,language features,andexample” 2017,
<https://andiniismayani.wordpress.com/2017/05/16/analytical-exposition-definition-generic-structure-language-features-and-examples/>
- Kintsch, W. “The role of knowledge in discourse comprehension: A construction-integration model”, *Psychological Review*, 95(2), 163–182, 1988,
<https://doi.org/10.1037/0033-295X.95.2.163>
- Kintsch, W., & Rawson, K. A. “Comprehension. In M. J. Snowling & C. Hulme (Eds.),” *The science of reading: A handbook*. Oxford, UK: Blackwell Publishing. 2005
- Knowles, M. S, “*Self-Directed Learning: A Guide for Learners and Teachers.*” Association Press. 1975, <https://doi.org/10.1016/j.jcryspro.2011.10.051>
- Kusdemir. Yasemin,” *Indicators of Reading Comprehension: Example of Narrative text and Open-Ended Question,*” *International Journal of Progressive Education*, Volume 16 Number 5, 2020, DOI: [10.29329/ijpe.2020.277.2](https://doi.org/10.29329/ijpe.2020.277.2)
- Lau,Roddic.“*English word.com,*”*Procedure text:Definition,Generic structures,steps/metho,purpose,characteristic of procedure text,and examples*”,March,12 2015,
<https://sangpemimpikelihood.blogspot.com/2015/03/procedure-text-definition-generic.html>
- Li Huiyong, R.Majumdar,MRA.Chen,Y.Yang,H.Ogata,” *Analysis of Self-Directed Learning Ability, Reading Outcomes, and Personalized Planning Behavior for Self-Directed Extensive Reading*”, Taylor & Francis in *Interactive Learning Environments* on 07 Jun 2021,
<https://doi.org/10.1080/10494820.2021.1937660>

- M. Bojovic, *Reading skill and Reading comprehension in English for specific purposes*, (Serbia: Slovenia,2010), <http://fl.uni-mb.si/>
- Mahirta, Aila,” *The Correlation Between Students’ Ability in Identifying Kinds of text Structure and their Reading comprehension at the second year students of Islamic senior high school of Rambah SUB District of Rokan Hulu Regency*”, Thesis, P.16, <https://repository.uin-suska.ac.id/379/>
- Maija Macleod,” *Types of Reading*”, <https://narentc.wordpress.com/wp-content/uploads/2019/04/types-of-reading.pdf>
- Matthew B. Milles, A Michael Huberman and Johnny Saldana, “*Qualitative Data Analysis*” P.15-16 ,USA: SAGE Publishing,2014
- Monica,Martin rivas,”*What are argumentative text?characteristics,types and example*” <https://www.domestika.org/en/blog/13125-what-are-argumentative-texts-characteristics-types-and-examples>
- Morteza. Khodabandehlou, , S. Jahandar, G.Seyedi , and RMD. Abadi, ” *The impact of Self-directed Learning strategy on reading comprehension*”, *International Journal of Scientific & Engineering Research* Volume 3, Issue 7, June-2012, [doi=42e9963a568bcc86ce697eff65c27561f81a30a9](https://doi.org/10.4236/ijser.2012.37007)
- Murtiningsih. Sri,” *Promoting Students’ Self-Directed Learning Based- Flipped Classroom Strategy to Facilitate Students’ Reading Comprehension in Narrative Text*”, *International Journal of Multicultural and Multireligious Understanding*, Volume 10, August 2023, <http://dx.doi.org/10.18415/ijmmu.v10i8.5060>
- Nation. “*Learning vocabulary in another language*”, Cambridge University Press 2001, <http://www.cambridge.org>
- Nguyen, T. T. T., & Gu, Y., “*Strategy-based instruction: A learner-focused approach to developing learner autonomy*”, *Language Teaching Research*, 17(1), 2013, <https://doi.org/10.1177/1362168812457528>
- Nurul Huda. Hafizh and Siti Drivoka Sulistyaningrum,” *The Impact of Self-Directed Learning on Students' English Reading Comprehension Ability*”, (Universitas Negeri Jakarta,2022), *Proceedings of English Linguistics and*

- Literature*, Vol.3 (2022), July 23,2023,
<https://proceeding.unnes.ac.id/ELLit/article/view/1642>
- Oyibe,Edinyang, and Effifong,” *Self-Directed Learning Strategy: A Tool for Promoting Critical Thinking and Problem Solving Skills among Social Studies Students*”, IOSR Journal of VLSI and Signal Processing (IOSR-JVSP) Volume 5, Issue 3, Ver. II (May - Jun. 2015),
<https://www.researchgate.net/publication/278571968>
- Paiwithayasiritham. Chaiyos, “*The Factors Affecting the Characteristics of Self-Directed Learning of the Students from Faculty of Education, Silpakorn University*”, Veridian E-Journal, Volume 6 no 7, December 2013,
<https://he02.tci-thaijo.org/index.php/Veridian-E-Journal/article/view/35086>
- Paris, S. G., & Hamilton, E. E. “*The development of children's reading comprehension. In S. E. Israel & G. G. Duffy (Eds.)*,”Handbook of research on reading comprehension. New York, NY: Routledge.2009
- Patricia, “*Research Design: Qualitative mixed method*”, (The Guilford Press: united states, Newyork)
- Paul Black and Dylan William, “*Developing theory of formative assessment*”, Educational Assessment, Evaluation and Accountability 2009, [DOI: 10.1007/s11092-008-9068-5](https://doi.org/10.1007/s11092-008-9068-5)
- Paul.A Kirschner, John Sweller & Richard E. Clark,” *Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and InquiryBased Teaching*”, 41:2, [DOI: 10.1207/s15326985ep4102_1](https://doi.org/10.1207/s15326985ep4102_1)
- Pearson. David and Gina N. Cervetti,” *The roots of reading comprehension instruction*”,1991, <https://www.jstor.org/stable/20204415>
- Purba. Rodearta,” *Improving the achievement of narrative text through discussion starter story technique*”,Advances in language and literacy studies,ISSN:2203-4714,
 DOI: <https://doi.org/10.7575/aiac.all.v.9n.1p.27>

- R. Karen Haris and Steve Graham, “*Teaching Reading Comprehension to students with learning difficulties*”, (Newyork, London,2024)
- Rohma.Inayah Oktavia,” *An analysis of student’s problem in writing Hortatory Exposition text*” (Thesis, University of Raden Intan Lampung,2021)
- Rojabi, Ahmad Ridho. Setiawan and Munir.” *Are they Struggling with an Online Learning Environment? Unpacking Indonesian University Students’ Perception*”, Computer-Assisted Language Learning Electronic Journal (CALL-EJ), 25(1), 23-45, Vol.25, No.01, 2024, <https://callej.org/index.php/journal/article/view/76>
- Royce Sadler.D.”*Formative assessment and the design of instructional system*”, Instructional Science, Assessment and Evaluation Research Unit, Department of Education, University of Queensland, StJ~ucia, Queensland 4067, Australia, 18:119-144 (1989), <https://link.springer.com/article/10.1007/BF00117714>
- Rumelhart, D. E., “*Toward an interactive model of reading. In S. Dornic (Ed.), Attention and performance VP*”, (pp. 573–603). Hillsdale, NJ: Erlbaum. 1977
- S. Pang. Elizabeth, Angaluki Muaka, Elizabeth Bernbardt and Micahel kamil, *Teaching reading*, The International Academy of Education,2003, p.6. <https://www.mona.uwi.edu/cop/sites/default/files/resource/files/prac%20reading.pdf>
- Salsabila Bilqis S. Safa and Wicaksono.” *The Implementation of Self-Directed Learning Strategy in teaching Reading Narrative text in Distance Learning during Covid-19*”, (University of Muhammadiyah, Jakarta), A thesis Syarif Hidayatullah state Islamic University Jakarta. <https://repository.uinjkt.ac.id/dspace/handle/123456789/60591>
- Samsiah. Abdul H and Moses Samuel, “*Reading scientific text: Some challenges faced by EFL readers*”, International Journal of Social Science and Humanity, Vol. 2, No. 6, November 2012, DOI: [10.7763/IJSSH.2012.V2.158](https://doi.org/10.7763/IJSSH.2012.V2.158)

Saputri. RP,” *The Implementation Of Self Directed Learning Strategy Using Moodle E-Learning In Teaching Reading In Tenth Grade 3 Science Of SMAN 1 Pulung Ponorogo*”,(Thesis: Institute Of Islamic Studies Ponorogo).2021,

https://etheses.iainponorogo.ac.id/14054/1/SKRIPSI_210917026_RISKI%20PRIA%20SAPUTRI%20-%20for%20merge.pdf

Sara segar,”*5 Benefits of self-directed learning in the classroom or school*,”Jan.10,2023,

<https://www.experientiallearningdepot.com/experiential-learning-blog/5-benefits-of-self-directed-learning-in-the-classroom-or-homeschool>

Snow,”*Reading for Understanding: Toward and R&D program in Reading comprehension*”, Science and Technology policy Institute 2002,

<http://www.rand.org/>

Sudarman,” *Teaching English as a foreign language in Indonesia*”, (Universitas Kutai kartanegara, Vol 4.no 1.2022

Superadmin,”*Definition of report text: pengertian, ciri-ciri, struktur dan contoh*”March,19 2023, <https://www.pijarbelajar.id/blog/report-text-pengertian-ciri-ciri-struktur-dan-contoh>

Susan,M.Brookhart,”*Educational assessment knowledge and skills for teacher*”, 07 march 2011,<https://doi.org/10.1111/j.1745-3992.2010.00195.x>

Talita. Tasya,”*Pengertian hortatory exposition & contoh hortatory exposition text*”, <https://www.gramedia.com/literasi/hortatory-exposition/>

Tamer.Omer,” *A dissertation on students’ readiness for autonomous learning of English as a foreign language*”, unpublished Master Thesis, University of Sunderland,

<https://www.awej.org/images/Theseanddissertation/OmerTamer/109thesis.pdf>

Tenry cole,”*Definition, Generic structure, and linguistic features, of Descriptive text*”,October 11,2023, <https://tenrycolle.com/skills/writing/definition-generic-structure-linguistics-features-of-descriptive-text>

- Tim Penyusun, *Pedoman Karya Tulis Ilmiah UINKHAS Jember*, 2023
- Tjipto Subadi, *Metode Penelitian kualitatif*, Muhammadiyah University Press, 2006
- Toit-Brits. Charlene du, "A focus on Self-directed learning: The role that educators expectation play in the enhancement of students' self-directedness" South African journal of education/vol 39.no 2(2019), [10.15700/saje.v39n2a1645](https://doi.org/10.15700/saje.v39n2a1645)
- Warna. Dewi, "Self-Directed Learning Mahasiswa Program Magister Pendidikan Agama Islam," Jurnal Pendidikan Agama Islam, DOI: <https://doi.org/10.19109/tadrib.v7i2.9803>
- Whicadee. Saovapa, "Developing the Self-Directed Learning Instructional model to enhance English reading ability and self-directed learning of undergraduate students", *Journal of College Teaching & Learning – December, Volume 8, Number 12*, Bangkok University, Thailand, 2011, <https://core.ac.uk/download/pdf/268111137.pdf>
- Yeken, Bello. "Applying Self-directed Learning strategies on Reading comprehension among Junior secondary school students in Offa Kwara State, Nigeria", *International Journal of Social Sciences & Educational Studies*, June 2021, Vol.8, No.2, <https://doi.org/10.23918/ijsses.v8i2p118>
- Zhao. Wen and Supinda Iertlit, "The enhancements of Self-directed learning on Tertiary level students' English reading skill: A Thai private University context", *LEARN Journal: Language Education and Acquisition Research Network*, 2023, Vol.16 No.02, <https://so04.tci-thaijo.org/index.php/LEARN/issue/view/17599>
- Zuria. Kausari, "Teaching Reading Hortatory exposition text by using give one, get one strategy to the Eleven Grade students of SMAN 7 Palembang", (*Jurnal pendidikan dan pengajaran*, Palembang, 2016, <https://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/987>

APPENDICES

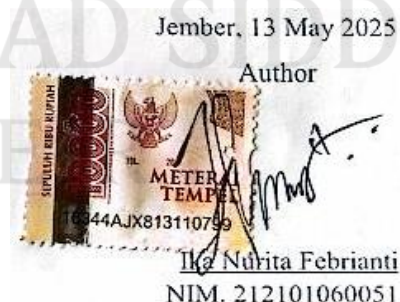
Appendix 1: Declaration of authenticity

DECLARATION OF AUTHENTICITY

The undersigned bellow:

Name : Ika Nurita Febrianti
 Place, Date of Birth : Probolinggo, 02nd of February 2003
 Address : Dusun Krajan, Rt.012/Rw 006, Desa Sambirampak lor
 Kecamatan Kotaanyar Kabupaten Probolinggo
 Faculty : Tarbiyah and Teacher Training
 Major : English Education Program

Stated that thesis entitled, **“Exploring the Students’ Experience of Self-directed Learning (SDL) strategy on Reading comprehension at the Third Grade of Senior High school”** is truly my own work. Except for those cited in the quotation and bibliography, it does not include any writing or publications that have already been authored or published by another individual, and the only person accountable if anyone objected is me.



Appendix 2: Research Matrix

Research Matrix

Title	Variable	Sub-	Indicator	Source of Data	Research Method	Research Question
Exploring The Students' Experience of Self-directed learning (SDL) strategy on Reading comprehension at the Third Grade of Senior High school	Reading Comprehension	1. Concept of Reading comprehension	a. Word comprehension	1. Interview a. English teacher of SMA Istiqlal	1. Research approach and types: a. Qualitative b. Case study 2. Data Collection a. Observation b. Interview c. Document review 3. Data Analysis Thematic analysis 4. Data Validity Source triangulation and technique triangulation	1. How is the implementation of the students' experience of self-Directed learning (SDL) strategy on students' reading comprehension at senior high school? 2. How is the evaluation of the students' experience of self-Directed learning (SDL) strategy on reading comprehension at senior high school? 3. What are the benefits of self-Directed learning
		2. Teaching Reading in EFL context	b. Sentence structure comprehension	b. Two students of twelve grade at SMA Istiqlal		
		3. Types of Reading	c. Text comprehension	2. Observation a. Teaching and learning process at the XII of SMA Istiqlal		
	Self-directed Learning strategy	1. Concept of Self-directed Learning (SDL) strategy	a. Initiate own learning	b. The Implementation of Self-Directed learning (SDL)		
		2. The Implementation of Self-Directed	b. Determine topic			
			c. Choosed strategy			
		d. Evaluating				

		learning (SDL) strategy 3. Hortatory exposition text		strategy on students' reading comprehension 3.Document review		(SDL) strategy on reading comprehension at senior high school?
--	--	---	--	---	--	--



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
LEMPUR

Appendix 3: Research permission letter



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

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

Nomor : B-9746/In.20/3.a/PP.009/12/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMA ISTIQLAL

Jl. SDN Sumber Centeng No.35, Sumbercenteng, Kotaanyar, PROBOLINGGO

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

NIM : 212101060051

Nama : IKA NURITA FEBRIANTI

Semester : Semester tujuh

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "EXPLORING STUDENTS' SELF-DIRECTED LEARNING (SDL) STRATEGY ON READING COMPREHENSION AT SENIOR HIGH SCHOOL" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Muh Fawaid, S.Hut

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 19 Desember 2024


Dekan,

Dean, Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 4: Research completion letter

	YAYASAN NURUL ISTIQLAL SMA ISTIQLAL SUMBERCENTENG KOTAANYAR PROBOLINGGO <small>Sekretariat : Jl. SDN Sumbercenteng No. 35 Kotaanyar Kab Probolinggo Pos. 67293 Fax. 0335-77645067, HP: 085230522294 email: smaistiqlal1@gmail.com NSS: 302052023066, NPSN: 69812077, Terakreditasi "B" BAP-S/M Nomor: 1347/BAN-SM/SK/2021</small>
---	---

SURAT KETERANGAN PENELITIAN
080 / SMA-IQ / II / 2025

Yang bertanda tangan di bawah ini:

Nama	: MUH. FAWAID, S.Hut
Jabatan	: KEPALA SMA ISTIQLAL
Alamat	: SUMBERCENTENG KOTAANYAR PROBOLINGGO

Menerangkan bahwa:

Nama	: Ika Nurita Febrianti
NIM	: 212101060051
Program	: Tadris Bahasa Inggris
Lama penelitian	: 2 Bulan


Telah melakukan penelitian di SMA ISTIQLAL pada tanggal 15 Desember 2024 sampai 15 Februari 2025 dengan judul penelitian:

"Exploring Students' Self-Directed Learning Strategy on Reading Comprehension at Senior High School"

Selama masa penelitian, mahasiswa tersebut telah berperilaku baik dan mematuhi semua peraturan yang berlaku di lingkungan sekolah kami.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Hormat kami,
Kepala SMA ISTIQLAL


MUH. FAWAID, S.Hut

Appendix 5: Inform consent form

a) English teacher

INFORMED CONCENT FORM

For interviews participant

Researcher : Ika Nurita Febrianti

SID : 212101060051

Research title : Exploring Students' Self-directed Learning strategy on Reading comprehension at senior High school

Purpose of the study:

The purpose of this study is to explore the self-directed learning (SDL) strategies employed by senior high school students to enhance their reading comprehension.

Procedure :

1. You will be asked questions related to this research
2. The interview will be taking time for 20-25 minutes
3. The interview will be recorded

Risk and Benefits:

This study poses minimal risk to participants. Some individuals may feel slightly uncomfortable or nervous when discussing their personal learning strategies during the interview. All responses will be kept confidential, and personal identities will not be disclosed in any reports or publications. The benefits of participating include the opportunity for students to reflect on and better understand their own reading and learning strategies, which may support their academic growth.

Confidentiality:

All information collected during this study will be kept strictly confidential. The identities of participants will not be revealed in any part of the research report or publication. All interview recordings, transcripts, and notes will be securely stored and accessible only to the researcher. Participants' personal information will not be shared with anyone outside the research team, and all data will be destroyed after the research is completed and no longer needed.

Voluntary participation:

Participation in this study is completely voluntary. Participants are free to choose whether or not to take part in the research, and there will be no consequences for choosing not to participate. If a participant decides to join the study, they can still withdraw at any time without giving a reason and without facing any negative impact.

Consent :

By agreeing to participate in this interview, you indicate that you have to read this form (or it has been read to you), you have had the opportunity to ask questions, and your questions have been satisfactory. Your participation voluntary, and you consent to participate in this research study.

Probolinggo, 19th January 2025

Participant



(English teacher)

Researcher



(Ika Nurita Febrianti)

This form ensures that participants understand the purpose, procedure, risk and benefits of the interview, and provides them with the opportunity to ask questions and give informed consent before participating. Adjust the details as necessary to fit the specific requirements of your research study and institutional guidelines.

**note: if the participant agrees to participate verbally, the interviewer should sign at the form to confirm that consent was obtained*

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

b) Student 1

INFORMED CONCENT FORM

For interviews participant

Researcher : Ika Nurita Febrianti

SID : 212101060051

Research title : Exploring Students' Self-directed Learning strategy on Reading comprehension at senior High school

Purpose of the study:

The purpose of this study is to explore the self-directed learning (SDL) strategies employed by senior high school students to enhance their reading comprehension.

Procedure :

1. You will be asked questions related to this research
2. The interview will be taking time for 20-25 minutes
3. The interview will be recorded

Risk and Benefits:

This study poses minimal risk to participants. Some individuals may feel slightly uncomfortable or nervous when discussing their personal learning strategies during the interview. All responses will be kept confidential, and personal identities will not be disclosed in any reports or publications. The benefits of participating include the opportunity for students to reflect on and better understand their own reading and learning strategies, which may support their academic growth.

Confidentiality:

All information collected during this study will be kept strictly confidential. The identities of participants will not be revealed in any part of the research report or publication. All interview recordings, transcripts, and notes will be securely stored and accessible only to the researcher. Participants' personal information will not be shared with anyone outside the research team, and all data will be destroyed after the research is completed and no longer needed.

Voluntary participation:

Participation in this study is completely voluntary. Participants are free to choose whether or not to take part in the research, and there will be no consequences for choosing not to participate. If a participant decides to join the study, they can still withdraw at any time without giving a reason and without facing any negative impact.

Consent :

By agreeing to participate in this interview, you indicate that you have to read this form (or it has been read to you), you have had the opportunity to ask questions, and your questions have been satisfactory. Your participation voluntary, and you consent to participate in this research study.

Participant



(Student 1)

Probolinggo, 19th January 2025

Researcher



(Ika Nurita Febrianti)

This form ensures that participants understand the purpose, procedure, risk and benefits of the interview, and provides them with the opportunity to ask questions and give informed consent before participating. Adjust the details as necessary to fit the specific requirements of your research study and institutional guidelines.

**note: if the participant agrees to participate verbally, the interviewer should sign at the form to confirm that consent was obtained*

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

c) Student 2

INFORMED CONCENT FORM

For interviews participant

Researcher : Ika Nurita Febrianti

SID : 212101060051

Research title : Exploring Students' Self-directed Learning strategy on Reading comprehension at senior High school

Purpose of the study:

The purpose of this study is to explore the self-directed learning (SDL) strategies employed by senior high school students to enhance their reading comprehension.

Procedure :

1. You will be asked questions related to this research
2. The interview will be taking time for 20-25 minutes
3. The interview will be recorded

Risk and Benefits:

This study poses minimal risk to participants. Some individuals may feel slightly uncomfortable or nervous when discussing their personal learning strategies during the interview. All responses will be kept confidential, and personal identities will not be disclosed in any reports or publications. The benefits of participating include the opportunity for students to reflect on and better understand their own reading and learning strategies, which may support their academic growth.

Confidentiality:

All information collected during this study will be kept strictly confidential. The identities of participants will not be revealed in any part of the research report or publication. All interview recordings, transcripts, and notes will be securely stored and accessible only to the researcher. Participants' personal information will not be shared with anyone outside the research team, and all data will be destroyed after the research is completed and no longer needed.

Voluntary participation:

Participation in this study is completely voluntary. Participants are free to choose whether or not to take part in the research, and there will be no consequences for choosing not to participate. If a participant decides to join the study, they can still withdraw at any time without giving a reason and without facing any negative impact.

Consent :

By agreeing to participate in this interview, you indicate that you have read this form (or it has been read to you), you have had the opportunity to ask questions, and your questions have been satisfactory. Your participation is voluntary, and you consent to participate in this research study.

Probolinggo, 19th January 2025

Participant

(Student 2)

Researcher

(Ika Nurita Febrianti)

This form ensures that participants understand the purpose, procedure, risk and benefits of the interview, and provides them with the opportunity to ask questions and give informed consent before participating. Adjust the details as necessary to fit the specific requirements of your research study and institutional guidelines.

**note: if the participant agrees to participate verbally, the interviewer should sign at the form to confirm that consent was obtained*

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

Appendix 6: Instrument Guidelines

a) Semi-Structure interview

INTERVIEWS GUIDELINESS

No.	Research Question	Indicators	Questions
1.	How is the implementation of Self-directed Learning strategy on students' Reading comprehension at Senior high school?	Teacher's role as a facilitator and strategic instruction	ET: How do you introduce or encourage self-directed learning strategies in your reading lessons? Students: Can you explain the steps you usually follow when applying self-directed learning strategies in your reading class?
2.	How is the evaluation of Self-directed Learning strategy on students' Reading comprehension at senior high school?	Strategy aligned evaluation and assessment	ET: What tools or assessments do you use to evaluate their reading comprehension under a self-directed strategy? Students: 1. What evaluations do English teachers usually use at the end of students' reading lessons? 2. Can you explain how the English teacher evaluated your project using a rubric?
3.	What are the benefits of Self-directed Learning strategy on Reading comprehension at Senior high school?	Instructional effectiveness Barriers to SDL and Student motivation	ET: 1. In your opinion, how about the benefits of self-directed learning strategy? 2. What challenges do you face while implementing self-directed learning in reading class? Students: 1. In your opinion, what are the benefits of using self-directed learning strategies in your English class? 2. Can you give an example of a moment

			where self-directed learning really helped you?
--	--	--	---

b) Documents Reviews

Documents Reviews Rubrics

Research Questions	Indicators	Answer		Notes
		Yes	No	
1. How is the implementation of self-directed learning on students' reading comprehension at senior high school?	Teacher's role as a facilitator and strategic instruction	√		
2. How is the evaluation of self-directed learning strategy on reading comprehension at senior high school?	Strategy aligned evaluation and assessment	√		
3. What are the benefits of self-directed learning strategy on reading comprehension at senior high school?	Instructional effectiveness Barriers to SDL and Student motivation	√		

Appendix 7: Transcript of Interview

The Interviews guide to the teacher:

1. Could you please introduce yourself, what is your name?
2. What subject do you teach in this school?
3. What kinds of reading materials do you usually use in your classroom?
4. How long have you been teaching English, especially reading comprehension?
5. What kind of students do you usually teach, are they more active, shy, or mixed?
6. What do you enjoy most about teaching reading to your students?
7. What strategies do you usually use in learning reading?
8. What does self-directed learning mean to you as a teacher?
9. Do you think self-directed learning is important in the context of reading comprehension? Why or why not?
10. How do you introduce or encourage self-directed learning strategies in your reading lessons?
11. How do you support students who struggle with self-directed learning or lack motivation?
12. Do you give students the freedom to choose their reading materials?
13. How do you monitor students' progress when they are using self-directed strategies?
14. What tools or assessments do you use to evaluate their reading comprehension under a self-directed strategy?
15. Do you notice any improvements in students' reading comprehension through self-directed learning?
16. What benefits do you see while in the students' evaluation?
17. In your opinion, how about the benefits of self-directed learning strategy?
18. What challenges do you face while implementing self-directed learning in reading class?
19. In your opinion, what are the key factors that influence students' success in self-directed reading?
20. How do students generally respond to the idea of learning more independently?
21. In your opinion, what are the key factors that influence students' success in self-directed reading?

The Interviews guide to the students before the implementation:¹¹⁶

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

Q1: How do you study independently at home/boarding?

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

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

Q1: How do you divide your time for studying at home/boarding?

3. Student A and 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 understanding in reading?

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

The steps of SDL:

1. What does teacher do before starting learning?

2. What do you think about independent/SDL strategy?

3. Can you explain the steps you usually follow when applying self-directed learning strategies in your reading class?

4. How do you actually manage your learning after gathering resources?

Evaluation of SDL:

5. What evaluations do English teachers usually use at the end of students' reading lessons?

6. Can you explain how the English teacher evaluated your project using a rubric?

7. Do you think using analytical assessment helped you?

¹¹⁶ Hakim Adinda Maharani, "Self-directed learning to enhance students speaking skills: A case study in SMAN Arjasa", (Thesis, UIN khas jember, 2023)

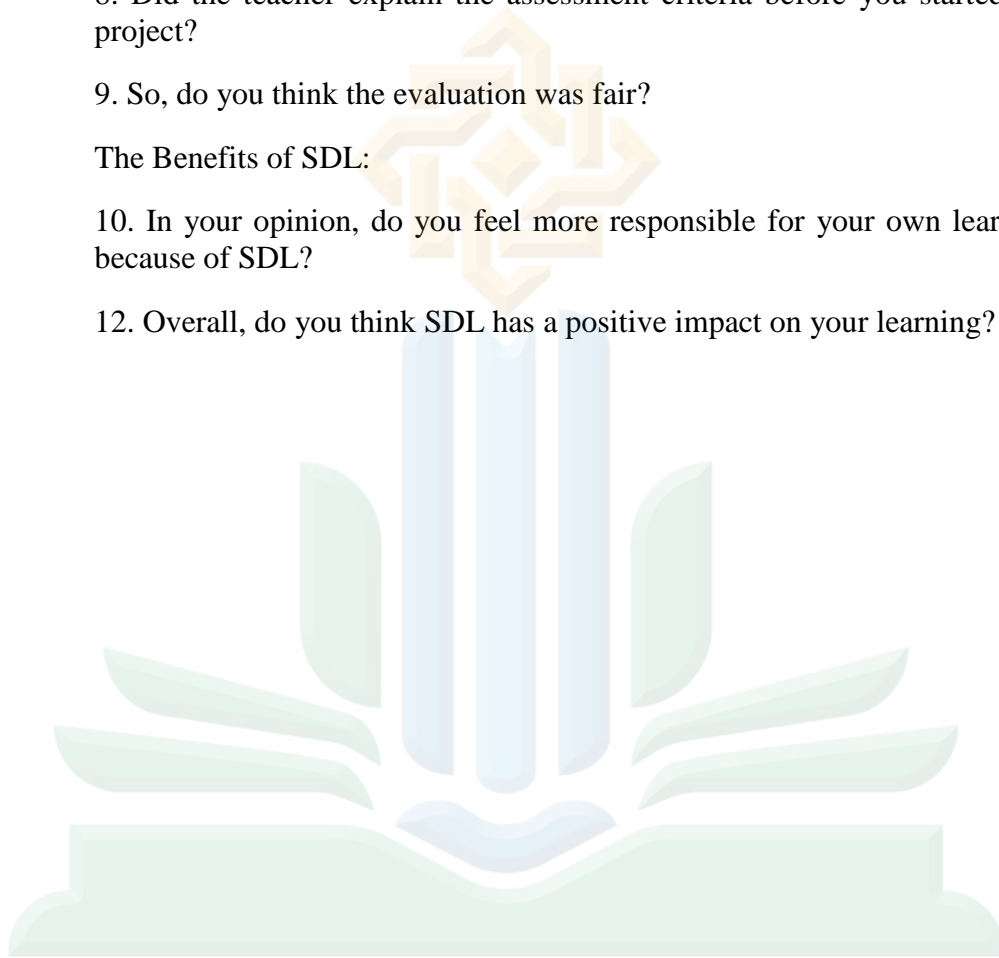
8. Did the teacher explain the assessment criteria before you started the project?

9. So, do you think the evaluation was fair?

The Benefits of SDL:

10. In your opinion, do you feel more responsible for your own learning because of SDL?

12. Overall, do you think SDL has a positive impact on your learning?



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

Appendix 8: Transcript of interview (for analysis)

TRANSCRIPT OF INTERVIEW

For analysis

Researcher interview guide to the teacher:

Researcher: **How do you introduce or encourage self-directed learning strategies in your reading lessons?**

English teacher: Sebelumnya pertama-tama, when starting a lesson, the first thing I ask is what lesson they have learned before, after that before starting the explanation of the material I usually divide students into several groups and ask them to read a text in their books, at that time our material was a text (hortatory exposition). Dari itu mereka akan merasakan kalo mereka itu belajar secara mandiri dulu dalam artian mereka memahami teks yang mereka baca. salah satu strategy yang saya pakai biasanya pembelajaran mandiri sebelum memulai ke pembahasan. Strategi pembelajaran mandiri ini biasanya di mbaknya itu Self-directed learning gitu dan menurut saya ini sangat cocok untuk mereka, karena strategi ini membantu siswa untuk berpikir kritis dan melatih fokus siswa ketika pertama kali memulai pembelajaran.

Researcher: **How do you monitor students' progress when they are using self-directed strategies?**

English Teacher: "Saya biasanya mengawali steps ini dengan defining the learning objectives and choosing some exercises untuk melihat pemahaman mereka gitu. Nah diawal pembelajaran, students can choose their own initial strategy. Saya juga setelah itu langsung menjelaskan materi ketika mereka sudah mulai paham teks apa yg mereka baca salah satu yang saya pakai ya pada saat itu teks hortatory exposition. Selanjutnya saya divide students in one class into groups of 5 people each group, siswa disini kelas 12 nya Cuma 15 anak jadi saya bagi jadi 3 bagian." "Setelah itu tahap ketiga, I will help students choose and see what strategies they use in understanding the reading, especially in the text

in the book provided. Tahap terakhir yaitu pengevaluasian untuk melihat pemahaman mereka, sebelumnya, I will ask students informasi apa yang mereka baca dan type teks apa yang mereka ketahui, dengan memberi tugas multiple choice.”

Nah baru tahap setelah saya menjelaskan teks yang mereka ketahui terlebih dahulu. Karena kebanyakan dari mereka sudah tau ya lihat di buku pelajaran yang mau kita pelajari hari itu. I will guide students in understanding the reading in the text in this reading activity so that they can more easily complete some exercises that I will give at the end of the lesson. These steps menurut saya make it easier for students when they do to the assignment... baru next, I will guide students through the presentation process di akhiran, encouraging them biar berani. The last, I will evaluate their performance.”

Researcher: **What tools or assessments do you use to evaluate their reading comprehension under a self-directed strategy?**

English teacher: For the tools untuk mengevaluasi pemahaman dari strategy ini di students’ reading activity, I used flashcards in game and discussion and for the for the assessment I used analytical rubric to see students’ really understanding or no.

Researcher: **Do you notice any improvements in students’ reading comprehension through self-directed learning?**

English teacher: Ya, saya telah melihat peningkatan yang jelas dalam pemahaman bacaan siswa melalui pembelajaran mandiri, terutama saat mereka menggunakan game flashcards sebagai bagian dari strategi pembelajaran mereka. flashcards ini membantu mereka meninjau dan mengingat kosakata utama (vocabularies), gagasan utama, dan detail penting dari teks dengan lebih efektif. Saya juga menggunakan rubrik penilaian analitis untuk mengevaluasi kemajuan pemahaman membaca mereka, yang memungkinkan saya menilai area tertentu seperti pemahaman kosakata, identifikasi gagasan utama, dan keterampilan

menyimpulkan. Melalui penilaian terstruktur ini, Hasilnya, mereka menjadi menyukai membaca, lebih percaya diri dan mandiri.

Researcher: **In your opinion, how about the benefits of self-directed learning strategy?**

English teacher: beberapa manfaat strategy ini ya siswa bisa meningkatkan pemahaman bacaannya secara mandiri terutama pada teks, mengembangkan keterampilan berpikir kritis siswa, dan menumbuhkan rasa tanggung jawab dalam hal memahami isi teks. Selain itu, saat berkolaborasi dalam kelompok dan mempresentasikan hasil kerja mereka, siswa dapat mengembangkan rasa percaya diri.

Researcher: **What challenges do you face while implementing self-directed learning in reading class?**

English teacher: Salah satu tantangannya adalah masih ada siswa yang terbiasa menunggu instruksi dari saya, sehingga sulit bagi mereka untuk mengambil inisiatif sendiri dalam belajar.”

Ditambahkan beberapa Respon siswa beragam. Ada yang merasa tertantang dan termotivasi karena dapat belajar sesuai dengan kecepatan dan minatnya. Namun, ada juga yang merasa kesulitan dan kurang percaya diri, terutama karena belum terbiasa mengatur waktu belajar sendiri atau memahami teks tanpa bantuan langsung dari saya. Beberapa faktor utamanya adalah motivasi intrinsik, kemampuan memahami teks, keterampilan manajemen waktu, dan dukungan lingkungan belajar yang kondusif apalagi mereka kan ada di 2 lingkungan yang berbeda, ada di rumah dan di pondok.

Researcher interview guide to the students:

Researcher: **What do you think about independent/SDL strategy?**

Student 1: Menurut saya, belajar mandiri ini melakukan segala sesuatunya sendiri, terutama ketika tidak ada guru di sekolah, misalnya belajar sendiri, membaca buku, mengulang pelajaran, dan sebagainya. Terutama ketika belajar membaca, kegiatan ini sangat membantu saya untuk menemukan kesulitan saya terlebih dahulu sebelum guru menjelaskan lebih tepat dari soal-soal latihan kepada siswa.

Student 2: In my opinion mis, pembelajaran mandiri ini sangat membantu saya memahami kesulitan dalam membaca, terutama di kelas saat guru memberikan tugas. kegiatan yang guru lakukan ketika dikelas pada materi membaca ini terutama sangat membantu saya untuk mengetahui sejauh mana saya bisa isi tugas, ya termasuk saat membaca sebuah teks.

Researcher: **Can you explain the steps you usually follow when applying self-directed learning strategies in your reading class?**

Student 1: Pertama, sebelum guru memulai pelajaran, guru menanyakan kepada siswa tentang “bagaimana kita belajar mandiri di rumah?” dan kemudian guru membagi siswa menjadi beberapa kelompok dalam satu kelas. terus Mrs Reza akan membagi siswa menjadi beberapa kelompok dan kemudian memberikan mereka sebuah teks untuk dibaca. Selanjutnya, mis reza akan membimbing kita untuk memulai. mis reza akan membimbing kita melalui proses memahami isi teks dan menjelaskan materi hortatory exposition. Dalam hal ini, mis reza tu mis biasa mendorong anak-anak untuk menanyakan beberapa langkah untuk memahami isi teks dengan cepat dan menjawab isi soal latihan yang diberikan guru dengan mudah...

Selanjutnya, kan kita kan uda dibagi berkelompok, terus saya akan bertanya kepada teman satu kelompok saya satu per satu tentang strategi apa yang mereka gunakan untuk memudahkan pemahaman isi teks. Kemudian, saya akan berdiskusi dengan teman-teman saya tentang cara mudah menyelesaikan soal latihan yang diberikan guru agar lebih mudah. terus, pada beberapa soal terdapat susunan teks di sana kami

menyelesaikannya bersama-sama dan menanyakan bagian mana dari kami yang tidak mengerti. Kami akan mempresentasikan isi teks latihan yang telah diberikan guru dan yang diselesaikan secara berkelompok di depan kelas. Kemudian, mis reza akan mengevaluasi hasil praktik kita dengan menggunakan strategi mandiri ini pada materi teks prosedur yang kita buat.

Student 2: Pada langkah awal, biasanya itu mis reza akan membagi kita menjadi beberapa siswa dalam satu kelas, sebelum itu beliau meminta beberapa siswa untuk menjawab beberapa pertanyaan sebelum memulai pelajaran tentang belajar mandiri di rumah/pondok. Kemudian, siswa akan diberikan beberapa soal latihan untuk melihat pemahaman siswa dalam memahami isi teks. beliau akan menanyakan strategi apa yang biasa kita gunakan dalam memahami materi teks terutama pada teks hortatory ini. Kemudian, hasil latihan siswa dipresentasikan di depan kelas yang diwakili oleh beberapa orang per kelompok.

Researcher: **What evaluations do English teachers usually use at the end of students' reading lessons?**

Student 1: At the end of the reading activity, the teacher usually, Miss Reza gives us practice questions like ABC and filling in text structures like that, Miss”

Student 2: Usually at the end of our class, Miss reza give us an assignment like answer question in A, B, C like that

Researcher: **Can you explain how the English teacher evaluated your project using a rubric? Do you think using analytical assessment helped you?**

Student 1: Tentu saja, iya. Awalnya, saya tidak begitu mengerti apa yang dimaksud dengan penilaian analitis, tetapi setelah mis reza menjelaskannya, saya menyadari bahwa penilaian itu membantu saya melihat kekuatan dan kelemahan saya dengan lebih jelas. Penilaian itu diikuti dengan penilaian setiap bagian pekerjaan kami secara terpisah, seperti vocabulary, pemahaman, dan refleksi, sehingga penilaian terasa lebih seimbang.

Bahkan kalo pekerjaan kami tidak sempurna di satu bidang, kami tetap bisa mendapatkan nilai tambahan karena berhasil di bidang lain. Jadi, penilaian itu sangat membantu nilai kami.

Student 2: Ya, menurut saya penilaian analitis sangat membantu saya. Penilaiannya lebih rinci, jadi saya bisa melihat bagian mana dari pekerjaan saya yang bagus dan bagian mana yang perlu ditingkatkan, seperti penggunaan kosakata atau pemahaman terhadap gagasan utama. Selain itu, beliau juga menjelaskan kriteria penilaian dengan jelas sebelum kami diberi tugas, jadi kami tahu apa yang harus difokuskan dan apa yang diharapkan dari kami. Itu sangat membantu kami mempersiapkan diri dengan lebih baik. Oleh karena itu, menurut saya penilaiannya adil dan kami tidak dinilai berdasarkan satu skor, tetapi berdasarkan berbagai hasil kami, yang terasa lebih jujur dan memotivasi.

Researcher: **Do you feel more responsible for your own learning because of SDL? Overall, do you think SDL has a positive impact on your learning?**

Student 1: Saya merasa belajar mandiri membuat saya lebih aktif dan tidak hanya bergantung pada guru. Saya belajar mengatur waktu sendiri dan lebih fokus pada bagian yang tidak saya pahami. Strategi ini juga membantu saya membangun kepercayaan diri dalam belajar bahasa Inggris.

Ya, saya merasa belajar mandiri memberikan dampak positif. Saya menjadi lebih berinisiatif, berani, dan terbiasa mencari tahu sendiri. Meskipun awalnya sulit, lama-kelamaan saya merasa lebih mudah memahami bacaan dan lebih percaya diri dalam pelajaran bahasa Inggris. dan percaya diri dengan hasil pekerjaan saya dalam soal latihan belajar membaca yang disajikan di depan kelas.

Student 2: Pengaruhnya cukup besar. Saya lebih terbiasa mencari sendiri arti kata atau kalimat, mencoba memahami isi teks sebelum bertanya kepada guru.

Appendix 9: Result of Thematic Analysis

RESULT OF THEMATIC ANALYSIS

No.	Transcript	Indicators	Coding	Themes	RQ
1.	<p>E.T: “When I start a lesson, the first thing I ask is what previous lesson they have learned, after that before starting the explanation of the material I divide the students into several groups and ask them to read a text in their book, namely a text (hortatory exposition).”</p> <p>S.1: “First, before teacher begin the class she asked the student about “how we study independently at home?” and then the teacher divide the</p>	Preparation stage	<ul style="list-style-type: none">• Asking previous lesson• Giving apperception	<ul style="list-style-type: none">• Reviewing Previous lesson and Giving Apperception	How was the Implementation of Self-Directed Learning SDL?

	<p>students into several groups in one class.and then show a text asked and order to read.”</p> <p>S.2: “In the first step, the teacher will divide us into several students in one class, before that the teacher asking for some answer some question before begin the class about study independently at home/cottage.”</p>				
2.	<p>E.T: “I start the steps by defining the learning objectives and choosing some exercises.... At the beginning of the meeting, students can choose their own initial strategy... I divide students in</p>	Learning stage	<ul style="list-style-type: none"> • Defining learning objective • Choose their own strategy • Evaluating students' task 	<ul style="list-style-type: none"> • Planning • Steps 	

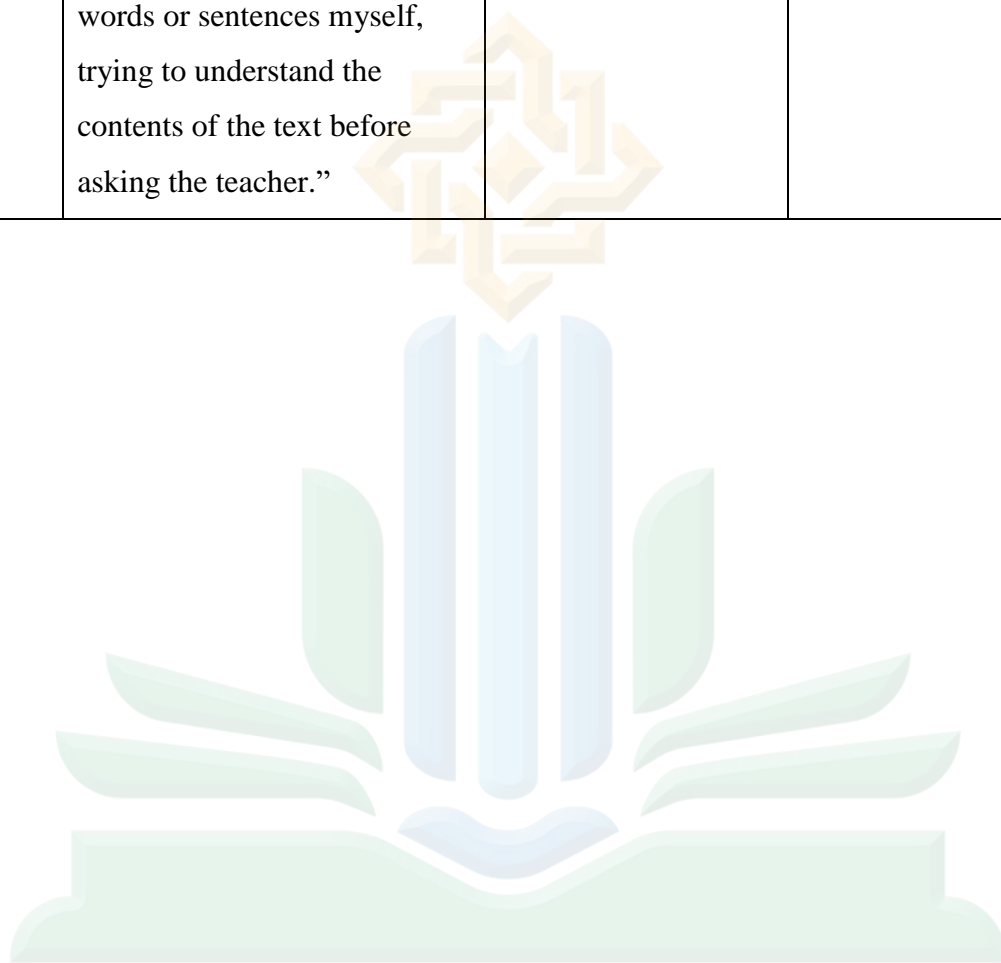
<p>one class into groups of 5 people each group...”</p> <p>“next...preparation by determining a topic and asking stimulating questions about the material I will teach. Third, I will help students choose and see what strategies they use in....Next, I will guide students through the presentation process, encouraging them to be brave. The last, I will evaluate their performance.”</p> <p>S.1: “First, The teacher will divide the students into several groups...Next, I will ask my group mates one by one what strategy they use to make it</p>		<ul style="list-style-type: none"> • Divided by several group work • Presenting task 		
---	--	--	--	--

	easier to understand the contents of the text.... Then, the English teacher will evaluate the results of our practice by using this self-directed strategy on the procedural text material that we created”				
3.	E.T: “to see the evaluation of this strategy in students’ reading activity, I used flashcards in game and discussion and for the for the assessment I used analytical rubric and formative assessment to see students’ really understanding or no... to evaluate their progress, which allow me to assess	Evaluation tools	<ul style="list-style-type: none"> • Flashcards • Analytical Rubric • Formative assessment • Multiple choice • Assignment 	Promoting students’ evaluation	How was the evaluation of Self-Directed Learning SDL strategy?

	<p>specific areas such as vocabulary.”</p> <p>S.1: “Usually at the end of our class, Miss reza give us an assignment like answer question in A, B, C like that, and use analytical rubric and formative assessment for the evaluation”</p> <p>S.2: “Usually at the end of our class, Miss reza gives us an assignment.”</p>				
4.	<p>E.T: “some of the benefits of this strategy are that students can improve their reading comprehension independently, especially in texts, develop students' critical thinking skills, and foster a sense of</p>	<ul style="list-style-type: none"> • Exploring the benefits in implementing SDL strategy 	<ul style="list-style-type: none"> • Build self-confident • Develop critical thinking skills 	<ul style="list-style-type: none"> • Promoting students' self-confident • Promoting students' collaboration 	<p>What are the Benefits of Self-Directed Learning SDL strategy?</p>

<p>responsibility in understanding the contents of the text. In addition, when collaborating in groups and presenting their work, students can develop self-confidence.”</p> <p>S.1: “I feel that independent learning makes me more active in group working.... I learn to manage my own time and focus more on parts that I don't understand. This strategy also helps me build confidence in learning English.”</p> <p>S.2: “The influence is quite large. I am more accustomed to finding the meaning of</p>		<ul style="list-style-type: none"> • Group pairwork 		
--	--	--	--	--

	words or sentences myself, trying to understand the contents of the text before asking the teacher.”				
--	---	--	--	--	--



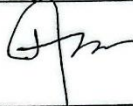


UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
LEMPUR

Appendix 10: Credibility test

CREDIBILITY TEST

Member check

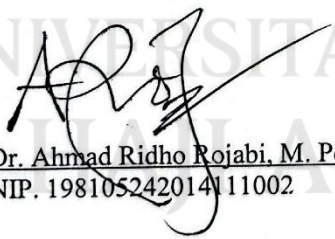
The member checking is to determine the suitability of the data obtained by the researcher with the data provided by the data provider. If the data obtained is appropriated and agreed upon by the data provider, the data is declared valid. The data approval signature, that is used as a credibility test from the information's of interview, is below:


No	Name	Participation signature
1.	English Teacher	
2.	Student 1	
3.	Student 2	

Supervisor

Probolingo, 19th January 2025

Researcher


Dr. Ahmad Ridho Rojabi, M. Pd.
NIP. 198105242014111002


Ika Nurita Febrianti
NIM.212101060051

Appendix 11: Journal of Research

Research Journal

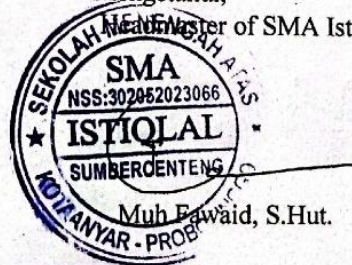
Exploring Students' Self-Directed Learning Strategy on Reading Comprehension at Senior High School

No	Day/Date	Activity	Signature
1.	19 December 2024	Sending letter permission at SMA Istiqlal Senior High School	
2.	20 December 2024	Class observation in XII Grade of Istiqlal Senior High School	
3.	21 December 2024	The researcher did the preliminary study by conducting interview with English teacher (Miss Reza Khotami S.Pd)	
3.	07 January 2025	Observe the Implementation Students' Self-Directed Learning strategy on Reading Comprehension	
4.	08 January 2025	Observe the evaluation of Self-Directed Learning strategy on Reading comprehension	
5.	13 January 2025	Observe the benefits of Self-Directed Learning strategy on Reading Comprehension	
6.	14 January 2025	Interview with English teacher about teaching Self-Directed Learning strategy on Reading Comprehension (Miss Reza Khotami S.Pd)	
7.	20 January 2025	Interview with students at XII grade of SMA Istiqlal senior high school about Self-Directed Learning Strategy on Reading Comprehension	
8.	29 January- 7 February 2025	Complete the Research Data and Document Review	
9.	12 February 2025	Get a letter of Research Finishing	

Probolinggo, 12 February 2025

Mengetahui,

Headmaster of SMA Istiqlal



Muh Fawaid, S.Hut.

Appendix 12: Teaching Material (Module)

MODUL AJAR BAHASA INGGRIS FASE E KELAS XII KURIKULUM MERDEKA

A. INFORMASI UMUM

Nama sekolah	SMA Istiqlal
Mata pelajaran	Bhs.inggris
Kelas	XII
Penyusun	Ika Nurita Febrianti
Elemen	Hortatory exposition text
Model pembelajaran	Problem based approach
Metode/Strategy	Self-directed Learning
Profil pelajar Pancasila	Mandiri,Kreatif,bernalar kritis

B. Komponen Utama

1. Capaian pembelajaran-Elemen capaian

Membaca-Memirsa

Pada akhir Fase F, Peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Jenis Hortatory exposition menjadi rujukan utama dalam mempelajari Bahasa Inggris pada fase ini. Peserta didik menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual termasuk isu etika berinternet dan konteks budaya. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan, pemahaman mereka terhadap teks tulisan semakin mendalam. keterampilan inferensi tersirat ketika memahami informasi dan kemampuan, dan kemampuan evaluasi teks argumentative (teks autentik) dalam Bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam Bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam.

Peserta didik memproduksi beragam teks lisan dan visual opini dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

2. Tujuan Pembelajaran

Membaca-Memirsa

- 1) Peserta didik dapat memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai Teks yang diacak.
- 2) Melalui model pembelajaran Problem Based Learning serta diskusi kelompok, peserta didik dapat Menganalisis Hortatory exposition Text, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok.
- 3) Peserta didik dapat Mendiskusikan dan menyimpulkan informasi yang terdapat dalam Hortatory exposition Text dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara berkelompok.

3. Total alokasi waktu: 4x 40 menit (2 x pertemuan)

4. Tujuan akhir Pembelajaran:

Tujuan dari kegiatan ini adalah peserta didik mampu mengidentifikasi, menganalisis, mendiskusikan dan menyimpulkan sebuah teks eksposisi sederhana terkait manual berdasarkan Hortatory exposition text yang disediakan melalui pembelajaran kelompok.

5. Kegiatan pembelajaran:

PENDAHULUAN		
Kegiatan	Prosedur	Waktu
Pendahuluan	<ol style="list-style-type: none">1. Guru mengawali dengan mengucapkan salam dan tegur sapa kepada siswa2. Guru memulai memimpin berdo'a bersama3. Guru mengabsen kehadiran siswa sembari menyiapkan suasana belajar	

	<p>yang kondusif</p> <ol style="list-style-type: none"> Guru memberikan pertanyaan pemantik untuk mengaitkan materi pembelajaran dengan pribadi peserta didik. <ol style="list-style-type: none"> Menurut kalian, apakah penggunaan ponsel di kelas perlu dibatasi? Mengapa? (Pertanyaan ini bisa memicu diskusi tentang argumen pro dan kontra dalam hortatory exposition, serta memberikan kesempatan bagi siswa untuk mengungkapkan pendapat mereka berdasarkan pengalaman sehari-hari di sekolah.) 	15 menit
Inti	<p>Bagian 1: Building Knowledge of Text</p> <ol style="list-style-type: none"> Guru men-ampilkan sebuah text dan membacakannya. Guru mengarahkan peserta didik untuk membaca hortatory exposition text Guru memberikan leading question "After reading the description, what do you think it is??" Guru menjelaskan tujuan pembelajaran yang akan dicapai <p>Bagian 2: Modelling (mengorganisasi siswa) of The Text</p> <ol style="list-style-type: none"> Guru membagi Peserta didik menjadi beberapa kelompok (5 orang) Guru menyampaikan materi Hortatory eksposition text secara singkat Guru mengajak siswa untuk menebak isi text Guru meminta setiap kelompok untuk menyiapkan alat tulis Guru meminta 1 siswa sebagai perwakilan masing masing kelompok untuk 	50 menit

	<p>membaca hasil yang mereka buat.</p> <p>Bagian 3: Independent Construction of the Text.</p> <ol style="list-style-type: none"> 5. Guru membagikan worksheet yang berisi hortatory exposition text 6. Masing-masing anggota kelompok bekerjasama dan berdiskusi untuk mengisi bagian-bagian text 7. Guru memberi waktu 30 detik kepada masing-masing kelompok untuk berdiskusi dan menjawab worksheet 8. Guru dan kelompok lainnya saling Memeriksa dan memberikan tanggapan. 9. Kelompok yang berhasil menebak dan Mengisi dengan benar paling banyak merupakan pemenang 	
Penutup	<p>Kesimpulan</p> <ul style="list-style-type: none"> • Menunjuk peserta didik untuk memberikan kesimpulan terkait materi yang telah dipelajari bersama <p>Refleksi</p> <ul style="list-style-type: none"> • Apakah pelajaran hari ini terasa menyenangkan? • Peserta didik mengomunikasikan kendala yang dihadapi selama pembelajaran. • Apakah penyampaian materi dapat dipahami dengan baik oleh semua peserta didik. <p>Penutup Berdo'a bersama sebelum kelas berakhir dan mengucapkan salam penutup.</p>	15 menit

6. Sarana dan Prasarana/ Media:

- Laptop, Lcd, dan papan tulis

7. Sumber belajar:

- Buku ajar

8. Alat dan bahan:

- Powerpoint dan worksheet

9. Penilaian:

Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian Proses	1. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik kerja kelompok). 2. Lembar Kerja Kelompok (LKPD)
Assessment for learning	Tes performa: Peserta didik diminta untuk mempresentasikan hasil kerja kelompok di depan kelas.

• **Kriteria penilaian sikap dan speaking**

Aspek	Indikator	Keterangan	Skor
Kerjasama	Bersama sama melaksanakan diskusi	Sangat sering menunjukkan sikap kerja sama	4
		Sama	
		Sering menunjukkan sikap kerjasama	3
		Jarang menunjukkan sikap kerjasama	2
		Tidak pernah menunjukkan sikap kerjasama	1
		Sangat sering menunjukkan sikap Bertanggung jawab	4

Bertanggungjawab Student Name: ungjawa	Mengerjakan tugas yang	Sering menunjukkan sikap bertanggung jawab			3
		Jarang menunjukkan sikap			2
Focus	Very Good(5)	Good(4)	Fair(3)	Poor(2)	
Pronunciation		Tidak pernah menunjukkan sikap			1
Grammar					
Vocabulary	Menghargai orang lain	Sangat sering menunjukkan sikap santun			4

	Sering menunjukkan sikap santun	3
	Jarang menunjukkan sikap santun	2
	Tidak pernah menunjukkan sikap santun	1
Jumlah Skor		12

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

Fluency					
Aspek	Skor	Keterangan			
Initiation	5	Mudah dipahami dan memiliki aksen penutur asli			
Interaction and of response (Comprehension)	4	Mudah dipahami meskipun dengan aksen tertentu			
Pengucapan	3	Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalahan pemahaman			
TOTAL					

Nilai yang diperoleh peserta didik: total penilaian x 100

25 Nilai maksimum yang diperoleh peserta didik : 100

		4	Kadang-kadang membuat kesalahan tata Bahasa tetapi tidak mempengaruhi makna.
Pengayaan dan Remedial			
Pengayaan	TataBahasa	3	Sering membuat kesalahan tata bahasa yang mempengaruhi makna.
Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik. Yaitu dengan caramemberikan ragam soal yang tingkatannya lebih tinggi.		2	Banyak kesalahan tata Bahasa yang menghambat makna dan sering menata ulang kalimat.
Remedial		5	Menggunakan kosa kata dan ungkapan seperti penutur asli
Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.	Kosakata	4	Kadang-kadang menggunakan kosa kata yang tidak tepat
		3	Sering menggunakan kosa kata yang tidak tepat,percakapan menjadi terbatas karena keterbatasan kosa kata
		2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulit dipahami
		5	Lancar seperti penutur asli
	Kelancaran	4	Kelancaran tampak sedikit terganggu oleh masalah bahasa
		3	Kelancaran agak banyak terganggu oleh masalah bahasa
		2	Sering ragu-ragu dan terhenti karena keterbatasan bahasa
		5	Memahami semua tanpa mengalami kesulitan
	Pemahaman	4	Memahami hamper semuanya,walau ada pengulangan pada bagian tertentu
		3	Memahami sebagian besar apa yang dikatakan bila bicara agak diperlambat walau ada pengulangan
		2	Susah mengikuti apa yang dikatakan.

Rencana kegiatan pembelajaran

Pertemuan ke 1
Kegiatan awal

1. Guru memberi salam dan meminta ketua kelas memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai.
2. Guru mengecek kehadiran peserta didik.
3. Guru menanyakan tentang materi pembelajaran sebelumnya.
4. What is our last material?
5. What is argumentative text?
6. What is generic structure of argumentative text?
7. What is language feature of argumentative text?
8. Memberikan apersepsi dengan memberikan pertanyaan pemantik terkait dengan materi yang akan dipelajari pada pertemuan kali ini.
9. Guru menyampaikan manfaat belajar Hortatory exposition text.
10. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
11. Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran.
12. Menjelaskan asesment yang akan didapatkan peserta didik.

Kegiatan Inti

Mengorientasikan siswa terhadap masalah

Syntax 1

1. Guru menampilkan beberapa gambar dan memberikan pertanyaan untuk mengaitkan materi pembelajaran dengan realita.
 - a. Do you know what picture is it?
 - b. what do you think?
 - c. what is your opinion?
 - d. Can you tell me what good message we can take from this topic?
2. Guru meminta peserta didik menyimak video pendek berisikan materi yang berkaitan dengan materi Hortatory eksposisi
<https://www.youtube.com/live/W2XU9TZixhs?si=P2oRFV7EeFXAgqeO>

Questions:

- What is the video about?
- What is your opinion about it?

15 menit

	<ul style="list-style-type: none"> - What should we do with that topic? <p>3. Guru mengajukan pertanyaan sederhana dan berinteraksi dengan peserta didik berdasarkan video yang mereka lihat.</p>	
Syntax 2	<p style="text-align: center;">Mengorganisasi Siswa Untuk Belajar</p> <ol style="list-style-type: none"> 1. Guru membagi peserta didik dalam kelompok heterogen. Setiap kelompok terdiri dari 4-5 siswa. 2. Guru memberikan contoh Hortatory exposition text (LKPD) pada setiap kelompok 3. Guru menjelaskan bagaimana cara mengerjakan LKPD kepada semua kelompok. 4. Peserta didik membaca dan mengidentifikasi fungsi sosial, struktur teks, unsur kebahasaan secara berkelompok. (Activity 1). 5. Peserta didik menganalisis unsur kebahasaan dalam hortatory exposition text yang diberikan. (Activity 2) 6. Peserta didik mendiskusikan dan menyimpulkan informasi yang ditemukan dalam hortatory exposition text 	20 menit
Syntax 3	<p style="text-align: center;">Membimbing penyelidikan individual/kelompok</p> <ol style="list-style-type: none"> 1. Guru mendampingi setiap kelompok untuk berdiskusi terkait teks yang telah dibagikan 2. Dengan bimbingan guru, peserta didik berdiskusi untuk mengidentifikasi, membandingkan menganalisis dan menyimpulkan fungsi sosial, struktur teks, unsur kebahasaan Hortatory exposition text. 3. Peserta didik dan guru membuat kesepakatan tentang jadwal presentasi hasil diskusi kelompok 	25 menit
	<ol style="list-style-type: none"> 1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 2. Guru melakukan review tentang materi yang sudah dipelajari hari itu secara lisan maupun tertulis atau dengan digitalisasi. Peserta didik melakukan refleksi pembelajaran hari itu dengan menjawab pertanyaan guru seperti: 	

Kegiatan Penutup	<ul style="list-style-type: none"> - What do you understand from our material today? - What difficulties do you have in learning this activity? How do you solve it? - Do you feel happy in learning English today? <ol style="list-style-type: none"> 3. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 4. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup. 	10 menit
-------------------------	---	-----------------

Pertemuan ke 2		
Kegiatan awal		
<ol style="list-style-type: none"> 1. Guru memberi salam dan memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang telah dipelajari minggu lalu dengan cara memberikan test singkat untuk mengetahui daya serap dan ingatan peserta didik terhadap pembelajaran sebelumnya. 4. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. Guru menyampaikan garis besar cakupan materi yang dipelajari. 		
Kegiatan Inti 70 menit		
Syntax 4	<p>Mengorientasikan siswa terhadap masalah</p> <ol style="list-style-type: none"> 1. Mengembangkan dan menyajikan hasil karya, Peserta didik menyiapkan hasil tugas yang telah diselesaikan. 2. Guru memfasilitasi setiap kelompok untuk menyajikan hasil diskusi di depan kelas. 3. Peserta didik menyajikan hasil tugas yang telah diselesaikan. 	30 menit

	<p>4. Kelompok lainnya menyimak dan memberikan komentar dan masukan atas presentasi tersebut.</p> <p>5. Guru bertindak sebagai moderator untuk membimbing siswa memberikan pertanyaan dan masukan atas presentasi kelompok lain</p>	
Syntax 5	<p style="text-align: center;">Menganalisis dan Mengevaluasi Proses</p> <ol style="list-style-type: none"> 1. Guru memberikan evaluasi dan feedback terhadap hasil presentasi yang dilakukan oleh masing- masing kelompok. 2. Peserta didik bertanya materi yang belum dipahami. 	30 menit
Kegiatan penutup	<ol style="list-style-type: none"> 1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 2. Peserta didik melakukan refleksi pembelajaran hari itu dengan menjawab pertanyaan guru seperti: <ol style="list-style-type: none"> a) Do you feel happy in learning English today? b) What difficulties do you have in learning this material? How do you solve it? c) What can you learn by learning English activities today? 3. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 4. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup. 	10 menit

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

Lampiran (Materi singkat)

Hortatory Exposition Text

The definition:

Hortatory Exposition Text adalah teks yang bertujuan untuk meyakinkan pembaca bahwa sesuatu seharusnya atau tidak seharusnya terjadi.

Teks ini terdiri atas tiga bagian penting, yakni thesis, argument, dan recommendation. Eksposis hortatori sering kali menggunakan bahasa yang persuasif dan dapat menarik logika, emosi, atau etika.

The structure of a descriptive text consists of three parts,

- **Thesis**

Bagian ini merupakan pembukaan teks hortatory exposition. Di sini, penulis memperkenalkan isu atau topik yang akan dibahas dan menyatakan pendapat atau posisi penulis terhadap topik tersebut. Tesis berfungsi untuk memberikan gambaran umum tentang masalah serta menunjukkan pandangan yang akan didukung oleh penulis.

- **Argument**

Bagian yang biasanya disusun secara sistematis untuk memberikan dukungan yang kuat dan logis. Semakin jelas dan relevan argumen yang diberikan, semakin besar kemungkinan pembaca akan menyetujui pandangan atau tindakan yang disarankan oleh penulis.

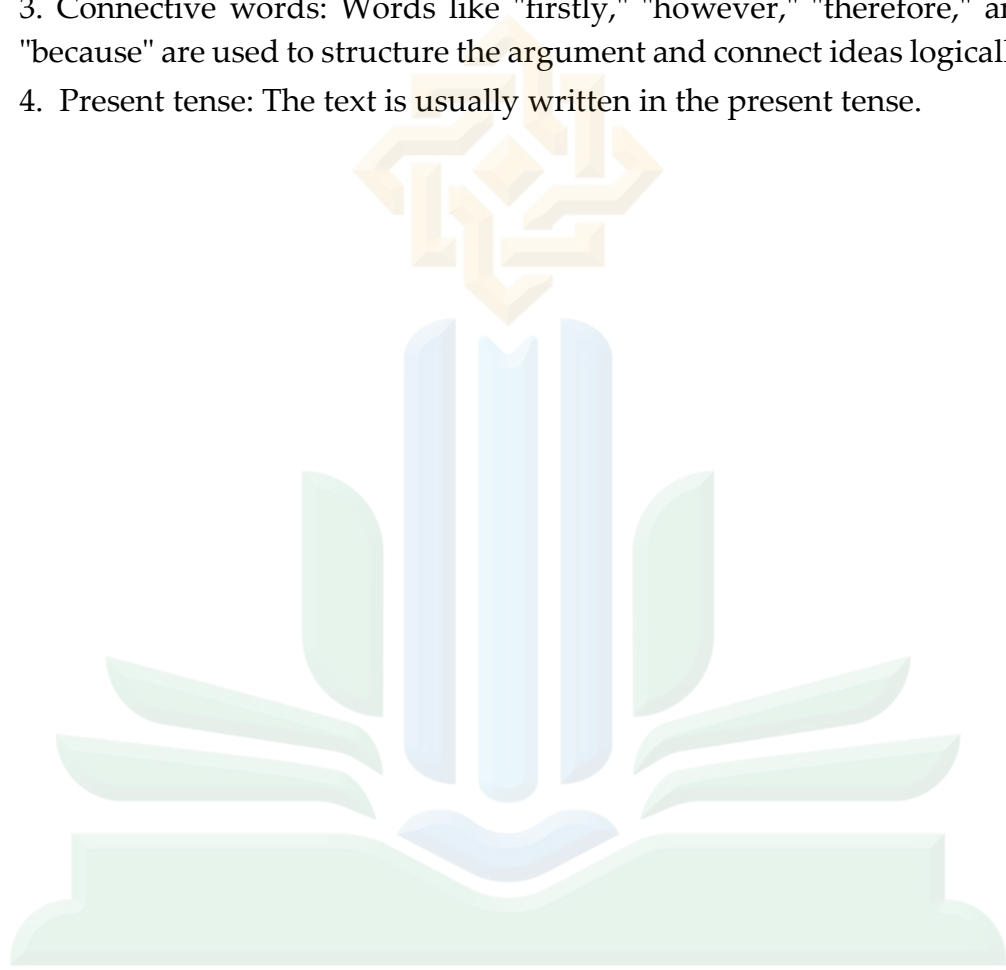
- **Recommendation**

Memberikan arahan yang jelas kepada pembaca mengenai tindakan atau sikap yang diharapkan, sehingga teks hortatory exposition ini tidak hanya berfungsi untuk menyampaikan pendapat, tetapi juga untuk memotivasi pembaca untuk bertindak sesuai dengan rekomendasi yang diberikan.

Language Features:

1. Emotive language: The writer uses emotional appeal to influence the reader.
2. Modality: Words like "should," "must," and "ought to" are used to suggest the necessity or importance of the recommended action.

3. Connective words: Words like "firstly," "however," "therefore," and "because" are used to structure the argument and connect ideas logically.
4. Present tense: The text is usually written in the present tense.



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

Lampiran example:

Example of Hortatory exposition text

Why People Should Read for Pleasure

Thesis:

Reading for pleasure is essential for personal development and well-being, and everyone should make it a habit.

Arguments:

Firstly, reading for pleasure enhances creativity and imagination. When people immerse themselves in stories, they explore new worlds and ideas that stimulate their minds. This imaginative engagement can lead to greater innovation and problem-solving skills in real life.

Secondly, reading for pleasure is a fantastic way to reduce stress. Studies have shown that just six minutes of reading can significantly lower stress levels, helping individuals relax and escape from their daily worries. In a fast-paced world filled with responsibilities, taking time to read can provide a much-needed break.

Moreover, reading expands knowledge and vocabulary. Engaging with different genres exposes readers to new perspectives and ideas, enriching their understanding of the world. A well-developed vocabulary not only aids in communication but also boosts confidence in social interactions.

Recommendation:

Therefore, I strongly encourage everyone to set aside time each day for reading. Whether it's fiction, non-fiction, or poetry, find a genre that interests you and make reading for pleasure a regular part of your life. Not only will it enrich your mind, but it will also contribute to your overall happiness and well-being.

Example 2:

The Importance of Recycling

Thesis:

Recycling is a crucial practice that everyone should adopt to protect our environment and conserve resources.

Arguments:

Firstly, recycling reduces the amount of waste sent to landfills and incinerators. With the growing population and consumption rates, landfills are rapidly filling up, causing environmental hazards and health risks. By recycling materials such as paper, plastic, and metals, we can significantly decrease the volume of waste, leading to cleaner and healthier communities.

Secondly, recycling conserves natural resources. Many products we use daily are made from non-renewable resources. By recycling, we reduce the demand for raw materials, allowing natural resources to be preserved for future generations. For instance, recycling one ton of paper can save over 17 trees and thousands of gallons of water.

Moreover, recycling saves energy. The process of producing new products from recycled materials generally requires less energy compared to manufacturing from virgin materials. For example, producing aluminum from recycled materials uses 95% less energy than creating it from bauxite ore. This energy savings translates to reduced greenhouse gas emissions, helping to combat climate change.

Recommendation:

Therefore, I urge everyone to make recycling a regular part of their daily routine. Take the time to sort your waste, educate others about the benefits of recycling, and support local recycling programs. By doing so, you contribute to a sustainable future for our planet and help preserve it for generations to come.

Lampiran: Exercise

Guru meminta peserta didik untuk menyesuaikan isi dari hortatory exposition text dibawah ini secara kelompok!

Are Social Media Safe?

While social media platforms offer numerous benefits, it is crucial to recognize the potential dangers they pose, and users must take proactive measures to protect themselves.

Firstly, social media can expose users to various privacy risks. Many platforms collect personal information, which can be misused by third parties or lead to identity theft. Users often share sensitive details without realizing the implications, making it essential to understand privacy settings and how to safeguard personal data.

Secondly, cyberbullying is a significant issue on social media. Anonymity can lead individuals to behave in harmful ways, resulting in emotional distress for victims. The negative impact of cyberbullying can have long-lasting effects on mental health, highlighting the need for awareness and vigilance among users.

Moreover, misinformation and harmful content are prevalent on social media platforms. Users are often exposed to false information that can shape opinions and lead to harmful consequences. To combat this, users should develop critical thinking skills and verify information before sharing or acting on it.

Therefore, I urge everyone to approach social media with caution. Be mindful of the information you share, actively manage your privacy settings, and engage in respectful online communication. Additionally, take the time to verify information and educate yourself about the potential risks associated with social media usage. By doing so, you can enjoy the benefits of social media while minimizing its dangers.

Lampiran: Key Answer

Are Social Media Safe?

Thesis:

While social media platforms offer numerous benefits, it is crucial to recognize the potential dangers they pose, and users must take proactive measures to protect themselves.

Arguments:

Firstly, social media can expose users to various privacy risks. Many platforms collect personal information, which can be misused by third parties or lead to identity theft. Users often share sensitive details without realizing the implications, making it essential to understand privacy settings and how to safeguard personal data.

Secondly, cyberbullying is a significant issue on social media. Anonymity can lead individuals to behave in harmful ways, resulting in emotional distress for victims. The negative impact of cyberbullying can have long-lasting effects on mental health, highlighting the need for awareness and vigilance among users.

Moreover, misinformation and harmful content are prevalent on social media platforms. Users are often exposed to false information that can shape opinions and lead to harmful consequences. To combat this, users should develop critical thinking skills and verify information before sharing or acting on it.

Recommendation:

Therefore, I urge everyone to approach social media with caution. Be mindful of the information you share, actively manage your privacy settings, and engage in respectful online communication. Additionally, take the time to verify information and educate yourself about the potential risks associated with social media usage. By doing so, you can enjoy the benefits of social media while minimizing its dangers.

Excercise 2:

Read and identify the generic structure of the text then rewrite it in the table below!



What do you think about the picture?

The Dangers of Mobile Phones

In today's digital era, mobile phones have become an inseparable part of our daily lives. While they offer numerous benefits, such as instant communication, access to information, and entertainment, the overuse of mobile phones presents significant dangers that cannot be ignored. It is essential that we recognize these risks and take action

First and foremost, excessive mobile phone use can lead to severe health issues. One of the most common problems is eye strain, also known as "digital eye strain," which results from staring at a screen for long periods. Prolonged exposure to the blue light emitted by phones can cause headaches, dry eyes, and even sleep disturbances. Moreover, many people develop poor posture from constantly looking down at their devices, which can lead to neck and back pain, commonly referred to as "text neck." These seemingly minor physical problems can escalate into more serious health concerns if not addressed.

In addition to physical risks, mobile phones can negatively affect mental well-being. Many users become addicted to their devices, spending hours scrolling through social media or playing games. This addiction not only wastes valuable

time but also contributes to feelings of loneliness, anxiety, and depression. Social media platforms, in particular, create a false sense of reality, leading users to compare their lives to others, often resulting in low self-esteem and dissatisfaction.

Furthermore, mobile phones pose a significant danger when used irresponsibly in situations that require full attention. For instance, texting or browsing while driving is one of the leading causes of road accidents worldwide. Despite knowing the risks, many people continue to use their phones behind the wheel, putting their lives and the lives of others in danger.

In conclusion, while mobile phones offer convenience and connectivity, we must be aware of the dangers they pose to our physical health, mental well-being, and safety. It is crucial to limit our usage, practice good habits such as taking regular breaks, and refrain from using phones in risky situations. By being mindful of how we use our mobile phones, we can enjoy their benefits without falling victim to their negative effects.



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

Generic Structure	The text
Thesis <i>(The main idea)</i>	
Arguments <i>(reasons or evidence provided to support the writer's opinion or position on a particular issue)</i>	
Recommendation <i>(offers a solution, advice, or call to action to address the issue discussed in the body of the text)</i>	

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

Excercise 3:

Discuss with your friends and find the information from the text below to answer the questions!

What picture is bellow?



The Importance of Recycling for a Better Future

In today's world, environmental pollution has become a significant issue, and one of the primary causes is the improper disposal of waste. As the global population grows, the amount of trash we produce increases at an alarming rate. However, there is a simple and effective way to combat this issue: recycling. Recycling is essential for the preservation of the environment and the conservation of resources, and it should be a habit adopted by everyone.

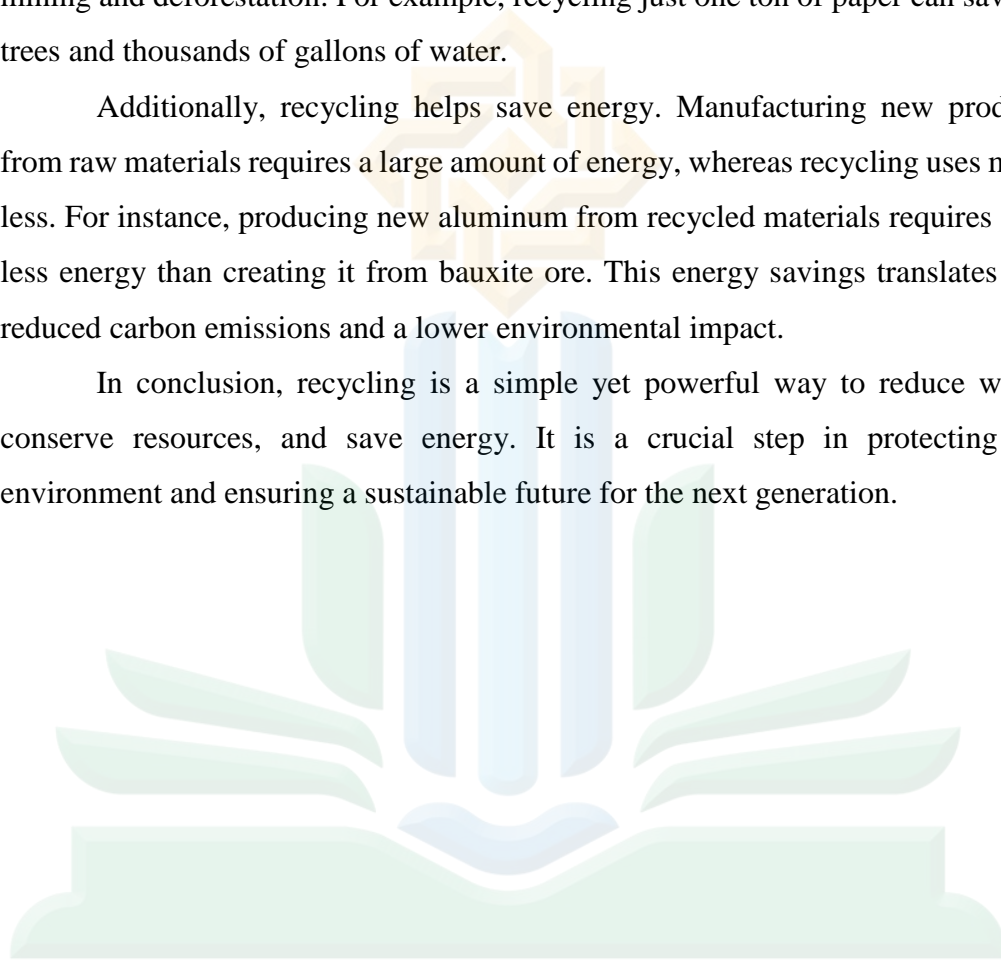
Firstly, recycling reduces the amount of waste that ends up in landfills. Landfills not only take up large areas of land but also emit harmful gases, such as methane, that contribute to global warming. By recycling materials like plastic, paper, and glass, we can significantly decrease the amount of waste sent to landfills and help reduce the greenhouse gases emitted into the atmosphere.

Secondly, recycling helps conserve natural resources. Many of the products we use every day, like paper and metals, are made from finite resources, such as trees and minerals. Recycling these materials reduces the need to extract and process raw materials, saving energy and protecting ecosystems from destructive

mining and deforestation. For example, recycling just one ton of paper can save 17 trees and thousands of gallons of water.

Additionally, recycling helps save energy. Manufacturing new products from raw materials requires a large amount of energy, whereas recycling uses much less. For instance, producing new aluminum from recycled materials requires 95% less energy than creating it from bauxite ore. This energy savings translates into reduced carbon emissions and a lower environmental impact.

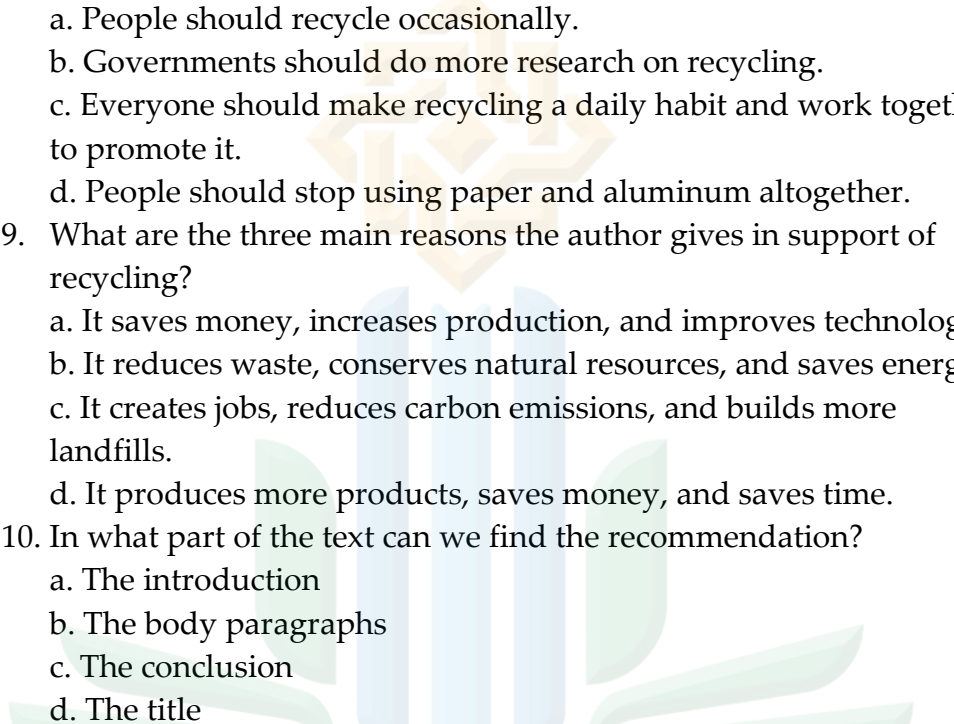
In conclusion, recycling is a simple yet powerful way to reduce waste, conserve resources, and save energy. It is a crucial step in protecting our environment and ensuring a sustainable future for the next generation.



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

Answer the question based on the text above!

1. What is the type of the text?
 - a. procedure text
 - b. argumentative text
 - c. Hortatory exposition text
 - d. descriptive text
2. What is the main issue discussed in the text?
 - a. Deforestation
 - b. Landfills
 - c. Recycling
 - d. Mining
3. Which pharagrap state the conclusion?
 - a. In today's world, environmental pollution
 - b. Secondly, recycling helps conserve natural resources.
 - c. first pharagrap
 - d. recycling is a simple yet powerful way to reduce waste
4. Why does the author argue that recycling is important?
 - a. It creates more jobs.
 - b. It helps reduce waste, conserve resources, and save energy.
 - c. It makes landfills bigger.
 - d. It produces more plastic.
5. According to the text, how does recycling help reduce global warming?
 - a. By reducing the use of plastic.
 - b. By reducing the greenhouse gases emitted by landfills.
 - c. By increasing waste production.
 - d. By encouraging people to consume more resources.
6. What example is given to show the benefit of recycling paper?
 - a. It saves 17 trees and thousands of gallons of water.
 - b. It helps produce more aluminum.
 - c. It reduces air pollution.
 - d. It makes recycling cheaper.
7. How much energy is saved by recycling aluminum compared to producing it from raw materials?
 - a. 50%
 - b. 95%
 - c. 75%
 - d. 100%

- 
8. What is the author's recommendation in the text?
 - a. People should recycle occasionally.
 - b. Governments should do more research on recycling.
 - c. Everyone should make recycling a daily habit and work together to promote it.
 - d. People should stop using paper and aluminum altogether.
 9. What are the three main reasons the author gives in support of recycling?
 - a. It saves money, increases production, and improves technology.
 - b. It reduces waste, conserves natural resources, and saves energy.
 - c. It creates jobs, reduces carbon emissions, and builds more landfills.
 - d. It produces more products, saves money, and saves time.
 10. In what part of the text can we find the recommendation?
 - a. The introduction
 - b. The body paragraphs
 - c. The conclusion
 - d. The title

Answer Key:

1. c
2. c
3. d
4. b
5. b
6. a
7. b
8. c
9. b
10. c

Appendix 13: Journal of students' in Implementing SDL strategy

No.	Pictures	Activity
1.		<p>Start the steps by Initiate their own learning with defining the learning objectives and choosing some exercises to see the students' understanding. At the beginning of the meeting, students can choose their own initial strategy.</p>
2.		<p>The teacher divides students in one class into groups of 5 people each group. There are 3 groups.</p>
3.		<p>Next...preparation by determining a topic and asking stimulating questions about the material I will teach.</p>

4.		<p>Third, The teacher will help students in choosing and see what strategies they use in understanding the reading, especially in the text in the book provided, this is included as part of their self-directed learning planning process.</p>
5.		<p>Students' performance (explain their result of assignment)</p>
5.		<p>Next, For the last steps in Evaluating, the teacher will guide students through the presentation process, encouraging them to be brave. And evaluate their performance.</p>



Appendix 14: List of Students at XII Grade SMA Istiqlal

No.	Name
1.	Ana fika rofiatul alya
2.	Jamila
3.	Khalifatul hasanah
4.	Moh. Abdillah sultan jaka m.
5.	Moh. Sabiqutul maulana
6.	Muhammad syahrul
7.	Muhammad yazid tamim
8.	Muhammad zakaria mubarok
9.	Putri ayunda
10.	Riski abadi
11.	Shofiah habibah
12.	Sinta karomah
13.	Siti fitriani suhaimi
14.	Siti solehatin
15.	Wasilatul maghfiroh


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

Appendix 15: Documentation

No.	Picture	Activity
1.		<p>Class observation at XII Grade SMA Istiqlal about The implementation of students' experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school, the evaluation of students' experience on Self-Directed Learning strategy in reading comprehension at the third grade of senior high school, and the benefits of Self-Directed Learning strategy on reading comprehension at senior high school.</p>
2.		<p>Observe the Implementation of students' experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school</p>

3.		<p>Observe the evaluation of students' experience on Self-Directed Learning strategy in reading comprehension at the third grade of senior high school by the teacher</p>
4.		<p>Observe the benefits of SDL strategy (They were confidently by presentation their result of assignment)</p>

5.		<p>Interview with english teacher about The implementation of students' experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school, the evaluation of students' experience on Self-Directed Learning strategy in reading comprehension at the third grade of senior high school, and the benefits of Self-Directed Learning strategy on reading comprehension at senior high school.</p>
6.		<p>Interview with student 1 about The implementation of students' experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school, the evaluation of students' experience on Self-Directed Learning strategy in reading comprehension at the third grade of senior high school, and the benefits of Self-</p>

		Directed Learning strategy on reading comprehension at senior high school.
7.		Interview with student 2 about The implementation of students' experience on Self-Directed Learning (SDL) strategy in reading comprehension at the third grade of senior high school, the evaluation of students' experience on Self-Directed Learning strategy in reading comprehension at the third grade of senior high school, and the benefits of Self-Directed Learning strategy on reading comprehension at senior high school.

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

Appendix 16: Validation test

Validator 1: English teacher of SMA Istiqlal

LEMBAR VALIDASI PEDOMAN WAWANCARA

Exploring Students' Self-Directed Learning Strategy on Reading Comprehension at Senior High School

A. TUJUAN:

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatkan data yang lebih valid sesuai dengan indikator.

B. PETUNJUK:

- Berikan tanda checklist pada kolom yang sesuai dengan pendapat anda berdasarkan indikator kemampuan guru participant (1 guru dan 2 siswa) dalam penerapan metode Self-Directed learning (SDL) pada pembelajaran membaca untuk mendorong kemampuan pemahaman membaca siswa pada tingkat sekolah menengah atas yang meliputi: *Initiate* their own learning, *determine* learning, *choose* learning and *Evaluate* their own learning.
- Terdapat 4 skala penilaian keterangan sebagai berikut:
1= kurang
2= cukup
3= baik
4= sangat baik

No	Indikator	Skor			
		1	2	3	4
1.	Tujuan wawancara terlihat jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas			✓	
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong atau mengarahkan siswa yang diwawancarai menuju pada suatu kesimpulan tertentu				✓
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda.				✓

C. CATATAN/SARAN

..... Baik

D. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

☒

Layak digunakan tanpa revisi

☐

Layak digunakan dengan revisi

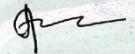
☐

Tidak layak digunakan

(Mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 26 February 2025

Validator



Reza Khotami, S.Pd.

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

Validator 2: English Teacher of SMP Istiqlal

LEMBAR VALIDASI PEDOMAN WAWANCARA

Exploring Students' Self-Directed Learning Strategy on Reading Comprehension at Senior High School

E. TUJUAN:

Tujuan wawancara ini digunakan untuk memverifikasi data tertulis atau menampilkan data lebih lengkap agar mendapatkan data yang lebih valid sesuai dengan indikator.

F. PETUNJUK:

- a. Berikan tanda checklist pada kolom yang sesuai dengan pendapat anda berdasarkan indikator kemampuan guru participant (1 guru dan 2 siswa) dalam penerapan metode Self-Directed learning (SDL) pada pembelajaran membaca untuk mendorong kemampuan pemahaman membaca siswa pada tingkat sekolah menengah atas yang meliputi: *Initiate* their own learning, *determine* learning, *choose* learning and *Evaluate* their own learning.
- b. Terdapat 4 skala penilaian keterangan sebagai berikut:
1= kurang
2= cukup
3= baik
4= sangat baik

No	Indikator	Skor			
		1	2	3	4
1.	Tujuan wawancara terlihat jelas				✓
2.	Urutan pertanyaan dalam tiap bagian jelas			✓	
3.	Butir-butir pertanyaan mendorong responden memberikan jawaban yang diinginkan				✓
4.	Rumusan butir-butir pertanyaan tidak mendorong atau mnegarahkan siswa yang diwawancarai menuju pada suatu kesimpulan tertentu			✓	
5.	Rumusan butir pertanyaan tidak menggunakan kalimat yang tidak menimbulkan makna ganda.				✓

G. CATATAN/SARAN

Baik.

H. KESIMPULAN

Secara umum pedoman wawancara yang telah dinilai dinyatakan:

☐

Layak digunakan tanpa revisi

☒

Layak digunakan dengan revisi

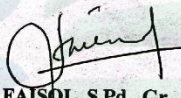
☐

Tidak layak digunakan

(Mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

Jember, 26 February 2025

Validator


FAISOL, S.Pd., Gr

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

Appendix 17: Plagiarism check completion



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Ika Nurita Febrianti
NIM : 212101060051
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Exploring students' Self-directed learning (SDL) strategy on Reading comprehension at Senior High school

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (15 %)

1. BAB I: 27 %
2. BAB II: 29 %
3. BAB III: 13 %
4. BAB IV: 6 %
5. BAB V: 0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 19 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

(ULFA DINA NOVIENDRA S.Sos., M.Pd.)

- NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan
2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

Appendix 18: Curriculum Vitae



A. Author Identity

Name : Ika Nurita Febrianti
NIM : 212101060051
Place, date of birth: Pobolinggo, 2nd of February 2003
Gender : Female
Address : Dusun Krajan, Sambirampak Lor, Kotanyar, Kab. Probolinggo
Faculty : Tarbiyah and Teacher Training
Major : English Education Program
Email : nuritaika65@gmail.com

B. Educational Background

Elementary school : SDN Sambirampak Lor
Junior High school : SMP Istiqlal
Senior High school : SMA Istiqlal