EFL Students' Perception on Self-Directed Learning in Speaking Skill at IAIN Palangka Raya

Siti Nurul Baitina
snurulbaitina@gmail.com

Akhmad Ali Mirza
akhmad.ali.mirza@iain-palangkaraya.ac.id

Sri Normuliati
sri.normuliati@iain-palangkarata.ac.id

Institut Agama Islam Negeri Palangka Raya

ABSTRACT

Students may study outside of the classroom in their own manner by using self-directed learning. Learning to speak requires self-study, which is not only taught in the classroom but also outside of it. The purpose of this study is to outline the methods used by self-directed learners to enhance their English speaking abilities among English Department students. How self-directed learners in the English department might enhance their English speaking abilities is the focus of this study. The methodology of this research is use descriptive qualitative method and data collection was conducted used structured interviews, questionnaires, the researchers will use a closed questionnaire because the list of questions or statements has been equipped with choices according self-directed learning and documentation. Thirty-six English Education Study Program students in the seventh semester of the 2022–2023 academic year at IAIN Palangka Raya served as the study subjects. According to the study's findings, students who use self-directed learning to enhance their English speaking abilities do well by using the following components of self-learning: self-management, self-motivation and self-assessment, skill development, and control over their learning process. In order to assist students become more autonomous and meet their learning goals, this research also suggests that instructors teach them the value of self-management in the learning process.

Keywords: EFL Education; English Language Teaching; Self-Directed Learning; Speaking Skills

INTRODUCTION

Self-directed learning is an approach to learning in which individuals assume the roles of both planner, implementer, and evaluator of their own learning experiences. The many strategies and tactics students use to study efficiently and on their own are referred to as self-directed learning (Dahal et al., 2024). As outside learning takes place in unlimited time and space, universities must consider their students' self-directed learning (Lasfeto & Ulfa, 2020). In an educational context, proficiency

in speaking is of great consequence, as it enables students to actively participate in the teaching and learning process. Students who are proficient in speaking are able to express their thoughts with greater clarity and precision, as well as participate in class discussions, presentations, and other academic activities. Speaking skills not only support verbal communication abilities but also assist in developing critical thinking and problem-solving skills. Honing English skills only in the classroom is unprofessional for a student. Students must be aware of Self-Directed Learning, which aims to hone their skills and find new experiences. Self-directed learning necessitates that the learners exercise initiative and assume accountability for their learning (Loeng, 2020).

College students are no longer students who are taken and prepared for everything by their teachers, but students must have the courage to be independent and responsible for their education problems. According to Al-Snani (2021), EFL learners often struggle while speaking due to a lack of practice and a lack of English ability. It mostly relies on the learners' talents and how they support themselves to talk and attempt any approach without being timid. Learners must be able to speak, and public speaking requires speaking skills. As a result, self-directed learning traits are crucial to students' growth. This is predicated on the aim of learning using this approach, which is to fully comprehend their demands, articulate their objectives, identify relevant resources, choose their own learning tactics, and project their learning results. The difficulty of speaking English for EFL learners is well recognized, and it is made more difficult by the fact that it is dependent on the learners themselves (Siswanto, 2024). But according to several studies, the most prevalent issues that students deal with are shyness, insecurity, and fear of making errors. Putri (2024) stated that Self-directed learning not only encourages teachers to help students discover their interests but also requires teachers to challenge students to achieve and challenge themselves to go beyond the easy and ordinary.

The foundation of this study is the observation that many students studying English as a second language lack adequate understanding of the several approaches that may be used to improve their speaking skills. Most students believe that learning in a classroom may help them become more knowledgeable and proficient speakers. Actually, what students learn in class is only a semblance of theory that they may expand upon with more study. When teachers are engaged, their role should be to facilitate learning rather than to impart information (Loeng, 2020). Additionally, students and instructors may communicate simultaneously via live chats or video conferences that are based on the lesson plan (Pritandhari & Wibawa, 2021). It's also feasible, though, that a large number of pupils are able to grow personally and acquire profound knowledge. For students to learn or improve their speaking abilities, they must be exposed to enough languages. They will learn more about speaking the more they practice speaking, both frequently and intensely. As a result, self-study is crucial for improving speaking abilities as it teaches students how to assist themselves and improve their learning (Al-Snani, 2021).

This research is also based on the experience of the participants, as evidenced by the results of the preliminary interview with a subset of participants who indicated that they had engaged in self-directed learning to enhance their speaking skills. This information is consistent with the objectives of this research. In the preliminary interview, the participant indicated that the outcomes of her self-directed learning endeavors in speaking skills were favorable. One illustration of this was that participant was even selected by the department to participate in an international dabate event. This experience bolstered the participant's confidance.

LITERATURE REVIEW

Previous Related Study

To help fund this research, the researchers has explained some previous research on the subject of the current study. The first prior research, titled "Undergraduate Students' Perspective on Self-Directed Learning in Speaking Skill," was conducted by Rida Yulianti et al. in 2021. This research used a descriptive design and a qualitative methodology, collecting data using semi-structured interviews and questionnaires. The researchers lead the interview portion, although they are free to ask further questions if more information is required. According to the study's findings, almost all of them are interested in English and show a high level of interest. Their favorite pastimes, like playing video games, watching movies, listening to music, and many more, are the basis for this. This study's emphasis on speaking ability and self-directed learning is comparable to other previous studies. This research differs in that it uses online self-directed learning to enhance speaking abilities.

The second earlier research, titled "The Practice of Independent Learning to Improve Speaking Skill Employed by Non-English Department Students at IAIN Tuluangung," was carried out by Iik Wahyuni in 2020. The descriptive technique with a qualitative approach was the research methodology used in this study. According to the findings, students engaged in the following activities: watching movies, reading aloud, and listening to music. The similarities in this study are both using descriptive methods with a qualitative approach then both discuss self-directed learning to improve speaking skill. While the difference is that the participants in this study were students non-english department of Islamic of Economics and Business Faculty (*FEBI*) at IAIN Tulungagung, while in this study the participants are student English department 7th semester at IAIN Palangka Raya. The third previous study was conducted by Rawan Abdulrahman Al-Snani (2021) with the title "EFL Learners' Perception of Using Self-Study to Develop Speaking Skill". A questionnaire was used by the researcher in this quantitative investigation and semi-structured interview to explore students' perceptions of self-directed learning. The findings indicated that pupils favored both independent study and instructor guidance. Despite their lack of expertise, the participants had good attitudes about self-study and valued the idea of it. This study's similarities include discussing the concept of self-directed learning to enhance speaking abilities and

specific speaking components that were carried out with courage. In contrast to this research, which focuses on the views of self-directed learning to enhance speaking abilities, this study investigates students' perspectives of self-study to build speaking skills and their preference for instructor engagement.

Self-Directed Learning

Self-directed learning is one of the most innovative learning models, allowing students to take control of identifying their own learning needs, setting learning objectives, locating learning resources, selecting and implementing learning strategies, and evaluating learning outcomes (Mahmud, 2019). As a method of learning organization, self-directed learning emphasizes student autonomy throughout the learning process. The emphasis is on individual and self-development, where students are supposed to take the lead in their own education (Dewi and others, 2019). Students' everyday learning, their ability to adjust to quickly changing situations, and their initiative when chances do not present themselves are all examples of self-directed learning. Self-directed learners take charge of their own education and take responsibility for it. Self-directed learning may occur both within and outside of formal educational settings. Teachers need to assist students in learning, not conveyors of knowledge when they are involved (Loeng, 2020). Students apply self-directed learning they can find their own learning style according to their desire and willingness to learn what they want. According to Dewi, et al (2019) defines that students who use self-directed learning will be responsible for the learning they do to gain understanding of the learning and are responsible for not abandoning the learning because they will get their own consequences.

Speaking Skill

Speaking and communication skills are crucial in today's world as they allow one to succeed in their chosen professional domains. Speaking abilities are the capacity to enunciate linguistic sounds or words in order to express, declare, and transmit thoughts, ideas, and emotions (Hikmah, 2022, p. 15). Furthermore, as speaking is essentially language, it is the most crucial ability to acquire among all others, according to Bahruddin et al. (2021). Spoken language as a delivery medium and the message are closely related. The listener receives the message in a different form the sound of language instead of the original form. When a person learns about speaking skills, they should be able to master speaking skills and get great improvement because speaking skills are skills used to communicate with others (Ati & Parmawati, 2022). Speaking is essentially a process of communicating by using sounds produced by the human speech organs in which there is a transfer of messages from one source to another. Meanwhile, speaking is a way to communicate in daily life, it is very important for one's life. According to Bahruddin, et al (2022) stated that humans can influence, persuade, inform, express thoughts and many more purposes shown from various speech act events. When considered properly, the speaking that a person displays has a very broad purpose

and role. In addition, speaking plays an important role in the foreign/second language teaching-learning process. Speaking does not only depend on the pronunciation of words. Specifically, speaking has five components that consist of understanding meaning. Grammar, vocabulary, pronunciation, and fluency. These five components are very important to be able to do oral communication especially in English is also the most difficult ability to develop (Cejay Lou, et al 2023).

METHOD

Design and Samples

This study was carried out utilizing a qualitative and descriptive research design. Researchers used a qualitative approach since the data aims to illustrate what EFL students do to improve their English speaking abilities. The researchers used questionnaires to do pre-observation in order to get these individuals. This approach seeks to identify topics, students who prefer self-directed learning strategies, and activities that help students develop their speaking abilities. Following the selection of the topic, the researchers interviewed the subject to find out what they did to enhance their speaking skills. To learn more about how these exercises may help individuals become better speakers, the researchers interviewed participants in-depth. At this point, the researchers inquired about the activities they engaged in and the methods they used to enhance their English-speaking skills. Additionally, 36 English Education Study Program students in the seventh semester of the 2022–2023 academic year at IAIN Palangka Raya served as the study subjects. This semester's students have gained valuable experience with the learning strategies that they employed to improve their English ability or achieve certain class objectives. They have their own learning strategy, which includes numerous types of it. As a result, the data gathered can be more diverse, and the results can be more realistic.

Instrument and Procedures

The researchers used two instruments, they were open-ended interview and questionnaire. In this study, researchers used interviews to understand more about the process of implementing self-directed learning to enhance their speaking abilities. Open-ended interviews were the interview type employed in this investigation. The interview in this research was divided into five sections and was intended to gather information about students' opinions about the process of self-directed development in speaking skills. These interview guidelines contain questions related to students' responses to self-directed learning in speaking skills adapted by Yulianti (2021). The individuals were interviewed by the researchers via WhatsApp. A Google Form is used to deliver the questionnaire. In order collected the data of self-directed learning, researchers will be used a questionnaire set related to self-directed learning adapted from Sulasiwi (2019). To provide participants freedom in responding to the questions, the researchers used Google Forms to develop the questionnaire. Furthermore, the questionnaire is filled out by the respondent as they wish independently without any coercion (Herlina, 2019, p.

1). Questionnaires are more popular in research than other types of instruments because by using this method more information data can be collected in a relatively short time and at a lower cost. These instruments were used to observe undergraduate students' obvious perspectives of the Self-Directed Learning process based on their experience.

Data Analysis

Data reduction, data presentation, and conclusion drafting were all part of the data analysis process. After classifying the participants' responses according to the questions, the researchers chose the central responses from the participants that best fit the questions. The researcher utilized all of the responses provided by respondents to acquire the data from the questionnaire. When the interview data appears, the researchers show all of the responses from participants who were clustered around a single topic. They then draw conclusions from each question's response at the conclusion of each paragraph. Regarding how the questionnaire data appears, the researchers provide all of the collected data as charts. The average percentage of each component was computed in this study in order to generate a final average. The final average percentage results were then categorized based on the questionnaire rating category, allowing the researchers to draw conclusions about how students felt about self-directed learning to enhance their speaking abilities. In the meantime, in order to make inferences from the interview results, the researchers search for the majority of the responses provided by the interviewees. Based on the majority of the responses, the researchers can create an outline that will allow them to make inferences about how EFL students view self-directed learning as a means of improving their speaking abilities.
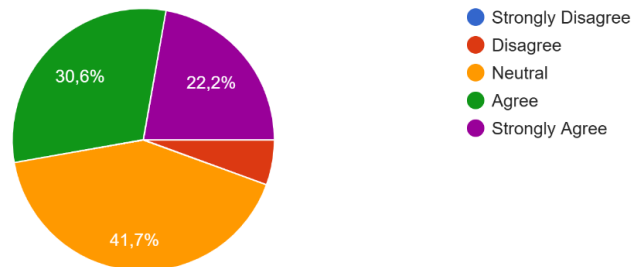
RESULT AND DISSCUSION

Participants were asked to respond to 20 items on a questionnaire. The responses to the first two questions were compiled and shown in the figures that follow.
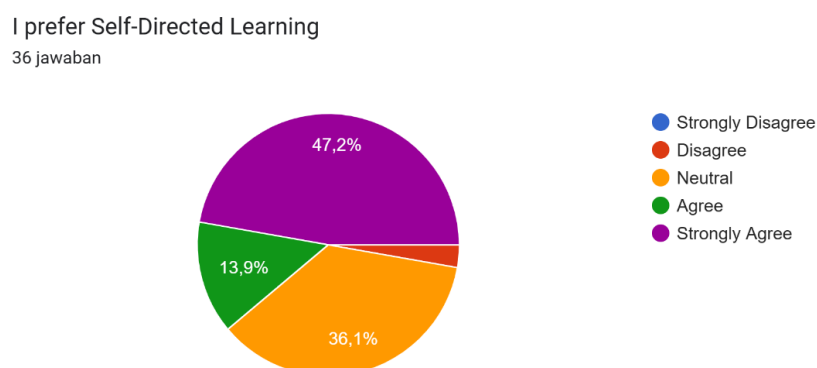
Figure 1: Percentage on interested self-directed learning.

I prefer teachers' involvement.
36 jawaban

Figure 2: Students' responses to question 2.

According to the aforementioned numbers, the majority of respondents favored both instructor participation and self-directed learning, demonstrating the significance of both. Teachers' assistance and direction are undoubtedly needed in the learning environment. The data, however, indicated that although the participants chose self-study and instructor participation about equally, self-directed learning was chosen by a little higher proportion. Students thus supported self-directed learning, although they were used to receiving assistance from instructors.

Based on the results of interviews with the respondent about how they can improve their ability to speak English, the respondents employed the internet as one a tool to enhance their speaking abilities. Respondent number one (R1), for instance, often uses the Duolingo program to practice speaking. She also frequently participates in games involving international players. She sustains control over her learning by watching English movies with Indonesian subtitles and jotting down vocabulary and grammar for analysis. Furthermore, she listens to English music by international performers via the Spotify app to improve her vocabulary, idioms, and pronunciation. She commented that the media could assist him learn to pronounce some English words and acquire several English idioms that native people use.

In addition, respondent number two (R2) occupies the self-directed approach to learning to learn English by listening to the Happy English Podcast, which covers grammar issues for instance verbs, idioms, and so on. She learned grammar and practiced speaking properly through the podcast. In addition, she frequently uses the storytelling method by listening to and imitating the narrative and conversation, both in terms of language pronunciation and intonation. Beyond from storytelling, she mainly learns via exploring YouTube videos. She accomplished this by emulating native speakers' accents and learned new expressions from dialog in videos or movies.

On the other hand, respondent number three (R3) employs a unique learning approach in which he spoke directly to those closest to him. He stated that this

method allowed him to practice precise vocabulary pronunciation and increased his confidence while speaking English to others. He discovered this by contrasting the Indonesian-dubbed version of Spongebob Squarepants on local television with the English-dubbed version on cable TV. As a result of comparing two sources with various dubbing languages, he can see that many expressions in the cartoon are understandable to the participants. He challenges himself by studying English, which he uses to communicate with his friends. He motivated himself and self-assessed to master English because he wants to be a teacher. He practiced self-management by seeking out and applying words, and he promoted self-confidence.

Compared to respondent number four (R4), who consistently employs the approach of "thinking in English", he always employs this strategy to improve his speaking skills. As a result, while he went about his routine tasks, he must speak English rather than try to translate. So, he becomes accustomed to speaking without trying to locate the meaning, until he understands that speaking may be practiced without difficulty. In order to improve his speaking abilities via self-directed learning, he also often stands in front of the mirror. He generally performs many monologues on a variety of subjects or practices with his friends while playing or just hanging out. However, playing the game and using a dictionary to translate the English terminology was what first motivated him to learn the language.

Respondent number five (R5) uses a variety of strategies to improve his speaking skills. She always employs audio-visual material to teach new vocabulary and perfect pronunciation. She self-managed by evaluating her knowledge and memorizing up to 30 vocabulary words to practice. In addition, she regularly engages in seminar events as a speaker, such as BUAF (Borneo Undergraduate Academic Forum) and INACELT (International Conference on English Language Teaching), to enhance her speaking skills. However, the first thing that encouraged him to study English was that he frequently had talks with peers, and he believed that if he was not personally instructed, his speaking ability would not progress correctly.

Considering the research results of the study, there are various things that self-directed learners can do in their learning, specifically the features of self-directed learning described by Gibbons' theory: Skill development indicators, R1: applying by using the Duolingo application, listening to music from the Spotify application and watching English movies. R2: listening to the "Happy English Podcast" podcast, listening and imitating from storytelling. R3: interacting with close friends and then applying it in daily life and watching the English-dubbed TV show Spongebob Squarepants. R4: applying the "Thinking in English" strategy and practicing directly in front of the mirror. R5: Applying audio-visuals, participating in international and national seminars as a speaker, and speaking face-to-face with peers.

The researchers discovered that every participant owned and used the self-directed learning approach. Nearly all of them are interested in English, and they show high

interest. Playing games, watching movies, listening to music on Spotify, and many other things are some of their favorite pastimes. They can effectively manage their learning objectives and tactics because of their excitement for putting self-directed learning into practice, which enables them to enjoy their learning activities. As a result, students engage in extracurricular activities to hone their speaking abilities.

The results of this study are consistent with Yulianti's (2021) research, which shows that students may accomplish their learning objectives via self-directed learning activities. Some of them claimed that learning is better at home than in class because they can find resources to help them become better speakers, choose learning strategies according to their aptitude, and find answers or information without the assistance of teachers. In terms of self-evaluation, however, the research contradicts this study. Yulianti's research participants demonstrated that most of them were capable of evaluating themselves, which is comparable to this study's findings that favor self-directed learning over teacher participation. This research is supported by the Wahyuni study (2020), which also found that participants thought self-directed learning was a good strategy. Most of their activities were done outside of the teacher's control. This shows that the subjects improved their English skills independently. The subjects' self-directed learning is a good practice. In this context, they can enlarge the opportunity to understand and practice improving their speaking ability.

However, both are used to the role of the teacher which makes them more receptive to the teacher's direction and view it more positively. Study Al-Snani (2021), supports this study as it shows that their participants need external motivation and teacher assistance. So does this study as the results show less importance of the teacher's role. In contrast to Al-Snani's research, the participants were more supportive of learning outside and were assisted by teacher involvement. Likewise, the similarities regarding the learning resources they do to improve speaking skills are very diverse starting from listening to podcasts, listening to music through spotify and youtube music, playing games and reading books. In contrast, this study showed more interest in self-directed learning than the involvement of a teacher with the help of teaching tools from internet sources.

CONCLUSION

Based on the results and discussion above, the researchers summarize the data as follows: First, in control over the learning experience, it was found that students feel comfortable and more flexible when self-directed learning than teacher-directed learning. Second, in skill development, students use their favorite activities playing games, listening to music, watching TV, watching YouTube videos, watching movies, listening to podcasts, practicing with the Duolingo app, listening to stories, and using audio-visuals all of them take pleasure in learning English. To achieve their learning goals, they might arrange their learning activities according to their favorite activities. Third, students challenge themselves by requiring themselves to make sentences from new vocabulary. Fourth, for self-management,

students utilize time for English communication when talking with teachers or friends. Then by making a schedule for self-study speaking, and trying to practice speaking by talking to yourself using English. Fifth, students get self-motivation from the experience of learning English in Kampung Inggris Pare, and from future career. Furthermore, for self-assessment, they do self-correction and record when they speak. Finally, Self-directed learning is influenced by several factors, namely internal factors and external factors. Internal factors are factors that come from oneself, these factors are in the form of self-motivation. External factors are influences from outside that have an impact on the self-directed learning process, namely Family and Learning environment. All these activities are proven to give good results and students feel the progress they get from doing these activities.

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