An Analysis of Self-Directed Learning in Speaking Class During Pandemic Covid-19

Riswanto
UIN Fatmawati Soekarno
riswantohosen72@gmail.com

Endang Haryanto
UIN Fatmawati Soekarno
haryantoendang95@gmail.com

Maisyarah
UIN Fatmawati Soekarno
maisyarahede@gmail.com

ABSTRACT

The COVID-19 pandemic is a situation where students are responsible and independent in their learning. During the COVID-19 pandemic, the Minister of Education and Culture decided to switch teaching and learning activities in the classroom to an online system. This study aims to determine the level of self-directed learning independence in speaking class and the influencing factors. This study was designed as descriptive quantitative research using Likert scale questionnaires and interviews. The subjects of this study were students of SMAN 06 Bengkulu Tengah. Data analysis was carried out using the formula proposed by Sudjana to determine the percentage of students' scores. The results show that more than 64%, or half of the students, have fairly high levels of self-directed learning in the speaking class. Based on the findings and discussions, as a result of the COVID-19 epidemic, the use of online learning in educational practice has gone well because students already have a fairly high level of independence.

Keywords: Students' Self-Directed Learning, Speaking Skill, Covid-19

INTRODUCTION

The status of English at the international level is a major contributing factor. English has become a crucial ability for anybody seeking employment in business, industry, or technology. The primary

goal of secondary school English instruction is to enable pupils to converse in English. Teaching speaking in the classroom is always intended to result in communicative activities that allow for the development of personal relationships among students as well as between students and lecturers (Gusmuliana, et. al, 2020). As a result, there is a need to equip intermediate level EFL students with effective speaking skills as a more focused communication tool in English (Purike, 2021)

Through the pandemic phenomenon, covid-19 researchers are interested in researching the picture of self-directed learning in students who study online. The quality of the teaching process is one of the leads to Independent learning policies relating to effective teacher development. The Teaching Strategy contains the learning objective, learning activities, and learning evaluations (Apriani, et.al, 2020). Self-directed learning activity is performed by an individual in his or her own time and space without the assistance of others to improve the Development of information, skills, or success, which involves identifying and organizing your teaching materials, time, place, and employing the many learning resources necessary. Individuals with this flexibility can adjust their learning style, have a strong sense of responsibility, and are competent at utilizing learning resources. Individuals can overcome a difficulty constructed with the provision of information or competence that has been held via self-directed learning (Gibbons,2002). Self-directed learning is critical and must be cultivated in pupils as learners. Students will try to accomplish the exercises or tasks given by the instructor without relying on others if they are modified based on self-definition, and they will try to do it themselves according to their capacities. The significance of self-directed learning as a means for pupils to increase their intellectual abilities. Self-directed learning has features in each learner that may be detected through changes in attitudes that occur as a result of behavior patterns.

Based on the explanation above, the researchers observed that during the Covid-19 pandemic, not all students had an interest in self-directed learning after returning from school. The percentage of students' self-directed learning is slight. However, self-directed learning can appear as a result of things like a good motivation boost from students because they want something like class champions or rewards, or it can also be caused by situations that force them to self-directed learning because that is the only assessment that the teacher can provide. For example, because of the Covid-19 pandemic, students

inevitably have to study self-directed learning because of school assignments that still exist even though they are online.

THEORETICAL FRAMEWORK

Self-directed learning is a business undertaken by a student to enhance knowledge, skills, and achievements connected to self-development orientation in which individuals employ a variety of approaches in a variety of scenarios in a reasonably independent manner. Independent learning is needed because students can do assignments, incorporate character development and prepare students for lifelong learning (Gibbons, 2002, pp.134-138).

Self-directed learning encompasses how kids learn daily, how students adapt to quickly changing situations, and how students take initiative when an opportunity does not arise or does not present. Self-directed learning is a process in which individuals take the initiative, with or without the assistance of others, to realize their own needs in personal objectives, make decisions on resources and learning methodologies, and assess results (Knowles,1975, pp.65-68).

Characteristics of Self-Directed Learning

According to (Fathi & Moummou, 2021) self-directed learning can be divided into three categories based on characteristics that refer to its intensity, namely:

a. **Self-Directed Learning with Low Category**

Individuals with low self-directed learning scores exhibit characteristics of students who prefer structured or traditional learning processes, such as teacher roles in traditional classrooms.

b. **Self-Directed Learning with Medium Category**

Individuals with moderate self-directed learning scores have characteristics that make them successful in an independent situation, but they are not fully capable of identifying learning needs, learning planning, and implementing the learning plan.

c. **Self-Directed Learning with High Category**

Individuals with high self-directed learning scores have the characteristics of students who are usually able to identify their learning needs, make learning plans, and implement the aforementioned learning plans.

Factors Influencing Self-Directed Learning

Self-directed learning is certainly influenced by several factors consisting of factors from within itself (internal factors) and factors derived from external factors). (Rahmah et al., 2017) Here's a spread of the factors aforementioned:

a. **Internal Factors**

   1) **Gender**

   Biologically, there is a difference between men and women that women are more consistent in doing tasks and can be consistently higher than men.

   Male and female students both have advantages and disadvantages. The ability to think differently is also important. Differences in cognitive ability show that female verbal abilities are superior to men, men's visual-spatial abilities (spatial vision) are superior to women, and men's mathematical abilities are superior to women. Various motivational studies on gender disparities in foreign language learning have revealed that women are more inspired than boys to study foreign languages (Apriani, et. al, 2022). Male math skills increased faster than female math skills between the ages of 12 and 13 years. Points out that some adolescent students 7-15 years old on gender and modalities of learning women are superior to aural ability and literacy.

   2) **How to Learn**

   The way each student learns varies, so students must understand the right way of learning to meet the learning needs of each individual individually. The way of learning tends to master the students' behavior whenever they do learning activities because habits contain strong motivation. In general, everyone acts on a habit in learning and the act of causing pleasure tends to be repeated. An efficient way of learning is to give as much effort as possible to individual development to learn.

   3) **Mood and Health**

   The state of mood and health is considered to affect the student's self-directed learning readiness, mood, or good mood and good health will affect the student's desire to learn independently. A person's health affects students' learning outcomes. A person's learning process will be disrupted if one's health is impaired. Furthermore, if the body is weak, lacks blood,

or there are disorders or abnormalities in the function of the sensory apparatus and body, it will become quickly tired, less excited, easily dizzy, and sleepy. For someone to learn well, they must try to keep their health guaranteed by always heeding the provisions on work, study, rest, eating, sleeping, and worship.

4) Intelligence

Students' self-conduct can help them gain self-control, develop critical attitudes, and make independent decisions without the influence of others. It is a big concern for the progress of learning. Students with high intellect will outperform those with low intelligence in the same circumstance. Students with high intelligence, on the other hand, are not always successful in their academics. This is because learning is a complex process with many factors influencing it, while intelligence is one factor among other factors. When other factors negatively inhibit or influence learning, students fail to learn. Students with a normal level of intelligence can succeed well in learning if they learn well. It means learning by applying efficient methods and factors that affect their learning. Such as physical factors, psychology, families, schools, and communities have a positive influence. If the student has low intelligence, he needs to get attention and education in the educational institution in particular.

5) Education

An educated individual will know themselves better about the advantages and disadvantages that exist. Education must assist students in assisting themselves in achieving independent behavior through their potential; thus, students must gain a wide range of experiences in the development of notions, principles, generalizations, intellects, initiatives, and the creativity of wills, emotions, and others People that are educated will know themselves better, including their strengths and limitations, allowing them to be more self-confident.

b. External Factors

1) Study Time

Personal learning time is an important aspect of self-learning implementation planning. One method of implementing self-learning is for students to plan their learning requirements, which includes scheduling their own study time. Independent learning will take place if students can manage their time well.

2) Place of Study

A place to study can mean on campuses as a lecture hall, a classroom, a discussion room, and an area around the school. A comfortable learning place is a facility that can support certainly can give awareness and desire of students to learn independently.

3) Learning Motivation

Motivation is the motivation that exists in the child to do something active. The small amount of motivation is largely influenced by the needs of individuals who want to be met. Motivation is the motivation that exists in the child to do something active. The small amount of motivation is influenced by the needs of individuals who want to be fulfilled. Learning m is divided into 2, namely intrinsic motivation (e.g. awareness of the importance of self-learning) and extrinsic motivation (Exams and grades are two examples.).

Motivation is very closely related to the goals to be achieved. In determining the goal, it can be realized or not, but to achieve the goal, it is necessary to do it, while the cause of doing is the motive itself as the driving force/driver. The learning process should be considered what encourages students to learn well or have a motive to think and decide attention, plan and carry out related activities, and support learning. The above motifs can also be instilled in students by giving exercises and habits that are sometimes influenced by environmental circumstances.

RESEARCH METHODOLOGY

This research will be conducted to find out the learning results of grade XI students of SMAN 06 Bengkulu Tengah. As stated by (Prof. Dr. Sugiyono, 2021), the quantitative research method is regarded as a positivist-based research approach used to research a specified population or sample, data collecting utilizing research tools, quantitative/statistical data analysis, and hypothesis advancement. This quantitative approach is used by researchers to measure students' self-directed learning.

RESULTS & DISCUSSION

After collecting data from the study's results obtained from the questionnaire and interviews, the researcher conducts analytical data to better explain the study's findings. According to the data analysis techniques chosen by the researchers, namely quantitative descriptive.

The variable that became the object of the independent study was the speaking class during the COVID-19 pandemic at SMA 06 Bengkulu Tengah. From the analysis results, the learning data in the speaking class came from the results of a questionnaire distributed to 24 students in class XI Mipa.

13 valid statement items were obtained based on the results of the validity test in Microsoft Excel calculations using 19 statement independence questionnaires. Based on the results of reliability tests in the calculation of SPSS version 28 on learning independence data with an Alpha coefficient value of 0.701 > 0.6, it can be said that the data is reliable and has a very high level of reliability.

Based on the findings of this study, it was discovered that the self-directed learning indicator falls into the category of high motivation, which means that students have a strong desire to learn the next material to achieve learning achievement.

Based on an average of 61 percent of question items, the first indicator of dependence on others falls into the category of "high," indicating that students have a conscious desire to argue for their desires, do not learn under the control of others, and choose their learning strategy to actively speak while studying during the Covid-19 pandemic.

The second indicator has confidence which means that they can achieve their own learning goals and have the belief that being able to overcome problems or obstacles faced in their learning activities shows students learn and actively speak during the Covid-19 pandemic because of satisfaction and the indicator has confidence categorized into "high" levels based on the calculation of an average of 70% of all question items.

The third indicator of behavioral discipline is included in the "high" level category, meaning that students are always in their learning activities and always do their speaking assignments on time in speaking classes during the Covid-19 pandemic. this is due to the relatively different learning methods. so that students feel challenged in learning.

The fourth indicator has a sense of responsibility categorized at the "medium" level based on an average of 60% of all question items, this shows that students spur themselves to continue to be passionate about learning and try to carry out learning plans as best as possible after being able to focus attention in school activities when learning in speaking classes during the Covid-19 pandemic, students are still actively learning and learning English to build good habits. from within

them. Furthermore, the fifth indicator of behaving on your initiative is categorized at a "high" level based on an average of 69% of all question items. This shows students argue and act consciously on their desires and plan their learning activities and students remain actively reading because they realize that speaking English is important and consciously self-study.

Then the six indicators of self-control are categorized at the "high" level, which means students believe that learning activities ultimately affect themselves and observe the rise and decrease in student learning outcomes obtained. Based on the overall category of self-directed learning indicators in speaking class during pandemic Covid-19 is quite high. Self-directed learning is a process in which individuals take the initiative, with or without the assistance of others, and the process of self-learning is carried out by identifying your own needs in personal objectives, making decisions regarding learning resources and tactics, and evaluating outcomes (Knowles, 1975, p.65-68).

From the results of the interview and the results of the data conducted, it can be known that internal factors greatly affect the independence of a student's learning, and internal factors that dominate this are caused by self-motivation so that there is no element of compulsion in the process that is relevant to student motivation. However, external factors cannot simply be ignored this is very necessary as a supporting factor for students in self-directed learning

CONCLUSION

Based on the results and discussions mentioned in the previous chapter, it can be concluded that students of class XI MIPA at SMAN 06 Bengkulu Tengah have a level of "high".   The level of learning independence can be proven from the results of the questionnaire test which has the characteristics of being able to identify learning needs, being able to make lesson plans, and being able to carry out learning plans independently. The dominant factor that affects learning independence, namely learning internal factors that come from within the students themselves.

REFERENCES

American Geriatrics Society (<scp>AGS</scp>) policy brief: <scp>COVID</scp> -19 and assisted living facilities. (2020).

Journal of the American Geriatrics Society, 68(6), 1131-1135. https://doi.org/10.1111/jgs.16510

Apriani, E., Supardan, D., & Umami, M. (2020, November). Independent Learning: English Teachers' Problems in Designing a Good Lesson Plan in New Normal Era at MAN Rejang Lebong. *In International Conference on the Teaching English and Literature* (Vol. 1, No. 1, pp. 72-78). https://ejournal.karinosseff.org/index.php/icotel/article/view/63

Apriani, E., Arsyad, S., Syafryadin, S., Supardan, D., Gusmuliana, P., & Santiana, S. (2022). ICT platforms for Indonesian EFL students viewed from gender during the COVID-19 pandemic. Studies in English Language and Education, 9(1), 187-202. https://doi.org/10.24815/siele.v9i1.21089

Celce-Murcia, M. (2001). Language teaching approaches: An overview. Teaching English as a second or foreign language, 2(1), 3-10.

Fathi, S., & Moummou, A. (2021). ESL teachers' readiness during Covid 19: Guglielmino readiness scale. *Journal of Humanities and Social Sciences Studies*, 3(4), 01-05. https://doi.org/10.32996/jhsss.2021.3.4.1

Gusmuliana, P., Apriani, E., & Syafryadin. (2021). Improving students speaking motivation by using role play technique at institute Islamic in Indonesia. *Advances in Social Science, Education and Humanities Research*. https://doi.org/10.2991/assehr.k.210227.060

Hedge, T. (2003). The practice of English language teaching. *ELT Journal*, 57(4), 401-405. https://doi.org/10.1093/elt/57.4.401

Hidayati, K., & Listyani, E. (2010). Improving Instruments of Students Self-Regulated Learning. *J. Pendidik. Mat. Univ. Negeri Yogyakarta.*

Kusumaningtyas, L. E. (2015). Dampak overprotektif terhadap perkembangan kemandirian anak. *Widya Wacana: Jurnal Ilmiah*, 10(1).

Lander, J. A., & Brown, H. D. (1995). Teaching by principles: An interactive approach to language pedagogy. *Language*, 71(4), 843. https://doi.org/10.2307/415773

Sugiyono. (2008). *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif Dan R & D)*.

Purike, E. (2021). Political communications of the ministry of education and culture about "Merdeka Belajar, Kampus Merdeka

(Independent learning, independent campus)" policy: Effective? *EduLine: Journal of Education and Learning Innovation*, 1(1), 1-8. https://doi.org/10.35877/454ri.eduline361

Rahmah, S., Harahap, A. B., & Aruan, L. (2017). Die analyse Der PERSÖNLICHKEIT von Der HAUPTFIGUR die knickerbocker bande IM Roman "Das MÄDCHEN Aus Der PYRAMIDE von Thomas Brezina. *STUDIA Jurnal Pendidikan Bahasa Jerman*, 6(2). https://doi.org/10.24114/studia.v6i2.7811

Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik.*

Sundayana, R. (2016). Kaitan antara gaya belajar, kemandirian belajar, dan kemampuan pemecahan masalah siswa SMP dalam pelajaran matematika. *Mosharafa: Jurnal Pendidikan Matematika*, 5(2), 75-84. https://doi.org/10.31980/mosharafa.v5i2.262

Tarigan, H. G. (1983). *Berbicara sebagai suatu keterampilan berbahasa.*

Nunan, D., David, N., & Swan, M. (1992). *Research methods in language learning*. Cambridge university press.