An Analysis of Self-Directed Learning Toward Sixth Semester Students' Speaking Skill at English Education Study Program of IKIP PGRI Bojonegoro

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abstract-This study aims to analyze of self-directed learning toward sixth semester students speaking skill at English Education Study Program of IKIP PGRI Bojonegoro. Self-directed learning, where students take the initiative and responsibility for their own learning, is increasingly recognized as a crucial component in language acquisition. This research employs a qualitative methods. The qualitative data were collected through from observation, questionnaires, and interviews. The qualitative data were gathered to gain insights into students' perceptions and experiences with self-directed learning. The findings indicate a significant improvement in the speaking skills of students who engaged in self-directed learning activities. Moreover, the qualitative analysis reveals that students perceive self-directed learning as beneficial for enhancing their speaking abilities, providing them with more opportunities to practice and refine their skills. The study concludes that self-directed learning positively influences students' speaking proficiency and recommends its incorporation into the curriculum to foster better language outcomes. Further research is suggested to explore the long-term effects of self-directed learning on various language skills and its implementation in different educational contexts.

Keywords— Self-Directed Learning, Speaking, Skill, Speaking Skill.

abstrak— Penelitian ini bertujuan untuk menganalisis pembelajaran mandiri terhadap kemampuan berbicara mahasiswa semester enam di Program Studi Pendidikan Bahasa Inggris IKIP PGRI Bojonegoro. Pembelajaran mandiri, di mana siswa mengambil inisiatif dan tanggung jawab untuk pembelajaran mereka sendiri, semakin diakui sebagai komponen penting dalam pemerolehan bahasa. Penelitian ini menggunakan metode kualitatif. Data kualitatif dikumpulkan melalui observasi, kuesioner, dan wawancara. Data kualitatif dikumpulkan untuk mendapatkan wawasan tentang persepsi dan pengalaman siswa dengan pembelajaran mandiri. Temuan menunjukkan adanya peningkatan yang signifikan dalam keterampilan berbicara siswa yang terlibat dalam kegiatan pembelajaran mandiri. Selain itu, analisis kualitatif mengungkapkan bahwa siswa menganggap pembelajaran mandiri bermanfaat untuk meningkatkan kemampuan berbicara mereka, memberi mereka lebih banyak kesempatan untuk berlatih dan menyempurnakan keterampilan mereka. Studi ini menyimpulkan bahwa pembelajaran mandiri secara positif mempengaruhi kemahiran berbicara siswa dan merekomendasikan penggabungannya ke dalam kurikulum untuk mendorong hasil bahasa yang lebih baik. Penelitian lebih lanjut disarankan untuk mengeksplorasi efek jangka panjang dari pembelajaran mandiri pada berbagai keterampilan bahasa dan implementasinya dalam konteks pendidikan yang berbeda.

Kata kunci—Pembelajaran Mandiri, Berbicara, Kemampuan, Kemampuan Berbicara.

INTRODUCTION

Language is communication, and English is the most widely used language in international communication. If we want to learn English, we must pay attention to its essential factors. In learning English, there are four skills that are familiar and, of course, must be known (Torky, 2014). Speaking is a productive language skill. It means that speaking is a person's skill to produce sounds that can be understood by other people so that he or she can create good communication (Sari, 2021). Speaking is very important in language learning because as social beings, humans need to interact with each other to express ideas and thoughts to organize and persuade others this is used because one's goal in learning a language is to be able to communicate language (Azizah et al., 2023). As traditional teaching models transform, the value placed on self-directed learning is recognized for fostering independence, adaptability, and lifelong learning skills.

Self-directed learning (SDL) is an approach in which students take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying resources for learning, selecting and implementing appropriate learning strategies, and evaluating their own learning outcomes (Knowles, 1975). In the context of English language learning, self-directed learning plays a very important role in developing students' speaking skills, as it allows them to continue practicing and improving their abilities outside formal class hours.

Motivation is one important factor in achieving the successful of learning. When the student is motivated, learning can be more efficient (Nurdianingsih et al., 2021). So this study focuses on analyzing what motivations, barriers and challenges encourage students to engage in self-directed learning towards the speaking skills of sixth semester students in the English Education Study Program at IKIP PGRI Bojonegoro. Speaking skill is one of the critical components in foreign language acquisition, which not only involves the ability to speak fluently but also includes aspects such as pronunciation, intonation, fluency, and coherence. Through self-directed learning, students are expected to develop this ability more effectively, as they have more control over their learning process.

This research is important to understand the extent to which self-directed learning has been applied by sixth-semester students in this study program and how its application contributes to the improvement of their speaking skills. Thus, the results of this study are expected to contribute to the improvement of curriculum and teaching methods at IKIP PGRI Bojonegoro, as well as provide insights for teachers to support self-directed learning in their teaching.

In this study, the author will explore various aspects of self-directed learning that affect students' speaking skills, including intrinsic motivation, extrinsic motivation, social factors, academic factors, personal factors, availability of learning resources, and support from teachers. This research will also highlight the challenges students face in implementing self-directed learning and how they overcome them.

By understanding the relationship between self-directed learning and speaking skills, this research is expected to provide practical recommendations for students, teachers, and study program managers to improve the effectiveness of English language learning, particularly in the development of speaking skills.

RESEARCH METHODE

This study uses qualitative method to analyze self-directed learning on speaking skill of sixth semester students in English Education Study Program at IKIP PGRI Bojonegoro. The qualitative method was chosen because it is able to provide an in-depth understanding of students' experiences and perceptions related to self-directed learning in the context of English learning. According to Sugiyono (2018: 213), qualitative research methods are research methods based on philosophies used to research scientific conditions (experiments) where researchers are instruments, data collection techniques, and qualitative analysis are emphasised (Creswell, 2013).

The researcher conducted direct observation in the classroom to observe how students implement self-directed learning in daily learning activities. This observation includes monitoring students' activeness, their initiative in learning, as well as their interaction with learning resources and classmates.

Questionnaires were distributed to 25 students to collect data on their perceptions of self-directed learning and the extent to which they apply SDL strategies in learning to speak English. The questionnaire consisted of closed and open-ended questions designed to identify factors that support and hinder self-directed learning.

In-depth interviews were conducted with 10 students to gain further insights into their experiences in applying self-directed learning. The interviews aimed to explore their views regarding the effectiveness of SDL in improving speaking skills as well as the challenges they faced in the process.

Using a combination of observations, questionnaires, and interviews, this study seeks to provide a comprehensive picture of the implementation of self-directed learning among sixth semester students and its impact on the development of their speaking skills.

FINDINGS AND DISCUSSION

FINDINGS
1. **Observation**
From the classroom observation, it was found that most students showed high initiative in applying self-directed learning (SDL) during the learning process. They actively seek additional materials and participate in class discussions. However, there are some students who are still passive and rely on instructions from the lecturer without taking the initiative to learn independently. Observation also revealed that students who are active in SDL are more able to manage their time and resources effectively, using various learning media such as online videos and language learning applications.
2. **Questionnaire**
Questionnaire results showed that 70% of students felt that SDL helped them improve their speaking skills. They reported that by setting clear learning objectives and using varied learning techniques, their speaking skills had improved significantly. However, 30% of students admitted to struggling in implementing SDL due to lack of discipline and intrinsic motivation. Other challenges identified included limited access to learning resources and lack of free time outside of class.
3. **Interview**

In-depth interviews with 10 students revealed that guidance and constructive feedback encouraged students to be more active in self-learning. Interviewed students also stated that they felt more confident in public speaking after implementing SDL strategies, such as independent speaking practice and reflection on their learning progress.

DISCUSSION

1. Learning Initiative and Goal Setting

This study found that students who set specific and realistic learning goals tend to be more successful in improving their speaking skills. SDL allows students to direct their learning focus according to individual needs, which contributes to the development of speaking skills significantly.

2. Time and Resource Management

Students who are able to manage their time well and utilize various learning resources show greater improvement in speaking skills. The use of technology such as language learning apps and online video tutorials help students in enriching vocabulary and practicing pronunciation.

3. Motivation and Perseverance

Intrinsic motivation and perseverance are key factors in the success of SDL. Highly motivated students tend to be more persistent in facing challenges and difficulties. This research shows that strong intrinsic motivation, supported by personal goals and interest in English, is crucial in maintaining consistent self-learning.

4. The role of lecturers

Lecturers play a crucial role in supporting SDL. Lecturers who provide guidance, constructive feedback and encourage students to learn independently help create a learning environment conducive to SDL. This research indicates that positive interactions between lecturers and students can increase students' motivation and independence in learning.

5. Challenges in SDL

Despite the many benefits of SDL, this research also found some challenges that students face. Limited access to learning resources, lack of free time, and difficulty in maintaining discipline are the main obstacles in implementing SDL. Therefore, there is a need for additional support such as the provision of adequate resources and time management training to help students overcome these challenges.

CONCLUSION

This study shows that self-directed learning has a positive influence on the speaking skills of sixth semester students in the English Education Study Program of IKIP PGRI Bojonegoro. Students who actively applied SDL showed significant improvement in their speaking skills. However, support from lecturers and management of existing challenges are essential to maximize the effectiveness of SDL. Thus, educational institutions need to continue to encourage and support SDL through various strategies and adequate resources.

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