AN ANALYSIS OF SELF-DIRECTED LEARNING TOWARD SIXTH SEMESTER STUDENTS' SPEAKING SKILL OF ENGLISH EDUCATION STUDY PROGRAM AT IKIP PGRI BOJONEGORO

SKRIPSI

**Sumtitted as a Partial Fulfillment of the Requiremets
to obtain a Bachelor's Degree in Education**

By:
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2024**

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Presented to
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In partial fulfilment of requiremets
For the degree of sarjana in the English Education Department

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ENGLISH EDUCATION STUDY PROGRAM

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APPROVAL SHEET

A proposal thesis entitled "An Analysis of Self-Directed Learning Toward Sixth Semester Stidents' Speaking Skill at English Education Study Program of IKIP PGRI Bojonegoro" written by:

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Study Program : English Education

For approval by the thesis advisor and submission to the thesis proposal seminar stage.

Bojonegoro, 15 Juli 2024

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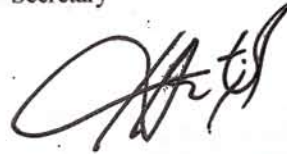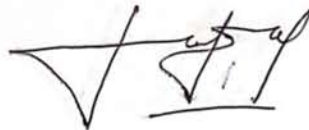
DECLARATION

The researcher is a student with the following identity:

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Study Program   : English Education Study Program
Faculty   : English and Arts Education

In order to uphold academic integrity, sincerely and without any coercion from any party, I declare that this thesis, titled:

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

This is my original work, and I have clearly listed all the sources of information used in the references according to the scientific code of ethics. I understand that if any violations of academic ethics regarding the originality of this work are found, **I am personally** willing to accept the consequences according to the applicable regulations and am prepared to face legal sanctions.

Bojonegoro, 15 Juli 2024

The researcher,

Friska Putri Oktavianti
NIM. 20120016

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ABSTRACT

Oktavianti, Friska Putri, 2024 An Analysis of Self-Directed Learning Toward Sixth Semester Stidents' Speaking Skill of English Education Study Program at IKIP PGRI Bojonegoro. Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor Fitri Nurdianingsih, S.Pd., M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Key Word: Self-directed Learning, Speaking, Skill, Speaking skill.

Self-directed learning is an educational approach in which individuals take initiative and responsibility for their own learning process. In this context, the researcher wanted to find out the motivations that encourage students to engage in self-directed learning as well as the challenges and barriers they face in improving their speaking skills.This research uses descriptive qualitative method with data collection through observation, interview, and questionnaire. The results showed that students' main motivation was the desire to improve their speaking skills to be more competent in English communication. The challenges faced include the lack of time, resources, and opportunities to practice speaking intensively.This research makes an important contribution to educators in designing teaching strategies that support independent learning and improve students' speaking skills. In addition, this research is expected to encourage students to be more active in their own learning process and overcome existing barriers.

ABSTRAK

Oktavianti, Friska Putri, 2024 An Analysis of Self-Directed Learning Toward Sixth Semester Stidents' Speaking Skill of English Education Study Program at IKIP PGRI Bojonegoro. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing Fitri Nurdianingsih, S.Pd., M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

Key Word: Self-directed Learning, Speaking, Skill, Speaking skill.

Pembelajaran mandiri adalah pendekatan pendidikan di mana individu mengambil inisiatif dan tanggung jawab untuk proses belajar mereka sendiri. Dalam konteks ini, peneliti ingin mengetahui motivasi yang mendorong mahasiswa untuk terlibat dalam pembelajaran mandiri serta tantangan dan hambatan yang mereka hadapi dalam meningkatkan keterampilan berbicara. Penelitian ini menggunakan metode deskriptif kualitatif dengan pengumpulan data melalui observasi, wawancara, dan kuesioner. Hasil penelitian menunjukkan bahwa motivasi utama mahasiswa adalah keinginan untuk meningkatkan keterampilan berbicara mereka agar lebih kompeten dalam komunikasi bahasa Inggris. Tantangan yang dihadapi termasuk kurangnya waktu, sumber daya, dan kesempatan untuk berlatih berbicara secara intensif. Penelitian ini memberikan kontribusi penting bagi pendidik dalam merancang strategi pengajaran yang mendukung pembelajaran mandiri dan meningkatkan keterampilan berbicara mahasiswa. Selain itu, penelitian ini diharapkan dapat mendorong mahasiswa untuk lebih aktif dalam proses belajar mereka sendiri dan mengatasi hambatan yang ada.

MOTTO

"Fighting has been made obligatory upon you ˈbelieversˈ, though you dislike it Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows and you do not know."

(Q.S Al-Baqarah:216)

DEDICATION

Thank God I pray to the presence of Allah Subhanahu wa Ta'ala for all His mercy, guidance and grace. With gratitude and all my love, this thesis is dedicated to:

1. For my family who has always been there at every step of my life. You are the pillar that keeps me firm, the light that illuminates my dark path, and the love that always warms my heart. Thank you for your unlimited support and unconditional love. To my father (Mr. Heru Susanto), my mother (Mrs. Anik Purwanti) and my brother (Cheasario Dwi Oktaviano), you are my greatest gift.

2. To my friends who have been beside me throughout this journey, you are the hands that lift me up when I fall, the voice that comforts me when I am sad, and the friends who are always willing to share burdens and happiness. Thank you for your loyalty and selfless support. This dedication is for our priceless friendship.

3. Lastly, I dedicate this to myself. For my courage to face challenges, fortitude in the face of failure, and perseverance in achieving dreams. Thank you for the strength you always find in yourself, even when it feels difficult at times. Your spirit is the light that guides my steps towards a better future. This dedication is my tribute to you, my self who never stops struggling

ACKNOWLEDGMENT

Praise and gratitude be to Allah SWT for His abundant mercy and grace, enabling the completion of the thesis titled "An Analysis of Self-Directed Learning Toward Sixth Semester Stidents' Speaking Skill of English Education Study Program at IKIP PGRI Bojonegoro" This thesis was completed within the planned timeframe.

Throughout the process of writing this thesis, the author faced many challenges, but they were overcome thanks to the support and assistance from many parties. At this opportunity, I would like to express my gratitude to:

1. Dr Junarti, M.Pd. as the Rector of IKIP PGRI Bojonegoro

2. Mrs. Fitri Nurdianingsih. M.Pd. as the Dean Faculty of Language and Art Education

3. Chyntia Heru Woro Prastiwi, M.Pd. as Head of the English Education Study Program.

4. My first advisor Mrs. Fitri Nurdianingsih. M.Pd. who has supported me, guided me, and given corrections to me in completing my skripsi patiently.

5. My second advisor Dr. Refi Ranto Rozak, M.Pd. who has been guiding me and giving corrections to me in completing my thesis.

Therefore, constructive suggestion is needed for the progress of the next study. Then, the researcher hopes that this research can contribute to the development of education.

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CHAPTER I
INTRODUCTION

A. Background of the Study

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 one of the four language skills (reading, writing, listening and speaking). The four skills in the English language are divided into two primary skills: active language and passive language. Speaking is included in the active language and includes the ability to speak with more difficulty than the other skills.

Speaking is one of the essential skills that must be practised to communicate orally. Logically, speaking means more than just the pronunciation of sounds or words. Speaking is a tool to communicate an idea assembled and developed according to the listener's needs. On the other side, the definition of speaking is the process of saying sounds to be voiced, which aims to communicate, express, and convey something, for example, an argument, idea, or opinion. 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 a fundamental component of active language skills, and many learners often find it challenging to acquire language. Speaking

involves the active expression of thoughts and ideas. Learners must comprehend language and articulate their thoughts fluently and coherently. Unlike writing, speaking demands real-time processing. Learners must think on their feet, formulate sentences quickly, and respond promptly during conversations.

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener (Na & Hipertensiva, n.d.). Iman (Cited in Azizah SBH & Susanti, 2021) stated speaking is an action in which the speaker and listener interact to share information by involving mastered speaking skills so that it becomes a good conversation. Speaking is verbal communication done by someone with someone else to saysomething. This is the key to communication between people in everyday life to change information. Speaking is a very important part of our lives since it allows us to engage with others and allows us to know what others are talking about.Speaking is a very important part of our lives since it allows us to engage with others and allows us to know what others are talking about.

Language acquisition, particularly in the context of speaking skills, is a dynamic and multifaceted process that extends beyond the boundaries of traditional classroom settings. Language acquisition encompasses a range of skills, including speaking, listening, reading, and writing. The interplay of these skills contributes to a holistic understanding and effective use of a language.

The speaking class situation and conditions at IKIP PGRI Bojonegoro may involve classrooms equipped with standard facilities such as projectors and tablets. However, there may be challenges in terms of the large number of students in the classroom, which may reduce the chances of each student to speak actively and receive feedback individually. One problem that might come up in the speaking class at IKIP PGRI Bojonegoro is that not every student gets a chance to voice their opinion. Many students, little time, and the need to pay attention to everyone in the class can make it hard for some students to speak up or get comments on their own. This can make it harder to improve students personalised speaking skills and lessen your interest in learning.

Another problem that can make speaking classes less useful is that the tools used to teach aren't always different, and students aren't always involved in choosing the topics they learn. Developing practical speaking skills is essential for academic success and a valuable asset in various real-life scenarios. Students can employ several strategies to enhance their speaking abilities. Engaging in self-talk in English, conversing with friends, actively listening to native speakers, and participating in English clubs are effective ways to refine spoken language proficiency. Self-directed learning, a key concept in language acquisition, emphasizes personal initiative and autonomy.

As educational paradigms evolve, the importance of self-directed learning has garnered increasing attention. In the dynamic landscape of education, self-directed learning is gaining heightened significance as

educational paradigms evolve. Increasing attention is being directed towards students' autonomy and initiative in steering their learning journeys. (Loeng, 2020) Self-directed learning is a question of to what extent the learner maintains an active control of the learning process. The mental activities are in focus. The most im- portant are not the external factors but the inner psycho- logical control in the learning situation. (Kapur, 2019) Self-directed learning is the learning that individuals carry out on their own. They are usually making use of methods and approaches that are needed to carry out learning satisfactorily. In this learning, they usually make use of written communication to communicate with educators, supervisors or fellow students. (Hiemstra, 1994) Several things are known about self-directed learning: (a) individual learners can become empowered to take increasingly more responsibility for various decisions associated with the learning endeavor; (b) self-direction is best viewed as a continuum or characteristic that exists to some degree in every person and learning situation; (c) self-direction does not necessarily mean all learning will take place in isolation from others.

As traditional teaching models transform, the value placed on self-directed learning is recognized for fostering independence, adaptability, and lifelong learning skills. This shift underscores a departure from rigid structures towards personalized, learner-centric approaches, aligning education with the demands of a rapidly changing world. Acknowledging self-directed learning as a pivotal educational force reflects a commitment to empowering and preparing learners for diverse, real-world challenges.

Researcher chose to conduct "An Analysis of Self-directed Learning Toward Sixth Semester Students' Speaking Skill at English Education Study Program of IKIP PGRI Bojonegoro" from the cases described above.

B. Research Problems of the Study

Based on the research background above, the problem formulations of this study are:

1. What motivation do students drive to engage in self-directed learning towards sixth semester students' speaking skill at English education study program of IKIP PGRI Bojonegoro?

2. In what ways do students identify potential challenges and barriers students encounter in their self-directed learning journey towards sixth semester students' speaking skill at English education study program of IKIP PGRI Bojonegoro?

C. Research Objectives of the Study

In connection with the problems above, this study aims to:

1. To examine the motivation students driving to engage in self-directed learning towards sixth semester students' speaking skill at English education study program of IKIP PGRI Bojonegoro.

2. To identify potential challenges and barriers students encounter in their self-directed learning journey towards sixth semester students'

speaking skill at English education study program of IKIP PGRI Bojonegoro.

D. Significances of the Study

This study has several implications; it seeks to provide readers a better comprehension of the topic, add insightful new information to the corpus of existing knowledge, and provide workable answers to real-world issues. By bridging the gap between theoretical research and its application in diverse domains, the study hopes to impact academic discourse as well as actual implementations through its findings.

1. Theoretically

    The significance of this research lies in its potential to shed light on the nuances of self-directed learning in the specific domain of speaking skills. By unravelling students' strategies, motivations, and outcomes, educators and language practitioners can gain valuable insights. Understanding these dynamics will inform the development of pedagogical interventions that better align with the evolving needs of students seeking to enhance their speaking proficiency.

2. Practically

    a. For Educators

        Educators can provide practical strategies for teaching English through self-directed strategies for students' speaking skills.

b. For Students

This research is expected to increase students' enthusiasm for learning and make it easier to learn the material presented in the analysis of self-directed learning of students' speaking skills.

c. For Next Researchers

This study can increase future researchers' knowledge about analyzing self-directed learning of students' speaking skills. In addition, they can also gain experience that can be used for further learning.

E. Definition of Key Terminologies

This section outlines and clarifies key terminologies used throughout the study, providing a foundational understanding of the concepts and terms essential for comprehending the research's objectives, methodology, and findings. It aims to establish a common language and framework, facilitating clearer communication and interpretation of the study's outcomes.

1. Self-directed learning

Self-directed learning is an educational approach where individuals take initiative and responsibility for their learning processes. It involves setting goals, identifying resources, and managing time and effort independently. This method empowers learners to pursue knowledge based on personal interests and adapt to diverse learning styles and preferences.

2. Speaking

   Speaking is the act of articulating thoughts and ideas through audible sounds, using language as a communicative tool. It involves coordinating various anatomical elements, such as the tongue and vocal cords, to convey messages. Effective speaking goes beyond pronunciation, encompassing tone, pitch, and rhythm to convey meaning and emotion.

3. Skill

   A skill is a learned and practised ability to effectively perform a specific action or task. It involves integrating knowledge, experience, and expertise to achieve desired outcomes. Skills can be acquired through training, practice, and continuous refinement, contributing to personal, academic, or professional proficiency.

4. Speaking skills

   Speaking skill refers to the ability to communicate verbally in a language and express thoughts, ideas, or information effectively and appropriately. This Skill is a crucial component of overall language proficiency and is essential for successful communication in various personal, academic, and professional settings. Speaking skills are relevant in everyday conversations and crucial in academic presentations, professional meetings, public speaking engagements, and various social interactions. Developing practical speaking skills involves consistent practice, exposure to authentic language contexts,

and a willingness to refine and improve based on feedback and experiences.