



TEACHER STRATEGIES IN PROMOTING LARNERS SELF-DIRECTED LEARNING IN ENGLISH CLASS: AT SMAN 1 KURIPAN

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Abstract: This study aimed to find out the teacher strategies in promoting learners self-directed learning and the effect on students learning at SMAN 1 KURIPAN. The school was chosen as the research setting and one English teacher and students in ten grades IPA 2 at this school were chosen in this subject of this study. There were three research instruments used in this study, interview guide observation sheet, and an identification table. The data was collected using observation and interview for this descriptive-qualitative study. The result was analyzed based on the determined research question. The finding shows that five indicator of three components were identified that can be promoted by the teacher in teaching- learning process can promote students' learning there are providing learning autonomy in task design, providing scaffolds for students' self-monitoring, involving students in identifying learning gaps, allowing students to make a connection between what they can learn in and out of school. Besides, English teacher strategies on students learning has significant effect there are increasing motivation, increasing self-efficacy, increasing time management skills and enhancing collaboration and teamwork skills.

Keywords: *Self-directed learning, Strategies, English class, teaching, development.*

INTRODUCTION

The education system presently needs to encourage students to improve their knowledge. The aim is to reach students responsible for self-learning and lifelong learning. Recently, being self-directed and taking responsibility for students learning process has become a central issue in language teaching (Moradi, 2018). In Indonesia, English is the first compulsory foreign language taught at secondary and high school level. However, English is rarely used as a medium of communication in everyday life. Hence, learners in high school have difficulty in developing their English and they need to take a self-directed and strategies approach to acquiring English skill (Siswanto & Mbato, 2020).

The topic of self-directed learning has also received a lot of attention in the Indonesian learning environment. Many powerful studies that shed light on the nature of self-directed learning since self-directed learning plays an important role in today's academic life. Self-directed learning known as (SDL) is useful for improving language skills and encouraging learners to participate in learning activities inside or outside the classroom because self-directed learning enables learners to take responsibility for their learning process, they can choose, plan, manage, and evaluate independently place and time their learning activities (Gharti, 2019). According to Moradi, (2018), said that motivates students significantly to plan learning activities, make decisions and evaluate their progress. This ultimately leads to effective learning by developing self-directed learning and acquiring the necessary self-directed learning competencies in language learning and teaching with school-based teaching strategies and processes.

In this case, teachers play a crucial role in promoting self-directed learning and it is important to examine how they create opportunities, directly or indirectly, to encourage self-directed learning. In addition, an important thing for teachers is to help students develop the ability to be independent learners. Garrison (1997) emphasizes that self-directed learning does not mean that students are separate and isolated. Instead, SDL is a collaborative process between learners and teachers to achieve learning outcomes with a particular meaning and social value. In other words, he urges educators to give learners more power and control over the learning process (Oded, 2022).

This research aims to (a) find out English teacher strategies in promoting learners self-directed learning and (b) to describe the effect on English teacher strategies on student learning to communicate with foreigners.

RESEARCH METHODS

The study used a qualitative research method and descriptive qualitative as the research design because the current research was focused on describing teacher strategies in promoting to the students and the effect on their learning. This source of data was a teacher and class X IPA 2 of SMAN 1 Kuripan which consisted of 20 students. The data was collected by observation and interview while the instruments of this research an interview guide, observation sheet and identification table.

After being collected, the data was reducing based on the research needs and displaying the data, the researcher arranged and displayed the data using observation and

interview. The researcher drew the conclusion after description the data. It would be explained by conducting the theoretical concept of this study. It concerns to get accurate data explanation

FINDING AND DISCUSSION

This part presents the findings of the study to answer the research questions concerning teacher strategies in promoting learners self-directed learning and the effect on the students learning.

Finding

a. Finding of Teacher Strategies in Promoting Learners Self-directed Learning

The researcher used observation method to obtain information the teaching and learning process. The questions in interview concerned how English teacher strategies promote or facilitating the learners self-directed learning. The result of observation about the activities in classroom was conducted four times.

Table 1 Activities in teaching learning assigned by teacher

Observation Date	Observation Segment	Activities Assigned by Teacher
Observation 1 May 8,2023	Pre-Activity	1. Taking attendance
	Whilst- Activity	<ol style="list-style-type: none"> 1. The students present their assignment individually about “describing parents doing at home ” 2. The students get feedback from teacher individually about their pronunciation, spelling and grammar 3. The students can doing self-assessment after getting feedback
	Post-Activity	1. Teacher ask students to correct their assignment after they got feedback
Observation 2	Pre-Activity	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. Taking attendance

May 27, 2023		<ol style="list-style-type: none"> 1. Teacher explain the material about sing song 2. Teacher asked students to choose song they want. 3. Teacher ask students to understanding the song and ask to find intrinsic and extrinsic elements 4. Teacher give students the freedom to decide how to present their assignments
	Post-Activity	<ol style="list-style-type: none"> 1. Teacher facilitate students with basic instructions to finish the assignment
Observation 3 June 07,2023	Pre-Activity	<ol style="list-style-type: none"> 1. The teacher greets the students 2. The teacher checks the students` attendance list.
	Whilst-Activity	<ol style="list-style-type: none"> 1. Teacher reviewed the material last week 2. Teacher asked students to sing the song they choose individually and explain the intrinsic and extrinsic element 3. Teacher give feedback individually about spelling and pronunciation
	Post-Activity	<ol style="list-style-type: none"> 1. Teacher asked students about the problem during learning activity
Observation 4 June, 10 2023	Pre-Activity	<ol style="list-style-type: none"> 1. Check in attendance
	Whilst-Activity	<ol style="list-style-type: none"> 1. Teacher ask students to open handbook and read the material about “advertisement text” 2. Teacher and students did a discussion regarding the material by asking and answering each other question 2. Teacher correct students` misunderstanding but still appreciate students' answers 3. Teacher ask students search difficult word and to match the

		vocabulary word
	Post-Activity	1. Teacher given the opportunity for students to ask a question about the problem happened and misunderstanding materials.

Table 1 show that activities in classroom by teacher and students while the observation was divided into three segments the first is pre-activity, the second is whilst activity and the last is post activity. As an initial activity, the teacher usually taking the attendance list, review the material last week, and prepare to the students learning process. In whilst activities, the activities provided by the teacher varied greatly, starting from asking students to presented their assignment read the material and teacher ask students to choose their song and find the intrinsic and extrinsic element of the song. Besides that, the teacher here also gives freedom to students to find other sources that can support their understanding of the topic being studied. Meanwhile, in post-activity, Teachers usually provide overall feedback to students or stimulate students to conclude learning and the teacher asked the student for telling the problems or difficulties during the learning process in order to make the teacher know the extent of students' understanding of the learning. There are several indicators of self-directed learning that appear in learning activities carried out by the teacher.

Learning activities by teacher that promoted SDL

Table 2 Learning activities by teacher that promoted SDL

SDL Components	Indicators of SDL	Activities by teacher reflected SDL
1. Developing students ownership of learning	1.1 providing learners autonomy in task design	<ul style="list-style-type: none"> - presenting the work - searching the source on the internet - making a video - Reading the handbook - Doing an assignments - Review song in English

	1.2 Involving students in identifying learning gaps	<ul style="list-style-type: none"> - Telling the problem - Sharing their thought
2. Developing students self-management and self-monitoring	2.1 Providing scaffolds for students self-monitoring	<ul style="list-style-type: none"> - Getting feedback after they had presentation
	2.2 Monitoring students and provide just-in-time assistance	<ul style="list-style-type: none"> - Asking question - Discussion
3. Providing opportunities for students to extended their learning	3.1 Allowing students to make a connection between what they can learn in and out of school	<ul style="list-style-type: none"> - Teacher gave them make a task related the students learning environment

Based on the findings, Self-directed learning components are divided into three components with eight indicators. Five indicator of three components were identified that can be promoted by teacher in teaching learning process.

One of the components of self-directed learning observed was the incorporation of the *providing Learner Autonomy in Task Design*. This activity is well done because during each learning activity, the teacher gave clear instructions on what the students should do and the teacher instructs task and students have freedom to choose the design of the task. The teacher stated, " *In their assignment, I give them a theme and they choose a particular topic they want for example they can make a video or present in class*". The second indicator is *providing Scaffolds for Students' Self-Monitoring*. In the activity assigned to the teacher, the students get feedback after presented their assignments. . It was also found in an interview with the teacher, as he said: " *Usually, I give them feedback or comment after students answer questions or present their assignments*. (Interview, English Teacher at SMAN 1 Kuripan).

The third indicator of SDL includes *involving students in identifying learning gaps*, The activity includes self-directed learning is telling a student's problem or something that the

students do not understand during the teaching and learning process. The four is *Monitoring Students' Learning and Provide Just-In-Time Assistance*, the teacher organized this activity very well, and the teacher allowed students to ask questions about some misunderstandings in the learning process and the last is *allowing them to make a connection between what they can learn in and out of school*, Teacher uses a variety of methods to help students, such as news articles or opinion pieces that relate to current events or issues relevant to the students' lives.

b. Finding of The English Teacher Strategies on Students Self-directed learning

The finding presents questions number two about the effect of English teacher's strategies on students learning. The data collection has done through an interview to students related to the questions.

Table 3 Questions were related the effect of English teacher's strategies on students learning

Questions	Responses
Do you think the teacher effect your self-directed learning?	-Teacher has fostered my independence in learning English outside the classroom. For instance, the teacher introduced us to various language-learning apps and watching English movies. This has allowed me to explore additional resources, and practice English exercises. I also find myself seeking out English videos related to my interests, which has contributed to my language development (S-AG)
Does the self-directed learning develop your motivation in learning English?	- Because I like watching movies like avatar and Disney movies, so I am learning vocabulary and learn how to pronounce it (S-FF)
How the teacher affects your self-efficacy?	-Because teachers often advise to build confidence in my ability to learn and be better. The teachers' belief in our abilities and their willingness to guide has made me

	<p>feel more and more confident in my English skills (S-FF)</p> <p>- In my opinion, when I don't understand the material that the teacher taught, I prefer to ask questions and confident when presenting my assignments (S-M)</p>
<p>How you see your time management skill change your behavior and attitudes?</p>	<p>- Yes, because the teacher emphasis on setting clear deadlines and creating timelines. Additionally, their guidance on breaking down larger tasks into smaller, actionable steps has been instrumental in managing my time more effectively (S-NY)</p> <p>- I can control the time to play and study (S-DK)</p>
<p>How the teacher influences your teamwork skill?</p>	<p>- The teacher often assigns group projects and activities that require us to work together and share ideas. Through these collaborative tasks, I have learned to communicate effectively with my peers, listen to different perspectives, and contribute to the team's goals (S-M)</p> <p>-</p>

Based on the interview data, One of the key effects of English teacher strategies on students' self-directed learning is an increasing in motivation. By making the material more relatable and relevant to students' lives, the teacher has increased students' interest and engagement in their learning. the second effect is the teacher strategies of providing regular opportunities for students to reflect on their progress and set goals has also had a positive effect on self-efficacy, the third is increasing time management skill is the teacher emphasize clear deadlines, and creating timelines has helped students develop a sense of accountability and improved their ability to plan and organize their tasks and the last is enhancing collaboration and teamwork skill is influenced the students' collaboration and teamwork skills through group projects, students have developed effective communication, cooperation, and

problem-solving abilities. The emphasis on setting shared objectives, dividing tasks, and resolving conflicts has further enhanced their collaborative skills.

Discussion

Self-directed learning is a unity that becomes an important aspect that can affect the quality of learning. The students who have high learning independence will always strive to complete all forms of training and assignments provided by the teacher with all the skills that the learners have. So, indirectly it is also be able to affect also in the learning outcomes of learners (Yoesya et al., 2020). When designing tasks for self-directed learning, it is important to provide students with options for how they will complete the task, as well as opportunities for self-evaluation and reflection. This enables students to revisit concepts they find challenging to understand and ask questions to understand better their thoughts on the project or what content they are working on providing opportunities for students to extend their learning. The indicator for self-directed learning also includes asking the teacher questions and receiving feedback from students (Putra, Artini, and Padmadewi, 2021). According to Adi, Artini, and Wahyuni (2021), They stated that monitoring students' learning and providing just-in-time assistance is a teaching practice that involves observing and assessing students' progress regularly and providing support and guidance when needed. This practice is important because it helps teachers identify students who may be struggling and provide them with the help they need to stay on track.

However, An English teacher can have a significant effect on the self-directed learning of their students through the strategies they use in the classroom. It is in line with what is stated by (Tan & Koh 2014) that Self-directed learning improves the student's awareness of learning and makes the student's can improve the quality of their learning. English teacher strategies can has a variety of effects on the self-directed learning of their students. Student motivation deals with a student's desire to participate in the learning process actively. They require to have great motivation to do self-directed learning (Dewi, Artini, and Padmadewi, 2021). According to Zhu (2022), he found that the English teachers used strategies that promote self-directed learning and provide students with the tools and support needed to succeed, they can help to increase students' self-efficacy. Furthermore, their time and energy and the resources they need to do their work. Rahman (2017:156) explains that self-management in self-directed learning is the process of directing oneself to achieve desired goals. Leading ourselves is extremely difficult without a balance of planning, implementation, and self-evaluation

Besides, the teacher has created a collaborative learning environment by allowing students to work in groups and providing opportunities for peer feedback. Students who are engaged in self-directed learning are more likely to seek feedback and input from their peers, which helps them to develop better communication and collaboration skills. Overall, the focus on promoting self-directed learning has helped to foster a sense of community within the classroom and has encouraged students to work together more effectively.

CONCLUSIONS

English teacher strategies in promoting self-directed learning at SMAN 1 KURIPAN consist of four strategies, the first strategy providing learning autonomy in task design, the teacher instructs task and students have freedom to choose the design of the task. The second is providing scaffolds for students' self-monitoring, the teacher gives feedback to the students. The third strategy is involving students in identifying learning gaps, the teacher allowed students to ask questions about some misunderstandings in the learning process and the last strategy allowing students to make a connection between what they can learn in and out of school, teacher encouraging students to bring their own experiences and interests into their learning. The effect of English teacher strategies on the students' self-directed learning at SMAN 1 KURIPAN has a significant effect on students' learning; there is an increase in motivation, increasing self-efficacy, increasing time management skills and enhancing collaboration and teamwork skills.

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