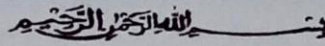


**UTILIZING SELF-DIRECTED LEARNING TO ENCOURAGE  
STUDENTS' INITIATIVE IN DEVELOPING THEIR'S  
SPEAKING SKILLS AT XI GRADE  
SMAN 1 MATAKALI**

*(Pre-experimental Research)*



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
2023**



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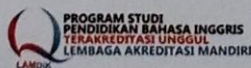
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12 October 23	IV & V	findina, hypothesis	
30 October 23	IV	finding	
1 November 23	V	conclusion & references	
13 November 23	IV & V	ok - well done	

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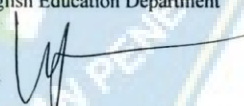
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## ABSTRACT

**Karmila. 2023.** *Utilizing Self-Directed Learning to Encourage Student Initiative in Developing Their Speaking Skills (Pre-Experimental Research On Class Xi Students Of SMAN 1 Matakali).* A Thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah Universitas of Makassar. Suvervised by St. Asriati AM and Ika Sastrawati.

This research aims to determine the use of the Self-Directed Learning method in developing students' speaking skills, in terms of fluency (hesitation) and accuracy (pronunciation) of class XI SMA Negeri 1 Matakali. The sample in this research was 30 students of class XI Science at SMA Negeri 1 Matakali. The research method used is quantitative research with pre-experimental research.

The data results show that the average pretest score for students' speaking skills in terms of Fluency (hesitation) is 36.83. while the post-test score is higher than the average pre-test fluency (hesitation), which is 50.00, which means there is a significant increase. Then the average pre-test score for students' speaking skills in terms of accuracy (pronunciation) is 36.67. while the post-test score is higher than the average pre-test accuracy (pronunciation) of 48.17. means there is a significant increase. The t-test analysis shows that by applying a significance level of 0.05 with 29 degrees of freedom and a p-value (sig .2-tailed) of 0.000, it shows that there is a significant difference between the pre-test and post-test results. from student exams. In other words, the student's post-test results (sig.2-tailed) are not greater than the significance level ( $0.000 < 0.05$ ).

**Keywords :** *Self-Directed Learning Method, Speaking Skill, Fluency, Accuracy*



## ABSTRAK

**Karmila 2023.** *Memfaatkan Self-Directed Learning untuk Mendorong Inisiatif Siswa dalam Mengembangkan Keterampilan Berbicara (Penelitian Pra Eksperimen Pada Siswa Kelas XI SMAN 1 Matakali).* Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh St. Asriati AM dan Ika Sastrawati.

Penelitian ini bertujuan untuk mengetahui penggunaan metode Self-Directed Learning dalam mengembangkan keterampilan berbicara siswa kelancaran (ragu-ragu) dan akurasi (pengucapan) siswa kelas XI SMA Negeri 1 Matakali. Sampel dalam penelitian ini adalah siswa kelas XI IPA SMA Negeri 1 Matakali yang berjumlah 30 orang. Metode penelitian yang digunakan adalah penelitian kuantitatif dengan penelitian pra eksperimen.

Hasil data menunjukkan bahwa nilai rata-rata pretes keterampilan berbicara siswa ditinjau dari Kefasihan (ragu-ragu) adalah 36.83 . sedangkan nilai post-test lebih tinggi dari rata-rata kelancaran pre-test (ragu-ragu) yaitu 50,00. berarti ada peningkatan yang signifikan. Kemudian untuk nilai rata-rata skor pre-test keterampilan berbicara siswa dalam hal Akurasi (pengucapan) adalah 36.67. sedangkan nilai post-test lebih tinggi dari rata-rata akurasi pre-test (pengucapan) adalah 48.17. berarti ada peningkatan yang signifikan. Analisis uji-t menunjukkan bahwa dengan penerapan tingkat signifikan 0,05 dengan derajat kebebasan 29 dan nilai p (sig .2-tailed) adalah 0,000 menunjukkan bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test. dari ujian siswa. Dengan kata lain, hasil post-test siswa (sig.2-tailed) tidak lebih besar dari taraf signifikansinya ( $0,000 < 0,05$ ).

**Kata Kunci :** *Self-Directed Learning Method, Speaking Skill, Fluency, Accuracy*

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Alhamdulillah Robbil Alamin, the author would like to express gratitude to the presence of God Almighty, Allah SWT, for mercy and grace, as well as love and strength so that the author can complete this thesis with the title "Utilizing Self-Directed Learning to Encourage Students' Initiative in Developing Speaking Skills in Class XI SMAN 1 Matakali (Pre-Experimental Research in Class XI SMAN 1 Matakali) Shalawat and greetings are addressed to the Prophet Muhammad SAW.

In the process of working on this thesis, the researcher learned many valuable lessons, felt like he had failed, and wanted to give up but everyone around the researcher was always encouraged to remain enthusiastic in completing this thesis. therefore, the researcher would like to express his gratitude and honor. to:

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Makassar, 11 September 2023

Karmila

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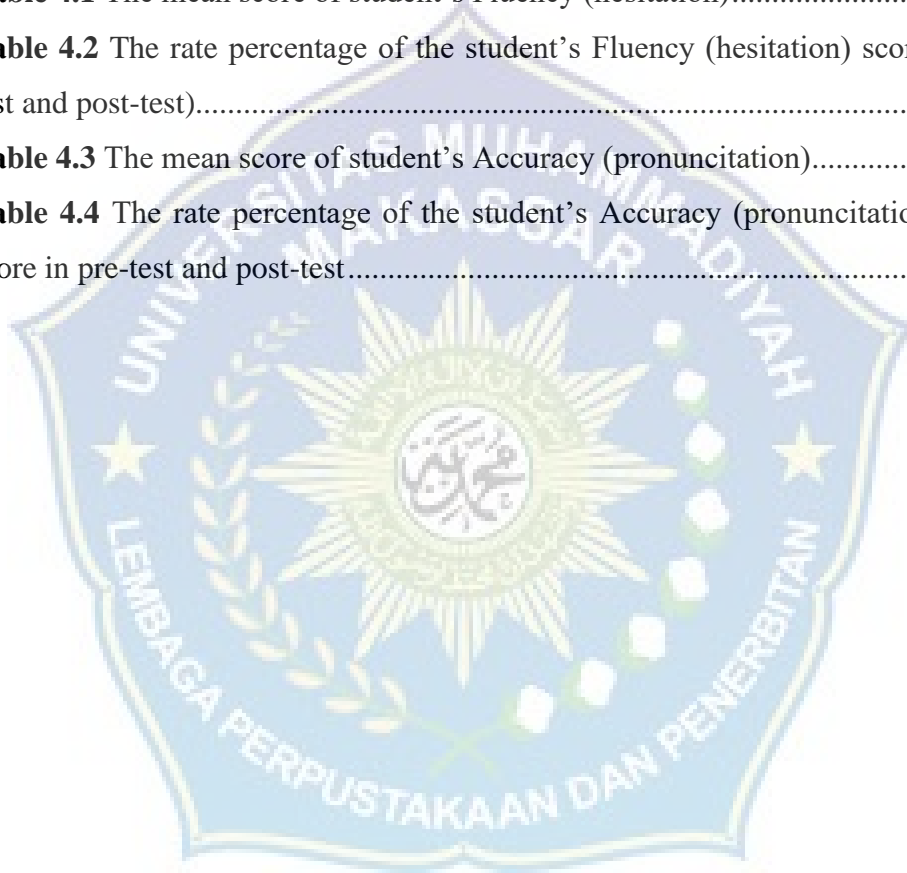
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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Polewali Mandar is one of the famous districts and cities in West Sulawesi which has many schools. Even so, researcher consider that students from schools in Polewali Mandar have not contributed equally to academic achievements, especially in English subjects. Achievements are still dominated by top schools, but when compared with other subjects English is not included as subjects that contribute to achievements, the achievements meant by researchers are competitions related to English. This is due to the low level of student confidence and the feeling that English is a subject that must be avoided because it is difficult. One of the schools chosen by the researcher is SMAN 1 Matakali. This school is in the Matakali district.

The researcher chose this school for several reasons, namely, this school is a school that is considered a new school, it is still rare for anyone to conduct research at this school, especially research using the method the researcher uses, the last is after the researcher conducted interviews with several students there about the condition of the school and the learning process the researcher felt that the method used by the researcher in this study was very suitable for the situation of this school, especially in the learning process in English subjects.

After knowing the problems from interviewing several students there, the researcher saw that the main problems that occurred to students during the

English learning process were their lack of self-confidence, the absence of a good communication process between students and teachers during the learning process, and the lack of speaking skills which is owned by them. After seeing this problem the researcher chose to use the self-directed learning method in learning English, especially on student skills. the researcher sees that in the learning process, students' self-confidence in learning must dominate more and then this will relate to how students cultivate their mindset in learning English and are not ashamed or doubtful in speaking English.

Speaking skill, is the capacity to articulate sounds or words to communicate thoughts in the form of ideas, opinions, wishes, or feelings to the speaker partners. (Hermawan 2014) Speaking ability, is the capacity to create a clear articulation system to communicate will, feeling needs, and desires to others. By removing psychological issue like shyness, low self-esteem, tension, heavy tongue, and other related issues, this skill also develops self-confidence to communicate spontaneously, honestly, appropriately, and responsibly (Iskandarwassid 2010).

According to Am (2017) English as a foreign language has been taught for decades in nations where English is the second or foreign language. It plays a critical function because English has become a determinant in determining employment. Recognizing the importance of English language instruction for science and technology, the Indonesian government has made it a compulsory subject for students.

As a foreign language, English requires constant methods in the learning process to be able to increase students' knowledge, especially in the area of speaking, where the process of improving speaking skills requires learning models or methods for students. According to Amri (2013), Teaching and learning methods are ways to impart knowledge to students or children through teaching and learning activities, whether done at a school, home, campus, cottage, etc. Uno (2011). Moreover, Sutikno (2014) asserts that the word "method" literally means "way" and that a method is a process utilized to accomplish a specific objective. The learning technique is a methodical approach to working that makes it easier to integrate learning in the form of precise application of tangible stages so that an effective learning process occurs to reach a specific goal, such as positive changes in students. Through the renewal of learning tactics, methods, and procedures, we as aspiring teachers may help students develop into creative, critical, and problem-solving individuals. Self-directed learning is a widely utilized technique.

Additionally, self-directed learning has been recognized as a crucial learning competency in the 21st-century learning era, as the learning process now includes information literacy abilities, learning and innovation, and both (Guo & Woulfin, 2016). According to Brockett & Hiemstra (2018), self-directed learning is a learning process where student participation is necessary for setting learning objectives, planning, choosing and organizing learning resources, and evaluating learning processes. Students who use self-directed learning must be engaged and work on their study techniques. These, self-

directed learning learning skills or abilities necessitate learning opportunities, interactive learning settings, diverse sorts of feedback, and a variety of assignments and exercises that make use of a variety of learning materials.

Most of the students were too hesitant to speak in class, either because they were afraid of being mocked by their peers or because they lacked confidence in their delivery. They are opposed to sharing their abilities with the class. They are hesitant to speak English aloud. Students also spend class time conversing in their language or switching to Bahasa Indonesia rather than focusing on strengthening their English speaking skills. They are still unable to converse efficiently. Students' speech will be slurred and imprecise in class. Students made numerous pronunciation errors. The teacher does not have enough time to correct all of the mispronunciations and errors. Students are at the heart of the communicative approach, and communication activity is one of its components. Sunhat strategies and approaches are vital in the learning process and can be utilized to help students learn how to communicate more effectively. Appropriate teaching approaches and instructor help can improve students' learning quality and initiative, as well as raise student enthusiasm for learning.

From the explanation above, the researcher decides to conduct a research entitled **“Utilizing Self-Directed Learning to Encourage Students' Initiative in Developing Their Speaking Skills at XI Grade SMAN 1 Matakali”**.



## **B. Problem Statement**

Based on the background above, the following problems can be formulated namely:

1. Does the use of self-directed learning encourage students' initiative in developing their speaking skills in term of fluency (hesitation)?
2. Does the use of self-directed learning encourage students' initiative in developing their speaking skills in term of accuracy (pronunciation)?

## **C. Objective of the Research**

1. To know whether or not the self-directed learning encourage students' initiative in developing their speaking skills in term of fluency (hesitation).
2. To know whether or not the self-directed learning encourage students' initiative in developing their speaking skills in term of accuracy (pronunciation).

## **D. Significant of the Research**

The researcher believes that the results will be helpful for the next research and the readers. It is hoped that the outcomes of this inquiry will have both theoretical and practical value.

1. Theoritically

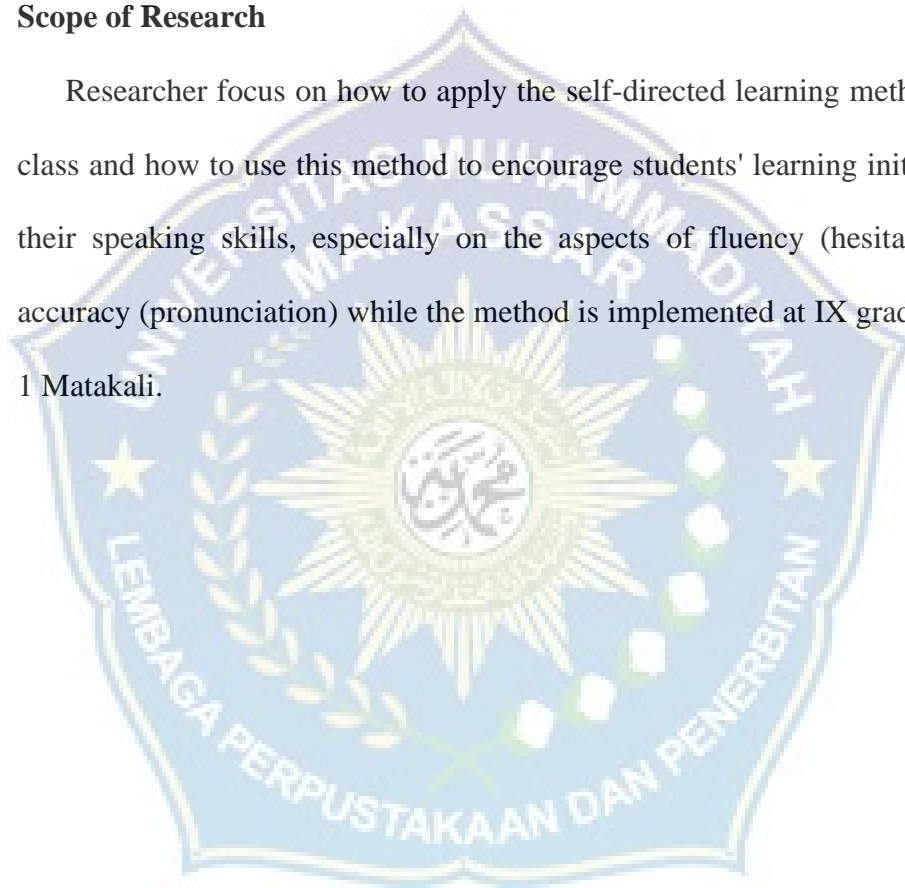
The researcher thinks that sharing details regarding the self-directed learning method will be useful as a resource for readers and researchers in the future who wish to perform similar studies.

2. Practical

The purpose of this study is to enlighten teachers and students about various learning strategies, particularly the self-directed learning strategy that is employed for encourage students' initiative in developing their speaking skill on the aspect of fluency (hesitation) and accuracy (pronunciation).

#### **E. Scope of Research**

Researcher focus on how to apply the self-directed learning method in the class and how to use this method to encourage students' learning initiatives in their speaking skills, especially on the aspects of fluency (hesitation) and accuracy (pronunciation) while the method is implemented at IX grade SMAN 1 Matakali.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous Related Research Findings

The first is Maisyarah (2021) Reveal that in the speaking class, more than 64% of the students or half have fairly high levels of self-directed learning. Because students already have a reasonably high level of freedom, the results and discussion show that the deployment of online learning in educational practice as a result of the COVID-19 epidemic has been properly implemented.

The second is Yulianti et al (2021) Showed that everyone who took part thought self-directed learning was a useful strategy for learning outside of the classroom. They also concurred that self-directed learning can assist individuals in achieving their learning objectives and in becoming accustomed to taking an active and accountable role in their education. Additionally, the majority of participants favor using audio-visual material when engaging in self-directed learning activities. Additionally, this study advises teachers to provide students with a foothold.

The third is Harchegani & Biria (2013) The pupils are divided into 15 students each in the control and experimental groups. The experimental group then receives self-directed learning instructions, whereas the control group is instructed using the book Interchange. The speaking module of the IELTS exam the same test that was given to them as the pre-test is given to all participants in the fifteen-session-planned course as a post-test by three

independent raters. Finally, analysis and comparison of the pre-and post-test findings demonstrate that the experimental group outperformed the control group in the development of speaking skills, demonstrating the efficacy of the self-directed learning model in teaching speaking skills to Iranian EFL learners.

The fourth is Tiara et al (2021). Showed that students who used modest amounts of self-directed learning were included. Self-management had the highest mean score ( $M=3.79$ ), followed by self-motivation ( $M=3.64$ ) and self-monitoring ( $M=3.34$ ). The kids had excellent speaking abilities in all speech-related domains. Vocabulary was the speaking skill that had been most thoroughly developed, followed by grammar and accuracy, pronunciation, fluency, and coherence. Through correlation analysis, the utilization of self-directed learning and the student's speaking abilities were found to be strongly connected ( $r=0.669$ ). So, it's possible to say that implementing self-directed learning is a good technique to improve students' speaking abilities.

The fifth is Pishkar & Majedi (2016) conducted a study about The Effect of Self-Directed Learning on the Speaking Accuracy of English as a Foreign Language (EFL) Learners. In this experimental study, 60 students from an Iranian institution participated. Speaking pretest and posttests as well as scale of readiness for self-directed learning were employed as data instrument. These researchers discovered that the learners speaking accuracy was impacted by self-directed learning.



From the research above, there are similarities with the research that has been carried out in this study, namely research related to the use of self-directed learning methods in improving students' speaking skills. The difference with previous research is that researchers focus on using Fluency (hesitation) and Accuracy (pronunciation) in speaking skills as a result of output in research. The participants were students from SMA Negeri 1 Matakali.

## **B. Some Partines Ideas**

### **1. The Concept of Self-Directed Learning**

#### **a. Definition**

The self-directed learning paradigm prioritizes skills, systems, and processes over content compliance and testing. They are given control over how to manage their learning through the use of self-directed learning, which will result in independent learning. The ability of students to carry out learning activities independently or with the assistance of others based on their motivation to master a particular competency so that it can be used to solve problems they encounter in the real world can be referred to as learning independence (self-direction in learning). (Sunarto, 2008).

By identifying their learning objectives, self-directed learners create plans. They arrange how to get to educational materials. They are also self-sufficient, curious, receptive to learning, and take the initiative to do Du Toit-Brits, (2019).

According to Huda (2013), Self-directed learning is a state in which students assume full responsibility for their learning and have entire control over the decision-making process, even if they later require the assistance and counsel of a teacher.

In self-directed learning, students decide what needs to be learnt and take charge of gathering and arranging the information they need. This is distinct from self-study, where students study independently or in groups without the teacher present while the teacher still provides and coordinates the instructional resources (Kirkman, 2007).

Self-directed learning or independent learning is a learning method that is used by a person to increase knowledge, expertise, and achievement through his initiative in planning, implementing, and evaluating, which depends on the individual's ability to manage learning according to the autonomy he/her has. have, even though later need help or supervision from others.

#### **b. Aspects of Self-Directed Learning**

1. Students control the number of learning experiences that occur

The main change from teacher-directed learning to self-directed learning is a change in influence from teacher to student. For students, this represents a change from outside control to inner control. Students begin to form their opinions and ideas, make their own decisions, choose their activities, take responsibility for themselves, and enter the world of work. Fill students with tasks to

develop their learning, develop them individually, and help them to practice in more mature roles. Self-directed learning not only makes students learn effectively but also makes students more themselves.

## 2. Skill development

Control that comes from within will serve no purpose unless students learn to focus on and apply their talents and abilities. Self-directed learning emphasizes the development of skills and processes leading to productive activities. Students learn to achieve program outcomes, think independently, and plan and carry out their activities. Students prepare and confer with their teacher. The intent is to provide a framework that enables students to identify their interests and equip them for success.

## 3. Changing students to the best performance

Self-directed learning can fail without a challenge provided to students. First, the teacher gives challenges to students, then the teacher challenges students to challenge themselves. This challenge requires reaching a new level of performance in a familiar setting or trying out an area of interest. Challenging yourself means taking risks to get out of something easy and familiar.

## 4. Student self-management

In self-directed learning, choice and freedom are linked with self-control and responsibility. Students learn to express self-

control by seeking and making commitments, interests and aspirations. Self-directed learning requires conviction, courage, and determination for the effort involved. Students develop these attributes and they become experts at managing their time and effort and the resources they need to do so. In the face of obstacles, students learn to face their difficulties, find alternatives, and solve their problems to maintain effective productivity. The combination of sources that come from within and expertise in performance is needed to be able to self-manage in self-directed learning.

#### 5. Self-motivation and self-assessment

Many principles of motivation are built into self-directed learning, such as achieving high-interest goals. When students use this principle, students become the main element of student self-motivation. By setting important goals for themselves, compiling feedback on their work, and achieving success, they learn to inspire their efforts. Similarly, students learn to evaluate their progress, they judge the quality of their work and the processes designed to do so. In self-directed learning, assessment is an important part of learning and learning how to learn it. Students often start self-evaluations in learning that they submit to the teacher including a description of the standards they will achieve. Just as self-motivation enables students to produce a performance that can be

evaluated, self-assessment also motivates students to seek the best possible performance.

**c. Stage in the process of applying the Self-Directed Learning method**

1. Planning

Planning daily learning activities, developing continuum learning objectives, picking the best learning tools, and analyzing the needs of students and any skills or abilities they may have.

2. Implementing

Teachers encourage students' talents and provide them opportunities to select the teaching style that best suits their preferences.

3. Monitoring

At this point, the teacher monitors the students' awareness and sensitivity while they are studying, or she or he supervises their work on the assigned assignments.

4. Evaluating

Teachers contrast student performance, modify and evaluate students' in light of previously established goals, and request statements from students by way of open-ended inquiries regarding completing homework.



**d. The advantages of the Self-Directed Learning method**

1. The numerous intelligences that students possess provide them the freedom to study in a way that suits their learning preferences, learning rates, and interests and skills.
2. Place more emphasis on learning resources from teachers and other sources that meet educational requirements.
3. Students are able to advance their knowledge, expertise, and skills.
4. Self-directed learning offers students an exceptional chance to improve their environmental awareness and gives them the freedom to choose how they will approach difficulties that arise on a daily basis.
5. Students select the course material based on their needs and interests. Additionally, learning how to do things yourself is more enjoyable.

**e. Disadvantage of the Self-Directed Learning method**

1. Because they rarely interact with one another, stupid students will become stupider and brilliant students will become more innovative.
2. For slothful learners, to advance their skills or knowledge.
3. Some students require guidance in selecting appropriate content for them or because they are unsure of their own abilities.

## 2. The Concept of Initiative of Learning

### a. Definition

The Big Indonesian Dictionary (2005:395) states that initiative is the capacity for invention. In Mardiyanto (2008:23), Wollfock states that "initiative is the individual's capacity to produce something new or original or something solve the problem." "Initiative is the ability to develop new ideas and ways of solving problems and finding new ideas and ways of solving problems and finding opportunities (thinking of something new)," claims Suryana (2006:2).

Nelson (2007) states that initiative is important. He proves this by looking at the results of an online survey by iVillage.com. Of the 7,760 employees asked what was most important for progress at work, 55% said the initiative was the most important, followed by inspiration at 17%, intelligence at 16%, and political savvy at 12%.

All human behavior has a cause (Skinner, in Friedman, 2006), as well as initiative behavior. The ability to take the initiative appears through education or training. Since childhood, parents can educate or accustom their children to be able to solve their problems so that children learn to take initiative. According to Erikson (cited in Santrock, 2006), an individual begins to have initiative in early childhood, around the age of 3 to 5 years. When children experience the wider social world, they face more challenges than when they were babies. To overcome this challenge, they must be active and their

actions have a purpose. In this stage, adults hope that children will become more responsible for taking on some responsibilities to look after themselves. To bring up this sense of responsibility requires initiative.

#### **b. The Characteristics of who take the Initiative**

According to Sund in Slameto (2003:147), those who take the initiative have the following traits:

1. Have an intense curiosity
2. Be open to trying new things
3. resourceful
4. curiosity to learn and investigate
5. Inclination to enjoy challenging work.
6. Tend to look for comprehensive and satisfactory solutions
7. Be passionately committed and actively engaged in your work
8. Think flexibly
9. React to queries and prefer to provide more responses.

### **3. The Concept of Speaking Skill**

#### **a. Definition**

Speaking, according to (Loeng, 2020) is the primary skill for effective communication. It implies that communication cannot happen without words. When two people are conversing, they will both speak at the same moment and the other person will immediately answer. People are unable to go back and change what they have said while

speaking. Speaking is directly speech-language, according to this statement. As a result, a lot of individuals equate speaking skills with English language proficiency.

Speaking, according to (El et al, 2006) is an interactive process of creating meaning that entails creating, receiving, and processing information. Speaking is also described as having the capacity to convey ideas orally in a fluid, intelligible, and acceptable manner Using the proper pronunciation, grammar, and vocabulary in a meaningful context to serve both transactional and interpersonal purposes, and adopting the rules of conversation and pragmatics in the spoken language.

According to the 2017 edition of the Oxford Dictionary, speaking is the act of using speech to express one's thoughts or to transmit information. It indicates that speaking is the act of making a speech. Speaking serves as a medium for communication between the speaker and the listener. The listener receives a message from the speaker, and the speaker receives feedback from the listener. This activity provides an opportunity to exchange knowledge and opinions with others while fostering positive social relationships between the speaker and listener.

The verbal exchange of information between a speaker and a listener. Everyone agrees that the audience is speaking. Since it is used to communicate concepts or arguments, it is crucial in academic settings. One of the numerous linguistic skills that language learners

develop is the capacity for oral communication. Language is used to create and convey meaning when it is spoken.

#### **b. Factor of Speaking Effectiveness**

To master speaking skill, learners should know not only linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situations and relationship. There are several factors that make speaking effective Abbaspour (2016:146) has summed some factors of speaking effectiveness. According to his research, factors of speaking effectiveness are grammar, discourse, sociolinguistic, strategy, interaction, accuracy and fluency.

##### **1. Grammar**

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation and stress. Every language has a grammar or system that makes a rule how to use codes in communicating with each other.

##### **2. Discourse**

The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way. In communication, both the production and comprehension of a language require the ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous

sentences and following sentences. So, the learners should acquire a large repertoire of structures and discourse makers to express ideas, show the relationship of time, and indicate cause, contrast, and emphasis.

### 3. Sociolinguistic Factors

Mastery English-speaking learners not only should mastery grammar, vocabulary, pronunciation and others but also they should master also linguistics including sociolinguistics. Learners should be familiar with the culture of native speakers to enable to use the target language which is socially and culturally by native users (Abbaspour, 2016:146). To achieve to this goal, it is imperative to figure out of the sociolinguistic side of language which enables learners to distinguish appropriate comments, how to ask question during interaction, and how to respond non verbally according to aim of the talk.

### 4. Strategy

Strategy competence is the way learners manipulate language in order to meet communicative goal. Every learner has a different strategy to learn or master English speaking like how to master vocabulary, pronunciation and grammar.

### 5. Interaction

Interaction is one of the important things when learners want to master in speaking English. There are some problems when



learners want to interaction to other people such as, shy, anxiety, nervous, and other. Interaction will develop the learners' speaking ability. Learners can practice their ability, increase their vocabulary, and also can increase learners' confidence in speaking English to others.

#### 6. Accuracy and Fluency

Accuracy and fluency are related because accuracy is the basis of fluency, while fluency is a further improvement of a person's linguistic competence (Abbaspour, 2016:147). Generally, accuracy refers to the ability to produce grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately, and easily, which includes the ability to produce written or spoken language with ease.

#### c. Speaking Aspect

According to Mustafa et al ( 2022) Generally speaking, the four components of speaking are vocabulary, grammar, pronunciation, fluency, and comprehension. It takes treatment, a learning approach, and a strategy to address each of the students' speaking issues, therefore improving the students' speaking component and competency is not simple.

##### 1. Fluency

Speaking English confidently and comfortably is a sign of fluency. The ability to communicate for an extended amount of time indicates that you have good fluency. It's also important to demonstrate how each of your points relates to the others. This ability ensures that your audience can understand you and does not become disoriented.

## 2. Vocabulary

Nouns, adjectives, and verbs are the three main word categories that make up vocabulary. Your vocabulary is lacking if you come across words that you don't understand. The word itself can be broken down into other categories, including;

### a. Every Word in Every Language

Vocabulary includes more than only words found in dictionaries; there are a number of new terms that will be added to the English language on their own. If you come across a new word but are unsure of its definition, you can check it up in the dictionary.

### b. Contextually Relevant Words

This word can be used to demonstrate a context. The term "vocabulary," which has a defined definition, can therefore be used.

## 3. Grammar

The grammar we use as a "guide" when learning a language is called grammar. Grammar is therefore necessary in all languages, not just English. Grammar teaches us how to talk clearly and grammatically so that others can understand us. Because of this, grammar checks frequently appear on competence examinations like the TOEFL or IELTS.

#### 4. Pronunciation

The manner in which a word or a language is spoken is known as pronunciation. This could be the way a particular person pronounces a word or language, or it could refer to generally accepted sound sequences used in pronouncing a certain word or language in a particular dialect (the "correct" or "standard" pronunciation).

#### 4. The Concept of Fluency

##### a. Definition

The term "fluency" is described as the capacity to speak a language swiftly, confidently, and without creating too many unnecessary pauses that might obstruct dialogue. Speaking English fluently improves one's English proficiency significantly and helps one sound smoother, more natural, and more impressive to listeners. Due to the absence of speech interruptions, communication is also more effective.

The definition of fluency has a Latin origin meaning "flow." Based on British Council (2020), fluency is the flow and efficiency when you

express your ideas, particularly speaking. According to Hunter (2011), If a person can transfer the information smoothly and the listeners can get the point, regardless of the grammar rules he uses is right or not, he will be regarded as a fluent speaker. To sum up, fluency is the ability where when you try to communicate with others, and there's no too much hesitation and too many pauses that can bring the cause barriers in the communication.

According to Grabe and Stoller (2011), the majority of native English speakers can read aloud and comprehend what they are reading, but they would struggle to complete grammatical assignments based on their reading. However, many EFL students lack fluency but possess sufficient grammatical understanding to pass a test. In this instance, EFL students' fluency is more important than their grammatical knowledge. Additionally, according to Stockdale (2009:1), fluency is achieved when a speaker uses the fewest amount of silent pauses, filled pauses, self-corrections, false starts, and hesitations while speaking a foreign language like a native speaker. Gi

#### **b. Characteristics of Fluency**

Stated in Nation (2009:151), has the following three qualities:

1. Learners exhibit fluency when they engage in meaning-focused activities quickly and easily without interfering with the flow of speech.

2. The student doesn't need to pay a lot of attention to or put much effort into using the language with fluency
3. A skill is fluency. It develops by consistent repeating of easy feats.

## 5. The Concept of Accuracy

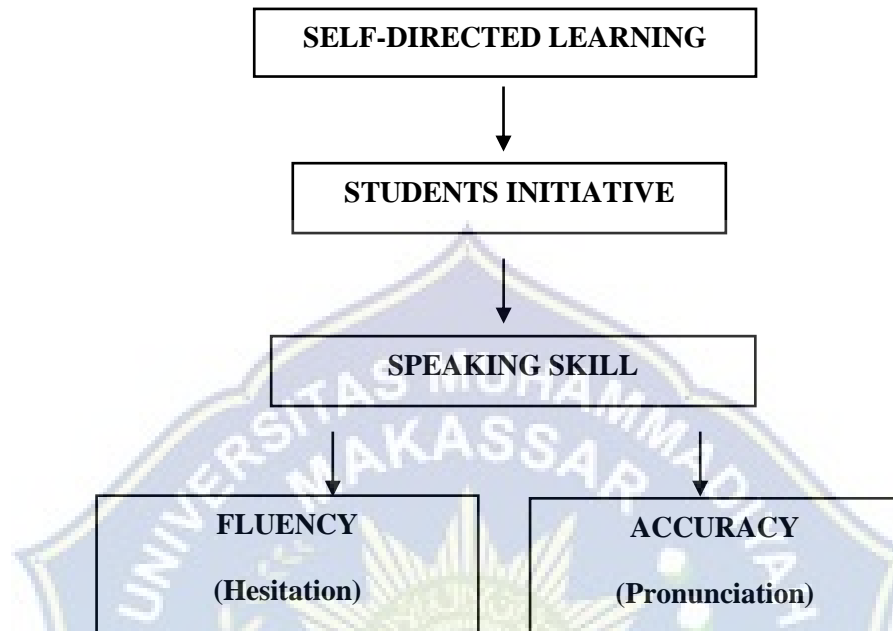
### a. Definition

Accuracy is the other component of speaking ability. Accuracy is the capacity of the learners to produce grammatically correct structures and sentences. In addition to understanding the correct grammatical structures of the language, learners must also be accurate in their writing and speaking (Srivastava, 2014).

By allowing the speaker to concentrate on the phonology, grammar, and discourse components of their spoken output, accuracy is obtained. By giving the students the chance to participate in activities that are relevant to their daily lives, the accuracy component of the speaking class is established. The instructor should provide the student's assignments and activities that promote communication, such as games, conversations, role-playing, discussions, etc.

Even though language and culture are different, they have a very tight link. People's linguistic choices in communication can influence their culture or the other way around. When utilized as parables, culture and language are inseparable, intertwined like Siamese twins. Or imagine a coin with the language on one side and culture on the other.

### C. Conceptual Frameworks



**Figure 2.1** Conceptual framework

In this study, researcher used the self-directed learning method in the learning process. This method is used to encourage students to take the initiative in learning speaking skills, especially in terms of fluency (hesitation) and accuracy (pronunciation). Researcher want to know the results of applying the self-directed learning method to the learning process.

### D. Hypothesis Test

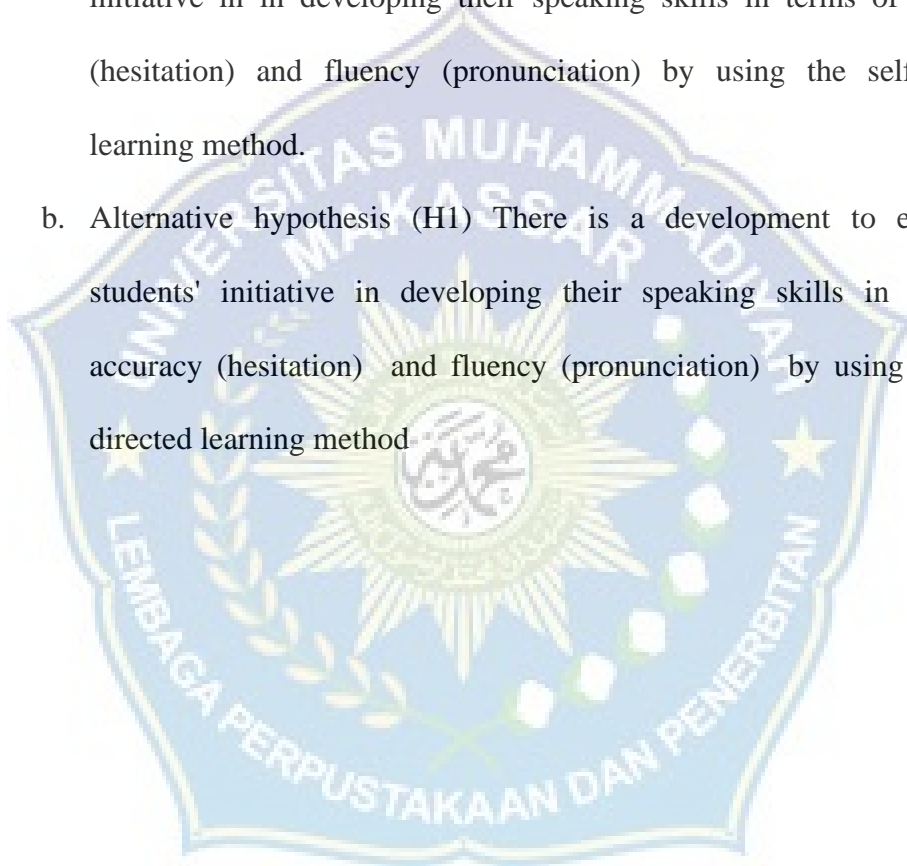
The following approaches can be used to formulate the study hypothesis:

(1) Reading and revising theories and concepts that cover research factors and how the deductive process interacts with them. (2) Read and consider the results of earlier studies that are pertinent to the research subject. The theory is used to derive the hypothesis. is a solution to a research issue, the validity of



which needs to be empirically verified. Theoretical is regarded as having the highest level of truth and can be used as an answer to a research topic (Setyawan, 2014). Both the null hypothesis and the alternative hypothesis are the hypotheses of this study.

- a. Null hypothesis (H<sub>0</sub>) there is no development of encourage students' initiative in in developing their speaking skills in terms of accuracy (hesitation) and fluency (pronunciation) by using the self-directed learning method.
- b. Alternative hypothesis (H<sub>1</sub>) There is a development to encourage students' initiative in developing their speaking skills in terms of accuracy (hesitation) and fluency (pronunciation) by using the self-directed learning method.



**CHAPTER III**  
**RESEARCH METHODOLOGY**

**A. Research Design**

This research was conducted in a Pre-Experimental research, using a quantitative Approach. Pre-Experimental research is a study that examines how various interventions affect people under various circumstances. When a condition is confined, it signifies that the research's findings have been quantified and that statistical analysis has been applied to the study (Sugiyono, 2011: 72).

The design are presented in the following table

**Table 3.1: Gay's research design**

★ Pre-tes	Treatment	Pos-tes ★
<b>O1</b>	<b>X</b>	<b>O2</b>

Where :

Pre-test : **O1**

Treatment : **X**

Post-test : **O2**

The implementation step of reesearch:

1. Pre-test

This tested used to determine when material refining would occurred and to determine the degree to which students could master the subject or material that had already been taught. The given tested material ought to applied to the subject mattered being taught. Objectives Knew these

foundational skills would made it simpler for teachers to chose the models and taught strategies to used with their students. The researcher created questioned terms from a subject that the teacher and students would tpoke about for the pre-test.

## 2. Treatment (4 meetings)

The treatment would have conducted after the administration of pre-tested. In experimental class the writer taught students by used self-directed learned method.

The researcher used the Self-Directed Learning Method in their treatment. 4 meetings, each lasting 60 minutes, made up the course of treatment. The process for administering the therapy is as follows:

### Learning Exercises

1. The researcher first introduces the rules or system of the Self-Directed Learning method.
2. Students are divides into different groups. Each group consists of 4-5 students.
3. The material would have explained by the researcher. The researcher also determines what expected during the learned phase..
4. The task given by researcher would have been, descriptive texted. each group would chose one objected to been described.
5. Each student in the group would took turned described the objected they had chosen.

6. During in applying, the researcher supported students' skills, applies to study the results of implementing plans and arrangements, makes necessary adjustments, and lets students select methods according to their preferences.
  7. Researcher carried out mind-tasking monitoring or supervise the work of the assigned tasks. As well as awareness monitoring or supervising student awareness and sensitivity during learning.
  8. Evaluating, educators compare student results, adjust and assess students with previously designed goals, and ask students for statements, by asking questions about the process of completing assignments.
3. Post-test (the last meeting)
- After the learning/material (treatment) has been implemented, the target students are given a post exam, which is the final evaluation in the form of questions. A post-test is one way to assess a class in its entirety. Therefore, the post exam is administered at the end of the learning session.

## **B. Research Variables And Indicators**

### **1. Variabels**

In this study, the variables are divided into two, namely dependent and independent. The independent variable self-directed learning and the dependent variable is Speaking Skills.

## 2. Indicators

Indicators are defined as study variables that can reveal or hint to consumers about a specific state so they can be utilized to measure changes that take place. And the research indicators in this study are Fluency (hesitation) and Accuracy (pronunciation).

## C. Population and Sample

### 1. Population

Class XI SMAN 1 Matakali, which is divided into the IPA class and the IPS class, was the study's population. Both the IPA class and the IPS class are made up of just one class. There are more than 63 students in total.

Evidently, it can see in the table below:

**Table 3.2. Population of The second Grade SMAN 1 Matakali**

No	Class	Number of Students
1.	XI IPA	30
2.	XI IPS	33

### 2. Sample

Sugiyono (2017:81) asserts that the sample represents a portion of the population's total number and features. So, the sampling in this study was class IX IPA with a total of 30 students.

#### **D. Research Instrument**

In essence, research instruments are tools used to gather data. The measuring objectives and the theory that served as a foundation were taken into consideration when creating the research instrument (Sukendra, 2017).

The speaking exam is the study tool used to collect data. Researcher obtain data by reading test results from descriptive tests. The researcher's focus in this study is on students speaking skills, particularly on features of fluency (hesitation) and accuracy (pronunciation). Both the pre-test and the post-test included the test. The pre-test was used to gauge how well the students could converse in English, and the post-test was used to get results from the researcher's strategy in terms of how much the students' abilities have improved.

#### **E. Technique Of Data Collection**

The researcher conducted the test to obtain the data. According to Arikunto (2010:193), a test is a series of questions or practices designed to assess someone's or a group's skill, intelligence, knowledge, ability, or potency group. The data-gathering strategy used in this study is test administration, which includes a pretest and a posttest. The exam administration technique was clarified as follows:

##### **1. Pre Test**

Before the researcher does the treatment, students will be given a pre-test. the pre-test is that students will describe the object that has been determined, then students will be given 2-3 minutes to describe the object.



Before treatment, it is intended to assess students' abilities and record their scores.

## 2. Post Test

Students receive a post-test after their treatment. At this stage, students will make a descriptive text and will read it in front of the class for 3-4 minutes. This post-test aims to determine student learning outcomes and obtain student scores after the treatment is completed is the goal of the post-test.

## F. Technique Of Data Analysis

In this research, the researcher produces a test as the technique for gathering the data. These studies employed pre-experimental (pre-test and post-test) to examine speaking ability and to know deeper information in possessing.

**Table 3.3 Scoring Rubric for Speaking Fluency (hesitation)**

Classifications	Score	Criteria
Excellent	100	They speak effectively and are excellent of using smoothness.
Very Good	80	They speak effectively and are very good of using smoothness.
Good	60	They speak effectively and are good of using smoothness.
Fairly Good	50	They speak sometimes hastily, but fairly well.
Fair	40	They speak fluently and smoothly at times.
Poor	30	They speak fluently, and longer phrases are not necessary for smoothness.
Very Poor	20	They speak fluently; longer phrases are inappropriate,

		with little or no communication.
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(Harmer, 2001)

**Table 3.4 Scoring Rubric for Speaking Accuracy (pronunciation)**

Classifications	Score	Criteria
Excellent	100	Their Speaking is very understandable and high of pronunciation.
Very Good	80	Their speaking is understandable and very good at pronunciation.
Good	60	They speak effectively and good of pronunciation.
Fairly Good	50	They speak sometimes hasty but fairly good of pronunciation.
Fair	40	They speak hastily and fairly of pronunciation.
Poor	30	They speak fluently, and longer phrases are not necessary for smoothness.
Very Poor	20	They speak fluently; longer phrases are inappropriate, with little or no communication.

(Harmer, 2001)

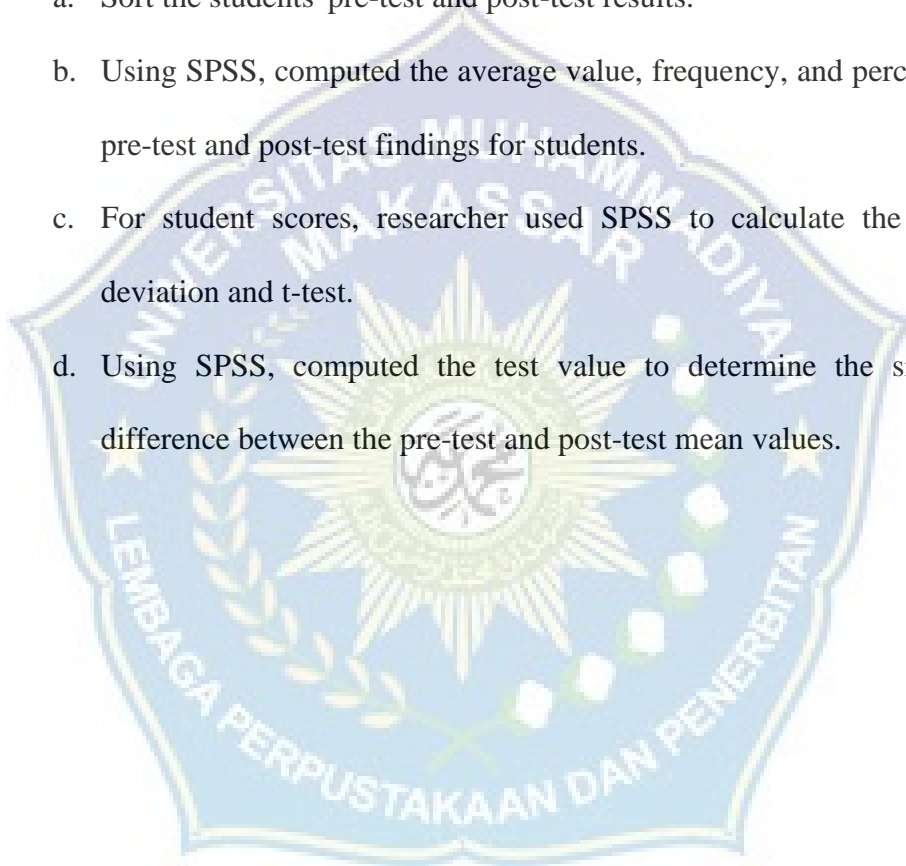
**Table 3.5 Categorization the student score**

No	Categorization	Score
1	Excellent	86-100
2	Very Good	71-85
3	Good	56-70
4	Fair	41-55
5	Poor	0-44

After gathering the students' data, the researcher classified the students' grades. In the following paragraphs, the researcher describes the stages involved in data analysis.

The SPSS (statistical program for social sciences) analysis is used to examine the data in this study.

- a. Sort the students' pre-test and post-test results.
- b. Using SPSS, computed the average value, frequency, and percentage of pre-test and post-test findings for students.
- c. For student scores, researcher used SPSS to calculate the standard deviation and t-test.
- d. Using SPSS, computed the test value to determine the significant difference between the pre-test and post-test mean values.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Finding

##### 1. The Mean Score and Standart Deviation of Students' Pre-Test and Post-test of Fluency (hesitation) and Accuracy (pronunciation)

The technical analysis results are presented in the form of an explanation of the average value and standard deviation of students' pre-test and post-test fluency (hesitation) and accuracy (pronunciation) indicators. the following:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Fluency	36,83	30	11,179	2,041
	Post Test Fluency	50,00	30	8,305	1,516
Pair 2	Pre Test Accuracy	36,67	30	10,029	1,831
	Post Test Accuracy	48,17	30	8,952	1,634

After treatment, there was an increase of 13,17 and 11,5 points, as shown in Tables 4.1 and 4.2. Pre-test fluency was 36.83, post-test fluency was 50.00, and pre-test accuracy was 36.67, post-test accuracy was 48.17. When the researcher conducted teaching treatments and used the self-directed learning method, where students discussed and looked for references without being constrained by the researcher, it was discovered that improvements in students' pronunciation and fluency were obtained. Before responding to questions, check terms or sentences with friends as well as researcher.

## 2. The Inferential Analysis between Pre-test and Post-tets

### Paired Samples Test

			Paired Differences							
			Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
						Lower	Upper			
Pair 1	Pre Test Fluency - Post Test Fluency		-13,167	5,490	1,002	-15,217	-11,117	-13,135	29	,000
Pair 2	Pre Test Accuracy - Post Test Accuracy		-11,500	3,749	,684	-12,900	-10,100	-16,803	29	,000

SPSS was used to analyze the data in Table above in a paired sample test.

If the degree of significance difference ( $\alpha = 0.05$ ) is greater, the value (two-tailed sign) shows that there is no significant difference. A significant difference is present if the significance level "a" is smaller than the p-value (2-tailed sign). The P value (sign 2-tailed) is 000, as can be seen from the table above. This amount is below the 0.05 level of significance. This indicates that using a self-directed learning method as instructional material can help students talk more fluently and accurately.

### 3. The Improvement Students' Speaking skill in terms of Fluency and Accuracy

#### a. The average fluency (hesitation) score of the students

The technical analysis results explain the students' mean speaking skill scores in terms of Fluency (hesitation) in the pretest and posttest activities as follows:

**Table 4.1** The mean score of student's Fluency (hesitation)

Indicators	Mean Score		The Improvement %
	Pre-test	Post-test	
Fluency T	36,83	50	35.76 %

Table 4.1 above shows, that the mean score for fluency in expressing thoughts increased (to 35.76%) from 36.83 in the pre-test to 50 in the post-test. Significantly different, it was demonstrated by comparing the pre-test and post-test fluency improvement percentages, which came out to 35,76%. This indicates that the students' speaking fluency increased after utilizing the Self-Directed Learning approach in the eleventh grade at SMAN Matakali. Although the post-test score cannot be deemed excellent, it did improve from an extremely low level to a good level, which is sufficient.

Based on the study of students' speaking skill ratings for fluency indicators (hesitation), both before and after Using the self-directed learning method, the following explanatory data on students' speaking skill scores for the fluency indicator (hesitation) were obtained:

**Table 4.2** The rate percentage of the student's Fluency (hesitation) score in pre-test and post-test

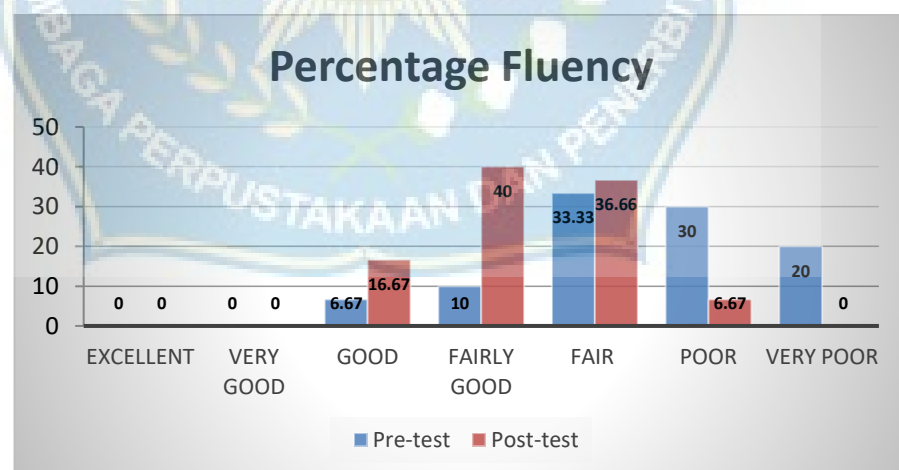
No	Classification	Score	Frequency		Percentage %	
			Pre-tets	Post-test	Pre-tets	Post-tets
1	Excellen	100	0	0	0%	0%
2	Very good	80	0	0	0%	0%
3	Good	60	2	5	6,67%	16,67%
4	Fairly good	50	3	12	10%	40%
5	Fair	40	10	11	33,33%	36,66%
6	Poor	30	9	2	30%	6,67%

7	Very poor	20	6	0	20%	0%
<b>Total</b>			30	30	100%	100%

From the table above, there are only 2 students who received the top three grades, namely the "good" classification. In the pre-test, most of the students were classified as very poor, also fair, and some were classified as poor and fairly good. Meanwhile, in the post-test, there were no longer any students at the very poor and poor levels, where previously there were 6 students. Most of the students are at a fair and good level. Even though the level is excellent it remains empty.

Based on the results of the analysis of students' speaking skill scores for fluency indicators (hesitation), before and after

By applying the self-directed learning (SDL) method, explanatory data on students' speaking skill scores for the fluency indicator (hesitation) was obtained as follows:



**Figure 4.1** The rate percentage of the students' fluency scores in the pre-test and post-test.



The graph shows that in the pre-test, the percentage of the fair level is the highest percentage, around 33,33%. then, high percentage is at the "poor" level around 30%, and for the "very poor" is 20% and the very good and excellent level is 0%. Meanwhile, in the post-test, the previous "good" level increased from 6.6% to 16.6%. Even though the "fairly good" 10% becomes 40% the "very poor" level goes from 20% to 0%. However, the Excellent and very good level is still 0%.

b. The average fluency (hesitation) score of the students

The technical analysis results explain the students' mean speaking skill scores in terms of Accuracy (pronunciation) in the pretest and posttest activities as follows:

**Table 4.3** The mean score of student's Accuracy (pronunciation)

Indicators	Mean Score		The Improvement %
	Pre-test	Post-test	
Accuracy	36,67	48,17	31,33%

According to Table 4.3, the accuracy in expressing concepts improved (31,33%) from a mean score of 36,67 in the pre-test to a score of 48,17 in the post-test. Distinctly different. The percent improvement in fluency between the pre-test and post-test was 31,33%, indicating that the students' speaking fluency improved after implementing the Self-Directed Learning method in the eleventh grade of SMAN Matakali. Even though the post-test result is not good, it has improved from a very poor level to a good one and can be categorized as adequate.

Based on the study of students' speaking skill ratings for fluency indicators (hesitation), both before and after

Using the self-directed learning method, the following explanatory data on students' speaking skill scores for the accuracy indicator (pronunciation) were obtained:

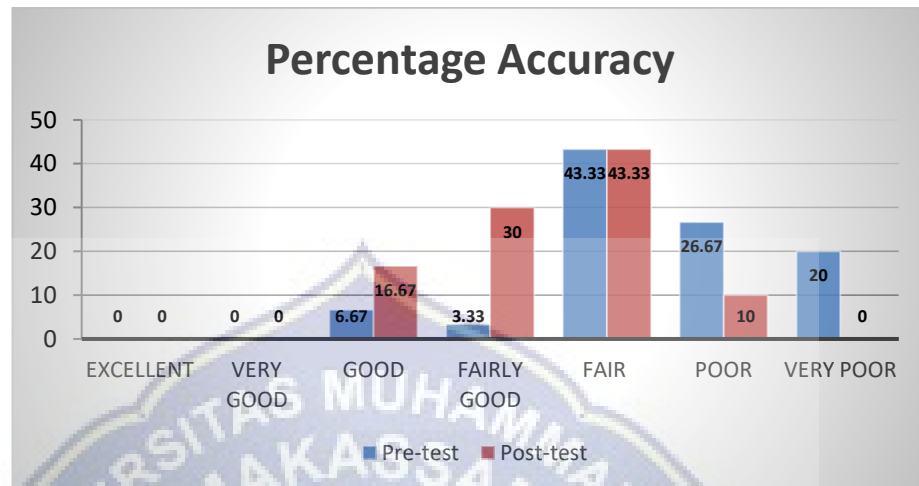
**Table 4.4** The rate percentage of sthe students' pronunciation scores in pre-test and pos-test

No	Clasification	Score	Frequency		Percentage %	
			Pre-tets	Post-test	Pre-tets	Post-tets
1	Excellent	100	0	0	0%	0%
2	Very good	80	0	0	0%	0%
3	Good	60	2	5	6,67%	16,67%
4	Fairly good	50	1	9	3,33%	30%
5	Fair	40	13	13	43,33%	43,33%
6	Poor	30	8	3	26,67%	10%
7	Very poor	20	6	0	20%	0%
<b>Total</b>			30	30	100%	100%

From the table above, there are only 2 students who received the top three grades, namely the "good" classification. In the pre-test, most of the students were classified as very poor, also fair, and some were classified as poor and fairly good. Meanwhile, in the post-test, there were no longer any students at the very poor and poor levels, where previously there were 6 students. Most of the students are at a fair and good level. Even though the level is excellent it remains empty.

Based on the results of the analysis of students' speaking skill scores for fluency indicators (hesitation), before and after By applying the self-directed learning (SDL) method, explanatory data on students'

speaking skill scores for the accuracy indicator (pronunciation) was obtained as follows:



**Figure 4.2** The rate percentage of the students' accuracy scores in the pre-test and post-test.

The figure shows that in the pre-test, the percentage at a fairly high level is the highest percentage, namely around 43.3%. then, high percentage is at the "poor" level around 26.6%, and for the "very poor" is 20% and the very good level is 0%. Meanwhile, in the post-test, the previous "good" level increased from 6.6% to 16.6%. Even though the "fairly good" 3% becomes 30% the "very poor" level goes from 20% to 0%. However, the Excellent and very good level is still 0%.

#### **4. The Significant of Students' Improvement speaking skill to Find Out Fluency (hesitation) and Accuracy (pronunciation)**

Following the implementation of the self-directed learning method, the researcher achieved the following results regarding improved student

fluency (hesitation) and correctness (pronunciation), based on data gathered by the researcher and derived using SPSS:

According to the fluency data, the average student score on the pre-test was 36.83, and students were still categorized as having "fair," "poor," and "very poor" fluency (hesitation). The average score of the students improved by 50 on the post-test after receiving self-directed learning therapy. Additionally, the majority of students who are rated as good while there are still 3 student's rated as "poor" have progressed from very poor to decent and can be rated as adequate. After that, there was a 35,76% increase from the pre-test to the post-test.

From the accuracy (pronunciation) data, in the pre-test the average student score was 36,67 and these students were still in the classification of "fair", "poor" and "very poor" in accuracy (pronunciation). After treatment with self-directed learning, in the post-test, the student's average score increased by 48,16. And the majority of students who are classified as good, although there are still 3 students who are classified as "poor", have improved from very poor to good and can be classified as fair. Then the percentage increase from pre-test to post-test is 31,33%. This means that students' pronunciation and speaking fluency improve after using self-directed learning.

## **5. Hypothesis Testing**

Hypothesis Given the study challenge, the researcher develops a research hypothesis. As an example, consider the following: According to

the null hypothesis ( $H_0$ ), using the self-directed learning method has no effect on enhancing students' speaking correctness and fluency. B. The alternative hypothesis ( $H_1$ ) suggests that using the self-directed learning strategy improves students' fluency (hesitation) and correctness (pronunciation). There is a significant difference between the student's pre-test and post-test scores, according to statistical analysis, at a significance level ( $\alpha$ ) of 0.05 with 36 degrees of freedom and a p-value (sig.2-tailed) of 0.000. In other words, the student's post-test results (sig.2-tailed) do not exceed the significance level (0.0000.05). The following results of the data analysis are given:

- a. If the significant value is less than 0.05, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. This means that student's pre-test and post-test results vary significantly.
- b. If the significant result is greater than the significant level (0.05), the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected. This means that the students pre-test and post-test scores did not differ considerably.

This study has a significant value of 0.000 and a significance level of 0.005 according to the table paired simple test. As a result, the alternative hypothesis ( $H_1$ ) is accepted. In this case, using the "self-directed learning" method of teaching English can help students speak more fluently (hesitation) and accurately (pronunciation).

## B. Discussion

This section interprets the research results and concludes. This research was conducted to answer the question of whether the use of Self-directed Learning is effective in improving the speaking skills of class XI students at SMA Negeri Matakali.

The use of self-directed learning in the classroom demonstrates students' speaking abilities both before and after receiving treatment, according to the aforementioned findings. The difference in the students' fluency (hesitation) pretest and posttest scores, where the student's average pretest score was 36.83, which was classed as bad, and the student's average post-test score of 50.00, which was included in the sufficient category, supports this. Then, the student's average score in the Accuracy (pronunciation) category was 36.67 in the pre-test and increased to 48.17 in the post-test. This demonstrates that following the application of the self-directed learning method in the therapy, the students' scores improved, with a percentage gain in accuracy of 31.33% and fluency of 35.76%.

The lowest score before using the self-directed learning method is 36.83 points, and the score after using the self-directed learning method is 50.00 points, according to the Fluency (Hesitation) Indicator Table above. The accuracy indicator (pronunciation) table above indicates that the minimum score is 36.67 points before applying the self-directed learning approach, and it is 47.17 points after applying the self-directed learning method. This tactic

can encourage students to appreciate studying English by making it simpler for them to investigate learning models they find appealing.

Tiara et al (2021) Showed that students who used modest amounts of self-directed learning were included. Self-management had the highest mean score (M=3.79), followed by self-motivation (M=3.64) and self-monitoring (M=3.34). The students had excellent speaking abilities in all speech-related domains. Vocabulary was the speaking skill that had been most thoroughly developed, followed by grammar and accuracy, pronunciation, fluency, and coherence. Harchegani & Biria (2013) Analysis and comparison of the pre- and post-test findings demonstrate that the experimental group outperformed the control group in the development of speaking skills, demonstrating the efficacy of the self-directed learning model in teaching speaking skills to Iranian EFL learners.

Based on the research above, has similarities with this research in using the method of Self-directed Learning, while the difference with this research was an improvement in students' speaking skill in terms of Fluency (hesitation) and Accuracy (pronunciation). Those findings determined that there was a significant difference in the students before and after giving treatment in teaching by using the Self-directed Learning in speaking.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the research findings and discussion in the previous chapter, it is feasible to concluded that the use of self-directed learning encourages students' initiative in developing their speaking skills in terms of fluency (hesitation) could encourage student initiative in developing students' speaking skills. Based on pre-test and post-tets data, it shows that there is an increase in students' speaking skill in terms of Fluency (hesitation) after being given treatment using self-directed Learning.

Then, the use of self-directed learning encourages students' initiative in developing their speaking skills in terms of accuracy (pronunciation) could encourage student initiative in developing students' speaking skills. This statement is based on pre-test and post-tets data, it shows that there is an increase in students' speaking skill in terms of accuracy (pronunciation) after being given treatment using self-directed Learning.

From the above explanation, This means that students' pronunciation and speaking fluency improve after using self-directed learning and the findings show that the self-directed learning is useful, then it can encourage and improve students' speaking skill in fluency and accuracy.

## B. Sugestion

The researcher would like to make a few suggestions about this study, particularly for English teachers, students, and other researchers. The researcher hopes that these solutions will help all of them.

### 1. English Educators

To make learning more engaging for students, educators must employ any strategy or medium that can grab their interest. One of the most effective methods of instruction for teaching speaking in the classroom is the employment of the self-directed learning method. Nowadays, students feel humiliated and think English is a hard topic, therefore they lack confidence in their ability to master the language. It is expected of teachers to assist students in developing their confidence.

### 2. For students

- a. Because English is a long-term illness, students are expected to learn it and, at the very least, understand when others speak English..
- b. Because speaking is such a crucial ability in English, experts believe that students be able to enhance their pronunciation.
- c. Researchers believe that students' became more active and confident in their English study.

### 3. For future researchers

Because this study focuses on the effectiveness of learning to pronounce words accurately and fluently, the researcher expects that future

studies be able to use effective learning methods like self-directed learning to make progress in teaching English in high school.



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## **APPENDIX A: RESEARCH INSTRUMENT**

### **a. Pre-Test**

Before treatment, students would have been given a pre-tested to determine their fundamental spoke skills. Researcher would decided which topics willed assigned to students' based on school lesson planned (descriptive text). The researcher willed then direct students to described based on the objected they wanted, after which the researcher will began gave students instructions about the Self-Directed Learned method, and finally, the researcher will gave all students a limited amount of timed to quickly described the objected they had chosen. Choose one of the objects below, then describe that the object!

Questions :

- a. Library
- b. Mosque
- c. Canteen

### **b. Post-Test**

Students would received a post-tested after treatment. This post-tested would have used to determine whether the Self-Directed Learned approached had improved students' spoke abilities. on the post-test item or subject, that researcher willed chose. in line with on-school lesson planned. The oral pre-test followed by a post-test that was identical to both. After that the researcher willed gave some questioned about descriptive texted, to found out how far students knew about descriptive texted material. students will answered orally.



Question :

Make a-descriptive teks with famous/historical buildings in Polewali Mandar,  
then present it in front of the class. Choose one of the objects below :

- a. Nuruttaubah mosque ( Masjid Imam Lapeo)
- b. Gedung Gadis
- c. S.Mengga Stadium



**APPENDIX B : RPP****Rencana Pelaksanaan Pembelajaran**

Sekolah : SMA Negeri 1 Matakali

Mata pelajaran : Bahasa Inggris

Kelas/Semester: XI/3

Materi pokok : Descriptive Teks

Alokasi waktu : 60 x 2

**A. Kompetensi Inti (KI)**

<b>K1 (spiritual)</b>	Menghayati dan mengamalkan ajaran agama yang dianutnya
<b>K2 (social)</b>	Berinteraksi secara efektif dengan lingkungan sosial dan alam, serta menempatkan diri sebagai cerminan bangsa dalam pergaulan internasional, seseorang harus menghidupkan dan mengamalkan perilaku yang jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiasaan, dan pengondisian secara berkesinambungan.
<b>K3 (pengetahuan)</b>	Memahami, menggunakan, menganalisis, dan mengevaluasi pengetahuan faktual, konseptual, operasional dasar, dan meta kognitif yang berkaitan dengan bidang dan lingkup kerja ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, dan masyarakat nasional, regional, dan internasional.
<b>K4 (keterampilan)</b>	* Melakukan tugas khusus dan selesaikan masalah sederhana dalam bahasa Inggris, menggunakan alat, informasi, dan alur kerja yang umum digunakan sesuai dengan bidang dan ruang lingkup pekerjaan. Menunjukkan kinerja mandiri secara kualitatif dan kuantitatif yang terukur terhadap standar kompetensi. * Mendemonstrasikan keterampilan penalaran, pengolahan dan penyajian secara efektif, kreatif, produktif, kritis, mandiri,

	<p>kolaboratif, berkomunikasi dan memecahkan dalam ranah abstrak yang relevan dengan pengembangan ilmu yang dipelajari di sekolah serta mampu melaksanakan tugas tertentu di bawah pengawasan langsung.</p> <p>* Mendemonstrasikan keterampilan dalam persepsi, persiapan, peniruan, kemahiran kebiasaan, gerakan alami, gerakan orisinal dalam bidang tertentu yang relevan dengan pengembangan konten yang dipelajari di sekolah, dan kemampuan untuk melakukan tugas tertentu di bawah pengawasan langsung.</p>
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## B. Kompetensi Dasar Dan Indicator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan menanyakan informasi singkat terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaan.	3.4.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.4 Teks deskriptif	
4.4. Menangkap makna kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan (lisan dan tulis) sebuah teks deskriptif, isi pendek terkait objek yang akan dideskripsikan.	<p>Menemukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan menanyakan informasi singkat terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaan.</p> <p>Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan menanyakan informasi singkat terkait tempat wisata dan bangunan bersejarah terkenal sesuai dengan konteks penggunaan.</p>

<p>4.4.2 Menyusun Menyusun teks deskriptif lisan dan tulis pendek, dengan konteks yang benar, relevan dengan objek yang dideskripsikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.</p>	<p>Membuat teks deskripsi sesuai dengan objek yang di pilih. Membacakan teks deskripsi di depan kelas</p>
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### C. Tujuan pembelajaran:

1. Serius belajar bahasa Inggris terkait teks deskriptif sederhana.
2. Menunjukkan perilaku peduli, percaya diri, dan rasa tanggung jawab yang kuat Untuk melaksanakan pertukaran teks deskriptif.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks Deskripsi singkat tentang objek yang akan di deskripsikan.
4. Menjawab makna kata keterangan, lisan dan tulisan, sederhana, tentang orang, benda, dll
5. Menulis teks deskriptif lisan dan tulis sederhana.
6. Mampu membacakan teks deskripsi dengan baik dan benar di depan kelas, terutama pada aspek fluency dan accuracy.

### D. Materi pembelajaran,

Umum (generic structure) terdiri dari dua bagian:

1. Identification (identifikasi) adalah pendahuluan yang memberikan gambaran umum tentang topik.
2. Description (deskripsi) adalah berisi karakteristik khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Hanya berfokus pada satu objek.

Unsur kebahasaan :

1. Kata benda yang berkaitan dengan orang, benda, tempat atau binatang.
2. Kata sifat yang terkait dengan sifat orang, binatang atau benda.
3. Kata kerja bentuk pertama (present tense).
4. Tulisan tangan dan ejaan serta cetak yang jelas dan rapi.
5. Ucapan, tekanan kata, dan intonasi saat berbicara.
6. Referensi kata

### **E. Metode Pembelajaran**

Pendekatan : Scientific Learning

Metode : Self-Directed Learning

### **F. Sumber Pembelajaran**

Buku ajar, kamus dan Internet

### **G. Langkah-langkah Pembelajaran**

#### **Pertemuan ke-1**

<b>Kegiatan Pendahuluan (10 menit)</b>
<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Guru/peneliti menyapa dan mengucapkan salam saat masuk kelas</li> <li>• Peserta didik berdoa sebelum memulai pembelajaran</li> <li>• Guru/peneliti memeriksa kehadiran siswa</li> <li>• Guru/peneliti Melakukan diskusi ringan terkait topik pembelajaran</li> <li>• Mengajukan pertanyaan pendahuluan</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Menjelaskan materi yang akan di pelajaran</li> <li>• Menjelaskan manfaat dari materi yang akan di pelajari</li> <li>• Menyampaikan tujuan dan strategi pembelajaran</li> </ul>
<b>Kegiatan Inti (45 Menit)</b>
<ul style="list-style-type: none"> <li>• Guru/peneliti memberi penjelasan mengenai Metode Self-Directed Learning</li> <li>• Guru/peneliti menyampaikan tentang topik yang akan di pelajari</li> </ul>

- Guru/peneliti memberikan pre-test kepada siswa untuk menguji speaking skill siswa (Fluency dan Accuracy)
- Guru/peneliti menjelaskan tentang pre-test yaitu teks deskripsi
- Peserta didik mengerjakan pre-test yang di berikan oleh guru/peneliti
- Guru/peneliti mengontrol siswa saat mengerjakan pre-test dengan melakukan tanya jawab ringan.
- Guru/peneliti memilih beberapa siswa untuk membacakan hasil dari tes deskripsi yang mereka buat.

#### **Kegiatan Penutup (10 menit)**

- Guru/peneliti menanyakan kesulitan siswa dalam bahasa inggris terutama saat mengerjakan pre-test
- Guru/peneliti dan siswa diskusi tentang kegiatan pembelajaran dan manfaatnya.
- Guru/peneliti dan siswa membuat kesimpulan atau rangkuman pelajaran tentang hal-hal penting yang ditemukan dalam kegiatan pembelajaran.
- Guru/peneliti mengucapkan salam

### **Pertemuan ke-2**

#### **Kegiatan Pendahulaun (10 menit)**

##### **Orientasi**

- Guru/peneliti menyapa dan mengucapkan salam saat masuk kelas
- Peserta didik berdoa sebelum memulai pembelajaran
- Guru/peneliti memeriksa kehadiran siswa
- Guru/peneliti Melakukan diskusi ringan terkait topik pembelajaran
- Mengajukan pertanyaan pendahuluan

##### **Motivasi**

- Menjelaskan materi yang akan di pelajaran
- Menjelaskan manfaat dari materi yang akan di pelajari
- Menyampaikan tujuan dan strategi pembelajaran

#### **Kegiatan Inti (45 menit)**

- Guru/peneliti memberi penjelasan mengenai Metode Self-Directed Learning
- Guru/peneliti menyampaikan tentang topik yang akan di pelajari
- Guru/peneliti mengarahkan siswa untuk membuat kelompok, 4-5 orang dalam satu kelompok.

- Guru/peneliti memberikan materi tentang descriptive teks kepada siswa
- Guru/peneliti melakukan tanya jawab dengan siswa mengenai descriptive text
- Setiap kelompok mengerjakan descriptive teks tentang benda-benda di sekitar mereka.
- Guru/peneliti mengontrol siswa saat mengerjakan tugas dengan melakukan tanya jawab ringan.
- Guru/peneliti meminta keberanian 1-2 orang siswa dalam 1 kelompok untuk membacakan hasil dari tesk deskripsi yang mereka buat.

#### **Kegiatan Penutup (10 menit)**

- Guru/peneliti menanyakan kesulitan siswa dalam bahasa inggris terutama saat mengerjakan tugas dan memberikan tips-tips mengatasinya.
- Guru/peneliti dan siswa diskusi tentang kegiatan pembelajaran dan manfaatnya.
- Guru/peneliti dan siswa membuat kesimpulan atau rangkuman pelajaran tentang hal-hal penting yang ditemukan dalam kegiatan pembelajaran.

### **Pertemuan ke-3**

#### **Kegiatan Pendahuluan (10 menit)**

##### **Orientasi**

- Guru/peneliti menyapa dan mengucapkan salam saat masuk kelas
- Peserta didik berdoa sebelum memulai pembelajaran
- Guru/peneliti memeriksa kehadiran siswa

##### **Motivasi**

- Menjelaskan materi yang akan di pelajaran
- Menjelaskan manfaat dari materi yang akan di pelajari
- Menyampaikan tujuan dan strategi pembelajaran

#### **Kegiatan Inti (45 menit)**

- Guru/peneliti memberi penjelasan mengenai Metode Self-Directed Learning
- Guru/peneliti menyampaikan tentang topik yang akan di pelajari
- Guru/peneliti memberikan materi tentang descriptive teks kepada siswa
- Guru/peneliti melakukan tanya jawab dengan siswa mengenai descriptive text
- Guru/peneliti mengarahkan siswa untuk membuat kelompok, 4-5 orang



dalam satu kelompok.

- Setiap kelompok mengerjakan descriptive teks tentang benda-benda di sekitar mereka
- Guru/peneliti mengontrol siswa saat mengerjakan tugas dengan melakukan tanya jawab ringan.
- Guru/peneliti meminta keberanian 1-2 orang siswa dalam 1 kelompok untuk membacakan hasil dari tesk deskripsi yang mereka buat.

#### **Kegiatan Penutup (10 menit)**

- Guru/peneliti menanyakan kesulitan siswa dalam bahasa inggris terutama saat mengerjakan tugas dan memberikan tips-tips mengatasinya.
- Guru/peneliti dan siswa diskusi tentang kegiatan pembelajaran dan manfaatnya.
- Guru/peneliti dan siswa membuat kesimpulan atau rangkuman pelajaran tentang hal-hal penting yang ditemukan dalam kegiatan pembelajaran.

### **Pertemuan ke-4**

#### **Kegiatan Pendahuluan (10 menit)**

##### **Orientasi**

- Guru/peneliti menyapa dan mengucapkan salam saat masuk kelas
- Peserta didik berdoa sebelum memulai pembelajaran
- Guru/peneliti memeriksa kehadiran siswa

##### **Motivasi**

- Menjelaskan materi yang akan di pelajaran
- Menjelaskan manfaat dari materi yang akan di pelajari
- Menyampaikan tujuan dan strategi pembelajaran

#### **Kegiatan Inti (45 menit)**

- Guru/peneliti memberi penjelasan mengenai Metode Self-Directed Learning
- Guru/peneliti menyampaikan tentang topik yang akan di pelajari
- Guru/peneliti memberikan materi tentang descriptive teks kepada siswa
- Guru/peneliti melakukan tanya jawab dengan siswa mengenai descriptive text
- Guru/peneliti menjelaskan kepada siswa untuk tidak lagi bergabung dengan kelompoknya.
- Materi dan tugas akan di kerjakan secara individu.

- Guru/peneliti mengontrol siswa saat mengerjakan tugas dengan melakukan tanya jawab ringan.

#### **Kegiatan Penutup (10 menit)**

- Guru/peneliti menanyakan kesulitan siswa dalam bahasa Inggris terutama saat mengerjakan tugas dan memberikan tips-tips mengatasinya.
- Guru/peneliti dan siswa diskusi tentang kegiatan pembelajaran dan manfaatnya.
- Guru/peneliti dan siswa membuat kesimpulan atau rangkuman pelajaran tentang hal-hal penting yang ditemukan dalam kegiatan pembelajaran.

### **Pertemuan ke-5**

#### **Kegiatan Pendahuluan (10 menit)**

##### **Orientasi**

- Guru/peneliti menyapa dan mengucapkan salam saat masuk kelas
- Peserta didik berdoa sebelum memulai pembelajaran
- Guru/peneliti memeriksa kehadiran siswa

##### **Motivasi**

- Menjelaskan materi yang akan di pelajaran
- Menjelaskan manfaat dari materi yang akan di pelajari
- Menyampaikan tujuan dan strategi pembelajaran

#### **Kegiatan Inti (45 menit)**

- Guru/peneliti memberi penjelasan mengenai Metode Self-Directed Learning
- Guru/peneliti menyampaikan tentang topik yang akan di pelajari
- Guru/peneliti memberikan materi tentang descriptive teks kepada siswa
- Guru/peneliti melakukan tanya jawab dengan siswa mengenai descriptive text
- Guru/peneliti menjelaskan kepada siswa untuk tidak lagi bergabung dengan kelompoknya.
- Materi dan tugas akan di kerjakan secara individu.
- Guru/peneliti mengontrol siswa saat mengerjakan tugas dengan melakukan tanya jawab ringan.

#### **Kegiatan Penutup (10 menit)**

- Guru/peneliti menanyakan kesulitan antara belajar kelompok dan belajar mandiri.
- Guru/peneliti menanyakan kesulitan siswa dalam bahasa Inggris terutama saat mengerjakan tugas dan memberikan tips-tips mengatasinya.
- Guru/peneliti dan siswa diskusi tentang kegiatan pembelajaran dan manfaatnya.
- Guru/peneliti dan siswa membuat kesimpulan atau rangkuman pelajaran tentang hal-hal penting yang ditemukan dalam kegiatan pembelajaran.

### Pertemuan ke-6

<b>Kegiatan Pendahuluan (10 menit)</b>
<p><b>Orientasi</b></p> <ul style="list-style-type: none"> <li>• Guru/peneliti menyapa dan mengucapkan salam saat masuk kelas</li> <li>• Peserta didik berdoa sebelum memulai pembelajaran</li> <li>• Guru/peneliti memeriksa kehadiran siswa</li> </ul> <p><b>Motivasi</b></p> <ul style="list-style-type: none"> <li>• Menjelaskan materi yang akan di pelajaran</li> <li>• Menjelaskan manfaat dari materi yang akan di pelajari</li> <li>• Menyampaikan tujuan dan strategi pembelajaran</li> </ul>
<b>Kegiatan Inti (45 menit)</b>
<ul style="list-style-type: none"> <li>• Guru/peneliti memberi penjelasan mengenai Metode Self-Directed Learning</li> <li>• Guru/peneliti menyampaikan tentang topik yang akan di pelajari,</li> <li>• Guru/peneliti memberikan materi tentang descriptive teks kepada siswa</li> <li>• Siswa di berikan post-tes untuk menguji speaking skill mereka (flurncy dan accuracy) soal akan di siapkan oleh guru/peneliti</li> <li>• Guru/peneliti melakukan tanya jawab dengan siswa mengenai soal descriptive text yang di berikan oleh guru/peneliti</li> <li>• Materi dan tugas akan di kerjakan secara individu.</li> <li>• Guru/peneliti mengontrol siswa saat mengerjakan tugas dengan melakukan</li> </ul>
<b>Kegiatan Penutup (10 menit)</b>
<ul style="list-style-type: none"> <li>• Peserta didik dan guru memikirkan kegiatan pembelajaran dan menilainya.</li> <li>• Siswa dan peneliti juga membuat kesimpulan atau rangkuman pelajaran tentang hal-hal penting yang ditemukan dalam kegiatan pembelajaran yang sudah di lakukan di 6 x pertemuan</li> </ul>

- Guru/peneliti memberikan motivasi kepada siswa.
- Peserta didik dan guru/peneliti mengucapkan salam

### **H. Penilaian**

Teknik : Self-Directed Learning

Bentuk : Performance

Pedoman Penilaian :

Pronunciation :1-6

Fluency :1-5

Makassar, 10 Juli 2023

Mengetahui,

Guru Mata Pelajaran,

Mahasiswa,

**MINAHASA,S.Pd.,M.Si**

**Karmila**



**APPENDIX C : List Sample and Students Code**

<b>No</b>	<b>Name</b>	<b>Students' code</b>
1	AHMAD AFANDI	S1
2	ANDI MUH DIRGA	S2
3	ANGGARA ACO	S3
4	ARSYA FILAMANTI	S4
5	ARTIKA SARI DEPI	S5
6	DATU NILAM CAHYA	S6
7	DESI EKTAVIA	S7
8	DIAN MUTIARA RAHMA	S8
9	GITA GUTAWA	S9
10	HARMELIA	S10
11	HASLIFA	S11
12	IRFANDY HERMAN	S12
13	IRMADANI	S13
14	MARZUKA	S14
15	MITRA MANDA SARI	S15
16	MUH. ALIF	S16
17	MUH. FAREYL AKBAR	S17
18	MUH. TAKWIN	S18
19	MUHAMMAD RIDHO	S19
20	NAJWA KHAERUNNISA	S20
21	NURUL HARMANITA. M	S21
22	PURNAMASARI	S22
23	PUTHRY AULIA	S23
24	RAHMA APRILIA	S24
25	RIPKA	S25
26	RISWAN	S26
27	ST. ZAHRA	S27
28	SYAHRANI	S28
29	ZERLY	S29
30	ZULHILMI	S30

**APPENDIX D : Score and classification of Students in Pre-test and Post-tets**

No	Sample	Pre-tets		Clasification	Post-tets		Clasification
		Fluency	Accuracy		Fluency	Accuracy	
1	S1	25	25	Very Poor	50	45	Fair
2	S2	20	25	Very Poor	45	40	Fair
3	S3	20	25	Very Poor	45	35	Poor
4	S4	35	40	Poor	45	50	Fair
5	S5	35	40	Poor	50	50	Fairly Good
6	S6	45	40	Fair	55	55	Fairly Good
7	S7	25	25	Very Poor	45	40	Fair
8	S8	45	40	Fair	55	55	Fairly Good
9	S9	35	30	Poor	45	45	Fair
10	S10	30	30	Poor	45	40	Fair
11	S11	30	30	Poor	45	40	Fair
12	S12	50	40	Fair	55	55	Fairly Good
13	S13	30	30	Poor	45	40	Fair
14	S14	50	45	Fair	55	55	Fairly Good
15	S15	45	45	Fair	60	60	Good
16	S16	45	45	Fair	60	60	Good
17	S17	20	20	Very Poor	30	35	Poor
18	S18	20	20	Very Poor	30	35	Poor
19	S19	40	35	Poor	50	45	Fair
20	S20	60	60	Good	65	65	Good
21	S21	40	40	Poor	55	50	Fairly Good
22	S22	40	40	Poor	55	50	Fairly Good
23	S23	60	60	Good	65	65	Good
24	S24	30	35	Poor	45	45	Fair
25	S25	30	40	Poor	45	50	Fair
26	S26	30	30	Poor	45	40	Poor
27	S27	50	50	Fairly Good	60	65	Good
28	S28	40	35	Poor	55	45	Fairly Good
29	S29	40	40	Poor	50	45	Fair
30	S30	40	40	Poor	50	45	Fair



**APPENDIX E : Documentation Pictures**



First meeting (Pre-test)



Doing Treatment





Last meeting (post-test)





## SURAT KETERANGAN BEBAS PLAGIAT



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

*Alamat kantor: Jl.Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588*

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Karmila  
Nim : 105351111819  
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	22 %	25 %
3	Bab 3	7 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	5 %	5%

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 20 November 2023  
Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,

  
 Ir. S. Mum., M.I.P.  
 NBM. 964 591

## SURAT IZIN MENELITI DARI LP3M



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 0866972 Fax (0411) 865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 2283/05/C.4-VIII/VIII/1445/2023

30 Rabiul Akhir 1445

Lamp : 1 (satu) Rangkap Proposal

14 Nopember 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Bupati Polewai Mandar

Cq. Ka. Badan Kesbang, Politik & Linmas

di -

Sulawesi Barat

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14642/FKIP/A.4-II/VIII/1445/2023 tanggal 15 Agustus 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **KARMILA**

No. Stambuk : **10535 1111819**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"UTILIZING SELF-DIRECTED LEARNING TO ENCOURAGE STUDENTS' INITIATIVE  
IN DEVELOPING THEIR SPEAKING SKILLS"**

Yang akan dilaksanakan dari tanggal 18 Agustus 2023 s/d 18 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Muh. Arief Muhsin, M.Pd

NPM 1127761

## KARTU KONTROL PENELITIAN



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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Jalan Sultan Alauddin No. 299 Makassar  
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Website: [pp.umh.ac.id](http://pp.umh.ac.id)

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### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Karmila**  
NIM : **10535111819**  
Judul Penelitian : **Utilizing Self-Directed Learning to Encourage Students' Initiative in Developing Their Speaking Skills at XI Grade SMA Negeri Matakali**  
Tanggal Ujian Proposal : **04 Agustus 2023**  
Tempat/Lokasi Penelitian : **SMA Negeri Matakali**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1		Melaksanakan Pre-Test	Nurfadilah Rasyid, S.Pd	
2		Melaksanakan Treatment	Nurfadilah Rasyid, S.Pd	
3		Melaksanakan Treatment	Nurfadilah Rasyid, S.Pd	
4		Melaksanakan Treatment	Nurfadilah Rasyid, S.Pd	



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
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Telp. 0411-860307/081213153247  
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5		Melaksanakan Post-Test	Nurfadilah Rasyid, S.Pd	
6		Melaksanakan Post-Test		
7				
8				
9				
10				

Makassar, 2023

Mengetahui,

Ketua Program Studi,

**Dr. Umni Khaerati Syam, S.Pd., M.Pd**

NBM. 977 807

Kepala Sekolah SMA Negeri Matakali



**Lukmanulhikmah, S.Si., M.Pd**

0401 200904 1 001

## SURAT TELAH SELESAI MENELITI



**PEMERINTAH PROVINSI SULAWESI BARAT  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI MATAKALI**



*Alamat : Jl. Salurebong Kec. Matakali Kab. Polewali Mandar 91352*

### SURAT KETERANGAN

Nomor : 421 / 063 / SMA.Mtk/IX/ 2023

Yang bertanda tangan di bawah ini Kepala SMA Negeri Matakali menerangkan bahwa :

Nama : Karmila  
NIM : 105351111819  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan  
Perguruan Tinggi : Universitas muhammadiyah makassar

Telah mengadakan penelitian di SMA Negeri Matakali yang dilaksanakan pada Tanggal 18 Agustus -15 September 2023 dengan Judul : Utilizing Self-Directed Learning to Encourage Students' Initiative in Developing Their Speaking Skills at XI Grade SMA Negeri Matakali

Dengan surat keterangan ini dibuat dan diberi kepada yang bersangkutan untuk dipergunakan seperlunya.

Matakali, 09 September 2023  
Kepala Sekolah,

**Lukman Ali, S.Si., M.Pd**  
NIP. 198404012009041001

## LOA (LETTER OF ACCEPTANCE)



MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LETTER OF ACCEPTANCE**  
0870/BG-FKIP/LOA/B/XII/1445/2023

Dear KARMILA

It is our pleasure to inform you that, after reviewing your paper:  
UTILIZING SELF-DIRECTED LEARNING TO ENCOURAGE STUDENTS'  
INITIATIVE IN DEVELOPING THEIR SPEAKING SKILLS AT XI GRADE  
SMAN 1 MATAKALI

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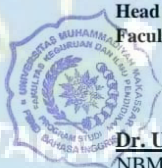
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Makassar, 6 December 2023 M  
22 Jumadil Ula 1445 H

Head of English Education Department  
Faculty of Teacher Training and Education



**Dr. Ummi Khaerati Svam, S.Pd., M.Pd.**  
NBM. 977 807



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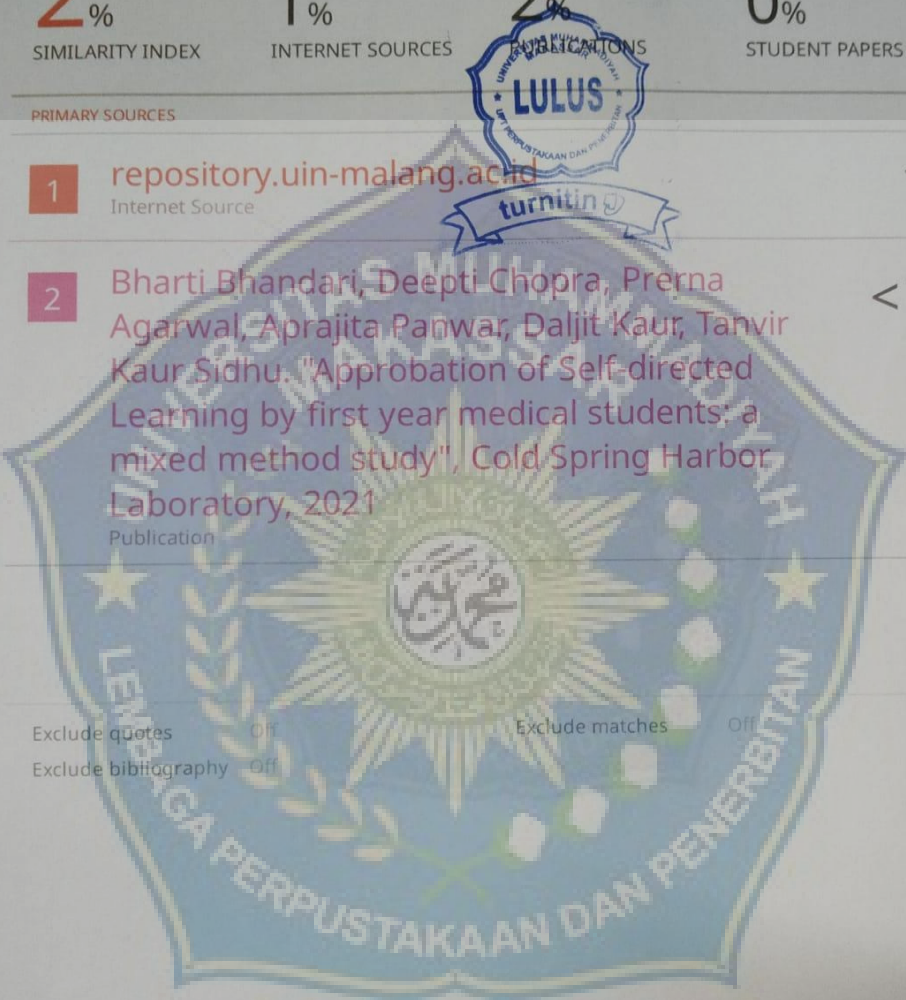
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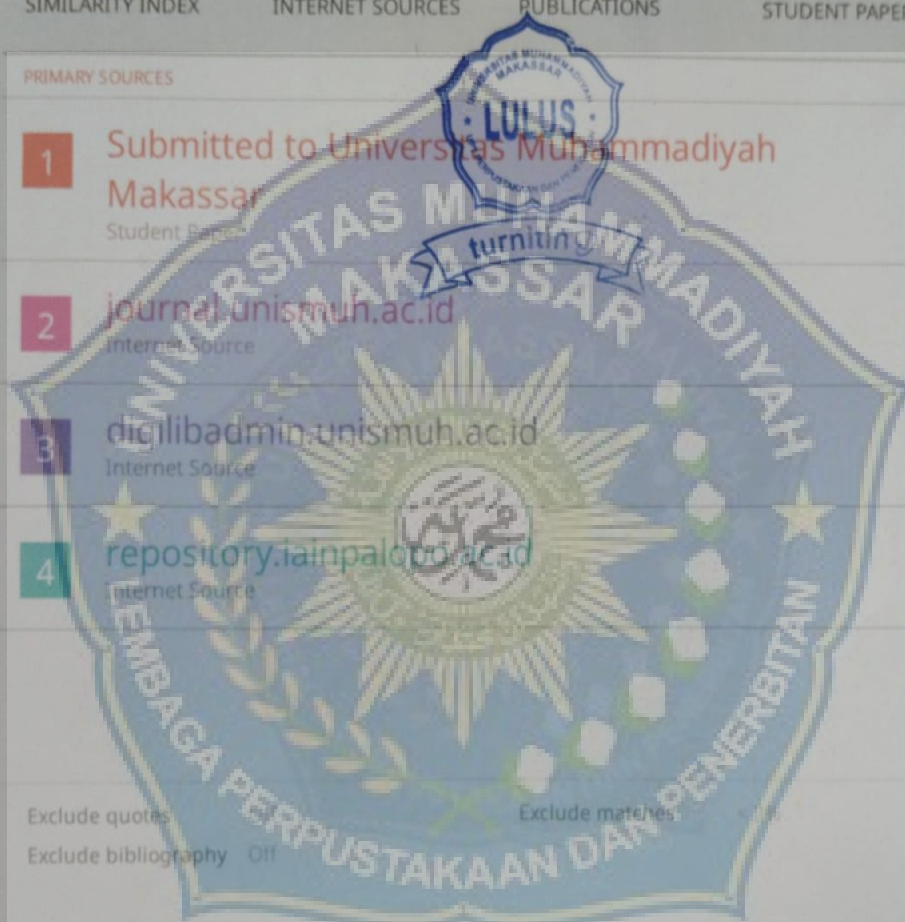
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## CURRUCULUM VITAE (CV)



Karmila was born on October 13, 1999, in Polewali Mandar, West Sulawesi. She was the first child of Aco Suardi and Kartina's union. In 2006, she enrolled in SDN 009 Indo Makkombong Elementary School and graduated in 2012. She started high school at SMP Negeri 1 Matakali the same year and graduated in 2015. Then, went on to SMAN Polewali 1, where she graduated in 2018. In 2019, she continued her study of English studies at Muhammadiyah University in Makassar.

Thanks to the support and prayers of her parents, extended family and friends The researcher was able to complete her education at the Muhammadiyah University of Makassar with the thesis title: **“Utilizing Self-Directed Learning to Encourage Students' Initiative in Developing Their Speaking Skills at XI Grade Sman 1 Matakali”**

