INVESTIGATING SELF-DIRECTED LEARNING OF TERTIARY LEVEL STUDENTS IN LEARNING ENGLISH DURING THE PANDEMIC COVID-19

THESIS

**Submitted in Partial Fulfillment of Requirements in Achieving a Bachelor of Education Degree
in Study Program of English Education**

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MOTTO

"Let other people achieve something with their own version.

You, with your own version."

ELA PUTRI YANTI

DEDICATION

Praise the presence of Allah SWT for all his gifts, this thesis is dedicated to:

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest, and patient in finishing the thesis.

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PRONOUNCEMENT

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    I hereby sincerely state thesis entitled : **"Investigating Self-Directed Learning of Tertiary Level Students in Learning English during the Pandemic Covid-19"** is my real masterpiece. All thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my theses discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, **22** July 2021

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ABSTRACT

Ela Putri Yanti. 2021. Investigating Self-Directed Learning of Tertiary Level Students in Learning English during the Pandemic Covid-19. Thesis. English Education Study Program, Department of Tadris , Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.
Advisor: 1. Feny Martina, M.Pd   2. Zelvia Liska Afriani, M.Pd

Self-Directed Learning is needed for tertiary level students especially in learning English during this pandemic Covid-19. The aims of this study was to find out self-directedness of tertiary level students in learning English and to find out the major factors influenced self-directed learning of tertiary level students in learning English during the pandemic Covid-19. This study was focused on descriptive study with a quantitative approach. The number of respondents was 59 participants. The techniques used in collecting data were questionnaire and interview. Self rating scale of self-directed learning (SRSSDL) and a close-ended questionnaire were used in this study. The result showed that 56% most of the tertiary level students experienced in moderate level of SDL especially in the aspect of learning strategies. Besides, there were also 41% of the students who experienced in high level of SDL and 3% of the students who experienced in low level of SDL. To reach the high level of SDL, students are required to maintain all aspects of positive SDL in learning process. If they can not maintain it, so their learning rate will decrease to low level of SDL. Then, there were 2 major factors influenced self-directed learning of tertiary level students in learning English, they were: a) timely and constructive suggestion factor, b) intrinsic motivation factor.

Keywords: Self-Directed Learning, Self-Directedness, Learning English, Pandemic Covid-19

ABSTRAK

Ela Putri Yanti. 2021. Penyelidikan Pembelajaran Mandiri pada Mahasiswa dalam Belajar Bahasa Inggris selama Pandemi Covid-19. Tesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.
Pembimbing: 1. Feny Martina, M.Pd   2. Zelvia Liska Afriani, M.Pd

Pembelajaran mandiri dibutuhkan mahasiswa khususnya dalam belajar bahasa Inggris pada masa pandemi Covid-19 ini. Tujuan dari penelitian ini adalah untuk mengetahui tingkat pembelajaran mandiri mahasiswa dalam belajar bahasa Inggris dan untuk mengetahui faktor-faktor utama yang mempengaruhi pembelajaran mandiri mahasiswa dalam belajar bahasa Inggris selama pandemi Covid-19. Penelitian ini difokuskan pada penelitian deskriptif dengan pendekatan kuantitatif. Jumlah responden penelitian ini yaitu 59 peserta. Teknik pengumpulan data yang digunakan adalah angket dan wawancara. Penelitian ini menggunakan skala penilaian diri dari angket pembelajaran mandiri (SRSSDL) dan pertanyaan tertutup. Hasil penelitian menunjukkan bahwa 56% sebagian besar mahasiswa mengalami tingkat SDL sedang terutama pada aspek strategi pembelajaran. Selain itu, ada 41% mahasiswa yang mengalami tingkat SDL tinggi dan 3% mahasiswa yang mengalami tingkat SDL rendah. Untuk mencapai tingkat SDL yang tinggi, mahasiswa dituntut untuk menjaga semua aspek SDL yang positif dalam proses pembelajaran. Jika mereka tidak dapat mempertahankannya, maka tingkat belajar mereka akan menurun ke tingkat SDL yang rendah. Kemudian, ada 2 faktor utama yang mempengaruhi pembelajaran mandiri mahasiswa dalam belajar bahasa Inggris, yaitu: a) faktor saran tepat waktu dan konstruktif, b) faktor motivasi intrinsik.

Kata Kunci: Pembelajaran Mandiri, Tingkat Pembelajaran Mandiri, Belajar Bahasa Inggris, Pandemi Covid-19

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CHAPTER I

INTRODUCTION

This chapter gives an overview of the background of the study, identification of the problem, limitation of the problem, research questions, the purpose of research, significance of the study, and definition of the key terms.

A. Background of the Study

Corona virus or known as Covid-19 is a virus that is currently hitting Indonesia. This virus is a dangerous virus because it can spread and cause death. Therefore, to minimize this virus, Indonesian government made strategies physical distancing or known as social distancing. Similar to education sector, to minimize this virus, the Minister of Education and Culture of Indonesia, Nadiem Anwar Makarim in the circular letter Number 4 of 2020 related to new policies on the implementation of education during the Covid-19 pandemic, stated that one of the impotant things must be done in Indonesian education is learning from home (Mendikbud RI, 2020). The process teaching and learning is doing through online. The teachers teach students using platform and the student do self-directed learning from home.

Learning from home in the sector of education is currently considered the right solution during a pandemic. However, there are still many pro and contra regarding learning from home. Based on the TV narrative in Catatan Najwa (Shihab, 2020) said that by learning from home, students and teachers will strengthen their potential in technology, but many parents are inconvenienced

because of the assignments and the materials of learning provided by the school to students, the quality of connections, gadgets, and internet quotas are not supportive, making it impossible for them to carry out self-directed learning.

A survey by the Indonesian Child Protection Commission (KPAI) said that from the results of the survey on 11-18 December 2020, 78% of students wanted face-to-face learning (The Jakarta Post, 2020). The reason students want face-to-face learning is because of difficulties with some subject matter and assignments that are not possible to be given online, students are not serious in learning, pay less attention to learning material provided by lecturers, and students are not motivated to learn. This problem makes learning from home be difficult for students to accept subjects, especially the English subject.

English is one of the important subjects which is taught in elementary school, junior high school, senior high school, until higher education. When student learns English subject, it means they learn four skills such as reading, writing, listening, and speaking. If previously those skills were taught directly at school, now during Covid-19 those skills are being taught through online and through learning from home. This certainly creates challenges for the students.

Learning from home is very closely related to student self-directed learning (SDL). For students who already have the ability to learn SDL, they will get used to it and be able to follow it well. But, students who are not used

to them, they will find it difficult and ignore assignments and even learning materials when studying from home.

Therefore, SDL is needed for students specially in learning English during this Covid-19 pandemic, because the attitude of SDL aims to direct oneself towards positive behavior that can support success in the learning process. Students become trained, responsible, and disciplined in the learning process. Surely, SDL will teach that individuals will be able to meet their own learning needs, such as: there will be a desire or own initiative in learning, where it can create a separate strategy in learning, and be able to evaluate their own self through independent learning (Knowles 1975, p.24). When learning is doing online, it is necessary to have Self-directed learning from the students themselves for example: being independently in doing assignments, being independently in obtaining learning material, and being independently to fulfill the student learning needs.

In fact, based on pre-observation done by interviewing some English tertiary level students of 6th semester at IAIN Bengkulu, on Monday, 5th February 2021, it was found that most of the students live in rural areas which have bad network signal. Since the online class requires a strong internet network, they surely get limitations and difficulties in accessing the internet during the learning process. The students also have difficulty in understanding the material and doing English assignments, because they have to study independently at home. The ineffectiveness of teachers in providing online learning materials also affects the students' learning. Sometimes the teachers

only provide material without any explanation, so that makes students less understanding the material obtained during the online classes. Besides, in SDL, students can easily find answers on the internet when the exam takes place. In addition, students often leave the online class only after they fulfill the attendance.

In this study, the researcher has conducted her research at IAIN Bengkulu. It is because IAIN Bengkulu is one of the institutes that does the distance learning or online and does the self-directed learning since the Covid-19 pandemic. The research subject will be 6th semester English students, because they are 20-22 years old. This is also accordance with the SDL concept, namely the concept of adult education. According to Elizabeth & Hurlock (1980, p.246) states that a person is included in the adult category if he is 18-40 years old. Another opinion, Lowry (1989, p.93) claims approximately 70% of learning activities carried out by adults are self-directed learning activities. It means that adults in general will have their own initiative and independence when studying (self-concept of independence). It will also make it easier to find out their level of self-directed learning. However, it does not rule out that students can carry out well.

Based on background above, the researcher is interested in conducting research entitled "Investigating Self-Directed Learning of Tertiary Level Students in Learning English during the Pandemic Covid-19".

B. Identification of the Problem

Based on the background of the problem, the researcher find some information about the problem related to the student' self-directed learning as follows; a) students have difficulty in getting internet access, b) students have difficulty in understanding the material and doing English assignments, c) the teaching and learning process that occur between teachers and students become less effective, d) in SDL, students can easily find answers on the internet when the exam takes place. In addition, students often leave the online class only after they fulfill the attendance.

C. Limitation of the Problem

In this research, the researcher limits the problem mainly to explore self-directed learning of tertiary level students in learning English during the pandemic Covid-19. The subject of this study is students of 6th semester in TBI IAIN Bengkulu.

D. Research Questions

Based on the problem of this research, it can be formulated into the following questions:

1. To what extent is tertiary level students' self-directedness in learning English during the pandemic Covid-19?
2. What are the major factors influenced self- directed learning of tertiary level students in learning English during the pandemic Covid-19?

E. The Purpose of Research

The purposes of this study are:

1. To find out tertiary level students' self-directedness in learning English during the pandemic Covid-19.

2. To find out the major factors influenced self- directed learning of tertiary level students in learning English during the pandemic Covid-19.

F. Significance of the Study

The result of this study gives some benefits, such as:

1. To give the information about how importance tertiary level students' self-directedness especially in learning English during Covid-19.

2. To give an overview of the self-directedness and the major factors that can influenced tertiary level students.

3. The result of this study can be used as reference to the other researchers related to students' self-directed learning in particular details.

G. Definition of the Key Terms

1. Self-Directed Learning

SDL represents strategies that will be used in conducting learning today. Students are expected to be able to determine their own way of learning without guidance from their teacher. Here, students will play an important role to show the seriousness of their learning even independently without any discussion or group.

2. Learning English

   According to Schunk (2012, p.2), learning is a process carried out by a person to get results or changes that are better than before. It can be seen from their attitudes and behavior. Learning English in this study means the language used in the teaching and learning process.

3. E-learning

   E-learning is an internet application that is used in learning and teaching process during Covid-19 pandemic. Using E-learning is the use of electronic educational technology such as smartphone or computer in learning English toward E-learning.

4. Covid-19 Pandemic

   Covid-19 Pandemic is the new virus that has spread in Indonesia. It was firstly happened in Wuhan city, China in December 2019. This Virus is an virus that can spread and cause death. Because of this virus, a lot of changes have occurred specially in education sector in Indonesia.

CHAPTER II

LITERATURE REVIEW

This chapter gives a brief explanation about some theories related that support this research. The theories are related to he concept of self-directed learning, aspects and measurement of SDL, factors influencing SDL, the concept of e-learning, advantages and disadvantages of e-learning, Covid-19 pandemic, and some related previous study.

A. The Concept of Self-Directed Learning

Self-directed learning will teach individuals to meet their own learning needs, there will be a desire or own initiative in learning. Students can create a separate strategy in learning, and be able to evaluate their own self through independent learning (Knowles 1975, p.24). It means that by doing SDL, students can find various appropriate ways or strategies to fulfill their learning activities. SDL will make students have their own initiative. According to Geng, Law, & Niu (2019, p.17), SDL is how students solve their own problems, both in understanding and studying. Indirectly, the student's psychological process will work. They must learn on their own to get their needs when doing learning.

Caffarella (1993, p.31) states that students will have their own responsibilities in learning during self-directed learning. Students try to understand the subject matter and do assignments by themselves. On the other hand, Candy (1991, p.13) states that SDL can be used as a learning process

where students will learn in their own way independently without the help of the teacher. Indirectly, students will gradually control their learning activities and will achieve the desired goals. Furthermore, Gibbons (2002, p.2) states that SDL can increase knowledge, abilities, andstudents' development. Students can choose and can determine their learning goals, and can use methods that can support their independent learning process.

Hiemstra (1994, p.1) explains that SDL basically is the student's learning attitude. Students can learn independently without depending on others. They can determine how to learn according to their wishes, can do the assignments well, and of course can be an independent and responsible student for themselves. Haryono (2001, p.65) adds that students need to have SDL so that they can organize and learn discipline in learning, and have their own responsibility in increasing their learning abilities and knowledge of their own accord. In other words, SDL is the learning activity which is controlled and managed by the learners themselves.

As described by Rachmawati (2010, p.43), SDL is a learning method that is flexible but still oriented on planning, monitoring, and evaluating depending on students' ability in managing learning in accordance to their independence. This independent activity requires students to be able to organize the learning resources according to learning needs and contexts. SDL is learning activity based on their own volition, without the help of others and it can be asked the responsibility for their independence. Students are said to be able to learn

independently if they have been able to perform learning tasks without dependence on other people.

The main characteristic of students who are able to learn independently can be seen from how they started learning, managed time in self-learning, know ways and techniques according to their own abilities and know the lack of self based on Mukminan et al., (2013, p.259). According to Surya (2003, p.114), learning conducted by adults is more self-directed learning because they are able to direct themselves according to their interests and goals. It is different from children where they do the learning process mostly by the help from teacher. Similiarly, Setyawati (2015, p.74) claims that SDL is that students are able to take their own initiative in deciding learning goals and they have responsibility for their learning and without the help of others. SDL includes the following aspects: awareness, learning strategies, learning activities, evaluation, and skills interpersonal.

In self-directed learning, a person will experience behavioral changes such as cognitive, affective, and psychomotoric. This is because students learn independently without the help of others (Unsurni 2009, p.42). SDL can be carried out by someone if a person is confidence. According to Heaters in Nurhayati (2011, p.53), it can be said that SDL is able to make students have confidence in their abilities and knowledge in solving problems they face while studying. It makes students be able to learn independently without the help from others.

Steinberg in Desmita (2011, p.42) explains that student learning independence appears when they can find themselves in a position of self-confidence which increased. A student is said to be able to learn independently, that is when they can do their learning assignments without help from other people. Other opinion from Sunarto (2008, p.68), he defines that SDL is attitudes, traits, and abilities possessed by students in learning independently without help from others. There is a separate motivation that makes students want to learn and be able to solve the problems they encounter. As Mukminan (2013, p.260) states that characteristics of students who are able to SDL seen from how students start their study, can manage their own learning time, choose the right way and learning strategies in independent learning. Through this, students can evaluate themselves through their strengths and weaknesses in SDL. Meanwhile, according to Gibbons in Akbar and Anggraeni (2017, p.29), SDL is the abilities of someone to achieve a goal in learning whether it is choosing a strategy or determining freely as desired. Students are also expected to fulfill themselves after doing independent learning.

Based on the opinion of several experts, the researcher concludes that SDL is an effective learning method in students' self-directed learning. Students have their own initiative when learning independently and without depending on others to achieve their learning goals. Then they will be responsible for independent learning, because they have their own freedom in choosing and determining their learning needs. Students can take advantage of sharing existing learning resources to achieve success in their learning objectives. SDL

is how the students have to learn independently, motivate themselves, choose the right strategies in learning, and evaluate their learning outcomes independently.

B. Aspects and Measurement of Self-Directed Learning

Aspects of self-directed learning based on theory of Williamson (2007, p.70) states that there are 5 aspects of SDL which consist of 60 questions, such as:

1. Awareness

    There are 12 items that will relate to students' understanding of the factors that support them for independent learning (self-initiative in doing SDL then forming their own ideas or opinions in making a decision).

2. Learning Strategies

    There are 12 items that will relate to various strategies that students must know in order to be independent in carrying out the independent learning process (students' strategies in setting personal goals, seeking learning information, independent learning strategies or methods, and standards to be achieved by themselves).

3. Learning Activities

    There are 12 items that will be related to this learning activity. In this case, students must be active independently in self-directed learning (the activities of SDL that are owned and carried out by students to facilitate student learning).

4. Evaluation

There are 12 items that will be related as evaluation in learning process. Assist in monitoring students' in self-directed learning activities (students must learn to evaluate their own progress and know the quality of their learning. When doing evaluation, this can build the best performance in him).

5. Interpersonal Skills

There are 12 items that will be related to students' interpersonal skill (the ability to develop and maintain relationships with other people can help participants gain broad knowledge. Not only that, students can exchange views through discussion and can practice their socialization skills).

Each items above will use a five-point scale adapted from the self-rating scale of self-directed learning (SRSSDL) by Williamson. This scale will give five answers like: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always). Students with high scores, means a high level of self-directed in their learning. Different like student who get the lowest score, it means that the level of their self-directed learning is less. Williamson (2007, p.70) offers three indicators of the self-rating scale of self-directed learning (SRSSDL) such as: low level, moderate level, and high level.

Tabel 2.1
Self-Rating Scale of Self-Directed Learning (SRSSDL)

Scoring Range	Level of SDL	Interpretation
60-140	Low	Needs direction and guidance from a teacher. Specific changes should be made to improve student self-directed learning methods.
141-220	Moderate	This level already indicates that student has achieve a half of self-directed learning process. Need teacher for guiding to improve again the right strategy and can be evaluated as a direction.
221-300	High	This level indicates that student has carried out self-directed learning effectively and well. The goal is to find out the progress that has been made with students reaching because the highest level and to make it a strength in learning.

(Source: Williamson SN. (2007))

Table 2.1 Shows scoring indicators of self-rating scale of self-directed learning (SRSSDL). Actually all students are able to do SDL, but everyone has different levels and has their own way of learning. Students with low self-directed learning means that students still need direction and guidance from a teacher. There is still a lack of desire to do independent learning so it is difficult to find learning objectives. Students with moderate level means that students have reached half and understand how to learn independently. However, they did not fully identify their learning needs. Of course, teacher assistance is still needed to refine the right strategy and can be evaluated as a direction. Students with high level indicates that students have implemented independent learning effectively and well. They are able to do SDL according to what they want and can meet their learning needs. But still need teacher

guidance as well so that these students are able to learn self-directed learning for life.

On the other hand, Gibbons (2002, p.152) explains there are 5 basic aspects that become important elements in SDL, such as:

1. Students control the amount of learning experience.

   The main change from teacher directed learning being self-directed learning is a change influence from teachers to students. For students, this is it indicates a change in control from the outside be control from within. Students start shaping their opinions and ideas, make their decisions themselves, choose their own activity, take responsibility for themselves, and within enter the world of work. Fill students with assignments to develop their learning, develop them individually, and help them to practice being that role more mature. Self-directed learning does just that make students learn effectively but also make students more of themselves.

2. Skills development.

   Control that comes from within will not have a purpose unless students learn to focus and apply their talents and abilities. Self-directed learning emphasizes development skills and processes towards productive activities. Students learn to achieve program results, think in a way independently, plan and carry out their own activities. Students prepare then confer with their teacher. This purpose is to provide framework that allows students to identify their interests and equip them for success.

3. Change yourself on the performance or the best of performance.

   Self-directed learning can fail without challenges given to students. First, give challenges to students, then teachers challenge students to challenge themselves. This challenge requires reaching a level new performance in a place familiar or try on a place that is in demand. To challenge yourself is to take risk to get out of something easy and familiar.

4. Self-management.

   SDL served with control-self and responsibility. Students learn to expression of control of himself by seeking and make commitments, interests and self-aspirations. SDL requires confidence, courage, and determination for the effort involved. Students develop these attributes and they develop to become experts to build and their efforts and resources the power they make to do it. In the face of obstacles, students learn to face their difficulties, find alternatives, and solve their problems in order to maintaining effective productivity. The combination of source that comes from within and expertise within performance necessary to be able to manage yourself in SDL.

5. Motivation and self-assessment.

   Many of the principles of motivation are built for self-directed learning, such as achieving a goal of interest all one. When students use this principle, students become a major element of student self-motivation. By setting important goals for themselves, compile feedback for their work, and achieve success, they learn to inspire their own efforts. The equation,

students learn to evaluate their own progress themselves, they judge the quality of their work and the processes designed to do it.

C. Factors Influencing Self-Directed Learning

There are many studies that proposes about factors that influence self-directed learning. Huang (2008, p.117) claims that there are two factors that can influence SDL such as: environment and motivation factors. They are:

a. Learning Environment Factors.

From the Hewitt et al (2002, p.33) states that learning environment factors can influence self-directed learning. It will be experienced for students when learning independence. There are three main points that related in learning environment explained by students.

1. Teacher-Students Interaction. Accoring to Prosser & Trigwell (1997, p.32), in the teaching and learning process, the teacher becomes the center that will assist students in understanding learning. Because the teacher's role is to make direct contact with students. This is very helpful for students in directing and guiding each learning.

2. Approachability and Support. Knowless (1980, p.12) claims that students will be directed by the teacher. So that they can develop their skills, communicate well, and be able to solve difficulties regarding SDL. As a teacher, it is very necessary to provide or facilitate discussions about the progress of learning in order to be able to encourage students to ask questions to discuss a problem or get support.

a) Teacher Accessibility and Availability

As Lizzio & Wilson's (2005, p.373) stated that teacher availability is a very important role to help increase learning capacity as a driving force for knowledge and student satisfaction. Then the teacher is very important in helping to improve students' skills in learning.

3. Teacher Responsibility

Teachers are responsible for facilitating strategies to support students in learning. However, Students should be responsible and manage learning by themselves.

4. Facilitation Process

The important facilities strategies for self-directed learning devided into four specific themes, they are:

1. Clear Direction. As a students, they must know about what is their purpose to study. It also evaluate for themselves.

2. Timely and Constructive Suggestions

The most important of learning effectiveness is suggestion. Bellon (1991, p.85) state that suggestion is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Another statement from David Boud (2000, p.158) stated that the presence of feedback can improve progress. The students will easily to understand about the leaning. So, this is very helpful to motivate students when the teaching and learning process.

3. Independent Choice

   The students are free to choose based on their interests. From this, they get motivation and support them in learning

4. Appropriate Workload

   Sometimes when students get multiple assignments from their teachers at the same time every day. Then this will disturb the concentration level of students because something is excessive. It may be that they will feel stress and can disturb another learning, also making them unfocused.

5. Learning Resources

   Material resources and human is really needed in learning process of self-directed learning. Students need to search some information abot their study. So that there will be less sources of information for learning.

b. Motivation Factor.

   Motivation is a process that will have a good impact on someone in achieving a target. They will usually have high enthusiasm when they are motivated to support their learning. The type of motivation in learning English is instrinsic and extrinsic motivation.

   1. Intrinsic Motivation.

      According to Richard & Edward (2000, p.54), intrinsic motivation is motivation that comefrom our self and not from others. Also the statement from Linnerbrink & Pintrich theory (2002, p.313) state that

students must have an interest in themselves in order to be able to intrinsically motivated. For an example, when someone doing something such as reading a book, playing music, and ect. They will get satisfaction for thir self. It means they do not have reason for that.

2. Extrinsic Motivation.

As Tengku (2012, p.232) states, extrinsic motivation is motivation that is obtained from outside or under the influence of others and not from yourself. For example: getting support from family to enter a competition. From this statement, the students will get extrinsic motivate to do that.

On the other hand, As Murad & Varke (2004, p.14) state that SDL can be influenced by several factors such as internal and external factors. Internal factors include:

1) The way of learning can determine a person's success. In achieving this success, students must understand appropriate learning strategies to understand their learning needs. Therefore students can find the right solution based on their strengths and weaknesses in independent learning.

2) Good mood and good health will influence students' desire to learn independently.

3) Preparation in learning activities can determine which habits carried out by students in supporting the learning process.

4) Intelligence plays a role in establishing student learning independence, children who behave independently are able to increase their presence self-control of behavior, especially cognitive elements (knowing, applying, analyzing, synthesizing, and evaluate) and affective (accept, respond, reward, shaping, and personal).

5) High awareness in learning. This greatly affects students in SDL, because it requires students to get learning objectives in accordance with what they expected.

6) Be confident. Students who have high self-confidence will make it easier for them to carry out the independent learning process. They will know the advantages and disadvantages they have which later can be used as material for their evaluation.

While, the external factors that can influence the process of SDL are:

1) Time of study. Students arrange the plan of their learning needs by themselves. If students can manage their learning time properly, then they can get results and carry out good learning activities too.

2) A comfortable place to study. If students studying conditions are comfortable and quiet, then the knowledge process and students' desire for independent learning will be greater.

3) Motivation to learn. If students get a motivational boost from their environment, they will have high enthusiasm for independent learning.

4) Parenting patterns. The child's personality depends on education on the basis of the parents.

5) Evaluation is very necessary as a consideration for success or failure in learning.

D. The Concept of E-Learning

The internet is one of the ways used to share and find a lot of information to help research or learning between students and teachers (Richard & Haya 2009, p.183). Technology-based E-learning includes the internet and other technologies that can produce materials for learning, teach students, and organize courses in each lesson (Fry 2001, p.235).

The term E-learning has started to be used for learning in 21st century as Seok (2008, p.725) states that "E-learning is a new form of pedagogy for learning in the 21st century. E-Teacher are E-learning instructional designer, facilitator of interaction, and subject matter experts". E-learning (electronic learning) is a new learning method that is very effective to be used nowdays because of the Covid-19 outbreak conditions. Where everyone has to keep a distance from each other and it is not possible to study in the classroom as usual.

According to Ghirardini (2011, p.10), there are some factors why E-learning are worth using: 1) there is a lot of information that can be obtained by all students; 2) students come from different locations and are geographically dispersed; 3) students have limited mobility; 4) learners have limited daily

time, because of them not always spending time just studying; 5) students do not have effective listening skills and reading skills; 6) students lack effective speaking skills; 7) students will have basic skills in using computers and the internet; 8) students will have extensive knowledge in utilizing internet technology as an E-learning medium; 10) students will have high motivation in their learning; 11) the content obtained can be developed by students in the future; 12) in training, students not only build psychomotor skills, but also their cognitive skills; 13) the course addresses long-term rather than short-term training needs; 14) can meet the needs of students in collect and track data.

Kusmana (2011, p.37) states that E-learning consist of two words, they are '*e (electronic and learning)*. It means that E-learning is learning that uses electronic media. According to Indrakusuma & Putri (2016, p.2), E-learning or what is called electronic learning is a new stategy in education rightnow, namely by using electronic media like the internet. This can make it easier for students to access learning anywhere and anytime to study, but they must have internet access. E-learning is a teaching method used in learning activities. E-learning will certainly facilitate student needs. This method will also use games or simulations in learning. Thus, students will use E-learning media as a method to be used in a lesson.

Udan & Weggen (2000, p.21) states that E-learning is learning with distance. E-learning includes a variety of applications such as: computer based-learning, web-based learning, virtual classroom, etc. While online learning is part of E-learning that utilizes technologies such as: internet, intranet, and

extranet resources. According to Rosenberg (2001, p.22) states that E-learning is a medium with internet technology that can be a solution for increasing knowledge and skills.

As Darin E. Hartley (2001, p.6) statements, E-learning is a learning medium teaching that can deliver teaching materials to students via the internet, intranet, or other computer network media. E-learning is internet-based online learning that can be accessed wherever and whenever students are. The E-learning model is a learning medium that is very appropriate to use during the current covid pandemic, namely distance learning. According to Munir (2009, p.169), E-learning is meant as an effort to process learning using digital with the presence of internet technology. The term E-learning is more precisely intended as an effort to create a transforming the learning process at school or college into a bridged digital form with internet technology.

Horton (2002, p.14) states that E-learning is an internet application that can connect educators and learners. According to Yaumi (2002, p.92), E-learning uses internet technology media in conducting learning. Besides, E-learning is the use of the internet technology widely in learning based on three criteria, such as: network, distribution with computers, and a broad focus on learning. It is a medium that is used to facilitate the learning process from a distance wherever, and whenever needed. Shank & Sitze (2004, p.2) state that E-learning involves the use of network technologies (internet and business network). This media is used as a tool that can support and convey information and communication through internet technology. According to Khan (2005,

p.22), students can freely use E-learning anywhere, anytime, and anyone. It is open and flexible. Students can choose material according to their needs, strategies or learning methods, time used, and even evaluate learning independently.

E-Learning is "computer-based training delivered through intranet and the internet (Dublin 2003, p.2). While according to the opinion of Stockley (2005, p.88) states that E-Learning is a delivery of learning, training or education by electronic means, such as computers or other electronic devices (mobile phones). E-Learning is a "term comes to various applications and processes, for example web-based learning, computers, virtual classrooms, and digital collaboration. Then sent via intranet, internet, and others (Singh 2003, p.1). E-learning is "distance education delivered via the web" (Zemsky & Massy 2004, p.5).

In other definitions from Galagher's (2003, p.11), E-Learning is a digital technology that is used to support and deliver half and full learning according to the lessons being carried out. The OECD (2005, p.11) claims that "E-learning refers to the use of information and communication technology (ICT) to enhance or support learning in higher education. As Chin Paul (2004, p.123) states that E-learning is used as an online medium that can assist distance-based education learning. E-learning can be interpreted as the delivery of teaching that occurs between students and teachers, of course by utilizing the support of internet technology which can help the learning process properly.

From the explanation of the definition of E-learning above, several experts have different opinions about this definition. However, researcher can conclude that E-learning is an effective medium for learning process during Covid-19 pandemic. Students and teachers can get more information and knowledge by using E-learning. They can use everywhere, everytime, and acces everything they want. In using E-learning, the students must use electronic media such as smartphone or computer and another technology such as internet, intranet, ect.

E. Advantages and Disadvantages of E-Learning

1. Advantages of E-Learning

Several studies provide the advantages of using E-learning as a means of learning to meet the individual needs of learners. According to Marc (2000, p.185) in a review of his book on E-learning strategies. It is about one of the advantages of E-learning in the world of education, namely students who become the first focus in the learning process rather than the needs of educational structures or institutions. There are some of the advantages of E-learning in education obtained from literature reviews, such as:

1. The place and time used is flexible. Each student is free to determine and choose a place wherever and whenever he wants. According to Smedley (2010, p.233) states that the application of E-learning provides institutions as well as their students or learners more freely in choosing the time and place to do learning.

2. E-learning can be an effective medium in making it easy to find information and knowledge

3. It can provide a great relationship. Students can establish communication between each other, exchange perspectives, have discussions together, and can motivate students to interact. Wagner, Hassanein & Head (2008, p.30) noted that E-learning can establish a good relationship between students and teachers during the learning process like delivery of learning materials.

4. Cost effective. Students do not have to travel to school for the learning process. Not only that, saving means not only a matter of money, but it does not require a lot of building facilities. Accreted learning that is carried out between students and teachers is done online.

5. E-learning always takes into account the differences of each student. It is because each student has a different level of concentration in understanding each subject.

6. E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians, etc.

7. The use of E-learning can increase student's speed of independent learning. It is because students can freely search for material information from each lesson

Based on some of the advantages above, it will be concluded that E-learning abilities can assess and improve students or learners while they are learning. Besides, Holmes & Gardner dtates that E-learning centered on students or learners (2006, p.8). Through E-learning, according to Raba (2005,

p.9) states that learning objectives can be achieved easily, with less effort and in the shortest time. It is hoped that students and instructors can make good use of this learning media. Khan (2005, p.16) claims, with the existence of E-learning, students are encouraged to learn independently without the help of a teacher. They are free to look for learning materials according to their needs. In using E-learning, anyone can access it because it is tolerant, such as: regardless of race, ethnicity, age, etc.

On the other hand, Tjokro (2009, p.187) as quoted in Indrakusuma et al., (2016, p.7) claim that E-learning has many advantages, such as:

1. Easily to understand. E-learning will provide many interesting variations as a learning medium, such as: through E-learning students can listen to sounds, watch learning videos, see pictures, and other animations that can help in understanding learning material.
2. More cheeper than usual. E-learning did not need the minimum audience, it looks like freedom.
3. Simple to use in learning. It is different when the students learn in the classroom. To use it, they can learn focus based on their need.
4. It can be accessed for 24 hours.

2. Disadvantages of E-learning

Not only has advantages, E-learning surely also has disadvantages as a learning of education. Although E-learning can help the quality of education, according to Dowling, Godfey, & Gyles (2003, p.380) argued that making

learning materials available online result in increased learning outcomes only for certain forms collective assessment**.** From Almosa (2002, p.27) statements, of all the short comings that exist, E-learning also has many benefits inspire their use and also encourage the search for ways to reduce these losses. Here are some disadvantages of E-learning research has provided, such as:

1. E-learning creates a lack of interactions or relationships. Therefore we need a very strong inspiration asand skills with time management to mitigate these effect.

2. E-learning is a method that is less effective to use. This is when compared to traditional methods, where learning will be easier to obtain by learning directly or face to face

3. It's different with face to face learning. E-learning is an inefficient method because it can have a negative effect on students, for example: students may lack understanding of any material at their disposal lack the skills needed to impart the knowledge they have acquired

4. E-learning can lead to cheating against students. If they are doing a test, they may not be honest doing, it because they can see the existing internet. Different from direct learning, students will do the problems by themselves and from the results of their own abilities.

5. E-learning allows students to easily do plagiarism. This makes the behavior of students not good, because it is only copy and paste.

6. E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.

7. E-learning is not entirely compatible with the world of education. There are several fields of education that really need hands on practice and skills such as: medicine, pharmacy, and others. This makes it difficult for students in these fields to develop their skills.

8. E-learning requires a large amount of money. It is because to access E-learning, students must have the internet. In addition, if many users use the same internet site, internet access will be slow.

On the other hand, Tjokro (2009, p.187) claims that there are several disadvantages of E-learning:

1. Not all places can acces the internet. It is because in learning through E-learning media surely requires internet technology. It aims to access information and the desired needs. However, if some of the students live in rural areas, they will find it difficult to get a strong network and will not be able to do the learning.

2. Some of students do not understand to use E-learning (smartphone or computer) in learning process

3. Teaching and learning process tends to lead to training than education itself.

4. Teachers will make changes their experience in learning techniques. Which usually they are master teaching techniques in the class, but by using this media the teacher must learn ICT techniques (information, communication, and technology).

5. E-learning will limit the teaching and learning process. Between students and teachers can not communication directly, but they must interact via online only.

6. Learners can get bored. If there is the problem of their software or hardware in computer such as; can not to see the picture, play the video

7. The learner can feel isolated.

8. The availability of an infrastructure that can be fulfilled.

9. Lack of mastery in language of computer.

Other statements from Bullen (2001, p.40) said that there are several disadvantages of E-learning,such as:

1. Lack of communication that occurs between students and teachers. This can weaken the understanding and knowledge of students

2. End to ignore academic and social aspects. Possibly encouraging a business or commercial aspect

3. The learning process tends to be more towards training than education

4. Teachers must master the appropriate learning techniques and strategies, it is using ICT.

5. Students will tend to fail in learning if they do not have high motivation

6. Limited internet access. For students who live in remote areas, they will experience difficulties in getting to the internet network

7. Lack of understanding in mastering computer programming languages.

F. Covid-19 Pandemic

The corona virus or known covid-19 is a virus that is currently hitting Indonesia. It was firstly happened in Wuhan city, China at December 2019. In this case, humans are completely unfamiliar with the virus. Indonesia is one countries exposed to this virus are at early March to June, 27th 2020. There were around 52,812 positive cases spread across 34 provinces and 415 districts or cities (Task Force for the Acceleration of Handling Covid-19 Indonesia).

This virus has changed various aspects of life such as economy, health, culture, tourism and including education. The World Health Organization names the new virus severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2) and names the disease as coronavirus disease 2019 (WHO). As Limcaoco (2020, p.2) stated that the outbreak continues to sweep and spread around the world and became a pandemic. Everyday, the number of cases of this virus is increasing. It can be ascertained that pneumonia transmission can spread easily, namely from human to human (Relman 2020, p.7). A person infected with this virus will experience fever-like symptoms (temperature> 38 degrees Celsius), cough, and respiratory problems. Symptoms that occur in each person will vary, ranging from mild, moderate, and severe symptoms. For this case, someone who is exposed to this virus will experience a very rapid increase. Starting from shortness of breath, then will persist into severe symptoms like such as ARDS, septic shock, metabolic acidosis which is difficult to correct and bleeding coagulation system or dysfunction within days.

According to Rothan & Bycldy (2020, p.109), in overcoming this problem, there are actions that can be taken to prevent transmission of this virus, which are as follows: always wash your hands when you are done traveling, keep your distance from people, use a mask, carry out self-isolation if you have traveled or come in contact with people infected by virus-19. Moreover, currently Indonesia is one of the countries affected by this virus. The circular letter issued by the Minister of Education and Culture of Indonesia, Nadiem Anwar Makarim Number 4 of 2020 related to new policies on the implementation of education during the Covid-19 pandemic. In the letter, it explains that there are six important points to be conveyed, one of them is study from home.

Covid-19 pandemic is giving a new color for people, all activities were carried out from home such as work, environment, economic, and include learning. Nowadays, Online or distance learning is a good way. Where students will do learning from home, namely E-learning. While for going out, people must follow the protocols such as wearing a mask, using a hand sanitizer, and keeping a distance from each other. This is to anticipate an increase in the number of Covid-19 cases.

G. Some Related Previous Studies

There are several researchers who have done the same research as this research. The first study is from Alfian (2019), entitled "The Correlation Between Self-Directed Learning Level and Personality Traits Towards English

Language Learning". The subject of this study is 1th semester students of English education in UIN Sunan Ampel. Level of self-directed learning and the personality traits of students in learning English was the objectives of this study. Quantitative and SPSS was used as a method. This research also uses two instruments such as self rating scale of self-directed learning (SRSSDL) and the international personality item pool (IPIP).

The second study is from Shuang, journal of education (2019), the topic is about "Investigating Self-Directed Learning and Technology Readiness in Blending Learning Environment". This study examined the impacts of self-directed learning, technology readiness, and learning motivation on the three presences (social, teaching, cognitive) among students undertaking subjects in BL and non-BL (NBL) settings. The results indicated that the BL environment provides good facilitation for students' social involvement in the class. Student technology readiness plays a stronger role in impacting the teaching presence in a BL environment than NBL environment. These findings imply that a proper BL setting creates a cohesive community and enhances collaborations between students. Prior training of learning technologies can potentially enhance students' teaching presence.

The third study is from Salleh, et al. Journal of education (2019), entitled "Roles of Self-Directed Learning and Social Networking Sies in Lifelong Learning". The subject of this research is prostgraduate students in Malaysia. Structural equation modelling (SEM) and relational survey will be the instrument of this research. The result of this study state that SDL positively

influences the lifelong of students, which is affected by SNS. The present research examines the relationship between self-directed learning and SNS that may affect lifelong learning. In this research, 170 of the respondents are Masters students and 140 are PhD students in Malaysia. The study follows a relational survey to investigate and measure the degree of relationship amongst self-directed learning, SNS and lifelong learning. The findings of the research corroborate that self-directed learning positively affects lifelong learning. SEM analysis indicates significant and positive influence of self-directed learning on SNS. SNS are a positive partial mediator between self-directed learning and lifelong learning. The self-rating scale of self-directed learning (SRSSDL) by Williamson, the SNS Intended Use Scale developed by Karal & Kokoc, and the Lifelong Learning Scale developed by Celebi were used as data collection tools in this reserach.

From three previous studies above automatically have similarities and differences with the research that the researcher conducted. The similarity is equally researching about self-directed learning (SDL) and also use the self-rating scale of self-directed learning (SRSSDL) developed by Williamson. While the difference or focus of this research is limited to self-directedness and the major factors influenced self-directed learning of tertiary level students. Moreover, the researcher is also more specific in learning English. This study use descriptive method with a quantitative approach and use questionnaire and interview as the instrument in this reserach.

The subject studied were also different. In this research, the subject of the research is students of 6th semester TBI IAIN Bengkulu. Thus above research, the subject were 1th semester, students in school of Engineering, and prostgraduate students. But the result will be different because the previous study does not discuss about the self-directedness of tertiary level students in learning English. In addition, the striking difference from this research is the time spent in this study, namely when the Covid-19 is a pandemic in Indonesia so that self-directed learning (SDL) is needed for students specially in learning English during this pandemic Covid-19.

In summary, the previous studies above only focus on the correlation between self-directed learning level and students' personality traits, also focus on the impacts of self-directed learning, technology readiness and learning motivation. Then, only focus on the relationship between self-directed learning and SNS that may affect lifelong learning. So far, there is not any study who investigating self-directed learning of tertiary level students in learning English during the pandemic Covid-19". Therefore, this present study measured the self-directedness and the major factors influenced SDL in learning English during the Pandemic Covid-19 in her research so that this study was different from some these previous studies.

CHAPTER III

RESEARCH METHOD

Research is a method or tool that will be used to solve a problem (Meenu & Padey 2015, p.12). Thus, the research method is used by researcher to collect accurate data in achieving the goals, and use an analysis to obtain the results of the research.

A. Research Design

A focus descriptive study with a quantitative approach is used in this research. Self-directed learning which is studied in this research focuses on describing students' self-directed learning in learning English. Descriptive study is the research that tries to understand and explain the results of the research. The aims are to create description, a systematic, factual and accurate description of facts, the properties and relationships between the phenomena being investigated (Elliot 2000, p.24). Then, this research uses quantitative approach because the data of the research can be counted using numerical analysis. In this research, the researcher investigated self-directed learning of tertiary level students in learning English during the pandemic Covid-19.

B. Population and Sample

1. Population

Population is all subjects to be researched. According to Hanlon & Large (2011, p.7), population is the whole individual or other unit that will be the subject of the research. The population in this research was students of 6th semesters of English department in IAIN Bengkulu.

Table. 3.1
Population Number

No	Semester	Academic Year	Class	Number of Student
1	6	2018	A	30
			B	30
			C	29
			D	26
			E	27
Total of Students				**142**

(Source: IAIN Bengkulu)

2. Sample

The sample of this research was some of the 6th students of TBI IAIN Bengkulu. Sample is some of individuals or groups in the population that used to produce the desired data (Hanlon et al 2011, p.7). It means the sample that was taken only part of the population. The number of samples in this research was taken based on Slovin's formula:

$$n = \frac{N}{1 + N\,(e)^2}$$

Notes:

n = Number of samples

N = Total Population

e = Error Rate

Population N = 142 with assuming error rate (e) = 10%. The number of samples that must be used in this study are:

$$n = \frac{N}{1 + N\,(e)^2} = \frac{142}{1 + 142\,(0,1)^2} = 58,67 = 59$$

So from the calculation above, the number samples with an error rate of 10% in this study was 59 students.

Table 3.2
Sample Number

No	Semester	Academic Year	Class	Number of Students
1	6	2018	A	12
			B	12
			C	12
			D	11
			E	12
Total of Students				59

(Source: Slovin's Formula)

The researcher took the number of samples by using the Slovin formula with an error rate of 10% and a population of 142. From the calculation results above, there were 59 total samples used in this study. The researcher took the samples with simple random sampling by using Excel. Accoding to Kerlinger (2006, p.188), simple random sampling provides equal opportunity for each

group to be participant. It means, in the population has an equal probably of being chosen.

C. Research Instruments

1. Questionnare

Questionnaire is a data collection technique by sending questions to respondents for answers, then returning back to the researcher (Yusuf 2014, p.49). To obtain research data, the researcher used close-ended questionnaire. This questionnaire used a 5-point scale adapted from the self-rating scale of self-directed learning (SRSSDL). This scales give five answers like: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always). The total amount was range from 60-300. If student gets the highest score, it means they have the highest level of self-directed learning. Different from student who gets the lowest score, it means the level of their self-directed learning is less. There are 3 indicators of the self-rating scale of self-directed learning (SRSSDL) such as: low level, moderate level, and high level. The questionnaire consists of five aspects of self-directed learning (Williamson 2007, p.70). There are 60 questions: awareness (items 1-12), learning strategies (items 13-24), learning activities (items 25-36), evaluation (items 37-48), and interpersonal skills (items 49-60). *(see appendix 2).*

2. Interview

According to Sudaryono (2016, p.82), In collecting data, interview is a way to use to obtain information directly from the source. The participants shared their experiences with researcher during interviewed. The researcher used interview to support the data. The interview of this research was open-ended questions designed to obtain the data. The researcher made the questions based on the theory of factors influenced self-directed learning. In this research, there were 10 questions reflecting 2 factors of self-directed learning: learning environment factors and motivational factors. *(see appendix 5).*

D. Instrument Validity and Reliability

In this research, before giving a test in the form of multiple choice questions to the students, it needs to do a try out test first. This trying out is conducted to see whether students are able to answer the questions given by the researcher or not. In conducting the trying out questionnaire, the researcher took a different classes and it was not in the class that would be the research subject. However, the results of the test questions also need to be analyzed to see whether the questions used are feasible to be tested. In analyzing the items of questions, it is necessary to test the validity and reliability test.

1. Validity Test

According to Sugiyono (2011, p.122), the validity test is to determine the validity level of the questionnaire instrument that used in the list of data. Instrument declared valid means showing the measuring instrument used to

obtain the data is valid. Valid means that the instrument can be used to measure what it is supposed to measure. The researcher tested the validity of the instrument by trying out the questionnaire to 29 students of TBI 6C. Total of the research questionnaire was 60 questions that was analyzed by using SPSS 16. Pearson product moment correlation coefficient was a method that was used to saw valid or invalid the instrument (Arikunto 2010, p.213).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum X)}{\sqrt{\{N \sum x^2 - (\sum X)^2\}\{N \sum Y^2 - (Y)^2\}}}$$

Notes:

r_{xy} = Coefficient of Correlation between X and Y variable

X = Respondents score for each items

Y = The total score of each respondent from all items

$\sum X$ = The number of scores in the X distribution

$\sum Y$ = The number of scores in the Y distribution

$\sum Y^2$ = The sum of the squares of each Y score

$\sum x^2$ = The sum of the squares of each X score

N = Number of subjects

A question can be said to be valid if r-count bigger than r-table with 5% of significant (r-count > r-table). But if r-table with 5% of significant bigger than r-count it means the statement is invalid and can not be trusted. Based on Pearson product moment, total of subject (N)= 29, r-table was 0,367 with significant 5% (Arikunto 2010, p.213). The results of the try out questionnare test after testing the instruments were as follows: *(see appendix 6).*

Tabel 3.3
The Validity Results of the Try Out Questionnaire

Result	Number of the Item	Total
Valid	2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59	53
Unvalid	1, 9, 11, 37, 40, 49, 60	7

(Source : Tertiary Level Students of TBI 6C)

The results of the validity test questionnaire tertiary level students' self-directed learning above, it can be seen that from 60 questions, there were 7 questions invalid (1, 9, 11, 37, 40, 49, 60) and it did not use in the research.

2. Realibility Test

Reliability is the degree in which an instrument tool produces stable and consistent result. The reliability test in this research used the Alpha formula (Arikunto 2010, p.239)

$$r_{II} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum o^2 b}{o^2 t}\right]$$

r_{II} = Instrument realibility

k = The number of questions

1 = Constant numbers

$\sum o^2 b$ = Total of question

$o^2 t$ = Total varian

If r_{II} has been calculated then it is adjusted to r-table product moment. The Instrument is reliable if r-count bigger than r-table (r-count > r-table) with 5%

of significant. If r-count smaller than r-table (r-count < r-table) with 5% of significant, it means is not realiable. To provide interpretation of coefficients or results calculation of r_{II}, it can be interpreted with a guideline table. This below is a table of guidelines for providing interpretation:

Tabel 3.4
Guideline Coefficient of Correlation

Interval Koefisien	Relationship Level
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Enough
0,60 - 0,799	Strong
0,80 - 1,000	Very Strong

(Source : Sugiyono (2012))

Realibility test in this research used computer program SPSS 16 with reliability test Cronbach Alpha. *(see appendix 6)*

Table 3.5
Results of the Research Instrument Reliability Test

Questionnare Instrument	Score of Realibilty
Students' Self-Directed Learning	0,751

(Source : SPSS 16)

The results of the research instrument reliability test showed that research instrument tertiary level students' self-directed leaning were strong with score 0,751, it means r-count>r-tabel (0,751>0,367). So it can be concluded that all the instruments of questionnare in this research were reliable.

E. Techniques for Data Collection

   1. Questionnare

In collecting the data of this research, the researcher used close-ended questionnaire (SRSSDL). The questionnaire was distributed to respondents via WhatsApp in the form of a google form. The process of collecting the data was specified in the table below:

Table 3.6
Techniques for Collecting Data Questionnare

Research Questions	Data Collecting Technique	Research Instrument
RQ 1	Distribute Questionnaire	Close-ended questionnaire (Likert-scale questionnaire): Self-Rating Scale of Self-Directed Learning (SRSSDL)

(Source : Williamson SN (2007))

The researcher collected the tertiary level students' questionnaire and the data. It used a 5-point scale: 1 (never), 2 (rarely), 3 (sometimes), 4 (often), 5 (always). The 5 subscale that were implemented in this questionnaire analysis were awareness, learning strategies, learning activities, evaluation, and interpersonal skills. From this questionnaire, the researcher knows the tertiary level students' SDL in learning English for each student. The researcher made an electronic questionnaire in the form of a Google Form, then it was distributed to groups by using Whatsapp to 6th semester students of TBI IAIN Bengkulu. Because this type of questionnaire was a close-ended questionnaire, students only choosed the answers available without having to think about their own answers.

2. Interview

According to Sudaryono (2016, p.82), interview is a way of gathering data that is used to obtain information directly from the source. The interview was conducted by asking several questions. The researcher used open-ended questions which students could provide answers according to what their experienced. This is a way to get information about what is the major factors influenced self-directed learning of tertiary level students in learning English. In this research, there were 10 questions reflecting 2 factors of self-directed learning: learning environment factors and motivational factors. The interview was conducted in the conditions of the pandemic Covid-19 through online interviewed, such as: zoom meetings, WhatsApp videocall, ect. When the interview took place, the researcher recorded all conversations from the beginning to the end of the interview used a camera recorder.

Table 3.7
Techniques for Collecting Data Interview

Research Questions	Data Collecting Technique	Research Instrument
RQ 2	Distribute Questionnaire	Open-ended Interview

(Source : Huang Mei-Hui (2008))

F. Techniques for Data Analysis

A technique for data analysis is very important in conducting the research. Data analysis is the process of simplifying data into more easy to read and apply. In line with the type of this research was focused descriptive study with quantitative approach. In questionnaire, the researcher used self-rating scale of

self-directed learning (SRSSDL). The total number ranges from 60-300. For the score results on this questionnaire, the researcher calculated and presented in percentage it using learning SRSSDL. Then matched it with the scoring range in self-rating scale of self-directed learning in accordance the theory of Williamson (2007, p.70), they were : low level, moderate level, and high level. The reseacher analyzed it used the table below:

Tabel 3.8
Scoring Range in Self-Rating Scale of Self-Directed Learning (SRSSDL)

Scoring Range	Level of SDL	Interpretation
60-140	Low	Needs direction and guidance from a teacher. Specific changes should be made to improve student self-directed learning methods.
141-220	Moderate	This level already indicates that student has achieve a half of self-directed learning process. Need teacher for guiding to improve again the right strategy and can be evaluated as a direction
221-300	High	This level indicates that student has carried out self-directed learning effectively and well. The goal is to find out the progress that has been made with students reaching because the highest level and to make it a strength in learning.

(Source: Williamson (2007))

After the data was collected, the score of tertiary level students questionnaire was calculated. In this research, the data was analyzed focus in description study with quantitative approach. The researcher knew the tertiary level students' self-directedness by counting the score of the students' result. Then the results obtained was explained through diagram or chart. It made the researcher dan the reader more easy to understand the meaning. A 5-point

scales (SRSSDL) were used to measure the tertiary level students' self-directedness: 1 (never), 2 (seldom), 3 (sometimes), 4 (often), 5 (always). If the student gets the highest score, it means they have the highest level of self-directed learning. Different from student who get the lowest score, it means the level of their self-directed learning is less. Finally, the calculation of students' SDL integrally included in the formula to got the results in percentages. Data was analyzed by using a formula based on Sudijono (2008, p.411) as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

Notes:

P = Pecentage of data

F = Data Frequency

N = Total number of samples

G. Research Procedure

The researcher started the first meeting with the advisors in February of 2020. First, the research letter is sent to the faculty. Second, the names and the data of students were requested at the chief of English education in IAIN Bengkulu. Third, trying to get out the questionnaire is done before giving a questionnaire to students who are self-directed learning in learning English. The trial results were used to improve the questionnaire. After know the result of validity and reability, thus questionnaire was used in the research.

Furthermore, questionnaires were given to the samples and taken score were calculated in the students of 6th semester to find out their self-directedness and the major factors influenced SDL in learning English. Interviews were also conducted to get the answer of second research question in this research. The instruments of this research are getting through online via Google form and Video Call by using WhatsApp. Finally, the questionnaire and the interview results were transcribed and analyzed to obtain complete data.

CHAPTER IV

FINDING AND DISCUSSION

Related to the research question, this chapter presents the result of the research about (1) Self-directedness of tertiary level students in learning English during the pandemic Covid-19, (2) The major factors influenced self-directed learning of tertiary level students in learning English during the pandemic Covid-19.

A. Finding

In this research, the data was taken from questionnaire and interview. The questionnaire was distributed to 6th semester students of TBI IAIN Bengkulu from 7-12 July, 2021. Then, the interview did after the students doing the questionnaire. Both of instruments were taken through online. The research results were analyzed by researcher which focused on description method with quantitative approach.

1. Self-Directedness of Tertiary Level Students

The findings of this research are divided into three parts, there are: general information of the subjects and self-directedness.

1.1 General Information

This part explain about the general demographic data of the respondents. The results are shown based on the questionnaire, which are as follows:

Table 4.1
Gender of Respondents

Gender	Frequency	Percent (%)
Male	11	18.6
Female	48	81.4
Total	**59**	**100**

(Source: TBI 6)

From the table above, there were 59 total respondents. The majority of the respondents were female (81.4%) and the minority of the respondents were male (18.6%).

Table 4.2
Age of Respondents

Age (years)	Frequency	Percent (%)
19	2	3.4
20	20	33.9
21	30	50.8
22	7	11.9
Total	59	100

(Source: TBI 6)

The respondents ranged from 19-22 years old. This explains that the majority of 6th semester students of TBI have an age range as shown in the table above.

1.2 Self-Directedness

The results self-directedness of tertiary level students were obtained from a close-ended questionnaire using "self-rating scale of self-directed learning (SRSSDL)" from Williamson theory. The instrument contained 53 questions. There are categorized 5 subscales of self-directed learning: awareness, learning strategies, learning activities, evaluation and interpersonal skills. The

instrument of questionnare was distributed online via Google forms on 5-9 July, 2021. The respondents filled the questionnaire based on their feelings in a 5-point of likert scale: 5=always, 4=often, 3=sometimes, 2=seldom, and 1=never. The students' response of the SRSSDL are displayed in the table below:

Table 4.3
SRSSDL Items with Percentages of Students' Responses

Variable	Items	Percentages
Self-Directed Learning (SDL)	Awareness	17.11%
	Learnig Strategies	22.43%
	Learning Activities	21.96%
	Evaluation	19.44%
	Interpersonal Skilss	19.04%
	Total	100%

Based on table 4.3, the students explained that they experienced several aspects of self-directed during the learning process in pandemic Covid-19 such as: awareness, learning strategies, learning activities, evaluation, and interpersonal skills. It can be seen from the percentages of the items above that learning strategies is the biggest percentages of SRSSDL item with 22.43%. It means the aspect of learning strategies in self-directed learning indicated that students knew the strategies in setting personal goals, seeking learning information, independent learning strategies or methods, and standards to be achieved by themselves. Then, the lowest percentage of SRSSDL item is awareness with 17.11% percentages. It means that on the item of awareness, students lack their own initiative in doing SDL and have difficulty finding their own ideas or opinions in making decisions. *(for more detail see appendix 3).*

In the data, it can be seen from the percentages of the items that were related with *Awareness,* such as item 2: "I consider teachers as facilitators of learning rather than providing information only" (42.4%), item 3: "I keep up to date on different learning resources available" (32.2%), item 7: "I am able to plan and set my learning goals" (33.9%).

The students also have experienced another aspect in *Learning Strategies*, such as item 11: "I find coaching effective" (40.7%), item 14: "I find simulation in teaching-learning useful" (50.9%), and item 15: "I find learning from case studies useful" (47.5).

The students also have experienced another aspect in *Learning Activities*, such as: item 22: "I rehearse and revise new lessons" (50.8%), item 27:" I keep annotated notes or a summary of all my ideas, reflections and new learning" (40.7%), and item 31: "I am able to analyse and critically reflect on new ideas, information or any learning experiences" (50.8).

Then, the students also have experienced in *Evaluation* of SDL, such as item 35: "I am able to monitor my learning progress" (40.7%), item 40: "I check my portfolio to review my progress" (49.2%), and item 41: "I review and reflect on my learning activities" (40.7%).

After that, in aspect of *Interpersonal Skills,* such as item 46: "I make use of any opportunities I come across" (25.4%), item 50: "I am successful in communicating verbally" (22%), item 51: "I identify the need for inter-disciplinary links for maintaining social harmony" (22%), and item 52: "I am able to express my ideas effectively in writing" (25.4%).

The questionnaire consisted of 5 aspects of self-directed learning and used a 5-point scale. So, the result of the student score was divided into five categories. After examining the percentages of the students' SRSSDL responses, the researcher calculated each score of the students manually by adding the score of each subscales. After adding all the score of each subscale, the final score was categorized into 3 indicators of the self-rating scale of self-directed learning (SRSSDL) such as: low level, moderate level, and high level. The result is presented in the chart below:
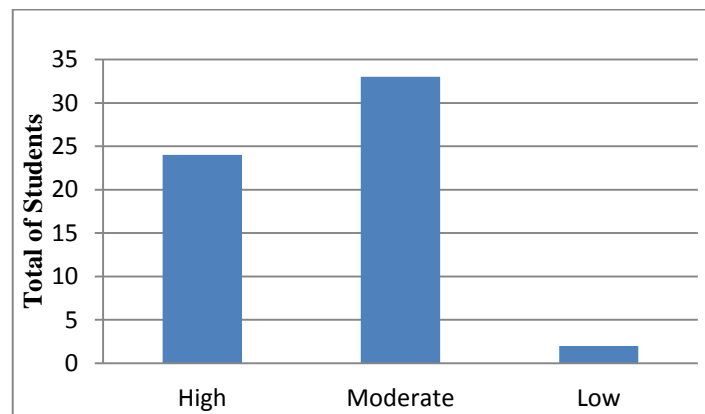
Chart 4.4
Students Scores from the Self-Rating
Scale of Self-Directed learning (SRSSDL)

Based on the chart above, it can be concluded that the classification of students' self-directed learning can be seen from the total score. The total score which reaches 60-140 is classified into "low level of self-directed learning", 141-220 score is categorized into "moderate level of self-directed learning", and 221-300 is categorized into "high level of self-directed learning".

Chart 4.4 shows there were 24 students who got high score in SRSSDL scale. They were students 1, 3, 5, 6, 7, 11, 13, 22, 27, 28, 29, 30, 31, 33, 34, 36, 39, 41, 42, 45, 46, 55, 56, and 57. *(for more detail see appendix 4)* In this

level, the student's total score was in the range of 157 to 220. Students who are classified into high self-directed learners are considered to have adequate independency in learning English. They have carried out self-directed learning effectively and well. The goal is to find out the progress that has been made with students reaching because the highest level and to make it a strength in learning.

Then, based on the chart 4.4, most of the students were categorized in moderate level of self-directed learning. There were 33 students who got moderate score in SRSSDL scale. They were students 2, 4, 8, 10, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 32, 35, 37, 38, 40, 43, 44, 47, 48, 50, 51, 52, 53, 54, 58, 59. *(for more detail see appendix 4)* Although some students have the same level, they got different scores. In this level, the student's total score was in the range of 157 to 220. Students who are categorized into moderate level of self-directed learners have moderate independency in learning English. This level already indicates that student has achieve a half of self-directed learning process. Need teacher for guiding to improve again the right strategy and can be evaluated as a direction.

After that, last indicator in SRSSDL scale is low level categorized. In this level, there were 2 students who got the low level. They were student number 9 with the score 83, and student number 49 with the score 129 *(for more detail see appendix 4)*. Students who are categorized into low level of self-directed learners have low independency in learning English. They needs direction and

guidance from a teacher. Specific changes should be made to improve student self-directed learning methods.

Unfortunately, there were 2 students who got score in low level of self-directed learning in learning English with percentage of students who got low score in this level was 3%. The lowest score was 83 (students 9). But many students also got high and moderate levels. The percentage of students who got "high level of self directed learning" was 41% of the total students with the highest score was 261 (student 28). Mostly of the students were categorized in "moderate level of self-directed learning", because the percentage of student in this level was 56% of the total students with the highest score was 220 (student 47). It shows that the percentage results can enable students to increase their self-directed learning level to "high level of self-directed learning". It can be seen from the most of the students score. There were 59 students, 2 of their scores range above 80, 33 of their scores range above 160, and 24 of them got score above 220. It means that each student has a different score and has a different level of self-directed learning.

Based on the data above, it showed that mostly of the students got score in "moderate level of self-directed learning". In fact, the students have positive self learning strategies of themselves in the learning. It can be seen from the Table 4.4, the students answered the most learning strategies aspect of the self-rating scale of self-directed learning (SRSSDL) questionnaire. The aspect of learning strategies in self-directed learning indicated that students knew the

strategies in setting personal goals, seeking learning information, independent learning strategies or methods, and standards to be achieved by themselves.

To reach the high level of SDL, students are required to maintain all aspects of positive self-directed learning in learning process. If they can not maintain it, so their learning rate will decrease to low level of SDL. Then, the researcher concluded the data by using chart to make the reader easily to interpret the data below:

Self-Directed Learning Levels

3%

41%

56%

■High Self-Directed Learning

■Moderate Self-Directed Learning

■Low Self-Directed Learning
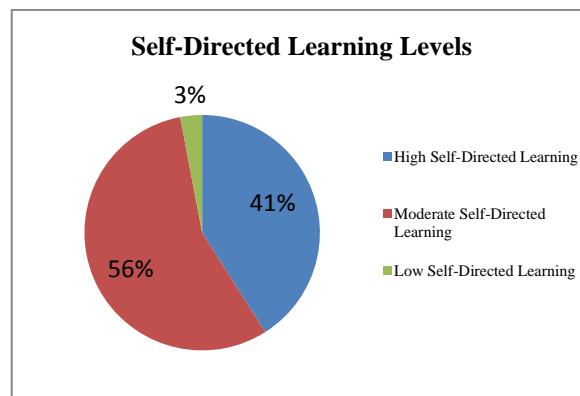
Chart 4.5
Percentages of the Students' SDL Levels

Chart 4.5 showed that from all of the students who filled a questionnaire, 41% of them who got score in high level of self-directed learning, 56% of them got score in moderate level of self-directed learning, and 3% of them got score in low level of self-directed learning.

2. The Major Factors Influenced Self-Directed of Tertiary Level Students

To know the data, interviews were conducted 10 students from 6th semester in TBI were taken and supported by the results of some questions of questionnaire to validate the data. There were 10 questions for the interview to

found out the major factors influenced self-directed of tertiary level students in learning English during the pandemic Covid-19. The total number of students interviewed was 10 students.

Based on the result of interviewed, all of the students stated that there were some major factors influenced their self-directed learning. It can be seen from the direct quote is the answer from the interview question number 5 and 10: *(more detail, see appendix 5&7)*

Students 1:

"Iya, sangat harus. Menurut saya harus dilakukan oleh seorang dosen ketika mahasiswa dalam mengerjakan tugas dan mereka memiliki kendala dalam membuat tugas. Dengan dosen memberikan feedback kepada mahasiswa maka akan tahu bagaimana tugas mahasiswa yang mereka kerjakan itu sudah benar apa belum dan itu harus sangat penting bagi mahasiswa………."

("Yes, it must. In my opinion, it should be done by lecturers when students are working on assignments and have difficulty working on questions or assignments. If the lecturer gives feedback, the students will know the truth and the error they are doing")

Students 2:

"Iya. Dosen perlu memberikan arahan yang jelas agar tidak terjadi kesalahpahaman."

("Yes, it is. Lecturers must provide clear directions so that there are no mistakes in understanding.")

Students 3:

"Iya, harus. Menurut saya ini sanga penting. Terkadang tidak semua mahasiswa yang memiliki daya tangkap yang kuat atau ingatan yang cepat, jadi dosen itu harus memberikan umpan balik kepada mahasiswa agar dapat membantu mereka dalam melakukan pembelajaran mandiri."

("Yes, sure. I think it is very important because not all students have the same intelligence and each student's grasping power will be different. Lecturers must provide feedback to students so that they can assist them in doing self-directed learning at home.")

Students 4:

"Iya. Topik yang menarik dapat memotivasi saya dalam melakukan pembelajaran, contohnya melalui lagu atau game-game yang menarik."

("Yes, it is. Interesting topics can motivate me to do learning like through songs or games.")

Students 5:

"Iya. Selama saya kuliah topic pembelajaran dibahasa inggris yang saya senang itu belajar Grammar. Dan saya sangat senang dari semester awal sampai sekang itu belajar grammar walaupun saya tidak pintar grammar. Menurut saya grammar itu susah tapi saya senang belajar grammar dan sangat memberikan rasa semangat didiri saya untuk bisa menguasi grammar, terutama di tense. Saya sangat belajar keras diaplikasi hp dan sering nonton Youtube pembelajaran grammar"

(Yes, it is. In college, the part of English subject that I liked is learning Grammar. In the first semester until now, I really like learning grammar even though I'm not smart. In my opinion, learning grammar is difficult, but I am happy and excited to learn it. The thing I want to master in learning grammar is about tenses. I always learn through applications on my cellphone like watching YouTube about learning grammar.")

Students 6:

"Iya. Karena dengan adanya topik yang menarik memang dapat memotivasi saya dalam belajar contohnya belajar sambil bermain, tertarik karena ada media gambar/foto, nonton film animasi bahasa inggris seperti itu."

("Yes, it is. Interesting topics can motivate me in learning such as learning while playing and through learning media (pictures or English animated films).")

Based on the statements above, the researcher found 2 statements which reflect 2 factors of self-directed learning (learning environment factors and motivational factors). The first factor is ***Timely and Constructive Suggestion Factor,*** it can be seen from the statements above based on interviewed of the students 1, 2, and 3. The most important for students of learning effectiveness is timely and constructive suggestion. The students will easily to understand about the learning. So, this is very helpful to motivate students when the teaching and learning process. This statement is also supported by the results of questionnaire number 2, which are as follows:
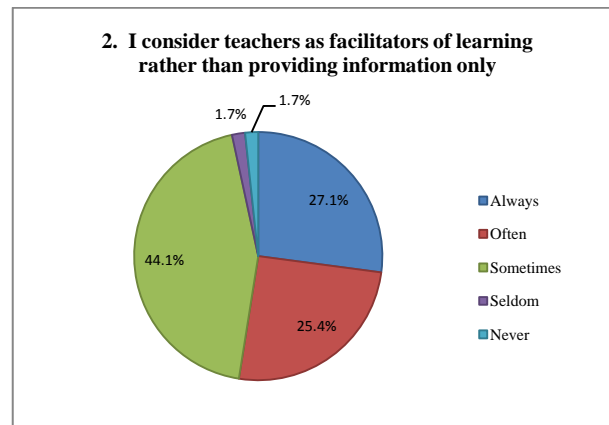
Chart 4.6
Questionnare Number 2

Based on the chart 4.6 above, it shows 44.1% of students choose option 3 *sometimes. They believe in the question of questionnaire number 2 is the students really need teacher as their facilitators. So that timely and constructive advice during the learning process will have a positive impact for them, such

as: giving them opportunities, motivating, and making learning progress, as well as material for improvement or self-evaluation.

The second factor is ***Intrinsic Motivation Factor****,* it can be seen from the statements above based on interviewed of the students 4, 5, and 6. This statement is also supported by the results of questionnaire number 26, which are as follows:

26. My concentration intensifies and I become more attentive when I read a complex study content

1.7%

0%

25.4%

47.5%

25.4%

■ Always
■ Often
■ Sometimes
■ Seldom
■ Never
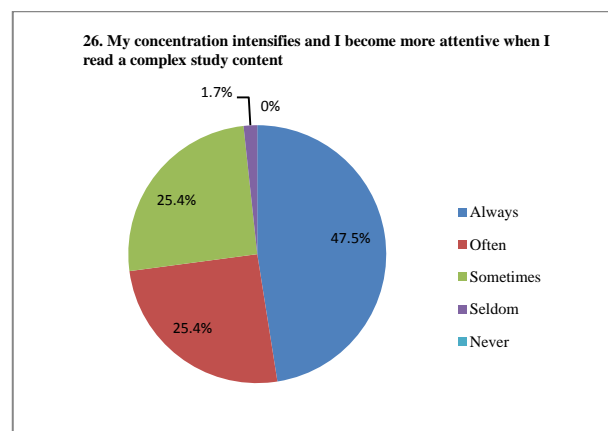
Chart 4.7
Questionnare Number 26

Based on the chart 4.7 above, it shows 47.5% of students choosed option 5 *always. Students believe that with interesting learning topics they can become motivated. But, they also can choose the topic based on their interest, such as: as reading a book, playing music, and ect. They get satisfaction for them self. It means they do not have reason for that.

B. Discussion

Firstly, the discussion is about self-directedness of tertiary level students. Based on the finding, there were 3 levels of students' self-directed learning: high level of self-directed learning, moderate level of self-directed learning,

and low level of self-directed learning. In the students of 6th semester of TBI IAIN Bengkulu, there were 33 students with percentage of 56% the students who were indicated as "moderate level of self-directed learning, 24 students with percentage of 41% the students who were indicated as "high level of self-directed learning levels, and 2 students with percentage of 3% the students who were indicated as "low level of self-directed learning". Based on the research findings, there are several points that can be discussed.

The first research question, self-directedness of tertiary level students in learning English during the pandemic Covid-19 was categorized into moderate level of self-directed learners. Williamson (2007, p.70) has devided 3 kinds level of self-directed learning (high level, moderate level, and low level). In high level of SDL, there was 41% percentage. The highest score was 261 with student number 28. Based on their SRSSDL response, from all aspect of SRSSDL, student number 28 got high score in "learning activities" aspect. It means that they are active independently in self-directed learning (the activities of SDL that are owned and carried out by students can facilitate student learning). As mentioned in Caffarella study (1993, p.31), Brockett & Hiemstra (1991, p.25) argued that personal responsibility is the "cornerstone of self-directed learning": students who have ownership of learning aspect generally able to determine their appropriate learning activities and learning strategies to achieve their learning goals. Then, mostly of the students were categorized in "moderate level of self-directed learning", because the percentage of student in this level was 56% of the total students with the highest score was 220 (student

47). Based on their SRSSDL response, from all aspect of SRSSDL, student number 47 and 32 got high score in "learning strategies" aspect. It means that they know the strategies in setting personal goals and solving their own problem in self-directed learning. Next, there were 2 students who categorized into low level. The total score was 83. It means the student needs direction and guidance from a teacher. Specific changes should be made to improve student self-directed learning methods.

The second research question, the major factors influenced SDL of tertiary level students in learning English during the pandemic Covid-19 was timely and constructive suggestion factor and intrinsic motivation factor. The first factor is about timely and constructive suggestion factor. Based on the findings of interviewed and appropriated with the questionnare, all of the students stated they need for appropriate suggestions from the teacher during the process of engaging SDL in the learning process. They believed that timely and constructive suggestions during the learning process provided them with opportunities to reflect on their progress and to make further improvements. It is suitable with Bellon (1991, p.85) state that suggestion is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Another statement from David Boud (2000, p.158) stated that the presence of feedback can improve progress. It means the importance of feedback and suggestions from a teacher to students, so that they better understand what needs to be improved and not cause confusion. The second factor is about intrinsic motivation factor.

Based on the results of the interviewed, students said that interesting topics could motivate them to do learning, such as learning through songs or from interesting games. The students believe that with interesting learning topics they can become motivated. It is suitable with statement Linnerbrink & Pintrich theory (2002, p.313) state that students must have an interest in themselves in order to be able to intrinsically motivated. Also according to Richard & Edward (2000, p.54), intrinsic motivation is motivation that come from our self and not from others. The students also can choose the topic based on their interest, such as: as reading a book, playing music, and ect.

It can be concluded that students were categorized into moderate level of self-directed learning. Besides, there were 2 major factors influenced SDL of tertiary level students in learning English during the pandemic Covid-19, timely and constructive suggestion factor and intrinsic motivation factor. The students were categorized into this moderate level, it means they have moderate independency in learning English. To reach the high level of SDL, the students are suggested to maintain all aspects of positive self-directed learning in learning process. In addition, if the students can not maintain their positive SDL, so their learning rate will decrease to low level of SDL.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The researcher concludes the findings of the study in the conclusion section. While in the suggestion section, the researcher suggests several matters for tertiary level students, English lecturers, and further researchers who are interested in doing similar research.

A. Conclusion

Based on the data obtained in finding, most of the students of 6th semester in TBI IAIN Bengkulu experienced the moderate level of self-directed learning and the major factors influenced their SDL was timely and constructive suggestion and intrinsic motivation factor. There are 33 students with 56% percentages who got the score more than 141. Highest level in the area of self-directed learning was in learning strategies. Students know the strategies in setting their personal goals, seeking learning information, self-directed learning strategies or methods, and standards to be achieved by themselves. Learning strategies refers to a set of skills that students use to understand different tasks. This way, they are able to choose and effectively employ the appropriate technique to accomplish tasks or meet specific learning goals. These strategies range from techniques for improved memory to better studying or test-taking strategies during self-directed learning from home.

The conclusion is if they got learning strategies aspect in moderate level categorized means the students already know the right strategy or suits to them,

which they are currently using which is directly related to SDL. This learning strategies are activities from the learners which make them aware of necessity in learning and they apply the learning strategies systematically to make them to be easier in acquiring their learning result. The result of their learning can change their attitudes or point of view to face the difficulties or challenge in their learning during the pandemic Covid-19 until the students are able to get their goals as well as independent learners. Thus, the learning strategies in learning English is a specific action from the learners to figure out the English subject and enable them to master the content they will learn until they get into the habit of doing the effort in their learning English without getting the difficulties.

Students' mastery of learning strategies enables them to successfully analyze and solve the new problems they face both at the academic and non-academic environment. Overall, mastery of the learning strategy has to do with self-directed learning skills because the mastery of learning strategies is not only immediate but also generalizes learning strategy skills for different situations and settings from time to time. The using of learning strategies in appropriate situation can encourage the students to be successful in learning English even though from home.

B. Suggestion

Based on the conclusions above, there are several suggestions for tertiary level students, English lecturers, and further researchers, such as:

1. Tertiary level students must maintain their self-directed learning, especially during this pandemic Covid-19. Surely, they are required to be able to learn independently from home. They should also add more self-study activities to enhance their learning goals.

2. English lecturers need to help students improve self-directed learning skills through the development of learning methods and provide appropriate learning assignments or projects to improve students' SDL skills.

3. This study did not investigate the difference in gender of the participants to look for their self-directedness. So, the researcher suggests for further researchers to investigate if there is any different result between male and female of tertiary level students related to their self-directedness.

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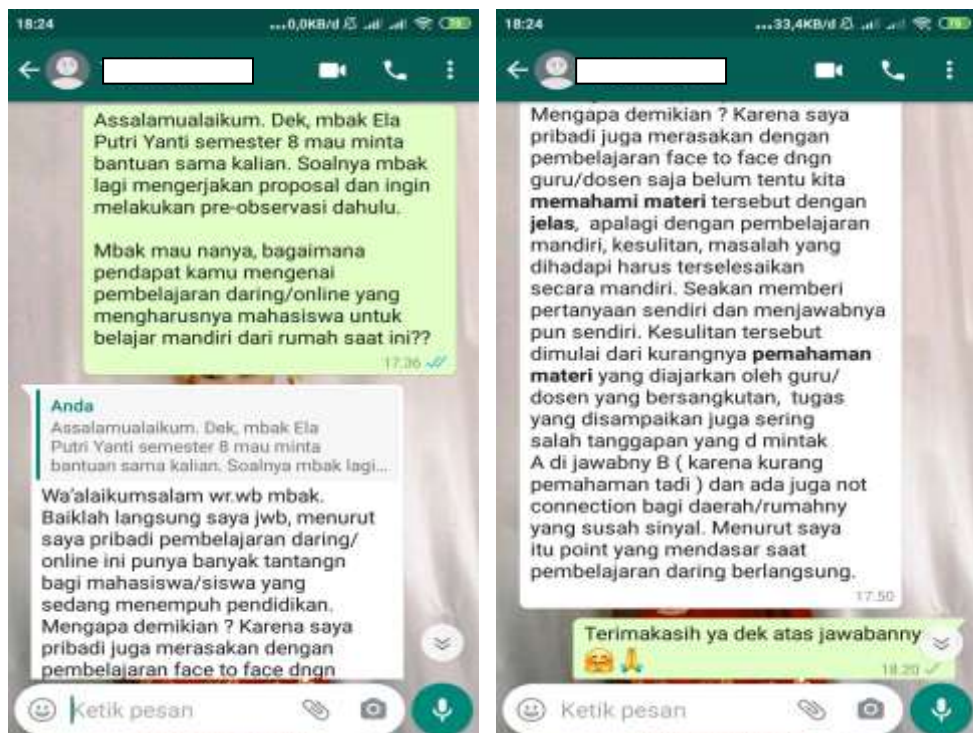
APPENDICES

Appendix 1
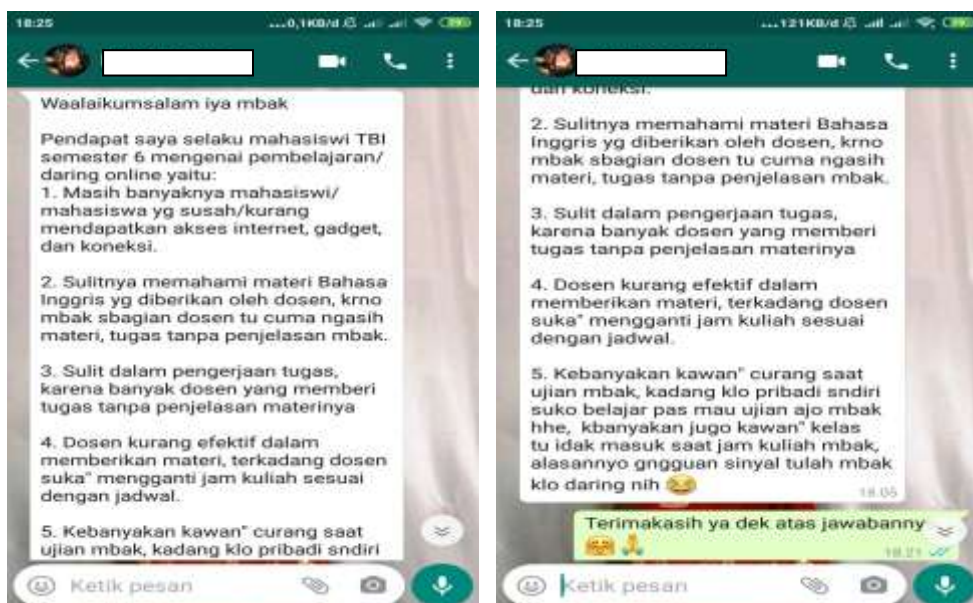
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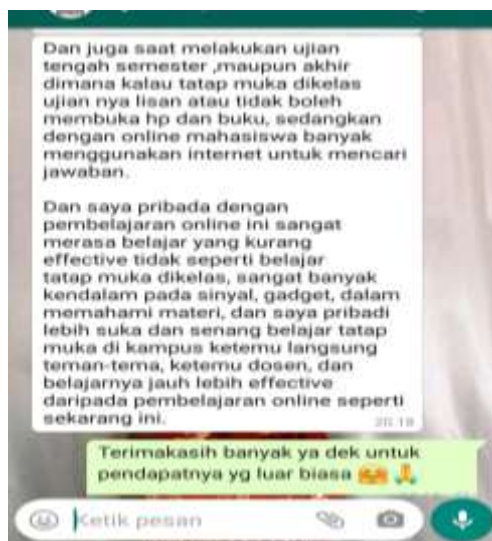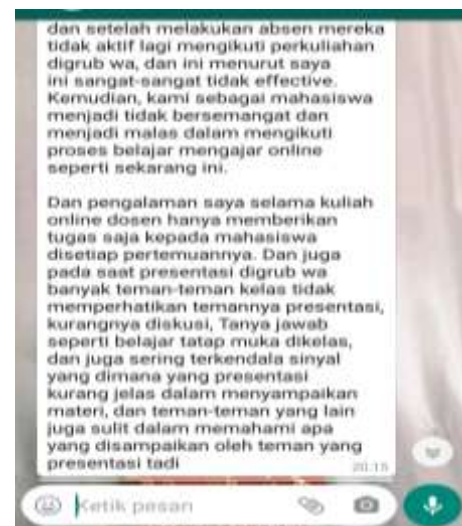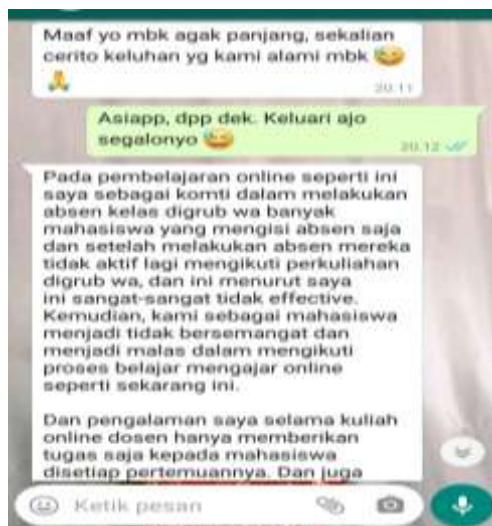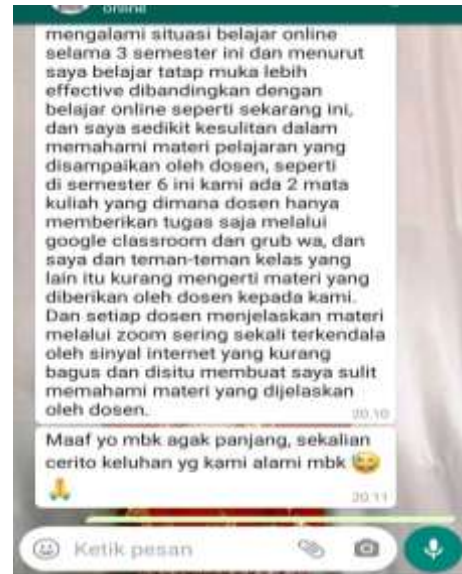
On Monday, 5th February 2021

1)

2)

3)

online

Waalaikumsalam mbk 😊. Iya mbk boleh, bentar ya mbk 😊
19.49

Nama: Ari andreansyah
Kelas : 6C
Menurut saya sangat disayangkan ketika dunia pendidikan harus mendapatkan dampak dari pandemic virus corona ini, Karena proses belajar mengajar yang mendapatkan dampak yang besar dari pandemic virus corona ini karena siswa dan mahasiswa tidak bisa belajar tatap muka disekolah atau dikampus seperti biasanya dilakukan. dan dengan adanya pandemic virus corona ini membuat proses belajar mengajar yang harus online dari rumah dan menuntut mahasiswa untuk belajar mandiri. Menurut saya ini sangat sulit untuk effective karena mahasiswa akan terhambat oleh jaringan internet khususnya IAIN Bengkulu, karena mayoritas kami tinggal di kabupaten.
20.06

Ketik pesan

---

online

mengalami situasi belajar online selama 3 semester ini dan menurut saya belajar tatap muka lebih effective dibandingkan dengan belajar online seperti sekarang ini, dan saya sedikit kesulitan dalam memahami materi pelajaran yang disampaikan oleh dosen, seperti di semester 6 ini kami ada 2 mata kuliah yang dimana dosen hanya memberikan tugas saja melalui google classroom dan grub wa, dan saya dan teman-teman kelas yang lain itu kurang mengerti materi yang diberikan oleh dosen kepada kami. Dan setiap dosen menjelaskan materi melalui zoom sering sekali terkendala oleh sinyal internet yang kurang bagus dan disitu membuat saya sulit memahami materi yang dijelaskan oleh dosen.
20.10

Maaf yo mbk agak panjang, sekalian cerito keluhan yg kami alami mbk 😅
🙏
20.11

Ketik pesan

Maaf yo mbk agak panjang, sekalian cerito keluhan yg kami alami mbk 😅
🙏
20.11

Asiapp, dpp dek. Keluari ajo segalonyo 😅
20.12 ✓✓

Pada pembelajaran online seperti ini saya sebagai komti dalam melakukan absen kelas digrub wa banyak mahasiswa yang mengisi absen saja dan setelah melakukan absen mereka tidak aktif lagi mengikuti perkuliahan digrub wa, dan ini menurut saya ini sangat-sangat tidak effective. Kemudian, kami sebagai mahasiswa menjadi tidak bersemangat dan menjadi malas dalam mengikuti proses belajar mengajar online seperti sekarang ini.

Dan pengalaman saya selama kuliah online dosen hanya memberikan tugas saja kepada mahasiswa disetiap pertemuannya. Dan juga

Ketik pesan

---

dan setelah melakukan absen mereka tidak aktif lagi mengikuti perkuliahan digrub wa, dan ini menurut saya ini sangat-sangat tidak effective. Kemudian, kami sebagai mahasiswa menjadi tidak bersemangat dan menjadi malas dalam mengikuti proses belajar mengajar online seperti sekarang ini.

Dan pengalaman saya selama kuliah online dosen hanya memberikan tugas saja kepada mahasiswa disetiap pertemuannya. Dan juga pada saat presentasi digrub wa banyak teman-teman kelas tidak memperhatikan temannya presentasi, kurangnya diskusi, Tanya jawab seperti belajar tatap muka dikelas, dan juga sering terkendala sinyal yang dimana yang presentasi kurang jelas dalam menyampaikan materi, dan teman-teman yang lain juga sulit dalam memahami apa yang disampaikan oleh teman yang presentasi tadi
20.15

Ketik pesan

Dan juga saat melakukan ujian tengah semester ,maupun akhir dimana kalau tatap muka dikelas ujian nya lisan atau tidak boleh membuka hp dan buku, sedangkan dengan online mahasiswa banyak menggunakan internet untuk mencari jawaban.

Dan saya pribada dengan pembelajaran online ini sangat merasa belajar yang kurang effective tidak seperti belajar tatap muka dikelas, sangat banyak kendalam pada sinyal, gadget, dalam memahami materi, dan saya pribadi lebih suka dan senang belajar tatap muka di kampus ketemu langsung teman-tema, ketemu dosen, dan belajarnya jauh lebih effective daripada pembelajaran online seperti sekarang ini.
20.18

Terimakasih banyak ya dek untuk pendapatnya yg luar biasa 😊🙏

Ketik pesan

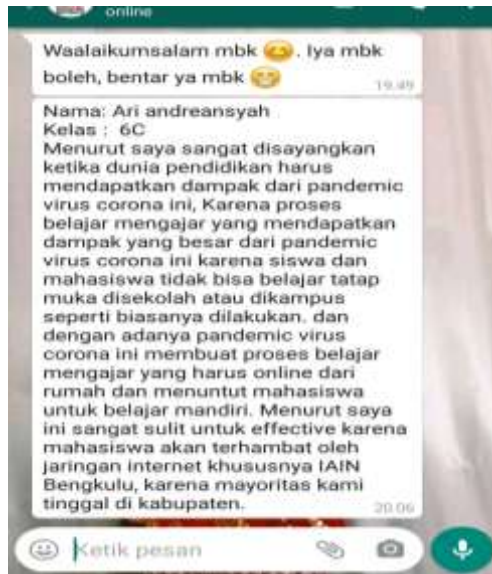**Appendix 2**

Self-Rating Scale Of Self-Directed Learning (SRSSDL) By Williamson

Statement of attitude	Value
Never	1
Seldom	2
Sometimes	3
Often	4
Always	5

(Source : Williamson SN (2007))

QUESTIONNARE

The Indicators of Questions

Variable	Dimension	Indikator	Items Number	Total
Self-Directed Learning	Awareness	Initiative	1, 2, 9, 11, 12	5
		Responsibility	5, 6, 7, 8	4
		Discipline	3, 4, 10	3
	Learning Startegies	Join a group	1, 10	2
		Teacher	2, 11	2
		Media	3, 12	2
		Obligation	4, 5, 8	3
		Motivation	6, 9	2
		Learning	7	1
	Learnig Activities	Assigment	1, 9	2
		Careful	2	1
		Method	3, 4, 10	3
		Knowledge	5, 6, 7, 8	4
		Thinking	11, 12	2
	Evaluation	Self-assess	1, 2, 3, 4, 6, 8	6
		Receive input	7, 10	2
		Motivation	9, 11, 12	3
	Interpersonal Skills	Learning	1, 2, 4, 11	4
		social interaction	3, 5, 6, 7, 8, 9	6
		Chance	4, 11	2

(Source : Williamson (2007))

Aspects of Self-Directed Learning

No	Awareness of Self-Directed Learning
1	I identity my own learning needs
2	I am able to select the best methods for my own learning
3	I consider teachers as facilitators of learning rather than providing information only
4	I keep up to date on different learning resources available
5	I am responsible for my own learning
6	I am responsible for identyfing my areas of deficit
7	I am able to maintain self-motivation
8	I am able to plan and set my learning goals
9	I have a break during long periods of work
10	I need keep my learning routine separate from my other commitments
11	I relate my experience with new information
12	I feel that I am learning despite not being instructed by a lecturer
	Learning Strategies of Self-Directed Learning
1	I participate in group discussion
2	I find coaching effective
3	I find 'role play' is a useful method for complex learning
4	I find inter-active teaching-learning sessions more effective than just listening to lectures
5	I find simulation in teaching-learning useful
6	I find learning from case studies useful
7	My inner drive directs me toward further development and improvement in my learning
8	I regard problems as challenges
9	I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life
10	I find concept mapping is an effective method of learning

11	I find modern educational interactive technology enhances my learning process
12	I am able to decide my own learning strategy

Learning Activities of Self-Directed Learning

1	I rehearse and revise new lessons
2	I identify the important points when reading a chapter or an article
3	I use concept mapping or outlining as a useful method of comprehending a wide range of information
4	I am able to use information technology effectively
5	My concentration intensifies and 1 become more attentive when 1 read a complex study content
6	I keep annotated notes or a summary of all my ideas, reflections and new learning
7	I enjoy exploring information beyond the prescribed course objectives
8	I am able to relate knowledge with practice
9	I raise relevant questions in teaching-learning sessions
10	I am able to analyse and critically reflect on new ideas, information or any learning experiences
11	I keep an open mind to others' point of view
12	I prefer to take any break in between any learning task

Evaluation of Self-Directed Learning

1	I self-assess before 1 get feed back from instructors
2	I identify the areas for further development in whatever 1 have accomplishe
3	I am able to monitor my learning progress
4	I am able to identify my areas of strength and weakness
5	I appreciate when my work can be peer reviewed
6	I find both success and failure inspire me to further learning
7	I value criticism as the basis of bringing improvement to my learning
8	I monitor whether 1 have accomplished my learning goals

9	I check my portfolio to review my progress
10	I review and reflect on my learning activities
11	I find new learning challenging
12	I am inspired by others' succes
Interpersonal Skills of Self-Directed Learning	
1	I intend to learn more about other cultures and languages 1 am frequently exposed to
2	I am able to identify my role within a group
3	My interaction with others helps me to develop the insight to plan for further learning
4	I make use of any opportunities 1 come acro
5	I need to share information with others
6	I maintain good inter-personal relationships with others
7	I find easy to work in collaboration with others
8	I am successful in communicating verbally
9	I identify the need for inter-disciplinary links for maintaining social harmony
10	I am able to express my ideas effectively in writing
11	I am able to express my views freely
12	I find it challenging to pursue learning in a culturally diverse milieu

(Source : Williamson SN (2007))

Angket Pembelajaran Mandiri Siswa

Nama :

NIM :

Semester :

Umur :

Tanggal :

Petunjuk:

1. Bacalah dengan cermat setiap item pertanyaan yang ada.
2. Mengisi angket ini cukup dengan membutuhkan tanda ceklist (✓) pada salah satu kolom yang telah disediakan disebelah kanan pertanyaan.
3. Pilihlah jawaban dengan pernyataan yang sesuai dengan pembelajaran mandiri yang kalian alami.
4. Setelah mengisi angket ini, mohon untuk diperiksa kembali agar tidak sampai ada pengisisan yang terlewatkan.
5. Pengisisan dibenarkan hanya pada satu alternative jawaban.

   Pilihan: 1 = Tidak Pernah.

   2 = Jarang

   3 = Kadang-Kadang

   4 = Sering

   5 = Selalu

No	Pertanyaan	1	2	3	4	5
1	Saya dapat memilih metode terbaik untuk pembelajaran saya sendiri					
2	Saya menganggap guru sebagai fasilitator pembelajaran daripada memberikan informasi saja					
3	Saya selalu mengikuti perkembangan berbagai					

	sumber belajar yang tersedia					
4	Saya bertanggung jawab atas pembelajaran saya sendiri					
5	Saya bertanggung jawab untuk mengidentifikasi pengeluaran saya					
6	Saya bisa menjaga motivasi diri					
7	Saya mampu merencanakan dan menetapkan tujuan pembelajaran saya					
8	Saya perlu menjaga sebagian rutinitas belajar saya dari komitmen saya yang lain					
9	Saya merasa bahwa saya sedang belajar meski tidak diinstruksikan oleh seorang dosen					
10	Saya berpartisipasi dalam diskusi kelompok					
11	Saya menemukan pelatih yang efektif					
12	Saya menemukan 'bermain peran' adalah metode yang berguna untuk pembelajaran yang kompleks					
13	Saya menemukan sesi belajar-mengajar interaktif lebih efektif daripada hanya mendengarkan ceramah					
14	Saya menemukan simulasi dalam belajar-mengajar bermanfaat					
15	Saya merasa belajar dari studi kasus berguna					
16	Dorongan batin saya mengarahkan saya ke pengembangan dan peningkatan dalam pembelajaran saya					
17	Saya menganggap masalah sebagai tantangan					
18	Saya mengatur rutinitas belajar mandiri saya sedemikian rupa sehingga membantu mengembangkan budaya belajar permanen dalam hidup saya					
19	Saya menemukan pemetaan konsep sebagai metode pembelajaran yang efektif					
20	Saya menemukan teknologi interaktif pendidikan modern meningkatkan proses					

	belajar saya					
21	Saya bisa memutuskan strategi belajar saya sendiri					
22	Saya berlatih dan merevisi pelajaran baru					
23	Saya mengidentifikasi poin-poin penting saat membaca sebuah bab atau artikel					
24	Saya menggunakan pemetaan konsep atau garis besar sebagai metode yang berguna untuk memahami berbagai informasi					
25	Saya dapat menggunakan teknologi informasi secara efektif					
26	Konsentrasi saya meningkat dan saya menjadi lebih perhatian ketika saya membaca konten pelajaran yang kompleks					
27	Saya menyimpan catatan beranotasi atau ringkasan dari semua ide, refleksi, dan pembelajaran baru saya					
28	Saya menikmati dalam mendapatkan informasi di luar tujuan pembelajaran yang ditentukan					
29	Saya bisa menghubungkan pengetahuan dengan latihan					
30	Saya mengajukan pertanyaan yang relevan dalam sesi belajar-mengajar					
31	Saya mampu menganalisis dan secara kritis merefleksikan ide-ide baru, informasi atau pengalaman belajar apa pun					
32	Saya tetap berpikiran terbuka terhadap sudut pandang orang lain					
33	Saya lebih suka mengambil waktu istirahat ketika ada tugas belajar apa pun					
34	Saya mengidentifikasi pengembangan lebih lanjut dalam apa pun yang telah saya capai					
35	Saya bisa memantau kemajuan belajar saya					
36	Saya menghargai ketika pekerjaan saya dapat ditinjau sejawat					

37	Saya menemukan kesuksesan dan kegagalan yang menginspirasi saya untuk belajar lebih giat lagi					
38	Saya menghargai kritik sebagai dasar untuk membawa perbaikan pada pembelajaran saya					
39	Saya memantau apakah saya telah mencapai tujuan pembelajaran saya					
40	Saya memeriksa portofolio saya untuk meninjau kemajuan saya					
41	Saya mengulas dan merefleksikan kegiatan belajar saya					
42	Saya menemukan bahwa pembelajaran baru menantang					
43	Saya terinspirasi oleh kesuksesan orang lain					
44	Saya dapat mengidentifikasi peran saya dalam sebuah grup					
45	Interaksi saya dengan orang lain membantu saya mengembangkan wawasan untuk merencanakan pembelajaran lebih lanjut					
46	Saya memanfaatkan peluang apa pun yang datang langsung					
47	Saya perlu berbagi informasi dengan orang lain					
48	Saya menjaga hubungan pribadi yang baik dengan orang lain					
49	Saya merasa mudah untuk bekerjasama dengan orang lain					
50	Saya berhasil berkomunikasi secara verbal					
51	Saya mengidentifikasi kebutuhan akan hubungan yang disiplin untuk menjaga keharmonisan sosial					
52	Saya mampu mengekspresikan ide-ide saya secara efektif dalam bentuk tulisan					
53	Saya bisa mengekspresikan pandangan saya dengan bebas					

Appendix 3

SRSSDL Items with Percentages of Students' Responses

No	Instrumental Self-Directed Learning	5	4	3	2	1
	Awareness					
1	I am able to select the best methods for my own learning	28.8%	37.3%	32.2%	1.7%	0
2	I consider teachers as facilitators of learning rather than providing information only	27.1%	27.1%	42.4%	1.7%	1.7%
3	I keep up to date on different learning resources available	25.4%	35.6%	32.2%	6.8%	0
4	I am responsible for my own learning	49.1%	37.3%	12.7%	0	0
5	I am responsible for identyfing my areas of deficit	42.4%	39%	13.6%	6.8%	1.7%
6	I am able to maintain self-motivation	39%	30.5%	23.8%	5.1%	0
7	I am able to plan and set my learning goals	30.5%	30.5%	33.9%	6.8%	0
8	I need keep my learning routine separate from my other commitments	18.6%	50.8%	27.%	6.8%	0
9	I feel that I am learning despite not being instructed by a lecturer	17%	45.7%	28.8%	6.8%	1.7%
	Learning Strategies					
10	I participate in group discussion	40.7%	37.2%	18.7%	1.7%	0
11	I find coaching effective	13.6%	44.1%	40.7%	0	1.7%
12	I find 'role play' is a useful method for complex learning	15.3%	35.6%	37.3%	6.8%	0
13	I find inter-active	45.8%	33.9%	18.6%	11.7%	0

	teaching-learning sessions more effective than just listening to lectures					
14	I find simulation in teaching-learning useful	13.5%	30.5%	50.9%	6.8%	1.7%
15	I find learning from case studies useful	13.5%	37.3%	47.5%	0	0
16	My inner drive directs me toward further development and improvement in my learning	23.7%	55.9%	16.9%	1.7%	1.7%
17	I regard problems as challenges	42.4%	23.7%	25.4%	6.8%	1.7%
18	I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life	18.7%	50.8%	25.4%	3.4%	1.7%
19	I find concept mapping is an effective method of learning	32.2%	25.4%	37.3%	5.1%	0
20	I find modern educational interactive technology enhances my learning process	64.4%	23.7%	11.9%	0	0
21	I am able to decide my own learning strategy	32.2%	33.9%	28.8%	5.1%	0
Learning Activities						
22	I rehearse and revise new lessons	13.6%	28.8%	50.8%	5.1%	1.7%
23	I identify the important points when reading a chapter or an article	27.1%	42.4%	27.1%	3.4%	0
24	I use concept mapping or outlining as a useful method of comprehending a wide	18.6%	44.1%	35.6%	0	1.7%

	range of information					
25	I am able to use information technology effectively	40.7%	40.7%	18.6%	0	0
26	My concentration intensifies and 1 become more attentive when 1 read a complex study content	40.7%	32.2%	23.7%	1.7%	0
27	I keep annotated notes or a summary of all my ideas, reflections and new learning	1.7%	35.5%	40.7%	5.1%	17%
28	I enjoy exploring information beyond the prescribed course objectives	27.1%	40.7%	27.1%	3.4%	1.7%
29	I am able to relate knowledge with practice	18.7%	50.8%	28.8%	1.7%	0
30	I raise relevant questions in teaching-learning sessions	17%	37.3%	44%	1.7%	0
31	I am able to analyse and critically reflect on new ideas, information or any learning experiences	17%	25.4%	50.8%	6.8%	0
32	I keep an open mind to others' point of view	56%	30.5%	11.8%	1.7%	0
33	I prefer to take any break in between any learning task	23.7%	39%	27.1%	8.5%	1.7%
Evaluation						
34	I identify the areas for further development in whatever 1 have accomplishe	30.5%	40.7%	27.1%	1.7%	0
35	I am able to monitor my learning progress	27.1%	27.1%	40.7%	5.1%	0
36	I appreciate when my work can be peer	37.3%	30.5%	25.4%	5.1%	1.7%

	reviewed					
37	I find both success and failure inspire me to further learning	25.4%	57.6%	13.5%	1.7%	1.7%
38	I value criticism as the basis of bringing improvement to my learning	49.2%	30.5%	18.6%	1.7%	0
39	I monitor whether 1 have accomplished my learning goals	22%	50.8%	23.7%	1.7%	1.7%
40	I check my portfolio to review my progress	18.6%	27.1%	49.2%	3.4%	1.7%
41	I review and reflect on my learning activities	6.8%	44.1%	40.7%	1.7%	1.7%
42	I find new learning challenging	15.2%	47.5%	33.9%	3.4%	0
43	I am inspired by others' succes	44.1%	39%	15.2%	1.7%	0
Interpersonal Skills						
44	I am able to identify my role within a group	35.6%	47.5%	15.2%	0	1.7%
45	My interaction with others helps me to develop the insight to plan for further learning	35.6%	47.5%	13.5%	1.7%	1.7%
46	I make use of any opportunities 1 come acro	30.5%	40.7%	25.4%	1.7%	1.7%
47	I need to share information with others	47.5%	37.2%	10.2%	3.4%	1.7%
48	I maintain good inter-personal relationships with others	56%	22%	16.9%	3.4%	1.7%
49	I find easy to work in collaboration with others	27.1%	49.1%	17%	6.8%	0
50	I am successful in communicating verbally	37.3%	35.6%	22%	3.4%	1.7%

51	I identify the need for inter-disciplinary links for maintaining social harmony	25.4%	45.8%	22%	6.8%	0
52	I am able to express my ideas effectively in writing	30.5%	40.7%	25.4%	3.4%	0
53	I am able to express my views freely	42.4%	47.4%	8.5%	1.7%	0

*5=Always, 4=Often, 3=Sometimes, 2=Seldom, 1=Never

Appendix 4

Students' Scores from the Self-Rating Scale of Self-Directed Learning (SRSSDL)

No	Name' Students	Indicators of SDL					Total	SDL Level
		Awareness	Learning Strategies	Learning Activities	Evaluation	Interpersonal Skills		
1	AD	43	52	53	46	42	236	High
2	SC	29	47	49	39	49	213	Moderate
3	BX	41	59	57	47	50	254	High
4	WV	30	48	45	38	47	208	Moderate
5	DF	39	53	54	47	44	237	High
6	TG	48	54	50	46	47	245	High
7	HGJ	38	51	54	47	42	232	High
8	KLM	31	38	38	32	34	173	Moderate
9	STG	19	21	2	23	18	83	Low
10	CZ	30	40	37	37	32	176	Moderate
11	QO	38	55	42	47	40	222	High
12	PL	34	46	36	37	28	181	Moderate
13	JUY	41	50	61	52	47	251	High
14	TGN	36	50	47	39	43	215	Moderate
15	ESH	31	42	38	40	39	190	Moderate
16	WB	32	41	46	44	39	202	Moderate
17	NM	26	38	38	42	41	185	Moderate
18	LOK	35	43	44	44	48	214	Moderate
19	PU	38	47	48	45	39	217	Moderate
20	XQ	31	45	41	41	36	194	Moderate
21	ALR	34	46	44	45	29	198	Moderate
22	RR	41	55	55	52	44	247	High
23	TYU	33	51	40	45	36	205	Moderate

24	BLI	41	42	43	41	35	202	Moderate
25	QA	36	49	46	43	40	214	Moderate
26	SF	43	50	42	42	34	211	Moderate
27	DW	45	49	46	47	41	228	High
28	OP	45	54	62	51	49	261	High
29	LK	38	55	51	47	48	239	High
30	BBR	42	54	49	41	47	233	High
31	TG	40	51	57	47	50	245	High
32	FDC	34	49	49	45	41	218	Moderate
33	WM	38	56	54	41	38	227	High
34	SX	39	49	50	41	42	221	High
35	ZM	35	47	44	39	44	209	Moderate
36	LK	43	56	48	40	40	227	High
37	JMH	35	42	48	34	38	197	Moderate
38	GFT	36	45	49	40	44	214	Moderate
39	YHB	41	54	49	48	42	234	High
40	SS	20	35	35	31	36	157	Moderate
41	DW	43	55	48	35	41	222	High
42	ST	42	49	47	42	45	225	High
43	BLT	35	43	56	41	39	214	Moderate
44	OPS	34	50	48	34	43	209	Moderate
45	SKP	39	60	55	43	43	240	High
46	VCZ	38	54	56	45	46	239	High
47	AQ	40	50	48	43	39	220	Moderate
48	LL	32	49	49	41	42	213	Moderate
49	TR	23	29	33	21	23	129	Low
50	QED	32	48	43	34	50	207	Moderate
51	AM	32	45	46	38	41	202	Moderate
52	KG	31	38	36	30	30	165	Moderate
53	PZ	37	51	48	39	35	210	Moderate

54	QA	40	50	43	43	39	215	Moderate
55	BTS	38	54	56	38	41	227	High
56	JJ	38	50	49	48	36	221	High
57	GHD	43	43	50	47	39	222	High
58	JO	40	35	47	35	45	202	Moderate
59	LR	35	47	48	43	43	216	Moderate

Appendix 5

Student Self-Directed Learning Interview

No	Interview Questions:
1	Do you feel that your lecturer have the ability to approach students in doing SDL? *(Apakah kamu merasa bahwa dosen kalian memiliki kemampuan pendekatan kepada siswa dalam melakukan pembelajaran mandiri?)*
2	Do you feel it's hard to contact some lecturer or make an appointment to them? *(Apakah kamu merasa sulit menghubungi beberapa dosen atau membuat perjanjian dengan mereka?)*
3	Do you feel that your lecturer have responsibility in giving you complete information and lesson in teaching learning process? *(Apakah kamu merasa dosen kalian memiliki tanggung jawab untuk memberi informasi secara lengkap dan pelajaran dalam proses belajar mengajar?)*
4	Do you feel that your lecturer should give clear learning goals (what teacher want ? and clear direction to students? *(Apakah kamu merasa bahwa dosenmu seharusnya memberikan tujuan pembelajaran yang jelas (apa yang diinginkan guru? Dan arahan yang jelas kepada siswa?)*
5	Should your lecturer give constructive or helpful feedback on how you are going? *(Haruskah dosenmu memberikan konstruktif atau umpan balik yang membantu bagaimana kamu mengerjakan?)*
6	Do you have an oppurtunity to choose the particular areas you want to study? *(Apakah kamu memiliki kesempatan untuk memilih pelajaran yang ingin kamu pelajari?)*
7	Do you ever feel over whelmed in the learning process?

	(Apakah kamu pernah merasa terbebani dalam proses belajar?)
8	Do the facilities in your school support learning activities? (ex: your school library and database provides information resources for you?

(Apakah fasilitas di kampus kamu dapat mendukung kegiatan belajar? (contohnya: perpustakaan sekolah dan database menyediakan sumber informasi untuk kamu?) |
| 9 | Do you feel that you have opportunity to work hard in learning to get academic achievement?

(Apakah kamu merasa memiliki kesempatan untuk bekerja keras dalam belajar untuk memperoleh prestasi akademik?) |
| 10 | Is interesting topic in learning motivated you? do you feel that you have responsibility to work hard in learning to fulfill your self-expectations in the learning process?

(Apakah topik yang menarik dalam pembelajaran dapat memotivasi kamu (berikan contohnya)? Apakah kamu merasa memiliki tanggung jawab untuk bekerja keras dalam belajar agar memenuhi ekspektasi diri dalam proses pembelajaran?) |

(Source : Huang Mei-Hui (2008))

Appendix 6

The Result of Validity & Realibility Test of Try Out Questionnare by Using SPSS 16

Validity Test

Pertanyaan Ke-	r-Hitung	r-Tabel	Keterangan
1	**0.323**	**0,367**	**Tidak Valid**
2	0.486	0,367	Valid
3	0.533	0,367	Valid
4	0.549	0,367	Valid
5	0.490	0,367	Valid
6	0.584	0,367	Valid
7	0.719	0,367	Valid
8	0.824	0,367	Valid
9	**0.261**	**0,367**	**Tidak Valid**
10	0.540	0,367	Valid
11	**0.181**	**0,367**	**Tidak Valid**
12	0.596	0,367	Valid
13	0.415	0,367	Valid
14	0.778	0,367	Valid
15	0.701	0,367	Valid
16	0.476	0,367	Valid
17	0.853	0,367	Valid
18	0.844	0,367	Valid
19	0.708	0,367	Valid
20	0.613	0,367	Valid
21	0.665	0,367	Valid
22	0.511	0,367	Valid
23	0.653	0,367	Valid
24	0.751	0,367	Valid
25	0.822	0,367	Valid
26	0.670	0,367	Valid
27	0.679	0,367	Valid
28	0.528	0,367	Valid
29	0.636	0,367	Valid
30	0.731	0,367	Valid
31	0.782	0,367	Valid
32	0.823	0,367	Valid
33	0.752	0,367	Valid
34	0.703	0,367	Valid

35	0.475	0,367	Valid
36	0.671	0,367	Valid
37	**0.199**	**0,367**	**Tidak Valid**
38	0.522	0,367	Valid
39	0.654	0,367	Valid
40	**0.162**	**0,367**	**Tidak Valid**
41	0.545	0,367	Valid
42	0.757	0,367	Valid
43	0.600	0,367	Valid
44	0.710	0,367	Valid
45	0.486	0,367	Valid
46	0.616	0,367	Valid
47	0.541	0,367	Valid
48	0.398	0,367	Valid
49	**0.274**	**0,367**	**Tidak Valid**
50	0.676	0,367	Valid
51	0.820	0,367	Valid
52	0.597	0,367	Valid
53	0.678	0,367	Valid
54	0.688	0,367	Valid
55	0.593	0,367	Valid
56	0.574	0,367	Valid
57	0.728	0,367	Valid
58	0.702	0,367	Valid
59	0.490	0,367	Valid
60	**0.324**	**0,367**	**Tidak Valid**

Realibility Test

Reliability Statistics

Cronbach's Alpha	N of Items
.751	61

Appendix 7

Transcriptions of the Interview

<u>**STUDENT 1**</u>

A: Apakah kamu merasa bahwa dosen kalian memiliki kemampuan pendekatan kepada siswa dalam melakukan pembelajaran mandiri?

B: Iya. Karena dosen dituntut untuk melakukan pendekatan kepada siswa sehingga siswa bisa mengerjakan soal dan melakukan kegiatan-kegiatan yang berhubungan dengan pembelajaran itu dengan mudah.

A: Apakah kamu merasa sulit menghubungi beberapa dosen atau membuat perjanjian dengan mereka?

B: Iya. Terkadang dosen yang dihubungi dan diminta janji kebanyakan susah. Malah terkadang sudah berjanji namun tidak bisa dihari itu dan tidak sesuai dengan yg dijanjikan.

A: Apakah kamu merasa dosen kalian memiliki tanggung jawab untuk memberi informasi secara lengkap dan pelajaran dalam proses belajar mengajar?

B: Iya. Karena dosen sejauh ini sudah menjelaskan pelajaran secara detail dan membuat seluruh mahasiswa-nya mengerti.

A: Apakah kamu merasa bahwa dosenmu seharusnya memberikan tujuan pembelajaran yang jelas (apa yang diinginkan guru? Dan arahan yang jelas kepada siswa?

B: Iya. Dosen sudah memberikan tujuan yang jelas dan sistem pengajarannya pun sudah diurutkan dari awal sampai akhir semester.

A: Haruskah dosenmu memberikan konstruktif atau umpan balik yang membantu bagaimana kamu mengerjakan?

B: Iya harus. Sehingga mahasiwa yang mengerjakannya bisa dengan mudah mengerjakan tanpa adanya kekeliruan.

A: Apakah kamu memiliki kesempatan untuk memilih pelajaran yang ingin kamu pelajari?

B: Tidak. Karena semua pelajaran yang saya pelajari itu merupakan pelajaran yang memang diharuskan dan tidak harus dipilih dan sudah ditentukan dari kampus.

A: Apakah kamu pernah merasa terbebani dalam proses belajar?

B: Tidak. Karena dalam belajar memang sudah kewajiban kita untuk menuntut ilmu dan sama sekali tidak merasa terbebani. Mungkin ada sedikit kendala saja yang saya alami, contohnya kesulitan mengerjakan soal dan tugas.

A: Apakah fasilitas di kampus kamu dapat mendukung kegiatan belajar? (contohnya: perpustakaan sekolah dan database menyediakan sumber informasi untuk kamu?

B: Iya, lumayan. Tetapi tidak begitu mendukung, karena kami masih mencari atau melihat informasi dari internet.

A: Apakah kamu merasa memiliki kesempatan untuk bekerja keras dalam belajar untuk memperoleh prestasi akademik?

B: Iya. Sangat memiliki kesempatan yang besar, karena semua mahasiswa memiliki kesempata yang sama dan masing-masing ingin mendapatkan hasil akademik yang baik atau berupa prestasi.

A: Apakah topik yang menarik dalam pembelajaran dapat memotivasi kamu (berikan contohnya)? Apakah kamu merasa memiliki tanggung jawab untuk bekerja keras dalam belajar agar memenuhi ekspektasi diri dalam proses pembelajaran?

B: Iya. Topik yang menarik itu seperti saya duduk disemester 4. Dimana membahas mengenai percintaan dan kami semua sangat antusias dalam belajar. Mungkin dikarenakan, dimur kami saat itu baru mengenal hal tersebut

hehe. Dalam belajar juga kita dituntut untuk bertanggung jawab serta menjadi mahasiswa yang aktif sehigga mendapatkan hasil yang memuaskan nantinya.

STUDENT 2

A: Apakah kamu merasa bahwa dosen kalian memiliki kemampuan pendekatan kepada siswa dalam melakukan pembelajaran mandiri?

B: Iya. Beberapa dosen melakukan pendekatan kepada siswa dalam pembelajaran mandiri contohnya dosen memberikan materi belajar kepada siswa,. hal itu merupakan suatu bentuk pendekatan dosen terhadap siswa.

A:Apakah kamu merasa sulit menghubungi beberapa dosen atau membuat perjanjian dengan mereka?

B:Tidak. Sampai saat ini saya tidak pernah mengalami kesulitan untuk menghubungi atau membuat perjanjian kepada dosen.

A: Apakah kamu merasa dosen kalian memiliki tanggung jawab untuk memberi informasi secara lengkap dan pelajaran dalam proses belajar mengajar?

B: Iya. Dosen memiliki tanggung jawab untuk memberikan informasi secara lengkap dan pembelajaran untuk membantu siswa dalam memahami materi.

A: Apakah kamu merasa bahwa dosenmu seharusnya memberikan tujuan pembelajaran yang jelas (apa yang diinginkan guru? Dan arahan yang jelas kepada siswa?

B: Iya. Dosen perlu memberikan arahan yang jelas agar tidak terjadi kesalahpahaman.

A: Haruskah dosenmu memberikan konstruktif atau umpan balik yang membantu bagaimana kamu mengerjakan?

B: Iya. Perlu dilakukan agar siswa merasa adanya komunikasi yang terjalin kepada siswa.

A: Apakah kamu memiliki kesempatan untuk memilih pelajaran yang ingin kamu pelajari?

B: Tidak. Sampai saat ini hanya mengikuti arahan dosen dan tidak diberikan kesempatan untuk memilih pelajaran yang saya inginkan.

A: Apakah kamu pernah merasa terbebani dalam proses belajar?

B: Tidak. Karena dalam proses pembelajaran, saya memahami setiap materi dengan perlahan dan enjoy.

A: Apakah fasilitas di kampus kamu dapat mendukung kegiatan belajar? (contohnya: perpustakaan sekolah dan database menyediakan sumber informasi untuk kamu?

B: Iya. Saya merasa fasilitas dikampus sudah mendukung kebutuhan belajar saya.

A: Apakah kamu merasa memiliki kesempatan untuk bekerja keras dalam belajar untuk memperoleh prestasi akademik?

B: Iya. Saya sangat memiliki kesempatan itu.

A: Apakah topik yang menarik dalam pembelajaran dapat memotivasi kamu (berikan contohnya)? Apakah kamu merasa memiliki tanggung jawab untuk bekerja keras dalam belajar agar memenuhi ekspektasi diri dalam proses pembelajaran?

B: Iya. Topik yang menarik dapat memotivasi saya dalam melakukan pembelajaran, contohnya melalui lagu atau membuat game-game menarik.

STUDENT 3

A: Apakah kamu merasa bahwa dosen kalian memiliki kemampuan pendekatan kepada siswa dalam melakukan pembelajaran mandiri?

B: Iya. Menurut pengalaman saya dari semester 1-6, dosen telah melakukan pendekatan yang baik terhadap mahasiswa contohnya beberapa dosen yang hanya memberikan tugas individu saja kepada kami dan juga sering menyuruh kami presentasi mandiri dan jarang masuk terutanya diperkuliahan sebelum pamdemi covid 19 yang sering hanya memberikan tugas terus dikumpulkan dan itu merupakan suatu pendekatan yang dilakukan oleh dosen kepada kami ketika kami menanyakan materi yang kami tidak paham dengan menanyakan melalui wa saja. Dan walaupun melalui wa dosen menanggapi apa yang kami tanyakan dia juga menjelaskan walaupun sedikit. Dan itu saya rasa suatu pendekatan kepada kami supaya kami percaya bahwa dosen ini peduli kepada kami, memberikan rasa percaya kepada kami dalam belajar mandiri dan berpikir bahwa kami sangat bisa belajar mandiri walaupun dosennya tidak ada dikelas dan ini jelas saya rasa merupakan pendekatan kepada kami supaya kami senang dan merasa dipercaya bisa belajar sendiri oleh dosen tersebut.

A: Apakah kamu merasa sulit menghubungi beberapa dosen atau membuat perjanjian dengan mereka?

B: Iya, sangat sulit. Menurut pengalaman saya jadi komti dari semester 1-6, memang banyak dosen yang sangat susah dihubungi atau mengajak mereka dalam berjanji untuk ketemu.. Dan saya tidak tahu kenapa dosen-dosen sangat susah untuk dihubungi, apakah mereka sibuk atau saya yang salah dalam berkata saat menghubungi dosen. Tapi ya saya kira saya sudah sangat sopan dalam menghubungi dosen tapi masih saja sering sekali saya saat menghubungi dosen tidak dibalas atau dihubungi hari ini balasnya besok atau lusa dan itu menjadi pengalaman saya dari semester 1-6 ini. Dan saya pernah dalam menghubungi dosen saat mengingatkan masuk tapi tidak dibalas-balas sampai-sampai kami 1 kelas itu menunggu sampai 1 jam lebih dikelas dosen

nya dihubungi tidak balas dan ternyata dosennya tidak masuk-masuk. Dan juga pernah saya menghubungi dosen untuk memintak materi pelajaran tidak dibalas sama sekali, saya hubungi hari ini juga belum dibalas, dihubungi besoknya juga belum dibalas, dan itu saya sempat berfikir kenapa si dosen itu tidak mau membalas wa saya?. Saya paham mereka sibuk dan saya tidak masalah kalau balas wa saya tidak cepat, tapi maksud saya walaupun balasnya lambat tapi setidaknya dibalas dong wa saya biar saya dan teman-teman kelas mendapatkan jawaban supaya kami tidak menunggu-nunggu. Dan perna pengalaman saya dalam berjanji dengan dosen untuk ketemu sampai-sampai sering tidak jadi. Pada saat itu saya sebagai komti ingin bertemu dengan dosen untuk membicara tentang perkuliahan, tugas, uts dan uas dan kami sudah berjanji untuk ketemu jam 10 tapi pas saya sudah dilokasi dan saya menunggu sudah cukup lama sekitas 1 jam kurang lebih saya menuggu tapi dosennya tidak dating-datang dan saya balik kerumah dan saya hubungi lagi kata dosennya besok saja ketemunya.

A: Apakah kamu merasa dosen kalian memiliki tanggung jawab untuk memberi informasi secara lengkap dan pelajaran dalam proses belajar mengajar?

B: Iya. Menurut saya, dosen-dosen saya bertanggung jawab dalam memberikan pelajaran, informasi-informasi tentang pembelajaran, ataupun dalam melakukan proses belajar mengajar sampai sekarang ini. Dosen-dosen yang pernah ngajar saya dari semester pertama sampai semester 6 ini mereka dalam mengajar bagus dan penuh tanggung jawab sebagai dosen. Mereka memberikan pembelajaran dengan materi yang bagus kepada kami, dan melakukan proses belajar mengajar dengan baik, mereka menjelaskan materi, memberikan tugas, uts, uas, dan menjawab pertanyaan kami ketika kami tidak paham tentang materi pelajaran. Dan perna pada saat semester 1 saya diajar oleh dosen-dosen yang bagus sekali menurut saya kenapa dia selalu masuk, memberikan pelajar dengan metode yang bagus, dia menjelaskan materi, diskusi dengan kami, Tanya jawab, dan sangat hidup dalam melakukan proses belajar mengajar.

A: Apakah kamu merasa bahwa dosenmu seharusnya memberikan tujuan pembelajaran yang jelas (apa yang diinginkan guru? Dan arahan yang jelas kepada siswa?

B: Iya harus. Kalau menurut saya ya harus untuk seorang dosen dalam mengajarkan materi pembelajaran dalam memberikan arahan dan tujuan kepada mahasiswa tentang materi yang disampaikan kepada mahasiswa supaya mahasiswa paham dan mengerti pelajaran yang sedang mereka pelajari. Mungkin setiap dosen menjelaskan materi pembelajaran kepada mahasiswa pasti tidak sepenunya mahasiswa itu mengerti dan paham tentang materi yang sudah dijelaskan tapi paling tidak mahasiswa itu tahu dan mengerti pelajaran ini maksud nya apa dan tujuannya untuk pelajaran ini apa dan itu yang harus seorang dosen lakukan untuk mengajarkan materi kepada mahasiswa supaya mahasiswa itu tahu dulu tujuan untuk mengambil mata kuliah ini dan tahu arah saat proses belajar mengajar,

A: Haruskah dosenmu memberikan konstruktif atau umpan balik yang membantu bagaimana kamu mengerjakan?

B: Iya, sangat harus. Menurut saya harus dilakukan oleh seorang dosen ketika mahasiswa dalam mengerjakan tugas dan mereka memiliki kendala dalam membuat tugas. Dengan dosen memberikan feedback kepada mahasiswa maka akan tahu bagaimana tugas mahasiswa yang mereka kerjakan itu sudah benar apa belum dan itu harus sangat penting bagi mahasiswa ketika mereka ingin konsultasi masalah tugas dan disitu jelas feedback dari seorang dosen sangat diperlukan oleh mahasiswa. Dan pengalaman saya selama kuliah sangat sering mintak bantuan ke dosen-dosen ketika ingin menyelesaikan tugas dengan konsultasi ke dosen yang mengajar dikampus dan feedback mereka kepada saya sangat baik dan sangat membantu saya dan bukan hanya saya saja, teman-teman yang lain juga perna melakukan hal yang sama ketika ingin menyelesaikan tugas mereka konsultasi kepada dosen dan dosen memberikan feedback yang baik kepada mereka.

A: Apakah kamu memiliki kesempatan untuk memilih pelajaran yang ingin kamu pelajari?

B: Iya. Kalau dibilang memiliki kesempatan jelas saya memiliki kesempatan belajar yang saya inginkan di kampusn IAIN Bengkulu seperti di mata kuliah bahasa inggris saya sangat tertarik dengan belajar Grammar dan saya memiliki kesempatan untuk belajar Grammar karena dikampus ada mata kuliah grammar dan saya sangat senang belajar Grammar walaupun Grammar itu sulit menurut saya. Dan juga teman-teman saya yang lain mungkin mereka ada yang suka Speaking dan Listening juga ada mata kuliahnya dikampus dan situ jelas sekali saya dan teman-teman dikampus memiliki kesempatan dalam memilih pelajaran yang kami pelajari, dan juga pada saat mengisi siakad juga ada pilihannya mau ngambil mata kuliah yang mana, jadi kampus sangat memberikan kesempatan penuh kepada mahasiswa untuk memilih mata pelajara yang ini dipelajari. Dan juga dosen-dosen dikampus juga memberikan kesempatan kepada kami untuk meningkatkan kemampuan mata pelajaran yang kami sukai, seperti saya dan teman-teman saya yang sangat suka belajar Grammar kami berlima private dengan Dosen untuk meningkatkan kemampuan Grammar dan memberikan kesempatan belajar yang lebih kepada kami dengam mata pelajaran yang sangat kami sukai. Dan dengan ini sangat-sangat jelas bahwa kampus dan dosen-dosen memberikan kesempatan yang banyak kepada kami dalam memilih mata pelajaran apa yang kami butuhkan, yang kami ingkan, dan yang kami sukai. Dan dengan pertanyaan apakah kami memiliki kesempatan jelas dengan pernyataan saya diatas bahwa kami sangat-sangat memiliki kesempatan dalam memili mata pelajaran yang kami sukai.

A: Apakah kamu pernah merasa terbebani dalam proses belajar?

B: Iya. Jujur saya ada beberapa terbebani saat belajar dikampus. Rasa terbebani saat belajar itu ada, tapi kebanyakan tidak karena hanya beberapa dosen saja yang membuat kami terbebani saat belajar. Dan kebanyakan dosen yang mengajar itu tidak membuat saya dan teman-teman merasa terbebani karena

kebanyakan dosen-dosen yang perna mengajar kami itu menggunakan metode mengajar yang kami suka seperti menjelaskan materi dengan baik sehingga kami mudah dalam memahaminya dan melakukan Tanya jawab, presentasi dan diskusi. Dan juga pernah merasa terbebani ketika metode belajar dengan marah-marah ketika kami salah dalam membuat tugas yang diterapkan dosen, itu sangat tidak effective menurut saya karena kami 1 kelas itu dibuat takut ketika dia masuk kelas dan itu jelas membuat saya dan teman-teman dikelas itu sangat terbebani dengan rasa takut saat belajar, seperti takut disuruh maju kedepan, takut kalau diberih pertanyaan, takut ketika ingin bertanya padahal kami belum paham.

A: Apakah fasilitas di kampus kamu dapat mendukung kegiatan belajar? (contohnya: perpustakaan sekolah dan database menyediakan sumber informasi untuk kamu?

B: Iya sangat mendukung. Kalau fasilitas jelas kampus IAIN Bengkulu menurut saya tidak usah ditanya lagi karena memiliki fasilitas belajar yang sangat baik, seperti bangunan gedung kuliah yang bagus dan banyak dan memiliki perpustakaan yang sangat besar yang didalamnya memiliki fasilitas yang lengkap dan nyaman ketika belajar dan membaca buku didalamnya. Dan juga pada saat melakukan proses belajar mengajar dikelas dimana kampus menyediakan infokus, ruangan yang nyaman, bersi, dan tempat duduk kursi dan meja yang bagus

A: Apakah kamu merasa memiliki kesempatan untuk bekerja keras dalam belajar untuk memperoleh prestasi akademik?

B: Iya. Banyak kesempatan yang saya miliki selama kuliah saya selalu belajar keras untuk mendapatkan nilai terbaik. Dan selama saya kuliah saya selalu belajar dengan sunggu-sunggu dengan keras, mengerjakan tugas yang diberikan oleh dosen, mengikuti perkuliahan dengan baik, mengikuti uts dan uas. Dan semua saya lakukan dengan serius dan belajar sunggu-sunggu untuk mendapatkan nilai terbaik yang saya inginkan. Dan saya setiap semester itu

selalu ingin mendapatkan IP diatas 3.5 dan untuk mendapatkan itu saya benar-benar belajar dengan sunggu-sunggu setiap harinya.

A: Apakah topik yang menarik dalam pembelajaran dapat memotivasi kamu (berikan contohnya)? Apakah kamu merasa memiliki tanggung jawab untuk bekerja keras dalam belajar agar memenuhi ekspektasi diri dalam proses pembelajaran?

B: Iya. Selama saya kuliah topic pembelajaran dibahasa inggris yang saya senang itu belajar Grammar. Dan saya sangat senang dari semester awal sampai sekang itu belajar grammar walaupun saya tidak pintar grammar dan menurut saya grammar itu susah tpi saya senang belajar grammar dan sangat memberikan rasa semangat didiri saya untuk bisa menguasi grammar, teruma di tense saya sangat belajar keras diaplikasi hp dan sering nonton youtube pembelajaran grammar. Dan belajar grammar itu memotivasi saya dimana saya berpikir saya harus belajar serius dengan grammar ini, saya harus bisa grammar dan saya termotivasi dalam belajar grammar supaya saya bisa grammar. Dan juga soal merasa tanggung jawab dalam belajar itu ya saya ada rasa bahwa saya harus bisa labih baik lagi dari ini untuk bisa memenuhi ekspektasi saya dalam belajar.Dan saya selalu setiap kuliah itu berpikir bahwa saya harus belajar keras dan saya harus lebih baik dari teman-teman saya dikelas. Mangkanya saya setiap proses belajar mengajar saya selalu meningkatkan ekspektasi saya dalam belajar saya selalu aktif dalam tanya jawab saat presentasi dan saya selalu bertanya kepada dosen kalau saya masih bingung dalam materi pembelajaran. Dan menurut saya belajar keras itu harus ditanamkan sebagai rasa tanggung jawab untuk diri sendiri dalam belajar dan untuk mendapatkan hasil yang baik dan juga ingin melampaui ekspeksi didalam diri saya untuk lebih baik lagi kedepannya.

A: Apakah kamu merasa bahwa dosen kalian memiliki kemampuan pendekatan kepada siswa dalam melakukan pembelajaran mandiri?

B: Iya. Hampir semua dosen memiliki kemampuan pendekatan kepada mahasiswa. Namun, tidak semua dosen dapat melakukan pendekatan kepada mahasiswa dalam pembelajran mandiri ini.

A: Apakah kamu merasa sulit menghubungi beberapa dosen atau membuat perjanjian dengan mereka?

B: Iya, tentu saja sulit. Tidak semua dosen mampu menepati janji saat kuliah, namun ada juga beberapa dosen yang tidak sulit untuk dihubungi.

A: Apakah kamu merasa dosen kalian memiliki tanggung jawab untuk memberi informasi secara lengkap dan pelajaran dalam proses belajar mengajar?

B: Tidak. Dikarenakan covid ini, kebanyakan dosen hanya memberikan nformasi singkat, tidak banyak memberikan informasi yang jelas. dan kami mahasiswa ini kesulitan untuk memahami sendiri, terkadangpun dosen juga memberi materi tanpa menjelaskan dan langsung memberikan tugas dan deadlinenya disuruh cepat namun ada juga yang lama.

A: Apakah kamu merasa bahwa dosenmu seharusnya memberikan tujuan pembelajaran yang jelas (apa yang diinginkan guru? Dan arahan yang jelas kepada siswa?

B: Iya harus. Dosen sudah memberikan tujuan pembelajaran yang jelas.

A: Haruskah dosenmu memberikan konstruktif atau umpan balik yang membantu bagaimana kamu mengerjakan?

B: Iya, harus. Menurut saya ini sanga penting. Terkadang tidak semua mahasiswa yang memiliki daya tangkap yang kuat atau ingatan yang cepat, jadi dosen itu harus memberikan umpan balik kepada mahasiswa agar dapat membantu

mereka dalam melakukan pembelajaran mandiri, apalagi dengan adanya Covid-19 ini.

A: Apakah kamu memiliki kesempatan untuk memilih pelajaran yang ingin kamu pelajari?

B: Tidak. Karena kebanyakan mata kuliah atau pelajaran itu terkadang hanya memberikan tugas. Jadi saya tidak sempat apalagi untuk memilih pelajaran yang saya inginkan.

A: Apakah kamu pernah merasa terbebani dalam proses belajar?

B: Iya, tentu saja. Saya merasa terbebani saat dosen tidak memberikan penjelasan yang jelas dan tiba-tiba langsung memberikan tugas dan dengan waktu deadline yang sangat cepat. Hal itu membuat saya merasa terebani, dan kadang juga dosen itu suka mengganti jadwal yang tidak sesuai dengan jam mengajaranya contohnya: untuk jadwal hari Senin namun diganti ke hari Jum'at malam, seperti itu.

A: Apakah fasilitas di kampus kamu dapat mendukung kegiatan belajar? (contohnya: perpustakaan sekolah dan database menyediakan sumber informasi untuk kamu?

B: Iya tentu saja. Karena perpustakaan kampus sudah sangat lengkap dan menyediakan sumber informasi yang sangat lengkap untuk proses belajar mengajar.

A: Apakah kamu merasa memiliki kesempatan untuk bekerja keras dalam belajar untuk memperoleh prestasi akademik?

B: Iya. Karean saya merasa saat mengerjakan tugas itu saya sungguh-sungguh dan bekerja keras agar IPK saya tidak turun dan saya sangat mempertahankannya.

A: Apakah topik yang menarik dalam pembelajaran dapat memotivasi kamu (berikan contohnya)? Apakah kamu merasa memiliki tanggung jawab untuk

bekerja keras dalam belajar agar memenuhi ekspektasi diri dalam proses pembelajaran?

B: Iya, harus. Saat ini topik pembelajaran yang memotivasi saya yaitu mata kuliah English Language Teaching Reasearch (ELTR) dan English Language Teaching Seminar (ELTS). Karena itukan penting untuk penyusunan proposal maupun skripsi. Jadi menurut saya itu yang paling memotivasi saya dalam mengerjakan perskripsian nanti. Nah tentu saja saya memilik tanggung jawab, apalagi saya sudah semester 6 ini, saya harus bekerja keras agar saya dapat mencapai target wisuda tepat waktu nantinya aminn.

STUDENT 5

A: Apakah kamu merasa bahwa dosen kalian memiliki kemampuan pendekatan kepada siswa dalam melakukan pembelajaran mandiri?

B: Antara iya dan tidak. Kenapa saya bilang seperti itu, karena itu kembali mlagikepada dsennya masing-masing. Mereka ada yag menggnkaan pendekatan dan ada yang menggunakan materi diberikan kepada kami seperi silhakan dipelajari sendiir. Namun ada juga yang melakukan pendekatan, meberikan materi dnegan baik, sehingga membuat kami mengerti dan dapat mengamil kesimpulan dari pemelajaran tersebut

A: Apakah kamu merasa sulit menghubungi beberapa dosen atau membuat perjanjian dengan mereka?

B: Selama perkuliahan ini saya rasa belum dan tidak merasa kesulitan dalam menghubungi dosen.

A: Apakah kamu merasa dosen kalian memiliki tanggung jawab untuk memberi informasi secara lengkap dan pelajaran dalam proses belajar mengajar?

B: Iya. Dosen sangat bertanggung jawab dalam memberikan informasi mengenai materi pelajaran. Karena dosen adalah wadah pertama bagi mahasiswanya

untuk mendapatkan informasi serta tujuan dan acuan untuk mendapatkan ilmu yang lebih bagi mahasiswanya sendiri

A: Apakah kamu merasa bahwa dosenmu seharusnya memberikan tujuan pembelajaran yang jelas (apa yang diinginkan guru? Dan arahan yang jelas kepada siswa?

B: Tergantung, karena tergantung dari dosen yang mengajar atau meberikan materi tersebut. Nah ada yang dosennya misal serius memberikan materi pelajaran, dia memberikan materi dengan detail agar mahasiswa mengerti dan memahami. Kemudian, adapun dosen yang hanya memberikan materi-materi mentah seperti silahkan kalian pelajari dan pahami sendiri.

A: Haruskah dosenmu memberikan konstruktif atau umpan balik yang membantu bagaimana kamu mengerjakan?

B: Iya. Karena umpan balik itu yang akan memantu bagaimana sangat penting bagi mahasiswa utuk memutar otak bagaimana sih mengerjakan ini dan itu. Kalau dipikir-pikir jika dosen tidak memberikan umpan baliknya, mahasiswa itu seperti bingung mau bagaimana, takutnya salah langkah.

A: Apakah kamu memiliki kesempatan untuk memilih pelajaran yang ingin kamu pelajari?

B: Iya. Karena setiap seseorang yang dalam pendidikan, pastinya memiliki kesempatan untuk memilih pelajaran yang ingin dipelajari atau bisa dibilang untuk memperbaiki kedepannya agar lebih baik.

A: Apakah kamu pernah merasa terbebani dalam proses belajar?

B: Iya. Karna setiap orang yang sedang dalam proses pendidikan pasti ada yang namanya merasa terbebani walaupun cuman sedikit. Tapi dibawa enjoy aja agar tidak merasa terbebani.

A: Apakah fasilitas di kampus kamu dapat mendukung kegiatan belajar? (contohnya: perpustakaan sekolah dan database menyediakan sumber informasi untuk kamu?

B: Iya. Karena fasilias dikampus seperti perpustakaan sudah sangat membantu mahasiswanya dalam memenuhi semua kebutuhan yang diinginkan mahasiswanya.

A: Apakah kamu merasa memiliki kesempatan untuk bekerja keras dalam belajar untuk memperoleh prestasi akademik?

B: Iya. Karena dengan bekerja keras dalam belajar, saya akan mendapatkan hasil yang maksimal. Jika saya sudah belajar dengan giat, namun tidak sesuai dengan ekspektasi yang saya inginkan, ya tinggal menerima saja.

A: Apakah topik yang menarik dalam pembelajaran dapat memotivasi kamu (berikan contohnya)? Apakah kamu merasa memiliki tanggung jawab untuk bekerja keras dalam belajar agar memenuhi ekspektasi diri dalam proses pembelajaran?

B: Iya. Karena dengan adanya topik yang menarik memang dapat memotivasi saya dalam belajar contohnya belajar sambil bermain. Tidak hanya itu, saya juga tertarik belajar karena ada media gambar/foto dan suka nonton film animasi bahasa inggris seperti itu.

The Researcher Shared Link Questionnaire to Each Leader (Class A, B, C, D, and E) of TBI IAIN Bengkulu via Online through Whatsapp
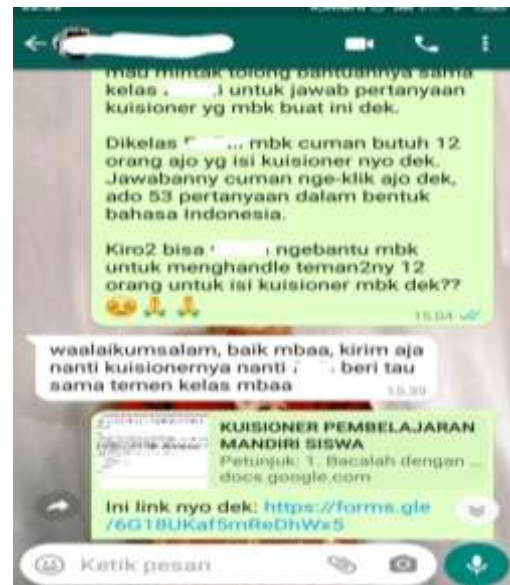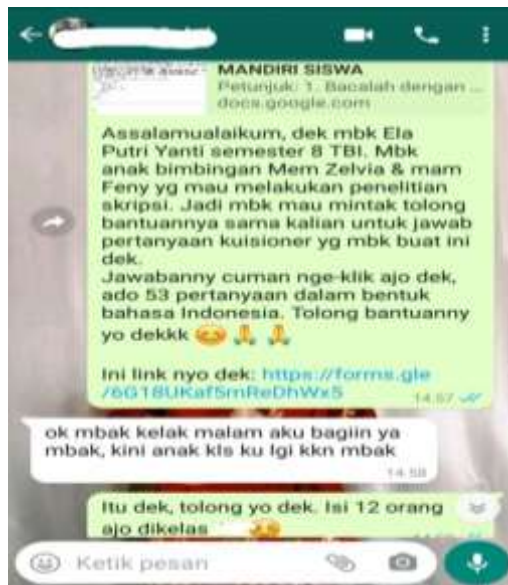
Interview Online through Video Call in WhatsApp to Some

Students TBI IAIN Bengkulu