AN ANALYSIS OF STUDENTS' SELF-DIRECTED LEARNING IN SPEAKING CLASS DURING THE PANDEMIC COVID-19 AT SMAN 06 BENGKULU TENGAH

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd)
in English Education Study Program Tarbiyah and Tadris Faculty
Fatmawati Sukarno State Islamic University of Bengkulu

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MOTTO

"Whoever is afraid of Allah, Allah will be given spaciousness and given an unexpected sustenance. Whoever trusts In Allah is guaranteed, Allah is very firm in His commandments and Allah is the one who has given all things."

(Qs.Ath-Thalaq : 2-3)

"Always be yourself no matter what they say and never be anyone else even if they look better than you"

"Maisyarah"

DEDICATION

This thesis is dedicated to:

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PRONOUNCEMENT

I have been marked below:

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Declares that this graduating is written by the researcher herself under the title *"An Analysis Self-Directed Learnin in Speaaking Class During Pandemic Covid-19 at SMAN 06 Bengkulu Tengah"*, and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

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Finally, the researcher realized that this thesis proposal was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, 03 February 2022

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ABSTRACT

Maisyarah. (2021). ***An Analysis of Students' Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMAN 6 Bengkulu Tengah*****. Thesis. English Study program, Tarbiyah and Tadris Faculty, State Islamic Institute of Bengkulu.**

Advisor I : Riswanto, Ph.D **Advisor II : Endang Haryanto,M.Pd**

The COVID-19 pandemic is a situation where students are required to be responsible and independent in their learning. During the COVID-19 pandemic, the Minister of Education and Culture decided to switch teaching and learning activities in the classroom to an online system. This study aims to determine the level of self-directed learning independence in speaking class and the influencing factors. This study was designed as descriptive quantitative research using likert scale questionnaires and interviews. The subjects of this study were students of SMAN 06 Bengkulu Tengah. Data analysis was carried out using the formula percentage to determine the percentage of students' scores. The results show that more than 64%, or half of the students, have fairly high levels of self-directed learning in the speaking class. Based on the results and discussion, the implementation of online learning in educational practice due to the COVID-19 pandemic has been well implemented because, in terms of students, they already have a fairly high level of independence.

Key words: ***Students' Self-Directed Learning, Speaking Skill, Covid-19***

ABSTRAK

Maisyarah. (2021). Analisis Self-Directed Learning siswa di Kelas Berbicara Selama Pandemi Covid-19 di SMAN 6 Bengkulu Tengah. Tesis. Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

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Pandemi Covid-19 merupakan situasi dimana siswa dituntut untuk bertanggung jawab dan mandiri dalam belajar. Di masa pandemi COVID-19, Menteri Pendidikan dan Kebudayaan memutuskan kegiatan belajar mengajar di kelas dialihkan ke sistem online. Penelitian ini bertujuan untuk mengetahui tingkat kemandirian belajar pada kelas berbicara dan faktor yang mempengaruhi. Penelitian ini dirancang sebagai penelitian kuantitatif deskriptif dengan menggunakan kuisioner skala likert dan wawancara. Subjek penelitian ini adalah siswa SMAN 06 Bengkulu Tengah. Analisis data dilakukan dengan menggunakan rumus persentase untuk mengetahui presentase skor siswa. Hasilnya menunjukkan bahwa lebih dari 64% atau setengah dari siswa memiliki kemandirian belajar yang cukup tinggi di dalam kelas berbicara. Berdasarkan hasil dan pembahasan, pelaksanaan pembelajaran online yang diberlakukan dalam praktik pendidikan akibat pandemi Covid-19 sudah cukup terlaksana dengan baik, karena dalam hal peserta didik (siswa) sudah memiliki kemandirian dalam tingkat yang cukup tinggi.

Kata kunci: Self-Directed Learning Siswa, Keterampilan Berbicara, Covid-19

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The status of English as the international level is a major contributing factor. The English language has become an important asset for anyone looking for a business, industrial, or technology job. The main purpose of teaching English in secondary schools to allow students to communicate in English So in the end the need for completing intermediate level EFL students with the skills of effective speaking, as an essential communication tool more focused in English. (Ministry of Education,2005-2006)

Speaking is one of the four language skills (reading, writing, listening, and speaking). It is a way in which learners can communicate with others to achieve certain goals or to express opinions, intentions, hopes, and points of view. Besides, people who know a language are referred to as 'speakers' of that language. Also, in almost all situations talk is the one most frequently used. Speaking is used twice as much as reading and writing in our communications Developing speaking skills is essential in an EFL / ESL program. Teaching speaking is important because it helps students acquire EFL speaking skills so that they converse spontaneously and naturally with native speaker speakers. Furthermore, if proper speaking activities are taught in the classroom, speaking

can increase general learner motivation and make English a fun and dynamic place. (Celce-Murcia.2001)

Currently Covid-19 Pandemic is a situation where students are required to be responsible and self-directed in their learning. During the COVID-19 pandemic, the Minister of Education and Culture decided that classroom teaching activities should be transferred to the online system. This was done to avoid the risk of a pandemic, and it even has an almost universal impact on students and lecturers around the world. from pre-primary to secondary schools, technical education and guidance institutions, universities, and skills development institutions. By mid-April 2020, 94% of students worldwide were affected by the pandemic, representing 1.58 billion children and adolescents. From pre-primary to education, in two hundred countries. (Policy Brief.2020,P.5) This shows how serious the problem of human education is. Therefore, educators such as teachers, lecturers or trainers are required to adapt to new situations by changing the way they teach. One possible way to do this is to use teaching strategies that can be applied to distance learning.

Through the pandemic phenomenon, covid-19 researchers are interested in researching the picture of self-directed learning in students who study online. Self-directed learning activity performed by an individual with his freedom without relying on the help of others as an improvement in terms of knowledge, skills, or achievement development, which includes; determine and manage your teaching materials, time, place, and utilize the various learning resources needed. With this freedom, individuals have the ability to manage the way of learning,

have a high sense of responsibility, and are skilled in utilizing learning resources. Self-directed learning is also useful for individuals can overcome a problem built with the provision of knowledge or competence that has been possessed. (Gibbons,2002). Self-directed learning is very important and needs to be developed in students as learners. If adjusted based on self-definition, when students can be self-directed learning, students will try optimally to complete the exercises or tasks given by the teacher without depending on others, students will try to do it themselves according to their abilities. The importance of self-directed learning, that the applied by students brings positive changes to intellectuality. Self-directed learning has characteristics that occur in each student that can be observed by changes in attitudes that arise through behavior patterns.

The characteristics of students who have self-directed learning include having Based on the various opinions above, self-directed learning is shown by the ability to be able to solve problems faced with behavior. With the behavior change, the child has an improvement in thinking, self-directed learning without relying on the help of others, and being able to be responsible for being able to do homework without having to involve others, such as having to be encouraged by parents, done by parents, or seeing the work of their friends. They will not be easily influenced by others about the learning process. They will do their best to solve their problems without the help of others. Suggests there are eight characteristics of self-directed learning, namely: 1) being able to think critically, creatively, and innovatively; 2) not easily influenced by the opinions of others; 3) do not run or avoid problems; 4) solve problems with deep thinking; 5) if you

encounter a problem solved by yourself without asking for the help of others; 6) not feel inferior if it has to be different from others; 7) strive to work with diligence and discipline; and 8) is responsible for his or her actions.(Sundayana,2016,P.75-84)

After the researchers held pre-observations at SMAN 06 Bengkulu Tengah which means that researchers get preliminary data, namely data collected by teachers who teach online classes, that students are required to study self-directed learning at home with some identified problems, namely students are not good at technology, have problems when using google classroom, then some students do not have laptops or smartphones and force them to own or take turns, has a network with problematic internet and unstable connection. Teachers here only using WA group for the teaching and learning process because it is considered easier in conveying information and tasks. After that, I will research self-directed learning English in speaking class at SMAN 06 Bengkulu Tengah because the students of this school self-directed learning at home during the Covid-19 pandemic.

Based on the explanation above, the researchers observed that during the Covid-19 pandemic, not all students had an interest in self-directed learning after returning from school. The percentage of students' self-directed learning is slight. However, self-directed learning appear because of things such as a good motivation boost from students because they want something such as class champions, rewards, or it can also be caused by situations that make them self-directed learning because that is the only assessment that the teacher can give. For

example, because of the Covid pandemic, students inevitably have to study self-directed learning because of school assignments that still exist even though they are online. The researcher would like to raise the problem in English language learning using an online system entitled **"An Analysis Self-Directed Learning in Speaking Class During the Pandemic of Covid-19** ".

B. Identification of the Problem

Based on the detailed description of the background above, the following are the problems faced by the teacher and continued by the students as follows:

1). Learning activities that are not yet conducive due to the Covid-19 pandemic

2). Students cannot understand online instruction.

3). The teacher's strategy is monotonous when explaining learning material.

4). Media in delivery is less attractive

C. Limitation of the Problem

Based on the research background above, the researchers will focus on EFL Self-Directed learning in speaking class during the Covid-19 pandemic to be precise at SMAN 6 Bengkulu Tengah.

D. Research Questions

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

1. What is the level self-directed learning of students' in the speaking class at SMA 06 Bengkulu Tengah during the pandemic covid-19?
2. What does the dominant factors influencing on student self-directed learning in speaking class at SMA 06 Bengkulu Tengah during the pandemic Covid-19?

E. Research Objective

The objectives of this research were as follows:

1. Analysis what is level the students' self-directed learning in speaking class during the pandemic of Covid-19
2. To find out what are the dominant factors influencing and effects on students' self-learning in the speaking class at SMA 06 Bengkulu Tengah during the Covid-19 pandemic

F. Significance of the Research

This research hopefully will be used as the references for the next researchers who intend to conduct studies related to this field. After that, the results of this study are expected to contribute to the teaching and learning process of English, as follows:

1. For students

   This can motivate students to be enthusiastic about learning and easily understand learning materials that are delivered self-directed learning by the teacher in learning during the Covid-19 pandemic.

2. For teachers

Teachers can provide effective strategies for teaching English in rural during the pandemic of Covid-19.

3. For the next researcher

   For the next researchers, hopefully, this research can increase their knowledge of educational research. Besides that, they can get experience in doing research and can be applied when working with other people.

G. Operational Definition of Key Terms

Knowing these key terms makes this research easier for researchers and other readers to understand. Many of the key terms associated with this research such as self-directed learning, speaking class and covid-19.

1. Self-Directed Learning

   Self-Directed Learning is defined as a state that can stand alone independent of others. So independent learning is a process of behavior change in a person, whether it is related to cognitive changes, affective changes or psychomotor changes caused by exercises or experiences without depending on others.(Nur Wahidin Ashari,2018,P.24).

2. Speaking class

   Speaking is one of the language components, namely the usage component. Therefore, speaking is a practical language activity. In general, speaking is the process of pouring out ideas in the form of

utterances. The utterances that appear are the manifestation of ideas that were before the level of ideas.(Asep Supriyana,P.2)

3. COVID-19 (Corona Virus Disease) is an infectious disease caused by the newly discovered coronavirus.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Self-Directed Learning

Self-directed learning is a business conducted by a student to improve knowledge, expertise, achievements related to self-development orientation where individuals use many methods in many situations as well as time performed in a relatively independent manner. Self-directed learning is necessary because it can give students the ability to work on tasks, to combine the development of character development and prepare students to learn their whole lives. (Gibbons,2002,P.134-138)

Self-directed learning covers how students learn every day, how students can adjust to rapidly changing circumstances, and how students can take their initiative when an opportunity does not occur or does not appear. Self-directed learning is a process by which individuals take the initiative, with or without the help of others, and the process in self-directed learning is done by realizing the needs yourself in personal goals, make decisions on resources and strategies learn and assess results. (Knowles,1975,P.65-68)

Self-directed learning, students deliberately accept the responsibility to make decisions about their goals and efforts so that they become agents of change in learning. (Bath,2007,P.46). Self-

directed learning can occur in many different situations, ranging from classrooms focusing on the teacher directly (teacher-directed) to learn by the student planning itself (self-planned) and done alone (self-conducted). (Guglielmino,2007,P.89) Further states about the characteristics owned by students, namely attitudes, values, beliefs, and abilities that are finally, determine whether self-directed learning occurs in a situation learn.

From some of the above understandings, the improvement of knowledge, expertise, achievements, and development individual self-initiative by learning to plan self-planned and self-conducted, realizing that learning needs, learning objectives, making learning strategies, assessing learning outcomes, and have their responsibilities to be agents of change in learning.

2. Self-Directed Learning Category Level

Guglielmino (1991) divides self-directed learning into three categories. First, the low category of individuals with low self-directed learning scores has the characteristics of students who like a structured or traditional learning process, such as the role of an indoor teacher. Second, self-directed learning with a moderate category is an individual with a moderate self-directed learning score that has the characteristic of succeeding in an independent situation, but not fully able to identify learning needs, learning planning and in implementing a learning plan. Third, self-directed learning with a high category, namely individuals with high self-directed learning scores have

characteristics that students are usually able to identify their learning needs, are able to make learning planning and are able to carry out the study plan.

Table 2.1 Model Staged Self-Directed Learning

	Student	Teacher	Example
Stage 1	Depends	Authority, coach	Training immediately provides feedback. Information, overcoming shortcomings and obstacles.
Stage 2	Interested	Motivator, guide	Lecture inspiration coupled with discussion guide. Determination of goals and strategies for the treatment.
Stage 3	Involved	Facilitator	Discussions with teachers as facilitators, seminars, group projects.
Stage 4	Independent	Consultant, delegator	Individuals work in group learning.

(Source : Grow,1991)

The two basic principles of the Grow Model (1991) are: first, instructional design should be intellectually challenging, but within the stude nt zone its development is proximal; and the second is that educators are responsible for tailoring instructional design to learners at the briefing stage while preparing students for higher levels of self-direction. Educators are responsible for leading learners from a comfortable and preferred learning style towards a better style of self-study. Learners who have a high level of SDL are those who know for sure which is the purpose of learning or who want to be achieved in their learning desire, can already choose their own learning resources and know where the materials they want to be found, have the confidence and confidence to be able to interpret the learning topic correctly and choose learning materials well in accordance with the learning program that has been designed, able to assess the level of ability needed to carry out learning activities or to solve problems when finding obstacles, responsible

and active in the learning process and have high motivation and learning discipline (Rusman, 2011; Senyuva and Kaya, 2014).

According to Senyuva and Kaya (2014) learners with Conditions that do not have a low level of SDL that prefers learning involving tutors, have the character of preferring a learning program that has been structured and tend to like learning programs whose goals have been clearly formulated, want a program with communication between educators or instructors and learners that have been clearly arranged and scheduled or instructor/lecturer-centered learning.

3. Characteristics of Self Directed Learning

According (Guglielmino,2001,P.79-80) self-directed learning can be divided into three categories based on characteristics that refer to its intensity, namely:

a. Self-Directed Learning with Low Category

States that individuals with low self-directed learning score has the characteristics of students who like structured or traditional learning processes such as roles teachers in traditional classrooms.

b. Self-Directed Learning with Medium Category

States that individuals with self-directed learning score in the moderate category has characteristics that successful in an independent situation, but not fully able to identify learning needs, learning planning and in implement the learning plan.

c. Self-Directed Learning with High Category

States that individuals with high self-directed learning scores have the characteristics of students who are usually able to identify their learning needs, can make learning plans and be able to implement learning plans aforementioned.

4. Factors Influencing Self-Directed Learning

Self-directed learning is certainly influenced by several factors consisting of from factors from within itself (internal factors) and factors derived from external factors). (Aruan,2013) Here's a spread of the factors aforementioned:

a. Internal Factors

1) Gender

Biologically, there is a difference between men and women that women are more consistent in doing tasks and can be consistently higher than men.

Suryadi (2001) said that between male and female students have their own disadvantages and advantages. So is the ability to think differently. Differences in the ability to think that among others female verbal abilities are superior to men, visual spatial abilities (spatial vision) men are superior to women, mathematical abilities of men are superior to women. The difference in ability began to appear at the age of 12-13 years male math skills increased faster than women. Pierce (2000)

points out that some adolescent students 7-15 years old on gender and modalities of learning women are superior to aural ability and literacy.

2) How to Learn

The way each student learns varies, so it is necessary for students to understand the right way of learning to meet the learning needs of each individual individually. The way of learning tends to master the behavior of students whenever they do learning activities, because habits contain strong motivation. In general everyone acts on a habit in learning, the act of causing pleasure tends to be repeated. An efficient way of learning is to give the greatest effort for the development of individuals to learn.

3) Mood and Health

The state of mood and health is considered to affect the student's self-directed learning readiness, mood or good mood, good health will affect the student's desire to learn independently. A person's health affects students' learning outcomes. A person's learning process will be disrupted if one's health is impaired. In addition, it will also quickly tired, less excited, easily dizzy, sleepy if the body is weak, lack of blood or there are disorders, abnormalities of the function of the sensory apparatus and body. In order for someone to learn well,

they must try to keep their health guaranteed by always heeding the provisions on work, study, rest, eating, sleeping and worship.

4) Intelligence

Self-conduct in students can increase self-control in their personality and develop critical attitudes and decide freely without the influence of others. It's a big concern for the progress of learning. In the same situation, students with high intelligence will be more successful than those with low levels of intelligence. However, students who have a high level of intelligence are not necessarily successful in their studies.

This is because learning is a complex process with many factors influencing it, while intelligence is one factor among other factors. If other factors are negatively inhibiting/ influencing learning, students end up failing to learn. Students with a normal level of intelligence can succeed well in learning if they learn well. It means learning by applying efficient methods and factors that affect their learning. Such as physical factors, psychology, families, schools and communities have a positive influence. If the student has low intelligence, he needs to get attention and education in the educational institution in particular.

5) Education

An educated individual will know himself or herself better about the advantages and disadvantages that exist in him. Education must help students to be able to help themselves to be able to achieve independent behavior through their potentials, therefore students need to gain a variety of experiences in developing concepts, principles, generalizations, intellects, initiatives, creativity of wills, emotions and others. Educated people will know themselves better including knowing the advantages and disadvantages that exist in him, so that they have confidence.

b. External Factors

1) Study Time

Personal learning timing is part of planning in self-learning implementation. One of the implementations of self-learning is that students organize their own learning needs plan, including arranging their own learning time. If students can do good time management, independent learning will be carried out.

2) Place of Study

A place to study can mean a place to study on campus such as a lecture hall, a classroom, a discussion room, and an area around the school. A comfortable learning place is a facility

that can support certainly can give awareness and desire of students to learn independently.

3) Learning Motivation

Motivation is the motivation that exists in the child to do something active. The small amount of motivation is largely influenced by the needs of individuals who want to be met. Motivation is the motivation that exists in the child to do something active. The small amount of motivation is influenced by the needs of individuals who want to be fulfilled. The motivation of learning is divided into 2, namely intrinsic motivation (e.g. aware of the importance of self-learning) and extrinsic motivation (e.g. exams and grades).

Motivation is very closely related to the goals to be achieved. In determining the goal it can be realized or not, but to achieve the goal it is necessary to do, while the cause of doing is the motive itself as the driving force/driver. In the learning process should be considered what encourages students to learn well or have a motive to think and decide attention, plan and carry out related activities, and support in learning. The above motifs can also be instilled in students by giving exercises and habits that are sometimes also influenced by environmental circumstances.

4) Parenting Patterns

The family as the first educational institution has a very important role, especially in the awareness, planting, and development of social and cultural moral values. Parents play a role in guiding the child to experience the process of changing values so that those values will become the child's order in him. Family education has a lot of experience gained from the family education process carried out. Family education covers a variety of environmental spaces and values created naturally in everyday life.

Education in the family in the cognitive and psychomotor realm emphasizes more on the supply of creative, critical, and skilled human beings through the ownership of mature life skills and have the readiness to compete globally. Hope through family education one will be able to be a superior human being, characterful, intelligent, qualified and able to answer various problems that exist in every side of life. Parents play a leading and first role in the education, nurturing, raising and educating of children. Parents have an important role to play in identifying children's talents and guiding them, mutual understanding and close relationships between parents and children. Parenting is colored by certain attitudes in guiding

and directing the child. This attitude is reflected in parenting patterns (Aisiyah. 2013).

5. Aspect of the Self-directed Learning

Every day students are often faced with the problem that requires students to independently and produce a good decision. Song and Hill (2007: 31-32) states that self-directed learning, namely:

a. Personal Characteristics

A personal is characteristic that has to do with how learners are motivated, how they use learning materials, and how they learn. Learning motivation is a desire in a person to encourage students to engage in learning activities. The characteristics of motivation include 1) responsibility (those who have to learn motivation feel responsible for the tasks they do and don't leave their assignments before completing them), 2) persevering in tasks (concentrating on completing tasks and not giving up easily), 3.) task completion time (trying to complete each task as quickly and efficiently as possible), 4) setting realistic goals (able to set realistic goals according to their abilities, able to concentrate on each step to achieve goals and evaluate any progress that has been made). achieved.

In learning, the learning resources used by students are not limited, as long as they are following the material being studied and can increase students' knowledge. While what is meant by

learning strategies here are all the efforts made by students to master the material being studied, including the efforts made if the student has difficulties.

b. Processes

Processes are viewpoints related to the learning prepare carried out by students. Planning activities include: 1) manage time effectively (scheduling study, compiled the study calendar to write or mark important dates in the study, the submission date term papers, assignments, and dates of important others, preparing books, tool board, and other learning tools), 2) determining priorities and self-management (finding out which is the most important thing to do first and when to do it).

c. Learning Context

The focuses on environmental factors and how they influence learners' levels of independence. The structure and character of the task. Enung Fatimah (2010:143) mentions aspects of self-directed learning, namely:

1. Emotions, aspect is indicated by the ability to control emotions and not depend on parents.
2. Emotions, aspect is indicated by the ability to manage the economy and not depending on the economic needs of parents.
3. Intellectually, this aspect is indicated by the ability to

overcome various problems encountered.

4. Social, this aspect is indicated by the ability to or wait for action from others.

According to Desmita (2012: 190) mentions the development of the independence of students, namely:

1. Develop a democratic teaching and learning process, which allows children to feel valued.
2. Encourage children to actively participate in decision-making and various school activities.
3. Giving children the freedom to explore the environment, encouraging their curiosity.
4. Unconditional positive acceptance of children's strengths and weaknesses does not discriminate between one child and another.
5. Maintain a harmonious and friendly relationship with children.

Based on the opinions above, it can be concluded that student self-directed learning form of learning that provides opportunities for students to determine learning objectives, study planning, learning resources, evaluate learning, and determine learning activities according to their own needs. Aspects that shows the self-directed learning in this study, namely personal attributes, processes, and learning context. In learning mathematics, self-directed learning can be carried out in discussion

activities. The greater the active role of students in these various activities, it indicates that these students have high self-directed learning.

6. Measurement of Self-Directed Learning

Teguh (2012: 14) states that the measurement of self-directed learning in this study is based on internal factors (from within) students, namely self-confidence, discipline, motivation, initiative, and responsibility.

a. Confidence

Hakim (Teguh, 2012: 14) there are certain characteristics of people who have high self-confidence, namely:

1. Be calm in doing all the things
2. Have sufficient potential and ability
3. Able to neutralize tensions that arise in various situations
4. Able to adapt and communicate in various situations
5. Have a mental and physical condition that is sufficient to support his appearance
6. Have enough intelligence
7. Have a sufficient level of formal education
8. Have the skills and expertise that support
9. life, such as foreign language skills
10. Have social skills
11. Have a good family education background
12. Having life experiences that forge mentally to be strong and resistant in the face of life's trials

13. Always react positively in dealing with various problems, for example by remaining strong, patient, and steadfast in dealing with life's problems.

Self-confidence is closely related to self-concept, so if someone has a negative self-concept towards himself, it will cause that person to have a sense of distrust of himself. Low self-confidence will result in ineffective actions. Actions that are not effective will certainly give bad results. Bad results will get worse justify that they do not have the competence and will result in lower self-confidence.

b. Discipline

In this study, student discipline can be observed from the behavior that appears during the learning process. Student discipline in the learning process can be observed based on five aspects, namely student criteria in terms of:

1. Responsible for the task given
2. Enthusiasm and enthusiasm in learning activities
3. High commitment to the task
4. Overcome the difficulties that arise in him
5. Leading abilty

c. Initiative

The characteristics of people who take initiative according to Sund in Slameto (2003:147) are as follows:

1. Great curiosity

2. Be open to new experiences
3. long sense
4. Desire to discover and research
5. Tend to like heavy and difficult tasks
6. Tend to seek broad and satisfying answers
7. Have a passionate dedication actively in carrying out the task
8. Think flexible
9. Respond to questions asked and tend to give
10. more answers.

The initiative in this research can be seen in the process of learning activities. The observed student initiatives include:

1. Have the drive of curiosity High
2. Flexible thinking skills
3. Smooth thinking skills
4. Original thinking skills
5. Dare to take risks

d. Responsibility

According to Zimmerer in Waspada (in Teguh, 2012: 18) revealing the characteristics of people who have the nature of responsibility as follows:

1. Have a high commitment to the task or work
2. Want to be responsible
3. Energetic

4. Oriented to the future
5. Leading ability
6. Want to learn from failure
7. Believe in him
8. An obsession to achieve high achievement.

In this study, students' responsibilities can be seen during the learning process of biology subjects that are observed based on five aspects, namely:

1. Participation in carrying out the tasks assigned by the group
2. Participation in problem-solving
3. Concern for the difficulties of fellow group members
4. . Participation in making group reports
5. Participation in carrying out the presentation of the results of the discussion

e. Motivation

According to Suryana (in Teguh, 2012: 19) "A person who has high motivation generally has the following characteristics:

1. Want to overcome the difficulties and problems that arise in him
2. Always require feedback soon to see success and failure
3. Have high personal responsibility
4. Dare to take risks full of challenges
5. Likes and sees challenges in a balanced way

Based on some of the opinions above, it can be concluded that

someone who has high motivation is someone who always does something better and more efficiently than before. In this study, students who have high motivation can be observed during the learning process. The indicators used to observe students with high motivation include:

1. Responsible for the task given
2. The spirit and enthusiasm during the learning process take place
3. High commitment to the task
4. Overcome the difficulties that arise on his
5. Leading ability

7. Self- directed Learning Process

Enung Fatimah (2008:144) self-directed learning can be developed through exercises that are carried out continuously and carried out from an early age, these exercises can be in the form of giving tasks without assistance, and of course, these tasks are adjusted to the age and ability of the child.

The self-directed learning process is a method that involves students in actions that include several steps and produce. In general, the process that independent students must follow follows a "Plan, Do, Learn, Take Action" cycle. Elaine B. Johnson (2007:170-172). The process in self-directed learning is as follows:

a. Students self-directed learning set goals.

The student chooses or participates in choosing, to work for an important goal, visible or invisible, that is meaningful to himself or others. Goals are

not the end of everything. The goal will provide opportunities to apply personal and academic skills to everyday life. When students achieve a meaningful goal in everyday life, the process helps them achieve high academic standards.

b. Students self-directed learning make plans.

   Students set the steps to achieve their goals. Planning here involves looking ahead and deciding how to succeed. Decided plan students depend on whether they want to solve a problem, define a problem, or create a project.

c. Students self-directed learning stick to the plan and track their progress.

   Students are aware of their goals from the start, as well as the academic abilities they need to improve and the talents they have earned through the self-directed learning process.. During the process, students are constantly evaluating how well the plan is working. They corrected errors and made necessary changes. In addition, they reflect on their learning patterns.

d. Students in self-directed learning create the final product.

   Students receive a result that is personally important to them. The results satisfy a real purpose and have meaning for each student's experience, as well as meaning for the lives of these students in their families, schools, groups, and communities.

e. Self-directed learning students demonstrate proficiency through authentic assessment.

Students demonstrate proficiency, especially in independent and authentic assignments. By using grade standards and grading guidelines to assess student portfolios, journals, presentations, and performances, teachers can estimate their level of academic achievement. Teachers estimate how much academic knowledge students acquire, and what they are capable of doing. The authentic assessment shows the teacher how deep the learning process that students get from self-directed learning.

8. Definition of Speaking

Definition of speaking according to experts, speaking is a way to explain or say to report something. (Nunan,1991) Meanwhile, speaking is a way to communicate for everyday life, this is very important for one's life. (Tarigan Henry,1990,P.8) Speaking is an oral language skill that functions in everyday life because by speaking we can get and convey information. Speaking cannot be separated from listening. When we speak, we create meaningful text. In communication, we can find speakers, listeners as well as messages and feedback. Besides that, speaking also cannot be separated from pronunciation.

Based on the explanation above, the writer concludes that speaking is a way of expressing what we feel which is then manifested in the form of an spoken language process between two or more people.

9. The Aspects of Speaking

In speaking, (Brown H Douglas,2001,P.406407) there are some aspects that must be fulfilled by the learners. It can be used as a measurement

whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary and pronunciation. The description is as follows:

a. Fluency , It alludes to ones capacity to talk without a hitch and without any problem. Familiarity is the question of the manner in which somebody communicates in the language with no difficulty like reasoning the word confounding the thought.
b. Comprehension is Appreciation is an understudies capability to understand the entirety of the speaker says to them.
c. Grammar, is the best approach to sort out the words into the right sentence. This is significant that if the speaker can dominate punctuation to sort out the word so the speaker likewise effectively to communicate in English well.
d. Vocabulary is the basic of language. It shows up in each language expertise. It is vital in light of the fact that we can say nothing without Vocabulary in or mind. Vocabulary is about decision of word which is utilized suitably dependent on the setting of talking.
e. Pronunciation In view of the definition, elocution is the significant part of language. Along these lines, it is vital if the understudies have a decent articulation since, in such a case that they have a decent elocution so their talking will be reasonable.

10. Classroom Speaking Activities

Teaching speaking ought to be instructed in alluring and open exercises. There are many sorts of study hall speaking exercises. States

there are five homeroom speaking exercises. They are acting from script, correspondence games, conversation, problem solving, , and role play. (Harmer,2001,P.271-274)

a. Acting from a Script

In this kind of talking the instructor requests that the understudies play out a play dependent on their course books or their exchanges they have thought of themselves. In different words, instructor should assist the understudies with going through the contents as though he was educator chiefs.

b. Communication Games

A game is one of exercises that can help understudies loose in learning the language. Games are exceptionally fitting showing procedure in youthful student. Talking exercises situated in games are regularly a helpful method of giving understudies important practice. Games based exercises can include oral methodologies, for example, of oral depicting, anticipating, and requesting input. In this examination, one of the open games that is chain story game will be utilized in instructing speaking

c. Discussion

Discussion is presumably the most usually utilized movement in the oral abilities class. A discussion can be held for different reasons. The understudies might plan to come to an end result, share thoughts regarding

an occasion, or discover arrangements in their conversation gatherings. Prior to the conversation, it is fundamental that the reason for the conversation action is set by the educator. Along these lines, the conversation focuses are pertinent to this reason, so understudies don't invest their energy visiting with one another about immaterial things.

d. Problem Solving

Problem solving is Critical thinking is finished by getting the understudies to work two by two or gatherings. They share their issues, assessment and feeling. For this situation the educator as the scaffold to impart among the members. Then, at that point, the understudies offer an inquiry and response one another. This correspondence will assist the understudies with rehearsing and communicating their thoughts in communicated in language.

e. Simulation and Role Play

Simulation and Role play can be to energize general oral familiarity, or to prepare understudies for explicit circumstance. Reproduction and Role Play are a famous action in discussion or talking bunch where a gathering need to practice and attempt to do recreation as them or play the job of totally unique person and offer viewpoints and sentiments as they doing in reality. Pretend is an astounding method to invigorate genuine correspondence that is applicable to encounters outside the homeroom

11. Students Roles

The role of students in the classroom is very important because students are the determinants of learning. Learners are objects that mean objects that receive lessons and objects that help determine the results of learning. Because the purpose of learning is for a behavior change, the learner as the person who will be changed behavior must play various roles for the learning objectives to be achieved.

Several things influence the role of students in language learning (Richards: 1986), such as the activities participated by students, the level of supervision of learners on the content of learning, adapted group learning patterns, the level of influence of one learner on the learning of other learners and the views of learners as processors, implementers, initiators, and problem solvers. In addition, students' role in language learning also depends on the methods educators use and the types of language skills taught by educators.

One of the initial methods that severely restricted the role of learners was the Audio lingual method. The students are considered as the result or product of various stimulus-response activities in the form of repetition activities. Whereas newer methodologies are usually more pay great attention to the role of the learners themselves, (Johnson and Paulston (1976) in Richards (Richards:1986) such as:

1. The students plan their learning program so that they know the responsibilities they bear in the classroom

2. The students monitor and evaluate their respective progress,
3. The learners are members of a group so that they learn by interacting with other group members,
4. The learners teach each other,
5. The learners learn from instructors, other students, and other learning resources.

The students who play this role are usually adult learners. Where they have had different learning experiences before. In addition, providing understanding to students about their role is also easier than in children's learners.

B. Previous Study

There are three previous studies related to methods or strategies regarding self-directed during the Covid-19 outbreak which are described as follows. first conducted by Radiatan Mardiah and Indri Anastasia (2020), namely entitled. "EFL students online learning experiences during pandemic". In his research he explored EFL students in online learning experiences at the start of the Covid-19 pandemic in March 2020. This research was aimed at students learning English, and besides that this research is part of research on independent learning. Then, the data was taken from the essay assignment which was the student's written assignment in the course and through the WhatsApp group discussion to clarify some problems to students. The students' essay writing was asked to reflect on their own learning during the pandemic

and to upload the assignment to the google classroom. The data were analyzed qualitatively using thematic analysis.

The second is "Increasing self-directed learning and Student Learning Outcomes through the Development of a Personnel Administration Module Based on Guided Inquiry Learning Strategies" In Kharisma Swandhana's (2016) research, the model used in this study was the model proposed by Thiagarajan. This model consists of 4 development stages, namely define, design, develop, and disseminate or be adapted into 4Ps, namely defining, design, develop, and deployment. This model is modified due to limited time, energy and costs, which are tailored to the needs of the researcher. At the defining stage, the researcher conducted an initial field analysis by interviewing the teacher of the class XII APK of Civil Service Administration subject, found a problem related to the implementation of the 2013 curriculum, namely the teacher had difficulty finding the right teaching materials to support learning. The learning process, then the researcher conducted a student analysis, then analyzed the material, and formulated learning objectives. Furthermore, at the design stage the researcher prepares a draft of the initial product according to the problems found and the data required. The preparation of this initial product draft aims to be tested by material experts and module experts.

The third is by Aden Fani Rahmasari, Fajar Setiawan and Meirza Nanda Faradita (2020) which is entitled "the effect of online learning on the learning independence of grade II students of SD Muhammadiyah 17 Surabaya in the

Middle of the Covid-19 Pandemic". Due to the COVID 19 outbreak, this research uses a case study method via Google Form, which is to send questions related to current problems. Then I sent the link through the homeroom teacher to share with the student guardians to find out how each of them responded to the online learning that was being carried out in the midst of the COVID 19 pandemic. The research I am currently doing is to get information on current learning constraints (Agus Purwanto 2020: 1). Apart from using the Google Form, this research also conducted interviews with class II homeroom teachers at SD Muhammadiyah 17 Surabaya by means of via chat to get information during online learning activities.

The similarities between these three studies and mine are the same as discussing independent learning during a pandemic and the differences seen from the place and school.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research will be conducted to find out the learning results of grade XI students of SMAN 06 Bengkulu Tengah. For the research approach in this thesis using a quantitative approach, as stated (Sugiyono 2017:8) that quantitative research method is interpreted as a research method based on the philosophy of positivism, used to research on a particular population or sample, data collection using research instruments, quantitative/statistical data analysis, with the aim to advanced the hypothesis that has been established. This quantitative approach is used by researchers to measure students' self-directed learning.

The research design used techniques in sampling to conduct research, according to Sugiyono (2017:81) explains that the sample technique is a technique sampling to determine the sample to be used in the study, there are several sampling techniques used. The sampling technique is divided into two groups, namely probability sampling and non-probability sampling. In this study, researchers used probability sampling. According to Sugiyono (2017:82) "probability sampling is sampling technique that provides opportunities or opportunity the same for each element or member of the population to be selected as a sample. Probability sampling consists of simple random sampling, proponate stratified random sampling, disproportionate stratified random, sampling

area (cluster) sampling. In this study, researchers used simple random sampling, then according to Sugiyono (2017:82) Simple Random Sampling is taking sample members from the population that is carried out randomly without pay attention to the strata in the population.

B. Population and Sample

1. Population

According to Sugiyono (2013:115) said the population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions.

The research population in this study took all 11 grade students with a total 69 students. Cowles and Nelson (2015,p. 2) states that data collection is the collect of information from individual samples through their responses to questions. Its mean the respondents answer question and the researcher get information they need.

2. Sample

The sample according to (Sugiyono,2019) is part of the number and characteristics possessed by the population. If the population is large, and researchers are unlikely to study everything in the population, for example, due to limited funds, energy and time, then researchers can use samples taken from that population. In this study, the sample that will be taken is a grade XI student of 24 students SMAN 06 Bengkulu Tengah.

In this study, the researcher uses simple random sampling, according to (Sugiyono, 2017, P.82) simple random sampling is the taking of sample members from the population that is carried out randomly without regard to the strata that exist in the population.

C. Research Instrument

1. Questionnaire

Questionnaires are data collection techniques through forms that contain questions asked in writing to a person or group of people to get answers or responses to information required by researchers. Using questionnaires can be done by many people to deliver and retrieve the questionnaire after it has been filled out by respondents and can also be done by researchers en masse in a class of students or students in a short time.(Mardalis,1995.P.67)

The instrument used to collect data is a learning independence instrument developed by Hidayati and Listyani (2010). This instrument consists of 19 items that fit into 6 indicators. Using a likert scale with five alternative answers, namely : (5= sangat setuju/SS), (4 = Setuju/S), (3 = Netral/N), (2 + Tidak Setuju/ TS), dan (1 = Sangat Tidak Setuju/STS).

Table 3.1 Questionnaire Indicators

No	Indicator	Item Number	Total
1.	Don't depend on other people	1,4,6,16	4
2.	Have confidence	8,10,17	3
3.	Behave discipline	11,12,18	3
4.	Have a sense of responsibility	7,13,14	3
5.	Behave on your own initiative	2,3,5	3

6.	Self-control	9,15,19	3
Number of items			19

(Source, Hidayati & Listyani:2010)

2. Interview

Interview is a technique of data collection by way of dialogue conducted between interviewers to obtain information from interviewers. The type of interview used in this study is structured interview. Interview guidelines are a tool for conducting interviews with students. These interview guidelines contain questions that will be asked to the interviewee. In addition, interview guidelines are also used as stationery to write down the answers they receive. In this study the interview is intended to know the student's opinion on the learning process conducted. These interview guidelines contain questions related to students' responses to speaking learning.

Tabel 3.2 Interview indicators

Internal Factors	**Item Number**
Gender	1
How to learn	2,11
Mood and health	3
Intelligence	8
Education	10
External Factors	**Item Number**
Study time	4,12
Place of study	5
Learning motivation	6

Parenting patterns	7,9

D. Data Collection Technique

1. Validity

Validity test is the determination between the collected data and the actual data occurring on the object being studied. The instrument validity test in this study was used to measure whether or not a questionnaire was valid. Questionnaires are said to be valid if the questionnaire is able to reveal something that will be measured by the questionnaire. This validity test can be used with the Product Moment correlation formula, as follows:

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

information:

r: Correlation Coefficient

x: item score value

y: total score

N: Number of Respondents

2. Reliability

After the instrument is tested for validity, the next step is to test reliability. A reliable instrument is an instrument that, when used multiple times to measure the same object, will produce the same data.

Reliability testing of instruments with a score range of 1-5 using cronbach's Alpha formula. With the following formula:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\sum \sigma_b^2}{V_t^2}\right]$$

Keterangan:

r_{11} : reliability in search

k : number of question items

$\sum \sigma_b^2$: number of item variants

V_t^2 : total variants

The decision to test the reliability of the instrument is as follows: (Hamid Halin,P.175)

(1.) The instrument is said to be reliable if $r_{hitung} \geq r_{tabel}$

(2.) The instrument is said to be insable if $r_{hitung} \leq r_{tabel.}$ Means questionnaire items are said to be reliable if *Cronbach's Alpha* ≥ 0,70 and it is said that it is not reliable if *Cronbach's Alpha* ≤ 0,70.

E. Technique of Data Analysis

The results of the questionnaire responses that have been filled in by the research sample are then evaluated in the form of a percentage using the formula proposed by (Sudjana, 2008) as follows:

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

Note :

P = Persentage of the students score

F = Frequency of students score

N = The number of students

Table 3.3 Rating category

No	The percentage of the interval limit	Rating Category
1	0-20%	Very low
2	21-40%	Low
3	41-60%	Medium
4	61-80%	High
5	81-100%	Very high

Source: Arikunto (2006)

CHAPTER IV
RESULTS AND DISSCUSION

A. Results

This chapter shows the results of the category of self-directed learning level in speaking class during pandemic covid-19 at SMAN 06 Bengkulu Tengah Data obtained from questionnaires distributed to students**.**

1. The Results of Validity Test

This study uses descriptive quantitative methods, the sample used in this study is students of class XI IPA SMA 06 Bengkulu Tengah school year 2021/2022, through research instruments that are independence of learning in speaking classes.

At the time of the data to conduct meetings that have been collected, then the creation of research instruments in the form of questionnaires. The steps taken are to create a grid of research instruments, compile research instruments in the form of questionnaires that are then submitted to respondents. Respondents who were trusted to give an assessment on this research instrument amounted to 24 respondents who came from the study sample was class XI IPA SMA 06 Bengkulu Tengah. Then test the validity and reliability of the instrument, to find out whether the data can be valid or invalid.

The final job is statistical calculation and reporting of results. The data that has been obtained from respondents then tabulated into a

table that can be filled in all values and a number of data from response data. Tabulation of this data is made to facilitate the calculation of the next statistic, namely to find out the value of the tendency. Furthermore, the results of calculations that have been analyzed are outlined in the results of research discussions. A feasibility study is presented in Appendix Table 4.1

The results of item validation show that 13 items are valid (1,2,3,5,6,7,8,9,10,13,14,15,16) and 6 items are invalid (4,11,12,17 ,18,19).

2. The Results of Reliability Test

The reliability test aims to see if the questionnaire has consistency if the measurements are done with the questionnaire repeatedly, the test problem in this study is using the SPSS program version 28 Cronbach's alpha, as table below:

Tabel 4.1 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded[a]	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.714	13

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	39.5000	35.391	.438	.685
VAR00002	38.0000	37.826	.315	.701
VAR00003	38.0417	36.563	.327	.699
VAR00004	39.2500	35.848	.341	.697
VAR00005	38.6667	35.623	.387	.691
VAR00006	37.9583	34.824	.339	.699
VAR00007	37.9167	34.775	.420	.686
VAR00008	38.1667	34.232	.438	.683
VAR00009	39.1667	35.797	.220	.722
VAR00010	40.2917	38.303	.332	.700
VAR00011	38.3750	37.549	.342	.698
VAR00012	39.4167	38.862	.261	.706
VAR00013	38.2500	37.674	.310	.701

From the calculation above, it is known that the value of the rehabilitation index is 0.701 > 0.6 so that the research instrument is declared reabel. Thus, the test can be used as a research instrument.

3. Category Level Self-Directed Learning In Speaking Class

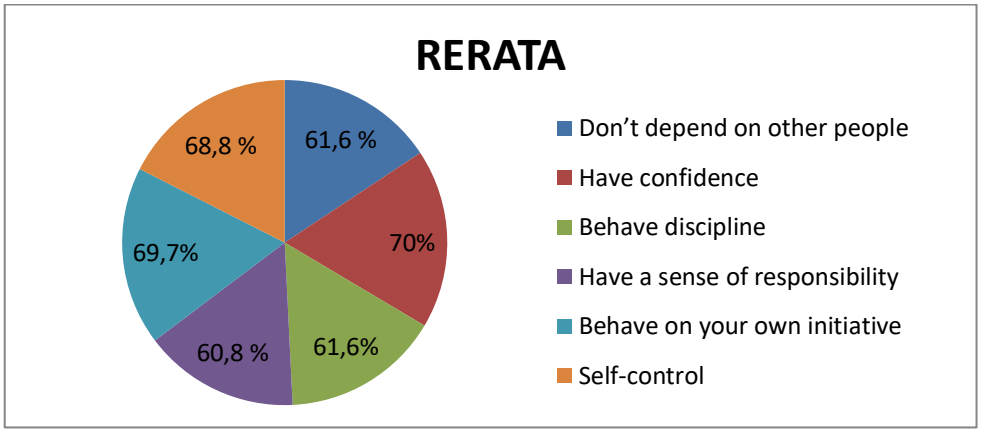
Based on student response data obtained through questionnaire scores, the self-directed learning in speaking class category can be seen in appendix 5 page number 75.

Based on the table appendix 5 page number 75, it is seen that 1 student or 4% of students fall into the category of "very high" ranking. 14 students or 58% of students fall into the category of "high" ranking category. And 9 students or 38% of other students fall into the

"moderate" ranking category. This is based on the score based on the questionnaire that has been filled. An average of 64% indicated that the average self-directed learning student in speaking class in SMAN 06 Bengkulu Tengah.

To describe the percentage rating category for the students' self-directed learning at SMAN 06 Bengkulu Tengah based on the results of the above research well, see the diagram below:

Table 4.2 Percentage self-directed learning in speaking class



Based on the respondents' answers as written in the pie charts above, they stated that in self-directed learning they had an average of 64% because they were in SMAN 06 Bengkulu Tengah. Which means that the competence of students in independent learning during a pandemic is categorized as quite good, because the percentage score of the questionnaire is in the range of 61-80%.

B. Result of Interview

1. Internal factors

a. Gender

Based on the results of interviews about gender-related learning independence in consistent learning, as expressed by students, say that:

> "I think to consistently learn more to female students, because male students rarely enter or are late during learning hours and often do not pay attention to teacher instruction"

From the results of the interview conducted has concluded data, if women are more consistent in learning and understanding the material provided by teachers in addition, in terms of task work and collection of women's homework more effectively and diligently. Some things that cause male students to be less consistent in learning and understanding the material provided by teachers because male students often do not pay attention to the teacher's construction in the classroom and are given tasks tend to delay doing it and prefer to play. " There is no problem, depending on each person. " But from other respondents there are also those who argue what if consistency does not depend on gender.

b. How to Learn

Based on the results of the interview related to the way students learn, as expressed by students, say that:

> "I usually learn independently at home by looking at books written in school and reading to understand again to remind me about learning in the teacher's eye, and for the hard to understand usually I look for a reading source on Google or watch youtube, I repeat the learning at night.".

> "By opening youtube or online books that are widely available on google"

From the results of interviews conducted, it is known that the independence of learning students in this case repeats the material given by the teachers in the classroom to get a better understanding. Students learn at leisure, usually at night before going to bed, because when coming home from school, students help parents work. Learning media currently uses technological methods such as YouTube or materials available online on Google according to students. This method is effective and efficient because it can be accessed at any time, but if there are things that are not understood, students will ask them when entering the classroom.

c. Mood and Health

Based on the results of the interview related to the mood and health of students, as expressed by the student, said that:

> "If my mood and health are good, I am usually passionate about learning and it is easier to understand the material described by the teacher.".

> "Yes, it's really nice what else if the teacher can convey."

From the results of interview conducted mood and body condition is very influential in independent learning activities. This can be seen from the answers of students who agree if learning in a pleasant mood or good body condition of the material provided by the teacher will be easily understood this also applies the opposite.

d. Intelligence

Based on the results of interviews related to student intelligence as disclosed by students, it says that:

> "If I did not depend on others, I could not be kak, because I needed some one else to re-explain to me how it was, but for the task/homework I made it on my own at home, brother.".

> "I am able to , but if there are still those who do not understand, I will ask a friend who understands better.."

Based on the results of the interview above, students still need others in learning to understand what the teacher clearly said, and one of the students also said there are those who can try to learn on their own without the help of others but are helped, such as Google and applications that support learning.

e. Education

Based on the results of interviews related to education as expressed by students, saying that :

> "For the advantages of online learning, it is an easily accessible and flexible place, and for a lack of it, it is like a network problem and not focused."

Based on the results of the above interview for the advantages in self-study on the internet can access the material in the form of files. For example, the teacher sends material in the form of ppt, students can certainly directly download the material and immediately learn. In addition, students only need an internet package along with a smooth

network in order to follow the learning effectively until completion. And doing online learning, students can learn anywhere. Both indoors, and outdoors.

2. External Factors

a. Study Time

Based on the results of interviews related to study time as expressed by students, saying that:

> "I divide my study time by doing it every night, and that's when I easily focus. My goal is to learn independently so that my grades are good and the benefits I will get are understood."

Based on the results of the interview above the students are easier to focus on learning at night that's when trying to understand the task given by the teacher and they realized that many positive impacts are obtained if applying self-learning at home. And there are also students who say she didn't have time to study at home so they repeated her while at school because the child while working helped her parents.

b. Place of Study

Based on the results of the interview related to the place of study as expressed by the student, saying that:

> "if for a place to study independently I prefer in the room because in a quiet room and I easier to understand"

Based on the results of the above interview almost all students are comfortable places in self-study in the room because the room is the one

that gives the effect of comfortable silence because it is students more focused without being disturbed by others.

c. Learning Motivation

Based on the results of interviews related to learning motivation as expressed by students, saying that:

> "I want to achieve my dreams and get good grades, so I am motivated to learn independently."

Based on the results of the above interview, students say that what motivates them to continue to learn independently at home is the achievement of goals and the desire to make proud parents.

d. Parenting Patterns

Based on the results of interviews related to parenting parents as expressed by students, say that:

> "Parenting parents are very supportive in terms of facilities and high motivation and support, and when at home, to be discussed is a mother who always patiently teaches her child."

Based on the results of the interview above, students say that they are more often invited to take part, but there are also students who say an older brother, because it is more connected to being invited to discuss parenting and how to educate. It is very important.

Based on the results of interviews conducted by researchers, they concluded that the answers from respondents were based on the opinions of each respondent. They learn English and actively read English in

speaking classes based on their desires and those that arise from within them.

Furthermore, based on the results of the interview, students also feel the difficulties they experience during online learning. According to them, they do not understand the material described because sometimes the time is relatively short, the internet connection is poor due to lights often going out, and internet quotas run out. Then, from the results of the interview, students are more dominant in having intrinsic motivation, namely from the opinions they answer at the time of the interview..

C. Discussion

After the researcher collects data from the results of the study obtained from the questionnaire and interview the researcher conducts analytical data to better explain the results of the study. in accordance with the data analysis techniques selected by researchers, namely with quantitative descriptive.

Variables that became the object of learning independence research in speaking classes during the covid-19 pandemic at Sma 06 Bengkulu Tengah. From the results of the analysis, the data of learning in the speaking class came from the results of questionnaires distributed with respondents amounting to 24 students in class XI Mipa.

According to the results of the validity test in Microsoft Excel calculations using 19 statement independence questionnaires, 13 valid statement items were

obtained. Based on the results of reliability tests in the calculation of SPSS version 28 on learning independence data with an Alpha coefficient value of 0.701 > 0.6, it can be said that the data is reliable and has a very high level of reliability.

Based on the results of this study it was found that the self-directed learning indicator falls into the category of high motivation, namely: It means that students have the interest and passion to learn the next material to achieve learning achievement and the presence of a strong will from students.

The first indicator of dependence on others falls into the category of "high" based on an average of 61% of question items, meaning that this indicates that students have a conscious desire to argue for their own desires, do not learn under the control of others and choose their own learning stratrgi to actively speak while studying during the Covid-19 pandemic.

The second indicator is have confidence which means that they can achieve their own learning goals and have the belief that being able to overcome problems or obstacles faced in their learning activities shows students learn and actively speak during the Covid-19 pandemic because of satisfaction, the indicator has confidence categorized into "high" levels based on the calculation of an average of 70% of all question items.

The third indicator of behave discipline falls into the category of "high" level, meaning that students are always on their learning activities and always do speaking tasks on time in speaking classes during the Covid-19 pandemic, this is

due to relatively different learning methods so that students feel challenged in learning.

The fourth indicator, have a sense of responsibility categorized at the "medium" level based on an average of 60% of all question items, this shows that students spur themselves to continue to be passionate in learning and try to carry out learning plans as best as possible after being able to focus attention in school activities when learning in speaking classes during the Covid-19 pandemic, students are still actively learning and learning English to build good habits. from within them. Furthermore, the fifth indicator of behave on you own initiative is categorized at a "high" level based on an average of 69% of all question items. This shows students argue and act consciously on their own desires and plan their own learning activities, students remain actively reading because they realize that speaking English is important and consciously self-study.

Then the sixth indicator of self-control is categorized at the "high" level which means students are confident that learning activities ultimately have an impact on themselves and observe the rise and decrease in student learning outcomes obtained. Based on the overall category of self-directed learning indicators in speaking class during pandemic Covid-19 is quite high. The fact that self-directed learning is a process in which individuals take the initiative, with or without the help of others, and the process in self-learning is carried out by recognizing your own needs in personal goals, making decisions about

learning resources and strategies and assessing outcomes. (Knowles, 1975, p.65-68)

From the results of interview and the results of the data conducted it can be known that internal factors greatly affect the independence of a student's learning, the internal factor dominates this is caused by self-encouragement so that there is no element of compulsion in the process that is relevant to student motivation however, external factors cannot simply be ignored this is very necessary as a supporting factor for students in self-directed learning

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussions mentioned in the previous chapter, it can be concluded that students of class XI MIPA at SMAN 06 Bengkulu Tengah have a level of "high". Level of self-directed learning can be proven from the results of questionnaire tests which have characteristics able to identify their learning needs, can make learning plans and are able to implement their learning plans independently and for the dominant factors that affect learning independence, namely learning factors internally derived from within the student himself.

B. Suggestion

After completing this study, the research team wanted to give advice to teachers and students. Here's his advice:

1. English teachers have suggested that students learn independently at home during the Covid-19 pandemic because it can make Students learn more actively and draw up their learning plans independently and can improve students' understanding and grades.
2. Students are encouraged to study independently at home because by self-study students will get knowledge and be more active in improving student speaking.

3. Advice for further researchers, is expected to review more sources and references related to emotional intelligence so that the results of the study can be better and more complete than previous studies.

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APPENDICES

Appendix 1

Questionnaire

Nama :

Kelas :

No. Absen :

Petunjuk Pengisian:

1. Bacalah pertanyaan- pertanyaan berikut ini dengan cermat sebelum anda menjawabnya.
2. Berilah tanda centang (√) pada kolom yang telah disediakan sesuai keadaan yang anda alami, yaitu:

   Keterangan :
   1. STS = (Sangat Tidak Setuju)
   2. TS = (Tidak Setuju)
   3. N = (Netral)
   4. S = (Setuju)
   5. SS = (Sangat Setuju)

3. Kejujuran anda dalam menjawab pertanyaan-pertanyaan sangat membantu penulisan skipsi kami.
4. Anda tidak perlu ragu-ragu dengan jawaban anda, karena kerahasiannya dijamin oleh peneliti.
5. Dalam angket ini semua jawaban benar dan tidak ada jawaban yang salah.
6. Jawaban anda tidak akan mempengaruhi nilai pada mata pelajaran apa pun.

No	Pernyataan	Jawaban				
		STS	TS	N	S	SS
1	Saya belajar di bawah kendali orang lain					
2	Saya berpendapat secara sadar atas keinginan saya sendiri					
3	Saya bertindak secara sadar atas kehendak saya sendiri					
4	Saya meningkatkan prestasi belajar karena dorongan dari					

	orang lain					
5	Saya tidak merencanakan sendiri kegiatan belajar saya					
6	Saya memilih sendiri strategi belajar saya					
7	Saya memacu diri untuk terus semangat dalam belajar					
8	Saya memiliki keyakinan dapat mencapai tujuan belajar saya					
9	Saya yakin bahwa aktivitas belajar saya pada akhirnya berdampak pada diri saya sendiri					
10	Saya tidak memiliki keyakinan bahwa saya mampu mengatasi masalah atau hambatan yang saya hadapi dalam kegiatan belajar saya					
11	Saya senentiasa membuat perencanaan atas kegiatan belajar saya					
12	Saya tidak berusaha hadir ke sekolah tepat waktu					
13	Saya tidak berusaha melaksanakan rencana kegiatan belajar saya sebaik mungkin					
14	Saya mampu memfokuskan perhatian dalam kegiatan sekolah					
15	Saya tidak mengevaluasi hasil belajar saya					
16	Saya menyelesaikan tugas-tugas sekolah saya sesuai dengan kemampuan saya sendiri					
17	Saya berani menyampaikan pendapat yang berbeda dari pendapat orang lain					
18	Saya senentiasa mengumpulkan tugas-tugas speaking tepat waktu					
19	Saya mencermati kenaikan dan penurunan hasil belajar yang saya peroleh					

Appendix 2

Interview Guide

Name	
Class	

1. Bagaimanakah perbedaan konsentrasi belajar pada siswa laki-laki dan perempuan?
2. Bagaimana cara belajar anda mandiri di rumah?
3. Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?
4. Bagaimana cara anda membagi membagi waktu belajar anda ?
5. Dimanakah tempat yang nyaman anda untuk belajar?
6. Apa yang menjadi motivasi anda untuk belajar mandiri ?
7. Apakah pola asuh orang tua anda mendukung untuk belajar mandiri ?
8. Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain?
9. Saat dirumah yang sering anda ajak untuk berdiskusi dalam kegiatan belajar?
10. Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar?
11. Bagaimana cara anda mengevaluasi proses belajar yang sudah anda lakukan?
12. Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari?

Appendix 3

INTERVIEW RESULT

Wawancara I
Nama : Meti
Sekolah : SMAN 06 Bengkulu Tengah
Metode : Wawancara
Hari / tanggal : 11 November 2021

No	Pertanyaan	Jawaban
1.	Bagaimanakah perbedaan konsentrasi belajar pada siswa laki-laki dan perempuan?	Ada kak, konsisten menurut gender itu lebih ke cewek karena biasanya masuk ke dalam kelas itu cewek yang ngerjakan tugas, kalau cowok itu terkadang main keluar kak.
2.	Bagaimana cara belajar anda mandiri di rumah?	Belajar seperti di sekolah mengulang materi yang diberikan guru
3.	Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?	Iya kak, ketika mood saya sedang baik belajar itu terasa menyenangkan.
4.	Bagaimana cara anda membagi membagi waktu belajar anda ?	Saya membagi waktu belajar saya kalau siang memanfaatkan waktu betrmain untu belajar nya di malam hari sebelum tidur.
5.	Dimanakah tempat yang nyaman anda untuk belajar?	Di kamar kak, karena jauh dari kebisingan
6.	Apa yang menjadi motivasi anda untuk belajar mandiri ?	Supaya bisa membanggakan orang tua kak
7.	Apakah pola asuh orang tua anda mendukung untuk belajar	Mendukung kak, tapi tidak menemani saat

	mandiri ?	belajar karena sibuk kerja.
8.	Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain?	Mampu kak, tapi jika masih ada yang belum mengerti saya tanyakan kepada teman yang lebih paham.
9.	Saat dirumah yang sering anda ajak untuk berdiskusi dalam kegiatan belajar?	Kalau di rumah saya jarang berdiskusi dengan keluarga kak saya juga tinggal bersama kakak saya, dan saya langsung menanyakan kepada guru .
10.	Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar?	Kelebihan saya dalam belajar kalau saya mudah memahami saya senang belajar tapi kekurangan saya jika tidak mengerti saya kurang mendalami.
11.	Bagaimana cara anda mengevaluasi proses belajar ynag sudah anda lakukan ?	Tanyakan jika ada yang kurang mengerti kepada guru
12.	Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari?	Manfaat nya menambah pengatahuan

INTERVIEW RESULT

Wawancara II

Nama : Marta Marulina Putri
Sekolah : SMAN 06 Bengkulu Tengah
Metode : Wawancara
Hari / tanggal : 11 Noveember 2021

No	Pertanyaan	Jawaban
1.	Bagaimanakah perbedaan konsentrasi belajar pada siswa laki-laki dan perempuan?	Enggak ada kak, tergantung pribaadi masing-masing
2.	Bagaimana cara belajar anda mandiri di rumah?	Kalau ada waktu luang, biasanya sebelum tidur
3.	Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?	Iya kak
4.	Bagaimana cara anda membagi membagi waktu belajar anda ?	Saya belajar nya malam kak, karena lebih focus
5.	Dimanakah tempat yang nyaman anda untuk belajar?	Di kamar kak agar tidak terganggu
6.	Apa yang menjadi motivasi anda untuk belajar mandiri ?	Pengen membanggakan orang tua dan menjadi yang terbaik
7.	Apakah pola asuh orang tua anda mendukung untuk belajar mandiri ?	Mendukung banget kak, serta fasilitas yang diberikan.
8.	Apakah anda mampu belajar sendiri dan tidak bergantung	Belum kak, saya paling bertanya kepada orang tua dan teman-teman

	pada orang lain?	
9.	Saat dirumah yang sering anda ajak untuk berdiskusi dalam kegiatan belajar?	Saudara kak
10.	Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar?	Melihat dari hasil ujian atau ulangan
11.	Bagaimana cara anda mengevaluasi proses belajar ynag sudah anda lakukan ?	Mencoba menjawab soal-soal yang berhubungan dengan pemebelajaran yang telah diajarkan.
12.	Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari?	Mengasah diri lagi kak

INTERVIEW RESULT

Wawancara III

Nama : Gefrianto
Sekolah : SMAN 06 Bengkulu Tengah
Metode : Wawancara
Hari / tanggal : 11 Noveember 2021

No	Pertanyaan	Jawaban
1.	Bagaimanakah perbedaan konsentrasi belajar pada siswa laki-laki dan perempuan?	Enggak ada kak, tergantung pribadi masing-masing
2.	Bagaimana cara belajar anda mandiri di rumah?	Saya belajar di rumah dengan mempersiapkan alat seperti buka dan alat tulis sebelum belajar.
3.	Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?	Iya kak lebih bersemangat
4.	Bagaimana cara anda membagi membagi waktu belajar anda ?	Saya membagi waktu belajar dengan belajar di malam sebelum tidur
5.	Dimanakah tempat yang nyaman anda untuk belajar?	Saya biasanya suka belajar di ruang tamu kak
6.	Apa yang menjadi motivasi anda untuk belajar mandiri ?	Motivasi saya ingin mendapat nilai yang baik kak.
7.	Apakah pola asuh orang tua anda mendukung untuk belajar mandiri ?	Mendukung kak, seperti sekolah ini saya sudah merasa di dukung
8.	Apakah anda mampu belajar	Sudah kak tapi kadang saya juga butuh

	sendiri dan tidak bergantung pada orang lain?	bimbingan
9.	Saat dirumah yang sering anda ajak untuk berdiskusi dalam kegiatan belajar?	Biasanya ibu kak, karena ibu banyak waktu luang
10.	Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar?	Saya memahami nya dengan melihat hasil raport kak.
11.	Bagaimana cara anda mengevaluasi proses belajar ynag sudah anda lakukan ?	Dengan cara membuat kesimpulan tentang pembelajaran tersebut.
12.	Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari?	Manfaat nya agar mendapat nilai yang baik dan dikenal guru kak.

INTERVIEW RESULT

Wawancara IV

Nama : Jopyan Panjaitan
Sekolah : SMAN 06 Bengkulu Tengah
Metode : Wawancara
Hari / tanggal : 11 Noveember 2021

No	Pertanyaan	Jawaban
1.	Bagaimanakah perbedaan konsentrasi belajar pada siswa laki-laki dan perempuan?	Lebih ke cewek kayaknya kak, soalnya yang rajin buat tugas itu cewek
2.	Bagaimana cara belajar anda mandiri di rumah?	Dengan cara membaca dan mengingat kak.
3.	Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?	Iya kak sangat menyenangkan
4.	Bagaimana cara anda membagi membagi waktu belajar anda ?	Adil kak antara pekerjaan rumah dan waktu belajar.
5.	Dimanakah tempat yang nyaman anda untuk belajar?	Di teras rumah kak di sore hari
6.	Apa yang menjadi motivasi anda untuk belajar mandiri ?	Membanggakan orang tua dan bisa menggapai cita-cita kak.
7.	Apakah pola asuh orang tua anda mendukung untuk belajar mandiri ?	Mendukung kak, apa lagi untuk membeli buku bacaan
8.	Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain?	Mampu kak
9.	Saat dirumah yang sering anda	Biasanya saudara kak, karena dia kurang

	ajak untuk berdiskusi dalam kegiatan belajar?	lebih paham tentang pembelajaran saya
10.	Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar?	Dengan cara melihat nilai saya dengan orang lain.
11.	Bagaimana cara anda mengevaluasi proses belajar ynag sudah anda lakukan ?	Dengan cara mengerjakan tugas yang diberikan kak.
12.	Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari?	Manfaat nya untuk menggapai cita-cita

INTERVIEW RESULT

Wawancara V

Nama : Sri Lestari
Sekolah : SMAN 06 Bengkulu Tengah
Metode : Wawancara
Hari / tanggal : 11 Noveember 2021

No	Pertanyaan	Jawaban
1.	Bagaimanakah perbedaan konsentrasi belajar pada siswa laki-laki dan perempuan?	Enggak ada kak, tergantung pribaadi masing-masing
2.	Bagaimana cara belajar anda mandiri di rumah?	Dengan membuka youtube atau buku online kak yang banyak tersedia di google.
3.	Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar anda menyenangkan ?	Iya kak sangat mneyenangkan apa lagi jika guru nya bisa dalm hal menyampaikan.
4.	Bagaimana cara anda membagi membagi waktu belajar anda ?	Dengan belajar saya pada malam hari sebelum tidur.
5.	Dimanakah tempat yang nyaman anda untuk belajar?	Di kamar kak karena sunyi.
6.	Apa yang menjadi motivasi anda untuk belajar mandiri ?	Motivasi saya adlah mendapatkan nilai yang terbaik.
7.	Apakah pola asuh orang tua anda mendukung untuk belajar mandiri ?	Sangat mendukung kak apa lagi dalam hal sarana dan prasarana kak.
8.	Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain?	Belum kak, saya masih membutuhkan orang lain jika saya tidak mengerti.
9.	Saat dirumah yang sering anda ajak untuk berdiskusi dalam	Ibu kak

	kegiatan belajar?	
10.	Bagaimana cara anda memahami kelebihan dan kekurangan anda dalam belajar?	Dengan melihat hasil akhir semester kak
11.	Bagaimana cara anda mengevaluasi proses belajar ynag sudah anda lakukan ?	Dengan membaca nya lagi kak dna mempraktekannya.
12.	Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari?	Manfaat nya banyak kak slah satu nya mendapat nilai bagus.

Appendix 4

Validity Test

Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	TOTAL
1	4	4	4	2	5	3	3	5	4	5	4	2	2	4	3	3	3	4	4	68
2	2	3	3	2	2	3	3	4	4	5	5	2	2	4	3	4	4	5	5	65
3	1	4	4	1	1	4	5	5	2	2	3	3	1	1	3	4	4	5	4	57
4	2	3	2	4	2	3	1	2	5	2	4	2	1	3	2	2	4	5	5	54
5	2	4	4	3	3	5	5	5	4	1	3	3	1	4	2	4	4	4	4	65
6	2	3	1	2	4	3	2	4	4	5	3	2	1	3	2	4	4	4	5	58
7	4	5	4	5	3	4	5	4	4	1	1	3	3	4	3	4	2	2	4	65
8	2	3	3	3	4	3	4	3	5	3	3	2	2	3	1	3	4	4	3	58
9	3	4	5	2	2	3	5	5	5	2	2	2	2	4	2	4	3	5	4	64
10	2	3	4	1	3	3	5	5	5	2	3	2	2	3	2	4	2	4	3	58
11	3	5	4	3	3	3	5	5	5	4	3	2	3	5	2	4	4	4	4	71
12	2	4	5	3	5	4	5	5	5	2	4	2	2	3	3	5	4	4	5	72
13	2	3	4	2	4	5	2	5	5	3	4	1	1	4	2	5	2	4	4	62
14	3	4	4	3	3	5	5	4	4	3	3	2	1	4	3	4	4	4	3	66
15	4	4	4	4	3	1	4	4	3	1	1	2	2	4	1	4	4	4	4	58
16	4	5	5	2	2	5	5	5	5	5	4	1	1	4	4	3	5	1	2	68
17	1	2	4	4	2	3	5	4	1	1	4	2	1	3	3	4	3	3	4	54
18	3	4	4	4	2	3	4	3	3	2	4	2	1	4	3	4	5	4	3	62
19	3	5	4	4	2	3	4	4	3	3	4	2	2	4	3	4	5	4	3	66
20	1	4	5	4	2	3	1	1	2	2	4	2	1	4	2	3	4	4	5	54
21	1	4	2	4	1	2	4	3	3	1	4	1	2	4	3	4	4	3	5	55
22	3	5	4	4	1	1	4	5	2	2	4	2	1	2	2	1	4	3	4	54
23	1	4	5	4	3	3	5	4	4	4	4	2	1	4	3	3	3	4	3	64
24	3	5	5	2	2	3	4	2	3	5	4	2	3	3	3	4	5	4	4	66
r hitung	0,4904842	0,471491	0,436521	-0,20993	0,462627	0,474742	0,408353	0,419149	0,513124	0,462578	0,005283	0,030234	0,439841	0,483544	0,406191	0,415052	0,111917	-0,08141	-0,26366	
rTabel	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	0,404	
V/T	v	v	v	T	v	v	v	v	v	v	T	T	v	v	v	v	T	T	T	

Appendix 5

Results of Questionnaire Self-Directed Learning in Speaking Class During Pandemic Covid-19

Responden	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTAL SCORE	SCORE MAX	%	% AVERAGE	RATING
1	4	4	4	5	3	3	5	4	5	2	4	3	3	49	65	75,38461538		HIGH
2	2	3	3	2	3	3	4	4	5	2	4	3	4	42	65	64,61538462		HIGH
3	1	4	4	1	4	5	5	2	2	1	1	3	4	37	65	56,92307692		MEDIUM
4	2	3	2	2	3	1	2	5	2	1	3	2	2	30	65	46,15384615		MEDIUM
5	2	4	4	3	5	5	5	4	1	1	4	2	4	44	65	67,69230769		HIGH
6	2	3	1	4	3	2	4	4	5	1	3	2	4	38	65	58,46153846		MEDIUM
7	4	5	4	3	4	5	4	4	1	3	4	3	4	48	65	73,84615385		HIGH
8	2	3	3	4	3	4	3	5	3	2	3	1	3	39	65	60		MEDIUM
9	3	4	5	2	3	5	5	5	2	2	4	2	4	46	65	70,76923077		HIGH
10	2	3	4	3	3	5	5	5	2	2	3	2	4	43	65	66,15384615		HIGH
11	3	5	4	3	3	5	5	5	4	3	5	2	4	51	65	78,46153846		HIGH
12	2	4	5	5	4	5	5	5	2	2	3	3	5	50	65	76,92307692	64,48717949	HIGH
13	2	3	4	4	5	2	5	5	3	1	4	2	5	45	65	69,23076923		HIGH
14	3	4	4	3	5	5	4	4	3	1	4	3	4	47	65	72,30769231		HIGH
15	4	4	4	3	1	4	4	3	1	2	4	1	4	39	65	60		MEDIUM
16	4	5	5	2	5	5	5	5	5	1	4	4	3	53	65	81,53846154		VERY HIGH
17	1	2	4	2	3	5	4	1	1	1	3	3	4	34	65	52,30769231		MEDIUM
18	3	4	4	2	3	4	3	3	2	1	4	3	4	40	65	61,53846154		HIGH
19	3	5	4	2	3	4	4	3	3	2	4	3	4	44	65	67,69230769		HIGH
20	1	4	5	2	3	1	1	2	2	1	4	2	3	31	65	47,69230769		MEDIUM
21	1	4	2	1	2	4	3	3	1	2	4	3	4	34	65	52,30769231		MEDIUM
22	3	5	4	1	1	4	5	2	2	1	2	2	1	33	65	50,76923077		MEDIUM
23	1	4	5	3	3	5	4	4	4	1	4	3	3	44	65	67,69230769		HIGH
24	3	5	5	2	3	4	2	3	5	3	3	3	4	45	65	69,23076923		HIGH

Appendix 6

Results Don't Depend On Other People

Respondents	1	4	6	16	total score	max score	%	% Average	Rating
1	4	2	3	3	12	20	60	61,66666667	MEDIUM
2	2	2	3	4	11	20	55		MEDIUM
3	1	1	4	4	10	20	50		MEDIUM
4	2	4	3	2	11	20	55		MEDIUM
5	2	3	5	4	14	20	70		HIGH
6	2	2	3	4	11	20	55		MEDIUM
7	4	5	4	4	17	20	85		VERY HIGH
8	2	3	3	3	11	20	55		MEDIUM
9	3	2	3	4	12	20	60		MEDIUM
10	2	1	3	4	10	20	50		MEDIUM
11	3	3	3	4	13	20	65		HIGH
12	2	3	4	5	14	20	70		HIGH
13	2	2	5	5	14	20	70		HIGH
14	3	3	5	4	15	20	75		HIGH
15	4	4	1	4	13	20	65		HIGH
16	4	2	5	3	14	20	70		HIGH
17	1	4	3	4	12	20	60		MEDIUM
18	3	4	3	4	14	20	70		HIGH
19	3	4	3	4	14	20	70		HIGH
20	1	4	3	3	11	20	55		MEDIUM
21	1	4	2	4	11	20	55		MEDIUM
22	3	4	1	1	9	20	45		MEDIUM
23	1	4	3	3	11	20	55		MEDIUM
24	3	2	3	4	12	20	60		MEDIUM

Appendix 7

Have Confidence

Respondents	8	10	17	total score	max score	%	% Average	Rating
1	5	5	3	13	15	86,66666667	70	VERY HIGH
2	4	5	4	13	15	86,66666667		VERY HIGH
3	5	2	4	11	15	73,33333333		HIGH
4	2	2	4	8	15	53,33333333		MEDIUM
5	5	1	4	10	15	66,66666667		HIGH
6	4	5	4	13	15	86,66666667		VERY HIGH
7	4	1	2	7	15	46,66666667		MEDIUM
8	3	3	4	10	15	66,66666667		HIGH
9	5	2	3	10	15	66,66666667		HIGH
10	5	2	2	9	15	60		MEDIUM
11	5	4	4	13	15	86,66666667		VERY HIGH
12	5	2	4	11	15	73,33333333		HIGH
13	5	3	2	10	15	66,66666667		HIGH
14	4	3	4	11	15	73,33333333		HIGH
15	4	1	4	9	15	60		MEDIUM
16	5	5	5	15	15	100		VERY HIGH
17	4	1	3	8	15	53,33333333		MEDIUM
18	3	2	5	10	15	66,66666667		HIGH
19	4	3	5	12	15	80		VERY HIGH
20	1	2	4	7	15	46,66666667		MEDIUM
21	3	1	4	8	15	53,33333333		MEDIUM
22	5	2	4	11	15	73,33333333		HIGH
23	4	4	3	11	15	73,33333333		HIGH
24	2	5	5	12	15	80		VERY HIGH

Appendix 8

Behave Discipline

Respondents	11	12	18	total score	max score	%	% Average	Rating
1	4	2	4	10	15	66,66666667	61,66666667	HIGH
2	5	2	5	12	15	80		HIGH
3	3	3	5	11	15	73,33333333		HIGH
4	4	2	5	11	15	73,33333333		HIGH
5	3	3	4	10	15	66,66666667		HIGH
6	3	2	4	9	15	60		MEDIUM
7	1	3	2	6	15	40		LOW
8	3	2	4	9	15	60		MEDIUM
9	2	2	5	9	15	60		MEDIUM
10	3	2	4	9	15	60		MEDIUM
11	3	2	4	9	15	60		MEDIUM
12	4	2	4	10	15	66,66666667		HIGH
13	4	1	4	9	15	60		MEDIUM
14	3	2	4	9	15	60		MEDIUM
15	1	2	4	7	15	46,66666667		MEDIUM
16	4	1	1	6	15	40		LOW
17	4	2	3	9	15	60		MEDIUM
18	4	2	4	10	15	66,66666667		HIGH
19	4	2	4	10	15	66,66666667		HIGH
20	4	2	4	10	15	66,66666667		HIGH
21	4	1	3	8	15	53,33333333		MEDIUM
22	4	2	3	9	15	60		MEDIUM
23	4	2	4	10	15	66,66666667		HIGH
24	4	2	4	10	15	66,66666667		HIGH

Appendix 9

Have a Sense of Responsbility

Respondents	7	13	14	total score	max score	%	% Average	Rating
1	3	2	4	9	15	60	60,8333333	MEDIUM
2	3	2	4	9	15	60		MEDIUM
3	5	1	1	7	15	46,6666667		MEDIUM
4	1	1	3	5	15	33,3333333		LOW
5	5	1	4	10	15	66,6666667		HIGH
6	2	1	3	6	15	40		LOW
7	5	3	4	12	15	80		HIGH
8	4	2	3	9	15	60		MEDIUM
9	5	2	4	11	15	73,3333333		HIGH
10	5	2	3	10	15	66,6666667		HIGH
11	5	3	5	13	15	86,6666667		VERY HIGH
12	5	2	3	10	15	66,6666667		HIGH
13	2	1	4	7	15	46,6666667		MEDIUM
14	5	1	4	10	15	66,6666667		HIGH
15	4	2	4	10	15	66,6666667		HIGH
16	5	1	4	10	15	66,6666667		HIGH
17	5	1	3	9	15	60		MEDIUM
18	4	1	4	9	15	60		MEDIUM
19	4	2	4	10	15	66,6666667		HIGH
20	1	1	4	6	15	40		LOW
21	4	2	4	10	15	66,6666667		HIGH
22	4	1	2	7	15	46,6666667		MEDIUM
23	5	1	4	10	15	66,6666667		HIGH
24	4	3	3	10	15	66,6666667		HIGH

Appendix 10

Behave on Your Own Initiative

Respondents	2	3	5	total score	max score	%	% Average	Rating
1	4	4	5	13	15	86,66666667	69,72222222	VERY HIGH
2	3	3	2	8	15	53,33333333		MEDIUM
3	4	4	1	9	15	60		MEDIUM
4	3	2	2	7	15	46,66666667		MEDIUM
5	4	4	3	11	15	73,33333333		HIGH
6	3	1	4	8	15	53,33333333		MEDIUM
7	5	4	3	12	15	80		HIGH
8	3	3	4	10	15	66,66666667		HIGH
9	4	5	2	11	15	73,33333333		HIGH
10	3	4	3	10	15	66,66666667		HIGH
11	5	4	3	12	15	80		HIGH
12	4	5	5	14	15	93,33333333		VERY HIGH
13	3	4	4	11	15	73,33333333		HIGH
14	4	4	3	11	15	73,33333333		HIGH
15	4	4	3	11	15	73,33333333		HIGH
16	5	5	2	12	15	80		HIGH
17	2	4	2	8	15	53,33333333		MEDIUM
18	4	4	2	10	15	66,66666667		HIGH
19	5	4	2	11	15	73,33333333		HIGH
20	4	5	2	11	15	73,33333333		HIGH
21	4	2	1	7	15	46,66666667		MEDIUM
22	5	4	1	10	15	66,66666667		HIGH
23	4	5	3	12	15	80		HIGH
24	5	5	2	12	15	80		HIGH

Appendix 11

Self- Control

Respondents	9	5	19	total score	max score	%	% Average	Rating
1	4	5	4	13	15	86,66666667	68,8888889	VERY HIGH
2	4	2	5	11	15	73,33333333		HIGH
3	2	1	4	7	15	46,66666667		MEDIUM
4	5	2	5	12	15	80		HIGH
5	4	3	4	11	15	73,33333333		HIGH
6	4	4	5	13	15	86,66666667		VERY HIGH
7	4	3	4	11	15	73,33333333		HIGH
8	5	4	3	12	15	80		HIGH
9	5	2	4	11	15	73,33333333		HIGH
10	5	3	3	11	15	73,33333333		HIGH
11	5	3	4	12	15	80		HIGH
12	5	5	5	15	15	100		VERY HIGH
13	5	4	4	13	15	86,66666667		VERY HIGH
14	4	3	3	10	15	66,66666667		HIGH
15	3	3	4	10	15	66,66666667		HIGH
16	5	2	2	9	15	60		MEDIUM
17	1	2	4	7	15	46,66666667		MEDIUM
18	3	2	3	8	15	53,33333333		MEDIUM
19	3	2	3	8	15	53,33333333		MEDIUM
20	2	2	5	9	15	60		MEDIUM
21	3	1	5	9	15	60		MEDIUM
22	2	1	4	7	15	46,66666667		MEDIUM
23	4	3	3	10	15	66,66666667		HIGH
24	3	2	4	9	15	60		MEDIUM

Appendix 12

distributing Questionnaires

<table>
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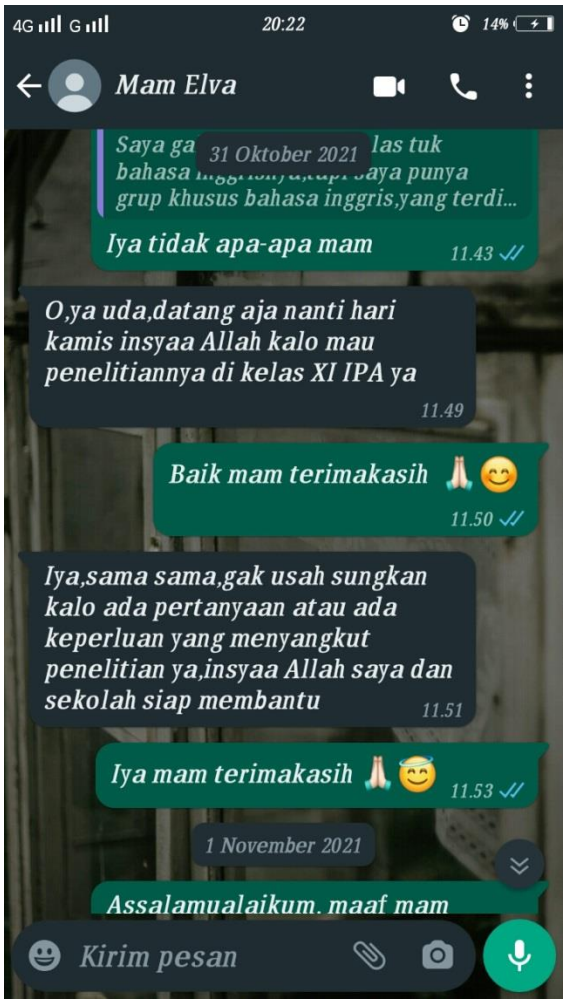
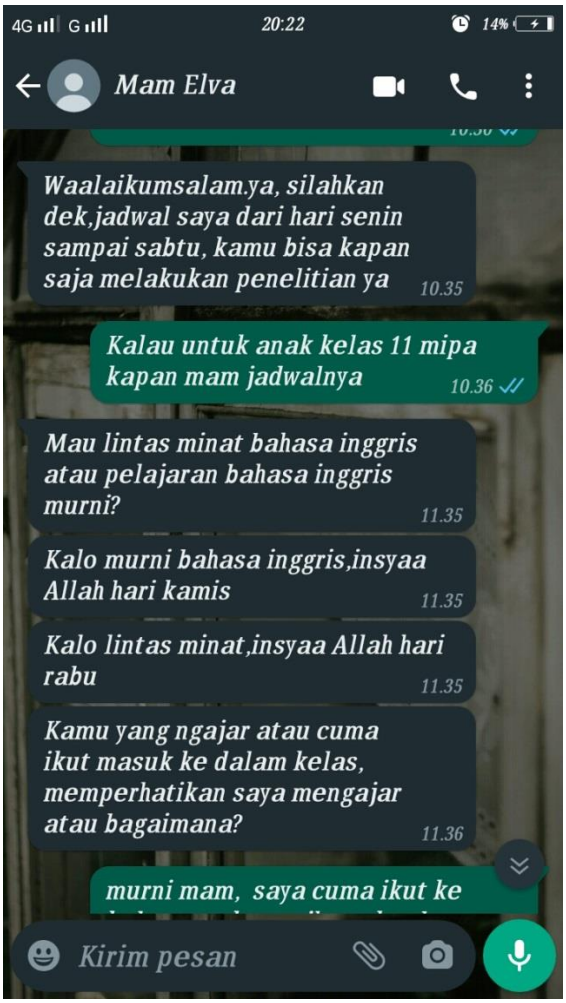
Appendix 13

Interview

Appendix 14

Chat with teacher





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Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 1669 /In.11/F.II/PP.009/ 03/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Riswanto, Ph.D. 197204101999031004	P I	Maisyarah 1711230040	TBI	An Analysis of EFL Self-Directed Learning in Speaking Class during the Pandemic of Covid-19 (A Descriptive Qualitative Study towards Students of SMAN 06 Bengkulu Tengah in the Academic Year 2021/2022)
2	Endang Haryanto, M.Pd.	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 29 Maret 2021

Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FATMAWATI SUKARNO BENGKULU
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Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Maisyarah
NIM : 1711230040
Jurusan/Prodi : Tadris/Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **An Analysis of EFL Self-Directed Learning in Speaking Class During the Pandemic Covid-19** Menjadi: **An Analysis of Students' Self-Directed learning in Speaking Class During the Pandemic Covid-19 at SMAN 06 Bengkulu Tengah** Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 26 Januari 2022
Dibuat oleh,

Maisyarah
NIM.1711230040

Disetujui oleh,

Pembimbing 1,

Riswanto, Ph.D
NIP.197204101999031004

Pembimbing 2,

Endang Haryanto , M.Pd
NIDN. 2004058601

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd
NIP. 198703242015032002

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Website: www.iainbengkulu.ac.id

Bengkulu, 6 Oktober 2021

Nomor : 4155 /In.11/F.II/PP.009/ 10/2021
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Feny Martina, M.Pd. (Penyeminar I)
2. Valisneria Utami, M.Ed. (Penyeminar II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Kamis, 07 Oktober 2021
Waktu : 08.00 sampai selesai
Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Velya Utari 1711230045	An Analysis of Language Style Used in Social Media's Meme and Its Impact to Students Language Learning
2.	Ninda Nofiana 1711230097	An Analysis of Teachers' Humor in Teaching English buy Using Critical Discourse Analysis at Secondary Level (Descriptive Qualitative Design at the Tenth Grade Students of SMAN 2 Argamakmur in Academic Year 2020/2021)
3.	Dea Putri Wandasari 1711230117	The Analysis of English Students' Problems in Section One of ITP TOEFL Test (Study at Seventh Semester Students of TBI IAIN Bengkulu in Academic Yaer (2021/2022)
4	Ovie Sastra Fadillah 1711230028	The Effect of Pre-Questioning Technique on Reading Comprehension at VIII Grade Students of SMPN 06 Seluma (A Quasi Experimental Study st VIII Grade of SMPN 06 Seluma)
5	Maisyarah 1711230040	An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMA 06 Bengkulu Tengah

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan,

KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI BENGKULU

A. ZUBAEDI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor: 4155 /In.11/F.II/PP.009/ 10/2021 Bengkulu, 6 Oktober 2021

Lamp. : -

Hal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Feny Martina, M.Pd. (Penyeminar I)
2. Valisneria Utami, M.Ed. (Penyeminar II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Kamis, 07 Oktober 2021
Waktu : 08.00 sampai selesai
Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Velya Utari 1711230045	An Analysis of Language Style Used in Social Media's Meme and Its Impact to Students Language Learning
2.	Ninda Nofiana 1711230097	An Analysis of Teachers' Humor in Teaching English buy Using Critical Discourse Analysis at Secondary Level (Descriptive Qualitative Design at the Tenth Grade Students of SMAN 2 Argamakmur in Academic Year 2020/2021)
3.	Dea Putri Wandasari 1711230117	The Analysis of English Students' Problems in Section One of ITP TOEFL Test (Study at Seventh Semester Students of TBI IAIN Bengkulu in Academic Yaer (2021/2022)
4.	Ovie Sastra Fadillah 1711230028	The Effect of Pre-Questioning Technique on Reading Comprehension at VIII Grade Students of SMPN 06 Seluma (A Quasi Experimental Study st VIII Grade of SMPN 06 Seluma)
5.	Maisyarah 1711230040	An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMA 06 Bengkulu Tengah

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan,

ZUBAEDI

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jl. Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Maisyarah, NIM : 1711230040 yang berjudul "An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMAN 06 Bengkulu Tengah". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : kamis, 07 Oktober 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, Oktober 2021

Penyeminar I

Feny Martina, M.Pd.
NIP. 198703242015032002

Penyeminar II

Valisneria Utami, M.Ed.
NIP. 198903232019032010

KEMETERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT KETERANGAN

Bengkulu, 27 Oktober 2021

Nomor : -
Lampiran : 1 (satu) Proposal
Perihal : **Surat Permohonan Izin Penelitian Prodi Tadris Bahasa Inggris**

Dengan hormat,
Yang bertanda tangan dibawah ini :

Nama : Maisyarah
NIM : 1711230040
Asal Perguruan Tinggi : Institut Agama Islam Negeri
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini mengajukan permohonan agar dibuat surat pengantar/izin penelitian di SMA 06 Bengkulu Tengah, mulai 1 November 2021 sampai 1 Desember 2021 untuk memperoleh data penyusunan Tugas Akhir Skripsi dengan judul **"An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMA 06 Bengkulu Tengah".**

Demikian surat keterangan ini dibuat untuk dapat di gunakan sebagaimana semestinya.

Mahasiswa,

Maisyarah
NIM.1711230040

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
Jln. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51161-53879, Faximili (0736) 51171-51172
Website:www.iainbengkulu.ac.id

Nomor : 4836 / In.11/F.II/TL.00/11/2021 9 November 2021
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 6 Bengkulu Tengah

Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"**an Analysis Self-Directed Learning in Speaking Class during Pandemic Covid-19 at SMA 06 Bengkulu Tengah**"*

Nama	:	Maisyarah
NIM	:	1711230040
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	SMAN 6 Bengkulu Tengah
Waktu Penelitian	:	10 November s/d 08 Desember 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Plt. Dekan,

Zubaedi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS

DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Nomor : 2289 /In. 11/F.II/PP.009/06/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Maisyarah
NIM : 1711230040
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Achmad Ja'far Sodik, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Andriadi, M.A.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Detti Lismayanti, M,Hum.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 3 Juni 2021
Dekan,

KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI BENGKULU

IDI BAEDI

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 6 BENGKULU TENGAH
Jl. Raya Air Sebakul Kode Pos 38381 Kecamatan Talang Empat Kab. Bengkulu Tengah
Email : sman6_benteng@yahoo.co.id

SURAT KETERANGAN SELESAI PENELITIAN

NOMOR : 070 / 215 / SMAN 6 BT /2021

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 6 Bengkulu Tengah :

Nama	: Pawit Farida LU, S.Pd
NIP	: 19760424 200801 2009
Pangkat Golongan	: Penata Tk.1/IIId
Alamat	: Air Sebakul

Dengan ini menerangkan bahwa mahasiswa berikut :

Nama	: Maisyarah
NIM	: 1711230040
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris
Universitas	: Institut Agama Islam Negeri (IAIN) Bengkulu

Telah selesai melakukan penelitian di SMA Negeri 6 Bengkulu Tengah terhitung mulai tanggal 10 November sampai dengan 08 Desember 2021 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul ***An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMAN 06 Bengkulu Tengah".***

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Bengkulu Tengah , 09 Desember 2021
Kepala Sekolah,

Pawit Farida LU, S.Pd.
NIP. 19760424 200801 2009

28/10 2021

CEK TURNITIIN MAISYARAH Hanura febrian

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website:www.uinfasbengkulu.ac.id

Bengkulu, 14 Januari 2022

Nomor : 0246 /Un.23/F.II/PP.00.9/01/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr. Kasmantoni, M.Si (Ketua)
2. Sepri Yunarman, M.Si (Sekretaris)
3. Feny Martina, M.Pd. (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di –
Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jumat, 14 Januari 2022
Waktu : 08.00 sampai selesai
Tempat : C.4.1

No.	Nama/Nim	Judul
1	Muhammad Yasin Hidayatulloh 1611230099	An Analysis Of Code Mixing On EFL Remote Classroom Used By Teacher (Descriptive Study At SMPN 5 Kota Bengkulu)
2	Maisyarah 1711230040	An Analysis Self-Directed Learning In Speaking Class During Pandemic Covid-19 At SMA 06 Bengkulu Tengah
3	Ria Annisa 1711230066	Rural Students' Barriers In Learning English During The Covid-19 Pandemi (A Case Study Conducted By Seventh Semester of English Education At UIN FAS Bengkulu)
4	Ovie Sastra Fadillah 1711230028	The Effect Of Pre-Questioning Technique On Reading Comprehension At VIII Grade Students of SMPN 06 Seluma (A Quasi Experimental Study At VIII Grade of SMPN 06 Seluma)
5	Ines Apriani 1711230107	Promotion Young Learners' Vocabulary Mastery By Using Hot Seat Game (Classroom Action Research At Seventh Grade Students of SMPN 8 Bengkulu city academic year 2019/2020)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.
Dekan,

Dr. Mus Mulyadi, M.Ag

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Maisyarah
NIM : 1711230040
Jurusan : Tarbiyah & Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Riswanto, Ph.
Judul Skripsi : An analysis of EFL self-Directed learning in speaking class during the pandemic covid-19

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1	2/8/2021	Chapter 1-3	[illegible]	[illegible]
2	6/8/2021	Revisi previous [illegible]	[illegible]	[illegible]
3	20/8/2021	Cek judul/grammar/structure/previous studies	[illegible]	[illegible]
4	25/8/2021	Lapar pandi negara judul/form observasi/istrumen [illegible]	[illegible]	[illegible]
5	27/8/2021	Acc Seminar Skripsi.		[illegible]

Bengkulu, 27 agustus 2021

Mengetahui,
Dekan,

Dr. Zubaedi, M.Ag, M.Pd
NIP. 19690308 199603 1 005

Pembimbing I

Riswanto, Ph.D
NIP.19720410199903

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : MAISYARAH
NIM : 1711230040
Jurusan : Tarbiyah dan Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Endang Haryanto M.Pd
Judul Skripsi : An analysis of EFL Self-Directed learning in Speaking Class during the Pandemic Covid-19

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1.	Senin, 05-04-2021	Penyerahan SK	—	
2.	Jum'at, 09-04-2021	Bab 1	Pahami lebih mendalam tentang konsep penelitian	
3.	Senin, 12-04-2021	Bab 1	Baca lebih mendalam tentang Self-directed.	
4.	Jum'at, 23-04-2021	Bab 1	apakah self directed learing itu atau ada istilah lain (secara teoritis).	
5.	Jum'at 21.05/21	Bab 1	- Perbaiki grammar - sesuaikan dengan Pedoman Penulisan.	
6.	Senin, 31-05-2021	Bab II	Next to chapter III	
7.	Senin, 07-06-2021	Bab III	- Buat instrument Penelitian - Perbaiki Bab III	
8.	kamis, 17 Juni-21	Bab III	Perbaiki instrument	
9.	kamis, 22-06-2021	Bab III	Cari instrument Penelitian yang sesuai	
10.	kamis, 01-07-2021	Bab III	Baca lagi referensi yang banyak	
11.	Selasa, 13-07-2021	Bab III	Perbaiki instrument	
12.	kamis, 22-07-2021	Bab III & Bab II	Tambah teori di Bab II	
13.	Selasa, 27-07-2021	Bab III	Tambahkan metode wawancara	
14.	Senin, 02-08-2021		Go to seminar (ACC)	

Bengkulu, 02 Agustus 2021

Mengetahui,
Dekan,

Dr. Zubaedi, M.Ag, M.Pd
NIP. 19690308 199603 1 005

Pembimbing II

Endang Haryanto, M.Pd
NIP.2004058601

INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Maisyarah
NIM : 1711230040
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Riswanto, Ph.D
Judul Skripsi : An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMAN 06 Bengkulu Tengah

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
1	7/12/2021	Chapter 4 - 5	Rubin	[signature]
2	21/12/2021	Cek Buku panduan, structure/grammar + spelling error dll	Rubin	[signature]
3	23/12/2021	Chapter 1 - 5	Rubin	[signature]
4	26/12/2021	Chapter 5	Rubin	[signature]
5	28/12/2021	Appendix	Rubin	[signature]
6	29/12/2021	ACC Ujian Tugas		[signature]

Bengkulu, 29 Desember 2021

Mengetahui,
Dekan,

Dr. Zubaedi, M.Ag, M.Pd
NIP. 19690308 199603 1 005

Pembimbing I

Riswanto, Ph.D
NIP.197204101999031004

INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. (0736) 51171

Nama Mahasiswa : Maisyarah
NIM : 1711230040
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Endang Haryanto, M.Pd
Judul Skripsi : An Analysis Self-Directed Learning in Speaking Class During Pandemic Covid-19 at SMAN 06 Bengkulu Tengah

No.	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
	Kamis/18-11-2021	Bab 4	Perbaiki hasil Bab 4	
	Senin/22-11-2021	Bab 4	Perbaiki hasil wawancara	
	Kamis/25-11-2021	Bab 5	Perbaiki bagian kesimpulan	
	Senin/29-11-2021	Bab 5	Perbaiki lagi	
	Kamis/2-11-2021	Abstrak	Perbaiki abstrak	
	Rabu/8-12-2021	Acc chapter I-V langut pembimbing 1	Lanjutkan ke advisor I	
	Kamis/9-12-2021	Acc munaqosyah		

Bengkulu, 09 Desember 2021

Pembimbing II

Endang Haryanto, M.Pd
NIP. 2004058601

Mengetahui,
Dekan

Dr. Zubaedi, M.Ag, M.Pd
NIP. 19690308 199603 1 005