Investigating Students' Self-Directed Learning in Mastering English speaking Skills During the Covid-19 Pandemic

(A Case Study of High Achievements Students of EFL Speaking Skills of UIN Fatmawati Sukarno Bengkulu)

THESIS

Submitted as a partial requirements for the degree of *Sarjana pendidikan* (S.Pd) in English Education Study Program Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno Bengkulu.

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Has already fulfilled the requirements to be present before the board of examiners (munaqasah) to gain bachelor degree in english education. Thank you for the attention.

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MOTTO

One Time You Are Lazy, One Step Your Friends Progresses forward

"Ari Andre Rianyansa"

DEDICATION

This thesis is dedicated to:

- ➢ My Greatest God, Allah SWT, I really thank to you because without your blessing, I am nothing in this world.

- ➢ My beloved parents, Mr. Witra Elpiaden and Mrs. Hartina, and my sister Cita Tasya Anggraini. Thank you a million for supporting me through the power of your pray and everything so that I could finish this thesis.

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I hereby sincerely state that the thesis titled "Investigating Students Self-Directed Learning in Mastering English Speaking Skills During the Covid-19 Pandemic (A Case Study of High Achievements Students of EFL Speaking Skills of UIN Fatmawati Sukarno Bengkulu)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   2022

Stated By

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ABSTRACT

Ari Andre Rianyansa. (2022). Investigating Students' Self-Directed Learning in Mastering English Speaking Skills During the Covid-19 Pandemic (A Case Study of High Achievemens Students of EFL Speaking Skills of UIN Fatmawati Sukarno Bengkulu)

Advisor I: Dr. H. Ali akbarjono   **dvisor II: Feny Martina, M.Pd**

The purpose of this study is how English education students at UIN Fatmawati Sukarno Bengkulu use Self-Directed Learning to learn English speaking skills independently during the covid-19 pandemic without help from teachers or other people. The results show that English education students at UIN Fatmawati Sukarno Bengkulu do independent learning at home using Self-Directed Learning by utilizing brand-owned mobile social media such as YouTube, listening to music to master speaking skills during the covid-19 pandemic. The researcher found a method that English education students used by using their social media was by watching English conversation learning videos on YouTube, listening to English music and practicing it in their daily lives which made them able to master English speaking skills faster during the covid-19 pandemic. . During the covid-19 pandemic, students doing independent learning using Self-Directed Learning is very good to apply in the current pandemic situation because students can learn on their own without the help of teachers or people to master speaking skills by using social media on their cellphones and laptops to learn independently.

Keywords: *Self-Directed Learning, Mastering English Speaking Skills, the covid-19 pandemic*

ABSTRAK

Ari Andre Rianyansa. (2022). Investigating Students' Self-Directed Learning in Mastering English Speaking Skills During the Covid-19 Pandemic (A Case Study of High Achievemens Students of EFL Speaking Skills of UIN Fatmawati Sukarno Bengkulu)

Pembimbing I: Dr.H.Ali Akbarjono, M.Pd   Pembimbing II: Feny Martina, M.Pd

Tujuan penelitian ini adalah bagaimana mahasiswa pendidikan bahasa inggris UIN Fatmawati Sukarno Bengkulu menggunakan Self-Directed Learning untuk belajar English speaking skills secara mandiri selama pandemic covid-19 tanpa bantuan dari guru ataupun orang lain.Hasil penelitian menunjukkan bahwa mahasiswa pendidikan bahasa inggris UIN Fatmawati Sukarno Bengkulu melakukan pembelajaran mandiri dirumah dengan menggunakan Self-Directed Learning dengan memanfaat media sosial handphone milik merek seperti youtube, mendengarkan music untuk menguasi speaking skills selama pandemi covid-19. Peneliti menemukan metode yang mahasiswa pendidikan bahasa inggris dengan menggunakan media sosial milik mereka adalah dengan menonton video pembelajaran coversation bahasa inggris diyoutube, mendengarkan music bahasa inggris dan mempraktekkannya dalam kehidupan sehari yang membuat mereka bisa lebih cepat in mastering English speaking skills during the covid-19 pandemic. During the covid-19 pandemic mahasiswa dalam melakukan pembelajaran mandiri menggunakan Self-Directed Learning itu sangat bagus untuk diterapkan disituasi pandemic sekarang karena mahasiswa bisa belajar sendiri tanpa bantuan guru atau orang untuk menguasi speaking skills dengan memanfaatkan media sosial handphone dan laptop milik mereka untuk belajar secara mandiri.

Kata Kunci: *Pembelajaran Mandiri,Menguasai Kemampuan berbicara Bahasa Inggris, Pandemi Virus Corona*

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CHAPTER I

INTRODUCTION

A. Background of the Study

The COVID-19 pandemic has greatly affected all aspects of human life in the world, including Indonesia, and one of the aspects affected by the very intense corona virus pandemic is the field of education (Akat & Karatas, 2020). This is Covid-19 pandemic attacks and affects education from preschool to college, and all students are negatively affected by this corona-19 virus pandemic. The outbreak of the COVID-19 pandemic, students must study independently at home and can no longer study face-to-face at school. This greatly affects the academic abilities of students affected by the COVID-19 pandemic. Problems that occur in 3rd semester English education students which greatly affect their speaking skills, where during the covid-19 pandemic they have to study independently at home and have to improve their speaking skills independently. Problems faced by 3rd semester English education students who have to learn independently mastering their speaking skills using self-directed learning. in this 21st century era, where students are referred to as 21st century students who must be independent in determining their own destiny (Adrian & Rusman, 2019; Hirschman & Wood, 2018; Tan & Koh, 2014) which means that students are required to be able to develop their independence and more independent in learning. In 2021, 3rd semester English education students are affected by the COVID-19 pandemic, where English language education students must be independent in developing

their abilities in learning, especially speaking skills, which must study independently at home as a strategy they must do.

Independent learning is a process that can be carried out by students as their initiative according to their learning needs, formulating learning objectives, determining learning resources, implementing learning strategies and evaluating learning outcomes without the help of others (Hill et al, 2020). In this independent learning as a strategy that students must do to be able to improve their learning abilities during the corona virus pandemic. especially for English language education students who in mastering their abilities must be able to use self-directed learning as a strategy to overcome problems during the covid-19 pandemic that requires independent study at home without assistance from lecturers due to the global coronavirus disease (Covid19 outbreak. Ministry of Education and Culture The Republic of Indonesia issued a new regulation that requires students to study from home . SDL is very important to be implemented in this era of 21st century and during the covid-sss19 pandemic where students are required to study independently and must be able to have self-awareness to be able to study independently to gain knowledge and process learning (Van der Walt, 2016). SDL is very important to be applied in the world of education so that it can become a habit for students to learn independently in improving their abilities in lessons, however, during the Covid-19 pandemic the learning problems faced by students became a problem when students could not study as they normally would in class. This will make it difficult for students to learn English, especially for students who learn English, making it difficult for them to improve

because of the covid-19 pandemic which affects students in learning English as the foreign language they are learning. This problem makes it difficult for students to learn English and makes it difficult for them to achieve their goal of being able to learn English well and fluently in speaking English. they also have difficulty learning English during the corona virus pandemic and it is very difficult for students to learn English because learning online without the help of a teacher is very difficult especially in learning English it requires a teacher to be able to learn well because learning English during the covid-19 pandemic it was very difficult for English education students (Syaiful & Sagala, 2012:27).

The current COVID-19 pandemic in Indonesia has had a major impact on education in Indonesia. this is very difficult for lecturers and students in carrying out the teaching and learning process on campus and to prevent the spread of this virus the government has issued a policy to close all teaching and learning activities in all educational institutions. With this regulation, due to the Covid-19 pandemic, students are required to study at home online. Under these conditions, students cannot study face-to-face on campus as usual and must learn independently in improving their learning abilities without full assistance from the lecturer and with the Covid-19 pandemic, it is difficult for teachers and students to learn because there are many problems faced by students, such as networks that are often disconnected so that students cannot clearly listen to explanations from lecturers when teaching is enlarged or in group. This problem is experienced by 3rd semester English education students who have problems when they want to learn to speak, often it is not very clear what the lecturer is talking about. It is

very unfortunate that the current condition and situation of the Covid-19 pandemic has made the world of education in Indonesia even worse. Ministry of Education and Culture Nadiem Makarim who carried out a new design in the current situation by replacing face-to-face classes (Offline) by moving meetings online (yulia, 2020). this really makes the problem of students in Indonesia who have to study online through the zoom application, wa group, classroom and others, making them a lot of difficulty in learning because online learning is often hampered by signals and in semester 3 of English language education students in learning to speak they often using zoom meeting which makes it difficult for them to hear what the lecturer is talking about. This situation is clearly a problem for 3rd semester English education students to develop speaking skills. By looking at the current conditions where teachers and students are required to study online and to overcome these problems Self-directed learning is suitable to be applied as a learning strategy because students can be required to study independently at home to develop their learning abilities without assistance from the teacher and more flexible and independent learning is also good for students because it can encourage independent learning and more flexibility and also independent learning is also good for students because it can promote autonomous learning.

Speaking is a highly complex skill that comprises knowledge of language and discourse (pronunciation, grammar, vocabulary, and discourse), core speaking skills (chunking, signaling intention, and turn-taking), and communication strategies (paraphrasing, rephrasing, and approximation (Goh & Burns, 2012).

However, when speaking activities are carried out without a clear and structured pedagogy focusing on speaking skills and strategies, there may be limited room for students to improve their command of language and communication skills in the long run. The purpose of this study is to examine the effect of implementing an integrated pedagogical approach on university students' speaking performance, their strategy use, and improvements on different speaking components in a general English course. This study will hopefully lead to a better understanding of the advantages and/or limitations regarding the implementation of an integrated pedagogical approach, and the subsequent development of EFL speaking at university level.

The covid-19 pandemic is giving a new color to educational institutions, especially higher education. With the implementation of Pemberlakuan Pembatasan Kegiatan Masyarakat (PPKM) students no longer carry out activities within the campus area, but online from their own homes. This condition requires innovation from all lines of education, one of which is through online learning. This also raises a dilemma for several fields of science that require intensive face-to-face processes for students to build understanding of their concepts, especially in the field of English. E-Learning is the best choice for education in the midst of the Covid19 outbreak. According to Ghiardini (2011:9) stated that E-learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games. Thus,

students are expected to be able to do self-directed learning while they have limited class meeting.

Since 2019 the world has been attacked by the corona virus, including Indonesia and all elements including education, culture, tourism, and including the economy have been the impact of this covid-19 . In the field of education it is one of the biggest impacts, because in order to break the chain of transmission, students and teachers must learn from home. Due to the Covid-19 pandemic, schools and universities around the world are functioning normally disrupted. According to the statistics of the United Nations 2020, p.2. The pandemic has affected all continents with nearly 1.6 billion students in more than 190 countries that have been affected by the corona virus pandemic. in order to achieve a sustainable teaching and learning process, all educational institutions have switched to online teaching, which must be done by teachers to convey learning to students in a short span of time

In this independent learning students can carry out the learning process individually with their own initiative in learning without any help from the teacher or others, diagnose what their needs are in learning, formulate their learning goals so that they can achieve good learning outcomes targets, implement strategies learn what they want and make them comfortable in learning so that the learning process they do is appropriate and appropriate as they want so that the planned learning targets are achieved, and also lastly they can evaluate their learning outcomes. and with independent learning carried out by students will be able to improve their knowledge, skills, and can develop their achievements, and also

they can set the time when they want to learn a comfortable place and can utilize and use the learning resources they want to need in the learning process. and self-directed learning is very useful for students in the current covid-19 pandemic situation because it can overcome problems when they have difficulty in carrying out the teaching and learning process with an online system which makes them often experience various obstacles such as signal disturbances cannot perfectly listen to what is explained. by the teacher.

Self-directed learning has characteristics that can make students learn independently well in dealing with the COVID-19 pandemic situation which requires them to study at home and must be able to use strategies they can do to be able to improve learning English, especially in the ability to speak English which is very important. For them as students of English education, self-directed learning is suitable for them to improve their English speaking skills with self-directed learning because they have autonomy and need for learning. According to Arizatul Humaira & Ajeng Hurriyah (2018), self-directed learning has learning autonomy or the ability to control the learning process which will form the formation of self-directed learning that provides many benefits for students who are currently in a COVID-19 pandemic situation, according to Padmadewi, Artin & Agustin (2020) they say that the purpose of self-directed learning has many goals, among others, students will have a sense of responsibility in learning and have an awareness that learning does not have to be supervised by the teacher at all times and with self-directed learning students will have awareness and a sense of responsibility for their own learning, and students will have the initiative in

planning a lesson so that they can carry out the learning process according to what they have planned such as what subjects they want to study, a comfortable place for them at the time they want to study. study and be how long they want to study and with self-directed learning is very good for English education students in learning English and improving English language skills and will create a change where they can not or have not been able to become able to use self-directed learning strategies , and from the statement above that self-directed learning aims to make students learn independently to be able to improve their ability to understand learning without the help of teachers or other people and with self-directed learning this makes students become students as independent learners, especially in a covid pandemic situation. Covid-19 as it is now that makes students have to study from home and in this situation self-directed learning is very good to be applied by English education students mastering English language skills and self-directed learning which aims to implement independent learning that makes students as good learners. independently (Gharti, 2019).

B. Identification

Based on the background above, many strategies were carried out by English education students at UIN Fatmawati Sukarno Bengkulu during the corona virus pandemic. The strategy they do is watch English conversations on YouTube, memorize vocabulary every day and speak English with friends.

C. Limitation of the Study

Speaking is an English skill with practice. We cannot understand if we don't try to practice speaking and mastering speaking skills during the corona virus pandemic by using the self-directed learning of watching English conversation YouTube, increasing vocabulary, and speaking English with friends. In this study English education students as the sample. Based on the above background, then

This research is only limited by English education students at UIN Fatwati Sukarno Bengkulu in the 2021/2022 academic year

D. Research Questions

Based on the above research, this study is as follows:

    a) How is self-directed learning of UIN Fatmawati Sukarno Bengkulu Students in speaking skills during Covid-19 pandemic

E. Research Objectives

According to the background and research questions, the goals of this study are:

    a) Investigating how is self-directed learning of UIN Fatmawati Sukarno Bengkulu Students in speaking skills during Covid-19 pandemic

F. Significant of the Study

This is research has the result expect to give the important information for some elements and the elements are for students of English Education study program, and for the next researchers who will take the same type.

   a. For Students of English Education Study Program

       This research has some impacts for the students are:

         1. This study can make students of English education aware that they can use self-directed learning in mastering English speaking skills during the corona virus pandemic.

         2. This research can be understands learning materials that are delivered self-directed learning in mastering English speaking.

         3. This study aims to inform students that during the corona virus pandemic a self-directed in mastering English speaking skills.

   b. For the Next Researchers

      1. Can stimulate the researcher to research, speaking difficulties in another subject so that, there are many benefits and various about this research.

      2. This research expects could give much information and contributes to the research so there are many choices for the next researcher

G. Definition of the Key Terms

The definition of the key term is to avoid misunderstanding for the readers. To make it quite clear there are some key terms such as self-directed learning strategies in improving English speaking skills during the corona virus pandemic.

a. **Speaking skills**

Speaking is a person's ability to pronounce words in the form of delivery with the intention of expressing ideas, thoughts, and feelings that he wants to express to others. and speaking is very important to be mastered by a student in communicating with others because speaking is the main key for someone to communicate. And also speaking skills can develop students' self-confidence, because to have speaking skills students must really practice in order to have the ability to speak English well. Students can have the ability to speak English if they often practice speaking English every day like speaking English with friends, with lecturers.

b. **Self-Directed Learning**

Self-Directed Learning is a concept that can be done by students in learning on their own without the help and supervision of teachers or others by having a sense of responsibility to be able to learn on their own so that they can understand and understand the learning they are learning and they themselves gain understanding and material. so that they know the progress or progress of themselves. This self-directed learning appears

for learning carried out by adult students that is applied by primary and secondary schools. (Self-Directed Learning, 2009).

Self-directed learning is a strategy that enables students to plan and approach learning, the resources and tools used and needed by students to carry out the learning process. Self-directed learning has behaviors and characteristics that are correlated with intrinsic motivation, honesty, awareness, persistence and persistence (Caruso, 2018). Many terms can be used to describe self-directed learning which has been considered to describe self-directed learning such as self-directed learning, lifelong learning, self-directed learning, self-directed learning and self-directed learning (Chang, 2012)

CHAPTER II

LITERATURE REVIEW

A. English Speaking Skills

1. The Definition of Speaking Skills

Speaking skill is a person's ability to speak to communicate and provide information to others fluently and perfectly, and their ability to use good vocabulary and proper structure in all contexts (Nanthaboot, 2014, p. 11). In speaking skills there are several interrelated factors, namely linguistic factors such as vocabulary, pronunciation, and grammar, and for psychological factors, for example, anxiety, shame, motivation, and fear of making mistakes, environmental factors such as feedback. teacher, peer reactions or laughter, and talking topics) (Abrar et al. 2018; Hughes & Reed, 2016; Leong & Ahmadi, 2017).

there are many ways that teachers can do to be able to train students in improving English speaking skills, namely by making presentations, discussions, speeches, debates and others. Therefore, speaking English is the main focus in the English class where using English as a language of communication is detached as a consequence and oral communication becomes the foundation in the classroom (Gordillo Santofimia, 2011, p. 1). and this becomes important for students because it can be their career success in becoming an English teacher, and a common problem experienced by students is that they are afraid to practice speaking English with other people, they rarely communicate and use English practice to others. they feel nervous in using English when communicating with other people and this is what is often experienced by English education students.

Speaking is a skill that must be possessed by the English language education department of students. This is considered a difficult skill for students. the students will more quickly and better acquire English by producing input that can be understood through speaking. and if students have good English speaking skills then they will be fluently interact meaningfully with other people so that they can speak and communicate well in real life.

Nunan 2003 states that speaking is a productive aural/oral skill. consists of producing systematic verbal utterances in conveying meaning. Speaking has five components consisting of: understanding meaning, grammar, word cities, pronunciation, and fluency (syakur, 2007). and speaking is a very important and essential skill that must be practiced to communicate orally. and speaking is very important to be able to carry out oral communication preferably in English. and is also the most difficult ability to develop. according to Bueno, et al. Al. (2006) speaking is the most important skill to be faced by learning English. and speaking is highly regarded as an important skill in English compared to the four skills in English

Leong and Ahmadi (2017) stated that speaking is very important to be mastered in English because being able to master speaking skills will help students to develop their vocabulary and their grammar to be better. Speaking skills will enable students to express their ideas, provide information, and discuss with others.

When students can improve their speaking skills then they will also experience an increase in reading skills and with this it is very important that

students can improve good speaking skills. Krashen (1988) states that speaking skills also have a strong relationship between speaking skills and listening skills because when students speak, they have acquired good listening speaking skills then they will also be able to master listening and reading skills..

In this day and age, speaking or communication skills are very important roles to be mastered by someone because when someone has speaking skills, they can achieve success in their respective fields. Speaking is a very important skill to be mastered among the other four skills because speaking skills are very frequent and important to use in communicating with the international world or globally (Srinivas 2019). Bahruddin, 2018 states that speaking skills are the most important skills to be mastered among other skills because essentially speaking skills are the most important skills to be mastered by someone because speaking is essentially language. Al Faozan (1435H) stated that when someone learns about speaking skills, they must be able to master speaking skills and get a big improvement because speaking skills are skills used to communicate with others because speaking skills are the main goal of someone learning a language. Even if someone who has not mastered speaking skills, that person cannot be said to be able to speak English well because it can be said that they can speak English when they are fluent in speaking English properly and correctly.

Speaking skill is a key that a person uses to be able to communicate with others, produce and obtain information from others when conducting conversations by speaking. Speaking skills will enable people to express their ideas, thoughts, feelings, and opinions to others. According to Judith, Paul, and

Baker (2002) speaking is a very productive skill because with someone who can master speaking skills, that person can provide information and express their ideas, thoughts, feelings and opinions by talking to others. from the explanation above that learning English is not only learning about the structure of the language but also learning about how English can be used to become a tool that someone uses to communicate with others to express and provide information and thus that students improve their speaking skills then they have to practice more English properly and correctly.

According to Brown (1994) speaking is an interactive process that a person uses to construct meaning so that he can produce, receive, and process information. English speaking skill is one of the important things to be mastered by someone who learns English. the same as the opinion of Schmitt (2010) explains that speaking is a part of daily activities in people's lives that people tend to take for granted. From the explanation above, humans are social creatures who need speaking skills to communicate and interact with other people. From the explanation above, it is clear that speaking skills must be mastered by someone because speaking involves the production, reception, and processing of information.

Chaney, 1998 states that speaking is the most important part that must be mastered from learning and teaching a second language. In particular, speaking English skills are productive skills using spoken language methods which like other skills look more complicated than just pronouncing words (Azem, M. & Dogar, MH, 2011). Hornby (1995) explains that speaking is a skill that is often

noticed by students in real daily life. Speaking is one of the skills that must be mastered by English education students because speaking skills are a skill that is used as an important tool to communicate with others (Grognet A.G, 1997).

2. **Aspects of English Speaking Skills**

Speaking skills are very important skills for learning a foreign language or a second language. In looking at students' abilities in speaking skills, it is measured by students' abilities in conducting dialogue and verbal communication which is carried out by interacting using language (Nunan, 2000:39). Speaking is an important skill in carrying out daily life in communicating and interacting, because without communicating by speaking because you do not know what people are saying, and speaking is a human way of interacting and communicating with other people.

Based on the explanation above, speaking skills have several major aspects in speaking skills. Hormailis (2003:6) explains that speaking skills have four aspects that have a great influence on speaking skills, namely, Pronunciation, Grammar, Fluency, Vocabulary.

a. Vocabulary

Vocabulary is an aspect of speaking skill which one of which can be called an extreme aspect because it supports oral activities. Vocabulary must be done by choosing the correct and adequate words.

Vocabulary is very important to speak English because speaking it requires a lot of vocabulary to be mastered because the more students have vocabulary the better they are at expressing their thoughts,

emotional states, and ideas both in writing and verbally. According to Turk (2003, p.87), vocabulary in spoken language is very important in the aspect of speaking skills because vocabulary in spoken form can be used in everyday life, and that means that vocabulary must be mastered by someone because it aims to communicate and understand the speech of others. In using words in communicating by speaking, one must speak proficiently by mastering and understanding the meaning, spelling, and pronunciation. The teacher in teaching vocabulary, the teacher must ensure the explanation of the meaning, as well as the spelling and pronunciation of the students are good and correct in the pronunciation they convey.

b. Grammar

Grammar is an aspect that must be mastered by students because if they can master and understand grammar then they can speak well and fluently when communicating. Therefore, when someone speaks properly and correctly when communicating with others, they use grammar when speaking. Grammar are the rules in English that are used when speaking because they have meanings and are part of the language to provide information to other people so that others understand what is being conveyed.

Grammar is what is needed by students to express an appropriate expression in interacting when communicating with other people through conversation, both in written and oral form. In general, the

definition of grammar is the way someone calculates and predicts an organized model of knowledge about both speakers and listeners that is carried out to be able to create language utterances that can be grammatically shaped in English (Purpura, 2004, p. 6).

According to Batko (2004, p.24), grammar is the basic principles and structure of language, in this grammar there is a clear and correct sentence construction in the right word form. The same as opinion (2004, p.24), says that the aspect of speaking skills is grammar which makes the technique of words combined so that they have good English sentences. The function of grammar is to make good sentences when talking to other people so as to avoid misunderstandings when having conversations with other people.

c. Fluency

Speech is an activity that someone does verbally in reproducing words. this can be referred to as a brainstorming process between the speaker and the listener. Therefore, in speaking skills, it is very important to have other components of speaking skills such as fluency when speaking. Fluency is when students are able to communicate by speaking the language without hesitation or without pause and they speak English using fluent and spontaneous language.

According to Pollard (2008, p.16) fluency means that students have the ability to speak well and correctly, confidently, and accurately. In general, fluency is that they express spoken language freely without any

pauses or stops. a teacher in teaching English when he wants to see the ability of students to speak English fluently, the teacher can see students when they express themselves freely and see the level of students' speaking by looking at the interference when speaking.

d. Pronunciation

Pronunciation is a very important aspect in speaking skills because in speaking one must produce appropriate and correct speech in communicating because pronunciation is very important in communicating so that other people can understand what we are talking about when communicating.

According to Harris (1969) there are five aspects of speaking skills, namely vocabulary, pronunciation, fluency, grammar, and understanding. In this case pronunciation is one aspect of speaking skills. Pronunciation is the way a person pronounces words when language is spoken to communicate with others (Pourhosein, 2011). Pronunciation is an act of students in speaking with speech, articulation, stress, and intonation, all of which strongly refer to several standards of truth or acceptance. Many students have difficulty in pronouncing English even those who have studied English for many years also have difficulty in learning the language with good pronunciation. Students who have difficulty in pronouncing the language because they cannot use the target language (Gilakjani et al., 2011).

3. Mastering English Speaking Skills

In the current era of globalization, mastering English is very important for someone because English is an international language to communicate. English is widely used by other people in the world both in spoken and written form. It is a lingua franca used for international communication in all aspects of human life such as education, culture, business, political economy, administration, science, and academia. Learning English skills is a very important aspect to do from learning and mastering English will measure success based on the ability to speak English (Nunan, 1995:39).

Learning English is a lesson that is not easy for someone to do but someone must be able to learn English because English is a very important skill to communicate with others about life such as education, economics, Politicians, administration, science, and academia.

Speaking skills in English are skills possessed by a person to be able to convey a thought or desire in spoken or written form, but speaking English is not easy if it is not practiced continuously. The purpose of improving English speaking skills is to be able to enrich vocabulary, improve language structure, improve pronunciation of vocabulary, English sentences, and train hearing so that they can master speaking skills and can find out messages from the other person (Harmer (2019),

To be able to master English speaking skills, one must be able to continue to practice their English skills by increasing vocabulary every day, learning

grammar, practicing listening and by doing continuous practice, the goal of being able to master speaking skills will be realized.

Countries that use English as a foreign language for them have their own language as a challenge in mastering English lessons, especially speaking skills are very important skills that quasi students must learn in English (Katemba & Buli 2018).

In learning English there are several components to be able to master speaking skills, these components are pronunciation, grammatical utterances, vocabulary knowledge, and speaking fluency. Pronunciation is a skill that must be mastered by a student to be able to master speaking skills. Students who can be said to be good at speaking English are those who speak like native speakers. in learning English at EFL students need more learning to speak English to be able to master speaking skills because when students do not practice speaking, it can be seen in reality that students use English speaking (Gilbert, 2008).

Students who want to master their English speaking skills must be able to master several components, namely pronunciation, grammatical utterance, vocabulary knowledge, and speaking fluency. Pronunciation is the first component that they master because pronunciation is very important for speaking skills because with good pronunciation, students can be said to have good speaking skills because they have spoken according to the original speaker.

When someone speaks English with other people, they must pay attention to the use of the grammar used. When a student uses good and correct English

grammar, they speak English well and perfectly according to the rules of good sentences according to the grammar used (Purpura, 2004). Students who use good grammar can make students make good sentences when they speak English with other people (Harmer, 2001).

In mastering English speaking skills, students must be able to master the second component, namely the use of good and correct grammar because when students use good grammar it makes them able to speak English properly and correctly according to sentence rules and makes them speak fluently, good and perfect.

Students in mastering speaking skills then they must be able to master a lot of vocabulary because someone does not speak English and communicate with other people. Students who want to master speaking skills must be able to master as much vocabulary as possible because one of the keys to mastering speaking skills is mastering vocabulary knowledge, one of the keys to success in speaking (Hiebert & Kamil, 2005).

In mastering English speaking skills, one of the keys they must master is mastering vocabulary knowledge because the more vocabulary we master, the more fluent and good we are at speaking English.

Based on explanation above, This speaking skill is very important to be mastered by English education students because speaking skills are a communication tool and convey information to others such as subject matter, communicating with others and in these speaking skills people who can be said to

be able to speak English when they already have the skills speak well and fluently there is no interference in speaking English, and the factors they are good at are having a large vocabulary, good pronunciation, and good grammar. Speaking is a very important skill to be mastered by students as a communication tool and speaking skill and as a method of communication, and the ability to speak English can be trained by being used frequently in everyday life such as on campus, at work, in the family at home and especially in college they must be able to have the ability to speak English properly and correctly in order to communicate well with others. Speaking has received a lot of attention in recent years, especially in teaching English and the learning process where students not only learn English in class but students are asked to communicate.

The indicators of the speaking skills are pronunciation, grammar, vocabulary, fluency, and content.

B. Self-Directed Learning

1. Definition of Self-Directed Learning

Self-directed learning is a way for students in independent learning to improve a knowledge, skill, ability or performance possessed by each student for himself by using any means, anytime, anywhere, and taking the initiative without the help of others in doing so. This is a learning process itself (Herlo, 2017; Din et., this states that the independence of a student in independent learning is very important that they must do to be able to get resources and learn quickly to be able to improve their abilities and skills and also to adapt to situations. so that it can overcome problems from new situations encountered (Tan et.al., 2011).SDL is a

habit that is often owned by someone to be able to overcome the problems faced and to be able to improve better performance (Brockett & Hiemstra, 2018). SDL can be considered a process and a must-have goal by someone to be able to improve a better performance. SDL is a process in which students must be able to do and be responsible for being able to control and carry out their own learning, SDL is seen as a goal for students to get their desires and tendencies to be able to direct themselves to be able to learn independently in order to get their goals in improving ability in learning. in this case states that it is very important for students to do independent learning which they must do to be able to improve their abilities and skills and also to adapt to new situations they face.

According to Knowles [9], self-directed learning is the capacity of an individual to take the initiative, define a learning goal, evaluate learning requirements, select materials needed to assist learning, and track progress toward a goal. In essence, self-directed learning is a method of learning that puts the student in control. Learners determine the why, what, how, and where of their learning with this method. In an increasingly complex and uncertain environment, self-directed learning is an essential skill for living and working. For instance, self-directed learning was cited by global education leaders as one of the education responses towards the COVID-19 pandemic.

self-directed learning as a "process in which individuals take the initiative, with or without the help from others, in diagnosing their learning needs, formulating goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluating learning outcomes".

Self-directed learning is very important to be applied in the current COVID-19 pandemic situation because the pandemic greatly disrupts the face-to-face learning process and students must be able to do self-directed learning to be a solution during the current pandemic. Self-directed learning will make students continue to carry out the learning process on their own because they know that face-to-face learning cannot be done at this time and self-directed learning has to be done in order to have a goal of increasing learning understanding. Self-directed learning will make students accustomed to learning on their own and doing it throughout life (Sevik, 2015). This self-directed learning will make students gain a lot of new knowledge about what they are learning and increase their learning knowledge. Another reason why self-directed learning is very good and good to apply will be to make students responsible for learning without supervision from teachers or parents (Tripon 2019).

With the application of self-directed learning, students will automatically be able to manage the time they want and their comfort in learning to get the portion of the material they will get. Students using self-directed learning will be responsible for the learning they do to gain understanding of learning and are responsible for not leaving learning because they will get the consequences themselves. When teachers cannot supervise and monitor students in carrying out the learning process and provide directions for using self-directed learning strategies, they will create and prepare students for a better future in the future (Gibbons, 2003). Students apply self-directed learning they can find their own learning style according to their wishes and willingness to learn what they want

2. Self-Diredted Learning Steps

In developing to be able to understand about SDL there are 3 learning processes which are divided into three namely planning, implementing, and evaluating. At the planning stage, students will plan their time and place to study according to their wishes and convenience for learning. and students also plan the lessons they want to learn and to be able to achieve the learning targets they want to achieve. at the implementing stage, at this stage applying the learning process with the SDL that has been planned to be able to get the results and learning targets. at the evaluation stage, this stage is very important to do because students can get feedback from what they have learned and students evaluate the results of the learning process they are doing in order to get a correct understanding. (Song & Hill, 2007).

According to Saha (2006) there are six stages of independent learning that can be done, namely: 1. how students can arrange a learning atmosphere that suits them what they want and is comfortable for them, 2. formulating the objectives of the learning they are learning, 3. what kind of diagnosis is needed they need to carry out the learning process, 4. they identify learning resources and learning abilities to find out in learning, 5. students must be able to choose appropriate and appropriate learning strategies for them to apply so that they can learn well and can achieve the goals of the learners they learn , and 6. after they have done the 5 stages above, the last one they do is an evaluation of the learning outcomes they have done.

Independent learning can be done by doing four stages (Gibbons, 2002). First, students think independently, meaning that students really learn and think independently without the help of a teacher. Second, students learn to understand themselves. In this activity, students do a plan, where students will do independent study to be able to get a predetermined learning goal. Fourth, students in self-directed learning do their own learning according to their wishes and carry out the learning process as they wish.

3. Self-Directed Learning Readiness

Self-Directed Learning Readiness is a method that can be used by someone in carrying out the learning process where in self-directed learning students learn independently without help from teachers or other people and are truly independent to be able to improve their ability to understand learning. Self-directed learning allows students to take initiative independently in the learning process and think about what need they want in the learning process so that they can learn well and can achieve their goals and targets in the learning process and get good results. Students design the learning objectives they want, identify the material they are learning and understand for themselves the material they are studying, and finally there is an evaluation of their learning outcomes. Self-directed Learning Readiness is very effective and planned for students in carrying out the independent learning process to be able to develop an understanding of the lessons they are learning and further deepen the learning they are learning.

One of the important things about self-directed learning is that students can get a lot of benefits from online learning as it is today (Chou, 2012). Students are

very important because they get motivated to learn and maintain their interest in learning while online as it is today (Song & Bonk, 2016). Even safe from the covid-19 pandemic, most students are negligent in learning and they also lack focus in learning while online. With the explanation that students have gained the skills and motivation to be able to apply self-directed learning, it gives students persistence to continue learning with the motivation they get so that by using self-directed learning they can improve their understanding of online learning as it is today (Sandars et al.2020).

According to Guglielmino (1978) he stated that in self-directed learning readiness there are ten factors related to the readiness of students in independent learning and the eight factors are 1. Students have a love of learning, with the love of students for independent learning this will make students are happy to carry out the independent learning process without the help and supervision of teachers and parents or other people when they are doing the learning process. 2. Have a concept as an independent learner. 3. Able to overcome risks when doing learning. 4. Ambiguous. 5. Must learn with complexity. 6. Creativity in doing learning. 7. Learning as an interest in life and sustainable for a lifetime. 8. Take the initiative in learning. 9. Knowing yourself. 10. Have a soul that is fully responsible for independent learning. The factors above are personality factors that must be carried out and fulfilled by students to be able to carry out self-directed learning readiness.

Based on the explanation above, self-directed learning is very important to be applied by students because with this self-directed learning students can learn

on their own to be able to improve the knowledge, skills, abilities or performance possessed by each student for himself. This self-directed learning can use any means, anywhere, and anytime without help from others. Student self-study is very important to do because they can get learning resources and they can improve their abilities and skills quickly. This self-directed learning will make students will be required to be responsible for being able to do independent learning without help from others in increasing knowledge and learning independently. In the current situation of the covid-19 pandemic, self-directed learning is very important to be applied by students because they study independently at home without help from teachers as usual and with this is self-directed learning students can improve their learning abilities to achieve their goals in improving knowledge and learning. Self-directed learning is an initiative taken by students to achieve learning goals, evaluate learning requirements and, they determine the learning materials needed to assist them in learning. Self-directed learning is a learning method in which students can control themselves such as, why, what, how, and where they can do to learn using self-directed learning methods. Self-directed learning is very good to apply to improve learning abilities and knowledge because students can learn independently anywhere and anytime without help from teachers or other people.

Self-Directed Learning has indicators, namely:

a. Ownership of learning is its responsibility in identifying learning gaps and setting learning goals.

    In this section, students are required to be responsible for carrying out an independent learning process without any supervision from the teacher or other people to identify the learning they are learning and students must be able to get the goals of the learning they have learned.

b. Self-management and self- supervision is the ongoing process of managing tasks, time and resources to make improvements in taking action to meet learning objectives.

    In this section students must be able to manage time, manage their assignments, learning resources that they must do to meet the goals of their learning. Students must be required to manage their time as well as possible to be able to carry out the learning process to be able to get good results from learning. Students must be able to choose good learning resources to get good results from the learning process.

c. Extension of learning is making connections between scientific disciplines, relationships between formal and informal learning and interests in and out of school (Khiat, 2017; Tan & Koh, 2014; Bagheri et. al., 2013).

According to Grieve (2003) in Febriastuti (2013: 29), there are some indicators of self-directed learning as follow:

1. Self-Confidence

   In this section students can have confidence to be confident in all aspects of their abilities and with the confidence of this confidence will make students able to achieve a goal in independent learning. In this case, students who have self-confidence, confident behavior will continue to appear as long as they carry out learning process activities.

2. Discipline

   Discipline is a student's self-control or their obedience in following the rules for their self-awareness to be disciplined in learning and their willingness to carry out the learning process. In this case, students' awareness of discipline is very important in indicators of self-directed learning because without discipline they cannot achieve a goal from the learning activities they have done.

3. Initiative

   Students in carrying out an independent learning activity must have an initiative in carrying out the learning process because with the nature of the initiative, students will be able to produce something new in the learning process. In this case, students who have the nature of initiative will be able to develop new ideas and new ways that they can do to overcome problems.

4. Responsibility

The definition of responsibility is that students have an awareness of their behavior in doing an action very well which changes intentionally or unintentionally as an expression of their awareness of obligations. In this case students must be responsible for them being able to carry out independent learning process activities on their duties as students and not procrastinating the tasks that have been given by the lecturer and willing to learn independently to do their assignments.

5. Motivation

Student who has high motivation then they will be able to overcome the problems and difficulties they get. Students who have high motivation will make the learning process better and more efficient than before. In this case, students who have high motivation will be enthusiastic in carrying out the learning process and overcoming the difficulties they get.

4. Aspects of Self-Directed Learning

a. personal attribute

Personal attribute is the motivation of students in carrying out a responsibility in carrying out the learning process they do (Garrison, 1997). The characteristics of motivation are as follows: 1. have a sense of responsibility, in this sense of responsibility where they must have a sense of responsibility in completing their tasks to completion and not leaving the task if the task has not

been completed. 2. serious in doing the task by having a high concentration of soul and mind in completing the task to completion. 3. Can manage time well and complete tasks as quickly as possible and as good as possible. 4. Able to make tasks by concentrating on each task being done to be able to achieve goals and progress on the tasks made. Personal attributes are also a use of resources and strong cognitive strategies for students in carrying out the learning process in self-directed learning. These personal attributes make students bring learning contexts such as intrinsic motivation and resourcefulness.

b. processes

The process is where students carry out independent learning with students specifically manifested in the process of planning, monitoring, and evaluating the learning carried out by students (Moore, 1972).

c. Learning context

In the learning context where environmental factors and how these environmental factors affect the level of self-direction to students. There are several factors in the learning context, such as the design of supporting elements, and supporting elements. On the design elements there are resources, structure, and the nature of the task in the learning context.

The learning context not only has a major impact on the way students plan, monitor, and evaluate their learning but also students have a great potential by motivating students to learn, and how they utilize various learning resources and learning strategies to be able to learn achieve goals in learning in the context of learning.

C. Learning English During Covid-19 Pandemic

The implementation of distance learning or what we can know when the current situation is online learning where distance learning is a teaching and learning activity that is carried out and applied using technology and information which is currently very often used by the world of education as a distance learning tool. The relationship between teachers and students in conducting the online teaching and learning process. Distance learning or online in using information technology and communication between teachers and students is carried out regularly, substantively, and very supportive of being able to do distance learning (Bozkurt et al., 2015; Buselic, 2017; Griffith, 2016). This distance learning emphasizes that in carrying out the teaching and learning process there is no face-to-face learning carried out by teachers and students so that everything is carried out by distance learning or online and there is no physical meeting between teachers and students, and to replace face-to-face learning, distance learning carried out by students and teachers by using virtual meetings such as using grub wa, video zoom, and by using these 2 applications the teacher can carry out the teaching and learning process well such as face-to-face meetings where teachers can convey material to students through grub wa or use zoom meetings to presenting learning materials (Griffiths, 2016).

Based on the information above, distance learning carried out by teachers and students certainly cannot be carried out badly, such as face-to-face learning which is usually carried out and distance learning that is carried out is still like face-to-face learning in class that a teacher provides good material, explains

Learning materials such as face-to-face and distance learning are carried out according to the elements in face-to-face learning. This distance learning must also have preparations such as attendance, material to be conveyed, conducting online class absences, and conducting discussions on learning and it means that distance learning must be carried out like what face-to-face learning really needs preparation, the material to be delivered , and still have to motivate students to be enthusiastic and follow distance learning well and provide suggestions for choosing learning media and using them as well as possible to carry out the teaching and learning process (Hsieh & Tsai, 2017).

Online learning is distance learning that is applied to provide access to the world of education to continue to carry out the teaching and learning process as usual using the application of distance learning during the current Covid-19 pandemic which makes education a lot of obstacles to carry out the teaching and learning process. The application of distance learning that uses an interactive system that connects teachers and students to carry out the teaching and learning process using various media such as grub wa, zoom meeting, google classroom which makes the learning process run as it is today. This distance learning is expected to motivate students to stay enthusiastic in learning and participate in the teaching and learning process even in the Covid-19 pandemic which makes them unable to study as usual in class face-to-face (Tsai et al., 2016). Distance learning is a change made by the world of education, which previously carried out face-to-face learning in class and is now carrying out a revolution by using learning media

that is done virtually using E-Learning, online collaborative learning techniques, virtual learning and so on.

The implementation of distance learning that is being carried out at this time still has many obstacles that the world of education must fix in order to be able to implement distance learning even better so that it can be applied in distance learning or online. In distance learning that is being carried out today to be more effective, what must be done is to be able to influence students' readiness in implementing distance learning, learning management which must be carried out properly and regularly, support from infrastructure to carry out distance learning such as having laptops, mobile phones, supporting networks, and most importantly also institutions that have a commitment to making distance learning work well (Markova et al., 2017).

Distance learning is as learning that replaces face-to-face learning where distance learning is applied to limit face-to-face learning so that online learning is carried out virtually online so that this learning does not allow students and teachers to come into contact or meet face-to-face (King et al. . 2001). the distance education process is carried out entirely online and there is no face-to-face in the room and the implementation of distance learning is done through electronic media or artificial print that can be done to carry out distance learning (UNESCO, 2002, p.22).

The application of this distance learning has advantages that can be obtained by students during distance learning such as students learning

independently without the help or supervision of a teacher and this is very useful for students in developing knowledge about learning without waiting for learning materials given or delivered by a teacher. Faturohman, 2020, p. 620). in distance learning or online students use online applications a lot and by using this online application students can improve their independent learning (Oknisih, N., & Suyoto, S., 2019). Kuo et al., (2014) said that online learning will make students more responsible for improving learning independently because in distance learning students are not like offline learning which is often done in the classroom where students are assisted or supervised by the teacher and in distance learning. In this case, students are required to be responsible for independent learning to be able to understand the lessons given by the teacher. This is because in distance learning students must be able to learn independently, find independent learning, and conclude for themselves the learning outcomes they have learned. Independent learning is a process where students have to find the material they want to learn on their own and carry out the learning process independently by controlling the study time, what material they want to learn so that their goals are achieved in carrying out the learning process independently (Kirkman in Hasanah, 2020).

Distance learning is learning that is carried out online using the help of the internet that connects teachers and students to carry out the learning process with the help of the internet (Kuntarto, E. (2017). In the implementation of face-to-face learning carried out by teachers and students, they need assistance in implementing distance learning and that support is mobile devices such as

smartphones, laptops, computers, tablets that can be used to access the internet anywhere and anytime to support the distance learning process (Gikas & Grant, 2013). Distance learning is currently very much needed in implementing distance learning in the era of the industrial revolution 4.0 (Pangodian, RA, Santosa, PI, & Nugroho, E., 2019).

In the current covid-19 pandemic situation, agency institutions or lecturers can make models and teaching methods that can be done to help teachers make it easier to solve problems in the learning process during the covid-19 pandemic. models and methods that lecturers can do in accordance with government policies include the following:

1. Face to Face Learning

Mardia stated that a good learner used is a teaching and learning process that is carried out face-to-face because it becomes effective when the teacher interacts directly in the room. when learning is carried out in the classroom, the teacher becomes a source of information who can see the development of children in obtaining learning material in class until the time of the final evaluation. face-to-face is the use of a learning model that is carried out with material characteristics so that students can obtain information delivery is carried out in an active way.

Face-to-face learning is a learning process carried out in the classroom where the teacher is a source of information to teach material directly to students

by interacting directly with students through direct learning in the classroom or outside the classroom.

Keputusan Bersama Menteri Pendidikan dan Kebudayaan, Menteri Kesehatan, dan Menteri Dalam Negeri Republik Indonesia Nomor 01 / KB/2020 Nomor 516 Tahun 2020 Nomor Hk.03.01 /Menkes / 363/2020 Nomor 440-882 tahun 2020, menetapkan bahwa, penyelengaraan Pembelajaran Tatap Muka di satuan pendidikan pada tahun ajaran 2020/2021 dan tahun ajaran 2020/2021 maksud dalam Diktum Pertama tidak dilaksanakan secara serentak di seluruh wilayah Indonesia dengan ketentuan sebagai berikut:

a. *Satuan pendidikan pada kawasan zona hijau bisa melakukan pembelajaran tatap muka setelah mendapat izin dari pemerintah daerah melalui dinas pendidikan provinsi atau kabupaten / kota, dinas provinsi atau kabupaten / kota, dinas agama, dan kabupaten /kota, kantor Kementerian Agama kota sesuai dengan kewenangannya berdasarkan persetujuan satgas percepatan penanganan lokal Covid-19;*

b. *Satuan pendidikan yang berada di Zona Kuning, Oranye, dan Merah melaksanakan pembelajaran tatap muka di satuan pendidikan dan tetap melakukan kegiatan belajar dari rumah /Learning From Home (LFH). Ketentuan pembelajaran tatap*

muka yang dimaksud dalam Diktum Kedua dikecualikan bagi

pesantren, pendidikan agama, dan pendidikan tinggi.

M. Khairum explained the application of face-to-face learning during the covid-19 pandemic with an on-off system and if there are only 20 students in one class, then face-to-face learning uses the on-system. Face-to-face activities are carried out from Monday-Saturday and learning begins at 7:30 with one hour lesson for 30 minutes, the canteen is not allowed to be opened during the learning process, there are no breaks to reduce crowds, and there are no sports activities that are practical in the field and must be removed.

The implementation of face-to-face learning must use strict health protocols such as providing disinfectant liquid, hand soap and clean water, providing masks, and providing thermoguns to monitor health.

The implementation of the next health protocol is that before leaving for campus, it is mandatory to have breakfast by eating balanced nutritious food, bringing hand sanitizer, bringing food and drink to campus, worship equipment, and so on that are important for health. In carrying out teaching and learning activities, lecturers and students must maintain a minimum distance of 1.5 meters, and when using teaching tools, eating and drinking are prohibited from borrowing tools from each other.

 The conclusion in this face-to-face learning explanation is that institutions, lecturers and students must really pay attention to strict health protocols during the teaching and learning process which is needed face to face to prevent the spread of Covid-19 transmission. In carrying out face-to-face learning, instanti

institutions must prepare strict health protocols such as the availability of clean water, hand soap, provide masks, and provide thermoguns, and all of these must be prepared by the agency. for lecturers and students in carrying out the face-to-face learning process in the classroom or outside the classroom, they must also pay attention to strict health protocols such as wearing masks, bringing and using hand sanitizers, and keeping a minimum distance of 1.5 meters from other people

2. E-Learning

According to Verawardina et al. (2020), online learning or E-Learning using internet technology will create and help teachers and students carry out teaching and learning activities in the classroom or outside the classroom. This online learning or E-Learning in teaching learning materials uses several media such as visual, word, animation, video, or audio visual, and by using some of these media the learning process is carried out flexibly which carries out the learning process anytime and anywhere. Aparicio et al / (2016) stated that e-learning is a computerized system tool that can help teachers and students in implementing the learning process. They said another which has the same concept of online learning as online learning, virtual learning, distance education, and other learning management systems. The same statement from Rodrigues et al. (2019) explains that e-learning is an innovative web-based system created for the use of digital technology that has a variety of sources and learning materials with the aim of providing a conducive, learner-centered, and interactive environment for students.

based on the above statement that e-learning is a process of teaching and learning activities that are carried out and accessed using technology in the form of electronic media that can be used flexibly anywhere and anytime by teachers and students in carrying out the learning process.

Menteri Pendidikan dan Kebudayaan Nadiem Anwar Makarim mengeluarkan Surat Edaran Nomor 4 Tahun 2020 tentang Penyelenggaraan Pendidikan pada Masa Darurat Penyakit Coronavirus (Covid-19). Mendikbud menegaskan, pembelajaran online (e-learning) dilaksanakan untuk memberikan pengalaman belajar yang bermakna bagi siswa, tanpa dibebani tuntutan untuk menyelesaikan semua pencapaian kurikulum untuk promosi kelas dan kelulusan

3. Blended Learning

Most researchers have stated that blended learning is a contemporary and modern approach that combines traditional or direct learning with online or distance learning by utilizing various types and technological media that can be done with the aim of making communication between teachers and students so that there is an interaction between the two, and this statement is stating that there is a combination of e-learning or distance learning and direct or face-to-face learning Alsalhi, Eltahir and Al-Qatawneh, 2019; Goyal and Tambe, 2015; Graham, 2013; Isti'anah, 2017; Moskal, Dziuban and Hartman, 2012).

Blended learning is an approach that combines online learning with face-to-face learning using contemporary and modern approaches and blended learning using various types of technology media which aims to have communication

between teachers and students so that there is interaction between teachers and students.

Based on the explanation theories above, it can be concluded that learning during the covid-19 pandemic is learning that is carried out by distance learning or online using various media that can be used based on a network with the aim of preventing the spread of covid-19 that occurs in Indonesia and the world education. online learning is distance learning that can provide access for students to carry out the process of teaching and learning activities during the covid-19 pandemic using media such as wa groub, zoom, google classroom where the learning process can be done during the covid-19 pandemic

The following are applications that can be used during covid-19 pandemic:

1. distance learning

    Distance learning is a field of teaching education carried out by teaching methods using technology that is carried out to deliver lessons to students during the covid-19 pandemic through online distance learning without face-to-face learning in class. Distance learning is a learning process that provides access to learning for students when the teaching and learning process is separated by time and distance which makes them have to study online during the covid-19 pandemic.

2. Project Based Learning

    project based learning is learning that is prepared for complex problems, this project learning emphasizes long teaching and learning activities and assigns tasks to students that are multidisciplinary, and

oriented (Guerra and Kolmos, 2011; Mihardi et al., 2013). This project based learning is applied to make students think with high creativity in solving problems and interacting in assisting investigations in solving real problems (Huang et al., 2010; Nucci et al., 2014). Project based learning can motivate, manage and improve student learning achievement with problems related to certain subjects in real situations (Syakur et al., 2020b; Syakur and Rakhmawati, 2014)

3. Home Visit Learning

   Sudrajar stated that home is an activity carried out to support guidance services implemented by education which aims to obtain information about the condition of students by visiting their homes where this home visit activity aims to help solve problems that exist in students Husna Amalia, 2016).

   This home visit was carried out by a teacher with the aim of being able to establish cooperation between educators and parents to be able to find out how the condition of students in learning was, and to find out what learning difficulties were faced by students during the covid-19 pandemic. This home visit aims to assist teachers in obtaining information on teaching and learning activities carried out by students during the covid-19 pandemic and solving problems experienced by students.

   Here, some indicators related to learning English during covid-19, includes:

a. Adhering to health protocols

b. Flexible learning English

c. Learning from home

d. Distance learning

e. E-learning (online learning)

f. The use of electronic media

g. The use of any applications/platforms

h. Virtual learning

i. Home visit

D. Previous Related Studies

The researcher also seen from three previous studies. The first study is from Elaine Hendricks Carson (2012) entitled "Self-Directed Learning and Academic Achievement in Secondary Online Students". This study examined attributes of self-directed learning (SDL) in students taking online courses through a state-wide online program in the Southeastern United States and investigated the relationship between the students' self-directedness and their academic achievement. Results of inferential statistics support the premise that statistically different level of self-directed learning exists in the population and show that there is a correlation between self-directed learning and academic achievement

The second study is from Ummah, Hanifatul (2016) entitled "Self-Directed Learning of Senior High School Students in Learning English at Home School Pena". This research was conducted to know the sorts of

students self-directed learning activities, students self-directed learning skills and its barrier in self-directed learning practice at home school Pena. The instruments used questionnaire and interview guideline. Besides self-directed learning in the research is implemented in junior high school student at home school. However, she doesn't find out the factors that influence self-directed learning.

The third study is from Najmieh Basereh (2016) entitled "Self-Directed Learning and Self-Efficacy Belief among Iranian EFL Learnersat the advanced Level of Language Proficiency". The subject of this study is Iranian EFL students who were studying English at the advanced level in Language Institute in Bandar Abbas. The findings of the present study revealed that there was a significant relationship between Self-Efficacy Belief and self-directed learning of Iranian EFL learners at the advanced level of Language Proficiency.

Fourth, according to Elya Umi Hanik *SELF DIRECTED LEARNING* BERBASIS LITERASI DIGITAL PADA MASA PANDEMI COVID-19 DI MADRASAH IBTIDAIYAH**"** Which states that the policies carried out by the government are in conducting education during the corona virus pandemic and must make new innovations, namely by conducting self-directed learning based on digital literacy. This research was conducted which aims to discuss, 1. the concept of self-directed learning, 2. the concept of digital literacy, 3. to analyze self-directed learning. This study uses a qualitative method which states that self-

directed learning is self-directed learning that is carried out by someone to increase knowledge and students are responsible for the learning process, and the implementation of self-directed learning is carried out using educative applications as a source of students at school, and using learning during the corona virus pandemic conducted by the Ministry of Education and Culture which is broadcast through the National TV channel of the Republic of Indonesia. The equation that occurs in this study is that the model used in SDL learning is to apply learning that is carried out independently by using a learning system that is carried out by making students more active and able to determine what lessons they want to learn and they can organize their own learning. The process carried out on students is to be able to determine the learning they are doing and trying t``o achieve the learning objectives carried out.

Fifth, according to P.M.O Dewi, L.P Artini, and N.N, Padmadewi Self-Directed Learning in EFL During Covid-19 Pandemic: An Analysis of Teacher's Perceptions and Students' Learning Autonomy in Sma n 1 Blahbatuh, This study aims to explain how teachers conduct independent learning, teacher teaching activities in conducting online learning and what indicators are carried out by teachers during online learning This study explains that it is very important to apply Self-Directed Learning during the current pandemic because with this independent learning students can learn independently and continuously in doing learning because students must be able to have a goal in carrying out the learning process and will

make   students build excellent study habits for them and automatically students can make lifelong learning habits (Şevik, 2015). This self-directed learning will make them get new things and can improve their abilities.

CHAPTER III

RESEARCH METHOD

A. Research Design

This is research using a case study and this research use the qualitative method. Qualitative research is an approach carried out with a holistic and realistic manifestation of nature such as the environment where the approach is carried out by collecting data, observing, interviewing, analyzing documents. the purpose of qualitative research is to know and study social life by understanding one's perceptions and experiences in society about a particular subject. In this study, the researcher will focus on students of UIN Fatmawati Sukarno Bengkulu city with An Analysis Students' Self-Directed learning Strategies in Mastering English speaking Skills During Covid-19 Pandemic. This is related to the statement that qualitative research is the study of people's lives, which means about their real conditions.

Based on the description above, it can be concluded that the study will use qualitative methods for the research design. This research will be conducted with students of UIN Fatmawati Sukarno Bengkulu City for the 2021/2022 academic year to find out How is the Self-Directed Learning Strategies in mastering speaking ability during Covid-19 pandemic

B. Subject of the Research

The subject of this research is in UIN Fatmawati Sukarno Bengkulu City as respondents, the study took students English Education. The reason the researcher

chose this Students English Education as the respondent was because their English Education was very important to Mastering speaking Skills during covid-19 pandemic.

C. Data Collection and Instrument

In this research the researcher using an observation checklist and an interview to collect the data. The researcher also uses documentations as secondary data.

b. Observation Checklist

To collect the data, the researcher used the observation checklist. giving a checklist symbol on the observation sheet is the process of the observation of this research. This is a way to find out how the students mastering speaking skills use self-directed learning during the Covid-19 pandemic. Observation was the first thing to do before giving the participants the observation sheet.

No	Aspect of SDL	Indicators	Statement
1	Ownership of Learning	1. Responsibility in identifying learning gaps 2. Responsibility in setting learning goals	1. Students can carry out the learning process. 2. Students can start the learning process. 3. Students can plan the learning process.

			4. Students can manage the learning process. 5. Students can evaluate the activities of the learning process.
2	Self-Management & Self-Supervision	1. Ongoing process of managing task. 2. Time and resources to make improvement in taking action to meet learning objectives.	1. Students can achieve goals. 2. Students can change their behavior, feelings, and thoughts to be more enthusiastic in carrying out the learning process. 3. Students can control the task in order to achieve learning objectives.
3	Extension of Learning	1. Making connections between scientific disciplines.	1. Students can engage with prior knowledge

			2.Relationships between formal and informal learning and interests in and out of school	students can engage with learning reflection. 2. Students are able to make connections from lessons on and off campus.
4	Self-Confidence	Students can have confidence		1. Students are able to be confident in all things learning. 2. Students are able to achieve a learning goal. 3. Students have confidence during the learning process.
5	Discipline	Student's self-control		1. Students can achieve learning goals from discipline awareness. 2. Students can carry out the learning process on discipline

			awareness.
6	Initiative	Students must have an initiative in carrying out the learning process	1. Students are able to produce something new in the learning process. 2. Students are able to develop new ideas and new ways. 3. Students are able to overcome problems in the learning process.
7	Responsibility	Students have an awareness of their behavior in doing an action	1. Students are able to carry out independent teaching and learning activities. 2. Students do not procrastinate assignments and learning.
8	Motivation	Student who has high motivation	1. Students have high motivation in

			carrying out the learning process will be better and more efficient. 2. Students will be enthusiastic in carrying out the learning process students can overcome the learning problems they get.

b. Interview

In this study to be able to obtain information, the researcher must conduct interviews as the instrument. Interviews are activities carried out to obtain information obtained from data sources which are carried out face-to-face by conducting interviews and questions and answers. Interviews have two types of interviews, namely open interviews and closed interviews. In-depth interviews are interviews conducted to provide researchers with more understanding about how participants can interpret situations or phenomena than they get through observation alone. Therefore, the interview is the researcher taking and getting more in-depth

information from the participants and the results of this interview cannot be done by observation. Open interviews are interviews conducted by conducting a design to be able to get a lot of information and get broad answers.

In this procedure, researchers will interview students face-to-face to be able to get information to them how students can master English speaking skills using self-directed learning through interviews. In this study also used a closed research method because the researchers wanted to get clear information from the participants because they wanted to get information to students about mastering English speaking skills use self-directed learning during the covid-19 pandemic.

Interview is an activity carried out to obtain data by conducting interviews between two people by conducting conversations and questions and answers to obtain data. a conversation carried out by two people where one person is the person conducting the interview and the other person is the source of the interview to be able to get information or data to get certain goals.

Interview is a method used to obtain information through verbal communication between researchers and participants. in conducting survey design interviews and in exploratory and descriptive studies that are often used in interviews. In conducting interviews there are 2 approaches that are taken, namely the unstructured approach where participants are allowed to answer the interview they answer freely, and the structured

approach is that participants must be limited because they have to answer according to what is asked.

c. Documentation

Documentation is the method used to obtain data in all procedures to verify research data. In this study, we can get documentation data from the data we get from the list of observations, interviews, and photographs. The data such as photos that we get are student activities in mastering English speaking skills use self-directed learning during the covid-19 pandemic. Documentation data is a method used to support valid data from the primary instrument. What this instrument means is that researchers record to students about mastering English speaking skills using self-directed learning during the covid-19 pandemic.

D. The Technique of Data Verification

Observation is a method used to collect data used in social science research used to obtain data about people, processes, and culture. participant observation which is the method of researchers in conducting research in the field of anthropological and sociological studies and a distinctive approach, namely a methodological approach in a distinctive approach, namely ethnography. This method is a tool used regularly to obtain and collect data by researchers in their classrooms, by social workers in the community, and psychologists who record human behavior.

Observation is describing an activity carried out by someone with the aim that other people can feel and know and understand knowledge about a

phenomenon. In this case the researcher calculates an observation according to the type of data taken and collected.

In this study, the participant observation method was carried out which according to Sugiyono, participant observation was that researchers were directly involved in the daily activities of someone who became the object of observation to be observed or used as a source of research observation data. Participant observation in this study was observing students about mastering English speaking skills use self-directed learning during the COVID-19 pandemic. In ensuring the validity of the data in a structured manner, the researcher will use an observation checklist to ensure the completeness of the data in class.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter the researcher will present the results of the findings and discussions of the research at IAIN Bengkulu to answer research questions. The results of observations and interviews conducted at UIN Fatmawati Sukarno Bengkulu and will be discussed as follows:

1. **Description of English Education Study Program**

   State University for Islamic Studies of Fatmawati Soekarno Bengkulu is one of Islamic university in a Bengkulu Province. This college is a further development of the IAIN Raden Fatah, which was later converted into a State Institute for Islamic Studies Bengkulu. Currently, State University for Islamic Studies of Fatmawati Soekarno Bengkulu has four faculties with a total of 24 Study Programs for the Strata-1 and five Study Programs for the Strata-2 (Master) Program. The four faculties include: faculty of Islamic Economics and Business, Sharia faculty, Ushuluddin, Adab and Da'wah, and Tarbiyah and Tadris faculy. The faculties with the highest number of students is the Tarbiyah and Tadris faculty with nine study program, one of them is English Education Study Program.

   The English Education Study Program stood up in 2010 and gained accreditation five years later with B accreditation. The number of lecturer currently teaching in English Education Study Program was 17 lectures with Strata-2 (Master) and Strata-3 (Doctor). Furthermore,

the number of active students currently recorded is 590 students with 17 classes from one until seventh semester. Here is the vision and mission of English Education Study Program.

Vision

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

Mission

1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.

2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national values.

3) Carry out research and innovation in the field of English language education that can be utilized by stakeholders and carry out education that has high dedication and commitment to the community in the dissemination and implementation of English language education

4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of developing and increasing the professionalism of educators in the field of English.

5) To organize English language education and teaching in an integrated, entertaining, effective and efficient manner

The research was conducted on September 2021 through an online questionnaire and Zoom Meeting. The subjects of this research were ten students of English Department IAIN Bengkulu. The data is collected by questionnaire, interview and documentation. Moreover, the writer applied a qualitative approach to present results of the research, which means that the researcher will describe and interpret all the research results collected so that to obtain detailed understanding and full description of the data. The findings of the study were: (1) rural students' barriers in learning English (2) the way the students overcome their barriers.

A. Findings

This chapter provides a finding made by analyzing data on the self-learning strategy carried out by the 3rd semester students of English education at UIN Fatmawati Sukarno, Bengkulu. In conducting this research, the data were taken by conducting an observation and interview with the third semester students of English education at UIN Fatmawati Sukarno Bengkulu. Based on the results of observations and interviews conducted, the 3rd semester students of English education are learning

Independently in mastering English Speaking skills during the covid-19 pandemic by utilizing cellphone and laptop technology as the media they use for

independent study. Students are very effective in learning by using handphones and laptops because they can do learning to master speaking skills.

1. **Self-Directed Learning of UIN Fatmawati Sukarno Bengkulu Students in speaking skills during Covid-19 pandemic**

    In conducting observations, the researcher conducted an observation to obtain data by using an observation checklist which was carried out when students did independent learning in mastering English speaking skills during the covid-19 pandemic, where the learning process on campus was carried out online and made students have to study independently at home during the covid-19 pandemic. The researcher observed how students learned independently in mastering English speaking skills during the covid-19 pandemic on 8 components, namely: ownership of learning, self-management & self-supervision, extension of Learning, self-confidence, discipline, initiative, responsibility, and motivation. In carrying out the learning process independently at home, students learn independently without help from other people or teachers, and then they learn independently, manage study time according to their wishes, and choose a comfortable place for them to study. Learn independently in mastering English speaking skills that they do every day by managing time as well as possible.

    From the results of research conducted at UIN Fatmawati Sukarno Bengkulu, the researchers observed and analyzed the

findings, and the researchers found that self-directed learning was very good to be applied by students in mastering English speaking skills. During the covid-19 pandemic, students in mastering English speaking skills they learn independently by using their laptops and cellphones, and by using their laptops and cellphones they can watch conversation speaking lessons on YouTube, watch movies that allow them to imitate native speakers speaking English, and also listen to music that makes them faster in mastering English speaking skills during the covid-19 pandemic.

Self-directed learning is very good and effective to be applied by semester students of English education in mastering English speaking skills during the covid-19 pandemic which is like in the previous language where during the covid-19 pandemic students cannot learn face-to-face as usual in class and require them to study independently at home and self-directed learning as a way they must be able to master English speaking skills during the covid-19 pandemic. Based on the definition of self-directed learning in mastering English speaking skills, researchers found ways for students to learn independently during the covid-19 pandemic, this can be seen from the findings of observation and interview data as follows:

a. **Online Classroom Observation Checklist**

1. **Ownership of Learning**

Based on the online classroom observation, ownership of

learning are as follows:

Table 4.1. Observation Checklist 1

Aspect of SDL	Indicators	Statement	Explanation
Ownership of Learning	1.Responsibility in identifying learning gaps 2.Responsibility in setting learning goals	1. Students can carry out the learning process.	Students can carry out the learning process independently at their homes by utilizing their cellphone and laptop technology and can carry out the independent learning process without help from other people or teachers.
		2. Students can start the learning process.	students after being able to start the learning process and they learn to use their laptops and computers and they can start the learning

			process they do by watching conversational learning videos on youtube, watching English movies, and listening to English music which in this way makes them able to mastering English speaking skills during the covid-19 pandemic start the learning process
		3. Students can plan the learning process.	In carrying out the speaking skills learning process, students make a plan in carrying out the Learning process by planning the learning process like what they want in the learning process, when is the time to carry out the

			learning process, where is the place to study according to their wishes and desires in the learning process.
		4. Students can manage the learning process.	In carrying out the speaking skills learning process students can manage the time during the learning process as they want, in carrying out the speaking skills learning process students can determine how long they study and it is they themselves who regulate the learning process according to their wishes in carrying out the learning process.

		5. Students can evaluate the activities of the learning process.	Students after doing the specing skills learning process that they did, the students will evaluate the learning process they have done, and this is very important for them to do because they want to know how the learning process they have done.

Based on the data above, students in independent learning in mastering English speaking skills during the covid-19 pandemic that they use 2 techniques in carrying out the learning

they do with Responsibility in identifying learning gaps and Responsibility in setting learning goals which in these 2 learning techniques students can start learning process well, manage study time well, make lesson plans and evaluate during the learning process.

1. **Self-Management & Self-Supervision**

Based on the online classroom observation, self-management and self-supervision are as follows:

Observation Checklist 2

Aspect of SDL	Indicators	Statement	Explanation
Self-management and self-supervision	1. Ongoing process of managing task. 2. Time and resources to make improvement in taking action to meet learning objectives.	1. Students can achieve goals.	in carrying out the process of learning speaking skills and by carrying out the learning process they do students can get the learning objectives they are doing, and they get the objectives of the learning process in mastering English speaking skills by using the Self-Directed Learning method.

		2. Students can change their behavior, feelings, and thoughts to be more enthusiastic in carrying out the learning process.	
		3. Students can control the task in order to achieve learning objectives.	

Based on the data above that students in self-directed learning they carry out the learning process wanting to get the goals of the learning they are doing to be able to master English speaking skills, and from the data above that students during the covid-19 pandemic in doing their independent learning change their behavior to study independently at home to get the goals

of learning and change their minds to be enthusiastic in carrying out the learning process to be able to get their goals in mastering English speaking skills during the covid-19 pandemic. And the data above shows that self-management and self-supervision really make students enthusiastic to carry out the learning process when the current situation is where the teaching and learning process is carried out online and self-directed learning which must be done to become the way that must be done by students in the third semester of education. English, as well as very good self-management that can be done by students to be able to manage the study hours they do every day.

2. Extension of Learning

Based on the online classroom observation, Extension of Learning are as follows:

Observation Checklist 3

Aspect of SDL	Indicators	Statement	Explanation
3. Extension of Learning	1. Making connections between scientific disciplines. 2.Relationships between formal	1. Students can engage with prior knowledge students can engage with learning reflection. 2. Students are	

	and informal learning and interests in and out of school	able to make connections from lessons on and off campus.	

From the results of the data above that their English education students during the covid-19 pandemic as a way to learn in mastering English speaking skills, and by using self-directed learning using the three indicators above they can get the goals of their learning process, change behavior and their thinking to be able to learn independently without help from other people or teachers. From the results of the data above that students can start learning independently, they make plans about the learning process, arrange good and comfortable study times according to their wishes. The application of self-directed learning carried out by the 3rd semester students of English education at UIN Fatmawati Sukarno Bengkulu makes them very effective and very good because they do independent study in mastering English speaking skills. From the data above, there are many ways of learning that they do, such as watch conversation speaking lessons on YouTube, watch English films and they imitate the way native speakers speak, and listen to English music which makes them faster in mastering English

speaking skills. From the results of the research I did, many students had difficulties when learning speaking during the covid-19 pandemic because online as it is not the same as the learning process in class makes them find it difficult to learn speaking online, and with self-directed learning they do to can mastering English speaking which they do every day in their respective homes during the covid-19 pandemic which makes them have to carry out the learning process independently by using cellphones and laptops as media they do in learning.

b. Interview

There is an independent learning method carried out by 3rd semester students of English education during the covid-19 pandemic, namely by learning to use electronic media by utilizing the cellphones and laptops they use to study through YouTube by watching English conversation lessons, English movies, and listening to music. an English song that makes them sing along with the results of the interview saying that this way they can be faster in mastering English speaking skills during the covid-19 pandemic.

based on the results of interview research that most students use cellphone and laptop technology that they have to be able to master English speaking skills during the covid-19 pandemic which they think is the way they can quickly

mastering English speaking during the covid-19 pandemic which is where the current situation is which makes them unable to learn face-to-face with lecturers and they as students affected by this covid-19 pandemic must use self-directed learning as a way for them to be able to master English speaking skills in the current pandemic situation. The data can be seen as below:

Q1: *during covid-19 pandemic, learn what you do and what you do to mastering your English speaking skills?*

Students: during the covid-19 virus pandemic which makes learning now unable to learn directly in class, so I study independently at home by using my cellphone and laptop to be able to study by watching youtube such as learning English conversation speaking and also watching English movies and listening to language music English which I think is effective and very good to apply in the current pandemic situation

Then based on interviews conducted with students during the covid-19 pandemic, they conducted independent learning which they did every day at home, they used the mobile phones and laptops they had to be able to master English speaking skills during the covid-19 pandemic. They listened a lot to native speakers on the internet. Learning conversations on YouTube, music, and movies, and then from watching videos they practice

it with friends around so they can speak English more fluently during independent study. They also said that by using cellphones and laptops to be able to master English speaking skills, they also said that apart from being able to master English speaking skills, they could also cover pronunciation and listening which they could also master. The data can be seen as below:

Q2: During the covid-19 pandemic, what lessons did you learn to master English speaking skills?

Students: during the covid-19 pandemic did independent learning where I used my cellphone and laptop to be able to mastering English speaking skills where I watched English conversation speaking lessons, watched movies, and listened to English music and I watched videos and I practiced with my friend to be able to master English speaking skills faster, and in my opinion this is very good and effective for me to do independent study during the covid-19 pandemic and this method is not only good for speaking but also good for listening and pronunciation.

Researchers can conclude that students of English education in mastering English speaking skills are learning independently at home by starting their own learning, designing

learning, and conducting an evaluation in carrying out learning and during the covid-19 pandemic, semester 3 students of English education at UIN Fatmawati Sukarno Bengkulu, they use their cellphones and laptops as their learning media which they use to learn to be able to master English speaking skills during the covid-19 pandemic where they watch English lessons on YouTube such as English conversation speaking, English movies, and listen to English songs which are here make students able to mastering English speaking skills quickly, and then they practice it with their friends so that they can quickly mastering English speaking skills during the covid-19 pandemic which requires them to learn from their respective homes.

Without help from teachers or others. They said that by self-study with self-awareness and self-motivation they could be mastering English speaking skills. The self-directed learning that they applied during the covid-19 pandemic allowed them to study independently and master English speaking skills easily even though they didn't study face-to-face on campus as they usually do while studying on campus.

B. Discussion

In the discussion, the results of research conducted by researchers will be compiled and presented as well as possible so that the problems that researchers get can be a reference in preparing and presenting. In the

following, the researcher will discuss and answer the questions that the researcher did when conducting observations and interviews.

1. **Self-directed learning of UIN Fatmawati Sukarno Bengkulu Students in speaking skills during Covid-19 pandemic.**

   Self-directed learning is a way for students in independent learning to improve a knowledge, skill, ability or performance possessed by each student for himself by using any means, anytime, anywhere, and taking the initiative without the help of others in doing so. This is a learning process itself (Herlo, 2017; Din et., this states that the independence of a student in independent learning is very important that they must do to be able to get resources and learn quickly to be able to improve their abilities and skills and also to adapt to situations. so that it can overcome problems from new situations encountered (Tan et.al., 2011).SDL is a habit that is often owned by someone to be able to overcome the problems faced and to be able to improve better performance (Brockett & Hiemstra, 2018). SDL can be considered a process and a must-have goal by someone to be able to improve a better performance. SDL is a process in which students must be able to do and be responsible for being able to control and carry out their own learning, SDL is seen as a goal for students to get their desires and tendencies to be able to direct themselves to be able to learn independently in order to get their

goals in improving ability in learning. in this case states that it is very important for students to do independent learning which they must do to be able to improve their abilities and skills and also to adapt to new situations they face.

According to Knowles [9], self-directed learning is the capacity of an individual to take the initiative, define a learning goal, evaluate learning requirements, select materials needed to assist learning, and track progress toward a goal. In essence, self-directed learning is a method of learning that puts the student in control. Learners determine the why, what, how, and where of their learning with this method. In an increasingly complex and uncertain environment, self-directed learning is an essential skill for living and working. For instance, self-directed learning was cited by global education leaders as one of the education responses towards the COVID-19 pandemic.

Self-directed learning is a very good way for students to be able to master English speaking skills during the covid-19 pandemic which at the current situation makes them unable to study face-to-face as they usually do when studying on campus. Semester 3 students of English education conduct independent learning at home by starting learning on their own, planning about learning, managing study time according to their wishes and comfort well, and evaluating during the learning process. This

self-directed learning as a way to overcome the problems faced by students who cannot study face-to-face on campus and requires them to study at their respective homes makes them have to study independently at home, and from the results of their research they carry out the learning process by utilizing their cellphones and laptops are the media they use to learn in mastering English speaking skills during the covid-19 pandemic and they carry out the learning process by watching conversation lessons on YouTube, watching English movies, listening to English songs that make them able to quickly master in English These speaking skills during the covid-19 pandemic and self-directed learning are very good and effective, which can be done by 3rd semester students of English education in mastering English speaking skills during the covid-19 pandemic.

During this covid-19 pandemic, students must really be able to adapt in the learning process which makes them have to learn from their respective homes and cannot study as usual on campus as usual and this will obviously be a problem for students in mastering English speaking skills which students must learn independently from home without help from other people or teachers and this is clearly an awareness that must be done by students to be able to learn independently at home by starting learning on their own, managing time on their own, motivating

themselves to be able to learn on their own and evaluating the learning process. They do it by themselves, and self-directed learning is very effective and good for 3 semester English education students to be able to master English speaking skills during the covid-19 pandemic.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides a conclusion and suggestions about the research that has been done. Conclude all the findings of the research that has been done and the findings of the discussion based on the problem in the research. So, this study summarizes how self-directed learning masters English speaking skills during the covid-19 pandemic. While the suggestions in this chapter provide recommendations to researchers based on research results for the phenomenon of better results than Self-Directed Learning in mastering English speaking skills.

A. Conclusion

Based on the results of the research that has been done and the discussion in chapter IV. The researcher can conclude that the problem of the research being conducted is to find out How is Self-Directed Learning in mastering English speaking skills during the covid-19 pandemic in online learning at UIN Fatmawati Sukarno Bengkulu. To answer the questions in this study, the researcher used observation, interviews, and documentation as techniques used to collect data. In this study, researchers got the results of Self-Directed Learning in mastering English speaking skills during the covid-19 pandemic. there are several ways that students can do to be able to master English speaking skills using Self-Directed Learning, namely students use their social media such as cellphones and laptops that they use for independent study during the

covid-19 pandemic, namely they watch YouTube learning English conversation, watching English films, and singing English and they practice it in daily life to be faster in mastering English speaking skills during the Covid-19 pandemic. Several ways to be able to master English speaking skills are widely used by English language education students to be able to master English Speaking skills use Self-Directed Learning.

Then, students in self-study in mastering English speaking skills during the covid-19 pandemic they use 3 learning indicators, namely, Ownership of Learning, Self-Management & Self-Supervision, Extension of Learning. In addition, in independent study to be able to master English speaking skills during the covid-19 pandemic use Self-Directed Learning students use their social media such as cellphones and laptops to be able to master English speaking skills during the covid-19 pandemic they use cellphones and their laptops to watch English conversation learning videos, English films and listen to English songs then they practice in everyday life which will make them faster in mastering English speaking skills during the Covid-19 pandemic.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestions as consideration, they are:

1. Suggestion for the students

   Currently, as a student, it is very important for them to be able to master English speaking skills properly and correctly which is very important for them to communicate every day in learning English and provide information and discuss English while studying in online classes. Self-Directed Learning as a method in mastering English speaking during the covid-19 pandemic, so they have to learn independently without help from other people or teachers in learning in the current online situation, and they can use Self-Directed Learning in mastering English speaking skills during covid-19 pandemic and they can use their cellphones and laptops as media that they can use to study independently at home. So, that the learning process for mastering English speaking skills during the covid-19 pandemic goes well.

2. Suggestion for future researchers

   I hope that the research that I do can be a reference for other researchers to conduct further research on the research that I did on Self-Directed Learning. Besides that, it can also be a source for other researchers as an alternative to conducting research and getting good research results even better.

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APPENDIXS

Table 4.1. Observation Checklist 1

Aspect of SDL	Indicators	Statement	Explanation
Ownership of Learning	1.Responsibility in identifying learning gaps 2.Responsibility in setting learning goals	1. Students can carry out the learning process.	Students can carry out the learning process independently at their homes by utilizing their cellphone and laptop technology and can carry out the independent learning process without help from other people or teachers.
		2. Students can start the learning process.	students after being able to start the learning process and they learn to use their laptops and computers and they can start the learning process they do by watching conversational learning videos on

			youtube, watching English movies, and listening to English music which in this way makes them able to mastering English speaking skills during the covid-19 pandemic start the learning process
		3. Students can plan the learning process.	In carrying out the speaking skills learning process, students make a plan in carrying out the Learning process by planning the learning process like what they want in the learning process, when is the time to carry out the learning process, where is the place to study according to their wishes and

			desires in the learning process.
		4. Students can manage the learning process.	In carrying out the speaking skills learning process students can manage the time during the learning process as they want, in carrying out the speaking skills learning process students can determine how long they study and it is they themselves who regulate the learning process according to their wishes in carrying out the learning process.

		5. Students can evaluate the activities of the learning process.	Students after doing the specing skills learning process that they did, the students will evaluate the learning process they have done, and this is very important for them to do because they want to know how the learning process they have done.

Observation Checklist 2

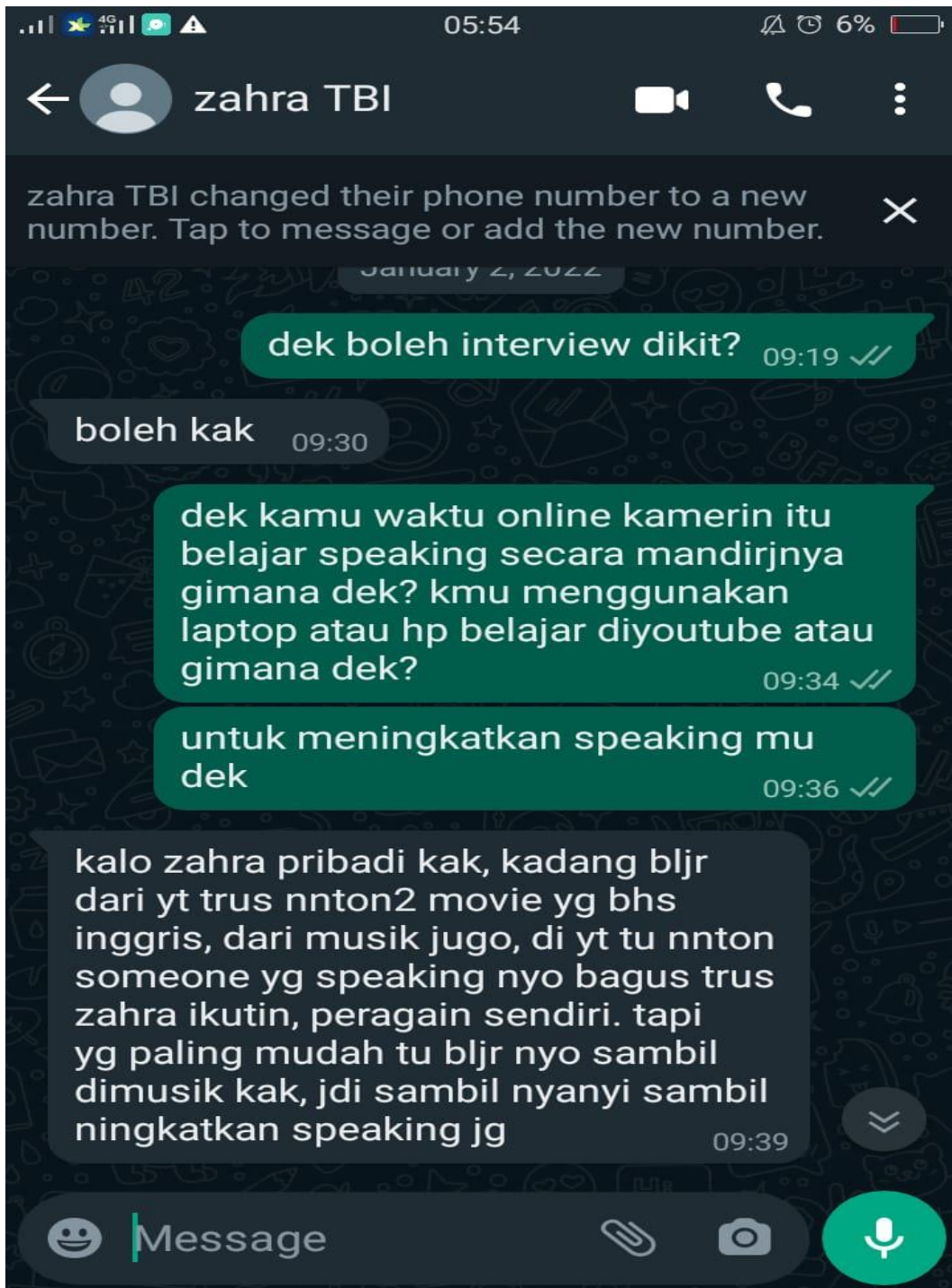| Aspect of SDL	Indicators	Statement	Explanation
Self-management and self-supervision	1. Ongoing process of managing task. 2. Time and resources to make improvement in taking action to meet learning objectives.	1. Students can achieve goals.	in carrying out the process of learning speaking skills and by carrying out the learning process they do students can get the learning objectives they are doing, and they get the objectives of the learning process in mastering English speaking skills by using the Self-Directed Learning method.

| | | 2. Students can change their behavior, feelings, and thoughts to be more enthusiastic in carrying out the learning process. | |
| | | 3. Students can control the task in order to achieve learning objectives. | |

Observation Checklist 3

Aspect of SDL	Indicators	Statement	Explanation
3. Extension of Learning	1. Making connections between scientific disciplines. 2.Relationships between formal	1. Students can engage with prior knowledge students can engage with learning reflection. 2. Students are	

	and informal learning and interests in and out of school	able to make connections from lessons on and off campus.	

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number. Tap to message or add the new number.   ✕

January 2, 2022

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boleh kak 09:30

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gimana dek? kmu menggunakan
laptop atau hp belajar diyoutube atau
gimana dek? 09:34 ✓✓

untuk meningkatkan speaking mu
dek 09:36 ✓✓

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yg paling mudah tu bljr nyo sambil
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ningkatkan speaking jg 09:39

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Renita

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tolong diceritakan dikit dengan kakak dek untuk proposal ini dek 🙏

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Tentunya ad beberapa kendala kak, terutama dlm speaking, Seperti yang kita ketahui bahwa speaking merupakan ilmu yg dikembangkan melalui praktek karena speaking adalah komunikasi lisan, ditengah pandemi covid saat ini ruang gerak untuk mempraktekkn hal tersebut menjadi terbatas, sehingga untuk menggembangkan dan melatih kemampuan speaking juga terbatas. Kemudian, kendala yang menjadi

Message

Nomor : 530U / In.11/F.II/TL.00/12/2021   12 Desember 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris IAIN Bengkulu

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 *"Investigating Students' Self-Directed Learning in Mastering English Speaking Skills during Covid-19 Pandemic"*

Nama	:	Ari Andre Rianyansa
NIM	:	1811230083
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris IAIN Bengkulu
Waktu Penelitian	:	10 Desember 2021 s/d 17 januari 2022

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

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Plt. Dekan,

Zubaedi

Nama Mahasiswa	Ari Andre Rianyonsa	Pembimbing I/II : Dr. H. Ali Akbarjono, M.Pd
NIM	1811230083	Judul Skripsi : Investigating of Students'
Jurusan	Tadris Bahasa	Self - Directed learning in mastering English
Program Studi	Tadris Bahasa Inggris	Speaking skills during covid-19 Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		Proposal		

Mengetahui,
Dekan

Dr. Zubaedi, M.Ag, M.Pd
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Bengkulu, 1 November 2021

Pembimbing I/II

Dr. H. Ali Akbarjono, M.Pd
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IM : 1811230083

Jurusan : Tadris Bahasa

Program Studi : Tadris Bahasa Inggris

Pembimbing I/II : Dr. H. Ali Akbarjono

Judul Skripsi : Investigating of Students'
Self-Directed Learning in Mastering English
Speaking Skills During Covid-19 Pandemic

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
		propose	Revise typness as suggested.	✓
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Mengetahui,
Dekan

Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031003

Bengkulu, ...

Pembimbing I/II

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

SURAT KETERANGAN

Bengkulu, 17 Januari 2022

Nomor   : -

Lampiran   : 1 (satu) Bukti Penelitian

Perihal   : **Surat Selesai Penelitian di Prodi TBI**
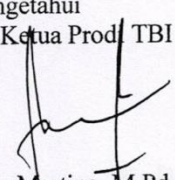
Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama   : Feny Martina, M.Pd

NIP   : 198703242015032002

Pangkat Golongan : Lektor (III/c)

Jabatan   : Plt.Ketua Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama   : Ari Andre Rianyansa

NIM   : 1811230083

Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 10 Desember 2021 s/d 17 Januari 2022 dengan judul *"Investigating Students' Self-Directed Learning In Mastering English Speaking Skills During Covid-19 Pandemic "* Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Plt. Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

SURAT TUGAS KOMPREHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU
Nomor : 1996 /In. 11/F.II/PP.009/11/2021
Tentang
Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Ari Andre Rianyansa
NIM : 1811230083
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.

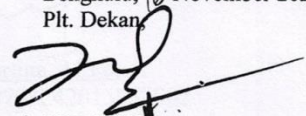| NO	PENGUJI	ASPEK	INDIKATOR
1	Hengky Satrisno, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Feny Martina, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psyicholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Heny Friantary, M.Pd.	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, 16 November 2021
Plt. Dekan

ZUBAEDI

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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   : Ari Andre Rianyansa

NIM   : 1811230083

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 Students' Self-Directed Learning Strategies in Improving Speaking Ability During Covid-19 Pandemic. (Descriptive Qualitative Study of 3th Semester Students Of UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022).** Menjadi . **"Investigation of Students' Self-Directed Learning in Mastering English Speaking Skills During Covid-19 Pandemic. (A Descriptive Quantitative Study of 3th semester Student of UIN Fatmawati Sukarno Bengkulu in the Academic year 2021/2022)**

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Oktober 2021

Dibuat oleh,

Ari Andre Rianyansa
1811230083

Disetujui oleh,

Pembimbing I,

Dr. H. Ali Akbarjono, M.Pd
NIP. 197509252001121004

Pembimbing II,

Feny Martina, M.Pd
NIP.198703242015032002

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd
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SURAT PENUNJUKAN PEMBIMBING SKRIPSI
Nomor : 3227 /In.11/F.II/PP.009/ 08/2021

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	Mahasiwa/NIM	Prodi	Judul
1	Dr. H. Ali Akbarjono, M.Pd. 197509252001121004	P I	Ari Andre Rianyansa 1811230083	TBI	An Analysis Students' Self-Directed Learning Strategies in Improving English Speaking Ability during Covid-19 Pandemic. (Case Study of College Students at UIN Fatmawati Sukarno Bengkulu in Academic Year)
2	Feny Martina, M.Pd. 198703242015032002	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.
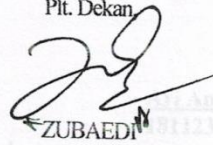
Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 26 Agustus 2021

Plt. Dekan,

ZUBAEDI

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2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

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