#### **CHAPTER 4**

# **RESULT AND DISCUSSION**

This research is aimed to know students' self-directed learning skill, selfdirected learning activities and self-directed learning barriers. This chapter deals with the findings of the study as well as the discussions of the findings. These findings and discussions are arranged and presented in such a way in which the research question became the basis or reference for the arrangement and presentation.

# A. Research Finding

# 1. Self-Directed Learning Activities in Learning English

Self-directed learning is a learning process with full of initiative in taking the whole learning progress. To accomplish the learning goal, learners select their English learning strategies. To know students' self-directed learning activities in learning English, a researcher conducts interview. The result of interview show that the self-directed learning activities in analyzing qualitative data are like follows.

- a. Student 1
- Age : 17 years old

# Program : Community Learning Program

To perceive his learning goal, Student 1 does some activities such as searching information in the internet, discussing with friend, reading book, joining learning community, doing homework, joining online group/ forum discussion and doing exercise. The book that he learns is an English book given from the school. In addition to those activities, he sets his social media in English to learn English.

He diagnoses his learning progress through practice. He is good in listening but weak in speaking. His learning goal is that he wants to improve his speaking skill which he thinks it is his weakness. The second goal is to master the whole English skill so that he becomes international musician.

#### b. Student 2

Program : Community Learning Program

In learning English, student 2 does some activities such as discussing with friend, joining learning community, using social media to learn English, doing homework, joining online group/ forum discussion, doing Exercise, watching English tutorial on YouTube, joining English course or additional course, and watching TV program/news. . Besides, she sets his social media in English to learn English.

She can diagnose her lack and strength in English. She is good in all English skill. His learning goal is that she got improvement more than she gets right now.

c. Student 3

Age : 18 years old

Program : Community Learning Program

Student 3 is interested in informatics. She believes that English can support her career. She also uses dream board to strengthen his dreams. She is high self-directed learner. She spends her time to do some learning activities such as discussing with friend, reading book, searching information in web-search engine, joining learning community, using social media to learn English, Doing homework, joining online group, forum discussion, doing exercise, watching English tutorial on YouTube, joining English course or additional course, reading e-book, watching TV program/news, and making dream board to identify her learning goal.

She can diagnose her own learning progress, her weakness and strength in learning English. She stated that she is not good in learning theory but she find easy in practicing English. So her learning objective is mastering the theory.

d. Student 4

Age : 18 years old

Program : Community Learning Program

In the middle of his busyness as entrepreneur, he spends his time to do some learning activities such as discussing with friend, reading book, searching information in web-search engine, joining learning community, using social media to learn English, doing homework, joining online group, forum discussion, doing exercise, watching English tutorial on YouTube, reading e-book , reading English article and news.

Above all, learning from social media is fun because it is effortless. However, it results in positive impact in his learning progress. He can diagnose her lack and strength in English. His learning goal is that he got improvement more than what he has. e. Student 5

Age : 18 years old

Program : Community Learning Program

Student 5 does some learning strategies to improve his English such as discussing with friend, reading book, searching information in web-search engine, joining learning community, using social media to learn English, doing homework, joining online group/ forum discussion, doing exercise, watching English tutorial on YouTube, and reading e-book

Similar to student 1, he used book from school as a resource. He is also able to evaluate himself. Based on his self-assessment, he is smart in all English skill but perfect in listening. His learning goal is that he got improvement more in English

f. Student 6

Age : 17 years old

Program : Community Learning Program

Student 6 tries to do some learning activities such as discussing with friend, reading book, searching information in web-search engine, joining learning community, using social media to learn English, doing homework, joining online group/ forum discussion, doing exercise, watching English tutorial on YouTube, and reading e-book. She is difficult to assess her own skill. Her learning goal is that she got improvement in all English skills. g. Student 7

Age : 17 years old

Program : Community Learning Program

Student 7 is interested in automotive. He believes that English can support his career. He also uses dream board to strengthen his dreams. He is moderate self-directed learner. He spends her time to do some learning activities such as discussing with friend, reading book, searching information in web-search engine, joining learning community, using social media to learn English, Doing homework, and joining online group/ forum discussion.

He also can diagnose his learning English. He stated that he is good in speaking. He can know it through assessing his understanding of the materials. He is interested in English for specific purpose. His learning goal is to understand the vocabularies and terms in automotive, his interest.

h. Student 8

Age : 17 years old

Program : Community Learning Program

Student 8 learns English outside the classroom through doing some learning activities such as discussing with friend, reading book, doing homework, watching English tutorial on YouTube, joining English course or additional course. Her learning goal is that she got improvement more than she has. i. Student 9

Age : 17 years old

Program : Community Learning Program

He spends his time to do some learning activities such as discussing with friend, reading book, searching information in web-search engine, doing exercise and reading e-book. His learning goal is that he got more improvement. He does not have dream board. But he has belief to achieve his learning goal.

j. Student 10

Age : 17 years old

Program : Community Learning Program

Student 10 learns English by doing some learning activities such as discussing with friend, reading book, using social media to learn English, and watching English tutorial on YouTube. His learning goal is that he can improve all his English skill.

k. Student 11

Age : 17 years old

Program : Community Learning Program

Student 11 is student who can diagnose his need in English. He feels difficult in understanding grammar but he is smart in speaking skill. He feels lack of grammar and listening skill so that his learning goal is to fix those weaknesses. He spends his time to do some learning activities such as discussing with friend, reading book, watching English tutorial on YouTube, and watching English movie. 1. Student 12

Age : 18 years old

Program : Community Learning Program

Even though student 12 is focused on his career, he still spends his time to do some learning activities such as discussing with friend, searching information in web-search engine, joining learning community, joining English course or additional course, and reading e-book. Because he is not interested in English, he does not have personal learning goal. He only follows what is on the curriculum.

m. Student 13

Age : 18 years old

Program : Community Learning Program

Student 13 learns English through discussion forum with his friend. He does not have desire to learn English because he is interested in football matches. Similar to student 12, student 13 does not have any specific learning goal because he is lack of enthusiasm in English.

n. Student 14

Age : 17 years old

Program : Community Learning Program

Student 14 does not have time to learn English because he is busy with his job as a magician. Therefore, there is no learning activity outside the class done by him. He only counts on the learning activity inside the classroom. He even does not have specific learning goal. But, he has dream to be international magician as his dream. From the data above, we can see that self-directed learning activities implemented by senior high school students at home school Pena are diagnosing their learning need, setting goal and selecting their English learning strategy. However, there is one student who is difficult to diagnose her lack and strength in learning English and two students do not set their learning goal.

In general, because of the tendency of being independent, learners have preference in choosing their learning activities outside the classroom. According to the data above, we can easily find that most students have more than one activity to do in learning English. Learning activities which are done by learners in self-directed learning practice can be seen in the diagram below.

Learning activities which are done by learners in self-directed learning practice can be seen in the diagram below.

### Table 4. 1.

# The Result of Student's English Learning Strategy

Student's English Learning Strategy	Student													
in SDL	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Discussing with friend	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$		$\checkmark$		V	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	
Reading Book			$\checkmark$	V	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	V	$\checkmark$			
Searching information in web-search engine	V		V	V	$\checkmark$	$\checkmark$	$\checkmark$		V			V		

# In Self-directed Learning

Joining learning			$\checkmark$									
community												
Using social media to			$\checkmark$									
learn English												
Doing homework	V	V	V	V	V							
Joining online group/	V		V	V	$\checkmark$							
forum discussion						1						
Doing Exercise	V	V	$\checkmark$	V	V				V			
Watching English			V	V	V			$\checkmark$		V		
tutorial on Youtube								и				
Joining English course		V	V					V				
or additional course					1		1	Ì				
Reading e-book			$\checkmark$	V	$\checkmark$	/					V	
Making Dream board	$\checkmark$	$\checkmark$	$\checkmark$									
Watching TV												
program/news												
Reading English article												
and news												

Watching English movie							

Self-directed learning activities in learning English implemented by senior high school students at home school Pena are watching English movie, reading English article and news, watching TV program/news, making dream board, reading e-book, doing homework, using social media to learn English, doing exercise, joining English course or additional course, joining online group/ forum discussion, watching English tutorial on YouTube, joining learning community, searching information in web-search engine, reading book, and discussing with friend.

Based on the table above, the majority of learners select discussing with friend as their Self-Directed Learning activity in learning English. The second activity used often is reading book. Only 4 of 14 learners do not choose reading book. It infers that friend becomes their second partner after their teacher.

### 2. Students' Self-Directed Learning Skill

Learners have ability to control themselves to be self-directed learners. Self-directedness of senior high school students at home school Pena can be seen from the five indicators including awareness, learning strategy, learning activity, evaluation and interpersonal. The total scale of those five indicators results in the students' self-directedness. Hence, the result of students' self-rating scale of self directed learning can be shown below.

#### Table 4.2

The result of students' self rating scale of self-directed learning

		Ind	icator of SD	L			SDL Skill
Student	Awar	Learning	Learning	Evalua	Interperso	Total	Level
	eness	strategy	activity	tion	nal skill		
1	37	41	32	42	35	187	Moderate
2	50	42	48	46	45	231	High
3	56	51	62	49	53	271	High
4	48	52	49	42	48	239	High
5	49	41	46	67	54	257	High
6	22	20	27	24	20	113	Low
7	45	28	38	30	35	176	Moderate
8	53	39	35	43	43	213	Moderate
9	37	35	32	33	38	175	Moderate
10	42	34	37	37	35	185	Moderate
11	46	41	38	31	43	199	Moderate
12	44	32	26	23	25	150	Moderate
13	16	23	24	17	32	112	Low
14	30	30	30	20	20	140	Low

Based on the result of self-rating scale of self-directed learning above, the classification of students self-directed learning skill can be viewed from the total score. The total score which reaches 60-140 is classified into low self-directed learning skill. 141-220 score is categorized into moderate self-directed learning skill. The last, score which reaches 221-300 is high self-directed learning skill.

Student 2, 3, 4, 5 who do more self-directed learning activities are classified into high self-directed learners. On the other hand, student 6, 13, 14 who do less self-directed learning activities are low self directed learners. It infers that self-directed learning activities they do reflects their level of self directed learning skill.

Students who are classified into high self directed learners are considered to have adequate independency in learning English. They have clear learning goal. They are considered to be able to identify their lack and strength in learning English. However, they still need to maintain their learning progress.

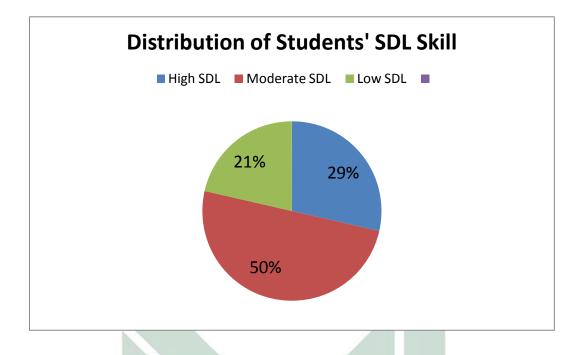
7 students who are categorized into moderate self directed learners have moderate independency in learning English. Improvement of some areas in English must be identified and evaluated. They also need to adopt better strategy to learn English with teacher guidance when necessary.

Students 6, 13, and 14 who are classified into low self directed learners still need guidance from teacher to improve their English learning goal. They must identify any specific necessary changes in learning English. They also might do re-structuring of the methods of learning English. The chart below is the distribution of students' self-directed learning based

on the level of their self-directed learning skill.

Diagram 4.1

Distribution of students' self-directed learning skill



From 14 participants in senior high school at home school Pena, the lowest percentage is the students who have low self-directed learning skill which reaches 21%. 8% higher from the low self-directed learning skill percentage, students who have high self-directed learning reach 29%.

The highest percentage of self-directedness is the number of students has moderate self-directed learning skill which reaches five in ten. It also infers that the majority students have moderate self-directed learning skill. The mean of selfdirected learning skill is 189, 14 which means that the average students are also moderate self-directed learners. It shows that students still have to identify areas of English which needs to be improved with teacher guidance when necessary.

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They also must adopt better strategy in learning English outside the class so that they can increase their level of self-directed learning.

#### 3. Self-Directed Learning Barriers in Learning English

In implementing self-directed learning practice, students also have factors resisting them to manage their learning progress. The factors are described below.

a. Student 1

Age : 17 years old

Program : Community Learning Program

As moderate self-directed learner, he can manage his learning goal and his learning activities. However, he finds himself difficult to do learning activities outside the classroom when he is suffered from laziness. He is also easy to be influenced by his friends. When his friends are lazy to learn, he also becomes lazy to learn.

b. Student 2

Age : 17 years old

Program : Community Learning Program

Student 2 wants to be an entrepreneur. She believes that English can support her career. She feels that she does not have any problem in implementing self-directed learning. But, it is hard for her to keep and maintain her learning because there is no any guidance from anyone. Therefore, it results in confusion problem.

c. Student 3

Age : 18 years old

Program : Community Learning Program

Even though she is high self-directed learner, it does not mean that she does not have any difficulty in implementing self-directed learning. Similar to Student 2, Student 3 feels difficult to maintain her learning by herself. She feels satisfied with her learning when she finds herself understand the materials. On the other hand, she is not satisfied when she does not understand the materials. Besides, she is also distracted by her hobby. She likes reading novel. Somewhat, it makes her forget to learn so that time to study is overlap with her hobby. Therefore it is classified into time management problem because she cannot manage their time to study and to do her hobby. In addition, she also has problem with laziness. d. Student 4

Age : 18 years old

Program : Community Learning Program

He is categorized as high self-directed learner; but he still has learning barrier to conduct self-directed learning. He gets problem in time management. He works as entrepreneur so that he spends more time to do it and ignore his learning activities. He also has problem with dissatisfaction. He feels that he is not satisfied in doing self-directed learning.

e.Student 5

Age : 18 years old

Program : Community Learning Program

Similar to student 2, 3, and 4, student 5 is also classified into high selfdirected learner. Nevertheless, he still has to face his laziness in doing selfdirected learning activities. This is his only learning barrier. He assumes that his laziness appears because there is no force from anyone to make him study. Therefore, he feels lazy to study.

f. Student 6

Age : 17 years old

Program : Community Learning Program

Student 6 stated that she does not have any learning barrier. However, she is classified into low self-directed learner. She does not have problem with selfmotivation because she is really motivated to be fashion designer and she believes that English is important for that. But, when the researcher asked her to diagnose her needs in learning English, she is confused. She even cannot identify her strength and weakness. Thus, she do not know which area she should learn more.

g. Student 7

Age : 17 years old

Program : Community Learning Program

He is moderate self-directed learner. He spends more time to other activities so that he cannot manage his learning well. He is also lazy to learn. Therefore, he assumes that learning does not mean reading book so that whenever he learns automotive, the automotive term used English can broaden his English vocabularies.

h. Student 8

Age : 17 years old

Program : Community Learning Program

She has moderate self-directed learning skill. She cannot control her laziness so that it becomes her learning barrier to do self-directed learning practice. In addition to laziness, she does not have any barrier to do self-directed learning activities.

i. Student 9

Age : 17 years old

Program : Community Learning Program

He is moderate self-directed learner. Similar to the majority of students, he is also suffered from laziness and time management problem. He feels lazy because he always feels sleepy whenever he studies. This indicates that he does not have enough motivation and self-management in learning English.

j. Student 10

Age : 17 years old

Program : Community Learning Program

Student 10 has moderate self-directed learning skill. The self-directed learning barrier faced by him are laziness, difficult to spend time in learning English and easy to influence. Social influence can weaken his learning management.

k. Student 11

Age : 17 years old

Program : Community Learning Program

He is moderate self-directed learner. In English, he is difficult to understand natives who used certain accent in speaking. That means that he can assess his own skill. But, in learning English, he sometimes feels confused. This is because there is no person who assists him in self-directed learning practice.

1. Student 12

Age : 18 years old

Program : Community Learning Program

Because his focus is on his job as a musician, he is difficult to manage his time in learning. It gets worst because he dislike English. He does not have enough enthusiasm in learning English. It becomes his self-directed learning barrier which resists him to do the learning activities. m. Student 13

Age : 18 years old

Program : Community Learning Program

He is low self-directed learner. Similar to student 12, he also dislikes English. He feels confusion, dissatisfaction, and laziness. The other learning barriers he faced are social influence and time management. His friends' development influences his learning progress.

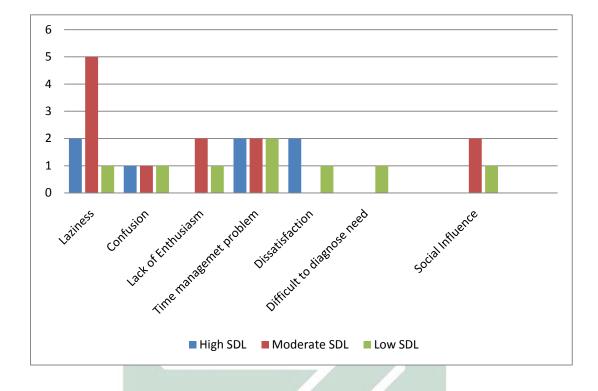
n. Student 14

Age : 17 years old

Program : Community Learning Program

He has low self-directed learning skill. He does not have time to learn English because he is busy with his job as a magician. Time management problem becomes his ultimate factor resisting him to do self-directed learning activities. According to the data above, it results in the chart below showing the students problem and number of students who face those problems.

#### Diagram 4.2



The Result of Self-directed learning barrier

The chart above shows that the learning barriers faced by students are laziness, confusion, enthusiasm, guidance necessity, time management, social influence and dissatisfaction.

The biggest barrier for students is laziness. It is shown from the number of students facing this problem which reaches 14 students. The second biggest barrier is the time management. 6 students from various level of self-directed learning skill have this barrier. The problem of confusion is faced by 3 students. There are 3 students who have problems with dissatisfaction and lack of enthusiasm. Different from dissatisfaction barrier which comes from students in

high and low self-directed learning skill level, lack of enthusiasm occurs in students in moderate and low self-directed learning skill level. Students who are easy to influence are 3 students consists of two moderate self-directed learners and one low self-directed learner.

Even though self-directed learning tends to be done by the student themselves, the feeling that they need guidance do not become a barrier to do selfdirected learning activities. But, there is one student from high class think it as a barrier because it stimulates her confusion.

### **B.** Discussion

### 1. Students' Self-Directed Learning Activities

Different from dependent learner, self-directed learners have their own initiative to undertake the entire learning progress which includes the process in planning the learning goal, selecting learning strategy and diagnosing their learning needs.

a. Deciding what areas of English to learn;

In addition to do learning activities to improve their English skill, they also have awareness to diagnose their strength and weakness in learning English. Different from dependent learner, self-directed learners must have ability to monitor their own learning progress. They diagnose their English skill through having practice. For example, participant no. 11 uses movie to assess their English understanding of vocabularies in the movie.

Even though all students do not know the term self-assessment, almost all students know what they think they need to learn more and which part of English that they understand the most. For instance, Student 1, 4, and 7 think that they have good listening skill. Mean while, student 14 is weak in listening skill. Student 1 finds difficulties in learning speaking vice versa; student 7 think speaking is easy.

In self-directing learning activity, diagnosing lack and strength of learning is important to know what they need in learning English so that they can select the best learning activities for themselves.

b. Setting learning goal

The majority of students know what they want to be in the future. They are able to relate it to the reason why they have to learn English. For example, student 1 wants to be a musician. Thus, in learning English, he is motivated to be international musician so that he has strength to learn English more. But he also has more specific learning goal which is to fix his weakness in speaking skill.

Most students do not have specific learning objective. Student 2, 4, 5, 6, 8, 9, and 10 stated that they only want to have better improvement in English as their goal. However, Students 1, 3, and 11 wants to improve the area of English that they think it becomes their weakness. Moreover, student 7 has more specific learning goal which is that they want to master vocabularies related to automotive, a field that he is interested in.

The students assume that English is international language so that it can support their future career. Despite student 12, 13, and 14 know this fact, they still dislike English so that they have lack of motivation to learn English.

- Creating Dream Board

Three participants use dream board to state their learning goal. Dream board is a paper which is attached to a place they want to remind them about their dreams. However, even though 13 of 16 participants do not use dream board, they know what they want to be and what their goal is.

c. Selecting English learning strategies.

Based on the research, senior high school students at home school Pena prefers to select these English learning strategies below.

1). Discussion Forum

Discussion among students is important SDL activities because they cannot count on teacher's explanation. Therefore, friend becomes their second partner in learning English. Hence, this activity is chosen by the majority of participants.

According to the interview result, the discussion they do can be divided into three kinds of discussion forum

2).Online Discussion Forum

This online discussion forum is often held in social network. Even all students have social media account, not all students use this activity to improve their learning progress. This activity is done by all members of high self-directed learners and one student from moderate self-directed learner. This is because the other students use social media for other reasons.

3). Discussing with friend (Offline)

This activity is often used the most among the learners because beside it does not require internet access, face to face meeting with discussion partner ease them to communicate. All students select this activity to improve their English. But, there is student 14 who does not do this activity. This is because he does not have enough time to discuss with his friends. He is focused on his career.

#### 4). Joining learning community

Learning community that learners join does not only consist of students in home school Pena but also students from other schools. All students categorized in high class and three students having moderate self-directed learning skill improve their time to discuss with their friend through joining this club.

#### 5). Reading Book

Reading book is almost a familiar classic way of learning. 10 of 14 participants prefer to select reading book as their English learning activity. The book that they choose is also varied. Some of them prefer to learn from English book provided by school — student 3, 4, 5, 6 and 8. They admit that they still do not have adequate English skill to read some certain books which match with their interest, and career.

Nevertheless, the others had different resource of book. Because they have already had dreams or future career, the others tend to choose English book related to their interest, hobby and career. For instance, student 7 is interested in automotive, he reads some books containing automotive and learns the terms used in English. Another example is what occurs on student 11. He prefers to read a book which is not provided by school for academic purpose such as religious English book.

6). Involvement of Technology in SDL Activities

The development of technology does not only change people's lifestyle but also the ways of people learn. Even though book or other traditional educational tool is not left behind, the existence of new technology adds the various way that people can use to learn either online or offline.

7).Online Based-Learning

All participants use technology to learn English through some online activities. Those activities include searching materials on internet, accessing tutorial video, and using social media.

a). Searching English materials on internet.

This activity is done not only by students in high self-directed learning but also students in low and moderate category. They assume that it is easier to search information rather than reading books. The most popular web search engine among students is Google.

b). Watching English tutorial video

In addition to *Google*, there are 10 students take any benefit from the YouTube channel. From YouTube, they learn English materials from tutorial video. However, participant 10 and 11 tend to be selective in choosing tutorial video on YouTube. The quality of video can influence their willingness to watch them.

### c). Social Media

Students also use social media to understand English practically because they set the language setting in social media in English. According to students' statement, Social media is not only used as a platform for online discussion but also as a tool to make students get used to read English words.

8).Learning English through technology device

Without any internet access, students still can take benefit from technology devices. Technology device are Radio, TV, Computer, android and so on. But, devices used by students at home school Pena are TV and computer.

a). Watching TV program

Student 2 who is classified into high self-directed learner is the only participant doing this activity. TV program that she watches is news in English. Hence, she can learn listening and pronunciation from what the anchor tells. She feels that this activity is an effortless to learn English.

b). Watching English movie

Similar to watching TV program, student 11 chooses the activity of watching movie. Student 11 stated that he has addicted to watch English movie and feels that he got some improvement after watching English movie.

#### c). Reading e-book

In this technology era, book transforms to be digitalized and becomes ebook which can be read from android ad laptop. Even almost all students in senior high school Pena have the device to access e-book; Only 5 students do this activity.

9). Joining English course or additional course

Guided by teacher is a need for some students. However, the duration and frequency of classroom meetings in homeschooling is very limited. Thus, joining English course is a good alternative activity to improve English. 7 students who participate on English course or additional course consist of students from high and moderate self-directed learning skill.

Students who do not take this action to join English course or additional training are because of some reasons. Student 4, 13, 10, 9 do not have time to join the English course or additional training. While student 1, 5, 6, 7, 11, 12, 14 are not interested in joining those kind of course.

10). Doing Exercise

Similar to joining English course or additional course, the number students who do this activity is 7 students who are from high and moderate class of selfdirected learning skill.

### 11). Home Work

As self-directed learning's dimension is only focused on the students' effort, the role of teacher can be seen from the learning projects given to the learners. In this case, the learners in home school Pena use the homework as a good source of learning. However, according to three students, the teacher seldom gives home work. In fact, students think that homework is very important for their learning progress.

12). Reading English article and news

Book is not the only resource to read. Reading English article and news is chosen by one student in the high level of self-directed learning skill. He does not only like reading English article ad news but also likes reading e-book and books. He assumes that reading news sounds easy but it is important.

# 2. Students' Self-Directed Learning Skill

Based on the data of self-directed learning skill, 21% students have low self-directed learning skill. It indicates that there are three learners who still need guidance from professional guide in learning English and more improvement in managing themselves to be self-directed. Not only guidance in improving English skill but also guidance to restructure their learning method they use. However, before restructuring the way of learning, the learners should identify their strength and weakness in learning. Therefore, the students have to improve their awareness to be self-directed.

The level of moderate self-directed learning skill reaches 50%. This is the highest rate of all levels. There are 7 students from 14 students are classified into moderate self-directed learners. They have half-way to be self-directed learners. They still need guidance from teacher to improve their learning progress.

29% of learners have high self-directed learning skill. It means 4 students have effective self-directed learning in which they can manage their learning in

English without any pressure from other people. In addition to manage their English learning progress, they also can assess and evaluate their own strength and weakness in learning English.

The average students are moderate self directed learner. It means that most students are considered to have moderate ability to maintain and control their learning activities outside classroom. Therefore, they still need to identify and evaluate their learning progress.

## 3. Self-Directed Learning Barriers

Self-directed learning barrier is factors resisting students to do learning activities that they have chosen. The learning barrier is divided into two categories. They are internals and externals.

a. Internal Self Directed Learning Barrier

The internals is a factor resisting the self-directed learning practice which comes from the learners' selves. The internals include the learner's reluctance to have an effort to do self-directed learning. This behavior appears because of some factors as follows.

1).Laziness

Almost all students face this laziness as their self-directed learning barrier. Student 2, 6, 11, 12, and 14 do not admit it as a barrier. But the rest of the students think it as big self-directed learning barrier. The reason behind this behavior is varied. One of the reasons is that laziness occurs because the only person to rely on and count on is the learner themselves. All students have to manage their study by themselves. They do not set any schedule for learning so that learning is not a routine. Besides, when they face difficulty in learning English, sometimes it is hard to solve it without any clue from tutor. Therefore, it makes them lazy to learn. It occurs on student 2, and 5.

The other factor behind this behavior is that they do not put learning English in their first priority. Thus, they feel reluctant to learn English and tend to do their interest. It occurs on student 3, and 13.

The student 8 feels laziness because he feels more satisfied when there is teacher guiding him to learn. So, his problem is related to dissatisfaction. The other students do not know why they feel lazy to learn English by stating "*Ya Pokoknya Malas*."

### 2).Confusion

The confusion to the learning materials cannot be ignored to be one of the learning barriers to conduct self-directed learning. Even though they admit that they have strong willingness to learn by themselves. 2 of 14 participants are suffered from this confusion problem. Student 2 stated that this confusion can be worst because they do not have any guidance from other people. Not all problems can be solved in the classroom. Besides, they only have two classroom meetings in a week. Thus, they cannot solve this confusion by counting on the teacher's explanation.

# 3).Lack of enthusiasm

The problem of enthusiasm can be a learning barrier. It also occurs in senior high school students at home school Pena. Three students consist of two moderate self-directed learners and one low self-directed learner do not like English subject. However, they know the importance of English. They stated that English is important for their future career.

#### 4).Time management

The other self-directed learning barrier is time management. Most students in home school Pena have other activities outside the classroom. Participant 14 has job as magician. Participant no. 4 has job as an entrepreneur. Participant no.13 has job as fashion designer. Thus, they have difficulty in spending time to learn English because of their career.

Different from those students who have job to do, student 3 felt difficult to spend time in learning English because she spends more time for her hobby. The problem of time management is classified into internal factor because it depends on learners' ability to control and manage their time.

# 5). Difficult to diagnose need

Student 6 who is classified into low self-directed learner is difficult to diagnose her lack and strength in learning. Hence, she does not know what they need in learning.

# b. The External Self-Directed Learning Barrier

The external factor which becomes the learner's barrier is social influence. Student 1, 10 and 13 admit that they are easy to be influenced by their friends. When their friends do not accomplish some area of learning and feel laziness to study, they find themselves reluctant to study.