STUDENTS' SELF-DIRECTED LEARNING LEVELS IN THESIS SEMINAR PROPOSAL COURSE AT ENGLISH TEACHER EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL SURABAYA

THESIS

Submitted as a Fulfillment of the Requirements to Attain the Degree of Sarjana Pendidikan (S. Pd) in English Teacher Education Department

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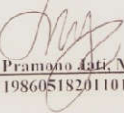
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ABSTRACT

Ariani, E.W. (2018). *Students' Self-Directed Learning Levels in Thesis Seminar Proposal Course at English Teacher Education Department State Islamic University of Sunan Ampel Surabaya.* An Undergraduate Thesis. English Education Department.Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Drs. Muhtarom, M. Ed, Grad, Dip. TESOL., & Hilda Izzati Madjid, MA.

Key words: *Self-Directed Learning, Levels, Self-Directed Learning Levels, Thesis Seminar Proposal Course.*

Self-directed learning is defined as learning in which the learner chooses to assume the primary responsibility for planning, carryout, and evaluating the learning experiences. Self-directed learning has several ranges that indicate its levels, and every student has different self-directed levels based on their ability. The present study aims to determine the levels of students' SDL (Self-Directed Learning). Moreover, this study also aims to find out the major factors that may influence self-directed learning levels. The subject of this study is 30 undergraduate students of Thesis Seminar Proposal Course at English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya during academic period of 2017/2018. The researcher uses The SRSSDL (Self Rating Scale of Self Directed Learning) and a semi open-ended questionnaire to obtain the data. Although the findings show that 90% of the students experience moderate level of SDL, there is also 3 students or 10% of the students who experience high level of SDL. Two major factors which influence Self-Directed Learning find as well. They are: a). Timely and Constructive Suggestion Factor. b) Intrinsic level because they have positive self-awareness of themselves in the learning. Awareness aspect of self-directed learning indicates that student understanding of the factors contributing to becoming good self-directed learners. To get to the "high self-directed learning" level, students required to maintain their self-directed learning level through keep their positive self-awareness in the learning process. If they cannot maintain their self-directed learning level, they will decrease their self-directed learning level into "low self-directed learning" level.

ABSTRACT

Ariani, E.W. (2018). *Students' Self-Directed Learning Levels in Thesis Seminar Proposal Course at English Teacher Education Department State Islamic University of Sunan Ampel Surabaya.* Skripsi. English Education Department.Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing: Drs. Muhtarom, M. Ed, Grad, Dip. TESOL., & Hilda Izzati Madjid, MA.

Key words: *Self-Directed Learning, Levels, Self-Directed Learning Levels, Thesis Seminar Proposal Course.*

Self-Directed Learning (SDL) atau pembelajaran mandiri didefinisikan sebagai pembelajaran dimana peserta didik memilih untuk mengambil tanggung jawab utama untuk merencanakan, melaksanakan, dan mengevaluasi pengalaman belajar. Setiap siswa memiliki tingkat self-directed yang berbeda berdasarkan kemampuan mereka. Penelitian ini bertujuan untuk mengetahui tingkat SDL siswa. Selain itu, penelitian ini juga bertujuan untuk mengetahui faktor-faktor utama yang mempengaruhi tingkat pembelajaran mandiri. Subjek penelitian ini adalah 30 mahasiswa program Tesis Seminar Proposal di Jurusan Pendidikan Guru Bahasa Inggris UINSA Surabaya 2017/2018. Peneliti menggunakan SRSSDL (Self Rating Scale of Self Directed Learning) dan kuesioner semi terbuka untuk mendapatkan data. Meskipun temuan menunjukkan bahwa 90% siswa mengalami tingkat SDL sedang, ada juga 3 siswa atau 10% siswa yang mengalami SDL tingkat tinggi. Dua faktor utama yang mempengaruhi Self-Directed Learning juga bisa ditemukan. Mereka adalah: Faktor Saran yang tepat waktu dan Faktor Intrinsic. Untuk mencapai tingkat "high self-directed learning", siswa diminta untuk mempertahankan tingkat pembelajaran mandiri mereka dengan menjaga kesadaran diri positif mereka dalam proses pembelajaran. Jika mereka tidak dapat mempertahankan tingkat belajar mandiri mereka, mereka akan menurunkan tingkat belajar mandiri mereka ke tingkat "self-directed learning" yang rendah.

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CHAPTER 1
INTRODUCTION

This chapter gives an overview of the background of the study, the research questions of study, the objectives of study, the significance of study, the scope and limitation of the study and the definitions of key terms.

A. Research Background

Self-directed learning is defined as learning in which the learner chooses to assume the primary responsibility for planning, carrying out, and evaluating the learning experiences.[1] Knowles defines self directed learning as the process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluate learning outcomes.[2] This does not necessarily mean that people control over all personal life circumstances or environmental conditions, but it does mean people can control how they respond to situation, in term of learning. Based on the explanation above, it can be concluded that self-directed learning is a learning process both physical and psychological readiness to take the initiative in accounting subject, control and manage themselves to be responsible with academic life as well as finding the appropriate students' learning ability.

Self-directed language learning relies on the students to have acquired learner autonomy.[3] Any student s must learn to be independent; the student must learn to learn. Self- directed learning is relevant for language learning in general; however the focus in this research is on self-directedness in term of writing. According to Lovejoy,[4] while writing, students should draw on their own resources, not only what they know and care about but also how

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[1] Caffarella, R. S. (1993). Self-directed learning. In Valente, J. S. (2005) *The role of Self-directed learning in order adults' health care*. University of Georgia.p. 31.

[2] Knowles, M. (1975).*Self directed learning: A guide for learners and teachers*. (New York: Association Press, 1975), p.24.retrieved from

http://home.twcny.rr.com/hiemstra/sdlhdbk.html (2 of 11) July 29, 2017.

[3] Self-directed language learning, University of Iceland. Retrieved from

http://english.hi.ig/university/self_directed_languagr_learning

[4] Lovejoy, K. B., 2009. *Self-Directed writing: Giving voice to student writers.* The English Journal, 98(6):79-86.

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they may choose to say it. In a research, Olivier[5] also opines that writing had not only been learned through scaffolding from others (lecturer feedback, generic academic literacy and support by peers) but also through self-directed learning or individual work (writing, reading, and approaching writing as an ongoing process). Similarly, Castello et al,.[6] emphasize the importance of writers being aware of their own difficulties as well as how to solve them in the process of writing. Therefore, independent learning or self-directed learning is needed for students in writing.

Self-directed Learning has several ranges that indicate its levels and every student has different self-directed levels based on their ability. Based on the Statement from Wiley, everyone has different level of self-directed learning; it can be different because the personality of each person is also different.[7] In this case, students' self-directed learning level can be influenced by several factors. In line with that, Mei-Hui Huang states that there are two factors that can affect self-directed learning that are learning environment factors and motivation factors.[8] The better students' self-directed learning levels are expected to be more able to determine the solution of the difficulties encountered. So, it is need to measure students' self-directed learning levels to make students aware about importance of the students' self-directed learning in order to improve their ability to determine the solution of the difficulties encountered in their learning process.

Related to that case, there are several research studies about self- directed learning. One of them is a research that proposed by Tarrini Inastyarikusuma "Perbedaan skor self-directed learning readiness (SDLR) antara tahun pertama dan tahun ketiga

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[5] Olivier, J., 2016. *A journey towards self-directed writing : a longitudinal study of undergraduate language students' writing.* North-West University.

[6] Castello, M, AInesta& C Monereo. , 2009. *Towards Self-regulated academic writing: An exploratory study with graduate students in a situated learning environment.* Electronic Journal of Research in Education Psycology, 7(3):1107-1130.

[7] Wiley K, "Effect of a Self Directed Learning project and preference for structure on self directed learning readiness" (Nursing research:1983), 181-185.

[8] Mei-Hui (bonnie) Huang, Doctoral philosophy Dissertation:"*Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students*" (Taiwan : Queensland University of Technology School of Nursing Institute of Health and Biomedical Innovation, 2008), 117-146

mahasiswa angkatan 2014 fakultas kedokteran universitas Lampung" the aim of the study is determine differences of self-directed learning (SDLR) score between the first year and third year of 2014 batch in medical faculty of Lampung. Even the research is about self-directed learning score or level in the university students, but it conduct in the medical student context. Study about self-directed learning in the language learning context need to conduct. The other research is study by Hanifatul Ummah " Self- directed learning of Senior High School Students in Learning English at Home School Pena".[9] 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. Based on that case, the researcher hold a study about self-directed learning and also find out about factors that influence self-directed learning levels as an effort to fill the gaps in the existing literature on self-directed learning.

This study was conducted in seventh semester students of English teacher education department Islamic University of Sunan Ampel Surabaya on thesis seminar proposal course because writing is difficult. It is supported by Adun Udombua's theory, states that almost all of ESL students occasionally face with the obstacle while doing the writing task.[10]So, it will give benefit to make students aware about importance of the students' self-directed learning in order to improve their ability to determine the solution of the difficulties encountered in their learning process.

In State Islamic University of Sunan Ampel Surabaya, student in English Education Department get writing course for four semesters which is intended to train students writing skill. Writing course is given in the early semester until the several semesters,

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[9]UmmahHanofatul, undergraduate thesis : "Self- directed learning of Senior High School Student in Learning English at Home School Pena" (UINSA Surabaya, 2016).
[10]AdunUdombua, et.al., *improving English Writing Skill and Self-Directed Learning by Using Webquest (PDF Download Available)* Available from:https://www.researchgate.net/publication/288687237_Improving_English_Writing_Skill_and_Self-Directed_Learning_by_Using_WebQuest [accessed Aug 2, 2017]

such as paragraph writing class, argumentative writing class, essay writing class, academic writing class and continues to thesis seminar proposal course. Thesis seminar proposal course is the final stage of writing course in English Teacher Education Department. But, in fact even the students have already experienced several writing classes in previous semester; they have not mastered writing yet. Whereas, writing also associate with thesis because students are required to write a thesis individually as a requirement of graduation. Considering self-directed learning is important in finishing learning project, so self-directed learning is demands for the students in writing thesis proposal. Therefore, this research is entitled Students Self-Directed Learning Levels in Thesis Seminar Proposal Course at English Teacher Education Department State Islamic University of Sunan Ampel Surabaya.

B. Research Questions

Based on the background of the study that has been described, the researcher decides to formulate a research questions as the following:

1. What are the students' self-directed learning levels in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya?
2. What are the major factors which influence self-directed learning level of student in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya?

C. Objectives of the Study

Based on the research questions mentioned before, the objectives of this study are:

1. To know students' self-directed learning levels in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya.
2. To know the major factors which influence students' self-directed learning levels in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya.

D. Significance of the Study

Below are the advantages of conducting this study:

1. For the Student

a. To provide an overview about the students' self-directed learning levels and factors that influences it.
b. To make the students aware about importance of the students' self-directed learning.

2. For the teacher
    a. To make the teacher aware about importance of the students' self-directed learning.

3. For educational practitioners and further research
    a. Provide information and complete the education aspect, especially to something that related to the students self-directed learning level especially on writing skill (thesis seminar proposal course).
    b. As a reference to the other researchers who are keen to study about students' self-directed learning in particular details.

E. Scope and Limitation of the Study
1. Scope of the Study

    The scope of this study is students' self-directed learning. In this study, the researcher focus on student's self-directed learning levels and some major factors that influence it. On thesis proposal seminar course the students are required to submit the proposal writing that they have already created in the end of the course. Considering self-directed learning is important in finishing learning project, so self-directed learning is demands for the students in creating thesis proposal seminar.

2. Limitation of the study

    The limitation of this study is within seventh semester students' in thesis proposal writing courses at English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya during the academic period year 2017-2018.

F. Definition of Key Terms

    To avoid misunderstanding and to build the same perception, the researcher describesthe key terms that often found in the study as the following:

1. Self-directed Learning

Self-directed learning is an instructional strategy where the students, with or without guidance from the teacher, decide what and how they will learn.[11] It can be done individually or with group learning, but the overall concept is that students take ownership of their writing a thesis proposal.

2. Self-directed learning Levels

Level is a position or rank in a scale; a position that is high or low when compared to others.[12] While in this research, self-directed learning levels means an overview ranges about students' self-directed learning in thesis seminar proposal course.

3. Thesis Seminar Proposal Course

Thesis Seminar Proposal course is the final stage of sequel writing course in Sunan Ampel State Islamic University Surabaya. This course should take by the students before take the thesis writing course as final individual task that should be done by the students as an undergraduate requirement.

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[11]http://study.com/academy/lesson/self-directed-learning-definition-strategies.html
[12]https://en.oxforddictionaries.com/definition/level

CHAPTER II
REVIEW OF RELATED LITERATURE

The literature in this chapter gives a brief explanation about some theories related that support this research. The theories are related to self-directed learning, self-directed learning levels, and factors influence self-directed learning levels.

A. Review of Related Literature

1. Self-Directed Learning

Self-directed learning is defined as learning in which the learner chooses to assume the primary responsibility for planning, carrying out, and evaluating the learning experiences.[13] This does not necessarily mean that people control over all personal life circumstances or environmental conditions, but it does mean people can control how they respond to situation, in term of learning.

Based on Knowles, self-directed learning is the process in which individuals take the initiative in diagnosing their learning needs, formulating learning goals, identifying human and material resources, choosing and implementing appropriate learning strategies, and evaluate learning outcomes by their own way.[14]According to Gelderen the definition of self-directed learning is concerned with how autonomous motivation can be promoted through identification and integration processes, in contrast, self-directed learning (SDL) takes autonomous motivation as its starting point.[15] It claims that the student has decision rights in the setting of learning goals, activities, and outcome evaluations. Students can formulate learning objectives, learning activities and evaluation of the results of their own learning. Individuals select, manage, and assess their own

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[13]Caffarella, R. S. (1993). Self-directed learning. In Valente, J. S. (2005) *The role of Self-directed learning in order adults' health care*. University of Georgia.p. 31.

[14]Knowles, M. (1975).*Self directed learning: A guide for learners and teachers*. (New York: Association Press, 1975), p.24.retrieved from
http://home.twcny.rr.com/hiemstra/sdlhdbk.html (2 of 11) July 29, 2017.

[15]Gelderen, V. M.(2011). *Autonomy as the guiding aim of entrepreneurship education*. Vol.52. United Kingdom: Emerald Group Publishing, Limited. p.6.

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learning activities, which can be pursued at any time, in any place, through any means, at any age.

Garrison claims that self-directed learning is a key element in deciding success in adult education and proposed a theoretical model in order to explain the nature of self directed learning.[16] The model purported that the concept of self-directed learning integrated self management (contextual control), self monitoring (cognitive responsibility), and motivational dimension.

According to Gibbons, "Self-directed learning is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about his or her own efforts using any method in any circumstances at any time" (as cited in Tan SengChee, et.al., 2011).[17] Based on his perspective, self-directed learning involves initiating personally challenging activities and developing personal knowledge and skills to pursue the challenges successfully.

It can be concluded that self-directed learning is learning process both physical and psychological readiness to take the initiative in learning, control and manage students to responsible with academic life as well as finding the appropriate student learning ability. The process built on the notion that the learner assumes the primary responsibility for planning, carrying out, and evaluating learning experiences.

2. Self-Directed Learning Aspect

According to Tan Seng Chee, there are three important aspects which entailed in self-directed learning: (a) ownership of learning; (b) self-management and self-monitoring; (c) extension of learning.[18] Students who has self-directed learning ability can be identify by seeing these behavior indicators. The table 2.1 below shows some possible behavioral indicators of the three salient aspects of SDL.

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[16]Garrison, D. R. (1997).*Self-Directed Learning: Toward a Comprehensive Model*. (Adult Education Quarterly: 1997), 48, p. 18-33.
[17]Chee, T. S., &Divaraham, S., &Lynde.,&Mun, C. (2011).*Self-directed learning with ICT: Theory, practice and assessment 1ˢᵗ edition.* Singapore. p.12.
[18] Ibid.

Table 2.1
Self-Directed Learning Aspect

Aspect of SDL	Possible behavior indicators
Ownership of Learning	- Students identify, determine and articulate their own learning goals - Students identify learning tasks to achieve the goals - Students chart their learning process - Students challenge themselves and set the standards for the achievement of their learning goals
Self-management and self monitoring	- Students formulate questions and generate relevant inquiries - Students explore a range of possibilities and make sound decisions - Students self-plan and self-manage their time - Students critically reflect on their learning and initiate gathering of feedback from teachers and peer to achieve their learning goal
Extension of own learning	- Students apply what they have learnt to new context - Students utilize the skills that they have acquired to learn beyond the curriculum contents.

Table 2.1 shows about three aspects of self-directed learning. As mentioned in Tan Seng Chee' study,[19] Brockett and Himstra argued that personal responsibility is the "cornerstone of self-directed learning". Learners who take personal responsibility in learning have ownership of their learning. Developing a sense of ownership of learning is closely related to the motivation to learn. Students' ownership of learning can develop by providing opportunities to set their learning goals. Students who have ownership of learning aspect generally able to determine their appropriate learning method to reach their learning goals and put themselves in challenge to reach their goals

Self-management and self-monitoring aspect is behavior to control learning activities, whereas self monitoring involves internal process of thinking, reflecting, and making improvement on the learning process. Students who have this aspect are generally able to set their plan and manage their time. Students can reflect their learning error and use constructive suggestion from their teacher or peer to reach their learning goals.

In extension of learning aspect, learner has total control about the choice of what to learn, where to learn, how to learn, and how to evaluate learning. Students implement their skills and what they have get from learning to learn beyond the curriculum contents.

3. Factors Influencing Self-Directed learning

There are many studies that proposed about factors that influence self-directed learning levels. One of them is according to Cross in 1977, there are several factors that hinder the learning organizing activity or self-directed learning such as: dispositional factors that include situation that occurs in the learning process, students' lack of confidence, boredom with learning, and institutional factor

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[19] Chee, T. S., &Divaraham, S., &Lynde.,&Mun, C. (2011).*Self-directed learning with ICT: Theory, practice and assessment 1ˢᵗ edition.* Singapore. p.13

includes uncomfortable schedule that students have and learning location that restrict the students to learn. [20]

Meanwhile, Biemiller claimes that there are 2 conditions that determines the formation of students' self-directed learning such as: social condition and opportunity to practice self-directed learning. [21] In this case, social condition included adults in the student environment such as parents, coaches, family members and teachers. These adults can communicate the value of self-directed learning by modeling, giving direction and regulating the behavior to be generated. Students who are constantly regulated by their parents and teachers can't build the skills to learn independently because they have lack of opportunities to practice self-directed learning.

Furthermore as mention in her research, Mei-Hui Huang offered several factors that can be influence self-directed learning , stated that there are two factors that can influence self directed learning that is leaning environment factors and motivational factors. [22]

a. Learning Environment Factor

Aspect of the learning environment during the process of self-directed learning that do by the students were influencing to how they experienced their self-directed learning activities. Implementing learning activities to encourage student self-direction in the university environment has been associated with certain levels of anxiety for both teachers and students during the teaching and learning process.[23] There are three main

[20] Chee, T. S., &Divaraham, S., &Lynde.,&Mun, C. (2011).*Self-directed learning with ICT: Theory, practice and assessment 1st edition.* Singapore. p.12

[21]Rambe, A. R. (2009). *Hubunganantaradukungansosialorangtuadengankemandirianbelajarpadasiswasekolahme nengahatas* (Skripsi).Universitas Sumatra Utara.

[22] Mei-Hui (bonnie) Huang, Doctoral philosophy Dissertation:"*Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students"* (Taiwan : Queensland University of Technology School of Nursing Institute of Health and Biomedical Innovation, 2008), 117-146.

[23] Hewitt-Taylor, J., (2002) Teachers' and Students' views on Self-directed learning, Nursing Standard, 33

issues related to the learning environment were described here:

1) Teacher-student Interaction

In the learning process, teachers have a role to organizing learning content and their direct contact with students.[24] In the process of learning activities encouraging student's self-direction, opportunities for interaction between teachers and students is needed to enhance or hinder students' learning. In particular, three main characteristics of positive teacher-students interaction were identified: teacher approachability, teacher accessibility and availability, and responsible.

a) Teacher Approachability and Support.

Students' self-direction requires developing skills in communication, problem solving, and social interaction.[25] Teachers were approachable means that teachers need to provide an environment that facilitates development of these skills. Based on Nolan and Nolan's study, suggesting that students perceived an open climate of learning, in which the students' welfare matters and teachers treat students on an equal basis, as important to their self-direction in learning. Regan also stressed that a supportive teacher-student interaction may help students to develop self-management skills, confidence and motivation to achieve better performance,

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[24] Prosser, M., Trigwell, K., *Understanding Learning and Teaching: The experience in higher education.* Buckingham: The Society for Research into Higher Education & Open University Press.

[25] Knowles, M.S *The Growth and development of Adult Education.* In J. M. Peter (Ed.), *Building and Effective Adult Education Enterprise*, San Francisco, CA: Jossey-Bass Publication, p.12-40.

and thereby, promote a satisfactory learning process and improved outcomes.[26]

b) Teacher Accessibility and Availability

Lizzio and Wilson's suggested that teacher availability is one of the factors that students perceived to be important to their satisfaction and productivity with self-management work.[27] Lack of access to their teacher can result in students' reluctance to exercise SDL skill in their learning.

c) Teacher Responsibility

Self-direction does not mean that teacher hand complete responsibility to students, but teachers have significant responsibilities in the students' SDL process. Students should be responsible for and autonomous in learning does not mean that they should be left to their naïve capabilities to manage learning themselves.[28] The challenge for teachers is to structure facilitating strategies to support students, but not prevent them from achieving higher SDL abilities.

2) Facilitation Process

Teaching roles are more about examining the learning outcomes. Once the expected learning outcomes have been identified, it has been suggested that an organized set of facilitation strategies should be integrated into the teaching plan.[29] Also the strategies should be encouraging students

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[26] Mei-Hui (bonnie) Huang, Doctoral philosophy Dissertation:"*Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students*" (Taiwan : Queensland University of Technology School of Nursing Institute of Health and Biomedical Innovation, 2008), 117-146

[27] Lizzio, A., Wilson, K., *Self Manage Learning Groups in Higher Education: Student perception of process and outcomes, (*British Journal of Educational Psycology, 2005), 373-390.

[28] Ibid.

[29] Livingstone, D., Lynch, K., *Group Project Work and student-centered Active Learning: Two Different Experiences,* Studies in Higher Education, 25(3), 325-345.

to move from a dependent teacher-directed learning approach towards a supported SDL approach. Four specific themes emerged which reflected the facilitation strategies being important to SDL, namely, clear directions, timely and constructive suggestion, independent choices, and appropriate workload.[30]

a)   Clear Direction

Lack of clear goals and direction may lead students to focus on what teachers want and on what "suits teachers' taste" instead of setting their own learning goals. Evaluation of student learning outcomes from SDL was important to students because evaluation strategies may provide students with greater opportunities to reflect on their own performance and further improve their skills of self-evaluation.

b)   Timely and Constructive Suggestions

Timely and constructive suggestion or feedback during the learning process provided the students to reflect on their progress and to make further improvement. Bellon stated that suggestion is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning.[31] Feedback can improve students' confidence, self-awareness and enthusiasm for learning.[32]

[30] Mei-Hui (bonnie) Huang, Doctoral philosophy Dissertation:"*Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students"* (Taiwan : Queensland University of Technology School of Nursing Institute of Health and Biomedical Innovation, 2008), 117-146

[31] Bellon, J.J., Bellon, E.C. & Black, M.A (1991) Teaching from a Research Knowledge Base: a Development and Renewal Process. Facsimile edition. Prentice Hall, New Jersey, USA.

[32] Bellon, J.J., Bellon, E.C. & Black, M.A (1991) Teaching from a Research Knowledge Base: a Development and Renewal Process. Facsimile edition. Prentice Hall, New Jersey, USA

Students can learn more from the constructive criticisms they received. They also believed such constructive feedback has helped them recognize their strength and weaknesses and provided them with suggestion for further improvement. So, timely and constructive suggestions can help maintain the momentum of directing students' own learning tasks, stimulate students' thinking and motivate students to achieve better learning outcomes.

c) Independent Choice

The freedom of choice appeared to enhance some students' ability and interest in directing their own learning. Lack of choices and clear direction, seemed to be perceived as discouraging to students' self-direction in learning.[33]

d) Appropriate Workload

Content overload is perceived as a factor inhibiting learning.[34] Students may be feeling overwhelmed when they have full of assignment were often due during the same period of time. In short, when appropriate schedules were arranged, students perceive themselves to be able to manage workload effectively; however, excess workload caused by unexpected circumstances may impede students' ability to be self-directed in these learning activities.

3) Learning Resources

Knowles claims that identifying human and material resources for learning is an important

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[33] Mei-Hui (bonnie) Huang, Doctoral philosophy Dissertation:"*Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students*" (Taiwan : Queensland University of Technology School of Nursing Institute of Health and Biomedical Innovation, 2008), 117-146
[34] Ibid.

component of self-direction in learning.[35] University students are often encouraged to retrieve and read relevant information for their learning tasks. So, students need to learn appropriate approaches for retrieving information. Lack of accessibility resources may incommode students to learning.

b. Motivation Factor

Motivation is the power that causes students to be involved in a learning process. Learning motivation can engage students in a learning process, focus on learning objectives, and doing task in learning process. In the learning process motivation divided into two, both of these motivations stimulate students towards better performance in learning. These motivations are:

1) Extrinsic Motives

Extrinsic motivation is a motive that is active and functioning because the encouragement or stimulus from the outside of someone. The examples of extrinsic learning motivation like test, score, and reward from the other.[36]Another example is someone was often motivated by academic result and a good performance in front of the teacher and peers. So, students' intentions for study are driven by rewards (academic achievement and praise) and to avoid possible embracement or, failure or bad performance.

2) Intrinsic Motives

Intrinsic motivation is the motivation that becomes active or functioning without need the external simulator, because every student have a motivation to do something. Someone doing an activity because the activity is meaningful and makes them happy and they hope they can achieve something from the activity that they have done.

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[35] Knowles, M. S, *Self-Directed Learning: a guide for learners and teachers,* (New York : Association Press, 1975)

[36] Knowles, M. S, *Self-Directed Learning: a guide for learners and teachers,* (New York : Association Press, 1975)

Those become the motivator someone to do an activity. So, learning activities that take by student and cause by their volition is an intrinsic learning motivation.[37]

4. Measurement of Self-Directed Learning

Self-directed learning is believed to be one of the key factors that can predict successful long-term learning.[38] Moreover, Knowles said that self directed learning is the process in which individuals take initiative, with or without the help from others, in diagnosing their learning needs, formulating goals, identifying human and material resource, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (As cited in Lee EunHee,p. 355).[39] Knowles defines that self-directed learning readiness is used to indicate participants' readiness in self-directed learning. So, self-directed learning measured by indicator to what extent that someone is aware of their attitudes, skill, and personal characteristic to do self directed learning.[40] By knowing their level in self-directed learning, students will know their strength and weakness in doing self-directed learning. As Guglielmino states, self directed learning readiness scale (SDLRS) has been widely used or modified in order to measure learners' self directed learning readiness.[41] However, some researchers have developed several measuring tool to examine the level of students' self-directed learning such as: The Self-Directed Learning Readiness Scale developed by Fisher, King, and Tague in 2001. Fisher decided to develop the existing SDLRS. The reason they develop it because according to Fisher there are still some barriers regarding the use of SDLRS developed by Guglielmino.

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[37]Lepper MR, Motivational consideration in the study of instruction, JSTOR, 5(4):289-309

[38]Kim, H., & M. Kim, An investigative study of Korean elementaryschool students' self-directed language learning readiness, PrimaryEnglish Education, 2009, 15(3), 37-55

[39]EunHee Lee, significant motivational factors in self directed learning, p.355

[40] Fisher M, King J, Tague G, Development of a self directed learning readiness scale for nursing education, (Nursing Educ Today: 2001). 21(7):516-25

[41]Kim, H., & K. Kim, The development of self-directed learningreadiness scale for Korean elementary school students, (The Journal of Educational Research:2010), 8(1), 21-42.

The other instrument is The Oddi Continuing Learning Inventory (OCLI). This instrument was developed in an attempt to explain self-directed learning and develop an instrument designed to identify 'lifelong independent learners'. The development of this instrument is the result of the need to differentiate between the personality characteristics and the idea of student' learning with self-learning as a self-instruction process.[42]Stockdale in 2003 also proposed The Personal Responsibility Orientation to Self-Directed Learning Scale (PRO-SDLS) questionnaire.

However, Williamson also offers The Self-rating scale of self-directed learning (SRSSDL).[43] The SRSSDL questionnaire consisting of 60 questions involves the items load on five subscales under five broad areas of self-directed learning as follows:

1) Awareness: 12 items relating to learners' understanding of the factors contributing to becoming self-directed learners.
2) Learning strategies: 12 items explaining the various strategies self-directed learners should adopt in order to become self-directed in their learning process.
3) Learning activities: 12 items specifying the requisite learning activities learners should actively engage in order to become self-directed in their learning process.
4) Evaluation: 12 items revealing learners' specific attributes in order to help monitor their learning activities.
5) Interpersonal skills: 12 items relating to learners' in inter-personal relationships.

Each item will be rated using a five-point scale: 5 for always, 4 as often, 3 as sometimes, 2 as seldom, 1 as never. Students with high scores, indicating a high level of self directed in their learning.

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[42]Tullier D, SDL Emerging Trend and Themes, [internet:http//sdlearning.pbworks.com/w/page/1899143/SDL%20Emerging%Trends20an d%20Themes], access on 2nd May 2017.
[43] Williamson SN, Development of a self-rating scale of self-directed learning, Nurse Res, 2007, 14(2):66-83.

Williamson offers scoring indicators of Self-rating scale of self-directed learning (SRSSDL) which decided into three indicators: low level, medium level, and high level.[44]

Table 2. 1
Scoring Indicators of Self-rating Scale of Self-directed Learning

Scoring Range	Level of SDL	Interpretation
60-140	Low	Guidance is needed from the teacher. Any specific changes necessary for improvement must be identified and a possible re-structuring of the methods of learning identified.
141-220	Moderate	This is half way to becoming a self-directed learner. Areas for improvement must be identified and evaluated, and a strategy adopted with teacher guidance when necessary.
221-300	High	This indicates effective self-directed learning. The goal is to maintain progress by identifying strengths and methods for consolidation of the students' effective self-directed learning.

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[44] Williamson SN, Development of a self-rating scale of self-directed learning, Nurse Res, 2007, 14(2):66-83.

Table 2.2 shows scoring indicators of Self-rating Scale of Self-directed Learning. Basically, all students are able to have self-directed learning, but degree of the development are varied depends on the learner.[45] Students with low self-directed learning have lack of ability to set their own learning goals. So, they need guidance from the teacher to improve their learning ability. Students with moderate self-directed learning understand the way to becoming self-directed learning. Teacher guidance is necessary to identify their strategies to foster their self-directed learning. Students with high self-directed learning have high quality on dependency of learning. Therefore, they also need teacher support in order to help maintain and further develop their abilities in becoming independent life-long learners.

B. Review of Previous Study

Studies related to students' self directed learning level in writing undergraduate thesis had been conducted by other researchers. Here, there are views of some researchers which were related to this research, as follows:

The first previous study was the research which was done in 2014 conducted by Hanifatul Ummah "self- directed learning of Senior High School Students in Learning English at Home School Pena".[46] 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 instrument used are questionnaire and interview guideline, it quite same with this research. The respondent of the research is junior high school students of home school Pena, while in this research, the respondent of this research is seventh semester students of English education department state Islamic university of Sunan Ampel Surabaya. From the methodology perspective the thesis

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[45] Williamson. "The Development of A Self-Rating Scale of Self-Directed Learning (SRSSDL)."
Nurse Researcher Vol**.** 14, 2007
[46]Ummah Hanifatul, undergraduate thesis : "Self- directed learning of Senior High School Student in Learning English at Home School Pena" (UINSA Surabaya, 2016).

by using mix method, while this research using descriptive qualitative method.

The second previous study was conducted by Eun- Hee Lee "Significant Motivational Factors in Self Directed Learning"[47] at Korean Elementary School. This study explored the most influential motivational factor affecting the level of self directed learning. The instrument used questionnaire, it is quite the same with this research. The respondent of the thesis is elementary school teachers; it's different from this research.

The third study was conducted by Susan Renee Wagner entitled "After the Final Bell: The Self-Directed Learning Practice of Elementary Teachers". The purpose of this study was to examine the level of elementary teachers' self directed learning skill and activities in their classroom. The method used in this research is mixed method. The instrument in this research is questionnaire in order to identify self-directed learners and identify categories of teacher learners. There are some differences between this thesis and this research. The respondents of the thesis are the elementary teachers while the respondent of this research is seventh semester students at English education department of SunanAmpel Surabaya. Both this thesis and this research use Self-Directed Learning Readiness Scale (SDLRS) as the instrument to measure the participants' self directed learning.

The fourth study was conducted by Curt Bodkyn and Fred Stevens entitled "Self-directed learning, intrinsic motivation and student's performance".[48] This study investigates the effect of self-directed learning and intrinsic motivation on student performance. For the assessment of self-directed learning, the revised self-directed learning readiness scale for nursing education questionnaire was administered and intrinsic motivation was assessed using the motivated strategies for learning questionnaire. The study showed a significant positive effect of intrinsic motivation and self-directed learning on students' performance.

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[47]EunHee Lee, thesis:"significant motivational factors in self directed learning",(Elementary Korean School, 2014)

[48]Bodkin, C., & Stevens, F. (2015).*Self-directed learning, Intrinsic motivation and students performance. West Indies University.*Vol. 5, No.2, 79-93.

The fifth is the study conducted by Mei-hui (Bonnie) Huang entitled "Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students".[49] This study was aimed to investigate factors influencing self-directed learning amongst Taiwanese nursing students. This study employed two staged mixed-method using semi-structured interview and questionnaire as instruments.

The sixth is the study conducted by Samsul Islam.[50] The research aimed to find out Self-directed learning readiness (SDLR) of potential students and prospective students (high school students) to learn by open and distance learning (ODL) in Indonesia. Research conducted by survey method. SDLR levels were measured by questionnaires Self-Directed Learning Readiness Scale (SDLRS) developed by Guglielmino. The result showed that the level of high school students were statistically lower than the SDLR level of UT students, both new students and previous students. However, there were no statistically significant differences between the SDLR level of new students and previous students of UT.

The seventh is the study conducted by Hadiseh Monkaresi, Asadollah Abbasi, and Reshvan Razyani entitled "Factors Affecting the Self-directed Learning Readiness". This study aimed to investigate the factors affecting self-directed learning readiness among students of all students majoring in instructional and technology in Islamic Azad University.

From the previous study above, the researcher concludes that those all previous studies have similarities and difference with this research. However, the focus of this research is limited to students' self-directed learning levels and the major factors that may be influence the students' self-directed learning levels. Moreover, the researcher is also more specific in thesis seminar proposal course.

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[49] Mei-Hui (bonnie) Huang, Doctoral philosophy Dissertation:"*Factors Influencing Self-directed Learning Readiness amongst Taiwanese Nursing Students*" (Taiwan : Queensland University of Technology School of Nursing Institute of Health and Biomedical Innovation, 2008)

[50]Samsul Islam, "KesiapanBelajarMandiriMahasiswa UT dansiswa SMA untukBelajardenganSistemPendidikanTinggi Terbuka danJarakJauh di Indonesia", JurnalPendidikan Terbuka danJarakJauh, Vol.11, No.1.

CHAPTER III
RESEARCH METHOD

This chapter presents the methodology that was used in this study. It consists of research design, research location, subject of the study, data and source of data, research instrument, and data analysis technique.

A. Research Design

The design used in this research is descriptive qualitative method. Descriptive qualitative is the method that used for describe the condition and situation of something specifically.[51] In the other word, this method is describing the condition of existence and classifying the information.

Qualitative leaded the researcher in having deep understanding toward students the subject of the research and tried to obtain more complete explanation and describe of the occurrence. In this research, the researcher uses two kinds of questionnaires to answer research questions.

This method suited with this study because it described the self-directed learning of students English Education Department in thesis proposal seminar course. Self-directed learning studied in this research focused on describing students' self-directed learning level and the major factors that influence students' self-directed learning levels.

B. Research Location

This study was conducted in thesis proposal seminar course, one of the subjects of English Education Department at State Islamic University of Sunan Ampel Surabaya academic year 2017/2018.

C. Subject of the Study

The subject of this study is the students of thesis proposal seminar course at English Education Department at State Islamic University of Sunan Ampel Surabaya. The subject is only taking from seventh semester. The total of the students who take that course are 126 students which divide into A until E classes. All of

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[51] M. Nazir, MetodePenelitian, (Jakarta: Ghalia Indonesia), 2003, p.55

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the classes are lectured by the same lecture. Gay said that in descriptive research, minimum sample that can be taken is about 10%-20%.[52] The researcher took 30 become the research respondent. In this case, the students were randomly chosen as the respondent of the research in which all of them have an equal chance to be included in the sample.

D. Data and the Source of Data

In research, data and source of data are the keys to answer the problems.[53] Primary data is main data that the researcher gets from the subject of this study.

There are 2 data in this study which should be collected for this research to answer the research question. The data are about students' self-directed learning levels and major factors that influence students' self-directed learning levels. Both of them are primary data. The sources of the data are from students. the data taken from questionnaire.

E. Research Instrument

In qualitative research, the researcher is the key instrument. The researcher must comprehend the research method and the insight of the problems. By having the proper instrument, the researcher will have a highly reliable and valid data for the findings.[54]. In this research, to collect the data the researcher used two kinds of questionnaires.

1. Close-Ended Questionnaire

Close-ended questionnaire that used in this study is five-point scale using Self-rating scale of self-directed learning (SRSSDL). This questionnaire has five possible answers and the option is provided according to their opinion: 5 for always, 4 as often, 3 as sometimes, 2 as seldom, 1 as never. The total number will be range around 60-300 with higher

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[52] Gay. L.R., and Diehl, P.L. (1992), Researh Methods for Business and Management, Mc.Millan Publising Company, New York.

[53] SuharsimiArikunto, ProsedurPenelitian (Jakarta:PT.RinekaCipta), 1996, p.123

[54] Imaniar. (2016). *Students' Writing Anxiety Levels in Proposal Writing Course in FifthSemester at EnglishEducation Department State Islamic University of Sunan AmpelSurabaya.* A Thesis.English Teacher and Education Department, Faculty of Education andTeacher Training, Sunan Ampel State Islamic University Surabaya

scores reflecting a higher degree of self-direction. Students with high scores, indicating a high level of self directed in their learning. Scoring indicators of Self-rating scale of self-directed learning (SRSSDL) decided into three indicators: low level, medium level, and high level.

2. Semi Open-Ended Questionnaire

The second questionnaire that used in this study is semi open-ended questionnaire that made by the researcher to knowing the major factors that influence students' self-directed learning levels. The researcher made the semi open ended questionnaire based on the theory of factors influence Self-Directed Learning levels. The semi open-ended questionnaire consists of 10 questions reflecting 2 factors of self-directed learning: Learning Environment Factors and Motivational Factors. In this questionnaire, the researcher provides 3 alternative options and 1 open-ended option. This open-ended option gives the students chance to fill the questionnaire based on their own answer.

F. Data Collection Technique

Data collecting technique is a sequence of ways that researcher takes to collect data empirically and objectively. To obtain valid data, some technique of data collection was applied. In case of collecting the data of the research, the researcher needed the instruments.[55] The researcher uses two kinds of questionnaire in this research; close-ended questionnaire: Self-Rating Scale of Self-Directed Learning (SRSSDL) and Semi Open-ended Questionnaire that will be given by researcher to the respondents. In short, The process of collecting the data is specified in the table below:

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[55] Sax, Gilbert. 1979. *Foundations of Educational Research*. New Jersey : Prentice Hall. P.247

Table 3.1
Techniques for Collecting Data

Research Questions	Data Collecting Technique	Research Instrument
RQ 1	Distribute Questionnaire	Close-ended questionnaire (Likert-scale questionnaire) : Self-Rating Scale of Self-Directed Learning (SRSSDL)
RQ 2	Distribute Questionnaire	Semi Open-ended Questionnaire

There is no treatment done by the researcher in the classroom. The researcher collected the students' questionnaire and analyzes the data. To answer the first research question, researcher uses a five-point scale: 5 for always, 4 as often, 3 as sometimes, 2 as seldom, 1 as never. Students with high scores, indicating a high level of self directed in their learning. Questionnaire analysis involves the items load on five subscales: Awareness, Learning strategies, Learning activities, Evaluation, Interpersonal skills. From the result of the questionnaire, the researcher known the whole overview of students' self directed learning levels.

To answer the second research question of the study about the factors that influence the students' self-directed learning level, the researcher used semi open-ended questionnaire made by the researcher to get more

understanding about the students' feeling and the factors that can be influence their self-directed learning level and get a clear answer by the students. Also, the researcher used interview to support the data obtained from questionnaire which did by the researcher after finding data from questionnaire to get the data more accurately about the factors influence self-directed learning levels.

G. Data Analysis Technique

Data analysis technique is sequence process to analyze the collected data. To answer the research questions number one and number two, the researcher using questionnaire. In this step, the researcher transcribed the result of the questionnaire. The first questionnaire that was given to the students was about students' self directed learning levels. The total number will be range around 60-300. The researcher calculating the scoring ranges in the first questionnaire (Self-Rating Scale of Self-Directed Learning (SRSSDL) questionnaire) then, categorizing the students' self-directed learning level based on Williams' offers about the categorization of self-directed learning levels: high self-directed learners, moderate self-directed learners, and low self-directed learners.[56] For the second questionnaire, the researcher analyzed students' answer from semi open-ended questionnaire. Then, the researcher concluded the major influencing factor which was stated by the students and described the major factors that influence students' self-directed learning level in detail based on the data above. Finally, the data will be categorized by using data analysis with regard to the research questions.

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[56] Williamson SN, Development of a self-rating scale of self-directed learning, Nurse Res, 2007, 14(2):66-83.

This chapter describes the results of the Close-ended questionnaire and semi open ended questionnaire. There are findings and the explanation of the results in the discussion section as well. The results answers the research questions of the study which are: what are the levels of the thesis seminar proposal course students' self-directed learning levels in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya and what are the major factors which influence students' self-directed learning levels in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya.

1. **Research Findings**

As mentioned earlier in the chapter I , this study was aimed to determine the levels of the students' self-directed learning in thesis seminar proposal course at English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya and to explain the major factors which influence students' self-directed learning levels in English Teacher Education Department at State Islamic University of Sunan Ampel Surabaya. The researcher determined the students' self-directed learning levels based on their SRSSDL (Self-rating Scale of Self-Directed Learning) score. After that, the researcher analyzed the majorfactors that influence students' self-directed learning levels based on the result of the semi open-ended questionnaire.

There are 126 students who took thesis seminar proposal course which are divided into A until E class and lectured by the same lecture. But, the researcher took only 30 students as the respondents in this study. The results of those findings are categorized based on the research questions of the study.

1. **Students' Self-Directed Learning Levels in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya**

The results of the students' SDL levels were obtained from a close-ended questionnaire using "Self-Rating Scale of Self-Directed Learning (SRSSDL)". This questionnaire was

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adopted from Wiliamson. The Self-Rating Scale of Self-Directed Learning (SRSSDL) consists of 60 questions involving the items load on five subscales under five broad areas of self-directed learning. The Self-Rating Scale of Self-Directed Learning (SRSSDL) was distributed online via Google Forms on November, 27th until December, 4th 2017. The respondents filled the questionnaire based on their feelings in a 5-point of likert scale ranging from 5=Always, 4=Often, 3=Sometimes, 2=Seldom and 1=Never. The students' responses of the SRSSDL are displayed in the table below:

Table 4.1
SRSSDL items with percentages of students' responses

Item	Statements of FLCAS	5	4	3	2	1
Awareness						
1.	I identify my own learning needs	0	3,3%	73,3%	20%	3,3%
2.	I am able to select the best method for my own learning	0	40%	46,7%	10%	3,3%
3.	I consider teachers as facilitators of learning rather than providing information only	3,3%	10%	23,3%	50%	13,3%
4.	I keep up to date on different learning	0	13,3%	63,3%	16,7%	6,7%

	resources available					
5.	I am responsible for my own learning	0	13,3 %	56,7 %	20%	10%
6.	I am responsible for identifying my areas of deficit	0	24,1 %	55,2 %	10,3 %	10,3 %
7.	I am able to ,maintain self-motivation	3,3 %	23,3 %	50%	16,7 %	6,7 %
8.	I am able to plan and set my learning goals	6,7 %	16,7 %	43,3 %	26,7 %	6,7 %
9.	I have a break during long periods of work	0	13,3 %	43,3 %	23,3 %	20%
10.	I need to keep my learning routine separate from my other commitments	6.7 %	6,3 %	53,3 %	26,7 %	6,7 %
11.	I relate my experience with new information	3,3 %	23,3 %	30%	43,3 %	0
12.	I feel that I	0	30%	56,7	10%	3,3

No.						
	am learning despite not being instructed by a lecturer			%		%
Learning Strategies						
13.	I participate in group discussion	3,3	23,3%	40%	33,3%	0
14.	I find peer coaching effective	3,3%	26,7%	66,7%	3,3%	0
15	I find 'role play' is a useful method for complex learning	3,3%	20%	53,3%	23,3%	0
16.	I find inter-active teaching-learning sessions more effective than just listening to lecture	3,3%	10%	40%	26,7%	20%
17.	I find simulation in teaching-learning useful	3,3%	13,3%	43,3%	33,3%	6,7%
18.	I find learning from case studies useful	13,3%	6,7%	36,7%	26,7%	16,7%

19.	My inner drive directs me towards further development and improvement in my learning	3,3%	6,7%	66,7%	20%	3,3%
20.	I regard problems as challenges	3,3%	6,7%	50%	30%	10%
21.	I arrange my self-learning routine in such a way that it helps develop a permanent learning culture in my life	0	33,3%	46,7%	16,7%	3,3%
22.	I find concept mapping is an effective method of learning	3,3%	20%	40%	33,3%	3,3%
23.	I find modern educational interactive technology enhances my learning process	0	10%	40%	40%	10%
24.	I am able to	0	26,7	36,7	33,3	3,3

		%	%	%	%
	decide my own learning strategy				
Learning Activities					
25.	I rehearse and revise new lessons	0	20%	60%	16,7 %	3,3 %
26.	I identify the important points when reading a chapter or an article	6,7 %	16,7 %	36,7 %	30%	10%
27.	I use concept mapping /outlinng as a useful method of comprehen ding a wide range of information	23,3 %	6,7 %	30%	33,3 %	6,7 %
28.	I am able to use information technology effectively	0	6,7 %	43,3 %	33,3 %	16,7 %
29.	My concentrati on intensifies and I become more attentive when I read	6,7	13,3 %	36,3 %	10%	6,7 %

	a complex study content					
30.	I keep annotated notes or a summary of all my ideas, reflections and new learning	16,7%	20%	46,7%	16,7%	0
31.	I enjoy exploring information beyond the prescribed course objectives	3,7%	23,3%	40%	30%	0
32.	I am able to relate knowledge with practice	0	26,7%	40%	30%	3,3%
33.	I raise relevant questions in teaching-learning sessions	10%	20%	66,7%	3,3%	0
34.	I am able to analyze and critically reflect on new ideas, information or any learning experiences	6,7%	20%	56,7%	16,7%	0

35.	I keep an open mind to others' point of view	0	10%	33,3%	46,7%	10%
36.	I prefer to take any break in between any learning task	0	10%	33,3%	46,7%	10%
Evaluation						
37.	I self-assess before I get feedback from instructors	3,3%	33,3%	40%	23,3%	0
38.	I identify the areas for further development in whatever I have accomplished	0	40%	46,7%	13,3%	0
39.	I am able to monitor my learning progress	0	26,7%	46,7%	20%	6,7%
40.	I am able to identify my areas of strength and weakness	0	20%	50%	30%	0
41.	I appreciate when my	0	26,7%	50%	23,3%	0

	work can be peer reviewed					
42.	I find both success and failure inspire me to further learning	0	26,7%	50%	13.3%	10%
43.	I value criticism as the basis of bringing improvement to my learning	0	16,7%	66,7%	6,7%	10%
44.	I monitor whether I have accomplished my learning goals	0	26,7%	50%	20%	3,3%
45.	I check my portfolio to review my progress	6,7%	16,7%	53,3%	23,3%	0
46.	I review and reflect on my learning activities	3,3%	30%	46,7%	20%	0
47.	I find new learning challenging	6,7%	20%	40%	23,3%	10%
48.	I am inspired by others' success	3,3%	13,3%	20%	43,3%	20%

Interpersonal Skills						
49.	I intend to learn more about other cultures and languages I am frequently exposed to	10%	26,7%	40%	20%	3,3%
50.	I am bale to identify my role within a group	3,3%	20%	46,7%	26,7%	3,3%
51.	My interaction with others help me to develop the insight to plan for further learning	3,3%	13,3%	46,7%	36,7%	0
52.	I make use of any opportunities come across	0	23,3%	53,3%	23,3%	0
53.	I need to share information with others	0	6,7%	33,3%	50%	10%
54.	I maintain good inter-personal relationships with others	6,7%	16,7%	40%	36,7%	0
55.	I find easy to work in	6,7%	10%	53,5%	30%	0

	collaboration with others					
56.	I am successful in communicating verbally	6,7 %	26,7 %	43,3 %	23,3	0
57.	I identify the need for inter-disciplinary links for maintaining social harmony	0	26,7 %	60%	13,4 %	0
58.	I am able to express my ideas effectively in writing	0	20%	50%	30%	0
59.	I am able to express my views freely	0	20%	50%	26,7 %	3,3 %
60.	I find challenging to pursue learning in a culturally diverse milieu.	0	6,7 %	53,3 %	36,7 %	3,3 %

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

Based on table 4.1, the students reported that they experience several aspect of self-directed learning such as: awareness, learning strategies, learning activities, evaluation, and interpersonal skills during the learning process. It can be seen from the percentages of the items that are related with *Awareness,* such as item 1: *"I identify my own learning*

needs" (73,3%), item 4: *"I keep up to date on different learning resources available"* (63,3%), and item 5: *"I am responsible for my own learning"* (56.7%).

Students also experience another aspect **learning strategies**, such as item 16: *"I find inter-active teaching-learning sessions more effective than just listening to lecture"*(66,7), item 19: *"My inner drive directs me towards further development and improvement in my learning"*(66,7%), item 17: *" I find simulation in teaching-learning useful"* (53,3%), item 20: *"I regard problems as challenges"* (50%).

Students also experience activities that should actively engage in order to become self-directed in their learning process. They endorse items that will lead them to **learning activities** aspect, such as item 25: *" I rehearse and revise new lessons"* (60%), item 33: *"I raise relevant questions in teaching-learning sessions"* (66,7%).

Regarding the items that are related with item **Evaluation** and **interpersonal skills** aspect, they endorse item 41: *" I am able to identify my areas of strength and weakness"* (50%), item 45: *"I monitor whether I have accomplished my learning goals"* (50%), item 46: *" I check my portfolio to review my progress"* (53%), item 51: *"I make use of any opportunities come across"* (53%), item 57, *"I identify the need for inter-disciplinary links for maintaining social harmony"*(60%), item 58: *"I am able to express my ideas affectively in writing"* (50%), item 59: *I am able to express my views freely"* (50%), item 60: *" I find challenging to pursue learning in a culturally diverse milieu"* (53,3%).

The questionnaire involves the items load on five subscales under five broad areas of self-directed learning. So, the result of the student score was divided into five categories. After examining the percentages of the students' SRSSDL responses, the researcher calculated each score of the students manually by adding the score of each subscales. After adding all the score of each subscale, the final score is categorized into

three categories, which are "high self-directed learning", "moderate self-directed learning", and "low self-directed learning" The result is presented in the table below.

Table 4. 2
Students' Scores from the Self-rating Scale of Self-directed Learning (SRSSDL)

Students	Indicator of SDL					Total	SDL Level
	Aware-ness	Learning Strategies	Learning activities	Evaluation	Inter-personal skills		
1	36	30	35	37	32	171	Moderate
2	39	38	39	38	40	194	Moderate
3	38	46	38	28	36	186	Moderate
4	43	45	44	44	45	221	High
5	47	49	45	48	47	236	High
6	36	43	42	35	40	196	Moderate
7	44	36	40	35	41	196	Moderate
8	36	32	33	31	26	158	Moderate
9	49	43	36	33	40	201	Moderate
10	37	44	43	44	39	207	Moderate
11	38	39	39	37	39	192	Moderate
12	46	42	51	43	43	225	High
13	36	40	43	34	40	193	Moderate
14	48	44	42	46	38	218	Moderate
15	28	30	32	29	32	151	Moderate
16	33	35	30	32	32	162	Moderate
17	33	34	29	29	31	156	Moderate
18	35	30	28	31	28	152	Moderate
19	40	32	24	29	30	155	Moderate
20	36	29	26	32	29	152	Moderate
21	30	31	34	43	33	171	Moderate
22	34	40	38	40	42	194	Moderate
23	39	38	39	38	40	194	Moderate
24	35	40	30	40	37	182	Moderate
25	38	40	37	41	39	195	Moderate
26	39	38	39	38	40	194	Moderate
27	44	46	40	35	41	206	Moderate
28	36	40	43	34	40	193	Moderate

| 29 | 31 | 30 | 34 | 43 | 33 | 171 | Moderate |
| 30 | 36 | 43 | 42 | 35 | 40 | 196 | Moderate |

Based on the table 4.2, 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", 141-220 score is categorized into "moderate self-directed learning", and 221-300 is categorized into "high self-directed learning".

Table 4.2 shows there are 3 students who got high score in SRSSDL scale. They are student number 4 with the score 221, student number 5 with the score 236, and student number 12 with the score 225. The more score the students get, the higher level of self-directed learning they have. 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 process.

The next level below "High self-directed learning" is "moderate self-directed learning". As we can see in the table 4.2, most of the students are categorized in "moderate self-directed learning" levels, which is 90% of the students. There are 26 students who are categorized in this level. They are student 1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30. Although they have similar SRSSDL levels, they get different scores. The scores of the students range from 151 to 218. Students who are categorized into moderate self-directed learners have moderate independency in learning English. The improvement in some English aspects must be identified and evaluated. They also need teacher's guidance to adopt better strategy to learn English.

Last but not least is "low self-directed learning" level. From the table above, it can be seen that there are no students who get low score in self-directed learning level, which means there are no student in thesis proposal seminar course that are classified in range that indicates low level of self-directed learning. This level ranges between 60 to 140.
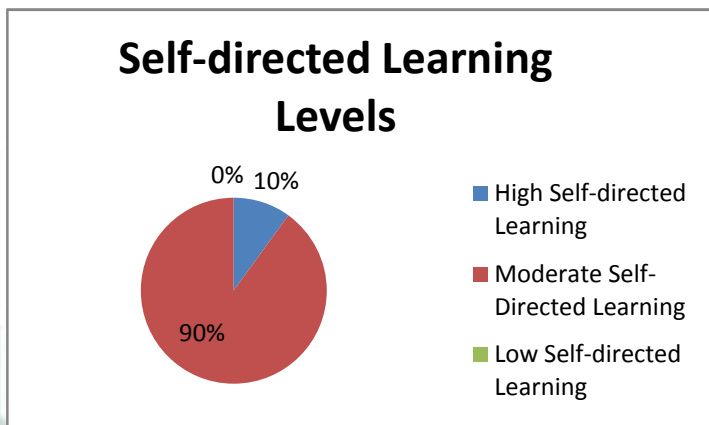
Students in the low levels of self-directed learning must be considered guidance from the teacher and need any specific changes for improve their learning English; also re-structuring the methods of learning is needed. It is relieved to know that there are no students in thesis seminar proposal course who get this score, because it means that students have already passed a half way or even successful towards becoming a self-directed learning.

In short, fortunately there are no students who get score in low level of self-directed learning in thesis seminar proposal course, although only three students get score in high level of self-directed learning. The percentage of student who get "high self directed learning" level is only 10% of the total students. The highest score is 236 (student 5) and the lowest score is 151 (student 15), which is still far from the limit. The category that the students are mostly categorized is "moderate self-directed learning" level, because almost all of the students are categorized in this level (90%). It indicates that the students have the possibility to increase their self-directed learning level to "high self-directed learning" level. It can be seen from the most of the students score. Out of 26 students, 23 of their scores range above 150 and 4 of them got score above 200. It means that their scores are approaching the maximum score in this level, 220.

The last, mostly students get score in "moderate self-directed learning" level. Based on this fact, the researcher wondered that what make students got a lot of "moderate self-directed learning" level because they have positive self-awareness of themselves in the learning. It can be seen on the table 4.1, the students answered the most awareness aspect of the Self-Rating Scale of Self-Directed Learning (SRSSDL) questionnaire. Awareness aspect of self-directed learning indicates that students understand the factors that contribute to become good self-directed learners. To get to the "high self-directed learning" level, students are required to maintain their self-directed learning level through keeping their positive self-awareness in the learning process. If they cannot maintain their self-directed learning level, their self-directed

learning level will be decreased into "low self-directed learning" level.

Then, the researcher concluded the data by using chart to make the reader easily to interpret the data:

Chart 4. 1
**Percentages of the students' Self-Directed Learning Levels**

Chart 4.1 shows that from all of the students who filled a questionnaire, 10% of them who get score in high level of self-directed learning, 90% of them get score in moderate level of self-directed learning, and no one get score in low level of self-directed learning.

2. **Major Factors Influence Self-Directed Learning Level of Student in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya.**

As mentioned earlier, the researcher delivered a semi open-ended questionnaire to obtain the results of factors influence students' self-directed learning levels. The semi open-ended questionnaire consists of 10 questions reflecting 2 factors of self-directed learning; *Learning Environment Factors* and *Motivational Factor.* This questionnaire offers 3 alternative options and 1 open-ended option. This open-ended

option gives the students chance to answer based on their own opinion in case the answer or their opinion are not provided in the 3 alternative options.
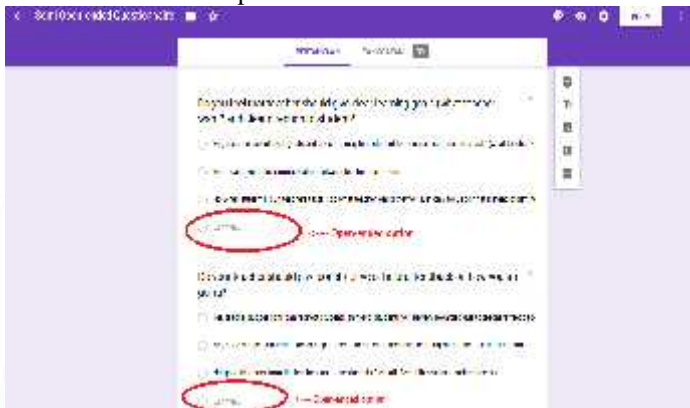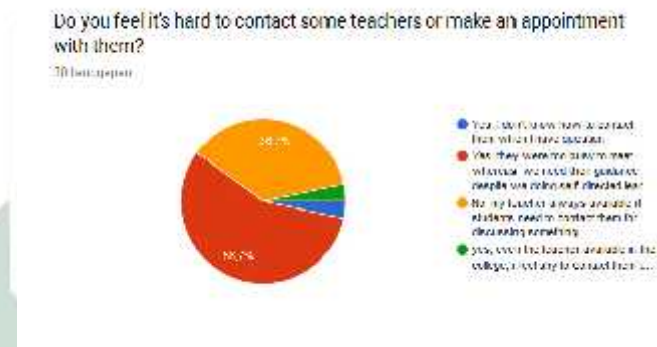

Picture 4.1
Semi Open-ended Questionnaire

The results of the questionnaire were analyzed from each student's response to find out the students' responses in the open-ended option. After that, the researcher classified the major factor that influence students' self-directed learning levels. The results are displayed in the pictures below:
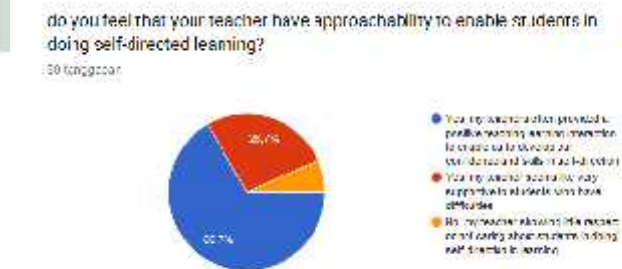
Picture 4.2
Responses of Semi Open-ended Questionnaire (item 1)

Picture 4.2 shows that 66,7% of the students chose option 1: "Yes, my teacher often provided a positive teaching learning interaction to enable us to develop our confidence and skills in self-direction". 26,7% of them chose option 2: Yes, my teacher seems like very supportive to studnts who have difficulties". Only 6,7% of them chose option 3: "No, my teacher showing little respect or not caring about students in doing self-directed learning.


Picture 4.3
Responses of Semi Open-ended Questionnaire (item 2)

Picture 4.3 shows that 56,7% of the students chose option 2: "Yes, they were too busy to meet . Whereas, we need their guidance, despite we doing self-directed learning". 36,7% of them chose option 3: "No, my teacher always available if students need to contact them for discussing something". 3,3% of them chose option 1: "Yes, I don't know how to contact them when I have question". 3.3% of them chose option 4: "Yes, even the teacher available in the college, I feel shy to contact them to discussing something out of the class"

Do you feel that your teacher have responsibility to give you complete information and lesson in the teaching learning process?

30 tanggapan

Picture 4.4
Responses of Semi Open-ended Questionnaire (item 3)
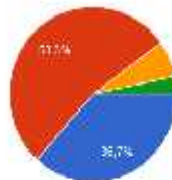
Picture 4.4 shows that 53,3% of students chose option 2: "No, teacher can ask students to do several activities, so that teacher can do less teaching, in order to make students fostering their self-directed learning skill. 36,7% of them chose option 1 : "Yes, teacher also should provide some suggestion to students after having discussion". 6,7% of them chose option 3: " No, as a students, its our responsibility to active in searching more information we need by ourselves". The rest of them chose option 4: "yes, teacher may give a simple explanation only, because if the explanation is so excessive it will spend a lot of time just for teacher explanation".

Do you feel that teacher should give clear learning goals (what teacher want? and clear direction to student?

30 tanggapan

Picture 4.5
Responses of Semi Open-ended Questionnaire (item 4)

Picture 4.5 shows that 40% of students chose option 3: "No, when students 'suit teaches taste' (do what teachers want) they will just only focus on that instead of setting their own learning goals". 33,3% of them chose option 1: "Yes, because lack of clear goals and direction may lead student to focus on 'suit teachers taste' (what teacher want)". 26,7% of them chose option 2:" Yes, it can avoid miscommunication between teacher and student".

Do your teacher should give constructive or helpful feedback on how you are going?
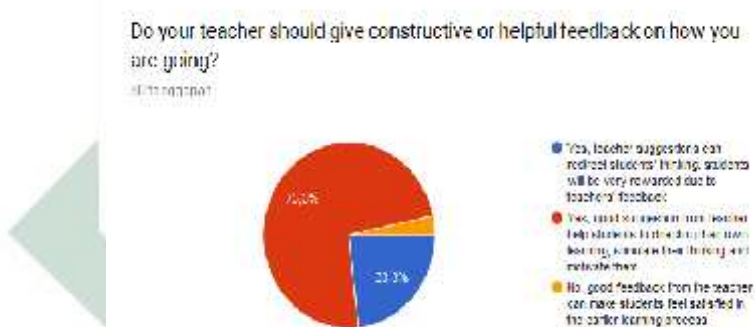
Picture 4.6
Responses of Semi Open-ended Questionnaire (item 5)

Picture 4.6 shows that 73,3% of students chose option 2:"Yes, good suggestion from teacher help students to directing their own learning, stimulate their thinking and motivate them". 23,3% of them chose option 1: "Yes, teacher suggestion can redirect students' thinking. Students will be very rewarded due to teachers' feedback". Rest of them, 1 respondent chose option 3: "No, good feedback from the teacher can make students feel satisfied in the earlier learning process".

Do you have an opportunity to choose the particular areas you want to study?

Picture 4.7
Responses of Semi Open-ended Questionnaire (item 6)

Picture 4.7 shows that 70% students chose option 2: " Yes, by having opportunity to choose the particular areas what I want to learn, I feel more interesting in learning". 16,7% of them chose option 1: "Yes, if I choose my own I will be interesting in searching relevant information about it". 16,7% of them chose option 3: "No, I'm not confident to make independent choices due to insufficient knowledge and experience. So, I appreciate teachers in choosing our topic to study".
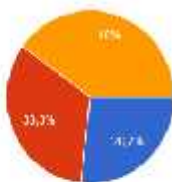
Do you ever feel like 'overwhelmed' in the learning process?

Picture 4.8
Responses of Semi Open-ended Questionnaire (item 7)

Picture 4.8 shows that 40% of students chose option 3: "No, I don't ever feel like that because I have a good skill of time management". 33,3% of them chose option 2: "Yes, when I'm on this kind of situation, I feel like I'm bored in

learning". 26,7% of them chose option 1: " Yes, when there are so many assignment were often due during the same period of time".

Do the facilities in your school can support learning activities? (e.g : your school library and database provides information resources for you)

30 tanggapan

Picture 4.9
Responses of Semi Open-ended Questionnaire (item 8)
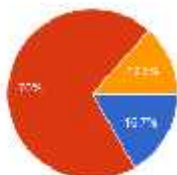
Picture 4.9 shows that 70% of students chose option 2: " Yes, my college library provides full resources for students and I can use every facility for my learning process". 16,7% of them chose option 1:"No, there are a lot of facilities that can't be used". 13,3% of them chose option 3: "No, I can't find the resources that I need in the library".

Do you feel that you have responsibility to work hard in learning just for marks (academic result)?

30 tanggapan

Picture 4.10
Responses of Semi Open-ended Questionnaire (item 9)
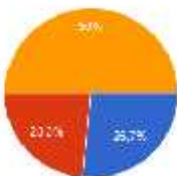
Picture 4.10 shows that 50% of students chose option 3: " No, I feel I have responsibility to work hard in learning because I want to get something meaningful in the learning". 26,7% of them chose option 1: "Yes, I feel I have

responsibility to work hard in learning just for marks and I often motivated by academic result that I get". 23,3% of them chose option 2: "Yes, my intention for study are driven by rewards and to avoid possible embracement".

Do interesting topics in learning can motivated you? Do you feel that you have responsibility to work hard in learning to fulfill your self-expectations in the learning process?

Picture 4 .11
Responses of Semi Open-ended Questionnaire (item 10)

Picture 4.11 shows that 73,3% of students chose option 1: " Yes, I often spent more time to learn on interesting topic, but I will always do my best in every topic I get in the learning process because I have self-expectation that I ,must achieve". 16,7% of them chose option 2:"No, whatever the topics are, we all work hard just for marks (academic result)". 10% of them chose option 3: "No, I often spent time on task because I expected to get the best results in learning"

From the results above, there are statements that can be indicated as factors influencing self-directed learning. Those are displayed in the table 4.3:

Table 4. 3
Responses of Semi Open-ended Questionnaire

Item	Statements of Factor influence SDL	Percentage
1	Yes, my teachers often provided a positive teaching learning interaction to enable	66,7%

	us to develop confidence and skills in self-direction	
2	Yes, they were too busy to meet. Whereas, we need their guidance despite we doing self-directed learning	56,7%
3	No, teacher can ask students to do several activities so that teacher can do less teaching, in order to make students fostering their self-directed learning.	53,3%
4	No, when students *'suit teachers taste'* they will just only focus on that instead of setting their own learning goals	40%
5	Good suggestion from the teacher helps students to directing their own learning, stimulate their thinking and motivate them	73,3%
6	Yes, by having opportunity to choose the particular areas what I want to learn, I feel more interest in learning	70%
7	No, I don't ever feel like that because I have a good skill of time management	40%
8	Yes, my collage library provides full resources for students and I can use every facility for my learning process freely	70%
9	No, I feel I have responsibility to work hard in learning because I want to get something meaningful in the learning	50%

10	Yes, I often spent more time to learn on interesting topic, but I will always do my best in every topic I get in the learning process because I have self-expectation that I must achieve in learning	73,3%

From the table 4.3, it can be seen that there were major factors stated by the students as correspondence in this section. Here the deeper explanation about some major factors that was already stated by the students. The first is statement in the item number 5: *"Good suggestion from the teacher helps students to directing their own learning, stimulate their thinking and motivate them"* this statement chose as the answer by 22 of 30 students when filling the semi open-ended questionnaire. The second major factors that influence self-directed learning level is statement in the item number 10: *"Yes, I often spent more time to learn on interesting topic, but I will always do my best in every topic I get in the learning process because I have self-expectation that I must achieve in learning".* This statement was the most chosen answer by 22 of 30 students when filling the semi open-ended questionnaire.

2. Research Discussion

After obtaining and presenting the research findings, the researcher inferred them by reflecting on some theories. It has a purpose to avoid any misconception and misunderstanding between the researcher and the readers.

1. Students' Self-Directed Learning Levels in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya

Self-directed learning is defined as learning in which the learner chooses to assume the primary responsibility for planning, carrying out and evaluating the learning

experiences.[57] It has been proven in this study that 30 students of thesis seminar proposal course in English Teacher Education Department of UIN Sunan Ampel Surabaya experienced those indications of self-directed learning in their writing class (thesis seminar proposal course).

Students responses to questionnaire focusing on evaluation aspect (see table 4.1) shows that students experience evaluating their learning range from *always* to *sometimes*. It indicates that students have opportunity to address their learning difficulties while the course is in progress because evaluation let the students to know their own strengths and weaknesses. Students responses to questionnaire focusing on planning aspect (see table 4.1) in the item number 8 showed that students experience planning their learning range from *always* to *sometimes*. It indicates that students able to decide method on how to learn before they actually learn. If the students able to set their learning plan, they can achieve their learning goals easily. Students responses to questionnaire focusing on carrying out learning experiences (see table 4.1) shows that students experience carrying out their learning range from *always* to *sometimes*. It indicates that students did the learning experience as well in their learning.

Based on the finding, there are 3 levels of students' self-directed learning. "High self-directed learning", "moderate self-directed learning" and "low self-directed learning". In thesis seminar proposal course, there are 26 students or 90% of the students who are indicated as "moderate self-directed learning" levels and the rest of students get "high self-directed learning" levels. There are 10% of the students or 3 students who are indicated as "high self-directed learning" level. The discussion of each SDL Level is described below:

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[57]Caffarella, R. S. (1993). Self-directed learning. In Valente, J. S. (2005) *The role of Self-directed learning in order adults' health care*. University of Georgia.p. 31.

a.   **The High Level of Self-Directed Learning**

As stated earlier, there are only 10% of the students who experienced "high self-directed learning" level. They are student number 4 with the score 221, student number 5 with the score 236, and student number 12 with the score 225. Based on their SRSSDL response, from all aspect of SRSSDL, student number 4 and student number 5 get high score in "learning strategies" aspect. It means that they do the various strategies that self-directed learners should adopt in order to become self-directed in their learning process. The rest is student number 12 who get high score in the "learning activities" aspect instead of all aspect in SRSSDL. It means that she does the learning activities that learners should actively engage in order to become self-directed in their learning process. As mentioned in Tan Seng Chee' study,[58] Brockett and Himstra argued that personal responsibility is the "cornerstone of self-directed learning". Students who have ownership of learning aspect generally able to determine their appropriate learning activities and learning strategies to achieve their learning goals.

b.   **The Moderate Level of Self-Directed Learning**

In this study, "moderate self-directed leaning" level is the level that the students are most categorized in. 90% of the students are "moderate self-directed leaning" students but their score are quite high. The scores for this level range from 141-220. The highest score from this level is 218. It means that they are potential to increase their self-directed learning level into "high self-directed learning" level.

Based on the findings, there are big percentages of students' agreement on several items. There are 2 items that are related with the aspect *Awarenes* ; item 1: "*I*

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[58] Caffarella, R. S. (1993). Self-directed learning. In Valente, J. S. (2005) *The role of Self-directed learning in order adults' health care*. University of Georgia.p. 31

identify my own learning needs"(73,3%), item 4: *"I keep up to date on different learning resources available"* (63,3%). Item 1 indicates that the students have positive self-awareness in the learning. Students are aware that identifying their own learning needs is important to foster their SDL in the learning process. The most important reason for awareness in identifying their learning needs is that when they have identified their learning needs it will be more likely to change their practice rather than if learning is imposed upon them.[59] Item 4 reflect that they need to aware in keep up to date on different learning resources available. So, in the learning process students must have willing to explore varied resources and to search for it in any ways.[60]

There are 3 items which have big percentages of students' agreement from the aspect *Learning Strategies*; item 16 *"I find inter-active teaching-learning session more effective than just listening to lecture"*(66,7%) and item 19 *"my inner drive directs me towards further development and improvement in my learning"*. Item 16 and 19 indicate that they are able find the best learning strategies in the teaching learning. Self-directed learning is a learning process with full of initiative in taking the whole learning progress.[61] So, to accomplish the learning goal, learners select their learning strategies.

There are also 2 items which have big percentages of students agreement from the aspect *learning activities,* item 25 *"I rehearse and revise new lessons"* (60%) and item 33 *"I raise relevant questions in teaching learning session"*(66,7%). Item 25 indicates

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[59] Fox RD, Bennett NL. Learning and Change: implications for continuing medical education. BMJ 1998;316:466-9

[60] Derek Bruff, Encouraged students to use multiple resources to improve understanding, Vanderbilt University [retrieved at : http://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources/Encouraged-Students-to-use-multiple-resources-eg-Internet-library-holdings-outside-experts-to-improve-understanding, on 10December 2017]

[61] Ummah Hanifatul, undergraduate thesis : "Self- directed learning of Senior High School Student in Learning English at Home School Pena" (UINSA Surabaya, 2016)

that most students rehearse the lesson outside the class. Rehearsal and revising the lesson may help students revisit their lesson as much as possible. Item 33 indicates that they are active students. Almost all the students ever ask relevant question on the teaching learning process. It will increase their participation in the class and encourage active learning.

Furthermore, there is 1 item which have big percentage of students' agreement from the aspect *Evaluation* and 1 item from aspect *Interpersonal skills.* Item 43: *" I value criticism as the basis of bringing improvement to my learning"*(60,7%), indicates that students need the feedback. They state that they value criticism to improve their learning, feedback can be something that helps make "students' product" stronger. Item 57: *"I identify the need for inter-disciplinary links for maintaining social harmony"(60%)*

c. The Low Level of Self-Directed Learning

Based on the findings, in this study; there is no students who indicate as "low self-directed learning" level. This level range between 60 to140.Its relief to know that there is no student in thesis seminar proposal course who get this score, because it means that students have already pass a half way or even successful to becoming a self-directed learning.

2. Major Factors Influence Self-Directed Learning Level of Student in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya

The students' self-directed learning level is caused by some major factors. In this study, the data of the major factors influencing students' self-directed learning level was obtained from the semi open-ended questionnaire result.Based on the findings, the researcher found 2 statements which reflect 2 factors of self-directed learning level (*Learning Environment Factors* and *Motivational Factors*). Those 2 major factors that influence self-directed learning levels are described below:

The first factor is ***Timely and Constructive Suggestion Factor***, it endorse by statement item 5: *"Good suggestion from the teacher helps students to directing their own learning, stimulate their thinking and motivate them"* that statement indicates that timely and constructive suggestion important to students. Almost every participant states the need for appropriate suggestions from the teacher during the process of engaging SDL in the learning process. They believed that timely and constructive suggestions during the learning process provided them with opportunities to reflect on their progress and to make further improvements. It is suitable with Bellon statement saying that suggestion is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning.[62] It confirmed by student 13 in interview:

> "*Teacher often tells us the good aspect in our PowerPoint slide, our contents and what can be improving in the future presentation*".

In the real class the students always get suggestion from the teacher. In the thesis seminar proposal course, teacher always gives oral suggestion after students presented their proposal. Teacher also gives written feedback when the students need to be able to refer to the feedback later. Oral feedback usually given by the teacher when there is too much information for the student. Teacher not only gives feedback for individual students, but also for groups of students or the entire class. Teacher giving feedback to individuals when teacher think individual needed to address their own performance or learning. However, inappropriate and unspecific suggestion from the teacher may cause confusion to students. It confirmed by student 4 in interview:

> "*I hope teacher can spend a bit more time to analyze the bad and the good aspect of our task because what we*

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[62] Bellon, J.J., Bellon, E.C. & Black, M.A (1991) Teaching from a Research Knowledge Base: a Development and Renewal Process. Facsimile edition. Prentice Hall, New Jersey, USA.

need not just general comments like "this is not good enough". We can never figure out what need to be done to make it better with that unspecific suggestion".

Whereas, David Boud state that the input of feedback is used to improved work.[63] So, teacher should not give students unspecific suggestion that cause confusion to students.

The second factor influence students' self-directed learning level is **Intrinsic Motivation Factor.** It endorse by statement item 10: *"Yes, I often spent more time to learn on interesting topic, but I will always do my best in every topic I get in the learning process because I have self-expectation that I must achieve in learning"* indicates that intrinsic motives influence their SDL in the learning process. Students believed that they could become motivated if the learning topic interested to them. It is suitable with Linnerbrink and Pintrich theory saying that student must have an interest in the domain in order to be intrinsically motivated.[64]

It occurs in the real class, in thesis seminar proposal course student demand to submit the proposal writing that they have already created in the end of the course. The lecturer let students to be free to choose what topics they want to use in their proposal. Although it is free to define the topic, teacher suggested that the topic chosen by the students should the current topic. Free topic selection makes the student motivated. It confirmed by students 13 in interview:

"One of the reasons why I motivated to finish this task is because I can use my own topic in my proposal. I visited library to read a lot and learn a lot about the topic because I was very interesting in that topic"

According to Deci and Ryan, intrinsic motivation is the desire to engage in an activity for student own sake.[65] Students believed that they could become motivated if the learning topic

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[63] Boud, David (2000): Sustainable assessement: rethinking assessment for the learning society. Studies in Continuing Education. Volume 2, No 22, Pages 158

[64] Linnenbrink, E.A., & Pintrict, P.R., (2002). Motivation As n enabler for Academic Success. School Psychology Review, 31(3), 313-327

[65] Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-determination in Human Behaviour.* New York: Plenum Press.

interesting, but they also have intrinsic desire to satisfy their curiosity and/or achieve their personal learning goals. This excerpt may connect between intrinsic interest and students being active in learning. For some students, their interest about the topic seems to encourage them to direct their learning process. Finally, there is a saying that says "there is no greater motivation than your own self".[66] This is accurate to describe how students develop their self-directed learning in their learning process. In this study, in which the student experience some levels of self-directed learning, intrinsic motives has a great contribution in influencing students' self directed learning levels.

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[66] Deci, E.L., & Ryan, R.M. (1985). *Intrinsic Motivation and Self-determination in Human Behaviour.* New York: Plenum Press

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and discussion of the study. The researcher concludes the findings of the study in the conclusion section. While in the suggestion section, the researcher suggests several matters that are needed to be taken into account.

A. Conclusion

Based on the findings, the researcher draws the conclusion as follows:

1. Students' Self-Directed Learning Levels in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya

Based on the finding, 90% of the students are categorized in "Moderate self-directed learning" level which means students have already pass a half way to becoming self-directed learners, but still need guidance from the teacher for improving. The rest 10% is categorized in "high self-directed learning" level which means students already becoming effective self-directed learners, but they still need to maintain their progress by identifying strengths and methods for consolidation of the students' effective self-directed learning. The categorization is based on the students' results of SRSSDL (Self Rating Scale of Self-Directed Learning). Within a scale of 60 to 300, the scores of the students range from 151 to 236. In short, among 30 students, almost all of them are categorized in "moderate self-directed learning" level which is 27 students. 3 of them is categorized in "high self-directed learning" level.

2. Major Factors Influence Self-Directed Learning Level of Student in English Teacher Education Department State Islamic University of Sunan Ampel Surabaya

Based on the findings, there are 2 statements which reflect 2 factors of self-directed learning levels. They are: a) timely and constructive suggestion (from the teacher), as many as 73,3% got from students as correspondence. b)

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Intrinsic motives, as many as 73,3% got from students as correspondence.

B. Suggestion

After conducting this research and get the result of the research, there are some suggestions for students, teacher and for the next researcher. Based on the findings, the students should keep developing their self-directed learning skill; they also should add more self-directed learning activities to improve their learning goals.

Teacher need to help students developing self-directed learning skill through giving the timely and constructive suggestion in the learning process and subtracting unspecific suggestion that cause confusion to students in finishing their thesis proposal. Constructive suggestion is important for the students because it will be provide them with opportunities to reflect on their progress and make further improvements. Despite that intrinsic motivation is the major factor influence self-directed learning, teacher need to consider students' interesting in designing the teaching materials to motivate them in learning. Teacher can set the class as students-centered class, in that situation when students involved in their own learning, they are more intrinsically motivated. Otherwise, motivation from the teacher also takes the important role for the students. Teacher need to promote a mastery goal, rather than a performance goal. Teacher may have high, but realistic expectations for the students. Teacher expectation can have powerful effect on students' performance. Teacher may set high enough expectation to challenge students and motivate them to do their best without students feel they are unattainable to achieve that. If students believe achievement is within their grasp, they will work toward that goal.

Some areas to study as suggestion to conduct further research are teacher's strategies to help students develop their ability to become self- directed learners. The other further research that can be investigated is the correlation between students' self-directed learning levels and their achievement

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