THE CORRELATION BETWEEN SELF-DIRECTED LEARNING (SDL) LEVELS AND STUDENTS' ENGAGEMENT (SE) LEVELS IN ENGLISH LANGUAGE LEARNING IN MTSN 02 SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

By:
Lailiyatul Qudsiyah
NIM D05214011

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL
SURABAYA
2019

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama   : Lailiyatul Qudsiyah

NIM   : D05214011

Semester   : X (Sepuluh)

Jurusan/Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Keguruan

        Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul *"The Correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels in English Language Learning in MTsN 02 Sidoarjo"* adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran sendiri.

        Demikian pernyataan ini dibuat dengan sebenar-benarnya, apabila pernyataan tidak sesuai fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggung jawaban sesuai ketentuan undang-undang yang berlaku.

Surabaya, 07 Juli 2019

Pembuat pernyataan,

Lailiyatul Qudsiyah
NIM. D05214011

ii

ADVISOR APPROVAL SHEET

This thesis by Lailiyatul Qudsiyah entitled "*The Correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels in English Language Learning in MTsN 02 Sidoarjo*" has been approved by Thesis Advisors for further approval by the Board of Examiners.

Surabaya, July 09th, 2019

Advisor I,

Rizka Safriyani, M.Pd.
NIP. 198409142009122005

Advisor II,

Hilda Izzati Madjid, MA
NIP. 198602102011012012

iii

EXAMINER APPROVAL SHEET

This thesis by Lailiyatul Qudsiyah entitled *"The Correlation between Self-Directed Learning Levels and Students' Engagement Levels in English Language Learning in MTsN 02 Sidoarjo"* has been examined on Tuesday, July 09th, 2019 and approved by the Board of Examiners.

Dean of Education and Teacher Training Faculty,

Prof. Dr. H. Ali Masud, M.Ag.M.Pd.I.
NIP. 196301231993031002

Examiner I,

Rakhmawati, M.Pd.
NIP. 197803172009122002

Examiner II,

H. Mokhamad Syaifudin, M.Ed., Ph.D.
NIP. 197310131997031002

Examiner III,

Rizka Safriyani, M.Pd.
NIP. 198409142009122005

Examiner IV,

Dr. Siti Asmiyah, M.TESOL
NIP. 197704142006042003

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : LAILIYATUL QUDSIYAH

NIM : D05214011

Fakultas/Jurusan : FTK / Pendidikan Bahasa Inggris (PBI)

E-mail address : lailiyatulqudsiyah05@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
☑ Skripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (................................)
yang berjudul :
THE CORRELATION BETWEEN SELF-DIRECTED LEARNING (SDL)

LEVELS AND STUDENTS' ENGAGEMENT (SE) LEVELS IN ENGLISH LANGUAGE

LEARNING IN MTSN 02 SIDOARJO

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 01 Agustus 2019

Penulis

(**Lailiyatul Qudsiyah**)
nama terang dan tanda tangan

v

ABSTRACT

Qudsiyah, Lailiyatul (2019). *The Correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels in English Language Learning in MTsN 02 Sidoarjo.* A thesis, English Education Department, Faculty of Tarbiyah and Teacher Trainning, UIN Sunan Ampel Surabaya. **Advisors: Rizka Safriyani, M.Pd., Hilda Izzati Madjid, MA.**

Key Words: *self-directed learning, students' engagement, English language learning.*

Self-directed learning is an approach to language learning: that the learner is trying to progress independently of a language classroom. Then, in the learning process, students' engagement is very important. In fact, not all students have high engagement in the learning process. Some previous studies found that the self-directed learning (SDL) affected students' engagement (SE) levels. This present study focuses on knowing and finding the correlation between self-directed learning (SDL) levels and students' engagement (SE) levels in English language learning. This study is quantitative research, specifically a correlational study. The data are gathered using two questionnaire sets to measure self-directed learning levels and students' engagement levels. The sample of this study are students of the 7th grade of Madrasah Tsanawiyah Negeri (MTsN) 02 Sidoarjo, who have been attended in English language learning. The findings indicate that the majority of students have moderate self-directed learning of English. Furthermore, the results showed that most of the students of MTsN 02 Sidoarjo have moderate students' engagement levels. The total score from both variables is calculated with the Pearson Product Moment Correlation, using SPSS 16.0 for Windows. The value of the Pearson coefficient is found to be (+)0.707 which indicates the positive and strong correlation between self-directed learning (SDL) levels and students' engagement levels in English language learning. Hence, the alternative hypothesis (H_1) of this study which states that there is a correlation between self-directed learning (SDL) levels and students' engagement (SE) levels, is accepted. This correlation result indicates that the higher of the students' self-directed learning levels, the more likely for them to have higher of their students' engagement levels. Hence, the teacher or lecturer of

English language learning needs to maintain the students' engagement by motivating and facilitating the students in their English learning.

ABSTRAK

Qudsiyah, Lailiyatul (2019). *The Correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels in English Language Learning in MTsN 02 Sidoarjo.* Skripsi, Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. **Pembimbing: Rizka Safriyani, M.Pd., Hilda Izzati Madjid, MA.**

Key Words: *pembelajaran mandiri, keterlibatan siswa, pembelajaran Bahasa Inggris.*

Pembelajaran mandiri merupakan sebuah pendekatan pada pembelajaran bahasa: yaitu siswa mencoba berkembang secara independen di kelas bahasa di mana guru mengarahkan pembelajaran. Kemudian, dalam proses pembelajaran, keterlibatan siswa sangatlah penting. Faktanya, tidak semua siswa memiliki keterlibatan yang tinggi dalam pembelajaran. Beberapa penelitian sebelumnya menemukan bahwa pembelajaran mandiri (SDL) memengaruhi tingkat keterlibatan siswa (SE). Penelitian ini berfokus untuk mengetahui dan menemukan korelasi antara tingkat pembelajaran mandiri (SDL) dan tingkat keterlibatan siswa (SE) dalam pembelajaran bahasa Inggris. Penelitian ini merupakan penelitian kuantitatif, khususnya penelitian korelasional. Pengumpulan data dilakukan menggunakan kuesioner untuk mengetahui tingkat pembelajaran mandiri pada siswa dan tingkat keterlibatan siswa dalam pembelajaran Bahasa Inggris. Sampel pada penelitian ini adalah siswa kelas 7 Madrasah Tsanawiyah Negeri (MTsN) 02 Sidoarjo, yang mengikuti pelajaran Bahasa Inggris. Dalam penelitian ini, mayoritas siswa MTsN 02 Sidoarjo memiliki tingkat moderate (tengah) pada pembelajaran mandiri. Selain itu, kebanyakan siswa memiliki tingkat keterlibatan siswa yang menengah. Skor total yang didapat dari korelasi Pearson dalam penemuan penelitian ini adalah (+)0.707 yang menunjukkan adanya hubungan yang positif dan kuat antara tingkat pembelajaran mandiri dan tingkat keterlibatan siswa dalam pembelajaran bahasa Inggris. Sehingga, hipotesis alternatif (H_1) yang menyatakan adanya hubungan antara tingkat pembelajaran mandiri dan tingkat keterlibatan siswa dalam pembelajaran Bahasa Inggris, diterima. Hasil korelasi ini menunjukkan bahwa siswa yang memiliki tingkat pembelajaran mandiri yang tinggi akan memiliki tingkat keterlibatan siswa yang tinggi juga. Oleh karena itu, guru atau dosen bahasa Inggris

perlu menjaga keterlibatan siswa dengan memotivasi dan memfasilitasi mereka dalam pembelajaran.

ix

TABLE OF CONTENTS

xi

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATION

1. **MTsN**   : Madrasah Tsanawiyah Negeri
2. **SMP**   : Sekolah Menengah Pertama (JHS)
3. **MAN**   : Madrasah Aliyah Negeri
4. **SMA**   : Sekolah Menengah Atas (SHS)
5. **UNESCO**   : United Nations of Educational, Scientific,
6. **UIN**   : Universitas Islam Negeri
7. **U.S**   : United State
8. **SDL**   : Self-Directed Learning
9. **SE**   : Students' Engagement
10. **ELT**   : English Language Teaching
11. **ELL**   : English Language Learning
12. **EFL**   : English Foreign Language
13. **L1**   : First Language
14. **L2**   : Second Language
15. **NSSE**   : National Survey of Student Engagement
16. **SRSSDL**   : Self-Rating Scale of Self-Directed Learning
17. **AT**   : Activity Theory
18. **A**   : Awareness
19. **LS**   : Learning Strategies
20. **LA**   : Learning Activities
21. **E**   : Evaluation
22. **IS**   : Interpersonal Skills
23. **BE**   : Behavioral Engagement
24. **EE**   : Emotional Engagement
25. **CE**   : Cognitive Engagement

CHAPTER I

INTRODUCTION

The comprehensive explanation around the background of the research, research problems, objectives of the research, hypothesis, significance of the research, scope and limitation of the research, and definition of key terms would be delivered in this chapter.

A. Background of the Study

The indicator of the successful learner is determined by understanding the material and passing the grade which is fixed by his/her learning process. Students' learning process can be seen from how he/she exploits his/her time for learning.

In the learning process, students' engagement is very important because students who are engaged would have a sense of pleasure in learning in school, studying in groups, and independent learning at home. Ganeshini states that when students are engaged during their learning in school, a positive attitude towards learning instilled; students will enjoy their lesson and appreciated the content taught.[1] Unfortunately, based on the result of National Survey of Student Engagement (NSSE) in Indiana University it is known that most students only exploit of their time to study while in the classroom and few students take advantage of their time to study outside the classroom.[2]

Self-directed language learning generally describes an approach to language learning: that the learner is trying to progress independently of a language classroom in which the teacher directs the learning. The term self-directed learner is sometimes associated more with the concept of the non-traditional adult learner; that is with a general concept of autonomy. It is used here, however,

---

[1] Sri Kanthan Ganeshini, *Strengthening Student Engagement in the Classroom* (Singapore: National University of Singapore, n.d. 2011), retrieved from www.math.nus.edu.sg.
[2] National Survey of Student Engagement, "Engagement Insight; Survey Findings on the Quality of Undergraduate Education - Annual Results 2017," *Indiana University Center for Postsecondary Research* (2017).

1

based on the definition offer by Benson, which is states that: "self-directed learning tend to refer simply to learning that is carried out under the learner's own direction, rather than under the direction of others."[3]

Individual personal factors can influence the learning process such as student attitudes in the learning process. The attitude of students in learning can be influenced by feelings of pleasure or displeasure at the performance of teachers, lessons, or the surrounding environment.[4] The attitude of students in the learning process is shown in the way students behave during the learning process.

Students' behavior in learning activities shows the level of student engagement at school. Student behavior such as ditching, chatting in class when the teacher is teaching, doing things that have nothing to do with learning activities, and not dressing in accordance with school rules are a form of student engagement in learning.[5] Engagement in learning activities is when students behave intensively, have emotional qualities, and students take time to be involved during learning activities.

Student engagement in school activities also has an influence on student learning outcomes. Kuh said that increasing student engagement has a significant positive influence on student learning and results.[6] Willms considers student engagement in schools as a very important school output, as a matter that directly affects academic achievement.[7] A study by Lippman and Rivers showed that students who are not involved with their school had a tendency to be low in achievement, often absent, even out of school.[8]

---

[3] Phill Benson, *Teaching and Researching Autonomy in Language Learning* (England: Pearson Education Limited, 2001), 34.

[4] Muhibbin Syah, *Psikologi belajar* (Jakarta: Pt RajaGrafindo Persada, 2003), 5.

[5] Jennifer A. Fredricks, Phyllis C. Blumenfeld, and Alison H. Paris, "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research* 74(1) (2004): 59–109.

[6] George D Kuh, "What Student Engagement Data Tell Us about College Readiness" (2007): 5.

[7] J. Douglas Willms, "Student Engagement: A Leadership Priority" *Ontario University in Conversation Reach Every Student* 3(2) (2011): 12.

[8] Laura Lippman and Andrew Rivers, "ASSESSING SCHOOL ENGAGEMENT: A GUIDE FOR OUT-OF-SCHOOL TIME PROGRAM PRACTITIONERS" (n.d.): 5.

Student engagement is one of the concepts to improve low levels of academic achievement, high levels of student boredom, dissatisfaction, and high rates of dropping out in urban areas. The findings of Glanville and Wildhagen indicated that student engagement decreases the number of school dropouts.[9] Student engagement in learning activities is described as an important variable to prevent and intervene in the phenomenon of dropping out.

Students are expect to carry out activities that show involvement in the school. Dunleavy and Milton said that for students to engage, students are expected to have self-directed learning and responsibility for learning they do.[10] Reeve explains that by having high self-directed learning, students will have high engagement.[11]

Self-directed learning is important for all students because with SDL students will hard try to solve their problems, if this process can occured deadlock then students can ask peers or instructors then explore and investigate solutions and other perspectives received. Self-directed learning makes students tend to be more responsible for their own learning process so that they will be more involved in the cognitive, affective, and social side. Research conducted by Ryan and Deci found that low self-directed learning became the highest cause of unsatisfactory learning activities.[12] Reeve explains that having self-directed learning become more emotionally positive, optimal in challenging choices, decrease the possibility of dropping out, and higher academic achievement.[13]

Based on preliminary research which has been done by the researcher, this study would be conducted at MTsN 02 Sidoarjo. This school is one of the Islamic favorite schools in Krian,

---

[9] Derek Lester, "A Review of the Student Engagement Literature," *College, Universities, and Schools* 7, no. 1 (2013): 8.
[10] Jodene Dunleavy and Penny Milton, "Student Engagement for Effective Teaching and Deep Learning," *Education Canada* 48, no. 5 (2010).
[11] Johnmarshall Reeve et al., 'Enhancing Students' Engagement by Increasing Teachers' Autonomy Support', *Motivation and Emotion*, vol. 28, no. 2 (2004), pp. 147–69.
[12] Richard M Ryan and Edward L Deci, "1: Overview of Self-Determination Theory: An Organismic Dialectical Perspective" (n.d.): 32.
[13] Reeve et al., "Enhancing Students' Engagement by Increasing Teachers' Autonomy Support."

Sidoarjo. Besides that, this school also have many program activity, such as English day, dhuha prayer, cultivate literation, etc.

The problems that have appeared are students have a different ability in understanding the material given by teacher between one and the other students. Based on the preliminary research it become an important problem for students. The students' difference ability in understanding material in the classroom can affect students' involvement in the learning process.

There have been previous studies in self-directed learning (SDL) and student engagement such as conducted by Jason Donald Arndt with the title "*Self-Directed Learning for English Language Learners.*"[14] The research intended to assist a motivated English language learner to take ownership of their own learning. The other research has came from student engagement which is done by Lathifah Ghoida Azhar with title "*Students' Engagement in English Learning.*"[15] The research focused on the characteristics of students' engagement in English learning at one of the Junior High Schools in Bandung. The researcher used qualitative research as a method. However, this study is a different investigation among two previous studies above. This study focuses on the correlation between student self-directed learning (SDL) and students' engagement (SE) in English language learning. Quantitative research would be used in this research.

Based on Dunleavy and Milton, they state that self-directed learning can increase student engagement.[16] Students who have self-directed learning will have high involvement in school. This is important for the school environment in order to create an atmosphere that supports the creation of self-directed learning. So as to increase student engagement. Therefore, the researcher conducted this research with an eye to discover the correlation between self-directed learning levels and students' engagement levels in English Language Learning in MTsN 02 Sidoarjo.

---

[14] Jason Donald Arndt, "Self-Directed Learning for English Language Learners," *Tamagawa University* (2017): 21.

[15] Lathifah Ghoida Azhar, "Students' Engagement in English Learning" (Universitas Pendidikan Indonesia Bandung, 2013).

[16] Dunleavy and Milton, "Student Engagement for Effective Teaching and Deep Learning."

B. Research Questions

Connecting to the background of the study earlier drafted above, the problems of the research are:

1. What is the level of self-directed learning (SDL) in English language learning?
2. What is the level of student's engagement (SE) in English language learning?
3. What is the correlation between self-directed learning (SDL) levels and students' engagement (SE) levels in English language learning?

C. Objectives of the Study

Considering the statements of the research problems, this research is expected:

1. To find out the level of self-directed learning in English language learning of MTSN 02 Sidoarjo.
2. To find out the level of student's engagement in English language learning of MTsN 02 Sidoarjo.
3. To examine the correlation between self-directed learning level and student engagement levels in English language learning of MTSN 02 Sidoarjo.

D. Hypothesis

A provisional answer to research questions by reason of the answer is only derived from interrelated theory was called the hypothesis. Thus, the hypothesis is not the answer which is evidence-based from the data.[17] This research has an independent variable which is self-directed learning (SDL) and a dependent variable which is students' engagement levels. There are two hypotheses to reply the research question:

---

[17] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuatitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2016), 96.

1. The H_1 (Alternative Hypothesis) of this study is there is a significance correlation between self-directed learning (SDL) with students' engagement levels in English language learning.
2. The H_0 (Null Hypothesis) of this study is there is no correlation between self-directed learning (SDL) and students' engagement levels in English language learning.

E.   The Significance of the Research

In this spot, the researchist describes the significance of this study. The outcomes of this study are supposed can grant a subscription to all types of humanity.

1. For Readers

This research will contribute recent knowledge and more information to the readers around the correlation between Self-Directed Learning (SDL) levels and Students' Engagement (SE) levels.

2. For teachers or lectures

After knowing this study, the teachers or lectures will be conscious of the correlation of Self-Directed Learning (SDL) that can encourage students' engagement. Then, they know how to increase self-directed learning and student engagement. Besides, they will know the levels of self-directed learning and students engagement and how to overcome it.

3. For the researcher

The outcomes of this study are also meaningful for the next researcher who wanted to do research in this field. It implies that this study could be the previous study for the next researcher who desired to do their research revealed to the correlation between self-directed learning (SDL) levels and students' engagement levels in English language learning. The next researcher may try to find the correlation in self-directed learning or students' engagement with other variables.

F. Scope and Limitation

1. Scope of the research

    The scope of this research are Self-Directed Learning (SDL), specifically the level of Self-Directed Learning (SDL) in English language learning, and students' engagement, specifically the level of students engagement in English language learning. This study investigates the relationship between Self-Directed Learning (SDL) levels and students' engagement (SE) levels in English language learning, in which this research focuses on if there is any correlation between those two variables of the research.

2. Limitation of the research

    The limitation of this research is within the learners of MTsN 02 Sidoarjo who are the students in the 7th grade of the 2018/2019 school year.

G. Definition of Key Terms

    Here are the definitions of the key terms based on the perspective of this study or in other words the terms below are defined operationally.

a. Correlation

    Correlation study is used when the researcher relates two or more variables to see if they influence each other. It is shown by numbers that indicate the direction and strength of the relationship between two or more variables. In this case, the direction is expressed in the form of a positive or negative relationship, while the strength of the relationship is expressed in the magnitude of the correlation coefficient.

b. Self-Directed Learning (SDL) Level

    Self-directed learning is an increase in knowledge, skills, achievements, or personal development that is chosen and carried by an individual by his or her own attempt to use

any strategy under any situations at any time.[18] Briefly, self-directed learning is an individual effort to improve his or her knowledge, skills, achievements, personal development by using its own method. Here, the researcher adapts from Grow's Theory to divide the levels of self-directed learning.[19] They are dependent, interested, involved and self-directed.

c. Students' Engagement Level

Students' engagement is bound with the interaction among the period, accomplishment and more linked origin by both learners and their schools that proposed to make best for the learners' incident enlarge the knowledge output and growth learners and the achievement, and prestige of the schools.[20] Concisely, students' engagement is the involvement of students in learning activities in the classroom both in behavior, cognition, and emotions to improve learning outcomes and individual student development. Based on Schlechty's theory there are five students' engagement levels.[21] They are; rebellion, retreatism, ritual compliance, strategic compliance, and authentic engagement.

d. English Language Learning

English language learning is refers to as the subject that must be learned in the schools in Indonesia. Moreover, in MTsN 02 Sidoarjo, English language learning as a foreign language is a lesson that must be learned. Besides, English language learning will be tested on national examinations held in Indonesia simultaneously.

---

[18] Maurice Gibbons, *The Self-Directed Learning Handbook; Challenging Adolescent Students to Excel* (San Fransisco: Jossey-Bass, 2002), 2.
[19] Gerald O. Grow, "Teaching Learners To Be Self-Directed," *Adult Education Quarterly* 41, no. 3 (September 1991): 125–149.
[20] Vicki Trowler, *Students' Engagement Literature Review* (Department of Educational Research: Lancaster University, 2010).
[21] Phillip C. Schlechty, *Engaging Students: The Next Level of Working on the Work* (San Francisco: Jossey-Bass, 2011), 15.

CHAPTER II

REVIEW OF RELATED LITERATURE

A summary information around theories which support the study containing a review of revealed literature and some previous research revealed to the theme of this study would be presented in this chapter. The theories revealed are including self-directed learning, students engagement, self-directed learning in ELT, students' engagement in ELT, level of self-directed learning, and level of students' engagement.

A. Review of Related Literature

1. Self-Directed Learning (SDL)

a. The Definition of Self-Directed Learning (SDL)

Derived from Knowles statement that self-directed learning was a manner in which students took creativity, with or without the support from others, in identifying their learning necessaries, stating learning targets, diagnosing human and material resources for learning, selecting and performing suitable learning methods and assessing learning results.[22] Gibbons suggests that self-directed learning (SDL) is a skill where a student was able to determine his own and chose the goals he/she wants to achieve, plans strategies to be carried out, try to solve problems, manages himself, and evaluated thinking and performance which has been done.[23] These skills would enhance individual knowledge and achievements. Self-directed learning (SDL) implies the learning that is free to determine the direction of plans, sources, and decisions to

---

[22] Malcolm S. Knowles, *Self-Directed Learning: A Guide for Learners and Teachers* (Chicago: Association Press, 1975); Sharan B. Merriam and Laura L. Bierema, *Adult Learning: Linking Theory and Practice*, First edition., The Jossey-Bass higher and adult education series (San Francisco, CA: Jossey-Bass, a Wiley brand, 2014).
[23] Gibbons, *The Self-Directed Learning Handbook*.

9

achieve academic goals. The SDL process changes the role of the learner or the instructor to become a facilitator of the learning process.

b. *The Levels of Self-Directed learning (SDL)*

Grow classifies self-directed learning in four stages. They are the following.[24]

Table 2. 1 Levels of Self-Directed Learning by G. Grow

Level	Student	Teacher	Examples
Level 1	Dependent	Authority Coach	Coaching with immediate feedback. Drill. Informational lecture. Overcoming deficiencies and resistance
Level 2	Interested	Motivator, Guide	Inspiring lecture plus guided discussion. Goal-setting and learning strategies.
Level 3	Involved	Facilitator	Discussion facilitated by a teacher who participates as equal. Seminar. Group projects.
Level 4	Self-Directed	Consultant, Delegator	Internship, dissertation, individual work or self-directed study – group.

---

[24] Gerald O. Grow, "Teaching Learners To Be Self-Directed," *Adult Education Quarterly* 41, no. 3 (September 1991): 125–149.

Table 2.1 summarizes the levels or the stages of Self-Directed Learning developed by Gerald O. Grow. There are four levels of Self-Directed Learning. Here, the explanation of them.

1) **Dependent**

Dependent learners need an authority figure to give them explicit directions on what to do, how to do it, and when. For these students, learning is teacher-centered. Dependent learners in self-directed learning (SDL) are the poorest level, because they need the guidance from the instructor.

2) **Interested**

The learners are interested or interest-able. They respond to motivational techniques. They are willing to do assignments they can see the purpose of. They are confident but may be largely ignorant of the subject instruction. These are what most school teachers known as "good students." Interested learners in self-directed learning (SDL) are the intermediate or moderate level, because they can see the purpose of learning but sometimes they ignorant the teachers' instructions.

3) **Involved**

In this stage, learners have skill and knowledge, and they see themselves as participants in their own education. They are ready to explore a subject with a good guide. They will even explore some of it on their own. But they may need to develop a deeper self-concept, more confidence, more sense of direction, and a greater ability to work with and learn from others. Thus, involved learners can be classified as the high level of self-directed learning.

4) **Self-Directed**

Self-directed learners set their own goals and standards with or without help from experts. They use experts, institutions and other resources to pursue the

goals. Learners at this stage were both able and willing to take responsibility for their learning, direction, and productivity. Furthermore, the self-directed learners here, can be characterized as the highest level of Self-Directed Learning (SDL) based on Grow.

Self-direction is the basis of all learning; be it formal or informal. The effectiveness of learning is relative to an individual's motivation. All individuals are capable of self-directed learning but the degree of development varies due to their individual differences. It is important that both educators or teacher and learners have a clear understanding of the concept and nature of self self-directed learning skills for its further development. Educators, in this context, have added the responsibility of developing learners' full potential effective self-directed learning through building and maintaining a harmonious team relationship.

Williamson developed the Self-Rating Scale of Self-Directed Learning (SRSSDL) and categorized it subordinate to five extensive fields of self-directed learning.[25] They are the following:

1) Awareness

It is revealing to learners' comprehending of the aspects assisting to forming self-directed learners. Self-awareness is an alternative to maximize learning for students because awareness is an important principle for students in acquiring knowledge and education. Awareness begin with basic knowledge or some kind of rudimentary ability to know or realize what is happening.

2) Learning Strategies

It is analyzing the varied approaches self-directed learners ought to adopt with an eye to become self-directed in their learning action. The

---

[25] Swapna Naskar Williamson, "Development of a Self-Rating Scale of Self-Directed Learning," *Nurse Researcher* 14, no. 2 (January 2007): 66–83.

learning strategies in self-directed learning are the students involve in group discussion, they has study buddy, and they can decide learning strategies.

3) Learning Activities

It is certaining the required learning activities, learners ought to be aggressive engaged with an eye to become self-directed in their learning processes. The learning activities in self-directed learning are the students able to use mind mapping as their learning method, they able to use technology to improve their learning, and they can connect their English knowledge with the reality of their life.

4) Evaluation

It is relating students' characteristic associated in order to assist observed their learning activities. The evaluation in self-directed learning are the students able to correct their works, they can identify the material that had been mastered, and they able to observe the development of their learning.

5) Interpersonal Skills

It was relating to learners' skills in interpersonal relationships, which are pre-requisite to their becoming self-directed learners. Interpersonal skills in self-directed learning are the students intend to learn more the knowledge or English knowledge, they can share information with other people, and they can express their views freely.

The categorization of the Self-Rating Scale of Self-Directed Learning (SRSSDL) items up to five broad areas allows for specific areas where students lack abilities in their self-directedness to be identified and support offered.

c. Self-Directed Learning (SDL) in English Language Teaching (ELT)

Self-Directed Learning is the ways that individuals develop their own skills and their involvement and commitment to their own learning processes. SDL is a necessary skill for the development of long-life learning and for learners who want to develop their capacities to construct knowledge autonomously. The use or promotion of SDL has been implemented in different institutional contexts, and many researchers have reported benefits and positive effects when promoting this skill. In general, SDL refers to: "Learner's Autonomous ability to manage his or her own learning process, by perceiving oneself as the source of one's own actions and decisions as a responsibility towards one's own lifelong learning. In an instructional context, it means that students are able to take initiative, with or without a teacher, in making decisions concerning their own learning."

Thus, self-directed learning plays a key role in the development of tasks designed to develop and enhance in EFL students. Duque and Cuesta argue that a high degree of awareness about learning strategies leads students to become more responsible for their own results.[26]

Knowles also states that students who are proactive learners will learn more and remember it better than those who are reactive learners. Based on Knowles' observations, the autonomous learner is more likely to be invested in their learning and more likely to be successful in their language learning experience. Benson argues that it is the natural progression for language learners to take control of their learning. He reasons that if learners lack autonomy, they are capable of developing it. Furthermore, Benson emphasizes that autonomous language learning is more effective for the learner than dependent language

---

[26] Adriana Duque Micán and Liliana Cuesta Medina, "Boosting Vocabulary Learning through Self-Assessment in an English Language Teaching Context," *Assessment & Evaluation in Higher Education* 42, no. 3 (April 3, 2017): 398–414.

learning.[27] King recognizes the important learner autonomy has in relation to language learning precisely because it allows the student to gain control of their language acquisition.[28] It is reasoned that the more a student has control over their learning, the more invested they will become in their growth as a language learner. For these reasons, autonomous learning has the potential to greatly increase student learning through self-empowerment.

Autonomous learning is done outside of the traditional classroom therefore, more flexible in its environment and content. Reinders and White attribute four modalities to autonomous learning: location, formality, pedagogy, and locus control. Location refers to the setting in which learning takes place.[29] Some universities and language learning institutions have self-access learning centers in which dedicated learning advisors assist language learners on their path toward autonomy. Formality refers to the degree to which learning is linked to organized courses. Pedagogy refers to the degree to which actual teaching is involved. Locus of control means how much control the student has over the choices for their learning.

The desired outcome of the self-directed learning process is for the English language learner to take responsibility for their own learning. Research shows that students who are more invested in their learning experience are more likely to be successful language learners.[30] Those learners are better able to focus on the

---

[27] Phill Benson, "What's New in Autonomy?," *Hong Kong Institute of Education* (2011): 4.

[28] Murray Fisher, Jennifer King, and Grace Tague, "Development of a Self-Directed Learning Readiness Scale for Nursing Education". *Nurse Education Today.* Harcourt Publishers Ltd (2001) 21, 516-525

[29] Hayo Reinders and Cynthia White, "20 YEARS OF AUTONOMY AND TECHNOLOGY:," *Language Learning* (n.d.): 12.

[30] Jo Mynard, "The Role of the Learning Advisor in Promoting Autonomy," *Kanda University, Japan* (2011): 6; Hayo Reinders, "Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills," *Australian Journal*

skill areas that are most needed in order to meet their language goals.

According to Reinders, students will likely need training and a large amount of support before they can become autonomous learners. Language advising is a form of learning support in which guidance is provided to students about their language learning.[31] Whereas teaching and tutoring focus directly on the language itself, advising focuses oh how the students should go about learning the language. A language advisor is highly recommended to help raise the students' awareness of the potential for learning outside the classroom and preparing students for self-directed language learning.[32]

Several factors contribute to the success of the self-directed language learner. In a study on the benefits of self-directed learning, Du found that students with previous experience in self-study at the university level are more likely to have a positive learning experience. Also, students' self-efficacy is linked to performance in his project. Du reported that students who excelled in the project shared these traits: self-confidence, a willingness to take risks, a drive to attain goals, and a strong intellectual curiosity.[33]

The largest potential problem with autonomy and self-directed learning is that the students must remain disciplined. A significant amount of self-motivation and critical reflection are required to undertake and pursue autonomous learning. It is the responsibility of the students and the advisor to hold the student accountable if they do not complete their work or if they do not take time

of Teacher Education 35, no. 5 (January 1, 2010), accessed December 11, 2018, http://ro.ecu.edu.au/ajte/vol35/iss5/4.

[31] Reinders, "Towards a Classroom Pedagogy for Learner Autonomy."

[32] Hayo Reinders, "THE WHAT, WHY, AND HOW OF LANGUAGE ADVISING" (2008): 7.

[33] Fengning Du, "Student Perspectives of Self-Directed Language Learning: Implications for Teaching and Research," *International Journal for the Scholarship of Teaching and Learning* 7, no. 2 (July 1, 2013), accessed November 15, 2018, http://digitalcommons.georgiasouthern.edu/ij-sotl/vol7/iss2/24.

to study. A language teacher, language counselor, or other educational professionals that advise the student is a valuable asset to help prevent attrition. Drawing on Self-Determination theory, we all have a universal desire to connect with other people.[34] The relationship between in their search for autonomy in language learning. The advisor may provide the student with the incentive to continue on their desired path toward English language acquisition.

2. Students' Engagement (SE)

a. The Definition of Student Engagement

Derived from Trowler's perspective, students' engagement is bound with the interaction among the period, accomplishment and more linked origin by both learners and their schools that propose to make best for the learners' incident enlarge the knowledge output and growth learners and the achievement, and prestige of the schools.[35] Then Krause and Coates indicate that engagement is the quality of effort students themselves devoted to educationally purposeful activities that contribute directly to desired outcomes.[36] So, students' engagement can be defined as the quality of their effort toward the class that automatically results in the learning outcome.

Fredricks, Blumenfeld, Paris, Skinner, Furrer, Marchand, Kindermand & Wellborn (cited in Jang, Reeve, and Deci) state that engagement has to consider their behavior and emotional quality.[37] Besides that, Trowler

---

[34] Karen A. Miller, Edward L. Deci, and Richard M. Ryan, "Intrinsic Motivation and Self-Determination in Human Behavior," *Contemporary Sociology* 17, no. 2 (March 1988): 253.

[35] Trowler, *Students' Engagement Literature Review*.

[36] Kerrie Lee Krause and Hamish Coates, *Students' Engagement in First Year University* (Australia: Griffith University Australia, 2008).

[37] Hyungshin Jang, Johnmarshall Reeve, and Edward L Deci, "Engaging Students in Learning Activities: It Is Not Autonomy Support or Stucture but Autonomy Support and Stucture," *American Psychological Association* 102 (2010): 588–600.

argues three aspects of students' engagement.[38] They are as the subsequent below:

1) Behavior engagement

   Learners who are behaviorally engaged should characteristically fulfill with behavioral standards, such as presence and participation, and should establish the nonattendance of irritant or effect-less behavior.

2) Emotional engagement

   Learners who engage emotionally should feeling impression impacts such as attention, excitement, or inclusive feeling.

3) Cognitive engagement

   Cognitively engaged learners should be infused in their awareness, should search to start forth the necessities and should take pleasure in defiance. It intends the learners will create an attempt in their school.

Moreover, Jones's perspective the students' engagement level can be denominated from the features of students' engagement. They are emphatic body language, continual concentration, interest and happiness, personal concern, explication of studying, the significance of the action, accurate thought, and directive implementation.[39]

a) Emphatic body language

   Learners reveal body manners that represent hearing and care to the teacher or other learners. It contains their eye ignition, head position, learning front, and behind, and the place of their hand.

---

[38] Trowler, *Students' Engagement Literature Review*.
[39] Richard D. Jones, *Strengthening Students' Engagement* (International Center for Leadership in Education, 2008).

b) Continual concentration

Learners are distinguished on the schooling activities with the smallest interruption incorporating the consideration that designates they interest with the activities.

c) Verbal participation

Learners express their thinking and respond which signify they are enthusiastic learners. For instance, they inquire thing that suitable for tuition, allow their thinking regarding the course, and contemplate an issue that they gain in the school.

d) Student confidence

Learners exhibit credence in performing their assignments with the restricted instructor or permission seeking and aggressive in the contribution of group-based action.

e) Interest and happiness

Learners display consideration, spirit and put on conclusive amusement. Students exhibit interest and enthusiasm and use positive humor.

f) Personal concern

Learners believe comfy in request assistance or inquiry. Students feel comfortable seeking help and asking questions.

g) Explication of studying

Learners can explain the objective of the course or unit to be exact than representing the hustle based on the material of the day. Students can describe the purpose of the lesson or unit. This is not the same as being able to describe the activity being done during class.

h) Significance of action

Learners understand that the activities are attractive, stretching, and interrelated to education. Students find the work interesting, challenging, and connected to learning.

i) Accurate of thought

Learners can be doing on intricate matters, produce settlements by themselves, and depict on the excellence of their performance. Students work on complex problems, create original solutions, and reflect on the quality of their work.

j) Directive implementation

Learners understand what goodness of effort is and how it will be evaluated. They can assess the excellence of their work/performance. Students understand what quality work is and how it will be assessed. They also can describe the criteria by which their work will be evaluated.

Deliberating those theories, the researcher deduces that in quantifying students' engagement levels, the researcher has to ponder the specifics of students' engagement, it contains learners' attitude, affective and cognitive in the classroom.

b. The Levels of Student Engagement (SE)

People who are engaged do tend to be on task, and sometimes they find to be entertaining. To be engaged, however, is to invest energy beyond that needed simply to get by. Engagement is active it requires the students to be attentive as well as in attendance: it requires the student to be committed to the task and find some inherent value in what he or she is being asked to do.

To assess engagement it is necessary to determine both the level of the effort a student is expanded and the meaning and significance the student attaches to the tasks he or she is assigned.

Schlechty classifies student engagement level in 5 levels, they are authentic engagement, ritual compliance, passive compliance, retreatism, and rebellion.[40]

Table 2. 2 Levels of Student Engagement based on P. Schlechty

Level	Classification	Criterion
Level 5	Authentic Engagement	High Attention + High Commitment
Level 4	Strategic Compliance	High Attention + Low Commitment
Level 3	Ritual Compliance	Low Attention + Low Commitment
Level 2	Retreatisme	No Attention + No Commitment
Level 1	Rebellion	Diverted Attention + No Commitment

Table 2.2 summarizes the levels of Student Engagement developed by Phillip C. Schlechty. The levels will be explained below.

1) **Authentic Engagement**

Authentic engagement is the highest level of student engagement. In this level, the students are immersed in work that has a clear meaning and immediate value to them, for instance, he/she like reading a book on a topic of personal interest. The characteristics of the students in this stage are persistence, sustained inquiry, self-direction, playfulness with contents, and unprompted transfer of understanding.

2) **Strategic Compliance**

The work has little or no immediate meaning to students, but there are extrinsic outcomes of value that keep them engaged, for example, they earn grades

---

[40] Phillip C. Schlechty, *Engaging Students: The Next Level of Working on the Work* (San Francisco: Jossey-Bass, 2011), 15.

necessaries for college acceptance. This level is characterized by a clear effort, some creativity, focus on directions and task completion in order to meet extrinsic standards for motivation.

3) Ritual Compliance

In this stage, students see little or no meaning in the assigned work but expend effort merely to avoid negative consequences, she or he is not having to stay in during recess to complete work. The passive compliance' characters are a minimal effort made only to mitigate 'consequences' or other negative 'punishers': no creativity, genius, curiosity, or transfer.

4) Retreatisme

In this level, students are disengaged from assigned work and make no attempt to comply but they are not disruptive to the learning activity. Commonly, the students have characters such as little to no effort, productivity, or progress: no demonstrated inquiry, affection, or interest in the content, collaborations, or task.

5) Rebellion

On the contrary to authentic engagement, rebellion is the lowest level of engagement. In this stage, students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities. Rebellion is characterized by zero demonstration; outright disruption and defiance.

c. *Students' Engagement (SE) in English Language Teaching (ELT)*

Engeström extended design of activeness network had been conceived to clarify the students' engagement by studying second language.[41] As activeness environments certainly had general categories and coexisting a variety of correlation with others, the illustration of the class contexture is formated to contain these numerous correlation.

---

[41] Yrjö Engeström, "Activity Theory and Individual and Social Transformation," in *Perspectives on Activity Theory*, ed. Yrjo Engestrom, Reijo Miettinen, and Raija-Leena Punamaki (Cambridge: Cambridge University Press, 1999), 19–38, accessed December 11, 2018, https://www.cambridge.org/core/product/identifier/CBO9780511812774A011/type/book_part.

**Table 2. 3: Students' Engagement with Second Language
Learning in Activity Theory**

Mediating Artefacts	- Language studying selection
	- Confidence
	- Books
	- Contemporary Technology
	- First Language and Second Language
Subjects	- Learners
Objects	- Obtained Adequate second language competence
	- Getting Test Grade
	- Expanding individual compassion
Rules	- Team regulation
	- Classroom regulation
	- Second language schools and college rules
Community	- Second language classrooms
	- Second language instructors
	- Second language schools and colleges
	- Relative
	- Pair systems
	- Work
	- Large societies
Division of Labour	- Timework to other second language students or wearer

Table 2.3 condenses the implementation of Activity Theory (AT) to the students' engagement toward second language studying, the subject is second language student. The object of the activity contains the miscellaneous situation of studying which relied on the personal learner. It can be, for example, obtaining adequate second language competence, getting test grades, expanding individual

compassion, etc. The equipment employs could also relied on personal student, but they content Language studying selection, confidence, and may contain books, contemporary technology and the tongue itself, as well as first language and second language. The student as a social being existed in a kind of language societies. Accordingly, the society in this study would be, amongst others, second language classroom, second language instructors, second language schools and colleges, dormitory, relative, pair systems, work, and the larger society. Regulations would contain team regulations, classroom regulation, or second language schools and colleges instruction for the lesson. Indeed, the student corresponds to regulations of studying and applying the second language. Eventually, classification of labor should be essentially concentrated to the courses cooperation to other second language students or wearers. It can be that occasionally interpreted aspects might potency resisted one another and in such problems, strains might appeared. From inside of study sight, second language learning is the strategy of encountering and solving strains; however, if the strains insist, second language learning frozen, while whether the second language students can overcome the strains, they can obtained a advance level of second language proficiency and second language learning pleasure.

All the aspects of the activeness network clarifies up to now are personal unities. Personal student investigates these aspects in characteristic approaches to fulfill their own idea and to row up toward their own views.[42] The human resources and learners in the activeness of studying the second language also personally clarifies their action in activity theory. Personal subjectively forms their own aims and act in approaches that were mediated by their own choice of equipment, containing studying selections. They

---

[42] Danuta Wanda Bass-Dolivan, "Students' Engagement with Second Language Learning: A Sociocultural Approach, Doctor of Phylosophy Thesis" (University of Wollongong, 2011), http://ro.uow.edu.au/theses/3357.

has individual perspectives of the society and of the regulations and classification of labor.

3. **The Correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels in English Language Learning (ELL)**

Originated in Linnenbrink & Pintrich's point, scholarly engagement has triplet concepts which behavioral, cognitive, and stimulation engagement.[43] Another scholar of engagement, Fredricks et al described that engagement in a variety attitude as behavioral engagement.[44] Behavioral engagement, as declared by Fredricks et al, assisted in positive studying. It accommodates learners' compliance to make enterprises, perseverance to scholar assignments, awareness in the classroom, and entanglement in class. In the attachment, fellowship in school-associated pursuits is contemplated as significant in behavioral engagement.

Fredricks and her colleagues summed cognitive engagement up into two themes: (1) as an investment of time in thinking about learning; and (2) as developing learning experiences using strategic skills.[45] Therefore, students who are cognitively engaged display a deeper level of learning by paraphrasing or summarizing materials or organizing knowledge with concept maps or outlines or we can call it they do self-directed learning. Students demonstrate effort in tasks when they are being engaged cognitively in monitoring and regulating their learning by reflecting on their own thinking, actions, and behavior.[46] So, students who have self-directed

---

[43] Elizabeth A. Linnenbrink and Paul R. Pintrich, "The Role of Self-Efficacy Beliefs in Student Engagement and Learning in the Classroom," *Taylor & Francis Group* 19 (2003): 119–137.
[44] Fredricks, Blumenfeld, and Paris, "School Engagement: Potential of the Concept, State of the Evidence."
[45] Fredricks et al., *Measuring Student Engagement in Upper Elementary Through High School: A Description of 21 Instruments*, 2011.
[46] Linnenbrink and Pintrich, "The Role of Self-Efficacy Beliefs in Student Engagement and Learning in the Classroom."

learning display a deeper level of learning in cognitively engaged.

Self-directed learning is important for all students. Self-directed learning makes students tend to be more responsible for their own learning process so that they will be more involved in the cognitive, affective, and social side. Research conducted by Ryan and Deci found that the low self-directed learning became the highest cause of unsatisfactory learning activities.[47] Reeve explained that having self-directed learning becomes more emotionally positive, optimal in challenging choices, decrease the possibility of dropping out, and higher academic achievement.[48]

B. Previous Study

There are some studies related to the current study:

The first previous study has been done by James Boyd Canipe with the title "*The Relationship between Self-Directed Learning and Learning Styles*."[49] The study was aimed to examine the relationship between self-directed learning readiness and learning styles. The research design of this study was the mixed method of two research designs was employed: correlational and causal-comparative. The results of this research suggest that there are no significant differences between self-directed learning readiness and four learning styles as defined by the LSI ($p> 0.05$). Thus, self-directed learning readiness in this study appears to occur across all learning styles, instead of being identified with a particular learning style.

The second previous study was conducted by Jason Donald Arndt with the title "*Self-Directed Learning for English Language*

---

[47] Ryan and Deci, "1: Overview of Self-Determination Theory: An Organismic Dialectical Perspective."

[48] Reeve et al., "Enhancing Students' Engagement by Increasing Teachers' Autonomy Support."

[49] James Boyd Canipe, "The Relationship between Self-Directed Learning and Learning Styles" (Tennessee University, 2001).

Learners."[50] The study was aimed to raise student's awareness about possibilities and directions their self-directed learning can take. This study intended to assist a motivated English language learner to take ownership of their own learning process and become an autonomous language learner who can direct their course of study in the manner that is most beneficial for him-self or her-self. The research design of this study is a descriptive qualitative method. The result of the study was how the learners can take ownership of learning English in order to hone the language skills needed to participate in the academic and the post-academic English speaking world.

The third previous study has been done by Asude Balaban Dagal and Dilan Bayindir with the title "*The Investigation of the Level of Self-Directed Learning Readiness According to the Locus of Control and Personality Traits of Preschool Teacher Candidates*."[51] The aims of this study were to investigate the relationship between the level of self-directed learning readiness, the locus of control and the personality traits of preschool teacher candidates. The survey method was used for this study. The research's result of this study indicated that there were the significants relationship between the level of self-directed learning readiness, "extraversion" and "conscientiousness" traits of personality and "personal control" subscale of the locus of control.

The fourth previous study was research was conduct by Lathifah Ghoida Azhar with title "*Students' Engagement in English Learning*."[52] The aim of this research was to find out whether the characteristics of students' engagement in English learning at one of the Junior High Schools in Bandung. The method of this research was qualitative research. She described the findings and data discussions. The result of this research can help teachers in improving students' engagement in English learning and enhancing their teaching skill.

---

[50] Arndt, "Self-Directed Learning for English Language Learners."

[51] Asude Balaban Dagal and Dilan Bayindir, "The Investigation of the Level of Self-Direcred Learning Readiness According to the Locus of Control and Personality Traits of Preschool Teacher Candidates," *International Electronic Journal of Elementary Education* 8(3) (2016): 391–402.

[52] Azhar, "Students' Engagement in English Learning."

The last previous study has been conducted by Rahayu D. S. with the title "*An Analysis of Students' Engagement Level in Outdoor and Indoor Class at English Intensive Grammar Class of MA Bilingual Krian.*"[53] This study was aimed to describe the students' engagement level in outdoor class and indoor class, to find out the students' engagement level in the indoor class, and to know the difference between students' engagement level in indoor class and students' engagement level in outdoor class. This study was designed using a qualitative research method. The result of this study showed that students' engagement level in the indoor class is higher than students' engagement level in outdoor class.

In general, the first, second, and third previous study have a similar topic which focused on self-directed learning and its relationship with others. Then, the fourth and fifth research has a similar topic with students' engagement.

Finally, there were five differences between these previous studies and the present study. The most previous studies focused on self-directed learning and students' engagement. But in this present study, the researcher focused on measuring the relationship between self-directed learning level and the level of students' engagement in learning English. This study was taken under consideration that students' activities to know their level in self-directed learning and students' engagement.

---

[53] D.S. Rahayu, "An Analysis of Students' Engagement Level in Outdoor and Indoor Class at English Intensive Grammar Class of MA Bilingual Krian" (Universitas Islam Negeri Sunan Ampel Surabaya, 2014).

CHAPTER III

RESEARCH METHOD

The elements of the study method employed in this research would be provided in this chapter. Those elements were research design and approach, data collection technique, population and sample, research instrument, and data analysis technique.

A. Research Design and Approach

A quantitative method design was using in this study. Discovering the correlation between self-directed learning (SDL) and students' engagement levels was the purpose of this study, the correlation field study design was the most compatible design. Appraising the value of the relationship between independent variables and dependent variables was the definition of correlation field study design.[54] In this research, the correlation study design was to verify the correlation between self-directed learning (SDL) as an independent variable and students' engagement levels as a dependent variable. A variable that occured naturally called independent variable. An independent variable had no manipulation over it and X was the emblem of the independent variable, whereas, Y is the emblem of the dependent variable, The dependent variable is a variable which was influenced by independent variable.[55] Consequently, a correlation field study was the reasonable research design for this research. The first variable in this research was self-directed learning levels and the second variable was students' engagement levels in English language learning.

Moreover, in this study in order to investigate the correlation between the two variables was using the analysis of the Pearson Product Moment Correlation. The concordance that denoted both

---

[54] Tharenou Phyllis, Ross Donohue, and Brian Coper, *Management Research Method* (New York: Cambridge University Press, 2007), 46.
[55] Ibid., 35.

30

the track of the correlation (negative or positive) and the amount of correlation among two variables was well-known a coefficient of correlation (normally served as by *r*). The dimension of coefficient of correlation is -1.00 to +1.00. The affirmative code anticipated the number was applied to show a affirmative correlation and a contrary code before the number showed a contrary correlation. Table 3.1 showed the coefficient of correlation amount of the Pearson Product Moment Correlation.

Table 3. 1 Coefficient of Correlation Amount

Coefficient of Correlation	Explanation
0.000 – 0.199	Very Forceless / poorest
0.200 – 0.399	Forceless / poor
0.400 – 0.599	Moderate / intermediate
0.600 – 0.799	Forceful / strong
0.800 – 1.000	Very Forceful / strongest

B. Population and Sample

Correspond to Creswell, a large group of people that used as a source of data represented the certain characteristic in a study called a population.[56] The students of Madrasah Tsanawiyah Negeri (MTsN) 02 Sidoarjo in the academic years 2018-2019 was the population or the subject of this research.

To eclectic the sample, this research used non-probability sampling. Non-probability sampling was a technique in which the researcher selects samples based on the subjective judgment of the researcher rather than random selection.[57]

---

[56] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research*, 4th ed. (Boston: Pearson, 2012), 21.
[57] Donald Ary et al., *Introduction to Research in Education*, 8th ed. (Belmont, CA: Wadsworth, 2010), 150.

The research took the location in Madrasah Tsanawiyah Negeri 02 Sidoarjo (MTsN 02 Sidoarjo), specifically at 7th grade of MTsN 02 Sidoarjo. The population was the students who have enrolled the self-directed learning and have students' engagement. All students in 7th grade of A, B, C, and D were the sample captured for this research. The researcher administrated the questionnaire via offline or the researcher was doing in the field to those students selected starting from May 2nd until 11th 2019. The overall of students' anwers gained for this study was 134 students who were enthusiastic to charge the questionnaire sets the researcher administered through offline blank as long as that pace.

This study was held in A, B, C, and D class of the 7th grade at MTsN 02 Sidoarjo. It was located at Junwangi Street, 01, Krian Sidoarjo. The researcher shared the questionnaire three times. The first was held on May 02nd, 2019 for B and C of the 7th grade at MTsN 02 Sidoarjo. The second was held on May 03rd, 2019 for D of the 7th grade at MTsN 02 Sidoarjo. The last session was held on May 11th, 2019 for A of the 7th grade at MTsN 02 Sidoarjo.

C. Research Instrument

A questionnaire was the instrument that used in this study in order to get the data from both variables. The questionnaire was the account of investigation in drafted blank on a scrap of paper linked to the issues of research to be inspected.

1. Self-Directed Learning (SDL) Questionnaire

In order to collected the data of self-directed learning, the researcher used a questionnaire set related to self-directed learning adapted from Swapna Naskar Williamson (see Appendix 1). Williamson divided those items into 5 factors into subscales, they were Awareness (A), Learning Strategies (LS), Learning Activities (LA), Evaluation (E), and Interpersonal Skills (IS).

After some discussions with the supervisor, expert, and validity test, the items of questionnaire were arranged become 46 questions items with 10 item were included into Awareness subscale, 9 items were in Learning Strategies, 7 items were in Learning Activities, 12 items were in Evaluation, and 8 items

were loaded into Interpersonal Skills. These question sheet items were patterned by a 5-point Likert Scale scaling instead of 1 (Never), 2 (Seldom), 3 (Sometimes), 4 (Often), and 5 (Always).

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

Table 3. 2 Blueprint of Self-Directed Learning (SDL) Questionnaire

No.	Subscale / Sub ratio	No. Item	Quantity
1.	Awareness	1,5,14,19,23,27,31,40,43,48	10
2.	Learning Strategies	2,6,15,20,24,28,32,44,49	9
3.	Learning Activities	7,11,29,33,37,41,45	7
4.	Evaluation	3,8,12,17,21,25,30,34,38,42,46,50	12
5.	Interpersonal Skills	4,9,13,18,22,26,39,47	8
		Total	46

As seen in Table 3.2, items number 1, 5, 14, 19, 23, 27 31, 40, 43, and 48 focused on the learners' perspectives about the meaningfulness of self-initiatives which was marked as Awareness subratio. Then, items number 2, 6, 15, 20, 24, 28, 32, 44, dan 49 represented the Learning Strategies subscale which was talking about the ability of learners to set a personal goal, identification and information retrieval, self-learning strategies, as well as the standard to be achieved by students. Next, the Learning Activities that focused on established learning activities that were owned and carried out by students

by students' learning was represented by items number 7, 11, 29, 33, 37, 41, and 45. The Evaluation subscale that focused of evaluating the progress of students' learning and assessing the quality of their work was represented by items number 3, 8, 12, 17, 21, 25, 30, 34, 38, 42, 46, and 50. Lastly, items number 4, 9, 13, 18, 22, 26, 39, and 47 stood for Interpersonal Skills subscale which focused on the students' ability to foster and maintain relationships with other people that could made them got knowledge from others.

2. Students' Engagement (SE) Questionnaire

        The questionnaire of Students' Engagement questionnaire which was expanded by Phyllis Blumenfeld and Jennifer Fredricks was applied as the device in this research (look Appendix 2). The ratio was developed for the study of the relationship between classroom context and engagement. The engagement has three subscales were then labeled as Behavioral Engagement (BE), Emotional Engagement (EE), and Cognitive Engagement (CE). After several deliberation with the advisor, expert, and validity test, the total matters were 32 questions items with 9 items focused on Behavioral Engagement, 9 items were Emotional Engagement, and 14 items were Cognitive Engagement. It was a 5-point Likert Scale question sheets where learners scaled themselves of students' engagement started from 1 (never) until 5 (always).

Never 1	Seldom 2	Sometimes 3	Often 4	Always 5

Table 3. 3 Blueprint of Students' Engagement (SE)
Questionnaire

No	Subscale	No. Item	Quantity
1.	Behavioral Engagement	1, 2, 3, 4, 5, 6, 8, 9, 11	9
2.	Emotional Engagement	12, 13, 14, 15, 16, 17, 18, 19, 20	9
3.	Cognitive Engagement	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34	14
		Total	**32**

On Table 3.3, there were nine matters that were matters issue 1, 2, 3, 4, 5, 6, 8, 9, and 10 which stood for Behavioral Engagement subratio. This subratio was around learners' own judgment with their behavior in classroom learning. The second subscale was Emotional Engagement which was reflected by matters issue 12-20. This subratio focused on learners' belief with their emotional engagement such as interest, pleasure, or belonging in the English classroom. Lastly, Cognitive Engagement subscale was about students' judgment toward how well they could involved in the English classroom.

D. Data Collection Technique

Assembling data was a systematic procedure and standard to attain data which was required. The data would be applied to clarify the problem to consider a hypothesis which had been patterned because data collection technique was a prominent step.[58] In this study, the researchist employed a questionnaire as the data accumulation method.

The data accumulation method applied in this study was modestly spreading the questions sheet to participators. It likewise

---

[58] Sofiyan Siregar, *Statistika Deskriptif Untuk Penelitian Dilengkapi Perhitungan Manual Dan Aplikasi SPSS Versi 17* (Jakarta: PT RajaGrafindo Persada, 2014), 130.

could be famous a survey method. There were two fits of the questionnaire shared at once time to the participators, they were self-directed learning level questionnaire which consisted of 46 close-ended questions and students' engagement level in English language learning which consisted of 32 close-ended questions. The researchist administered the questionnaire fits thru offline sheet, it means the researcher distributed fits on the sheet form directly to the respondents. Then, the data collected would be analyzed statistically using SPSS 16.00 for Windows and would be analyzed in some paces, that were testing the validity, reliability, and normality of the data, classifying the data, interpreting the data and concluding the data in order to answer the research questions stated on first chapter about introduction of research.

E. Data Analysis Technique

After assembled the data of students' self-directed learning (SDL) levels and students' engagement (SE) levels, the researcher analyzed, examined, interpreted and concluded the data of the research. In this research, the researchist analyzed the data from the method talked above. Those were clarified as following:

1. Validity Test

Validity test was finished for examining the questionnaire matters if that matters were descriptive and pertinent to the specific competence which was going to be quantified or not. The researchist was verifying the capacity validity of queries matters from duo questionnaire fits by deliberating every item with the validator instrument that had precise science reckoning with connected issue. After deliberation with the supervisor, expert, and validity test, in the resulted instrument named Self-Directed Learning, there were 46 items. Next, the Students' Engagement questionnaire consisted of 32 items.

In fact, after the data was distributed to the respondents or students. Then, the researcher did the validity test based on statistics. The purpose of this validity test was to find out whether or not the data was valid. In order to see whether or not the data was valid, then the column seen was "Corrected

Item-Total Correlation", categorized valid if $r_{hitung} > 0,1670$. To see the level of validity of all items in the questionnaire statements of self-directed learning (SDL) could be seen in the tables below.

a. **Self-Directed Learning**

Table 3. 4 The Results of Validity Test of Self-Directed Learning (SDL) Variable

Statement/Question	Corrected Item-Total Correlation	Conclusion
P1	0.392526	Valid
P2	0.320277	Valid
P3	0.493559	Valid
P4	0.399682	Valid
P5	0.603531	Valid
P6	0.383268	Valid
P7	0.494657	Valid
P8	0.434062	Valid
P9	0.408271	Valid
P11	0.406081	Valid
P12	0.301773	Valid
P13	0.466617	Valid
P14	0.564875	Valid
P15	0.200637	Valid
P17	0.246937	Valid
P18	0.468987	Valid
P19	0.351793	Valid
P20	0.361578	Valid
P21	0.180271	Valid

P22	0.254083	Valid
P23	0.517458	Valid
P24	0.356727	Valid
P25	0.351075	Valid
P26	0.194545	Valid
P27	0.581618	Valid
P28	0.530086	Valid
P29	0.411857	Valid
P30	0.378944	Valid
P31	0.48558	Valid
P32	0.396161	Valid
P33	0.289972	Valid
P34	0.430683	Valid
P37	0.336606	Valid
P38	0.505318	Valid
P39	0.356806	Valid
P40	0.323768	Valid
P41	0.397848	Valid
P42	0.473682	Valid
P43	0.375377	Valid
P44	0.207187	Valid
P45	0.373101	Valid
P46	0.417813	Valid
P47	0.376292	Valid
P48	0.249895	Valid
P49	0.428342	Valid
P50	0.444992	Valid
Total 46 items		

The results of validity test above in the table 3.4 indicated that all questions were valid because they have r_{hitung} value greater than the r table value, so this questions calculated was feasible if tested for the results of the study.

b. Students' Engagement

Table 3. 5 The Results of Validity Test of Students' Engagement (SE) Variable

Statement/Question	Corrected Item-Total Correlation	Conclusion
Q1	0.340075	Valid
Q2	0.503153	Valid
Q3	0.556752	Valid
Q4	0.295011	Valid
Q5	0.480849	Valid
Q6	0.327658	Valid
Q8	0.36163	Valid
Q9	0.197036	Valid
Q10	0.505872	Valid
Q12	0.613941	Valid
Q13	0.248235	Valid
Q14	0.415554	Valid
Q15	0.493078	Valid
Q16	0.493318	Valid
Q17	0.466489	Valid
Q18	0.369362	Valid
Q19	0.524225	Valid
Q20	0.497882	Valid
Q21	0.503527	Valid

Q22	0.3044	Valid
Q23	0.436128	Valid
Q24	0.330294	Valid
Q25	0.530889	Valid
Q26	0.533547	Valid
Q27	0.54917	Valid
Q28	0.403983	Valid
Q29	0.464995	Valid
Q30	0.473516	Valid
Q31	0.481557	Valid
Q32	0.355646	Valid
Q33	0.595879	Valid
Q34	0.471467	Valid
Total 32 items		

Table 3.5 showed the results of validity test above indicated that all questions were valid because they have calculated r_{hitung} value greater than the r table value, so this question was feasible if tested for the results of the study.

2. Reliability Test

Reliability test aimed to see the extent to which a measuring device could be trusted or relied upon if the measuring device was used repeatedly to measure the same symptoms. A questionnaire was called to be reliable if someone's answer to the question submitted was consistent over time. The Cronbach' Alpha was employed to quantify the reliability of questionnaire matters of Self-Directed Learning (SDL) and Students' Engagement (SE). Ideally, the minimal grade of Cronbach' Alpha coefficient of a ratio ought be over 0.700. The computation applying SPSS 16.0 for Windows had exhibited those the questionnaire fits were advancely reliable with the grade of Cronbach' Alpha was

0.901 for Self-Directed Learning (SDL) questionnaire and 0.898 for Students' Engagement questionnaire. For more detailed, it would be presented in the table below.

Table 3. 6 The Result of Reliability Test

NO	VARIABLE	Cronbach α	CONCLUSION	EXPLAIN
1	Self-Directed Learning (SDL)	0,901	Reliable	Because of Cronbach > 0,7
2	Students' Engagement (SE)	0,898	Reliable	Because of Cronbach > 0,7

The data above showed that all Cronbach Alpha values listed in table 3.6 were the result of calculation using SPSS 16.0 for each variable were greater than 0.700 so that it could be said that all research instruments were reliable and could be used to next test.

3. Normality Test

The normality test was applied to identify whether the allocation of the grades from participants was ordinary or else. Thus, the researchist employed the statistic of Kolmogorov-Smirnov to quantify the normality. The allocation of grades denoted as ordinary whether the grade of Sig was over than 0.05. Instead of computation employing SPSS 16.0 for Windows, the Sig. grade of Self-Directed learning (SDL) questionnaire was 0.161 and the Sig. grade of Students' Engagement questionnaire was 0.922 which signified that the allocation of both data were normal. The results of the calculation for the normality test could be seen in the following table 3.7.

Table 3. 7 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Self-Directed Learning Levels	Students' Engagement Levels
N		134	134
Normal Parameters[a]	Mean	145.8134	98.9627
	Std. Deviation	20.39356	15.56379
Most Extreme Differences	Absolute	.097	.048
	Positive	.097	.043
	Negative	-.058	-.048
Kolmogorov-Smirnov Z		1.122	.551
Asymp. Sig. (2-tailed)		.161	.922

Based on the results of the One-Sample Kolmogorov-Smirnov Test of normality test on table 3.7 above, looked at the value Asymp. Sig. (2-tailed), it could be seen that the significance value of Self-Directed Learning Levels variable was 0.161 and the Students' Engagement Levels was 0.922. all of these variables have a significance value of more than 0.05, so it could be concluded that the Self-Directed Learning Levels and Students' Engagement Levels data were normally distributed. Consequently, this research employed the Pearson Product Moment Correlation with an eye to search a relationship between self-directed learning levels and students' engagement levels in English language learning because the data distribution was indicated normally.

4. Linearity Test

Linearity test was used to find out the regression lines between the independent variable and the dependent variable whether it formed a linear line or not. The linearity test in this study was obtained using SPSS 16.00 for Windows. The linearity result could be seen from the Deviation From Linearity. If the significance value was more than 0.05, the relationship between variables was linear, if the significance was not linear. The result of the calculation for the linearity test could be seen in the following table.

**Table 3. 8 Self-Directed Learning and Students'
Engagement Linearity Test Results**

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Engagement Levels * Self-Directed Learning Levels	Between Groups	(Combined)	23977.147	63	380.590	3.233	.000
		Linearity	16121.373	1	16121.373	136.959	.000
		Deviation from Linearity	7855.773	62	126.706	1.076	.381
	Within Groups		8239.667	70	117.710		
	Total		32216.813	133			

Table 3.8 showed the result of the linearity test. Based on the results of the linearity test, Deviation from Linearity shows that the significance value of the Self-Directed Learning variable with the Students' Engagement variable is 0.381 and it is greater than the significance value of 0.05, it can be concluded that the Self-Directed Learning variable with the Students' Engagement variable has a relationship which is linear.

5. Classifying the Data

With an eye to relieve the review performance, the Mean of every item on both devices was splitted under three bunches. These three bunches clarified the learners' level of accord for matters in self-directed learning questionnaire and learners' level of engagement for items in students' engagement questionnaire. The bunches were splitted by decreasing the advance grade in the Likert scale for this study which was 5.00, with the poor grade of Likert ratio which was 1.00, then splitted into three ranks. Thus, the bunch could be clarified as in Table 3.9.

Table 3. 9 Rank of Mean (M)

Mean Value	Rank
1.00 – 2.33	Poor / Low Mean
2.34 – 3.66	Intermediate / Medium Mean
3.67 – 5.00	Advance / High Mean

Poor Mean denoted the poor accord or agreement of learners with every statement which would be represented next in Chapter IV. Intermediate Mean signified the intermediate stage of accord of the learners. For the final, Advance Mean denoted the learners advancely agreement with the representation inquired. Before the researcher employed the classification above-mentioned, the researchist needed to clarify the grades granted for every questionnaire fits. The clarifications could be spotted as followed.

a. Self-Directed Learning Level

The research data of self-directed learning levels used self-directed learning levels questionnaire with 46 items filled by the 7th-grade students of MTsN 02 Sidoarjo. Practically, the number of self-directed learning questionnaire were 50 questions because there were 4 invalid questions after being tested for validity, it

become 46 valid questions. The invalid questions were the questions number 10th, 16th, 35th, and 36th.

After the participants responded the self-directed learning questionnaire, each response would be inclined a score with an eye to obtain the amount grade. The inclined grades for each statement were clarified beneath.

Table 3. 10 Grade Description for SDL Questionnaire

Response	Grade for each representation	
	Affirmative representation	**Unfavorable representation**
Never	1	5
Seldom	2	4
Sometimes	3	3
Often	4	2
Always	5	1

From table 3.10, the Self-Directed Learning questionnaire consisted of positive and negative statements with 5 alternative answers, there were: never, seldom, sometimes, often, and always. Positive statements that had scores of answers were always was 5, often was 4, sometimes was 3, seldom was 2, and never was 1. Whereas negative statements scores had reversed from positive statements, which was always was 1, often was 2, sometimes was 3, seldom was 4, and never was 5.

For the "Awareness" subscale, there was a number which was had the reverse score, because it was an unfavorable or negative statement. The negative statement was 36th. The turned code grades of poor or negative representations were employed to view for the correlation between two variables in this research. Actually, 36th question was invalid question after the researcher did the validity test. So, the 36th question was not include in the calculation.

To relieve the reader, the researchist splitted the self-directed learning each student up to several

categories. Corresponding to Azwar[59], theoretic mean (μ) and Standard Deviation (σ) grades were counted to classify the type of self-directed learning of learners. Beforehand it, the researchist needed to count the maximal and minimal grade of the instrument.

Maximal grade = (maximal ratio grade) x (amount instrument item)

= 5 x 46 = **230**

Minimal grade = (minimal ratio grade) x (amount instrument item)

= 1 x 46 = **46**

Self-Directed Learning (SDL) questionnaire data was processed using SPSS 16.00 for Windows. Statistics from the data processing, the following results were obtained.

Table 3. 11 Descriptive Statistics of Students' Self-Directed Learning

Variable	Self-Directed Learning
N	134
Minimum	101
Maximum	195
Mean	145.8134
Std deviation	20.39

From the descriptive Self-Directed Learning table 3.11 above, it was known that the mean (μ) was 145.81, the standard deviation was 20.39, the lowest score (minimum) was 101, and the highest score was 195.

---

[59] Saifuddin Azwar, *Penyusunan Skala Psikologi.* (Yogyakarta: Pustaka Belajar, 2012). 146

To determine the number of categories for each data, the calculation would first be carried out as followed.

$$\mu + 1\ \sigma = 145.81 + 1 \cdot 20.39 = 166.21$$
$$\mu - 1\ \sigma = 145.81 - 1 \cdot 20.39 = 125.42$$

Originated in the computation overhead, the grade of Mean (μ) and Standard Deviation (σ) were displaced to the pattern in table beneath to divide the amount grade (X) instead of every respondent. Eventually, the learners' amount grade for self-directed learning level could be divided into 4 characteristics corresponding to Grow[60] as displayed in Table 3.12.

Table 3. 12 Categories for Self-Directed Learning in English language learning

Formula	Interval	Score	Category
X ≥ (μ + 1 σ)	X ≥ 166.21	166.21 – 195	Most Advance / Highest / Self-Directed
μ ≤ X < (μ + σ)	145.81 ≤ X < 166.21	145.81 – 165.21	Advance / High / Involved
(μ - σ) ≤ X < μ	125.42 ≤ X < 145.81	125.42 - 144.81	Intermediate / Moderate / Interested
X < (μ - σ)	X < 125.42	101 – 124.42	Poor / Low / Dependent

b. Students' Engagement Level

In this study, the 34 matters questionnaire was customized from Phyllis Blumenfeld and Jennifer

---

[60] Grow, "Teaching Learners To Be Self-Directed."

Fredricks employing 5 points Likert scale to measure students' engagement in English language learning. The higher score indicated a higher level of students' engagement. The Mean (M) and Standard Deviation (SD) were applied to investigate and recapitulated the data instead of participants for every statement in the questionnaire. The provided score for every statement was clarified beneath.

Table 3. 13 Grades Description for Students' Engagement (SE) Questionnaire

Response	Grade for every representation	
	Affirmative Representation	**Unfavorable Representatiom**
Never	1	5
Seldom	2	4
Sometimes	3	3
Often	4	2
Always	5	1

There were three statements which had a reverse score because it was unfavorable or negative statements. Those three statements were number 7, 11, and 13. The turned code grades of poor or negative representations were employed to view for the correlation between two variables in this research.

The Students' Engagement research data used the students' engagement questionnaire with 32 items filled by the 7th Grade students of MTsN 02 Sidoarjo. Practically, the number of self-directed learning questionnaire were 34 questions because there were 2 invalid questions after being tested for validity it become 32 valid questions. The invalid questions were the questions number 7th and 11th. The students' engagement questionnaire consisted of positive and negative statements with 5 alternative answers, namely: never, seldom, sometimes, often, and always. Positive

Statements had scores of the answer were always 5, often 4, sometimes 3, seldom 2, and never 1. Whereas negative statements have always 1, often 2, sometimes 3, seldom 4, and never 5. The maximum score was 5 x 32 = 160 and the minimum score was 1 x 32 = 32.

In order to know the level of students' engagement in English language learning from each student, the researchist applied the same computation stages as in classifying students' self-directed learning in English language learning above. However, in this spot the researchist classified the students' engagement level into 5 levels or classifications according to Schlechty.[61]

Maximal grade = (maximal ratio grade) x (amount instrument items)

= 5 x 32 = **160**

Minimal grade = (minimal ratio grade) x (amount instrument items)

= 1 x 32 = **32**

Students' Engagement questionnaire data were processed using SPSS 16.00 for Windows. From the processing of the data, the following results were obtained.

Table 3. 14 Students' Engagement Descriptive Statistics

Variable	Students' Engagement
N	134
Minimum	64
Maximum	134
Mean	98.96269
Std Deviation	15.56

[61] Schlechty, *Engaging Students*, 15.

Table 3.14 showed the Students' Engagement descriptive statistical table, it was known that the average (mean) was 98.96, the standard deviation was 15.56, the lowest value was obtained 64, and the highest value obtained was 134.

To determine the number of bunches on each data, the calculation will first be carried out as follows.

$$\mu + 1{,}5\ \sigma = 98{,}96 + 1{,}5\ .\ 15{,}56 = 122{,}31$$
$$\mu + 0{,}5\ \sigma = 98{,}96 + 0{,}5\ .\ 15{,}56 = 106{,}75$$
$$\mu - 1{,}5\ \sigma = 98{,}96 - 1{,}5\ .\ 15{,}56 = 91{,}18$$
$$\mu - 0{,}5\ \sigma = 98{,}96 - 0{,}5\ .\ 15{,}56 = 75{,}62$$

Based on the calculation above, the results of the following categories of Students' Engagement Levels are obtained, as displayed on the Table 3.15.

Table 3. 15 Categories for Students' Engagement in English Language Learning

Formula	Interval	Score	Category
$X > (\mu + 1.5\ \sigma)$	$X \geq 122{,}31$	$122{,}31 - 134$	Most Advance / Highest /Authentic Engagement
$(\mu + 0.5\ \sigma) \leq X < (\mu + 1.5\ \sigma)$	$106{,}75 \leq X < 122{,}31$	$106{,}75 - 122{,}31$	Advance / High / Strategic Compliance
$(\mu - 0.5\ \sigma) \leq X < (\mu + 0.5\ \sigma)$	$91{,}18 \leq X < 106{,}75$	$90{,}18 - 105{,}75$	Intermediate / Moderate / Ritual Compliance
$(\mu - 1.5\ \sigma) \leq X < (\mu - 0.5\ \sigma)$	$75{,}62 \leq X < 91{,}18$	$75{,}62 - 90{,}18$	Poor / Low / Retreatism
$X < (\mu - 1.5\ \sigma)$	$X < 75{,}62$	$64 - 74{,}62$	Poorest / Lowest / Rebellion

6. Interpreting the Data

       With an eye to expound the data of this relationship research, Pearson Product Moment Correlation was applied in this study. Derived from the Normality test had been finished, it signified that the data allocation in this research was denoted as ordinary, thus the data would be revealed applying statistic parametric. The Pearson Correlation test was finished employing SPSS 16.00 for Windows to consider the relationship between duo variables that were self-directed learning levels and students' engagement levels in English language learning. The extent of signification (α) applied in this research was 5% ($\alpha=0.05$). Subsequently, the examining hypothesis of the research was significant to recapitulate the discoveries whether there was any correlation between self-directed learning levels and students' engagement levels in English language learning. The track of relationship between duo variables was also investigated (affirmative or contrary correlation).

7. Concluding the Data

       After the researchist interpreted the data employing several statistic methods and SPSS, the researchist could attracted the completion revealed to the purposes of the research that were to recognize the learners' self-directed learning levels and students' engagement levels in English language learning. Therefore, the researchist could discover the relationship among those duo variables of the research assigning to the judgment of coefficient relationship and connection scale specified in Table 3.1.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

With an eye to respond the research problems of this research which was claimed in the earlier chapter, the researchist presented the discoveries of this research of this chapter. This chapter was splitted into two passages; findings and discussion. The findings passage exhibited the process of calculating and analyzing the obtained data. The discussion passage showed descriptions and interpretation of the findings and relating them to existing theories.

A. Findings

The findings display in this research was separated into three passages. The first passage showed the analysis of the data of self-directed learning (SDL) levels. The researcher used a Self-Directed Learning (SDL) questionnaire set to compile the data. The second passage showed the analysis of the data of students' level of engagement. Students' Engagement (SE) questionnaire set were applied by the researcher to compile the data of Students' Engagement (SE). The last passage declared the analysis of the correlation between self-directed learning (SDL) levels and students' engagement (SE) levels. Both of the questionnaire sets were distributed offline or the researcher gave the respondents directly. The students were filing the questionnaire on 2nd May 2019 for 7B and 7C class, 3rd May 2019 for 7D class, and 11th May 2019 for 7A class. The data obtained are presented below.

1. Self-Directed Learning (SDL) Levels

In order to catch the students' level of self-directed learning, the students were inquired to accord answers to the questions in the Self-Directed Learning (SDL) questionnaire. The passage detailed the interpretation of students' responses toward Self-Directed Learning (SDL) in English Language Learning. There are five subscales of self-directed learning (SDL). They are conciousness (awareness), learning

52

approaches (learning strategies), study movements (learning activities), assessment (evaluation), and social relation competences (interpersonal skills).

For ease of statistical analysis, participants' levels of agreement for each item were grouped under three headings: low, medium, and high. Poor mean position, aligning instead of 1.00 up to 2.33 assigned to learners' poor accord. Moderate mean position, aligning instead of 2.34 up to 3.66 assigned students' moderate accord. Great mean position, aligning from 3.67 until 5.00 assigned to students' great agreement.

a. **Awareness (A)**

There were a total of 12 statements administered to the students asking about self-initiative in learning the English language in the passage of awareness. The researcher arranged the number of questionnaires randomly. The number of the questionnaire included of "Awareness" were 1st, 5th, 10th, 14th, 19th, 23th, 27th, 31rd, 36th, 40th, 43rd, and 48th. The students countered to those queries by selecting one to five Likert scales supplied. After students chose the scale answers, the researcher did the validity test and found 2 invalid questions in awareness subscale, it was number 10th and 36th. Seeing there were 2 invalid questions then the valid number of awareness subscale become 10 questions.

The Mean, Standard Deviation (SD) and Rank of each statement in Awareness subscale of Self-Directed Learning were shown in appendix 3 *(see Appendix 3)*.

Most of the statements for awareness achieved the moderate mean rate were found in this study. It means that learners mostly have moderate awareness in English language learning. There are 3 representations achieved high-rate mean. It proved that learners have high accord toward this representation.

The **Awareness** subscales in appendix 3. It can be viewed that representation A19, A27, and A31 which denoted this subratio were classified as the high mean rate of accord. Then other representations denoted a moderate mean rate. Representation A19 which is

asking about responsible own learning achieved the most advance Mean grade (M=3.72) of all representations in this subratio. Representation A1 gained the poorest Mean value (M=2.49) of this subratio. Representation A1 was around learners' planning and setting their learning goals. Notwithstanding that representation A1 grabbed the poorest Mean grade in this subratio, it was fixed classified into Moderate mean rate of accord.

Students' Responses to Awareness Statements

	A1	A5	A14	A19	A23	A27	A31	A40	A43	A48
Always	1,5	19	2,2	28	13	16	15	12	6,7	10
Often	10	25	11	33	32	41	32	25	27	16
Sometimes	41	29	37	26	34	38	36	47	33	46
Seldom	30	16	36	9,7	19	4,5	15	14	26	22
Never	17	10	13	1,5	1,5	0	2,2	2,2	6	4,5
Not Answer	0	0,7	0	1,5	0	0	0	0	1,5	0

N 134
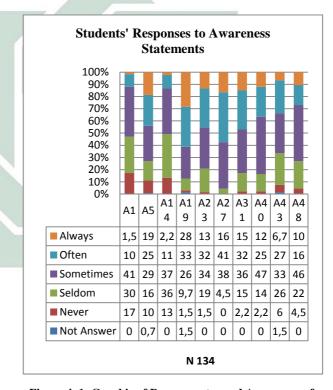
Figure 4. 1: Graphic of Responses toward Awareness of Self-Directed Learning

Figure 4.1 compressed the accurated data of students' replies to every statement in Awareness of

Self-Directed Learning (SDL). This figure provides the data by displaying the proportion of learners' replies to the ratio scaling from never to always.

Representation A27 of **Awareness** subratio attained the most advance mean grade in this subratio. This was supposed by the data of learners' answers displayed in Figure 4.1 that 95.5% of learners were finished with this representation.

b.   Learning Strategies (LS)

In the passage of learning strategies, there is a total of 9 representations adminitered to the learners requesting around the ability of learners to set personal goals and self-learning strategies in learning the English language. The researcher arranged the number of questionnaires randomly. The numbers of the questionnaire included "Learning Strategies" were 2nd, 6th, 15th, 20th, 24th, 28th, 32nd, 44rd, and 49th. The learners countered to those queries by selecting one to five Likert scales contributed. After the students chose the scale answers, the researcher did the validity test and did not found invalid questions in learning strategies subscale. Wherefore invalid questions were not found, the number of questions remained 9 questions.

The Mean, Standard Deviation and Rank of each statement in Learning Strategies subscale of Self-Directed Learning are shown in appendix 4 (*see Appendix 4)*.

The second subratio is **Learning Strategies** in appendix 4. There are 9 statements represented the ability of learners to set the personal goals and self-learning strategies in English language learning in this subratio. Most of the representations in this subratio are classified as moderate mean rate. The most advanced grade for this scale is gained by representation LS30 (M=3.81). This representation was around the students' thinking that simulation of teaching & learning is very useful. The poorest Mean grade for this subratio is grabbed by representation LS2 (M=2.19).

Representation LS2 concentrated on learners involved in English group discussions.

Students' Responses to Learning Strategies Statements

	LS2	LS6	LS15	LS20	LS24	LS28	LS32	LS44	LS49
Always	2,23	23,88	13,43	32,08	6,71	11,94	15,67	17,91	6,71
Often	4,47	23,88	14,92	29,85	17,16	29,1	35,07	35,07	20,89
Sometimes	30,59	29,85	37,31	26,86	35,07	38,8	32,83	26,86	38,05
Seldom	35,07	16,41	26,11	8,95	21,64	17,91	9,7	17,91	26,11
Never	27,61	5,97	8,2	2,23	14,92	2,23	6,71	2,23	7,46
Not Answer	0	0	0	0	4,47	0	0	0	0,74

N 134

Figure 4. 2: Graphic of Responses toward Learning Strategies of Self-Directed Learning

Figure 4.2 condensed the specified data of learners' answers to every statement in Learning Strategies of Self-Directed Learning. This figure provides the data by displaying the proportion of

learners' answers to the ratio scaling through Never to Always.

In the **Learning Strategies** subratio, representation LS20 collected the most advanced mean grade of all representations in this subratio. It is illustrated by the data on Figure 4.2 which displays that 88.79% of amount learners are almost doing for representation LS20.

c.   Learning Activities (LA)

In the passage of learning activities, there were a total of 8 statements administrated to the students asking about independent learning activities that are owned and carried out by them in learning the English language. The researcher arranged the number of questionnaires randomly. The numbers of the questionnaire included "Learning Activities" were 7th, 11th, 16th, 29th, 33th, 37th, 41rd, and 47th. The students replied to those queries by selecting one up to five Likert ratios furnished. After the students chose the scale answers, the researcher did the validity test and found 1 invalid question in learning strategies subscale, it was number 16th. Seeing there were 1 invalid questions then the valid number of learning activities subscale become 7 questions.

The Mean, Standard Deviation and Rank of each statement in Learning Activities subscale of Self-Directed Learning were shown in appendix 5 *(see Appendix 5)*.

The third subscale in Self-Directed Learning was **Learning Activities**. This subscale is placed in appendix 5. The statement LA45 which is about students open to other people's opinion, grabbed the most advanced Mean grade (M=3.52) of this subratio. For the poorest Mean grade in this subratio is achieved by representation LA33 (M=2.07). This representation concentrated on students' ability to connect their English knowledge with the reality of their daily life.

Students' Responses to Learning Activities Statements

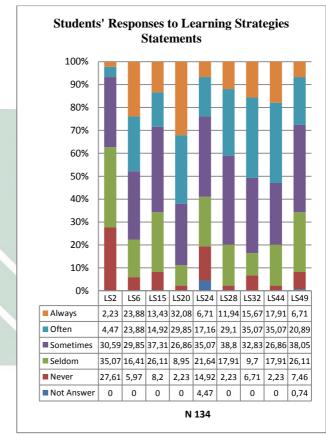|	LA7	LA11	LA29	LA33	LA37	LA41	LA45
■ Always	4,47	0,74	5,22	0,74	2,23	5,97	22,38
■ Often	16,41	6,71	14,92	5,22	2,98	20,14	26,11
■ Sometimes	41,04	27,61	44,02	23,88	32,83	44,77	38,8
■ Seldom	32,08	38,05	27,61	40,29	45,52	23,88	8,95
■ Never	5,22	26,86	8,2	29,85	16,41	4,47	2,98
■ Not Answer	0,74	0	0	0	0	0,74	0,74

N 134

Figure 4. 3: Graphic of Responses toward Learning Activities of Self-Directed Learning

Figure 4.3 compiled the complicated data of learners' answers to every statement in Learning Activities of Self-Directed Learning in English language learning. This figure provided the data by displaying the proportion of learners' replies to the ratio scaling instead of Never up to Always.

Representation LA45 in **Learning Activities** subratio achieved the most advanced mean grade of this subratio. This was evidenced with the data of learners' answers presented in Graph 4.3 that displayed there 87.29% of students who execute with this repsentation.

Although the representation LA33 attained the poorest grade of this subratio and of all the 7 representations in this Learning Activities passage. It is assured by data which displayed that 29.84% of learners were executing toward this representation.

d. Evaluation (E)

In the passage of the evaluation, there were a total of 12 statements administered to the students asking about the ability of learners to evaluate the progress their learning in learning the English language. The researcher arranged the number of questionnaires randomly. The number of the questionnaire included "Evaluation" were 3rd, 8th, 12th, 17th, 21st, 25th, 30th, 34th, 38th, 42nd, 46th, and 50th. The learners replied to those queris by selecting one up to five Likert ratios furnished. After the students chose the scale answers, the researcher did the validity test and did not found invalid questions in learning strategies subscale. Wherefore invalid questions were not found, the number of questions remained 12 questions.

The Mean, Standard Deviation and Rank of every statement in Evaluation subscale of Self-Directed Learning were displayed in appendix 6 *(see Appendix 6)*.

The **Evaluation** subscale was located in appendix 6. It could be seen that representation E21, E25, and E30 which represents this subratio were classified as the advanced mean rate of accord. Representation E25 which was inquiring around successes and failures that they got, motivate them to learn better in the future attained the most advanced Mean rank grade (M=3.81) of all representation in this subratio. Representation E34 attained the poorest Mean grade (M=3.01) on this subratio. Representation E34 was around the learners' checking of what they achieved in their learning goals. Nevertheless, representation E34 acquired the poorest Mean grade in this subratio, it was constantly characterized into the moderate rate of accord.

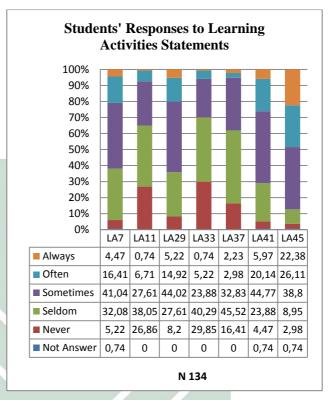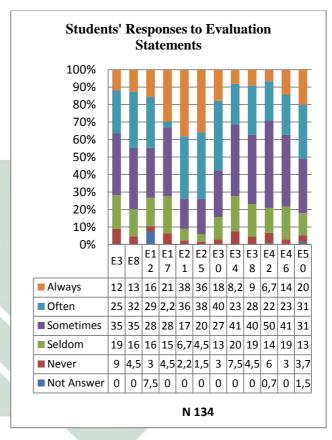**Figure 4. 4: Graphic of Responses toward Evaluation of Self-Directed Learning**

Figure 4.4 compiled the specific data of learners' answers to every representation in the Evaluation of Self-Directed Learning (SDL). This graph provided the data by displaying the proportion of learners' answers to the ratio ranging through Never up to Always.

Representation E25 of **Evaluation** subratio acquired the most advance mean grade in this subratio. This was reinforced by the data of learners' answers

displayed in Figure 4.4 that 94.01% of learners were executing with this representation. Whereas, the representation E17 gained the poorest mean grade of this subscales. It was proven by data which displayed that 50.73% of learners were executing toward this representation.

e. **Interpersonal Skills (IS)**

In the passage of Interpersonal Skills, there were a total of 9 representations administered to the learners inquiring around the ability to foster and maintain relationships with other people and the capability to get knowledge from others or other cultures in learning the English language. The researcher arranged the number of questionnaires randomly. The number of the questionnaire included "Interpersonal Skills" was 4th, 9th, 13rd, 18th, 22nd, 26th, 35th, and 47th. The learners replied to those queries by selecting one up to five Likert ratios furnished. After the students chose the scale answers, the researcher did the validity test and found 1 invalid question in interpersonal skills subscale, it was number 35th. Seeing there was 1 invalid question then the valid number of interpersonal skills subscale become 8 questions.

The Mean, Standard Deviation and Rank of each statement in interpersonal skills subscale of Self-Directed Learning were shown in appendix 7 *(see Appendix 7)*.

Derived from the data dished up in appendix 7, all items of **Interpersonal Skills** subscale have Moderate mean rank of agreement. Statement IS39 attained the most advance Mean grade (M = 3.78) of all representations in this interpersonal skills passage, so it was characterized into intermediate mean rate. This representation was inquiring about learners' discipline in maintaining social relations. The representations endured for this subscale are all classified as moderate rate. However, the poorest Mean grade was gained by representation IS47 (M = 2.90). This representation

inquired learners concerning their ability to express their views freely.

Students' Responses to Interpersonal Skills Statements

	IS4	IS9	IS13	IS18	IS22	IS26	IS39	IS47
Always	7,46	7,46	12,68	9,7	25,37	16,41	26,86	7,46
Often	24,62	27,61	29,1	20,89	40,29	44,02	37,31	24,62
Sometimes	36,56	38,8	36,56	44,02	22,38	23,88	24,62	25,37
Seldom	25,37	24,62	15,67	21,64	8,2	13,43	9,7	36,56
Never	5,97	1,49	5,97	3,73	2,23	1,49	1,49	4,47
Not Answer	0	0	0	0	1,49	0,74	0	1,49

N 134
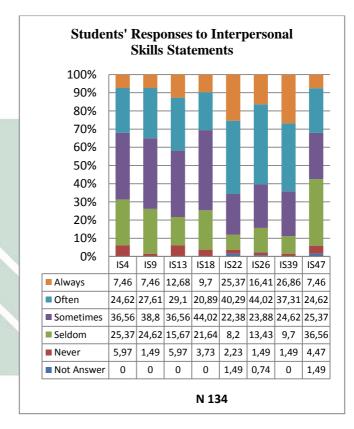
Figure 4. 5 Graphic of Responses toward Interpersonal Skills of Self-Directed Learning

Figure 4.5 exhibited the recapitulation of learners' reactions to every questionnaire features mirroring Interpersonal Skills of Self-Directed Learning (SDL). This graph provided the data by displaying the proportion of learners' reactions employing a five-item

Likert scale ranging through Never, Seldom, Sometimes, Often, and Always.

The most advance mean grade gained by representation IS39 denoted that most learners have advanced discipline in maintaining social relations. This was sustained by the data in Graph 4.5 which displayed that 88.79% of learners claimed they can do that. Meantime, the intermediate mean grade grabbed by representation IS18 illustrated that some learners were intermediately taking advantage of the learning opportunity. It was promoted by the data in Graph 4.5 that 74.61% of learners were broad perspective they could do that.

Consequent, in order to understanding the bunches from learners about their levels toward self-directed learning, the researchist classified the amount point of learners' reactions toward self-directed learning in English language learning questionnaire into 4 bunches originated in Grow, as counted in Chapter III.

Table 4. 1 Bunches for Self-Directed Learning in English Language Learning

Formula	Interval	Score	Category	Frequency	Percentage
X > (μ + 1 σ)	X ≥166.21	166.21 – 195	Highest / Self-Directed	21	15,7 %
(μ ≤ X < (μ + 1 σ)	145.81 ≤ X < 166.21	145.81 – 165.21	High / Involved	41	30,6 %
(μ - 1 σ) ≤ X < (μ)	125.42≤ X < 145.81	125.42 - 144.81	Medium / Interested	50	37,3 %
X < (μ - 1 σ)	X < 125.42	101 – 124.42	Low / Poor / Dependent	22	16,4 %
Total				134	100,0 %

Table 4.1 described the categories of Self-Directed Learning. From a total of 134 participants, there were 50 students (37.3%) who were characterized as obtaining medium self-directed learning. Next, 41 students (30.6%) whose were categorized as having high self-directed learning. There are 21 students (15.7%) who are categorized in very high self-directed learning.

The students who have low self-directed learning are 22 students.

2. Students' Engagement Levels

The analysis of this variable named Students' Engagement (SE) Levels were derived from the questionnaire matters expanded by Fredricks et.al. This passage was splitted into three passages originated in three criterias of Students' Engagement (SE). They were labeled as Behavioral Engagement (BE), Emotional Engagement (EE), and Cognitive Engagement (CE).

The rate of Mean was splited into three bunches which denoted the students' engagement levels toward the representations. Poor mean rate, ranging through 1.00 up to 2.33, attributed to students' poor engagement. Intermediate mean rate, ranging through 2.34 up to 3.66 attributed to students' intermediate engagement. Advance mean rate, ranging through 3.67 up to 5.00 attributed to students' advance engagement.

a. Behavioral Engagement (BE)

In the passage of Behavioral Engagement, there were an amount of 11 representations administered to the learners were interviewing around students' persistence, effort, attention, participation, and involvement in learning the English language. The researcher arranged the number of questionnaires sequentially. The number of the questionnaire included "Behavioral Engagement" were 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, and 11th questions. The students were replying to those queries by selecting one up to five Likert scales furnished. After the students chose the scale answers, the researcher did the validity test and found 2 invalid questions in behavioral engagement subscale, it was number 7th and 11th questions. Seeing there were 2 invalid questions then the valid number of behavioral engagement subscale become 9 questions.

The Mean, Standard Deviation and Rank of each statement in Behavioral Engagement subscale of

Students' Engagement are shown in appendix 8 *(see Appendix 8)*.

From the inside of Appendix 8, it could be spotted that representation BE1 grabbed the most advance grade (M = 4.01) of all representation in this subratio and characterized as moderate mean rate. Representation BE1 was inquiring learners in rating their attendance in English class. Even if representation BE5 gained the poorest mean grade (M = 2.88) in this subratio and it was characterized as moderate mean rate too. This representation was inquiring about learners' concentration when they were learning English.

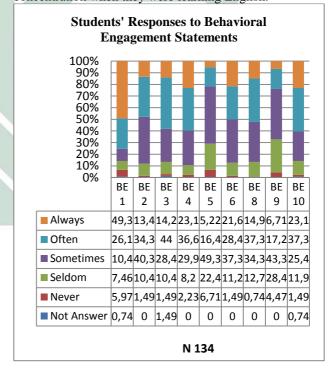|	BE 1	BE 2	BE 3	BE 4	BE 5	BE 6	BE 8	BE 9	BE 10
■ Always	49,3	13,4	14,2	23,1	5,22	21,6	14,9	6,71	23,1
■ Often	26,1	34,3	44	36,6	16,4	28,4	37,3	17,2	37,3
■ Sometimes	10,4	40,3	28,4	29,9	49,3	37,3	34,3	43,3	25,4
■ Seldom	7,46	10,4	10,4	8,2	22,4	11,2	12,7	28,4	11,9
■ Never	5,97	1,49	1,49	2,23	6,71	1,49	0,74	4,47	1,49
■ Not Answer	0,74	0	1,49	0	0	0	0	0	0,74

N 134

Figure 4. 6: Graphic of Responses toward Behavioral Engagement of Students' Engagement

Figure 4.6 displayed the recapitulation of learners' answers to every of the questionnaire issues describing Students' Engagement Levels. This graphic provided data by displaying the proportion of learners' answers. The most advance mean grade was attained by representation BE4, which denoted that most learners were able that they could accomplish their assignment both inside and outside the classroom. This discovery was evidenced by the data showed in Figure 4.6, which provided 89.54% of learners claimed that they could do that. The intermediate value mean gained by representation BE3 denoted that many learners are intermediately engagement that they could pay attention to English language learning in the class. This was evidenced by data in Figure 4.6, 86.54% of students claimed that they could do that.

b. Emotional Engagement (EE)

In the passage of emotional engagement, there is a total of 9 representations administered to the learners were interviewing around the ability of learners to evaluate the progress their learning in learning the English language. The researcher arranged the number of questionnaires sequentially. The number of the questionnaire included "Emotional Engagement" was 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, and 20th questions. The students were replying to those queries by selecting one up to five Likert scales furnished. After the students chose the scale answers, the researcher did the validity test and did not found invalid questions in emotional engagement subscale. Wherefore invalid questions were not found, the number of questions remained 9 questions.

The Mean, Standard Deviation and Rank of each statement in Emotional Engagement subscale of Students' Engagement are shown in appendix 9 *(see Appendix 9).*

Such as appeared in appendix 9, all representations grabbed moderate mean grade which

denoted that learners were satisfied in doing what the representation stated in this subratio. Representation EE7 attained the most advance mean grade (M = 3.54) of all representations in this emotional engagement subratio and it was characterized as moderate mean rate. This representation concentrated on inquiring learners' emotion engagement in expressing their emotions when they learning English. For the poorest mean grade was grabbed by representation EE6 (M = 2.84) and chracterized moderate mean rate too. This representation asked the learners' opinion about their English classroom.

Students' Responses to Emotional Engagement Statements

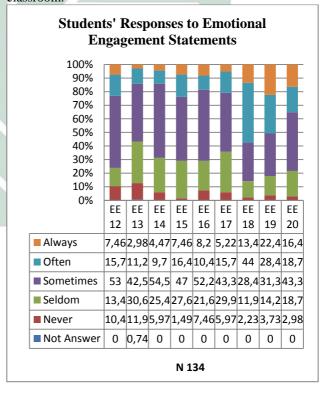|	EE 12	EE 13	EE 14	EE 15	EE 16	EE 17	EE 18	EE 19	EE 20
■ Always	7,46	2,98	4,47	7,46	8,2	5,22	13,4	22,4	16,4
■ Often	15,7	11,2	9,7	16,4	10,4	15,7	44	28,4	18,7
■ Sometimes	53	42,5	54,5	47	52,2	43,3	28,4	31,3	43,3
■ Seldom	13,4	30,6	25,4	27,6	21,6	29,9	11,9	14,2	18,7
■ Never	10,4	11,9	5,97	1,49	7,46	5,97	2,23	3,73	2,98
■ Not Answer	0	0,74	0	0	0	0	0	0	0

N 134

Figure 4. 7: Graphic of Responses toward Emotional Engagement of Students' Engagement

The recapitulation of learners' reactions to every the questionnaires issues mirroring Emotional Engagement (EE) of Students' Engagement was displayed in Figure 4.7 by presenting the proportion of learners' answers employing the five-item Likert Scale. The advance mean value which was grabbed by representation EE18 pointed that most of the learners were able to communicate basics English with the teacher and their other friends. It was sustained by the data on Figure 4.7 which displayed that there were 85.8% of learners who claimed that they could do that. The intermediate mean value gained in this subratio, as though the representation EE15 denoted that many of the learners were moderately happy in the English learning class. This is proven by the data on Figure 4.7 which showed that there were 70.88% of students who stated that they like being at English learning class.

c. **Cognitive Engagement (CE)**

In the passage of cognitive engagement, there were a total of 14 representations administered to the learners inquiring around the ability of learners to evaluate the progress their learning in learning the English language. The researcher arranged the number of questionnaires sequentially. The number of the questionnaire included "Cognitive Engagement" was 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, and 34th questions. The learners countered to those queries by selecting one up to five Likert scales furnished. After students chose the scale answers, the researcher did the validity test and did not found invalid questions in cognitive engagement subscale. Wherefore invalid questions were not found, the number of questions remained 12 questions.

The Mean, standard Deviation and Rank of each statement in Cognitive Engagement subscale of Students' Engagement are shown in Appendix 10 *(see Appendix 10).*

Such as displayed in Appendix 10, all the representations in Cognitive Engagement subratio grabbed a moderate mean grade. This finding indicates that many learners intermediately have cognitive engagement toward the representations in this subratio. Representation CE4 grabbed the most advance mean grade (M = 3.48) of all representations in this subratio and it is classified as moderate mean rate. Representation CE4 asked the learners in trying to accomplish tasks in English language learning. Statement CE12 gained the poorest mean grade (M = 2.34) of all representations in this subratio. accordingly, this representation was characterized as moderate mean rate. This representation was interviewing around learners' ability in improving their English language by watching TV.
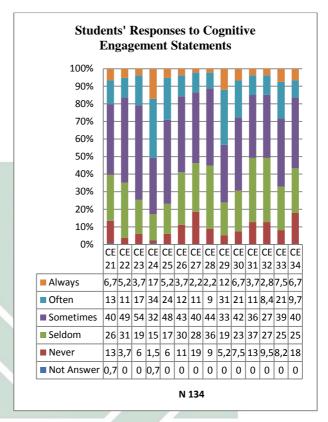
Students' Responses to Cognitive Engagement Statements

	CE 21	CE 22	CE 23	CE 24	CE 25	CE 26	CE 27	CE 28	CE 29	CE 30	CE 31	CE 32	CE 33	CE 34
Always	6,7	5,2	3,7	17	5,2	3,7	2,2	2,2	12	6,7	3,7	2,8	7,5	6,7
Often	13	11	17	34	24	12	11	9	31	21	11	8,4	21	9,7
Sometimes	40	49	54	32	48	43	40	44	33	42	36	27	39	40
Seldom	26	31	19	15	17	30	28	36	19	23	37	27	25	25
Never	13	3,7	6	1,5	6	11	19	19	9	5,2	7,5	13	9,5	8,2	18
Not Answer	0,7	0	0	0,7	0	0	0	0	0	0	0	0	0	0

N 134

Figure 4. 8: Graphic of Responses toward Cognitive Engagement of Students' Engagement Levels

The compendium of learners' reactions to every the questionnaire issues depicting Cognitive Engagement (CE) was displayed in Figure 4.8 by presenting the proportion of learners' answers employing a five-item Likert ratio. The advance mean grade which was grabbed by representation CE24 pointed that most of the learners were able to accomplish their English task better both inside and outside the classroom. It was promoted by the data on

Figure 4.8 which displayed that there were 82.82% of learners who claimed that they could do that. The intermediate mean value attained in this sub ratio alike the representation CE22 denoted that many learners was intermediately able, that they could overcome problems in English language learning. This was confirmed by the data on Figure 4.8 which showed that there were 64.91% of learners who claimed that they could do that.

Considering to realizing the level of students' engagement, the researcher classified the amount point of learners' answers toward the students' engagement questionnaire into 5 bunches originated in Schlechty.[62]

---

[62] Ibid.

Table 4. 2 Categories for Students' Engagement in English Language Learning

Formula	Interval	Score	Category	Frequency	Percentage
X > (μ + 1.5 σ)	X ≥122,31	122,31 - 134	The most advance / Highest / Authentic Engagement	9	6,7%
(μ + 0.5 σ) ≤ X < (μ + 1.5 σ)	106,75 ≤ X < 122,31	106,75 – 122,31	Advance / High / Strategic Compliance	36	26,9 %
(μ - 0.5 σ) ≤ X < (μ + 0.5 σ)	91,18 ≤ X < 106,75	90,18 – 105,75	Intermediate / Moderate / Ritual Compliance	46	34,3 %
(μ - 1.5 σ) ≤ X < (μ - 0.5 σ)	75,62 ≤ X < 91,18	75,62 – 90,18	Poor / Low / Retreatisme	36	26,9 %
X < (μ - 1.5 σ)	X < 75,62	64 – 74,62	Poorest / Lowest / Rebellion	7	5,2%
	Total			134	100,0 %

From the explanation table 4.2 above, it was discovered that there were 9 learners who were characterized as learners with an advance level of engagement. Subsequently, 46 learners were classified as learners whose hold intermediate engagement. The frequency of students who have low and high engagement are same, 36 students. Whereas, only 7

students whose are categorized as having low engagement in English language learning.

3. **The Correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels**

Subsequent to describe the outcomes of the research derived from the sub ratio from every variable, as indicated above-mentioned, the investigator afterwards computed the amount points of learners' reactions from both of questionnaire suits. In chapter III, it was declared that the researchist applying SPSS 16.0 for Windows in counting the data accumulated statistically with an eye to discover the relationship between learners' self-directed learning level and their engagement levels.

Table 4. 3 The Numeration Result of Correlation between SDL Levels and SE Levels in ELL

Correlations

		Self-Directed Learning Levels	Students' Engagement Levels
Self-Directed Learning Levels	Pearson Correlation	1	.707[**]
	Sig. (2-tailed)		.000
	N	134	134
Students' Engagement Levels	Pearson Correlation	.707[**]	1
	Sig. (2-tailed)	.000	
	N	134	134

**. Correlation was significant at the 0.01 level (2-tailed).

Table 4.3 displayed the counting outcome of the relationship through the amount point of both variables in this study. It presented that self-directed learner has any correlation with their engagement.

B. Discussion

In this passage, the researchist discussed around discoveries and the intercourse with the theory according to the research problems of the correlation between Self-Directed Learning (SDL) Levels and Students' Engagement (SE) Levels in English Language Learning in MTsN 02 Sidoarjo. The researcher used theory from Williamson in Self-Directed Learning (SDL) Levels to answer the first research questions. For the second research question, the researcher applied theory from Fredricks et.al. in answering Students' Engagement (SE) Levels. Then, for the last research question, the researchist employed Pearson Product Moment Correlation to examine the data, whether the data has a significance correlation or not.

Derived from the study discoveries grabbed and specified above, this passage discussed the discoveries of the research by analyzing and following on the analysis of connected documents to obtain a rooted herecognizing of the study outcomes. The researcher concentrated on learners' level of self-directed learning, students' engagement levels and the correlation between them.

1. Self-Directed Learning Levels in English Language Learning

The data grabbed in this study presented that learners of MTsN 02 Sidoarjo granted varied reactions to the questionnaire suit which was supposed to recognize the levels of their self-directed learning. From the inside of the data congregated, it was discovered that the majority of learners were moderate level. It means the students are responding to motivational techniques. Most of the students of MTsN 02 Sidoarjo have moderate self-directed learning. Based on Grow, they could be called **Interested**.[63] They needed motivation from the teacher or instructor. They were willing to do assignments when the teacher gives instruction.

The students' distinguished awareness as a proper attitude to upgrade their self-directed learning was presented

---

[63] Gerald O. Grow, "Teaching Learners To Be Self-Directed," *Adult Education Quarterly* 41, no. 3 (September 1991): 129.

also in the findings. These outcomes were in with the previous study established by Reinders students would likely needed training and a large amount of support before they can become autonomous learners or self-directed learners.[64] From the inside of the students' reactions, it could be looked that most of the students' grade awareness as a proper attitude to create them become superior in self-directed learning, nevertheless there were many learners who do not absolutely discern awareness as proper for them.

The second finding to be deliberated was negotiating with students' participation toward students' learning strategies in self-directed learning. The discovery displayed that students were mostly participated with learning strategies which are the simulation in teaching and learning activities is very useful. Duques and Cuesta argued that a high degree of awareness of learning strategies leads students to become more responsible for their own results.[65] So, the teacher in English language learning needs to lead students to be self-directed learner and confidence to take their own learning strategies.

The third finding to be considered was dealing with students' creativity toward students' learning activities in self-directed learning (SDL). The discovery exhibited that students were mostly opened with people's opinion both friends and teachers. According to Reinders, students would likely need training and a large amount of support before they could become self-directed learners.[66] Therefore, the English teachers might train and support the students in their English learning activities.

The fourth finding to be examined was allowing with students' assessment toward students' evaluation in self-directed learning. The discovery viewed that most of the sudents realized the successes and failures that they get will motivate them to learn better in the future. Benson argued it was the natural progression for language learners to take

---

[64] Reinders, "Towards a Classroom Pedagogy for Learner Autonomy."
[65] Duque Micán and Cuesta Medina, "Boosting Vocabulary Learning through Self-Assessment in an English Language Teaching Context."
[66] Reinders, "Towards a Classroom Pedagogy for Learner Autonomy."

control of their learning.[67] Thus, the instructor must remind the students to evaluate their English learning.

The last finding in self-directed learning to be deliberated was dealing with students' relationship with others toward interpersonal skills. The discovery showed that most of the students can discipline in maintaining social relations so they were established.

In general, the discoveries of this research showed that students mostly have moderate levels toward self-directed learning in their own learning style. Students, especially junior high school students, have been in the level where they perceive awareness, learning strategies, learning activities, evaluation, and interpersonal skills as the approach to help them in developing their engagement. These discoveries supposed the previous study by Williamson which revealed that students valued awareness, learning strategies, learning activities, evaluation, and interpersonal skills its importance in self-directed learning.[68]

2. **Students' Engagement Levels in English Language Learning**

For the beginning material to be considered in this passage was Behavioral Engagement sub ratio. It was expanded to inspect the students' engagement in their English language learning. Students' engagement here is divided into 3 categories; they are behavioral engagement, emotional engagement, and cognitive engagement.

The discoveries of this research presented varied reactions of learners toward the behavioral engagement representations. All of the students of MTsN 02 Sidoarjo almost claimed that they are moderately engagement in English language learning.

The discoveries of this research exhibited varied answers of learners toward students' engagement statements. Most of MTsN 02 Siodarjo students stated that they were moderately engagement in the behavioral engagement of

---

[67] Phill Benson, "What's New in Autonomy?"
[68] Williamson, "Development of a Self-Rating Scale of Self-Directed Learning."

English language learning. For instance, they are like being in the English class, they always come to English class and they pay attention to English learning in class. It could be rendered by the reality that the respondents of this research were students of MTsN 02 Sidoarjo, in which they have program English day. So, they have followed the English learning. As stated by Fredricks et al, one of the sources of Students' Engagement is the condition of the students.[69] If the students' condition is good the learning process is good too. On the contrary, if the students are not good or not ready, the learning process will not good too. The students' moderate engagement of students' engagement shown in this study can be caused by their condition when joining in the English class. In completion, derived from the finding, the learners of MTsN 02 Sidoarjo have moderate behavioral engagement.

The second subscale was labeled as emotional engagement which investigated students' emotion when they join English learning. As stated by Fredricks et al. Emotional engagement is comprised of students' attitudes, interests, and values particularly related to positive or negative interactions with faculty, students, academics, or the institution.[70] In this case, emotion reactions are positive or negative feelings toward institutions and instructors. For instance, the students are happy when joining the English class or the students are bored when joining it.

As detected from the reactions of learners toward the representations of this sub ratio, most of students claimed that they trusted they could execute the English learning action connected to students' engagement. For proof, the students were moderately engagement that they were always come to join the English class, they always try to accomplish their tasks better, and they can check their homework before submitting it. This behavior could commit to the advancement of the students' engagement accomplishment. Originated in

---

[69] Fredricks, Blumenfeld, and Paris, "School Engagement: Potential of the Concept, State of the Evidence."

[70] Ibid.

the discoveries, the learners were also fearless to declare that they were feeling excited when joining English learning class.

The last subscales of students' engagement are cognitive engagement which investigates students' cognitive when they join English learning. Fredricks et al.. divided into two components: psychological and cognitive.[71] The psychological components encompass motivational goals and self-regulated learning as it relates to investment thoughtfulness, and willingness to put in the effort to comprehend complex ideas and master difficult skills.

For the remainder of the representations, many of the learners were ambiguous whether they could do what the representation were stating. However, most of them were slightly satisfied to express that they were capable to do nice in English language learning as well as comprehending the challenges. Indeed, the discoveries denoted that many students were intermediately engaged in English language learning. It is important to increase the students' engagement in their performance in English language learning.

From the whole discoveries, this study came to the consequence that the mostly of the pupils of MTsN 02 Sidoarjo have quite moderately students' engagement levels in English language learning. Based on Schlechty's theory, most of the students of MTsN 02 Sidoarjo can be categorized as Ritual Compliance of engagement.[72] Ritual compliance means the students still have low attention and low commitment. Maybe it caused because students of Junior high school were students who were in transition from children to adults or usually called teenagers.

3. **Correlation between Self-Directed Learning Levels and Students' Engagement Levels in English Language Learning**

From the counting, it was discovered that the grade of the Pearson Product Moment Correlation was 0,707 and Sig.

---

[71] Ibid.
[72] Schlechty, *Engaging Students*, 15.

(2-tailed) was 0,000. Derived from the relationship coefficient intensity displayed in Table 3.1, the grade of 0,707 was translated as strong relationship. Accordingly, the relative hypothesis (H₁) which declared there was a relationship between self-directed learning levels and students' engagement levels in English Language Learning. The affirmative (+0.707) grade appeared from the counting employing SPSS version 16.00 for Windows denoted that it was an affirmative relationship between duo variables. The affirmative relationship was the relationship when one variable increased, so do the other variable. The results of this research mean that with high self-directed learning would likely to have high students' engagement.

This study has the same outcome as previous researches. In the previous researches that interrogated the students' engagement levels in soutdoor class and student engagement in an indoor class by Rahayu D.S, a higher level of students' engagement was found in indoor class than in outdoor class.[73] The same result with this research is this research was conducted in indoor class, then in indoor class, there were students' engagement levels.

This research also has the same with previous studies conducted by Asude Balaban Dagal and Dilan Bayindir with the title the Investigation of the Level of Self-Directed Learning Readiness and Personality traits of Preschool Teacher Candidates.[74] Locus control in this previous study means controlling own self, it can be in the school or learning. It was found that the subscales of locus of control and personality traits are explanatory on the level of self-directed learning readiness at a moderate level. Whereas, this study has a moderate level of self-directed learning and students' engagement.

The discovery of this correlation supposed the representation by Dunleavy and Milton, that for students to

---

[73] D.S. Rahaya, "An Analysis of Students' Engagement Level in Outdoor and Indoor Class at English Intensive Grammar Class of MA Bilingual Krian."
[74] Asude Balaban Dagal, et.al., "The Investigation of the Level of Self-Directed Learning Readiness According to the Locus Control and Personality Traits of Preschool Teacher Candidates."

engage, students are expected to have self-directed learning and responsibility for learning they do.[75] During the teaching and learning activities, the teacher transferred some inputs, motivation, and pieces of knowledge to learners. Learners may be enthusiastic to understand these inputs or motivation affirmatively whether they assured their competence to act those motivations. These faiths were implied as students' engagement.

This discovery also supposed the previous study examined by Reeve et al. They stated that students who have high self-directed learning, they would have high engagement.[76] It was discovered who belief the students' engagement they have as motivation component for their learning, had more affirmative beliefs toward their learning abilities. That was, learners in concert with high engagement inclined to get more self-directed learning than learners who recognize low engagement for learning. The outcomes of this recent research displayed that learners mostly attained moderate levels as regards self-directed learning, such as their moderate students' engagement which was also encountered in these discoveries. This relationship between duo variables was transcribed as affirmative relationship in which higher learners' self-directed learning levels, the higher their students' engagement were.

Such as appointed by Benson, one of the most dominant sources of students' engagement was beyond expertise self-directed learning.[77] The success of self-directed learning should propelled to improve students' engagement, as long as failures decrease that. Obtaining the motivation from the instructor or teacher was one manner of students' self-directed learning in receiving tip around their competences.

Moreover, the teachers emboldened informational lecture in guiding students also leaded a significant part in

---

[75] Dunleavy and Milton, "Student Engagement for Effective Teaching and Deep Learning."

[76] Johnmarshall Reeve et al., "Enhancing Students' Engagement by Increasing Teachers' Autonomy Support," *Motivation and Emotion* 28, no. 2 (June 2004): 147–169.

[77] Benson, *Teaching and Researching Autonomy in Language Learning*.

encouraging their self-directed learning levels. The discoveries of this research published that students inspired lecture as an approach which could boost them to act exceed in self-directed learning and students' engagement. This is in line with Ryan and Deci's theory regarding another source of self-directed learning besides motivation, which is called self-management. Students who can manage their selves they will capable to do well in self-directed learning. Hence, the teacher needed to embolden the learners over in self-directed learning giving them themotivation to promote the students to be self-directed. Those could be many elements which signified that students self-directed learning levels correlate strongly with their students' engagement levels. Therefore, there were several potential components which might affect the measure of relationship between these two variables.[78]

---

[78] Jang, Reeve, and Deci, "Engaging Students in Learning Activities: It Is Not Autonomy Support or Stucture but Autonomy Support and Stucture."

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provided the completion of the study originated in the discoveries and deliberations clarified in the earlier chapter. In addition, the researchist also gave several outline propositions which were required to be performed into account.

A. Conclusion

Derived from discoveries that have been deliberated in this research, the outcomes signified that the most of learners of Madrasah Tsanawiyah Negeri (MTsN) 02 Sidoarjo have moderate self-directed learning (SDL) in their learning. The majority of the learners appearanced their moderate accord with the self-directed learning (SDL) statements which indicate they have the motivation to learn English on their own. It was known that there were 50 learners (37.5%) from an amount of 134 answerers who were characterized as carrying moderate level for self-directed learning in English language learning. Then, 41 students (30.6%) were found to have an advanced level of self-directed learning in English language learning. Next, students who were categorized the most advance self-directed learning are 21 students (15.7%). While the students who inclined low self-directed learning were 22 students (16.4%) in English language learning.

In addition, the discoveries of this research also denoted that the majority of the learners in this research acquired moderate students' engagement levels in English Language Learning. It was presented as the learners mostly value themselves to be competent to attend the English language learning as claimed in the students' engagement questionnaire. It was discovered that there were 46 learners (34.3%) who were classified as learners with moderate students' engagement level. In addition, 36 students (26.9%) were categorized as students who have high students' engagement level in English language learning. So does the low students' engagement level which has 26.9% or equal 36 students. Whereas

84

only 7 students (5.2%) whose were categorized as having very low students' engagement levels in English language learning.

After gathering the data of self-directed learning levels and students' engagement levels in English language learning, the calculation amount points from every variable employing SPSS 16.00 for Windows was finished to obtain the relationship between those duo variables. The computation outcomes displayed that the Pearson Correlation coefficient grabbed was (+) 0.707 which denoted that the duo variables were revealed strongly and affirmatively. It implied that the increasingly level students' self-directed learning they have, the more advance their students' engagement. The strong correlation discovered in this research interpreted that there were several other probable aspects which might impact the self-directed learning and their students' engagement levels.

B. Suggestion

Originated in the completion of this study deliberated earlier, the researcher provided several suggestions as follows.

1. Suggestion for Teacher/Lecture

The discoveries of this research might improve the teachers' awareness to guide the students from dependent learners to become self-directed learners. Meanwhile, the outcomes showed that majority of the learners receive self-directed learning moderately, it was needed for a teacher or lecture to keep these situations and offer more consideration to the learners that might be denoted as receiving low self-directed learning toward English language learning. After knowing that there was a correlation between self-directed learning levels and students' engagement levels, the teacher also needed to boost the learners more. Besides, the teachers must to promote the learners to be self-directed students to upgrade their engagement and improve their belief in English language learning by choosing and planning the material attractively.

2. **Suggestion for Next Research**

       This research was not accomplished the distinction in gender of the participators to seek their levels of self-directed learning and their students' engagement levels in English language learning. Thus, the reseahrchist recommended for the next study to inquire about this area of research build upon the gender distinction to look whether there were any distinct outcomes between the boy and girl students. Besides, next study may attempt to discover the correlation between self-directed learning levels toward another variable, for example, connect it to other external or internal aspects. It also could be examined by other researchists if they want to examine this investigation theme in profound by employing qualitative design to attain more discoveries connected to external or internal aspects influencing students' self-directed learning as their students' engagement levels, not only in English language learning but also in another proficiency of English language learning, for instance reading, listening, writing, and speaking proficieny.

REFERENCES

Arndt, Jason Donald, 'Self-Directed Learning for English Language Learners', *Tamagawa University*, 2017, p. 21.

Ary, Donald et al., *Introduction to research in education*, 8th ed edition, Belmont, CA: Wadsworth, 2010.

Azhar, Lathifah Ghoida, 'Students' Engagement in English Learning', Bandung: Universitas Pendidikan Indonesia Bandung, 2013.

Azwar, Saifuddin. *Penyusunan Skala Psikologi*. Yogyakarta: Pustaka Belajar, 2012.

Bass-Dolivan, Danuta Wanda, 'Students' Engagement with Second Language Learning: A Sociocultural Approach, Doctor of Phylosophy Thesis', Wollongong: University of Wollongong, 2011, http://ro.uow.edu.au/theses/3357.

Benson, Phill, *Teaching and Researching Autonomy in Language Learning*, England: Pearson Education Limited, 2001.

----, 'What's New in Autonomy?', *Hong Kong Institute of Education*, 2011, p. 4.

Canipe, James Boyd, 'The Relationship between Self-Directed Learning and Learning Styles', Knoxville: Tennessee University, 2001.

Creswell, John W., *Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research*, 4th edition, Boston: Pearson, 2012.

Dagal, Asude Balaban and Dilan Bayindir, 'The Investigation of the Level of Self-Direcred Learning Readiness According to the Locus of Control and Personality Traits of Preschool Teacher Candidates', *International Electronic Journal of Elementary Education*, vol. 8(3), 2016, pp. 391–402.

Du, Fengning, 'Student Perspectives of Self-Directed Language Learning: Implications for Teaching and Research', *International Journal for the Scholarship of Teaching and*

87

Learning, vol. 7, no. 2, 2013 [https://doi.org/10.20429/ijsotl.2013.070224].

Duque Micán, Adriana and Liliana Cuesta Medina, 'Boosting vocabulary learning through self-assessment in an English language teaching context', *Assessment & Evaluation in Higher Education*, vol. 42, no. 3, 2017, pp. 398–414 [https://doi.org/10.1080/02602938.2015.1118433].

Engeström, Yrjö, 'Activity theory and individual and social transformation', in *Perspectives on activity theory*, ed. by Yrjo Engestrom, Reijo Miettinen, and Raija-Leena Punamaki, Cambridge: Cambridge University Press, 1999, pp. 19–38 [https://doi.org/10.1017/CBO9780511812774.003].

Fisher, Murray, Jennifer King, and Grace Tague, "Development of a Self-Directed Learning Readiness Scale for Nursing Education". *Nurse Education Today.* Harcourt Publishers Ltd, vol. 21, 2001, pp. 516-525

Fredricks et al., *Measuring Student Engagement in Upper Elementary Through High School: A Description of 21 Instruments*, 2011.

Fredricks, Jennifer A., Phyllis C. Blumenfeld, and Alison H. Paris, 'School Engagement: Potential of the Concept, State of the Evidence', *Review of Educational Research*, vol. 74(1), 2004, pp. 59–109.

Ganeshini, Sri Kanthan, *Strengthening Student Engagement in the Classroom*, Singapore: National University of Singapore, 2011, www.math.nus.edu.sg.

Gibbons, Maurice, *The Self-Directed Learning Handbook; Challenging Adolescent Students to Excel*, San Fransisco: Jossey-Bass, 2002.

Grow, Gerald O., 'Teaching Learners To Be Self-Directed', *Adult Education Quarterly*, vol. 41, no. 3, 1991, pp. 125–49 [https://doi.org/10.1177/0001848191041003001].

Jang, Hyungshin, Johnmarshall Reeve, and Edward L. Deci, 'Engaging Students in Learning Activities: It is not Autonomy Support or Stucture but Autonomy Support and Stucture', *American Psychological Association*, vol. 102, 2010, pp. 588–600.

Jones, Richard D., *Strengthening Students' Engagement*, International Center for Leadership in Education, 2008.

Knowles, Malcolm S., *Self-directed learning: a guide for learners and teachers*, Chicago: Association Press, 1975.

Krause, Kerrie Lee and Hamish Coates, *Students' Engagement in First Year University*, Australia: Griffith University Australia, 2008.

Kuh, George D., *What Student Engagement Data Tell Us about College Readiness*, 2007, p. 5.

Lester, Derek, 'A Review of the Student Engagement Literature', *College, Universities, and Schools*, vol. 7, no. 1, 2013, p. 8.

Linnenbrink, Elizabeth A. and Paul R. Pintrich, 'The Role of Self-Efficacy beliefs in Student Engagement and Learning in the Classroom', *Taylor & Francis Group*, vol. 19, 2003, pp. 119–37.

Lippman, Laura and Andrew Rivers, *ASSESSING SCHOOL ENGAGEMENT: A GUIDE FOR OUT-OF-SCHOOL TIME PROGRAM PRACTITIONERS*, p. 5.

Merriam, Sharan B. and Laura L. Bierema, *Adult learning: linking theory and practice*, First edition edition, San Francisco, CA: Jossey-Bass, a Wiley brand, 2014.

Miller, Karen A., Edward L. Deci, and Richard M. Ryan, 'Intrinsic Motivation and Self-Determination in Human Behavior', *Contemporary Sociology*, vol. 17, no. 2, 1988, p. 253 [https://doi.org/10.2307/2070638].

Mynard, Jo, 'The role of the Learning Advisor in Promoting Autonomy', *Kanda University, Japan*, 2011, p. 6.

Phyllis, Tharenou, Ross Donohue, and Brian Coper, *Management Research Method*, New York: Cambridge University Press, 2007.

Rahayu, D.S., 'An Analysis of Students' Engagement Level in Outdoor and Indoor Class at English Intensive Grammar Class of MA Bilingual Krian', Surabaya: Universitas Islam Negeri Sunan Ampel Surabaya, 2014.

Reeve, Johnmarshall et al., 'Enhancing Students' Engagement by Increasing Teachers' Autonomy Support', *Motivation and Emotion*, vol. 28, no. 2, 2004, pp. 147–69 [https://doi.org/10.1023/B:MOEM.0000032312.95499.6f].

Reinders, Hayo, *THE WHAT, WHY, AND HOW OF LANGUAGE ADVISING*, 2008, p. 7.

----, 'Towards a Classroom Pedagogy for Learner Autonomy: A Framework of Independent Language Learning Skills', *Australian Journal of Teacher Education*, vol. 35, no. 5, 2010 [https://doi.org/10.14221/ajte.2010v35n5.4].

Reinders, Hayo and Cynthia White, '20 YEARS OF AUTONOMY AND TECHNOLOGY':, *Language Learning*, p. 12.

Ryan, Richard M. and Edward L. Deci, *1: Overview of Self-Determination Theory: An Organismic Dialectical Perspective*, p. 32.

Schlechty, Phillip C., *Engaging Students: The Next Level of Working on the Work*, San Francisco: Jossey-Bass, 2011.

Schwandt, Thomas, *The SAGE Dictionary of Qualitative Inquiry*, 4th edition, Thousand Oaks: SAGE, 2015.

Siregar, Sofiyan, *Statistika Deskriptif untuk Penelitian Dilengkapi Perhitungan Manual dan Aplikasi SPSS Versi 17*, Jakarta: PT RajaGrafindo Persada, 2014.

Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuatitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2016.

Syah, Muhibbin, *Psikologi belajar*, Jakarta: Pt RajaGrafindo Persada, 2003.

Trowler, Vicki, *Students' Engagement Literature Review*, Department of Educational Research: Lancaster University, 2010.

Williamson, Swapna Naskar, 'Development of a self-rating scale of self-directed learning', *Nurse Researcher*, vol. 14, no. 2, 2007, pp. 66–83 [https://doi.org/10.7748/nr2007.01.14.2.66.c6022].

Willms, J. Douglas, "Student Engagement: A Leadership Priority" *Ontario University in Conversation Reach Every Student* 3(2) (2011): 12.