# LECTURER'S BELIEFS ON HOW SELF-STUDY AT ENGLISH PROFICIENCY CLASS SHOULD BE IMPLEMENTED

## A THESIS

*Submitted as Partial Fulfillment of Requirements to Obtain Bachelor of Education (B.Ed.) in English Language Education*



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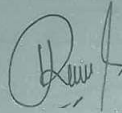**FACULTY OF LANGUAGE AND ARTS**

**UNIVERSITAS NEGERI PADANG**

**2023**

HALAMAN PERSETUJUAN SKRIPSI

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| Judul | : Lecturer's Beliefs On How Self-Study At English Proficiency Class Should Be Implemented |
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I

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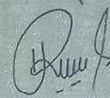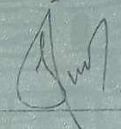**Lecturer's Beliefs On How Self-Study At English Proficiency Class Should Be Implemented**

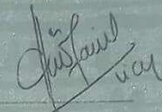| | |
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**Anisa, Ie, (2023), Lecturer's Beliefs on How Self-Study at English Proficiency lass Should be Implemented. Thesis. Padang. English Department. Faculty of Language and Arts. Universitas Negeri Padang.**

## ABSTRACT

This study aims to investigate the Lecturer's Beliefs on How Self-Study in English Proficiency Class at English Department Universitas Negeri Padang should be ideally Implemented. This research uses descriptive research with a quantitative approach. This survey study involved ten lecturers teaching English Proficiency classes at English Department of Universitas Negeri Padang are chosen using convenience sampling method. Questionnaire consisting 30 items followed by four scales was distributed to the lecturers to collected the data. The results of this study show; The implementation of self-study in English Proficiency classes is considered ideal because it is supported by the required learning media and good assessment. In addition, in relation to lecturers' beliefs of the use of technology in conducting self-study, almost all lecturers strongly agreed that technology can help the self-study because with technology students are easier to access materials. In conclusion, the lecturers' beliefs on how self-study in English Proficiency class at English Department should be ideally Implemented.

**Keywords:** *Lecturer's Beliefs, Self-Study, English Proficiency*

**Anisa, Ie, (2023), Kepercayaan Dosen Tentang Bagaimana Belajar Mandiri Di Kelas English Prficiency Harus Dilaksanakan. Tesis. Padang: Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui keyakinan dosen mengenai bagaimana idealnya belajar mandiri di kelas English Peoficiency di Departemen Bahasa Inggris Universitas Negeri Padang. Penelitian ini menggunakan jenis penelitian deskriptif dengan pendekatan kuantitatif. Penelitian survei ini melibatkan sepuluh dosen yang mengajar kelas English Proficiency di Jurusan Bahasa Inggris Universitas Negeri Padang yang dipilih dengan metode convenience sampling. Kuesioner yang terdiri dari 30 pertanyaan yang diikuti oleh empat skala didistribusikan kepada dosen untuk mengumpulkan data. Hasil penelitian ini menunjukkan; Pelaksanaan pembelajaran mandiri di kelas English Proficiency dianggap ideal karena didukung oleh media pembelajaran yang dibutuhkan dan penilaian yang baik. Selain itu, terkait dengan keyakinan dosen terhadap penggunaan teknologi dalam pelaksanaan pembelajaran mandiri, hampir semua dosen sangat setuju bahwa teknologi dapat membantu pembelajaran mandiri karena dengan teknologi mahasiswa lebih mudah dalam mengakses materi. Kesimpulannya, para dosen memiliki keyakinan yang sangat positif mengenai bagaimana seharusnya belajar mandiri di kelas English Proficiency di Jurusan Bahasa Inggris diimplementasikan secara ideal.

**Keywords:** *Kepercayaan, Belajar Mandiri, English Proficiency*

# ACKNOWLEDGEMENTS

Alhamdulillahirabbil 'aalamiin, praise be to Allah SWT, the Almighty and the Most Merciful, who always gives knowledge, healthy, and opportunity to complete this thesis. Also, salutation and peace are always expressed to the Prophet Muhammad SAW. This thesis is impossible to be accomplished without the help and support of many people. Therefore, the writer would like to express sincere gratitude and appreciation to the following people:

1. Desvalini Anwar, S.S., M.Hum., Ph.D., as the Head of the English Language and Literature Department.

2. Ririn Ovilia, M.Pd. as her thesis supervisor, for her help, instruction, guidance, time, and support in correcting and helping her finish her thesis.

3. Dinovia Fannil Kher, M. Pd., and Rifki Oktoviandry, S.Pd., M. Hum, as her thesis examiners.

4. Syafitri Ramadhani, M.Pd, as the validator of her instrument.

5. The English Language and Literature Department's lecturers.

6. Her beloved and precious parents, Kasiman (alm) and Nisrawana, always support her mentally and physically.

7. Her beloved sisters and brothers-in-law, Mayharni, Yannisna, Raisa Niska, Yoni Adi Candra, Micheillo Haq, and Ahmad Reski, for their help, love, and care whenever the writer needs it.

8. Her beloved nephews, Irsyad Revandi, Alzan Syorif, Raffasya Abqory, M. Kenzi El-Haq, Bebi Rindu Annasya, and Frea Rumaisa El-Haq.

9.  All her supporting friends, Amma Yatasa Alun, Dini Puspita Putri, Dian Pratiwi, Khairunnisa, Nia Khasnayanti, Nola Helpita, Rosi Aswita, Sakinah Zahira, and others.

10. Last but not least, I want to thank me, I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off, I want to thank me for never quitting, I want to thank me for just being me at all times.

Finally, the author realized that this thesis is still far from perfect. Therefore, the author expects criticism and suggestions for improving this thesis.

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Padang,    2023

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The Researcher

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DAFTAR ISI

# CHAPTER I

# INTRODUCTION

## A. Background Of the Problems

Independent study, called self-study in this research, is often defined as a study by oneself. Self-study particularly in the pandemic situation has not been very easy especially with the sudden transition in which the students must be ready and well prepared. According to Arpaci (2021), one factor that can determine students' readiness for self-study is the ability of students which is supported by a strong desire or motivation.

The concept of self-study is based on and adapted from self-directed learning concept proposed by Moore (1973). According to Moore (1973), self-directed learning is more complex which requires an attempt to choose your own material, define your own problems, and solve them yourself. Based on results of study conducted by (Talaot et al., 2020), self-directed learning can help students to innovate in their learning. According to Talaot et al., (2020), self-directed learning is effective in which the students have carefully planned through procedures in order to achieve certain goals. Andani et al, (2021) state that self-directed learning has positive impacts and can increase students' interest in collaboration. In addition, conducted by Gaab et al, (2020) self-directed learning have reported improvements in the language skills of children. To conclude, previous studies show that self-directed learning is successful to improve students' learning as well as motivation as the students are responsible for their own studies.

At the beginning of Covid-19, all schools and university's were forced to close and self-study was inevitable. Students constantly do self-study at home. At the beginning, there were several obstacles faced by students during self-study such as internet connection problems (Basuony et al., 2020), problems with IT equipment (Baczek et al. 2021), lack of Collaborative learning (Yates et al; 2020), and the decrease of student motivation (Basuony et al., 2020). In addition, there are also problems during listening to lectures due to ineffective equipment and lecturers are also not maximized in supervising students during exams.

In recent years, there has been a lot of research on self-study, self-directed learning and its relationship with other factors. First, a study conducted by Loyens et al, (2019) aimed to investigate the role of self-directed learning in problem-based learning and examine how self-directed learning relates to self-regulated learning. The instrument of this research was an interview. The result of this study showed that self-directed learning and self-regulated learning are very important developmental processes, and Problem-Based Learning can encourage self-directed learning.

Another study is by Tekkol, (2018) aimed to reveal the factors that contributed to students' self-directed learning skills. All the factors examined were gender, university, field of study, year of study, academic success, type of university entrance score, income level, and desire to pursue a bachelor's degree. Besides, this study also wanted to reveal whether there is a relationship between students' independent learning skills and their lifelong learning tendencies. The

participants of the research were the first and fourth-year students of the same department at Hacettepe and Baskent Universities totaling 2600 students. The instrument of the research was a survey. The factors which influencing self-directed learning are gender, field of study, and university entrance score. Meanwhile, gender showed a significant difference between female and male self-learning skills. Female students' self-learning skill mean score was 84.71, and male students were 82.18. An independent group t-test was conducted to reveal that there was a significant difference between gender and self-learning skills ($p < 0.05$) in favor of female students.

In addition, another study by Robinson, et.al (2020) examined the implementation of self-directed learning, challenges, and strategies to overcome barriers in education. Students from the School of Pharmacy and Pharmaceutical Sciences of Washington State University, Spokane, Washington participated in this study. This study used a questionnaire as its research instrument. The result of this study is that the implementation of self-directed Learning has more benefits than risks. During self-directed learning, the students determined the goals, how progress will be assessed, determine the sequence/structure of our activities. When learning independently students must be able to make a schedule to develop the basic soft skills needed to succeed as independent learners

Furthermore, the next research was by Angela, et al (2010). The purpose of this study was to determine the effectiveness of SDL in improving learning outcomes in health professionals. The research method used a random effects

meta-analysis. Two reviewers worked on independently selected studies and extracted the data. Standardized mean differences (SMD) and 95% confidence intervals (95% CI) were estimated from each study and aggregated. The result of the study was that the application of self-directed learning was more effective.

Sari (2019) conducted a study determine how the effect of learning independence on student accounting learning outcomes. The type of research used is ex-post facto quantitative research. The population of this study were all grade XI students of public junior high schools in Yogyakarta City, totaling 156 students. The instruments used were questionnaires and multiple-choice questions (MCQ). The results of independent learning research are very necessary because it gives a significant and positive effect on students.

A lot of benefits of self-study have been presented in above-cited studies such as choosing their own material, knowing the problem, finding strategies to solve problem and setting the time to learn. Besides, it can increase students' motivation to learn. Undeniably, self-study also has many challenges ranging from technology distractions, internet connection, lack of collaborative learning, and IT equipment.

Moreover, while it seems difficult to have some self-study skills, with the help of technology this is very achievable. Rapid technological advances have fundamentally changed the educational landscape. According to Demirel (2009), one of the fundamental changes is the availability of a wealth of easily accessible material. This is definitely a student achievement, as learning resources are not

limited to textbooks. Moreover, there is no doubt that in this digital age, technology has made it easier for students to manage their learning. Independent learning is in some ways easier to implement as technology offers more diverse learning options and more imaginative support than in the past (Chen et al., 2016)

To help students do self-study requires the help of technology proposed by Lee (2017). According to Lee (2017), advanced digital technology can facilitate self-directed learning processes. In the last two years, the integration of technology in the learning process has become important because without technology the learning process cannot be carried out. This change implies that technology plays an important role in the continuity of the learning process and the academic community has begun to adapt to the use of technology in the learning process. However, distance learning through technology, cannot be denied and presents its own challenges.

The presence of smartphones and devices resulted in the design of several mobile learning applications (M-Learning) which are currently starting to emerge and enter the market. There are examples of popular English learning applications such as Duolingo, Bussu, Hello English, and others. In addition, the researchers have also integrated Android-based applications into the learning process and examined their effectiveness. Muzayyanna Zatulifa, (2018) aimed to effectiveness of E-Reader applications in the use of English. Based on tests carried out by students the condition and potential of Junior high school students to learn independently. Nushi *et al, (2021)* use the WordUP application to teach English

vocabulary in authentic and interesting contexts such as movie quotes, songs and, news programs. In addition, the use of Android-based applications not only has an impact on improving language skills but also on increasing motivation, attitudes, and learning experiences. Niken (2021) aimed to effectiveness of Google Meet Application in the Learning of Basic Science in the Covid-19 Pandemic Period of Student Learning Interests". Learning using the Google Meet application is very good because it can increase students' interest in learning. After all, learning is very easy to apply, flexible, and can be opened anywhere and anytime. Demirci (2008). The purpose of this study was to evaluating the implementation and Effectiveness of GIS-Based Applications in secondary school Geography Lessons. The result of the study learning to use GIS is very effective because GIS is a set of integrated software programs designed to store. Che (2014). This kind of study used a analyze application: A Campus-Wide Implementation of Blackboard Mobile™ Learn Application" The use of the A campus application is very good because it can increase one's interest in learning because it is in the form of an application and can be accessed easily.

At English Department Universitas Negeri Padang, one course that requires students to do more self-study than other course is the English Proficiency course. This course is very significant for freshmen as it is a benchmark for whether these students can continue their studies in this major or are recommended to move to a another major, they are interested in. Therefore, learning materials and processes are designed in such a way that the results obtained are maximum, including student self-study activities. This self-study activity was developed according to

the learning objectives and was arranged in the form of a book which was distributed before lectures began. Every week, this activity can be monitored and given feedback by lecturers. However, since the Covid-19 pandemic struck and the independent study was completely changed. Besides, independent study was not done as it has to. Therefore, this study aims to find out how independent study or self-study in English Proficiency class at English Department should be ideally implemented based on lecturers' beliefs on ideal independent learning.

**B. Identification of the Problem**

Based on the background of the problem, some issues can be investigated regarding students' self-study practice. Due to the Covid-19 pandemic where students study online, there are various problems appeared such students' lack of collaboration, motivation, internet connection as well as the difficulty to control students' behavior. Thus, self-study activities have not gone as expected. Another problem is that the lecturer has difficulty monitoring and providing feedback on what students have done during self-study activities. This is because self-study material is provided in the form of documents and students do conventional exercises by typing in their answers.

**C. Limitation of the Study**

The researcher limits her research solely on problems regarding ideal implementation of self-study at English Proficiency class based on the lecturers'

beliefs. Thus, the problem is only limited to find out lecturers' beliefs on how the self-study practice should be done.

**D. Formulation of the Problem**

Related to the limitation of the problem above, the formulation of this research is formulated into " How do English Proficiency lecturers' beliefs the ideal implementation of self-study at English Proficiency Class? "

**E. Research Questions**

Based on the background of the research above, the researcher formulates the research question as follows;

1. What are the lecturers' beliefs the ideal implementation of self-study at English Proficiency Class?
2. What are lecturers' beliefs of the use of technological assistant in form of application on English Proficiency Class?

**F. Purpose of Research**

Concerning the formulation of the research questions above, the purpose of the research is to:

1. To find out the lecturer's beliefs perceptions of the ideal implementation of self-study at English Proficiency Class.
2. To find out the lecturers' beliefs of the use of technological assistant in form of application on English Proficiency Class.

## G. Significance of Research

The results of this study are expected to provide theoretical and practical benefits. In terms of theoretical meaning, the authors hope that the findings of this study can provide solutions to students' self-study problems in English Proficiency. Second, from a practical significance, several benefits can be obtained, namely; a) for future researchers it is hoped that it can help as a reference in terms of the lecturers beliefs of self-study, b) for the lectures it is hoped that it can enrich knowledge about self-study and become input and evaluation for further learning. c) students are expected to be able to provide information about self-study.

## H. Definition of Key Term

### 1. Self-Study

Studying oneself without a teacher, students are free to determine their learning goals, plan their learning process, use the learning resources they choose, and evaluate their learning results.

### 2. Belief

A mental attitude of accepting or agreeing with a proposition without the sufficient intellectual knowledge necessary to ensure its correctness.

### 3. English Proficiency

English Proficiency is the one of subject in the English Department that teaches students all of the basic components of an English. Therefore, in the first semester of new college members, students follow the subject of

English Proficiency to learn the basic skill in EFL. The credits for this subject are 4 per semester. The purpose of this subject is to introduce basic theoretical knowledge about English skills and to facilitate the students to practice the skills.