

**THE LEVEL OF SELF-DIRECTED LEARNING READINESS OF 2013  
ACADEMIC YEAR'S STUDENT AT ENGLISH DEPARTMENT OF  
THE STATE UNIVERSITY OF PADANG**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to  
Obtain Strata One (S1) Degree*



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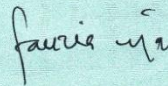
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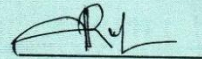
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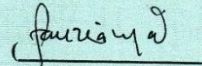
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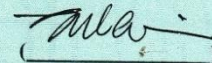
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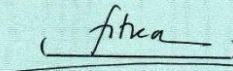
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## ABSTRAK

Hardianti, Yuri. 2016. **“The Level of Self-Directed Learning Readiness of 2013 Academic Year’s Student at English Department of the State University of Padang”**. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini mengkaji tentang tingkat kemampuan belajar mandiri mahasiswa dalam belajar bahasa Inggris. Populasi penelitian ini adalah mahasiswa jurusan bahasa Inggris tahun akademik 2013. Subjek penelitian dipilih dengan metode *random sampling*. Masalah yang diangkat pada penelitian ini adalah bagaimana tingkat kemampuan belajar mandiri mahasiswa mempengaruhi cara belajar bahasa Inggris mereka. Tujuan penelitian ini adalah untuk mengetahui tingkat kemampuan belajar mandiri mahasiswa serta faktor-faktor yang mempengaruhi mahasiswa mempunyai tingkat kemampuan belajar mandiri yang rendah di dalam belajar bahasa Inggris. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dan interview berupa *semi-structured interview*. Hasil penelitian menunjukkan bahwa siswa memiliki tingkat kemampuan belajar mandiri yang berada di bawah rata-rata dalam belajar bahasa Inggris dengan skor rata-rata 189.68. Berdasarkan wawancara yang dilakukan pada 16 orang mahasiswa yang mempunyai tingkat kemampuan belajar mandiri yang berada di bawah rata-rata, faktor-faktor penyebab rendahnya tingkat kemampuan belajar mandiri terdiri atas faktor konsep diri sebagai pelajar yang efektif dan mandiri, faktor kreatifitas dan faktor inisiatif dalam belajar. Berdasarkan hal diatas, dapat diambil kesimpulan bahwa mahasiswa bahasa Inggris UNP memiliki tingkat kemampuan belajar mandiri yang rendah. Sedangkan faktor konsep diri sebagai pelajar yang efektif dan mandiri, faktor kreatifitas dan faktor inisiatif dalam belajar adalah penyebab rendahnya tingkat kemampuan belajar mandiri mahasiswa bahasa Inggris UNP.

Kata kunci: kemampuan belajar mandiri, skala kemampuan belajar mandiri.



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

The world that people live in today is a knowledge society. The social and cultural characteristics of a knowledge society require these people to be highly adaptive. They have to learn quickly in this fast-changing, multi-cultural, multi-racial and multi-religious world. In addition, the rapid development of internet helps them to get information faster, interact among people across the globe, breaking the boundaries of time and space. Internet is also empowering people towards self-actualization that is characterized by greater autonomy and lifelong learning.

It can be argued that the demands of globalization promote the need for the students to become more conscious, controlled, independent and active in their learning. This way of learning enables students to adapt to the ever-changing situations in their personal and social lives in the knowledge society. Therefore, it is reasonable to say that SDL is a critical life skill for today's students. It enables a person to be highly adaptive to new situations and environments, to gather resources, learn quickly, solve new problems or handle the situations they encounter.

Self-directed learning must develop at every stage of age. When the children reach the legitimate schooling age, their self-directed learning habit is supposed to develop. However, Guglielmino (2008: 3) states that the education system has adopted what might be described as a manufacturing model of



education designed to produce uniform results through promotion of conformity, obedience, and memorization of content dictated by others, leading to the transformation of self-directed learners into other directed learners.

In a world which is full of information and fast technology development, instant worldwide communications, and intense global competition, lifelong self-directed learning is now a necessity for survival. Knowles (1975: 15) explains the impact of these vast changes on the individual, “We are entering into a strange new world in which rapid change will be the only stable characteristic....It is no longer realistic to define the purpose of education as transmitting what is known...The main purpose of education must now be to develop the skills of inquiry.”

According to the statement, it is fair enough to say that self-directed learning is very crucial for students to survive in the world which lays plenty of fierce competition in every aspect of life especially education. English is the world's language which gradually becomes essential both in society and education. It is the language that is used anywhere across this planet. It is through their exchanging information by communicating in English, they can understand what is being talked about. Hence it expands their knowledge such as cultures, customs, etc.

English is a study which focuses on how to master English language skills, listening, speaking, reading, and writing. In English Department of the State University of Padang, there are two English programs, they are English Literature and English Education. Both programs have different concentration, but they

basically taught the same basic subjects such as Listening, Speaking, Reading, Writing and Grammar. These language basic skills are taught during the first until fifth semesters, every week on the active college period. Each course ranges a two until three credit hours in which one credit hour is taught approximately 55 minutes. The students are provided with a text book and a syllabus to achieve the learning target which is to comprehend and master English through either the point of view of literature or education. They are expected to apply what they have learned academically and in real life situations. To achieve such targets, the writer thinks that the time and the media to learn English are rather inadequate.

This situation where inadequacy of time and media in learning English in the classroom is inevitable, self-directed learning skill becomes very crucial. A lot of studies about English is provided on the internet or from books in the libraries and it is the matter of the students' self-directed learning that can guide them to learn and expand what they already know about English and improve themselves as human being in general. These college students; therefore, are obliged not to only wait for the directed-learning from the lecturer but also should expand their English knowledge. They need to be fully aware of that their efforts to learn must be increased.

Unfortunately due to the manufacturing model of education designed the learners adapted since they were kids and the traditional curriculum which was teacher-centered and heavy on didactic lectures; self-directed learners at English Department of the State University of Padang are less than expected.

Based on preliminary research on students of class 2013 who concentrate on literature and education programs, English is an interesting language which mostly used in social media and those whom use it look smart and cool and that is pretty much what interests them to choose this major. However, these students do not quite follow the learning as they do to the trends. They tend to study only when they are going to present the topic in front of the class. It is also the writer's experience on most of her classes while enrolling in English Department where she and her classmates preferred to study only when they were appointed to perform their presentation from a particular topic which they saw fit to their comprehension.

The interview also shows that the students, class of 2013 can understand what they learn at the night before they perform the presentation, but this very topic that they try to master can only be remembered in a short time. It could be a couple of weeks or three. And when they are going to have tests, they have to recall what they learned weeks ago by reading the book all over again. Six of ten students were interviewed admitted it. They said they had to read the book and even recited the English terms over and over in order to remember the whole thing again.

Learning English uses discussion method in the classroom which requires students to comprehend each topic prior to the classroom-learning process. This student-centered method is supposed to allow them to deepen their English knowledge. Thus, self-directed learning takes a big role to meet lecturer's expectation towards their students. However, the lack of motivation or

understanding on the importance of learning English, most of the students cannot get involved in the discussion, only few of them who already learned it can join in the discussion. When they are demanded to ask questions to the performers, the other students would keep silent as if they already understood the topic, and when the lecturer inquires them about it they would keep silent too. So it is quite hard to tell whether they already understand the topic or not.

From the above description, it is quite clear that the number of learners who control their effort in learning or self-directed learners in learning English might not as many as expected. Much research has followed this hypothesis by creating ways to measure students' self-directed learning. One of the widely known is the Self-Directed Learning Readiness Scale (SDLRS) which is developed by Lucy Guglielmino in 1977 as part of her dissertation work at the University of Georgia. Guglielmino developed and field tested the Self-Directed Learning Readiness Scale (SDLRS), a Likert-type questionnaire with five response options per question. The SDLRS was later expanded to its current fifty eight items. The SDLRS has become the most widely used instrument for assessment of self-directed learning readiness according to Long & Ageykum (1988: 14); McCune (1989: 3); Merriam & Brockett (1997: 56).

By using the SDLRS of Guglielmino's, the writer thinks that the possibility to measure students' Self-Directed Learning should be manageable. The SDLR score which is the highlight of the research is also expected to show what factors influence students' self-directed learning readiness. The writer also considers that finding out the students' SDLR scores might reveal other issues and



actually improve students' self-directed learning. Since self-directed learning is equal to adult learning or andragogy, the respondents who fits the criteria on this research is supposed to be on their early 20s. The students who enroll English major and have taken all those basic English skills' subjects, in this case the students of class of 2013 are seen to match the research requirement. And that is why the writer is interested in finding out the level of self-directed learning readiness of the students, class of 2013 at English Department of the State University of Padang.

## **B. Identification of the Problem**

There are two problems of students in relation to Self-Directed Learning Readiness. The problems are identified as follow: first, students tend to study only when they are going to perform the presentation in front of the class. The students can understand what they learn at the night before they perform the presentation, but this the topic they try to master can only be remembered in a short time. When they are going to have tests, they have to recall what they learned weeks before by reading the book all over again.

Second, discussion method which is often used in learning English requires students to learn beforehand, but most of them unmotivated to do so and the discussion cannot take place accordingly. Only few students can join the discussion most of the students cannot get involved in the discussion. When they are demanded to ask questions to the performers, the other students would keep silent as if they already understood the topic, and when the lecturer inquires them

about it they would keep silent too. So it is quite hard to tell whether they already understand the topic or not.

Although many kinds of assessments have been implemented to the students at English Department of the State University of Padang, it is quite uncommon to measure such things as students' preferences, value and ability in learning. Since these three aspects are one of the important requirements for self-directed learning and to learn appropriately and also it will contribute a lot on the way they learn. Therefore, the researcher considers that this research needs to be conducted to find out the students' self-directed learning readiness score and which factors influence their self-directed learning readiness.

### **C. Limitation of the Problem**

Because not all of the problems are analyzed in this research, the researcher limits the problems into students' self-directed learning readiness level at English Department of the State University of Padang.

### **D. Formulation of the Problem**

The problem of this research is formulated in this following question:

“How is the self-directed learning readiness level of the students at English Department of the State University of Padang?”

### **E. Research Questions**

The problem of the research could be explained in the following question:

1. What is the level of students' self-directed learning readiness at English Department of the State University of Padang?
2. What are the factors that influence students' below average level of self-directed learning readiness at English Department of the State University of Padang?

### **F. Purpose of the Research**

The purpose of this research is to analyze the students' self-directed learning readiness by using Guglielmino's (1977) Self-directed learning readiness scale and to see which factors that influence their below average level of self-directed learning readiness.

### **G. Significance of the Research**

This research would contribute both practical and theoretical contribution. First, practical contribution, this research would contribute to lectures, learners and researcher. The lecturers could get information about the students' self-directed learning readiness score and know what their students' problems are in learning. As for the learners, this research would make them become aware and rethink on how to improve their learning abilities, attitudes and preferences. And for the researcher, this research does not only give valuable comprehension on the problems and the reasons behind the problems but also gives valuable knowledge and experience to her. Second, theoretical contribution is expected to give information and explanation about students' self-directed

learning readiness at English Department the State University of Padang. The data and information could be used as the basic consideration in improving students' learning ability.

#### **H. Definition of Key Terms**

1. Self-Directed Learning (SDL): Self-directed learning is the students ability to control their effort in learning process.
2. Self-Directed Learning Readiness (SDLR): Self-directed learning readiness represents an adult's preparedness or ability for self-directed learning.