

**THE IMPLEMENTATION OF SELF-DIRECTED LEARNING TO
IMPROVE SPEAKING SKILL FOR THE FIRST YEAR STUDENTS OF
SMA NEGERI 1 KARANG BARU**

THESIS

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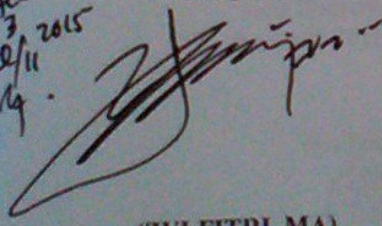
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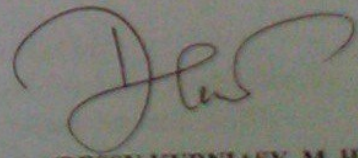
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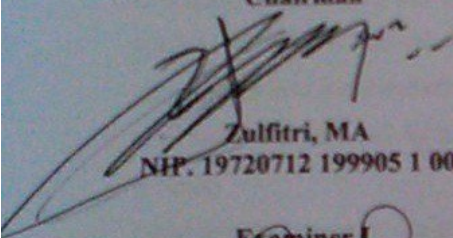
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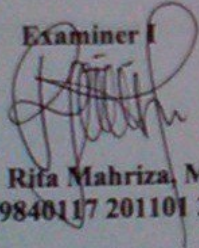
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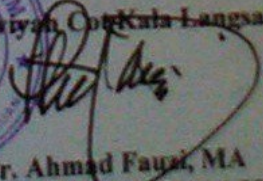

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The writer does realize that this thesis cannot be considered perfect without critique and suggestion. Therefore, it is such a pleasure for her to get critique and suggestion to make this thesis better. The writer hopes this thesis is useful for English teaching and learning.

Langsa, 02 November 2015

The Writer

MENTARI

ABSTRACT

This study conducted in order to improve students' speaking skill for the first year students of SMA Negeri 1 Karang Baru through self-directed learning. This study is related to the result of preliminary study showed that the students were still poor in English speaking skill especially in giving monolog text. This study focuses on procedure text. This study used a classroom action research (CAR) which is conducted to solve the students' problem in English speaking.

The classroom action research was done by based on Arikunto design. The writer did two cycles in which each cycle consist of planning, acting, observing, and reflecting. The subject of this study was X-6 students of SMA Negeri 1 Karang Baru. The numbers of students were twenty nine students. The data were gathered through quantitative data. The data were obtained from the data students' speaking score of pre-test and post-test and observation. The analyzing data used descriptive (percentage). The finding of this study indicated that the implementation of self-directed learning was successful since the criteria of success were achieved. The criterion was 72% of students could pass the target score ≥ 72 based on the KKM or in other hand, if the students' improvements in each cycle pass 30% from the pre- test and the observation result in each cycle pass 20%, so the next action will be stop. The finding showed that 79.31% of students had already achieved the target score.

Key words: Self-directed learning, Speaking skill.

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CHAPTER I

INTRODUCTION

A. Background of the Study

One of things that must be mastered in the era of globalization is the ability of English language because it is an international language. So, English language is emphasized mastery in Indonesia. The importance of mastering English both verbal and non-verbal as an international language in communication era now, it was felt by various parties. Various efforts made by many people to be able to speak English. Being familiar with English is required for getting new jobs and academic degrees. The language is one of the subjects included in the curriculum at every level of education taught from elementary, middle and high school.

There are four major skills which are important to be learnt in learning English, they are listening, speaking, reading, and writing. Reading and listening are said to be passive or receptive skills, while writing and speaking are said to be active and productive skills. Speaking is a productive skill that can be directly and empirically observed. It is an interactive process in constructing meaning that involves producing, receiving, and processing information orally. Students need to be mastered in speaking to express feeling, give opinion, etc.

In view of the period which has been in through students in learning English, they should have been able to English properly and correctly but in fact, the process of learning English is still not able to achieve the expected results and have not shown great results even though the students have been learned English that from junior and senior high

school. They failed openly communicate well. Despite all these attempts, they still face many problems in expressing themselves when it comes to real situation of speaking. Many students are lack remember of vocabulary. They take so much time thinking what they are going to say, some of them did not say anything. Another problem, students are less response and indifferent in the learning process, when given homework they rarely do for reason already given many tasks, when given lattice exam they not motivated to learn but they make a cheat sheet materials and when given the task independently only few students are able to do so, only few students who get good scores.

Many factors can cause the problem of the students' speaking skill both internal factors and external factors. As we know, internal factors is originates from within the students, such as psychological, motivation, interests, habits, way of learning, etc. meanwhile, the external factors is comes from outside the students, such as facilities, teachers, parents, environment, curriculum, etc. The important things in correct and improve students' speaking skill we can look for internal sides because success of learning originates from within the students. Way of learning is one of the internal factors that can be influenced of students in learning English. Each students has a different way of learning so, students should equip themselves to use the most effective methods or way of learning in learning English.

In this case, teachers play an important role in guiding students to determine a method and strategy in learning to achieve the goal of learning language in accordance with national education goals. “As national education goals set out in the Law No. 20 of 2003 Chapter 2, section 3, of the national education system, that: the National Education serves to develop the ability and character development and civilization of dignity in the context of the intellectual life of the nation, aims to the development potential learners in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.”¹

Based on the national education goals above, one of the goals is the learners become independent in developing ability. In other words, students are expected to become a man who can learn independently in developing their skill. Thus, to make students become independent in developing their skill in learning English, self-directed learning method is one way of learning that students need. In the study, focuses in improving speaking skill in learning English. Self-directed learning is a way of learning where students are active, and initiative with or without the help of others and responsible for their own learning. So, the students have autonomy and active to develop their speaking. As well as, according to Kowles, self-directed learning describes a process in which individuals

¹ Sisdiknas, *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.

take the initiative themselves, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes.²

Thus, it can make students become more active and initiative are also responsible in improving their speaking with or without the help of others, having confidence and responsibility in each of the learning process. The same as said by Astawan, self-directed learning model causes students to have the initiative, with or without the help of others, to analyze their own learning needs, formulating learning goals themselves, identify the sources of learning, choosing and implementing appropriate learning strategies and to evaluate own academic achievement.³ In addition, this method gives students more opportunity to improve their speaking with their autonomy.

Based on the study above, the researcher is interested in studying further to improve speaking skill of students through self-directed learning. So, the researcher took the title of "**The Implementation of Self-Directed Learning to Improve Speaking Skill for the First Year students of SMA Negeri 1 Karang Baru.**"

²M.S. Knowles, *Self directed Learning, a Guide for Learners and Teachers*. (Englewood Cliffs: Prentice Hall Regents. 1975), p. 18.

³Astawan I Gede, *Model-model Pembelajaran Inovatif*, (Universitas Pendidikan Ganesha, 2010).

B. The Limitation of the Problem

The problem that will be discussed is limited only on the implementation of self-directed learning to improve speaking skill in giving monolog text of procedure for the first year students of SMA Negeri 1 Karang Baru. The study just focuses on the material procedure text.

C. Research Question

Based on limitation of problem mentioned above, the problem of the research is that “Can the implementation of self-directed learning improve speaking skill for the first year students of SMA Negeri 1 Karang Baru?”

D. Purpose of the Study

The study aims to find out the improvement speaking skill through the implementation of self-directed learning for the first year students of SMA Negeri 1 Karang Baru.

E. Significances of Study

1. For the students

The students can improve their speaking skill in learning English through the implementation of self-directed learning.

2. For the teachers

Teachers may choose alternative strategies in teaching and learning process of English to improve speaking skill of student through the implementation of self-directed learning.

3. For the school

Principal can create a new policy for selecting alternative strategies in teaching and learning process of English to improve speaking skill of student through the implementation of self-directed learning.

4. For the researcher

The result of this study can be an additional information to appropriate method in speaking and for the other researchers who would like to conduct further research at the same subject, the result of this research can help them and can be reference.

F. Terminology

1. Self-Directed Learning

Self-directed learning describes a process in which individuals take the initiative themselves, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes.

2. Speaking

Speaking is closely related to listening because both use oral media. Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness and validity of an oral production test.