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Research Article

The Effects of Self-Directed Learning Strategy on Students' Reading Comprehension Skills

Cicuk Rammayadi S.¹, Juhana², Ruminda³

^{1,2} Universitas Terbuka, Indonesia, Indonesia

³ UIN Sunan Gunung Djati, Indonesia

KEYWORDS

Self-Directed Learning Strategy;
 Reading Comprehension Skill;
 Motivation.

A B S T R A C T

This research aims to describe the implementation of self-directed learning (SDL) for the tenth-grade students of SMK PGRI 2 Tanah Grogot, to analyze the effectiveness of the self-directed learning (SDL) strategy on reading comprehension skills for the tenth-grade students of SMK PGRI 2 Tanah Grogot and to analyze the student's motivation after the application of the self-directed learning (SDL) strategy of reading comprehension skills for the tenth-grade students of SMK PGRI 2 Tanah Grogot. This research used experimental investigation methods. The target population and sample of this research were all tenth-grade students of SMK PGRI 2 Tanah Grogot for the academic year 2022/2023. The total sample was 14 students. The findings of the research show that the efficiency of using self-directed learning strategy can be known from pre- and post-test comparison findings. It can be seen from the acquisition of the means of the pre-test was 43.1429 and the post-test was 85.4286 which was carried out on the same 14 samples. The questionnaire's findings answers showed that student motivation increases after carrying out the learning process. It can be seen from the frequency distribution of questionnaire statements using the Likert Scale. Based on the findings, it is possible to deduce that the use of self-directed learning strategies improves students' reading comprehension skills and motivation.

CORRESPONDING AUTHOR(S):

E-mail:
 cicuxrammayadiut@gmail.com¹;
 juhana@ecampus.ut.ac.id²;
 ruminda@uinsgd.ac.id³

INTRODUCTION

It is not an easy task to teach English because it is a foreign language for Indonesian students and it is definitely a problem for them. The mother tongue is very easy to learn because of the arch in which students learn, it is different from the foreign language. Teaching the English language in Indonesia is quite difficult. Saputri (2021) explained in her study that teachers need to make creative efforts so that

the teaching and learning process is effective and interesting. Beginners must master the four skills in teaching and learning English, such as listening, speaking, reading and writing. No matter what happens in the classroom, it is very difficult to acquire these skills because most students find English difficult, boring and confusing.

Reading is one of the most important skills of the other four English skills. By reading, people more easily share information, ideas, opinions, or arguments they know and

aim to express this information properly (Maximilian, 2020). As a result, teachers develop more efficient learning activities in order to increase students' reading abilities. According to Saputri (2021), when students start reading, decisions must be made before them, and they are used to making those decisions more quickly, in most cases not consciously. For example, when they pick up a magazine, the front page they usually read is a combination of searching, general reading and skimming. They read the important sections to find information, but they also read to finish the magazine fairly quickly, since only a few people attempt to read every line of the magazine. Maybe early on they searched the front page for a particular story they hoped to find in it. If the headline clues them in the right way, they can quickly figure out the length of the article, and they then read a few paragraphs for understanding.

Reading is the focal point for successful learning since a large portion of all instruction is dependent on students' ability to read. When readers comprehend what they read, they may create views, discuss other people's ideas, ask and answer questions about the reading, and produce concepts that can be expanded upon in other skills (Arizah & Claudia, 2020). Furthermore, Arizah and Claudia (2020) also explains reading comprehension is defined as reading for meaning, comprehension, and amusement. This means that reading and evaluating what they have read are both essential parts of the reading process. The reader must accurately read the material because, without comprehension, the reader does not grasp what they have read. The reader reads the material to comprehend its meaning and then applies that comprehension. A person reads a book to learn, to be entertained, and to be entertained. According to Nurdiansa (2019), comprehension is the process of understanding and associating new information, or information received, using memory-stored information. It shows that the level of reading comprehension is close to one's previous knowledge or schema. This suggests that reading comprehension may be improved and obtained superior when pupils understand or can explore and relate the texts people read concerning previous information they possess. A lack of past knowledge will prevent from them understanding the text (Nurdiansa, 2019). Reading comprehension reflects a process to understand the meaning of a text by using the text and the knowledge possessed (Nugroho, Naâ, & Pamungkas, 2021). The purpose of reading is always related to understanding. Each goal will determine the achievement of visible abilities after the reading process. Skills are needed in reading comprehension to understand the exact nature of the passage being read or communicated. Reading comprehension is formed from a deeper understanding which is also called implied reading. There are three

reading strategies that we know, namely bottom-up strategy, top-down strategy, and interactive strategy (Budiharso, 2014).

Today the development of knowledge and technology creates an enormous impact on education. A lot of progress in science and technology has been achieved. As a result, there are a lot of experts and researchers produced in various fields of education and science. English teaching curriculums have also undergone various changes and developments to adapt to the modernization era and the needs of industries and all fields, as well. The English teachers who handle a class with heterogeneous students' abilities often find difficulties in applying such interactive methods. Teachers must pay attention to the situation (Bobokulova, 2019). According to Mardiah, S, N. T., and Thabran (2021), the variety of teaching models and techniques is important to be mastered by the teacher for several reasons. First, the variation aims so that students do not feel bored. Students will experience a varied learning experience, not monotonous. Second, the teaching models and techniques are adapted to the content and learning objectives to be conveyed. This relates to the pedagogic competence of teachers where they are required to know how to teach according to their students, and also follow learning objectives. Third, varied learning models will suit various types of student learning (Mardiah et al., 2021).

Learning strategies are distinctive ideas, activities, and behaviors used to attain learning goals. The tactics employed are critical in determining whether or not a student will succeed or fail in their studies. More and better tactics will result in more achievement for the students. According to Tresnaningsih (2022), effective learning strategy training should include four factors, namely: (1) students' belief in the positive effect of the strategy training; (2) teachers' belief in the success obtained by providing the training; (3) classroom context, which refers to the classroom environment, which must encourage students' risk-taking, i.e. by accepting students' responses without judgment; and (4) instructional approach, which emphasizes that teachers should focus on students' learning processes.

Appropriate learning strategies are needed so that students are more active in learning. They do not only study indoors during the learning process but they are directed to be able to study independently without being limited by space and time. A self-directed learning strategy is very suitable to be applied to such learning. Self-directed learners feel good about themselves as learners. They feel they can successfully make decisions that are related to their learning needs, and they see themselves developing autonomy concerning these decisions. Furthermore, they are much more likely to feel successful as learners than their teacher-directed counterparts. In line with the opinion

Loeng (2020), self-directed learning is that it has the potential to improve the quality of learning outcomes both in the short and the long term, and it is also an essential skill to be acquired for the promotion of lifelong learning. Another argument for increased focus on self-directed learning is societal and technological changes worldwide. The world has changed vastly since the term self-directed learning appeared half a century ago. The rapid rate of political, social, and technological change with which we are currently confronted has increased rather than diminished the need for self-directed citizens. Technological development at the workplace and in society, as a whole, requires unique skills and abilities.

Self-directed learning is a desirable and widely utilized learning approach. The self-directed learning technique is an autonomous learning process that involves recognizing one's own requirements, developing learning objectives, selecting learning resources, and measuring learning outcomes without the assistance of others (Safa & Wicaksono, 2022). Self-directed Learning (SDL) aims to deepen and broaden students' knowledge. This strategy can increase knowledge, build experience, and train students' thinking. Self-directed learning increases knowledge, skills, and achievements resulting from their efforts by using various methods under any circumstances (Safa & Wicaksono, 2022). Self-directed Learning (SDL) is a process of individual initiative in determining learning and concluding the goals to be achieved and implementing appropriate learning strategies with the help of others or independently (Arifani, Cahyono, & Nugroho, 2019). Every project participant employs independent learning to recognize their own learning needs, establish learning objectives, find resources, choose and implement learning strategies, and evaluate the results of their learning (Bagheri, Ali, Abdullah, & Daud, 2020). Self-directed Learning (SDL) is also one of the learning models needed to answer the challenges of today's educational goals, namely innovative learning models (Akib & Uluelang, 2019).

Motivation is a kind of internal drive that motivates us to do something and plays an important role in the teaching-learning process (Ningsih, 2018). According to Filgona, Sakiyo, Gwany, and Okoronka (2020), motivation has the capacity to influence an individual's actions by gauging their enthusiasm for acquiring fresh knowledge or learning something novel. When students discover links in a task or believe there is a pressing requirement to understand a particular context within it, motivation could enhance their inclination to learn (Sudarmaji, Ayu Lestari, & Afriad, 2022). One strategy for encouraging pupils to read more is motivation. Every activity, including reading, requires increased motivation. Motivation plays an important part in the reading. Students who desire to read extensively devote their time to reading. Students will never

comprehend unless they are motivated to read (Yurianti, 2021).

Many students dislike reading according to researchers' experience in the teaching and learning process. This is because they find it difficult to understand the content of the text at the same time as they understand the meaning of the text they read because of the lack of vocabulary. Many reasons impact this, including the fact that they seldom read, are too sluggish to open a dictionary to look up the definition of words in the text, and so on. These issues may impair their capacity to comprehend the offered content. Most the tenth-grade students in SMK PGRI 2 Tanah Grogot were not able to understand reading texts in learning English. Inability to understand the meaning or purpose of a sentence. This problem can be seen when they answer practice questions based on the text they have read. Therefore, researchers feel the need to improve teaching strategies by using self-directed learning on reading comprehension skills and increase students' motivation in learning. The level of reading comprehension is influenced by the quantity of time allocated to reading activities or the amount of reading done, within the framework of internal motivation. Sudarmaji et al (2022) there exist two forms of motivation: internal and extrinsic. Extrinsic denotes a heightened force that motivates from external sources. On the other hand, intrinsic arises as a characteristic of an individual that is influenced by past experiences (Sudarmaji et al., 2022). Students may be more motivated to study when they establish connections throughout an assignment or feel an urgent need to learn about a certain situation. Reading techniques are a subtype of language acquisition strategies that have been characterized in numerous ways in the literature. Reading strategy is described as kids comprehending what they read through comprehension processing. In order to fully grasp the message conveyed in a book, students need to acquire a range of reading skills. Teaching subjects will empower students to develop as strategic learners. The self-directed learning (SDL) technique is considered a successful teaching method for enhancing learners' knowledge and abilities using a variety of language learning methods. Students can actively engage in the learning process by monitoring and assessing their progress through autonomous study (Huda & Sulistyanningrum, 2022).

This research is important because it can contribute to the research that will be carried out by the researchers and clarify the position to be achieved by this research. There have been a few researchers who researched to solve those problems and their causes. However, in this research, the researchers are interested to dig deeper into whether the use of self-directed learning (SDL) strategies is effective for students' reading comprehension skills and learning motivation in tenth grade. The researchers also take a

different place. This research was conducted at SMK PGRI 2 Tanah Grogot academic years 2022/ 2023.

METHOD

Research Plan

The study employed experimental research methodologies. The research design used was as follows:

Table 1. Research Plan

Group	Pre-Test	Treatment	Post-Test
Experiment (E)	V	X	V

The research design utilized in this research was a one-group pretest-posttest design. In the one-group pretest-posttest design, there is a pretest conducted before the treatment is administered (Najamuddin & Hidayaturrahman, 2017). Consequently, the treatment outcomes can be determined more accurately, as they can be compared with the state before the treatment is applied. The variables in the study were classified into two types: independent variables and dependent variables. The researchers are curious about the effect of the independent variable (X) or self-directed learning approach on the dependent variable (Y) or students's reading comprehension competence.

1. Independent variable (X) → the self-directed learning strategy.
2. Dependent variable (Y) → students' reading comprehension skills.

Population and Sample

Population is all data that is of concern to us in the scope and time that we specify. If every human being provides data, then the number or size of the population will be equal to the number of humans. The population is the subject of research. The target population of this research was all tenth-grade students of SMK PGRI 2 Tanah Grogot for the academic year 2022/2023. The total population was 14 students.

Research Instrument

The instrument used in this research measured students' comprehension skills in reading and motivation in learning English. This research used test instruments. The test consisted of 25 question items in the form of multiple choice made by the researchers themselves based on the reading material. This research was carried out through four steps that were carried out systematically. Pre-test, treatment, and post-test phases of the pilot study encompassed these procedures. All the questions in the test

encouraged students to seek detailed information and to be able to summarize the overall content of the text.

In order to understand students' learning motivation after the post-test, the researchers distributed a questionnaire. The researchers used close-ended questions. Some forms of closed questions can be determined by requiring the respondent's explicit choice in determining the answer. The number of questions was 46 for the tenth-grade learners of SMK PGRI 2 Tanah Grogot.

Procedure of Collecting Data

As for how to obtain data and information in this research, the researchers collected data with the following techniques:

The forming test used a written test. The written test was a test in the form of multiple choice. The number of questions was 25 in the type of recount text to determine students' comprehension of the text. The test was divided into a pre-test and a post-test. Questionnaire to determine students' learning motivation. A survey was a data collection tool that required respondents to answer a series of written questions or comments. The type of question used by the teacher was a closed question with a questionnaire with answers. Closed questions helped respondents respond quickly and also make it easier for researchers to analyze all collected survey data. Implementation of the questionnaire after the researchers conducted the Post-test.

Data Analysis Methodology

1. Test

Following the completion of the target class's pre-test and post-test, researchers then analyzed students' scores using scoring techniques, classical assumption analysis of data, and statistical data analysis. The researchers compared the results of pre-test and post-test scores. The researchers then used the N-gain formula from the pre-test and post-test results to measure the effectiveness of the given treatment.

Effective learning models or strategies were difficult to measure from the learning process because many things need to be observed. The most likely way to do with measure the increase in the extent to which targets were achieved from the beginning before treatment (pre-test) to the target learning outcomes after being given treatment (post-test). To test the effectiveness of self-directed learning strategy using manual calculations, namely the effectiveness of the N-gain formula.

Table 2. The N- gain Formula

$$g = \frac{\text{Post-test results} - \text{Pre-test results}}{\text{Ideal score} - \text{Pre-test Score}}$$

There were two criteria for assessing the N-gain score, which can be seen in the two tables below:

Table 3. Criteria for Assessing The N-gain Score

Limitation	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Currently
$g < 0,3$	Low

(Ramdhani, Khoirunnisa, & Siregar, 2020)

The table above was the first criterion to see the N-gain score. Based on these score criteria, the learning strategy was said to be effective if the learning outcomes of students obtain an N-gain score > 0.7 with high criteria.

Table 4. Interpretation of the Effectiveness of N-gain

Interpretation of the effectiveness of N-gain	
Percentage %	Interpretation
> 40	Not effective
41 – 55	Less effective
56 - 75	Effective enough
76 - 100	Effective

(Ramdhani et al., 2020)

The next table is the second criterion to see the percentage interpretation of the effectiveness of N-gain. Based on the interpretation of these percentages, the learning strategy is said to be effective if the learning outcomes of students obtain an N-gain percentage of > 75 with effective criteria.

The data obtained from the measurement results are then analyzed to determine whether the results can answer the research questions using the SPSS application.

The questionnaire data processing process carried out is:

1. Editing involves checking and re-checking the data collected in the questionnaire responses to ensure that the current data is adequate and comprehensive or if changes are needed.
2. Coding is the process of assigning codes/symbols and scores according to predefined criteria to categorize data in respondents' responses. In addition, each response instrument uses a Likert scale of preference. A Likert scale measurement tries to assess a person's or group's attitudes, opinions, and perceptions of a social phenomenon. A score of one to five is assigned to each statement item, from lowest to highest.
3. Aggregation is the process of using SPSS software to convert data into tabular form and calculate the frequency of each category.

RESULTS AND DISCUSSION

The Implementation of Self-directed Learning

The results of implementing a self-directed learning strategy, learners are trained to learn independently from the learning process they have gone through. They are directed to find information in each paragraph, thereby increasing their understanding of the entire text. Self-directed learning strategy in reading comprehension was effective in developing students' ability to define learning goals, select reading resources, monitor their progress, solve difficulties, and assess their progress. This is in line with Gibbons (2002) in his book "The Self-Directed Learning Handbook" which explains that the transfer of control from the teacher to the learner is the fundamental premise of SDL teaching. Control over the learning process is the most significant transfer: control over how to learn when to learn, the rate of learning, where learning happens, and what is learned and why. This change in locus of control also includes raising pupils' awareness of the dangers of being self-directed. This activity is dependent on students' capacity to think about who they are, their strengths, interests, and ambitions. Giving children new freedoms and responsibilities, both of which may be difficult and intimidating, is part of passing over authority. The instructor not only transfers power, but also assists pupils in recognizing, accepting, and managing their new circumstances. This point of view is backed by research of Zainuddin, Habiburrahim, Muluk, & Keumala (2019), that the primary concern revolves around students' diminished motivation to engage in studies due to the instructor's expectations. Nevertheless, the teacher's role remains closely intertwined with students' understanding of the rewards and consequences that drive active participation within the group. Through the teacher's guidance, students evolved into profoundly autonomous learners, with the instructor's support pivotal in shaping and executing the learning journey. The students harness self-directed learning when directed by the teacher, who acts as both a learning facilitator and a source of motivation, assisting them in strategizing, implementing, and evaluating their educational pursuits. It's the same with research Daar & Jemadi (2020) that, SDL learners should possess the capability to recognize their learning goals, identify suitable learning resources, employ appropriate learning methods, and effectively evaluate and analyze their learning outcomes. These ideas can be seen as the steps students must go through when using self-directed learning. 1) Willingness to learn 2) Determination of learning objectives 3) Participation in the process of learning and 4) Evaluation of learning.

Further explanation in the research Saputri (2021) said that self-directed learning in practice has four steps, the main skills that students can apply if they succeed in taking full

control of the learning process. Concrete ideas are offered to teachers in the methodological aspects of self-learning to help develop students' skills. This development and adaptation become: planning, implementing, monitoring, and evaluating.

The Effectiveness of Self-directed Learning

The effectiveness of using self-directed learning strategy can be seen by comparing the results before and after the test. Several questions in each of Pretest and Posttest sessions, totaling 25 multiple-choice questions.

Table 5. The outcomes of the pre-test and post-test

No	Initials	Pre-test	Post-test
1	AS	36	88
2	ATO	40	92
3	DNH	68	92
4	FA	28	76
5	IRN	48	88
6	IB	40	92
7	IH	60	88
8	M	44	80
9	MZ	24	76
10	RF	40	72
11	SGN	20	72
12	S	40	88
13	SR	76	100
14	SCA	40	92

The table above illustrates the results obtained after the pre-test and the post-test for 14 students. Student learning outcomes increased pre- and post-treatment using self-directed learning strategies.

The chart shows a comparison of student pre- and post-testing learning outcomes. The post-test score is much higher than the pre-test score.

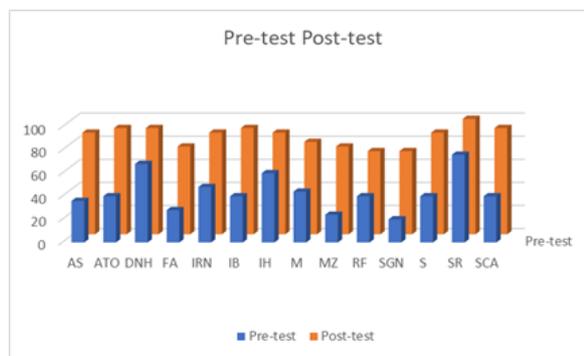


Figure 1. Pre- and post-test Self-directed learning graphs

A t-test was used to compare the results of the before and after tests.

Table 6. Statistics for Samples in Pairs

		mean	N	Std. Dev	Std. Error mean
Pair 1	Pre	43.1429	14	15.78147	4.21778
	Post	85.4286	14	8.67990	2.31980

Based on the table above, the means of the pre-test was 43.1429 and the post-test was 85.4286 which was carried out on the same 14 samples. As a result, the difference in the mean values of the two tests was found to be 42.2857.

Table 7. Correlations for Samples in Pairs

		N	Correlation	Sig.
Pair 1	Pre & Post	14	.719	.004

The table above shows the correlation between pretest and posttest. To find out if two tests have a relationship by looking at the significant score. If the significant score < 0.05 then there is a relationship and if the significant score > 0.05 then there is no relationship. Judging from the significant score of the pre-test and post-test is 0.004, it means that the two tests are related because the significant score < 0.05 or 0.004 < 0.05.

Table 8. Test of paired samples

		Paired Dissimilarities		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	Pre - Post	-42.28571	11.28258	-48.80008	-35.77134	-14.023	13	.000

According to the table above, a significance score (2-tailed) 0.000 < 0.05 indicates an important distinction relationship between pre-and post-testing. It showed a significant effect on the difference in treatment in each test.

The N-gain formula to measure the effectiveness of the learning strategy after the treatment is applied.

Table 9. N-gain Score and Percentage

	N	Min.	Max.	Mean	Std. Deviation
NgainScore	14	.53	1.00	.7578	.12136
NgainPersen	14	53.33	100.00	76	12.13579
Valid N (listwise)	14				

From the two mean scores in the table above, the N-gain score is > 0.7 with the high criteria and the N-gain percentage is > 75 with the effectiveness criteria. The result conclusion is a very big difference in students' reading achievement comprehension skills before and after using a self-directed learning strategy.

According to the findings of the pre-test and post-test, 14 students who finished both examinations showed a significant improvement before and after treatment using a self-directed learning approach. This is because students are more enthusiastic about discussing each paragraph of a text. The SDL strategy allows students to be more independent in learning a reading text. This is in line with what Sukma, Gunung, and Aceh (2017) said that one of the student-centered learning strategies is Self-Directed Learning, which can generate curiosity and give freedom to students to find the interrelationships of academic life following everyday life. The Self-Directed Learning strategy was chosen because in this strategy students are required to be more independent, more innovative, and have a sense of responsibility for what they will learn. This is supported by research (Lumbini, Atreya, Nepal, & Acharya, 2020). revealed the pupils displayed positive learning methods essential for effective self-directed learning. Most of the students scored high in peer group discussions role-playing games interactive learning simulations illustrative case studies etc. Unlike in the past books and meetings were the only source of information. Technological advances in the 21st century have opened the door to easy access to unlimited resources. The research results Rizkiani and Zamzam (2023) state the level of self-directed learning is different for each individual because they have their own personality. Students at higher levels of self-directed learning are expected to overcome learning difficulties. As a result, students and teachers must comprehend the amount of self-directed learning in the learning process. Students who are more self-directed in their learning can achieve their goals and meet their learning requirements more effectively.

The effectiveness of the SDL strategy in improving students' reading skills is also stated Mujiono & Herawati (2020), that SDL is a procedure in which learners make the first move for their learning to identify their learning outcomes, learning needs, learning strategies, learning goals and material resources. SDL may be defined as one of the learning techniques used by students to achieve success. Individual effort or the assistance of others to

conduct self-successful learning activities based on their motivations to master particular materials or competence so that they may utilize it to address difficulties encountered in the actual world can be viewed as SDL. Relevant to this study as stated by Tlili, Burgos, Olivier, and Huang (2022), SDL is both a process and a learner trait in the context of education. This description demonstrates learner agency as well as actively accepting responsibility for learners. Other distinguishing traits are self-discipline, curiosity, learning drive, and self-assurance. Moradi (2018) also said that SDL Students who can control their learning activities and experiences will be able to transfer and communicate what they have learned more easily. If students believe they can have a substantial impact on their learning process and acquire the essential competence and abilities, they will take on more responsibility and make decisions about their learning circumstances. Supported by Yekeen (2021) SDL as a reading approach allows students to use contextual cues to progress in their reading. Learners reading at the instruction level require an instructor to help them understand what they read, whereas those reading at the frustration level see no purpose in reading at all. However, struggling readers frequently proceed through a book without pausing to assess if the text makes sense in light of their prior knowledge or whether their knowledge may be utilized to assist them in grasping ambiguous or difficult content. When SDL is used in a reading session, students are able to think clearly and gain self-confidence. In accordance with what is published in research journals Huda and Sulistyaningrum (2022), students employ self-directed learning abilities to cultivate cognitive learning skills aimed at comprehending the art of learning. Consequently, guided by the instructor's assistance, students acquire substantial foundational knowledge along with a multitude of competencies, all crucial components of enhancing reading comprehension.

The Student's Motivation

The questionnaire-filling activity was carried out after the post-test activity to find out students' motivation in implementing a self-directed learning strategy. There are 46 questions in the questionnaire with 14 respondents.

After that, the researchers tested the validity of the questionnaire results. In testing, researchers use the validity or appropriateness of the questionnaire to measure and obtain research data from respondents. The basis for taking in Pearson validity test is by comparing the r count and r table score. If the score of r count $>$ r table = valid and if the score of r count $<$ r table = invalid. The way to find the r table score with N = 14 at 5% significance distribution of the r table statistical score, r table score is 0.532. Another way to determine valid or invalid is by looking at the significance score (Sign. (2-tailed)) if the

significance value < 0.05 = valid and if the significance score > 0.05 = invalid.

Based on the results of statistical calculations, all Pearson Correlation item scores > 0.532 , which means the result is valid. Viewed from the entire score of the item Sign. (2-tailed) < 0.05 which means the result is valid.

After testing the validity of the questionnaire, the next activity of testing the reliability of Cronbach Alpha has a goal to see the consistency of the questionnaire if the measurement is done repeatedly. The questionnaire is said to be reliable if the Cronbach Alpha score is > 0.6 .

Table 10. Reliability

Cronbach's Alpha	N of Items
.978	46

Table 11. Item-Total Reliability Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	175.0000	682.308	.732	.978
X02	175.1429	690.132	.655	.978
X03	175.1429	687.978	.620	.978
X04	174.9286	687.918	.636	.978
X05	175.0000	677.077	.771	.978
X06	174.6429	689.478	.566	.978
X07	175.2143	689.720	.641	.978
X08	175.3571	682.093	.716	.978
X09	175.0000	671.385	.894	.977
X10	174.9286	684.841	.633	.978
X11	175.0000	686.154	.641	.978
X12	174.7857	684.489	.734	.978
X13	174.8571	684.286	.685	.978
X14	175.0000	688.615	.667	.978
X15	175.0714	684.687	.647	.978
X16	175.3571	688.093	.656	.978
X17	174.7857	682.027	.707	.978
X18	174.9286	679.456	.685	.978
X19	175.0714	684.533	.733	.978
X20	175.0714	696.995	.617	.978
X21	175.2143	691.104	.604	.978
X22	174.5714	685.033	.746	.978
X23	175.1429	682.286	.678	.978
X24	175.2143	690.489	.742	.978
X25	175.0714	683.456	.674	.978
X26	175.2143	677.566	.763	.978
X27	175.2857	684.681	.755	.978
X28	175.2857	690.681	.599	.978
X29	175.0000	682.923	.645	.978
X30	175.0714	689.148	.617	.978

X31	174.9286	680.995	.719	.978
X32	175.2143	688.335	.593	.978
X33	175.2143	690.489	.742	.978
X34	175.0000	677.538	.845	.977
X35	174.6429	685.786	.653	.978
X36	175.0000	677.538	.761	.978
X37	175.2143	687.258	.706	.978
X38	175.1429	684.593	.809	.978
X39	175.2143	689.104	.657	.978
X40	174.8571	672.132	.804	.978
X41	174.8571	679.670	.715	.978
X42	175.0714	677.610	.732	.978
X43	174.8571	679.670	.715	.978
X44	174.8571	685.055	.667	.978
X45	175.3571	685.324	.727	.978
X46	175.0000	676.154	.878	.977

It is evident from the table above that Cronbach's Alpha score is 0.978. The questionnaire is declared reliable if the Cronbach's Alpha score $> 0.6 = 0.978 > 0.6$. It can be concluded that the questionnaire used is reliable.

The distribution of student questionnaire answers can be seen in the table below:

Table 12. Questionnaire Frequency

Questionnaire statements	1	2	3	4	5
	never	Seldom	sometimes	often	always
1	0	0	5	5	4
2	0	0	5	7	2
3	0	0	6	5	3
4	0	0	4	6	4
5	0	0	6	3	5
6	0	0	3	4	7
7	0	0	6	6	2
8	0	0	9	2	3
9	0	0	6	3	5
10	0	0	5	4	5
11	0	0	5	5	4
12	0	0	3	6	5
13	0	0	4	5	5
14	0	0	4	7	3
15	0	0	6	4	4
16	0	0	8	4	2
17	0	0	4	4	6
18	0	0	6	2	6
19	0	0	5	6	3
20	0	0	3	10	1
21	0	0	6	6	2

22	0	0	2	5	7
23	0	0	7	3	4
24	0	0	5	8	1
25	0	0	6	4	4
26	0	0	6	2	4
27	0	0	7	5	2
28	0	0	7	5	2
29	0	0	6	3	5
30	0	0	5	6	3
31	0	0	5	4	5
32	0	0	7	4	3
33	0	0	5	8	1
34	0	0	5	5	4
35	0	0	3	4	7
36	0	0	6	3	5
37	0	0	6	6	2
38	0	0	5	7	2
39	0	0	6	6	2
40	0	0	6	1	7
41	0	0	5	3	6
42	0	0	7	2	5
43	0	0	5	3	6
44	0	0	4	5	5
45	0	0	8	4	2
46	0	0	5	5	4
Total	0	0	248	215	179
Percent	0.00	0.00	38.63	33.49	27.88

The researchers calculated the frequency distribution of questionnaire statements using the Likert Scale. There are five criteria for answers as follows: 1 = never, 2 = seldom, 3 = sometimes, 4 = often, and 5 = always. From the distribution of answers there were no statements 1 = 0% and 2 = 0%, respondents answered options 3 = 38.63% ,4 = 33.49%, and 5 = 27.88%.

Based on table 12. showed the distribution of students' questionnaire answers after applying self-directed learning strategies in reading comprehension skills. It can be concluded that students' motivation has increased after being taught by using the learning process uses a self-directed learning strategy. This happens because learners are given the flexibility to learn according to their way of learning. It confirms what Saputri (2021) mentions that in SDL students are free to choose how to learn to their speed and learning style, as well as the direction of their interests and talents in using their multiple intelligences. Still in Saputri (2021) explained that in SDL, students can fully develop their intellectual skills and abilities giving students an excellent opportunity to strengthen their environmental awareness and empower students to make active choices

about how to solve the problems they face. This opinion was also corroborated by Diniarti (2019) who conducted research on the motivation of students learning to use the SDL strategy. Diniarti's findings demonstrate a link between what happens in the classroom and motivation for SDL. A good lecture, an engaged teacher, and a lively class discussion inspired the majority of students to pursue SDL. This places an unusual burden on those who give the lesson or teach the session to ensure excellence. Strengthened by research conducted Apu, Farhana, and Amphawan (2023), that knowledge of SDL preparation can serve as a motivator for students to develop their autonomous learning skills, employ SDL strategies, and prepare themselves for lifetime learning habits. The study also shows that integrating SDL with learning material design may have a significant and favorable influence on learners. Integration of research results conducted Oktaviani, Elmanora, and Doriza (2021). stated that Intrinsic motivation has a strong influence on autonomous learning. An intrinsic cause of good student performance.

The use of self-directed learning strategy has succeeded in motivating students in its application. This is in line with Zhu (2022) research that stated SDL consists of three closely related components: (1) self-control; (2) self-management; and (3) motivation (ie both motivation and task motivation). Motivation in SDL is the main focus of this research. Motivation fosters interest in learning and supports motivational efforts to learn and accomplish cognitive goals. Still in Zhu (2022) explained that motivation can be categorized as intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to behaviors that are driven by internal personal interest rather than external reward, while extrinsic motivation indicates that the behaviors are influenced by external cues and rewards. Next is strengthened Sudarmaji et al (2022) with having high learning motivation, self-directed learners are able to use appropriate learning strategies in their language learning. They employ techniques or media both traditionally and technologically.

CONCLUSION

Research on the effects of self-directed learning strategy on students' reading comprehension skills for the tenth-grade students of SMK PGRI 2 Tanah Grogot made students more interested in finding information in each paragraph of text that they obtained and solved by each group. So that their understanding of the text is deeper and more comprehensive. The effects of the self-directed learning (SDL) strategy showed differences in learning outcomes before and after treatment. An increase in students' motivation in learning can be observed through the comparison of post-test and pre-test scores, as well as the results of the questionnaire from their answers. The researchers suggests that English teachers should design

learning methods or strategies that are more interesting and meaningful according to the learning material to be delivered. Technological developments require teachers to be more creative in designing classroom learning so that students can improve their abilities independently.

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ew/152

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