SELF DIRECTED LEARNING IN LEARNING ENGLISH: AN ANALYSIS OF THE ENGLISH MAJOR STUDENTS AND THE NON-ENGLISH MAJOR STUDENTS OF IAIN PAREPARE

Thesis is Submitted to Fulfill One of the Requirements for Obtaining a Master's Degree in English Education (M.Pd.) at Postgraduate of IAIN Parepare

THESIS

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PENGESAHAN KOMISI PENGUJI

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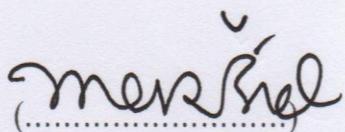
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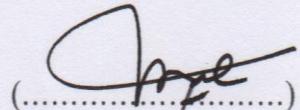
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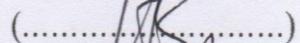
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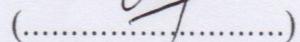
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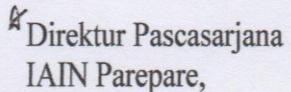
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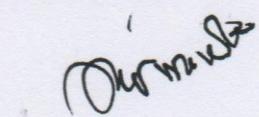
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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

In the name of Allah, the Beneficent the Merciful

All praise be to Allah, the Lord of the Worlds who gives the writer strength and capability to finish the last assignment in her study. Peace be upon the Prophet Muhammad shallallahu'alaihi wasallam, who brought us from the darkness into enlightenment.

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Finally the writer hope that the developed product can be beneficial and ready operational use in the school, and she also hope that this research can give good contribution to the literary study in the future.

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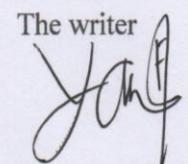
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\a	s\	es (dengan titik di atas)
ج	Jim	j	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\al	z\	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	'	apostrof
ى	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*d}ammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ىَ	*fath}ah dan ya>'*	ai	a dan i
وَ	*fath}ah* dan *wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْ لَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
...َ ا | ...َ ى	*fath}ah* dan *alif* atau	a>	a dan garis di atas
ِـى	*kasrah* dan *ya>'*	i>	i dan garis di atas
ُـو	*d}ammah* dan *wau*	u>	u dan garis di atas

Contoh:

مَـاتَ : *ma>ta*

رَمَـى : *rama>*

قِيْـلَ : *qi>la*

يَـمُوْتُ : *yamu>tu*

4. *Ta marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah, kasrah,* dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَـةُ الأَطْفَالِ : *raud}ah al-at}fa>l*

اَلْـمَدِيْنَـةُ اَلْـفَاضِـلَةُ : *al-madi>nah al-fa>d}ilah*

اَلْحِـكْـمَـةُ : *al-h}ikmah*

5. *Syaddah* (*Tasydi>d*)

Syaddah atau *tasyi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *ta⁓di>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبّـَناَ : *rabbana>*

نَـجّـَيْـناَ : *najjaina>*

اَلْـحَـقُّ : *al-h}aqq*

نُـعّـِمَ : *nu''ima*

عَـدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِـىّ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَـلِـىٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبـِىٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّـمْـسُ : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْـزَلَـةُ : *al-zalzalah* (*az-zalzalah*)

اَلْـفَـلْسَفَةُ : *al-falsafah*

اَلْـبِـلاَدُ : *al-bila>du*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَـأْمُـرُوْنَ : *ta'muru>na*

اَلـنَّـوْعُ : *al-nau'*

شَـيْءٌ : *syai'un*

أُمِـرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n
Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi

tanpa huruf hamzah.

Contoh:

دِيْنُ اللهِ *di>nulla>h* بِاللهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah,* ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْـمَةِ اللهِ   *hum fi> rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud}i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahru Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>
Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi.

Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.   = *subh}a>nahu> wa ta'a>la>*

saw.   = *s}allalla>hu 'alaihi wa sallam*

a.s.   = *'alaihi al-sala>m*

H   = Hijrah

M   = Masehi

SM   = Sebelum Masehi

l.   = Lahir tahun (untuk orang yang masih hidup saja)

w.   = Wafat tahun

QS …/…: 4   = QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4

HR   =   Hadis Riwayat

ABSTRACT

Name	: Nur Yastad Fajrah
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Title	: An Analysis of Self Directed Learning of The English Major Students and The Non-English Major Students of IAIN Parepare In Learning English. (Supervisor; Arqam and Magdahalena).

Self-Directed Learning is Process in which learners take the initiative to manage their own plan in learning by using any resources , strategy or method to show their personal goals. This study aims to figure out how is the self directed learning of the English major student and the Non-English major of IAIN Parepare in learning English and the dominan factor in influencing student's self-directed learning.

This research applied a qualitative descriptive as the research design. There are 5 students from each major had been chosen as the respondents in this research. In collecting the data, the researcher applied interviews and documentation. The data analysis technique uses Miles and Huberman. Data Analysis, which has four steps the steps was data collection, data reduction, data display and conclusion and verification.

The results showed that students of english major and non-english major similar in conducted self-directed learning by utilizing internet, listening music, translation applications, and watching movies. The researcher found that the students practiced it in their daily life which made them able to learn. Self-Directed Learning is very good to be applied in every situation because students can learn by themselves without the help of teachers or other people to learn English. only by using social media on their mobile phones and laptops to learn independently. Then, there were 2 dominant factors influenced self-directed learning of english major student and non-english major students in learning English, they were: how to learn (internal factor) and study time (external factor).

Keywords: self-directed learning , autonomous learning, independent study

ABSTRAK

Nama	:	Nur Yastad Fajrah
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Self-directed learning adalah Proses dimana peserta didik berinisiatif untuk mengelola rencana mereka sendiri dalam belajar dengan menggunakan sumber daya, strategi atau metode apapun untuk menunjukkan tujuan pribadi mereka. Penelitian ini bertujuan untuk mengetahui bagaimana self-directed learning mahasiswa jurusan Bahasa Inggris dan Non-Bahasa Inggris IAIN Parepare dalam pembelajaran Bahasa Inggris dan faktor dominan yang mempengaruhi pembelajaran mandiri mahasiswa.

Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Terdapat 5 mahasiswa dari masing-masing jurusan yang dipilih sebagai responden dalam penelitian ini. Dalam mengumpulkan data, peneliti menggunakan wawancara dan dokumentasi. Teknik analisis data menggunakan Miles dan Huberman. Analisis Data, yang memiliki empat langkah yaitu langkah pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan dan verifikasi.

Hasil penelitian menunjukkan bahwa mahasiswa jurusan bahasa Inggris dan non-bahasa Inggris sama dalam melakukan pembelajaran mandiri dengan memanfaatkan internet, mendengarkan musik, aplikasi terjemahan, dan menonton film. Peneliti menemukan bahwa siswa mempraktikkannya dalam kehidupan sehari-hari yang membuat mereka dapat belajar. Self-Directed Learning sangat baik diterapkan dalam setiap situasi karena siswa dapat belajar sendiri tanpa bantuan guru atau orang lain untuk belajar bahasa Inggris. Mereka hanya dengan menggunakan media sosial di ponsel dan laptop untuk belajar secara mandiri. Kemudian, ada 2 faktor dominan yang mempengaruhi self-directed learning mahasiswa jurusan bahasa Inggris dan mahasiswa jurusan non-bahasa Inggris dalam pembelajaran bahasa Inggris, yaitu: cara belajar (faktor internal), waktu belajar (faktor eksternal).

Kata kunci: belajar mandiri, pembelajaran otonom, pembelajaran mandiri

تجريد البحث

الإسم	:	نور يستاد الفجرة
رقم التسجيل	:	٠٠٩.٠٢١٣.١٩
موضوع الرسالة	:	تحليل التعلم الذاتي لطلاب قسم اللغة الإنجليزية وطلاب قسم غير اللغة الإنجليزية الجامعة الإسلامية الحكومية بارى برى في تعلم اللغة الإنجليزية.

التعلم الذاتي هو العملية التي يتخذ الطلاب من خلالها زمام المبادرة لإدارة خططهم الخاصة في التعلم باستخدام الموارد، أي استراتيجية أو طريقة لإثبات أهدافهم الشخصية. تهدف هذه الدراسة إلى تحديد كيف يتخصص الطلاب التعلم الذاتي في اللغة الإنجليزية وغير الإنجليزية الجامعة الإسلامية الحكومية بارى برى في تعلم اللغة الإنجليزية والعوامل المهيمنة التي تؤثر على التعلم المستقل للطالب.

تستخدم هذه الدراسة تصميم بحث نوعي وصفي. في جمع البيانات، استخدم الباحثون المقابلات والتوثيق. تقنيات تحليل البيانات باستخدام مايلز وهوبرمان. تحليل البيانات، والذي يتكون من أربع خطوات خطوات جمع البيانات وتقليلها وعرضها واستخلاص النتائج والتحقق منها.

نتائج البحث تظهر ذلك الطلاب الذين يتخصصون في اللغة الإنجليزية وغير الإنجليزية هم نفسهم في إجراء التعلم المستقل من خلال استخدام الإنترنت، الاستماع إلى الموسيقى وتطبيقات الترجمة ومشاهدة الأفلام. وجد الباحثون أن الطلاب يمارسونها في الحياة اليومية مما يمكنهم من التعلم يتم تطبيق التعلم الموجه ذاتيًا بشكل جيد للغاية في كل موقف لأن الطلاب يمكنهم التعلم بأنفسهم دون مساعدة المعلمين أو غيرهم من الناس لتعلم اللغة الإنجليزية. يستخدمون فقط وسائل التواصل الاجتماعي على الهواتف المحمولة وأجهزة الكمبيوتر المحمولة للدراسة بشكل مستقل. بعد ذلك، هناك عاملان مهيمنان يؤثران على التعلم الموجه ذاتيًا الطلاب المتخصصين في اللغة الإنجليزية والطلاب المتخصصين في اللغة غير الإنجليزية في تعلم اللغة الإنجليزية وهي: أ) طريقة التعلم (عامل داخلي)، ب) وقت التعلم (عامل خارجي).

الكلمات الرائسية : التعلم المستقل، التعلم المستقل، التعلم المستقل.

CHAPTER I
INTRODUCTION

A. Background

Education is a process towards change that occurs in everyone. These changes occur maximally or not depending on the conditions around it. every human being has a responsibility to develop their knowledge or according to the context of life which he will choose. Because science in accordance with the context (contextual). Therefore, the measure of each person's ability is also adjusted to the context. Perhaps the context that developed between Indonesia and other countries is different. The knowledge developed in each country is also not same. This matter because basically learning is built by each individual with full awareness (learners), groups, nations, countries, so that the colors developed can not be separated from the history of the community. Suppose traditional society the context will be different from society modern, because of differences in culture and ways of developing theory. Therefore, learning today is not just gathering knowledge (transfer of knowledge). Because actually learning is self-transmission qualitative.

Many studies have already been conducted on the importance of learning development through teaching and instruction at higher education context to enhance learning rather than instructing and to emphasize on assisting and simulating students to obtain knowledge by learning and as well as how to learn rather than being instructed especially in this 21st century; thus, instruction and education management has up to now pursued the concept that students should be capable of learning and also developing their knowledge by themselves and that the learner is undoubtedly the main and the most significant person in the process

of learning. Additionally, the labor market nowadays demands graduates with sound attributes of problem solving capacity and individuals who are able to think creatively and critically. According to Kurdi (2009) by using student-centered learning, the students will get a big motivation in learning because they will take responsibility for managing their goals. To achieve the students' goals, the roles of the teacher in student-centered learning are very needed to implement. The way that teacher uses to make the students are successful in achieving their goals using the appropriate curriculum based on the students' need and the appropriate curriculum is curriculum 2013 or K13 (Ningrum & Sobri, 2015). The style of learning is emphasized the students' ability in learning based on their needs and their interest.

Self-directed learning is a strategy of learning in which the learners emphasized the responsibility to manage their learning objectives to show their personal goals (Morris, 2019). Through this strategy, the learners will easier to develop their skills in the 21st century because the learners become the subject and not the object in learning. There are several skills that should be mastered by the students usually called 4C which are collaboration, communication, creativity, and critical thinking (Yu & Wan Mohammad, 2019). The study was conducted by Humaira and Hurriyah (2018) has showed by applying real self-directed learning in the learning process, the students have high motivation and confidence in the learning because most of the students could be considered as having moderate self-direction. The next study was conducted by Salleh et al (2019) has showed that self-directed learning has a good impact on the learning process, especially for life-long learning. In the other hand, autonomous learning has a similar concept with self-directed learning which is the process of constructing knowledge and roles of learners independently (Masouleh & Jooneghani, 2012).

In autonomous learning, the learners take the responsibility to control their learning based on their directions or it can be said that learners autonomy is the ability to take control of their learning (Khotimah et al., 2019). Besides that, Swatevacharkul and Boonma (2020) has stated that learning autonomy is very important to be applied because it can make the effectiveness and success of learning, and helps students develop more critical thinking and learning responsibility. Garrison (1997: 48) presents a comprehensive model of self-directed learning that includes the dimensions of self management, self-monitoring, and motivation. Apart from its importance for survival and competition in general, self-directed learning is also viewed as an effective mode of learning for college students in particular since college learning requires that learners be self-directed.

Related to this, self - directed learning or independent study is an effort of individuals whose autonomy to achieve competency academically. Knowles (in Esham & Abdul, 2010) suggests that self-directed learning is a " Process in which learners take the initiative, with or without the help of others, in identifying their learning needs, planning learning goals, choosing to learn resources, using suitable learning strategies, and assessing learning outcomes". This means that is self-directed learning is a process where students take the initiative, with or without the help of others, identifying the need to learn them, to a plan the purpose of learning, choosing a source of learning, using strategies learned that right, and assessing the results of learning.

However, many study have done similar research related to self-directed learning, but there is no study that find out about students' self - directedness of two different major in learning English. This study adds to the research by

analysing students self directed learning of two major that is English major and non-English major who learn English.

B. Problem Statement

Based on the research background above, the problem formulations of this study are:

1. How are self directed learning of the english major students and the non-english major students of IAIN Parepare?

2. What does the dominant factors influencing on student self-directed learning of the english major and the non-english major students of IAIN Parepare?

C. Research Objective

The objectives of this research were as follows:

1. To find out student's self directed learning of the English major students and the non-english major students of IAIN Parepare

2. To find out the dominant factors influencing on self directed learning of the English major and the Non-English major students of IAIN Parepare.

D. Significant of the Research

The significant of the research is expected to bring benefits:

1. Theoretical Significant

The significance of this study is to contribute ideas or even to familiarize and expand knowledge about the development of English.

2. Practical Significant

a. For teachers

To give an overview of the self-directedness and the major factors that can influenced students in learning English as the source in preparing the suitable material to implement and to creat the developing material for their learners.

b. For students

This can motivate students to be enthusiastic about learning and easily understand learning materials that are delivered by their self-directedness in learning english.

c. For Researchers

The result of this study can be used as reference to the other researchers related to students" self-directed learning in particular details.

E. Scope of The Research

The scope of the research is focusing to the self-directed learning in learning English of the English and the Non-English major's students at IAIN Parepare. This research is restricting application descriptive text to find out the students' ability and factors influencing them in learning English. It emphasize of students self-directedness between two different major in learning English.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Research Findings

There are several researchers who have done the same research as this research. Patricia Lynne Linder (2013), entitled "An Analysis of Self-Directed Learning of First-Year, First-Generation College StudentsGeneration College Students". The focus in this research was examine the reflective essays of first-year, first-generation college students for evidence of self-directed learning at the conclusion of their first semester at the university. A phenomenological qualitative method was employed and a content analysis rating rubric used to identify and code evidence related to four themes: Self Awareness, Decoding and Pattern Fit, Autonomy/Responsibility, and Academic Success. The study findings indicated that first-year, first-generation college students have the capacity to take ownership of their learning in ways exemplified by self-directed learners. This study also expands the field of adult education by providing evidence that learner control is a key component of self-direction and is positively correlated to academic success.

The above research has similarity with the writer research about self-directed learning and collage student that became subject of the study. As the researcher also research about self dirested learning in collage's field

Angela Gamba Buitrago (2017) has finished her research on "Collaborative and Self-directed Learning Strategies to Promote Fluent EFL Speakers", which is done to found out the effects of using collaborative and self-directed learning strategies through speaking tasks aimed at developing oral fluency. This study was carried out with a group of 10 students with a pre-intermediate level (CEFR

A2) in English at a Colombian university. Qualitative data from students' reflections, compiled through a survey, and the teacher's classroom observations was analyzed through the grounded theory approach. suggest that fluency can be acquired collaboratively when learning from others and by making mistakes. Additionally, working collaboratively increases learners' confidence not only because they feel they are not being judged but because they learn to see that their mistakes are not just theirs. Thus, collaboration is positively influenced by self-directed learning, in that it encourages students to make personal reflections on their weaknesses and strengths, thereby involving them in decision-making processes that identify what is not working properly and what they should do to succeed.

The aforementioned study concentrated on the role of self-directed learning strategies in affecting EFL Speaking fluency; nevertheless, this article will attempt to analyze students' use of self-directed learning when studying English.

"The Descriptive Study Of Self-Directed Learner In Speaking English At Non-English Department In Iain Sultan Amai Gorontalo" was the topic of Amrain Mahmud's 2017 research. The purpose of this study is to describe the methods used by non-English speaking students who are self-directed in learning English. In this study, descriptive qualitative research including interviews was used. The findings demonstrate that students are engaging in self-directed study in order to improve their English speaking skills.

Research that amrain had been done have similarity with the researcher study in the field of self-directed learning at non-English Major student. But in this study researcher not only take non-English major student but also the English major student used in this study.

The researcher who studies the students' self-directedness in learning English and the influencing elements of self-directed learning in students studying English is comparable to the author of the aforementioned study.

Discussing self-directed learning and the contrasts found from the subject and setting of the study are the parallels between these three studies and mine.

B. Theoritical Framework

1. Definition of Self-Directed Learning

Self-directed learning is the process by which individuals take the initiative to diagnose their learning needs, formulate learning goals, identify human and material resources for learning, select and apply learning strategies, and assess learning outcomes, with or without the help of others (Elsa Mentz, 2016). Gharti defined learning autonomy as the capacity of students to comprehend and successfully govern their own learning process. Self-directed learning, according to Gharti, is a driving factor that makes students become autonomous learners. The architecture of self-directed learning (SDL) has been improved by a flood of new findings about the brain. SDL is intended to nurture this momentum, to extend and deepen it, to assist students channel and develop it. We have discovered that the brain is a meaning-making engine that prefers unthreatening circumstances, looks out patterns, and builds on prior knowledge. The brain is a dynamic, self-directed learning tool that is also very customized. Recent research on intelligence, learning preferences, and talent or strengths confirms the wide range of learning styles among individuals. The significance of building learning strategies that can be employed on every learning task has also

been emphasized by cognitive psychology. Any learner can be prepared for the most difficult challenge of lifelong learning with such transferable skills (Maurice Gibbos, 2012).

A student might decide to build and launch rockets that will soar one mile into the atmosphere, inspiring other students to follow in his footsteps. This is an example of self-directed learning (SDL), which is any improvement in knowledge, skills, accomplishment, or personal development that an individual chooses and brings about by his or her own efforts using any method in any circumstances at any time. They use the internet, get in touch with the National Aeronautics and Space Administration, speak with a science teacher, locate a machine shop, construct trial models, and eventually succeed after many failed tries (Maurice Gibbos, 2012). The research on multiple intelligences, distinct learning styles, and individual psychology is used in a variety of teaching strategies intended to account for those variances in direct instruction. This entails tailoring lessons to each student's intelligences, learning preferences, and style of learning. But if we look at it from a different angle, we might say that every child is special, with a special set of skills, a special body of knowledge, and a special outlook on the world. Students learn best when they use their individual resources to the fullest. It makes sense to infer that students will learn best by systematically building on their prior knowledge in their own, newly developed manner that fully utilizes their unique learning advantages (Maurice Gibbos, 2012). The goal of SDL is to encourage students to take ownership of their education. The student is inspired to take responsibility for all of their own thoughts and deeds.

Self-directed learning is an activity carried out by a student to advance their knowledge, skills, and accomplishments connected to self-development, where people employ a variety of techniques in a variety of contexts while working largely independently. Self-directed learning is essential because it enables students to complete assignments, integrate character development, and get ready for lifelong learning. 134–138 (Gibbons, 2002)

Self-directed learning includes how kids learn on a daily basis, how they can adapt to rapidly changing situations, and how they can act independently when an opportunity does not arise or does not seem to present itself. Helping students build their own learning autonomy is the aim of SDL. The conclusion is that sel direc With or without assistance from others, self-directed learners take the initiative to identify their own requirements in terms of personal goals, choose the resources and learning methods they want to use, and evaluate their progress. (Knowles,1975,P.65-68)

Through self-directed learning, students consciously assume the responsibility for making choices regarding their objectives and efforts in order to transform themselves into learning change agents. (Bath,2007,P.46). Because self-directed learning has the same impression as autonomous learning, the two terms can be used interchangeably. Richard (2016) states that "learner autonomy refers to the principle that learners should take an increasingly greater amount of responsibility for what they learn and how they learn it." Self-directed learning can take place in a variety of settings, from classrooms that place a strong emphasis on the teacher directly to learning that is self-planned and handled by the student alone. The characteristics of students, including their attitudes, values, beliefs, and talents, are what, in the end, determine whether self-directed learning takes place in a context to learn, according to Guglielmino (2007, P. 89).

According to some of the definitions given above, self-directed learning is a method that encourages students to maximize their own potential in order to increase their competence. Individual accountability and trust play a crucial part in the success of learning. A self-directed learner is one who makes the most of their capacity to quickly adjust to new situations and circumstances. By working on a real-world issue for a considerable amount of time and producing a product, students develop knowledge and abilities. Students are required to research actual problems and create their own plans (Moh. Rofid Fikroni, 2020).

2. Self-Directed Learning Category Level

Three categories of self-directed learning are described by Guglielmino (1991). First, those who score poorly on self-directed learning have traits common to children who prefer formal, structured instruction, such as that provided by an indoor teacher. Second, a person who has a moderate self-directed learning score but is only partially capable of identifying learning needs, arranging learning activities, and carrying out a learning plan is classified as having a moderate self-directed learning score. Third, self-directed learning with a high category, namely those with high self-directed learning scores, has features that students are typically able to identify their learning needs, are capable of making learning plans, and are able to carry out the study plan.

Table 2.1 Model Staged Self-Directed Learning

	Student	Teacher	Example
Stage1		Authority,	Training immediately provides

	Depends	coach	feedback. Information, overcoming shortcomings and obstacles.
Stage2	Interested	Motivator, guide	Lecture inspiration coupled with discussion guide. Determination of goals and strategies for the treatment.
Stage3	Involved	Facilitator	Discussions with teachers as facilitators, seminars, group projects.
Stage 4	Independent	Consultant, delegator	Individuals work in group learning.

(Source : Grow,1991)

The Grow Model (1991) has two fundamental tenets: first, instructional design should be intellectually demanding, but its development should be close to the student zone; and second, educators are in charge of customizing instructional design to learners at the briefing stage while preparing students for greater levels of self-direction. It is the job of educators to guide students away from their favorite and most comfortable learning style and toward a more effective form of independent study. A learner who has a high level of SDL is one who is certain of the purpose of their learning or who wants to achieve that goal, who is able to choose their own learning resources and is aware of where to find the materials they need, who is confident in their ability to interpret the learning topic accurately and choose learning materials that are appropriate for the learning program that has been created, and who is able to gauge their level of ability.

Senyuva and Kaya (2014) state that learners with conditions who do not have a low level of SDL and prefer learning involving tutors have the

characteristic of preferring a structured learning program and tend to like learning programs whose goals have been clearly formulated, want a program with communication between educators or instructors and learners that has been clearly arranged and scheduled, or instructor/lecturer-centered learning.

3. Self directed learning category level

There are four categories for self directed learning of learner (Samuel, 2003):

a. Learners low in self direction, Because of their lack of maturity and subject knowledge, these learners need the trainer's total attention.

b. Moderately self directed learners. These learners are motivated and confident but still need a significant input from the trainer because they know very little about the subject.

c. Learners who are intermediate in self direction, these learners have both the skills and basic knowledge and see themselves being capable of exploring the subject further with the guidance of the trainer.

d. Learners high in self direction. These learners are both confident and willing and able to plan, do, and evaluate their own learning with or without the help of a trainer and the trainer becomes a facilitator of learning.

4. Characteristics of Self-Directed Learning

In accordance with features that relate to its intensity, self-directed learning can be categorized into three groups, namely:

a. Self-Directed Learning with Low Category

The features of students who prefer structured or traditional learning methods, such as the roles teachers play in traditional classrooms, are shared by people with low self-directed learning scores.

b. Self-Directed Learning with Medium Category

It claims that people who score in the intermediate group for self-directed learning have traits that make them successful in independent situations but less adept at identifying learning requirements, creating learning plans, and carrying them out.

c. Self-Directed Learning with High Category

explains that people who score highly on self-directed learning have the traits of students who can typically recognize their learning needs, create learning plans, and implement those learning plans.

According to Elsa Mentz there are some Characteristics of the self-directed learner (Elsa Mentz, 2017):

1. A self-directed learner exhibits independence and persistence in learning, accepts responsibility for own learning and views problems as challenges rather than obstacles.

2. A self-directed learner is self-disciplined with a high degree of curiosity and is able to use basic study skills and organise time effectively.

3. self-directed learners is that they can develop a plan for completing work, enjoy learning and have a tendency to be goal- oriented.

Based on the understanding that has been described above, the researcher it can be conclude that learning style is the method use by

students effectively and efficiently in learning or capturing information.

5. Factors Influencing Self-Directed Learning

There are many studies that proposes about factors that influence self- directed learning. Huang (2008, p.117) claims that there are two factors that can influence SDL such as: environment and motivation factors. They are:

a. Learning Environment Factors.

From the Hewitt et al (2002, p.33) states that learning environment factors can influence self-directed learning. It will be experienced for students when learning independence. There are three main points that related in learning environment explained by students.

1) Teacher-Students Interaction. Accoring to Prosser & Trigwell (1997, p.32), in the teaching and learning process, the teacher becomes the center that will assist students in understanding learning. Because the teacher's role is to make direct contact with students. This is very helpful for students in directing and guiding each learning.

2) Approachability and Support. Knowless (1980, p.12) claims that students will be directed by the teacher. So that they can develop their skills, communicate well, and be able to solve difficulties regarding SDL. As a teacher, it is very necessary to provide or facilitate discussions about the progress of learning in order to be able to encourage students to ask

questions to discuss a problem or get support.

b. Teacher Accessibility and Availability

As Lizzio & Wilson's (2005, p.373) stated that teacher availability is a very important role to help increase learning capacity as a driving force for knowledge and student satisfaction. Then the teacher is very important in helping to improve students' skills in learning.

1) Teacher Responsibility

Teachers are responsible for facilitating strategies to support students in learning. However, Students should be responsible and manage learning by themselves.

2) Facilitation Process

The important facilities strategies for self-directed learning devided into four specific themes, they are:

1. Clear Direction. As a students, they must know about what is their purpose to study. It also evaluate for themselves.

2. Timely and Constructive Suggestions

The most important of learning effectiveness is suggestion. Bellon (1991, p.85) state that suggestion is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. Another statement from David Boud (2000, p.158) stated that the presence of feedback can improve progress. The students will easily to understand

about the leaning. So, this is very helpful to motivate students when the teaching and learning process.

3. Independent Choice

The students are free to choose based on their interests. From this, they get motivation and support them in learning

4. Appropriate Workload

Sometimes when students get multiple assignments from their teachers at the same time every day. Then this will disturb the concentration level of students because something is excessive. It may be that they will feel stress and can disturb another learning, also making them unfocused.

5. Learning Resources

Material resources and human is really needed in learning process of self-directed learning. Students need to search some information abot their study. So that there will be less sources of information for learning.

b. Motivation Factor.

Motivation is a process that will have a good impact on someone in achieving a target. They will usually have high enthusiasm when they are motivated to support their learning. The type of motivation in learning English is instrinsic and extrinsic motivation.

1) Intrinsic Motivation.

According to Richard & Edward (2000, p.54), intrinsic motivation is motivation that comefrom our self and not from others. Also the statement from Linnerbrink & Pintrich theory (2002, p.313) state that students must have an interest in themselves in order to be able to intrinsically motivated.

For an example, when someone doing something such as reading a book, playing music, and ect. They will get satisfaction for thir self. It means they do not have reason for that.

2) Extrinsic Motivation.

As Tengku (2012, p.232) states, extrinsic motivation is motivation that is obtained from outside or under the influence of others and not from yourself. For example: getting support from family to enter a competition. From this statement, the students will get extrinsic motivate to do that.

Self-directed learning is undoubtedly influenced by a number of internal and external elements, as well as external factors that are generated from internal ones (internal factors). (Aruan,2013) A list of the aforementioned factors is provided below:

c.   Internal Factors

1)   Gender

Males and women differ biologically in that women are more reliable at completing tasks and are capable of performing at levels that are consistently higher than males.

According to Suryadi (2001), both male and female students have benefits and drawbacks. And so is the capacity for original thought. The ability to think differently means that, among other things, women are better at verbal communication than men are at visual spatial abilities (spatial vision) and men are better at math than women. At around 12 or 13 years old, the disparity in aptitude started to emerge. Male math skills improved more quickly than female math skills. According to Pierce (2000), some teenage children between the ages of 7

and 15 have superior aural and literacy skills to women in terms of gender and learning modalities.

2)   How to Learn

Since every student learns differently, it is important for students to understand the best method of learning in order to satisfy the unique learning requirements of each person. Because habits contain tremendous motivation, the manner that pupils learn tends to be mastered whenever they engage in learning activities. Everybody often follows a habit when learning; the deed that makes us happy tends to be repeated. Giving your all to a person's learning progress is an effective learning strategy.

3)   Mood and Health

The student's readiness for self-directed learning is said to be influenced by their mental and physical health. A good mental and physical health will influence the student's motivation to learn independently. The results of a student's learning are impacted by their health. When one's health is compromised, learning will be disturbed. Additionally, if the body is weak, has a blood shortage, has problems, or exhibits irregularities in the way the sensory organs and body function, it will become readily weary, less stimulated, easily dizzy, and sleepy. Someone must always pay attention to the rules for labor, study, rest, eating, sleeping, and worship in order to learn effectively.

4)   Intelligence

Students who act responsibly will have more self-control, more critical attitudes, and the freedom to make their own decisions without interference from others. It raises serious concerns about the direction of learning. Students who are

intelligent will perform better than those who are less intelligent in the same circumstance. High IQ students do not inevitably succeed in their academic endeavors, though.

This is so because intellect is just one of many factors that play a role in learning, which is a complex process. Students fail to learn if other factors adversely limit or influence learning. If they learn well, students with a normal level of intelligence can succeed in learning. It entails learning using effective techniques and influencing elements. Positive influences include things like physical factors, psychology, families, schools, and communities. If a kid is intelligently below average, the educational setting should pay special attention to him and provide him with instruction.

5)   Education

A person who has more education will be aware of his or her own advantages and shortcomings. Students need to have a variety of experiences to develop their concepts, principles, generalizations, intellects, initiative, creativity of wills, emotions, and other skills in order to be able to act independently and achieve their potential. People who have more education will be more confident since they are more aware of their own strengths and weaknesses.

d.   External Factors

1)   Study Time

Timing of individual learning is planned as part of self-learning implementation. Students organizing their own learning requirements plan, including scheduling their own study time, is one way that self-learning is put into practice. Independent learning will take place if students can manage their time well.

2)   Place of Study

On campus, a lecture hall, a classroom, a discussion room, or a location near the school can all be considered places to study. A facility that supports and can provide pupils the awareness and motivation to learn independently is referred to as a pleasant learning environment.

3)   Learning Motivation

Motivation is the desire a youngster has to engage in physical activity. The little motivation that exists is mostly impacted by the wants that people want to have met. Motivation is the desire a youngster has to engage in physical activity. The modest quantity of motivation is impacted by people's desires to have their needs met. The two types of motivation for learning are intrinsic motivation (such as being aware of the value of self-learning) and extrinsic incentive (such as tests and grades).

The objectives to be accomplished are intimately tied to motivation. The goal can be accomplished or not, but in order to do so, something must be done, and the motivation itself serves as the driving force or driver. What motivates students to learn well or gives them a reason to pay attention, organize and carry out related activities, and support learning should be taken into account during the teaching and learning process. Students can also be taught the aforementioned themes through exercises and routines that occasionally also take into account environmental factors.

4.   Parenting Patterns

The family has a crucial role as the first educational institution, particularly in the awareness, instillation, and development of social and cultural moral ideals. In order for the child to internalize these values as his own, parents play a crucial

role in helping him experience the process of changing values. Family education has accumulated a wealth of knowledge via its implementation. A variety of contextual contexts and values developed organically in daily life are covered by family education.

Family education in the cognitive and psychomotor domain places more of an emphasis on the production of creative, critical, and skillful individuals through the possession of mature life skills and the readiness to compete worldwide. One hopes that family education would enable them to become better human beings who are virtuous, educated, qualified, and able to find solutions to a variety of difficulties that arise in every aspect of life. In the teaching, nurturing, raising, and educating of children, parents play a leading and primary role. Parents have a crucial role to play in helping children discover their skills and guiding them, as well as fostering mutual respect and intimate relationships with their offspring. In guiding and directing the child, some attitudes in parenting impact the experience. This mentality can be seen in parenting styles (Aisiyah,2013).

6. Aspect of the Self-directed Learning

Students deal with decisions that demand independent thought and excellent judgment on a daily basis. According to Song and Hill (2007: 31-32), self-directed learning includes:

a. Personal Characteristics

A personal trait is one that affects how learners are inspired, how they use the information they are given, and how they learn. The urge to encourage pupils to participate in educational activities is known as learning motivation. The

characteristics of motivation include: 1) responsibility (those who need to learn motivation feel responsible for the tasks they do and don't abandon their assignments before finishing them), 2) perseverance in tasks (concentrating on completing tasks and not giving up easily), 3.) task completion time (trying to complete each task as quickly and efficiently as possible), 4) setting realistic goals (able to set realistic goals in accordance with their abilities, able to consider the pros and cons of different options), and 5) goal completion time. achieved.

There is no restriction on the learning resources that students can utilize as long as they are in line with the subject matter being studied and can help them learn more. While all of a student's efforts to master the information being studied, even if they are unsuccessful, are considered learning techniques in this context.

b. Processes

Processes are perspectives on the learning strategy used by students. Planning activities include: 1) effectively managing time (scheduling study, creating a study calendar to write or mark important dates in the study, the submission dates for term papers, assignments, and dates of other important others, preparing books, tool boards, and other learning tools), and 2) prioritizing and self-management (figuring out what the most crucial task is to complete first and when to complete it).

The emphasizes how contextual circumstances affect students' levels of independence. the task's nature and organization.

1. Emotions: This part of self-directed learning is represented by the capacity to manage emotions independently of parental guidance, according to Enung Fatimah (2010:143).

2. Emotions, which are reflected in the capacity to manage finances independently of parental financial requirements. The capacity to solve a variety of issues is a sign of intellectual prowess in this area.

3. Social; the capacity to initiate action or to wait for others to do so.

Desmita (2012: 190) offers the following for the development of students' independence:

1. Create a democratic teaching and learning environment that makes kids feel important.

2. Encourage kids to participate fully in decisions and different school activities.

3. Allowing kids to freely explore their surroundings and fostering their curiosity.

4. Positive unconditional acceptance of a child's abilities and shortcomings does not favor one youngster over another.

5. Continue to have a positive and cordial relationship with kids.

Based on the aforementioned viewpoints, it can be inferred that student self-directed learning is a type of education that gives students the chance to choose their own learning objectives, study strategies, and resources, as well as to assess their progress and choose learning activities. Personal characteristics, learning processes, and learning setting are the study's indicators of self-directed learning. Discussion activities can be used to engage students in self-directed mathematical learning. Students that participate more actively in these varied activities have higher levels of self-directed learning.

7. Measurement of Self-Directed Learning

Teguh (2012: 14) claims that internal variables (from within) pupils, such as self-confidence, discipline, motivation, initiative, and responsibility, are the basis for the measurement of self-directed learning in this study.

a. Confidence

"Confidence can be interpreted as a person's belief in everything aspects of the strengths it has and those beliefs make him feel capable of being able to achieve various goals in his life," says Thursan Hakim (2002: 6).

Thursan Hakim (Teguh, 2012: 14) there are certain characteristics of people who have high self-confidence, namely:

1. Be calm in doing all the things

2. Have sufficient potential and ability

3. Able to neutralize tensions that arise in various situations

4. Able to adapt and communicate in various situations

5. Have a mental and physical condition that is sufficient to support his appearance

6. Have enough intelligence

7. Have a sufficient level of formal education

8. Have the skills and expertise that support

9. life, such as foreign language skills10.Have social skills

11.Have a good family education background

12.Having life experiences that forge mentally to be strong and resistant in the face of life's trials

13.Always react positively in dealing with various problems, for example by remaining strong, patient, and steadfast in dealing with life's problems.

Self-concept and self-confidence are tightly intertwined, thus if someone has a poor opinion of themselves, it will make them distrustful of themselves. Ineffective behavior will arise from a lack of confidence. Ineffective actions will undoubtedly have negative effects. Bad outcomes will exacerbate the argument that they lack competence and reduce self-confidence.

b. Discipline

As said by Teguh Discipline in learning is a willingness to study that is driven by students alone. Discipline has something to do with one's self-control or adherence to follow forms the form of rules on personal awareness.

In this study, the behavior that emerges during the learning process can be used to observe student discipline. Five criteria, or student criteria, can be used to observe student discipline in the learning process, including:

1. Responsible for the task given

2. Enthusiasm and enthusiasm in learning activities

3. High commitment to the task

4. Overcome the difficulties that arise in him

5. Leading abilty

c. Initiative

   Initiative, according to Wollfock (cited in Mardiyanto, 2008, p. 23), is the capacity of a person to create something new, something creative, or a solution to a problem. According to the phrase, initiative is the capacity of a person to take action while using their conscious mind. Sund in Slameto (2003:147) lists the following qualities of people who take the initiative:

1. Great curiosity

   i.   Be open to new experiences

   ii.   long sense

   iii. Desire to discover and research

   iv.   Tend to like heavy and difficult tasks

   v.   Tend to seek broad and satisfying answers

   vi.   Have a passionate dedication actively in carrying out the task

   vii. Think flexible

   viii. Respond to questions asked and tend to give

   ix.   more answers.

   The research's initiative is evident in the way learning activities are conducted. The following student efforts have been seen:

1. Have the drive of curiosity High

2. Flexible thinking skills

3. Smooth thinking skills

4. Original thinking skills

5. Dare to take risks

d. Responsibility

According to Linley & Maltby (2009) on page 685, the definition of responsibility is "people's skill of taking individual accountability for their decisions and actions, as well as the outcomes they create and their impacts on others." Zimmerer reveals the following traits of people who have the nature of responsibility in Waspada (in Teguh, 2012: 18).

1. Have a high commitment to the task or work

2. Want to be responsible

3. Energetic

4. Oriented to the future

5. Leading ability

6. Want to learn from failure

7. Believe in him

8. An obsession to achieve high achievement.

The following five characteristics of this study's observations of student obligations during the acquisition of biology subjects can be seen:

1. Participation in carrying out the tasks assigned by the group

2. Participation in problem-solving

3. Concern for the difficulties of fellow group members

4. . Participation in making group reports

5. Participation in carrying out the presentation of the results of thediscussion

e. Motivation

Sven Cost defines motivation as an underlying need or desire that propels a person to act in a way that satisfies that need or desire. "A person who has high motivation typically has the following qualities," says Suryana (in Teguh, 2012: 19).

1. Want to overcome the difficulties and problems that arise in him

2. Always require feedback soon to see success and failure

3. Have high personal responsibility

4. Dare to take risks full of challenges

5. Likes and sees challenges in a balanced way

According to some of the views expressed above, a person with great motivation always performs better and more effectively than they did the previous time. Students who are very motivated can be seen during the learning process in this study. The following are some signs of highly motivated students:

1. Responsible for the task given

2. The spirit and enthusiasm during the learning process take place

3. High commitment to the task

4. Overcome the difficulties that arise on his

5. Leading ability

8. Self- directed Learning Process

Fatima Enung (2008:144) Self-directed learning can be fostered by

exercises that are carried out consistently and from a young age; these exercises can take the form of assigning work without help, of course, and these activities are adjusted to the child's age and ability.

Students are encouraged to do multiple-step, result-oriented actions as part of the self-directed learning process. Independent students generally have to follow a "Plan, Do, Learn, Take Action" cycle when working on projects. Johnson, Elaine B. (2007:170-172). Following is the procedure for self-directed learning:

a.   Students self-directed learning set goals.

The student decides to work for a significant objective that is relevant to him or others, whether it is apparent or invisible. Not everything has an end, including goals. The objective will offer chances to use intellectual and personal talents in daily life. Students are more likely to meet high academic standards when they accomplish important life goals.

b.   Students self-directed learning make plans.

Students determine how to accomplish their objectives. Here, planning entails deciding how to succeed by looking into the future. Students who have chosen a plan must decide whether they wish to describe a problem, solve a problem, or develop a project.

c.   Students self-directed learning stick to the plan and track their progress.

From the beginning, students are aware of their objectives, the academic skills they need to develop, and the capabilities they have acquired via the process of self-directed learning. Students continuously assess how well the plan is performing throughout the process. They fixed mistakes and made the appropriate adjustments. Additionally, they consider how they learn.

d. Students in self-directed learning create the final product.

Students are given a result that is meaningful to them personally. The outcomes fulfill a genuine purpose, have significance for each student's experience, and are relevant to their lives in their families, schools, groups, and communities. Students who engage in self-directed learning authentically display their proficiency.

Students show competence, particularly in independent and real-world activities. Teachers can determine the degree of academic success of their students by evaluating their portfolios, journals, presentations, and performances using grade standards and grading criteria. Teachers make assumptions about the depth of academic knowledge students gain and their abilities. The authentic assessment demonstrates to the teacher how deeply the students' self-directed learning has impacted their learning.

9. The Essential Elements of SDL

These crucial components will also be included in any SDL activity, course, or program based on these five key principles:

a. Student control over as much of the learning experience as possible. The primary change between TDL and SDL is the transfer of control from the teacher to the student. For the student, this signifies a change from external to internal control, reflecting the significant transformation taking place in adolescent lives as they start to establish themselves as independent adults distinct from their childhood dependency. These are the years when they start to form their own beliefs and ideas, choose their own activities, make their own decisions, assume greater responsibility for themselves, and start working. When students are given the responsibility for creating their own

learning, they are forced to use their own resources, which fosters their developing individuality and enables them to practice more adult roles. They learn more successfully and develop more of their own personalities as they grow more self-directed.

b. Skill development. If students don't learn to concentrate and use their skills and energies intensely, inner control is pointless. Because of this, SDL places a strong emphasis on the development of abilities and procedures that result in productive activity. Students gain the ability to complete course objectives, think critically, and organize and carry out their own activities. Student proposals for research and action combine these procedures and the abilities used in them. With their teachers, students develop and then negotiate contracts, frequently in the form of written agreements that serve as records of the agreements they reach. The goal is to give kids a framework that helps them recognize their interests and gives them the tools they need to pursue them successfully.

c. Students' learning to challenge themselves to their best possible performance. Without a challenge, self-direction goes dormant. Teachers first push their pupils to overcome challenges, and then they push those students to push themselves. A challenge demands pushing oneself to perform at a higher level in a situation they are comfortable with or taking a risk in a new area of interest. Setting a higher bar for achievement than one is capable of meeting is what it signifies. To challenge oneself implies to venture outside of what is comfortable and easy. For those who are willing, this entails consistently aiming for performances that call for their absolute best. Going deep and going far is difficult. It is the difficulty of the journey heroes undergo when they leave their comfortable and safe surroundings to

complete a heroic deed. In the ensuing fight, they gain knowledge and strength that transform their life and give them the ability to go back to and contribute to the communities from which their travels started.

d. Student self-management—that is, control of their own learning initiatives. Choices and freedoms in SDL are balanced by restraint and obligations. By identifying and committing to their most important personal goals and interests, students can develop their ability to act with restraint. They make decisions about what they will do as well as the type of performer they will become during this process. SDL needs courage, confidence, and tenacity to motivate the associated effort. These qualities are acquired by students as they master the management of their own time, effort, and the resources required to complete their assignments. Even well-planned initiatives fail. When faced with challenges, pupils learn to overcome their issues, look for solutions, and sustain effective production. Students will need the same approach to successfully manage their growth and productivity throughout their life, which is a combination of inner resources and performative competence.

e. Self-motivation and self-assessment.

The pursuit of one's own high-interest goals is one of the many motivational theories that were incorporated into the creation of SDL. These ideas become the main components of self-motivation when pupils adopt them. They learn to motivate their own efforts by establishing significant goals for themselves, arranging for feedback on their work, and succeeding. Students also learn to examine their own development; they do this by evaluating the caliber of their work as well as the method they used to complete it. Assessment is a crucial component of SDL because it allows students to

reflect critically on their own work, which leads to improvement. When submitting learning agreements to professors, students frequently start the self-evaluation process by outlining the standards they intend to work toward. Since it is the students' obligation to demonstrate that they have met their objectives, they compile their evidence and goods into a portfolio, which serves as the evaluation's main point of reference. Self-assessment inspires pupils to strive for the highest caliber of success, just as self-motivation energises them to generate the accomplishments that are appraised.

The fundamental framework of SDL activities and programs is outlined by these five components. They also discuss how difficult SDL is for both teachers and students. While many programs encourage self-direction, relatively few actually instruct students in it. What comes next focuses on SDL instruction.

B. Learning English

a. The Definition of Learning English

To accomplish particular objectives, learning is a process that involves a sequence of teacher and student acts. This reciprocal interaction exists in the classroom. There are numerous objectives to be met in learning. Akhiruddin et al. (2019: 12) reference Duffy and Roehler (1989) as saying that learning is an endeavor that consciously involves and utilises the professional knowledge held by teachers to attain curriculum goals. Therefore, the learning process would encounter several challenges in accomplishing the learning objectives if one of the components cannot interact.

One of the crucial foreign languages to learn or master is English. English

is utilized to improve communication in international settings and to fortify international partnerships. English is also utilized to learn information from numerous scientific disciplines. English is the language of choice for international communication. It can link you up with people all over the world. However, studying English can assist you in succeeding. It might make it easier to find employment. In particular, those with various backgrounds in terms of languages, cultures, lifestyles, etc., using English as a means of communication may help people get to know, appreciate, and respect one another (Pandarangga, 2015).

English is only taught in schools in Indonesia; it is not utilized frequently. Both oral and written communication can be done using English. Understanding and conveying information, ideas, and emotions while also advancing science, technology, and culture are all parts of communication. The ability to discourse, or to understand and/or produce spoken and/or written texts, is what it means to be able to communicate completely. Discourse is achieved in four language skills: listening, speaking, reading, and writing. To participate in or contribute to conversation in social life, these four abilities are used. So that graduates can communicate and engage in discourse in English at a specified literacy level, English courses are designed to enhance these skills. Because English is a foreign language that enters Indonesia to be studied in schools and other institutions, it can also be referred to as a second language. To be more specific, the modern age and current globalization demand that many people learn English as a second language. Consequently, English is taught in schools in Indonesia as a topic. From junior high school to senior high school, English is taught for four hours per week under the most recent curriculum (Curriculum 2013) (Poedjiastutie et al., 2018).

English was listed as the first foreign language used in Indonesia by the Indonesian government. English is a foreign language that is taught in schools in

Indonesia and is used for communication. It is the first foreign language studied in school as a required subject (Panggabean, 2015). As a result, English is the first foreign language that Indonesian junior secondary school pupils are required to take.

Learning English entails acquiring the capacity to communicate effectively in English in a variety of contexts and under various conditions, as well as in ordinary situations encountered by pupils. For the current generation to be able to adapt to international communication, literature, media, and employment in the present and the future, they must learn English (Marzulina et al., 2021). This will result in an English learning method that is more in tune with students' linguistic requirements.

b. The Importance of Learning English

There are various uses for English today. particularly in the areas of

technology, business, politics, and education. Because English is used by the majority of nations in the globe, it is crucial to study it and should not be neglected. In addition to serving as a tool for communication, English also facilitates social interaction in unfamiliar settings. This leads us to the conclusion that learning English is crucial for us in order to adapt to the growth of the current language, particularly in communication. According to Nishanthi and the Department of Sociology at Bharathidasan University in Tiruchirappalli, Tamil Nadu, India (2018), English has become increasingly important in a number of fields, including engineering, education, and medical.

Although English is not widely spoken in Indonesia, it is a language that can be utilized for discussing matters of international concern. In Indonesia, English is widely used in a variety of settings, including schools. beginning with business, politics, technology, public services, and education. It is frequently used in ads and on signage in public spaces. According to Nishanthi and the Department of Sociology at Bharathidasan University in Tiruchirappalli, Tamil Nadu, India, many curricula in the domains of scientific and engineering education are written in English. This demonstrates how quickly English has evolved in Indonesia and how it is now used for basic necessities, particularly in schools. Learning English entails acquiring the capacity to communicate effectively in English in a variety of contexts and under various conditions, as well as in ordinary situations encountered by pupils. For the current generation to be able to adapt to international communication, literature, media, and employment in the present and the future, they must learn English (Marzulina et al., 2021). This will result in an English learning method that is more in tune with students' linguistic requirements. If teaching with efficient techniques enables pupils to master a variety of abilities, including speaking, writing, listening, and reading. In the

realm of work, this kind of skill is quite valuable. This demonstrates how crucial English usage is in modern society.

C. Conceptual Framework

The basic framework of this study is founded on the writer's interest in how students from various majors might handle their individual approaches to learning English. This study will examine how students from two majors learned English on their own. The following will be provided as the conceptual basis for this study:

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                      ┌─────────────────────┐
                      │  English Learning   │
                      └─────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │  Self-Directed Learning  │
                    └──────────────────────────┘
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English Learning

Self-Directed Learning

| **Independence, persistence and responsibility** | **Self disciplined** | **Develop a plan for completing work, enjoy learning and have a tendency to be goal-oriented** |

Analyze students' self-directed learning in learning English
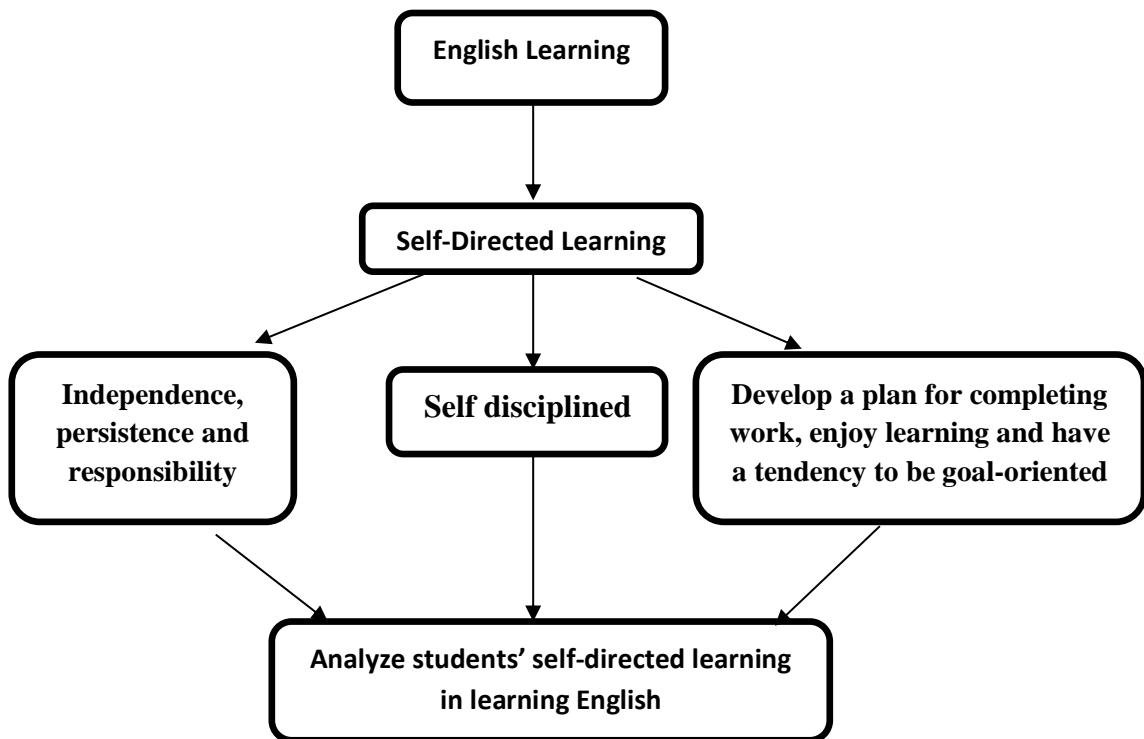
Figure 2.2 Conceptual Framework

CHAPER III

RESEARCH METHODOLOGY

A. *Research Method*

This study employs descriptive qualitative research, which aims to provide systematic and accurate actual data about a certain population without employing calculations (Lexy J. Moleong, 2000). To be more precise, this qualitative research has a system in case studies or the research that yields descriptive data such as written or oral words from people and the behavior that can control the directed to individual or organization in variable and hypothesis, but then considers as a component of some totality. The type of research that is being done focuses on how self-directed learners from students with various majors learn English.

B. *Subject of the Research*

The persons who are the focus of the study are referred to as the subject of the research or are at least partly familiar to the study population (Stephen D. Lapan and MaryLynn T. Quartaroli, 2012). According to Spradley, Sugiyono provides a thorough explanation of why a qualitative study does not utilize the term "population" because it is founded on a real-world example that takes place in a social context (Sugiyono, 2001). The place in this study refers to the study's location. Students in the Hukum Keluarga Islam and English study programs at IAIN Parepare are the focus of this article. Purposive sampling (also known as judgemental sampling) is a strategy used by the researcher to select samples

depending on particular criteria, according to Sugiyono (2018).

The data will be obtained from the academic administration personnel, and the researcher will choose the students who performed well on the English proficiency test. In total, 10 IAIN Parepare students took the subject during the 2022–2023 academic year.

C. Research Instrument

1. Observation Checklist

Through an observation checklist, the researcher hopes to keep track of the students who will participate in the study interview. The goal of observation is to gather data through systematic and planned monitoring. Observation is measurement, hence there needs to be a suitable measuring tool, and research tools are required to gather data, according to Sugiyono (2010). The researcher will focus on how well the pupils are learning English while observing the lesson.

2. Interview Guide

An interview is a method of gathering data through conversation between interviewers to learn information from interviewers. Interview guidelines were the method of interview used in this study. Interview protocols are a method for speaking with kids. The interviewee will be asked the questions listed in these interview guidelines. Additionally, they utilize the interview instructions as stationery to record the responses they get. The purpose of the interview in this study is to learn how the students feel about

their approach to learning English. These interview instructions include questions that ask about students' self-directed English learning strategies and their responses.

3. Audio Recorder

In order to save and record the interview. While interviewing the research participant, an audio recorder will be employed in this study. This tool aids researchers in maintaining interview records, which aids them in data analysis. It maintains the data's authenticity, simplicity, and purity for future usage.

D. *Data Collection Technique*

In this study, three techniques of data collection were used to gather information about the proposed formulation of the research problem: interview, observation, and documentation. Three research tools are then used: an interview guide, an observation sheet, and a document. As the data becomes saturated, the researcher continues to look for information. These techniques are described below:

1. Observation

Learning about the behavior, environment, and interactions, as well as the connections between those meanings that are ingrained in the field, constitutes observation (Ary, 2000; Sugiyono, 2010). Participant observation and non-participant observation are the two types of observation. In participant observation, the researcher really works in the field; with non-participant observation, the opposite is true. In this instance, the researcher

used participant observation to gather data on a particular aspect of IAIN Parepare students' self-relatedness. It is crucial that the researcher conducts the study independently and gets hands-on experience with the issue in a real-world situation. Prior to doing an observation, the researcher must make plans for the point that will be examined. The researcher continued to observe, document, and report what was seen. In order to get the necessary information on the subject, particularly regarding how pupils conduct their own research, an observation sheet is required as the tool.

2. Interview

In a particular meeting when two or more individuals have convened, an interview is a way of asking questions, providing information, or sharing ideas on a certain topic (Sugiono, 2009). Unstructured, semi-structured, and structured interviews are the three different types of interviews. There are no specific, methodical questions to be directed at the respondent during an unstructured interview. On the other hand, when conducting a structured interview, the direction of the conversation is evident due to the list of questions that have been prepared. The final interview type combines organized and unstructured interviewing. Prior to moving on to the next unpredictably created question, the researcher first organizes the list of recommended inquiries.

The researcher in this instance used a structured interview. The researcher has a variety of questions ready to be put to the respondents before conducting the interview. The purpose of the interview was to reflect on the

observation and research challenge. It should be able to connect the interviewees' statements to the actual scenario. As the interviewer, the researcher will question students about how they want to go about learning English. The researcher will pose some prepared questions during the interview process. The researcher made notes and recorded the interview in order to create the interview transcript, which would be used as data.

3. Documentation

Documentation refers to various sorts of written, tangible, or visual resources that can be categorized into three categories: personal, official, and popular culture (Ary, 2000). Personal documents, like memoirs and diaries, are about the individual or the private. Additionally, official documents cover organizational reports like files and memos.

E. *Technique of Data Analysis*

Data analysis is the methodically seeking out and systematizing the data that has been compiled in order to make it easier to read and present in a conclusion. This process includes the following steps: "working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering that is important and what is to be learned, and deciding what you will tell others" (Bogdan and Biklen, 1998). In other words, analysis is the act of reducing, organizing, managing, synthesizing, seeking, locating, interpreting, and eventually explaining the data by a statement or symbol.

The inductive technique will be used to analyze the data in this

qualitative study. It involves requiring the researcher to comprehend how to analyze and interpret the data from a specific point of view to a broad conclusion. The following steps of the inductive technique suggested by Miles & Huberman and cited in Sugiono (2009) and Ary (2010) are used to collect and analyze the data about teachers' creativity in developing speaking environments that were obtained via interviews, observations, and documentation:

1. Coding the data

     By reading again and over again, the enormous amount of material that had been gathered in the first stage began to be grouped or organized into the same classification. It can be grouped according to the same unit and assigned the same code. As a result, the researcher did not use the irrelevant data.

2. Reducing the data

     The researcher tightens up the coding in order to summarize the data based on the study challenge. Next, decide whatever crucial information is required to generate a clear picture of the best topic for finding. Therefore, the useful and effective data were used to qualify the study question's response.

3. Displaying the data

     Even though there are numerous graphic and table formats that can be employed, the narrative essay is the most popular way to present qualitative data. Before reaching a conclusion by exhibiting the data, the researcher

wants to study the data to make it easier to interpret.

4. Interpreting the data

    The final phase is drawing a preliminary conclusion after generalizing each relationship between categorical data displays and outlining the validated fix findings. The researcher uses the conclusions and topic discussions in this manner.

CHAPTER IV

FINDING AND DISCUSSION

The researcher delivers the findings from the data analysis and interview phases of the study in this part of the session. In two sessions, the data was analyzed and categorized in accordance with the research's objectives.

A. *Finding*

In this study, researchers looked into 10 students who excelled at learning English during the 2022–2023 academic year in the English Study Program and Hukum Keluarga Islam at IAIN Parapara. The researcher then conducted an interview with the respondent to collect the data. So, after interviewing 10 students, the researcher assessed their responses. The research had two issues: 1) How do IAIN students who major in English and those who don't compare in terms of self-directed learning? 2) What are the main variables affecting the English majors and non-English majors at IAIN Parepare's student self-directed learning? Following would be a discussion of the findings.

To locate the students The researcher looks into 10 students on the 2022–2023 academic year of the English Study Program and Hukum Keluarga Islam Program at IAIN Parepare. Most of them developed their English-learning skills with a similar sense of self-direction, including:

1. Interview

There are numerous similarities between the English major student and the non-English major student's self-directed English learning.

According to the findings of an interview study, English major students and non-English major students have many similarities when it comes to their self-directed learning, such as the use of the internet, movies, music, or some applications to aid in English learning. However, many of them prefer to study by relying on others. They were both highly motivated to study English by similar factors. Because they believe that learning English will help them in their daily lives or in the future, they are motivated to do so. The information below shows how the response to the question relates to each of the points of the self-directed learning characteristic:

a. The English Major students

1) The aspects of independence, persistence and responsibility.

Question	Major	Subject	Interview
How do you study independently at home?	**English**	**A**	*Yang pertama yang saya lakukan adalah menyiapkan tempat atau spot yang saya gunakan nanti untuk sya tempati belajar semisal di kamar atau di meja belajar sy akan membuat tempat yang akan sy tempati belaja itu nyaman senyaman-nyamannya untuk sy dan setelah itu hal yang saya lakukan adalah memaca atau mempelajari ulang kembali materi-materi yang telah di ajarkan pada saat saya mempelajari kembali sy akan mencoba untuk memahami materi itu dengan pemahaman saya sendiri sehingga materi itu dapat dengan mudah saya ingat atau pahami karena saya mencobanya untuk memahaminya melalui pemahaman atau presepsi saya sendiri setelah itu tentunya sy harus mengatur waktu belajar sy dengan baik belajar tentunya hal yang baik untuk dilakukan oleh pelajar atau mahasiswa tapi eeee.. selain itu kita juga tidak bisa telalu memporsir diri untuk terus-terusan belajar kita juga*

			kita harus mengatur waktu yang tepat untuk belajar intinya adalah kita harus melakukan to do list atau mengatur jadwal jam ini kita belajar jam ini setelahnya itu mungkin kita bisa istirahat sejenak atau relax kan diri setelah itu lanjut lagi begitu sebaliknya intinya adalah menatur jadwal belajar dengan sebaik mungkin (The first thing I do is prepare a place or spot that I will use later for me to study at, for example in a room or at a study table. I will make the place where I will study as comfortable as possible for me and after that what I do is read or re-study the material that has been taught when I study again I will try to understand the material with my own understanding so that I can easily remember or understand the material because I try to understand it through my own understanding or perception after that of course I have to manage my study time well to study of course it's a good thing for students or students to do but eeee .. other than that we also can't push ourselves too hard to keep on studying we also have to set the right time to study the point is we have to do a to do list or arrange a schedule at this hour we study at this hour after that maybe we can take a short break or relax ourselves after that continue again and vice versa the point is to arrange a study schedule as best as possible.)
		B	*cara saya belajar mandiri di rumha itu dengn memfokuskan proses pembelajaran melalui e... bantuan internet ataupu google cara saya belajar itu lebih banyak menggunakan ee.. innternet sebagai sumber belajar saya.* (The way I study independently at home is by focusing on the learning process through e... the help of the internet or Google.)
		C	*cara belajar mandiri di rumah itu ee..bisa melalui media seperti telefon ataupun laptop.* (How to study independently at home, uh... it can be through media such as telephone or laptop.)

		D	*mm.. pertama-tama itu saya harus memiiki target apa yang ingin saya pelajari terlebih dahulu contohnya saya belajar dengan hal-hal yang saya senangi dan saya e.. ingin tahu terlebih dahulu e.. biasanya saya sering membaca buku dan membuat rangkuman-rangkuman dari beberapa materi.* (mm.. first of all I have to have a target what I want to learn first for example I study with things that I like and I e.. want to know first e.. usually I often read books and make summaries of several materials.)
		E	*yaitu dengan cara e... pertama menetukan tujuan dari pembelajaran tersebut kemudian yang kedua menentukan materi yang akan kita pelajari atau yang ketiga membuat list atau jadwal terkait e... oembelajaran yang akan dilakukan di rumah.* (namely by e... first determining the objectives of the learning then the second determines the material we will study or the third makes a list or schedule related to e... o learning to be carried out at home.)
	Non-English	**A**	*sebenarnya kalau bahasa inggris itu kak saya masih kurang fasih tapi dalam pembelajarannya itu masih e.. biasa cari di kamus-kamus sama google translate.* (Actually, I'm still not fluent in English, but in learning it's still e.. I usually look for it in dictionaries and Google translate.)
		B	*bahasa inggris paliiing ku suka kalau misal sambil nonton ku pahami bahasanya kalau kayak buka-buka kamus agak sulit ka mengerti jadi harus ada saya lihat baru bisa ka pahami.* (I like English the most, for example, while watching me, I can understand the language. If it's like looking through a dictionary, it's a bit difficult for you to understand, so I have to see it before you can understand it.)
		C	*cara belajar mandiri saya di rumah itu e.. kebanyakan lewat acara menonton itu dari aplikasi itu.* (my independent learning method at home e.. mostly through watching shows from that application.)

		D	*kalau saya peribadi kak toh jarang ka belajar mandiri di rumah lebih susah i masuk kalau sendiri dari pada e... kalau sama teman ku toh saya toh lebihmu lebih anu i masuk kalau na anu teman ku toh masuk mi diotak ku.* (if I'm a person, sis, it's rare for me to study independently at home, it's more difficult for me to enter alone than e... if it's with my friends, I'm more like you, I'll enter if you're my friend, anyway, I'll enter mine in my mind.)
		E	*Cara saya belajar mandiri dirumah biasanya dengan mencari waktu, waktu yang tepat untuk belajar, misalnya malam hari atau setelah sepulang sekolah, tapi kebanyakan saya merencanakan kapan atau jam berapa, jadi saya lebih ke spontan belajar, kalau mau belajar yaa belajar, jadi seperti itu cara saya belajar.* (The way I study independently at home is usually by finding time, the right time to study, for example at night or after school, but mostly I plan when or at what time, so I prefer to study spontaneously, if you want to learn, study, so that's how I learn.)
Are you able to study on your own and not depend on others?	**English**	**A**	*ya.. saya mampu beajar sendiri dan tidk terlalu bergantung pada orang lain saya pasti akan mencoba untuk mencari atau searching di internet tentang materi-materi yang tadi di pelajari atau di jelaskan dan mencoba untuk memahaminya dengan pemahaman saya sendiri seperti yang saya sudah jelaskan di pertanya-pertnayaan sebelumnya saya akan tapi tidak menutup kemungkinan juga saya akan mencoba untuk bertanya kepada teman saya ketika memang saat saya mulai mebca-baca materi itu saya masih belum bisa memahaminya dengan pemahaman saya sendiri maka di situlah nanti saya akan mencoba untuk bertanya kepada tmean saya apakah dia paham atau tau soal ini kalau mereka bilang mereka paham mereka tahu saya akan mencoba untuk meminta bantuan penjelasan dari mereka.* (yes.. I am able to study on my own and don't rely too much

			on other people I will definitely try to search or search on the internet about the material that was studied or explained and try to understand it with my own understanding as I have explained in the previous questions I will but it is also possible I will try to ask my friend when indeed when I started reading the material I still couldn't understand it with my own understanding so that's where later I will try to ask my friend if he understands or knows this problem if they say they understand they know I will try to ask for help with an explanation from them.)
		B	*Tentu saja saya lebih saya yakin bahwa e... saya itu mampu untuk belajar mandiri dan tidak berantung pada orang lain karena menurut saya sumber belajar itu e.. banyak ee... contohnya dari internet maupu jurnal atau buku.* (of course I am more confident that e... I am able to learn independently and not depend on other people because in my opinion there are many learning resources e.. um... for example from the internet or journals or books.)
		C	*e... untuk belajar dan tidak bergantung kepada orang lain itu e.. mungkin tidak saya tetap bergantung kepada orang lain cuman e.. untuk belajar sendiri itu ya tidak menutup kemunkinan saya juga sering belajar sendiri tapi e... untuk tidak bergantung kepada orang lain itu e... mungkin hal yang e... tidak bisa dilakukan pasti kita bergantung kepada orang lain karen se canggi-canggi apapun e... platform yang di gunakan pasti kita butuh orang yang lebih paham.* (e...to learn and not depend on other people e..maybe not I still depend on other people but e..for studying alone it doesn't rule out the possibility that I also often study alone but e...not to depend on other people e... maybe things e... can't be done, we definitely depend on other people because no matter how sophisticated e... the platform we use, we definitely need people who understand

			better.)
		D	*e.. yah saya bisa belajar sendiri tanpa tergantung kepada orang lain karena saya sendiri lebih suka ketika saya belajar sendiri karena saya bisa tahu hal apa saja yang ingin saya pelajari dan ketika ada hal yang tidak saya tahu e... maka saya bisa mencari solusinya secara mandiri seperti e... searching di internet atau Youtube seperti video pembelajaran juga artikel-artikel lainnya.* (e.. well I can learn on my own without depending on other people because I myself prefer when I study alone because I can know what things I want to learn and when there are things I don't know e... then I can find solutions independently like e... searching on the internet or Youtube like learning videos as well as other articles.)
		E	*nah untuk e... pertanyaan ini e.... mampuka belajar mandiri send belajar sendiri yah tentu kita mampu belajar sendiri namun tetap bergantung kepada orang lain misalnya membutuhkan materi-materi yang lain.* (now for e... this question is e.... can we learn independently by learning on our own, of course we are able to learn on our own but still depend on other people, for example, we need other materials.)
	Non-English	A	*e... sampai sejauh ini kak kalau belajar sendiri kak kadang kalau ada yang tidak saya pahami biasa saya tanyakan sama teman ku jdi masi bergantung sebenarnya karena kan kita butuh ilmu dan saran dari teman.* (e... so far sis, if you study alone sis, sometimes if there's something I don't understand, I usually ask my friends, so it's still really dependent because we need knowledge and advice from friends.)
		B	*e... mungkin sulit kak karena mungkin 20%nya belajar sendiri 80%nya dibantu sama yang lainnya. Kadang ka bertanya sama teman ku bagaimana ini kadang juga*

			e... cari ka motivasi kayak di youtube di internet begitu bagaimana anunya cara pengerjaannya begitu. (e... it might be difficult sis because maybe 20% of it is self-learning 80% of it is assisted by others. Sometimes you ask my friends how it is, sometimes I also look for motivation like on YouTube on the internet, how do you do it, how do you do it.)
		C	*sepertinya saya mampu.* (looks like i can do it.)
		D	*bisa cuman apa ya kurang anu i kalau saya sendiri.* (I can do it, but i'm lacking if I'm alone.)
		E	*Saya kalau belajar bisa di bilang benar-benar mandiri, memang sejauh ini saya belajar sendiri untuk meningkatkan speaking saya.* (If I study, I can say that I am truly independent. In fact, so far I have taught myself to improve my speaking.)

Students with an interest in English demonstrate similarities in terms of independence, perseverance, and responsibility. For example, in response to the first question, students A, D, and E stated that when studying alone, they look for the best times and locations to study and decide what they need to learn. This is an example of independence and responsibility in learning, while students B and C stated that studying alone at home has a specific benefit.

All respondents from English major students gave the same response to the second question, which is when learning is independent of other people.

Student B and C in the first question stated that when studying alone, the student studies by watching movies while student A studies by using a

dictionary and Google Translate, which is included in terms of independence and persistence in learning. Student E has her own plan with specific times and material that student E will learn, which is included in terms of independence and persistence in learning.

When it comes to the second question, students C and D both know the answer—that is, when learning is independent of other people—whereas students A, B, and E must rely on other people.

2) The aspects of Self disciplined

Question	Major	Subject	Interview
How do you divide your time for studying?	**English**	**A**	*seperti yang sudah saya utarakan tadi di pertanyaan pertama bahwa tentunya saya harus mengatur jadwal atau bisa di bilang membagi waktu untuk belajar dan sebagainya nah bagaiman cara sayan membagi waktu untuk belajar tentunya saya bis e... membuat semacam e... kalau yang di anak jaman sekarang itu bilang to do list yaitu dengan menuliskan apa saja yang harus saya kerjakan dalam satu harinya atau materi atau pelajaran apa saja yang akan saya pelajari pertiap harinya tersebut saya urutka mulai dari kegiatannya prioritas sam yang prioritas tinggi atau utama sampai yang paling tidak penting atau prioratasny itu rendah jadi ini akan bisa juga membuat saya lebih disiplin dengan diri saya atau kehidupan sehari-hari saya.* (as I said earlier in the first question that of course I have to arrange a schedule or you could say divide the time to study and so on, how do I divide the time to study, of course I can e... make a kind of e... if it's a child nowadays they say a to do list, that is, by writing down what I have to do in one day or what materials or lessons I will learn each day, I put them in order, starting from the priority activities, the highest priority to the most unimportant or the priority is low so this will also make me more disciplined with myself or my daily life.)

		B	*cara saya membagi waktu belajar saya e... saya pribadi lebih memfokuskan pembelajaran itu pada malam hari karena menurut saya beljar di malam hari itu lebih membuat saya lebiih tenang dan fokus.* (the way I divide my study time e... I personally focus more on learning at night because I think studying at night makes me more calm and focused.)
		C	*e.. cara saya mebagi waktu belajar yaitu ee... karena saya merasa e.. bahwa saya itu lebih lancar berfikir pada saat malam hari maka malam hari e.. diwaktu tapat pukul 21 ke atas itu e.. waktu yang efektif bagi saya untuk belajar maupun setelah e... sholat subuh e.. menurut saya e...waktu itu sangat efektif bagi saya untuk belajar dan e... jam jam yang lain itu saya lakukan untuk melakukan aktifitas yang lain.* (e.. the way I divide study time is ee... because I feel e.. that I am more good in thinking at night then at night e.. at exactly 21 o'clock and above that e.. an effective time for me to studying and after e... morning prayers e.. in my opinion e...that time was very effective for me to study and e... the other hours I did to do other activities.)
		D	ee.. cara saya membagi waktu untuk belajar em.. saya tidak memiliki waktu tertentu e.. atau waktu yang spesifik untuk pembagian waktu dalam pembelajaran saya di rumah saya hanya sering belajar di malam hari seperti pada pukul e.. 1 malam hingga jam 4 subuh (uh.. the way I divide my time to study em.. I don't have a specific time e.. or a specific time for allocating time in my learning at home I only often study at night like at e.. 1 pm to 4 in the morning.)
		E	*yaitu dengan cara mencari waktu yang tepat dan pas dan tidak e.. ter tch dan tidak terkait dengan e..waktu yang atau yang e... bisa mengganggu pekerjaan yang lain.* (namely by finding the right and right time and not e.. ter tch and not related to e..time or e... can interfere with other work.)
	Non-English	**A**	*mm.. membagi waktu untuk belajar kalau saya sendiri itu kak waktu belajar ku itu paling e... kalau jam-jam 8 pi kak karena kalau sebelum itu kayak masih biasa ada di kerja sebelum makan terus main hp juga sama salah satunya jadi*

		harus selesai pi itu salah satunya jadi harus selesai pi itu pekerjaan ku baru ka bisa belajar. (mm.. divide the time to study myself sis my study time is the most e... if it's 8 o'clock sis because before that it's like I used to be at work before eating and then playing on the cellphone too with one of them so it has to be finished pi is one of them so you have to finish pi it's my job then you can study.)
	B	*ketika tidak ada ku kerja mi misal ada selesai semua kerja di rumah kak toh selesai juga pekerjaan kuliah mungkin e.... selesai ka nonton ada yang ku tau itu semua yang ku pahami kalau misalnya belajar mungkin jarang sekali ka belajar bahasa inggris di buku-buku palingyang lain di buku-buku kalau yang di luar bahasa inggris kalau bahasa inggris jarang sekali ka di buku kak.* (when I don't have work, for example, I finish all the work at home sis, after all, I also finish my college work, maybe e. the most other books in books that are not in English, if English is very rare, ka in books, sis.)
	C	*jadi kayak kalau sementara lagi e... mem.. menyuci piring sambil dengar lagu bahasa inggris disitu tommi dianu artiya kak kayak di ssst.. artikan i juga.* (so it's like if you're e... mem... washing dishes while listening to an English song there tommi dianu means sis like in shhhhh... means i too.)
	D	*malam biasanya kalau malam itu kan selesai ndak ada mi to waktunya istirahat mudah mi masuk* (At night, usually when the night is over, there are no noodles. It's time to rest.)
	E	*Terkadang Ketika saya di rumah orang tua saya meminta bantuan untuk melakukan pekerjaan dirumah, saya melihat waktu luang yang saya punya, jadi nanti ini kira-kira luang pada jam berapa yaa saya akan belajar diwaktu tersebut.* (Sometimes when I'm at my parents' house I ask for help doing homework, I look at the free time I have, so what time do I have free time later, I will study at that time.)

It was discovered that English major students A, B, C, D, and E all

have their own time management strategies and a schedule for when they will study in order to learn well. Students B, C, and D always schedule study time in the evening since they feel their brains function best then, and student E needs an estimate of when to have free time. Student A has a plan for the daily routine she studies.

It was discovered that Non-English Major students A, B, C, D, and E also have their own time management, and they have a schedule for when they will study so they can do so successfully. Like students A, B, D, and E, who routinely schedule study sessions for the evenings when they have no other commitments, and student C, who studies while performing housework.

3) The aspect develop a plan for completing work, enjoy learning and have a tendency to be goal-oriented

Question	Major	Subject	Interview
How do you understand your strengths and weaknesses in learning English?	**English**	**A**	*emmm mungkin bisa mungkin saya bisa melihat dari cara saya memahami suatu pelajaran itu atau suatu materi itu percontohnya saya kekurang saya itu emm... di grammer saya sangat bukan sangat sulit sih tapi tidaknya 60% memahami mengenai pola grammer itu sendiri dan ke kelebihan saya di... listening karena saya mengetahui bahwa saya lumayan pahan atau lumayan mengerti atau lumayan cepat tanggap di listening karena nilai listening saya itu agak baik di banding aspek-aspek yang lain seperti writing dan e.. apa itu ee.. speaking jadi begitulah cara saya memahami bahwa ternyata kelebihan saya disini dan kekurangan saya di sini dan juga saya jua e.. mendapat bantuan e.. itu bisa di bilang bantuan atau bagaimana sih intinya*

			diberitahu ole teman bahawa sebenarnya kamu lebih jagonya tuh di sini tapi kelemahan mu tu di sini seperti beberapa teman saya yang bilang ah dia ini jagonya di listening buktinya kemarin nilai listeningnya lebih tinggi di banding nilai dari aspek-aspek yang lainnya begitu sih kak. (ummm maybe maybe I can see from the way I understand a lesson or that material for example I'm lacking emm... in grammar I'm not very difficult but at least 60% understand about the grammer pattern itself and my strengths in listening because I know that I quite understand or quite understand or quite responsive in listening because my listening score is rather good compared to other aspects such as writing and e.. what is eee.. speaking so that's how I understand that in fact my strengths are here and my weaknesses are here and also I also e.. got help e.. can you say help or what the hell was the point of being told by a friend that actually you are better at it here but the quality weakness here is like some of my friends who said ah he is good at listening the proof yesterday his listening score was higher compared to the scores from other aspects like that sis.)
		B	*saya itu e... tch suka mengetes e... kemampuan berbahasa inggris saya sehingga saya tahu bahwa saya itu memiliki kekurangan dalam bahasa inggris dan maupun saya mampu mengetahui e.. kelebihan saya dalam berbahasa inggris.* (I e... tch like to test e... my English skills so I know that I have deficiencies in English and also I am able to know e... my strengths in English.)
		C	*dalam menilai kelebihan dan kekurangan itu kan banyak sekarang e.. situs-situs e.. tes kitadapat menilai di situ kelebihan dan kekurangan dan juga e... ada banyak sekarang aplikasi yang menyediakan tes-tes yang lewat bisa kita cek di situ sesedarhan e... instagram yang memiliki video reels yang berisi kontententang pertanyaan tentang bahsa inggris itu dapat menjadi sarana kita*

			memilih memahami kekurangan dan kelebihan kita. (In assessing the advantages and disadvantages, there are many now. ... Instagram, which has video reels containing content about questions about English, can be a means for us to choose to understand our strengths and weaknesses.)
		D	*kekurangan saya dalam mempelajari bahasa inggris itu e... ketika saya sedang melakukan public speaking namun ada beberapavocabulary yang saya lupa sehingga speaking saya banyak yang terpotong-potong maksudnya ketika saya merasa tidak kompeten dalam hal ter dalam hal e... tersebut maka disitulah saya tahu bahwa saya e... memiliki ke kurangan dalam hal itu seperti halnya dalam e... dalam pelajaran bahasa inggris tapi ketika saya memahami kelebihan saya e... itu ketika saya lancar dalam memahami sesuatu seperti melakukan speaking dan pronountation ysng benar nah itu salah satu contohnya.* (my weakness in learning English was e... when I was doing public speaking but there were some vocabulary that I forgot so that a lot of my speaking was cut off meaning when I felt incompetent in terms of e... that's where I was know that I e... have a deficiency in that as well as in e... in English lessons but when I understand my strengths e... it's when I am fluent in understanding something like doing correct speaking and pronunciation, that's it one of the example.)
		E	*misalnya ketika melakukan praktis atau praktek nah di situ kita akan mengetahui sampai mana e..... kelebihan kita dalam mempelajari bahasa inggris misalnya mempelajari tentang pronouncation nah ketika mempelajari terkait materi pronouncation dan pengucapan dan pelafalannya kurang maka di situlah kita memahami oo sampai di sini kekurangan kita dalam mengucapkan kata-kata.* (for example when doing practice or practice, there we will find out to what extent e..... our strengths in learning English, for example learning about

			pronouncations, now when studying material related to pronouncation and pronunciation and pronunciation, it is lacking, so that's where we understand oo up to here our lack of utterances.)
	Non-English	**A**	*kalau memahami kelebihan kan yang dari awal tadi saya katakan kak sebenarnya saya ini masih kurang fasih jadi kala kelebihan ku di bahasa inggris dan kekurangan ku saya rasa saya pahami sendiri bahwa masih banyak sekali kekurangan dari pada kelebihan.* (If you understand the advantages, right, what I said earlier sis, actually I'm still not fluent, so when my strengths are in English and my weaknesses, I think I understand for myself that there are still a lot of disadvantages than advantages.)
		B	*kalau kelebihan ku mungkin kalau dalam menangkap e... secaralangsung bahasa inggris mungkin langsung gampang ka paham tapi kalau kayak semisal liat ka buku dulu liat ka e.. adakan yang idbilang rumus-rumus dalam bahasa inggris itu mungkin agak sulit ka ke kurangan ku di situ* (if my strengths maybe if you catch e... directly english might be easy for you to understand but if it's like like looking at a book first look at ka e.. what do you say the formulas in english maybe it's a bit difficult my weakness in there.)
		C	*kalau kelebihan kayaknya ndak ndak saya tau pi apa kak tapi kalau kekurangan masih ada beberapa kosa kata yang masih awam saya dengan bahasa inggris* (I don't know if there are advantages or not, but if there are deficiencies there are still some vocabulary that I am unfamiliar with English)
		D	*ku dengar dulu teman ku ka kalau misalnya salah i di anuku o salah i harus begini o pengucapannya oo* (I first heard my friend, ka. If for example, I'm wrong on my account o I'm wrong, I have to do this o I pronounce it oo)

		E	*misalnya ketika melakukan praktis atau praktek nah di situ kita akan mengetahui sampai mana e..... kelebihan kita dalam mempelajari bahasa inggris misalnya mempelajari tentang pronouncation nah ketika mempelajari terkait materi pronouncation dan pengucapan dan pelafalannya kurang maka di situlah kita memahami oo sampai di sini kekurangan kita dalam mengucapkan kata-kata.* (for example when doing practice or practice, there we will find out to what extent e..... our strengths in learning English, for example learning about pronouncations, now when studying material related to pronouncation and pronunciation and pronunciation, it is lacking, so that's where we understand oo up to here our lack of utterances.)
How do you evaluate the learning process that you have done?	**English**	**A**	*saya mengevaluasi proses belajar saya itu dengan cara.. saya melihat apakah proses ini atau metode belajar ini efektif saya lakukan atau ada hasil memuaskan dari metode atau proses belajar ini ika saya merasa bahwa skill saya atau pemahaman saya masih sama aja dari pada sebelumnya sebelum saya emnggunakan metude atau proses belajar ini maka saya akan merasaah ternyata proses atau metode ini tidak efisian atau tidak efektif sehingga saya akan mencoba untuk meggantinya atau mencari cara mnecari metode baru atau proses baru dalam belajar.* (I evaluate my learning process in a way.. I see whether this process or this learning method is effective for me to do or there are satisfactory results from this learning method or process if I feel that my skills or my understanding are still the same as before before I used them this method or learning process, I will feel that this process or method is inefficient or ineffective, so I will try to replace it or look for ways to find new methods or new processes in learning.)
		B	*saya e... cari-cari soal-soal terbaru yang nantinya saya akan jawab denga berdasarkan materi yang sebekunya sudah saya kerjakan.* (I... am looking for the latest questions that I

			will answer later based on the material that I have previously worked on.)
		C	*untuk evaluasi sendiritidak ada cara yang spesifik cuman biasanya itu tadimisalnyasaya mnedapat soal di platform dan saya tidak mengetahuinya pasti saya akan belajar dan saya akan mengulangi soal tersebut e... atau kah mencari soal yang sepadan soal tersebut agar dapat mengukur e... proses belajar saya.* (for self-evaluation there is no specific way but usually that is for example I got a question on the platform and I don't know it for sure I will learn and I will repeat the question e... or do I look for questions that are equivalent to the question so I can measure e... my learning process)
		D	*e... caranya itu saya meng saya mengevaluasi pembelajaran yang sudah saya lakukan itu dengan mempelajarinya kembali dengan merangkum pembelajaran yang baru dengan pembahasan yang sama.* (e... that way I evaluate the learning that I have done by studying it again by summarizing the new learning with the same discussion.)
		E	*yaitu mengevaluasi dengan melakukan tes atau melakukan pembelajaran ulang dengan mengetahui e... sampai mana hasil atau peningkatan belajar kita.* (evaluating by conducting tests or conducting re-learning by knowing how far the results or improvement of our learning.)
	Non-English	A	*nah biasanya itu kak misalnya sudah meka ini belajar terus bertanya teman ku baru bisa ku jawab oo ternyata sampai sini pemahaman ku selalu ka kak suruh teman ku tanya ka kak bilang apa mu tahu su sempat bisa saya jawab* (Well, usually it's like that, sis, for example, I've learned to keep asking my friends, and then I can answer. Ooo, it turns out that my understanding has always come here.)
		B	*ketika paham ka kalau ada orang yang kasi ka bahasa inggris ku paham artinya ada ku liat sesuatu dalam bahasa inggris ku paham artinya begitu ji kak* (when I understand if someone loves English I understand what it

			means there I see something in English I understand what that means sis)
		C	*caranya kak kn kebetulan saya suka nonton drama-drama jadi saya ganti subtitlenya jadi bahasa inggris di situ saya evaluasi diri ku o ini ndak saya pahami jadi saya cari tahu lagi* (how do you do it sis I happen to like watching dramas so I changed the subtitles to English there I evaluated myself o I don't understand this so I'll find out again)
		D	*ku dengar dulu teman ku ka kalau misalnya salah i di anuku o salah i harus begini o pengucapannya oo.* (I first heard my friend, ka. If for example, I'm wrong on my account o I'm wrong, I have to do this o I pronounce it oo)
		E	*yaitu mengevaluasi dengan melakukan tes atau melakukan pembelajaran ulang dengan mengetahui e... sampai mana hasil atau peningkatan belajar kita.* (evaluating by conducting tests or conducting re-learning by knowing how far the results or improvement of our learning.)
What is your motivation for independent learning?	**English**	**A**	*motivasi terbesar saya untuk belajar mandiri yah karena sebenarnya kalau boleh jujur terkadang penjelasan yang dijelaskan oleh guru di sekolah atau dosen di kampus itu agak blibet jadi saya itu bisasanya merekam pen penjelasan-penjelasan dari guru atau dosen lalu nanti klau di rumah baru saya akan memutarnya kembali dan mempelajarinya kembali dan mencari materi-materi itu kembali di internet saya seraching materi yang hari ini di pelajari teru saya mencoba membacanya dan memahaminya dengn pemahaman saya sendiri selain itu eee... disini juga e...terkadang saya susah fous ketika belajar di sekoah atau di kampus karena di karenakan kondisi sekitar yang terkadang ribut atau tidak kondusih apalagi kalau waktu di sekolah sehingga membuat saya merasa ah saya harus belajar kembali di rumah atau setidaknya e... mencoba untuk searching materi-materi yang tadi di bahas di sekola atau di kampus lalu mamahaminya dengan pemahaman saya sendiri sehingga*

			materi ini mudah matuk di otak saya dan sayan ingat. (My biggest motivation is to study independently, because actually, if I'm honest, sometimes the explanations explained by teachers at school or lecturers on campus are a bit complicated, so I usually record explanations from teachers or lecturers, then later when I'm at a new house, I'll play them back and study them again and look for the materials back on the internet. the surrounding conditions are sometimes noisy or unconducive, especially when I'm at school, which makes me feel like I have to go back to studying at home or at least e... try to search for the material that was discussed earlier at school or on campus and then understand it with my own understanding so this material sticks easily in my brain and I remember.)
		B	*motivasi saya dalam belajarmandiri itu karena menurut saya belajar itu tidak harus secara barenng-bareng karena belajar mandiri itu juga sangat bermanfaat karena lebih tenagn kita dalam mendalami materi pembelajaran.* (My motivation for self-study is because in my opinion learning doesn't have to be done together because self-study is also very useful because we are more calm in exploring the learning material.)
		C	*e... saya memiliki motivasi untuk belajar sendiri karena e saya pikir dengan belajar sendiri saya dapat mengeksplor lebih lanjut tentang materi dan saya lebih leluasa menentukan gaya belajar saya e... dan juga saya dapat memilih materi yang ingin say pelajari.* (e... I have the motivation to study alone because e I think by studying alone I can explore more about the material and I am more flexible in determining my learning style e... and also I can choose the material I want to study)
		D	*e... motivasi saya untuk belajar mandiri yaitu untuk mendorong dan e.. mengembangkan minat dan kualitas belajar saya dengan adanya motivasi belajar yang saya miliki saya bisa semangat belajar sendiri tanpa ada paksaan dari orang lain.* (e... my motivation

			for independent study is to encourage and e.. develop my interest and quality of learning with the motivation to study that I have I can be enthusiastic about studying on my own without any coercion from others.)
		E	*nah motivasi untuk belajar mandiri yaitu tentunya sebagai e... sebagai e... apresiasi terhadap diri bahwasanya kita juga bisa belajar dengan mandiri dan tidak bergantung kepada orang lain kemudian kita juga bisa mengetahui sampai mana kemampuan dan keterampilan kita dalam belajar bahasa inggris itu sendiri.* (now the motivation for independent learning is of course as e... as e... self-appreciation that we can also learn independently and not depend on other people then we can also find out to what extent our abilities and skills in learning English itself.)
	Non-English	A	*e... kalau motvasi untuk belajar mandiri itu supaya saya sendiri itu dulu itu pahami dulu itu kak apa itu yang mau sy pelajari jadi kalau misalnya ada yang satemani kadang ka tidak fokus baru kadang ndak belajar meka lagi jadi harus.* (e... the motivation for self-study is so that I myself first understand that first sis what is that I want to learn so if for example someone accompanies me sometimes I don't focus then sometimes I don't study again so I have to.)
		B	*karena dulu toh kak a.. mau ka ambil jurusan bahasa inggris juga sudahka pilih sudah meka pilih karena mau ka juga ambil jurusan pariwisata di kampus tapi alhasil masuk di hukum hehe itu sebenarnya minat pertama ku belajar bahasa inggris terus karena mau ka jadi pariwisata menjadi masuk perhotelan begitu* (because in the past sis a.. did you want to major in English too? I already chose because I also wanted to major in tourism on campus, but in the end I entered law school hehe. hospitality like that)
		C	*karena sekarang e.. bahasa inggris itu mi kayaknya bahasa yang awal di gunakan semua orang kayak bahasa bahasa dunia mi ceritanya bahasa inggris jadi harus ki motivasi diri ta kalau tidak tau ki bahasa*

			inggris akan jadi apa ki apalagi kalau bekerja nanti kak jadi kayak (because now e.. English seems like the first language everyone uses is like the world's language, the story is in English, so you have to be self-motivated, if you don't know English, what will you do, especially if you work later, you'll be like)
		D	*karena itu bahasa inggris to anu mi ceritanya kak toh internasional mi toh jadi wajib wajib hehehe biar bilang kemana-mana ki pasti na tau orang bahasa inggris toh.* (because it's English to nau mi, the story is international, sis, it's international anyway, so it's mandatory, hehehe.)
		E	*nah motivasi untuk belajar mandiri yaitu tentunya sebagai e... sebagai e... apresiasi terhadap diri bahwasanya kita juga bisa belajar dengan mandiri dan tidak bergantung kepada orang lain kemudian kita juga bisa mengetahui sampai mana kemampuan dan keterampilan kita dalam belajar bahasa inggris itu sendiri.* (now the motivation for independent learning is of course as e... as e... self-appreciation that we can also learn independently and not depend on other people then we can also find out to what extent our abilities and skills in learning English itself.)
What are the benefits of the English learning activities that you do?	**English**	**A**	*manfaat kegiatan belajar bahasa inggris yang saya lakukan selama ini tentunya sangat bermanfaat dalam kehidupan saya seperticontohya mungkin kegiatan belajar bahasa inggris di.. speaking yaitu kegiatan belajar e... kegiatan belajar bahsa inggris ini beranfaat untuk hidup saya kedepannya atau ee ya hidup hidup saya kedepannya yang dimana saya sebagai pelajar bahasa inggris atau mahasiswa prodi bahasa inggris yang nantinya kedepannya perspektif kerjanya itu atau lapang kerjanya itu pasti akan berhubungan dengan bahasa ingri ya walupun mungkin bisa srek-srek dikit atau bisa arahnya nanti ndak ke bahasa inggris tapi tentunya 80%nya itu akan dari industri yang ada hubungannya dengan bahasa inggris sehingga proses belajar sepaking ini tentunya sa..ngat sangat sangat berguna*

			untuk saya kedepannya yang saya akan temui kedepan harinya itu bisa aja orang-orang dari luar negeri atau orang-orang yang paham bahasa inggris pada saat mengetahui bahwa saya adalah mahasiswa prodi bahasa inggris tetunya mereka akan mecoba untuk berbincang dengan saya dengan menggunakan bahasa inggris sehingga makanya pembelajaran speaking ini manfaatny saaa..ngat besar untuk kehidupan saya hari ini esok atau bahkan di masa depan. (the benefits of the English learning activities that I have been doing so far are of course very useful in my life, for example, maybe the English learning activities in speaking, namely learning activities e... these English learning activities are beneficial for my life in the future or um yes my life in the future where I am an English language student or an English language study program student. It has something to do with English, so the learning process for kicking is of course very, very, very useful for me in the future. What I will meet in the future can be people from abroad or people who understand English when they find out that I am an English study program student, of course they will try to talk to me using English so that learning speaking is very beneficial for my life today tomorrow or even in the future.)
		B	*tentu sangat banyak yang pertama bahasa inggris itu salah satu e... baha e... salah satu mata pelajaran yang sangat penting menurut saya karena e... bahasa inggris itu memiliki peluang yang banyak melebihi dari mata pelajaran yang lain untuk e... keperluan pribadi saya kegia e.. manfaat juga belajar bahsa inggris itu sangat banyak karena e.. tch dapat menambahkan ilmu mengenai bahasa inggris seperti itu.* (of course very much the first is that English is one of the e... language e... one of the very important subjects in my opinion because e... english has many opportunities that exceed other subjects for e... my personal needs are acti e.. the benefits of learning english are very many because e..

			tch can add knowledge about english like that.)
		C	*manfaatnya ya.. tentunya dapat meningkatkan bahasa inggris saya dan lebih memahami e... dan juga mm.. mugkin lebih mengetahui pengaturan e.. aturan-aturan yang ada dalam bahasa inggris lebih dalam e.. dan juga saya dapat practise atau e.. berlatih lebiiihh giat.* (the benefits are yes.. of course it can improve my English and understand better e... and also mm.. maybe know more about the settings e.. the rules in English are deeper e.. and also I can practice or e.. practice more actively)
		D	*dengan kegiatan belajar bahasa inggris em.. kita bisa lebih percaya diri e...ketika kita berbicara dengan orang asing bahkan disaat dunia kerja nanti e... saat kita e... kerja apabila kita memiliki kemmpuan berbahasa inggris yang fasih maka itu akan memperluas koneksi kita di dunia kerja nantinya jadi manfaat belajar bahasa inggris itu sangat banyak untuk kita kedepannya.* (with learning English activities em... we can be more confident e... when we talk to foreigners even when in the world of work later e... when we e... work if we have the ability to speak fluent English then it will expand our connections in the world of work later so the benefits of learning English are very many for us in the future.)
		E	*manfaat dari kegiatan belajar bahsa inggris yaitu kita dapat mendapatkan banyak e... kosa kata dan cara berkomunikasi dengan baik kemudian kita juga dapat menambah wawasan yang lebih luas lagi terkait materi pembelajaran bahasa inggris.* (the benefits of learning english activities are that we can get a lot of vocabulary and how to communicate well then we can also add broader insights related to english learning material.)
	Non-English	A	*e.. manfaatnya sebenarya itu kak kalau kita pahami itu kak sangat besar kak karena menurut saya ini bahasa inggris bahasa internasional yang seharusnya memang*

			mampu untuk di kuasai oleh apa lagi kita sebagai mahasiswa bukan saja bahasa indonesia yang harus sebenarnya di kuasai nah itu memang manfaatnya kegiatan itu sangat sangat harus sebearnya di pahami karena sangat-sangat besar peluangnya untuk di dunia kerja maupun di kehisupan sehari-hari kak jadi sangat banyak (e.. the real benefits are sis, if we understand that, sis, it's very big, sis, because in my opinion, English is an international language that should really be able to be mastered by what else do we, as students, not only Indonesian, which must actually be mastered, right?)
		B	*e... kalau manfaat lebih ke lebih PD ki ... dalam bercakap sama e... guru ta misal dulu belajar ki bahasa inggris di kelas lebih cakap ki kayak leih paham ki apa yang namaksud dosen begitu kak.* (e... if the benefits are more PDki... in talking to e... the teacher, for example, when I studied English in class, I was more proficient, as if I understood more what the lecturer meant, sis.)
		C	*e... tadi diulang kak karen kalau misalnya dengar lagu ka kak bisa meka tahu pahami tanpa harus google nonton ka ini bisa meka gunakan bahasa inggris tanpa translate bisa mi jadi itu kak* (e... I repeated that earlier, Sis. Karen. For example, if you listen to your song, you can understand it without having to Google to watch it. You can use English without translating it.)
		D	*banyak karenaa.. itu mi tadi kak bahasa internasional itu toh jadi biar misalnya kayak bilang tidak anuki sama orang tapi kalau ada anu ta.* (a lot because.. that's mi earlier sis international language anyway so let's say it's like saying don't anuki with people but if there's anu ta)
		E	*Bahasa inggris itu Bahasa internasional misalnya keluar negeri atau interview yang berhubungan sama organisasi internasional begitu, Bahasa inggris sangat dibutuhkan, jadi nanti kalau bicara sama siapa aja itu enak bisa nyambung, jadi itu termasuk manfaat dari kegiatan belajar terlebih Bahasa*

			inggris. (English is an international language, for example abroad or interviews related to international organizations like that, English is really needed, so later if you talk to anyone it's good to be able to connect, so that includes the benefits of learning activities especially English)

The results of interviews with students majoring in English on the topic of developing plans and having goal orientation demonstrate how students are aware of their own strengths and weaknesses in learning the language so they can assess it effectively using their own methods and have goals that motivate them and provide rewards for their efforts.

The non-English major students' focus on developing plans and having goals demonstrates how they are aware of their own strengths and weaknesses when it comes to learning English. This allows them to assess their English proficiency effectively using their own methods, and their goals serve to motivate them and reap the rewards of their efforts.

The researcher can then draw the conclusion that students who are learning English are doing independent learning at home by starting to study on their own. This is based on interviews with both majors. They utilize their cellphones and PCs for at-home English language practice. On the internet, they frequently listen to native speakers. learning using audio, video, and translation software.

2. Observation

1) **Observation cheklist**

Researchers found that the manner of learning, beginning with planning and beginning to study, is nearly the same while observing students from English majors and Non-English majors. There are six points of observation, all of which are covered by the characteristics of self-directed learning.

The first is that kids should be able to learn independently at home because they are responsible for doing everything on their own when they are learning. When students of English majors and students of non-English majors prepare when, where, how, and using what media will be used in the learning process, they are aiming for self-directed learning in terms of independence and self-discipline. The second point illustrates this. The third observation concerns how students majoring in English and students majoring in subjects other than English begin their academic careers. Both groups of students demonstrate that they begin their academic careers by using the technical media they possess, such as laptops or mobile phones by beginning to make the internet, apps, movies, and even music available to students for study. The researcher has noticed that students majoring in English and students majoring in non-English both major have a long period of time in learning because they use movies, music, or any website. This demonstrates the fourth aspect of being able to regulate the learning process, such as how they manage study time according to what they want. The sixth component shows English majors and non-majors evaluating their learning

results while viewing movies with English subtitles, checking at song lyrics, and practicing their English pronunciation by imitating the original speakers. The final aspect is how both English major and non-major students can alter their behavior, feelings, and thoughts to become more enthusiastic about learning. They exhibit moods and behaviors that are very different from those they had before they began learning because English major and non-major students do as they please. The results of these six components of home observation demonstrate that they perform reasonably well in self-directed learning, demonstrating that this is a fairly successful method of learning.

According to the aforementioned facts, students' self-directed learning in English is accomplished through taking ownership of the learning process. Students are capable of a successful start to the learning process, effective time management during the learning process, making plans, and conducting evaluations. Spend your time wisely, plan ahead, and evaluate your progress as you learn. throughout the course of learning. pupils should be able to organize their daily learning time.

Given that most students are capable of learning on their own, they plan their learning and set up convenient study periods in accordance with their preferences. They find it easier to learn English independently by using the internet, movies, music, and applications. According to the data above, they learn in a variety of ways, including by watching English-language movies and imitating native speakers' speech patterns, using Google

Translate's voice recognition feature to learn word meanings, and expanding their vocabulary by listening to music. These methods help them learn new words more quickly.

B. *Discussion*

In order to use the issues that researchers encounter as a guide in the preparation and presentation, the research findings will be structured and presented as effectively as possible throughout the debate. The questions that researchers asked when conducting surveys, observations, interviews, and tests will be discussed and addressed in the sections that follow.

1. Self directed learning of the English major and Non-English major in learning English

Self-directed learning is the process by which individuals take the initiative to diagnose their learning needs, formulate learning goals, identify human and material resources for learning, select and apply learning strategies, and assess learning outcomes, with or without the help of others (Elsa Mentz, 2016). Gharti defined learning autonomy as the capacity of students to comprehend and successfully govern their own learning process. Self-directed learning, according to Gharti, is a driving factor that makes students become autonomous learners. The architecture of self-directed learning (SDL) has been

improved by a flood of new findings about the brain. SDL is intended to nurture this momentum, to extend and deepen it, to assist students channel and develop it. We have discovered that the brain is a meaning-making engine that prefers unthreatening circumstances, looks out patterns, and builds on prior knowledge. The brain is a dynamic, self-directed learning tool that is also very customized. Recent research on intelligence, learning preferences, and talent or strengths confirms the wide range of learning styles among individuals. The significance of building learning strategies that can be employed on every learning task has also been emphasized by cognitive psychology. Any learner can be prepared for the greatest challenge of lifelong learning by having such transferable skills. Any improvement in knowledge, skills, accomplishment, or personal growth that a person chooses and brings about on his or her own utilizing any method in any situation at any time is referred to as self-directed learning (SDL).

Some aspects of self-directed learning are a very suitable technique for students to learn English, according to research and theory on self-directed learning to enhance students. According to what Amrain discovered in his research, the learner is learning English by engaging in the component that is crucial to self-directed learning. Two English-language majors at IAIN Parepare manage their own autonomous learning on their own, allocating study time as they see fit, and assessing their own learning outcomes. Self-directed learning is a technique for students to become more independent in their learning, which demonstrates that self-directed learning can assist students in resolving issues with learning, particularly to enhance

their abilities. where students are more adept at managing their learning since they are in charge of what they want to study during the process. This finding is consistent with Patricia's study (2013), which found that learner control is a crucial aspect of self-direction and is positively connected with academic performance. According to the study's findings, people who want to improve their English-speaking abilities use their smartphones and laptops as learning tools. They also watch movies, listen to music, use Google Translate to learn new words, or use voice recognition software to learn pronunciation.

Students can learn independently during the learning process without the help of others or teachers; they can start learning on their own, manage their own time, and evaluate their learning process independently; they do it on their own, and self-learning is very beneficial and effective for their learning of English.

2. **The dominant factors influencing on self directed learning of the English major and the Non-English major students of IAIN Parepare.**

The second research question, the dominant factors influencing on student self-directed learning of the english major and the non-english major students of IAIN Parepare was how to learn (internal factor) and study time (external factor) . The first how to learn (internal factor). Based on the findings of interviewed and appropriated with the questionnare, all of the students stated they plan the strategy, media or application they use to help them in learning The way each student learns varies, so it is necessary for students to understand the right way of learning to meet the learning needs

of each individual individually(Aruan, 2013).. and the second factor is study time (external factor). Based on fndings of interiviewed most student stated that in planning their study most of them plan their study with spesific time when they feel good to study. One of the implementations of self-learning is that students organize their own learning needs plan, including arranging their own learning time(Aruan,2013).

It can be concluded that students were practice self-directed learning ind their daily life to learnenglish. Besides, there were 2 dominant factors influenced SDL of students in learning English there were 2 dominant factors influenced self-directed learning of english major student and non-english major students in learning English, they were: a) how to learn (internal factor), b) study time (external factor).

CHAPTER V

CONCLUSION AND SUGGESTION

On the basis of the study that has been done, this chapter offers suggestions and findings.

A. *Conclusion*

1. Self directed learning of the English major and Non-English major in learning English

The researcher draws the conclusion that independent learning helps students learn English well based on the data, which is the statement of the research subject. The majority of respondents have some traits of self-directed learning, the first of which is independence and responsibility. Both majors claimed they could learn independently with the aid of technology, including computers and cellphones, using music, movies, and translator apps to learn to enhance their English language skills. When it comes to the second factor, which is self-discipline, it is evident that both majors have a respectable level of academic discipline, It is also included in the third aspect, where both students can develop their own learning plans and also demonstrate that they enjoy their own learning process. This is demonstrated by the use of a translator application to learn the vocabulary that was just heard.

2. The dominant factors influencing on self directed learning of the English major and the Non-English major students of IAIN Parepare.

According to the data, study time and how students learn are the two main external and internal factors that affect students' SDL. The first aspect is the student's internal learning style, which has a significant impact on SDL. Students blend their studies with the activities they enjoy in their daily lives, as can be observed. For example, students can learn to pronounce words more clearly and expand their vocabulary while watching a movie or listening to music. The student of the major almost always makes a plan and selects a certain time and approach for their study. This is the second component.

Overall, the findings demonstrate that even for two different majors, the English learning process is largely similar and self-directed learning is extremely effective.

B.   *Suggestions*

Based on the result of the research, some suggestion as considerationare given to the following people:

1.   Suggestion for the students

In order to converse on a regular basis while learning English, it is crucial for students to improve their English skills appropriately. Daily communication is crucial for them as they learn English. Students who use self-directed learning can improve their English proficiency by studying

independently without the help of others or teachers. They have the freedom to learn anything they desire and can employ self-directed learning to get the skills they need. Additionally, they can study independently at home using media like laptops and mobile phones. to ensure a successful English learning experience.

2. Suggestion for future researchers

The study's findings can be a source of information for Future scholars who want to do additional research on self-directed learning such as the level of self-directed learning might consult the study's findings as a source of data. It can also serve as a resource for additional researchers as an alternative to conducting research, and any weaknesses in this study can be addressed in the following study to provide even better research.

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APPENDICES

Appendix 1

Observation Checklist

NO	ASPECT	IMPLEMENTATION		EXPLANATION
		YES	NO	
1	Students can carry out the learning process	☐		Student can carry out independently at home, learning without help from other people, they learning by themselves.
2	Students can plan the learning process.	☐		Student can make their own learning process, from what they want, time and their place to learn.
3	Students can start the learning process.	☐		Student shown the use of technology, using laptop, cellphone, by listening to the music or watch English film.
4	Students can manage the learning process.	☐		They manage their own time according to their wishes. (how long they want to learn)
5	Student can evaluate the activities of the learning process.	☐		How the learning process they have done, such as memorize the vocabulary they get during learning.

| 6 | Student can change their behavioural, feelings, and thoughts to be more enthusiastic in carrying out the learning process. | ☐ | | They in good mood when learning because they do what they want during learning process |

Appendix 2

INTERVIEW GUIDE
(Indonesian Version)

1. Bagaimana cara belajar anda mandiri dirumah ?
2. Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?
3. Bagaimana cara anda membagi waktu untuk belajar anda ?
4. Dimanakah tempat yang nyaman untuk anda belajar mandiri ?
5. Apakah motivasi anda untuk belajar mandiri ?
6. Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?
7. Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?
8. Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?
9. Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

INTERVIEW GUIDE

(English Version)

1. How to study independently at home?

2. When you are in good health and in a good mood, is it fun to study?

3. How do you divide your study time?

4. Where is a comfortable place for you to study independently?

5. What is your motivation for independent learning?

6. Are you able to study alone and not depend on others?

7. How do you understand your strengths and weaknesses in learning?

8. How do you evaluate the learning process that you have done?

9. What are the goals and benefits of the learning activities that you do every day?

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
PROGRAM PASCASARJANA
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PO Box 909 Parepare 91100 website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor	:	B-441/In.39/PP.00.9/PPS.05/06/2023	7 Juni 2023
Lampiran	:	-	
Perihal	:	Permohonan Rekomendasi Izin Penelitian	

Yth.   **Bapak Walikota Parepare**
Cq.   **Dinas Penanaman Modal Dan Pelayanan**
        Terpadu Satu Pintu

Di

Tempat

Assalamu Alaikum Wr. Wb.

Sehubungan dengan rencana penelitian untuk Tesis mahasiswa Program Pascasarjana IAIN Parepare tersebut di bawah ini :

Nama	:	NUR YASTAD FAJRAH
NIM	:	19.0213.009
Program Studi	:	Tadris Bahasa Inggris
Judul Tesis	:	**An analysis Of Self Directed Learning Of The English Of The English Major Students And The Non-English Major Students Of IAIN Parepare In Learning English.**

Untuk keperluan Pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan. Pelaksanaan penelitian ini direncanakan pada bulan   Juni sampai Agustus Tahun 2023.

Sehubungan dengan hal tersebut diharapkan kepada bapak/ibu kiranya yang bersangkutan dapat diberi izin dan dukungan seperlunya.

Assalamu Alaikum Wr. Wb.

Direktur,

Dr.Hj. Darmawati,S.Ag.,M.Pd
NIP.19720703 199803 2 001

SRN IP0000668

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 671/IP/DPM-PTSP/6/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **NUR YASTAD FAJRAH**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. BAU MASSEPE, KEC. BACUKIKI BARAT, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF SELF DIRECTED LEARING OF THE ENGLISH OF THE ENGLISH MAJOR STUDENTS AND THE NON-ENGLISH MAJOR STUDENTS OF IAIN PAREPARE IN LEARNING ENGLISH**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **7 Juni 2023 s.d 10 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : **Parepare**
Pada Tanggal : **7 Juni 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : **Pembina Tk. 1 (IV/b)**
NIP : **19741013 200604 2 019**

Biaya : **Rp. 0.00**

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PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3422/In.39/FTAR.01/PP.00.9/07/2023

Yang bertanda tangan di bawah ini,

Nama	: Dr. Zulfah, M.Pd.
NIP	: 19830420 200801 2 010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Dekan Fakultas Tarbiyah
Instansi	: Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	: Nur Yastrad Fajrah
NIM	: 19.0213.009
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Jl. Bau Massepe, Kec. Bacukiki Barat, Kota Parepare

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai Tgl 7 Juni 2023 sampai dengan Tgl 10 Juli 2023, dengan judul penelitian **"An Analysis Of Self Directed Learning Of The English Of The English Major Students And The Non-English Major Students Of IAIN Parepare In Learning English".**

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 11 Juli 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS SYARIAH DAN ILMU HUKUM ISLAM
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SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor: B.2088/In.39/FSIH.02/PP.00.9/07/2023

Yang bertanda tangan di bawah ini Dekan Fakultas Syariah dan Ilmu Hukum Islam
Institut Agama Islam Negeri Parepare

Nama	:	Dr. Rahmawati, M.Ag.
NIP	:	19760901 200604 2 001
Pangkat, Gol./Ruang	:	Lektor Kepala/ IVa
Jabatan	:	Dekan
Instansi	:	Institut Agama Islam Negeri Parepare

Dengan ini menerangkan bahwa:

Nama	:	Nur Yastad Fajrah
NIM	:	19.0213.009
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Batu Massepe, Kec. Bacukiki Barat, Kota Parepare

Adalah benar telah melakukan kegiatan wawancara dan pengumpulan data di Fakultas
Syariah dan Ilmu Hukum Islam Institut Agama Islam Negeri Parepare dalam rangka
penyusunan Tesis yang berjudul *"An Analysis of Self Directed Learning of The
English Major Students and The Non-English Major Students of IAIN Parepare In
Learning English"* sejak tanggal 7 Juni 2023 sampai tanggal 10 Juli 2023.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan
sebagaimana mestinya.

Parepare, 11 Juli 2023
Dekan,

Dr. Rahmawati, M.Ag.
NIP 19760901 200604 2 001

Appendix 3
Interview of Indonesian Version
Peneliti   **: P**
Subject English Students   : NA

P   **:** Bagaimana cara belajar anda mandiri dirumah ?

NA   : Yang pertama yang saya lakukan adalah menyiapkan tempat atau spot yang saya gunakan nanti untuk sya tempati belajar semisal di kamar atau di meja belajar sy akan membuat tempat yang akan sy tempati belaja itu nyaman senyaman-nyamannya untuk sy dan setelah itu hal yang saya lakukan adalah memaca atau mempelajari ulang kembali materi-materi yang telah di ajarkan pada saat saya mempelajari kembali sy akan mencoba untuk memahami materi itu dengan pemahaman saya sendiri sehinggan materi itu dapat dengan mudah saya ingat atau pahami karena saya mencobanya untuk memahaminya melalui pemahaman atau presepsi saya sendiri setelah itu tentunya sy harus mengatur waktu belajar sy dengan baik belajar tentunya hal yang baik untuk dilakukan oleh pelajar atau mahasiswa tapi eeee.. selain itu kita juga tidak bisa telalu memporsir diri untuk terus-terusan belajar kita juga kita harus mengatur waktu yang tepat untuk belajar intinya adalah kita harus melakukan to do list atau mengatur jadwal jam ini kita belajar jam ini setelahnya itu mungkin kita bisa istirahat sejenak atau relax kan diri setelah itu lanjut lagi begitu sebaliknya intinya adalah menatur jadwal belajar dengan sebaik mungkin

P   :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

NA   : Tentunya mood saya akan baik bahkan sangat baik ketika saya belajar pada saat keadaan sehat dan mood yang baik karena bagaimanapun kita akan merasa terganggu atau pelajaran tidak akan mudah di serap atau dipahami ketika badan sedang sakit atau eeee..   keadaan sekitar kita atau keadaan mood kita itu sedang tida baik atau tidak nyaman jadi tentunya mood yang nyaman dan kondisi badan yang sehat adalah hal utama atau hal e faktor utama pnedukung baiknya atau mudahnya kita memahami pelajaran saaat belajar.

P   : Bagaimana cara anda membagi waktu untuk belajar anda ?

NA : seperti yang sudah saya utarakan tadi di pertanyaan pertama bahwa tentunya saya harus mengatur jadwal atau bisa di bilang membagi waktu untuk belajar dan sebagainya nah bagaiman cara sayan membagi waktu untuk belajar tentunya saya bis e... membuat semacam e... kalau yang di anak jaman sekarang itu bilang to do list yaitu dengan menuliskan apa saja yang harus saya kerjakan dalam satu harinya atau materi atau pelajaran apa saja yang akan saya pelajari pertiap harinya tersebut saya urutka mulai dari kegiatannya prioritas sam yang prioritas tinggi atau utama sampai yang paling tidak penting atau prioratasny itu rendah jadi ini akan bisa juga membuat saya lebih disiplin dengan diri saya atau kehidupan sehari-hari saya.

P : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

NA : ok pertanyaan ke empat ini juga suda saya singgung di pertanyaan sebelumnya yaitu saya itu biasanya belajar atau menyiapkan tempat ternyaman saya untuk belajar itu kalau bukan di kamar dan atau dii... meja belajar kebetulan di rumah saya itu kamar dan meja belajar saya itu tidak dalam satu ruangan cum tetapi meja belajar saya itu berhadan dengan kamar saya dua tempat tersebut adalah tempat ternyaman saya untuk belajar mandiri

P : Apakah motivasi anda untuk belajar mandiri ?

NA : motivasi terbesar saya untuk belajar mandiri yah karena sebenarnya kalau boleh jujur terkadang penjelasan yang dijelaskan oleh guru di sekolah atau dosen di kampus itu agak blibet jadi saya itu bisasanya merekam pen penjelasan-penjelasan dari guru atau dosen lalu nanti klau di rumah baru saya akan memutarnya kembali dan mempelajarinya kembali dan mencari materi-materi itu kembali di internet saya seraching materi yang hari ini di pelajari teru saya mencoba membacanya dan memahaminya dengn pemahaman saya sendiri selain itu eee... disini juga e...terkadang saya susah fous ketika belajar di sekoah atau di kampus karena di karenakan kondisi sekitar yang terkadang ribut atau tidak kondusih apalagi kalau waktu di sekolah sehingga membuat saya merasa ah saya harus belajar kembali di rumah atau setidaknya e... mencoba untuk searching materi-materi yang tadi di bahas di sekola atau di kampus lalu mamahaminya dengan pemahaman saya sendiri sehingga materi ini mudah matuk di otak saya dan sayan ingat.

P   : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

NA   : ya.. saya mampu beajar sendiri dan tidk terlalu bergantung pada orang lain saya pasti akan mencoba untuk mencari atau searching di internet tentang materi-materi yang tadi di pelajari atau di jelaskan dan mencoba untuk memahaminya dengan pemahaman saya sendiri seperti yang saya sudah jelaskan di pertanya-pertnayaan sebelumnya saya akan tapi tidak menutup kemungkinan juga saya akan mencoba untuk bertanya kepada teman saya ketika memang saat saya mulai mebca-baca materi itu saya masih belum bisa memahaminya dengan pemahaman saya sendiri maka di situlah nanti saya akan mencoba untuk bertanya kepada tmean saya apakah dia paham atau tau soal ini kalau mereka bilang mereka paham mereka tahu saya akan mencoba untuk meminta bantuan penjelasan dari mereka.

P   : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

NA   : emmm mungkin bisa mungkin saya bisa melihat dari cara saya memahami suatu pelajaran itu atau suatu materi itu percontohnya saya kekurang saya itu emm... di grammer saya sangat bukan sangat sulit sih tapi tidaknya 60% memahami mengenai pola grammer itu sendiri dan ke kelebihan saya di... listening karena saya mengetahui bahwa saya lumayan pahan atau lumayan mengerti atau lumayan cepat tanggap di listening karena nilai listening saya itu agak baik di banding aspek-aspek yang lain seperti writing dan e.. apa itu ee.. speaking jadi begitulah cara saya memahami bahwa ternyata kelebihan saya disini dan kekurangan saya di sini dan juga saya jua e.. mendapat bantuan e.. itu bisa di bilang bantuan atau bagaimana sih intinya diberitahu ole teman bahawa sebenarnya kamu lebih jagonya tuh di sini tapi kelemahan mu tu di sini seperti beberapa teman saya yang bilang ah dia ini jagonya di listening buktinya kemarin nilai listeningnya lebih tinggi di banding nilai dari aspek-aspek yang lainnya begitu sih kak

P   : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

NA   :saya mengevaluasi proses belajar saya itu dengan cara.. saya melihat apakah proses ini atau metode belajar ini efektif saya

lakukan atau ada hasil memuaskan dari metode atau proses belajar ini ika saya merasa bahwa skill saya atau pemahaman saya masih sama aja dari pada sebelumnya sebelum saya emnggunakan metode atau proses belajar ini maka saya akan merasaah ternyata proses atau metode ini tidak efisian atau tidak efektif sehingga saya akan mencoba untuk meggantinya atau mencari cara mnecari metode baru atau proses baru dalam belajar

P   : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

NA   : manfaat kegiatan belajar bahasa inggris yang saya lakukan selama ini tentunya sangat bermanfaat dalam kehidupan saya seperticontohya mungkin kegiatan belajar bahasa inggris di.. speaking yaitu kegiatan belajar e... kegiatan belajar bahsa inggris ini beranfaat untuk hidup saya kedepannya atau ee ya hidup hidup saya kedepannya yang dimana saya sebagai pelajar bahasa inggris atau mahasiswa prodi bahasa inggris yang nantinya kedepannya perspektif kerjanya itu atau lapang kerjanya itu pasti akan berhubungan dengan bahasa ingri ya walupun mungkin bisa srek-srek dikit atau bisa arahnya nanti ndak ke bahasa inggris tapi tentunya 80%nya itu akan dari industri yang ada hubungannya dengan bahasa inggris sehingga proses belajar sepaking ini tentunya sa..ngat sangat sangat berguna untuk saya kedepannya yang saya akan temui kedepan harinya itu bisa aja orang-orang dari luar negeri atau orang-orang yang paham bahasa inggris pada saat mengetahui bahwa saya adalah mahasiswa prodi bahasa inggris tetunya mereka akan mecoba untuk berbincang dengan saya dengan menggunakan bahasa inggris sehingga makanya pembelajaran speaking ini manfaatny saaa..ngat besar untuk kehidupan saya hari ini esok atau bahkan di masa depan.

Peneliti   : P
Subject English Students   : SRH

P   : Bagaimana cara belajar anda mandiri dirumah ?
SRH   :cara saya belajar mandiri di rumha itu dengn memfokuskan proses pembelajaran melalui e... bantuan internet ataupu google cara saya belajar itu lebih banyak menggunakan ee.. innternet sebagai sumber belajar saya

P   :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

SRH   : tentu saja apabila keadaan mood saya itu mambaik saya akan merasa nyaman mee... e.. dan tenang dalalm mengerjakan atau dalam belajar karen di bantu dengan mood yang baik

P   : Bagaimana cara anda membagi waktu untuk belajar anda ?

SRH   : cara saya membagi waktu belajar saya e... saya pribadi lebih memfokuskan pembelajaran itu pada malam hari karena menurut saya beljar di malam hari itu lebih membuat saya lebiih tenang dan fokus

P   : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

SRH   : tempat ternyaman saya untuk belajar tentu saja dirumah atau di kamar karena membuat saya lebih fokus dan tenang dalam belajar

P   : Apakah motivasi anda untuk belajar mandiri ?

SRH   : motivasi saya dalam belajarmandiri itu karena menurut saya belajar itu tidak harus secara barenng-bareng karena belajar mandiri itu juga sangat bermanfaat karena lebih tenagn kita dalam mendalami materi pembelajaran

P   : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

SRH   : tentu saja saya lebih saya yakin bahwa e... saya itu mampu untuk belajar mandiri dan tidak berantung pada orang lain karena menurut saya sumber belajar itu e.. banyak ee... contohnya dari internet maupu jurnal atau buku

P   : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

SRH   : saya itu e... tch suka mengetes e... kemampuan berbahasa inggris saya sehingga saya tahu bahwa saya itu memiliki kekurangan dalam bahasa inggris dan maupun saya mampu mengetahui e.. kelebihan saya dalam berbahasa inggris

P   : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

SRH   : saya e... cari-cari soal-soal terbaru yang nantinya saya akan jawab denga berdasarkan materi yang sebekunya sudah saya kerjakan

P   : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

SRH   : tentu sangat banyak yang pertama bahasa inggris itu salah satu e... baha e... salah satu mata pelajaran yang sangat penting menurut saya karena e... bahasa inggris itu memiliki peluang yang banyak melebihi dari mata pelajaran yang lain untuk e... keperluan pribadi saya kegia e.. manfaat juga belajar bahsa inggris itu sangat banyak karena e.. tch dapat menambahkan ilmu mengenai bahasa inggris seperti itu.

Peneliti : P
Subject English Students : FM

P : Bagaimana cara belajar anda mandiri dirumah ?
FM   : cara belajar mandiri di rumah itu ee..bisa melalui media seperti telefon ataupun laptop

P   :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

FM   : tentunya dengan keadaan sehat dan mood baik akan mempengaruhi cala cara belajar saya dan tentunya membuat balajar saya menjadi lebih menyenangkan karena e.. kedua hal tersebut hal yang berkesan kesinambungan dan sangat perlu untuk e.. saya ketika saya belajar agar e.. juga materi yang dipelajari itu lebih gampang utnuk dipahami.

P   : Bagaimana cara anda membagi waktu untuk belajar anda ?
FM   : e.. cara saya mebagi waktu belajar yaitu ee... karena saya merasa e.. bahwa saya itu lebih lancarberfikir pada saat malam hari maka malam hari e.. diwaktu tapat pukul 21 ke atas itu e.. waktu yang efektif bagi saya untuk belajar maupun setelah e... sholat subuh e.. menurut saya e...waktu itu sangat efektif bagi saya untuk belajar dan e... jam jam yang lain itu saya lakukan untuk melakukan aktifitas yang lain.

P   : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

FM : tempat yang nyaman bagi saya untuk belajar mandiri itue.. di kamar tidur saya karena saya merasa lebih nyaman dan jauh dari gangguan-gangguan

P : Apakah motivasi anda untuk belajar mandiri ?

FM : e... saya memiliki motivasi untuk belajar sendiri karena e saya pikir dengan belajar sendiri saya dapat mengeksplor lebih lanjut tentang materi dan saya lebih leluasa menentukan gaya belajar saya e... dan juga saya dapat memilih materi yang ingin say pelajari

P : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

FM : e... untuk belajar dan tidak bergantung kepada orang lain itu e.. mungkin tidak saya tetap bergantung kepada orang lain cuman e.. untuk belajar sendiri itu ya tidak menutup kemunkinan saya juga sering belajar sendiri tapi e... untuk tidak bergantung kepada orang lain itu e... mungkin hal yang e... tidak bisa dilakukan pasti kita bergantung kepada orang lain karen se canggi-canggi apapun e... platform yan di gunakan pasti kita butuh orang yang lebih paham

P : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

FM : dalam menilai kelebihan dan kekurangan itu kan banyak sekarang e.. situs-situs e.. tes kitadapat menilai di situ kelebihan dan kekurangan dan juga e... ada banyak sekarang aplikasi yang menyediakan tes-tes yang lewat bisa kita cek di situ sesedarhan e... instagram yang memiliki video reels yang berisi kontententang pertanyaan tentang bahsa inggris itu dapat menjadi sarana kita memilih memahami kekurangan dan kelebihan kita

P : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

FM : untuk evaluasi sendiritidak ada cara yang spesifik cuman biasanya itu tadimisalnyasaya mnedapat soal di platform dan saya tidak mengetahuinya pasti saya akan belajar dan saya akan mengulangi soal tersebut e... atau kah mencari soal yang sepadan soal tersebut agar dapat mengukur e... proses belajar saya

P : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

FM : manfaatnya ya.. tentunya dapat meningkatkan bahasa inggris saya dan lebih memahami e... dan juga mm.. mugkin lebih mengetahui pengaturan e.. aturan-aturan yang ada dalam bahasa inggris lebih dalam e.. dan juga saya dapat practise atau e.. berlatih lebiiihh giat

Peneliti   : P
Subject English Students   : TWN

P   **:** Bagaimana cara belajar anda mandiri dirumah ?

TWN   : mm.. pertama-tama itu saya harus memiiki target apa yang ingin saya pelajari terlebih dahulu contohnya saya belajar dengan hal-hal yang saya senangi dan saya e.. ingin tahu terlebih dahulu e.. biasanya saya sering membaca buku dan membuat rangkuman-rangkuman dari beberapa materi

P   :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

TWN   : ketikan dalam keadaan yang baik atau mood yang baik e... pada saat saya ingin belajar terlebih dahulu itu saya harus memiliki mood yang baik agar pembelajran saya saya senangi contohnya ketik saya memiliki tugas dari e.. kuliah saya terlebih dahulu saya harus memiliki mood e... yang baik untuk mengerjakannya karena ketika saya idak memiliki mood yang baik e... atau mood ss.. mood saya lagi down nantinya tugas kuliah saya tidak akan selesai dan saya hanya akan menundanya maka dari itu emm.. sebelum saya mengerjakan tugas atau belajar saya harus memiliki e... mood yang bagus

P   : Bagaimana cara anda membagi waktu untuk belajar anda ?

TWN   : ee.. cara saya membagi waktu untuk belajar em.. saya tidak memiliki waktu tertentu e.. atau waktu yang spesifik untuk pembagian waktu dalam pembelajaran saya di rumah saya hanya sering belajar di malam hari seperti pada pukul e.. 1 malam hingga jam 4 subuh

P   : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

TWN   : e...tempat yang nyaman untuk e.. saya belajar mandiri itu adalah tempat yang sepi sunyi e... seperti di dalam kamar

P   : Apakah motivasi anda untuk belajar mandiri ?

TWN   : e... motivasi saya untuk belajar mandiri yaitu untuk mendorong dan e.. mengembangkan minat dan kualitas belajar saya dengan adanya motivasi belajar yang saya miliki saya bisa semangat belajar sendiri tanpa ada paksaan dari orang lain

P   : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

TWN   : e.. yah saya bisa belajar sendiri tanpa tergantung kepada orang lain karena saya sendiri lebih suka ketika saya belajar sendiri karena saya bisa tahu hal apa saja yang ingin saya pelajari dan ketika ada hal yang tidak saya tahu e... maka saya bisa mencari solusinya secara mandiri seperti e... searching di internet atau Youtube seperti video pembelajaran juga artikel-artikel lainnya

P   : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

TWN   : kekurangan saya dalam mempelajari bahasa inggris itu e... ketika saya sedang melakukan public speaking namun ada beberapavocabulary yang saya lupa sehingga speaking saya banyak yang terpotong-potong maksudnya ketika saya merasa tidak kompeten dalam hal ter dalam hal e... tersebut maka disitulah saya tahu bahwa saya e... memiliki ke kurangan dalam hal itu seperti halnya dalam e... dalam pelajaran bahasa inggris tapi ketika saya memahami kelebihan saya e... itu ketika saya lancar dalam memahami sesuatu seperti melakukan speaking dan pronountation ysng benar nah itu salah satu contohnya

P   : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

TWN   : e... caranya itu saya meng saya mengevaluasi pembelajaran yang sudah saya lakukan itu dengan mempelajarinya kembali dengan merangkum pembelajaran yang baru dengan pembahasan yang sama

P   : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

TWN   : dengan kegiatan belajar bahasa inggris em.. kita bisa lebih percaya diri e...ketika kita berbicara dengan orang asing bahkan disaat dunia kerja nanti e... saat kita e... kerja apabila kita

memiliki kemmpuan berbahasa inggris yang fasih maka itu akan memperluas koneksi kita di dunia kerja nantinya jadi manfaat belajar bahasa inggris itu sangat banyak untuk kita kedepannya

Peneliti   **: P**
Subject English Major Students   **: AGB**

P   **:** Bagaimana cara belajar anda mandiri dirumah ?

AGB : yaitu dengan cara e... pertama menetukan tujuan dari pembelajaran tersebut kemudian yang kedua menentukan materi yang akan kita pelajari atau yang ketiga membuat list atau jadwal terkait e... pembelajaran yang akan dilakukan di rumah

P   :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

AGB: yah tentu ee..ketika saya dalam mood yang baik maka pembelajaran akan menyenangkan

P   : Bagaimana cara anda membagi waktu untuk belajar anda ?

AGB : yaitu dengan cara mencari waktu yang tepat dan pas dan tidak e.. ter tch dan tidak terkait dengan e..waktu yang atau yang e... bisa mengganggu pekerjaan yang lain

P   : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

AGB: tempat yang nyaman untuk belajar mandiri yaitu di kamar khususnya di atau terhin e... atau terhindar dari orang-orang yang ramai

P   : Apakah motivasi anda untuk belajar mandiri ?

AGB: nah motivasi untuk belajar mandiri yaitu tentunya sebagai e... sebagai e... apresiasi terhadap diri bahwasanya kita juga bisa belajar dengan mandiri dan tidak bergantung kepada orang lain kemudian kita juga bisa mengetahui sampai mana kemampuan dan keterampilan kita dalam belajar bahasa inggris itu sendiri

P   : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

AGB: nah untuk e... pertanyaan ini e.... mampuka belajar mandiri send belajar sendiri yah tentu kita mampu belajar sendiri namun tetap

bergantung kepada orang lain misalnya membutuhkan materi-materi yang lain

P : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

AGB: misalnya ketika melakukan praktis atau praktek nah di situ kita akan mengetahui sampai mana e..... kelebihan kita dalam mempelajari bahasa inggris misalnya mempelajari tentang pronouncation nah ketika mempelajari terkait materi pronouncation dan pengucapan dan pelafalannya kurang maka di situlah kita memahami oo sampai di sini kekurangan kita dalam mengucapkan kata-kata

P : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

AGB : yaitu mengevaluasi dengan melakukan tes atau melakukan pembelajaran ulang dengan mengetahui e... sampai mana hasil atau peningkatan belajar kita

P : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

AGB : manfaat dari kegiatan belajar bahsa inggris yaitu kita dapat mendapatkan banyak e... kosa kata dan cara berkomunikasi dengan baik kemudian kita juga dapat menambah wawasan yang lebih luas lagi tekait materi pembelajaran bahasa inggris

Peneliti : **P**
Subject Non- English Major Students : **SRSN**

P **:** Bagaimana cara belajar anda mandiri dirumah ?
SRSN : sebenarnya kalau bahasa inggris itu kak saya masih kurang fasih tapi dalam pembelajarannya itu masih e.. biasa cari di kamus-kamus sama google translate

P :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

SRSN : iya kak karena sebearnya itu dalam keadaan sehat dan mood yang baik itu bisa ki langsung pahami materi yang mau di pelajari

P : Bagaimana cara anda membagi waktu untuk belajar anda ?

SRSN : mm.. membagi waktu untuk belajar kalau saya sendiri itu kak waktu belajar ku itu paling e... kalau jam-jam 8 pi kak karena kalau sebelum itu kayak masih biasa ada di kerja sebelum makan terus main hp juga sama salah satunya jadi harus selesai pi itu salah satunya jadi harus selesai pi itu pekerjaan ku baru ka bisa belajar

P : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

SRSN : yan jelasnya itu kak sebenarnya yang enaknya itu di perpus kak sendiri ta cuman kalau misalnya butuh me Time baiknya di kamar sih

P : Apakah motivasi anda untuk belajar mandiri ?

SRSN : e... kalau motvasi untuk belajar mandiri itu supaya saya sendiri itu dulu itu pahami dulu itu kak apa itu yang mau sy pelajari jadi kalau misalnya ada yang satemani kadang ka tidak fokus baru kadang ndak belajar meka lagi jadi harus...

P : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

SRSN : e... sampai sejauh ini kak kalau belajar sendiri kak kadang kalau ada yang tidak saya pahami biasa saya tanyakan sama teman ku jdi masi bergantung sebenarnya karena kan kita butuh ilmu dan saran dari teman

P : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

SRSN : kalau memahami kelebihan kan yang dari awal tadi saya katakan kak sebenarnya saya ini masih kurang fasih jadi kala kelebihan ku di bahasa inggris dan kekurangan ku saya rasa saya pahami sendiri bahwa masih banyak sekali kekurangan dari pada kelebihan

P : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

SRSN : nah biasanya itu kak misalnya sudah meka ini belajar terus bertanya teman ku baru bisa ku jawab oo ternyata sampai sini pemahaman ku selalu ka kak suruh teman ku tanya ka kak bilang apa mu tahu su sempat bisa saya jawab

P : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

SRSN : e.. manfaatnya sebenarya itu kak kalau kita pahami itu kak sangat besar kak karena menurut saya ini bahasa inggris bahasa internasional yang seharusnya memang mampu untuk di kuasai oleh apa lagi kita sebagai mahasiswa bukan saja bahasa indonesia yang harus sebenarnya di kuasai nah itu memang manfaatnya kegiatan itu sangat sangat harus sebearnya di pahami karena sangat-sangat besar peluangnya untuk di dunia kerja maupun di kehisupan sehari-hari kak jadi sangat banyak

Peneliti : **P**
Subject Non- English Major Students : **NSD**

P **:** Bagaimana cara belajar anda mandiri dirumah ?
NSD : bahasa inggris paliiing ku suka kalau misal sambil nonton ku pahami bahasanya kalau kayak buka-buka kamus agak sulit ka mengerti jadi harus ada saya lihat baru bisa ka pahami

P :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

NSD : iye

P : Bagaimana cara anda membagi waktu untuk belajar anda ?
NSD : ketika tidak ada ku kerja mi misal ada selesai semua kerja di rumah kak toh selesai juga pekerjaan kuliah mungkin e.... selesai ka nonton ada yang ku tau itu semua yang ku pahami kalau misalnya belajar mungkin jarang sekali ka belajar bahasa inggris di buku-buku palingyang lain di buku-buku kalau yang di luar bahasa inggris kalau bahasa inggris jarang sekali ka di buku kak

P : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?
NSD : di rumah

P : Apakah motivasi anda untuk belajar mandiri ?

NSD : karena dulu toh kak a.. mau ka ambil jurusan bahasa inggris juga sudahka pilih sudah meka pilih karena mau ka juga ambil jurusan pariwisata di kampus tapi alhasil masuk di hukum hehe itu sebenarnya minat pertama ku belajar bahasa inggris terus karena mau ka jadi pariwisata menjadi masuk perhotelan begitu

P   : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

NSD   : e... mungkin sulit kak karena mungkin 20%nya belajar sendiri 80%nya dibantu sama yang lainnya. Kadang ka bertanya sama teman ku bagaimana ini kadang juga e... cari ka motivasi kayak di youtube di internet begitu bagaimana anunya cara pengerjaannya begitu

P   : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

NSD   : kalau kelebihan ku mungkin kalau dalam menangkap e... secaralangsung bahasa inggris mungkin langsung gampang ka paham tapi kalau kayak semisal liat ka buku dulu liat ka e.. adakan yang idbilang rumus-rumus dalam bahasa inggris itu mungkin agak sulit ka ke kurangan ku di situ

P   : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

NSD   : ketika paham ka kalau ada orang yang kasi ka bahasa inggris ku paham artinya ada ku liat sesuatu dalam bahasa inggris ku paham artinya begitu ji kak

P   : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

NSD   : e... kalau manfaat lebih ke lebih PD ki ... dalam bercakap sama e... guru ta misal dulu belajar ki bahasa inggris di kelas lebih cakap ki kayak leih paham ki apa yang namaksud dosen begitu kak

Peneliti   **: P**
Subject Non- English Major Students   **: MAM**

P   **:** Bagaimana cara belajar anda mandiri dirumah ?
MAM : cara belajar mandiri saya di rumah itu e.. kebanyakan lewat acara menonton itu dari aplikasi itu

P   :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

MAM : pasti kak karena mood itu salah satunya yang kasi semangat ki karena kalau enda mood ki enda ada niat ta belajar

P : Bagaimana cara anda membagi waktu untuk belajar anda ?

MAM : jadi kayak kalau sementara lagi e... mem.. menyuci piring sambil dengar lagu bahasa inggris disitu tommi dianu artiya kak kayak di ssst.. artikan i juga

P : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

MAM : di kamar, karena bebas ndak ada orang

P : Apakah motivasi anda untuk belajar mandiri ?

MAM : karena sekarang e.. bahasa inggris itu mi kayaknya bahasa yang awal di gunakan semua orang kayak bahasa bahasa dunia mi ceritanya bahasa inggris jadi harus ki motivasi diri ta kalau tidak tau ki bahasa inggris akan jadi apa ki apalagi kalau bekerja nanti kak jadi kayak

P : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

MAM : sepertinya saya mampu

P : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

MAM : kalau kelebihan kayaknya ndak ndak saya tau pi apa kak tapi kalau kekurangan masih ada beberapa kosa kata yang masih awam saya dengan bahasa inggris

P : Bagaimana anda mengevaluasi proses belajar yang sudah anda lakukan?

MAM : caranya kak kn kebetulan saya suka nonton drama-drama jadi saya ganti subtitlenya jadi bahasa inggris di situ saya evaluasi diri ku o ini ndak saya pahami jadi saya cari tahu lagi

P : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

MAM : e... tadi diulang kak karen kalau misalnya dengar lagu ka kak bisa meka tahu pahami tanpa harus google nonton ka ini bisa meka gunakan bahasa inggris tanpa translate bisa mi jadi itu kak

Peneliti : P
Subject Non- English Major Students : MLB

P : Bagaimana cara belajar anda mandiri dirumah ?

MLB : kalau saya peribadi kak toh jarang ka belajar mandiri di rumah lebih susah i masuk kalau sendiri dari pada e... kalau sama teman ku toh saya toh lebihmu lebih anu i masuk kalau na anu teman ku toh masuk mi di anuku

P :Ketika anda dalam keadaan sehat dan mood yang baik, apakah belajar andamenyenangkan ?

MLB : iya karena itu mood toh harusss harus selalu baik kalau endak baik i ndak ndak bisa masuk

P : Bagaimana cara anda membagi waktu untuk belajar anda ?

MLB : malam biasanya kalau malam itu kan selesai ndak ada mi to waktunya istirahat mudah mi masuk

P : Dimanakah tempat yang nyaman untuk anda belajar mandiri ?

MLB : di... kamar

P : Apakah motivasi anda untuk belajar mandiri ?

MLB : karena itu bahasa inggris to anu mi ceritanya kak toh internasional mi toh jadi wajib wajib hehehe biar bilang kemana-mana ki pasti na tau orang bahasa inggris toh

P : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

MLB : bisa cuman apa ya kurang anu i kalau saya sendiri

P : Bagaimana cara anda memahami kelebihan dan kekurangan anda dalambelajar ?

MLB : ku dengar dulu teman ku ka kalau misalnya salah i di anuku o salah i harus begini o pengucapannya oo

P : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

MLB : banyak karenaa.. itu mi tadi kak bahasa internasional itu toh jadi biar misalnya kayak bilang tidak anuki sama orang tapi kalau ada anu ta

Peneliti **: P**
Subject Non- English Major Students **: AA**

P **:** Bagaimana cara belajar anda mandiri dirumah ?

AA : *Cara saya belajar mandiri dirumah biasanya dengan mencari waktu, waktu yang tepat untuk belajar, misalnya malam hari atau setelah sepulang sekolah, tapi kebanyakan saya merencanakan kapan atau jam berapa, jadi saya lebih ke spontan belajar, kalau mau belajar yaa belajar, jadi seperti itu cara saya belajar.*

P : Apakah anda mampu belajar sendiri dan tidak bergantung pada orang lain ?

AA : *Saya kalau belajar bisa di bilang benar-benar mandiri, memang sejauh ini saya belajar sendiri untuk meningkatkan speaking saya.*

P : Bagaimana cara anda membagi waktu untuk belajar anda ?

AA : *Terkadang Ketika saya di rumah orang tua saya meminta bantuan untuk melakukan pekerjaan dirumah, saya melihat waktu luang yang saya punya, jadi nanti ini kira-kira luang pada jam berapa yaa saya akan belajar diwaktu tersebut.*

AA : *Improvenya ya dari itu tadi, film dan musik, hafalin vocabularynya dari game dan belajar pruncenya dari film.*

P : Apa saja tujuan dan manfaat kegiatan belajar yang anda lakukan setiap hari ?

AA : *Bahasa inggris itu Bahasa internasional misalnya keluar negeri atau interview yang berhubungan sama organisasi internasional begitu, Bahasa inggris sangat dibutuhkan, jadi nanti kalau bicara sama siapa aja itu enak bisa nyambung, jadi itu termasuk manfaat dari kegiatan belajar terlebih Bahasa inggris*

Interview of English Version

Researcher   : **R**
Subject English Students : **NA**

R   : How do you study independently at home?

NA   : The first thing I did was prepare a place or spot that I would use later for me to study in, for example in my room or study table. is to read or re-learn the material that has been taught when I study it again I will try to understand the material with my own understanding so that I can easily remember or understand the material because I try to understand it through my own understanding or perception after that, of course, I have to manage my study time well, study, of course, it's a good thing for students to do, but eeee.. apart from that, we also can't push ourselves too hard to keep on studying, we also have to set the right time to study the point is we have to do a to do list or arrange a schedule for this hour we study at this hour after that maybe we can take a short break or relax ourselves after that continue again and vice versa the point is to arrange a study schedule as best as possible

R   : When you are in good health and in a good mood, is your study fun?

NA   : Of course my mood will be good and even very good when I study when I am healthy and in a good mood because somehow we will feel disturbed or the lessons will not be easily absorbed or understood when the body is sick or eeee.. our surroundings or mood we are not well or not comfortable, so of course a comfortable mood and a healthy body condition are the main things or the main factors that support good or easy for us to understand lessons when studying.

R   : How do you divide your study time?

NA   : as I said earlier in the first question that of course I have to arrange a schedule or you could say divide the time to study and so on, how do I divide the time to study of course I can e... make a kind of e... if the in today's children say to do list that is by writing down what I have to do in one day or what materials or lessons I will learn each day I sort it starting from the priority activities and the highest or main priority to the least important or low priority so this will also make me more disciplined with myself or my daily life.

R   : Where is a comfortable place for you to study independently?

NA : OK, I have also touched on this fourth question in the previous question, that is, I usually study or prepare my most comfortable place to study, if not in my room and/or dii... the study table happens to be in my house that is my room and study table not in one room cum but my study table is opposite my room. These two places are the most comfortable place for me to study independently

R : What is your motivation for independent study?

NA : My biggest motivation is to study independently, because actually, if I'm honest, sometimes the explanations explained by teachers at school or lecturers on campus are a bit complicated, so I usually record pen explanations from teachers or lecturers, then when I'm at my new house, I'll play it back and study it again and look for the material again on the internet I searched the material that was learned today then I tried to read it and understand it with my own understanding besides that eee... here too e...sometimes I find it hard to focus when studying at school or on campus because the surrounding conditions are sometimes noisy or unconducive especially when I'm at school so it makes me feel ah I have to study back at home or at least e... try to search for the material that was discussed earlier at school or on campus and then understand it with my own understanding so that this material easily sticks in my brain and I remember.

R : Are you able to study alone and not depend on others?

NA : yes.. I am able to study on my own and don't depend too much on other people. I will definitely try to search or search on the internet about the material that was studied or explained earlier and try to understand it with my own understanding as I have explained In the previous questions, I will, but I don't rule out the possibility that I will also try to ask my friends, when indeed, when I started reading the material, I still couldn't understand it with my own understanding, so that's where I will try to ask friends. I wonder if he understands or knows about this if they say they understand they know I will try to ask for help with an explanation from them.

R : How do you understand your strengths and weaknesses in learning?

NA : ummm, maybe maybe I can see from the way I understand a lesson or a material, for example, I am lacking, emm... in grammar I am not very difficult, but at least 60% understand the grammer pattern itself and the advantages I am listening because I know that I am quite understanding or quite understanding or responsive enough in listening because my listening score is rather good compared to other aspects such as writing and e.. what is e.. speaking so that's it the way I understand that it turns out that my strengths are here and my

weaknesses are here and I also e.. get help e.. can you say help or what is the point of being told by a friend that actually you are better at it here but your weakness is in here like some of my friends who said ah he is good at listening the proof yesterday his listening score was higher compared to the scores from other aspects like that sis

R   : How do you evaluate the learning process that you have done?

NA   : I evaluate my learning process in a way.. I see whether this process or this learning method is effective for me to do or there are satisfactory results from this learning method or process if I feel that my skills or my understanding are still the same as before I use this method or learning process, so I will feel that this process or method is inefficient or ineffective, so I will try to replace it or find a way to find a new method or process in learning.

R   : What are the goals and benefits of the learning activities that you do every day?

NA   : the benefits of the English learning activities that I have been doing so far are of course very useful in my life, for example, maybe the English learning activities in speaking, namely learning activities e... these English learning activities are beneficial for my life in the future or uh yeah live life In the future, where I am an English language student or an English study program student, in the future, the perspective of work or the field of work will definitely be related to English, even though it might be a little intermittent or the direction will not be in English, but of course 80% it will be from an industry that has something to do with the English language so this learning process for kicking is of course very very very very useful for me in the future what I will meet in the future can be people from abroad or people who understand English when they found out that I was an English study program student, of course they would try to talk to me using English so that learning speaking was very beneficial for my life today tomorrow or even in the future.

Researcher   : R
Subject English Students   : SRH

R   : How do you study independently at home?

SRH   : the way I study independently at home is by focusing on the learning process through e... the help of the internet or Google.

R   : When you are in good health and in a good mood, is your study fun?

SRH   : of course if my mood is good I will feel comfortable mee... e... and calm in working or studying because I am helped with a good mood

R   : How do you divide your study time?

SRH   : the way I divide my study time e... I personally focus more on learning at night because I think studying at night makes me more calm and focused

R   : Where is a comfortable place for you to study independently?

SRH   : the most comfortable place for me to study is of course at home or in my room because it makes me more focused and calm in studying

R   : What is your motivation for independent study?

SRH   : My motivation for self-study is because in my opinion learning doesn't have to be done together because self-study is also very useful because we are more calm in exploring the learning material

R   : Are you able to study alone and not depend on others?

SRH   : of course I am more confident that e... I am able to learn independently and not rely on other people because in my opinion there are many learning resources e... e.g. for example from the internet or journals or books

R   : How do you understand your strengths and weaknesses in learning?

SRH   : I e... tch like to test my e... my English skills so I know that I have a deficiency in English and also I am able to find out e.. my strengths in English

R   : How do you evaluate the learning process that you have done?

SRH   : I e... look for the latest questions which I will answer later based on the material that I have previously worked on

R   : What are the goals and benefits of the learning activities that you do every day?

SRH   : of course very much the first is that English is one of the e... baha e... one of the very important subjects in my opinion because e... English has many opportunities that exceed other subjects for e... my personal needs are kegia e.. the benefits of learning English are very many because e.. tch can add knowledge about English like that.

Researcher   : R
Subject English Students   : FM

R : How do you study independently at home?

FM : how to learn independently at home, uh... it can be through media such as telephone or laptop

R : When you are in good health and in a good mood, is your study fun?

FM : of course being healthy and in a good mood will affect my learning method and of course make my learning more enjoyable because e.. those two things are impressive and very important for e.. me when I study so e.. also The material studied is easier to understand.

R : How do you divide your study time?

FM : e.. the way I divide study time is ee... because I feel e.. that I am more fluent in thinking at night then at night e.. at exactly 21 o'clock and above that e.. an effective time for me to study and after e... morning prayers e.. in my opinion e...that time was very effective for me to study and e... the other hours I did to do other activities.

R : Where is a comfortable place for you to study independently?

FM : a comfortable place for me to study independently is in my bedroom because I feel more comfortable and far from distractions

R : What is your motivation for independent study?

FM : e... I have the motivation to study alone because e I think by studying alone I can explore more about the material and I am more flexible in determining my learning style e... and also I can choose the material that I want to learn

R : Are you able to study alone and not depend on others?

FM : e... to learn and not depend on other people e.. maybe not I still depend on other people but e.. for studying alone it doesn't rule out the possibility that I also often study alone but e... not depending on other people e... maybe things e... can't be done we definitely depend on other people because no matter how sophisticated the e... platform we use we definitely need people who understand better

R : How do you understand your strengths and weaknesses in learning?

FM : in assessing the advantages and disadvantages, there are many now. sedarhan e... instagram which has video reels containing content about questions

about the English language can be a means for us to choose to understand our strengths and weaknesses

R   : How do you evaluate the learning process that you have done?

FM   : for self-evaluation there is no specific way but usually that's for example I got a question on the platform and I don't know it for sure I will learn and I will repeat the question e... or am I looking for an equivalent question to be able to measure e... my learning process

R   : What are the goals and benefits of the learning activities that you do every day?

FM   : the benefit is yes.. of course it can improve my English and understand better e... and also mm.. maybe know more about the settings e.. the rules in English are deeper e.. and also I can practice or e.. practice harder

Researcher   : R
Subject English Students   : TWN

R   : How do you study independently at home?

TWN : mm.. first of all I have to have a target what I want to learn first for example I study with things that I like and I e.. want to know first e.. usually I often read books and make summaries - a summary of some of the material

R   : When you are in good health and in a good mood, is your study fun?

TWN : when I'm in a good state or in a good mood e... when I want to study first I have to be in a good mood so that I enjoy my learning, for example when I have an assignment from e.. my college first I have to have e... good mood to do it because when I'm not in a good mood e... or ss mood.. my mood is down later my college assignments won't be finished and I'll just postpone it therefore emm.. before me doing assignments or studying I must have a good e... mood

R   : How do you divide your study time?

TWN : um.. the way I divide my time to study em.. I don't have a specific time e.. or a specific time for allocating time in my studies at home I only often study at night like at e.. 1 pm to at 4 am

R   : Where is a comfortable place for you to study independently?

TWN : e...a comfortable place for e...for me to study independently is a quiet, quiet place e...like in a room

R   : What is your motivation for independent study?

TWN : e... my motivation for independent study is to encourage and e.. develop my interest and quality of learning with the motivation to study that I have I can be enthusiastic about studying on my own without any coercion from others

R   : Are you able to study alone and not depend on others?

TWN : e.. well I can learn by myself without depending on other people because I myself prefer when I study alone because I can know what things I want to learn and when there are things I don't know e... then I can looking for solutions independently such as e... searching on the internet or Youtube such as learning videos as well as other articles

R   : How do you understand your strengths and weaknesses in learning?

TWN : My weakness in learning English was e... when I was doing public speaking but there were some vocabulary that I forgot so that a lot of my speaking was fragmented meaning when I felt incompetent in terms of ter in terms of e... then that's where I know that I e... have a deficiency in that just like in e... in English lessons but when I understand my strengths e... that's when I am fluent in understanding something like doing correct speaking and pronunciation well that's one example

R   : How do you evaluate the learning process that you have done?

TWN : e... that way I evaluate the learning that I have done by studying it again by summarizing the new learning with the same discussion

R   : What are the goals and benefits of the learning activities that you do every day?

TWN : with English learning activities em... we can be more confident e... when we talk to foreigners even when we are in the world of work later e... when we go to... work if we have the ability to speak fluent English then it will broaden our connections in the world of work later so the benefits of learning English are very much for us in the future

Researcher : R
Subject English Major Students : AGB

R : How do you study independently at home?

AGB : namely by e... first setting the objectives of the learning then secondly determining the material we will study or thirdly making a list or schedule related to e... learning that will be carried out at home

R : When you are in good health and in a good mood, is your study fun?

AGB : yeah sure um..when I'm in a good mood then learning will be fun

R : How do you divide your study time?

AGB : that is by finding the right and right time and not e..ter tch and not related to e..time or e... can interfere with other work

R : Where is a comfortable place for you to study independently?

AGB : a comfortable place for independent study, namely in a room, especially in or terhin e... or away from crowded people

R : What is your motivation for independent study?

AGB : now the motivation for independent learning is of course as e... as e... self-appreciation that we can also learn independently and not depend on other people then we can also find out how far our abilities and skills are in learning English itself

R : Are you able to study alone and not depend on others?

AGB : well for e... this question is e.... can we learn independently by sending ourselves, of course we can learn by ourselves but still depend on other people, for example, we need other materials

R : How do you understand your strengths and weaknesses in learning?

AGB : for example when doing practice or practice, well, there we will find out to what extent e..... our strengths in learning English, for example, learning about pronouncations, now when studying related to pronouncation material and pronunciation and pronunciation, that's where we understand oo, until this is where our weaknesses are in pronouncing words

R : How do you evaluate the learning process that you have done?

AGB   : namely evaluating by conducting tests or conducting re-learning to find out how far our learning results or improvements have come

R   : What are the goals and benefits of the learning activities that you do every day?

AGB   : the benefits of learning English activities are that we can get a lot of e... vocabulary and how to communicate well then we can also add broader insights regarding English learning material

Researcher   : R
Subject Non- English Major Students   : SRSN

R   : How do you study independently at home?

SRSN : actually I'm still not fluent in English sis but in learning it's still e.. usually look it up in dictionaries with google translate

R   : When you are in good health and in a good mood, is your study fun?

SRSN : yes, sis, because you are in good health and in a good mood, you can immediately understand the material you want to study

R   : How do you divide your study time?

SRSN : mm.. divide the time to study when I'm alone sis my study time is the most e... if it's 8 o'clock sis because before that it's like I used to be at work before eating and then play on my cellphone too with one of them so I have to finish pi that's one of them so I have to finish pi that's my job then you can study

R   : Where is a comfortable place for you to study independently?

SRSN : what's clear, sis, actually what's best is in the library, sis, but if you need me time, it's better to be in your room.

R   : What is your motivation for independent study?

SRSN : e... the motivation for self-study is so that I myself first understand that first sis what is it that I want to learn so if for example someone accompanies me sometimes I don't focus then sometimes I don't study again so I have to...

R   : Are you able to study alone and not depend on others?

SRSN : e... so far sis, if you study alone, sis, sometimes if there's something I don't understand, I usually ask my friends, so I still really depend on it, because we need knowledge and advice from friends.

R : How do you understand your strengths and weaknesses in learning?

SRSN : If you understand the advantages, right, what I said from the beginning, sis, actually I'm still not fluent, so when I have strengths in English and my weaknesses, I think I understand myself that there are still many disadvantages than advantages.

R : How do you evaluate the learning process that you have done?

SRSN : Well, usually it's like that, sis. For example, I've learned to keep asking my friends, and then I can answer, OK? It turns out that my understanding has always come here, sis.

R : What are the goals and benefits of the learning activities that you do every day?

SRSN : e.. the real benefits are sis, if we understand that, sis, it's very big, sis, because in my opinion, English is an international language that should really be able to be mastered by what else do we, as students, not only Indonesian, which must actually be mastered, right?

Researcher   : R
Subject Non- English Major Students   : NSD

R : How do you study independently at home?

NSD : English is the best I like if for example while watching I understand the language if it's like looking through a dictionary it's a bit difficult you understand so I have to look at it so you can understand

R : When you are in good health and in a good mood, is your study fun?

NSD : yes

R : How do you divide your study time?

NSD : when I don't work, for example, when I finish all the work at home sis, anyway, I finish my college work, maybe e.... finished watching, there's something I know, that's all I understand, for example, studying maybe you rarely

study English in books, most of the others are in books, if it's not in English, if English is very rare, in books, Sis.

R : Where is a comfortable place for you to study independently?

NSD : at home

R : What is your motivation for independent study?

NSD : because in the past, sis, did you want to take an English major, you already chose them because you also wanted to major in tourism on campus, but in the end you entered law, actually, that was actually my first interest in learning English, because I wanted you to go into tourism and become a hotelier, right?

R : Are you able to study alone and not depend on others?

NSD : e... it might be difficult sis because maybe 20% of it is self-learning 80% of it is assisted by others. Sometimes I ask my friends how it is, sometimes I also look for motivation like on YouTube on the internet, how do you do it, how do you do it?

R : How do you understand your strengths and weaknesses in learning?

NSD : My strengths maybe when I catch e... in person English might be easy for you to understand but if it's like looking at a book first look at ka e.. what I said are formulas in English maybe it's a bit difficult my weakness there

R : How do you evaluate the learning process that you have done?

NSD : when you understand if someone gives you English I understand what it means I see something in English I understand what it means sis

R : What are the goals and benefits of the learning activities that you do every day?

NSD : e... if the benefits are more PD... in talking to e... the teacher, for example, when I studied English in class, I was more proficient, as if I understood better, what does the lecturer mean, sis?

Researcher   : R
Subject Non- English Major Students   : MAM

R : How do you study independently at home?

MAM : The way I study independently at home is e.. mostly through watching shows from that application

R : When you are in good health and in a good mood, is your study fun?

MAM : I'm sure sis, because the mood is one of the things that gives enthusiasm, because if you're in the mood, you have no intention of learning

R : How do you divide your study time?

MAM : so it's like if you're temporarily e...mem..washing dishes while listening to the English song over there tommi dianu means sis like in shhh...means i too

R : Where is a comfortable place for you to study independently?

MAM : in the room, because there's no one there

R : What is your motivation for independent study?

MAM : because now e.. English it seems like the first language that everyone uses is like a world language, the story is in English, so we have to be self-motivated, if we don't know English, what will we become, especially if we work later, sis, like

R : Are you able to study alone and not depend on others?

MAM : I think I can

R : How do you understand your strengths and weaknesses in learning?

MAM : I don't know if there are advantages or not, but if there are deficiencies, there are still some vocabulary words that I am unfamiliar with English

R : How do you evaluate the learning process that you have done?

MAM: how do you do it sis I happen to like watching dramas so I changed the subtitles to English there I evaluated myself o I didn't understand this so I'll find out again

R : What are the goals and benefits of the learning activities that you do every day?

MAM : e... I repeated that earlier, Karen. For example, if you listen to your song, you can understand it without having to google it, watch it, you can use English without translating it, it can be like that, sis

Researcher : **R**
Subject Non- English Major Students : **MLB**

R : How do you study independently at home?

MLB : as for me personally, sis, it's rare for me to study independently at home, it's more difficult for me to enter alone than e... if it's with my friends, I'm more than you, I'll enter if you're my friend, I'll enter mine in mine

R : When you are in good health and in a good mood, is your study fun?

MLB : yes, because that's the mood, anyway, you have to always be good, if it's not good, you can't enter

R : How do you divide your study time?

MLB : In the evening, usually when the night is over, there are no noodles, it's time to rest, it's easy for noodles to enter

R : Where is a comfortable place for you to study independently?

MLB : in the... room

R : What is your motivation for independent study?

MLB : because that's English to so-and-so, the story is, sis, it's international anyway, so it's mandatory, hehehe, so I'll say it everywhere, I'm sure you know people who speak English, right?

R : Are you able to study alone and not depend on others?

MLB: what can I do, I just don't know if I'm alone

R : How do you understand your strengths and weaknesses in learning?

MLB : I first heard my friend ka, if for example, I'm wrong on my account o I'm wrong, I have to do this o I pronounce it o.o

R : What are the goals and benefits of the learning activities that you do every day?

MLB : a lot of reasons.. that's the international language, sis. So, for example, it's like saying don't anuki to people, but if there's anu ta

Researcher   **: R**
Subject Non- English Major Students   : AA

R   : How do you study independently at home?

AA   : The way I study independently at home is usually by finding time, the right time to study, for example at night or after school, but mostly I plan when or at what time, so I prefer to study spontaneously, if you want to study, study, so it's like it's the way i learn.

R   : Are you able to study alone and not depend on others?

AA   : If I study, I can say that I am really independent. In fact, so far I have taught myself to improve my speaking.

R   : How do you divide your study time?

AA   : Sometimes when I'm at my parents' house I ask for help to do homework, I look at the free time I have, so what time will I have free time to study at that time.

AA   : Improved from that earlier, movies and music, memorize the vocabulary from games and learn the pronunciation from movies.

R   : What are the goals and benefits of the learning activities that you do every day?

AA   : English is an international language, for example going abroad or interviews related to international organizations, English is really needed, so later if you talk to anyone it's good to be able to connect, so that includes the benefits of learning activities especially English

Appendix 4

Interview with students of Non-English Major

Interview with students of English Major

Letter of Acceptance

Date: 25 July 2023

International Journal of Health, Economics, and Social Sciences (IJHESS)

Dear Author(s)

Nur Yastad Fajrah, Arqam, Magdahalena Tjalla, Abd Haris Sunubi, Ambo Dalle

It's my pleasure to inform you that, after the peer review, your paper **AN ANALYSIS OF SELF DIRECTED LEARNING OF THE ENGLISH MAJOR STUDENTS AND THE NON-ENGLISH MAJOR STUDENTS OF IAIN PAREPARE IN LEARNING**

ENGLISH has been **ACCEPTED** with content unaltered to publish with **International Journalof Health, Economics, and Social Sciences (IJHESS)** in **Volume 6 Issue 2 (April 2024).**

Thank you for making the journal a vehicle for your research interests

With regards
Yours sincerely

Dr. Ahmad Yani
Editor in Chief

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Science and Technology Index

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