

## **ANALYSIS THE IMPLEMENTATION OF SELF DIRECTED LEARNING IN LEARNING ENGLISH FOR SPECIFIC PURPOSE**

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**Abstract:** Self Directed Learning is the actions taken by which the students take initiative with or without the help of others, assess their own learning needs, formulate goals with implementation of appropriate strategies and evaluate learning outcome. This study aims to find out how Students of Nursing at Unika Santu paulus Ruteng, Flores implement self Directed Learning in learning English for Specific Purposes (ESP). It's mixed method research combining the use of quantitative and qualitative study. For the purpose of quantitative study, it's used total sampling. Therefore, all 6<sup>th</sup> semester students numbered 32 were chosen as the samples of the research. Meanwhile for the purpose of qualitative study, it's chosen 6 students taken purposively. The research result showed that most students of Nursing Unika Santu Paulus Ruteng 23 (71.9%) implemented *medium* Self Directed Learning in learning English for Specific Purpose (ESP). It's furthermore supported by the findings of qualitative study which was elaborated and described based on Self Directed Learning processes namely 1) self learning awareness, 2) planning to learn, 3) learning goal, 4) being discipline to learn, 5) self confident, 6) hard working to learn, and 7) originality. The findings would be the suggestions for school authorities in particular English teacher to plan for applying Self Directed Learning in learning English for Specific Purpose at Nursing Study program Unika Santu Paulus Ruteng, Flores. By knowing earlier the concept and how to apply SDL, students of Nursing have a free will to implement it in learning English.

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**Keywords:** SDL, learning English, SEP, nursing students

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### **INTRODUCTION**

Learning English isn't limited by any professions. For the purposes of applying in the context of certain profession or career demand, learning English is a need namely English for Specific Purposes (ESP). It has been applied for years, and most learners learn English in order to be able to communicate with others in the workplace. The ability of communicating in English is demanded in the current competitive era. It is used to transfer ideas, feeling, opinions even knowledge.

Communication is an important component of nursing practice. To communicate effectively with patients, nurses must develop skilled communication techniques. Without knowing the patient's needs, a nurse is unable to effectively diagnose, response to illness and initiate actions. Through therapeutic relationship, the nurse develops a working, functional relationship with patients and fulfill purpose of nursing process (Harrysingh, et. al, 2004:34).

For this purpose, it's very important for professional nurses to learn English. By comprehending and being able to use English in interaction, professional nurses are as well able to apply therapeutic relationship between nurse and patients. In this context nurses are able to

communicate with patients, make diagnosis and deliver a good treatment to overcome the patients problem .

There are some ways or methods that can be applied by which English language learners apply in learning to have the capability of communicating in English. Self directed learning is one of which that should be taken into account. Self Directed Learning focuses on students' ability to self-assess their own learning needs in order to carry out activities to inquire and find out about the things they want to know (Blumberg, 2000 in Deur and Harvey, 2005:167). Gibbons (2002:2) furthermore stated that SDL is important because it enables students to customize their approach to learning tasks, combines the development of skill with the development of character, and prepares them for learning throughout their lives. Other theorist stated that Self-Directed Learning (SDL) concept was initially viewed as a characteristic of adult education. Self-directed learning is "the art and science of helping adults learn. (Lindemann and Knowles; Carson, 2012 in Malison, 2018:2). Moreover, Self-directed learning simply is defined as "learning how to learn". Self-directed learning is the way of acquiring new information, ideas, abilities, attitudes and experiences for most adults. Self-directed individuals can display moral autonomy and diverse emotional and intellectual characteristics (Radial & Volet, 2009; Murray, 2015; in Turan and Koc, 2018:99).

In applying Self Directed Learning Gibbons (2002:11) stated five elements that should be taken into account by learners; **1)** Learners control over as much of the learning experience as possible, **2)** Skill development. The emphasis in Self Directed Learning is on the development of skills and processes that lead the learners to productive activity, **3)** Students' learning to challenge themselves to their best possible performance, **4)** Student self-management—that is, management of themselves and their learning enterprises, **5)** Self-motivation and self-assessment.

To be able to implement such elements as stated earlier, learners should apply SDL by following some steps as proposed by the theorists. According to Long (2007 in Moradi, 2018:60), SDL skills can be classified in two major areas including general skills (cognitive and information processing skills) and personal characteristics. In this context, SDL learners should be able to determine learning objectives, recognizing suitable resources for learning, applying appropriate learning strategies, controlling and assessing the learning outcomes. This concepts then can be assumed as steps that should be followed by learners in applying Self Directed Learning. **1)** Assessing readiness to learn, **2)** Setting learning goals, **3)** Engaging in the learning process, **4)** evaluate learning.

Students of Nursing of Faculty of Health Science Unika Santu Paulus Ruteng learn English as ESP for four semester (English for Nursing One up to English for Nursing Four).

With this wide opportunity, students are supposed to be able to communicate at least passively in English at the end of the course. However, it seems that most students are reluctant to speak up even in simple sentences. They tend to be passive, have no courage and self confident to express idea, feeling and opinion in English.

In reference to the above theory, previous study findings, and problems faced by students of Nursing at Unika Santu Paulus Ruteng, Flores, it's important to explore how nursing students implement self directed learning in learning English as one of the compulsory subject.

## **METHOD**

In order to obtain the objective of the research, it is used mixed method which combines the use of quantitative and qualitative study. This research was conducted at Nursing study Program Unika Santu Paulus Ruteng, Flores. The population of the study including all students in the 6<sup>th</sup> semester Nursing Study Program numbered 32 students. The students are still actively learning English as one of the compulsory subject. For the purpose of questionnaire technique, it's used total sampling. Therefore, all 6<sup>th</sup> semester students were chosen as the samples of the research. Meanwhile, for the purpose of individual interview, it's used purposive sampling. It's chosen 6 respondents taken purposefully based on the following criteria:

- a. Respondents have more knowledge and understanding on students self-directed learning.
- b. Respondents have good ability in English proved by mid test or final test scores.
- c. Respondents are willing to participate in the interview.

In collecting data, the writer used questionnaire, individual interview and documentation. The data then were analyzed quantitatively and qualitatively. The quantitative data were analyzed descriptively. The questionnaire had a total of 21 items, and offered a choice of Likert-scale responses for each students directed learning described: 1=never or almost never true of me, 2= sometimes true of me, 3=generally true of me, and 4=always or almost always true of me. The division of English language learning strategy is done through two techniques. *First*, Analysing the result of questionnaires to determine Median. *Second*, Median is used as the basic division of class category into three levels. To interpret the students' self directed learning frequency, it's used the following, 1) averages of 3.0—4.0 were considered high self directed learning; 2) averages of 2.0—2.9 were regarded as medium and 3) averages of < 2.0 were designated as low. Meanwhile the qualitative data are analyzed by implementing model of analysis proposed by Miles and Habermas consisting of data collection, data reduction, data display, and conclusion (Sugiyono, 2013). Test of data validity is done using test of data credibility, conducted through extending the observation, increasing the intensity of

perseverance, discussing with others, analyzing negative case, member check, and applying conformability test.

**FINDING AND DISCUSSION**

In general, Self Directed Learning Implemented by Students of Nursing Unika Santu Paulus Ruteng can be seen in the following.

Table 1.1 The overall data of students Self Directed Learning

No.	Statement	Mean	Standard Deviation	SLD Category
1	I study English of my own free will	3.3750	.65991	High
2	I always learn English if I am instructed by my parents or teacher	1.8125	.89578	Low
3	I made a study schedule including studying English at home / hostel / boarding house	2.2500	.91581	Medium
4	I study English according to the schedule I made	2.3125	1.09065	medium
5	I prepare English study material for the next meeting	2.5000	1.01600	Medium
6	I study English in order to master the material	2.7813	.90641	Medium
7	I do English exercises in order to know my skills.	3.0625	.80071	High
8	I consult with lecturers or people who are considered to understand English in order to master the material	2.5000	1.31982	Medium
9	I study the material that I got in English class	2.4063	.66524	Medium
10	I am lazy to study at home / boarding house because I don't have friends to involve in the discussion	2.2188	.83219	Medium
11	I am looking for reference material in other sources when I am not in class	2.1250	.90696	Medium
12	I am confident with my own ability that I would get good grades	2.9063	1.08834	Medium
13	I did the test on my own	3.9688	.17678	High
14	I am confident with my own answer even though my answer is different from the others	3.8438	.51490	High
15	I am more sure to take other people's opinions than my own	2.0313	.82244	Medium
16	I am motivated by friends who have high English learning achievements	2.9688	.99950	Medium
17	Even though my test scores were good, I still studied	3.2188	.79248	High
18	If there is English material that I don't understand, I look for books in libraries or other sources to study more	2.2813	.77186	Medium
19	If there is a difficult task, I stop working on it and expect the work of my friend	1.9688	.96668	Low
20	I do not copy the results of a friend's work when doing assignment	2.4375	1.18967	Medium
21	I do not cheat when I have a test or exam.	2.8438	1.43930	Medium

Table 1.1 shows the overall data of each item used to describe students self directed learning, then will be used as reference data when describing the self directed learning processes.

Table 1.2 Self Directed Learning Implemented by Students of Nursing Unika Santu Paulus Ruteng

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	1	3.1	3.1	3.1
Medium	23	71.9	71.9	75.0
High	8	25.0	25.0	100.0
Total	32	100.0	100.0	

Table 1.2 shows that most students of Nursing Unika Santu Paulus Ruteng 23 (71.9%) have medium Self-Directed-Learning in learning English for Specific Purpose (ESP). The quantitative data were supported by data of interview that are elaborated based on Self Directed Learning processes namely 1) self learning awareness, 2) plan to learn, 3) learning goal, 4) discipline to learn, 5) self confident, 6) hard working to learn, 7) originality.

### **1. Self Learning Awareness**

Self learning awareness is proved by performing learning English by the learners' own will. It is not influenced by teacher or classmate or environment motivation. Learners learn English since they know that it is a need for future career demand. And based on the data analyses, it's found that self learning awareness of students of Nursing Unika Santu Paulus Ruteng shown in item number 1 (mean 3.37) categorized as high self directed learning. It's supported by qualitative data appeared in the interview result that student learns English because of her own will. She learns English since she has an ambition to work abroad, though her parents don't support her.

The study finding was in line with what Güven & Kürüm (2004) in Turan & Koç (2018:99) stated that individuals can succeed in learning if they become aware of their cognitive processes. Those who become aware of their own learning can also be successful in academic and daily life. By having self awareness, learners are motivated to learn English. They are active to find out certain media and sources to make learning meaningful and achievable. In the guided learning, they participate actively in any activities facilitated by the teachers. It's to affirm Knowles's theory of adult education as stated in Malison (2018:5), adult learners are more successful when they are highly motivated, when they can participate in learning process, and when learning content had practical implications. Knowles also asserted that adults prefer informal settings as conduciveness to learn. In addition, they need opportunities to practice their new skills and immediate feedback on their learning process.

The study finding also highlighted other goal of being aware of learning English. Learning English is conducted for the purpose of being able to use it in daily interaction in particular when the student has been working in the country where English is used in daily communication. It is called as an instrumental motivation of learning a language as proposed by Gardner & Lambert (1959) in Magfirah & Arridha (2019:76). This willingness to seek out their own learning opportunities and engage with the language on their own terms is a common theme seen in studies of identified "Good Language Learners" (Griffiths, 2008 in Thornton, 2010:158).

### **2. Planning to learn**

Planning to learn includes providing a study schedule including studying English at home / hostel / boarding house, studying English based on the schedule made and preparing the materials for the next meeting. Planning to learn is the initial stage that should be made so the learners are able to manage time and activity.

Based on the quantitative data, it was found that from the three items included in the planning to learn, all are in the category of medium Self Directed Learning (making a study schedule including studying English at home / hostel / boarding house gains mean 2.25, studying English based on the schedule made gains mean 2.3 and preparing the materials for the next meeting gains mean 2.5). The finding was confirmed through the interview result that the student doesn't have her own schedule to learn English as the implementation of self directed learning. She studies English based on the schedule made by campus.

According to Thornton (2010:162), it is useful for learners to make some kind of formal record of their plans. This could take the form of a simple record of goals set, a more detailed plan in which weekly goals, materials, and study activities are laid out, or even a learning contract signed by both the learner and teacher stating that the learner will engage in a certain kind of study for a set time each week or month. Learning plan is needed for the learners to set up earlier the activities they are going to do in the future.

The study finding shows that, learner doesn't study based on the plan (schedule) made herself. She studies based on the plan (schedule) made by her campus and or by her community. To this extent, the student doesn't implement the process of self directed learning maximally. Knowles (1989) in Malison (2018:3) said that, in applying SDL, student take initiative to make a plan, do and evaluate her own activity. In order learning objectives to achieve, Students of Nursing Unika Santu Paulus Ruteng need to make their own schedule to read and practice speaking English out of the class room.

### **3. Learning Goal**

One of the processes that is supposed to be conducted by learners in applying Self Directed Learning is setting up learning goals by the learners themselves. It should be taken into account since learning objectives are the final destination to achieve at the end of the learning processes. And based on the quantitative data, it's found that studying English for the purpose of mastering the material (item number 6) gains mean 2.78, and is categorized as medium self directed learning. It's confirmed through the data of interview data that student studies English for the purpose of understanding English material and being able to speak in English well.

Moreover, it's found that students do the exercises to know their skill of English (item number 7) gains the mean 3.06, and is categorized as high Self Directed Learning. It's confirmed through the data of interview that student does English practices in order to know

English more, be able to communicate with foreigners and be able to help others when they find difficulties in learning English.

The study finding shows that students of Nursing Unika Santu Paulus Ruteng set up the goal of learning English. They learn English in order to know more and understand English. Moreover, they learn English in order to be able to communicate with foreigners, and be able to help others who find it difficult to learn English.

Dickinson (1987) in Thornton (2010:159) defines self-directed learning as a state in which the learner is fully in control of the decision-making process regarding the learner's own learning and accepts full responsibility for it, but "will probably seek expert help and advice". It includes the responsibility for setting up learning goals to be achieved at the end of the learning processes. That's why O'Shea (2003), Boyer and Kelly (2005) in Moradi (2018:6) stated that students who pose SDL skills need regulation, intrinsic and extrinsic motivation, control and success during their learning activities. Learners who can have a control over their own learning activities and experiences will be able to easily transfer and convey whatever they have already learnt. By having such ability learning goal is more achievable.

#### **4. Being discipline to learn**

Being discipline means keeping consistent with process, activity and goals of doing certain tasks, and having an effort to find out the solution when finding difficulties. Based on the quantitative data, it's found that from the four items included in the "being discipline to learn" as a part of Self Directed Learning processes, all is categorized as medium Self Directed Learning (consulting with lecturers or people who are considered to understand English in order to master the material gains mean 2.5, studying the material that I got in English class gain the mean 2.4, studying at home by learner's own schedule gains the mean 2.2, looking for reference material in other sources when he/she is not in class gain the mean 2.1). The findings were supported by the qualitative data that student sometimes watches English video on you tube, reads English books, and taking English course.

Koc (2007) in moradi (2018:2) stated that SDL learners should have some characteristics such as a good impression of taking responsibilities for their learning, eagerness for engaging in continuous learning, being capable of understanding how to learn, how to read for comprehension, written and as well as communication skills, competence about information technologies, knowledge of strategies for efficient learning, and high capacity of thinking skills.

The study finding shows that students of Nursing Unika Santu Paulus Ruteng sometimes have an eager to engage in continuous learning through watching English videos on you tube, reading English books, listening to English songs, and even taking English private class. In this context students are responsible for their own learning activity by consistently

conducting certain learning strategies which is believed to carry advantages for the students themselves.

#### **5. Self confident**

Self confidence is a one of the keys determining the success of learning a language. It is required to make the learners achieve the learning objectives is that the ability of using the language learnt in daily interaction. Based on the quantitative data, it's found that students are confident with their own ability that they would get good grades (item number 12), gain mean 2.9, and is categorized as medium self directed learning. It's confirmed through the qualitative data that student gets the results after learning English. She gets the improvement of her English comprehension. Moreover, students have a good self confident of doing the test. They answer the questions on their own, and be confident that they answer the questions correctly, proved by the result of quantitative data that students do the test on their own (item number 13) gains mean 3.9 and is categorized as high Self Directed Learning. It's confirmed through the qualitative data that by having good self confident, student can answer the all questions well during the test.

The finding indicated that student is confident her English has improved after learning English. Moreover, she is confident of her ability to answer the questions well during the test. It's possible since she always studies before taking the test. The finding was in line with what Long (2007) in Moradi (2018:60) stated, learners apply SDL through engaging in the learning process by understanding themselves the activities they have to undergo. By understanding what they have to do, learners posses the will to find out the solution for the difficulties the may encounter. These involve understanding ideas for themselves, applying knowledge to new situations and using novel examples to explain a concept, and learning more than is required for unit completion, achieving the highest possible grades, and learning what is required to pass exams. In addition, Gibbons (2002:11) stated that in applying SDL students learn to challenge themselves. Challenge requires reaching for a new level of performance in a familiar field or launching an adventure into a new field of interest. It means setting the standard of achievement a step higher than one can readily achieve. Challenge is shown by taking the test, and getting successful grades.

#### **6. Hard Working to Learn**

Hard working is needed to maximize the results of learning objectives. Learners who study hard during the process achieve better performance than those who don't. Based on the quantitative data, it's found that students of Nursing Unika Santu Paulus Ruteng look for books in the library or other sources when facing the materials they don't understand (item number 18), gain mean 2.28, and is categorized as medium self directed learning. It's confirmed through

the qualitative data that student likes to watch English videos on You Tube when she doesn't understand the materials she is studying.

The study finding indicated that students apply self directed learning by looking for variety of learning sources such as reading books in the library and watching English videos on you tube when they find difficulties in learning English. The finding is to affirm what Costa and Kallick (2004) in Shahrouri (2016:37) described that being Self-directed Learners means possessing the willingness to be engaged in activities with awareness of the results for their learning and the academic load, and essential information they need, and use of prior experiences, looking forward to signs of achievement, and generating substitutes for accomplishment.

## **7. Originality**

Originality means working on their own to complete certain task. Based on the quatitative data, it's found that from the two items included in "originality" as the part of Self Directed Learning processes, all is categorized as medium SDL (I don't copy the results of a friend work when doing assignment gains mean 2.43, and I don't cheat when I have a test or exam gains mean 2.84). It's confirmed through the qualitative data that student doesn't cheat when taking a test since she makes a good preparation before entering the class.

The finding indicated that student of Nursing applied SDL by doing the test on her own without asking help of her classmates. It can be undertaken since she always make good preparation before taking the test through once more studying the materials have been obtained and watching English videos. The study finding was in line with what Merriam, Caferella & Baumgartner (2007) in Turan & Koç (2018:99) stated the students who apply self-directed learning have a will to make or implement plans with the help of an expert or on their own, and supervise their own learning. In this context, students know what to do before the test, and they have a will to do so, consequently they are able to do the test on their own.

## **CONCLUSION**

Based on the findings and discussion, it can be inferred that most students of Nursing Unika Santu Paulus Ruteng 23 (71.9%) have medium self-Directed-Learning in learning English for Specific Purpose (ESP). The quantitative data were supported by qualitative data that were elaborated and described based on Self Directed Learning processes namely 1) self learning awareness, 2) planning to learn, 3) learning goal, 4) being discipline to learn, 5) self confident, 6) hard working to learn, and 7) originality.

The findings would be the suggestions for school authorities in particular English teacher to plan for applying Self Directed Learning in learning English for Specific Purpose at Nursing

Study program Unika Santu Paulus Ruteng. By knowing earlier the concept and how to apply SDL, students of Nursing have a free will to implement it in learning English.

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