

**SELF DIRECTED LEARNING STRATEGIES THROUGH YOUTUBE VIDEOS IN  
SEPAKING CLASS: TEACHERS' PERSPECTIVE ON THE APPLICATION AND  
CHALLENGES**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Bachelor Degree of  
English Language Education



by:

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**2025**

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**THE ROLE OF SELF-DIRECTED LEARNING STRATEGIES ON SPEAKING SKILLS THROUGH YOUTUBE VIDEOS: A TEACHER'S PERSPECTIVE ON ENGLISH LANGUAGE LEARNERS.**

is purely my own work. I am responsible for the content of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

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TEACHER'S PERSPECTIVE ON ENGLISH LANGUAGE  
LEARNERS.**

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## ABSTRACT

Title : THE ROLE OF SELF-DIRECTED LEARNING STRATEGIES  
ON SPEAKING SKILLS THROUGH YOUTUBE VIDEOS: A  
TEACHER'S PERSPECTIVE ON ENGLISH LANGUAGE  
LEARNERS.

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This study aims to analyze teachers' perspectives on the implementation of Self-Directed Learning (SDL) learning strategies in developing students' English language proficiency through YouTube videos. Through a qualitative approach, data came from observations and semi-structured interviews with English teacher at SMA 01 Boja, Kendal, who have implemented the SDL method in their lessons. According to the research findings, YouTube videos have significant potential to improve self-directed learning, increase motivation, and encourage students' active participation in developing their skills in various ways. There are several significant problems, such as low student motivation, deteriorating technological facilities, and lack of learning environments. Teachers have an important role as facilitators, balancing student needs and achieving learning objectives. While digital tools such as YouTube have high potential, successful implementation requires a balance between learner autonomy and structured support. These findings underscore the need for strategic teacher involvement and appropriate media selection to effectively integrate SDL into the language learning curriculum, especially for speaking skill. While digital tools like YouTube have high potential, successful implementation requires a balance between learner structured support. The findings underscore the need for strategic teacher involvement and appropriate media selection to effectively integrate Self Directed Learning into language learning curricula, particularly for speaking skills.

*Keywords : Self-directed learning, Speaking skills, YouTube media and Teacher perception*



## **MOTTO**

The first stage in seeking knowledge is to listen, then to be silent and listen attentively, then to preserve it, then to practice it, and then to spread it.

(Sufyan bin Uyainah)

Don't be afraid to fail, because failure is part of the learning process."

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Research**

Self-directed learning (SDL) has gained significant attention in educational research, particularly in the context of language acquisition. SDL is defined as a process in which learners take the initiative in diagnosing their learning needs, formulating goals, identifying resources, and evaluating learning outcomes (Cooper, 1999). This approach empowers learners to take control of their educational journey, fostering greater engagement and motivation.

Self Directed Learning is defined as a process where a person has the initiative, with or without the help of others to analyze their own learning needs, formulate their own goals, identifying learning resources, selecting and implementing appropriate learning strategies and evaluating the results. implement appropriate learning strategies and evaluate the results of their own learning. The results of his/her own learning (Cooper, 1999)

In modern times, digital technology influences every element of daily life, particularly in education, where both teachers and students use it. Social media is one piece of digital technology that helps students with their learning process. Students can easily access social media thanks to technological advancements. One social media platform and online learning tool that can be incorporated into educational activities is YouTube. Recently, YouTube is the most widely used video-sharing website, and it may be employed as a teaching tool to help students get better at English (Gracella & Rahman Nur, 2020). YouTube can encourage students to allocate more time to studying and practicing the target language when they are learning it on their own (Andriyani, 2019).

The largest and most well-known internet video platform in the world is YouTube. People of all ages, from children to adults, have been using YouTube in recent years. Users can exchange video clips for free, transfer videos, search for videos, view videos, and discuss videos. how music creation, consumption, and sharing are altered by YouTube. "YouTube enables listeners to become singers, viewers to become actors, and consumers to become producers, creating new original works and supplementing existing ones.(Ihlebak, 2018)

In Indonesia, English language teaching often focuses on grammar and writing aspects, while speaking skills receive less attention. English speaking ability is one of the main skills in language learning that is indispensable in the era of globalization. In the context of English as

a Foreign Language (EFL), The most crucial ability for learning English as a global language is speaking (Rao, Parupalli, 2019). This is due to the fact that speaking is an activity in which the speaker and listener engage in communication to exchange information using proficient speaking techniques, resulting in a fruitful dialogue (Iman, 2017).

Speaking ability is a major challenge for learners due to limited exposure to English in daily life. Speaking skill development is also hampered by other elements such a lack of self-confidence, speaking anxiety, and autonomous learning techniques (Canadian Journal & Scholars, 2008). While English has become known as a globally lingua franca, speaking proficiency is essential for efficient communication. Speaking fluently allows EFL students to participate in discussions, exchange ideas, and have conversations (Thomé-Williams & Kim, 2017).

However, a supportive learning environment which includes the teacher's role as a facilitator is crucial to the successful application of SDL. In addition to teaching, teachers serve as mentors who can assist students in comprehending the proper use of SDL. There is little study on how teachers may help students improve their EFL speaking abilities by adopting SDL tactics, particularly when it comes to the teachers' own viewpoint. (Arizatul Humaira' & Ajeng Hurriyah, 2018) claimed that Indonesian students tend to be passive throughout the classroom learning process and rely too heavily on instructor explanations in class activities. This is a significant issue that must be investigated and resolved in order to prevent them from developing poor study habits.

By promoting independence, increasing proficiency, and stimulating active involvement, self-directed learning practices play a vital role in improving speaking abilities. However, using a variety of learning resources and teacher support in addition to SDL maximizes its effectiveness. This well-rounded method aids students in improving their speaking performance. Using these techniques when learning a language can result in more individualized and successful learning outcomes. Speaking English is still a challenge for many English language learners. English language learners in higher education also struggle to acquire this multifaceted ability, which includes vocabulary, grammar, pronunciation, comprehension, and fluency (Iman, 2017).

Some researchers, (Tyas, 2022) technology like YouTube can significantly enhance language learning experiences but should be complemented by adequate support from educators to address challenges faced by learners. Potential of digital tools in fostering

independent learning while also recognizing the ongoing need for instructional guidance in language education.

According to,(Meinawati et al., 2020) YouTube has certain benefits and drawbacks for teaching speaking in the classroom that arise during the instructional process. Because the content on YouTube is engaging for them to view, the students are paying closer attention to it. The reason the pupils are laughing while watching the video is because YouTubers try to make their videos as engaging as they can for the audience. The researcher discovered that when YouTube was used in the classroom, students were easily distracted and wanted to watch and make noise anytime they saw famous videos on the YouTube homepage.

According to a study done in Kenya by Sarwar et al. (2014), intellectually gifted children who performed well on written exams nonetheless struggled to communicate in English. Since ESL students in Kenya still struggle to articulate their own thoughts in English, this indicates that speaking is a challenging ability for pupils to acquire. Additionally, Indonesian students are EFL learners, meaning that English is not a second language they encounter on a daily basis. who claimed that students can take charge of their own learning activities through autonomous learning. This indicates that kids understand that they are accountable for their own education. Thus, SDL is an extra tactic that students can use to increase their understanding of the material and to take greater responsibility for themselves as the primary participant in learning processes.

On the other researchers, Eugene Tafadzwa Maziriri, Parson Gapa, and Tinashe Chuchu (2020), investigated into how students feel about using YouTube as a learning tool for watching lesson videos. The study tested students' attitudes using a quantitative approach and a technological acceptance model. Students' opinions toward using YouTube and their behavioral intentions were highly correlated, which may indicate that this e-platform is effective in promoting tertiary-level learning (Maziriri et al., 2020).

Therefore, this study will focus more on investigating students' speaking experience and improvement the experience and improvement of students' speaking skills towards self-directed learning using YouTube videos to show what is the impact of watching YouTube videos on students' speaking skills and what are students' experiences in learning English through YouTube videos.

This research aims to see from the teacher's perspective, how self-directed learning techniques contribute to the growth of speaking skills. It is hoped that the findings of this study

will provide a deeper understanding of how educators can best support the implementation of SDL in teaching English as a foreign language.

## **B. Research Questions**

Based on the above background that has been described, the problems in this study can be identified, among others :

1. How do teachers perceive the application of self-directed learning strategies in the development of EFL learners' speaking skills?
2. What challenges do teachers have when implementing self-directed learning strategies in the development of EFL learners' speaking skills?

## **C. Objective of the Research**

1. To explore teachers' perceptions of the application of self-directed learning strategies in enhancing EFL learners' speaking skills.
2. To identify and evaluate the problems that teachers experience while implementing self-directed learning approaches in students' speaking performances, with a focus on pedagogical, logistical, and contextual variables.

## **D. Research Significance**

Theoretically, this study contributes highlights YouTube's potential as a tool that gives EFL students the ability to take charge of their own education. Learners can customize their educational experiences to meet their unique needs and interests by interacting with a variety of material kinds, including tutorials, instructional videos, and real-world language use. This independence is essential for encouraging drive and interest in language acquisition.

By examining the different types of content available, this research can provide insights into which formats (e.g., vlogs, educational channels, or interactive content) are most effective for language acquisition. Understanding these preferences can help educators recommend appropriate materials to improve learners' vocabulary, listening and speaking skills. Investigating learners' motivations for using YouTube whether for improving language skills, cultural understanding, or social interaction can lead to a more comprehensive understanding of how SDL operates in digital environments.

Practically, this research serves to find out how far this Self Directed Learning method enhances students' competence and proficiency and to understand how digital platforms can enhance language acquisition. This research underscores the importance of learner



autonomy while recognizing the need for instructional support, ultimately contributing to more effective language education practices in an increasingly digital world. The research opens avenues for future studies to explore long-term effects of using YouTube for language learning, the impact of different learner demographics, and the effectiveness of various content types over time. This ongoing inquiry is essential for adapting educational strategies to meet the evolving needs of EFL learners.

#### **E. Limitations of the Research**

This study was conducted for students who had learning experience and pronunciation improvement from self-learning by watching videos on YouTube. The participants were English teachers who applied self directed learning method to their lessons. The researcher focused on the teacher's perspective in investigating students' learning experience whether students experienced pronunciation improvement in self-directed learning by utilizing YouTube.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Previous Research

Research on self-directed learning on YouTube is not new; numerous researchers have studied this topic. Therefore, the following conceptual foundations and research reviews were employed by the researchers in the development of this study :

First, Research by Woro Retnaningsih, Elisabeth Milaningrum, Arif Widhi Nugroho, Hedy Ramadhan Putra (2022) *English Self-Regulated Language Learning on Youtube: Students' Purpose, Perception, and Action* the research highlights several aspects of self-regulated language learning through YouTube. The research involved only 22 university students from Central Java, Indonesia. This limited demographic may not represent the broader population of English learners globally. However, it did not explore other potential motivations for using YouTube for language learning, such as social interaction or entertainment. Investigating a wider range of purposes could provide a more comprehensive understanding of learners' motivations. The role of technology in facilitating or hindering self-regulated learning on YouTube was not addressed. Exploring how various technological tools and features (like comments, playlists, or recommendations) affect learning outcomes could provide valuable insights (Retnaningsih et al., 2022).

Second, research by Mohamed & Shoufan, (2022), in title *Choosing YouTube Videos for Self-Directed Learning*. The authors conducted two experiments with sophomore-level students in electrical and computer engineering programs, where they were asked to learn about two new topics by watching YouTube video clips of their choice. The results show a clear tendency to choose from the top of the returned list. However, students' performance in problem-solving was found to be uncorrelated with the choosing behavior. These results were similar for procedural and conceptual learning although the students' performance in solving the conceptual problem was significantly lower. These findings indicate that university students who seek YouTube for self-directed learning can freely choose from the top of the returned search list without concern.

Third, Research by Nur & Butarbutar, (2022) *A Narrative Inquiry of Students' Self-Directed Learning in EFL Speaking Class through YouTube*. The authors explored learners' accounts of their self-directed learning in EFL speaking class using YouTube and found that learners have made several attempts to foster their English language, both via teacher-guided and self-directed study, in recognition of the advantages of speaking as a foreign language. The importance of lifelong learning, both formally and informally, aligning with the andragogic learning strategy. It highlights that SDL, especially when integrated with technology, is crucial for developing 21st-century skills, making students active agents of change in their learning processes.

Fourth, in the title *Improving Vocabulary Proficiency and Self-Learning through YouTube: A Study in an EFL Context* says highlights several areas that indicate a research gap in the field of language learning, particularly in the context of using digital platforms like YouTube. The research specifically targets non-English major students in Taiwan, which is a relatively underexplored demographic in the context of YouTube-assisted language learning. Most existing studies tend to focus on English majors or advanced learners, leaving a gap in understanding how non-English majors can benefit from such resources. While the study employs a mixed-methods approach, there is still a lack of comprehensive qualitative research that delves deeper into students' experiences and perceptions of using YouTube for vocabulary acquisition. Future studies could benefit from more extensive qualitative data to enrich the understanding of learner engagement and motivation in this study emphasizes the need for further exploration of YouTube's role in language learning among non-English majors, the influence of academic disciplines, qualitative insights, long-term effects, and integration strategies with traditional teaching methods (Wu, 2024).

Fifth, *Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube* It investigates the use of YouTube as a self-regulated learning medium by English as a second language (L2) learners. (Wang & Chen, 2020) It presumably talks about how more and more students are supplementing their language study outside of regular classroom settings with content from websites like YouTube. The study's main objective is probably to figure out how students self-regulate the language-learning process they do on YouTube. This could entail looking at the approaches that students take, the kinds of content they interact with, and the degree to which these techniques advance their English language skills. The authors most likely used a mixed-methods or qualitative

technique, which could involve case studies, interviews, or surveys using YouTube users as learners. To comprehend learning patterns, they may have examined how learners interacted with the material, kept an eye on behaviors, and obtained feedback. The results in light of the body of knowledge already available on language acquisition and self-control. It might weigh the pros and downsides for language teachers and students by contrasting YouTube-based instruction with more conventional approaches. Conclusions on YouTube's efficacy as a self-regulated learning medium and offer advice to educators (like how to incorporate YouTube into formal learning environments) as well as learners (like how to select and use content successfully). The article may identify areas that warrant more investigation, such as longitudinal studies to evaluate long-term efficacy or examination of the ways in which various learner groups engage with YouTube (Wang & Chen, 2020).

Sixth, Research by (Urmilah et al., 2021), in *ittle Students' Perceptions and Experiences on YouTube-mediated Self-regulated Learning*. Self-regulated learning is an independent and effective process where learners can fully control their learning. This narrative inquiry research aims to investigate the perspectives and experiences of EFL students who frequently watch YouTube videos to learn English outside of the classroom. The data from six participants of one of state university in Karawang, Indonesia were collected through questionnaires and semi-structured interviews. It was found that the majority of the students' showed positive perceptions towards the use of YouTube for their goal commitment, affective, resource, and culture regulation. According to the survey, students thought that watching YouTube videos on a daily basis helped them become better speakers and listeners. This demonstrates how well the platform works to improve particular language abilities, which are important for language learners. Students valued the instantaneous and accessible aspect of video information for learning purposes, as seen by their appreciation of the videos as a form of feedback.

Seventh, Another researcher in the title, *Improving Students Speaking skills through Youtube videos: Systematic review* (Mohammad Ulin Nuha & Saputri, 2021). The study's objectives are to outline the ways in which YouTube can help students become more proficient speakers and to gather pertinent data on its use in classroom settings. The authors carried out a thorough analysis of the body of research, concentrating on a number of studies that emphasize the advantages and difficulties of YouTube use in language learning settings. Students' speaking abilities are greatly enhanced by YouTube videos because they expose them to contextual language, expand their vocabulary, and increase their self-

confidence. Better learning outcomes are facilitated and student engagement is maintained by the captivating quality of video content. Review concludes that YouTube is a valuable resource for improving English speaking skills. It suggests that educators should incorporate YouTube videos into their teaching strategies to enhance student engagement and learning outcomes. The authors recommend further research to explore long-term effects and optimal practices for integrating YouTube into language education

Last from, in their study the title is *Teachers' self-directed learning and teaching experience: What, how, and why teachers want to learn*. The motivations behind why teachers pursue self-directed learning are not thoroughly explored. Understanding the specific needs and motivations of teachers can help tailor professional development programs more effectively. This indicates a gap in research that connects teachers' personal and professional learning goals with their SDL practices. It is not established how a teacher's years of experience relate to how they tackle SDL. Scholarly inquiry may explore the ways in which varying degrees of teaching experience impact SDL techniques and efficacy, offering perspectives on the variations in learning approaches between inexperienced and seasoned educators. The growing use of technology in education calls for research into the ways that digital tools and resources help or impede teachers' self-directed learning. (Louws et al., 2017).

The collective findings of these studies highlight how useful YouTube is as a tool for self-directed learning language acquisition. Students value its adaptability, accessibility, and capacity to customize their educational experiences to meet their own requirements and interests. According to the study, using YouTube in language teaching methods can improve student interest and competency. Stress the value of using online resources like YouTube for teaching, whether it's to encourage students to learn a language or to help teachers with their own self-directed professional development. Both student speaking abilities and instructor effectiveness in the classroom can be enhanced by incorporating these tools.

## **B. Literature Riview**

This chapter presents a literature review and previous research which support this research to analyze the data and answer the research questions.

### **1. Definition of Self Directed Learning Strategies**

Self-directed learning (SDL) is one of the innovative learning models that allows the learner to take innovative learning model that allows the learner to take initiative, in diagnosing their learning needs, formulate learning objectives, identify resources for learning, select and implement learning strategies and learning, selecting and implementing learning strategies, and evaluating learning outputs. Analyze the results of the learning. Self-directed learning is defined as a process process where a person has the initiative, with or without the help of others. others to analyze their own learning needs, formulate their own learning own learning goals, identifying learning resources, choose and implement appropriate learning strategies and evaluate their own learning outcomes (Cooper, 1978).

In which individuals take the initiative with or without the assistance of others in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, selecting and implementing appropriate learning strategies, and evaluating learning outcomes" is how self-directed learning is defined (Plews, 2017).

Self-directed learning is the ability of students to take the initiative to be responsible for their learning with or without the help of others. with or without the help of others which includes aspects: awareness, learning strategies, learning activities, evaluation, and interpersonal skills interpersonal (Setyawati, 2018). Self-directed learning involves people using a variety of techniques in a variety of contexts at all times to increase their knowledge, abilities, accomplishments, and self-development.

Therefore, it may be assumed that the definition of self-learning is a learning process that is initiated by demonstrating a willingness to engage in self-directed learning (SDL), having the ability to choose the appropriate learning method for himself, and being able to increase his learning. the most effective method for him to gain knowledge and develop his abilities.Learner can control did not mean independence, but rather collaboration with other people within the context. From this perspective, we can see

Garrison's model did have a certain focus on the learning process perspective of SDL (Garrison, 2007).

Self-directed learning (SDL) is one of the innovative teaching models that enables students to become independent learners by diagnosing their own learning needs, determining their learning objectives, identifying learning resources, choosing and implementing teaching strategies, and assessing their learning outcomes. Thus, SDL should be seen as a socio-cultural entity resulting from the interaction between individual action and environmental opportunities (Lemmetty, 2021). And Teaching directed towards helping students to thrive in the digital age and provide them with a more individualised and customised learning experience (Ozer & Yukselir, 2023). Learners can be at various levels of independence, from highly dependent to highly self-directed (Grow, 1991). Self-directed learning is an educational process that focuses on student autonomy throughout the learning process. Finally, a few studies propose the self-directed learning model as a personal quality with the ultimate goal of developing character, emotional intelligence, and intellectual capacity. Liyan Song and others, 'A Conceptual Model for Understanding Self-Directed Learning in Online Environments'. Self-Directed Learning (SDL) has emerged as a powerful approach to language learning, empowering learners to take control of their own educational journey.

## 2. Implementation of Self Directed Learning Model Learning.

Provides a logical explanation of SDL learning, with two orientations in the SDL model's development being process and aim. As part of the process orientation, students must take responsibility for organizing, carrying out, and assessing the learning process. Additionally, SDL emphasizes the attitude, desire, or choice of the learners in taking on their responsibility for learning in the goal orientation (Song & Hill, 2007). He included the idea that SDL is a personal quality into the educational process.

The SDL Model in this instance is centered on learning methodologies, resource use, and student motivation. in education. For students to be engaged and meet learning objectives, self-management is a critical control. Although they do not have complete control over the learning process, students in the SDL model are able to work together with their peers while learning. Work together with peers in the similar situation. In this instance, the setting is centered on environmental elements and their potential to impact

the degree of independence. Environmental influences may have an impact on students' degree of independence. The Role of the Self Directed Learning model developed by Song and Hill can be seen in Figure 01.

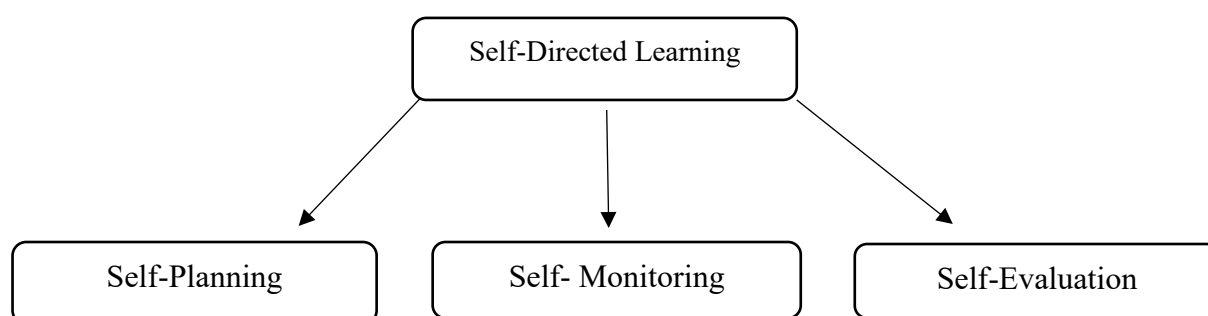


Figure 01. Self Directed Learning Model According to Song & Hill (2007)

### 1. Self- Planning

In this level, learners plan activities based on observation and in an environment where they feel comfortable learning. It is comfortable to study. The instructor then examines the abilities possessed by learners. Before doing something, one is familiar with the phrase planning, because planning makes one know what and where the steps will be taken, whether something will be achieved, and how to do it.

Planning makes one know what and where the steps will be taken, whether something will be achieved, and how to do it. At this point in time, educators guide learners to create their own learning objectives based on the subject matter being taught. Here's an example of self-planning :

- a. Setting Learning Objectives A person who wants to improve English skills sets specific goals such as :
  - “I want to improve my speaking skills to be able to communicate fluently in a professional context in three months.”
- b. Make a Study Schedule Design a detailed schedule, for example:
  - Monday-Friday: 1 hour to study grammar.
  - Saturday: Practice speaking with a study partner through an online platform.
  - Sunday: Weekly evaluation to measure progress.



- c. Finding Educational Resources choosing pertinent educational resources,
  - Including reference books.
  - Apps for learning languages, like Babbel or Duolingo.
  - Videos on YouTube that teach intonation or accent.

## 2. Self-Monitoring

At this point, students observe and assess their own learning. At this point, students face many hurdles in achieving more meaningful learning. Educators supervise students as they complete learning tasks and engage in other educational activities. Other tasks and activities relevant to the main learning objectives. Key learning tasks. The following is an example :

- a. Monitoring Results Against Objectives An English language learner tracks their progress toward weekly goals, such as
  - "Did I learn 20 new vocabulary words this week?"
  - "Have I spoken as intended at least three times this week?"
- b. Making Use of a Learning Journal Note daily lessons learned, obstacles encountered, and strategies for overcoming them. For instance :
  - I learnt five new vocabulary words today, but I'm finding it difficult to use them in sentences. I'll compose an example sentence for each term tomorrow.
- c. Measuring Achievement with Tools or Tests Use online quizzes or tests to measure the extent of understanding of the material.

Example:

- After learning grammar, students use an app like Grammarly to check their writing accuracy.

## 3. Self-Evaluating

At this stage learners evaluate the lesson and knowledge they have then the educator provides feedback to find out the extent of learners' understanding learners' understanding of the learning at that time. The educator then adjust and assess the learners' tasks with the objectives. Actually what is assessed is only the learning process teaching, but the assessment or evaluation is held through a review of the results obtained by students after participating in the teaching and learning

process and through a review of the set of components that together form the teaching and learning process (Winkel.W.S, 2004).

- a. Comparing Outcomes to Original Objectives In three months, a student learning English wants to be able to communicate smoothly in everyday situations.
  - "Am I now more confident speaking in English than before?" he asks himself at the conclusion of the session
  - "Can I converse with strangers without spending too much time looking for the right words?"
- b. Reflection on learning methods After trying different methods such as watching videos, reading books, and using apps, students evaluate their effectiveness.

Example :

- "Was learning through the app more effective for me than reading the book?"
  - "Of all the methods, which one helped me understand the material the fastest?"
- c. Adapting Learning Goals in Light of Assessment People change their objectives when they realize they are overly ambitious or unrelated

Example :

- "I initially set a goal of 50 vocabulary words per week, but this feels overwhelming.
- " I'll change it to thirty vocabulary words every week.

#### 4. Components of Self Directed Learning

Brockett & Hiemstra initially developed the Personal Responsibility Orientation (PRO) model. This model aimed to synthesize and organize key ideas in the SDL literature of the time. After more than 20 years of research, Brockett and Hiemstra introduced the Person, Process, and Context (PPC) model in 2012. The PPC model was created as an upgrade to PRO, not as a completely new SDL model (Hiemstra & Brockett, 2012).

The PPC model is not intended to be a new SDL paradigm, but rather to reconfigure the renewal of the PRO model. The Person Process Context paradigm is illustrated in the following image:

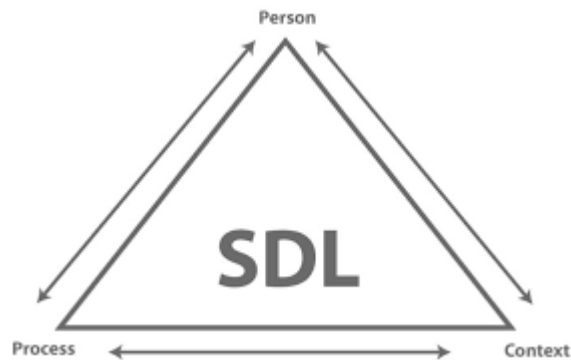


Figure 1.2. The Person Process Context (PPC) Model: A 21st Century Vision for Self Directed Learning (SDL) Sumber: Roger Hiemstra dan Ralph G. Brockett (2012: 158)

Self-Directed Learning (SDL) based on the Person Process Context (PPC) model has three interconnected dimensions: the person or personal dimension, the process dimension, which is the ability to create a climate in the learning process, and the context, which is the influence that exists outside the self.

Create a learning atmosphere and context, which is an external impact. The three dimensions of self-directed learning (SDL) are as follows :

1. Dimension Person

The passion and capacity of learners to assume accountability for their education are referred to as the person dimension (Garrison, 1997). The usage of resources, strong resources, and cognitive techniques are also included in the person dimension. The person dimension refers to the attributes that students bring to a specific learning environment, such as intrinsic motivation and resources, in addition to their past experience with the learning environment and their prior knowledge of the subject matter. There are various markers for the Self Directed Learning process in the human dimension. The following is an example :

- a. This element refers to individual traits that affect SDL success, such as:  
An innate desire to grow and learn is known as intrinsic motivation.

Self-Efficacy. The conviction that one can succeed in the process of self-directed learning. The capacity to organize, oversee, and assess learning on one's own is known as autonomous learning skills.

Example:

- Someone who is self-assured and driven to learn how to code starts learning on their own without help from others.

## 2. Process Dimension

This involves the teaching-learning transaction, including facilitation, learning skills, learning styles, planning, organizing, and evaluating abilities, teaching styles, and technological skills (Hiemstra & Brockett, 2012). Facilitating, learning skills, learning styles, planning, organizing, and assessing abilities, instructional styles, and technical skills are all part of self-directed learning (SDL). The following is an example :

- a. The actions people take to control their learning are part of the SDL process.

These consist of:

- Planning: Clearly defining learning objectives.  
Implementation: Making use of suitable materials and educational techniques.
- Monitoring: Keeping an eye on students' progress and modifying tactics as needed.
- Evaluation: Calculating success by looking at the outcomes.

Example :

“a student creates a study plan, makes use of internet resources, and periodically assesses their work to make sure goals are reached.”

## 3. Context Dimension

The environment and sociopolitics, including culture, power, the learning environment, finances, gender, the learning climate, organizational policies, the political environment, race, and sexual orientation, are all included in the context component of self-directed learning. organization, sexual orientation, race, and political climate (Hiemstra & Brockett, 2012). As previously mentioned, self-directed learning has three dimensions. Undoubtedly, these aspects play a part in self-directed learning. In this instance,

the context dimension plays a significant part in creating and regulating the environment for self-directed learning.

The addition of learning contexts is important in the current learning climate where no one learning model dominates, learning contexts not only impact the way learners plan, monitor and evaluate their learning (process), but has the potential to influence how the learner becomes motivated to learn, and how he or she uses various resources and strategies to achieve learning resources and strategies to achieve the expected learning (Song & Hill, 2007).

The context dimension provides an influence that outside of the self, but the process is nevertheless necessary. Although this self-directed learning may be more inclined towards the individual, if combined with the individual, but if combined with the existence of this context dimension, it will complement each other in the success of a learning process. Complement each other in the success of a learning process with the concept of Self-Directed Learning (SDL). Here is an example :

- a. SDL does not happen in a vacuum. The environment, culture and external support play an important role in this process. Context includes:
  - Learning Environment: Physical and digital facilities that support the learning process.
  - Social Support: Help from family, friends, or mentors.
  - Cultural Factors: Values and norms that influence how individuals learn independently.

Example:

- An employee taking online training utilizes discussion communities and office resources to support their learning.

## 5. Advantages and Disadvantages of Self-Directed Learning

The self-directed method has several advantages and disadvantages based on (Huriah, 2018).

### a. Advantages of the self-directed learning approach

1. Students have the freedom to learn in accordance with their own learning preferences, learning tempo, and the direction of their interests and skills in applying their numerous intelligences each day.
2. Stressing a greater variety of learning materials from educators as well as other sources that satisfy educational requirements
3. Students are able to enhance their overall knowledge, skills, and capacities.
4. Students have a great opportunity to become more aware of their surroundings and make wise decisions about how they will handle challenges in their daily lives through self-directed learning. issues that are faced every day.
5. Students are free to select materials based on their needs and interests. Furthermore, learning on one's own is more pleasurable when self-directed.

### b. Disadvantages of self directed learning.

1. Because they rarely interact with one another, brilliant students will get smarter and dumb students will get dumber.
2. Students that are indolent should work on improving their skills or knowledge. enhance their skills or expertise.
3. Some children require guidance in order to select appropriate reading material. to select the content that is appropriate for him or because the student in question is unsure of how much of his or her own abilities.

## 6. Speaking skills in English Language Learning

English is an international language which used all over the world. Many people learn to master it because many aspects in modern life cannot be separated from English. Nowadays we can find everything is written in English. As one of the aspects of globalization, English is now considered more and more important. (Annury,Muhammad, N 2013).

Speaking is an important part of verbal communication, therefore it shall be dominant in language teaching and learning process. Even though it is important, in fact, over years speaking has not been considered important (Rizka alfi, 2018). Based on the early observations of English teachers in the classroom, pupils should be able to communicate with others in English in a correct, fluent, and accurate manner. Teachers only use English to repeat exercises or memorize dialogues. This still falls far short of what is required for speaking proficiency in everyday situations (Ilyas & Putri, 2020).

(Asakereh & Afshar, 2016) State as one of the primary functions of communication is speaking, which is a skill that English language learners should develop. This is caused by the fact that speaking is an activity in which the speaker and listener engage in communication to exchange information using proficient speaking techniques, resulting in a fruitful dialogue (Iman, 2017).

According to (Bailey et al., 2000) Speaking is an interactive process in which speakers create, receive, and analyze information with the goal of creating meaning. Based on such theories, the researcher comes to the conclusion that speech is a form of media that is used to convey ideas, opinions, thoughts, and feelings to others.

The development of communication skills, which include appropriate speaking, listening, reading, and writing abilities, is the aim of English instruction and learning in Indonesia. As a result, the instructor should assign speaking exercises and give the students chances to interact with people in the target language.

Giving students speaking assignments that encourage them to utilize any language in their comments is a good idea for three main reasons, according to (Harmer, 2000). They are:

1. Rehearsal

Allowing students to engage in informal conversations allows them to practice conducting conversations outside of the classroom. To find out how learners can get better at speaking, the teacher suggests them to practice outside of class. Students can use those to enhance their speaking skills outside of the classroom. Here is an example of a speaking assessment rehearsal :

- a. Students are asked to prepare a short presentation on a specific topic (for example, “My Favorite Hobby”) and deliver it in front of classmates.

- b. Students are asked to retell the short stories they have read or make up their own stories based on the pictures.

## 2. Feedback

Speaking assignments that require students to speak every language they are familiar with in order to give feedback to the teacher and other students. Teachers are able to see their students' progress and language issues. Additionally, students may discover how easy a certain style of speaking is for them and what they need to work on to get better. Activities can improve students' self-esteem and sense of fulfillment, and with careful instructor supervision, they can be inspired to continue their higher education. The following is an example :

- a. Students are asked to prepare a short presentation on a specific topic (for example, “My Favorite Hobby”) and deliver it in front of classmates.
  - The teacher provides guidance on the presentation structure (introduction, body, conclusion) and assessment criteria such as fluency, pronunciation, and clarity.
- b. Students are asked to retell the short stories they have read or make up their own stories based on the pictures.
  - The teacher assesses the students' storyline, pronunciation, and courage in speaking.

## 3. Engagement

Engaging in effective speaking exercises can be quite inspiring. Students get a great deal of satisfaction from an activity if they are all engaged completely, the teacher has set it up well, and they can provide helpful and empathetic feedback. Role-playing, discussions, problem-solving, and other speaking exercises are all inherently entertaining. As part of the eighth-grade English curriculum, the researcher explained in this thesis how to communicate one's perspective and ask for information.

Speaking skill is a skill that has a higher level of difficulty compared to other skills and causes full anxiety to English learners when applying this skill because basically the opportunity to learn more English speaking in the classroom is limited given to learners since they are in primary education. given to learners since they are in primary education.



So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible. The following is an example :

a. Direct interaction:

- In class, the teacher asks students to discuss in small groups and share the results of their discussions.
- Read out a summary of the material presented today.

## 7. The Role of Youtube in Language Learning

The biggest and most popular internet video platform in the world is YouTube. People of all ages, from children to adults, have been using YouTube in recent years. Users can exchange video clips for free, transfer videos, search for videos, view videos, and discuss videos. YouTube has been identified by researchers as an additional method for enhancing students' speaking abilities. In order for students to attempt to give creative, intense, reactive, interactive, and thorough speech performances, they must receive speaking ideas from the mood speaker while YouTube videos (Riswandi, 2016).

Many people's everyday lives are now defined by their frequent switching between gadgets, modes, and media. Language learners today have access to a wide variety of richer, more adaptable, and more varied learning tools. (Burnett & Merchant, 2015) and these materials offer students a variety of informal, outside-of-classroom language learning options.

However, there are now more chances for meaningful and authentic language usage outside of the classroom because to the internet, media, technology, and the use of English in both virtual and face-to-face social networks. (Richards, 2015) Created by users videos, such as reviews, tutorials, pranks, critiques, and much more, are currently YouTube's most well-known content. Many people are now content creators who actively create and share their thoughts on YouTube rather than just passive video viewers.

These creators of content are now referred to as YouTubers. Numerous prosperous and well-known YouTubers cater to the interests and requirements of people from various walks of life, and they have a significant influence on their fan

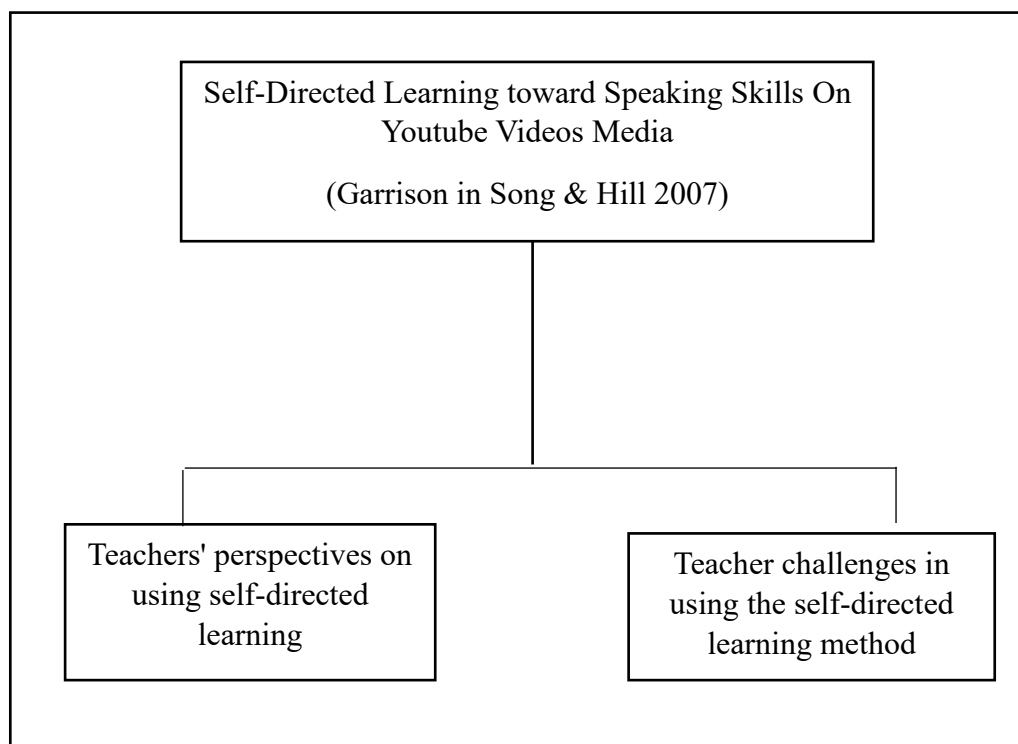
base. Many YouTubers position themselves as English-teaching experts in Taiwan, where there has always been a great demand for learning the language. They frequently upload tutorials to their YouTube channels.

So becoming YouTube a potential resource for language learning for their audience. In order to provide some insight into the advantages and disadvantages of this type of informal learning, this study examines the viewing habits of frequent viewers of English-teaching YouTubers and whether or not such frequent viewing influences their English learning. It is different from other studies on YouTube, which primarily present the site and its comment area as a globally complex environment that offers a wealth of opportunities for language and cross-cultural learning. Rather, by using YouTuber-produced videos, the participants were viewed as learning agents who actively took charge of their after-class education.(Benson, 2015)

Given the availability of visual content via YouTube videos, students would also like Students' ability to speak English will improve as a result of humanistic approaches. By actively participating in a positive group environment, the students are encouraged to adopt humanistic ways with a "supportive and cooperative group atmosphere" to assist them develop many favorable attitudes about themselves and their classmates. One aspect of personality that influences learning is motivation. It is "an internal motivation that propels one to a specific action (Saputri, 2017). YouTube videos are not only to accelerate students' English proficiency but also to improve vocabulary, confidence, and context of English which are issues faced by students. But also to improve vocabulary, confidence, and English context which are issues faced by students.

### C. Conceptual Framework

The conceptual framework below illustrates the research that will be conducted by the researcher. This research is a qualitative study of teachers' views on the use of self-directed learning methods and the improvement of speaking skills by watching YouTube on their self-directed learning. The learning process is conducted by students through YouTube and accessing English content to improve speaking skills



Based on the above concept, the researcher formulated the following problem:

How do teachers perceive the application of self-directed learning strategies in developing EFL learners' speaking skills and what challenges do teachers face when applying self-directed learning techniques in speaking lessons. The outcomes, This study aims to explore teachers' perceptions of the implementation of self-directed learning strategies in improving EFL students' speaking and to identify and evaluate the problems teachers experience when implementing self-directed learning approaches in students' speaking performances, focusing on pedagogical, logistical, and contextual variables. Ultimately, this framework supports the goal of understanding how Youtube Videos can be a medium for Self-Directed Learning.

## **CHAPTER III RESEARCH METHOD**

In this chapter, the main point is focused on the method of research used in this study. There are several subchapters: research design, research setting, research object, method of collecting data, instrument of research and technique of data analysis

### **A. Research Design**

This study's methodology is qualitative, which is defined as research that analyzes the population and sample size using the positivist philosophy as a foundation and uses research instruments to gather data in order to test the hypotheses included in. Qualitative research is an interpretive method that uses participant subjective experiences to try to understand the meaning and behavior of a certain social event (Creswell W. J, 2018). This design will offer comprehensive insights into the attitudes, actions, and difficulties teachers have when using YouTube to teach languages. Analyzing the "what," or the claims, arguments, or ideas presented in the text, fields, or pictures, is part of this.

The effectiveness of the Self-Directed Learning (SDL) approach using YouTube Praterial can be assessed using a qualitative design. Specifically, qualitative interpretative research involves a number of steps that go beyond qualitative content analysis and need reflection. This study, which intends to investigate and comprehend English teachers' experiences and viewpoints regarding YouTube as a medium for SDL, is suited for qualitative descriptive research.

### **B. Participant and Research Sampling**

The population for this study was an English teacher who had conducted learning based on YouTube technology as a learning tool and applied the Self-Directed Learning method. which included various genders, cultural backgrounds, and socio-economic statuses in the school. The sampling technique used was purposive sampling, which allows researchers to select participants who meet certain criteria relevant to the research objectives. The research was conducted at SMA 01 BOJA Kendal, which is located at Jl. Bebengan No. 203 D Boja Kendal. The research was scheduled for the last week of February 2025.

Therefore, the retrieval of sources of information (informants) is based on a predetermined purpose, Purposive can be interpreted as intent, purpose, or usefulness. A sample size of one to five participants is considered sufficient for qualitative case studies to allow for a comprehensive analysis of individual experiences while maintaining manageability (Cypress, 2021).

Qualitative research is research that focuses on the depth of respondents rather than quantity, this type of research is also specific and raises phenomenological or narrative case studies. The selection of research subjects (informants) in this study was carried out using a purposive technique, which is the deliberate determination of sources of information based on certain objectives or considerations in advance. A small sample size allows researchers to concentrate more on gathering rich, detailed data and doing thorough data exploration utilizing methods like in-depth interviews or case analysis. Furthermore, hypotheses like saturation point. (Creswell J. D., 2018)

### **C. Method of Collecting Data**

#### **1. Observation**

In this study, researchers conducted observations in the environment of SMA Negeri 01 Boja. Jalan raya Bebengan No.203, Simbang, Kendal. The observations made include observing the role of self-directed learning strategies on speaking skills through YouTube videos through the perspective of English teachers.

Observation is used to point to research that is characterized by intensive social interaction between the researcher and the object under study. Observation by going directly to the research location by researchers is carried out to observe the problems being studied (Brooks et al., 2019). To observe the behavior and conduct of individuals in the research site, the researcher goes straight to the field. In this observation, researchers document activity at the research site in an organized or semi-structured manner (e.g., by asking a number that the researcher is particularly interested in). Additionally, qualitative researchers can take on a range of roles, from participation to non-participant (Creswell J. D., 2018).

**Table.3.1 Observation instruments at the research location SMA 01 Boja, Kendal**

Indicators or Aspects	YES	NO	NOTE
1.) The teacher motivates students to learn.			
2.) Teacher tells the students the learning objectives			
3.) Teacher acts as a balancing tool to guide the students' freedom of learning and provide support for the students in stages			
4.) Teacher provides videos through YouTube media for students to learn.			
5.) The teacher provides opportunities for students to interact with the YouTube video			
6.) The teacher evaluates students' understanding after using the YouTube video			
7.) The teacher gives constructive feedback to the students.			
8.) The teacher reflects on their knowledge of the video orally			
9.) Teachers encourage reflecting on students' speaking progress through structured self-evaluation, guided discussion, analysis of recorded speech and goal-setting exercises.			

## **2. Semi-Structured Interviews**

Descriptive data collection was the method employed in this study, and rather than using numerical data, the data were gathered using words and images. The data came from documentation studies, interviews, and observations (Mackiewicz, 2018). interviews are an appropriate method for gaining in-depth understanding of participants' perspectives and experiences directly.

Interview (in-depth interview) An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be

constructed on a particular topic. Interviews are an appropriate method for gaining in-depth understanding of participants' perspectives and experiences directly (Creswell, n.d.2018). Semi-structured interviews were conducted to investigate teachers' perspectives on the role of self-directed learning in speaking skills. The researcher used in-person interviews to engage with participants in this study, adhering to the interview guidelines that had been prepared for teachers.

**Table.3.2 Interview instruments with English teachers at the research location SMA 01 Boja, Kendal**

Theory	Elements	Description
	Stage Setting	The researcher set up the stage for interview. In this case, the researcher used direct interview
	Welcoming	The researcher greets the participants
	Profile	The researcher asks the participants about their profile (for instance; full name, teaching for which class, how many years of teaching)
Garrison,(Song & Hill, 2007)	<p>Question</p> <p>1. How do teachers perceive the application of self-directed learning strategies in the development of EFL learners' speaking skills?</p> <p>2. What challenges do teachers have when implementing self-directed learning techniques into speaking performs?</p>	<p>The researcher gives questions for the participants in case to obtain the data are needed.</p> <p><i>Self-Planning</i></p> <p>1) What are the study planning strategies adopted by independent learners in</p>

		<p>achieving their academic goals?</p> <p>2) What is the teacher's role in balancing student guidance and freedom in the self-planning process?</p> <p>3) How is the effectiveness of teacher intervention in improving students' skills in self directed learning?</p> <p><i>Self - Monitoring</i></p> <p>1. How do you implement SDL strategies in your teaching practice?</p> <p>2. In what ways do you encourage students to reflect on their speaking progress?</p> <p>3. In your opinion, how does SDL align with the goals of EFL speaking instruction?</p>
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		<i>Self – Evaluating</i> <ol style="list-style-type: none"> <li>1. What challenges do you experience when applying self-directed learning (SDL) techniques in speaking lessons?</li> <li>2. What factors prevent you from implementing SDL in your classroom?</li> <li>3. What support or training can help mitigate SDL implementation challenges?</li> </ol>
	Thanking	The researcher symbolizes appreciation to those who contributed experiences for the study.

## 2. Data Analysis

Qualitative research is unique in that it aims to provide a detailed, holistic, and full understanding of the uniqueness of people, groups, communities, or specific organizations in daily life. As a source of information, this research method is supposed to generate descriptions of the writing, speech, or observed behavior of every individual, group, community, or specific organization in a given location. This study's data analysis will adhere to the three primary stages of (Huberman, 2014). Methodology for qualitative data analysis

a. Data Condensation

The process of choosing, streamlining, abstracting, and/or changing data that almost fills a portion of written field notes, interview transcripts, papers, and other empirical materials is known as data condensation. At this point, the researcher gathers information from the conducted interviews in order to truly focus the data based on the degree of study necessity. To gather information relevant to the research issue, conduct interviews. In order to gain the research topic required for the study, the interview transcripts are sorted out after the interviews are conducted and written data is in the field. As a result, "final" findings can be made and confirmed. At the data condensation stage, all data that has been collected is then processed without reducing it, including data from observations, interviews, and documentation. Data was selected based on the focus of the research problem.

b. Data Display

Miles and Huberman claimed that narrative prose is the most often utilized format for presenting qualitative data, however it can also be interpreted and evaluated in the form of graphs, matrices, networks, and charts. Presenting the data is the next phase in this investigation once superfluous data has been eliminated. The information provided is highly relevant to the study, specifically with the Self Directed Learning model on YouTube's Content Types for EFL Learners. Here it can be said that it is the integration of information that enables inference and action. Presentation of data helps in understanding what is happening and to do something, including deeper analysis or taking action based on understanding. The stage in presenting the data is in the form of interview data that has been restated so that it can be easily understood and can be used as a basis in the process of drawing conclusions. This step the researcher presents the data from the interviews conducted.

c. Conclusion Drawing/Verivication

Creating a conclusion is the third phase in the data analysis process. The process of generating conclusions and verifying the results that connect with the data that researchers gather from various findings of events in the field comes next while data collecting is still being examined during or after the event process in the field.

Drawing conclusions and verification of the analysis that has been clean and rechecking with evidence found in the field is the final step that is carried out. Finally, the analysis of the data and findings from the completed research is based on valid data.(Miles, M.B., Huberman, A. M., & Saldana, 2004) From the beginning of data

collection, a qualitative analyzer begins to look for the meaning of things, noting explanatory regularities, possible configurations, causal pathways, and propositions. “Final” conclusions may not emerge until data collection ends, depending on the size of the collection of field notes, coding, storage, and retrieval methods used, and the researcher's skills. The conclusion drawing stage is the process of determining conclusions based on the results of interviews conducted by informants and the data obtained is appropriate or can answer the formulation of the problem

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the data obtained during the research, including. This chapter presents the data obtained during the research, including the results of interviews and observations to explore how teachers think about the role of Youtube media in improving speaking performance through Self-Directed Learning strategies. All data were collected through interviews and observations conducted at SMA 1 Boja involving two resource persons who are English teachers.

#### **A. Findings**

The data presented is based on the results of interviews conducted by researchers with English teachers at SMA 01 Boja. This chapter presents data on how teachers perceive the application of independent learning strategies in developing EFL students' speaking skills and what challenges teachers face when applying independent learning techniques in speaking performance. To find out the complete research, the researcher attached the data analysis which is presented as follows:

##### **1. Teacher perspective of self-directed learning application development**

The involvement of Youtube videos with Self Directed Learning strategies to see how far Youtube media can increase students' speaking skills. By looking at the strategies that teachers do, researchers know the teacher's perspective on the application of self-directed learning strategies, whether it is in line or not with their learning goals. Self Directed Learning learning model in English learning from the teacher's perspective applied at SMA 01 Boja.

Based on the data collected from the interview, the strategies used for the implementation of Self Directed Learning strategy were found. The following analysis relates the findings to the research question: How do teachers perceive the application of SDL in the development of EFL learner's speaking skills.

**Table 4. 1 Teacher respons to self-directed learning speaking strategies through youtube videos**

Respondents	Respons
Teacher 1	<p><i>“First, find a way how the child can learn to focus on independent learning where the child is given, for example, the teacher gives a recording then the child sees or watches the student can imitate how the video runs.”</i></p> <p>This response shows that as a teacher, finding the students' main focus point is necessary in implementing this strategy.</p>
Teacher 2	<p><i>“There are various strategies, using initial assessment because to question children later when we choose videos, our hope as teachers is that it is right on target. If we choose the media, we hope that it means what we want to achieve on target. It also helps us to know the initial condition of children cognitively and non-cognitively.”</i></p> <p>This response indicates that an initial assessment is needed to measure students' abilities in measuring students' cognitive and non-cognitive abilities.</p>

In its implementation, teachers realize that this strategy has many advantages but does not reduce the risk because this strategy is subject to student freedom so that

teachers must monitor student conditions when implementing this strategy. Respondents revealed various strategies for implementing the Self Directed Learning strategy through Youtube videos. Teachers must provide students with a way so that students can follow the strategy well. In addition to the method, teachers must also provide examples and focus on students, first conducting an initial assessment to find out the extent of students' abilities in learning and then choosing a video that is suitable for the student because according to him it is not us who bring the world of learning but learning is brought to the world of children.

*“In Self directed learning, it can be said that the teacher provides a way that makes it easy for students to understand and the teacher gives examples to students.”*(Respondent 1)

Respondent 2 emphasized that there must be media that is definitely useful, not only interesting but also useful.

*“There are various strategies, using initial assessment because to question children later when we choose videos, our hope as teachers is that it is right on target. If we choose the media, we hope that it means what we want to achieve on target. It also helps us to know the initial condition of children cognitively and non-cognitively.”*(Respondent 2).

The researcher collected, analyzed, and simplified data from the interviews to answer the research questions related to teacher's role in balancing students in the self-planning process in Self-Directed Learning.

**Table 4.2 Teachers’ responses about role of the application**

<b>Respondents</b>	<b>Respons</b>
Teacher’s 1	<i>”We can provide learning ideas, for example giving instructions on learning to students, then we can assess that there is good progress and then changes from these students so that we as teachers can see and balance the role of teachers in this strategy.”</i>

	<p>This response shows that providing learning ideas and giving instructions to students is the teacher's role in balancing self-directed learning with the teacher's self-planning.</p>
Teachers'2	<p><i>"In this case we as teachers cannot directly make ourselves what we are, but we can play ourselves as facilitators where the teacher does not only feed the child but the teacher provides a track, so the child runs at his own speed but the teacher is a track for the students. if the student has overspeed, we as teachers must stop the student's speed"</i></p> <p>This response shows that in this strategy the teacher acts as a facilitator who provides a path for his students at their own pace.</p>

Respondents stated that the role of teachers in balancing teacher guidance and learning freedom in Independent Learning strategies. For example, Respondent 1 explained that We can provide learning ideas, for example giving instructions on learning to students.

*"We can provide learning ideas, for example giving instructions on learning to students, then we can assess that there is good progress and then changes from these students so that we as teachers can see and balance the role of teachers in this strategy."*(Respondent 1).

Similarly, Respondent 2 emphasized that teachers play a role as facilitators who provide children with good facilities.

*"In this case we as teachers cannot directly make ourselves what we are, but we can play ourselves as facilitators where the teacher does not only feed the child but the teacher provides a track, so the child runs at his own speed but the teacher is a track for the students. if the student has overspeed, we as teachers must stop the student's speed."*(Respondent 2).

In improving students' speaking skills through Youtube videos. Respondents highlighted that teachers must play a role in this strategy if they want to produce speaking skills, students must actively speak in class on the videos given.

*" Students in a class that uses this strategy may not be as effective in student development because in this strategy the teacher cannot speak like other strategies."*( Respondent 1).

Respondent 2 emphasized that we as teachers are facilitators whose function is to facilitate students so that students can learn according to the learning goals of the learning. Teachers are also required to ask students continuously.

*" When the teacher can maximize his role as a facilitator I think it can also maximize the effectiveness of the teacher in improving student skills during the learning process when the child is Self Directed Learning. It is not enough to provide videos and watch them when the teacher's role is a facilitator then the teacher really facilitates so that there is still a personal touch between the teacher and the student."*( Respondent 2).

In the application of the Self Directed Learning strategy in the teaching practice process, the researcher found that the two respondents had different ways of applying the SDL strategy. Respondents said that this strategy can be done in many ways, some fully delegate the understanding of the video given completely to students, but on the one hand other respondents said that although this strategy uses a system of freedom for students but as a teacher must still act as a facilitator, namely serving students both outside and inside the learning classroom.

*" I usually take a theme that requires the use of video, I give a video then after watching the video I ask how the child captured the video that I gave then I tell the child to summarize what I gave."*(Respondent 1)

*" In this independent curriculum, it is applied then learning must have a*



*differentiated meaning, I as a teacher must provide services both inside and outside the classroom according to the needs of students, which is very suitable for me, although maybe not only online but also offline it is very helpful and can also be implemented with this strategy students with different learning service needs can be bridged with this strategy, taking YouTube media with the aim of facilitating teacher services in implementing this strategy.”(Respondent 2).*

This study shows that involving YouTube videos in the Self Directed Learning (SDL) strategy has a positive impact on improving students' speaking skills at SMA 01 Boja. From the teacher's point of view, it is seen that there are many advantages of implementing SDL, including building students' independence and increasing active participation in the learning process. However, teachers realize that the freedom given to students brings its own challenges, so continuous control and monitoring are needed.

The importance of conducting an initial assessment to find out the cognitive and non-cognitive conditions of students before choosing the right learning video is emphasized by teachers. In practice, teachers not only provide learning media but also model, guide, and create a clear path for students in undergoing the learning process independently. Teachers act as facilitators, maintaining a balance between students' learning freedom and the direction and learning objectives to be achieved.

The teachers agreed that to improve students' speaking ability, students' active speaking after watching the video is necessary. Teachers not only play a role in providing the videos, but must also continue to encourage, guide and provide personalized feedback to maintain meaning in the learning process. In addition, there are variations in the implementation of this strategy; some teachers give full freedom to students to understand the material, while others still provide learning services both inside and outside the classroom according to students' needs.

**Table 4.2 Teacher's perspective on the application of self-directed learning strategies**

No.	Aspect	Teacher 1	Teacher 2
1.	Teacher's Role	Providing clarifications and examples to students to aid their understanding of the subject matter. where active and autonomous learning is promoted for students. In addition to serving as a source of knowledge, the instructor also serves as a role model, explaining how certain ideas can be used in practical settings, students can calmly see how the content is implemented through written examples This is particularly important as students still want explicit initial instruction when learning independently so that they have a point of reference as they investigate the subject independently.	Actions serve as “pathways” and facilitators to help students maintain their attention while learning. Although students are free to plan their own learning, the task in this technique is to ensure that they stay on the desired learning path rather than imparting knowledge, as a facilitator, the instructor offers direction, learning materials, and feedback to help students stay on track and away from learning objectives rather than providing direct instruction at every turn. The instructor is there to remind students and help them get back on track if they stray from the goal.
2.	Starting Strategy	After providing the themes and videos, students are asked to demonstrate their understanding. Teachers start by providing lesson plans and learning videos that are in line with the	Make the first evaluation and choose the media according to the traits of the students. Conduct an initial assessment, or initial evaluation, with the students. The purpose of

		<p>learning objectives. The theme is based on students' needs and is linked to the context of daily life so that the material is more appropriate and useful. Videos distributed through websites such as YouTube serve as the main resource that assists students in exploring the material independently. After viewing the videos and learning the material, students not only want to learn passively but also want to share their understanding. This type of demonstration of understanding can be done in various ways, such as by showing a movie, narrating, discussing, or even practicing a conversation based on previously taught material.</p>	<p>this evaluation is to understand the condition of the first-year students, both from the cognitive side such as English language ability and comprehension, as well as from the non-cognitive side such as motivation, learning style, and interest. This information becomes the basis for determining the learning environment and media that best suits the students' characteristics. After conducting the initial assessment, teachers select learning materials, such as YouTube videos, that suit the needs and abilities of the students. Such media selection is not done randomly, but rather tailored to the students' level of understanding, interests and socio-cultural context.</p>
3.	YouTube Media Usage.	<p>Provide videos according to the theme, then ask students to respond (retell or summarize). Through the integration of YouTube</p>	<p>Select appropriate videos based on assessment results and student progress. Teachers should select instructional videos</p>

		<p>media, the teacher starts the learning process by providing a learning video that is relevant to a predetermined theme. This theme is in accordance with the learning objectives and students' needs, both with regard to relevant facets and language proficiency levels. The purpose of the video content is to provide students with clear and contextualized learning objectives. After watching the aforementioned videos, students are instructed to respond by summarizing the content or retelling it. This activity encourages students to not only be passive learners, but also actively interpret the information given to them before retelling it in their own words. This process is important for developing speaking skills as it helps students learn how to think clearly, organize their thoughts, and increase their confidence when communicating in writing.</p>	<p>that match students' learning styles and the results of the initial assessment. The purpose of the initial assessment is to find out students' cognitive and affective conditions as well as their basic abilities, interests and learning styles. However, monitoring learning progress is done in a methodical way to determine how students show improvement in competence, especially in speaking skills. By understanding both aspects, a teacher can adapt YouTube videos or, more specifically, teach students how to select videos. In this case, a teacher should choose videos that suit their own needs while keeping in mind the material previously covered.</p>
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Although both respondents support the implementation of Self Directed Learning (SDL) strategies in English language learning, there are differences in their approach, focus and perspective on the implementation of these strategies in the classroom. Both respondents agreed that even while students are allowed to take charge of their own learning, the teacher's role is still very important in the SDL approach. Instead than being the focal point of learning, the teacher now serves as a facilitator, giving students direction, advice, and examples. Additionally, both responders use YouTube videos as a teaching tool to help pupils become more independent and enhance their speaking abilities. They also concur that a preliminary evaluation is necessary to ensure that the media and resources offered are appropriate for the skills and requirements of the students.

Overall, these strategies show that teachers have their own perspectives on these strategies and say that these strategies are quite effective for developing speaking skills learning with different role and planning learners. While there are variations in teachers' approaches to implementing Self Directed Learning, their goal remains uniform: facilitating the development of students' speaking skills by using YouTube media. This strategy is considered quite effective in developing students' abilities, with the caveat that the teacher's role as a facilitator is key to its successful implementation.

### **1. Teachers' challenges in the application of self-directed learning strategies in speaking class**

Based on the data collected from the interviews, factors or challenges faced by teachers in implementing this strategy were found. The following analysis relates the findings to the research question: What challenges do teachers face when implementing self-directed learning techniques into speaking performances.

According to the findings of in-depth interviews with two English teachers at SMA 01 Boja, there are some commonalities in the difficulties they constantly encounter while learning, despite their disparate methods and experiences applying the Self Directed Learning strategy. The primary barrier to applying SDL, according to both respondents, is pupils' insufficient motivation for learning. Students still rely heavily on the teacher's direct guidance because they are not used to learning on their own. This has an impact on how well learning tactics that require pupils to take initiative and take personal responsibility work.

In addition, the educational environment's assistance is likewise seen as subpar. The optimal implementation of the SDL technique is hindered by the restricted availability of technological gadgets, internet connections, and specialized facilities that facilitate the autonomous learning process. An additional outside element that exacerbates this difficulty is a less favorable learning environment, both at home and at school.

The challenge teachers face in fairly assessing students' learning progress is another similarity. Teachers must provide each student more individualized attention because every kid learns differently and at a different speed, which undoubtedly increases the workload and complexity of the learning process. The following table lists the difficulties both respondents encountered when putting the SDL strategy into practice in order to highlight how comparable these issues are:

***Table 4.3 Teacher challenges in the application of self-directed learning in speaking class***

No.	Aspect	Respondent 1	Respondent 2
1.	Student Response	Some students did not participate in class activities, did not watch videos, and showed no interest, Some students appear passive and uninvolved in the designed learning, either during discussions, while watching videos, or when doing other independent activities. Such disengagement could be due to a variety of factors, such as lack of motivation, lack of understanding of the educational objectives, or simply their inability to	Students remained in their “own world” and were reluctant to make connections with the subject. Some students tend to be immersed in their “own world” and are reluctant to relate learning to the material being studied. Even when they were given the opportunity to learn through media such as YouTube videos, some students showed that they were more independent. They were apathetic, quiet and uninterested in connecting

		accept instructive teaching methods and independence.	the videos or subject matter to the wider context of learning.
2.	Self-motivation	The enthusiasm for learning and still relying on teachers to move is lacking. Although SDL emphasizes the importance of students' initiative and commitment in guiding their own learning process, the reality on the ground shows that not all students are willing to undertake such tasks independently. Many students are less motivated to learn when they are passively guided by their teachers and have no desire to explore the material independently.	Gen Z students are more individualistic and less tolerant if they are not treated with respect. They are quite individualistic and sensitive to things that don't seem appropriate. Gen Z grew up in a highly personalized digital age where they are used to accessing information independently, expressing themselves on social media, and creating their identity through digital platforms. This makes it easier for them to learn on their own in a controlled environment, but in other situations, they are also less comfortable with collaborative or team-based interactions that require tolerance and understanding of others.
3.	Support from school authorities	This means that specialized facilities and spaces are needed for	The lack of support from the school environment is

		students who have difficulties.	necessary to inform the SDL strategy.
4.	Media Selection	Although it is too detailed, the focus is on how students interact with the video. How students can understand and learn from the video.	Struggles to find appropriate media (videos) that are suitable for students and usually the teacher provides opportunities for students to find their own videos that are suitable for the learning material.

Although both respondents experienced difficulties with the Self Directed Learning (SDL) strategy, there were some differences which were mainly seen in the focus on the difficulties they faced during the long learning process. Respondent 1 went into more detail about the practical challenges and silent challenges in the classroom context, especially with regard to passive student responses. She stated that not all students follow instructions, and there may even be some who do not watch the learning videos that have been provided. I also highlighted the importance of students' strong learning motivation and support for their teachers in carrying out their duties. As students are not yet highly motivated to learn, this challenge makes self-learning less than ideal.

Meanwhile, Respondent 2 emphasized the challenges on the psychological aspects and generational characters of the students. She mentioned that students from generation Z tend to be more introverted and individualistic, making it difficult to build connections between students during the SDL process. According to him, when self-directed learning strategies are implemented, students tend to get stuck in their "own world" and find it difficult to collaborate or discuss. This challenge is more social and emotional, relating to students' ability to learn in a community context.

Respondent 2 also highlighted the lack of support from the school environment systemically. She felt that the SDL strategy was not fully understood or supported by the school as a whole, in terms of policies, facilities and learning



culture. In contrast to Respondent 1 who emphasized the importance of a dedicated learning space, Respondent 2 emphasized the need for a change in learning culture and an increase in digital literacy as a deeper form of support.

**Table 4.4 Responses about the challenges teachers have when application of Self-Directed Learning.**

Respondents	Responses
Teacher 1	<p>a. Internal factors.</p> <p><i>“Sometimes the student’s does not respond to the practice in class, sometimes the child does not watch or there is no desire.”</i></p> <p><i>“Lack of enthusiasm for learning among students is also a factor, then there are also students who are dependent on teachers”</i></p> <p>This response shows that the challenges faced by teachers are based on internal factors.</p> <p>b. Eksternal Factors.</p> <p><i>”Support from the school must provide a special place so that children who have obstacles can attend school ready to participate in school activities with existing limitations.”</i></p> <p><i>“In my opinion, the environment also affects so that everything runs smoothly”</i></p> <p>This response shows that the challenges faced are not only internal but also external, various kinds of challenges faced by teachers.</p>

Teacher 2	<p>a. Internal Factors.</p> <p><i>“Because they are gen z, making them always connect with each other is a bit difficult, when doing self directed learning strategies they will be ask with their own world.”</i></p> <p><i>“Because of the lack of support from teachers and the school environment, so when I use this strategy, that's what I feel”</i></p> <p><i>“in this strategy the teacher is an important role for the success of this strategy”</i></p> <p>This response shows that the challenge faced by teachers in this strategy is the difficulty of connecting one student with another, and teachers also play an important role in this strategy.</p> <p>b. Eksternal Factors.</p> <p><i>“If it hinders finding media that suits the needs of students and does not clash with our culture, we know that English is not our language and is not a second language, but English is for the language, finding media that is age appropriate is a hindering factor and students today prefer short videos”</i></p> <p>This response shows that the challenge faced is choosing media that is appropriate for students and does not conflict with existing culture.</p>
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There are several factors that can support or hinder the application of Self Directed Learning method. In the teaching and learning process of English subjects at SMA 01 Boja, Kendal. The results of the study conducted at SMA 01 Boja, Kendal, obtained a data description of the factors that support and hinder the application of the Self Directed Learning method in English lessons.

Learning is inseparable from the existence of supporting and inhibiting factors. Many factors determine the creation of enjoyable learning, one of which is the teacher because the teacher is the role in charge of helping students to gain knowledge so that they can develop their potential. Supporting factors consist of two categories, namely internal and external factors. The following are those factors :

#### A. Internal factors

1. Learners, their characters and responses greatly influence the learning process with Self Directed Learning method in English subject. This is because they like the process, have motivation and self-awareness to learn, thus supporting the application of Self Directed Learning method in English learning.

*“Sometimes the student’s does not respond to the practice in class, sometimes the child does not watch or there is no desire.”*(Respondent 1)

*“Because they are gen z, making them always connect with each other is a bit difficult, when doing self directed learning strategies they will be aisk with their own world.”*(Respondent 2)

*“Lack of enthusiasm for learning among students is also a factor, then there are also students who are dependent on teachers”* (Responden 1)

*“Because of the lack of support from teachers and the school environment, so when I use this strategy, that's what I feel”*(Responden 2)

From the interviews, it was found that one of the main obstacles was students' lack of response to the in-class exercises. Some students showed a lack of seriousness in following the learning, such as not watching the videos provided or not having the motivation to learn independently.

The characteristics of generation Z are also a challenge. Students' behavior to be more immersed in their own world makes building connections between students difficult when self-directed learning strategies are applied. The process of developing

learning independence is not optimal due to students' lack of enthusiasm in learning and their dependence on teachers. of course teachers have challenges when implementing this strategy into English language learning into speaking performances.

2. Teachers, the ability and creativity of teachers are very important in the learning process. With their creativity, the class will always be fun and students will not feel bored. At SMA 01 Boja, the Self Directed Learning method is applied in various ways, which support the learning process. The teacher must always innovate so that students do not feel bored, that is the challenge.

*“We as teachers must be smart to find interesting ways so that children are not bored”* (Respondent 1)

*“in this strategy the teacher is an important role for the success of this strategy”* (Respondent 2).

When implementing the Self Directed Learning (SDL) strategy, there are several obstacles that come from the teacher himself. Teachers play an important role as facilitators in assisting students to learn independently, but not all teachers are able to optimize this role. Some teachers have not provided consistent support and have not fully created a learning environment conducive to students' independent development.

Without adequate guidance and direction, and with a lack of follow-up after video assignments, students tend to lose direction and motivation. Teachers' inability to build strong relationships with students makes the SDL process feel distant and impersonal. Teachers who have not let go of their reliance on conventional teaching methods also hinder the establishment of a flexible and participatory learning culture.

Therefore, it can be concluded that the success of the Self Directed Learning strategy is largely determined by the readiness of teachers in changing their roles, perspectives, and approaches to learning, so as to create a learning system that encourages students to be more active, independent, and responsible for their own learning process.

## B. External factors.

1. Video selection through Youtube media, The diverse quality of YouTube content is a challenge. The videos teachers choose must be interesting, but also relevant, appropriate and in line with learning objectives. Other external factors are school policies that sometimes do not fully support the optimal integration of digital media, as well as the lack of training for teachers in curating and managing online-based learning resources. Therefore, in choosing media from YouTube, teachers need to consider not only students' needs, but also infrastructure support, institutional policies, and the quality of learning resources, so that the learning process based on Self Directed Learning can run effectively and meet expectations.

*“If it hinders finding media that suits the needs of students and does not clash with our culture, we know that English is not our language and is not a second language, but English is for the language, finding media that is age appropriate is a hindering factor and students today prefer short videos”* (Responden 2).

Respondent 1 emphasized that finding suitable YouTube videos for students is also one of the inhibiting factors of this strategy.

2. Less supportive environment, In the implementation of the Self Directed Learning strategy by utilizing YouTube, one of the main obstacles is the unsupportive environmental factors. The school environment, which is not fully prepared in terms of facilities, policies and learning culture, hinders teachers' efforts to build students' independence.

Factors such as lack of access to a stable internet, lack of technological devices, and minimal support from peers and the school prevented this strategy from being implemented optimally. In addition, students' social environment, both at school and at home, is also influential. Students' motivation and consistency in Self Directed Learning will decrease if they are in an environment that does not support self-directed learning habits, such as lack of parental attention or a weak digital literacy culture around them.

*“In my opinion, the environment also affects so that everything runs smoothly”* (Respondent 1).

The success of self-directed learning strategies does not only depend on the methods and media used, but is also strongly influenced by the extent to which the

surrounding environment supports the learning process actively and positively. This condition emphasizes this.

The results show that the implementation of Self Directed Learning (SDL) strategy in English learning at SMA 01 Boja is influenced by interrelated internal and external factors. The characteristics of students and the role of teachers internally are the most important. Students, especially from generation Z, show difficulty in connecting with others and are more concerned with their own world, which results in a less than optimal response to self-directed learning. SDL faces great challenges due to lack of motivation, dependence on teachers, and low awareness of self-learning.

The role of the teacher is also very important. The success of this strategy relies heavily on teachers' creativity, innovation and their readiness to adapt to their new role as facilitators. Teachers who cannot establish strong relationships with students, do not provide consistent assistance and still rely on conventional methods hinder the creation of an independent and active learning atmosphere.

External factors play a role in strengthening or weakening the implementation of SDL. Media from YouTube needs to be chosen carefully, taking into account age-appropriate, cultural and learning objectives. Factors such as limited internet access and technological devices, coupled with school policies that are less supportive of the use of digital media, are obstacles in implementing this strategy.

Students' social environment, both at school and at home, also plays a role in influencing the success of independent learning. Without a culture of digital literacy and adequate family support, the challenges for teachers and students increase.

Overall, the successful implementation of Self Directed Learning through YouTube media is not only determined by the method or technology used, but is also strongly influenced by student readiness, teacher competence, and environmental support that builds a spirit and culture of independent learning.

The existing inhibiting factors will become obstacles in the teaching and learning process, especially in the application of the Self Directed Learning method. Therefore, it is necessary to find the right solution to overcome these obstacles. Respondents have their own ways to overcome the inhibiting factors of the application of the Self Directed Learning strategy.

*”Support from the school must provide a special place so that children who have obstacles can attend school ready to participate in school activities with existing limitations.”(Respondent 1)*

Support from the school is an important element in the successful implementation of the Self Directed Learning strategy. One form of concrete support that needs to be provided is by providing special facilities that can be accessed by students who have obstacles, whether in terms of technology, learning readiness, or other limitations.

The provision of this special place functions as a support space, where students who are having difficulties can get additional help without feeling left behind by their friends. For example, schools can prepare a learning center or resource room equipped with technological devices such as computers, stable internet connections, headsets, and additional relevant learning materials.

Different opinions, while Respondent 2 stated that communicating with colleagues is a solution to existing inhibiting factors.

*“In my opinion, I read more and look for references or discuss with colleagues or this collaboration is very important for us to apply, so there is more chatting and discussion from the student's perspective.”(Respondent 2).*

Discussing with fellow teachers or having a dialogue with fellow teachers is also crucial. This collaboration gives us the opportunity to exchange experiences, challenges, and solutions when facing various conditions in the classroom. Through discussions, we can provide input to each other on more effective methods in managing learning and improving the quality of teaching.

Listening to their perspectives, we can better understand their needs, desires, and the obstacles they face during the learning process. Through these discussions, we gain valuable insights that allow us to better adjust our learning approaches to be relevant and effective. By listening more to students' perspectives, we can build their confidence and strengthen the relationship between teachers and students, which ultimately increases students' motivation and engagement in learning.

Overall, collaboration between reading, discussing with peers, and listening to students' views are important steps in creating a holistic and responsive learning experience.

## **B. Discussions**

In this study, the researcher conducted a content analysis of the study. This study aims to answer the following research questions: 1).How do teachers perceive the application of Self Directed Learning in the development of EFL learner's speaking skills? 2). What challenges do teachers have when implementing self-directed learning techniques into speaking performances? his section connects the research findings from the previous section with the research questions. Further explanation is given below :

### **1. Teachers' perceptions of the application and the role of SDL in English language learning development for EFL learners**

In this point, the researcher discussed about the teacher's perspective on the application of Self Directed Learning strategies using Youtube videos in enhancing speaking skills. The following are the findings of teachers' perspectives on video-based SDL learning through Youtube media. The main focus of the discussion included teachers' perceptions, the implementation of the SDL strategy, the role of teachers, and the challenges and inhibiting factors in implementing the strategy.

The results of the interview indicate that both respondents evaluate the introduction of SDL into English language learning positively. They supported that, despite the focus on student independence in SDL, the teacher's role as a facilitator is still significant (Cooper, 1978).Which states that SDL does not mean that students learn without direction, but the teacher acts as a guide and provider of learning resources that are in accordance with student needs (Plews, 2017).

Based on Respondents, it is crucial to offer examples and guidance for students to effectively follow the SDL process. On the other hand, Respondent 2 underscored the significance of an initial assessment for choosing media that aligns with students' capabilities, advocating for a method that “brings learning to the child's world.” This statement demonstrates that teachers recognize the necessity of adapting learning to fit the conditions and needs of the learners through differentiation (Tomlinson, 2001).



The learning process includes three main components: Self-Planning, Self-Monitoring, and Self-Evaluation (Song & Hill, 2007). Both respondents in the study indicated that teachers supported each of these aspects.

- 1).Self-Planning: The teacher provides examples and helps students determine learning objectives. This can be seen in the teacher's efforts to conduct an initial assessment to adjust the YouTube videos to be used to the needs and abilities of students.
- 2). Self-Monitoring: The teacher encourages students to reflect on their progress in speaking English. Although the SDL strategy provides flexibility, the teacher continues to monitor and direct the process so that it does not go off track.
- 3.) Self-Evaluation: The teacher plays a role in evaluating learning outcomes, both verbally and in writing, and provides constructive feedback so that students can assess their achievements independently.

These results align with the concept (PPC) Person-Process-Context (Hiemstra & Brockett, 2012).Person Dimension: Teachers recognize that not all students have the same level of motivation or independence. Some students show a high interest in independent learning, while others have difficulty focusing,process Dimension: Teachers adjust the learning process through differentiated services, both online and offline, according to student needs. This reflects the teacher's ability to manage a flexible SDL process,context Dimension: The selection of learning media, such as YouTube videos, is adjusted to the social and cultural context of students. Teachers pay attention to content so that it does not conflict with local values, reflecting sensitivity to the learning environment.

The use of YouTube as a medium in SDL has received positive responses from teachers (Gracella & Rahman Nur, 2020).YouTube encourages student engagement, provides flexibility in time and content, and increases motivation and exposure to authentic English (Maziriri et al., 2020).However, teachers also noted distractions students sometimes lose focus or choose videos based on popularity rather than academic relevance. YouTube content can backfire if not supervised (Meinawati et al., 2020).

The actual tactics used by each teacher varied. Respondent 1 tends to use videos that match the learning theme and then asks students to summarize the content of the

video. This strategy demonstrates the cognitive approach in SDL, which aims to develop critical thinking and comprehension skills. On the other hand, Respondent 2 emphasizes that differentiated learning services, both inside and outside the classroom, are important. It is more flexible and takes into account the different needs of each student.

Overall, this study confirms that this Self Directed Learning strategy plays an important role in improving students' speaking skills, providing an understanding that Youtube media plays a very important role in this strategy. But teachers must also be careful in choosing videos that are sources of student learning. Future research can explore how Youtube can improve students' speaking skills.

## **2. Challenges teachers have when implementing Self Directed Learning strategies in speaking class**

There are distinct difficulties associated with the incorporation of self-directed learning (SDL) strategies into English language learning. Although SDL promotes student accountability for their own learning, it necessitates that teachers modify their instructional approaches and assume new roles as facilitators instead of conventional instructors.

Major challenge is to make sure that students have the motivation and the tools they need to oversee their own learning without needing to be watched all the time. Teachers need to discover methods for achieving equilibrium between granting students independence and offering the essential guidance and support required for focused, productive learning.

In settings where students are used to lessons that are more structured and led by teachers, this transition can be especially difficult. Thus, teachers must take on the dual responsibility of facilitating learning and cultivating an environment that promotes self-regulation, critical thinking, and active participation.

This study also found challenges faced in implementing the SDL strategy, such as difficulties in creating a conducive classroom atmosphere and students' lack of motivation to learn independently (Garrison, 2003). Research which states that students' lack of readiness and discipline in independent learning is one of the main obstacles in SDL.

The factor that hinders the implementation of this strategy can also be said to be the lack of student focus on learning. Many students, especially in the secondary level, are not yet cognitively and metacognitively ready to take control of their own learning (Grow, 2000).

In addition, the selection of media that is suitable for the local culture is one of the significant obstacles. Self Directed Learning requires students to have skills such as learning planning, time management, self-reflection, and self-evaluation. This is important because cultural context can affect how effective learning materials are. Local values should be considered in the selection of videos from YouTube so as not to cause conflict or resistance from students and the community. Social entities that cannot be separated from the influence of culture and environmental values (Lemmetty, 2021).

An important motivating factor in self-directed learning is the students' own interest and desire to learn. Students will be motivated to learn when instruction is content based and meaningful, when knowledge is useful and provides a means to achieve desired goals. Personal motivation is central to the success of Self Directed Learning (Garrison, 2003).

One of the main factors that hinders the implementation of Self-Directed Learning (SDL) is the high dependence of students on the role of teachers as the center of learning. In an education system that is still dominated by a teacher-centered approach, students tend to be passive and accustomed to receiving one-way information from the teacher. This makes the transition to more independent learning a challenge in itself.

Most students tend to be passive during the learning process in class and rely more on explanations from the teacher. When they are faced with independent learning such as SDL, many of them experience confusion, lack of confidence, or even feel like they don't know where to start (Arizatul Humaira' & Ajeng Hurriyah, 2018).

From the interviews, it was found that teachers develop strategies to overcome these obstacles, such as discussing with peers, sharing experiences in teacher forums, and involving students directly in learning. Such as giving students full discretion to choose media that is appropriate to the learning material. These strategies are in line with the collaborative approach to teacher professional development, which emphasizes the importance of peer support and shared reflection.

There are difficulties involved in the process of putting Self-Directed Learning (SDL) into practice. This study identified several factors that inhibited the successful implementation of SDL in learning English. These factors include students' lack of motivation, limited resource access, and teachers' preparedness to adopt new teaching strategies. The respondents, nonetheless, offered valuable insights into potential solutions for overcoming these obstacles and ensuring that SDL can be effectively incorporated into the educational process. In this chapter, the proposed solutions are examined and corroborative literature is presented to validate their efficacy.

This solution is consistent with research on how institutional support fosters SDL. To facilitate independent learning, a supportive infrastructure is essential. Resource rooms containing computers, dependable internet access, and other essential educational resources can be set up by schools to tackle problems like insufficient technology or limited access to learning materials (Garrison, 2003).

Respondent emphasizes the value of professional dialogue and sharing best practices among educators. Through regular discussions and collaborative efforts, teachers can exchange ideas on how to improve SDL implementation, share resources, and tackle classroom challenges. Professional learning communities (PLCs) have been shown to enhance teacher effectiveness and student outcomes (Hord, 2004).

Another crucial solution to overcoming barriers to SDL is actively listening to and engaging with students' perspectives. Teachers who invest time in comprehending the needs, challenges, and preferences of their students are better prepared to tailor their teaching strategies to fit individual learners. Since students feel their opinions are valued, this approach centered around students can result in greater engagement and motivation (Terrell & Brown, 2007).

The implementation of Self-Directed Learning (SDL) in English language education can be significantly improved by addressing the inhibiting factors identified in this study. Vital solutions include providing adequate school support, fostering teacher collaboration, engaging with students' perspectives, addressing technological gaps, and cultivating a positive learning environment.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter presents conclusion and suggestion from the researcher. The conclusion is concluded based on the data analyses that have been discussed in the Chapter IV.

#### **A. Conclusion**

Self Directed Learning (SDL) strategy is a learning approach that makes students active subjects in the learning process, where they are responsible for planning, managing, and evaluating their own learning activities. This strategy in English learning shows great potential to improve students' learning independence, intrinsic motivation, and critical thinking skills.

The results of the data analysis show that the researcher concluded that respondents have a positive perception of the implementation of the Self-Directed Learning strategy in English learning, especially in terms of improving students' speaking skills. They realize that SDL provides space for students to learn independently, but still requires the role of teachers as facilitators who guide and direct the learning process. Teachers still have an important role as facilitators in the SDL strategy. Teachers provide learning media such as YouTube videos, but also provide assistance so that students can understand the material presented through the media optimally.

Self Directed Learning is not only a technical strategy in learning, but also a pedagogical approach that requires a change in learning culture, where the role of teachers is more as a facilitator, and the school system supports the development of student. SDL can be an effective strategy to form a generation of independent, adaptive, and responsible learners if implemented properly and supported by all elements of education.

In English learning, the successful implementation of the Self Directed Learning (SDL) strategy relies heavily on the capacity of all involved parties, both internal and external, to surmount a variety of inhibiting factors that emerge during the learning process. Challenges like low student motivation, reliance on teachers, inadequate facilities, and unpreparedness of teachers and school environment must be addressed wisely and strategically.

The solutions that emerged from the interview results showed that school support is very important, especially in providing supporting facilities and infrastructure that allow students to learn independently, such as special study rooms and access to technological devices. On the other hand, collaboration between teachers through discussion and exchange of experiences is a strategic step in enriching teaching methods, adjusting the approach to student characteristics, and creating an adaptive learning environment.

Important approach is the active involvement of teachers in listening to students' perspectives. By understanding the needs and constraints from the students' perspective, teachers can design more appropriate, contextual, and motivating learning strategies. Each of these solutions shows how important it is to have synergy between institutional support, teacher readiness, and active student participation so that effective independent learning can be realized.

In this chapter emphasizes that the Self Directed Learning approach is not only about strategy, but also about how to build a mutually supportive learning ecosystem. When all elements of education work in harmony, obstacles can be transformed into opportunities to improve the quality of student-centered learning and prepare them to become lifelong learners.

## **B. Suggestion**

The followings are some suggestions based on the conclusion above:

### **1. For the next researchers**

Hopefully it can help future researchers in compiling their research. Future researchers can continue research on the implementation strategy of Self Directed learning on Youtube videos by making supportive and non-judgmental research. It is recommended to expand the scope of participants, for exam.

### **2. For the Teachers**

Teachers should keep developing and investigating different learning strategies that foster Self-Directed Learning, particularly through the use of media like YouTube. Teachers should also make sure that the media used is suitable for the students' ability level, interests, and cultural context. Moreover, it is necessary for teachers to strike a balance between providing learners with freedom and offering support, so as to keep the learning process on track.

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APPENDIX I  
Instrument for Observation

Indicators or Aspects	YES	NO	NOTE
1.) The teacher motivates students to learn.	V		The teacher motivates students to learn in order to build students' enthusiasm for learning.
2.) Teacher tells the students the learning objectives	V		The teacher provides information about the learning goals before the lesson starts to achieve the target objectives.
3.) Teacher acts as a balancing tool to guide the students' freedom of learning and provide support for the students in stages	V		The teacher's role is to strike a balance between freedom of learning and support for students.

4.) Teacher provides videos through YouTube media for students to learn.	V		The teacher provides videos through Youtube media for students to study
5.) The teacher provides opportunities for students to interact with the YouTube video	V		The teacher provides an opportunity for students to respond to the video given by the teacher.
6.) The teacher evaluates students' understanding after using the YouTube video	V		The teacher evaluates the students' understanding of the video.
7.) The teacher gives constructive feedback to the students.	V		In addition to evaluating students' understanding, the teacher also provides feedback for students.
8.) The teacher reflects on their knowledge of the video orally	V		After watching the video, students are

			expected to be able to understand the material conveyed from the video
9.) Teachers encourage reflecting on students' speaking progress through structured self-evaluation, guided discussion, analysis of recorded speech and goal-setting exercises.	V		The teacher instructs the students to record or speak in front of the class to practice their speaking skills.

## APPENDIX II

### Transcript of Interview

#### Transcript 1

Participant : Istakori S.pd

Place : SMA 01 Boja.

Date : 13 March 2025

Time : 09:11 A.M.

1. How do teachers perceive the application of Self Directed Learning in the development of EFL learner's speaking skills?	
1. What are the study planning strategies adopted by independent learners in achieving their academic goals?	First, find a way how the child can learn to focus on independent learning where the child is given, for example, the teacher gives a recording then the child sees or watches the student can imitate how the video runs.
2. What is the teacher's role in balancing student guidance and freedom in the self-planning process?	Student can be given work after I give the video, for example, the teacher immediately gives an assignment after

	watching the video, which is what I do in order to balance my role in this strategy.
3. How is the effectiveness of teacher intervention in improving students' skills in self directed learning?	Still pursued because English and speaking are the priority in learning English, but in this strategy the teacher cannot do much because learning is student-centered.
4. How do you implement SDL strategies in your teaching practice?	I usually, for example, the theme of learning procedure text then I give a video not only one but more then the child is told to watch the video then I reflect on the student's understanding after that I give feedback to the student's understanding.
5. In what ways do you encourage students to reflect on their speaking progress?	I motivate students to watch movies and then listen to English music or English podcasts to learn through video media.
6. In your opinion, how does SDL align with the goals of EFL speaking instruction?	First, I convey the module that I have to provide information to students so that the learning objectives can be met and students can provide feedback with the learning outcomes of today's material.

2. What challenges do teachers have whe implementing self-directed learning techniques into speaking performs?	
1) What challenges do you experience when applying self-directed learning (SDL) techniques in speaking lessons?	Sometimes students are difficult to respond, some are good at responding, some do not respond, there are many disadvantages and risks.
2) What factors prevent you from implementing SDL in your classroom?	Usually the factor that causes it is the absence of a connection or the cellphone is damaged, many of which reveal the factor is that. Lack of enthusiasm for learning among students is also a factor, then there are also students who are dependent on teachers

3) What support or training can help mitigate SDL implementation challenges?	Support from the school must provide a special place so that children who have obstacles can attend school ready to participate in school activities with existing limitations.
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## Transcript 2

Participant : Linda Yuana S.pd,M.pd

Place : SMA 01 Boja.

Date : 16 April 2025

Time : 09:11 A.M

1.How do teachers perceive the application of Self Directed Learning in the development of EFL learner's speaking skills?	
1. What are the study planning strategies adopted by independent learners in achieving their academic goals?	There are many strategies, usually there is an initial assessment to map the children so that later when we choose the media or video it is right on target, hoping that it is meaningful, not just fun but there are benefits in accordance with the learning indicators.
2. What is the teacher's role in balancing student guidance and freedom in the self-planning process?	The teacher must be able to place himself as a facilitator where what is meant by facilitator here is that the teacher provides a free track but the teacher provides the path and students walk at their own pace but the track is from the teacher.
3. How is the effectiveness of teacher intervention in improving students' skills in self directed learning?	Back again when the teacher can maximize his function or his role as a facilitator I think it can also maximize the learning process when students do SDL, the teacher cannot only provide videos, when being a facilitator really facilitates students there is personal touching between teachers and students.
4. How do you implement SDL strategies in your teaching practice?	For me, in this learning practice, especially when the independent curriculum is implemented, how

	differentiated learning must be able to provide learning services both in the classroom and outside the classroom that are in accordance with the needs of students.
5. In what ways do you encourage students to reflect on their speaking progress?	For me, I often fantasize but the emphasis is on contextualization, so I look for videos that are about everyday life because language is an everyday communication tool so I think it's easier to apply videos to everyday life.
6. In your opinion, how does SDL align with the goals of EFL speaking instruction?	Usually I carry out a learning process based on speaking skills that is more contextual in everyday life, so that students can easily apply learning to everyday life.

2. What challenges do teachers have when implementing self-directed learning techniques into speaking lessons?	
1) What challenges do you experience when applying self-directed learning (SDL) techniques in speaking lessons?	If the challenge is because we are faced with the Gen Z generation, sometimes making them connect with each other is a bit difficult, so if they have studied freely, they will be busy with their world and when they return to the classroom atmosphere, it is difficult for them to be conducive again.
2) What factors prevent you from implementing SDL in your classroom?	If it hinders finding media that suits the needs of students and does not clash with our culture, we know that English is not our language and is not a second language, but English is for the language, finding media that is age appropriate is a hindering factor and children today prefer short videos. lack of support from teachers and the environment and minimal readiness for independent learning for students
3) What support or training can help mitigate SDL implementation challenges?	In my opinion, I read more and look for references or discuss with colleagues or this collaboration is very important for us

	<p>to apply, so there is more chatting and discussion from the student's perspective. I am more involved in the student's learning so rather than being confused about what media is suitable, it is better for the student themselves to choose the media or video.</p>
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### APPENDIX III

#### Documentation



Picture 1.1 interview process with Bu Linda Yuana S.





Picture 1.2 interview process with Pak Istakori S.pd.

## CURRICULUM VITAE

### **Personal Data**

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