paramasastra
Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

THE CORRELATION BETWEEN STUDENTS' SPEAKING SKILLS AND SELF-DIRECTED LEARNING IN VIRTUAL ENGLISH COMMUNITY

Rizka Tiara Azizah SBH[1], Arik Susanti[2]
[1]Universitas Negeri Surabaya, rizka.17020084015@mhs.unesa.ac.id
[2] Universitas Negeri Surabaya, ariksusanti@unesa.ac.id

ABSTRACT

This study was conducted to investigate correlation between students' speaking skills and self-directed learning in a virtual English community. This quantitative research involved 20 students who joined the speaking community at a public university in Surabaya. It used speaking rubric and a questionnaire as instrument data and was then analyzed by using SPSS 26.0 for Windows. The result of this study was the students included moderate self-directed learning users. The highest mean score was self-management (M=3.79) and followed by self-motivation (M=3.64) and self-monitoring (M=3.34). In terms of speaking skills, the students were good speakers in every speaking aspect. Sequentially, the best speaking aspect mastered was vocabulary and followed by grammar & accuracy, pronunciation, and fluency & coherence. Through correlation analysis, the use of self-directed learning was highly correlated with the students' speaking skills (r=0.669). Thus, it could be said that applying self-directed learning is a helpful way for the students' speaking skills.

Key Words: *Speaking skills, self-directed learning, English community*

INTRODUCTION

In the 21st century, speaking is the most important skill in learning English as a language used in the world (Rao, 2019). Afshar & Asakereh (2016) stated that speaking is a skill that is one of the main roles of communication which should be improved by English learners. It is because speaking is an action in which the speaker and listener interact to share information by involving mastered speaking skills so that it becomes a good conversation (Iman, 2017). By having good speaking skills, many people will indicate that the learners have good English knowledge as well. In line with this, according to Al-Jamal & Al-Jamal (2014), the English learners indeed need to develop what they understand about English by applying their knowledge through communication as an active contribution. This is even supported by Dewi et al. (2016), who said that English speaking skills need to

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

be mastered because English itself is an acceptable language over the world and this can be helpful for those who can use English as a communication language to find a job easier in the future. That is why speaking skills can be said that they can support someone to achieve her/his better life.

However, nowadays, there are many English learners who still lack speaking skills. Higher education as English learners also has difficulty in mastering this skill that has several components such as vocabulary, grammar, pronunciation, comprehension, and fluency (Iman, 2017; Nakhalah, 2016). They are not able to apply their knowledge about English even though most of them have received English lessons in class at every level of education. According to Chou (2018), speaking skill is a skill that has more difficulties than the other skills and raises a sense of full anxiety in English learners when applying this skill because basically the opportunity to learn more to speak English in class is indeed limited to be given to the learners since they were in basic education. This is supported by Nakhalah (2016), who said that there is limited time for the learners to learn English in class. Also, it is known that English learners will have difficulties in mastering speaking skills when they do not learn more grammatical structure and have many proper vocabularies (Rao, 2019). Therefore, English learners are quite incapable of producing English speech directly.

To overcome those speaking problems, English learners definitely need a place for building their habit to speak English, such as a speaking community. This is a community that focuses the students on communication using a target language by forming a team work (Ramadani et al., 2020). According to Putra & Savitri (2018), this community is also defined as an English department program conducted offline to develop English learners' speaking skills outside the classroom by discussing in groups based on their speaking skill level where there is a group leader in each group and a supervisor as a facilitator. By this innovative outdoor learning, it can be helpful for the learners. Fägerstam (2014) stated that they can feel more confident and relaxed when practicing speaking beyond the classroom. They can express their thoughts using English without feeling pressured by freely discussing what topics, when, and wherever they are in meetings (Putra & Savitri, 2018).

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

Therefore, the English community can help the learners develop their speaking components (Masdiko & Damanhuri, 2017).

Nevertheless, since COVID-19 pandemic has widely spread, all learners are forced to conduct a virtual English community. According to Yuan & Kim (2014) and Wu et al. (2017), a virtual learning community can still be implemented to achieve its goals, in fact, one by one members have the same opportunity to convey what they want to say and encourage them to be more self-directed to foster their oral skills. Applying this program also encourages the learners to be independent because the learners practice without being supervised and controlled directly by the teachers. Meanwhile, their teacher has a minimum role. From this condition, the learners must have self-directed learning in which they are responsible for their learning process. It is supported by Yasmin et al. (2019) who indicated that the learners in self-directed learning can use their responsibilities for how they learn.

Self-directed learning itself is defined as student-centered learning that makes learners take over to control learning planning from an educator to them and this is centered on developing the student skills they need (Tekkol & Demirel, 2018). In line with them, Sumuer (2018) said that self-directed learning means a kind of learning process where its planning and implementing that aims to achieve learning goals involve the learners by applying several characteristics such as self-motivation and self-management. Moreover, there are the most common characteristics of self-directed learning such as self-management, self-motivation, and self-monitoring. Firstly, self-management is a characteristic that can drill the students to be a good planner and problem solver for themselves related to their process of learning (Lau, 2017; Malison & Thammakoranonta, 2018). Then, self-motivation is intended as a process that can engage the learners to organize their learning (du Toit-Brits & van Zyl, 2017; Gibbons, 2002). The third is self-monitoring in which the learners have the authority to evaluate, choose, and decide what the activity they want in their learning (Du Toit-Brits & van Zyl, 2017).

There are several previous studies that investigated self-directed learning. First, Majedi & Pishkar (2016) conducted a study about the effect of self-directed learning on speaking accuracy of English as a Foreign language (EFL) learners.

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

This experimental research involved 60 learners who studied in an Iran institute. Data instruments used were speaking pretest and posttest and scale of Self-directed learning readiness. Here, these researchers found that self-directed learning affected the learners' speaking accuracy.

Second, Buitrago (2017) investigated self-directed learning and EFL students' speaking fluency. This study also involved collaborative strategies for the students. It was conducted in a university in Colombia by involving 10 students. The data used were the students' speaking tasks along with their survey and their teacher's observation related to the students' performance. From this study, the researcher found that self-directed learning accompanied by collaborative strategies could develop fluency in EFL students' speaking.

Third, Olivier (2019) explored autonomography related to self-directed learning in writing skills by involving several students from a university in South Africa who spoke African languages and English. To collect data, the researcher used a questionnaire regarding self-directed writing that was developed. About the result of their study, it was found that the students' self-directed learning as the writers influenced their writing.

Fourth, Aghayani & Janfeshan (2020) researched the effect of self-directed learning on writing performance of EFL learners. The participants of this experimental study were 30 male learners in an Iran university. About the data used was the pre and post-test results. Here, it was found that the use of self-directed learning has impacts on the learners' English writing skills.

Some previous studies above are broadly about the relationship between self-directed learning and language skills as well as certain components in speaking that were conducted offline. However, some studies exploring self-directed learning in a different environment that focus on particular skills concerning all components are rarely found. Therefore, this present study was to fill the gap by investigating self-directed learning that involved a learning beyond the classroom virtually. Specifically, the researcher investigated the correlation between students' speaking skills and self-directed learning in a virtual English community.

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

In line with the background of this study, it is formulated three research questions as follows:

1. How is the students' self-directed learning in a virtual English community?
2. Is there a correlation between students' speaking skills and self-directed learning in a virtual English community?

Meanwhile, there are two hypotheses to answer the second research question:

H_0: There is no correlation between students' speaking skills and self-directed learning in a virtual English community.

H_1: There is a correlation between students' speaking skills and self-directed learning in a virtual English community.

METHOD

Based on the research questions, this research design was quantitative. One of quantitative research is correlational research that focuses on the identified variables of either two or more variables and the relationship between them without any manipulation (Ary et al., 2010). Related to the understanding, it is relevant to this study that looks for the correlation between self-directed learning and students' speaking skills in a virtual English community. Thus, this study included correlational research.

The population of this study was ninety-three female and male students of English education class of 2017 who joined a virtual English community in a public university in Surabaya, East Java, Indonesia which were divided into several levels based on their speaking skills. Twenty students at the seventh level were selected randomly to be the sample of this study. Those had also been made sure that they were assessed by the same lecturer so that there was no bias in this study and they were selected regardless of age, gender, and academic grades.

To answer the first research question, the data needed was the students' responses. While its data source was the questionnaire answers related to self-directed learning, particularly three characteristics of self-directed learning they used. Then, the data for the second research question were the students' results of speaking assessment in a virtual English community and the data of the first research

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

question. For the source of the data, they were the documents of students' speaking assessment results and the data source of the previous research question.

Regarding the first and second research questions, the instrument used was questionnaire. It is a way of obtaining a lot of information by giving a form of questions to individuals and then asking them to complete without being time-consuming and costly (Ary et al., 2010). For this study, the questionnaire included a close-ended questionnaire. This questionnaire which had 14 questions in total was adapted from García Botero et al. (2019), Lee et al. (2017), and Yang (2016) then the answers were provided by using the 5-point Likert Scale consisting of never, rarely, sometimes, often, and always. To ease the participants to answer this questionnaire, it was created via Google Form where it would be distributed and filled out later via a link.

Before being distributed, the questionnaire was tested for validity and reliability first. Validity test was done by being checked by an expert to know whether or not the questionnaire was valid. To conduct this test, firstly the researcher asked a lecturer to be a validator then the questionnaire had been declared valid as the research instrument with minor revision. Afterward, the questionnaire was tested for reliability by distributing this instrument to respondents who were not the subject of this study and then their answers to the questionnaire were analyzed using SPSS 26.0. The questionnaire was said to be reliable when the Cronbach Alpha value was > 0.60.

Table 1
Reliability Test of Self-Directed Learning

Characteristic	Cronbach α	Conclusion	Explain
Self-management	0.604	Reliable	Cronbach α > 0,60
Self-motivation	0.640	Reliable	Cronbach α > 0,60
Self-monitoring	0.647	Reliable	Cronbach α > 0,60

From the results presented in table 1, all the characteristics of self-directed learning achieved Cronbach Alpha (α) values that were greater than 0.60 as an ideal value.

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

Therefore, the questionnaire was reliable and it deserved to be distributed to the subjects.

Meanwhile, the instrument used to answer the second research question related to the students' speaking skills was the speaking rubric adopted from the English community that consists of fluency & coherence, vocabulary, grammar & accuracy, and pronunciation.

For collecting the data of the first instrument, the questionnaire in the form of a link was delivered to the participants by requiring representatives from the students in each group to help spread the link. Afterwards, they were asked to fill out the questionnaire based on their experiences related to Self-directed learning. The time for filling out this form was around 5 minutes to answer all of them and their answers would be recorded directly in the Google Form response. Since these did not take long, these students' responses were accumulated in one week.

Furthermore, for the next instrument, the researcher obtained the data by having a list of the seventh level students' names along with their previous speaking score from the community supervisor.

When data collection had been completed, all data obtained from document analysis and questionnaire answers would be inputted into Microsoft Excel to form two tables based on the items and analyzed using SPSS 26.0 for Windows.

For the research question related to self-directed learning, the responses to the questionnaire were converted into numeric code where number 1 was never, 2 was rarely, 3 was sometimes, 4 was often, and 5 was always. Then, they were analyzed using descriptive statistics in SPSS and measured the mean scores and standard deviations. The results were categorized into three parts which are low (the score of 1.00 until 2.34), moderate (the score of 2.35 until 3.67), and high (the score of 3.68 until 5). Meanwhile, the data of the research question related to the students' speaking skills in the form of scores were inserted into the components concerned. They were also analyzed using descriptive statistics. Here, the mean scores and standard deviations (σ) were counted and divided into two parts which are the scale of 6 indicating a good user and the scale of 7 a very good user.

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

The next step was answering the correlation between two variables of this study by using SPSS. However, the normality test was firstly carried out. The researcher precisely used the Shapiro-Wilk method because there were less than 30 participants.

paramasastra
Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya
PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

Table 2
Normality Test

Variable	Shapiro-Wilk		
	Statistic	Df	Sig.
Speaking score	0.787	20	0.001
Self-directed learning	0.967	20	0.681

At the results presented in table 2 above, they had different significance numbers. The significance of self-directed learning as the dependent variable was greater than 0.6 but, the significance of the students' speaking scores was lower than 0.6. Hence, this result could be said to be non-normal data and Spearman's rho was used to know the correlation between two variables of this study. It could be found by seeing the presence of asterisk (*) on the table which indicated that they are correlated. Also, to know how strong the correlation between them, it was seen from the correlation coefficient (r) based on Creswell (2012) on the table 3. Afterwards, the researcher could get the final results of this correlational study.

Table 3
Levels of Correlation Coefficient

Level	r
Low	0.20 to 0.35
Moderate	0.35 to 0.65
High	0.66 to 0.85
Very high	0.85 to above

RESULT

1. Students' self-directed learning in virtual English community

The results from the questionnaire showed that the students applied self-directed learning when joining a virtual English community. They generally used all of three characteristics of self-directed learning such as self-management, self-motivation, and self-monitoring. Firstly, the mean scores and standard deviations of self-management were presented in table 4. The mean of this characteristic was 3.79 which meant that the students were high self-management users. Among the four activities related to self-management, the most applied one by the students was

paramasastra
Jurnal Ilmiah Bahasa Sastra dan Pembelajarannya
PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

finding out some information related to a topic (M=4.45). Meanwhile, the least applied by the students was making a note before recording their voice (M=3.45). It could be concluded that the students preferred to collect a few resources for what they would talk about rather than planning and writing them down.

Table 4
The Result of Self-Management

Self-management	N	Mean	Std. Deviation
Before recording my voice, I make a note what to say	20	3.45	1.191
I try to find out some information related to a topic.	20	4.45	0.759
Before recording my voice, I check how to pronounce some words correctly.	20	3.55	0.759
I pay attention to the duration of time when I speak.	20	3.70	1.261
Overall Self-management scores	20	3.79	0.453

Then, the mean scores and standard deviations of self-motivation as the second characteristic of self-directed learning were in the table 5 which could be seen that the mean score was 3.64. It indicated that the students moderately applied self-motivation. Here, the most activity applied by the students was learning to speak English on different topics during virtual English community meetings (M=4.10). Whereas, the least one applied by the students was being motivated to study English speaking because of the virtual English community (M=3.20). These results here showed that the students preferred a process where they could learn to speak on a variety of topics rather than encourage themselves to learn while joining a virtual English community.

Table 5
The Result of Self-Motivation

Self-motivation	N	Mean	Std. Deviation
I like learning to speak English on different topics during virtual English community meetings.	20	4.10	1.021
I find new knowledge through some topics in virtual English community.	20	3.60	0.883
I am motivated to study English speaking because of virtual English community.	20	3.20	1.005

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

I use my opportunity as well as possible to develop my speaking skills through virtual English community.	20	3.65	0.988
Overall self-motivation scores	20	3.64	0.368

For self-monitoring, overall mean score was 3.34 and each mean score was presented in table 6 along with the standard deviations. This mean score implied that self-monitoring was applied moderately by the students. In the table presented, there were two activities related to these characteristics of self-directed learning applied the most which were being able to evaluate how they speak in each voice recording and being able to feel comfortable and confident when they speak through a virtual English community. They both had the same mean score which was 3.75. While, the activity that the students did the least on was being able to improve their grammar through a virtual English community (M=2.65). This result implied that the students felt more that they were helped in evaluating their speaking development and were able to overcome their discomfort when practicing speaking even though their grammar had not fully improved when joining the virtual English community.

Table 6
The Result of Self-Monitoring

Self-monitoring	N	Mean	Std. Deviation
I can monitor the progress of my speaking skills.	20	3.05	0.826
I can evaluate how I speak in each of my voice recordings.	20	3.75	1.070
I can feel more comfortable and confident when I speak through virtual English community.	20	3.75	0.786
I can improve my vocabulary through virtual English community.	20	3.20	0.894
I can improve my grammar through virtual English community.	20	2.65	0.875
I can speak English more fluently through virtual English community.	20	3.65	0.933
Overall self-monitoring scores	20	3.34	0.450

To draw the conclusion, the overall mean score of self-directed learning presented in table 7 was 3.55 which showed that the students were moderate self-directed

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

learning users. Among three characteristics of self-directed learning, the highest mean score was owned by self-management (M=3.79) and then it was sequentially followed by self-motivation (M=3.64) and self-monitoring (M=3.34) according to the order of these characteristics themselves. The finding of this variable precisely referred to the students who tended to pay more attention to their process before speaking than their process after speaking that they could actually see how their progress was in practicing when joining a virtual English community. Hence, they could prepare more for what was needed before they recorded their voice to speak well.

Table 7
The Result of Self-Directed Learning

Characteristics	N	Mean	Std. Deviation
Self-management	20	3.79	0.453
Self-motivation	20	3.64	0.368
Self-monitoring	20	3.34	0.450
Overall self-directed learning scores	20	3.55	0.499

2. The correlation between students' speaking skills and self-directed learning in virtual English community

Regarding the students' speaking skills in the virtual English community, table 8 presented that the best speaking component that was mastered by the students was the use of vocabulary (M=7.00). Then, this aspect was sequentially followed by grammar and accuracy (M=6.85), pronunciation (6.70), and fluency and coherence (M=6.55). From the results, it could be said the students spoke English better at length without much effort along with their better pronunciation and the use of some less common words and several complex sentences appropriately. Overall, the mean of speaking scores obtained was 6.76 and the students were categorized as good users of speaking aspects.

Table 8
The Result of Speaking Score

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

Aspects	N	Mean	Std. Deviation
Fluency & Coherence	20	6.55	0.510
Vocabulary	20	7.00	0.000
Grammar & Accuracy	20	6.85	0.366
Pronunciation	20	6.70	0.470
Overall speaking scores	20	6.76	0.213

Then, the results of data related to speaking skills and self-directed learning had been correlated using SPSS and table 9 was presented. It showed that the significance obtained was 0.001 accompanied by a sign (*) which indicated that there was a correlation between self-directed learning and the students' speaking skills in the virtual English community. Moreover, based on Creswell (2012), two variables of this study highly had a correlation because it could be seen in the table which showed a number of 0.669. Thus, the alternative hypothesis (H_1) of this study which stated that there is a correlation between self-directed learning and the students' speaking skills was confirmed and the null hypothesis (H_0) was rejected.

Table 9
The Correlation

			Speaking Score	Self-directed learning
Spearman's rho	Speaking Score	Correlation Coefficient	1.000	.669**
		Sig. (2-tailed)	.	.001
		N	20	20
	Self-directed learning	Correlation Coefficient	.669**	1.000
		Sig. (2-tailed)	.001	.
		N	20	20

**. Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

1. Students' self-directed learning in virtual English community

The results of the respondents through questionnaires reported that the students included moderate self-directed learning users. They could set their learning process by applying self-management, self-motivation, and self-monitoring. Thus, they were encouraged to become independent to develop their skills. This finding was supported by Yang (2016) who stated that self-directed learning could develop

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

the students by involving them in the learning process in which they paid attention to each of their learning resources, carried out the learning process in their own way, evaluated every progress they achieved, and then they could get better learning results. In line with this present study, Durnalı (2020) also supported by confirming that self-directed learning had a positive impact on the students who were involved in online learning. With the application of self-directed learning, the students showed that they could routinely direct themselves to study even though they were outside the campus. They also realized that learning was for their own benefit so they determined their goals and what they would learn. Thus, self-directed learning and the process of learning outside the classroom have a positive relationship for the students.

2. **The correlation between students' speaking skills and self-directed learning in virtual English community**

On the correlation analysis using SPSS, it proved that the students' responses on self-directed learning questionnaires and their speaking scores showed good results for this study because it could be clearly seen that there is a high positive correlation between the students' speaking skills and self-directed learning in the virtual English community. It means that the students who applied self-directed learning could help them become good English speakers in the community. The findings of this study related to the students' self-directed learning and speaking skills are in line with Majedi & Pishkar (2016). They found that self-directed learning could have good impacts on speaking skills in terms of accuracy. Thus, their research and the present study both presented positive results obtained from the data on higher education students in which self-directed learning and the students' speaking skills are correlated. In another study, the present study is also in line with Buitrago (2017) who confirmed that there was a relationship between self-directed learning and students' speaking skills. By controlling their own learning, they were encouraged to be confident in their abilities so that self-directed learning affected their skills. With self-directed learning, students were also encouraged to recognize the strengths and weaknesses of their speaking practice. Thus, this present study

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

supports these previous studies which showed that applying self-directed learning is helpful for the students to develop their speaking skills by paying attention to important aspects of speaking.

CONCLUSION AND SUGGESTION

This correlational study initially reported that the students moderately applied self-directed learning in a virtual English community. They utilized self-management, self-motivation, and self-monitoring as the three characteristics of self-directed learning well to develop their skills. They also became the learners who were independent and responsible for their own learning process. From the way they used, this affected their speaking skills in which the students were categorized as good English speakers. All of the speaking components had good mean scores, even their vocabulary scores were very good. As a final result, the students' speaking skills and self-directed learning in the virtual English community are highly positive, related to how the students apply more self-directed learning will result in them achieving higher speaking scores.

After this research was conducted, applying self-directed learning could be suggested to assist the students in developing their English speaking skills outside the classroom. This will be helpful for people who have difficulty in mastering speaking skills. From the results of this study, this can also be used to solve speaking problems in the classroom according to the situation and conditions in it.

Regarding future studies, the researcher expects that this research related to self-directed learning and speaking skills can be developed by conducting tests to find differences in the results in the form of students' speaking scores in detail that apply self-directed learning or do not apply this learning process. Thus, they will get more significant results related to these research variables. In addition, these studies can confirm that self-directed learning has a strong influence on improving one's speaking skills. Also, they will more clearly be able to provide further development to the English community that uses self-directed learning to solve students' speaking problems and make the English community better.

PARAMASASTRA
Vol. 8 No. 02 - September 2021
p-ISSN 2355-4126 e-ISSN 2527-8754
http://journal.unesa.ac.id/index.php/paramasastra

REFERENCES

Afshar, H. S., & Asakereh, A. (2016). Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors ' Perspectives Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors ' Pe. *Electronic Journal of Foreign Language Teaching*, *13*(1), 112–130.

Aghayani, B., & Janfeshan, K. (2020). The Effect of Self-Directed Learning on EFL Learners' Writing Performance. *International Journal of Research in English Education*, *5*(3).

Al-Jamal, D. A., & Al-Jamal, G. A. (2014). An investigation of the difficulties faced by EFL undergraduates in speaking skills. *English Language Teaching*, *7*(1), 19–27. https://doi.org/10.5539/elt.v7n1p19

Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). *Introduction to Research in Education* (8th ed.). USA: Wadsworth Cengage Learning.

Buitrago, A. G. (2017). Collaborative and Self-directed Learning Strategies to Promote Fluent EFL Speakers. *English Language Teaching*, *10*(5), 139. https://doi.org/10.5539/elt.v10n5p139

Chou, M. H. (2018). Speaking Anxiety and Strategy Use for Learning English as a Foreign Language in Full and Partial English-Medium Instruction Contexts. *TESOL Quarterly*, *52*(3), 611–633. https://doi.org/10.1002/tesq.455

Creswell, J. W. (2012). *Educational Research: Planning Conducting and Evaluating Quantitative and Qualitative Research* (fourth). Boston: Pearson.

Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, *10*(1), 63. https://doi.org/10.5539/elt.v10n1p63

du Toit-Brits, C., & van Zyl, C. M. (2017). Self-directed learning characteristics: making learning personal, empowering and successful. *Africa Education Review*, *14*(3–4), 122–141. https://doi.org/10.1080/18146627.2016.1267576

Durnalı, M. (2020). The effect of self-directed learning on the relationship between self-leadership and online learning among university students in Turkey. *Tuning Journal for Higher Education*, *8*(1), 129–165. https://doi.org/10.18543/TJHE-8(1)-2020PP129-165

Fägerstam, E. (2014). High school teachers' experience of the educational potential of outdoor teaching and learning. *Journal of Adventure Education and Outdoor Learning*, *14*(1), 56–81. https://doi.org/10.1080/14729679.2013.769887

García Botero, G., Questier, F., & Zhu, C. (2019). Self-directed language learning in a mobile-assisted, out-of-class context: do students walk the talk? *Computer Assisted Language Learning*, *32*(1–2), 71–97. https://doi.org/10.1080/09588221.2018.1485707

Gibbons, M. (2002). *The Self-Directed Learning Handbook: Challenging*

Adolescent Students to Excel (1st ed.). USA: John Wiley & Sons, Inc.

Iman, J. N. (2017). Debate instruction in EFL classroom: Impacts on the critical thinking and speaking skill. *International Journal of Instruction*, *10*(4), 87–108. https://doi.org/10.12973/iji.2017.1046a

Lau, K. (2017). To be or not to be : Understanding university academic English teachers' perceptions of assessing self-directed learning. *Innovations in Education and Teaching International*, 1–11. https://doi.org/10.1080/14703297.2017.1292942

Lee, C., Yeung, A. S., & Ip, T. (2017). University english language learners' readiness to use computer technology for self-directed learning. *System*, *67*, 99–110. https://doi.org/10.1016/j.system.2017.05.001

Majedi, N., & Pishkar, K. (2016). The Effect of Self-directed Learning on Iranian Intermediate EFL Learners ' Speaking Accuracy. *Journal of Applied Linguistics and Language Research*, *3*(2), 86–95.

Malison, K., & Thammakoranonta, N. (2018). An exploratory study of self-directed learning: The differences between it and non-it employees in Thailand. *Journal of Entrepreneurship Education*, *21*(3), 1–16.

Masdiko, R. L. A., & Damanhuri, A. (2017). The Impacts of ESC Leaders ' Code Switching on Participants ' Attitude. *Language Horizon*, *05*(01), 22–29.

Nakhalah, A. M. M. Al. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, *5*(12), 96–101.

Olivier, J. (2019). Exploring autonomography: The development of a self-directed writing self-rating scale. *Iranian Journal of Language Teaching Research*, *7*(1), 1–22.

Putra, A. D. N. M., & Savitri, W. E. (2018). Analysis on the Use of Guideline on Students' Esc Meeting. *Retain*, *06*(01), 87–94. Retrieved from https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/23330

Ramadani, Andrysyah, Harahap, N. H., & Rakasiwi, R. (2020). The Increasing of Students' English Speaking by Using Community Language Learning (CLL) through Students English Association of LP3I (SEAL) at Politeknik LP3I Medan. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *3*(3), 2534–2542. https://doi.org/10.33258/birci.v3i3.1236

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, *Vol 2*(Issue 2), 18.

Sumuer, E. (2018). Factors related to college students' self-directed learning with technology. *Australasian Journal of Educational Technology*, *34*(4), 29–43. https://doi.org/10.14742/ajet.3142

Tekkol, I. A., & Demirel, M. (2018). An investigation of self-directed learning

skills of undergraduate students. *Frontiers in Psychology*, *9*(NOV), 1–14. https://doi.org/10.3389/fpsyg.2018.02324

Wu, W. C. V., Hsieh, J. S. C., & Yang, J. C. (2017). Creating an online learning community in a flipped classroom to enhance efl learners' oral proficiency. *Educational Technology and Society*, *20*(2), 142–157.

Yang, Y. F. (2016). Self-directed learning to develop autonomy in an online ESP community. *Interactive Learning Environments*, *24*(7), 1629–1646. https://doi.org/10.1080/10494820.2015.1041402

Yasmin, M., Naseem, F., & Masso, I. C. (2019). Teacher-directed learning to self-directed learning transition barriers in Pakistan. *Studies in Educational Evaluation*, *61*(March 2018), 34–40. https://doi.org/10.1016/j.stueduc.2019.02.003

Young, E. H., & West, R. E. (2018). Speaking Practice Outside the Classroom: A Literature Review of Asynchronous Multimedia-based Oral Communication in Language Learning. *The EUROCALL Review*, *26*(1), 59–78.

Yuan, J., & Kim, C. (2014). Guidelines for facilitating the development of learning communities in online courses. *Journal of Computer Assisted Learning*, *30*(3), 220–232. https://doi.org/10.1111/jcal.12042