

**STUDENT SELF-DIRECTED LEARNING STRATEGIES IN IMPROVING
ENGLISH SPEAKING SKILLS IN SENIOR HIGH SCHOOLS**

Skripsi

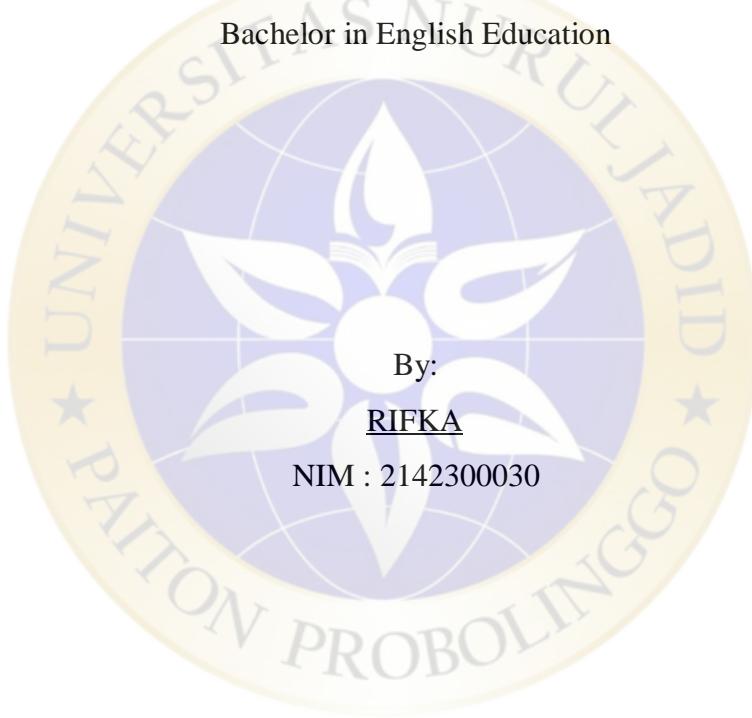


**NURUL JADID UNIVERSITY
PAITON PROBOLINGGO
FACULTY OF SOCIAL AND HUMANITY
ENGLISH EDUCATION PROGRAM
2025**

**STUDENT SELF-DIRECTED LEARNING STRATEGIES IN IMPROVING
ENGLISH SPEAKING SKILLS IN SENIOR HIGH SCHOOLS**

Skripsi

Presented to
Undergraduate Program
English Education Program
Nurul Jadid University
in partial fulfillment of the requirements for the degree of
Bachelor in English Education



**NURUL JADID UNIVERSITY
PAITON PROBOLINGGO
FACULTY OF SOCIAL AND HUMANITY
ENGLISH EDUCATION PROGRAM
2025**



PANITIA PELAKSANA PROGRAM SKRIPSI
FAKULTAS SOSIAL DAN HUMANIORA
UNIVERSITAS NURUL JADID
PROBOLINGGO JAWA TIMUR

PP. Nurul Jadid
Karanganyar Paiton
Probolinggo 67291
① 08883077077
soshum@unuja.ac.id

PENGESAHAN TIM PENGUJI TUGAS AKHIR

Skripsi yang ditulis oleh mahasiswa :

Nama : Rifka
NIM : 2142300030
Prodi : Pendidikan Bahasa Inggris
Judul : Student Self-Directed Learning Strategies In Improving English Speaking Skills In Senior High School

Telah dipertahankan di depan Sidang Tim Penguji Tugas Akhir Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo pada hari Kamis tanggal ... bulan ... tahun ... dan dinyatakan lulus serta telah direvisi sesuai dengan saran Tim Penguji.

Mengesahkan,
Bekan.

Dr. CHUSNUL MUALI, M.Pd

NIDN: 2101127701

Tim Penguji:

1. Ketua Tim : Dr. Tirmidi, M.Pd.
2. Penguji I : Durratul Hikmah, M.Pd
3. Penguji II : Mochlis Ekowijayanto, M.Pd

1. (.....) *Tirmidi*

2. (.....) *Durratul Hikmah*

3. (.....) *Mochlis*



MOTTO AND DEDICATION

“ One should strive not merely to be successful,
but to be a person of value.”

Albert Einstein



THIS THESIS IS DEDICATION TO:

There is no more worthy sheet in this undergraduate thesis than the dedication sheet. The writer respectfully dedicates this thesis as a remarkable proof of gratitude to:

1. **Dr. Chusnul Muali, M. Pd.**, as the Dean of Social and Humanities Faculty, Nurul Jadid University, whose unwavering commitment to scholarly pursuit has shaped the foundation of this work.
2. **Mr. Syaiful Islam, M. Pd.**, as the Chair of English Education Department, Faculty of Social and Humanities, Nurul Jadid University, whose dedication to educational excellence has been a guiding beacon throughout this journey.
3. **Mr. Bradiansyah Tri Suryanto, S.S., M. Pd.**, as the Undergraduate Thesis supervisor, whose wisdom, patience, and invaluable guidance have transformed challenges into stepping stones toward academic achievement.
4. **All inspiring English Education Study Program Lecturers and bureau staff** of the Faculty of Social and Humanities Nurul Jadid University, who have generously shared their knowledge and facilitated every step of this academic voyage.
5. **My beloved parents**, Hasan Basri & Himmatul Baroroh whose love became the foundation upon which dreams are built, whose sacrifices

wrote the invisible chapters of this success, and whose unwavering faith in my potential turned every obstacle into opportunity.

6. **My deepest gratitude to my beloved younger siblings**, Alfi Nur Aulia and Rafi Ibnu Hani, for all the prayers, support, and unwavering encouragement you have given. Your presence has become a source of strength, joy, and comfort in every step I take. I also extend my gratitude to all my siblings who have been an important part of this life's journey. You have provided examples, advice, and love that have enabled me to endure and continue fighting until this point. The moral and material support you have given not only helped me in a tangible way but also instilled the belief that I have never walked alone. May the togetherness and love among us always be preserved, and may Allah reward all your kindness with multiplied blessings.
7. **My cherished friends**, whose friendship has been a sanctuary of understanding, whose support became the wind beneath my wings, and whose belief in my dreams gave me the courage to reach beyond what I thought possible.
8. **To myself, Rifka**, who dared to believe that within the quiet chambers of uncertainty lies the birthplace of extraordinary things. To the girl who learned that resilience is not the absence of falling, but the grace with which we rise. To the dreamer who discovered that the most beautiful victories are born from the ashes of our deepest struggles, and that every

moment of doubt was merely a stepping stone toward becoming the person I was always meant to be.

To each of you, and to the journey that has shaped me, this work stands as a testament to the profound impact of love, growth, and the courage to pursue truth a humble offering of gratitude for the immeasurable gift of transformation, guidance, and the unwavering faith that dreams, when nurtured with dedication, become the most beautiful reality.



DECLARATION OF RESEARCHSHIP

Bismillahirrohmanirrohim

Herewith, I :

Name : RIFKA

NIM : 2142300030

Major : English Education

Address : Bulang, Gending, Probolinggo

Declare that :

1. This *skripsi* is the sole of work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.
2. If at a later time it is found that the *skripsi* is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Paiton,

RIFKA

NIM : 2142300030

ABSTRACT

Rifka.2025. *Student' Self-Directed Learning Strategies In Improving English Speaking Skill In Senior High Schools.* Undergraduate Program Nurul Jadid University. Advisor (I) Bradiansyah Tri Suryanto, S.S., M.pd.

Keyword : Self-taught Learning Strategy, English Speaking Skills, of High school students

This research investigates the self-directed learning (SDL) strategies employed by senior high school students to improve their English speaking skills. Using a qualitative narrative inquiry approach, the study explores students' personal experiences in planning, implementing, and evaluating their independent learning activities. Data were collected through interviews, observations, and document analysis, focusing on how learners manage their study routines, select learning resources, and overcome speaking challenges. The findings reveal that students adopt a combination of cognitive, metacognitive, and socio-affective strategies, such as shadowing native speakers, self-recording, engaging in peer conversations, and utilizing digital applications. Intrinsic motivation, discipline, and self-confidence emerge as crucial internal factors, while access to resources, supportive environments, and technology serve as external enablers. The study concludes that SDL enhances students' fluency, accuracy, and confidence in speaking English, particularly when strategies are aligned with learners' preferences and supported by conducive learning conditions.

ACKNOWLEDGEMENT

First and foremost, the author would like to express profound gratitude to God Almighty, Allah, for His boundless blessings, mercy, and love, which have made the completion of this thesis possible. This thesis, entitled “ Student’s Self-Directed Learning Strategies In Improving English Speaking Skill In Senior High Schools .” is submitted in partial fulfillment of the requirements for obtaining a Bachelor’s degree in English Language Education at the Faculty of Social and Humanities, Nurul Jadid University.

The journey to complete this research demanded dedication, perseverance, and discipline, and the author hopes that the insights and knowledge presented herein will be valuable to readers and serve as a meaningful contribution to the academic community. Acknowledging that this work is not without its limitations, the author humbly welcomes constructive criticism and suggestions to enhance the quality of this research. May this thesis bring benefit and merit to all who engage with it.

The researcher

RIFKA

NIM 21423000

Table of Contents

| | |
|---|-------------|
| APPROVAL..... | iii |
| MOTTO AND DEDICATION | iv |
| DECLARATION OF AUTHORSHIP | v |
| DECLARATION OF AUTHORSHIP | vii |
| ABSTRACT | viii |
| ACKNOWLEDGEMENT | ix |
| TABLE OF CONTENT..... | x |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of study | 1 |
| B. Statement of Problem | 5 |
| C. Purpose of the study | 5 |
| D. Significance of the study | 5 |
| 1. Theoretical Significance | 5 |
| 2. Practical Significance | 6 |
| E. Limitation of the study..... | 6 |
| F. Definition of key terms | 7 |
| G. Previous Research..... | 8 |
| CHAPTER II LITERATURE REVIEW | 11 |
| A. Self-taught Learning Strategy | 11 |
| B. English Speaking Ability | 15 |
| C. High school students | 19 |
| CHAPTER III RESEARCH METHODS | 23 |
| A. Research Design..... | 23 |
| B. Subject of Research..... | 25 |
| C. Research Instrument | 25 |
| D. Data Collection Procedure..... | 27 |
| 1. Interview | 27 |
| 2. Data analysis | 28 |
| E. Data Analysis Procedure | 29 |

| | |
|---|-----------|
| 1. Interview | 29 |
| 2. Data analysis | 30 |
| CHAPTER IV FINDINGS AND DISCUSSION | |
| A. Findings | 32 |
| 1. Self-Learning strategies help high school students master English speaking skills effectively | 32 |
| 2. The Factors Influence Students' Success in Developing English Speaking Skills Independently | 41 |
| B. Discussion..... | 50 |
| 1. Student level of satisfaction on the use of e-learning in Basing and Advance Listening courses | 50 |
| 2. Factors that influence student success in developing English speaking skills independently | 52 |
| CHAPTER V CONCLUSION AND SUGGESTION | 55 |
| A. Conclusion..... | 55 |
| B. Suggestion | 55 |
| REFRENCE..... | 60 |
| APPENCTICES | 63 |