



SELF-DIRECTED LEARNING AND WEB-BASED ENGLISH ACCESS TO IMPROVE EFL SPEAKING SKILLS

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ABSTRACT

For millennial learners, SDL and self-access English study on the web are interesting learning options. Physical space and separation are anticipated since web-based learning may be accessed at any time and from any place. The present study's goal is to find out what kinds of English-language websites students use to improve their speaking skills. Additionally, it is anticipated to look at how learners' perceptions of their speaking skills (cognitive, emotional, and complex) grow as a result of self-directed learning for web-based English access. Due to the improvement in their speaking abilities for SDL and web-based English access, fourth-year undergraduate students in the Indonesian English department were the subjects of the research. The ATLAS.ti application benefits from the thematic analysis of the collected internet data. Three speaking improvement characteristics may be supported by the findings: (1) cognition, fluency, and accuracy outcomes; (2) emotional and motivational outcomes; and (3) learners' problems while using SDL web-based learning. Our study has certain limits, however, and we highly advise participatory action research for future work to assess time management and tailor learning tactics to the level of the learner. The English-language site design will be addressed last.

Keywords: *Cognitive; Fluency; Perception; Self-Access; Self-Directed Learning; Speaking; Web-Based Learning.*

RESEARCH HIGHLIGHTS

Speaking English as a productive skill is developed through constructivist learning approaches, which range from teacher-guided to self-directed and self-accessible learning (Bailey et al., 2001).

Theoretically, educators should embrace a teaching philosophy that supports cognition, metacognition, self-directed learning (SDL; thus, we'll call it that), and self-access when acquiring and generating new information, according to Richardson (1997).

Self-directed learning is seen as important for obtaining useful and significant educational outcomes. It is related to setting up learning objectives, keeping one's intentions, and aiming for superior results. It is a suggested learning method for those who reside in far-off or rural regions.

Research Objectives

The present study's goal is to find out what kinds of English-language websites students use to improve their speaking skills. Additionally, it is anticipated to look at how learners' perceptions of their speaking skills (cognitive, emotional, and complex) grow as a result of self-directed learning for web-based English access.

Methodology

The study is designed as a narrative case study with a qualitative approach. In this case, we employed four females from the English language education department. Data was collected through an online interview, hence the Whatsapp video conference. We fostered the diary of the students in order to gather data and validate their descriptions of their learning experiences. According to Polkinghorne (1995), narrative analysis synthesizes or

arranges events to provide an account of, for instance, how a successful classroom came to be. Inquiries into narratives often use a narrative analysis technique (Barkhuizen et al., 2013).

In order to achieve this, we thematically analyzed the data. The interview focused on the students' perspectives before, during, and after their usage of YouTube SDL. Its constituent parts affect or motivate speech, EFL proficiency, processing, and SDL execution (Miles & Huberman, 1994). They said that generally speaking, it requires constantly going through the data, classifying and categorizing data extracts, and rearranging them into theme groups. In most published narrative studies, major themes are often broken down into subthemes and illustrated by excerpts from the stories. In general, researchers employed the ATLAS program to assist them in discovering how learners' views of their cognitive, emotional, and complex speaking abilities alter as a consequence of self-directed learning for web-based English access.

Results

Pertinent to the objectives of the study, findings show that participants self-accessed five free online speaking courses, including (1) the YouTube channel Learn from Movies, which may help instructors and English teachers tremendously by increasing students' understanding of English lectures. (2) Have fun while learning English by playing games. Games make learning English more entertaining; therefore, we will love gamestolearnenglish.com. This website, however, is only one of several on the internet that provides games that may be played online on a range of themes or games for learning English. (3) The How It's Made channel is an informative and entertaining YouTube channel (how to produce anything). In a manner similar to this, a channel offers procedural text, such as instructions on how to construct or use certain objects. (4) Learn English and adopt a British accent. The Jade-Learn English channel is a fantastic alternative for those of you who want to practice listening to English being spoken with a British accent. (5) The iteslj.org website can improve speaking and writing exercises, as these two dimensions are very important for learning English.

In light of students' perceptions of SDL, the study found three characteristics of speaking improvement that may be supported by the findings: (1) cognition, fluency, and accuracy outcomes; (2) emotional and motivational outcomes; and (3) learners' problems while using SDL web-based learning. Our study has certain limits, however, and we highly advise participatory action research for future work to assess time management and tailor learning tactics to the level of the learner. The English-language site design will be addressed last.

To enhance their speaking abilities, students planned and selected English movies more carefully (e.g., vocabulary, pronunciation, fluency, accuracy, and the like) (Butarbutar et al., 2019, 2022; Butarbutar, 2021). I watch English movies every day, even if it's only for 15 minutes, since I want to speak English more fluently but I have a restricted vocabulary, as narrator 1 will explain in a moment. I've attempted to learn terminology, but doing so hasn't helped me become much better at speaking. That is why, even if it's only for 15 minutes, I prefer to watch English movies every day. I noticed that in the six months that followed, I

was more comfortable striking up a discussion with my friends and the lecturer. In the past, I never did anything and would just provide a brief or passive response ". Shorten story explained how self-motivation and high standards for speaking effectively affected planning for speaking improvement.

However, the scheduling of watching in for at least 15 minutes each day was in line with SDL principles (Zimmerman & Risemberg, 1997). In fact, SDL in both cognitive and emotional aspects has been scientifically shown to exist with a little worry. Our ability to elaborate was shown by the rising number of words with pauses (table 1). She added new language from the English movie to her existing vocabulary and expertise.

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