

CHAPTER II

THEORITICAL REVIEW

A. Self Directed Learning Technique

Learning is something that is mandatory for a student, by learning they will get new information or new understanding about something. Not only that, learning also includes many things such as attitudes and skills,

According to Bell-Gredler in Udin S. Winataputra (2008) Definition of learning is a process carried out by humans to get a variety of competencies, skills, and attitudes. Competencies, skills, and attitudes are obtained in stages and continuously from infancy to old age through a series of lifelong learning processes.

The Self Directed Learning Technique is one of the independent learning techniques, where students have their own responsibility in learning. The SDL technique can realize and empower students that learning is their own responsibility, in other words they are required to be able to be responsible for the learning process that they do with the skills they have, the learning process is centered on students, so that in the student process decides how the results will be achieved. As a result students become more active, motivated, and can explore knowledge independently. In addition, so that students can develop their potential in themselves and so students do not miss the technology that is increasingly developing. (Tarmidi & Rambe, (2010)

SDL technique is the process of applying ideas that students have with various interpretations in their implementation. students with SDL have the freedom to make choices independently. Students are able to determine learning needs, learning goals, learning resources, learning strategies and assess learning outcomes. Conradie (in Surbakti: 2017: 7). In line with Knowles's opinion (in Azizah, 2012: 1) which defines that self-directed learning (SDL) is a process in which individuals take the initiative, with or without the help of others, in diagnosing needs study them, formulate learning objectives, identify sources and materials for learning, choose and apply appropriate learning strategies, and evaluate learning outcomes.

SDL gives freedom to students in choosing and making choices based on what they want and what they have mastered, students can formulate their own learning needs with their own ways and abilities which eventually they can evaluate their own learning outcomes so they know which ones must be improved and which ones to keep.

Gibbons (2002: 3) suggests that self-directed learning (SDL) is a skill in which a person is able to determine by self and choose the goals they wants to achieve, plan strategies to be carried out, try to solve problems, manage themself, and evaluate thinking and performance which has been done. These skills will enhance knowledge, skills and individual achievements. Self-directed learning (SDL) means learning that is free to determine the direction of plans, sources, and decisions to achieve academic goals. The SDL process changes the role of learners to become facilitators or designers of learning processes (Yamin, 2013: 105).

Similar to other expert opinions on SDL techniques, according to Gibbons and Yamin, they also expressed almost the same opinion, which in essence can be concluded that students who use the SDL learning techniques will be able to understand their own abilities both in terms of skills or other skills and they have their own responsibility in achieving their intended goals.

B. The Aspects of Practicing Self Directed Learning Technique

Good and correct learning certainly must have ways and aspects in order to achieve learning objectives in accordance with the learning plan, as well as the Self Directed Learning techniques that have several aspects in their expectations.

There are 3 aspects to applying the Self Directed Learning Technique in vocabulary learning that researcher have concluded based on the aspects from Azizah (2012:6) that refers to the theory of Gibbons and Guegleilmino & Self Directed Learning: A four steps process from University of Waterloo, The following is an explanation the aspects of Self Directed Learning Technique.

1. Assess readiness to learn.

The first aspect is assessing readiness to learn. Students need a variety of skills and attitudes towards learning for successful independent learning. This aspect involves students who carry out self-evaluations on a number of things, first on their current situation, meaning their self-learning readiness situation or SDL technique which is indicated by whether they have

motivation, initiative and planning in the independent learning process or not.

The second is learning habits, learning habits which are meant by learning skills they do or have as if they can organize learning materials (the purpose of organize here is to set and arrange learning materials into a single unit that facilitates the learning process) and whether they have awareness of the process learning or they learn without realizing the learning process that is supposed to be (learning because of the demands of the task or coercion of others so that they are not aware of the learning process) and whether they have their own learning skills in vocabulary learning (they have their own way of learning vocabulary).

The third is family situation, in this case can be interpreted as learning support conducted by the family as a motivation to build student initiative in independent learning.

The fourth is supporting networks both at school and at home (Simpson (2002) observed that unless learning support services are appropriate and valued by students, they will not have an impact on increasing the success rate of students, so that in this case students really need a support network to improve the success of their independent learning, the support network can be in the form of learning media such as books or technology-based learning media such as applications.

The fifth is to evaluate past experiences with independent learning, which is gathering evidence of achievement and evaluating it and receiving constructive feedback from others (feedback that builds up in the learning process)

2. Set of Learning Goals

In independent learning, students must also set learning goals so that in the process students can get results that are in accordance with what they want, here are things students must set in independent learning: 1. Learning objectives, students' ability to design strategic plans to meet their learning needs. (for example: student learning objectives to be able to add vocabulary quickly, so students will plan what learning strategies to be able to add their vocabulary quickly). 2. Structure and sequence of activities, students' ability to carry out a plan systematically and sequentially (for example: students sort learning as finding difficult vocabulary first and then arranging it into sentences and then applying it in communication). 3. Timeline for completion of activities, so students must design the time they need to learn, so the results can be on time. 4. Evaluation as each goal is completed, each student has completed the learning steps they have designed, they must reevaluate whether it is appropriate or still needs to be corrected.

3. Evaluate learning.

For students to be successful in self-directed learning, they must be able to engage in self-reflection and self-evaluation of their learning goals, whether they are able to identify the problem area and revise it or not.

C. Vocabulary

The ability to master a language is closely related to the vocabulary that is capable of mastering the language itself. Like a child who learns a language, the first thing to do is to recognize and learn the words and meanings of the language used. The difficulties of understanding a language can be caused by many factors, one of the factors is a lack of understanding of vocabulary. A good vocabulary enables one to interact, communicate, and exchange information in a broad context.

Mastery of vocabulary in activities and daily life has a very large role, because one's thoughts can only be clearly understood by others if expressed using vocabulary. Furthermore, Pustejovsky in Fahrudin and Jamaris (2005: 12) suggests that one's language capacity is a reflection of his ability to classify and show the meaning of certain words.

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Related in to the importance of vocabulary learning is central to language acquisition, whether the language first, second, or foreign, Marianne Celc e-Murcia, (2001:285), According to Richards (2002:255), vocabulary is the core

component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language. Talking about vocabulary, Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension.”

D. Self Directed Learning Technique in Vocabulary

As explained above regarding the Self Directed Learning Technique, that technique emphasizes the self-learning of students in learning a subject of learning material, students are also responsible for the learning process and the results of the achievements they have planned in independent learning. In addition, students can also develop potential within it (Tarmidi & Rambe, 2010).

In vocabulary learning students need the right technique so that students can easily master and apply it both in everyday conditions and certain conditions, for example a test. The SDL technique in vocabulary learning

emphasizes that planning and aspects in the SDL technique are developed and designed by students which are then applied and adapted to the vocabulary learning material. Students will apply the SDL technique aspects to design how to learn vocabulary that is appropriate to the individual and the student's learning abilities themselves, students can make learning plans, determine learning resources, learning places, learning media, and even study time and evaluate learning outcomes according to their planning . (Conradie in Surbakti: 2017: 7)

SDL techniques provide opportunities for students to be able to know their own abilities so that they know what planning is right and in accordance with the students themselves. Basically, independent learning in general and independent learning with SDL techniques do not have a significant difference, both have several aspects that almost same in implementation [Haris Mudjiman (2009: 20-21) and Song and Hill (2007: 31-32) about aspects of independent learning], however, in SDL itself the aspects have the indicators as descriptors of each aspect that help students in implementing SDL technique in vocabulary learning.

E. Learning vocabulary through SDL techniques

As explained above, regarding the SDL technique, the SDL technique helps students in the independent learning process they do to improve their abilities in certain fields which they think need to be improved .

Vocabulary learning through the SDL technique can be interpreted that students have designs or aspects that exist in the SDL technique in the independent learning process of vocabulary they do, students take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identify sources and materials for learning, choose and apply appropriate learning strategies, and evaluate learning outcomes. (Knowles in Azizah, 2012: 1)

F. Previous Research Findings

The researcher did not find the title of the research that appropriate, so the researcher took some of the information needed in each existing study. The researcher took two previous research regarding the Self Directed Learning technique and vocabulary learning.

The first journal is about the Self Directed Learning technique that comes from Jason Donald Arndt with the title Self Directed Learning for English Language Learners. In this journal discuss the handout of SDL to help Japanese students in learning English independently. The method used is a survey, the instrument used is a self report questionnaire, the subjects of the study are first and second year English language students at a Japanese university. The results in the journal were that an explanation of the information containing the handout of SDL that could motivate students with various ideas how they can take on the responsibility of their independent learning to hone their language skills needed.

In this journal the researcher draws information about several things from the SDL technique that is about learning responsibility and focusing on learning objectives.

For other explanations regarding the SDL technique and aspects of the SDL technique, the researcher took the following information: From Azizah (2012:6) that refers to the theory of Gibbons and Guegleilmino & Self Directed Learning: A four steps process from University of Waterloo, which is concluded into 3 aspects of the SDL technique, namely assess readiness to learn, set learning goals, and evaluating learning.

The second journal is about vocabulary from Ika Rahmadani Lubis, 2017, with the title improving students' vocabulary mastery by using fly swatter game in the first grade of MTs Unity Amal Bakti (PABI) 1 Helvetia. In this journal, discuss whether the fly game was able to improve the students' mastery in vocabulary and how the fly swatter game improve the students' mastery in vocabulary. The method used is Classroom Action Research (CAR), the instruments used were observation, interviews, questionnaires, diary notes, and tests (pre test and post test), the research subjects were grade VII-A of MTs Unity Amal Bakti (PABI) 1 Helvetia, 2017/2018 academic year. The results in the journal are that game fly swatter are affective to improve vocabulary students. In this study the researcher took information about the understanding of

vocabulary, the importance of vocabulary, and the difficulties in learning vocabulary.

G. Basic Assumption

Making students understand well about SDL techniques in independent learning will enable students to master learning easily before getting lessons from the teacher or lecturer. To make students understand the SDL technique in vocabulary learning, the teacher or lecturer must first know to what extent the SDL technique of students in learning their vocabulary. If the extent of students with the SDL technique in vocabulary learning has reached good, the teacher or lecturer can easily provide vocabulary learning material and students will better understand the vocabulary learning material provided, because they have learned it independently beforehand with aspects that exist in SDL techniques, but if the results of the extent of students' SDL technique in vocabulary learning are bad then the teacher or lecturer must guide students to be able to implement all aspects of the SDL technique in vocabulary learning, so that the learning outcomes will be in accordance with the independent learning objectives of each student. In addition, in this study, researcher also provided explanations and information about aspects of Self Directed Learning technique. This explanation can provide information to the teacher or lecturer to guide students to be able to learn independently with all aspects of the SDL technique, not only about vocabulary but also about other learning materials and achieving the learning

objectives that have been designed. And for students, researcher hope that they can implement SDL techniques in learning their vocabulary, so that they can achieve maximum learning goals.

