AN ANALYSIS OF STUDENTS' EFFORT TOWARD INDEPENDENT LEARNING BEYOND THE CLASSROOM IN IMPROVING THEIR SPEAKING SKILLS

A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:
MAS LAURENSIA JENNIKA LESTARI
NPM.1711040087

TARBIYAH AND TEACHING TRAINING FACULTY

RADEN INTAN STATE ISLAMIC UNIVERSITY

LAMPUNG

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Study Program   : English Education
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ABSTRACT

Independent learning is very important, especially for English Department student, where the chance to learn in campus is very limited. This research aimed investigating students' efforts toward independent learning beyond the classroom in improving their speaking skills. The research questions are: what are students' efforts toward independent learning in improving their speaking skills and are there any factors contributing to their engaging in independent learning to improve their speaking skills. The informants are ELT students at sixth semester of UIN Raden Intan Lampung in the academic year 2022/2023.

The process of collecting data of research was conducted by using questioner and interview. Then, researcher analyzed the data by using qualitative data analysis. This research uses questionnare adapted from students' effort by Pace and Kuh as research instruments.

The result shows, students have good idea on efforts that they were applied, such as always practice, manage time for each subject and compared other information by discussing with other lecturers. Besides, there are some positive and negative factors contributing to their choice of engaging in independent learning, however both of those factors have the best influence for students in improving enthusiasm in learning. Students are suggested to use independent learning approach, because it helps the students to be more focus, motivated, and enthusiastic in learning, especially in learning English.

Keywords: **Independent learning, learning beyond the classroom, speaking skills**

DECLARATION

The researcher is a student with the following identity:

Name   : Mas Laurensia Jennika Lestari
Student's Number : 1711040087
Thesis   : An Analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving their Speaking Skill.

I state this entitled: An Analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving their Speaking Skill at the 6th Semester of English Department of UIN Raden Intan Lampung in the Academic Year of 2022/2023 is entirely my work. I am fully aware that I have quoted some statements, references, and ideas from various sources, which are appropriately acknowledged in the text.

Bandar Lampung
Declared by, 7 Juni 2023

Mas Laurensia Jennika Lestari
NPM. 1711040087

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APPROVAL LETTER

Title	: "AN ANALYSIS OF STUDENTS' EFFORT TOWARD INDEPENDENT LEARNING BEYOND THE CLASSROOM IN IMPROVING THEIR SPEAKING SKILLS"
Name	: Mas Laurensia Jennika Lestari
Student's Number	: 1711040087
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training

has been **APPROVED**

To be defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung

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ADMISSION LETTER

A Thesis entitled **"AN ANALYSIS OF STUDENTS' EFFORT TOWARD INDEPENDENT LEARNING BEYOND THE CLASSROOM IN IMPROVING THEIR SPEAKING SKILLS"**, Written By : **Mas Laurensia Jennika Lestari**, NPM: **1711040087**, Study Program: **English Education**, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was **held on Tuesday, June 27th, 2023.**

Board of Examiners:

The Chairperson	: Dr. Oki Dermawan, M.Pd	(................)
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MOTTO

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ ۝

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝

فَإِذَا فَرَغۡتَ فَٱنصَبۡ ۝

(6) most certainly, there is ease with hardship (7) So, whenever you are free, strive in devotion (8) and turn to your lord with longing[1]

(Q.S. Al- Insyiraah, 6-8)

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[1]Tafheemul Quran Surah 94 Al-„Insyiraah, Ayat 1-8" (On-Line), Available on:http//www.islamicstudies.info/(October, 01 2018).

DEDICATION

This thesis dedicates to:

1. The greatest inspirations in my life are my beloved parents, Mas Aman Jaya and Lis Mutia, who have already prayed for my success. Thanks for all the motivation and support.
2. My beloved sister Mas Tania Komala Puspa, S.Pi., who always supported me and cheered me up until the completion of this thesis
3. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot to my development.

CURRICULUM VITAE

The researcher's name is Mas Laurensia Jennika Lestari. She was born in Bandar Lampung on Januari 29th, 1999. She is the second child of two children of lovely couple Mas Aman Jaya and Lis Mutia. She has one sister whose name is Mas Tania Komala Puspa, S.Pi.

Mas Laurensia Jennika Lestari began her study at the elementary school of SD Al-Azhar 2 Bandar Lampung, and she graduated her school in elementary school in 2011. Then, she continued at SMPN 29 Bandar Lampung, and she graduated her study in 2014. Then, the researcher decided to continue her study in SMAN 3 Bandar Lampung and graduated in 2017. Then, the researcher decided to continue her study in the State Islamic University of Lampung (UIN) as a student of the English Study Program of Tarbiyah and teacher training faculty.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

First of all, In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis submits as compulsory fulfillment of the S1 degree of English Education study program requirements at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan). The researcher realizes that she never finished this thesis without help and support from others. So that, the researcher would like to thank the following people for their idea, time, and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, with his staff, has allowed the researcher to study until the accomplishment of this thesis.
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7. The researcher's parents, Mas Aman Jaya and Lis Mutia, give support, love, and everything that she cannot tell all in words.
8. The researcher's support system, Mas Tania Komala Puspa, S.Pi and Antony Fernando.

9. All of my friends of class C in the English Department 2017 of UIN Raden Intan Lampung.
10. All his colleagues and people who cannot mention individually here have contributed significantly towards the completion of this thesis.

Finally, none or nothing is perfect, and neither is this final thesis. Any corrections, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, May 29th, 2023

The researcher,

Mas Laurensia Jennika Lestari
NPM. 1711040087

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first step in understanding this proposal title and avoiding misunderstanding, the researcher want to explain this proposal.

An analysis is a process of simplifying the topics to obtain verified facts or information. The purpose of the analysis is to get valid information about the crucial topic that must be analyzed based on the purpose. The results of this study establish a method for determining students' efforts toward independent learning beyond the classroom in improving their speaking skills. The actions in this data analysis involve sorting the data, categorizing the data based on the theory used in this research, and expanding the data discovered by expressing the meaning.

Students' effort is recognized as an important input in education production function. In this research the term of effort is to carry out a purpose or actions by students. It is defined as students' desire with their behavior, diligent and engagement to achieve or improve their speaking skill.

Independent learning is an active learning activity for those interested in the intention or motive to master something needed to overcome something and build with the correct knowledge or competencies that have been owned. Independent learning provides opportunities for students to determine learning objectives, learning resources, and learning activities according to their needs. Students take steps to decide what, when, and how to learn and try to use methods that support their activities and learning.[2]

Learning beyond the classroom includes all student activities, such as student club and organization membership,

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[2]M.G. Baxter & E.A Murray, *The Amygdala: a Functional Analysis (*Oxford University Press, 2000), p.545–568 https://orca.cardiff.ac.uk/id/eprint/34922

volunteerism, athletic participation, and campus leadership opportunities. During learning beyond the classroom, the learner chooses to use newspapers, television, and conversation with native English speakers to acquire language learning. Learning is a complex concept and activity. Most teachers and pupils will recognize the importance of the social and emotional elements of learning and the cognitive aspects of learning, thinking, and problem-solving. In English Dictionary, as proposed by Hilgrad and Bower, the etymological definition of learning is:

1) to gain knowledge, comprehension, or mastery of the through experience or study,

2) to fix in the mind or memory, memorize;

3) to acquire through experience,

4) changed from the form of to find out.

By the definition, learning is a sense of acquiring or having acquired knowledge through experience, recalling, mastering the experience, and getting information or finding. Etymologically, learning is primarily defined as the activity or activities and mastery of something.

Speaking skill is the ability to express ideas, opinion, or feelings to others by using words or sound. From this definition, the writer defines speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning.

From the definition, correlation research was conducted under the title "An Analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving Their Speaking skills."

B. Background of the Problem

From junior high school through University, English is a required course in Indonesia. The ability to utilize English verbally and in writing is a requirement for mastering the language. To communicate with language in such a manner that they may develop comprehension and gain from

conversation, learners must master specific aspects and abilities. They must be taught effectively and communicatively throughout the learning process to meet the goals of the Indonesian curriculum and engage in language-based discussion. In order to study English, students must develop four abilities. They are speaking, reading, writing, and listening. Speaking a foreign language is one of the essential abilities to develop when learning a language. According to Thornbury, Speaking is a means by which we may express information and thoughts to others.[3]

The act of speaking involves exchanging words to convey ideas.[4] Moreover, according to Broughton et al., speaking is sound-producing since it involves integrating vocal sounds so thoroughly that the listener can understand the true meaning of the sounds.[5] Also, speaking is one opportunity for students to articulate their idea and premise, according to Grugeon et al.[6] The researcher concludes that speaking is the process of combining a vocal sound that becomes words with the speaker's construction of those words to create meaningful expressions that allow the speaker to communicate their thoughts, feelings, and intentions to others.

The Covid-19 pandemic that has lasted several months in Indonesia has changed the order of life in the country from before, including the process of providing education. Following the Circular of the Minister of Education and Culture Number 2 of 2020 and Number 3 of 2020 concerning the Prevention and Management of Corona Virus Disease (Covid-19), learning and working from home are done online. Especially for primary education, which is carried out in a guided manner where students are not yet fully able to learn

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[3] Scott Thornbury, *How to Teach Speaking*, (Edinburg: Pearson Education Limited, 2002), 1.

[4] John Munro, *Teaching Oral Language: Building a Firm Foundation Using ICPALER in the Early Primary Year* (Victoria: BPA Print Group, 2011), 2

[5] Geoffrey Broughton et al., *Teaching English as a Foreign Language*, (2nd Ed), (New York: Routledge, 1980), p.27

[6] Elizabeth Grugeon et al. *Teaching Speaking & Listening in the Primary School* (London: David Fulton Publisher, 2005), 3.

independently, it will certainly have a particular impact both in the process and learning outcomes.[7]

The students shall know that the learning process during The Covid-19 pandemic is different. Students are required to have a big responsibility over their learning, unlike in school, the students are still dependent on the teacher. Students' perceptions of their abilities are also linked to their learner autonomy. [8]By taking responsibility for their learning during a lesson, students shall become more independent in reasoning and exploring, engaging in the teaching material more thoroughly, leading them to understand the learning topic and recall learned information in the longer term. [9]Therefore, students need specific efforts to support and improve their skills in learning English.

Each student has different efforts in learning English to improve their English ability. The student's effort is the motivation process of actions and goals designed to achieve their needs. When student motivation is good, learning achievement can also be good. [10]An effort is a kind of behaviour activity in the learning process. Students' efforts can be held in different ways, experiences, and facilities, representing the students' condition and background knowledge. The students' efforts shall be made everywhere, in schools or neighbourhoods.

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[7] D. M Erekson et al., *Responding to the Covid-19 pandemic at a university counselling centre: Administrative actions, client retention, and psychotherapy outcome. Counselling Psychology Quarterly*, (Volume 34, 2021 - Issue 3-4: How the COVID-19 pandemic transformed the psychotherapy and supervision landscapes https://doi.org/10.1080/09515070.2020.1807914, p. 1

[8] D.C. Henri, L.J. Morrell & G.W Scott, *Student perceptions of their autonomy at University. Higher Education*, 75(3), 507–516. https://doi.org/10.1007/s10734-017-0152-y

[9] S. Schmid, & F.X. Bogner, *Effects of Students' Effort Scores in a Structured Inquiry Unit on Long-Term Recall Abilities of Content Knowledge*. Education Research International, 2015, 1–11. https://doi.org/10.1155/2015/826734

[10] Y. Yulia, Y. *Teaching Challenges In Indonesia: Motivating Students And Teachers' Classroom Language. Indonesian Journal Of Applied Linguistics*, 3(1), 1. Https://Doi.Org/10.17509/Ijal.V3i1.186

Therefore, as a teacher, knowing the student's efforts is very important to expedite the teaching and learning process in the classroom. Students' efforts are related to many aspects, such as students' beliefs, attitudes, motivation, self-efficacy, and achievement. According to Carbonaro, students in different tracks may hold different beliefs and attitudes about their chances of academic success.[11] Students who believe they can succeed and expect to succeed in school will try harder because they believe distinct pay off to their efforts. In addition, students who do not believe that academic success is unlikely to try hard in school because they view such efforts as a waste of time. "While beliefs raise effort, the effort may alter students' beliefs in response to teachers' praise and higher grades", Carbonaro said.

Learning is significant for everyone, especially for the English Department student as a candidate for the teacher. However, the chance to learn on campus is minimal. Therefore, independent learning is an excellent solution to the problem. It has become fundamental in learning that to be successful in their studies, students need to be not only active learners within the classroom but also beyond the classroom. The learners must be creative to evaluate themselves in achieving their skills by promoting independent learning beyond the classroom.

Independent learning is considered an appropriate method for students, and the student shall be aware that the learning process in higher education differs from that of high school. In college, students are required to have a big responsibility over their learning, unlike in a school, the students are still dependent on the teacher. Based on Appleby, the most generally cited difference between how learning

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[11] W Carbonaro, Tracking students' effort and academic achievement *Social Education*, (Sage Journals: 2005) Volume 78, Issue 1, https://doi.org/10.1177/003804070507800102 p.27-49.

takes place in high school versus college is about responsibility.[12]

Self•directed learning, independent study, and self-regulated learning.[13] All these terms refer to a concept involving learners in their learning process.

The concept of independent learning is not new, but many students still do not know about the application. Independent learning is presented as something of value expected to occur at the University.

Independent learning is learning activities by students with the freedom to determine and manage their learning materials, time, and place and take advantage of a wide range of required learning resources. The expected freedom students are highly responsible for relationships and skills, fully utilizing learning resources. According to Broad, independent learning is a behaviour or set of behaviours where the learner takes 'active' responsibility for the learning process. Through independent learning, students gain the opportunity and facilities to build their knowledge to gain a deep understanding and ultimately can improve the quality of students.

Speaking is one of the essential skills of all four language skills because individuals who learn a language are referred to as speakers of that language. Speaking is a way to transfer information, thoughts, opinions, or ideas to others.

According to Brown, speaking is a productive skill that can be directly and empirically observed.[14] As one of the language skills, speaking plays an important role. Burns and Joyce stated speaking is an interactive process of making

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[12]D.C, Appleby, How do college freshmen view the academic differences between high school and college? In the *annual meeting of the Midwestern Psychological Association, Chicago, IL*, Psychology Teacher Network for Teachers of Introductory Psychology, American Psychological Association, Vol. 24, No. 2,

[13] J. Broad, Interpretations of independent learning in further education, *Journal of Further and Higher Education*, *30*(2), 2006, p.119-143. http://dx.doi.org/10.1080/03098770600617521

[14] H. Douglas Brown, *Principles of Language Learning and Teaching* (USA: San Francisco State University,2000),p.54.

meaning that includes producing, receiving, and processing information.[15] In the teaching and learning process of English at Indonesian Schools, speaking skills are categorized as a skills mastered by students. Speaking is not only difficult for students but also a challenge. Bueno et al. stated, "Many learners have spent so many years studying the English language but cannot speak it appropriately and understandably." Speaking skills can be reached based on students' effort in learning English. Students' efforts are related to many aspects such as students' beliefs, attitudes, motivation, self-efficacy, and achievement.

Based on the elaboration above, to get more information, the researcher was interested in carrying out research entitled *"An analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving their Speaking skills"* in UIN Raden Intan Lampung, especially at the Department of English Language Education in the faculty of Tarbiyah and teacher training.

The researcher was interested in this title because the researcher felt that most of the students understand the concept of independent learning. Also, the researcher agree that independent learning can improve learning achievement. However, applying independent learning methods is still what students refuse to do. Based on observations from the researcher's point of view, students prefer to learn more from the handouts given by the lecturer without any initiative to prepare material from the syllabus that has been given. However, some are also interested in independent learning and enjoy it. Therefore, the researcher wanted to learn more about students' perceptions and efforts while they were studying at home when this pandemic occurs.

The researcher focused on the students of English education of UIN Raden Intan Lampung in the 6th semester as the setting place of the research. The process of collecting

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[15] A. Burns. & H. Joyce, *Focus on Speaking* (Sydney: Macquarie University Press,1997),p.11

data of this research was conducted by using Questioner and interview. The informants of this research the students as learned in English lessons speaking skills, there are some kinds of speaking skills, such as speaking for general purposes, academic purposes, specific purposes, and speaking for tourism. The informants consisted 10 students of interview and 35 students of questioner.

This research helped to know the background, difficulties, and interests of students so that the assessment made by the teacher on students is objective, following the process that each individual goes through. Moreover, this research also aimed to prepare students to be more skilled in dealing with the possibilities that exist if the teaching and learning process will later be returned to virtual/online learning. Some students of the English Department selected as participants in the study, and the researcher interviewed one by one of them.

English Department in UIN Raden Intan Lampung can be more effective and successful by encouraging independent learning. A university shall be required students to take responsibility for their learning, to be more self-directed, and to make decisions about what they will focus on and how much time they will spend on learning both inside and outside the classroom.

C. Focus and Sub focus of the research

1. The focus of the research

   According to the explanation above, this research focused on students' efforts toward independent learning beyond the classroom in improving their speaking skills. The focused of this research was to analyze going out and seeking opinions on students' efforts by using independent learning beyond the classroom in improving their speaking skills applyed in students of English education of UIN Raden Intan Lampung as the setting place of the

research and the students of 6th semester as the research object.

2. Sub-focus of the research

Exploring all kinds of efforts carried out by students toward independent learning and whether there were any factors contributing to their choice of engaging in independent learning to improve their speaking skills. The researcher focused on the students of English education of UIN Raden Intan Lampung in the 6th semester as the setting place of the research. Especially, as they learned in English lessons speaking skills, there are some kinds of speaking skills, such as speaking for general purposes, academic purposes, specific purposes, and speaking for tourism. The sub-focused of the research was to analyze students' efforts toward independent learning beyond the classroom in improving their speaking skills. Furthermore, in this research, the researcher used Pace & Kuh theory.

D. Problem Formulation

Based on the identification above, the researcher formulated the problem as follows:

1. How do the efforts that students do to improve their speaking skill?
2. How the factors that contributing to their engaging in independent learning to improve their speaking skills?

E. Objectives of the research

Based on the formulation of the problem above, the objectives of the research were to know about the following:

1. To explore all kinds of efforts carried out by students toward independent learning.
2. To determine whether any factors contribute to their independent learning or not.

F. Significance of the research

The findings of the research were hopefully can be helpful both theoretically and practically

1. Theoretically, this study was expected to give benefits within the scope of education and to provide helpful information about independent learning for the readers

2. Practically
   a) Students

      For students, this thesis would increase their knowledge about the effort toward independent learning and make them realize their weaknesses in learning. The researcher hoped that after students know the practical steps as they learn, this could improve their abilities and increase their grades in the classroom.

   b) Lectures

      The lectures it was hoped to help students improve learning effectiveness. And then, to help lecturers understand students' backgrounds, advantages, and disadvantages during the learning process, provide a more objective assessment. Moreover, it made it easier for lecturers to choose material and conduct an assessment that would be given.

   c) Other Research

      It could be used as one of the valuable references in conducting further research related to this research. It could also increase insight and valuable reading material for the readers.

G. Relevant Research

Some relevant research has already discussed Independent Learning for Improving English skills. First, the research was written by Fajar to analyze "Independent Learning for Improving English Skills of Students in English Language Education, Pekalongan University". This research reports the findings of a narrative inquiry aiming at revealing

the lecturers' perceptions about the meaning and importance of independent learning for improving students' mastery of English. This research involved nine lecturers of the English Education program at the Faculty of Teachers' Training and Education, Pekalongan University. The lecturers are interviewed about their views of independent learning. The findings suggest that all respondents agreed on the importance of independent learning. However, in terms of the meaning of independent learning, the lecturers suggest various definitions of independent learning, signalling that their understanding of the concept of independent learning is not similar, which may result in different practices of giving independent learning tasks to students.[16]

Second, The research was written by Utami to analyze "An Analysis on Students' Effort to Improve Speaking Skills" The research aimed to find out the kinds of students' effort in improving speaking skills and the aspects of speaking skills that developed mainly by the students. The method used in this research is the survey method. The college student Experiences questionnaire (CSEQ) and the questionnaire on speaking skills are used as the primary data collection tools. The data showed that the activities of students' efforts are varied. There are 20 college activities recognized as students' efforts, which include five activities scale; course learning, art, music and theatre, campus facilities, personal experiences, and speaking experiences. The aspect of speaking skills mainly developed on students' effort was comprehensibility, which the highest score of 72.19 %. Finally, the fourth-semester students used several kinds of efforts to improve their speaking skills in various college activities scale, and the aspect of speaking skills developed mainly by the students was comprehensibility.[17]

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[16] Dwi Ario Fajar, *"Independent Learning for Improving English Skill of Students in English Language Education" (Pekalongan University,2018),* Vol 33, No 2,p.2 https://ejournal.unsa.ac.id/index.php/selju/article/view/271

[17] Nuzulul D. U, *"An Analysis on Student' Effort to Improve Speaking skills* (Tanjungpura University, 2015), *p.1 DOI:10.26418/jppk.v4i3.9337*

Third**,** The research was written by Naibaho to analyze "The Effectiveness of Independent Learning Method on Students' Speaking Achievement at the Christian University of Indonesia Jakarta". This study is about the effectiveness of the independent learning method on students' speaking achievement. It was done to know whether the independent learning method is effective in improving students speaking achievement. The method of this study was classroom action research, which was done at the Christian University of Indonesia located on Jl. Mayjen Sutoyo No. 2 Cawang, East Jakarta. The subject of this study was the fourth-semester students of the English Department. Documentation using an audiovisual recorder, diary notes, and observation sheets are used as instruments of this study. The data taken are qualitatively and quantitatively analyzed. The results of the study show that there is an improvement in students' speaking achievement (51.07%)[18]

Based on several previous studies, the researcher hoped that the positive effects of independent learning could be applied at UIN Raden Intan Lampung, especially in the English Education Department. The researcher also found no research about it in the English Education Department at UIN Raden Intan Lampung. Therefore, the background and the results to be obtained distinguishes the study from the researcher with other previous research. Researchers believed that the results of each study may be different even though the title is the same, but if the location and the participant are different, then the results obtained will be different. This research was helpful in accommodating aspirations, opinions, and the obstacles of students so that lecturers can better understand the difficulties and characteristics of each individual. Moreover, it would make it easier for lecturers to

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[18] Lamhot N, *"The Effectiveness of Independent Learning Method on Students' Speaking Achievement at the Christian University of Indonesia Jakarta", Asian EFL Journal Research* Vol 23 Issue No. 6.3 November 2019 (Universitas Kristen Indonesia: Jakarta Timur,2020) p. 142-154 https://bit.ly/3Sqq0oa

choose material and conduct an assessment that would be given.

H. Research Method
1. Research Design

This is Qualitative research, and it deals with data in the form of words rather than numbers. Creswell defines qualitative research as an approach to exploring and understanding the meaning of individuals or groups ascribed to a social or human problem. [19] The research process involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.

The key idea of qualitative research is to learn about the problem or issue from informants and to address the research to obtain that information. Ary, Jacobs, and Razavieh also state that qualitative research is conducted to describe the current status of a phenomenon at the time of the study.[20] In dealing with this research design, the researcher uses descriptive qualitative research that includes detailed descriptions of the phenomenon.

The current status of the phenomenon in this study was students' effort on independent learning. In this study, the researcher applied a purposive sampling method to select the informants for the research purpose. Therefore, the researcher used interviews and questionnaires to descriptively obtain and analyze the data.

2. Participants

The sample of this study used a simple random sampling. Gay and Airasian stated that the simple random sampling is the process of selecting a sample in such a way that all

[19] John W. Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Boston: Pearson Education, Inc, 2002), 35
[20] D. Ary, L.C. Jacobs & A. Razavieh, Introduction to Research inEducation(USA: Harcourt Brace College Publishers,2002) p.40

individuals in the defined population have an equal and independent chance of being selected for the sample. On the other word, Creswell stated that simple random sampling is the researcher selects participants for the sample so that any individual has an equal probability of being selected from the population. The intent of simple random sampling was to choose unit to be sampled that it would be representative of the population. [21]Thus, in this research choose the subject by the expert to the need and the purpose.

Informants in qualitative research are selected to explain the conditions or facts/phenomena that occur to the informants themselves. In this study, determining the number of informants is flexible, meaning that researchers can increase the number of informants in the middle of the research process if the information obtained is felt to be lacking. Researchers can also reduce the number of informants if the information is sufficient. It can even replace the informant if the selected person/subject is not cooperative in answering the interview. [22]

According to the theory it means that the number of participant in qualitative research is flexible where the researcher can limit the informant when the researcher feel is sufficient.

Participants are people who have specialized knowledge on particular topics and who have, therefore, precious sources of information for a researcher. In this research, the participants were English Department students of the academic Year 2022/2023 of UIN Raden Intan Lampung. They were in the 6th semester now that passed their semester before, especially speaking subjects through online learning in their home. This was one of the reasons the students were appropriate to be my participants. There were some students

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[21]Marguerite, et.al, Methods in Educational Research: from Theory to Practice (San Francisco: Jassey-Bass, 2006), p.152.
[22] Ade Heryana, Informan dan Pemilihan Informan pada Penelitian Kualitatif (Prodi Kesehatan Masyarakat – Universitas Esa Unggul, 2018)p.2

to be informants in this study. The researcher chose them randomly without coercion.

The participants were 10 students for interview and 35 students for questioner. The number of participant was base on willingness of students to answer interview and questioner.

3. **The technique of Data Collection**

The researcher used the questionnaire and interview as the instruments to get the data needed to support this study.

a) **Questionnaire**

Sugiyono, "Questionnaire is a data collecting technique that gives a set of questions or written statements for the respondent to be answered. In this case, the researcher gave a questionnaire for students". Giesen stated that questionnaire development has three. The first is that a questionnaire might facilitate the collection of the data needed to answer the research questions, which require the data to be valid, reliable, and relevant. Then the survey might be as user-friendly and convenient as possible for the respondent and interviewer. It might be possible to develop, process, and modify questionnaires efficiently. Responding rapidly to events and changing circumstances for new themes might be essential. Two essential aspects of questionnaire design are the structure of the questions and the decisions on the types of response formats for each question. It could be classified into closed, open-ended, and contingency questions. The questionnaire is used to collect data about students' points of view on their efforts to improve their speaking skills in learning English. The kind of this instrument is a direct questionnaire that gives questions to all respondents directly. In conducting this study, the researcher arranged some procedural steps in an orderly way which consisted of preparing the study, analyzing, and writing down the report. The process of collecting data is one of the main aspects of research. It needs one or more kinds of methods

that it is used. The way to get the result of the research, the researcher gives a questionnaire to the students. The researcher could know the students' efforts to improve their speaking skills from the questionnaire. Type of Questionnaire used by closed questionnaire.

b) **Interview**

Esterberg says an interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic.[23] Meanwhile, according to Hadi, an interview is considered a form of data collecting via a question-and-answer procedure that is done unilaterally by methodically and based on the aim of the research.

In this study, the researcher organized some interview questions that will be expanded later during the interview to find out the answer of the participants. Semi-structured interviews are used in this study to obtain clear and valid information because the researcher can explore and clarify more about the participant's responses regarding research questions. One-by-one interview approaches are used in this research to allow the participants to convey the answer quickly and comfortably.[24]

Some of the students were selected based on criteria to be interviewed about their own experiences in learning independently. The interviews conducted in Bahasa, and the findings transcribed and translated into English. The researcher followed some producers in doing the interview. First, the researcher prepared the instrument, the interview guide, which contained some questions

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[23] Kristin G. Esterberg, *Qualitative methods in social research*. (McGraw-Hill Humanities,2002) ,p.32 https://openlibrary.org/works/OL3297050W/Qualitative_methods_in_social_researc h?edition=key%3A/books/OL22175612M

[24] John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, Inc, 2002), 23

relate to the research topic. Second, the researcher asked and talked to the subjects in a friendly way. The last, the researcher wrote an interview transcript based on the recording. The researcher recorded the interview using a mobile phone and takes some notes during the interview. Its goal was to avoid any miss understanding of data collection during analysis.

Table 1.1
Interview Guidelines

No	Question Grid
1	The questions asked about students' perception of independent learning.
2	The questions asked about student efforts in improving their speaking skills.
3	The questions asked about students' activities during online learning during the pandemic.
4	The questions asked about the differences face to face learning and independent learning.
5	The questions asked about the strength and weaknesses of independent learning.

4. **The technique of Data Analysis**

According to Bogdan and Biklen, data analysis is the effort made by working with data, organizing data, choosing units that can be managed, seeking and field patterns, discovering what is important and what is learned, and deciding what can be told to others. According to Miles & Huberman, There are some data analysis procedures used in this study they are:[25]

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[25] Matthew B.Miles, A. Michael Huberman&Jhonny Saldana, Qualitative *Data Analysis: A Methods Sourcebook*, (Thousand Oaks: Sage Publications, 2014), p.31

a) Data Reduction

Data reduction started by explaining, selecting the basic things, and focusing on something important to the content of data that derives from the field so that the data reduction can give a description sincerely to the observation result. In this research, data reduction is made by making summary contact, developing category coding, making reflection notes, and data selection.

b) Data Display

Data display is the process of showing data simply in the form of words, sentences, narratives, tables, and graphics so that the researcher masters the data collected as the basis to take the appropriate conclusion.

c) Verification and Conclusion

Since the beginning of the research, the researcher made a temporary conclusion. In the last step, the conclusion is verified by the notes taken and brought to the perfect conclusion. The conclusion is drawing the content of data collected through a good statement and having precise data. The conclusion drawn can be started from a tentative conclusion that still needs to be completed.

Later, the interview findings presented in a descriptive explanation. All the data from the interview were recorded, and most of their parts transcribed and coded. After the efforts were known, researcher used the formulation from Arikunto in Azahrah :

$P = F/N \times 100$

Boldness :

F = Frequency of Score obtained from students' effort

N = Amount of the Students

P = Number Persentase [26]

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[26] Fauzia Ramadhanti Azahrah et.al, *Keterlaksanaan Pembelajaran Bola Voli Secara Daring Pada SMA Kelas X SeKecamatan Majalaya, (*Vol 9 No 10 (2023): Jurnal Ilmiah Wahana Pendidikan, 2021),p.535 https://jurnal.peneliti.net/index.php/JIWP

5. **Trustworthiness of the Data**
a. **Triangulation**

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures.[27] According to Patton, triangulation refers to using multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.[28] Triangulation has also been viewed as a qualitative research strategy to test validity through converging information from different sources.

Denzin and Patton identified four types of triangulation; method triangulation, investigator triangulation, theory triangulation, and data source triangulation.[29] In this research, the researcher used the method of triangulation.

b. **Method Triangulation**

According to Polit and Beck, method triangulation involved the use of multiple methods of data collection about the same phenomenon.[30] The intention is to decrease biases that come from any single method. In other words, one method's strength may compensate for another's weaknesses. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another.[31]

Based on the explanation above, the researcher used the triangulation method, field notes, audio/video recordings, and interviews.

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[27] Ibid.
[28] Nancy Carter, and friends, "The Use of Triangulation in Qualitative Research", *Vol. 41 no. 5*, September 2014.
[29] Ibid.
[30] Ibid.
[31] UNAIDS, "An Introduction to Triangulation", Avenue Appia, Switzerland, 2010. P. 14-15.

I. Systematic of discussion

The researcher discussed the research into the structure below:

Chapter I presented the introduction, which consisted of title affirmation, the background of the problem, focus and sub-focus of the research, identification of the problem, objective of the research, uses of the research, relevance of the study, research methodology, and systematic discussion.

Chapter II presented the theories of related literature of the research and the theories used to do research as the base of the research.

Chapter III presented a general description of Student Effort toward Independent Learning and a description of research data.

Chapter IV presented a research analysis consisting of research data and findings.

Chapter V presented the conclusion and suggestions of the research.

A. Concept of Independent Learning

1. Definition of Independent Learning

According to Anderson, independent learning is an act of students responsible for their learning.[32] While Child, Crooks, and Ellis said that independent learning learners are responsible for identifying their learning needs, determining their learning objectives, deciding how to evaluate learning outcomes, identifying and pursuing learning resources and strategies, and evaluating the end product of learning.[33] Koçak also mentions that students who apply independent learning are self-employed to learn without relying on others' direction from teachers, parents, or the environment.[34] In other words, they do learning based on their desire without coercion from others. By applying the method of independent learning, then the students no longer become passive in the classroom. Abdullah divides the definition of independent learning into 6 points, they are:[35]

a) Learners are responsible for their learning, and self-management and monitoring are part of that learning responsibility.

b) Learner motivation plays a crucial role in determining the effort made by a learner.

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[32] Michael Grahame Moore, William C. Diehl, *Handbook of distance education*(London: The Pennsylvania State University,2007),p.32

[33] O I Lunyk-Child 1, D Crooks, P J Ellis, C Ofosu, L O'Mara, E Rideout, *Self-directed learning: Faculty and student perceptions* (Journal of Nursing Education, 2001),p. 116-123 https://doi.org/10.3928/0148-4834-20010301-06

[34] Ayfer Koçak, *A Study on Learners' Readiness for Autonomous Learning of English as a Foreign Language* (Doctoral dissertation: semantic scholar journal, 2003),p. 78 http://bit.ly/3XZW8Qs

[35] Abdullah, and Mardziah Hayati, *Self-Directed Learning*(ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN: ERIC Publications, 2001),p.44 https://eric.ed.gov/?id=ED459458

c) As independent learning evolves in a given learning environment, control will slowly shift away from the teacher and toward the student;

d) Learning is made visible on prior learning and strategies that have worked previously.

e) Independent learning is collaborative.

f) Independent learning creates ability within the learner, not only within the current field of endeavour but enables knowledge and concept transfer to new learning situations.

Baxter and Gray mention that the learning process in higher education shall not only depend on the teaching given by the lecturers in the class, but the students are also expected to be active at the time of learning so that the lecturer's role in the classroom is only as a facilitator. The experts said independent learning is a learning activity for those interested in the intention or motive to master something needed to overcome something and build it with the correct knowledge or competencies that have been owned. Independent learning provides opportunities for students to determine: learning objectives, learning resources, and learning activities according to their needs. Students take steps to decide what, when, and how to learn and try to use methods that support their activities and learning. Learners recognize that they are the learning experts for their learning. They can choose the skills they wish to focus on, the kind of activities they do, and the length of time they spend doing them. In other words, independent learning is an activity entirely under the learner's control.

In other words researcher concludes independent learning is an activity that is entirely under the control of the learner.

2.   Characteristics of Independent Learning

Moore stated that the system of independent study is not a stand-alone way of learning, where the students learn on their own without the help of others.[36] However, the independent study took place with the help of others as a teacher, tutors, mentors, and peers. This is supported by Jalkanen, Jokinen, and Taalas, and the tutor acts as a facilitator and a friend for the learners.[37] These are some of the rules of the teachers as facilitators to improve students ' ability in independent learning:

a) Create an atmosphere that allows learners to acquire a learning experience.
b) It helps learners to understand their learning goals.
c) Encourage learners to be able to implement the goals achieved by any learners into something meaningful for life.
d) Trying to put itself as a learning resource that participants of the learning can utilize.

Merriam distinguishes the system of independent study from traditional learning systems with the term pedagogy and andragogy. The concept of pedagogy looks at the learner as an object. In this case, the learner is being taught about something. While the concept o andragogy looked learner as the subject, the role of the teacher is to facilitate learning.[38]
Candy mentions some characteristics of independent learning are:

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[36] M.G. Moore, *Handbook of Distance Education(London:* Lawrence Erlbaum Associates Publishers,2003) ,p.23
[37] J. Jalkanen, E. Jokinen, & P. Taalas, *Voices of pedagogical development: an introduction. Voices of pedagogical development- Expanding, enhancing and exploring higher education language learning (*Dublin: Research-publishing.net, 2015) p.33
[38]   Sharan B. Merriam, *Andragogy and self-directed learning: Pillars of adult learning theory.* Volume 2001, Issue 89 Pages: 1-102 (2001),p. 3-14. https://onlinelibrary.wiley.com/toc/15360717/2001/2001/89

a) Curiosity. Independent learners want to find out more about the knowledge. They find out ways to explore.

b) Self-motivation. Intrinsic motivation far surpasses any prize or reward system. Independent learners are motivated by setting internal goals to achieve.

c) Self-examination. Independent learners know how to evaluate themselves.

d) They can see their strengths and weaknesses.

e) Accountability. It means knowing what you have to do and doing it without anyone telling you to.

f) Critical thinking. Independent learners think critically about a situation.

g) Persistence. Independent learners do not give up. They teach themselves and only ask questions after failing to find a solution.[39]

The researcher concludes characteristic of independent learning is based on the natural tendency for learners to control their learning. Based on some independent learning characteristics above, it can be concluded that to become an independent learner, the learner must fully employ these characteristics.

3.   The strategy of Independent Learning

Strategy is a method or plan chosen to bring about the desired future, such as the achievement of a goal or solution to a problem. A learning strategy refers to students' self-generated thoughts, feelings, and actions systematically oriented toward attaining their goals. Nunan stated that a language learning strategy is essential because it can make students more active

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[39] Candy PC. *Key issues for research in self-directed learning*. Studies in Continuing Education,   10   (1988),   pp.   104-124. https://www.sciencedirect.com/science/article/pii/S0004951414605456

in learning, make them more aware of the language learning process, and control their learning.[40]

There are some learning strategies in independent learning:

a) Goal setting. According to Locke & Latham, goal setting is the aim of an action or task that a person consciously desires to achieve or obtain.[41]

b) Planning. According to Zimmerman, planning and goal setting are complementary processes, as planning can help learners establish well-thought-out goals and strategies to be successful.

c) Self-motivation. It occurs without external rewards and indicates that a learner is becoming more independent.

d) Attention control. It refers to an individual's capacity to choose what they pay attention to and ignore.

e) Flexible use of strategies. Paris and Paris claimed that successful learners could implement multiple learning strategies to facilitate their progress toward their goals. [42]

f) Self-monitoring. Referring to Rowe and Rafferty, students must assume their learning and achievement outcomes to become strategies.[43]

g) Help-seeking. Schunk and Zimmerman said that independent learners do not try to accomplish every task independently but rather frequently seek help from others when necessary.[44]

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[40] David Nunan, *Second Language Teaching & Learning*(Florence KY: Cengage Learning, Inc 1990),p.29

[41] Edwin A. Locke, *Building a practical theory of goal setting and task motivation*: A 35-year odyssey. American Psychologist, 57(9),p.705. DOI: 10.1037//0003-066X.57.9.705

[42] A.H. Paris & Paris, *Classroom applications of research on self-regulated learning* (Educational Psychologist, 362001) 36(2), 89–101, p.89. https://psycnet.apa.org/doi/10.1207/S15326985EP3602_4

[43] F.A. Rowe & J.A Rafferty, Instructional design interventions for supporting self-regulated learning: enhancing academic outcomes in postsecondary e-learning environments (Journal of Online Learning and Teaching:2013),p.590. https://jolt.merlot.org/vol9no4/rowe_1213.pdf

[44] D. H. Schunk & B. J. Zimmerman*, Influencing children's self-efficacy and self-regulation of reading and writing through modelling. Reading & Writing Quarterly(*2007),p.7-25.

h) Self-evaluation. This practice enables students to evaluate their learning strategies and make adjustments for similar tasks in the future.

To sum up researcher concludes, independent learners can set short and long-term goals for their learning and plan to accomplish their goals. By focusing on this goal, students will likely find themselves stepping back, safe in the knowledge that they are working truly independently.

4. **Benefits of Independent Learning**
   Independent learning is beneficial for learners who apply this approach in their learning. There is some benefit of independent learning. According to Hargis, they are:
   a) Developing Thinking skills
      Problem-solving teaches students to consider multiple perspectives on a given situation or phenomenon. They develop flexibility in thinking and reasoning skills as students compare and contrast various possibilities to conclude. Students learn to question ideas and knowledge by comparing and contrasting alternative ideas and contexts.
   b) Developing communication and social skills
      Students learn how to communicate their ideas and findings with others. This becomes a self-assessment activity whereby the students gain more insight into how well they understand the concept. This is essential to success in learning since they will constantly be exposed to various experiences in which they must navigate among others' ideas.
   c) Encouraging alternative methods of assessment
      Independent learners know good strategies to encourage their comprehension in learning. Learners engage their creative instincts to develop knowledge in a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life.

d) Helping students to transfer skills to the real world
Students adapt learning to the real world, gaining problem-solving skills and the ability to critically analyze a given data set. These skills enable a constantly changing real-world environment.

e) Promoting intrinsic motivation to learn
Constructivism recognizes and validates the students' point of view so that rather than being wrong or correct, they reevaluate and readjust their knowledge and understanding.

5. **The Role of the Teacher**
Teachers are vital in assisting students to become independent learners by ensuring that students are actively involved in learning. Some of the strategies that supported students' independent learning included:[45]

a) Scaffolding: this refers to the supportive structure provided by skilled others, in this case, teachers, which aids students in their learning. The objective is the gradual transfer of responsibility from the teacher to the student step by step, with the teacher responding flexibly to students' responses rather than following a predetermined teaching path.

b) Providing students with opportunities to self-monitor: the review suggested that self-monitoring depends on establishing goals and receiving feedback from others. Teachers encouraged students to self-monitor by helping them use internal and external feedback to see whether their strategies are effective for achieving learning goals.

c) Offering models of behaviour: independent learning is promoted by encouraging students to model the behaviour of their teachers, including, for example, teachers showing students how categorizing information made it easier to remember.

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[45] Bill Meyer, Naomi Haywood, Darshan Sachdev and Sally Faraday, *Independent Learning: Literature Review,(* Research Report DCSF-RR051, 2008), p.4-5

d) Developing communication that included language focused on learning helped students become more aware of the steps involved in learning, understand their learning styles, and help students and teachers share their thinking.

e) Providing feedback on homework: this is found to improve students' confidence in working independently and to help them develop the reflective aspect of independent learning. It suggested a critical activity is teachers helping children to create their representations of learning goals.

So, it concluded that in the thriving independent learning part, the role of the teacher shifted from an expert transmitting knowledge to that of a 'coach' helping students to acquire the strategies necessary for learning. It suggested an essential activity is teachers helping children create representations of learning goals.

B. Concept of Learning Beyond the Classroom

Learning beyond the classroom is using places other than the classroom for teaching and learning. There are some definitions of learning beyond the classroom proposed by experts. Kuh points out that learning beyond the classroom includes all student activities, such as membership in student clubs and organizations, volunteerism, athleticism participation, and campus leadership opportunities.[46] According to tp Thomas, during learning beyond the classroom, the learner chooses to use newspapers, television, and conversation with native English speakers to acquire language learning.[47]

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[46] G. Kuh, *Involving Colleges: Successful Approaches to Fostering Student Learning and Development outside the Classroom.* (San Francisco: Jossey-Bass Publishers, 1991), p.24

[47] K. Thomas, *Motivation, and learning strategies in and out of the classroom. Carleton Papers in Applied Language Studies, 13*,1996,p.36-52.

This statement, supported by Pickard, argued that listening to the radio, reading newspapers, and reading novels beyond the classroom appear to rank highest in students' learning activities.[48]

Freeman articulated that watching television, going to the cinema, listening to music, and interacting with native speakers are activities beyond the classroom learner.[49] Furthermore, Hyland stated that the activities students do in learning English include speaking, writing, listening, and reading skills, such as speaking with family members, talking to people in the streets, talking on the phone, speaking with a friend, chatting to foreigners, listening to the radio, attending meetings, reading novels, speaking with colleagues, listening to songs, reading newspapers and magazine, watching television programs, watching videos, surfing the internet, reading academic books, and writing an e-mail in ranking order. Learning beyond the classroom, conveyed by Hyland, can coverall statements or arguments by the theorist before.[50]

According to the explanation above, it can be concluded that students can carry out many activities beyond the classroom in learning independently. Learning is not always done in deep and monotonous ways. Based on the opinion of the experts above, it proved that learning could be done in preoccupied ways, such as reading novels, chatting with foreigners, and listening to songs. Although the example is not directly related to the material, students can obtain knowledge and ability through these activities.

[48] N. Pickard, *Out-of-class language learning strategies*(*ELT Journal*,1996), p.150-159. https://www.researchgate.net/publication/31300633_Out-of-class_language_learning_strategies

[49] M. Freeman, *The language learning activities of students of EFL and French at two universities*. (*Language Learning Journal*,1999),p. 80-88. https://www.tandfonline.com/doi/abs/10.1080/09571739985200151

[50] F. Hyland, *Learning autonomously: Contextualizing out-of-class English language learning*. *Language Awareness*, Volume 13, 2004 - Issue 3, p. 180-202. https://doi.org/10.1080/09658410408667094

C. Concept of Speaking skills
1. Definition of Speaking skills

Speaking is one of the essential elements in studying English. Students have to be able to speak English. To get more details about the concept of speaking, the researcher discusses some definitions of speaking from experts. Collie and Slater express their idea development of fluency in spoken English. Speaking fluently, of course, involves speaking efficiently and appropriately with others, but it carries. According to Rivers, what the students need in a target language is the skill to use the language in acts of communication because speaking is a very complex and different skill to learn, especially for foreign language students.

In other words, learning to speak a foreign language will be facilitated when students are active in communicating because there is a proverb that says that we learn to read by reading and speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling, and information to others orally. Speaking skills need direct interactions, in which someone speaks to someone directly.

According to Chastain, speaking is a productive skill since it produces ideas, messages, and suggestions, and we need to practice it. Increasing communication skill in English is not enough in the classroom but practice outside of the classroom. It will be influenced our speaking skills. Speaking in linguistics term has various definitions. In Hornby, speaking means saying something to express ideas and opinions. According to Kushartant, speaking is a set of voices uttered by one and understood by

someone else. It means to deliver thought or opinion.[51]

The core of speaking is communicating. In communication, speaking encompasses some supporting aspects so that the meaning of communication can be well accepted. Cameron states that it is also essential to organize the discourse so that the interlocutor understands what the speaker says. Speaking is essential for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in daily life.

It means that people in the world have speaking abilities because speaking is an activity that we always do to communicate with other people and make good relationships in society. From the explanation above, the researcher concludes that speaking is a process of conveying and sharing ideas and feelings orally. Speaking involves some skills such as vocabulary, pronunciation, accuracy, and fluency.

From those definitions, the researcher infers speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore, as a tool of communication, it is necessary for people to have a good speaking skill.

2. **Elements of Speaking**

According to Derakhshan, Khalili, and Beheshti, two essential elements can be in speaking; accuracy and

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[51] Kushartanti,et.al, *Pesona Bahasa* (Jakarta: Gramedia,2005) ,p.32

fluency.[52] Both elements enable it to branch into some smaller units. If we show more explanation regarding this matter, the speaking elements will conclude some units as follows:

a) **Vocabulary**

Thornbury suggests three usual things speakers use in what they are being said: a). When people speak, they involve many words and expressions that express their attitude (stance) toward what is being said. b). Speakers usually employ words and expressions that express positive and negative appraisal because much of speech has an interpersonal function. By identifying what people like and dislike, they can express solidarity.[53]

b) **Grammar**

According to Brown, "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". About contexts, a speaker shall consider the following things: a). who the speaker is, b). Who the audience is c). Where the communication takes place d). What communication takes place before and after a sentence in question e). Implied versus Literal Meaning f). Styles and Registers g). The alternative forms from which products can choose.[54]

c) **Pronunciation**

The way of certain sounds or sound is produced. Unlike articulation, which refers to producing speech sounds in the mouth, according to Richards & Schmidt, pronunciation stresses how the hearer

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[52] A. Derakhshan, A. N. Khalili, & F. Beheshti, *Developing EFL Learner's Speaking Ability, Accuracy, and Fluency. English Language and Literature Studies*(2016),p.177–186 http://dx.doi.org/10.5539/ells.v6n2p177

[53] S. Thornbury, *How to Teach Speaking* (Essex: Pearson Educational Limited, 2005),p.29-30

[54] H.D. Brown, *An Interactive Approach to Language Pedagogy* (San Fransisco: Longman State University,2001),p.62

perceives more.[55] An example of pronunciation can be identified from the sentence Maria slices an apple with a knife. The work is on pronunciation when the hearers understand that the letter –k in the knife is not sounded. It is what we call pronunciation.

d) Accuracy

Speaking accuracy is acceptable pronunciation, correct grammar, and appropriate word choice. According to Mc Keenhiil in Syahbuddin, pronunciation is the act or manner of pronouncing something, articulate utterance. Indeed, pronunciation cannot be separated from intonation and stress.

e) Fluency

Fluency is the quality of speech to look normal and natural. It includes rhythm, pauses, intonation, stress, interjections and interruptions. Richards and Schmidt break down the term fluency as the quality of speech: First, The ability to quickly produce written or spoken language. Second, The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar. Third, The ability to communicate ideas effectively. Forth, The ability to produce continuous speech without causing comprehension difficulties or breakdown of communication.[56]

f) Comprehension

Comprehension is the identification of the intended meaning of written or spoken communication. It stresses the meaning of communication, which contains the background of knowledge, the context, and the purpose of speakers and listeners.

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[55] C.J. Richards, & R. Schmidt, *Longman dictionary of language teaching & applied linguistics* (London: Pearson Education,2002),p.25
[56] Ibid, 35

In other words, in instruction, communication as the educator, they should plan the teaching-learning speaking elements process. They have to prepare or determine what language speaking skill elements or focus they want to achieve and what techniques or strategies to ensure the teaching-learning process runs well.

3. **The Importance of Speaking**

Nunan says speaking is the most crucial aspect of learning a second or foreign language. The success skill in carrying out a conversation and interacting orally in that language. Speaking is very important in our life because we cannot know what others say without speaking, and speaking is how we interact with other people. Based on the explanation of some experts about speaking skills, the researcher can explain the component of speaking in each theory as follows:

There are four aspects below has a significant influence on speaking skills, they are:

a) Vocabulary

   Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words.[57]

b) Grammar

   Grammar is the rule by which we combine meaningful and part of words of a language to communicate comprehensible messages.

c) Fluency

   Speaking is an activity of reproducing words orally. It means there is a process of exchanging ideas between a speaker and a listener. Hormailis states

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[57] Hormailis, *The Use of Group Work Techniques for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru Pekanbaru*: Unpublished Thesis,2003, P.5

that fluency is the quality or condition of being fluent.

d) Pronunciation

Pronunciation is the production of speech sounds for communication, which is essential. Kelly says that using stress and intonation inaccurately can cause a problem.

Besides that, the five aspects of speaking skills Fernanda are as bellow:

a) Grammar

According to Brown, grammar is the rule that combines a meaningful part of a language to communicate comprehensible messages.

Vocabulary Dash vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context.

b) Pronunciation

According to Professional Development Service for Teachers, pronunciation refers to how words are said.

c) Fluency

Fluency is the quality or condition of being fluent.

d) Comprehension

Longman understands everything in normal educated conversation except for very colloquial or low-frequency items or exceptionally rapid or slurred.

In conclusion, speaking is the most crucial aspect of learning a second or foreign language. Speaking produces a vocal sound that turns into words. A speaker constructs it to be useful meaning to share their ideas, feelings, and intentions with others. Speaking involves elements that students need to. Those elements are grammar, comprehension, vocabulary, pronunciation, and fluency.

4. Speaking Problems

There are some speaking skills problems that teachers can encounter in helping students speak in the classroom. Inhibition, lack of topical knowledge, low participation, and mother-tongue use.[58]

The first problem that students encounter in class is when they want to say something in the classroom and are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Little Wood expressed that a language classroom can also create inhibitions and apprehension for the students.[59] The second problem is that learners complain that they cannot remember anything to say and are not motivated to express themselves. This is supported by Rivers, who think learners often have nothing to say, probably because their teachers have selected a topic that is inappropriate for them or they have enough information about it. Baker and Westrup also supported the above idea. They stated that it is challenging for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinion about what to say, which vocabulary to apply, or how to use grammar accurately.[60] The third problem in the speaking class is that participation is meagre. In a class with many students, each student will have very little time for talking because just one student talks at a time, and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

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[58] N. H. Tuan, & T. N. Mai, *Factors Affecting Student"s Speaking Performance at Le Thanh Hien High School* (Asian Journal Of Education Research, 3(2),2015),p. 8-23. http://www.multidisciplinaryjournals.com/wp-content/uploads/2015/03/FACTORS-AFFECTING-STUDENTS%E2%80%99-SPEAKING.pdf

[59] W. Littlewood, *Communicative and task-based language teaching in East Asian classrooms. Language Teaching* 40 (3),2007,p. 243-249 https://onlinepretesol.files.wordpress.com/2013/03/communicative-and-task-based-language-teaching-in-east-asian-classrooms.pdf

[60] J. Baker & H. Westrup, *Essential Speaking Skills: A Handbook for English Language Teachers* (London: Continuum,2003),p.3

The last problem related to speaking ability is that when some learners share the same mother tongue, they try to use it in the speaking class because it is very easy for them. According to Harmer, there are some reasons why learners use their mother tongue in their speaking classes.

The first reason is that when teachers ask their learners to talk about a topic they do not know enough about, they will try to use their language. The second reason is that the application of the mother tongue is very natural for learners to use. Suppose teachers do not urge their learners to talk in English. In that case, learners will automatically use their first language to explain something to their classmates. The final reason is that if teachers regularly use their learners' mother language, their learners will feel comfortable doing so in their speaking class.

Researcher concludes proficiency in English is a significant factor in the academic success of an English environment. The findings also showed that the learners' language difficulties relate to productive writing and speaking skills. The students' difficulties centred on academic speaking, such as grammar, fluency, and pronunciation, and academic writing, like style, grammar, and etc.

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APPENDIX

Appendix 1.

The students" efforts to improve speaking skills are evaluated by using theory from Pace & Kuh.
The following are the indicators:

No	Indicators
1	Library
2	Campus Facilities
3	Club and Organization
4	Course Learning
5	Art and Music Activities
6	Personal Experience
7	Speaking Experience

1. Library
a. The students always go to the library because it is a quiet place to practice English.
b. The students usually go to the library to find sources of Speaking Material.
c. The students go to the library to find some learning English websites.
d. The students usually go to the library to read or study, which they bring with them.
e. The students always go to the library to make a judgment about the quality of information from the library.

2. Campus Facilities
a. The students always meet other students at some campus locations like the canteen to speak English.
b. The students use campus learning labs to improve their speaking skills.

3. Club & Organization

a. The students attend a meeting of the English club to practise English.

b. The students join an English club to practice English.

c. The students speak English in clubs and organizations.

4. Course Learning

a. The students take detailed Speaking material in class.

b. The students use information or experience in class discussions.

c. The students try to explain the material from a course to someone else.

d. The students work on a group discussion or a project speech.

e. The students contribute to class discussion.

f. The students develop a role-play, case study, or simulation for a class.

5. Art & Music Activities

a. The students talk about art and music with other friends (English songs).

b. The students participate in some art activities (English day)

c. The students attend a concert or other music event.

6. Personal Experience

a. The students discuss with another student, friend, or family member.

b. The students identify with a character in a book, movie, or television show.

c. The students ask a friend to tell them what he or she thought about your speech.

d. The students take a test to measure speaking skills.

e. The students talk with the English teacher/lecturer about personal concerns in speaking English.

7. Speaking Experience

a. The students use a dictionary to look up the proper meaning of words.

b. The students think about grammar and sentence structure.

c. The students ask others to listen when you speak to see if it is clear to them.

Appendix 2

<div align="center">

QUESTIONNAIRE

**An Analysis of Students' Effort toward Independent Learning
beyond the Classroom
in Improving their Speaking skills**

</div>

Name :
Date :
Instructions :
1. This questionnaire contains 27 point declaration.
2. Match the statement with the answer option that has been available in several categories;
SA   = Strongly Agree
A   = Agree
U   = Undecided
D   = Disagree
SD   = Strongly Disagree
3. Answers based on your own beliefs.
4. Thank you for your help and willingness.

No	Statement	SA	A	U	D	SD
1.	**Library** Library is as a Quit place to speaking English (Perpustakaan adalah tempat yang tenang untuk berbicara Bahasa Inggris)					
2.	The Library is one of the place to find sources of Speaking Material (Perpustakaan adalah salah satu tempat untuk menemukan sumber					

	materi untuk berbicara Bahasa Inggris)				
3.	The Library is one of the place to find some learning English Website (wifi) (Perpustakaan adalah tempat untuk menemukan beberapa situs belajar bahasa Inggris)				
4.	I can read and study quietly with the book that I borrow in library (Saya bisa membaca dan belajar dengan tenang dengan buku saya pinjam di perpustakaan)				
5.	I made a conclusion about the information obtained from the library (Saya membuat kesimpulan tentang informasi materi Bahasa Inggris yang saya dapatkan di perpustakaan)				
6.	**Campus Facilities** Sometimes, I met other students at locations like hall, canteen, etc and discussion about English subject. (Kadang – kadang, saya bertemu siswa lain seperti, beranda kelas, kantin dan berdiskusi Bahasa Inggris dengan mereka)				
7.	I always use the laboratory to improve my speaking skills. (Saya selalu menggunakan lab bahasa untuk meningkatkan kemampuan berbicara Bahasa Inggris.)				
8.	**Club & Organization** I attend an meeting of English club. (Saya menghadiri club Bahasa Inggris)				
9.	I join the English club. (Saya bergabung menjadi anggota club Bahasa Inggris)				
10.	I and my friend always speak using				

	English in club and organization. (Saya dan teman saya selalu berbicara Bahasa Inggris di dalam organisasi)				
11.	**Course Learning** I took notes and made conclusions about the speaking subject. (dan membuat kesimpulan tentang mata kuliah speaking)				
12.	I used my own experience while discussing in class. (Saya menggunakan pengalaman saya saat berdiskusi di kelas)				
13.	I tried to explain the material of speaking subject to someone else. (Saya mencoba untuk menjelaskan materi pelajaran kepada seseorang)				
14.	I worked on a group discussion or a project speech (Saya bekerja dalam diskusi kelompok Bahasa Inggris)				
15.	I contributed to English class discussion. (Saya berkontribusi dalam diskusi kelas Bahasa Inggris)				
16.	I studied about a role play, case study or simulation related to speaking subject. (Saya mempelajari drama, bertukar peran, memecahkan masalah atau simulasi yang berkaitan dengan matakuliah speaking)				
17.	**Art & Music Activities** I talked about art, music with other friends (English songs) (Saya berbicara tentang seni, music dengan teman saya) (lagu Bahasa Inggris)				
18.	I participated in some art activities (English day) (Saya berpartisipasi dalam beberapa aktivitas seperti Hari berbahasa Inggris				
19.	I attended a concert or other music				

	event. (Saya menghadiri acara music, khususnya lagu berbahasa Inggris)					
20.	**Personal Experience** I discussed with friend or family member about speaking skills (Saya berdiskusi dengan teman atau anggota keluarga tentang kemampuan berbicara Bahasa Inggris)					
21.	I identified the characters in a book, movie, or television show about speaking skills (Saya mengindentifikasi karakter buku, film dan acara televisi tentang kemampuan berbicara Bahasa Inggris)					
22.	I asked a friend about their opinion of my speaking ability. (Saya meminta pendapat teman tentang bagaimana kemampuan berbicara saya)					
23.	I taken a test to measure my speaking skills (Saya melakukan test untuk mengukur kemampuan berbicara saya)					
24.	I talked with English teacher in English. (Saya berbicara dengan guru Bahasa Inggris dengan bahasa Inggris)					
25.	**Speaking Experience** I used dictionary to look up the proper meaning of words. (Saya menggunakan kamus Bahasa Inggris untuk melihat arti kata)					
26.	I thought about grammar, sentence structure when I speaking (Saya memikirkan tata bahasa Bahasa Inggris ketika saya sedang berbicara bahasa Inggris)					
27.	I asked other people to listen when I speak to see if it was clear to them (Saya meminta orang lain untutk mendengarkan ketika saya berbicara					

	Bahasa Inggris dan menanyakan apakah ketika saya berbicara terdengar jelas oleh mereka.					

Appendix 3

The Blueprint of Questionnaire

No	Indicators	Description	Number
1	**Library**	The library is a quiet place to speak English	1
		The library is one of the places to find sources of Speaking Material	2
		The library is one of the places to find some learning English Website	3
		I can read or study quietly that I bought within the library	4
		I made a judgment about the quality of information from the library	5
2	**Campus Facilities**	Sometimes, I met other students at the hall, canteen, etc., for discussion	6
		I always used school learning labs as places to improve my speaking skills	7
3	**Club and Organization**	I attended a meeting of the English club	8
		I join the English club	9
		My friend and I always speak about English in clubs and organization	10
4	**Course Learning**	I look detail Speaking material in class	11
		I used information or experience in class discussions	12
		I tried to explain the material from a course to someone else	13
		I worked on a group discussion or a project speech	14
		I contributed to English class discussion	15
		I developed a role-play, case study, or simulation related to speaking	16
5	**Art and Music Activities**	I talked about art, and music with other friends (English songs)	17
		I participated in some art activities	18

		(English day)	
		I attended a concert or other music event	19
6	**Personal Experience**	I discussed with friends and family members speaking skills	20
		I identified with a character in a book, movie, or television show about speaking skills	21
		I asked a friend to tell me what he or she thought about my speech	22
		I took a test to measure my speaking skills	23
		I talked with the English teacher about personal concerns about speaking English	24
7	**Speaking Experience**	I used a dictionary to look up the proper meaning of words	25
		I thought about grammar and sentence structure when I was speaking	26
		I asked other people to listen when I spoke to see if it was clear to them	27

Appendix 4

A LIST OF INTERVIEW QUESTIONS

An Analysis of Students' Effort toward Independent Learning beyond
the Classroom in Improving their Speaking skills

Description of the project: This study examines students' efforts toward independent learning in improving their speaking skills based on their experience.

Benefits of this study: Feel free to answer all these questions. Do not worry! There will be no direct benefit to you from participating in this study. The researcher may learn more about how students' efforts toward independent learning in improving their speaking skills.

Time   :
Interviewer :
Respondent :
Class   :

1. Do you like to speak English in your daily life? Why?
2. Do you like listening to songs, reading books, and watching movies in English? Why?
3. Do you join an English organization? Why?
4. Do you take an English course? Why?
5. What are the positive things you did while online learning during a pandemic? Why?
6. Do you agree or disagree with independent learning? Why?
7. What are the difficulties when implementing independent learning?
8. What are the differences between face-to-face learning and independent learning?
9. What are the strength and weaknesses of independent learning?
10. What are your efforts toward independent learning in improving your speaking skills?

Appendix 5

The Blueprint of Interview

An Analysis of Students' Effort toward Independent Learning beyond
The Classroom in Improving their Speaking skills

No	Question	Answer
1	Do you like to speak English in your daily life? Why?	
2	Do you like listening to songs, reading books, and watching movies in English? Why?	
3	Do you join an English organization? Why?	
4	Do you take an English course? Why?	
5	What are the positive things you did while online learning during a pandemic? Why?	
6	Do you agree or disagree with independent learning? Why?	
7	What are the difficulties when implementing independent learning?	
8	What are the differences between face-to-face learning and independent learning?	

9	What are the strength and weaknesses of independent learning?	
10	What are your efforts toward independent learning in improving your speaking skills?	

Appendix 6

Documentation Doing Interview

Gambar 1.1 interview 1

Gambar 1.2 interview 2

Gambar 1.3 interview 3

Documentation Giving Questioner

Gambar 2.1 Giving Questioner

Gambar 2.2 Giving Questioner

Gambar 2.3 Giving Questioner

Appendix 7

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
Alamat : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung ☎ (0721) 703260

Nomor	: B-1394	/Un.16/DT/PP.009.7/02/2023	Bandar Lampung, 22 Februari 2023
Lampiran	: -		
Perihal	: Izin melaksanakan Pra Penelitian		

Kepada Yth
Kepala Jurusan Pendidikan Bahasa Inggris
di-
Tempat

Assalamualaikum Wr.Wb

Dalam rangka memenuhi persyaratan studi pada Program Srata Satu (S1) UIN Raden Intan Lampung, maka dengan ini mohon bapak/ibu berkenan memberikan izin kepada mahasiswa/i:

Nama	: Mas Laurensia Jennika Lestari
NPM	: 1711040087
Semester/T.A	: XII/2023
Program Studi	: Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Untuk melaksanakan Pra Penelitian di Jurusan Pendidikan Bahasa Inggris angkatan 2020. Data hasil penelitian akan dipergunakan oleh yang bersangkutan untuk penyusunan Proposal Skripsi. Atas izin dan kerja samanya disampaikan terimakasih.

Wassalamualikum Wr.Wb.

Wakil Dekan I Bidang Akademik Dan Kelembagaan

Prof. Dr. H. Deden Makbuloh, S.Ag, M.Ag
NIP. 197303032001121001

Tembusan:
• *Dekan Fakultas Tarbiyah dan Keguruan*
• *Kabag TU FTK*
• *Kaprodi Pendidikan Bahasa Inggris*
• *Mahasiswa/i yang bersangkutan*

Appendix 8

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURURAN
Alamat : Jl. Let. Kol. H. Endro Suratmin Sekarame I Bandar Lampung ☎ (0721) 703260

Nomor : B-5631 Un.16/DT/PP.009.7/05/2023   Bandar Lampung, 03 Mei 2023
Sifat : Penting
Lampiran : -
Perihal : Permohonan Rekomendasi Mengadakan Penelitian

Kepada Yth.
Kepala Jurusan Prodi Pendidikan Bahasa Inggris

di
     Tempat

Assalamu'alaikum Wr.Wb.

Setelah memperhatikan Judul Skripsi dan Out Line yang sudah disetujui oleh dosen Pembimbing Akademik (PA), maka dengan ini Mahasiswa/i Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Raden Intan Lampung :

Nama : Mas Laurensia Jennika Lestari
NPM : 1711040087
Semester/T.A : 12 (Dua Belas)
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis Of Students'Effort Toward Independent Learning Beyond The Classroom In Improving Their Speaking Skill.

Akan mengadakan penelitian di Prodi Pendidikan Bahasa Inggris, UIN Raden Intan Lampung. Guna mengumpulkan data dan bahan-bahan skripsi yang bersangkutan. Waktu yang diberikan mulai tanggal 03 Mei 2023 Sampai Dengan Selesai.

Demikian, atas perkenan dan bantuannya diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

Dekan

Prof. Dr. Hj. Nirva Diana, M.Pd.
NIP. 19610828 198803 2 002

Tembusan :

1. Wakil Dekan Bidang Akademik;
2. Kajur/Kaprodi Pendidikan Bahasa Inggris
3. Kabag TU / Fakultas Tarbiyah dan Keguruan
4. Mahasiswa yang bersangkutan

Appendix 9

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax 0721-780422

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama	:	Zakiyah, M.Pd
Instansi	:	UIN Raden Intan Lampung
Jabatan	:	Dosen
Bidang	:	Pendidikan (Speaking Subject)

Telah membaca instrumen penelitian yang akan digunakan dalam penelitian skripsi dengan judul "An Analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving Their Speaking Skills" oleh peneliti :

Nama	:	Mas Laurensia Jennika Lestari
NPM	:	1711040087
Program Studi	:	Pendidikan Bahasa Inggris

Setelah memperhatikan hasil instrument penelitian, maka masukan untuk penelitian tersebut adalah:

Elaborate the question in interview to gain more Data and findings

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 27 Maret 2023

Validator
Zakiyah, M.Pd

Appendix 10

Hal   : Permohonan Validasi Hasil Penelitian
Lampiran   : -

Kepada Yth.
....
Dosen Program Studi Pendidikan Bahasa Inggris
UIN Raden Intan Lampung
Di-
      Tempat

Sehubungan dengan rencana pelaksanaan tugas akhir skripsi, dengan ini saya:

Nama	:	Mas Laurensia Jennika Lestari
NPM	:	1711040087
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	An Analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving their Speaking Skills

Dengan hormat memohon kepada Zakiyah, M.Pd berkenan memberikan pendapat, saran serta masukan terhadap hasil penelitian yang telah saya analisis, yang mana hal ini ditujukan sebagai bentuk proses validasi hasil penelitian.
Demikian permohonan ini saya sampaikan, atas bantuan dan perhatian saya ucapkan terima kasih.

Bandar lampung, 13 Juni 2023
Mahasiswa,

MAS LAURENSIA JENNIKA LESTARI
NPM: 1711040087

Appendix 11

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. EndroSuratminSukarame, Bandar Lampung 35131 Telp. 0721 703260

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :
- Nama : Zakiyah, M.Pd
- Instansi : Uin Raden Intan Lampung
- Jabatan : Dosen
- Bidang : Speaking

Telah membaca hasil penelitian yang telah di analisis dalam skripsi yang berjudul *"An Analysis of Students' Effort toward Independent Learning beyond the Classroom in Improving their Speaking Skills"* oleh peneliti:
- Nama : Mas Laurensia Jennika Lestari
- NPM : 1711040087
- Program studi : Pendidikan Bahasa Inggris

Setelah memperhatikan hasil penelitian yang telah dianalisis, maka masukan untuk penelitian tersebut adalah:

Indepth Interview might be done for the next research.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam penelitian.

Bandar Lampung, 13 Juni 2023
Validator

Zakiyah, M.Pd

Appendix 12

KEMENTRIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
PUSAT PERPUSTAKAAN

Jl.Letkol H. Endro Suratmin, Sukarame I, Bandar Lampung 35131
Telp (0721) 700067-74531 Fax. 700422 Website: www.radenintan.ac.id

SURAT KETERANGAN
Nomor: B- 1425/ Un.16 / P1 /KT/VII/ 2023

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
NIP : 197308291998031003
Jabatan : Kepala Pusat Perpustakaan UIN Raden Intan Lampung
Menerangkan Bahwa Artikel Ilmiah Dengan Judul:

AN ANALYSIS OF STUDENTS' EFFORT TOWARD INDEPENDENT LEARNING
BEYOND THE CLASSROOM IN IMPROVING THEIR SPEAKING SKILLS
Karya :

NAMA	NPM	FAK/PRODI
MAS LAURENSIA JENNIKA LESTARI	1711040087	FTK/PBI

Behas plagiasi sesuai dengan hasil pemeriksaan tingkat kemiripan sebesar:

BAB I	BAB II	BAB III	BAB IV	BAB V
12 %	10%	2 %	13 %	0 %

dan dinyatakan **Lulus Cek di Prodi** dengan bukti terlampir. Demikian Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr.Wb.

Bandar Lampung, 21 Juli 2023
Kepala Pusat Perpustakaan

Dr. Ahmad Zarkasi, S.Ag., M.Sos. I
NIP.197308291998031003

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Appendix 13

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

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