Investigating Students' Problem Selft-Taught in English Learning

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Abstrak

The aim of of this research to determine the independen learning problems of odd semester students at Muhammadiyah Sidenreng Rappang University. This research uses descriptive qualitative methods as research methodology. This research was conducted to determine students' autodidactic learning problems. The population in this research were 24 Muhammadiyah Sidenreng Rappang University students from semester 1. The data collection methods used in this research were questionnaires and interviews. The research results show that students' autodidactic learning problems have a big impact on the way they learn when they learn on their own. Autodidactic student learning problems can be caused by several things, namely, not being able to learn on their own, lack of understanding, fear of making mistakes, lack of guidance and lack of learning motivation to learn autodidactically.

***Keywords* :** *Investigating, Students' Problem., Selft-Taught In English Learning,.*

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui masalah belajar secara otodidak pada semester pertama mahasiswa Universitas Muhammadiyah Sidenreng Rappang Penelitian ini menggunakan metode kualitatif deskriptif sebagai metodologi penelitian. Penelitian ini dilakukan untuk mengetahui masalah belajar otodidak mahasiswa. Populasi dalam penelitian ini adalah mahasiswa Universitas Muhammadiyah Sidenreng Rappang yang berjumlah 24 orang dari semester 1. Metode pengumpulan data yang digunakan dalam penelitian ini adalah Quesioner dan wawancara. Hasil penelitian menunjukkan bahwa masalah belajar otodidak mahasiswa adalah sangat berdampak pada cara belajar mereka ketika belajar dengan cara sendiri. Permasalahan belajar mahasiswa secara otodidak dapat disebab kan oleh beberapa hal yaitu, tidak mampu belajar sendiri, kurangnya kosakata, takutnya akan ada kesalahan, kurangnya bimbingan dan kurangnya motivasi belajar untuk belajar secara otodidak.

Kata Kunci : Persepsi siswa, Kemampuan berbicara didepan umum, Dampak sosial media.

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Introduction

Investigation is an investigation process carried out to obtain information related to a case or incident so as to provide clarity on the problem. Investigations can be carried out in various fields such as criminal investigations, journalistic investigations, business investigations, and others. In the business world, investigations are very important because they can help avoid large losses. If a business experiences bankruptcy or a fraud case, an investigation can help find light on the case and provide strategies to prevent the same thing from happening again. Investigations can also be carried out to monitor employee performance or obtain information regarding business competitors. For journalists, investigation is a very important activity to find hidden facts or information in news coverage. Investigations can help journalists to uncover cases of crime, corruption or injustice that occur in society. In journalistic investigations, journalists must have expertise in collecting valid facts and verifying the information found so that the reports produced can be accounted for accurately and ethically. In carrying out an investigation there is a need for absolute learning, because learning in carrying out an investigation is very closely related to what is done in order to be able to carry out an absolute investigation and the data is clear.

Learning is the support provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character as well as forming attitudes and beliefs in students has can take place. In other words, learning is a process that helps students learn well. In the learning system, language is not absolute, every learning activity in education has different meanings, so language is mandatory in learning. Language is an expression that contains the intention to communicate something to others. Something that the speaker intends can be understood and understood by the listener or interlocutor through the language expressed. Chaer and Agustina (1995:14)

The main function of language is as a means of communication. and one of the languages in the world is English. English is considered a global language. In the world of lingua franca, English is very important for all Indonesian students as well as students around the world. From elementary school to high school, Indonesian students have learned English. However, many students still have difficulty communicating effectively in English. According to Nunan (1991:39) states: "For most people, mastering the art of speaking is the most important factor in learning a second or foreign language, and success is measured by the ability to carry on conversations in this language. Oral fluency is important in language acquisition because it allows students to communicate both inside and outside the classroom.

There are many reasons to learn a foreign or second language. Most language students around the world probably do it because they have to. Some people want to learn English or another foreign language because they think it will help them advance their career. With these two words, individuals will be able to find a better career than if they only knew their mother tongue. Because English has become the language of international communication, it occupies a special place here. Some language students find themselves temporarily or permanently in the target language community. To survive in this community, students must learn English. Students planning to attend universities in the United States, United Kingdom, Australia or New Zealand. EFL stands for English as a foreign language. This EFL teaching applies to countries that do not use English in daily communication but learn English to prepare for future career opportunities such as studying abroad or those with good foreign language proficiency, Job requirements, scholarship conditions, conditions for joining the international community. , And such.

The language used by people from different countries or communities is called English as a Foreign Language (EFL). According to Patel and Jain (2008:35), EFL is a language in which the secondary environment is not observed and where people from societies with different languages use it. In addition,

e. English as a foreign language or EFL according to Gebhard (2013, p.39) is that it is studied by people living in a place or area where English is not the first language used as a means of communication. next. As a result, many people have learned English in another country where English is the native language. In the education system, the goal of EFL is to pass the English entrance exam so that students can apply to good high schools and universities. As a result, much of the teaching focuses on developing students' analytical and comprehension skills.

Self-study is a process for people who learn using their own methods. Auto (auto) means alone, didak (didactic) means to learn. Another term for self-study is autodidact or autodidact. So, the meaning of autodidact is self-study without the help of a teacher. Meanwhile, according to experts. Dickinson (1987:5) points out that self-study (self-teaching) refers to situations where learners study alone or with others without direct supervision of a teacher. Most students experience rapid growth when learning English because most students can comfortably learn their own version. Many things can be learned by self-studying to master English, including speaking, listening, writing, and reading.

So that was the main hall of self-taught learning in English, because this hall is the reference and basis for learning English.

Research Methods

This research uses qualitative and quantitative research methods (mix methods) based on descriptive analysis. According to Sugiyono (2015: The researcher is the main instrument, data sources are sampled purposively, collection techniques are combined with triangulation, inductive/qualitative data analysis, and results. Qualitative research results emphasize meaning rather than generalization, according to Sugiyono (2015: 15) Method- This method is used to conduct research on the condition of natural objects (not experiments), where the main instrument is the researcher. On the other hand, a descriptive analytics strategy is a statistic used to evaluate data by summarizing or explaining the data that has been collected without making overt judgments or generalizations, according to Sugiyono (2014:21).
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Instrument of Research

In theory, research is used to (mix method) Qualitative and Quantitative social and natural processes. Making a report is a better term for conducting research using current data than performing research. As a result, a research instrument is a device used to gauge both natural and social phenomena (Sugiyono, 2015: 148). In order to obtain the most accurate results and prove the validity of the research, this data collection tool is used.

Interview, questioner informant and documentation were the instruments that were prepared. The other instruments are complimentary to the data obtained via the interview and reinforce and support the data obtained through the interview
.

Technique of Data Analysis

In general, data analysis in research only occurs after the necessary data has been collected because the two processes are interdependent. Data collection without analysis produces little or no benefit, and the research objective is unsuccessful. Grouping data into patterns or sequential units that can formulate a working hypothesis according to what the data suggests is the process of data analysis (Moleong, 2004: 88). To characterize the situation or status of the phenomenon, qualitative descriptive analysis is used and quantitative analysis is used to assess the incoming data. Data analysis in oral literature research should be considered using theory if it is positivist and without theory if it is naturalistic. As a result, the Miles and Huberman data analysis model will be used by the 52 researchers (Sugiyono 2015:338), namely:Data Reduction
According to Miles and Huberman (1994:10), Data reduction is the process of choosing, concentrating, reducing,

abstracting, and altering the data found in write-up field notes or transcriptions. Further bouts of data reduction occur as data gathering progresses (writing summarise, coding, teasing out themes, making clusters, making partitions, writing memos). The analysis includes data reduction. Researchers can use data reduction to eliminate unnecessary portions and arrange data so those final findings can be reached and validated.

1. Data Reduction

This phase continues after the research has been put into practice. aimed to further refine, categorize, organize, gather unnecessary data, and guide it

2. Data display

A display is a well-organized, condensed collection of data that enables decision-making and action (Miles and Humberman 1994:11). They think that improved data visualization, which includes various forms of matrices, images, networks, and charts, is the fundamental mechanism for reliable qualitative analysis. Everything is meant to integrate information as it occurs and choose whether to make any conclusions or continue with the analysis based on the presentation's suggestion as something that could be valuable.

3. Conclusion Drawing/Verification

According to Miles and Huberman (1994:11), the conclusion is merely half of a Gemini arrangement. As the study progresses, the conclusions are also confirmed. The researchers came to a quick conclusion while collecting data. Of course, concluding cannot be done arbitrarily; it must return to the evidence to be verified. The ultimate conclusion must be checked not just throughout the data gathering process, but also thereafter to ensure that they are accountable.

RESEARCH FINDING AN DISCUSSION

A. **Research Result.**

To answer the research questions in chapter I, this chapter discusses the results of data collection and data analysis. Researchers obtained data from two sources: (1) the FLCAS questionnaire (adapted) given to each respondent; and (2) interviews with several respondents who took tests regarding autodidactic learning:

A. **Find**

The aim of this research is to find out the autodidactic problems experienced by students and the causes that they think are most responsible for their learning problems. This research method is descriptive qualitative. First semester English language education students at Muhammadiyah Sidenreng Rappang University participated in this research. This research data comes from questionnaires and interviews.

The first instrument used by researchers to determine the problem of autodidactic learning. The researcher assessed the results of the questionnaire and categorized each student based on their FLCAS answers for the student's learning period when studying English in the EFL class. It is shown in the table below.

Reach	Level	Results
71-100	Strongly disagree	1 respondent 4%
65-70	Don't agree	1 respondent 4%
54-64	Don't agree	10 respondents 42%
43-53	Agree	8 respondents 33%
20-42	Strongly agree	4 respondents 17%

Table 4.1 Percentage of students' autodidactic learning problems

The table shows that most of the students have a score between 54 and 64. Since 42% of them have this score, the average level of speaking anxiety among students is "less agree".

Researchers also identified categories about how students cope with learning, in addition to categories about the causes of autodidacticism. All interview transcripts are on file. Based on the table explaining the categories of student responses to students' learning problems in speaking English, researchers can conclude that the majority of students responded by maintaining language and thinking positively. The students claimed that by doing this, they would be able to overcome the problem of their self-taught learning to speak English in front of the class.

Some students believe that watching English films, listening to English music, and practicing in front of a mirror can help them overcome

their anxiety. Additionally, some students mentioned additional coping mechanisms for their learning problems. They believe that reach

RESPONDENT 1
1. Which is more effective in learning English, whether through class or self-taught?
   Eeee, effective in class, and in classes learn about self-teaching too,,,
2. Have you ever studied English autodidactically?
   Eee, everr through books,, a book about structure,,,,
3. In your opinion, what are the obstacles in learning English Selft-Taught?
   maybe…. When we learn autodidactically, there is no one to guide us, maybe that...

RESPONDENT 2
1. Which is more effective in learning English, whether through class or self-taught?
   Hunestly Effective I think... more batter learning in the class because there is a lecture,,, which will help you when you have problems if we have
2. Have you ever taught your self English?
   Yes, from book and searchig from google
3. In your opinion, what are the obstacles in learning English Selft-Taught?
   That so many bother, maybe.. loud noises when outside the classroom and so on......

RESPONDENT 3
1. Which is more effective in learning English, whether through class or self-taught?
   Eeee, I think in the class or self-taught we learn both. For example, when I learn to study in class I always find motivational words from the lecturer.
2. Have you ever taught yourself English?
   Yes of course, I actually learn more knowledge self-taught than in the classroombecause I learn English from watch movies over and over and use translate, I learn word by word I learn pronunciation in the YouTube, wach podcase and and practice we can talk to other people outside, and I can see how to far I learn English from self-taught ,
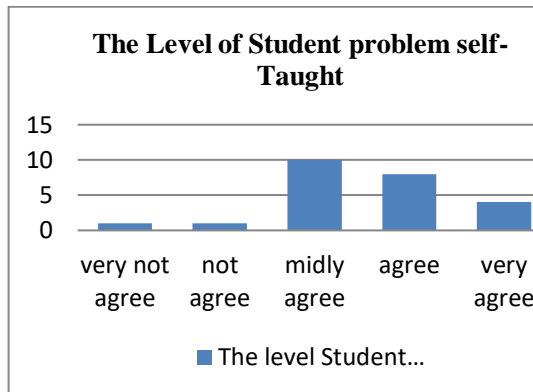3. In your opinion, what are the obstacles in learning English Selft-Taught?

The problem is maybe motivation, meaning motivation to learn independently, because I don't have a partner to learn English to gather, I think don't instruct, because no one gives motivation, because when you want to learn automatically you don't have to have motivation and focus What you learn is if you have motivation and then you get bored, it's very difficult because usually I learn using a cellphone and there are a lot of mistakes when studying without guidance.

Eplanation : All three responses revealed that they had taught themselves English to improve their learning skills gradually. RS1 admitted that he could learn better in class than autodidactically, and he felt more effective in class. RS2 stated that he could learn better in class than autodidactically because he could not learn on his own and needed help. RS3 agrees with this idea because according to him when he learns autodidactically he finds his learning style and he learns comfortably and when he learns autodidactically he feels free and determines his learning according to his learning style.

DISCUSSION

1. In this section the researcher explains the results of research that has been carried out using questionnaires and interviews with first semester students at Muhammadiyah Sidenreng Rappang University as respondents.

- **Selft-Taught learning problem level**
  The FLCAS questionnaire contains 20 adapted statement items, and the responses given by each respondent vary. 24 students were identified by researchers as having varying levels of autodidactic speaking problems. [1] The score range for the "strongly disagree" level starts at 71-100, and there is 1 student (4%) who experiences this level. The research researchers found that there were 4 respondents who were in the "Strongly Agree" category.

The Level of Student problem self-Taught

15	
10	
5	
0	

very not agree — not agree — midly agree — agree — very agree

■ The level Student...

Graph 4.1 Summary of Self-Taught Learning Problem Levels

The graph above shows that the majority of students have high and low levels of autodidactic learning problems (strongly agree, agree, and disagree). This shows that many students have difficulty managing their learning period on their own. One student only indicated that he did not agree. These students will do their best to control their anxiety when performing in English. Researchers then displayed the highest and lowest scores for each level of anxiety in the table below.

Autodidactic learning problems also have three different levels. Namely high, medium and low problem levels. The Foreign Language Classroom Student Autodidactic Learning Scale (FLCAS), created by Horwitz, Horwitz, and Cope, is another autodidactic problem assessment test. Autodidactic problems are classified psychologically into three levels: mild, moderate, and severe. Of the total 24 answers, 1 student (4%) reported feeling "Strongly disagree", while 1 student (4%) reported feeling "disagree" or was in the "Normal" phase. This is a more problematic situation in learning English autodidactically. Someone who is experiencing a heavy phase feels as if the surrounding environment is threatening because they think there is something different. Usually anxiety and depression trigger reactions like this. People with severe autodidactic learning problems often exhibit the following behaviors or feelings: a constant desire to be free; extreme anxiety; agitation; confusion; poor eye coordination; withdrawal; denial; the need for more space; shiver; etc.

Then, 4 students (or 17% of the class) showed a mild phase. When many people experience problems learning autodidactically, perhaps this is considered a normal condition. People with problems are experiencing feelings of confusion caused by something unfamiliar and making it difficult for them to learn autodidactically. People in the moderate phase tend to experience uncomfortable sensations, sensitivity, unconsciousness, discomfort, etc.

Meanwhile, there was 1 student (4%) who was at the "Strongly disagree" level who obtained satisfactory and very good results. This shows that the student's learning level is not problematic. Since they are not under any pressure while studying autodidactically, the students produce good English. the light phase is the perception that something is wrong and that certain people need extra attention. the light phase is sometimes associated with stress in daily life. The inability to sit still, slight impatience, an unusual tendency to be alone, a wrinkled face, trembling lips, increased heart rate, and other symptoms are signs of the light phase. The majority of respondents admitted to feeling nervous when asked questions or trying to communicate in English. This is caused by the fear of speaking English incorrectly. The statements made by each student during the interview provide evidence of the following sources of their Problem sel-taught:

CONCLUSION

Based on data analysis and research findings, researchers drew the following conclusions:
Based on the results of the FLCAS questionnaire (which was adapted), it can be seen that the majority of students, 4 respondents, were at the "Strongly agree" level, followed by 10 respondents at the "disagree" level, 8 respondents were at the "agree" level. , and 1 respondent at the "strongly disagree" level.
Based on the data obtained during the interviews, a number of variables may have contributed to their learning problems. In this study, researchers found five contributing causes, including shyness, lack of vocabulary, lack of self-confidence, poor

word choices from teachers or friends, and fear of making mistakes. Based on information obtained from interviews, there are several factors that may be behind their learning problems. Researchers identified five factors in this study, including a feeling of not being able to be alone, lack of language, fear of making mistakes, low self-confidence, and bad responses from teachers or friends. Based on the data obtained from the interviews, there are also several solutions that may contribute to dealing with anxiety. There are solutions found by researchers in this study, namely: using English language websites, watching English films, thinking positively, memorizing more English vocabulary, etc. (calming yourself down, asking friends for help, practicing in front of the mirror and studying return material from the lecturer)

SUGGESTION

This study offers some useful data that can be used by instructors, students, and future researchers to improve the quality of English language learning and teaching in the EFL classroom, especially in the area of speaking proficiency.

1. For lecturers

English teachers should be aware of the possibility of anxiety when they carry out speaking activities in class to help students manage their speaking autodidactic problems. Teachers need to better understand their students' negative behavior and attitudes towards English language training, especially in speaking. When English teachers recognize students who struggle with autodidactic speaking problems, they can equip them with coping mechanisms and foster an atmosphere that allows students to feel intense and calm when participating in speaking activities.

2. For students

Each student experiences a different level of speaking phase. Students who experience high phase levels need to reduce their nervousness in class. To create a friendly atmosphere in the classroom, students must work together. Students with low levels of autodidactic learning should

support those with high levels of autodidactic problems and help them in times of need. They need to understand that it is normal to make mistakes when learning a new language.

3. For future researchers

Other researchers may repeat this study in the future. The researcher believes that future researchers will conduct better research with better methodology and collect more data about the problems of self-taught students learning languages in various skills because this research has limitations due to the small sample size and short research period. The majority of people who study a foreign language have problems learning the language, so this problem will never go away. Therefore, it is hoped that further research regarding autodidactic language problems in all domains can be carried out to help students reduce their autodidactic learning problems when learning English.

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