

CHAPTER V

CLOSURE

A. Conclusion

This study aims to answer the two research questions formulated in this study. The following presentation provides a summary of the findings and discussion for each research question.

1. *What are the student's viewpoints and experiences on the use of self-directed learning to develop speaking skills?*

The findings reveal that all participants perceive self-directed learning (SDL) positively as a strategy to develop their speaking skills. They value the autonomy, flexibility, and personal relevance SDL offers, allowing them to learn at their own pace and based on their specific needs. Participants reported that SDL helped them reduce anxiety, build confidence, and overcome classroom limitations. Strategies varied, including using mobile applications (e.g., ELSA Speak), role-playing on TikTok, keeping speaking journals, and joining English-speaking communities. These personalized methods enabled them to focus on areas such as pronunciation, fluency, and spontaneous speech, which might not be adequately addressed in formal classroom settings. Ultimately, SDL empowered them to take ownership of their learning journey and facilitated notable improvements in speaking ability.

2. *What are the challenges faced in the self-directed learning process?*

Despite the benefits, participants also faced several challenges in applying SDL. The most common issues included a lack of motivation, feelings of laziness, boredom, and difficulty managing time, especially when progress felt slow or invisible. Some participants experienced inconsistency due to the absence of external deadlines or structured feedback. To overcome these barriers, they implemented various self-regulation strategies such as setting small goals, using reminder alarms, joining supportive learning communities, and making the learning process more engaging by varying topics or methods. These adaptive strategies helped them sustain motivation and maintain discipline, suggesting that while SDL is effective, it demands a high level of internal drive and personal commitment to achieve consistent progress.

B. Suggestions

Based on the findings of this study, the following suggestions are offered for students, teachers, and future researchers to enhance the use and effectiveness of self-directed learning (SDL) in developing speaking skills:

1. Students

a. Develop Self-Discipline and Consistency

To benefit fully from self-directed learning, students should work on building strong self-discipline and time management skills. Setting realistic short-term goals and establishing a routine can help maintain consistency.

b. Use a Variety of Learning Resources

Students are encouraged to explore and utilize different digital tools and platforms such as language learning apps, videos, and speaking communities. This variety keeps learning engaging and caters to different learning preferences.

c. Engage in Reflective Practice

Keeping a speaking journal or recording speaking sessions can help students monitor their progress and identify areas for improvement. Regular reflection promotes self-awareness and motivates continued learning.

2. For Teachers

a. Support and Guide Self-Directed Learning

While SDL emphasizes learner autonomy, teachers still play a crucial role in guiding students. Teachers can provide recommendations for effective strategies and tools, offer feedback when needed, and create classroom environments that support independent learning.

b. Integrate SDL Activities into Lessons

Incorporating SDL components—such as independent speaking tasks, presentations, or peer assessments—into classroom practice helps students build SDL habits while still benefiting from structure and support.

c. Motivate and Encourage Autonomy

Teachers should encourage students to take initiative in their learning and provide positive reinforcement when they demonstrate independent efforts. This helps build learner confidence and motivation.

3. For Future Researchers

a. Expand the Scope of Study

Future research can include a larger and more diverse group of participants from various academic backgrounds or institutions to gain broader insights into the effectiveness of SDL in different contexts.

b. Explore Longitudinal Impact

Conducting longitudinal studies can help track the long-term effects of self-directed learning on speaking proficiency and determine how students' strategies and perceptions evolve over time.

c. Examine the Role of Motivation and Technology

Further studies could focus specifically on the relationship between learner motivation, technological tools, and SDL success, offering deeper understanding of how these factors interact in language learning.

By addressing these suggestions, students can become more effective autonomous learners, teachers can better support learner independence, and researchers can contribute to the ongoing development of SDL as a valuable approach in language education.