THE CORRELATION BETWEEN SELF-DIRECTED LEARNING READINESS AND LANGUAGE LEARNING STRATEGIES OF THE FIRST YEAR ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT SRIWIJAYA UNIVERSITY

A Thesis by

CRIS TRY CANIA PUTRI

Student Number: 06011381722079

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2021

The Correlation between Self-Directed Learning Readiness and Language
Learning Strategies of the First Year English Education Study Program
Students at Sriwijaya University

A Thesis by

CRIS TRY CANIA PUTRI
Student Number: 06011381722079
English Education Study Program
Department of Language and Arts Education
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY

Approved by,
Advisor

Prof. Sofendi, M.A., Ph.D
NIP. 196009071987031002

Certified by,
Coordinator of English Education Study Program

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

THE CORRELATION BETWEEN SELF-DIRECTED LEARNING READINESS AND LANGUAGE LEARNING STRATEGIES OF THE FIRST YEAR ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF SRIWIJAYA UNIVERSITY

Cris Try Cania Putri

Student Number: 06011381722079

This thesis was defended by the writer in the final program examination and was approved the examination committee on:

Day: Tuesday

Date: July 27, 2021

1. Chairperson   : 1. Prof. Sofendi, M.A., Ph.D   (   )

2. Member   : 1. Dr. Rita Inderawati, M.Pd   (   )

Palembang,   July 2021

Certified by

Coordinator of English Education
Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121001

DECLARATION

I, the undersigned

Name   : Cris Try Cania Putri

Student Number   : 06011381722079

Study Program   : English Education

Certified that Thesis entitled "The Correlation Between Self-Directed Learning Readiness and Language Learning Strategies of the First Year English Education Study Program Students at Sriwijaya University" is my own work and I did not do any plagiarism or inaproppropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang,   July 2021
The Undersigned,

Cris Try Cania Putri
NIM.06011381722079

DEDICATION AND MOTTO

This thesis is sincerely dedicated to:

My Parents

Riaty and Alkisman

Who always give support and love to me.

Also thank you so much for my brothers, Chorial Champelo and Nemo Gantika

Who always protect and care to me

They gave me strength and motivation to finish my thesis

MOTTO:

"Khoirunnas Anfauhum Linnas"

-HR. Ahmad-

ACKNOWLEDGEMENTS

6. My support system, Sheryl Maretha LB. Thank you for your supporting. See you on top. Let's meet again with new story.

7. My friends, Mei First Veronica, Annisa Nurul Lestari, Yustika Dewi. Thank you for your supporting and helping me. Thank you for being my close friends until now. I hope we will always be a friend. See you in top!

8. Second semester students of English Education Study Program who have been involved in this research. I always wish you all who are my junior in SEESPA success in the future.

9. My classmates, Seespa Palembang 2017, thank you for being a friend to study here. I wish us all success in the future. Let's meet again with new stories. See you on top!

10. My family in BEM KM Unsri Kabinet Mozaik Harapan, Thank you for your supporting and being my great family in this campus.

11. My family in LDK Nadwah Unsri, Thank you for your supporting and being my great family in this campus.

Palembang, July 2021
The Researcher,

Cris Try Cania Putri

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

THE CORRELATION BETWEEN SELF-DIRECTED LEARNING READINESS AND LANGUAGE LEARNING STRATEGIES OF THE FIRST YEAR ENGLISH EDUCATION STUDY PROGRAM STUDENTS AT SRIWIJAYA UNIVERSITY

ABSTRACT

This study aimed to find out the students' levels of self-directed learning readiness, the students' learning strategies and, whether or not there is a significant correlation between self-directed learning readiness and language learning strategies of the first year English Education Study Program students at Sriwijaya University. The sample of this study was 2nd semester students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University consisting of 76 students. Self-rate of Self-directed learning was used to measure the level of self-directedness in learning process and Strategy Inventory for Language Learning Questionnaire was used to assess the variety and frequency of language learning strategies used by students. Then, the data were analyzed using the Spearman Rank Correlation Test in SPSS 25. The result of this research showed that most of the students had high level in self-directed learning readiness and the most strategy used by students was metacognitive strategy. It also highlighted that there was significant strong correlation between self-directed learning readiness and language learning strategies (r= 0.683, p-value= 0.000).

Keywords: *Self-directed Learning Readiness, Language Learning Strategies, English Language Learning*

A Thesis by an English Education Study Program Students, Faculty of Teacher Training and Education, Sriwijaya University

Name : Cris Try Cania Putri
NIM : 06011381722079

Approved by,

Advisor

Prof. Sofendi, M.A., Ph.D
NIP. 196009071987031002

Certified by,
Coordinator of English Education Study Program

Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER 1

INTRODUCTION

This chapter presents (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) the significance of the study.

1.1   Background

English is one of the foremost fiercely Utilized languages in the world. It has been respected around the world use for communicating, participating, and creating the world together. In 2019, the world's most spoken language was about 1.27 billion people, either native or second language speaking the English language, slightly more than the 1.12 billion Mandarin Chinese speakers during the poll (Szmigiera, 2021). That number of people who speak English will likely develop persistently as English is utilized as a worldwide implies of communication for a few purposes and in various settings such as the world organization including the United Nations, International meeting. Moreover, English has been utilized as a medium for communication for International trade, proficient, and counting the tourism and travel industry settings in various fields. In recent years, there has been a rising demand in society to teach and learn English as a foreign language. It is now widely recognized that English affects every aspect of the field in the world.

English, especially in Indonesia, becomes one of the main subjects of learning. The way of teaching and learning process in the classroom impact develop students' ability in English skill. In learning English at a higher level, such as at Sriwijaya University, students participate in the class learning with various learning processes. One of them is the student-center which requires students to become a learning center. Students are taught to learn independently to prepare themselves before they enter the classroom. Therefore, before starting to study, students are expected to have the readiness to be developed with lecturers and peers in the classroom.

The readiness of students to prepare themselves to learn in class is essential to increase the achievement of the learning process. In this fast-moving world, learning opportunities are nearly infinite. A sense of duty and a clear initiative are

essential, on behalf of the learner, to leverage the tools available and cope with the fast-moving environment. That is what makes the idea of self-directed learning important. It enables students to survive in today's world (Gibbons, 2002). According to Knowles (1975), self-directed learning was students' ability to choose what and how they learn. Self-directed learning occurs when the learner creates his or her own tasks and environment (Gandomkar and Sandars, 2018)

According to Knowles (1975), there is substantial evidence of better learning than passive students for the active students involved in their education. In general, self-directed learning is concerned with both the learning environment that promotes self-directed learning skills and the ability and willingness of students to learn themselves (Loyens et al., 2008). El Gilany and Abusaad (2013) also observed that self-directed learning readiness is the ability of a student to conduct self-managed learning effectively. Based on this, the researcher can assume that every student needs to be aware from an early age of the importance of self-readiness in learning in the classroom.

Adult education has long recognized self-directed learning as an important component. The roots of Descartes and Socrates, recently Frank Lloyd Wright and Malcolm X, were developed to learn that a person takes responsibility for his or her learning (Brockett & Hiemstra, 1991). Self-directed learning has always been a popular topic, as many adults want to continue learning and enjoying what to learn. Many factors influence students' readiness for self-directed learning, such as talent and intelligence, gender, mood, health, education, and learning strategies. These factors are not the only factors that can affect student academic achievement, but internal factors and independent readiness in learning are among the factors affecting students' readiness for self-directed learning. The ability of students to control learning through active and independent learning can impact student performance (Bodkyn C & Steven, 2015).

As a university student or higher education student, there are various requirements for self-directed learning, since the atmosphere is often more independent than at the level of school. It was discovered that university students use various types of learning strategies to a high degree because adult learners, such

as students, appear to regard the use of strategies as a valuable means of overcoming various linguistic difficulties (Gavriilidou & Papanis, 2010).

Learning strategy is the aware thoughts and actions of students to achieve a learning objective (Chamot, 2004). Suwaranak (2012) concluded that language learning strategies provide language learners with information on learning features, learning styles, and learning achievement.

In learning English in Indonesia, especially the English Education Study Program at Sriwijaya University, students study L2 using various methods, blended learning. In order to prepare in that method. Students need some strategies to manage their learning process in the class. In learning a second language, a strategy that suits each student's needs and personality help the learning process. Therefore, students are fundamental to know the methods they use in the learning process.

Furthermore, students need strategies to help them in the learning process. Every student has a different way of learning, and this can affect their learning process and outcomes. In the explanation, according to Oxford (1990), learning strategies have several types and parts, including memory strategies, cognitive strategies and compensation strategies, metacognitive strategies, strategic strategies, and social strategies.

Based on those explanations, students' self-directed learning readiness and language learning strategies are important things that students have to know. How far their readiness in the learning process and the strategies they used to get the learning process's goals. The researcher also thought that the students must have enough readiness to study in the classroom and the best strategy for learning English to achieve good academic achievement. It is also clear from the existing literature that students' self-directed learning is related to students' language learning strategies. However, there is little empirical research on the relationship between self-directed learning and language learning strategy.

Therefore, in this study, the researcher used first year students because the students are still at the beginning of the course. Based on some explanation above, the researcher measured the correlation between self-directed learning readiness

and language learning strategies of first year English Education Study Program students at Sriwijaya University.

1.2   Problems of the Study

The problems of the study are formulated in the following questions:

1) What readiness levels did the first year English Education Study Program students at Sriwijaya engage in self-directed learning?

2) What learning strategies did the first year English Education Study Program students at Sriwijaya University had?

3) Was there any significant correlation between self-directed learning readiness and language learning strategy of the first year English Education study Program students at Sriwijaya University?

1.3   Objectives of the Study

The objectives of this study are to find out:

1) levels of self-directed learning readiness of the first year English Education Study Program students at Sriwijaya University,

2) learning strategies of the first year English Education Study Program students at Sriwijaya University, and

3) whether or not there is a significant correlation between self-directed learning readiness and language learning strategies of the first year English Education Study Program students at Sriwijaya University.

1.4   The Significance of the Study

The research was carried out in order to provide several contributions to the lecturers and students. The researcher explains some of the advantages of the study taken and used for the future. The findings of this study are hoped to have a positive contribution to:

1.4.1 The Lecturers

This research can provide helpful information for the lecturers about the readiness of students in the English Education Study Program to engage in self-directed learning. This research also offers lecturers information to help students

decide on their goals and needs for learning. It is also hoped that this research's findings help the lecturers devise effective lesson plans based on students' needs in learning English.

1.4.2 The Students

The researcher hopes that the results of this research may lead the students to have a higher level of readiness in self-directed learning to maximize and understand their objectives and learning requirements, particularly when learning English as a foreign language. In addition, she also hopes that the results of this research will provide the students with better awareness in line with enhancing their self-directed learning readiness in their learning process and knowing their language learning strategies to get the better academic achievement.

1.4.3 The Future Researchers

The researcher hopes that future researchers will find more information for further studies related to these variables or other variables. They can also develop this study based on more studies and further research. They can also explore other various variables of the research which may be related to self-directed learning readiness and language learning strategies.

REFERENCES

Alfian, A. (2018). Proficiency level and language learning strategy choice of Islamic University learners in Indonesia. *TEFLIN Journal*, *29*(1), 1-18. doi: http://dx.doi.org/10.15639/teflinjournal.v29i1/1-18

Alkorashy, H. A. E., & Nesreen, E. A. A. (2017). Bachelor Nursing Students Readiness for Self-Directed Learning in a Saudi University: A Survey-Based Study. *Asian J. Nursing Edu and Research, 7*, 66–72. doi: 10.5958/2349-2996.2017.00014.3

Alnujaidi, S. (2017). Factors influencing college level EFL students' language learning strategies in Saudi Arabia. *International Journal of English and Linguistics*, *7*(1), 69-84. doi:10.5539/ijel.v7n1p69

Anastasi, A. (1986*). Intelligence as a quality of behavior*. In R. J. Sternberg & D. K. Detterman (Eds.). What is Intelligence? Contemporary viewpoints on its nature and definitions (pp. 19-21). Norwood, NJ: Ablex.

Annurrahman, Kurniawati, T., & Ramadhiyanti, Y. (2013). Exploring Indonesian college students' strategies in learning English language. *Arab World English Journal*, *4*(3), 317 -330.

Arkan, B., Avdal, E. Ü., & Sari, H. Y. (2016). Locus of control and self-directed learning relation on nursing students. *International Journal of Caring Sciences*, *9*(2), 514-519.

Ariani, E. W. (2018). Students' Self-Directed Learning Levels in thesis seminar proposal course at English teacher education department state Islamic University of Sunan Ampel *Surabaya* (Doctoral dissertation, UIN Sunan Ampel Surabaya).

Bodkyn C., and Stevens F. (2015). Self-directed learning, intrinsic motivation and student performance. *Caribbean Teaching Scholar, Vol. 5*, No. 2, 79–93.

Brockett, R. G., & Hijemstra, R. (1991). Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice. London: Routledge.

Buchem, I. (2012). Psychological Ownership and Personal Learning Environments. *Do possession and control really matter? Proceedings of the PLE Conference 2012, Aveiro, Portugal.* Retrieved from http://revistas.ua.pt/index.php/ple/article/viewFile/1437/1323.

Cazan, Ana-Maria and Bianca-Andreea Schiopca. (2014). "Self-Directed Learning, Personality Traits and Academic Achievement" *Procedia - Social and Behavioral Sciences.*

Cohen, S., & Smith, N. (2012). Empirical risk minimization for probabilistic grammars: Sample complexity and hardness of learning. *Computational Linguistics*, *38(*3), 1–48. doi**:**10.1162/COLI_a_00092

Chamot, A. U. (2004). Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*, *1*(1), 14–26.

Chee, Tan Seng, Shanti Divaharan, Lynde Tan, & Cheah Horn Mun. (2011). *Self-Directed Learning with ICT: Theory, Practice and Assessment.* 1st edition, Singapore: Ministry of Education Singapore.

Creswell J. (2012). *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research*, 4th Ed. Toronto: Pearson.

Dalyono, M. (2012). *Psikologi Pendidikan*. Jakarta: Rineka Cipta.

Dewey, J. (1916), *Democracy and Education. An introduction to the philosophy of education* (1966 edn.). New York: Free Press.

Dirkx, J. (2001). The power of feelings: Emotion, imagination and the construction of meaning in adult learning. *New Directions for Adult and Continuing Education, 89*, 63-72. doi :10.1002/ace.9

El-Gilany, A.-H., & Abusaad, F. E. S. (2013). Self-directed learning readiness and learning styles among Saudi undergraduate nursing students. *Nurse Education Today, 33*(9), *1040–1044.* doi: 10.1016/j.nedt.2012.05.003

Fithriyah, Kasim, U., & Yusuf, Y. Q. (2019). The language learning strategies used by learners studying Arabic and English as foreign languages. *Dirasat: Human and Social Sciences*, *46*, 310-21. doi:10.35516/0103-046-001-020

Flavell, J. H. (1976). *Metacognitive aspects of problem solving*. In L. B. Resnick (Ed.), The nature of intelligence (pp. 231-235). Hillsdale, NJ: Erlbaum.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American psychologist, 34*(10), 906. doi: 10.1037/0003-066X.34.10.906

Gandomkar, R. and J. Sandars. 2018. Clearing the confusion about self-directed learning and self-regulated learning. *Medical Teacher 40*(8): 862–863.

Gan, Z. (2004). Attitudes and strategies as predictors of self-directed language learning in an EFL context. *International Journal of Applied Linguistics, 14*(3), 389- 411.

Garrison, D. R. (1997). SDL: Toward a comprehensive model. *Adult Education Quarterly*, *48*(1), 18-33. doi: 10.1177/074171369704800103

Gavriilidou, Z., & Papanis, A. (2010). A preliminary study of learning strategies in foreign language instruction : Students ' beliefs about strategy use 1, (1985), 1267–1271.

Griffiths, C. (2004). *Language Learning Strategies: Theory and Research*. Auckland: School of Foundations Studies AIS St Helens, Auckland. Harmer, J. (2001). *How to Teach English.* Edinburgh Gate: Longman

Grissom, J. A., Loeb, S., & Mitani, H. (2015). Principal time management skills: Explaining patterns in principals' time use, job stress, and perceived effectiveness. *Journal of Educational Administration*.

Gibbons, M. (2002). *The self-directed learning handbook: Challenging adolescent students to excel*. San Francisco, CA: Jossey-Bass.

Habók, A., & Magyar, A. (2018). The effect of language learning strategies on proficiency, attitudes and school achievement. *Frontiers in Psychology, 8,* 1-8. doi:10.3389/fpsyg.2017.02358

Hancock, D. (2004). Cooperative learning and peer orientation effects on motivation achievement. *Journal of Education Research, 97*(3), 159-166. doi: 10.3200/JOER.97.3.159-168

Hardan, A. A. (2013). Language Learning Strategies: A General Overview. Procedia-Social and Behavioral Sciences, 106, 1712-1726. doi: https://doi.org/10.1016/j.sbspro.2013.12.194

Hardianti, Y., & Syafei, A. F. R. (2016). The Level Of Self-Directed Learning Readiness Of 2013 Academic Year's Student At English Department Of The State University Of Padang. *Journal of English Language Teaching*, *5*(1), 349-356. doi: https://doi.org/10.24036/jelt.v5i1.7336

Hodson, C. (2001). *Psychology and work.* New York, NY: Taylor and Francis Inc.

Huang, Mei-Hui. (2008). Doctoral Dissertation: *Factors Influencing Self-directed Learning Readiness among Taiwanese Nursing Students.* Queensland: Queensland University of Technology Australia.

Johnson, K. E. (2009*). Trends In second language teacher education. In A. Burns, & J. C. Richards. (Eds*.), The Cambridge guide to second language teacher education*. Cambridge, NY: Cambridge University Press, pp. 11-19.

Kean, S. (2018). Understanding the Language Learning Strategies of English Language Learners in the Community College System.

Knowles, M. (1975). *Self-directed Learning. A guide for teachers and learners*. Chicago: Follett.

Lan R, Oxford RL (2003). *Language learning strategy profiles of elementary school students in Taiwan.* Int. Rev. Appl. Linguistics in Language Teach.

41(4):331-372. This manuscript can be downloaded from the webpage: http://www.ibrarian.net/navon/page.jsp?paperid=1365660&searchTerm=efl+students.

Leatemia, L.D., A.P. Susilo and H. Berkel. (2016). Self-directed learning readiness of Asian students: Student perspective on a hybrid problem based learning curriculum. *International Journal of Medical Education, 7*: 385-392. doi: 10.5116/ijme.582e.021b

Lee, C. K. (2010). An Overview of Language Learning Strategies. *ARECLS*, *7*, 132–152.

Loyens, S. M. M., J. Magda and R. M. J. P. Rikers. 2008. Self-directed learning in problem-based learning and its relationships with self-regulated learning. *Educational Psychology Review 20* (4): 411–427.

Malcolm S. Knowles. (1975). *Self-directed learning: A guide or Learners and Teachers.* New York: Association Press: 18.

Mandasari, B., & Oktaviani, L. (2018). English Language Learning Strategies: An Exploratory Study of Management and Engineering Students. Premise: *Journal of English Education and Applied Linguistics*, *7*, 61-78. https://doi.org/10.24127/pj.v7i2.1581.

Mayer, J. D. & Salovey, P. (1997). *What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.),* Emotional development and emotional intelligence: Educational implications (pp. 3-34). New York: Harper Collins.

M., & Min-Hsun. (2005). A Study of ESP Technological and Vocational A Study of English Language Learning Beliefs, Strategies, and Achievement.

Murray, G. (2011). Metacognition and Imagination in Self-Access Language Learning. Dalam D. Gardner (Penyunt.), *Fostering Autonomy in Language Learning (hal. 5*-16). Gaziantep, Turkey: Zirve University. Retrieved from http://ilac2010.zirve.edu.tr

Min-hsun, M. S., & Duo, P. C. (2010). EFL learners' language learning strategy use as a predictor for self-directed learning readiness. *Journal of Asia TEFL*, *7*(2).

Naiman, N., Frolich, M., Stem, H, H., & Todesco, A. (1978). The good language learner (Research in Education Series No.7). Toronto: Ontario Institute for Studies in Education.

Nugroho, S., Akbar, S., & Vusvitasari, R. (2008). Kajian Hubungan Koefisien Korelasi Pearson (r), Spearman-rho (ρ), Kendall-Tau (τ), Gamma (G) , dan Somers . Jurnal Gradien *Vol.4* No.2, 372-381.

Nurhalimah Aruan. (2013). Skripsi: "Gambaran Kesiapan Self-directed Learning pada Mahasiswa Tahap Pendidkan Klinik UIN Syarif Hidayatullah dan Faktor-faktor yang Berhubungan" (Jakarta: UIN Syarif Hidayatullah).

Nurrokhmanti, H., M. Claramita and P.S. Utomo. (2016). Among students' internal factors, should motivation be used as one of recruitments for admission of medical students in Indonesia? *Indonesian Journal of Medical Education, 5*(2): 59-66. doi: https://doi.org/10.22146/jpki.25316

Nyikos, M. & Oxford, R.L. (1993). A factor analytic study of language learning strategy use Interpretations from information Processing theory and social psychology. *Modem Language Journal, 77,* 11-22. doi: https://doi.org/10.1111/j.1540-4781.1993.tb01940.x

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.

Oxford, R.L. & Burry, J. (1993). *Evaluation, norming, factor analysis, and psychometric testing of the Strategy Inventory for Language Learning (SILL) throughout the world.* Paper presented at the annual meeting of National Council on Measurement in Education.

Oxford, R.L., Park-OH, Y,, Ito. S. & Sumrall, M. (1993). Factors affecting achievement in a satellite-delivered Japane.se language program. *American Journal of Distance Education, 7,* 10 25. doi: https://doi.org/10.1080/08923649309526807

Reio, T.G., & Davis, W. (2005). Age and gender differences in self-directed learning readiness: A developmental perspective. *International Journal of Self-Directed Learning, 2*(1), 40-49.

Rebecca L. Oxford. (1990). *Language Learning Strategies–What Every Teacher Should Know.* Boston: Heinle & Heinle Publishers, p. 8.

Rubin, J. (1975). What the good language learner can teach us. *TESOL Quarterly, 9(1),* 41-51. doi: https://doi.org/10.2307/3586011

Song L, Hill JR. (2007). A conceptual model for understanding self-directed learning in online environments. *Journal of Interactive Online Learning, 6* (1): 27–42.

Suwaranak, K. (2012). English language learning beliefs, learning strategies and achievementof masters students in Thailand. *TESOL in Context*. Retrieved from http://www.tesol.org.au/files/files/275_kasma_suwanarak.pdf

Sternberg, R. J. (2003). *Wisdom, intelligence, and creativity synthesized*. New York, NY: Cambridge University Press. Doi: 10.1017/CBO9780511509612

Swapna Naskar Williamson. (2007). "Development of a self-rating scale for self-directed learning," *Nurse Researcher*, *Vol. 2,* 68. doi: 10.7748/nr2007.01.14.2.66.c6022

Szmigiera, M. (2021, March 30). The most spoken languages worldwide in 2021. *Statista.* Retrieved from https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/

Tarmidi., & Rambe, A. R. R. 2010. Korelasi antara Dukungan Sosial Orangtua dam Self-Directed Learning pada Siswa SMA. *Jurnal Psikologi, Vol 37*, No. 2, Desember 2010: 216-223.

Terman, L. M. (1921). Intelligence and its measurement: A symposium--II. *Journal of Educational Psychology*, *12*(3), 127. doi: 10.1037/h0064940.

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *The Internet TESL Journal*, *6*(11). Retrieved from http://www.aitech.ac.jp/~iteslj/

Trochim, William M., James P. Donnelly, and Kanika Arora. (2016). *The Research Methods: The Essential Knowledge Base*, Boston: Cengage Learning.

T. S. Chee, S. Divaraham, Lynde, & C. Mun. (2011). "*Self-directed learning with ICT: Theory, Practice and Assessment",* 1st edition. Singapore: Ministry of Education Singapore.

Wenden, A. (1991). *Learner strategies for leamer autonomy: planning and implementing learner training for language leamers.* Englevvood Cliffs, NJ: Prentice Hall.

William, M. & Burden, R. (1997). Psychology for language teachers. Cambridge: Cambridge University Press.

Williamson, Swapna Naskar, "Development of a Self-rating scale for self-Directed learning". *Nurse Researcher*, *Vol. 2*, 2007.