THE EFFECTIVENESS OF SELF-DIRECTED LEARNING (SDL) TO TEACH READING VIEWED FROM STUDENTS’ SELF-ESTEEM

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ABSTRACT
The objectives of the research are: (1) to identify whether Self-Directed Learning Method (SDL) is more effective than Problem-Based Learning Method (PBL) to teach reading to the eleventh graders of SMA Negeri 1 Keruak; (2) to identify whether the students having high self-esteem have better reading ability than those having low self-esteem to the eleventh graders of SMA Negeri 01 Daik Lingga; and (3) to identify whether there is an interaction between the teaching methods and students’ self-esteem to teach reading. The research methodology was the experimental research. The research was conducted at SMA Negeri 01 Keruak from July to November 2012. The population of this research was eleventh graders of SMA Negeri 1 Keruak. The data analysis shows the following findings: (1) SDL is more effective than PBL to teach reading for the eleventh graders of SMA Negeri 01 Keruak; (2) The students having high self-esteem have better reading ability than those having low one; and (3) There is an interaction between the teaching methods and students’ self-esteem for teaching reading. It means that the effectiveness of the teaching methods depends on the degree of the students’ self-esteem for the eleventh graders of SMA Negeri 01 Keruak.

Key words: Self-Directed Learning (SDL) Method, Problem Based Learning (PBL) Method, Reading, Self-Esteem

INTRODUCTION
English is an international language in the world because English is Lingua Franca (international language) so it is important for people to learn it. By learning English, the students are expected to absorb and keep up with the development of science, technology, art, and etc. Today English as one of the subject matters learned by students at any educational level, such as elementary school, intermediate school, and upper intermediate level. It is the key to face the globalization era. As an international language, it plays an important role in many aspects of life such as education, economic, international relationship, technology, and etc. English language covers four language skills that must be mastered if someone wants to be successful in English, those are: listening, speaking, reading, and writing as a central point.

In Senior High School, reading comprehension is very urgent thing. There are so many things that are presented in the form of texts. The teacher can use the reading text to teach some kinds of English elements such as teaching grammar through the text, teaching vocabulary through the text, teaching pronunciation through the text, etc. These elements can be taught integratedly in the teaching learning process.

Reading ability is also necessary to help students to understand many kinds
of tests that are commonly used to measure their ability such as in final examination test where most of questions are presented in the form of reading text. Furthermore, the students can get some information and knowledge by reading. Via reading the students can also develop their grammar, structure understanding and enlarge their vocabulary mastery.

Reading comprehension involves much more than readers’ responses to the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (Klingner, Vaughn, and Boardman, 2007: 8).

Consequently, the ability to read is extremely vital for our students, especially for the senior high school students. However, the students who do not understand the importance of learning to read will not be motivated to learn. Then, learning to read takes an effort, and students who see value of reading in their personal activities will be more likely to work hard than those who fall to see the benefits (Burns, et al., 1996: 5).

Moreover, the fact shows that many students do not like to read. It is caused by their lack of vocabulary mastery so that they have difficulty to understand the text, even to get the meaning of the text being read. This condition is caused by many factors such as they rarely read, they are lazy to open their dictionary to find the meaning of words available in the text, etc. These problems may affect their ability to have low ability in understanding the text given.

Some methods have been created to describe the development of teaching reading. Some suggestions for teaching learners are: (1) students complete cloze passage (in which learners fill in specific words that are left out of a text; (2) provide instruction in comprehension strategies such as using headings and graphics to predict meaning, summarizing verbally, skimming, and scanning; (3) assess students’ strategy by asking them which comprehension strategy is used; (4) assess learners’ reading comprehension by having them read passages and answer comprehension questions about the text in multiple choice or short answers; and (5) have students summarize readings (Duzer, Burt, and Terrill, 2005: 18).

The teacher’s method is an important factor that may affect the students’ ability to teach reading comprehension. There are some kinds of method that can be applied by the English teacher to develop their students’ ability in reading. One of them is self-directed learning; the self-directed learning is written mainly for the training practitioner who has some experience in the field–namely, instructional designers or senior trainers.
who are familiar with material or program development and need to match training designs with a range of training situations. For instance, training novices who may not understand how to perform a need analysis or exactly what interactive video can consult the suggested readings list to learn enough about these and other concepts to apply them in SDL or become expert at them if their role demands it (Gibbons, 2002: 2-3).

SDL is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time. SDL is important because it enables students to customize their approach to learning tasks, combines the development of skill with the development of character, and prepares them for learning throughout their lives (Gibbons, 2002: 2-3).

Another method that can be applied by the English teacher is Problem-based learning (PBL) that can be described as a learning environment where the problem drives the learning. Students are given a problem that is posed such that they realize the need to gain up to date, evidence-based knowledge before they can solve the problem. This drives the students to investigate and discuss identified learning issues in groups with the instructor as facilitator and coach. The following immediate benefits to students have been identified: increased retention of information; an integrated (rather than discipline-bound) knowledge base; development of lifelong learning skills; exposure to real-life experience at an earlier stage in the curriculum; increased student-faculty liaison; and an increase in overall motivation (Greening in Klegeris, Hurren, 2011: 1).

Another factor that also determines the success of teaching reading ability is self-esteem. It refers to an individual’s sense of his or her value, the extent to which a person values, approves or appreciates, prizes, and likes him or herself. Self-esteem is considered an evaluative component of self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones. While the construct is most often used to refer to a global sense of self-worth, narrow concepts such as appearance esteem or body esteem are used to imply a sense of self-esteem in more specific areas. Most people feel bad about themselves from time to time. Feelings of low self-esteem may be triggered by being treated poorly by someone else recently or in the past, or by a person’s own judgments of him or herself. However, low self-esteem is a constant companion for too many people, especially those who experience depression, anxiety, phobias, psychosis, delusional thinking, or who have an illness or a disability (Rattan, at al, 2006: 1).
This study is aimed at finding out: (1) Whether self-directed learning (SDL) is more effective than problem-based learning (PBL) to teach reading ability for the eleventh grade students of SMA Negeri 1 Keruak; (2) Whether the students having high self-esteem have better reading ability than those having low self-esteem for the eleventh grade students of SMA Negeri 1 Keruak; (3) Whether there is an interaction between the methods and students’ self-esteem to teach reading.

RESEARCH METHOD
The method applied in this research was an experimental research. Experimental research is a research in which the researcher manipulates the independent variable. As stated by Johnson and Christensen (2000: 23), the aim of the experimental research is to investigate the possible cause-and-effect relationship by manipulating one independent variable to influence the other variable(s) in the experimental group, and by controlling the other relevant variables, and measuring the effects of the manipulation by some statistical means. By manipulating the independent variable, the researcher can see if the treatment makes a difference on the subjects.

Referring to this research, the writer chose the experimental research method because this research was related to the effectiveness of teaching methods used as the independent variables and self-estem as the attribute variable in teaching reading ability for the eleventh grade students of SMA Negeri 1 Keruak. The research design used in this research was a simple factorial design. This research involved three kinds of variables namely independent variables, dependent variable, and attribute variable. The independent variable of this research was teaching methods. The teaching methods are the factors of this study, which are manipulated, measured, and selected to know the effect and the relationship to the phenomenon investigated. The methods used in this study were self-directed learning and problem-based learning. These two different teaching methods were related to two groups of students. In this case, the self-directed learning group of students was functioned as an experimental group and problem-based learning of students was functioned as a control group.

Furthermore, the dependent variable of this research was the students’ reading ability of the eleventh grade students of SMA Negeri 1 Keruak in the academic year of 2012/2013. The attribute variable of this study was students’ self-esteem in learning. This variable was also assumed as the secondary independent variable to the phenomenon investigated. In this study the writer was interested in investigating the effect of independent variable (X) or methods on dependent variable (Y) or reading ability, in which
the relationship between X and Y is influenced by the attribute variable (Z) or students’ self-esteem. The research design used is as follows:

**Table of Research Design**

<table>
<thead>
<tr>
<th>Main effect</th>
<th>SDL Method</th>
<th>PBL Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self-Esteem (B₁)</td>
<td>A₁B₁</td>
<td>A₂B₁</td>
</tr>
<tr>
<td>Low Self-Esteem (B₂)</td>
<td>A₂B₂</td>
<td>A₁B₂</td>
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This study was conducted at the eleventh grade students of *SMA Negeri 1 Keruak* in the academic year of 2012/2013. Then, the research was conducted on July up to November 2012. This point presents about population of the study, sample of the study, and sampling of the study.

According to Gay (1992: 125), population is the group of interest to the searcher, the group to which she or he would like the results of the study to be generalized. It may be called that population is any individuals having the quality or characteristic in common from which a researcher may get the data.

In this research, the target population of this study was all of the eleventh grade students of *SMA Negeri 1 Keruak* in the academic year 2012/2013. The total numbers of the population were 181 students divided into 5 classes.

Sample refers to any group from which the information is gained as Christensen (2000: 158) defines sample as a set of elements taken from a larger population according to a certain rules. Furthermore, he states that a sample is always smaller than a population, and it is often much smaller.

The number of sample, therefore, it can be concluded from the number of population involved in this research. The huge number of population requires a specific number. On the other hand, when the population is not too large, population can be involved as sample. The sample of this research is the eleventh grade students. There were two available programs for the students at *SMA Negeri 1 Keruak*, science and social program. Science program consisted of two classes with 61 students and social program consisted of four classes with 120 students. The researcher took two classes from social program, XI IPS 1 and XI IPS 2 as a sample of this research. Each class consisted of 38 students so the total number of the sample was 76 students.

Based on the above theories, the writer took only 76 students (19 students from XI IPS 1 and 38 students from XI IPS 2) or two classes from all of population as the sample of this study. In dividing each of the class into the group of high and low self-asteem, the writer took 19 students who had high self-esteem and 19 students who had low self-asteem from grade XI IPS 1 (Experimental class) and IPS 2 (Control class). Furthermore, the writer took 19 students who had high self-asteem from grade XI IPS 1
(Experimental class) and 19 students who had low self-esteem from grade IPS 2 (Control class). In determining the sample (2 out of all), the researcher applied cluster random sampling and did not use random assignment. So, this research was categorized as a quasi-experimental research. After that, the researcher did a lottery to divide both classes from 76 students into 38 students as Experimental group and 38 students as Control group.

Sampling is the process of drawing sample from a population, (Johnson and Christensen, 2000: 156). They also state that when we take samples, we study the characteristics of subset (called sample) selected from larger group (called the population) in order to understand the characteristic of population.

The sampling technique used in this study was cluster random sampling technique. Cluster random sampling is a sampling in which groups, not individuals, are randomly selected (Suharsimi, 1992: 132). In this case, all members of selected groups have similar characteristics. Based on this idea, cluster random sampling is a sampling technique that chooses the sample of study by taking certain classes that have similar characteristics. Therefore, among the five classes, the writer decided to take only two classes (XI IPS 1 and XI IPS 2) randomly as the sample of the study, which consisted of 76 students. In this case, 38 students were taken from class XI IPS 1 and 38 students from class XI IPS 2. This number of sample was considered representative enough used as a subject of research.

Gay (1992: 154) states that a test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group.

In this study, the researcher used questionnaire and objective tests related to the material and the topic provided. Questionnaire was used to know the students’ self-esteem in learning and test was applied to the students’ ability in reading.

In order to know the level of students’ self-esteem, the students were given self-esteem questionnaire. The questionnaire consisted of statement lists and four responses, which should be chosen by the students. The responses consisted of (strongly agree, agree, disagree, and strongly disagree). For positive statement, the score 4 to 1, while for negative statement, the score is from 1 to 4. Furthermore, to know the students’ reading competence, the students were given reading test with five options (a, b, c, d, and e). The items of students’ self-esteem questionnaire and reading test were made and arranged based on the indicators at the blueprint, which were formulated on the construct.

The techniques used in analyzing the data of this study were descriptive and inferential analysis. The descriptive analysis was used to know the mean,
median, mode, and standard deviation of students’ scores in reading. The inferential analysis is used to test the hypotheses. In this study, the researcher applied $2 \times 2$ ANOVA.

Tukey test is applied to know the difference between the two methods and the mean score to know which is more effective, SDL Method or PBL Method for teaching reading (Ngadiso, 2009: 19).

RESULTS AND DISCUSSION

Because $F_o$ between columns (7.805) is bigger than $F_t$ at the level of significance $\alpha = 0.05$ (3.97), $H_0$ is rejected and the difference between columns is significant. Because $F_{row}$ between rows (9.830) is bigger than $F_t$ at the level of significance $\alpha = 0.05$ (3.97), $H_0$ is rejected and the difference between rows is significant. Because $F_{interaction}$ columns by rows (35.893) is bigger than $F_t$ at the level of significance $\alpha = 0.05$ (3.97), $H_0$ is rejected and there is an interaction between the teaching methods and students’ self-esteem to teach reading. Because $q_o$ between columns $(A_1B_1 - A_2B_1)$ (9.04) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.96), applying SDL method differs significantly from PBL method to teach reading for students who have high self-esteem. Because $q_o$ between column by cells $(A_1B_2 - A_2B_2)$ (3.10) is higher than $q_t$ at the level of significance $\alpha = 0.05$ (2.96), applying PBL method to teach reading differs significantly from PBL method to teach reading for students who have low self-esteem.

Based on the result of normality test it was found that the sample was on normal distribution because $L_o$ ($L$ obtained) is lower than $L_t$ ($L$ table) at the level of significance $\alpha = 0.05$. $L$ stands for Lilliefors and the data were homogenous because $\chi^2_o$ is lower than $\chi^2_t$ at the level of significance $\alpha = 0.05$. Furthermore, the $H_0$ was rejected because $F_o$ was higher than $F_t$ ($F_o > F_t$). Based on the above result it can be stated that (1) SDL method is a method The teaching method applied by the teachers is one of important factors influencing students’ reading ability. Therefore, a teacher must give a wise decision in choosing the appropriate method in order to teach reading successfully. As stated before, the methods compared in this study are self-directed learning (SDL) and problem-based learning (PBL). In this case, self-directed learning is an instructional process that centers on assessing learning needs, securing learning resources, planning and implementing
learning activities, and evaluating learning.

The teacher asks individual students questions about the text to monitor their comprehension. After reading, the teacher invites students in a discussion focusing on the aim at reading and follow-up activities that focus on the content of the text and the specific skill that students learn to use. Khodabandehlou, et al., (2005: 9) elaborate teacher’s role in self-directed learning to teach reading. In SDL, teacher engages students in discussion on topics from the self-directed learning readiness scale in doing reading exercises, learners should be allowed to collaborate with the teacher in determining the meaning of word in reading passage, teacher works with students and suggests generating similar discussion to find main idea from the text given in teaching reading, teacher also needs to model learning strategies for students to predict the meaning, clarifying the purposes of the text, and summarizing of reading, teacher suggests students to get message from reading text, teacher needs to allow individual learners to find meaning of word based on the context, teacher allows learners to explore ideas of the text from reading, and teacher allows learners to identify pronoun reference from the text. In PBL, participants of PBL course often work as a whole from the beginning to the end.

The work procedure is defined collaboratively by the group and executed by the same group within the work processes, although sometimes they work on different tasks individually or in sub-groups. Participants with different roles (e.g., teacher and learner) can collaboratively perform activities at the same step. In workflow systems, a participant with a certain role works only at the role-related steps and does not care about the work at other steps.

For each activity, exactly one role is defined. Even if multiple performers with the same role are engaged in the same step, they deal with different work items individually. Mathews (2007: 2) describes PBL that the teacher’s responsibility to teach students about the rationale and structure of a problem-based approach to language learning. For students who are accustomed to more traditional, teacher-centered classrooms, it is critical that they know they will be given direct, follow-up instruction, but that during the problem-solving phase, the teacher’s role is to observe and support. Students also need to understand that their goal is to work together to comprehend the text.

Therefore, SDL method is more effective than PBL method to teach reading; (2) The students who have high self-esteem have better reading ability than those having low self-esteem. The students with high self-esteem are proud of their successes and tolerant of their failures. Such people tend to have an optimistic view about life, and to be able
to tolerate external stress without becoming excessively anxious. Although capable of being disappointed and depressed by specific experiences, people with high self-esteem recover quickly as the children who are secure in their mother's love. In contrast, people with low self-esteem carry within them a disapproving parent who is harshly critical of their failures, and register only short-lived pleasures when they succeed. Such people are appropriate to be very sensitive to failure and to rejection, to have low tolerance for frustration, to take a long time to recover following disappointments, and to have a pessimistic view of life.

Therefore, it can be concluded that the students having high self-esteem have better reading ability than those having low self-esteem to teach reading; (3) There is an interaction between teaching methods and students' self-esteem to teach reading. Self-directed learning is still in the formative stage, guidelines for the development of classroom activities that allow and encourage to understand the text by him or herself. Instead, he or she will be able to find some information and ideas from the text given. Since many students do grow into independent learners, it is obvious that some current classroom practices do encourage independent learning.

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The students having high level of self-esteem expect to do well in their accomplishment, try hard, and try to be successful. In teaching and learning process, they usually have better attitudes. They have high desire to pay attention to the teacher. They are active in joining the teaching and learning process. According to Emler (2001: 58), young people with very high self-esteem are more likely to: hold prejudiced attitudes towards ethnic minorities, reject social influence, and engage in physically risky pursuits, more spirit, and success academically.

Therefore, self-directed learning (SDL) is better to teach reading for students having high self-esteem. Meanwhile, PBL demonstrates the quality of students’ learning and maintains by relying on students' autonomy and personal responsibility on formal teaching. Some students indicate discomfort with the process in their comments that there is insufficient direction; they request more feedback on success or failure or unsure whether all relevant areas are covered.

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Students also need to understand that their goal is to work together to comprehend the text. The students having low self-esteem tend to expect the worst, use less effort on their tasks, especially challenging, demanding ones, and achieve less success. Even, when students having self-esteem achieve success, they are less appropriate to attribute their success to their abilities or to enjoy it.

According to Epstein in Brown and Marshall (2002: 28) people with low self-esteem carry within them a disapproving parent who is harshly critical of their failures, and register only short-lived pleasures when they succeed. Such people are appropriate to be very sensitive to failure and to rejection, to have low tolerance for frustration, to take a long time to recover following disappointments, and to have a
pessimistic view of life. Thus, PBL method is more effective than SDL method to teach reading for the students having low self-esteem. It can be concluded that there is interaction between methods of teaching used (self-directed learning and problem-based learning) and degree of self-esteem to teach reading.

Self-directed learning is more effective than problem-based learning to teach reading for students having high self-esteem. On the other hand, problem-based learning is more effective than self-directed learning to teach reading for students having low self-esteem.

CONCLUSION
Based on the findings, it can be concluded that in general SDL Method is more effective than PBL Method to teach reading and there is an interaction between the teaching methods and students’ self-esteem in teaching reading.

For the students who have high self-esteem, SDL is more effective than PBL Method to teach reading but for the students who have low self-esteem, PBL is more effective than SDL Method to teach reading. It means that the effectiveness of the method depends on the degree of the students’ self-esteem.

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