

**STUDENTS' INDEPENDENT LEARNING PROCESSES OF
ENGLISH SKILLS: VIEWED FROM TIME EXPENSE,
MATERIAL INPUT AND SELF-EVALUATION**
(A Qualitative Study at the English Tadris Study Program in IAIN Curup)

THESIS

**This thesis is submitted to fulfill
the requirement for 'Sarjana' degree
in English Tadris Study Program**



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Assalamualaikum Warahmatullahi Wabarakatuh

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Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Atas perhatiannya diucapkan terima kasih.

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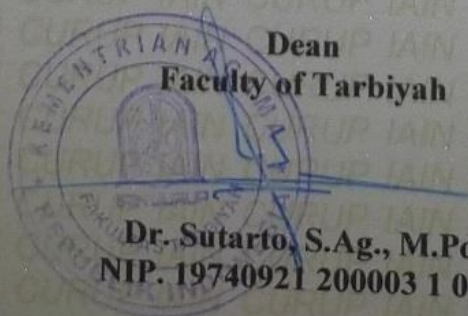
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PREFACE

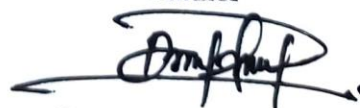
All praises and thanks are due to Allah SWT. With the help of her blessings, I the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfil the requirement of Institut Agama Islam Negeri (IAIN) Curup for the S1 degree.

In this era of globalization, mastery of English has become an unavoidable necessity. As an international language, English plays an important role in various aspects of life, from education, career to global communication. Therefore, developing English language skills is a major focus for many students around the world. One of the crucial aspects in improving English skills is independent learning. The ability to learn independently not only allows students to develop their skills outside the classroom, but also prepares them to be lifelong learners. This research aims to investigate the independent learning process of English students, with a special focus on three aspects, namely time allocation, material input and self-evaluation.

Through a qualitative approach, the author seeks to understand how students organize their study time, select and use learning materials and evaluate their own progress in developing English language skills. It is hoped that the results of this research will provide valuable insight for educators, policy makers and students themselves about the dynamics of independent learning in the context of improving English language skills. A better understanding of this process can help in designing more effective learning strategies and support the continued development of English skills. The author hopes that this research will contribute to a deeper understanding of self-directed learning in the context of English education and inspire further research in this area.

Curup, **26** Februari 2025

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The researcher finished this thesis entitled “**Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation**”. (A Qualitative Study at the English Tadris Study Program in IAIN Curup). This thesis is submitted to fulfil the requirement For “Sarjana” degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistance, contribution and motivation from the other. Because of those, the researcher would like to present deeper appreciation to :

Specially for My First Love and Role Model, Abah Hendri and My Heaven's Gate, Mama Eva Herliyanti, S.E. They are able to educate the author, motivate and provide support in the form of morale and material as well as endless prayers given to the author, so that the author is able to complete his studies to bachelor's degree. He is a great person who always encourages the author as the strongest support from the harshness of the world. Who never stops giving affection with full love. Thank you for always fighting for the author's life

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Curup, **26** Februari 2025

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MOTTO

“Berderap dengan Akurasi Sang Pemanah, Beradaptasi bagai Kameleon di Ranting, Serta Mengasihi Senyap Bak Embun Pagi”

--- Driva Cantika Putri

ABSTRACT

Driva Cantika P, 2025 : "Students' Independent Learning Processes of English Skills :Viewed from Time Expense, Material Input and Self Evaluation".
Advisor : Dr. Prihantoro, SS., M.Pd.
Co-Advisor : Jumatul Hidayah, M.Pd

Independent learning is crucial for improving English proficiency among students in the English Tadris Study Program at IAIN Curup. However, many struggle with time expense, material input, and self-evaluation. Some have irregular study habits and procrastinate due to poor time management, while others choose materials that are too advanced or irrelevant. Additionally, a lack of structured self-evaluation hinders progress and learning adjustments. Conversely, some students effectively manage independent learning by allocating time efficiently, selecting relevant materials, and engaging in structured self-evaluation. These strategies enhance their English skills, highlighting the impact of well-managed independent learning. Despite its importance, few studies examine the combined influence of time expense, material input, and self-evaluation on learning outcomes in higher education. This study explores their interaction by investigating how students allocate time, utilize materials, and conduct self-evaluations. Using a qualitative approach with interviews, observations, and document analysis, the study analyzes data thematically from students in the English Tadris Study Program at IAIN Curup. Findings indicate that students who manage their study time effectively, select materials strategically, and conduct regular self-evaluations show significant language improvement, while those who neglect these aspects struggle with consistency. The results highlight the need for structured independent learning strategies. In conclusion, this study emphasizes the importance of time management, material selection, and self-evaluation in independent learning. Educators should guide students on effective strategies, while institutions should provide access to resources and self-assessment tools to enhance learner autonomy.

Keywords: *independent learning, english skills, time expense, material input, self-evaluation;*

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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research question, the objectives of research, definition of key terms, delimitation of research, significances of the research and organization of the research.

A. Background of The Research

In the contemporary era of globalization, English proficiency has become a fundamental necessity for individuals striving to succeed in academic, professional, and social contexts.¹ As the world's lingua franca, English facilitates international communication, access to global knowledge, and opportunities for career advancement.² The increasing integration of digital platforms and online learning resources has further emphasized the importance of English as a tool for information exchange and cross cultural interaction.³

However, achieving high levels of English proficiency requires more than passive classroom participation. It demands continuous exposure, consistent practice, and self-directed engagement with the language in various contexts.⁴ Despite formal education playing a crucial role in language development, classroom instruction alone is often insufficient to

¹ Crystal, D. (2023). *English as a Global Language*. Cambridge University Press.

² Graddol, D. (2016). *English Next: Why Global English May Mean the End of 'English as a Foreign Language'*. British Council.

³ Warschauer, M. (2020). The Changing Global Economy and the Future of English Teaching. *TESOL Quarterly*, 34(3), 511-535.

⁴ Benson, P. (2021). *Teaching and Researching Autonomy in Language Learning*. Routledge.

ensure fluency, especially for non native speakers in higher education institutions.⁵

Recognizing this challenge, independent learning has emerged as a vital strategy for students seeking to enhance their English skills beyond the structured curriculum.⁶ Independent learning fosters autonomy, motivation, and self-regulation, enabling students to take control of their learning process.⁷ This approach is particularly significant for university students, who are expected to develop critical thinking skills, adaptability, and lifelong learning habits as part of their academic and professional growth.⁸

In the context of higher education English programs, independent learning is not merely an alternative but a necessity. Language acquisition is an ongoing process that requires continuous engagement in listening, speaking, reading, and writing activities outside of formal instruction. Unlike other disciplines where knowledge can be acquired through memorization, language learning involves interaction, application, and reinforcement through real world usage. However, despite its recognized importance, students often face significant difficulties in implementing effective independent learning strategies. The ability to manage time efficiently, select appropriate learning materials, and evaluate one's own

⁵ Littlewood, W. (2021). Defining and Developing Autonomy in Language Learning. *Applied Linguistics*, 20(1), 71-94.

⁶ Holec, H. (2020). *Autonomy in Foreign Language Learning*. Pergamon Press.

⁷ Dickinson, L. (2021). *Self-Instruction in Language Learning*. Cambridge University Press.

⁸ Thanasoulas, D. (2022). What Is Learner Autonomy and How Can It Be Fostered? *The Internet TESL Journal*.

progress are key factors that influence the success of independent learning.⁹ These aspects, if not properly addressed, can result in ineffective study habits, frustration, and stagnation in language development.

A preliminary study conducted with fourth-semester students of the English Tadris Study Program at IAIN Curup revealed varied experiences in independent learning. Through informal interviews and classroom observations, three primary challenges were consistently identified: time management (time expense), material selection (material input), and self-evaluation.

The first major challenge faced by students is time management. Many students struggle to maintain a consistent study schedule, leading to irregular learning habits that affect their overall progress. A fourth-semester student, (A), admitted: *"I often plan to study, but I get distracted by social media or other activities."*¹⁰

Similarly, another student, (B), highlighted the difficulty in balancing different language skills, saying: *"Sometimes, I spend too much time on listening and neglect other areas."*¹¹ Moreover, some students find it challenging to establish a structured routine, making their learning process inefficient. For example, (C) mentioned: *"I usually study at random hours without a set plan, which sometimes makes it hard for me to stay*

⁹ Knowles, M. (2016). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge University Press.

¹⁰ Student A (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023

¹¹ Student B (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023

focused".¹² These findings suggest that without a disciplined schedule, students struggle to allocate sufficient time to enhance their English proficiency in a balanced manner. The second challenge pertains to material selection (material input). While the abundance of online learning resources provides opportunities for self-directed learning, it also creates confusion regarding which materials are most relevant and effective. A student, (D), expressed this concern: "*There are so many English learning websites and apps, but not all of them fit my needs*".¹³ Additionally, some students reported difficulty in assessing the credibility of materials, leading to wasted effort on less useful content. (E) stated: "*Sometimes I spend hours reading articles or watching tutorials, but I realize later that they are not suitable for my level*".¹⁴ This lack of guidance in selecting appropriate learning materials can result in inefficient learning experiences and hinder students' progress in mastering English skills.

The third key issue is self-evaluation. Many students struggle with assessing their progress, as they lack structured mechanisms to track their learning development. A student, (F), reflected: "*I practice English, but I don't know how to measure if I'm improving or not*".¹⁵ Another student, (G), noted: "*I sometimes review my past mistakes, but I don't have a clear*

¹² Student C (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023

¹³ Student D (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023

¹⁴ Student E (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023

¹⁵ Student F (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023

system for evaluating my strengths and weaknesses."¹⁶ Without systematic self-evaluation, students may fail to identify areas for improvement and miss opportunities to refine their learning strategies.

Despite these challenges, some students have successfully adopted structured independent learning strategies. They actively participate in academic seminars, attend writing workshops, and engage in language exchange programs. A student, (H), shared their experience: *"Through a language exchange program, I practiced speaking with native speakers, which boosted my confidence."*¹⁷ Similarly, (I) stated: *"Joining a writing workshop helped me understand how to organize my essays better and improve my academic writing."*¹⁸ These contrasting experiences indicate that while independent learning is essential, the effectiveness of this approach varies significantly among students. Therefore, a deeper exploration is required to understand the factors that contribute to successful independent learning strategies.

Although numerous studies have examined independent learning in English language education, most research has focused on general aspects rather than analyzing the interconnection between time expense, material input, and self-evaluation. Moreover, studies that investigate how these

¹⁶ Student G (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023

¹⁷ Student H (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023

¹⁸ Student I (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023

three factors interact within the context of higher education English learners specifically fourth-semester students remain limited.

Given that independent learning plays a pivotal role in university level English education, understanding how students navigate their independent learning process is crucial for both educators and students. The lack of empirical studies that integrate all three aspects time expense, material input, and self-evaluation creates a significant research gap that this study aims to address.

The significance of this study stems from the increasing demand for effective independent learning strategies in higher education. As students progress through university level English programs, they are expected to transition from passive learners to autonomous individuals who take charge of their education. However, the challenges faced in time management, material selection, and self-evaluation can hinder their ability to optimize their learning potential.

Additionally, with the rapid expansion of digital learning platforms, students must navigate a vast amount of information and choose resources that align with their language proficiency and learning goals. Without proper guidance, students may waste valuable time on ineffective learning methods, leading to suboptimal outcomes. Thus, understanding the independent learning processes of fourth-semester students is critical in developing targeted interventions that support their academic growth.

This research presents a novel contribution by offering a comprehensive examination of independent learning through an interconnected framework. Unlike previous studies that focus on isolated aspects of self-directed learning, this study explores how time management, material selection, and self-evaluation collectively influence English language development.

By analyzing these three dimensions holistically, this study aims to Identify common patterns and challenges faced by students. Examine effective learning strategies used by high achieving independent learners. And Develop practical recommendations for students, educators, and institutions to enhance independent learning support.

This integrated approach offers a deeper understanding of the complexities of independent learning, providing valuable insights for improving English language education in higher institution.

A comprehensive understanding of independent learning is crucial for fostering an effective English learning environment at the university level.

. From the background description above, the author will conduct a study entitled: **“Students’ Independent Learning Processess Of English Skills: Viewed From Time Expense, Material Input And Self-Evaluation” (A Qualitative Study at the English Tadris Study Program in IAIN Curup).**

B. Research Questions

Based on the background above, the writer formulates the research problem as follow :

1. How do TBI students manage their time studying independently at home, in order to improve their English skills?
2. What are the forms of material input when TBI students learn independently at home, in order to improve their English skills?
3. How do TBI students measure that there is an increase in their English skills, after studying independently at home?

C. Objectives of The Research

Based on the background and the research question, this study has some objective as follow:

1. Find out how TBI students divide their time for independent study with other activities. In order to improve their English.
2. Identify where it comes from and what form the input material TBI Students receive when studying Independently. In order to improve their English skills.
3. Find out how to measure an increase in TBI Students English language skills after doing independently study.

D. Definition of Key Terms

To ensure clarity and consistency in this study, several key terms are defined as follows:

1. Students Independent Learning Process

The students' independent learning process refers to the way students take responsibility for their own learning without direct supervision from a teacher. It involves independent learning efforts in managing study time, selecting learning materials and evaluating their progress.¹⁹ In this study, independent learning specifically refers to students' ability to organize and conduct their learning activities outside of formal classroom settings, such as studying at home, using online resources, and practicing language skills autonomously.

2. English Skills

English skills refers to the four main language competencies namely, listening, speaking, reading, and writing. These skills are essential for effective communication in English and play a crucial role in academic and professional success.²⁰ In this study, English skills are examined in relation to independent learning, focusing on how students improve these competencies through independent learning efforts.

¹⁹ Zimmerman, B. J., & Schunk, D. H. (2021). *Self-regulated learning and academic achievement: Theoretical perspectives*. Routledge.

²⁰ Richards, J. C. (2020). *Key issues in language teaching*. Cambridge University Press.

3. Xu, J. (2019). "Effective time management strategies for independent learning." *Educational Review*, 71(5), 543-560.

3. Time Expense

Time expense in this study refers to the amount of time students allocate for independent learning and how effectively they manage their study schedules. It includes aspects such as study frequency, study duration, and time expense strategies.²¹ Proper time expense is essential for maximizing learning outcomes, and this study explores students' ability to balance their independent learning with other responsibilities.

4. Material Input

Material input refers to selection and use of learning resources that students utilize in their independent learning process. This includes textbook, online articles, videos, podcasts, language learning application. And other educational tools. The effectiveness of material input depends on its relevance, difficulty level, and alignment with students' learning goals.²² This study analyzes how students choose and engage with learning materials to improve their English proficiency.

5. Self-Evaluation

Self-evaluation is the process by which students assess their learning progress, identify strengths and weaknesses, and adjust

²¹ Xu, J. (2019). "Effective time management strategies for independent learning." *Educational Review*, 71(5), 543-560.

²² Tomlinson, B. (2021). *Materials development in language teaching*. Cambridge University Press.

their learning strategies accordingly. It includes activities such as self-assessment tests, reflective journaling, and tracking learning achievements.²³ In this study, self-evaluation is examined to understand how students measure their improvement in English skills and make necessary adjustments to enhance their independent experience.

By defining these key terms, this study ensures a clear and structured analysis of students' independent learning processes in improving English skills.

E. Delimitation of The Research

In conducting this research, several delimitations are established to maintain a clear and specific focus. The delimitations include the participants, research setting, scope of analysis, and research methods.

1. Participants

This study focuses on students from the English Tadris Study Program at IAIN Curup who engage in independent learning to improve their English skills. The participants are selected based on their involvement in independent learning activities, such as studying independently at home, using online resources, or

²³ Panadero, E. (2022). "Self-evaluation in language learning: Current perspectives and future directions." *Language Teaching Research*, 26(2), 123-140.

practicing without direct teacher supervision.²⁴ This study does not include students from other departments or institutions to ensure a focused analysis specific to the English Tadris Study Program.

2. Research Setting

The research is conducted within IAIN Curup, specifically in the English Tadris Study Program. The study explores independent learning environments such as students' homes, libraries, online learning platforms, and other self-learning spaces. However, formal classroom settings and teacher-led learning environments are excluded to emphasize the autonomy of independent learning.

3. Scope of Analysis

This study examines three major aspects of independent learning: time expense, material input, and self-evaluation. Time expense refers to how students allocate and organize their study time to optimize their independent learning process. Effective time expense is crucial in ensuring that students can balance their learning with other academic and personal responsibilities. However, many students struggle with maintaining consistent study schedules, leading to ineffective learning outcomes.²⁵ The second aspect, material input, focuses on the learning resources

²⁴ Harsya Danang Pradana and Ouda Eda Tena, "A Qualitative Research on Self-Regulation Practices of ELT Students in Reading Class," *Journal of Foreign Language Teaching and Learning* 6, no. 2 (2021): 24–41, <https://doi.org/10.18196/ftl.v6i2.11625>.

²⁵ Heidi L. Andrade, "A Critical Review of Research on Student Self-Assessment," *Frontiers in Education* 4 (2019): 87, <https://doi.org/10.3389/educ.2019.00087>.

chosen by students and their relevance to improving English skills. Independent learners must be able to identify appropriate and effective materials that match their proficiency levels and learning goals. However, students often face challenges in selecting suitable materials, as they may either choose resources that are too advanced or ones that do not sufficiently develop their language skills.

The last aspect, self-evaluation examines how students assess their learning progress and measure their achievements. Self-evaluation is essential in independent learning because it helps students identify their strengths and weaknesses, adjust their strategies, and set realistic learning objectives. Nevertheless, many students lack proper mechanisms to evaluate their progress effectively, which may hinder their ability to improve their English skills systematically.

4. Research Method

This study employs a qualitative research approach, utilizing interviews, observations, and document analysis as primary data collection methods.²⁶ Quantitative method such as statistical surveys and experiments are not used. Instead, the study aims to provide in-deptha descriptions through thematic analysis.

²⁶ "Qualitative Research Methods and EFL Teaching," Academia.edu (2023), https://www.academia.edu/112412501/Qualitative_Research_Methods_and_EFL_Teaching.

By setting these delimitations, this research ensures a focused and structured exploration of students independent learning processes at IAIN Curup.

F. Significances of The Research

1. Theoretical Significances

The development of theories related to the independent learning process in this study can provide new insights into the process and dynamics of students' independent learning in learning English language skills. The findings of the study can enrich or expand existing theories about independent learning, especially in the context of language learning. Understanding the factors that influence independent learning by observing aspects of time management, material input and self-evaluation. In addition, this study provides theoretical insights related to the role of motivation and self-regulation in independent learning. And can contribute to the development of language learning methods that encourage students' independent learning.

2. Practical Significances

By understanding the process and factors that influence students' independent learning, the findings of this study can provide practical recommendations for English teachers or instructors to design more effective learning methods in encouraging independent learning. And can provide insight for

students about the best strategies and practices in the independent learning process to improve English skills based on how to manage time, find material input and how to evaluate themselves.

G. Organization of The Research

The framework of this research includes Chapter I which includes general information about the research, formulation of the research problem, research questions, research objectives, definition of key terms, delimitations of research, the significance of the research, and the structure of the research.

Chapter II, explains the literature review containing theories about Independent Learning, English Skills, Time Expense, Material Input and Self-Evaluation, and the last is the related findings.

Chapter III, explains the research methodology which includes Research Design, Subject of the Research, Technique of Collecting Data, Instruments of The Research, Data Analysis Technique, and Trustworthiness.

Chapter IV, explains the findings and discussions involving how they divide their study time into the four English language skills, how to choose relevant learning materials, and how they evaluate themselves against the four skills.

Chapter V consists of conclusions and suggestions, which contain conclusions from all the topics and findings that have been presented in

the research as well as suggestions that are expected to broaden understanding and pave the way for better related research in the future.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature used as the framework for this research, covering several key concepts, theories, arguments, and indicators of each variable that will be discussed and examined in this research.

A. Independent Learning

1.The Concept of Independent Learning

Independent learning is a process in which individuals take initiative and responsibility for their learning progress. According to Knowles, independent learning is synonymous with self-directed learning, where learners identify their needs, set goals, select learning strategies, and evaluate their progress, either autonomously or with minimal guidance.²⁷ Brockett and Hiemstra further emphasize that independent learning is not merely about instructional methods but also involves personal attributes such as self-motivation, persistence, and willingness to explore.²⁸ Grow introduces a staged model in which learners transition from dependency to autonomy through progressive learning experiences.²⁹ This perspective aligns with the notion that independent learning is a gradual developmental process, requiring

²⁷ Knowles, M. S. (2020). *Self-Directed Learning: A Guide for Learners and Teachers*. Association Press.

²⁸ Brockett, R. G., & Hiemstra, R. (2020). *Self-direction in adult learning: Perspectives on theory, research, and practice*. Routledge.

²⁹ Grow, G. (2018). "Teaching learners to be self-directed." *Adult Education Quarterly*, 41(3), 125-149.

support at the initial stages before learners can function independently.

2. Characteristics of Independent Learning

Independent learners exhibit key attributes such as proactiveness, goal orientation, and self-regulation. Guglielmino identifies these characteristics through the Self-Directed Learning Readiness Scale (SDLRS), which measures a learner's capacity for autonomous learning.³⁰ Learners who score high in SDLRS are more likely to take responsibility for their studies, actively seek new knowledge, and adapt their strategies based on personal learning goals. Such learners also demonstrate resilience in overcoming challenges, which distinguishes them from those who rely solely on instructor-led learning.

3. Differences Between Independent and Traditional Learning

Independent learning significantly differs from traditional, teacher-centered learning. In traditional models, instructors dictate the learning process, while in independent learning, students have control over their learning paths. According to Knowles and Rogers, traditional learning environments emphasize external structure and authority, whereas independent learning promotes

³⁰ Guglielmino, L. M. (2023). "Development of the Self-Directed Learning Readiness Scale." *Educational and Psychological Measurement*, 37(1), 99-107.

intrinsic motivation, flexibility, and self-accountability.³¹ Independent learners are encouraged to engage in self-exploration and critical thinking, making them more adaptable to diverse learning scenarios.

4. Importance of Independent Learning in Language Learning

The significance of independent learning in language acquisition lies in its ability to foster intrinsic motivation, personalized strategies, and resource optimization. Little asserts that learners who take charge of their language learning tend to develop more effective strategies, utilize diverse resources, and refine their skills continuously.³² This approach enables language learners to immerse themselves in real life communication scenarios, enhancing their fluency and comprehension. Additionally, independent learning cultivates lifelong learning habits, which are crucial for maintaining and improving language proficiency.

5. Theories in Independent Learning

Several learning theories support the concept of independent learning. Knowles' Andragogy Theory highlights that adult learners are more inclined towards self-directed, problem-based, and

³¹ Rogers, C. (2015). *Freedom to Learn*. Charles E. Merrill Publishing Company.

³² Little, D. (2010). *Learner Autonomy: Definitions, Issues and Problems*. Authentik.

experiential learning.³³ Similarly, Piaget's Constructivist Theory suggests that knowledge is actively constructed based on personal experiences, making independent learning a highly individualized process.³⁴ Additionally, Zimmerman's Self-Regulated Learning Theory outlines independent learning as a cyclical process of goal-setting, strategy implementation, and self-evaluation.³⁵ These theories collectively reinforce the idea that independent learning is learner-driven and dynamic, allowing individuals to tailor their educational experiences based on their unique needs and goals.

6. The Process of Independent Learning

Zimmerman describes independent learning as an ongoing, self-regulated cycle that consists of three key stages: planning, implementation, and evaluation.³⁶ In the planning phase, learners set goals and determine suitable strategies. During implementation, they apply selected techniques, monitor their progress, and make necessary adjustments. Finally, in the evaluation phase, learners reflect on their learning outcomes and modify their approaches to optimize future performance. This structured approach enables

³³ Knowles, M. S. (2020). *Self-Directed Learning: A Guide for Learners and Teachers*. Association Press.

³⁴ Piaget, J. (2020). *The Psychology of the Child*. Basic Books.

³⁵ Zimmerman, B. J. (2000). "Attaining self-regulation: A social cognitive perspective." In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). Academic Press.

³⁶ Oxford, R. L. (2021). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.

learners to continuously refine their skills and enhance self-efficacy in their learning process.

7. Independent Learning Strategies

Independent learners employ various strategies to maximize their learning effectiveness. Oxford categorizes these into cognitive, metacognitive, and social strategies.³⁷ Cognitive strategies involve memorization techniques such as repetition and summarization. Metacognitive strategies include self-monitoring, goal setting, and reflection to enhance learning efficiency. Social strategies focus on collaboration, such as engaging in discussions with peers or interacting with native speakers. The combination of these strategies allows learners to customize their learning approaches according to their preferences and needs.

8. Factors Influencing Independent Learning

Several factors influence the success of independent learning, including motivation, self-efficacy, and learning styles. Zimmerman emphasizes that learners with high motivation are more likely to set goals and persist in their learning efforts.³⁸ Additionally, self-efficacy the belief in one's ability to succeed plays a crucial role in determining a learner's willingness to engage

³⁷ Dornyei, Z. (2015). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.

³⁸ Zimmerman, B. J. (2000). "Attaining self-regulation: A social cognitive perspective." In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). Academic Press.

in self-directed study. Furthermore, learning styles, whether visual, auditory, or kinesthetic, shape the way individuals process information and adopt learning strategies

9. Challenges in Independent Learning

Despite its advantages, independent learning comes with challenges such as time management, material selection, and self-regulation. Zimmerman points out that some learners struggle to maintain consistency in their study schedules.³⁹ Additionally, selecting appropriate materials without guidance can be overwhelming, leading to ineffective learning choices. Lastly, self-regulation difficulties may result in procrastination or lack of accountability, requiring learners to develop strong discipline and persistence.

10. Role of Technology in Independent Learning

Technology has significantly enhanced independent learning by providing flexible, personalized, and interactive learning environments. Stockwell and Hubbard highlight that mobile-assisted language learning (MALL) and online resources allow learners to access information anytime and anywhere, increasing

³⁹ Zimmerman, B. J. (2020). "Attaining self-regulation: A social cognitive perspective." In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 13-39). Academic Press.

learning efficiency.⁴⁰ Digital tools such as educational apps, virtual tutors, and online discussion forums further support autonomous learning by catering to different learning styles and preferences.

11. Independent Learning in English Language Learning

Independent learning in English language acquisition enables students to tailor their learning experiences, build confidence, and enhance fluency. According to Little, autonomous learners are more engaged, motivated, and effective in their language studies.⁴¹ They actively seek exposure to authentic language materials, practice self-assessment, and adjust their study techniques based on their evolving needs.

12. Gender Aspects in Independent Learning

Gender differences may influence how learners approach independent learning. Research by Oxford indicates the Gender plays a significant role in the independent learning process of English, particularly in time expense, material input, self-evaluation, and learning strategies. Research suggests that females tend to spend more time on independent learning than males. This is due to their higher level of discipline and tendency to structure their study time more effectively, whereas males often engage in short but intensive learning sessions. Furthermore, in terms of

⁴⁰ Stockwell, G., & Hubbard, P. (2013). "Some emerging principles for mobile-assisted language learning." *ReCALL*, 25(3), 277-292.

⁴¹ Little, D. (2020). *Learner Autonomy: Definitions, Issues and Problems*. Authentik.

material input, females are more likely to use interactive and communicative resources, such as videos, songs, and social media, which allow them to practice the language in real world contexts. In contrast, males tend to rely on text based or technology driven resources, such as language learning apps, which are more analytical and individualistic. This indicates that females tend to utilize social aspects of language learning, while males prefer a more systematic and structured approach.

Regarding self-evaluation, females are generally more reflective and tend to underestimate their achievements, even when they possess strong language skills. On the other hand, males tend to be more confident in assessing their abilities, sometimes overestimating their actual skills. This pattern suggests that females may require more motivational support and positive reinforcement in independent learning compared to males. The learning strategies employed by each gender also differ. Females are more likely to use metacognitive strategies, such as planning, monitoring progress, and reflecting on mistakes. Meanwhile, males tend to focus on cognitive strategies, such as memorizing vocabulary and practicing exercises, which are result oriented.⁴²

⁴² Oxford, R. L. (2021). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.

B. English Skills

1. Definition of English Language Skills

English language skills include four main areas: listening, speaking, reading, and writing. Each of these skills plays a crucial role in effective language learning. Independent learning, on the other hand, gives students more control to develop these skills according to their own needs. In the context of independent learning, students, especially females, have the freedom to choose materials, methods, and pace of study, which is essential for optimizing their English skills.⁴³

2. Listening Skills in Independent Learning

Listening is a critical aspect of language proficiency. Independent learners, especially females, tend to be more structured in selecting listening materials like podcasts or online lectures found that females are more likely to use listening strategies involving deep understanding and note-taking, which enhances their comprehension in English language learning.⁴⁴

3. Speaking Skills in Independent Learning

Speaking is a major challenge in language learning, particularly for females who tend to be more cautious and anxious

⁴³ Knowles, M. (2020). *Self-directed learning: A guide for learners and teachers*. Association Press.

⁴⁴ Gao, M., Zhang, H., & Li, L. (2020). "The effectiveness of self-directed learning strategies in language acquisition." *Language Learning & Technology*, 24(4), 56-72.

⁴⁵ Liu, M., & Xu, X. (2021). "Investigating the role of listening strategies in EFL learners' listening comprehension." *Asia Pacific Education Review*, 22(3), 407-416.

when speaking in public. However, female independent learners often use focused speaking strategies, such as talking with peers or using language apps to practice speaking without direct social pressure. Independent learning allows them to control speaking practice time and repeat exercises, which builds greater confidence in speaking skills.⁴⁶

4. Reading and Writing Skills in Independent Learning

Reading and writing are essential skills for independent learning, particularly for vocabulary and syntax acquisition.⁴⁷ Females in independent learning are more likely to use structured reading strategies, such as reading textbooks or articles aligned with their interests, which helps expand their English skills. In writing, females tend to engage more deeply in revisions, improving their writing abilities significantly.⁴⁸

5. Role of Technology in English Skills Development

Technology plays a significant role in supporting independent language learning, whether through learning apps, social media, or online platforms. Technology enables females to learn flexibly, according to their own time and space, supporting the development

⁴⁶ Yang, X., & Zhang, L. (2022). "The relationship between self-directed learning strategies and speaking proficiency." *Language Education Research*, 29(1), 34-49.

⁴⁷ Sun, Q., & Chen, M. (2021). "The impact of self-directed reading on language development." *Journal of Language and Education*, 17(3), 98-112.

⁴⁸ Zhou, Q. (2022). "Effective writing strategies for EFL learners." *Writing and Communication Studies*, 18(2), 99-114.

of listening, speaking, reading, and writing skills.⁴⁹ Platforms like Duolingo or conversation apps provide space for females to practice English independently and more interactively.

C. Time Expense

1. Definition of Time Expense

Time expense in independent learning refers to the amount of time individuals spend on learning activities and how this time is managed to achieve the learning goals. In the context of learning English, time expense involves allocating time for activities such as reading, writing, listening, and speaking. Independent learners, especially females, often have more control over how they manage their time, which plays a key role in enhancing their English skills. Independent learning allows individuals to arrange their study time according to their personal needs, which can improve the quality of learning.⁵⁰

2. Time Expense in Independent Learning

Time expense is a critical skill in independent learning. Females tend to be more organized and disciplined in managing their time, which impacts their success in learning English. Research shows that females in independent learning are more

⁴⁹ Wu, Y., Zhang, R., & Sun, L. (2021). "Digital tools for language learning: A review of recent trends." *Language Learning & Technology*, 25(2), 73-75

⁵⁰ Zimmerman, B. J. (2021). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(2), 75-85.

likely to organize their study time with greater detail and consistency. Effective time management enables learners to maximize the time they have and achieve better learning outcomes.⁵¹

3. The Link Between Time Expense and Learning Achievement

The time spent on independent learning significantly affects learning achievement. Schunk found that the more time allocated for learning activities, the greater the likelihood of achieving learning goals. However, the quality of time spent is more important than the quantity. Independent learners, especially females, who allocate time for self-reflection and progress monitoring often show better results in learning English.⁵²

4. Time and Motivation in Independent Learning

Intrinsic motivation plays a major role in time management for independent learners. Research by Deci and Ryan shows that intrinsically motivated individuals tend to allocate their learning time more efficiently and purposefully.⁵³ In the context of females, research by Gao shows that females are more likely to create structured learning plans and allocate more time for self-reflection and progress monitoring, which contributes to their learning

⁵¹ Chen, L., & Huang, C. (2020). "Time management strategies in language learning: A gender perspective." *Language Education Research*, 28(4), 215-229.

⁵² Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson.

⁵³ Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.

effectiveness. Independent learning provides them with the opportunity to decide how much time to spend according to their personal goals.⁵⁴

5. Factors Affecting Time Expense in Independent Learning

Various factors influence time expense in independent learning, such as motivation, learning goals, and the strategies employed. Some studies suggest that females tend to allocate more time for structured learning activities, such as writing and reading, while males are more likely to adopt flexible, exploratory approaches.⁵⁵ Understanding these factors can help improve time management in independent learning and maximize learning outcomes.

D. Material Input

1. Definition of Material Input

Material input in independent learning refers to all resources and materials that learners use to support their learning process. In English language learning, material input can include textbooks, articles, videos, apps, and online platforms that provide relevant and useful content for skill development. Independent learners, especially females, have the opportunity to choose materials that

⁵⁴ Gao, M., Zhang, H., & Li, L. (2020). "The effectiveness of self-directed learning strategies in language acquisition." *Language Learning & Technology*, 24(4), 56-72.

⁵⁵ Liu, J., & Zhang, W. (2020). "Gender differences in time management strategies in language learning." *Journal of Educational Psychology*, 28(2), 118-130.

align with their needs and learning goals, which influences their English learning effectiveness. Diverse material inputs allow learners to develop different language skills more comprehensively.⁵⁶

2. Types of Material Input in English Learning

Material input can be categorized into various types, including written texts, audio media, videos, and language learning apps. Research by Stockwell and Hubbard shows that technology-based materials, such as language learning apps and online platforms, can enhance the effectiveness of language learning by providing more flexible and personalized access.⁵⁷ Additionally, materials suited to individual learning styles such as texts for visual learners or audio for auditory learners can improve comprehension and language skills.⁵⁸

3. Impact of Material Input Quality on Independent Learning

The quality of material input significantly influences learning outcomes. According to Lai, high-quality materials, such as resources that are relevant and appropriate for the learner's level,

⁵⁶ Oxford, R. L. (2018). *Language learning strategies: What every teacher should know*. Newbury House.

⁵⁷ Stockwell, G., & Hubbard, P. (2013). Some emerging trends in digital language learning. *Language Learning & Technology*, 17(2), 10-24.

⁵⁸ Gao, M. (2020). "The role of material input in self-directed language learning." *Language Learning Research*, 35(4), 299-311.

can enhance understanding and language proficiency.⁵⁹ Good materials challenge learners to think critically, improve their analytical skills, and support deeper learning. For female learners, materials that are practical and contextual tend to be more engaging and assist in achieving their English language learning goals.⁶⁰

4. Material Input and Motivation in Independent Learning

The quality of material input significantly influences learning outcomes. According to Lai, high-quality materials, such as resources that are relevant and appropriate for the learner's level, can enhance understanding and language proficiency. Good materials challenge learners to think critically, improve their analytical skills, and support deeper learning. For female learners, materials that are practical and contextual tend to be more engaging and assist in achieving their English language learning goals.⁶¹

E. Self-Evaluation

1. Definition of Self-Evaluation

Self-evaluation in independent learning refers to the process in which individuals actively assess their progress, strengths, and

⁵⁹ Lai, C. (2015). "The impact of material input on self-directed language learning." *Journal of Educational Technology & Society*, 18(1), 102-115.

⁶⁰ Chen, L., & Huang, C. (2020). "Gender differences in material preferences for language learning." *Language Education Studies*, 29(3), 163-178.

⁶¹ Dornyei, Z. (2015). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.

weaknesses in learning. This concept is closely related to metacognition, where learners develop an awareness of their learning strategies and adjust them to achieve better outcomes. In English language learning, self-evaluation plays a crucial role in enhancing motivation and learning effectiveness, as it enables students to identify areas for improvement and adjust their learning methods independently. Schunk explains that self-evaluation is part of independent learning, helping students understand how their learning strategies affect their outcomes and allowing them to make more effective decisions in improving their language skills.⁶²

2. The Role of Self-Evaluation in English Learning

Self-evaluation helps students assess their proficiency in language skills such as speaking, writing, reading, and listening. Learners who regularly engage in self-evaluation are more likely to show significant improvement in their language skills as they can set more realistic and effective goals. By reviewing their progress independently, students can better understand their weaknesses and work to improve them. Zimmerman states that a continuous self-evaluation process allows learners to develop better skills in managing time, selecting appropriate learning resources, and assessing the effectiveness of their strategies.⁶³ Furthermore,

⁶² Schunk, D. H. (2012). *Learning theories: An educational perspective*. Pearson.

⁶³ Zimmerman, B. J. (2020). "Becoming a self-regulated learner: An overview." *Theory into Practice*, 41(2), 64-70.

research by Little emphasizes that self-evaluation enables learners to gain confidence in tracking their progress and developing more personalized learning strategies, ultimately helping them improve fluency and accuracy in language use.⁶⁴

3. Method of Self-Evaluation in Independent Learning

Various methods can be used in self-evaluation to improve the effectiveness of independent English language learning. One commonly used method is reflective journaling, where learners document their learning experiences, identify challenges they face, and explore possible solutions to overcome those difficulties. Benson states that reflective journals help learners increase awareness of effective learning strategies and provide space for continuous critical reflection.⁶⁵

Additionally, language proficiency checklists are frequently used to help learners assess their competence in different aspects of language skills, such as speaking, listening, reading, and writing. Oscarson found that these checklists allow learners to monitor their progress systematically and understand which areas require improvement.⁶⁶ Another effective method is self-recording, where learners record their speech or video while speaking English to

⁶⁴ Little, D. (2015). *Learner autonomy and self-assessment in language learning*. Cambridge University Press.

⁶⁵ Benson, P. (2011). *Teaching and researching autonomy in language learning*. Routledge.

⁶⁶ Oscarson, A. D. (2013). *Self-assessment of writing in learning English as a foreign language: A study at the upper secondary school level in Sweden*.

evaluate their pronunciation, intonation, and fluency. This technique provides direct feedback and allows learners to be more aware of the linguistic aspects they need to refine.

4. Self-Evaluation and Motivation in Independent Learning

Motivation is a key factor in successful independent English learning, and self-evaluation contributes significantly to increasing intrinsic motivation. By assessing their progress, learners gain greater control over their learning process, which, in turn, enhances their engagement and sense of responsibility for their outcomes. Deci and Ryan explain that individuals who actively evaluate their progress are more likely to feel motivated and achieve higher success, as they can see a direct relationship between their efforts and achievements.⁶⁷ In the context of female learners, self-evaluation also plays a role in building confidence and autonomy in learning, allowing them to focus more effectively on achieving their academic goals.

5. Challenges in Self-Evaluation and How to Overcome Them

Despite its many benefits, several challenges can hinder learners from effectively implementing self-evaluation. One major challenge is a lack of self-awareness, where some learners struggle to assess their abilities objectively. This can lead to inaccurate

⁶⁷ Deci, E. L., & Ryan, R. M. (2023). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

evaluations, resulting in ineffective learning strategies. Additionally, inconsistency in conducting self-evaluation is another common issue, as not all students regularly assess their progress. This is often due to a lack of self-discipline or limited understanding of the importance of self-evaluation in improving language skills.

Another frequent challenge is assessment bias, where learners may be overly optimistic or pessimistic when evaluating their abilities. Ross highlights that such bias can hinder learning progress, as learners may fail to accurately identify weaknesses that need improvement or may lack confidence in their actual progress.⁶⁸ To address these challenges, research suggests combining self-evaluation with peer evaluation or mentor feedback to provide a more objective and accurate perspective on learning progress.

F. Review of Related Research Findings

The process of independent English learning has become a significant research focus in the field of language education. Various previous studies have examined how learners develop their English skills through independent learning, especially related to learning time management, selection of learning materials, and self-evaluation. This literature review will discuss relevant research

⁶⁸ Ross, J. A. (2016). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research & Evaluation*, 11(10), 1-13.

findings to provide a strong theoretical foundation in understanding the dynamics of students' independent learning in the context of improving English skills. Here are some related findings from previous studies:

First, the research by Dwi Ario Fajar and Dwi Agustina in their research title "Independent Learning for Improving English Skills of Students in English Language Education, Pekalongan University". Both studies highlight independent learning as an approach to improving students' English skills. Dwi Ario Fajar and Dwi Agustina's research focuses on the impact of independent learning on the development of students' English skills in the English Language Education Program at Pekalongan University.⁶⁹

Meanwhile, this study explores the process of independent learning in more depth, covering three important dimensions: time expense, learning resources (material input), and self-evaluation. Both studies support the idea that independent learning is an important component of language education, giving students autonomy and responsibility for their learning progress.

Despite the similarities in theme, the focus of the studies differs. Dwi Ario Fajar and Dwi Agustina's study is more descriptive, evaluating the effectiveness of independent learning in

⁶⁹ Fajar, D.A & Agustina, D (2019). *Independent Learning for Improving English Skills of Students in English Language Education*, Pekalongan University. Surabaya English and Literature Journal, 2 (2), 67.

general without breaking the process down into specific elements. In contrast, this study explores the elements that make up independent learning, namely how students manage their time, choose materials, and conduct self-evaluation. This study also provides a more qualitative perspective, detailing students' experiences and challenges during the independent learning process, while their study is more oriented towards the end result of implementing independent learning.

Dwi Ario Fajar and Dwi Agustina's study provides an overview of the effectiveness of independent learning in improving English language skills, which supports the initial findings of the study that independent learning is a significant approach in language education. However, this study enriches this study by outlining the elements of the self-regulated learning process, offering more detailed insights into how students utilize time, resources, and self-reflection to learn. Thus, this study complements their study by providing more specific contribution in understanding the internal processes underlying independent learning.

Second the research by Dharmawati in her research title “An Analysis of students’ Learning Independence in Learning English for Computer using Google Classroom”. And this research has the main similarity in examining students’ independent learning in the

context of English language learning. Both focus on how students take an active role in their learning process, either through the arrangement of learning time, the use of learning resources, or self-evaluation. Dharmawati highlights the use of digital platforms such as Google Classroom to support students' independent learning, while this research also explores the fundamental elements of the independent learning process such as time allocation, material input, and self-evaluation, which are relevant to technology-based learning conditions.⁷⁰

The main difference between the two studies lies in the focus and approach. Dharmawati emphasizes the role of technology, especially Google Classroom, as a tool to support students' independent learning in learning English for specific purposes (English for Computer). This study is oriented towards analyzing the effectiveness of digital platforms in building student independence. In contrast, this study examines the in-depth dimensions of the independent learning process without limiting the focus to the use of certain technologies, but rather on students' internal aspects, such as how they manage their learning time, select relevant materials, and conduct self-evaluations. Thus, this study provides a more qualitative and holistic approach to

⁷⁰ SUJANNAH, Wahyu Diny; CAHYONO, Bambang Yudi; ASTUTI, Utari Praba. Effect of blended learning using Google Classroom on writing ability of EFL students across autonomy levels. *Teaching English with Technology*, 2020, 20.2: 82-97.

independent learning, while Dharmawati provides a more practical perspective on the implementation of technology in learning. Dharmawati's research and this study complement each other in providing insights into students' independent learning in the context of English.⁷¹ Dharmawati's research and this study complement each other in providing insights into students' self directed learning in the English context. Dharmawati's study shows that technology such as Google Classroom can be an effective tool to support independent learning. On the other hand, this study provides a deeper understanding of how students manage the self-directed learning process through three main elements: time, materials, and self-evaluation. The combination of findings from these two studies suggests that the success of self-directed learning depends not only on supporting tools such as technology, but also on students' internal abilities to regulate and evaluate their learning process.

The third research is entitled "Self-Regulated Learning Strategies in Online English Language Learning: A Case Study of University Students. and this study have a similar focus in examining students' self-regulated learning processes, especially in the context of English language learning. Both studies highlight the importance of students' ability to regulate their own learning

⁷¹ Dharmawati. (2021). *An Analysis of Students' Learning Independence in Learning English for Computer Using Google Classroom*. **International Journal of Educational Technology and Learning**, 10(2), 123–137.

independently. The study identified self-regulated learning (SRL) strategies, which involve aspects such as planning, monitoring, and self-evaluation, as key elements in the success of online learning. Likewise, this study also explores key elements of the self-regulated learning process, namely time management, use of learning materials, and self-evaluation, which contribute to the effectiveness of English language learning.⁷²

The main differences lie in the context and methodological focus. The "Self-Regulated Learning Strategies in Online English Language Learning" study focuses more on the online learning context where SRL strategies are applied, emphasizing the role of technology and digital platforms as an integral part of learning. Meanwhile, this study examines self-regulated learning more generally, not limited to online learning, but on students' internal processes in managing time, materials, and evaluation. In addition, this study has a more in-depth approach to the qualitative aspects of self-regulated learning experiences, while SRL research more often adopts a theoretical framework that maps learning strategies.

The study "Self-Regulated Learning Strategies in Online English Language Learning" and this study complement each other in providing insights into students' self-regulated learning. The

⁷² Puntularb, Pichaporn; Yippikum, Chakrit; Pinchunsri, Preecha. The characteristics and self-regulation of undergraduate students in online English learning: A case study of a private university in Thailand. *International Journal of Higher Education*, 2021, 10.7: 34-44.

study highlights the importance of SRL strategies, especially in the context of online learning which is increasingly relevant in the digital era.⁷³ On the other hand, this study extends this understanding by identifying the dimensions of time, materials, and self-evaluation as key elements in the self-regulated learning process. The combination of findings from both studies confirms that the success of self-regulated learning depends on the synergy between external factors such as technology and internal factors such as students' ability to regulate their learning process effectively.

The fourth research with the title "The Role of Input Materials in Fostering Independent English Learning: A Longitudinal Study". And this study has a similar focus in discussing aspects of independent learning, especially the role of learning materials (input materials). Both studies recognize the importance of materials as a key element in supporting independent English learning. The study highlights how the availability and quality of learning materials affect students' engagement in the long-term learning process. Meanwhile, this study also covers the aspect of input materials, but in a broader framework by adding dimensions of time expense and self-evaluation, thus providing a more comprehensive analysis of

⁷³ hang, X., & Li, J. (2020). *Self-Regulated Learning Strategies in Online English Language Learning: A Case Study of University Students*. **Journal of English Language Teaching**, 14(4), 85–99.

independent learning. The main difference lies in the focus of the study.⁷⁴ The longitudinal study specifically evaluated the role of learning materials over a long period of time, emphasizing changes in students' patterns of material use and their impact on the development of their English skills. This study, although also covering input materials, does not limit the analysis to these dimensions alone but also delves deeper into the process of time management and self-evaluation carried out by students. In addition, this study is qualitative with a more in-depth approach to understanding students' experiences in independent learning, while longitudinal research tends to be quantitative with long-term data-based analysis.

The study "The Role of Input Materials in Fostering Independent English Learning: A Longitudinal Study" and this study both emphasize the importance of input materials in independent learning. The study offers rich insights into how learning materials can facilitate the development of English language skills sustainably, especially in the long term. Meanwhile, this study extends these findings by integrating other dimensions, such as time management and self-evaluation, thus providing a more comprehensive picture of the factors that

⁷⁴ Hanzawa, Keiko. Development of second language speech fluency in foreign language classrooms: A longitudinal study. *Language Teaching Research*, 2024, 28.3: 816-838.

influence the success of independent learning.⁷⁵ The combination of these two findings suggests that the success of independent learning depends not only on the quality of the materials, but also on students' ability to manage time and reflect on their progress independently.

Fifth is research with the title "Time Management and Self-Evaluation in Independent English Learning: A Mixed-Methods Approach". has a focus that is very relevant to this study. Both emphasize the role of time management and self-evaluation in supporting independent English learning. The study uses a mixed-methods approach, which combines quantitative and qualitative data to explore how students plan, manage, and reflect on their learning process.⁷⁶ Similarly, this study confirms the importance of both aspects in ensuring the success of self-regulated learning.

Despite many similarities, the fundamental difference lies in the scope and approach of the study. This mixed-methods study focuses on the relationship between time management and self-evaluation, without discussing the input material element as part of the learning process. In contrast, this study is more comprehensive by covering three important dimensions: time expenditure, input

⁷⁵ Thompson, L., & Graham, S. (2020). *Time Management and Self-Evaluation in Independent English Learning: A Mixed-Methods Approach*. **Journal of Language Research Studies**, 6(3), 101–115.

⁷⁶ Herrera, Leonardo, et al. The Influence of Self-Assessment on the English Language Learning Process. *Colombian Applied Linguistics Journal*, 2022, 24.1: 89-104.

material, and self-evaluation, providing a more holistic perspective on self-regulated learning. In addition, this study uses an in-depth qualitative approach to understand students' experiences and challenges in more detail, while the mixed-methods study emphasizes the analysis of relationships based on structured data. The study "Time Management and Self-Evaluation in Independent English Learning: A Mixed-Methods Approach" and this study have similarities in highlighting the importance of time management and self-evaluation in independent English learning. However, this study broadens the scope of analysis by including input materials as an additional dimension, which provides a deeper understanding of the factors that influence students' learning process. Thus, these two studies complement each other, showing that the success of independent learning depends on a combination of students' internal strategies in managing time, self-evaluating, and utilizing available resources.

Sixth is research with the title "The Impact of Self-Evaluation on English Language Proficiency: A Qualitative Inquiry". has similarities with this study in emphasizing the role of self-evaluation as an important component in English learning. Both studies recognize that self-reflection is a crucial step for students to understand their strengths and weaknesses, as well as a tool to

direct more effective learning strategies.⁷⁷ The study, like this study, uses a qualitative approach to explore students' experiences in depth, resulting in rich insights into how self-evaluation affects the learning process and outcomes. The main difference lies in the specific focus of each study. The study "The Impact of Self-Evaluation on English Language Proficiency" specifically explores the direct relationship between self-evaluation practices and students' English proficiency improvement. This study, on the other hand, provides a broader scope by integrating two additional elements, namely time expense and material input, in addition to self-evaluation. Thus, this study provides a more comprehensive picture of students' self-directed learning process, while the study goes deeper into the aspect of self-evaluation as one of the main variables. The study "The Impact of Self-Evaluation on English Language Proficiency: A Qualitative Inquiry" and this study have common ground in underlining the importance of self-evaluation as a significant factor in English language learning. However, this study expands the analysis by considering the elements of time expense and material input, providing a more holistic framework for understanding students' self-directed learning. Thus, the findings of these two studies complement each other, indicating

⁷⁷ Anggarista, Sindi; Wahyudin, Achmad Yudi. A correlational study of language learning strategies and English proficiency of university students at EFL context. *Journal of Arts and Education*, 2022, 1.2.

that although self-evaluation is an important element, successful self-directed learning also requires support from effective time management and the use of relevant materials.

Seventh is research entitled "Investigating the Relationship Between Time Spent on Independent Learning and English Language Proficiency" has similarities with this study in exploring the role of time spent on independent learning (time expense) in relation to English language skill acquisition.⁷⁸ Both studies highlight that learning time management is a significant factor influencing the effectiveness of independent learning.⁷⁹ This study also pays attention to how students use their time strategically to learn English, which is in line with your research's focus on the aspect of time management as part of the overall independent learning process.

The fundamental difference between the two studies lies in the scope and approach of the analysis. The study "Investigating the Relationship Between Time Spent on Independent Learning and English Language Proficiency" focuses specifically on the quantitative relationship between the duration of independent learning time and English language proficiency outcomes. In

⁷⁸ Van Loi, Nguyen; Hang, Chung Thi Thanh. English proficiency gain and mediating factors in training: A self-evaluation of Vietnamese pre-service EFL teachers. *International Journal of Learning, Teaching and Educational Research*, 2021, 20.1: 22-47.

⁷⁹ Xodabande Ismail; Pourhasan, Asqar; Valizadeh, Mohammadreza. Self-directed learning of core vocabulary in English by EFL learners: comparing the outcomes from paper and mobile application flashcards. *Journal of Computers in Education*, 2022, 9.1: 93-111.

contrast, this study not only covers the aspect of time but also adds two other important elements, namely material input and self-evaluation, to provide a more comprehensive analysis of the factors influencing independent learning. In addition, this study is qualitative, providing in-depth insights into students' experiences, while the study tends to be quantitative by highlighting patterns of relationships based on statistical data.

The study "Investigating the Relationship Between Time Spent on Independent Learning and English Language Proficiency" and this study show that time spent on independent learning is an important component in English language learning. However, this study broadens the scope of the analysis by adding the dimensions of material input and self-evaluation, providing a more comprehensive perspective on independent learning. The combination of findings from these two studies suggests that effective time management is an important prerequisite, but successful independent learning also requires additional strategies such as selecting relevant materials and reflective self-evaluation.⁸⁰

Eight research entitled "Time Investment and Learning Outcomes in Self-Directed English Language Acquisition". and this study have a major similarity in exploring the role of time management in self-directed English language learning. Both

⁸⁰ Al-Ahmad, Sayyah; OBEIDAT, Hussein; AL-JARRAH, Rasheed. Self-Assessment Versus Instructor's Evaluation of the Written Product in an EFL Context. *Jordan Journal of Modern Languages & Literatures*, 2023, 15.3: 849-870.

studies highlight that students' time investment directly contributes to the learning outcomes achieved, both in terms of language skills and overall English proficiency.⁸¹ The focus on self-directed learning is also a common ground between the two studies, where students are expected to take full responsibility for their own learning process.

The significant difference between the two studies lies in the scope and approach of the analysis. The study "Time Investment and Learning Outcomes in Self-Directed English Language Acquisition" focuses specifically on the relationship between students' time investment and learning outcomes, highlighting the quantitative aspect in measuring the effectiveness of time on learning achievement. In contrast, this study uses an in-depth qualitative approach to understand how students manage time, select learning materials (input materials), and conduct self-evaluation in the context of self-directed learning.⁸² Thus, this study is more comprehensive because it includes additional dimensions other than time, providing a more holistic insight into students' self-directed learning process.

⁸¹ Kim, Do-Hong; Wang, Chuang; Truong, Thi Nhu Ngoc. Psychometric properties of a self-efficacy scale for English language learners in Vietnam. *Language Teaching Research*, 2021, 13621688211027852.

⁸² Wei, Ling. Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 2023, 14: 1261955.

The study "Time Investment and Learning Outcomes in Self-Directed English Language Acquisition" and this study both underscore the importance of time investment in self-directed learning. However, this study broadens the perspective by adding the dimensions of material input and self-evaluation, providing a more in-depth analysis of the dynamics of students' self-directed learning. The combined findings of these two studies suggest that while time is a fundamental factor in the success of self-directed learning, its effectiveness is influenced by how students integrate time with relevant material selection and ongoing self-evaluation.

The ninth research entitled "The Role of Self-Evaluation in Shaping Material Selection for Independent English Learning". and this study both emphasize the importance of self-evaluation as a crucial element in independent learning. Both studies highlight that self-reflection allows students to identify their learning needs, select appropriate materials, and develop effective learning strategies. The focus on the relationship between self-evaluation and material input is also a significant similarity between the two studies.

Despite the similarities, this study has a more specific focus on how self-evaluation influences the process of selecting materials in English learning. In contrast, this study not only discusses the relationship between self-evaluation and material input but also

includes other dimensions such as time expense, providing a broader scope in understanding the dynamics of independent learning. In addition, this study aims to provide a more holistic picture of students' experiences in managing their learning, while this study goes deeper in exploring the influence of self-evaluation on one particular aspect, namely material selection.

The study "The Role of Self-Evaluation in Shaping Material Selection for Independent English Learning" and this study show that self-evaluation plays an important role in supporting independent English learning. However, this study broadens the scope by adding the dimension of time management and further exploring the relationship between self-evaluation, time spent, and material input. The findings of both studies complement each other, highlighting that successful self-directed learning requires targeted self-evaluation and good integration between time invested and selection of relevant materials.

Tenth is research entitled "Investigating the Impact of Time Management Skills on Independent English Learning Success". has many similarities with this study, especially in highlighting the importance of time management skills in supporting the success of independent English learning. Both studies agree that the ability to manage time effectively allows students to be more focused and organized in the independent learning process, which ultimately

has a positive impact on learning outcomes.⁸³ In addition, the study and this study both seek to understand how students manage aspects of independent learning to achieve success.

The fundamental difference between the two studies lies in the focus and scope. The study "Investigating the Impact of Time Management Skills on Independent English Learning Success" specifically examines the relationship between time management skills and success levels in English learning, with the main focus on time management as a key variable. In contrast, this study covers a broader dimension, not only highlighting time management but also exploring material input and self-evaluation, providing a more comprehensive analysis of students' self-regulated learning. In addition, the qualitative approach of this study provides deeper insights into students' experiences and reflections, whereas previous studies tend to focus more on one main variable. Both the "Investigating the Impact of Time Management Skills on Independent English Learning Success" study and your study highlight the importance of time management skills in supporting independent English learning. However, this study provides a more holistic perspective by integrating elements of time, material input, and self-evaluation. These two studies

⁸³ Al-Mwzaijo, Khaled Nasser Ali; ALZUBI, Ali Abbas Falah. Online self-evaluation: the EFL writing skills in focus. *Asian-Pacific Journal of Second and Foreign Language Education*, 2022, 7.1: 7.

complement each other in showing that the success of self-regulated learning depends not only on time management but also on a combination of factors that contribute to the effectiveness of the learning process as a whole.

Based on several previous studies that have been submitted by researcher, of course there will be similarities and differences. Where this research and previous research have the same topic, namely related to independent learning. Meanwhile, the difference first lies in the use of methods, previous studies generally used quantitative methods. while this research uses a qualitative descriptive method. Second, related to the selection of research locations. Third, related to data collection techniques, in this research the researcher used several techniques including observation, in-depth interviews, and document analysis.

Meanwhile, previous research only used one technique. then in previous studies only used a maximum of three variables, whereas in this study five variables were used. So this research is much more complete than previous studies. In accordance with the researcher's aim in this study, namely to reveal how students' learning processes are carried out in their respective homes in order to improve their English language skills by emphasizing several main aspects, which are related to time expenditure, input materials and self-evaluation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in the study, outlining the research design, subject of the research, technique of collecting data, instruments of the research, data analysis technique, and trustworthiness that will be taken to clarify how the TBI students independent learning processes for improve english skills viewed from time expense, material input and self evaluation.

A. Research Design

A qualitative research approach was used in this study to explore in depth the process of students' independent learning in improving English skills, with a focus on time expense, material input, and self-evaluation. This approach was chosen because it is able to dig up a deep understanding of students' experiences, views, and behaviors that cannot be measured quantitatively.⁸⁴ With qualitative, researchers can explore the context of independent learning holistically, including the factors that influence the process and the relationships between the dimensions studied.⁸⁵

This approach is implemented through several steps. First, data is collected using in-depth interview techniques to explore students'

⁸⁴ Natasha Mack dkk. *“Metode Penelitian Kualitatif: Panduan Lapangan bagi Pengumpul Data.”* Amerika Serikat. G Guest. (2005).

⁸⁵ Norman K. Denzin dan Yvonna S. Lincoln . *“Buku Pegangan Penelitian Kualitatif SAGE Edisi Kelima.”* SAGE Publication Ltd, edisi ke-5, vol. 195 London: SAGE Publications Ltd. (2018).

experiences related to self-directed learning. Second, observations are conducted to observe learning activities in their learning environment. Third, document analysis is conducted to understand the types of materials used and students' reflection notes related to their evaluation of learning outcomes. Furthermore, data is analyzed using a thematic method to identify key patterns, such as time management strategies, material selection criteria, and self-evaluation methods applied by students. This approach ensures flexibility in adapting data collection methods according to field needs, provides space to explore emerging phenomena, and allows researchers to understand students' self-directed learning processes contextually and in depth.

B. Subject of The Research

Researcher use purposive sampling because it is a technique that is widely used in qualitative research, where informants are selected based on predetermined criteria that are relevant to the research question which requires the targeted and selective selection of certain units from the entire population to form an accurate sample to represent the population as a whole.⁸⁶ Using this, the researcher selects research subjects based on a group of individuals with the following criteria:

1. Female students of the English Tadris Study Program at IAIN Curup who engage in independent learning at home, identified through direct and indirect observations (e.g., asking peers).

⁸⁶ Johnson, Jessica L.; ADKINS, Donna; CHAUVIN, Sheila. A review of the quality indicators of rigor in qualitative research. *American journal of pharmaceutical education*, 2020, 84.1: 7120.

2. Active fourth semester students, as verified by their academic transcripts. The fourth semester is chosen because students at this stage have developed clearer study habits and strategies compared to those in the second semester, who are still adjusting, or those in the sixth semester, who are preoccupied with thesis work.
3. Students willing to participate openly, as proven by signing a consent form.

Based on Oxford's theory on gender differences in independent learning, the selection of female students as research subjects is well justified. Oxford highlights that gender significantly influences independent learning, particularly in the aspects of time management (time expense), material selection (material input), and self-assessment (self-evaluation).⁸⁷

First, in terms of time management, research suggests that females tend to be more disciplined and structured in organizing their study schedules, whereas males often prefer short but intensive learning sessions. Second, regarding material selection, female students are more likely to use interactive and communicative resources, such as videos, songs, and social media, which allow them to practice English in real world contexts. In contrast, males tend to rely more on text based or technology driven materials, such as language learning apps, which focus

⁸⁷ Oxford, R. L. (2021). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House.

on analytical and individualistic learning. Studying female students enables further exploration of how socially interactive approaches enhance independent learning effectiveness. Third, in self-evaluation, females tend to be more reflective but often underestimate their abilities, while males are generally more confident, sometimes overestimating their skills. By examining female students, this study can provide a deeper understanding of how self-reflection and metacognitive strategies contribute to independent learning and how motivational support can help enhance their confidence in evaluating their progress.

Additionally, the selection of female students is influenced by social and cultural factors, allowing the female researcher to access informants' homes for direct observation without cultural constraints. This study also helps fill the research gap on the impact of social and cultural factors on female students' independent learning strategies, particularly within the independent learning framework.

C. Technique of Collecting Data

In an effort to comprehensively understand the student's independent learning process, especially in the aspects of time expense, material input and self-evaluation, this research uses multiple methods in collecting data. The choice of various data collection techniques is based on the understanding that the independent learning process is a complex phenomenon that requires exploration from various points of view. Each technique selected is designed to capture unique aspects of their learning

process, from students' subjective perceptions and experiences to the actual practices they apply in their independent learning activities at home.

The following are the data collection techniques used in this research :

1. In-depth Interview

In-depth interviews are one of the main data collection techniques in this research, chosen because of their ability to dig up rich and in-depth information about the independent learning process carried out by students.⁸⁸ This research technique was used to answer research questions number one to three. In its implementation, in-depth interviews were conducted in a semi-structured manner, with the aim of providing flexibility for researcher to explore topics that emerged during the conversation, while still ensuring that all important areas were covered. Each interview session lasted approximately 60-90 minutes, conducted in a comfortable and private setting to encourage participant openness.

First, researcher create a structured list of questions or use an interview guide covering the topics they want to investigate, such as how often and how long students spend learning English independently at home, what types of materials they use, and how they evaluate their learning progress. Second, researcher must select representative

⁸⁸ Rutledge, Pamela B.; Hogg, Jerri Lynn C. In-depth interviews. *The International Encyclopedia of Media Psychology*, 2020, 1-7.

informants, namely students who meet the criteria. Interviews can be conducted in person or via online platforms, depending on the informants availability and preferences. During interviews, researcher must create a comfortable and open atmosphere so that informants feel safe to share their experiences and views. Researcher also need to listen carefully, ask relevant follow-up questions and record informant responses carefully. Once the interviews are complete, researcher can carefully analyze the collected data to identify patterns, findings and emerging insights.

Interviews were conducted in two stages, initial interviews at the beginning of the research period and follow-up interviews after the observation and document analysis period. This allows the researcher to follow up on initial findings and explore in more depth the themes that emerge during the research process.⁸⁹ After each interview session, the researcher conducted a brief reflection, recording impressions, key themes that emerged and questions for further exploration. Interview transcripts were conducted immediately after each session to ensure accuracy and allow for initial analysis that could inform subsequent interviews.

⁸⁹ Ross, J. A. (2017). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research & Evaluation*, 11(10), 1-13.

2. Observation

Direct observation of students when they are carrying out independent learning activities can provide deeper insight into their actual learning practices, especially related to aspects of time distribution, material input and self-evaluation.⁹⁰ This research technique is used to answer research questions number one to three. First, the researcher will plan systematic and structured observations and be equipped with observation guidelines. This includes selecting relevant observation situations or contexts, such as when students are studying alone in the library, at home or elsewhere. Researcher also need to consider the duration of observations and how to record observation data accurately.

Second, during observations researcher must record in detail the learning activities carried out by students, including how long they spend on each learning activity, the type of material they use and how they evaluate their learning progress. Researcher can also observe facial expressions, body attitudes and student interactions with learning materials and the surrounding environment.⁹¹ After the observations are complete, researcher need to analyze the

⁹⁰ Zhao, Qiang, et al. An overview of the applications of earth observation satellite data: impacts and future trends. *Remote Sensing*, 2022, 14.8: 1863.

⁹¹ Little, D. (2015). *Learner autonomy and self-assessment in language learning*. Cambridge University Press.

collected data carefully to identify patterns, habits and learning strategies used by students.

3. Document Analysis

In this research, documents refer to various sources of information or material that can provide relevant data. The documents can be written documents, visual documents and digital documents.⁹² With this, researchers can analyze documents to gain a deeper understanding of the context, situation or phenomenon being researched. This research technique is used to answer research questions number one to three. The use of documents in this research has several advantages, such as not being dependent on the availability of informants, providing a historical perspective and reducing existing biases of informants.⁹³ In this research, document collection will be carried out by determining what documents are relevant to the research topic or phenomenon. The documents can be in the form of study notes, study materials, study schedules, study progress notes, books, photos, videos, websites/blogs, social media, and YouTube channels.⁹⁴ Apart from that, there are also documents from interviews,

⁹² Morgan, Hani. Conducting a qualitative document analysis. *The Qualitative Report*, 2022, 27.1: 64-77.

⁹³ Oscarson, A. D. (2013). Self-assessment of writing in learning English as a foreign language: A study at the upper secondary school level in Sweden.

⁹⁴ Zimmerman, B. J. (2012). "Becoming a self-regulated learner: An overview." *Theory into Practice*, 41(2), 64-70.

observations and field notes that have been made and collected by researchers.

After that, all the documents that have been obtained will be sorted and analyzed. Analysis can include identifying thematic patterns that emerge, comparing the time spent studying with the learning progress achieved, the types of learning materials or resources that are often used as well as self-evaluations carried out by students regarding their English language skills. During document analysis, researcher also need to pay attention to the context in which the document was created, such as the learning situation, students' feelings at the time and external factors that influence their learning process. This can help researcher better interpret data and gain a deeper understanding of their independent learning process.

D. Instruments of The Research

Research instruments are very important because they function as a tool to help researcher carry out research methodology during the investigation. Researcher then use interview guides, observation guides and document analysis forms. Furthermore, all of these interview guides, observations and documents have been validated by an expert which allows researcher to conduct structured data collection.

The following is a table containing the names of informants in the research, complete with the identity or brief description of each informant:

Table 3. 1 Informant Identity

NO	Students	Students ID	Class	Address
1.	Informant JN	22551021	IV A	Talang Benih
2.	Informant MP	22551027	IV B	Batu Dewa
3.	Informant LN	22551024	IV A	Lebong

The main instrument in this research is the researcher herself, but there are several additional instruments used, including:

1. Guide Interview

The interview guide in the document is a research instrument designed to collect data on the process of independent English learning. This instrument aims to understand in depth how students carry out independent learning, especially in developing the four English language skills.⁹⁵

This instrument consists of five main parts: opening, time expense, material input, self-evaluation, and closing. Each part has a specific purpose in gathering information. The opening aims to understand the initial interest of the informant in learning English. The time expense section

⁹⁵ Ariyanti, A., & Fitriati, R. (2023). Self-Regulated Learning Strategies in English Language Learning: A Case Study of Indonesian University Students. *Journal of Education and e-Learning Research*, 10(2), 89-99.

explores information on how the informant manages study time, strategies used, balance with other activities, and how to overcome challenges in independent learning. Material input focuses on the learning resources used, preferences for types of materials, criteria for selecting materials, and their effectiveness. Self-evaluation explores how the informant evaluates her learning progress, including the methods and indicators used. Finally, closing provides the informant with the opportunity to add information that has not been covered.

The use of this interview guide is necessary because independent learning is a complex and personal process, so it requires in-depth exploration through interviews.⁹⁶ This instrument helps the interviewer to stay focused on important aspects while still providing flexibility to dig deeper through probe questions or follow-up questions.

In its implementation, the interviewer uses a semi-structured approach, where the guide questions have been prepared but it is still possible to develop questions according to the informant's answers. The interviewer is instructed to listen carefully and ask follow-up questions when necessary to obtain more comprehensive information. This allows for

⁹⁶ Mousavi, S., & Almasi, H. (2020). A Study of Iranian EFL Learners' Self-Regulated Learning Strategies and their Relations to Learners' Achievement. *International Journal of Foreign Language Teaching and Research*, 8(31), 99-115.

the collection of rich data on experiences, strategies, and challenges in independent English learning.

Table 3. 2 Blueprint Guide Interview

No	Indicator	Sub-Indicator	Sample Questions	Purpose
1	Opening	The beginning of interest	- So, how did you start to become interested in learning English yourself?	Explore the background of the subject's initial motivation to start independent learning.
2	Time Expense	Time management	- How do you manage your time for independent study at home?	Understand how the subject manages independent learning time.
		Time allocation strategy	- Is the strategy used effective in dividing time between the four English skills?	Identify the effectiveness of time-sharing strategies for the four English skills.
		Time balance	- How do you balance your independent study time at home with college assignments and other activities?	Understand how the subject balances study time with other activities.
		Special habits	- Do you have a special routine or ritual before during independent study time?	Explore the subject's habits before or during independent learning.
		Learning preferences	- Do you prefer to study independently individually or with friends?	Understand the subject's preferences in independent learning.

No	Indicator	Sub-Indicator	Sample Questions	Purpose
	Time Expense	Overcome obstacles	- How do you overcome challenges or distractions that may arise when studying independently at home?	Identify how the subject overcomes obstacles during independent learning.
		Motivation	- Do you have any special strategies to stay motivated and focused when studying independently at home?	Explore the subject's strategy in maintaining learning motivation.
		Advice for others	- Do you have any suggestions or tips for other students who want to improve their English skills independently?	Collect suggestions from the subject for other students.
3	Material Input	Source material	- Where do you usually get materials for independent study at home regarding English language skills?	Know the main sources of materials used by the subject.
		Type of material	- Do you prefer online resources or printed books/materials provided by friends or lecturers?	Explore the types of materials preferred by the subject.
		Proactivity	- Do you often proactively search for new material, or do you prefer to use resources that are already provided?	Understand the level of initiative of the subject in finding materials.

No	Indicator	Sub-Indicator	Sample Questions	Purpose
		Material quality	- How do you determine the quality of the material used for independent study?	Know the criteria of the subject in choosing quality materials.
	Material Input	Skill focus	- Do you prefer material that focuses on one skill or covers all four skills?	Understand the focus of the subject's learning.
		Material effectiveness	- How would you assess the effectiveness of the materials used in improving the four English skills?	Evaluate the impact of materials on the development of English language skills.
		Colaboration	- Have you ever shared or discussed your study material with friends, family or the community?	Understand the subject's social involvement in learning.
		Suggestions for others	- Do you have any suggestions on how to find and use self-study materials effectively to improve English skills?	Collect suggestions for other students regarding the selection of materials.
		Evaluation methods	- How do you evaluate your English skills after doing independent learning at home?	Identify the evaluation methods used by the subject.
4		Measurement of progress	- How do you know there is an	Know how the subject measures

No	Indicator	Sub-Indicator	Sample Questions	Purpose
	Self-Evaluation		improvement in your English skills after studying independently?	learning progress.
	Self-Evaluation	Motivation and self-confidence	- How do you measure increased motivation and confidence after studying independently?	Evaluate the impact of independent learning on the subject's motivation and self-confidence.
5	Closing	Additional delivery	- Is there anything else you would like to add or convey regarding your independent learning experience?	Provide space for the subject to convey things that have not been revealed.

2. Observation Guidelines

The observation guide in the document is an observation checklist designed to observe the behavior and activities of independent English learning.⁹⁷ This instrument consists of five main aspects observed: behavior related to time use, behavior related to material input, behavior related to self-evaluation, general behavior in independent learning, and interaction with the learning environment. This observation checklist aims to systematically document how learners carry out their independent learning. In the aspect of time use, the observer observes how informants determine and organize

⁹⁷ Zhang, W., & Zhang, L. J. (2022). A structural equation modeling analysis of Chinese university EFL students' self-regulated learning strategies, autonomous learning, and learning engagement. *Language Teaching Research*, 26(4), 816-840.

study time, discipline in following the schedule, and the ability to manage time efficiently. For the aspect of material input, the focus of observation is on how informants search for and collect learning materials, show interest in the selected material, and creativity in modifying learning materials.

In the aspect of self-evaluation, the observer observes how informants conduct regular evaluations, use various evaluation methods, and the ability to identify strengths and weaknesses in independent learning. General behaviors observed include motivation, active involvement, persistence in facing challenges, and the ability to adapt to learning strategies. Meanwhile, the aspect of interaction with the learning environment focuses on how informants utilize available resources, interact with peers, and create a conducive learning environment.

The use of this instrument is important because it allows researchers to collect objective data on independent learning behavior through direct observation. The checklist format with "Yes" and "No" options facilitates systematic recording, while the "Information" column allows the observer to add relevant qualitative notes. The observer is also instructed to record specific examples of behavior relevant to each item on

the checklist, as well as additional information deemed important during the observation.

This observation instrument complements the data collected through interviews by providing a real-world picture of how self-regulated learning occurs in practice. This direct observation allows researchers to verify information obtained through interviews and identify aspects of independent learning that may not be revealed through other data collection methods.⁹⁸

Table 3.3 Blueprint Observation Guidelines

Category	Observed Aspect	Yes	No	Notes
Behavior Related to Time Expense	The informant determines a special time for independent study every day.			
	The informant shows discipline in adhering to an independent schedule.			
	Informants allocate time proportionally for each English language skill.			
	Informants show flexibility in adjusting study time according to needs.			
	The informant was able to manage study time efficiently.			
	Informants show perseverance in independent learning even though they face distractions or obstacles.			
Behavior Related to	Informants actively search for and collect relevant learning materials.			

⁹⁸ Wang, Y., & Chen, N. S. (2021). Autonomous Language Learning with Technology: Design, Implementation, and Evaluation. *Journal of Computer Assisted Learning*, 37(4), 1127-1142.

Category	Observed Aspect	Yes	No	Notes
Material Input	The informant showed interest and enthusiasm for the selected material.			
	Informants use various types of material in a balanced manner.			
	Informants are able to evaluate the suitability of the material to their level of proficiency.			
	Informants show creativity in modifying or creating their own learning materials.			
	Informants demonstrate a willingness to explore new and challenging material.			
Behavior Related to Self-Evaluation	Informants carry out regular self-evaluations.			
	Informants use various self-evaluation methods.			
	The informant shows honesty and objectivity in assessing his learning progress.			
	The informant was able to identify strengths and weaknesses in independent learning.			
	The informant shows initiative in seeking feedback from others.			
	Informants use the results of self-evaluation to adjust independent learning strategies.			
General Behavior in Independent Learning	Informants show motivation and enthusiasm for independent learning.			
	Informants are actively involved in independent learning activities.			
	The informant showed perseverance in facing challenges or difficulties.			

Category	Observed Aspect	Yes	No	Notes
	The informant was able to adapt and adjust learning strategies according to needs.			
	Informants show independence in making decisions in learning.			
	The informant shows responsibility in completing assignments and independent learning targets.			
Interaction with The Learning Environment	Informants make optimal use of available resources.			
	Informants interact with peers to discuss and exchange ideas.			
	Informants seek support or guidance from teachers or mentors when needed.			
	The informant creates a conducive learning environment for herself.			
	The informant demonstrated the ability to overcome disturbances or distractions during independent learning.			

3. Document Analysis Form

The document analysis form in this research instrument is designed to analyze documents related to English independent learning. This instrument aims to collect and analyze data from various documents used or produced during the independent learning process.⁹⁹ This instrument consists of twelve main sections that cover various aspects of

⁹⁹ Lin, L. F., & Gan, X. N. (2023). Exploring EFL learners' self-directed learning through digital storytelling: A qualitative case study. *Computer Assisted Language Learning*, 36(5-6), 697-721.

the analysis. It starts with general information that records the type of document, date, and informant code. The document description section identifies the form of the document (digital or physical), number of pages, and language used. Content analysis focuses on three main aspects: time expense, material input, and self-evaluation, which is in line with the research focus on independent learning.

This instrument also includes a focused analysis of the language skills developed (reading, writing, listening, speaking), identified learning strategies, and notes on progress and challenges faced. Aspects of motivation and learning goals are also analyzed to understand the internal drive of learners. The relationship with formal learning is noted to see the integration between independent learning and the existing curriculum. The use of this document analysis form is important because it allows researchers to systematically analyze various learning documents, such as learning journals, progress notes, or learning materials used. The structured format makes it easier for researchers to organize and categorize the information found in the documents.

In its implementation, researcher fill out this form by recording important findings, identifying codes or themes that emerge, and making researcher reflections. The follow-up questions section allows researcher to note aspects that need to be explored further through interviews or observations.¹⁰⁰ This process helps in data triangulation by comparing information from documents with data obtained through observations and interviews.

The existence of this document analysis form complements other research instruments by providing additional perspectives through the analysis of learning artifacts.¹⁰¹ This helps researcher gain a more comprehensive understanding of how independent learning is implemented and documented by learners.

Table 3. 4 Blueprint Form Analysis Document

No	Section	Description	Purpose	Expected Overcome
1	General Information	Includes details about the type, date, and source of the document.	To identify and categorize the documents being analyzed.	Clear documentation of the type, date, and origin of the material for traceability.
		- Document Type	- Understand the format (digital/physiqu)	Accurate classification of document type.

¹⁰⁰ Yoon, H., & Kang, M. (2021). Validation of a Self-Directed English Learning Inventory: A Study of Korean University Students. *Asia-Pacific Education Researcher*, 30(2), 147-157.

¹⁰¹ Tseng, W. T., Liou, H. J., & Chu, H. C. (2020). Vocabulary learning in virtual environments: Learner autonomy and collaboration. *System*, 88, 102190.

No	Section	Description	Purpose	Expected Overcome
			of the document.	
		- Document Date	- Determine the recency of the document.	Contextual understanding of when the document was created.
		- Informant Code	- Identify the source informant linked to the document.	Efficient referencing and linkage to informant data.
2	Document Description	Describes the physical or digital form and the language used in the document.	To assess the accessibility and usability of the document.	Clear distinction of document format, language, and details.
		- Form (Digital/Physique)	Determine the medium of the document.	Effective categorization based on medium.
		- Number of Pages	- Understand the length of the document.	An estimated size of the content being analyzed.
		- Language (Indonesia/English /Mixed)	- Identify the language used for better analysis.	Correct classification of language usage.
3	Content Analysis	Focuses on the content related to Time Expense, Material Input, and Self-Evaluation.	To gather detailed information relevant to the study indicators.	Comprehensive data related to independent learning components.
		a. Time Expense	Examines the allocation and management of time for learning.	Clear understanding of learning time patterns.
		- Total Learning Duration	- Measure time commitment to	Precise calculation of

No	Section	Description	Purpose	Expected Overcome
		(Hours/Week)	independent learning.	learning hours.
		- Study Frequency (Times/Week)	- Assess regularity in study habits.	Identification of study routines.
		- Dominant Study Time (Morning/Afternoon/Evening/Varies)	- Analyze when the individual is most active in learning.	Insights into the preferred time for learning activities.
		b. Material Input	- Evaluates the type, source, and variation of learning materials.	Understanding of material usage and diversity.
		- Type of Material (Textbook/Online/Audio/Video/Others)	- Categorize the kinds of materials utilized.	Detailed breakdown of material sources.
		- Source Material Recommendations	- Explore recommendations or references used for materials.	Identification of trusted material sources.
		- Material Variations	- Examine the diversity of learning content.	Insights into material variety for balanced learning.
	Content Analysis	c. Self-Evaluation	- Assesses methods and frequency of self-evaluation practices.	Understanding of reflective practices for skill improvement.
		- Evaluation Method (e.g., Self-Test)	- Identify techniques used for self-assessment.	Categorization of evaluation strategies.
		- Evaluation Frequency	- Determine how often evaluations	Insights into evaluation

No	Section	Description	Purpose	Expected Overcome
			are performed.	regularity.
4	Language Skills Focus	Identifies which language skills are emphasized in the document.	To explore skill-specific focus in learning materials and strategies.	Clarity on which language skills are prioritized.
		Reading, Speaking, Writing Listening	- Categorize skills based on emphasis in content.	Classification of content based on skill development.
5	Identified Learning Strategies	Explores the learning strategies detailed in the document.	To identify and elaborate on strategies employed by learners.	Clear documentation of employed strategies.
6	Progress and Challenge Notes	Records progress indicators and challenges faced in learning processes.	To evaluate effectiveness and barriers in independent learning.	Comprehensive understanding of learner achievements and difficulties.
		- Progress Indicator	- Highlight measurable achievements.	Clear articulation of learning improvements.
		- Main Challenges	- Identify obstacles in the learning process.	Detailed insights into learning barriers.
7	Motivation and Goals	Captures expressions of motivation and learning objectives.	To assess the driving factors behind independent learning.	Understanding the motivational factors and targets.
		- Motivational Expressions	- Note explicit or implicit expressions of motivation.	Detailed examples of learner enthusiasm.
		- Learning Objectives	- Identify specific or broad learning	Clear articulation of

No	Section	Description	Purpose	Expected Overcome
			goals.	learning aims.
8	Linkages to Formal Learning	Examines connections between independent and formal learning contexts.	To understand how independent learning complements or integrates with formal education.	Insights into synergy between formal and independent learning.
		- Reference in Class (Have/Haven't)	- Determine the relevance to formal classroom settings.	Evidence of alignment with formal educational contexts.
		- Curriculum Integration	- Assess how learning fits into broader curriculum goals.	Insights into curriculum connection.
9	Important Findings	Highlights critical insights derived from document analysis.	To synthesize key takeaways from the document.	Clear summary of significant findings.
10	Follow-Up Questions	Notes questions that arise during analysis.	To guide further exploration or inquiry.	Structured queries for deeper understanding.
11	Code/Theme that Appears	Identifies recurring codes or themes in the document.	To categorize content for thematic analysis.	Thematic patterns for further analysis.
12	Researcher Reflections	Contains reflections and observations by the researcher.	To document the researcher's interpretations and thoughts.	Personal insights and contextual observations.

E. Data Analysis Technique

In the context of research on the independent learning process of English Tadris study program students, the selection and application of

appropriate analytical techniques is very important to ensure that the complexity and richness of the informants' experiences can be understood and interpreted well. This study employs thematic analysis as the sole data analysis technique. Thematic analysis is used to identify, analyze, and interpret patterns in the data related to female learners' independent learning processes in English skills.¹⁰²

In this study, thematic analysis is applied in several steps. First, the collected data from interviews and observations are transcribed and carefully reviewed to identify significant patterns. Next, key phrases and meaningful segments related to time expense, material input, and self-evaluation are systematically coded. These codes are then grouped into potential themes that represent learners' independent learning strategies, challenges, and motivations. The themes are refined by ensuring their coherence with the coded data. Once finalized, they are named and analyzed in relation to the research objectives. Finally, the results are presented in a structured report supported by relevant data excerpts.¹⁰³

F. Trustworthiness

Trustworthiness ensures the credibility and reliability of qualitative research findings. Lincoln and Guba define it through four criteria: credibility, transferability, dependability, and confirmability. These aspects establish that the research findings genuinely reflect participants'

¹⁰² Braun, Virginia, Victoria Clarke, and Nikki Hayfield. 2022. *Thematic Analysis: A Practical Guide*. London: SAGE Publications.

¹⁰³ Braun, Virginia, and Victoria Clarke. 2016. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3 (2): 77–101. <https://doi.org/10.1191/1478088706qp063oa>.

experiences and can be relied upon.¹⁰⁴ In this study, trustworthiness is applied through several strategies to ensure the accuracy and reliability of data analysis regarding independent learning processes in English skills. Credibility is enhanced by triangulation, where data from interviews, observations, and documents are cross-checked to ensure consistency.

Member checking is also conducted by involving participants in reviewing and validating the interpretations made by the researcher. To ensure transferability, detailed descriptions of the research setting, participants, and learning processes are provided, allowing future researchers to assess the applicability of these findings in similar contexts.¹⁰⁵ Dependability is maintained by documenting each step of the research process, ensuring that the study can be repeated with consistent results.

This includes maintaining an audit trail and conducting peer debriefing to evaluate the research process. Lastly, confirmability is established by minimizing researcher bias through transparent data collection and interpretation, ensuring that the findings are grounded in the data rather than personal assumptions. By applying these strategies, this study ensures that its findings accurately represent female learners' independent learning experiences, making the research reliable and trustworthy.

¹⁰⁴ Lincoln, Y.S., & Guba, E.G (2020) *Naturalistic Inquiry*. SAGE Publication

¹⁰⁵ Birt, Linda, Suzanne Scott, Debbie Cavers, Christine Campbell, and Fiona Walter. 2016. "Member Checking: A Tool to Enhance Trustworthiness or Merely a Nod to Validation?" *Qualitative Health Research* 26 (13): 1802–1811. <https://doi.org/10.1177/1049732316654870>.

CHAPTER IV

FINDING AND DISCUSSION

This section presents findings that explore students' independent learning process in mastering English language skills, as seen through the aspects of time expense, material input, and self-evaluation. Data were collected through interviews, observations, and document analysis. This chapter details the main patterns and themes that emerged from the data, which offer insights into the strategies students used, their use of resources, and their reflective practices in improving their English language proficiency. The findings have been discussed in more detail below:

A. Findings

The data for this study were collected from three female students who were actively engaged in independent learning to improve their English language skills in the English Tadris Study Program (TBI) at IAIN Curup. To explore their learning process in depth, the researcher used semi-structured interviews to identify how students allocate their time, select and utilize various input materials, and conduct self-evaluation in their learning. Direct observation was applied to reveal the step-by-step approach adopted by students to manage their independent learning, revealing the complex dynamics between time expense, material input, and self-evaluation. Furthermore, document analysis was conducted to

assess the actual impact of these strategies on their overall proficiency and academic performance.¹⁰⁶

1. Time Expense in Independent Learning

Findings for the first research question, which investigated how students allocate their time for independent learning at home, revealed a variety of strategies tailored to their individual routines and responsibilities. The detailed results are presented below:

Effective time expense is a critical factor in independent English learning. This section explores how students allocate their study time, balance between different English skills, overcome obstacles, and maintain consistency in their learning routines. The findings are derived from interviews, observations, and document analysis.¹⁰⁷ The three informants exhibited different time management approaches. **JN** followed a strict daily schedule, ensuring that each English skill received equal attention. **LN** employed a flexible routine, adjusting study sessions based on academic workload and external responsibilities. **MP** preferred early

¹⁰⁶ **Web-based Self-Reflection Assessment for EFL Students** *ENGLISH FRANCA: Academic Journal of English Language and Education* 8, no. 1 (2020): 155–166, <https://doi.org/10.29240/ef.v8i1> May.9883.

¹⁰⁷ Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

morning learning, focusing primarily on reading and writing due to cognitive efficiency.¹⁰⁸

Observations confirmed that **JN** demonstrated strong discipline in following a strict routine, while **LN** showed adaptability by adjusting study times as needed. **MP's** early morning study habit was also reflected in document analysis, which showed consistent log entries during morning hours. From document analysis, it was also evident that all informants made conscious efforts to track their study habits, whether through notes, digital logs, or self-recording methods.¹⁰⁹

Table 4. 1 Integrated Findings on Time Expense in Independent Learning

No	Aspects	Informant JN	Informant LN	Informant MP
Interview Data Results Related to Time Expense				
1.	Time Management	Plans study schedules carefully, prioritizes English learning over other activities.	Maintains a flexible but structured schedule, balancing formal education and independent study.	Adopt a spontaneous learning approach but ensures daily learning sessions.
2.	Time Allocation Strategy	Divides time proportionally for listening, speaking, reading, and writing.	Allocates more time to listening and speaking due to communication needs.	Focuses more on reading and writing as preferred learning methods.
3.	Time Balance	Maintains balance between study, rest and social activities.	Balances study with extracurricular activities	Finds it difficult to balance study with personal responsibilities.

¹⁰⁸ Zimmerman, B. J. (2022). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70.

¹⁰⁹ Yin, R. K. (2019). *Case study research: Design and methods* (5th ed.). SAGE Publications.

No	Aspects	Informant JN	Informant LN	Informant MP
			effectively.	
4.	Special Habits	Studies early in the morning to enhance concentration.	Uses background music to improve focus.	Prefers nighttime study for a quiet environment.
5.	Learning Preferences	Prefers self-learning with online resources.	Alternates between self-study and peer discussions.	Enjoys collaborative learning but often studies alone.
6.	Overcoming Obstacles	Avoids distractions by studying in a quiet space.	Uses self rewards as motivation to continue learning.	Adapts learning strategies based on challenges encountered
7.	Motivation	Self-driven by personal interest in mastering English.	Motivated by career goals required English proficiency.	Gain motivation through achievements and progress tracking.
8.	Advice for Others	Recommends setting fixed schedule and maintaining consistency.	Suggests joining study groups for better engagement.	Advises finding enjoyable learning methods to stay motivated.
Observation Data Results Related to Time Expense				
9.	Daily Study Routine	Studies at a fixed time every day.	Adjust learning hours based on energy levels.	Studies whenever possible, ensuring daily learning.
10.	Discipline	Follows study schedules with high commitment.	Occasionally deviates but maintains regularity.	Struggles with consistency but compensates with extended sessions.
11.	Proportional Time Allocation	Allocates equal time for all language skills.	Spends more time on active communication skills.	Prioritizes reading and writing over other skills.
12.	Flexibility	Adjusts learning time based on workload and needs	Modifies study plans when necessary.	Shows high adaptability in managing study hours.
13.	Efficiency	Structured study plans to maximize time usage.	Engages in active recall to improve retention.	Experiments with different methods to optimize learning.
14.	Perseverance	Overcomes setbacks with strong self-	Maintains motivation despite difficulties.	Continues studying even when facing

No	Aspects	Informant JN	Informant LN	Informant MP
		discipline.		challenges.
Document Analysis Data Results Related to Time Expense				
15.	Total Learning Duration	Studies 10-12 hours per week.	Studies 8-10 hours per week.	Studies 6-8 hours per week.
16.	Study Frequency	5-6 times per week.	4-5 times per week.	3-4 times per week.
17.	Dominant Study Time	Morning.	Afternoon.	Evening.
18.	Study Time Challenges	Distractions from household activities.	Struggle to stay consistent with schedules.	Lack of concentration in noisy environments.
19.	Adaptation Strategies	Creates a distraction free study environment.	Adjusts learning schedules as needed.	Uses headphones or silent spaces to focus.

The conclusion from these three findings indicates that students employ strategic and adaptive approaches to managing their time for independent English learning. They utilize flexible schedules, integrate multiple skills within a single session, and take advantage of quieter night or morning study periods to enhance concentration.

Observations and document analysis support these findings, revealing that students maintain discipline in adjusting their learning to personal schedules and external responsibilities. Furthermore, they demonstrate creativity in overcoming challenges through multitasking and other strategies that enable optimal time utilization. This reflects their commitment and awareness in developing English skills independently.

2. Material Input in Independent Learning

Findings for the second research question, which explored the types of material input students utilize in their independent learning of English skills, highlighted a diverse range of resources and approaches tailored to their specific learning goals and preferences. The detailed results are presented below:

The selection and evaluation of learning materials play a crucial role in independent learning success. This section examines the materials students use, their preferences, and how they assess the effectiveness of these resources in improving their English skills. Findings are based on interview data, observational records, and document analysis. Each informant demonstrated distinct material preferences. **JN** relied heavily on multimedia platforms such as YouTube, English-learning applications, and interactive exercises. **LN** preferred structured learning through textbooks and online articles, emphasizing grammar and academic English. **MP** primarily used audiobooks and podcasts to enhance listening and comprehension skills.

Observational data showed that **JN** frequently engaged with digital content, taking notes while watching videos and using language apps for structured exercises. **LN** was

observed using printed materials and discussing grammar structures with peers, reinforcing comprehension. **MP** often listened to English content while multitasking, showing a strong inclination for passive learning. Document analysis indicated that **JN's** learning logs reflected heavy reliance on online media, while **LN's** notes were rich with structured explanations and grammar rules. **MP's** study logs included recorded reflections on podcast content.

Table 4.2 Integrated Findings on Material Input in Independent Learning

No	Aspects	Informant JN	Informant LN	Informant MP
Interview Data Results Related to Material Input				
1.	Source Material	Uses online platforms (Youtube, podcasts, e-books).	Relies on a mix of online resources and printed books.	Prefers structured textbooks but occasionally explores online materials.
2.	Type of Material	Digital resources such as videos and articles.	A combination of digital and printed materials.	Primarily printed books with additional online exercises.
3.	Proactivity in Finding Materials	Actively searches for new resources and updates learning materials regularly.	Seeks additional materials recommended by teachers and peers.	Occasionally looks for extra resources but prefers pre-structured materials.
4.	Materials Quality Assessment	Evaluates material credibility based on expert sources and reviews	Prefers materials recommended by institutions or experienced learners.	Select materials based on clarity, structure, and practical application.
5.	Skill Focus	Balanced focus on all four skills	Prioritizes listening and	Focuses more on reading and

No	Aspects	Informant JN	Informant LN	Informant MP
		(listening, speaking, reading, and writing).	speaking for communication improvement.	writing to strengthen comprehension and grammar.
6.	Material Effectiveness	Uses a trial and error method to assess learning impact.	Engages in self-assessment and peer discussions to determine effectiveness.	Prefers structured learning guides that clearly indicate progress.
7.	Collaboration	Shares materials and discusses insights with online communities.	Actively participates in study groups to exchange learning resources.	Occasionally collaborates but mostly studies individually.
8.	Suggestions for Others	Recommends using diverse sources to improve learning outcomes.	Advises combining digital and printed materials for better retentions	Suggests focusing on structured textbooks with additional digital practice.
Observation Data Results Related to Material Input				
9.	Active Search for Materials	Regularly updates study resources to stay current.	Follows recommended reading lists and updates materials accordingly.	Prefers using existing materials with minimal additional research.
10.	Interest and Enthusiasm	Shows curiosity and eagerness to explore new learning materials.	Demonstrates interest in interactive materials and discussion based learning.	Engages with materials only when they align with learning preferences.
11.	Balanced Use of Materials	Uses videos, podcasts, books, and online exercises equally.	Prefers a structured mix of written and interactive materials.	Heavily relies on books but supplements with digital tools when needed.
12.	Evaluation of Material Suitability	Assesses whether materials align with learning goals	Uses teacher feedback and peer opinions to	Prefers standardized materials with

No	Aspects	Informant JN	Informant LN	Informant MP
		and skill levels.	evaluate material effectiveness.	structured difficulty levels.
13.	Creativity in Modifying Materials	Modifies learning strategies by creating summary notes and mind maps.	Adopt content by summarizing key points in personal study guides.	Uses personalized annotations but relies on structured learning pathways.
14.	Exploration of New and Challenging Materials	Regularly challenges self with advanced level content.	Select challenging materials that align with practical use.	Occasionally explores complex materials but prefers familiar content.
Document Analysis Results Related to Material Input				
15.	Type of Learning Materials	Video tutorials, interactive quizzes academic articles.	, discussion forums, printed textbooks.	Traditional textbooks, workbooks, and selected online courses.
16.	Source of Material Recommendation	Experts, online forums, educational institutions.	Teachers, study groups, and peer recommendations.	Self-selection based on curriculum and personal learning goals.
17.	Material Variations	Uses multiple sources for a well rounded learning experience.	Mixes interactive and text based materials to enhance learning.	Limited variation, mainly dependent on structures guides.
18.	Challenges in Finding Suitable Materials	Overwhelmed by too many available resources online.	Difficulty in finding engaging materials that suit personal learning style.	Struggles with complex materials that require external guidance.
19.	Strategies to Evaluate and Modify Materials	Compares multiple sources before selecting the best materials.	Tests material effectiveness through self practice and group	Adjusts learning methods based on feedback from personal

No	Aspects	Informant JN	Informant LN	Informant MP
			discussions.	progress.

The conclusion from these findings indicates that students strategically select and utilize learning materials that align with their learning styles and goals. They effectively balance digital, multimedia, and traditional resources to enhance engagement, comprehension, and grammatical accuracy. Their ability to integrate multiple skills within a single resource, combined with evaluation strategies such as self-assessments and peer discussions, further strengthens their independent learning process.

Despite challenges like limited access to online materials, students demonstrate resourcefulness by adapting with creative and alternative solutions. This reflects their proactive and committed approach to optimizing material inputs for effective English skill development.

3. Self-Evaluation in Independent Learning

The findings for the third research question, which explored the self-evaluation methods utilized by students after engaging in independent learning processes for English skills, revealed a comprehensive array of strategies and practices tailored to enhance their learning outcomes. The analysis focused on how students reflect on their progress,

assess their understanding, and identify areas for improvement following their independent study sessions. The detailed results are presented below highlighting the various approaches students employed to evaluate their own learning effectively.

Self-evaluation is a fundamental component of independent learning. This section explores how students assess their language development, identify strengths and weaknesses, and adjust their strategies for continuous improvement. Findings are derived from interviews, observations, and document analysis.

JN used self-recorded speaking exercises and online grammar tests to measure progress, emphasizing pronunciation and grammatical accuracy. **LN** relied on writing journals to track language development and engaged in peer discussions for additional feedback. **MP** actively sought external validation through peer reviews and online assessments.

Observations showed that **JN** was consistent in reviewing recorded speech to track pronunciation improvements, while **LN** maintained detailed written logs reflecting grammatical corrections. **MP** was noted engaging in peer discussions and frequently utilizing feedback from

native speakers online. Document analysis confirmed that **JN's** notes included structured language exercises, **LN's** study materials consisted of annotated corrections from peer reviews, and **MP's** records reflected summarized feedback from language learning communities.

Table 4.3 Integrated Findings on Self-Evaluation in Independent Learning

No	Aspects	Informant JN	Informant LN	Informant MP
Interview Data Results Related to Self-Evaluation				
1.	Evaluation Methods	Uses self-recorded speaking exercises and grammar quizzes to track progress.	Engages in self-reflection journals and peer discussions for evaluation.	Prefers structured self-test and assignments for measuring improvement.
2.	Evaluation Frequency	Conduct self-evaluation weekly through personal checklists.	Evaluates progress after completing learning modules.	Assesses skills informally but ensures monthly review of progress.
3.	Measurement of Progress	Tracks improvements in vocabulary and pronunciation through recorded progress logs.	Uses writing samples and speaking recordings to compare past and present performance.	Evaluates comprehension through reading and writing exercises.
4.	Motivation and Self-Confidence	Gains confidence from tracking gradual improvements.	Finds motivation in peer feedback and mentor guidance.	Builds self-confidence through measurable test results.
Observation Data Results Related to Self-Evaluation				
5.	Honesty and Objectivity in Assessing Progress	Objectively assesses strengths and weaknesses based on recorded performance.	Acknowledges areas needing improvement but struggles with self-criticism.	Sometimes overestimates progress but values structured assessments for balance.
6.	Identification of Strengths	Recognizes strong listening	Excels in interactive	Performs well in reading

No	Aspects	Informant JN	Informant LN	Informant MP
	and Weaknesses	skills but needs improvement in speaking fluency.	discussions but faces challenges in structured writing.	comprehension but struggles with spontaneous speaking.
7.	Seeking Feedback from Others	Requests feedback from online language communities.	Discusses progress with teachers and study group peers.	Occasionally seeks feedback but primarily relies on self-assessment.
8.	Use of Self-Evaluation Results to Adjust Strategies	Adjusts learning by incorporating more speaking practice based on evaluation.	Modifies study plans to strengthen weaker skills identified in self-reflection.	Uses self-evaluation outcomes to refine study schedules and focus on key areas.
Document Analysis Data Results Related to Self-Evaluation				
9.	Impact of Self-Evaluation on Study Progress	Helps maintain consistent improvement in all four language skills.	Strengthens awareness of learning patterns and gaps.	Supports structured skill development based on assessed needs.
10.	Challenges in Self-Evaluation	Difficulty in maintaining objectivity during assessments.	Struggles with setting measurable learning goals.	Finds it hard to self-evaluate complex skills like speaking fluency.
11.	Adjustment of Learning Strategies	Increases speaking practice after identifying pronunciation weaknesses.	Adjusts study sessions to focus on improving structured writing.	Adapts learning methods by incorporating more real life language use.

The conclusion from these findings indicates that self-evaluation plays a crucial role in the independent development of English skills. Students employ various self-assessment methods, including progress tracking, structured reflection, peer discussions, and digital tools, to monitor and adjust their learning strategies. This approach not only

enhances accountability and continuous improvement but also builds confidence in language proficiency. By combining personal reflection, external validation, and goal-oriented evaluation, students foster independence in learning, ultimately contributing to the effective improvement of their English skills.

B. Discussion

Based on the definition mentioned by Knowles about self-directed learning and Krashen about input hypothesis, researcher can draw a straight line that the process of students' independent learning includes time management, utilization of learning materials, and self-evaluation as integral steps in developing English language skills. This process is designed to facilitate students' needs in facing the challenges of language learning in the era of globalization, including in academic contexts. In this context, independent learning provides students with the opportunity to improve their learning effectiveness by managing time flexibly, choosing relevant materials, and evaluating their learning progress.

The adoption and implementation of the independent learning process in developing English language skills have been explored by many previous researchers. For example, research by Little shows that although independent learning is effective in improving language skills, its success is highly dependent on students' ability to motivate themselves, manage time well, and choose appropriate materials. However, the study has not

explored in detail how students integrate time, materials, and self-evaluation as a systematic whole.

Through this study, the researcher argues to explore and answer the gap that has not been widely studied, namely how students manage their learning time, choose relevant learning materials, and conduct structured self-evaluation to develop their English language skills. The researcher argument is strengthened by the results of data analysis obtained through interviews, observations, and document analysis. The results of this study found new patterns in students' time expense, material input, and self-evaluation, including the specific steps they apply and their impact on improving English language skills. The researcher provides an in-depth discussion of the findings in this section.

1. Time Expense in Independent English Learning

This section explores how students from the English Tadris Study Program (TBI) manage their time for independent study at home enhance their English language skills, as derived from the findings of interviews, observation cheklists, and document analysis.

The findings indicate that time management strategies among students vary based on their personal preferences, commitments, and study habits. **JN**, who follows a strict schedule, benefits from consistency and structured study sessions, leading to balanced development across all four

English skills. However, this approach also presents challenges, such as social distractions and time conflicts, requiring strong discipline and self-monitoring techniques like maintaining a study journal.

LN, who adopts a flexible approach, is able to adjust study sessions according to academic workload. While this method provides adaptability, it may also result in inconsistent learning routines. The ability to prioritize skills requiring improvement is a crucial factor in maintaining steady progress. **MP's** preference for morning study highlights the importance of identifying optimal cognitive efficiency periods. This aligns with Zimmerman's theory of self-regulated learning, which emphasizes the role of strategic planning in maximizing learning effectiveness.¹¹⁰ The correlation between morning study and cognitive performance is well supported in research, suggesting that learners may benefit from scheduling study sessions during their peak productivity hours.

Furthermore, the data suggest that self-discipline and motivation play key roles in managing independent learning time. As supported by Bandura's social cognitive theory, students who exhibit higher self efficacy tend to manage their

¹¹⁰ Zimmerman, B. J. (2022). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64-70.

learning time more effectively.¹¹¹ This finding implies that fostering self-regulated learning strategies, such as goal setting and self monitoring, can enhance students' ability to manage their study schedules efficiently.

Overall, the results align with previous studies on independent learning, emphasizing the need for balance between structure and flexibility.¹¹² Successful time expense depends on personal motivation, external constraints, and the use of monitoring tools, such as learning logs and peer discussions.

The findings indicate that TBI students effectively manage their time for independent learning at home by combining structured scheduling, strategic resource use, and adaptive problem-solving. These practices not only enhance their English skills but also foster a sustainable learning habit that accommodates their unique lifestyles and challenges. This discussion underscores the importance of autonomy, creativity, and flexibility in self-directed education, particularly in the context of language learning.

2. Forms of Material Input in Independent Learning

¹¹¹ Bandura, A. (2002). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

¹¹² Pintrich, P. R. (2019). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16(4), 385-407.

Based on the collected data, the material inputs utilized by English Tadris Study Program (TBI) students during independent learning at home encompass a variety of formats and sources. These findings were derived from interviews, observations, and document analysis, which highlight the key practices and resources leveraged by students.

The selection of learning materials is closely linked to students' learning styles and goals. JN's reliance on multimedia content supports engagement and interactivity, which aligns with Mayer's cognitive theory of multimedia learning, suggesting that digital tools enhance motivation and retention.¹¹³ However, these resources may lack depth in grammar and writing exercises, necessitating supplementary structured materials.

LN's preference for books and articles aligns with traditional approaches to language learning. Structured texts provide a strong foundation in grammar and academic English, but they may lack the dynamic interaction that multimedia materials offer. This is consistent with Ellis's Input Hypothesis, which argues that structured input fosters grammatical acquisition.¹¹⁴

¹¹³ Mayer, R. E. (2019). *Multimedia learning* (2nd ed.). Cambridge University Press.

¹¹⁴ Ellis, R. (2020). *Second language acquisition*. Oxford University Press.

MP's reliance on audiobooks and podcasts highlights the role of passive learning in language development. This aligns with Krashen's Input Hypothesis, which suggests that extensive exposure to comprehensible input leads to language acquisition.¹¹⁵ However, passive learning alone may not be sufficient for developing productive skills, necessitating active practice in speaking and writing.

Additionally, the findings suggest that students who integrate various learning materials tend to show more significant improvements. According to Kolb's Experiential Learning Theory, learners benefit from diverse input modalities that cater to different cognitive processes.¹¹⁶ Therefore, students who balance multimedia, structured texts, and listening resources may develop a more comprehensive language skill set.

From the findings, several successful strategies have emerged to enhance learning effectiveness. One key approach is creating study zones that are comfortable and free from distractions, providing an environment conducive to focused learning. Additionally, leveraging multimodal inputs such as combining audio-visual materials with textual formats supports diverse learning preferences and helps

¹¹⁵ Krashen, S. D. (2020). *Principles and practice in second language acquisition*. Pergamon.

¹¹⁶ Kolb, D. A. (2018). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

students engage with the content more effectively. Furthermore, setting specific goals for each study session, such as mastering ten new vocabulary words or summarizing a podcast episode, allows students to maintain clear targets and track their progress, ultimately fostering a more structured and productive learning experience.

The diverse forms of material inputs ranging from digital content to curated texts demonstrate the adaptability and resourcefulness of TBI students in independent learning. While challenges persist, effective strategies and consistent practice enable these learners to maximize their potential in improving English skills. This comprehensive analysis underscores the importance of self-directed material selection, practical application, and continuous evaluation in fostering language proficiency.

3. Self-Evaluation of English Skills Improvement

This section discusses how Tadris Bahasa Inggris (TBI) students measure improvements in their English skills after studying independently at home. Based on data from interviews, observations, and document analysis.

Self-evaluation plays a critical role in independent learning, allowing students to track progress and refine their study strategies. JN's use of self-recording and online

assessments provides structured feedback, reinforcing improvements in pronunciation and grammar. This aligns with Vygotsky's Sociocultural Theory, which emphasizes the role of scaffolding and feedback in learning.¹¹⁷

LN's reliance on writing journals and peer discussions highlights the importance of reflective learning. Writing regularly enhances grammatical accuracy and vocabulary, but measuring speaking fluency remains difficult without active verbal practice. This is consistent with Schön's Reflective Practice Theory, which posits that continuous self-reflection leads to meaningful learning improvements.¹¹⁸

MP's engagement with peer feedback and online tools emphasizes the need for external assessment. While these strategies improve comprehension, they require consistency and adaptation to ensure long-term progress. The effectiveness of peer evaluation is supported by Topping's Peer Assessment Model, which suggests that constructive feedback from peers enhances learning outcomes.¹¹⁹ Moreover, students who use multiple evaluation methods tend to have a more accurate understanding of their progress.

¹¹⁷ Vygotsky, L. S. (2018). *Mind in society: The development of higher psychological processes*. Harvard University Press.

¹¹⁸ Schön, D. A. (2015). *The reflective practitioner: How professionals think in action*. Basic Books.

¹¹⁹ Topping, K. J. (2017). Peer assessment between students in colleges and universities. *Review of Educational Research*, 68(3), 249-276.

According to Dewey's Theory of Reflective Thinking, learners who actively assess their own learning experiences are better equipped to refine their study strategies.¹²⁰ The integration of structured self-assessment, external feedback, and continuous reflection contributes to overall language proficiency development. The findings suggest that effective self-evaluation combines structured methods (e.g., self-tests, recorded speech) with external validation (e.g., peer feedback). This balance ensures more accurate progress tracking and continuous learning development.

In conclusion, the discussion highlights several critical challenges that students face in their learning processes, including limited access to high-quality resources, difficulties in comprehending complex content, and the struggle to balance various types of learning materials. These obstacles can significantly hinder academic performance and overall educational experience.

However, the findings also reveal effective strategies that can help mitigate these challenges. Creating dedicated study zones that are comfortable and free from distractions is essential for fostering an environment conducive to focused learning. Additionally, leveraging multimodal inputs such as integrating audio-visual materials with textual formats addresses diverse learning preferences and enhances student

¹²⁰ Dewey, J. (2020). *How we think: A restatement of the relation of reflective thinking to the educative process*. D.C. Heath.

engagement with the material. This approach not only caters to different learning styles but also aids in reinforcing concepts through varied means of presentation.

Moreover, setting specific goals for each study session is a crucial strategy that can lead to more structured and productive learning experiences. By establishing clear targets, such as mastering a certain number of new vocabulary words or summarizing a podcast episode, students can track their progress and maintain motivation throughout their studies. This goal-oriented approach encourages accountability and helps students develop a sense of achievement as they meet their objectives.

Overall, by recognizing the challenges they face and implementing these effective strategies, students can significantly enhance their learning outcomes. The combination of a supportive study environment, diverse instructional methods, and clear goal-setting not only fosters academic success but also promotes a more enriching educational experience. As educators and institutions strive to support students better, it is imperative to consider these findings and integrate them into teaching practices to help students navigate their academic journeys more effectively.

CHAPTER V

CONCLUSION

A. Conclusion

The researcher argues throughout this study that the core of this study is to understand in depth how students carry out the process of learning English independently, with a particular focus on three main aspects: how they allocate study time, how they select and use learning materials, and how they conduct self-evaluation in the learning process. This study aims to reveal patterns that emerge in the process of independent learning, identify strategies used by students, and understand the challenges and successes they experience in their efforts to improve their English skills through independent learning.

1. Time Expense in Independent Learning

TBI students exhibited diverse approaches to managing their time for independent learning at home. Effective strategies included establishing structured schedules, setting clear priorities for specific language skills, and maintaining a balance between academic demands and personal responsibilities. Students who adhered to a disciplined routine reported significant improvements, particularly in their ability to consistently practice language skills such as speaking and writing.

However, some students encountered challenges due to procrastination or competing obligations, which hindered

their progress. These findings underline the critical role of time management as a foundational element for optimizing independent learning outcomes.

2. Forms of Material Input in Independent Learning

The study identified a wide range of material inputs utilized by TBI students to enhance their English proficiency. Digital resources, such as language learning applications, online courses, video tutorials, and interactive platforms, emerged as the most frequently used tools due to their accessibility and versatility. Additionally, students employed traditional materials like academic textbooks and printed exercises to reinforce grammatical accuracy and vocabulary. Authentic materials, such as English-language newspapers, films, and podcasts, were particularly effective in fostering practical language use and cultural understanding.

The choice of materials often reflected individual learning objectives, with students seeking resources that aligned with their personal interests and language skill gaps. These findings suggest that integrating diverse and contextually relevant materials is pivotal in supporting independent learning.

3. Self-Evaluation in Independent Learning

To assess their progress, TBI students engaged in various self-evaluation practices, ranging from informal self-reflections to systematic assessments. Informal methods included comparing their current language abilities with past performances, such as fluency in daily conversations or comprehension of complex texts. Structured self-evaluation involved tools like online proficiency tests, peer feedback sessions, and revisiting earlier exercises to measure improvement over time.

Students who consistently employed reflective practices demonstrated greater self-awareness, enabling them to refine their learning strategies and address specific weaknesses. The findings highlight that effective self-evaluation not only tracks progress but also motivates sustained effort in independent learning.

B. Implications

This research provides significant insights into the independent learning process of students in mastering English skills, particularly through the lenses of time expenditure, material input, and self-evaluation. The findings highlight how students' effective management of time, their choice of learning materials, and their ability to self-assess contribute to their success in English learning. One of the key implications is the recognition of the varying degrees of time commitment among students,

with some investing more hours than others in structured study, which directly correlates with better outcomes. Furthermore, the choice of materials ranging from digital tools to traditional textbooks was shown to impact the depth of learning.

This suggests that students must be encouraged to diversify their learning resources, ensuring that they engage with a wide range of input to fully develop their English language skills. The research also sheds light on the importance of self-evaluation, where students who effectively monitor and assess their progress tend to achieve higher proficiency levels. This could suggest the need for more structured training in self-assessment techniques, which might be incorporated into formal educational curricula.

C. Recommendations

Based on these findings, several recommendations can be made to enhance the independent learning process for students studying English. Firstly, educational institutions should encourage students to allocate dedicated time for self-directed learning, incorporating time management strategies into the curriculum. Programs could be developed that provide students with tools and techniques to monitor their time effectively, ensuring that they invest sufficient hours for consistent practice. Secondly, there should be a greater emphasis on curating diverse learning materials, as this study indicates that a variety of resources contribute to better learning outcomes. Institutions should consider offering students access to both traditional materials and modern digital resources, such as language

learning apps, podcasts, and online language communities, which can provide exposure to real-world English use. Thirdly, it is crucial to integrate self-evaluation methods into the learning process. Students should be taught how to critically assess their own learning progress through regular reflection exercises, quizzes, and peer evaluations. Instructors could also provide guidelines on setting realistic, measurable goals for self-assessment. Lastly, future research could focus on further exploring how these three aspects time, material, and self-evaluation interact with other factors such as motivation and socio-cultural influences to offer a more holistic understanding of independent language learning.

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- Student C (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023
- Student D (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023
- Student E (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 4, 2023
- Student F (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023
- Student G (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023
- Student H (Fourth-Semester Students, English Tadris Study Program, IAIN Curup), Interview by researcher in TBI, December 5, 2023
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Appendix 1 : SK Pembimbing



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBİYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 330 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantam dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** :
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor 019558/B.H/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** :
- Permohonan Saudara Driva Cantika Putri tanggal 03 Desember 2024 dan kelengkapan persyaratan pengajuan Perpanjangan SK Pembimbing Skripsi
 - SK Pembimbing Lama nomor 445 tahun 2023

MEMUTUSKAN :

Menetapkan

- Pertama** :
- Dr. Prihantoro, SS., M.Pd** 19750820 200801 1 004
 - Jumatul Hidayah, M.Pd** 19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Driva Cantika Putri

N I M : 20551016

JUDUL SKRIPSI : Students' Independent Learning Processes of English Skills: Viewest from Time Expense, Material Input, and Self-Evaluation

- Kedua** : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
tanggal 06 Desember 2024



Tembusan :

- Rektor
- Bendahari IAIN Curup;
- Kabae Akademik Kemahasiswaan dan Kerjasama

Appendix 2 : SK Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIIYAH

Jln. Dr. AK. Gani No 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 2602/In.34/FT/PP.00.9/12/2023 14 Desember 2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr. Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Driva Cantika Putri
NIM : 20551016
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students' Independent Learning Processes of English Skills: Viewed from Time
Expense,Material Input and Self-evaluation
Waktu Penelitian : 12 Desember 2023 s.d 12 Desember 2024
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih.


a.n Dekan
Wakil Dekan I,

Dr. Sakut Anshori, S.Pd.I., M.Hum
NIP. 1981 1020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

Appendix 3 : Kartu Konsultasi Skripsi



IAIN CURUP


KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Dina Cantika Putri
NIM : 20231016
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Prhananto, S.Pd
PEMBIMBING II : Sunarti Hidayah, Mpd
JUDUL SKRIPSI : "Students' Independent Learning Processes of English Skills: Viewed from Time & Space, National Input and Self-evaluation".

.....

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2:
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan:
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP


KARTU KONSULTASI PEMBIMBING SKRIPSI


NAMA : Dina Cantika Putri
NIM : 20231016
FAKULTAS/PRODI : Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I : Dr. Prhananto, S.Pd
PEMBIMBING II : Sunarti Hidayah, Mpd
JUDUL SKRIPSI : "Students' Independent Learning Processes of English Skills: Viewed from Time & Space, National Input and Self-evaluation".

.....

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I, 
 Dr. Prhananto, S.Pd
 NIP. 197508202008000000

Pembimbing II, 
 Sunarti Hidayah, Mpd
 NIP. 197805202001200000



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	17/3/2023	Perbaiki moves lecture dan research questions terakhir di rumah atau di lapangan.	R	Handwritten signature
2	2/2/2023	Perbanyak sumber dan jurnal internasional dan buku.	R	Handwritten signature
3	14/8/2023	Revisi Bab III.	R	Handwritten signature
4	22/2/2023	Validasi Instrument Penelitian dan Parbaiki Cover depan.	R	Handwritten signature
5	16/2/2023	Perbaiki Penulisan bibliography	R	Handwritten signature
6	24/2/2023	Revisi Bab IV	R	Handwritten signature
7	6/2/2023	Revisi Bab I - Validasi Penulisan Abstrak.	R	Handwritten signature
8	23/2/2023	ACT Sidang Numpagrasah	R	Handwritten signature



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	17/3/2023	Uraih Penulisan dengan angka menjadi huruf, nomor halaman dan cantumkan.	K	Handwritten signature
2	24/2/2023	Bab II. Satu Variabelnya Cukup Cantumkan Dan buatkan sumber smp.	K	Handwritten signature
3	14/8/2023	Lengkap Instrument Penelitian dan kriteria subjek penelitian.	K	Handwritten signature
4	21/8/2023	Daftar pustaka gunakan mendeley atau yotro.	K	Handwritten signature
5	16/2/2023	Sesuaikan Penulisan Abstrak	K	Handwritten signature
6	25/2/2023	Cantumkan daftar falsafah dan Appendix.	K	Handwritten signature
7	7/2/2023	Revisi Penulisan halaman dan spasi.	K	Handwritten signature
8	30/2/2023	ACT Sidang Numpagrasah	K	Handwritten signature

Appendix 4 : Lembar Persetujuan Informan

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan di bawah ini:

Nama : Jesi Nuraini
NIM : 22551021
Kelas/Semester : 4A / 4
Alamat : Talang Benih

Menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudari **Driva Cantika Putri** yang berjudul **“Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation”**.

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya akan digunakan untuk kepentingan penelitian. Oleh karena itu saya bersedia untuk menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Curup, Januari 2024

Informan



Jesi Nuraini

.....

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan di bawah ini:

Nama : Melati Puspita
NIM : 22551027
Kelas/Semester : 4B
Alamat : Desa Batu Dewa

Menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudari **Driva Cantika Putri** yang berjudul **“Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation”**.

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya akan digunakan untuk kepentingan penelitian. Oleh karena itu saya bersedia untuk menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Curup, Januari 2024
Informan


.....
Melati Puspita

LEMBAR PERSETUJUAN MENJADI INFORMAN

Saya yang bertanda tangan di bawah ini:

Nama : *Lara Nuriani*
NIM : *22551024*
Kelas/Semester : *4A*
Alamat : *Lehong*

Menyatakan bersedia menjadi informan dalam penelitian yang dilakukan oleh saudari **Driva Cantika Putri** yang berjudul **“Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation”**.

Saya memahami bahwa penelitian ini tidak akan berakibat negatif terhadap diri saya dan akan dijaga kerahasiaannya oleh peneliti serta hanya akan digunakan untuk kepentingan penelitian. Oleh karena itu saya bersedia untuk menjadi informan dalam penelitian ini.

Demikian surat pernyataan ini saya buat untuk digunakan sebagaimana mestinya.

Curup, Januari 2024

Informan



Lara Nuriani

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Appendix 5 : Blueprint Instruments dan Validation Notes

The Blueprint of Guide Interview

No	Indicator	Sub-Indicator	Sample Questions	Purpose
1	Opening	The beginning of interest	- So, how did you start to become interested in learning English yourself?	Explore the background of the subject's initial motivation to start independent learning.
2	Time Expense	Time management	- How do you manage your time for independent study at home?	Understand how the subject manages independent learning time.
		Time allocation strategy	- Is the strategy used effective in dividing time between the four English skills?	Identify the effectiveness of time-sharing strategies for the four English skills.
		Time balance	- How do you balance your independent study time at home with college assignments and other activities?	Understand how the subject balances study time with other activities.
		Special habits	- Do you have a special routine or ritual before during independent study time?	Explore the subject's habits before or during independent learning.
		Learning preferences	- Do you prefer to study independently individually or with friends?	Understand the subject's preferences in independent learning.
	Time Expense	Overcome obstacles	- How do you overcome challenges or distractions that may arise when studying independently at home?	Identify how the subject overcomes obstacles during independent learning.
		Motivation	- Do you have any special strategies to stay	Explore the subject's strategy in

No	Indicator	Sub-Indicator	Sample Questions	Purpose
			motivated and focused when studying independently at home?	maintaining learning motivation.
		Advice for others	- Do you have any suggestions or tips for other students who want to improve their English skills independently?	Collect suggestions from the subject for other students.
3	Material Input	Source material	- Where do you usually get materials for independent study at home regarding English language skills?	Know the main sources of materials used by the subject.
		Type of material	- Do you prefer online resources or printed books/materials provided by friends or lecturers?	Explore the types of materials preferred by the subject.
		Proactivity	- Do you often proactively search for new material, or do you prefer to use resources that are already provided?	Understand the level of initiative of the subject in finding materials.
		Material quality	- How do you determine the quality of the material used for independent study?	Know the criteria of the subject in choosing quality materials.
	Material Input	Skill focus	- Do you prefer material that focuses on one skill or covers all four skills?	Understand the focus of the subject's learning.
		Material effectiveness	- How would you assess the effectiveness of the materials used in improving the four English skills?	Evaluate the impact of materials on the development of English language skills.
		Colaboration	- Have you ever shared or discussed your study material with friends, family or the community?	Understand the subject's social involvement in learning.
		Suggestions for others	- Do you have any suggestions on how to find and use self-study	Collect suggestions for other students regarding the

No	Indicator	Sub-Indicator	Sample Questions	Purpose
			materials effectively to improve English skills?	selection of materials.
		Evaluation methods	- How do you evaluate your English skills after doing independent learning at home?	Identify the evaluation methods used by the subject.
4	Self-Evaluation	Measurement of progress	- How do you know there is an improvement in your English skills after studying independently?	Know how the subject measures learning progress.
		Motivation and self-confidence	- How do you measure increased motivation and confidence after studying independently?	Evaluate the impact of independent learning on the subject's motivation and self-confidence.
5	Closing	Additional delivery	- Is there anything else you would like to add or convey regarding your independent learning experience?	Provide space for the subject to convey things that have not been revealed.

The Blueprint of Observation Guidelines

Category	Observed Aspect	Yes	No	Notes
Behavior Related to Time Expense	The informant determines a special time for independent study every day.			
	The informant shows discipline in adhering to an independent schedule.			
	Informants allocate time proportionally for each English language skill.			
	Informants show flexibility in adjusting study time according to needs.			
	The informant was able to manage study time efficiently.			
	Informants show perseverance in independent learning even though they face distractions or obstacles.			

Category	Observed Aspect	Yes	No	Notes
Behavior Related to Material Input	Informants actively search for and collect relevant learning materials.			
	The informant showed interest and enthusiasm for the selected material.			
	Informants use various types of material in a balanced manner.			
	Informants are able to evaluate the suitability of the material to their level of proficiency.			
	Informants show creativity in modifying or creating their own learning materials.			
	Informants demonstrate a willingness to explore new and challenging material.			
Behavior Related to Self-Evaluation	Informants carry out regular self-evaluations.			
	Informants use various self-evaluation methods.			
	The informant shows honesty and objectivity in assessing his learning progress.			
	The informant was able to identify strengths and weaknesses in independent learning.			
	The informant shows initiative in seeking feedback from others.			
	Informants use the results of self-evaluation to adjust independent learning strategies.			
General Behavior in Independent Learning	Informants show motivation and enthusiasm for independent learning.			
	Informants are actively involved in independent learning activities.			
	The informant showed perseverance in facing challenges or difficulties.			
	The informant was able to adapt and adjust learning strategies according to needs.			
	Informants show independence in making decisions in learning.			
	The informant shows responsibility in completing assignments and independent			

Category	Observed Aspect	Yes	No	Notes
	learning targets.			
Interaction with The Learning Environment	Informants make optimal use of available resources.			
	Informants interact with peers to discuss and exchange ideas.			
	Informants seek support or guidance from teachers or mentors when needed.			
	The informant creates a conducive learning environment for herself.			
	The informant demonstrated the ability to overcome disturbances or distractions during independent learning.			

The Blueprint of Form Analysis Document

No	Section	Description	Purpose	Expected Overcome
1	General Information	Includes details about the type, date, and source of the document.	To identify and categorize the documents being analyzed.	Clear documentation of the type, date, and origin of the material for traceability.
		- Document Type	- Understand the format (digital/physiqu) of the document.	Accurate classification of document type.
		- Document Date	- Determine the recency of the document.	Contextual understanding of when the document was created.
		- Informant Code	- Identify the source informant linked to the document.	Efficient referencing and linkage to informant data.
2	Document Description	Describes the physical or digital form and the language used in the	To assess the accessibility and usability of the document.	Clear distinction of document format,

No	Section	Description	Purpose	Expected Overcome
		document.		language, and details.
		- Form (Digital/Physique)	Determine the medium of the document.	Effective categorization based on medium.
		- Number of Pages	- Understand the length of the document.	An estimated size of the content being analyzed.
		- Language (Indonesia/English/Mixed)	- Identify the language used for better analysis.	Correct classification of language usage.
3	Content Analysis	Focuses on the content related to Time Expense, Material Input, and Self-Evaluation.	To gather detailed information relevant to the study indicators.	Comprehensive data related to independent learning components.
		a. Time Expense	Examines the allocation and management of time for learning.	Clear understanding of learning time patterns.
		- Total Learning Duration (Hours/Week)	- Measure time commitment to independent learning.	Precise calculation of learning hours.
		- Study Frequency (Times/Week)	- Assess regularity in study habits.	Identification of study routines.
		- Dominant Study Time (Morning/Afternoon/Evening/Varies)	- Analyze when the individual is most active in learning.	Insights into the preferred time for learning activities.
		b. Material Input	- Evaluates the type, source, and variation of learning materials.	Understanding of material usage and diversity.
		- Type of Material (Textbook/Online/A	- Categorize the kinds of materials	Detailed breakdown of

No	Section	Description	Purpose	Expected Overcome
		udio/Video/Others)	utilized.	material sources.
		- Source Material Recommendations	- Explore recommendations or references used for materials.	Identification of trusted material sources.
		- Material Variations	- Examine the diversity of learning content.	Insights into material variety for balanced learning.
	Content Analysis	c. Self-Evaluation	- Assesses methods and frequency of self-evaluation practices.	Understanding of reflective practices for skill improvement.
		- Evaluation Method (e.g., Self-Test)	- Identify techniques used for self-assessment.	Categorization of evaluation strategies.
		- Evaluation Frequency	- Determine how often evaluations are performed.	Insights into evaluation regularity.
4	Language Skills Focus	Identifies which language skills are emphasized in the document.	To explore skill-specific focus in learning materials and strategies.	Clarity on which language skills are prioritized.
		Reading, Speaking, Writing Listening	- Categorize skills based on emphasis in content.	Classification of content based on skill development.
5	Identified Learning Strategies	Explores the learning strategies detailed in the document.	To identify and elaborate on strategies employed by learners.	Clear documentation of employed strategies.
6	Progress and Challenge Notes	Records progress indicators and challenges faced in learning processes.	To evaluate effectiveness and barriers in independent learning.	Comprehensive understanding of learner achievements and difficulties.
		- Progress Indicator	- Highlight	Clear

No	Section	Description	Purpose	Expected Overcome
			measurable achievements.	articulation of learning improvements.
		- Main Challenges	- Identify obstacles in the learning process.	Detailed insights into learning barriers.
7	Motivation and Goals	Captures expressions of motivation and learning objectives.	To assess the driving factors behind independent learning.	Understanding the motivational factors and targets.
		- Motivational Expressions	- Note explicit or implicit expressions of motivation.	Detailed examples of learner enthusiasm.
		- Learning Objectives	- Identify specific or broad learning goals.	Clear articulation of learning aims.
8	Linkages to Formal Learning	Examines connections between independent and formal learning contexts.	To understand how independent learning complements or integrates with formal education.	Insights into synergy between formal and independent learning.
		- Reference in Class (Have/Haven't)	- Determine the relevance to formal classroom settings.	Evidence of alignment with formal educational contexts.
		- Curriculum Integration	- Assess how learning fits into broader curriculum goals.	Insights into curriculum connection.
9	Important Findings	Highlights critical insights derived from document analysis.	To synthesize key takeaways from the document.	Clear summary of significant findings.
10	Follow-Up Questions	Notes questions that arise during analysis.	To guide further exploration or inquiry.	Structured queries for deeper

No	Section	Description	Purpose	Expected Overcome
				understanding.
11	Code/Theme that Appears	Identifies recurring codes or themes in the document.	To categorize content for thematic analysis.	Thematic patterns for further analysis.
12	Researcher Reflections	Contains reflections and observations by the researcher.	To document the researcher's interpretations and thoughts.	Personal insights and contextual observations.

VALIDATION NOTES

Instrument Review for Research: "Students Independent Learning Processes of English Skills: Viewed from Time Expense, Material Input and Self-Evaluation"

A. CHECKLIST OBSERVATION

Strengths:

1. Comprehensive coverage of five essential domains: time expense, material input, self-evaluation, general behavior, and learning environment interaction
2. Clear categorization that aligns well with research objectives
3. Systematic organization with appropriate numbering and categorization
4. Observable behavioral indicators that can be measured objectively
5. Adequate number of items for each domain (5-6 items) allowing thorough observation

Suggestions for Improvement:

1. Add a rating scale (e.g., 1-4 Likert scale) instead of just "Have/Haven't" to capture varying degrees of behavior
2. Include space for recording frequency of observed behaviors
3. Consider adding timestamps or duration columns for time-related observations

B. INTERVIEW GUIDE

Strengths:

1. Well-structured progression from opening to closing
2. Questions align perfectly with research variables
3. Open-ended questions that encourage detailed responses
4. Appropriate mix of factual and reflective questions
5. Clear categorization of questions based on research focus areas
6. Inclusion of probe questions for deeper exploration

Suggestions for Improvement:

1. Add questions about specific challenges in each skill area (listening, speaking, reading, writing)
2. Include questions about technology use in independent learning
3. Consider adding questions about cultural influences on learning strategies

C. DOCUMENT ANALYSIS FORM**Strengths:**

1. Comprehensive coverage of essential document aspects
2. Clear categorization of analysis areas
3. Good mix of quantitative and qualitative analysis points
4. Thorough attention to material input analysis
5. Well-designed progress tracking section

Suggestions for Improvement:

1. Add section for cross-referencing with observation data
2. Include space for document authenticity verification
3. Add section for analyzing digital learning platforms used

Overall Assessment:

The instruments demonstrate strong validity for measuring the intended constructs. They show:

- High content validity: Comprehensive coverage of research variables
- Good construct validity: Clear alignment with theoretical framework
- Strong face validity: Clear and professional presentation

Recommendation Status: APPROVED WITH MINOR REVISIONS

Additional Notes:

- Ensure consistent formatting across all instruments
- Consider translating into bilingual format (English-Indonesian)
- Add specific instructions for data triangulation
- Include clear guidelines for coding and analysis

Curup, 2024

Validator



Melli Kusmaningrum, M.Pd

Appendix 6 : Hasil Observasi

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 5 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi	✓		

	kesesuaian materi dengan tingkat kemahirannya.			
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		

6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		
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V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 8 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		

6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		
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II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi	✓		

	belajar mandiri.			
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IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 10 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas	✓		

	dalam memodifikasi atau membuat materi belajar sendiri.			
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan	✓		

target belajar mandiri.			
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V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.
-

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 12 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun	✓		

	menghadapi gangguan atau hambatan.			
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II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 15 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		

2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif	✓		

	untuk dirinya sendiri.			
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 17 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		

3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		

5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 19 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu	✓		

	secara proporsional untuk setiap keterampilan bahasa Inggris.			
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		

4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : JN Lokasi : Talang Benih Waktu : 22 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat	✓		

	kemahirannya.			
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencar umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		

6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		
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V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.		✓	
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 25 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		

5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	

6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		
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IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 29 Januari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan	✓		

	menantang.			
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III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencar umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
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1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 1 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan	✓		

	dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.			
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II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 2 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
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1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari	✓		

	pengajar atau mentor bila diperlukan.			
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 6 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		

2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.
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CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 8 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus	✓		

	untuk belajar mandiri setiap hari.			
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	

3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencar umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi	✓		

	gangguan atau distraksi selama belajar mandiri.			
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- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 12 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		

2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		

4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : LN Lokasi : Dusun Curup Waktu : 13 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap	✓		

	keterampilan bahasa inggris.			
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.		✓	
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.	✓		
2.	Informan menggunakan metode evaluasi diri yang bervariasi.		✓	
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam	✓		

	belajar mandiri.			
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 19 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat	✓		

	materi belajar sendiri.			
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencar umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

- Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 22 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		

2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 25 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan	✓		

	menantang.			
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III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencar umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
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1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 27 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
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1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 29 Februari 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	

3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 3 Maret 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang	✓		

	relevan.			
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan	✓		

	dalam menghadapi tantangan ataupun kesulitan.			
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 5 Maret 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa Inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang dipilih.	✓		
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	

2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan menyesuaikan strategi belajar sesuai kebutuhan .	✓		
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif	✓		

	untuk dirinya sendiri.			
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

CHECKLIST OBSERVATION

A. Identitas Objek

Kode Informan : MP Lokasi : Batu Dewa Waktu : 7 Maret 2024

B. Aspek yang di Observasi

I. Perilaku terkait waktu yang dihabiskan

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menentukan waktu khusus untuk belajar mandiri setiap hari.	✓		
2.	Informan menunjukkan kedisiplinan dalam mematuhi jadwal mandiri.	✓		
3.	Informan mengalokasikan waktu secara proporsional untuk setiap keterampilan bahasa inggris.	✓		
4.	Informan menunjukkan fleksibilitas dalam menyesuaikan waktu belajar sesuai kebutuhan.	✓		
5.	Informan mampu mengelola waktu belajar dengan efisien.	✓		
6.	Informan menunjukkan ketekunan dalam belajar mandiri meskipun menghadapi gangguan atau hambatan.	✓		

II. Perilaku terkait masukan materi

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan aktif mencari dan mengumpulkan materi belajar yang relevan.	✓		
2.	Informan menunjukkan ketertarikan dan antusiasme terhadap materi yang	✓		

	dipilih.			
3.	Informan menggunakan berbagai jenis materi secara seimbang.	✓		
4.	Informan mampu mengevaluasi kesesuaian materi dengan tingkat kemahirannya.	✓		
5.	Informan menunjukkan kreativitas dalam memodifikasi atau membuat materi belajar sendiri.	✓		
6.	Informan menunjukkan kemauan untuk mengeksplorasi materi baru dan menantang.	✓		

III. Perilaku terkait evaluasi diri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan melakukan evaluasi diri secara teratur.		✓	
2.	Informan menggunakan metode evaluasi diri yang bervariasi.	✓		
3.	Informan menunjukkan kejujuran dan objektivitas dalam menilai kemajuan belajarnya.	✓		
4.	Informan mampu mengidentifikasi kekuatan dan kelemahan dalam belajar mandiri.	✓		
5.	Informan menunjukkan inisiatif dalam mencari umpan balik dari orang lain.		✓	
6.	Informan menggunakan hasil evaluasi diri untuk menyesuaikan strategi belajar mandiri.	✓		

IV. Perilaku umum dalam pembelajaran mandiri

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan menunjukkan motivasi dan semangat dalam belajar mandiri.	✓		
2.	Informan terlibat secara aktif dalam kegiatan pembelajaran mandiri.	✓		
3.	Informan menunjukkan ketekunan dalam menghadapi tantangan ataupun kesulitan.	✓		
4.	Informan mampu beradaptasi dan	✓		

	menyesuaikan strategi belajar sesuai kebutuhan .			
5.	Informan menunjukkan kemandirian dalam mengambil keputusan dalam pembelajaran.	✓		
6.	Informan menunjukkan tanggung jawab dalam menyelesaikan tugas dan target belajar mandiri.	✓		

V. Interaksi dengan lingkungan belajar

No	Aspek yang diamati	Ya	Tidak	Keterangan
1.	Informan memanfaatkan sumber daya yang tersedia secara optimal.	✓		
2.	Informan berinteraksi dengan teman sebaya untuk berdiskusi dan bertukar ide.		✓	
3.	Informan mencari dukungan atau bimbingan dari pengajar atau mentor bila diperlukan.	✓		
4.	Informan menciptakan lingkungan belajar yang kondusif untuk dirinya sendiri.	✓		
5.	Informan menunjukkan kemampuan dalam mengatasi gangguan atau distraksi selama belajar mandiri.	✓		

Catatan: pengamat harus mencatat contoh perilaku spesifik yang relevan untuk setiap item dalam checklist, serta informai tambahan yang dianggap penting selama observasi.

Appendix 7 : Hasil Wawancara

GUIDE INTERVIEW

No	Indikator	Pertanyaan
1.	Pembukaan	1. Jadi, gimana sih ceritanya kamu mulai tertarik belajar Bahasa Inggris sendiri?
2.	Penggunaan atau Pembagian Waktu	1. Gimana sih cara kamu mengatur waktu buat belajar mandiri di rumah? 2. Apakah strategi yang digunakan itu udah efektif dalam membagi waktu antara keempat skill Bahasa Inggris?

		<p>3. Gimana cara kamu menyeimbangkan waktu belajar mandiri di rumah dengan tugas kuliah dan pekerjaan atau aktivitas yang lainnya?</p> <p>4. Apakah kamu memiliki rutinitas ataupun ritual khusus sebelum atau selama waktu belajar mandiri berlangsung?</p> <p>5. Apakah kamu lebih suka belajar mandiri secara individu atau dengan teman ?</p> <p>6. Bagaimana kamu mengatasi tantangan ataupun gangguan yang mungkin muncul saat belajar mandiri di rumah?</p> <p>7. Apakah kamu memiliki strategi khusus agar tetap termotivasi dan tetap fokus pada saat belajar mandiri di rumah?</p> <p>8. apakah kamu memiliki sara atau tips bagi siswa lain yang ingin meningkatkan keempat skill bahasa inggrisnya melalui belajar mandiri di rumah?</p>
3.	Masukan Materi	<p>1. Darimana kamu biasanya mendapatkan materi untuk belajar mandiri di rumah terkait skill Bahasa Inggris?</p> <p>2. Apakah kamu lebih memilih sumber daya online, seperti situs web, aplikasi atau platform pembelajaran daring lainnya, atau lebih suka menggunakan buku cetak atau materi yang dberikan oleh teman ataupun dosen?</p> <p>3. Apakah kamu sering mencari materi baru secara proaktif, atau lebih memilih menggunakan sumber daya yang telah disediakan?</p> <p>4. Bagaimana kamu menentukan kualitas materi yang digunakan untuk belajar mandiri? Apakah ada kriteria tertentu?</p> <p>5. Apakah kamu lebih suka materi yang berfokus pada satu skill tertentu aau lebi suka yang mencakup keempat skill tersebut?</p> <p>6. Apakah kamu memanfaatkan sumber daya yang disarankan oleh teman ataupun dosen atau kamu lebih</p>

		<p>suka mencari materi sendiri berdasarkan minat dan kebutuhan kamu?</p> <p>7. Bagaimana kamu menilai efektivitas materi yang digunakan dalam meningkatkan keempat skill Bahasa Inggris?</p> <p>8. Apakah kamu pernah berbagi atau berdiskusi tentang materi belajar kamu dengan teman, keluarga ataupun komunitas?</p> <p>9. Apakah kamu memiliki saran atau tips bagi mahasiswa lain tentang cara menemukan dan menggunakan materi belajar mandiri dengan efektif untuk meningkatkan skill Bahasa Inggris?</p>
4.	Evaluasi Diri	<p>1. Bagaimana cara kamu mengevaluasi skill Bahasa Inggris kamu setelah melakukan pembelajaran mandiri di rumah dari waktu ke waktu?</p> <p>2. Apa metode atau strategi yang kamu gunakan untuk mengukur kemampuan skill Bahasa Inggris?</p> <p>3. Bagaimana kamu mengetahui adanya peningkatan dalam skill Bahasa Inggris setelah belajar mandiri di rumah? Apakah kamu menggunakan alat atau sumber daya tertentu?</p> <p>4. Bagaimana kamu mengukur peningkatan motivasi dan kepercayaan diri dalam menggunakan atau menerapkan skill Bahasa Inggris setelah belajar mandiri di rumah?</p>
5.	Penutup	<p>1. Apakah ada hal lain yang ingin kamu tambahkan atau sampaikan terkait dengan pengalaman belajar mandiri kamu?</p>
<p>Catatan:</p> <p>Pewawancara harus menyimak dengan seksama jawaban informan dan mengajukan pertanyaan probe atau follow-up sesuai kebutuhan untuk mendapatkan informasi yang lebih mendalam dan komprehensif.</p>		

TRANSKRIP WAWANCARA

Judul Penelitian	:	“Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation”
Pewawancara	:	Driva Cantika Putri (Peneliti)
Kode Informan	:	JN
Tanggal	:	2 Januari 2024
Waktu	:	10:00 – 11:00 WIB
Lokasi	:	Prodi TBI

Pewawancara	:	Pagi... maaf kalo sedikit terlambat dari jadwal yang dah ditentukan kemarin.
Informan	:	It’s okay mbak, lagian ini juga baru nyampe.
Pewawancara	:	Belum ada mata kuliah sekarang kan?
Informan	:	Belum mbak, ba’da Dzuhur nanti ada jam.
Pewawancara	:	Alhamdulillah.... Sebelum itu mbak mau nanya, jadi gimana sih ceritanya kamu mulai tertarik untuk belajar Bahasa Inggris sendiri?
Informan	:	<p>Jadi, awalnya saya tidak terlalu suka sama bahasa inggris. Waktu sma dulu pelajaran bahasa inggris ini selalu jadi hantu yang gentayangan buat saya. Terus nilai saya juga pas-pasan dan saya merasa kalo ga punya bakat dalam bidang bahasa ini. Tapi semuanya berubah sekitar beberapa waktu. Dimana saya iseng nonton film Hollywood tanpa subtitle. Awalnya sih frustrasi karena ga ngerti apa-apa, tapi lama-lama saya jadi penasaran. Ada rasa pengen tau, sebenarnya mereka ngomongin apa sih?. Dari situ, saya mulai cari-cari cara buat belajar. Awalnya sih Cuma nonton film pakai subtitle Bahasa Inggris. Terus saya mulai nyatet kata-kata yang ga dipahami. Lama-lama saya ngerasa ada kemajuan. Bisa paham beberapa kalimat tanpa liat subtitle.... Rasanya wow banget!</p> <p>Nah, titik baliknya itu waktu saya ketemu video di youtube tentang cara belajar bahasa asing secara efektif. Disitu dejasin</p>

	<p>kalau belajar bahasa itu perlu konsisten dan perlu metode yang tepat. Saya jadi sadar, selama ini saya belajar nggak teratur dan nggak punya tujuan yang jelas. Dari situ saya mulai nyusun rencana buat belajar sendiri. Saya cari tau tentang berbagai metode belajar bahasa, mulai dari aplikasi sampai teknik immersion. Saya juga mulai set target, misalnya dalam sebulan harus bisa nambah berapa kosakata baru. Yang bkin saya makin semangat itu ketika saya mulai bisa memahami lirik lagu bahasa inggris tanpa terjemahan. Atau waktu pertama kali saya bisa baca satu halaman novel berbahasa inggris tanpa harus bolak-balik buka kamus. Rasanya.... kayak buka pintu ke dunia baru.</p> <p>Semakin kesini, saya makin sadar kalau bahasa inggris itu bukan hanya pelajaran di sekolah, tapi skill yang bener-bener berguna di dunia nyata. Apalagi sekarang kan banyak informasi dan kesempatan yang available dalam bahasa inggris. Jadi ya bisa dibilang perjalanan belajar mandiri saya ini berawal dari rasa penasaran, terus jadi hobi dan sekarang udah jadi bagian dari rutinitas sehari-hari. Meskipun kadang masih suka ngerasa stuck atau bosen, tapi setiap kali ada progress, sekecil apapun, selalu bikin saya semangat lagi buat terus belajar.</p>
<p>Pewawancara</p>	<p>: MasyaAllah bener-bener ga disangka ya kalo bisa gitu awal mula ceritanya mau belajar bahasa inggris. Dimana yang awalnya ga suka malah jadi suka banget heheh. Kan di bahasa inggris itu seperti yang kita ketahui terbagi jadi empat keterampilan, yaitu ada speaking, listening, reading and writing. Nah gimana sih cara kamu mengatur waktu buat belajar mandiri di rumah itu?</p>
<p>Informan</p>	<p>: Nah kalo untuk itu saya buat jadwal mingguan, tapi ga yang terlalu aku atau gimana-gimana. Misalnya, saya tiap hari sisihin 1-2 jam buat belajar. Waktunya itu fleksible, bisa pagi atau malem. Tergantung sama kesibukan dirumah.nah untuk empat skil itu saya bagi begini senin sampe selasa fokus di reading sama writing, rabu sampe kamis fokus di listening dan speaking, jum'at campur semua skil, sedangkan sabtu sampe minggu itu biasanya</p>

		lebih santai, dimana saya gunkan buat nonton film sama dengerin lagu.
Pewawancara	:	Apakah strategi yang digunakan itu udah efektif dalam membagi waktu antara keempat skill bahasa inggris?
Informan	:	Kalo bagi saya jadwal yang saya buat ini sudah sangat efektif karena saya sendiri yang menjalankannya dalam kehidupan sehari-hari. Yang penting, jangan pernah buat maksain diri. Kalo emang lagi super sibuk, ya udah fokus sama satu skill aja dihari itu. Besoknya baru ganti sama skill yang lain.
Pewawancara	:	Berarti tergantung sama situasi dan kondisi juga ya, terus gimana cara kamu menyeimbangkan waktu belajar mandiri dirumah dengan tugas kuliah dan pekerjaan atau aktivitas yang lainnya?
Informan	:	Nah kalo ini sudah pasti radah ribet kan buat bagi waktunya, jadi saya ada beberapa trik mbak yang pertama memanfaatkan waktu sela, misalnya lagi masak saya setel podcast jadi harus multitasking gitu. Terus saya kan punya adek tuh jadi saya suka ajak adek ikutan, kadang saya ngajarin adek kata-kata simple sekalian belajar bareng gitu. Yang ketiga saya pake metode pomodoro, dimana belajarnya fokus 25 menit, istirahat 5 menit, ini ngebantu banget buat kita tetap produktif meskipun waktunya terbatas.
Pewawancara	:	Asik tuh ibarat kata sekali mendayung dua tiga pulau terlampaui, terus kamu ada kayak ritual khusus ga sebelum atau selama waktu belajar mandiri berlangsung?
Informan	:	Kalo ditanya soal ritual belajar di rumah, sebenarnya ga ada semacam mantra ajaib atau tarian khusus yang harus dilakukan sebelum belajar mandiri. Tapi, bukan berarti ga bisa bikin momen belajar jadi seru. Dimana kita yang jadi sutradara buat film belajarmu sendiri. Kadang saya suka bikin markas belajar. Dimana pojok kamar disulap jadi basecamp ilmu pengetahuan hehe. Lengkap sama bantal, lampu baca yang cozy dan secangkir teh hangat atau susu. Tapi terkadang ini hanya bisa diterapkan beberapa kali saja. Atau kadang suka bikin ritual ala-ala kita

		sendiri. Bukan yang mistis sih, tapi yang bikin semangat. Kayak sebelum mulai belajar biasa dengerin lagu dulu buat pump up the mood. Atau stretching dikit goyang-goyang badan biar darah mengalir dan otak fresh. Intinya belajar di rumah itu bisa jadi petualangan seru kalau kita kreatif. Ngga perlu ritual yang aneh-aneh, yang penting bikin suasana yang bikin kamu betah dan fokus.
Pewawancara	:	Mau deh coba terapin kek gini juga, terus kamu lebih suka belajar sendiri atau sama temen?
Informan	:	Kalo saya lebih prefer belajar individu, karena kalo belajar individu kita jadi lebih fokus pada pemahaman yang ada dalam isis kepala kita sendiri. Sedangkan kalo misalnya belajar bareng biasanya akan ada orang yang membantah tentang pemahaman kita, tanpa kita paham dulu karena dari awal sudah di bantah bahwa apa yang kita pelajari itu salah. Tapi akan lebih baik kalo kita paham dulu sama A terus mereka tambahin waktu belajar bareng, karena kadang kita belum paham sama sekali tapi malah di bantah bahwa pemahaman kita itu salah. Sedangkan kalo belajar sendiri, kita jadi lebih leluasa untuk menentukan sumber mana yang kita percayai dan lebih bebas berekspresi bagaimana cara belajar kita.
Pewawancara	:	Namanya juga manusia ya kan beda kepala pasti beda pula pola pikirnya. Dalam setiap proses yang kita lakukan itu pasti ada aja tantangan ataupun gangguan yang muncul , nah itu gimana cara ngatasinya?
Informan	:	Jujur aja, di rumah saya sering ngalamin gangguan kayak tetangga karaoke, rumah lagi rame, dan lain-lain. Kalo saya sih biasanya gini cara ngatasinya, pertama saya coba ngomong baik-baik sama tetangga. Karena terkadang mereka ga sadar kalo suaranya mengganggu. Biasanya sih pada ngerti kalau kita jelasin kalo kita lagi fokus mau belajar. Dan kalo masih berlanjut saya biasanya pakai headphone (noise canceling) dan ini juga lumayan ampuh buat ngeblok suara dari luar. Kadang saya juga cari spot

		lain di rumah yang lebih jauh dari sumber suara. Misal, kalau biasanya belajar di kamar depan saya pindah ke ruang belakang. Terus saya juga sering atur jadwal belajar di jam-jam yang biasanya lebih sepi (Misalnya pagi-pagi buta atau malam hari). Tapi ya gitu, kadang berhasil kadang ngaa, namanya juga hidup bertetangga. Ya harus tetap sabar dan kreatif nyari solusinya.
Pewawancara	:	Jalan akhirnya adalah sabar. Terus kamu ada strategi khusus ga supaya tetap termotivasi dan tetap fokus pada saat belajar mandiri di rumah?
Informan	:	Nah, soal strategi biar tetap termotivasi dan ga jenuh saya punya beberapa trik nih. Pertama set target kecil harian. Misalnya, hari ini harus bisa 10 kosakata baru. Rasanya puas banget kalo bisa mencapai target, jadi semangat lagi buat besoknya. Kedua, reward system kalo berhasil belajar konsisten seminggu saya kasi reward ke diri sendiri. Bisa nonton film favorit atau beli makanan enak. Ketiga, ganti-ganti metode belajar. Kadang pake buku, aplikasi, youtube. Variasi ini bisa ngebantu banget biar kita ga bosan . terus buat proyekan, misalnya buat record baca berita atau buat vlog pendek pake baasa inggris. Ini bisa jadi motivasi buat terus improve. Dan yang paling penting, kalo udah mulai ngerasa jenuh saya selalu ingetin ke diri sendiri kenapa awalnya pengen belajar ini dan hal itu bisa ngasih semangat lagi ke diri sendiri.
Pewawancara	:	Nah kamu ada saran atau tips ga nih buat mahasiswa lain yang mau meningkatkan skill berbahasa inggrisnya melalui belajar mandiri ini?
Informan	:	Jadi ada beberapa strategi yang efektif yang bisa diterapkan. Untuk meningkatkan kemampuan mendengarkan, siswa bisa mendengarkan podcast berbahasa inggris atau menonton film dengan subtitle. Dalam hal berbicara, berlatih di depan cermin atau mencari teman bicara online sangat membantu. Untuk keterampilan membaca, penting untuk membaca berbagai jenis teks berbahasa inggris setiap hari, mulai dari buku hingga artikel online. Sementara untuk menulis, bisa seperti menulis jurnal

		<p>harian atau berpartisipasi dalam forum diskusi online bisa menjadi latihan yang baik. Yang terpenting adalah konsistensi dan membuat jadwal belajar rutin. Menggunakan aplikasi belajar bahasa dan menetapkan target realistis juga bisa membantu proses pembelajaran. Dan perlu diingat juga bahwa membuat kesalahan adalah bagian normal dari proses belajar, jadi jangan takut untuk mencoba dan terus berlatih.</p>
Pewawancara	:	<p>Mantep, nah buat yang liat video ini jangan sampe di skip ya triknya ini hehe. Udah kayak lagi ngevlog aja. Lanjut lagi ga nih?</p>
Informan	:	<p>Lanjut dong mbak, soalnya masih banyak hal yang mau aku share nih</p>
Pewawancara	:	<p>Sangat bersemangat ya, oke lanjut. Kalo mau belajar itu biasanya dapat materinya darimana? Terkait sama skill bahasa inggris</p>
Informan	:	<p>Kalo saya sih terkait sama materi ini, biasanya random aja kadang dari buku, aplikasi, youtube. Tapi lebih sering yang dari media online soalnya mudah buat diakses dimana dan kapanpun.</p>
Pewawancara	:	<p>Kamu lebih sering mencari materi baru secara proaktif atau lebih memilih menggunakan sumber daya yang telah disediakan?</p>
Informan	:	<p>Saya cenderung menggabungkan dari dua pendekatan tersebut. Saya memang sering mencari materi baru secara proaktif karena hal ini membantu saya tetap termotivasi dan membuka wawasan baru dalam belajar bahasa inggris. Mencari sendiri memungkinkan saya menemukan konten yang sesuai dengan minat dan gaya belajar saya. Namun, saya juga menghargai dan memanfaatkan sumber daya yang telah disediakan, seperti buku teks atau materi kursus, karena sumber-sumber ini biasanya terstruktur dengan baik dan mencakup aspek-aspek penting dalam pembelajaran bahasa. Saya merasa bahwa kombinasi dari keduanya memberikan keseimbangan yang baik, dimana materi yang disediakan memberikan fondasi yang kuat, sementara pencarian proaktif membantu memperluas dan memperkaya pemahaman saya. Yang terpenting adalah konsistensi dalam belajar, terlepas dari sumber materinya.</p>

Pewawancara	:	Kalo cari materi pembelajaran itu ada ketentuan atau kriteria khusus nggak?
Informan	:	Kalo saya sih ga random-random amat, dan ada beberapa kriteria yang biasa saya pake waktu nyari materi. Pertama, levelnya harus pas. Kalo kepinteran atau kesulitan bisa bikin kita frustrasi, terus topiknya juga penting. Saya sih suka cari yang sesuai minat, biar ga gampang bosen.
Pewawancara	:	Nah materinya itu lebih suka yang berfokus ke satu skill atau lebih suka sama skill yang saling berkaitan materinya?
Informan	:	Nah soal fokusnya ke berapa skill, itu tergantung sih sebenarnya. Kalo lagi sibuk kadang saya fokus ke satu skill aja dulu. Tapi, kalo ada waktu lebih saya suka ngegabungin beberapa skill sekaligus. Contohnya saya suka nonton film pake subtitle, itu kan udah mencakup listening dan reading tuh. Atau kadang saya baca artikel terus coba ceritain ke temen. Dan itu udah reading plus speaking. Tapi yang paling penting itu konsistensi sih. Mending tiap hari belajar dikit-dikit daripada seminggu sekali belajar banyak tapi habis itu malah lupa lagi.
Pewawancara	:	Kalo cari materi itu karena dapat saran dari temen ataupun dosen atau kamu lebih suka mencari materi sendiri berdasarkan minat dan kebutuhan kamu?
Informan	:	Pastinya minat sama kebutuhan itu jadi pertimbangan utama, soalnya kalo kita tertarik sama materinya, belajarnya jadi lebih enak dan ga gampang bosen. Terus kebutuhan juga penting, misalnya kalo lagi persiapan TOEFL, ya materinya harus yang sesuai sama itu. Tapi, saran dari teman atau dosen itu sering banget membantu loh. Kadang mereka kasih rekomendasi sumber belajar yang bagus banget, yang kita ga tau sebelumnya. Apalagi dosen, biasanya mereka punya insight yang lebih dalam soal materi yang efektif. Contohnya nih, dulu ada dosen yang nyaranin saya buat pake podcast (untuk improve listening) ehh ternyata emang oke banget, terus ada juga temen yang ngasih tau tentang app bahasa yang seru. Jadi intinya, saya sih ga membatasi diri

		Cuma dari satu sumber saja. Kadang browsing sendiri, kadang nanya-nanya sama yang lebih jago, kadang juga dapat rekomendasi dari grup belajar online.
Pewawancara	:	Apakah kamu pernah berbagi atau berdiskusi tentang materi belajar kamu dengan teman, keluarga ataupun komunitas?
Informan	:	Kalo ini sih jarang dan bahkan ga pernah.
Pewawancara	:	Kamu punya saran atau tips bagi mahasiswa lain tentang cara menemukan dan menggunakan materi belajar mandiri dengan efektif untuk meningkatkan skill bahasa inggris?
Informan	:	Jadi ada beberapa tips dari saya, pertama penting untuk mengidentifikasi tujuan belajar spesifik kita, apakah itu meningkatkan kemampuan berbicara, menulis atau mungkin fokus pada english for specific purpose. Setelah itu, carilah sumber belajar yang sesuai dengan level dan minat kita. Manfaatkan platform pembelajaran online seperti coursera. Edx atau youtube untuk tutorial bahasa inggris. Untuk materi otentik, saya sarankan menggunakan situs berita berbahasa inggris, podcast atau film dengan subtitle. Penting juga untuk memvariasikan jenis materi yang digunakan untuk merangsang berbagai aspek kemampuan bahasa. Jangan lupa untuk membuat jadwal belajar yang konsisten dan realistis. Gunakan teknik seperti spaced repetition untuk mengingat kosakata baru. Terakhir, carilah cara untuk menerapkan apa yang kalian pelajari, misalnya dengan bergabung dalam komunitas bahasa inggris online atau mencari teman berbahasa inggris untuk praktik. Yang terpenting jangan takut membuat kesalahan dan selalu evaluasi kemajuan kita secara berkala. Dengan pendekatan yang terstruktur namun fleksibel. Belajar mandiri bisa menjadi sangat efektif untuk meningkatkan kemampuan bahasa inggris.
Pewawancara	:	Bagaimana cara kamu mengevaluasi skill bahasa inggris kamu setelah melakukan pembelajaran mandiri di rumah dari waktu ke waktu?
Informan	:	Evaluasi diri emang penting banget buat tau progress kita. Oke

		saya kasih tau nih cara yang biasa saya pake. Pertama, saya punya semacam jurnal belajar. Tiap belajar saya nulis apa aja yang udah dipelajari, kesulitan yang dihadapi sama hal-hal baru yang sudah dikuasai. Ini ngebantu banget buat liat perkembangan dari waktu ke waktu.
Pewawancara	:	Terus apa metode atau strategi yang kamu gunakan untuk mengukur kemampuan skill bahasa Inggris? Dan bagaimana kamu mengetahui adanya peningkatan dari skill bahasa Inggris setelah belajar mandiri di rumah?
Informan	:	Untuk ngukur peningkatan setiap skillnya, saya punya cara sendiri. Untuk speaking, saya suka rekam sendiri lagi ngomong atau jadi pembawa berita. Terus seminggu kemudian dengerin lagi dan bandingin, biasanya keliatan tuh perubahannya, entah dari kelancaran atau pengucapan. Kalo listening, saya pake podcast atau video youtube. Awalnya pake subtitle terus lama-lama coba tanpa subtitle, berarti ada peningkatannya. Terus reading. Saya pake app kayak readlang yang bisa ngitung berapa kata yang ga kita pahami dalam satu teks. Makin lama, harusnya makin dikit kata yang ga dipahami. Terakhir writing, ini yang paling gampang diukur. Saya nulis essay pendek tiap minggu, terus pake tools grammar check kayak grammarly atau quillbot.
Pewawancara	:	Bagaimana kamu mengukur peningkatan motivasi dan kepercayaan diri dalam menggunakan atau menerapkan skill bahasa Inggris setelah belajar mandiri di rumah?
Informan	:	Dalam mengukur peningkatan motivasi dan kepercayaan diri saya menggunakan skill bahasa Inggris setelah belajar mandiri di rumah, saya menerapkan beberapa metode. Saya melakukan evaluasi diri secara berkala, mencatat kemajuan dalam berbagai aspek seperti kosakata dan kelancaran berbicara. Saya juga memperhatikan frekuensi penggunaan Bahasa Inggris dalam keseharian, misalnya saat menonton film tanpa subtitle atau membaca artikel bahasa Inggris. Tingkat kenyamanan saya dalam percakapan bahasa Inggris, baik online maupun offline, juga

	menjadi indikator penting. Saya menetapkan dan mengukur pencapaian target belajar kecil, seperti memperelajari kata-kata baru setiap minggu. Umpan balik dari orang lain yang fasih berbahasa inggris saya jadikan masukan berharga. Partisipasi aktif dalam komunitas belajar online dan keberanian mencoba hal-hal baru menggunakan bahasa inggris, seperti menulis something, juga menjadi tolak ukur kemajuan saya. Melalui metode ini, saya dapat melihat peningkatan motivasi dan kepercayaan diri secara konkret, yang mendorong saya untuk terus mengembangkan kemampuan bahasa inggris.
Pewawancara	: MasyaAllah terimakasih banyak untuk semua informasi yang sangat berharga ini ya. Kalo gitu mbak mau lanjut wawancara informan yang lain
Informan	: Terimakasih kembali mbak, semangat dan semoga lancar kedepannya. Kalo ada yang diperlukan lagi boleh kasih tau aja ya mbak.

TRANSKRIP WAWANCARA

Judul Penelitian	: “Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation”
Pewawancara	: Driva Cantika Putri (Peneliti)
Kode Informan	: LN
Tanggal	: 2 Januari 2024
Waktu	: 11:10 – 12:00 WIB
Lokasi	: Prodi TBI

Pewawancara	: Hallo... maaf kalo sedikit terlambat dari jadwal yang dah ditentukan kemarin.
Informan	: It’s okay mbak, lagian ini juga baru nyampe.
Pewawancara	: Belum ada mata kuliah sekarang kan?
Informan	: Belum mbak, ba’da Dzuhur nanti ada jam.

Pewawancara	:	Alhamdulillah.... Sebelum itu mbak mau nanya, jadi gimana sih ceritanya kamu mulai tertarik untuk belajar Bahasa Inggris sendiri?
Informan	:	Sebenarnya ketertarikan saya untuk belajar bahasa inggris secara mandiri bermula saat saya masih duduk di bangku SMA. Waktu itu saya sering menonton film dari serial TV berbahasa inggris dan saya merasa frustrasi karena tdak bisa memahami dialog-dialognya dengan baik tanpa membaca subtitile. Hal ini memotivasi saya untuk mulai belajar sendiri di luar sekolah. Saya mulai dengan mendengarkan lagu-lagu berbahasa inggris sambil membaca liriknya, lalu mencoba memahami artinya. Setelah itu saya beralih ke menonton video Youtube dengan topik-topik yang saya sukai dalam bahasa inggris. Lambat laun, saya merasa kemampuan listening dan vocabulary saya meningkat. Saya juga mulai membaca artikel-artikel berbahasa Inggris di internet dan mencoba berkomunikasi dengan native speaker melalui aplikasi language exchange. Proses belajar mandiri ini ternyata sangat menyenangkan bagi saya, karena saya bisa fokus pada hal-hal yang benar-benar saya minati. Sekarang saya merasa lebih percaya diri dalam menggunakan bahasa inggris dan terus berusaha mengembangkan kemampuan saya.
Pewawancara	:	Kan di bahasa inggris itu seperti yang kita ketahui terbagi jadi empat keterampilan, yaitu ada speaking, listening, reading and writing. Nah gimana sih cara kamu mengatur waktu buat belajar mandiri di rumah itu?
Informan	:	Karena saya disini ngekos, jadi pulang kuliahkan hampir sore. Mangkanya mulai belajar itu malam. Dan buat bagi waktunya itu kayak tiga puluh menit belajar satu skill. Misalnya fokus di reading aloud (kayak buka youtube) sambil reading kan juga listening tuh, jadi tiga puluh menit itu udah include dua skill yang dipelajari. Kalo speaking itu emang udah ada rutinitas dan itu malem juga. Itu latihannya kayak di depan kamera atau record audio ngomong aja random. Bebas apa aja, mau dia kacau,

		grammarnya ga sesuai yang penting saya itu ngomong aja. Misalnya ngomong kegiatan hari ini dan hampir setiap hari di record sekita lima menitan. Dan kalo writing itu sambil ngejurnaling dan itu juga malam, kayak buat diary tentang kegiatan tadi tapi pake bahasa inggris. Jadi, saya ngebagiin waktu buat belajar empat skill itu malam. Waktu semua tugas di kampus sudah dikerjain.
Pewawancara	:	Semuanya disatuin di malam hari ya, setelah semua tugas kuliah selesai. Kamu ada rutinitas atau ritual khusus ga sebelum atau selama waktu belajar mandiri berlangsung?
Informan	:	Kalo saya sih biasanya sambil ngopi waktu ngeresume atau nyatet, terus sambil dengerin lagu juga.
Pewawancara	:	Kalo ngopi nih auto sampe tengah malam ya meleknnya haha, kamu lebih suka belajar mandiri secara individu atau dengan teman?
Informan	:	Kalo saya sih fifty fifty, individu lebih asik dan lebih menyenangkan, tapi bareng teman saya juga masih bisa buat fokus belajarnya.
Pewawancara	:	Oo iya, kamu kan ngekos otomatis ada gangguan. Gimana sih cara kamu ngatasin gangguan kek gitu kalo misalnya lagi mau belajar?
Informan	:	Saya biasanya pake earphone hidupin lagu kuat-kuat, dan kalo misalnya masih ngerasa keganggu. Saya biasanya langsung bilang ke orangnya. Soalnya saya kalo belajar itu harus tenang dan nyaman. Atau kalo ngga saya ke tempat yang sepi buat lanjut belajar, biasanya saya ke kampus sih mbak.
Pewawancara	:	Terkadang kan kalo belajar sering bosan, nah kalo kamu ada strategi khusus ga sih biar tetap termotivasi dan fokus belajarnya walaupun cuman belajar sebentar
Informan	:	Nah misalnya hari ini semangat banget, terus besoknya udah ga lagi. Biasanya saya tuh cari hal-hal menarik di internet. Kalo dah banyak ketemu hal menarik di internet, baru saya tulis di sticky note, saya tulis jadwalnya, apa aja yang penting. Misalnya saya

		mau cari tau ini, ini apa sih, terus saya tuliskan , terus saya tempel deh.
Pewawancara	:	Apakah kamu memiliki saran atau tips bagi siswa lain yang ingin meningkatkan keempat skill bahasa inggrisnya melalui belajar mandiri di rumah?
Informan	:	Untuk siswa yang ingin meningkatkan keempat skill bahasa inggrisnya melalui belajar mandiri, saya menyarankan pendekatan yang terintegrasi dan konsisten. Mulailah dengan menetapkan tujuan spesifik untuk setiap skill. Untuk listening, saya sangat merekomendasikan mendengarkan podcast atau berita berbahasa inggris setiap hari, bahkan saat melakukan aktivitas lain seperti berolahraga atau bersih-bersih. Untuk speaking, carilah partner latihan melalui aplikasi language exchange atau ikuti kelas percakapan online. Reading bisa ditingkatkan dengan membaca berbagai teks, mulai dari artikel berita hingga novel dan aktif mencatat kosakata baru. Untuk writing, cobalah menulis blog atau bergabung dengan komunitas menulis online untuk mendapatkan umpan balik. Yang penting, buatlah jadwal belajar yang realistis dan konsisten. Gunakan aplikasi belajar bahasa untuk membantu melacak progress kalian. Jangan lupa untuk memanfaatkan sumber daya gratis seperti youtube dan situs web pembelajaran bahasa inggris. Terakhir, ingatlah bahwa kesabaran dan ketekunan adalah kunci. Kemajuan mungkin terasa lambat, tapi jika konsisten, kita pasti akan melihat peningkatan signifikan dalam jangka panjang.
Pewawancara	:	Biasanya kalo mau belajar empat skill itu materinya darimana aja?
Informan	:	Kalo buka saya pake betty, dari youtube terus dulu juga pernah pake aplikasi cake jga tapi sekarang udah ga lagi.
Pewawancara	:	Kalo lagi cari bahan materi itu ada kriterianya ga atau random aja? Terus materinya fokus ke satu skill atau langsung include skill lainnya?
Informan	:	Kalo materinya itu saya cari yang ga ngebosenin, misalnya cerita-

	cerita short story, jadi saya caranya kayak cerita yang seru terus walaupun random harus cari yang seru dan menarik. Dan kalo untuk skill, saya biasanya langsung include dua skill. Misalnya kayak reading aloud (dia ngomong, saya juga ikut ngomong dan itu juga sekaligus saya dengerin gimana spellingnya.
Pewawancara	: Apakah kamu memanfaatkan sumber daya yang disarankan oleh teman ataupun dosen atau kamu lebih suka mencari materi sendiri berdasarkan minat dan kebutuhan kamu?
Informan	: Kalo untuk materi itu berdasarkan minat dan kebutuhan saya aja, kalo misalnya dari temen atau dosen itu ga pernah sih.
Pewawancara	: Terus bagaimana kamu menilai efektivitas materi yang digunakan dalam meningkatkan keempat skill bahasa inggris?
Informan	: Dalam menilai efektivitas materi yang digunakan untuk meningkatkan keempat keterampilan bahasa inggris, saya mempertimbangkan beberapa aspek penting. Pertama, saya melihat apakah materi tersebut mencakup latihan yang seimbang untuk listening, speaking, reading and writing. Materi yang efektif harus memberikan kesempatan bagi siswa untuk mempraktikkan semua keterampilan ini secara proporsional. Selain itu, saya juga memperhatikan kesesuaian materi dengan tingkat kemampuan dan kebutuhan siswa. Materi yang terlalu mudah atau terlalu sulit dapat menghambat proses pembelajaran. Saya juga mengevaluasi apakah materi tersebut kontekstual dan relevan dengan kehidupan sehari-hari siswa, karena hal ini dapat meningkatkan motivasi dan pemahaman mereka. Terakhir, saya memeriksa apakah ada sistem penilaian atau umpan balik yang memungkinkan siswa dan guru untuk mengukur kemajuan dalam keempat keterampilan tersebut. Dengan mempertimbangkan semua faktor ini, saya dapat menilai seberapa efektif materi tersebut dalam meningkatkan keterampilan bahasa inggris siswa secara menyeluruh.
Pewawancara	: Apakah kamu pernah discuss atau sharing sama teman ataupun di komunitas terkait sama materi yang dipelajari itu?

Informan	:	Kalo discuss atau sharing itu jarang-jarang sih mbak. Palingan cuman waktu ada kerja kelompok aja baru discuss sama sharing materi.
Pewawancara	:	Minta tips dong cara cari materi yang asik dan ga ngebosenin buat belajar?
Informan	:	Saya biasanya random mba, kalo misalnya lagi buka instagram ada yang kalo mau belajar ini nih disini, nah langsung saya buka youtube. Dan kalo saya kurang srek, saya langsung random aja cari materi di youtube. Misalnya saya mau belajar reading. Nah saya cari kayak short story terus cari ceritanya yang menarik.
Pewawancara	:	Gimana sih cara kamu evaluasi diri terkait empat skill itu dari hari ke hari belajar mandirinya? Terus cara mengukur adanya peningkatan dari empat skill itu gimana?
Informan	:	Kalo terkait evaluasi diri dari empat skill itu, saya kan dalam seminggu itu ga full belajar tiap hari. Kalo evaluasi diri buat tau ada peningkatannya, saya ulangi lagi materi sebelumnya, kalo misalnya hari sebelumnya udh hafal terus hari ini udah ga terlalu hafal atau ingat sama materinya berarti saya tuh menurun karena udah ga di ulang. Kalo misalnya saya meningkat yaudah materi yang saya pelajari kemarin itu masih diingat atau kalo saya mau pindah ke materi lain, saya masih kayak lancar-lancar aja sama materi yang lama.
Pewawancara	:	Bagaimana kamu mengukur peningkatan motivasi dan kepercayaan diri dalam menggunakan atau menerapkan skill bahasa inggris setelah belajar mandiri di rumah?
Informan	:	Untuk mengukur peningkatan motivasi dan kepercayaan diri dalam menerapkan skill bahasa inggris setelah belajar mandiri di rumah, saya menggunakan beberapa indikator. Pertama, saya memperhatikan perubahan kebiasaan saya, seperti seberapa sering saya secara spontan berpikir atau berbicara dalam bahasa inggris. Saya juga mencatat peningkatan kemampuan saya dalam memahami konten berbahasa inggris tanpa terjemahan, baik itu podcast, video, atau buku. Selain itu, saya menilai kesiapan saya

	<p>untuk mengambil tantangan baru, seperti bergabung dalam dikusi online berbahasa inggris atau mencoba menulis essay pendek. Saya juga memperhatikan berkurangnya rasa cemas ketika harus berkomunikasi dalam bahasa inggris. Peningkatan kecepatan dan akurasi dalam menyelesaikan latihan bahasa inggris juga menjadi tolak ukur penting. Terakhir, saya mengevaluasi sejauh mana saya bisa mengekspresikan ide dan emosi yang kompleks dalam bahasa inggris. Semua indikator ini membantu saya melihat perkembangan nyata dalam perjalanan belajar bahasa inggris saya, yang pada gilirannya meningkatkan motivasi dan kepercayaan diri saya.</p>
Pewawancara	: MasyaAllah terimakasih banyak untuk semua informasi yang sangat berharga ini ya. Kalo gitu mbak mau lanjut wawancara informan yang lain
Informan	: Terimakasih kembali mbak, semangat dan semoga lancar kedepannya. Kalo ada yang diperlukan lagi boleh kasih tau aja ya mbak.

TRANSKRIP WAWANCARA

Judul Penelitian	: “Students’ Independent Learning Processes of English Skills: Viewed From Time Expense, Material Input and Self-Evaluation”
Pewawancara	: Driva Cantika Putri (Peneliti)
Kode Informan	: MP
Tanggal	: 2 Januari 2024
Waktu	: 13:00 – 14:00 WIB
Lokasi	: Prodi TBI

Pewawancara	: Hallo... maaf kalo sedikit terlambat dari jadwal yang dah ditentukan kemarin.
Informan	: It’s okay mbak, lagian ini juga baru nyampe.
Pewawancara	: Belum ada mata kuliah sekarang kan?
Informan	: Belum mbak, ba’da Ashar nanti ada jam.

Pewawancara	: Alhamdulillah.... Sebelum itu mbak mau nanya, jadi gimana sih ceritanya kamu mulai tertarik untuk belajar Bahasa Inggris sendiri?
Informan	: Minat saya untuk belajar bahasa inggris secara mandiri muncul ketika saya menemukan passion saya dalam dunia menulis. Saya sering membaca novel-novel best-seller internasional dan kagum dengan kemampuan para penulis dalam mengolah kata. Suatu hari, saya memutuskan untuk mencoba menulis cerita pendek dalam bahasa inggris, namun hasilnya sangat mengecewakan. Ini menjadi titik balik bagis aya untuk mulai serius belajar bahasa inggris, mempelajari tata bahasa dan memperkaya kosakata. Saya juga bergabung dengan komunitas penulis online pada saat itu, dimana saya bisa mendapatkan umpan balik untuk tulisan saya. Selain itu, saya rutin mendengarkan podcast tentang penulisan kreatif dalam bahasa nggris untuk meningkatkan listening saya. Proses belajar ini terasa menyenangkan karena sejalan dengan minat saya. Setalah beberapa bulan konsisten belajar dan berlatih, saya mulai melihat peningkatan yang signifikan dalam kemampuan menulis saya. Kini, saya tidak hanya bisa menulis cerita pendek dalam bahasa inggris tetapi juga merasa lebih percaya dri dalam menggunakan bahasa inggris sehari-hari.
Pewawancara	: Kan di bahasa inggris itu seperti yang kita ketahui terbagi jadi empat keterampilan, yaitu ada speaking, listening, reading and writing. Nah gimana sih cara kamu mengatur waktu buat belajar mandiri di rumah itu? Apalagi kalo di rumah banyak yang harus dikerjain, belum lagi kalo punya adek. Terus kan ada empat skill itu strateginya buat bagi waktu belajar gimana?
Informan	: Buat waktu saya sendiri ngebagi waktu di rumah buat ngelatih empat skill itu harus ada patokan jam, misalnya pulang kuliahnya jam tiga nah jam lima saya udah harus selesai beres-beres sama mandi. Habis itu istirahat sampe abis isya, baru waktunya agak lenggang buat belajar, nugas dan lain-lain. Buat speaking sendiri saya biasanya suka ngomong sendiri di kamar atau depan kaca

	<p>atau lagi dikamar sendiri seolah lagi presentasi. Nahkan sekarang kuliahnya lebih sering presentasi mahasiswa, jadi itu di depan kelas saya gunain kesempatannya buat ngelatih speaking sama minta bantuan AI buat bikin opening yang attractive gimana sama closing yang bagus gimana. Kalo buat reading sendiri, saya biasanya suka baca berita di jakarta post buat baca-baca sambil cek pronunciation uncommon vocab di google. Dan ini juga saya biasanya lakuin di sphere time aja, sekalian buka laptop sekalian buka news. Dan buat writing sebenarnya ga ada waktu spesifik karena kan saya main twiter, nah biasanya temen-temen saya disana kebanyakan bilingual typing, jadi interact sama mereka juga saya pake english buat conversation. Tapi di twitter juga ada namanya base atau kayak community buat belajar bahasa inggris. Walaupun cuman conversation awalnya, tapi lama-kelamaan saya ngerasa writing in english gerring better karena makin lama makin tau uncommon vocab lainnya juga. Makin kesini jadinya kalo lagi mau ungkapin feeling use english. Terakhir buat listening, saya dengar lagu all the time dan nonton movie english, juga kadang pake subtitle english, buat mastiin listening saya works atau engga.</p>
Pewawancara	: Kalo mau belajar itu pake ritual dulu ga sih?
Informan	: Kalo ini mah pake, dengar lagu terus nyanyi dulu sebelum belajar tapi kalo dah belajar ya dengerin lagu aja.
Pewawancara	: Terus kalo belajar itu lebih prefer ke individu atau sering bareng teman juga?
Informan	: Kalo untuk belajar saya lebih ke individu, soalnya kalo bareng teman nanti bukan belajar malah gibah jadinya. Dan kalo belajar bareng temen itu kalo satu kelompok aja, prepare buat presentasi.
Pewawancara	: Biasanya kalo di rumah sering ada gangguan ga sih kalo mau belajar? Misal tiba-tiba ada yang hidupin Tv volumenya gede atau ada tetangga yang suka karaoke kan ya. Nah itu gimana cara ngatasin kalo ada gangguan kek gitu pas mau belajar?
Informan	: Waaah, kalo gini mah ada bener mba. Karena kan di rumah saya

		ada ponakan umur satu tahun setengah. Jadi kadang dia nonton youtube volume gede, suka nangis, jadinya itu tadi saya denger lagu pake earphone sambil belajar.
Pewawancara	:	Emang masih bisa fokus kalo gitu?
Informan	:	Awal-awalnya engga fokus, karena ga bisa multitasking. Tapi lama kelamaan kalo ga denger lagu malah ga fokus atau kayak ada yang kurang gitu. Tapi kalo denger lagu cuman buat belajar writing atau ngisi-ngisi soal. Tapi tiga skill lainnya ga bisa sambil multitasking tuh. Jadinya saya belajarnya pas malem waktu rumah udah kondusif.
Pewawancara	:	Terkadang kan kalo belajar kita sering bosan nah kamu ada strategi ga sih biar tetap termotivasi dan fokus belajar ya walaupun cuman belajar bentar?
Informan	:	Kalo buat ngatasin bosan kayaknya ga ada cara spesifik atau ganti suasana belajar aja, ganti posisi tempat belajar gitu-gitu.
Pewawancara	:	Kamu ada saran atau tips ga buat siswa lain yang mau meningkatkan skill bahasa inggris mereka?
Informan	:	Untuk meningkatkan keterampilan bahasa inggris, saya menyarankan pendekatan yang holistik dan menyenangkan. Mulailah dengan menyelami budaya berbahasa inggris melalui film, musik atau acara Tv tanpa subtitle. Ini akan melatih pendengaran dan pemahaman kontekstual anda. Untuk speaking cobalah teknik shadowing dimana anda menirukan native speaker secara real time atau bergabunglah dengan klub debat bahasa Inggris. Tingkatkan kemampuan membaca dengan memilih buku atau artikel yang sesuai minat kalian, dan tantang diri untuk membaca sedikit di atas level kalian saat ini. Untuk writing, mulailah dengan menulis jurnal harian dalam bahasa Inggris, lalu tingkatkan ke menulis blog atau cerita pendek. Manfaatkan teknologi seperti aplikasi language exchange untuk berlatih dengan penutur asli. Yang terpenting, buat proses belajar menjadi menyenangkan dan relevan dengan kehidupan kalian. Ingat, kesalahan adalah bagian alami dari proses belajar, jadi jangan

		takut untuk bereksperimen dengan bahasa. Dengan konsisten dan pendekatan yang tepat kalian pasti akan melihat peningkatan yang signifikan.
Pewawancara	:	Kalo cari bahan materi itu ada kriterianya ga atau random aja? Terus materinya fokus ke satu skill aja atau include beberapa skill?
Informan	:	Paling sering saya ambil itu yang langsung lengkap sama referencenya atau misalnya baca news emang dari kejadian-kejadian yang belakangan terjadi, buat materi biasanya saya ngambil satu fokus kesalah satu skill.
Pewawancara	:	Kalo materi-materinya itu berdasarkan minat sama kebutuhan aja atau ada dapat saran dari temen atau dosen juga buat cari materinya dimana?
Informan	:	Lebih sering sesuai sama minat dan kebutuhan saya, tapi terkadang ada juga dapat referensi dari dosen atau teman.
Pewawancara	:	Tips dong cara cari materi yang asik dan ga ngebosenin buat belajar?
Informan	:	Saya sendiri buat nyari materi yang asik dan ga ngebosenin. Pertama tergantung platformnya, terus kalo nyari materi lewat jurnal sebisa mungkin sangkutkan sama hal-hal favorite kita. Misalnya, saya suka movie atau lagu taylor, cari jurnal yang bahas tentang dua hal itu. Terus nyari power point yang colorful dan ga banyak teks, lebih suka power point yang mengandung bagian-bagian yang intinya saja.
Pewawancara	:	Pernah ga kamu discuss atau sharing sama teman ataupun community terkait sama materi yang dipelajari itu?
Informan	:	Ada mbak, sesekali sama temen
Pewawancara	:	Gimana sih cara kamu evaluasi diri terkait sama empat skill itu dari hari ke hari belajar mandirinya? Terus cara ngukur adanya peningkatan itu gimana?
Informan	:	Buat evaluasinya, kemaren kalo di listening pas pre test betulnya lumayan banyak dari soal pre testnya dan buat skill lainnya saya ngerasa banget nih peningkatannya dari semester kemaren ke

		semester sekarang. Evaluasinya paling karena beberapa kali suka reading and presentasi di kelas. Saya suka di bilang kalo ngomong suka cepet banget, jadi itu juga yang saya latih di rumah. But so far ada peningkatan buat pengukurannya, ga ada sih mba paling kalo saya udah ngerasa oke nih, bakal ambil step chalenging buat belajar atau kayak reading yang kosakatanya formal banget.
Pewawancara	:	Bagaimana kamu mengukur peningkatan motivasi dan kepercayaan diri dalam menggunakan atau menerapkan skill bahasa inggris setelah belajar di rumah?
Informan	:	Dalam mengukur peningkatan motivasi dan kepercayaan diri saya setelah belajar mandiri, saya menggunakan pendektan reflektif dan berorientasi pada tujuan. Saya mulai dengan menetapkan terget-terget kecil yang dapat dicapai, seperti mampu memahami sebuah artikel berita tanpa menggunakan kamus. Setiap kali saya mencapai target tersebut, saya merasakan lonjakan motivasi. Saya juga memantau keinginan saya untuk terus belajar. Jika saya merasa lebih antusias untuk melanjutkan pembelajaran meski menghadapi tantangan, itu menandakan peningkatan motivasi. Untuk kepercayaan diri, saya memperhatikan perubahan dalam keberanian saya menggunakan abahsa inggris, misalnya tidak ragu lagi untuk berkomentar di forum bahasa inggris atau berinisiatif memulai percakapan dengan penutur asli. Saya juga menilai sejauh mana saya mampu mengatasi rasa takut salah saat berbicara atau menulis. Selain itu, saya mencatat perasaan saya saat menghadapi materi yang lebih sulit. Jka saya merasa tertantang namun optimis, bukan terintimidasi, itu menunjukkan peningkatan kepercayaan diri. Metode pengukuran ini membantu saya melihat perkembangan diri secara holistik dalam perjalanan belajar bahasa inggris.
Pewawancara	:	MasyaAllah terimakasih banyak untuk semua informasi yang sangat berharga ini ya. Kalo gitu mbak mau lanjut wawancara informan yang lain

Informan	:	Terimakasih kembali mbak, semangat dan semoga lancar kedepannya. Kalo ada yang diperlukan lagi boleh kasih tau aja ya mbak.
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Appendix 8 : Hasil Analisis Dokumen

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	23 Januari 2024
	Kode Informan	:	JN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman

	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input checked="" type="checkbox"/> Harian <input type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Dari menonton film, informan bisa belajar skill reading dan listening sekaligus.		
5. Strategi Belajar yang Teridentifikasi	<input type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input checked="" type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi:		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Semakin mudah memahami alur cerita tanpa subtitle, dapat menggunakan ungkapan yang sering muncul dalam film, mampu membedakan berbagai aksen Bahasa Inggris, meniru cara native speaker dengan lebih akurat. Tantangan Utama : Percakapan dalam film sering terlalu cepat untuk pemula, beragam aksen dari berbagai negara penutur Bahasa Inggris, background noise yang mengganggu pemahaman dialog, ketergantungan dengan subtitle yang bisa menghambat pembelajaran, kesulitan mengaplikasikan bahasa film ke dunia nyata.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Mengurangi tekanan dalam proses pembelajaran, terhubung dengan karakter dan situasi film, meningkatnya rasa percaya diri saat memahami film berbahasa Inggris. Tujuan Pembelajaran : Menguasai variasi ekspresi dan cara penyampaian, meningkatnya pronunciation dan intonasi, mengenal		

	aspek sosial dan budaya penutur asli, mengembangkan intuisi bahasa, mengadopsi gaya komunikasi yang natural, menciptakan rutinitas belajar yang konsisten.		
8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Pembelajaran menjadi lebih bermakna karena terhubung dengan situasi konkret, kombinasi audio visual membantu pemahaman komprehensif, berkurangnya anxiety dalam belajar karena suasana yang menyenangkan, kecepatan dialog membantu mengembangkan kemampuan listening, pentingnya repetisi untuk pemahaman optimal, pentingnya pemilihan film sesuai level kemampuan.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Integrasi audio visual, pembelajaran kontekstual, variasi bahasa, motivasi intrinsi, pemahaman budaya, metode pembelajaran, kemampuan mendengar, lingkungan belajar, respon pembelajaran.			
12. Refleksi Peneliti : -			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	23 Januari 2024
	Kode Informan	:	JN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation		

	Metode Evaluasi	:	<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input checked="" type="checkbox"/> Harian <input type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Mendengarkan lagu-lagu Bahasa Inggris tanpa menggunakan subtitle.		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Di ulang beberapa kali, karena ada kata di dalam lagu yang pengucapannya sulit dimengerti.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Memiliki kemampuan memahami kata-kata baru dalam lagu tanpa melihat lirik, semakin mudah menangkap makna keseluruhan, pelafalan kata-kata menjadi lebih baik dan akurat, dan dapat menangkap lirik dengan lebih jelas bahkan saat temponya cepat. Tantangan Utama : Lagu populer sering memiliki tempo cepat yang menyulitkan pemahaman lirik, aksen dan dialek penyanyi yang membingungkan, banyak lagu yang menggunakan bahasa gaul atau slang, beberapa lagu menggunakan makna tersirat yang sulit dipahami.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Belajar menjadi lebih menyenangkan karena terhubung dengan hobi, memahami penggunaan bahasa dalam konteks nyata dan modern, kepuasan ketika berhasil menangkap lirik tanpa membaca teks. Tujuan Pembelajaran : Memperkaya kosakata melalui eksplorasi berbagai genre musik, mengenal idiom dan		

	ungkapan umum dalam Bahasa Inggris, menggunakan kosakata baru dalam percakapan sehari-hari, membangun kebiasaan belajar yang konsisten dan menyenangkan.		
8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Kombinasi antara hiburan dan edukasi meningkatkan retensi pembelajaran, pembelajaran idiom dan slang terjadi secara natural, pengembangan tidak hanya dengan kosakata tapi juga pronunciation dan listening, kesulitan dalam memahami aksen berbeda justru memperkaya exposure terhadap variasi bahasa, dan kepuasan pribadi saat memahami lagu favorit mendorong pembelajaran lanjutan.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Musik sebagai alat pembelajaran, aksibilitas sumber belajar, pemahaman kontekstual, memori dan retensi, pengembangan kosakata, penguasaan pengucapan, variasi aksen dan dialek, metode pembelajaran.			
12. Refleksi Peneliti : Kompleksitas pembelajaran saya mengamati proses pembelajaran bahasa melalui lagu lebih kompleks daripada sekedar mendengar dan menghafal, dimensi sosialkultural mengungkapkan bahwa lagu bukan sekedar alat pembelajaran bahasa tapi juga jendela ke pemahaman budaya yang lebih luas dan perlu ada integrasi yang lebih sistematis antara pembelajaran formal dan informal dengan musik sebagai jembatan penghubung.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	23 Januari 2024
	Kode Informan	:	JN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	1 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	

			<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input type="checkbox"/> Harian <input checked="" type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Catatan: Belajar speaking dari praktik membaca news		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Sering melakukan pengulangan bisa membuat pengucapan jauh lebih lancar.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Mampu menceritakan kembali berita dengan lancar, kecepatan berbicara meningkat dengan natural, kosakata formal dan akademik bertambah, konstruksi kalimat lebih kompleks, mampu menganalisis sudut pandang berita, memahami hubungan sebab akibat dalam berita. Tantangan Utama : Gaya bahasa jurnalistik yang berbeda dari percakapan, kebutuhan untuk memahami cepat sebelum berbicara, kebutuhan untuk menyampaikan fakta dengan tepat, takut membuat kesalahan faktual.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Peningkatan kredibilitas dalam diskusi profesional, kebanggaan menguasai topik kompleks, kemampuan berpartisipasi dalam diskusi berkualitas. Tujuan Pembelajaran : Peningkatan kemampuan artikulasi, mengembangkan pemikiran kritis, pengembangan gaya bicara profesional, wawasan lintas budaya, rutinitas latihan berbicara.		

8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Membaca dan berbicara saling menguatkan, pembelajaran dalam konteks nyata, peningkatan kepercayaan diri.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Penguasaan bahasa formal, keterampilan presentasi, wawasan global, strategi pembelajaran, manajemen waktu, pengukuran proses, pembelajaran mandiri.			
12. Refleksi Peneliti : Menawarkan bahasa formal, terstruktur dan faktual dengan fokus pada keakuratan informasi, motivasi terkait dengan kebutuhan profesional dan pemahaman dunia, kesulitan dengan terminologi khusus dan konteks global, perlu studi longitudinal tentang efektivitas kombinasi kedua metode.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	23 Januari 2024
	Kode Informan	:	JN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	150 halaman
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input checked="" type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	<input type="checkbox"/> Tes Mandiri

			<input checked="" type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input type="checkbox"/> Harian <input checked="" type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Dari membaca novel selain reading fokus skillnya adalah writing		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Membaca novel beberapa kali untuk memperdalam pemahaman dan memperkaya kosakata.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Peningkatan kosakata, pemahaman teks yang lebih baik, keterampilan membaca yang meningkat, kemampuan analisis, meningkatkan minat dalam belajar. Tantangan Utama : Minat yang rendah, kesulitan memahami bahasa, keterbatasan akses, kurangnya dukungan, waktu yang terbatas.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Mengunggah semangat untuk menjelajahi dunia baru melalui bacaan, mendorong siswa untuk terhubung dengan cerita dan karakter, jangan takut untuk membuat kesalahan! Setiap kesalahan adalah kesempatan untuk belajar dan tumbuh. Tujuan Pembelajaran : Meningkatkan kosakata, memahami struktur bahasa, meningkatkan kemampuan membaca, mengembangkan kemampuan analisis, membangun kepercayaan diri.		

8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Peningkatan kemampuan bahasa secara holistik, pengayaan kosakata yang signifikan, pemahaman budaya dan konteks, peningkatan keterampilan berpikir kritis, pengembangan empati dan pemahaman emosional, keterbatasan akses dan sumber daya.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Pengembangan diri , kemandirian dalam belajar, kesadaran sosial.			
12. Refleksi Peneliti : Memberikan bahasa yang lebih ekspresif, kreatif dengan penekanan pada narasi dan deskripsi emosional, motivasi lebih personal, terhubung dengan kesenangan dan eksplorasi cerita, pembelajaran lebih mengalir dengan penekanan pada pemahaman mendalam dan interpretasi.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	14 Februari 2024
	Kode Informan	:	LN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation		

	Metode Evaluasi	:	<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input checked="" type="checkbox"/> Harian <input type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Dari menonton film, informan bisa belajar skill reading dan listening sekaligus.		
5. Strategi Belajar yang Teridentifikasi	<input type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input checked="" type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi:		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Semakin mudah memahami alur cerita tanpa subtitle, dapat menggunakan ungkapan yang sering muncul dalam film, mampu membedakan berbagai aksen Bahasa Inggris, meniru cara native speaker dengan lebih akurat. Tantangan Utama : Percakapan dalam film sering terlalu cepat untuk pemula, beragam aksentasi dari berbagai negara penutur Bahasa Inggris, background noise yang mengganggu pemahaman dialog, ketergantungan dengan subtitle yang bisa menghambat pembelajaran, kesulitan mengaplikasikan bahasa film ke dunia nyata.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Mengurangi tekanan dalam proses pembelajaran, terhubung dengan karakter dan situasi film, meningkatnya rasa percaya diri saat memahami film berbahasa Inggris. Tujuan Pembelajaran : Menguasai variasi ekspresi dan cara penyampaian, meningkatnya pronunciation dan		

	intonasi, mengenal aspek sosial dan budaya penutur asli, mengembangkan intuisi bahasa, mengadopsi gaya komunikasi yang natural, menciptakan rutinitas belajar yang konsisten.		
8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Pembelajaran menjadi lebih bermakna karena terhubung dengan situasi konkret, kombinasi audio visual membantu pemahaman komprehensif, berkurangnya anxiety dalam belajar karena suasana yang menyenangkan, kecepatan dialog membantu mengembangkan kemampuan listening, pentingnya repetisi untuk pemahaman optimal, pentingnya pemilihan film sesuai level kemampuan.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Integrasi audio visual, pembelajaran kontekstual, variasi bahasa, motivasi intrinsi, pemahaman budaya, metode pembelajaran, kemampuan mendengar, lingkungan belajar, respon pembelajaran.			
12. Refleksi Peneliti : -			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	14 Februari 2024
	Kode Informan	:	LN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation		

	Metode Evaluasi	:	<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input checked="" type="checkbox"/> Harian <input type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Mendengarkan lagu-lagu Bahasa Inggris tanpa menggunakan subtitle.		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Di ulang beberapa kali, karena ada kata di dalam lagu yang pengucapannya sulit dimengerti.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Memiliki kemampuan memahami kata-kata baru dalam lagu tanpa melihat lirik, semakin mudah menangkap makna keseluruhan, pelafalan kata-kata menjadi lebih baik dan akurat, dan dapat menangkap lirik dengan lebih jelas bahkan saat temponya cepat. Tantangan Utama : Lagu populer sering memiliki tempo cepat yang menyulitkan pemahaman lirik, aksen dan dialek penyanyi yang membingungkan, banyak lagu yang menggunakan bahasa gaul atau slang, beberapa lagu menggunakan makna tersirat yang sulit dipahami.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Belajar menjadi lebih menyenangkan karena terhubung dengan hobi, memahami penggunaan bahasa dalam konteks nyata dan modern, kepuasan ketika berhasil menangkap lirik tanpa membaca teks. Tujuan Pembelajaran : Memperkaya kosakata melalui eksplorasi berbagai genre musik, mengenal idiom dan		

	ungkapan umum dalam Bahasa Inggris, menggunakan kosakata baru dalam percakapan sehari-hari, membangun kebiasaan belajar yang konsisten dan menyenangkan.		
8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Kombinasi antara hiburan dan edukasi meningkatkan retensi pembelajaran, pembelajaran idiom dan slang terjadi secara natural, pengembangan tidak hanya dengan kosakata tapi juga pronunciation dan listening, kesulitan dalam memahami aksen berbeda justru memperkaya exposure terhadap variasi bahasa, dan kepuasan pribadi saat memahami lagu favorit mendorong pembelajaran lanjutan.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Musik sebagai alat pembelajaran, aksibilitas sumber belajar, pemahaman kontekstual, memori dan retensi, pengembangan kosakata, penguasaan pengucapan, variasi aksen dan dialek, metode pembelajaran.			
12. Refleksi Peneliti : Kompleksitas pembelajaran saya mengamati proses pembelajaran bahasa melalui lagu lebih kompleks daripada sekedar mendengar dan menghafal, dimensi sosialkultural mengungkapkan bahwa lagu bukan sekedar alat pembelajaran bahasa tapi juga jendela ke pemahaman budaya yang lebih luas dan perlu ada integrasi yang lebih sistematis antara pembelajaran formal dan informal dengan musik sebagai jembatan penghubung.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	14 Februari 2024
	Kode Informan	:	LN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	1 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	

			<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input type="checkbox"/> Harian <input checked="" type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Catatan: Belajar speaking dari praktik membaca news		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Sering melakukan pengulangan bisa membuat pengucapan jauh lebih lancar.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Mampu menceritakan kembali berita dengan lancar, kecepatan berbicara meningkat dengan natural, kosakata formal dan akademik bertambah, konstruksi kalimat lebih kompleks, mampu menganalisis sudut pandang berita, memahami hubungan sebab akibat dalam berita. Tantangan Utama : Gaya bahasa jurnalistik yang berbeda dari percakapan, kebutuhan untuk memahami cepat sebelum berbicara, kebutuhan untuk menyampaikan fakta dengan tepat, takut membuat kesalahan faktual.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Peningkatan kredibilitas dalam diskusi profesional, kebanggaan menguasai topik kompleks, kemampuan berpartisipasi dalam diskusi berkualitas. Tujuan Pembelajaran : Peningkatan kemampuan artikulasi, mengembangkan pemikiran kritis, pengembangan gaya bicara profesional, wawasan lintas budaya, rutinitas latihan berbicara.		

8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Membaca dan berbicara saling menguatkan, pembelajaran dalam konteks nyata, peningkatan kepercayaan diri.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Penguasaan bahasa formal, keterampilan presentasi, wawasan global, strategi pembelajaran, manajemen waktu, pengukuran proses, pembelajaran mandiri.			
12. Refleksi Peneliti : Menawarkan bahasa formal, terstruktur dan faktual dengan fokus pada keakuratan informasi, motivasi terkait dengan kebutuhan profesional dan pemahaman dunia, kesulitan dengan terminologi khusus dan konteks global, perlu studi longitudinal tentang efektivitas kombinasi kedua metode.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	14 Februari 2024
	Kode Informan	:	LN
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	150 halaman
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input checked="" type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	<input type="checkbox"/> Tes Mandiri

			<input checked="" type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input type="checkbox"/> Harian <input checked="" type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Dari membaca novel selain reading fokus skillnya adalah writing		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Membaca novel beberapa kali untuk memperdalam pemahaman dan memperkaya kosakata.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Peningkatan kosakata, pemahaman teks yang lebih baik, keterampilan membaca yang meningkat, kemampuan analisis, meningkatkan minat dalam belajar. Tantangan Utama : Minat yang rendah, kesulitan memahami bahasa, keterbatasan akses, kurangnya dukungan, waktu yang terbatas.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Mengunggah semangat untuk menjelajahi dunia baru melalui bacaan, mendorong siswa untuk terhubung dengan cerita dan karakter, jangan takut untuk membuat kesalahan! Setiap kesalahan adalah kesempatan untuk belajar dan tumbuh. Tujuan Pembelajaran : Meningkatkan kosakata, memahami struktur bahasa, meningkatkan kemampuan membaca, mengembangkan kemampuan analisis, membangun kepercayaan diri.		

8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Peningkatan kemampuan bahasa secara holistik, pengayaan kosakata yang signifikan, pemahaman budaya dan konteks, peningkatan keterampilan berpikir kritis, pengembangan empati dan pemahaman emosional, keterbatasan akses dan sumber daya.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Pengembangan diri , kemandirian dalam belajar, kesadaran sosial.			
12. Refleksi Peneliti : Memberikan bahasa yang lebih ekspresif, kreatif dengan penekanan pada narasi dan deskripsi emosional, motivasi lebih personal, terhubung dengan kesenangan dan eksplorasi cerita, pembelajaran lebih mengalir dengan penekanan pada pemahaman mendalam dan interpretasi.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	8 Maret 2024
	Kode Informan	:	MP
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation		

	Metode Evaluasi	:	<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input checked="" type="checkbox"/> Harian <input type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Dari menonton film, informan bisa belajar skill reading dan listening sekaligus.		
5. Strategi Belajar yang Teridentifikasi	<input type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input checked="" type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi:		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Semakin mudah memahami alur cerita tanpa subtitle, dapat menggunakan ungkapan yang sering muncul dalam film, mampu membedakan berbagai aksan Bahasa Inggris, meniru cara native speaker dengan lebih akurat. Tantangan Utama : Percakapan dalam film sering terlalu cepat untuk pemula, beragam aksan dari berbagai negara penutur Bahasa Inggris, background noise yang mengganggu pemahaman dialog, ketergantungan dengan subtitle yang bisa menghambat pembelajaran, kesulitan mengaplikasikan bahasa film ke dunia nyata.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Mengurangi tekanan dalam proses pembelajaran, terhubung dengan karakter dan situasi film, meningkatnya rasa percaya diri saat memahami film berbahasa Inggris. Tujuan Pembelajaran : Menguasai variasi ekspresi dan cara penyampaian, meningkatnya pronunciation dan		

	intonasi, mengenal aspek sosial dan budaya penutur asli, mengembangkan intuisi bahasa, mengadopsi gaya komunikasi yang natural, menciptakan rutinitas belajar yang konsisten.		
8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Pembelajaran menjadi lebih bermakna karena terhubung dengan situasi konkret, kombinasi audio visual membantu pemahaman komprehensif, berkurangnya anxiety dalam belajar karena suasana yang menyenangkan, kecepatan dialog membantu mengembangkan kemampuan listening, pentingnya repetisi untuk pemahaman optimal, pentingnya pemilihan film sesuai level kemampuan.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Integrasi audio visual, pembelajaran kontekstual, variasi bahasa, motivasi intrinsi, pemahaman budaya, metode pembelajaran, kemampuan mendengar, lingkungan belajar, respon pembelajaran.			
12. Refleksi Peneliti : -			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	8 Maret 2024
	Kode Informan	:	MP
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation		

	Metode Evaluasi	:	<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input checked="" type="checkbox"/> Harian <input type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Mendengarkan lagu-lagu Bahasa Inggris tanpa menggunakan subtitle.		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Di ulang beberapa kali, karena ada kata di dalam lagu yang pengucapannya sulit dimengerti.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Memiliki kemampuan memahami kata-kata baru dalam lagu tanpa melihat lirik, semakin mudah menangkap makna keseluruhan, pelafalan kata-kata menjadi lebih baik dan akurat, dan dapat menangkap lirik dengan lebih jelas bahkan saat temponya cepat. Tantangan Utama : Lagu populer sering memiliki tempo cepat yang menyulitkan pemahaman lirik, aksen dan dialek penyanyi yang membingungkan, banyak lagu yang menggunakan bahasa gaul atau slang, beberapa lagu menggunakan makna tersirat yang sulit dipahami.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Belajar menjadi lebih menyenangkan karena terhubung dengan hobi, memahami penggunaan bahasa dalam konteks nyata dan modern, kepuasan ketika berhasil menangkap lirik tanpa membaca teks. Tujuan Pembelajaran : Memperkaya kosakata melalui eksplorasi berbagai genre musik, mengenal idiom dan		

	ungkapan umum dalam Bahasa Inggris, menggunakan kosakata baru dalam percakapan sehari-hari, membangun kebiasaan belajar yang konsisten dan menyenangkan.		
8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Kombinasi antara hiburan dan edukasi meningkatkan retensi pembelajaran, pembelajaran idiom dan slang terjadi secara natural, pengembangan tidak hanya dengan kosakata tapi juga pronunciation dan listening, kesulitan dalam memahami aksen berbeda justru memperkaya exposure terhadap variasi bahasa, dan kepuasan pribadi saat memahami lagu favorit mendorong pembelajaran lanjutan.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Musik sebagai alat pembelajaran, aksibilitas sumber belajar, pemahaman kontekstual, memori dan retensi, pengembangan kosakata, penguasaan pengucapan, variasi aksen dan dialek, metode pembelajaran.			
12. Refleksi Peneliti : Kompleksitas pembelajaran saya mengamati proses pembelajaran bahasa melalui lagu lebih kompleks daripada sekedar mendengar dan menghafal, dimensi sosialkultural mengungkapkan bahwa lagu bukan sekedar alat pembelajaran bahasa tapi juga jendela ke pemahaman budaya yang lebih luas dan perlu ada integrasi yang lebih sistematis antara pembelajaran formal dan informal dengan musik sebagai jembatan penghubung.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	8 Maret 2024
	Kode Informan	:	MP
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	-
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	1 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input checked="" type="checkbox"/> Pagi <input type="checkbox"/> Siang <input type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input checked="" type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	

			<input checked="" type="checkbox"/> Tes Mandiri <input type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input type="checkbox"/> Harian <input checked="" type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Catatan: Belajar speaking dari praktik membaca news		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Sering melakukan pengulangan bisa membuat pengucapan jauh lebih lancar.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Mampu menceritakan kembali berita dengan lancar, kecepatan berbicara meningkat dengan natural, kosakata formal dan akademik bertambah, konstruksi kalimat lebih kompleks, mampu menganalisis sudut pandang berita, memahami hubungan sebab akibat dalam berita. Tantangan Utama : Gaya bahasa jurnalistik yang berbeda dari percakapan, kebutuhan untuk memahami cepat sebelum berbicara, kebutuhan untuk menyampaikan fakta dengan tepat, takut membuat kesalahan faktual.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Peningkatan kredibilitas dalam diskusi profesional, kebanggaan menguasai topik kompleks, kemampuan berpartisipasi dalam diskusi berkualitas. Tujuan Pembelajaran : Peningkatan kemampuan artikulasi, mengembangkan pemikiran kritis, pengembangan gaya bicara profesional, wawasan lintas budaya, rutinitas latihan berbicara.		

8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Membaca dan berbicara saling menguatkan, pembelajaran dalam konteks nyata, peningkatan kepercayaan diri.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Penguasaan bahasa formal, keterampilan presentasi, wawasan global, strategi pembelajaran, manajemen waktu, pengukuran proses, pembelajaran mandiri.			
12. Refleksi Peneliti : Menawarkan bahasa formal, terstruktur dan faktual dengan fokus pada keakuratan informasi, motivasi terkait dengan kebutuhan profesional dan pemahaman dunia, kesulitan dengan terminologi khusus dan konteks global, perlu studi longitudinal tentang efektivitas kombinasi kedua metode.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

FORMULIR ANALISIS DOKUMEN

1. Informasi Umum	Jenis Dokumen	:	<input type="checkbox"/> Jurnal belajar <input type="checkbox"/> Catatan pribadi <input type="checkbox"/> Hasil tugas <input checked="" type="checkbox"/> Lainnya:
	Tanggal Dokumen	:	8 Maret 2024
	Kode Informan	:	MP
2. Deskripsi Dokumen	Bentuk		<input checked="" type="checkbox"/> Digital <input type="checkbox"/> Fisik
	Jumlah Halaman	:	150 halaman
	Bahasa	:	<input type="checkbox"/> Indonesia <input checked="" type="checkbox"/> Inggris <input type="checkbox"/> Campuran
3. Analisis Konten	a. Time Expense Total Durasi Belajar	:	2 Jam/Minggu
	Frekuensi Belajar	:	2 Kali/Minggu
	Waktu Belajar Dominan	:	<input type="checkbox"/> Pagi <input type="checkbox"/> Siang <input checked="" type="checkbox"/> Malam <input type="checkbox"/> Bervariasi
	b. Material Input Jenis Materi	:	<input checked="" type="checkbox"/> Buku Teks <input type="checkbox"/> Online <input type="checkbox"/> Audio/Video <input type="checkbox"/> Lainnya:
	Sumber Materi		<input type="checkbox"/> Rekomendasi Dosen <input checked="" type="checkbox"/> Inisiatif Sendiri <input type="checkbox"/> Teman
	Variasi Materi		<input type="checkbox"/> Rendah <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Tinggi
	c. Self Evaluation Metode Evaluasi	:	<input type="checkbox"/> Tes Mandiri

			<input checked="" type="checkbox"/> Refleksi Tertulis <input type="checkbox"/> Praktik dengan Teman
	Frekuensi Evaluasi	:	<input type="checkbox"/> Harian <input checked="" type="checkbox"/> Mingguan <input type="checkbox"/> Bulanan <input type="checkbox"/> Tidak Teratur
4. Fokus Keterampilan Bahasa	<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Catatan: Dari membaca novel selain reading fokus skillnya adalah writing		
5. Strategi Belajar yang Teridentifikasi	<input checked="" type="checkbox"/> Pengulangan <input type="checkbox"/> Elaborasi <input type="checkbox"/> Organisasi <input type="checkbox"/> Metakognitif <input type="checkbox"/> Lainnya Deskripsi: Membaca novel beberapa kali untuk memperdalam pemahaman dan memperkaya kosakata.		
6. Catatan Kemajuan dan Tantangan	Indikator Kemajuan : Peningkatan kosakata, pemahaman teks yang lebih baik, keterampilan membaca yang meningkat, kemampuan analisis, meningkatkan minat dalam belajar. Tantangan Utama : Minat yang rendah, kesulitan memahami bahasa, keterbatasan akses, kurangnya dukungan, waktu yang terbatas.		
7. Motivasi dan Tujuan Ekspresi Motivasi	Ekspresi Motivasi : Mengunggah semangat untuk menjelajahi dunia baru melalui bacaan, mendorong siswa untuk terhubung dengan cerita dan karakter, jangan takut untuk membuat kesalahan! Setiap kesalahan adalah kesempatan untuk belajar dan tumbuh. Tujuan Pembelajaran : Meningkatkan kosakata, memahami struktur bahasa, meningkatkan kemampuan membaca, mengembangkan kemampuan analisis, membangun kepercayaan diri.		

8. Keterkaitan dengan Pembelajaran Formal	Referensi ke Kelas	:	<input checked="" type="checkbox"/> Ada <input type="checkbox"/> Tidak ada
	Integrasi Kurikulum	:	<input type="checkbox"/> Tinggi <input checked="" type="checkbox"/> Sedang <input type="checkbox"/> Rendah
9. Temuan Penting : Peningkatan kemampuan bahasa secara holistik, pengayaan kosakata yang signifikan, pemahaman budaya dan konteks, peningkatan keterampilan berpikir kritis, pengembangan empati dan pemahaman emosional, keterbatasan akses dan sumber daya.			
10. Pertanyaan Lanjutan : -			
11. Kode/Tema yang muncul : Pengembangan diri , kemandirian dalam belajar, kesadaran sosial.			
12. Refleksi Peneliti : Memberikan bahasa yang lebih ekspresif, kreatif dengan penekanan pada narasi dan deskripsi emosional, motivasi lebih personal, terhubung dengan kesenangan dan eksplorasi cerita, pembelajaran lebih mengalir dengan penekanan pada pemahaman mendalam dan interpretasi.			

Dianalisis Oleh : Peneliti

Tanggal Analisis : 11 Maret 2024

Appendix 9 : Kartu Hasil Studi Informan



INSTITUT AGAMA ISLAM NEGERI CURUP

KHS
Kartu Hasil Studi

Semester / TA : Semester Gasal 2022 / 2023
Program Studi : TADRIS BAHASA INGGRIS
NIM : 22551021
NAMA : JESI NURAINI
DOSEN WALI : EKA APRIANI M.Pd

NILAI : A = 4 : Sangat Baik
B = 3 : Baik
C = 2 : Cukup
D = 1 : Kurang
E = 0 : Gagal

No.	Kode MK	Matakuliah	Nilai (N)	Bobot SKS (K)	N x K
1	INS207	Ahlak	A	2	8
2	NAS303	Bahasa Indonesia	A	3	12
3	INS202	Bahasa Inggris	A	2	8
4	TAR201	Bimbingan Konseling	A	2	8
5	INS205	Fikih Ibadah	A	2	8
6	INS208	Ilmu Tauhid	A	2	8
7	TBI202	Introduction to English Linguistics	A	2	8
8	NAS202	Kewarganegaraan	A	2	8
9	TBI201	Literal Listening	A	2	8
10	NAS301	Pancasila	A	3	12
11	INS203	Ulumul Quran	A	2	8
JUMLAH				24	96

Indeks Prestasi Semester (IPS) : 4.00
Indeks Prestasi Kumulatif (IPK) : 4.00
Jumlah SKS yang diperoleh : 24
Beban SKS semester depan : 24

CURUP, 25 Juli 2024
KETUA PRODI

JUMATUL HIDAYAH, M.Pd
NIP. 19780224 200212 2 002

1. Dokumen ini hanya untuk arsip mahasiswa



INSTITUT AGAMA ISLAM NEGERI CURUP

KHS
Kartu Hasil Studi

Semester / TA : Semester Genap 2022 / 2023
Program Studi : TADRIS BAHASA INGGRIS
NIM : 22551021
NAMA : JESI NURAINI
DOSEN WALI : EKA APRIANI M.Pd

NILAI : A = 4 : Sangat Baik
B = 3 : Baik
C = 2 : Cukup
D = 1 : Kurang
E = 0 : Gagal

No.	Kode MK	Matakuliah	Nilai (N)	Bobot SKS (K)	N x K
1	INS201	Bahasa Arab	A	2	8
2	TBI206	Basic English Grammar	A	2	8
3	TAR206	Filsafat Pendidikan Islam	A	2	8
4	TAR205	Fiqh	A	2	8
5	TAR207	Ilmu Pendidikan Islam	A	2	8
6	TBI203	Interpretative Listening	A	2	8
7	TBI205	Literal Reading	A	2	8
8	TAR208	Manajemen Pendidikan	A	2	8
9	TAR202	Sejarah Pendidikan Islam	A	2	8
10	TBI204	Speaking for Daily Communication	A	2	8
11	TAR203	Tafsir Tarbawi	B	2	6
12	INS204	Ulumul Hadits	A	2	8
JUMLAH				24	94

Indeks Prestasi Semester (IPS) : 3.92
Indeks Prestasi Kumulatif (IPK) : 3.96
Jumlah SKS yang diperoleh : 24
Beban SKS semester depan : 24

CURUP, 25 Juli 2024
KETUA PRODI

JUMATUL HIDAYAH, M.Pd
NIP. 19780224 200212 2 002



INSTITUT AGAMA ISLAM NEGERI CURUP

KHS
Kartu Hasil Studi

Semester / TA : Semester Gasal 2023 / 2024
Program Studi : TADRIS BAHASA INGGRIS
NIM : 22551021
NAMA : JESI NURAINI
DOSEN WALI : EKA APRIANI M.Pd

NILAI: A = 4 : Sangat Baik
B = 3 : Baik
C = 2 : Cukup
D = 1 : Kurang
E = 0 : Gagal

No.	Kode MK	Matakuliah	Nilai (N)	Bobot SKS (K)	N x K
1	TBI214	English for Bussiness*	A	2	8
2	TBI215	English for Tourism*	A	2	8
3	TBI212	English Morphology	A	2	8
4	TBI211	English Phonology	B	2	6
5	TBI213	English Syntax	A	2	8
6	TAR204	Hadits Tarbawi	A	2	8
7	TBI208	Interpretative and Affective Reading	A	2	8
8	TBI210	Paragraph Writing	A	2	8
9	TBI209	Pre Intermediate English Grammar	A	2	8
10	TAR209	Psikologi Pendidikan	A	2	8
11	TBI207	Speaking for Group Activities	A	2	8
12	TAR210	Statistik Pendidikan	B	2	6
JUMLAH				24	92

Indeks Prestasi Semester (IPS) : 3.83
Indeks Prestasi Kumulatif (IPK) : 3.92
Jumlah SKS yang diperoleh : 24
Beban SKS semester depan : 24

CURUP, 25 Juli 2024
KETUA PRODI

JUMATUL HIDAYAH, M.Pd
NIP: 19780224 200212 2 002



INSTITUT AGAMA ISLAM NEGERI CURUP

KHS
Kartu Hasil Studi

Semester / TA : Semester Genap 2023 / 2024
Program Studi : TADRIS BAHASA INGGRIS
NIM : 22551021
NAMA : JESI NURAINI
DOSEN WALI : EKA APRIANI M.Pd

NILAI: A = 4 : Sangat Baik
B = 3 : Baik
C = 2 : Cukup
D = 1 : Kurang
E = 0 : Gagal

No.	Kode MK	Matakuliah	Nilai (N)	Bobot SKS (K)	N x K
1	TBI216	Critical Listening	A	2	8
2	TBI218	Critical Reading	A	2	8
3	TBI226	English for Spesific Purpose*	A	2	8
4	TBI222	English Pragmatics	A	2	8
5	TBI221	English Semantics	A	2	8
6	TBI220	Essay Writing	A	2	8
7	TBI225	Information Communication and Technology*	A	2	8
8	TBI219	Intermediate English Grammar	A	2	8
9	TAR211	Metode Penelitian Pendidikan	B	2	6
10	TBI223	Psycholinguistics	A	2	8
11	TBI224	Sociolinguistics	A	2	8
12	TBI217	Speaking for Formal Setting	A	2	8
JUMLAH				24	94

Indeks Prestasi Semester (IPS) : 3.92
Indeks Prestasi Kumulatif (IPK) : 3.92
Jumlah SKS yang diperoleh : 24
Beban SKS semester depan : 24

CURUP, 25 Juli 2024
KETUA PRODI

JUMATUL HIDAYAH, M.Pd
NIP: 19780224 200212 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI CURUP

Jl. Dr. AK Gani No.01. Curup. Kec. Curup Utara, Kab. Rejang Lebong, Bengkulu, 39119
Website : www.iaincurup.ac.id / e-Mail : admin@iaincurup.ac.id / Telepon : 0732-21759

KARTU HASIL STUDI (KHS)
2022 Ganjil

SEMESTER : 1 PROGRAM STUDI : TADRIS BAHASA INGGRIS
NIM : 22551027 NAMA : MELATI PUSPITA
PEMBIMBING :
AKADEMIK :

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	BAHASA INGGRIS	INS202	2	B	3.00	6	LULUS
2	ULUMUL QURAN	INS203	2	A	4.00	8	LULUS
3	FIQH IBADAH	INS205	2	A	4.00	8	LULUS
4	ILMU TAUHID	INS206	2	A	4.00	8	LULUS
5	AKHLAK	INS207	2	A	4.00	8	LULUS
6	KEWARGANEGARAAN	NAS202	2	B	3.00	6	LULUS
7	PANCASILA	NAS301	3	A	4.00	12	LULUS
8	BAHASA INDONESIA	NAS303	3	B	3.00	9	LULUS
9	BIMBINGAN KONSELING	TAR201	2	A	4.00	8	LULUS
10	LITERAL LISTENING	TBI201	2	A	4.00	8	LULUS
11	INTRODUCTION TO ENGLISH LINGUISTICS	TBI202	2	A	4.00	8	LULUS
Jumlah			24			89	

Indeks Prestasi Semester (IPS) 3.71
Indeks Prestasi Kumulatif (IPK) 3.71
Beban SKS Maks Sem. yang akan Datang 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris :

JUMATUL HIDAYAH, M.Pd
NIP. 197802242002122002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI CURUP

Jl. Dr. AK Gani No.01. Curup. Kec. Curup Utara, Kab. Rejang Lebong, Bengkulu, 39119
Website : www.iaincurup.ac.id / e-Mail : admin@iaincurup.ac.id / Telepon : 0732-21759

KARTU HASIL STUDI (KHS)
2022 Genap

SEMESTER : 2 PROGRAM STUDI : TADRIS BAHASA INGGRIS
NIM : 22551027 NAMA : MELATI PUSPITA
PEMBIMBING :
AKADEMIK :

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	BAHASA ARAB	INS201	2	A	4.00	8	LULUS
2	ULUMUL HADITS	INS204	2	A	4.00	8	LULUS
3	SEJARAH PENDIDIKAN ISLAM	TAR202	2	A	4.00	8	LULUS
4	TAFSIR TARBAWI	TAR203	2	A	4.00	8	LULUS
5	FIQH	TAR205	2	A	4.00	8	LULUS
6	FILSAFAT PENDIDIKAN ISLAM	TAR206	2	A	4.00	8	LULUS
7	ILMU PENDIDIKAN ISLAM	TAR207	2	A	4.00	8	LULUS
8	MANAJEMEN PENDIDIKAN	TAR208	2	A	4.00	8	LULUS
9	INTERPRETATIVE LISTENING	TBI203	2	A	4.00	8	LULUS
10	SPEAKING FOR DAILY COMMUNICATION	TBI204	2	A	4.00	8	LULUS
11	LITERAL READING	TBI205	2	A	4.00	8	LULUS
12	BASIC ENGLISH GRAMMAR	TBI206	2	B	3.00	6	LULUS
Jumlah			24			94	

Indeks Prestasi Semester (IPS) 3.92
Indeks Prestasi Kumulatif (IPK) 3.81
Beban SKS Maks Sem. yang akan Datang 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris :

JUMATUL HIDAYAH, M.Pd
NIP. 197802242002122002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA****INSTITUT AGAMA ISLAM NEGERI CURUP**

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**KARTU HASIL STUDI (KHS)
2023 Ganjil**

SEMESTER : 3 PROGRAM STUDI : TADRIS BAHASA INGGRIS
NIM : 22551027 NAMA : MELATI PUSPITA
PEMBIMBING :
AKADEMIK

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	HADITS TARBAWI	TAR204	2	A	4.00	B	LULUS
2	PSIKOLOGI PENDIDIKAN	TAR209	2	A	4.00	B	LULUS
3	STATISTIK PENDIDIKAN	TAR210	2	B	3.00	6	LULUS
4	SPEAKING FOR GROUP ACTIVITIES	TBI207	2	B	3.00	6	LULUS
5	INTERPRETATIVE AND AFFECTIVE READING	TBI208	2	A	4.00	B	LULUS
6	PRE INTERMEDIATE ENGLISH GRAMMAR	TBI209	2	B	3.00	6	LULUS
7	PARAGRAPH WRITING	TBI210	2	B	3.00	6	LULUS
8	ENGLISH PHONOLOGY	TBI211	2	B	3.00	6	LULUS
9	ENGLISH MORPHOLOGY	TBI212	2	A	4.00	B	LULUS
10	ENGLISH SYNTAX	TBI213	2	A	4.00	B	LULUS
11	ENGLIAH FOR BUSSINESS*	TBI214	2	A	4.00	B	LULUS
12	ENGLISH FOR TOURISM*	TBI215	2	A	4.00	B	LULUS
Jumlah			24			86	

Indeks Prestasi Semester (IPS) 3.58
Indeks Prestasi Kumulatif (IPK) 3.74
Beban SKS Maks Sem. yang akan Datang 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris

JUMATUL HIDAYAH, M.Pd
NIP: 197802242002122002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA****INSTITUT AGAMA ISLAM NEGERI CURUP**

Jl. Dr. AK Gani No.01. Curup. Kec. Curup Utara, Kab. Rejang Lebong, Bengkulu, 39119
Website : www.iaincurup.ac.id / e-Mail : admin@iaincurup.ac.id / Telepon : 0732-21759

**KARTU HASIL STUDI (KHS)
2023 Ganjil**

SEMESTER : 3 PROGRAM STUDI : TADRIS BAHASA INGGRIS
NIM : 22551027 NAMA : MELATI PUSPITA
PEMBIMBING :
AKADEMIK

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	HADITS TARBAWI	TAR204	2	A	4.00	B	LULUS
2	PSIKOLOGI PENDIDIKAN	TAR209	2	A	4.00	B	LULUS
3	STATISTIK PENDIDIKAN	TAR210	2	B	3.00	6	LULUS
4	SPEAKING FOR GROUP ACTIVITIES	TBI207	2	B	3.00	6	LULUS
5	INTERPRETATIVE AND AFFECTIVE READING	TBI208	2	A	4.00	B	LULUS
6	PRE INTERMEDIATE ENGLISH GRAMMAR	TBI209	2	B	3.00	6	LULUS
7	PARAGRAPH WRITING	TBI210	2	B	3.00	6	LULUS
8	ENGLISH PHONOLOGY	TBI211	2	B	3.00	6	LULUS
9	ENGLISH MORPHOLOGY	TBI212	2	A	4.00	B	LULUS
10	ENGLISH SYNTAX	TBI213	2	A	4.00	B	LULUS
11	ENGLIAH FOR BUSSINESS*	TBI214	2	A	4.00	B	LULUS
12	ENGLISH FOR TOURISM*	TBI215	2	A	4.00	B	LULUS
Jumlah			24			86	

Indeks Prestasi Semester (IPS) 3.58
Indeks Prestasi Kumulatif (IPK) 3.74
Beban SKS Maks Sem. yang akan Datang 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris

JUMATUL HIDAYAH, M.Pd
NIP: 197802242002122002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

Jl. Dr. A.K. Gani No.01, Curup, Kec. Curup Utara, Kab. Rejang Lebong, Bengkulu 39119
Website : www.iaincurup.ac.id / e-Mail : admin@iaincurup.ac.id / Telepon : 0732-21759

KARTU HASIL STUDI (KHS)
2022 Ganjil

SEMESTER : 1
NIM : 22551024
PEMBIMBING :
AKADEMIK :

PROGRAM STUDI : TADRIS BAHASA INGGRIS
NAMA : LOVA NOVRIATI

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	BAHASA INGGRIS	INS202	2	B	3.00	6	LULUS
2	ULUMUL QURAN	INS203	2	A	4.00	8	LULUS
3	FIQH (BADAH)	INS205	2	A	4.00	8	LULUS
4	ILMU TAUHID	INS206	2	A	4.00	8	LULUS
5	AKHLAK	INS207	2	A	4.00	8	LULUS
6	KEWARGANEGARAAN	NAS202	2	A	4.00	8	LULUS
7	PANCASILA	NAS301	3	A	4.00	12	LULUS
8	BAHASA INDONESIA	NAS303	3	A	4.00	12	LULUS
9	BIMBINGAN KONSELING	TAR201	2	A	4.00	8	LULUS
10	LITERAL LISTENING	TBI201	2	B	3.00	6	LULUS
11	INTRODUCTION TO ENGLISH LINGUISTICS	TBI202	2	B	3.00	6	LULUS
Jumlah			24			90	

Indeks Prestasi Semester (IPS) : 3.75
Indeks Prestasi Kumulatif (IPK) : 3.75
Beban SKS Maks Sem. yang akan Datang : 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris

JUMATUL HIDAYAH, M.Pd
NIP. 197802242002122002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP

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KARTU HASIL STUDI (KHS)
2022 Genap

SEMESTER : 2
NIM : 22551024
PEMBIMBING :
AKADEMIK :

PROGRAM STUDI : TADRIS BAHASA INGGRIS
NAMA : LOVA NOVRIATI

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	BAHASA ARAB	INS201	2	A	4.00	8	LULUS
2	ULUMUL HADITS	INS204	2	A	4.00	8	LULUS
3	SEJARAH PENDIDIKAN ISLAM	TAR202	2	A	4.00	8	LULUS
4	TAFSIR TARBAWI	TAR203	2	B	3.00	6	LULUS
5	FIQH	TAR205	2	A	4.00	8	LULUS
6	FILSAFAT PENDIDIKAN ISLAM	TAR206	2	A	4.00	8	LULUS
7	ILMU PENDIDIKAN ISLAM	TAR207	2	A	4.00	8	LULUS
8	MANAJEMEN PENDIDIKAN	TAR208	2	A	4.00	8	LULUS
9	INTERPRETATIVE LISTENING	TBI203	2	A	4.00	8	LULUS
10	SPEAKING FOR DAILY COMMUNICATION	TBI204	2	B	3.00	6	LULUS
11	LITERAL READING	TBI205	2	A	4.00	8	LULUS
12	BASIC ENGLISH GRAMMAR	TBI206	2	B	3.00	6	LULUS
Jumlah			24			90	

Indeks Prestasi Semester (IPS) : 3.75
Indeks Prestasi Kumulatif (IPK) : 3.75
Beban SKS Maks Sem. yang akan Datang : 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris

JUMATUL HIDAYAH, M.Pd
NIP. 197802242002122002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA****INSTITUT AGAMA ISLAM NEGERI CURUP**

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**KARTU HASIL STUDI (KHS)
2023 Ganjil**

SEMESTER : 3
NIM : 22551024
PEMBIMBING AKADEMIK :
PROGRAM STUDI : TADRIS BAHASA INGGRIS
NAMA : LOVA NOVRIATI

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	HADITS TARBAWI	TAR204	2	A	4.00	B	LULUS
2	PSIKOLOGI PENDIDIKAN	TAR209	2	A	4.00	B	LULUS
3	STATISTIK PENDIDIKAN	TAR210	2	B	3.00	B	LULUS
4	SPEAKING FOR GROUP ACTIVITIES	TBI207	2	A	4.00	B	LULUS
5	INTERPRETATIVE AND AFFECTIVE READING	TBI208	2	B	3.00	B	LULUS
6	PRE INTERMEDIATE ENGLISH GRAMMAR	TBI209	2	B	3.00	B	LULUS
7	PARAGRAPH WRITING	TBI210	2	A	4.00	B	LULUS
8	ENGLISH PHONOLOGY	TBI211	2	B	3.00	B	LULUS
9	ENGLISH MORPHOLOGY	TBI212	2	B	3.00	B	LULUS
10	ENGLISH SYNTAX	TBI213	2	A	4.00	B	LULUS
11	ENGLISH FOR BUSSINESS*	TBI214	2	A	4.00	B	LULUS
12	ENGLISH FOR TOURISM*	TBI215	2	A	4.00	B	LULUS
Jumlah			24			86	

Indeks Prestasi Semester (IPS) : 3.58
Indeks Prestasi Kumulatif (IPK) : 3.69
Beban SKS Maks Sem. yang akan Datang : 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris

JUMATUL HIDAYAH, M.Pd
NIP. 197802242002122002

**KEMENTERIAN AGAMA REPUBLIK INDONESIA****INSTITUT AGAMA ISLAM NEGERI CURUP**

Jl. Dr. A.K. Gani No.01, Curup, Kec. Curup Utara, Kab. Rejang Lebong, Bengkulu, 39119
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**KARTU HASIL STUDI (KHS)
2023 Genap**

SEMESTER : 4
NIM : 22551024
PEMBIMBING AKADEMIK :
PROGRAM STUDI : TADRIS BAHASA INGGRIS
NAMA : LOVA NOVRIATI

No.	NAMA MATA KULIAH	KODE	SKS	NILAI AKHIR			Ket
				HM	NM	KN	
1	METODE PENELITIAN PENDIDIKAN	TAR211	2	B	3.00	B	LULUS
2	CRITICAL LISTENING	TBI216	2	B	3.00	B	LULUS
3	SPEAKING FOR FORMAL SETTING	TBI217	2	A	4.00	B	LULUS
4	CRITICAL READING	TBI218	2	A	4.00	B	LULUS
5	INTERMEDIATE ENGLISH GRAMMAR	TBI219	2	A	4.00	B	LULUS
6	ESSAY WRITING	TBI220	2	A	4.00	B	LULUS
7	ENGLISH SEMANTICS	TBI221	2	B	3.00	B	LULUS
8	ENGLISH PRAGMATICS	TBI222	2	A	4.00	B	LULUS
9	PSYCHOLINGUISTICS	TBI223	2	A	4.00	B	LULUS
10	SOCIOLINGUISTICS	TBI224	2	A	4.00	B	LULUS
11	INFORMATION COMMUNICATION AND TECHNOLOGY*	TBI225	2	A	4.00	B	LULUS
12	ENGLISH FOR SPECIFIC PURPOSE*	TBI226	2	A	4.00	B	LULUS
Jumlah			24			90	

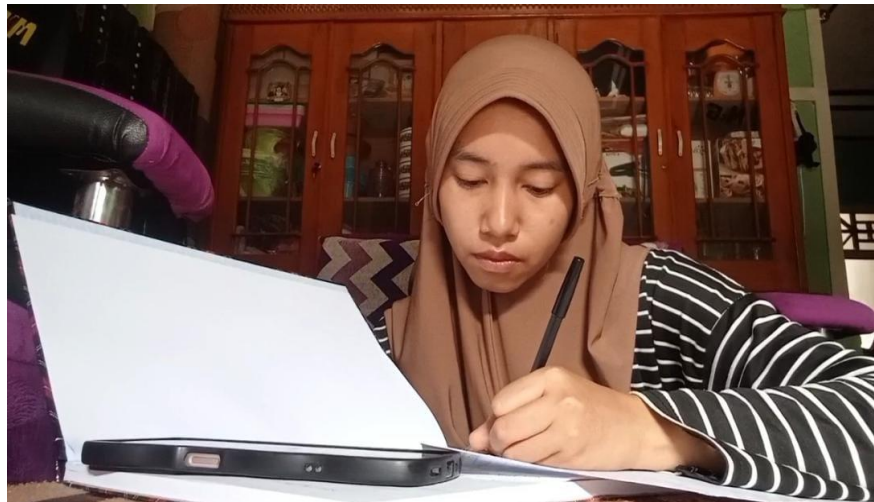
Indeks Prestasi Semester (IPS) : 3.75
Indeks Prestasi Kumulatif (IPK) : 3.71
Beban SKS Maks Sem. yang akan Datang : 24

Rejang Lebong, 6 Desember 2024
Ketua Program Studi Tadris Bahasa Inggris

JUMATUL HIDAYAH, M.Pd
NIP. 197802242002122002

Appendix 10 : Dokumentasi







AUTOBIOGRAPHY



Driva Cantika Putri, was born in Rejang Lebong on January 8, 2003. I am the first daughter of Mr. Hendri and Mrs. Eva Herliyanti, S.E.

My formal education began at elementary school SDN 1 Curup and graduated in 2014, continued to junior high school SMPN 2 Curup and graduated in 2017, and then completed my high school education at SMAN 3 RL and graduated in 2020. Currently, I am pursuing higher education at the State Islamic Institute of Curup in the English Tadris Study Program.

Throughout my academic journey, I have been actively involved in various strategic organizations. In high school, I was entrusted to serve as the Vice President of the Student Council, Head of Risma and Kesenian, and Secretary of Passmantri. My achievements continued at the college level, serving as the General Secretary of the Student Senate. A notable achievement was my selection as a member of Purna Paskibraka Indonesia, which gave me the honor of participating in the raising and lowering of the national flag at the national level.

My dedication to advancing regional tourism is manifested through my role as Indonesia Tourism Ambassador, where I actively contribute to promoting Indonesia's cultural wealth and tourist destinations. This experience is reinforced by my profession as a professional tour guide, enabling me to introduce Indonesia's beauty and uniqueness to both domestic and international tourists. In terms of professional career development, I have contributed as a staff member at the Tax Office and served as Secretary at Ganesha Institute, which has further enriched my work experience and managerial capabilities.

With perseverance and continue to learn and have high motivation the author has successfully completed this thesis and has received a bachelor's degree (S.Pd). She hopes the writing of this final project can contribute to education. In the end, the author would like to say profusely for the completion of Thesis entitled **“Students’ Independent Learning Processes Of English Skills: Viewed From Time Expense, Material Input And Self-Evaluation”**.

IG: @asyria_syu.ara8