



Lecturer's Perceptions on How Self-Study at English Proficiency Class Should be Implemented

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Abstract

The purpose of this study is to find out the lecturer's perception on how self-study in English Proficiency class at English Department should be ideally Implemented. This research uses descriptive research with a quantitative approach. This survey study involved ten lecturers teaching English Proficiency class at English Department of Universitas Negeri Padang are chosen using convenience sampling method. Questionnaire consisting 30 items followed by four scales was distributed to the lecturers to collect the data. The results of this study show; The implementation of self-study in English Proficiency classes is considered ideal because it is supported by the required learning media and good assessment. In addition, in relation to lecturers' perceptions of the use of technology in conducting self-study, almost all lecturers strongly agreed that technology can help the self-study because with technology students are easier to access materials. In conclusion, the lecturers have very positive perception on how self-study in English Proficiency class at English Department should be ideally Implemented.

Keywords:

Perception, Self-Study, English Proficiency

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INTRODUCTION

English learning processes are generally conducted in a full-time face-to-face system in the designated time to reach the learning outcomes. However, after the pandemic, learning in higher education has suddenly transformed to online classes. According to Kemendikbud (2020: 2/12), learning in higher education is carried out in a mixed (hybrid learning), online, and face-to-face. Thus, the education system has changed from face-to-face learning to independent learning at home.

Independent study, called self-study in this research, is often defined as a study by oneself. Self-study particularly in pandemic situation has not been very easy especially

with the sudden transition in which the students must be ready and well prepared. According to Morris (2019), self-study is learning emphasizes responsibility for managing learning goals and demonstrating their personal goals. This strategy makes it easier for learners to develop their skills in the 21st century which is becoming subjects rather than objects of learning.

The concept of self-study is based on and adapted from self-directed learning concept proposed by Moore (1973). According to Moore (1973), self-directed learning is more complex which requires an attempt to choose your own material, define your own problems, and solve them yourself. Based on result of study conducted by (Talaot et al., 2020), self-directed learning can help students to innovate in their learning. According to Talaot et al., (2020), self-directed learning is effective in which the students have carefully planned through procedures in order to achieve certain goals. Andani et al, (2021) state that self-directed learning has positive impacts and can increase students interest in collaboration. In addition, conducted by Gaab et al, (2020) self-directed learning have reported improvements in the language skills of children.

Moreover, there are several definitions of self directed learning. Knowles (1975) stated that self directed learning is a process where individuals take the initiative, with or without the help of others, and the process in Self Directed Learning is done by realizing their own needs in learning, setting personal goals, making decisions on learning resources and strategies and assessing results. Gibbons (2002) also defines self directed learning is the improvement of knowledge, skills, achievements, and self-development where individuals use many methods in many situations at every moment. To conclude, previous studies show that self-directed learning is successful to improve students' learning as well as motivation as the students are responsible for their own study.

A lot of benefits of self-study have been presented in above-cited studies such as choosing their own material, knowing the problem, finding strategies to solve problem and setting the time to learn. Besides, it can increase students' motivation to learn. Undeniably, self-study also has many challenges ranging from a technology distraction, internet connection, lack of collaborative learning, and IT equipment.

Moreover, while it seems difficult to have some self-study skills, with the help of technology this is very achievable. Rapid technological advances have fundamentally changed the educational landscape. According to Demirel (2009), one of the fundamental changes is the availability of a wealth of easily accessible material. This is definitely a student achievement, as learning resources are not limited to textbooks. Moreover, there is no doubt that in this digital age, technology has made it easier for students to manage their learning. Independent learning is in some ways easier to implement as technology offers more diverse learning options and more imaginative support than in the past (Chen et al., 2016).

To help students do self-study requires the help of technology. In the last two years, the integration of technology in the learning process has become important because without technology the learning process cannot be carried out. This change implies that technology plays an important role in the continuity of the learning process and the academic community has begun to adapt to the use of technology in the

learning process. However, distance learning through technology, cannot be denied, and presents its own challenges.

At English Department Universitas Negeri Padang, one course that requires students to do more self-study than other course is the English Proficiency course. This course is very significant for freshmen as it is a benchmark for whether these students can continue their studies in this major or are recommended to move to a another major they are interested in. Therefore, learning materials and processes are designed in such a way that the results obtained are maximum, including student self-study activities. This self-study activity was developed according to the learning objectives and was arranged in the form of a book which was distributed before lectures began. Every week, this activity can be monitored and given feedback by lecturers. However, since the Covid-19 pandemic struck and independent study was completely changed. Besides, independent study was not done as it has to. Therefore, this study aims to find out how independent study or self-study in English Proficiency class at English Department should be ideally implemented based on lecturers' perception on ideal independent learning.

1. METHOD

This reseach aimed to find out on how self-study at English Proficiency class should be ideally implemented. The participants were lecturers teach English Proficiency which consisted of ten lecturers. The data were collected through likert-scale questionnaire which was divided into three sections : workbook (10 statements), assessment (10 statements), and technology (10 statements). In addition, the questionnaire has been validated before distributing it to the participans.

FINDINGS AND DISCUSSION

Lecturers' perception toward the use of workbook during self-study

The first finding related to lecturers` perception regarding the use of workbook during self-study. For the research question about lecturers' perception of the use of workbook in English proficiency classes, the answer to the ten statements on this indicator could be seen in the table below:

Tabel 1. Frequency and Mean Scores of Lecturers' Perception about using Workbook

| No | Statements | Respon | | | | MS | DP |
|-----------|---|--------|---|---|----|------------|-----------|
| | | SD | D | A | SA | | |
| I | Use of Workbooks | | | | | | |
| 1. | Students are equipped with exercises that are done independently at home in the form of workbook. | 0 | 0 | 2 | 8 | 3.8 | VP |
| 2. | Students always work on workbook after finishing one unit. | 0 | 0 | 2 | 8 | 3.8 | VP |
| 3. | The exercises in the "workbook" should be in accordance with the learning objectives. | 0 | 0 | 1 | 9 | 3.9 | VP |

| | | | | | | | |
|----------------|--|---|---|---|----|-------------|-----------|
| 4. | All the exercises during self-study at home should include the four skills - Listening, Speaking, Reading and Writing. | 0 | 0 | 2 | 8 | 3.8 | VP |
| 5. | Workbook provided need to help the students to understand and recall lessons that have been learned in class. | 0 | 0 | 1 | 9 | 3.9 | VP |
| 6. | The workbook comes with complementary media such as Audio, and video, additional reading texts etc. | 0 | 0 | 0 | 10 | 4.0 | VP |
| 7. | The instructions in the workbook should be very clear and make it easier for students to do it. | 0 | 0 | 1 | 9 | 3.9 | VP |
| 8. | Workbook are one way to self-study outside of the classroom. | 0 | 0 | 3 | 7 | 3.7 | VP |
| 9. | What the students have done in class should get feedback from lecturers. | 0 | 0 | 0 | 10 | 4.0 | VP |
| 10. | The key answers and its explanation should be provided. | 0 | 0 | 3 | 7 | 3.7 | VP |
| Average | | | | | | 3.85 | VP |

SA : Strongly Agree **A** : Agree **VP** : Very Positive
D : Disagree **SD** : Strongly Disagree **P** : Positive
MS : Mean Score **DP** : Degree of Perception

There were ten statements concerned with the first indicators about using workbook. From the table, the highest means scores (4.0) were in the statements number 6 and 9 starting that the workbook comes with complementary media such as audio, and video, additional reading texts etc and what the students have done in class should get feedback from lecturers. The lowest mean score in this table was 3.80 that can be seen in statements number 1, 2, and 4 related to students are equipped with exercises that are done independently at home in the form of workbook; students always work on workbook after finishing one unit; and exercises during self-study at home should include the four skills - Listening, Speaking, Reading and Writing. Although the three statements got the lowest score, majority of the respondents strongly agree with them. Yet 2 of 10 statements obtained one bad response for each; they are statements number 8 and 10 related to workbook are one way to self-study outside of the classroom and the key answers and its explanation should be provided. However, there were no comments from respondents on these two statements. Nonetheless, the lecturers rated the use of workbooks for self-study as overall very positive, with a final mean score of 3.85 for workbook use.

Based on research use of workbook during self-study it can be used in learning in English Proficiency classes. Lecturers need workbook in learning English Proficiency. It mean with the workbook can help students to complete assignments individually at home. In addition, with the workbook students can study independently. Workbook can also increase student motivation in learning. Workbook provided need to help the students to understand and recall lessons that have been learned in class.

Lecturers' Perception of Assessment in Self-study

The second finding was about lecturer' perception of assessment in self-study. For the research question about lecturers' perception of when students do self-study, the answer to the ten statements on this indicator could be seen in the table below:

Tabel 2. Frequency and Mean Scores of Lecturers' Perception of Assessment in Self-study

| No | Statements | Respon | | | | MS | DP |
|----------------|--|--------|---|---|----|-------------|-----------|
| | | SD | D | A | SA | | |
| II | Assessment in Self-Study | | | | | | |
| 11. | All learning activities and exercises during self-study should be evaluated. | 0 | 0 | 2 | 8 | 3.8 | VP |
| 12. | Students should also be able to conduct self assessment. | 0 | 0 | 4 | 6 | 3.6 | VP |
| 13. | Students try to complete the exercises in the workbook and then match them with the answer keys given by the lecturer. | 0 | 1 | 4 | 5 | 3.4 | VP |
| 14. | Students have to evaluate the result of their self-study in EP class based on the learning objectives. | 0 | 0 | 5 | 5 | 3.5 | VP |
| 15. | Students always prepare themselves before EP class starts. | 0 | 0 | 3 | 7 | 3.7 | VP |
| 16. | Students have to practice working on questions to increase their understanding. | 0 | 0 | 5 | 5 | 3.5 | VP |
| 17. | Students need to review the lesson they have learned themselves. | 0 | 0 | 3 | 7 | 3.7 | VP |
| 18. | Students make a summary of the material that has been taught by the lecturer. | 0 | 1 | 7 | 2 | 3.1 | VP |
| 19. | Students always check in detail every exercises about certain topic that have been done. | 0 | 0 | 5 | 5 | 3.5 | VP |
| 20. | Students always try to finish every exercises. | 0 | 0 | 3 | 7 | 3.7 | VP |
| Average | | | | | | 3.55 | VP |

SA : Strongly Agree **A** : Agree **VP** : Very Positive
D : Disagree **SD** : Strongly Disagree **P** : Positive
MS : Mean Score **DP** : Degree of Perception

Tabel 2 shows that the statement number 11 got the highest mean score that is 3.80. This indicates that all learning activities and exercises during self-study should be evaluated, because 8 of 10 respondents perceived strongly agreed on it. In contrast, 2 of 10 statements received one bad response for each; namely statements number 13 and 18 related to students try to complete the exercises in the workbook and then match them with the answer keys given by the lecture getting a mean score of 3.4 and students make a summary of the material that has been taught by the lecturer getting a mean

score of 3.1. The two statements each received 1 disagreeing response from the respondent, but the level of perception was still in the very positive category.

Furthermore, in the statement *students should also be able to conduct self assessment* there were 10 lecturers' response which 6 lecturers' chose strongly agreed, and 4 lecturers' chose agreed. From this statement it can be concluded that most lecturers chose to strongly agreed and agreed with an average of 3.60 in the very positive category.

In addition, from 10 lecturers' responses in the statement number 14,16, and 19, there were 10 lecturers' responses which 5 lecturers' chose strongly agreed, followed by 5 lecturers' chose agreed. From this statement it can be concluded that questions number 14,16, and 19 fall into the very positive category because they have an average of 3.50.

Moreover, the next statement number 17 and 20 there were here were 10 lecturers' responses which 7 lecturers' chose strongly agreed, followed by 3 lecturers' chose agreed. From this statement it can be concluded that questions number 17, and 20 fall into the very positive category because they have an average of 3.7. Finally, Table 2 shows that lecturers' very positive responded to assessment in Self-study with the final mean score being 3.55.

Based on the research on assessment in English Proficiency classes, there was a positive response from the lecturers. First, teaching and learning activities, namely with the application of self-assessment in English Proficiency classes with feedback, students and lecturers can evaluate teaching and learning activities that have been carried out so that further activities can be better. Furthermore, the learning evaluation process. Self-assessment conducted in this study can be used as an innovation in classroom evaluation methods. With the contribution of students in assessing, students are more responsible for their work, making it easier for lecturers to conduct assessments.

Lecturers' Perception on the use of Technology in Conducting Self-Study

The three finding was about lecturer' perception on the use of technology in conducting self-study. For the research question about lecturers' perception of the role of technology in self-study, the answer to the ten statements on this indicator could be seen in the table below:

Table 3 . Frequency and Mean Scores of Lecturers' Perception of the Role of Technology in Self-Study

| No | Statements | Respon | | | | M S | D P |
|------------|--|--------|---|---|--------|----------|----------------|
| | | S D | D | A | S A | | |
| II | Technology in Self-Study | | | | | | |
| 21. | Technology can be utilized in the process of independent learning outside the classroom. | 0 | 0 | 0 | 1 0 | 4 | V P |
| 22. | The use of technology is very useful in conducting learning independently. | 0 | 0 | 0 | 1 0 | 4 | V P |
| 23. | Technology makes it easier for students to access material whenever and wherever they are. | 0 | 0 | 0 | 1 0 | 4 | V P |

| | | | | | | | |
|----------------|--|---|---|---|---|------------|-----------|
| 24. | Technology makes it easier for students to do assignments and exercises because students do not have to prepare paper and pen. | 0 | 1 | 2 | 7 | 3.6 | VP |
| 25. | Technology makes learning more fun and interesting for students. | 0 | 0 | 2 | 8 | 3.8 | VP |
| 26. | Students can be more engaged in the learning. | 1 | 0 | 3 | 6 | 3.4 | VP |
| 27. | The use of technology increases students motivation in learning. | 0 | 1 | 5 | 4 | 3.3 | VP |
| 28. | Technology makes students easier to access authentic material from various sources. | 0 | 0 | 3 | 7 | 3.7 | VP |
| 29. | Technology makes students easier to practice with various devices such as laptops, cellphones, tablets, etc. | 0 | 0 | 2 | 8 | 3.8 | VP |
| 30. | Technology facilitates the process of evaluating the results of the exercises have been done. | 0 | 0 | 5 | 5 | 3.5 | VP |
| Average | | | | | | 3.7 | VP |
| | | | | | | 1 | P |

SA : Strongly Agree A : Agree VP : Very Positive
D : Disagree SD : Strongly Disagree P : Positive
MS : Mean Score DP : Degree of Perception

The data in the table above show that the highest mean score is 4,00 that can be seen in statements number 21, 22, and 23 related to technology can utilized in the process of independent learning outside the classroom, the use of technology is very useful in conducting learning independently, and technology makes it easier for students to access material whenever and wherever they are. It means all lecturers' strongly agreed with the statement. On the other hand, the lowest mean score is 3.30 that can be seen in statement number 27 related to the use of technology increases students motivation in learning. For this statement, 1 respondent gave bad response, while another agreed and strongly agreed with it.

The next statement was *technology makes it easier for students to do assignments and exercises because students do not have to prepare paper and pen*, there were 10 lecturers' response which 7 lecturers' chose strongly agreed, 2 lecturers' chose agreed, and 1 lecturers' chose disagreed. From this statement it can be concluded that most lecturers chose to strongly agreed and agreed with an average of 3.60 in the very positive category.

In addition, from 10 lecturers' responses in the statement number 25, and 29, there were 10 lecturers' responses which 8 lecturers' chose strongly agreed, followed by 2 lecturers' chose agreed. From this statement it can be concluded that questions number 25 and 30 fall into the very positive category because they have an average of 3.80.

Moreover, the next statement number 26 there were here were 10 lecturers' responses which 6 lecturers' chose strongly agree, 3 lecturers' chose agreed, 1 lecturers' chose strongly disagreed. From this statement it can be concluded that questions number 26 fall into the very positive category because they have an average of 3.40.

Furthermore, in the statement *technology makes students easier to access authentic material from various sources* there were 10 lecturers' response which 7 lecturers' chose strongly agree, and 3 lecturers' chose agree. From this statement it can be concluded that most lecturers chose to strongly agreed with an average of 3.70 in the very positive category.

The last statement was *technology facilitates the process of evaluating the results of the exercises have been done*. From this statement, there were 10 lecturers' responses which 5 lecturers' chose strongly agree, and 5 lecturers' chose agreed. From the statement it can be concluded that most lecturers' choose to strongly agree with the response with a mean score was 3.5 in the category of very positive. It can be concluded that the lecturers had very positive attitude toward the technology in self-study.

Based on research on the technology of using self-study in English Proficiency classes, it gets a positive response from lecturers. From this study it can be seen that technology can increase interest in learning and the use of ICT-based learning media will create maximum student learning outcomes. Technology makes it easier for students to access materials, and the use of technology increases students' motivation in learning.

Overall, the lecturers had very positive perception on all section that could be seen in the table:

Table . Mean Score of each Aspects

| Sections | Themes | Mean Score | Degree of Perception |
|----------------|--------------------------|-------------|----------------------|
| 1 | Use of Workbook | 3.85 | VP |
| 2 | Assessment in Self-Study | 3.55 | VP |
| 3 | Technology in Self-Study | 3.71 | VP |
| Average | | 3.70 | VP |

Based on table, the section “ workbook” got the highest mean score compared to the others, which was 3.85. It means that the lecturers strongly agreed that the use of workbook during self-study. Unfortunately, fifth section “ assessment” got the lowest one, which was 3.55, but it was still categorized very positive perception. The lecturers perceived very positive on how self-study at English Proficiency class should be implemented viewed from the three aspects.

CONCLUSION

The purpose of this research was to learn how the lecturers' perception on how self-study at English proficiency class should be implemented. Based on the data analysis and discussion from the previous chapter, it was determined that lecturers' perceptions on how self-study at English proficiency class should be implemented were very positive for all indicators. This can be seen from the mean of the data based on some indicators. The perception had related to use of workbook with a mean score of 3.85, the perception had related to assessment in self-study with a mean score 3.55, and perception had related to technology in conducting self-study with a mean score

3.71. The finding that had been discussed was that most lecturers' agreed with the implementation of self-study learning with the help of technology.

Self-study has many advantages, such as students being able to promote deepening learning and critical thinking, increasing confidence in one's own abilities, enhancing social and collaborative skills, and discovering various sources of inspiration, and it is widely recognized for its promotion of personal and professional competence. So, it can be concluded that the lecturer's perception toward the implementation of self-study in English proficiency class commonly had a very positive perception on it.

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