The Effectiveness of Self-Directed Learning for English Language Education: A Systematic Literature Review

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ABSTRACT

Self-directed learning is a method of education in which students are in charge of their education. Self-directed learners take the initiative to determine their learning requirements, establish learning objectives, and create and carry out learning plans. To determine the potential and efficacy of self-directed learning in English language education, the goal of this research is to present and analyze the features of self-directed learning in English language education. This systematic literature review conducted 15 papers published between 2015 and 2023 that were accepted for this investigation by the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) guidelines. The results of this study suggest that self-directed learning offers significant learning potential for students. Students can plan their time accordingly. The result highlights the need for an all-encompassing educational strategy to improve student's abilities in a variety of areas, including English subject objectives like self-directed learning. The process of self-directed learning depends on motivation.

Keywords: English Language, Self-Directed Learning, PRISMA Guideline, Systematic Literature Review

INTRODUCTION

English is essential for global communication and education since it is widely spoken and utilized throughout much of the globe. Since English literacy is a necessity for education and professional growth, it is also a crucial component in many employment markets. It can be difficult to learn English since it is a nuances-rich, complicated language, especially for non-native speakers. In connection with that, learning is crucial for students, who employ a range of learning methodologies, including self-directed learning.

Any style of study where the learner assumes initiative and responsibility for learning is considered self-directed learning. According to Smith (1982), SDL is "the capacity of a person to manage his or her learning plan or schedule, as well as other learning-related factors." (as stated in Suc and Duo, 2010 in Gharti, 2019). SDL promotes learners who are self-motivated, self-aware, self-restraint, self-reliant, and engaged in their learning. The goals, resources, and overall management of the learning process are all made by the students. According to Merriam (2001), "self-directed, fostering transformational learning and the promotion of emancipatory learning and social action". Knowles (1975) in (Pan, 2020) defined The definition of self-directed learning as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes".

According to Merriam (2001), "The development of a learner's capacity for self-direction and the promotion of transformational learning, the promotion of emancipatory learning, and the promotion of social action should all be included in self-directed learning objectives". It suggests that the objectives of self-directed (SD) learners should be self-responsibility, the generalizability of acquired material from one setting to another, and freedom from interference or interruption while studying.

Self-Directed Learning, also known as Autonomy Learning, is very important in learning. According to Wangxin (2009), students have become accustomed to teacher-centered learning models, which makes it difficult for students to accept new student-centered learning methods without difficulty. Autonomy Learning is derived from the term Autonomous, which is the adjective form of *autonomy*, which means "self," and *nomos*, which means "law."

In this regard, Sinclair (2000) and Dickinson (1987) suggest 13 factors for defining Autonomy Learning, namely: 1) Autonomy is a capacity concept; 2) Autonomy entails students' desire to be accountable for their own learning; and 3) Students' capacity and willingness to take this responsibility. 4) Self-directed learning is an idealistic aim; 5) There are levels of autonomy; 6) Autonomy levels are unstable and unpredictable; 7) Autonomy is not just putting pupils in situations where they must be autonomous; and 8) Developing Autonomy necessitates a strong interest in the learning process, 9) Practicing Autonomy is more than simply teaching tactics; 10) Autonomy may occur both within and outside of the classroom. 11) Autonomy has both societal and individual aspects; 12) Autonomy application has political and psychological components; and 13) Autonomy is defined differently among cultures.

The significance of foreign languages in the expansion of Human Resources is becoming increasingly important in today's highly sophisticated era of globalization. Furthermore, the evolution of the

globalization trend influences the value of a person learning a foreign language as a method of interpersonal contact, as well as a supporter of the growth and development of culture, science, and technology. Foreign language abilities are required to participate in the global economy. In this situation, English as an international language that is extensively utilized in numerous professional activities needs to be owned by everyone, which is also being more felt in various areas, especially education. (Maria Martha Nikijuluw, Theofelia Papasoka, Hendry Izaac Elim, 2022) Learning English must, of course, be applied using techniques that are fascinating and in accordance with how students learn, which is an important indication of a good teaching and learning process because each student must have a particular style of learning. (Fauziati, 2010 in Sahrawi et al., 2018). English is a worldwide language that is widely used in industry, trade, legislation, tourism, international relations, health, and technology, among other things. Students who study English may interact with people from all over the world and from different cultural backgrounds. If students are proficient in English, they will have more opportunities to interact with various literature. They develop information, numerous talents, and human behavior via these exchanges, allowing them to exist in a diversified world culture.

Thus, the objectives of this literature review (SLR) are to critically present an overview of self-directed learning in English language education from published research studies from 2015 to 2023 gained from reputable online databases by qualitative approach. The goals of this systematic literature review are to offer an overview of self-directed learning in English language instruction while keeping the principles of the PRISMA model as inclusion and exclusion criteria for the research. The purpose of this SLR study is to give an analysis of the self-directed learning characteristics in English language education and to determine the potential and effectiveness of these qualities for English language education.

For this literature evaluation, the researchers established the following research questions:
1. What essential traits define self-directed learning?
2. How successful is self-directed learning for students, and what is its potential?
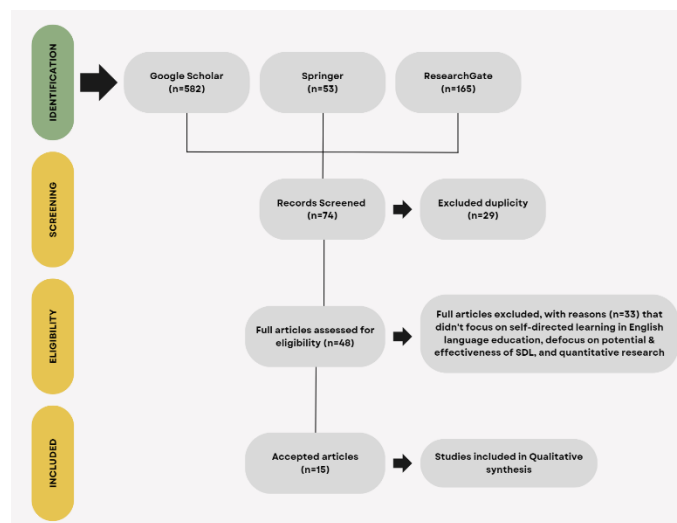
METHOD

It is a systematic process for doing a literature review that discovers, assesses, and evaluates all data on a given subject in order to respond to open-ended research questions (Kitchenham & Charters, 2007) with the qualitative approach. The Preferred Reporting Items for Literature Reviews and Meta-analyses (PRISMA) extension for Reviews was used in conjunction with Mendeley, a program for managing references. (Tricco et

al., 2018). The next paragraphs describe the steps. It offers a 27-item revised checklist to direct a systematic evaluation.

For any publications and journals that were restricted from 2010 to 2023, respected online databases were necessary, particularly ResearchGate, Google Scholar, and Springer. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) recommendations (Kamioka, 2019; Seraj et al., 2021) for studies' inclusion and exclusion. The search keywords were as follows: the efficacy of self-directed learning, self-directed learning in the English language, and self-directed learning in English language education. Studies produced before 2015 and those that covered any other topic areas were both disregarded.

Figure 1 depicts the PRISMA model's flow diagram for the inclusion and exclusion criteria used in choosing the studies. The researchers confined their search to relevant papers published between January 2015 and January 2023 in the online databases of ResearchGate, Google Scholar, and Springer. Initial search results returned 800 studies in total. After titles were screened, 15 papers were downloaded and converted into a database for a systematic review on a desktop, but they were left out since they didn't meet the study's goals. The PRISMA model that follows provides a description of the analytical process.

Figure 1
PRISMA Flow Diagram

By the identification of reputable online databases scanned from Google Scholar (n=582), Springer (n=53), and ResearchGate (n=165) there were 800 research studies in all that looked at self-directed learning. If the scope of this review research needs to be clarified, self-directed learning in the English language with qualitative data, in the screening process from three online databases got 74 studies that highly match the scope, the rest (n=29) was excluded due to the other domains such as science, the other ones were used quantitative data. The eligibility study was assessed in 48

studies the rest (n=33) were excluded for the reason of didn't raise the potential and effectiveness of self-directed learning. With the analysis, all accepted articles the researchers got were 15 that included qualitative synthesis, potential, and effectiveness of self-directed learning.

FINDINGS AND DISCUSSION

Table 1.
Characteristics of Selected Articles

Serial Number	Study: First Author, Year, and Country	Study Design/Method	Potential and Effectiveness (Findings)
A1	Xiaoquan Pan, 2020, China	Qualitative study/Correlation	The technological contribution of accepting self-directed learning will help students increase their motivation and learning style.
A2	Luk Gharti, 2019, Nepal	Focus Group Discussion	SDL is a motivating feature that encourages learners to take personal responsibility for their own learning.
A3	Kyeong-Ouk Jeong, 2022, South Korea	Qualitative study, pre-test, and post-test, questionnaire	The self-learning technique was a successful, engaging, and practical structure for raising students' motivation and English proficiency.
A4	Yuzhi Lai et al., 2022, Netherlands	Qualitative study	Self-directed learning led to better language performance.
A5	Thomas Howard Morris et al., 2021, United Kingdom	Qualitative study	Digital technology has a significant potential to assist students in their progress toward self-directed learning.
A6	Catharina van Lieshout et al., 2022, Canada	Experimental	Students might participate in language-discovery activities in a self-directed learning environment to acquire the necessary abilities.
A7	Zamzami Zainuddin et al., 2019, Indonesia	Qualitative study and observation	Some advantages of the effectiveness of self-directed learning have influenced learning such as activities outside of class, peer interaction, and self-evaluating skills.
A8	Nurfaradilla Moamad Nasri et al., 2020, Malaysia	Constructivist grounded theory, backward-and-forward	For students to be prepared for challenges in the real world, the capacity for self-directed learning is essential.
A9	Iman El-Nabawi et al., 2019, Egypt	Survey	Some students may experience difficulties when engaging in self-directed learning since their teacher did not help them. Teachers must still play a part in self-directed learning for it to be effective, particularly when students need to improve their English.
A10	Helen Jossberger et al., 2010, Netherlands	Content Analysis	The effective improvement involves teachers closely observing the performance levels obtained, and SDL calls for significant work on the part of both the teacher and students.
A11	Lian Jingjing et al., 2021,	Qualitative/Survey	SDL will be more effective if the teachers' monitor the students who lacked SDL that they were easily distracted.
A12	Mosebetsi Mooena, 2022, South Africa	Qualitative	Applying several measures, such as enhancing the home-school collaboration, offering emotional support, and streamlining the learning process, will increase the efficacy of SDL.
A13	Lucy M et al., 2023, United States of America	Qualitative	Personal traits are relevant to the motivational aspect of self-directed learning.

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| A14 | Wei Sun et al., 2023. Philippines | Qualitative | SDL students will assess the causes and effects that have an impact on their mindset and motivation to become more involved to attain their educational goals. |
| A15 | Jake Oliver, 2021, South Africa | Qualitative | According to SDL, learners should have the freedom to choose a variety of languages when deciding to study anything on their own. |

To determine the answers to the research questions posed in the previous section, the researcher conducted this investigation. The description of the characteristics of self-directed learning, which generated chances for interaction with peers and teachers, included the results of this study. Moreover, SDL must be included as one of the core subjects in the university curriculum (Douglass & Morris, 2014; Guglielmino, 2013; Kidane, Roebertsen & van der Vleuten, 2020 in Nasri et al., 2020). This has been argued that SDL increases interest in lifelong learning and fosters abilities such as motivation, critical thinking, and self-evaluation (Du, 2013 in Van Lieshout & Cardoso, 2022). On the other hand, learning has to be enjoyable and motivating to help improve memory and improve professional acumen (Buch et al., 2021), so that learners can take responsibility for their own learning (Gharti, 2019). Students need to be highly motivated in order to succeed in self-directed learning and meet the objectives established by the teachers. Due to the need for the teacher's role in self-directed learning, teachers continue to help students by guiding them throughout the learning process.

The findings of 15 qualitative research studies that included self-directed learning in the English language education area, the majority of them made suggestions for improving SDL's usability and effectiveness for students, such as strengthening home-school partnerships to reduce the amount of time spent outside, providing emotional support that influence of teachers and family members on students' self-directed learning, simplifying learning activities by giving clear instructions about the task and complete it in class The major problem in students' needs is the teacher's role. Additionally, technology utilization supports the process of self-directed learning. Additionally, it has demonstrated its usefulness and promise, particularly in the study of languages. For students to be prepared for life in the real world, they must possess the skill of self-directed learning.

While this literature study focuses on self-directed learning for English language education, most of the research are combine technology with it. The findings further reveal that technology is helping to achieve better results in language learning. Several suggestions in the research studies had shown that the facilitation of SDL in the multilingual classroom is needed. Also, the teacher need to improve tech-skill for teaching especially while giving self-directed learning instructions for English learning. Back to the idea of self-directed learning, learners' perceptions and acceptance of developing technologies are significant aspects that

determine their successful learning in the setting of technology-supported language learning by Knowles (1975) in (Pan, 2020)

> "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (p.18)

Self-directed learning hence has promise and effectiveness and enables students to practice language skills independently, especially in the English language. SDL has developed as a crucial objective for students to properly meet their learning objectives. It places a focus on the sense of personal autonomy that learners feel when they maintain their learning goals and take responsibility for their education. To learn well, they need to be driven by themselves, and motivation has been a key factor. The obligations of teachers are equally crucial if students are to succeed in self-directed learning.

CONCLUSION

This review study focused on self-directed learning in English language education intending to present and analyze the characteristics of self-directed learning in English language education and determining their potential and effectiveness. According to the study, students learn best when they are self-directed, especially when learning a language like English. Self-motivation is the most crucial component of self-directed learning, which is one of the more important conclusions to come out of this review research. Therefore, SDL refers to the method through which individuals take initiative and control over their own learning. The use of self-directed learning activities in education may also enable students to learn English easily because reading, writing, and speaking English are required of students from the very first learning experience. Additionally, implementing self-directed learning may significantly increase student engagement and promote active learning.

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