

Enhancement of Self-Directed Learning in English Speaking Among Freshmen in The Faculty of Education at Mahachulalongkornrajavidyalaya University

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Abstract

The objectives were 1) to study self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya university, 2) to develop self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University, 3) to study the satisfaction of English speaking among freshmen by using the developed self-directed learning in English speaking. This research has used the pre-Experimental research by using pre and post experiment.

The results of this research were found that

1) the self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University, it was found that the overall average was 4.22, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. If I can't think of an English word, I will use a synonym or phrase with the same meaning instead. (\bar{x} = 4.55, S.D. = 0.60) and the lowest level was no. 8. I constantly motivate myself to learn English. (\bar{x} = 3.95, S.D. = 0.69), respectively.

2) that the score of the pre-test of the use experiment of the model of self-directed learning in English speaking (\bar{x} = 9.50, S.D. = 2.56) is lower than the post-use experiment of the model of self-directed learning in English speaking (\bar{x} = 17.50, S.D. = 1.15). The score post-test of using the model of self-directed learning in English speaking among freshmen in the Faculty of Education (\bar{x} = 17.50, S.D. = 1.15) higher than the pre-test scores before using the model of self-directed learning in English speaking among freshmen in the Faculty of Education (\bar{x} = 9.50, S.D. = 2.56) as statistically significant at 0.5.

3) the overall average was 4.36, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no.

8. Self-directed learning in speaking English has given me a lot of understanding. (\bar{x} = 4.70, S.D. = 0.57), the lowest level was no. 10. I often reflect on the thoughts regarding the topics I am discussing. (\bar{x} = 4.10, S.D. = 0.55), respectively.

Keyword: Enhancement of Self-Directed; Learning in English Speaking; Self-Directed Learning in English

Introduction

English language proficiency, particularly in speaking which is the ability to speak English, is one of two productive skills in which students are required to independently generate language (Harmer, J, 2001: 265). English speaking is increasingly recognized as a crucial skill in current globalized world. Proficiency in English opens up opportunities for communication, academic advancement, and career growth. Traditional teaching approaches in language education often rely on teacher-centered methods, where learners play a passive role in the learning process. However, there is a growing emphasis on promoting self-directed learning, which empowers learners to take ownership of language development of learners.

Self-directed learning (SDL) encompasses various learner-centered strategies, such as setting goals, identifying resources, self-assessment, and reflective practices. SDL stimulates learners to actively engage in their learning journey, promoting self-reliance, critical thinking, and problem-solving skills. When applied to English speaking skills, self-directed learning allows learners to take charge of their language practice, seek opportunities for authentic communication, and develop fluency, accuracy, and confidence in spoken English.

The study of self-directed learning in English speaking among students, particularly freshmen, is significantly for several reasons as follows: First, Freshmen are at the beginning stage of their academic journey and are adapting to the university environment. Understanding the experiences of first-year students with self-directed learning in English speaking can provide valuable insights into their language learning processes and challenges. By investigating the satisfaction and effectiveness of self-directed learning in English speaking, researchers can identify the factors that contribute to successful language acquisition and offer recommendations for enhancing language instruction in higher education settings.

Second, exploring self-directed learning in English speaking can contribute to the existing literature on language strategies and pedagogy. It can shed light on the benefits and limitations of self-directed approaches, highlight effective instructional practices, and inform the development of tailored interventions or support systems to promote self-directed learning in English speaking skill.

Finally, the influence of the Covid 19 pandemic is both critical and opportune, as “preparing future professionals for highly dynamic settings require robust SDL skills development” (Van Woezik, T. E. et al., 2021: 590–598). Additionally, the covid 19 prolonged from the end of 2019 till now, at the time of writing this thesis. With uncertain and intricate situation of this pandemic, e-learning is possibly re-utilized widely in school system of many countries. Therefore, being equipped with self-directed learning, specifically in English speaking is the issue which every student concern about to get effective result in academic performance among students.

Due to the benefits of extra English course contribute to improvement of freshmen in English language learning in the Faculty of Education (Boonmee Pansa et al., 2020: 1463-1466), therefore the aim of this study to continuously investigate in specific domain of English skills as speaking in the current situation with following purposes: (1) To study self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya university, (2) To enhance self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University, (3) To assess satisfaction and effectiveness of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University.

Research Questions

- 1) How is self-learning in English speaking of first-year students, Faculty of Education, Mahachulalongkornrajavidyalaya University?
- 2) How is the development of self-learning in English speaking of first-year students, Faculty of Education, Mahachulalongkornrajavidyalaya University?
- 3) How is the satisfaction in speaking English of first-year students using the developed self-learning in English speaking?

Research Objectives

- 1) To study self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya university.
- 2) To develop self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University.
- 3) To study the satisfaction of English speaking among freshmen by using the developed self-directed learning in English speaking.

Methodology

The research study Enhancement of Self-Directed Learning in English Speaking Among Freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. The research object: 1) To study self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. 2) To develop self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. 3) To study the satisfaction of English speaking among freshmen by using the developed self-directed learning in English speaking. This study employed research and development (R&D) methodology. The specifics of the research design are outlined in the following:

Step 1: Research (R1): To study general information (Analysis: A).

Step 2: Development (D1): To develop self-directed in English speaking (Design and Development: D&D).

Step 3: Research (R2): To experiment with self-directed learning in English speaking (Implementation: I).

Step 4: Development (D2): To evaluate the level of engagement in self-directed learning in English speaking (Evaluation: E).

Research Results

1) **Study self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya university** illustrates that the self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University., it was found that the overall average was 4.22, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. If I can't think of an English word, I will use a synonym or phrase with the same meaning instead. ($\bar{x} = 4.55$, S.D. = 0.60), and the second item was no. 9. I am interested in learning English skills because it is interesting and important. ($\bar{x} = 4.50$, S.D. = 0.61), and the third item was no. 10. Learning English is important to me because it allows me to connect with people from different cultures. ($\bar{x} = 4.40$, S.D. = 0.68), and the lowest level was no. 8. I constantly motivate myself to learn English. ($\bar{x} = 3.95$, S.D. = 0.69), respectively. In conclusion, the self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University was at a satisfactory level.

2) **Develop self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University.** The comparison between the students' pre-test and post-test in the use experiment of the model of self-directed learning in English speaking among freshmen in the Faculty of Education at

Mahachulalongkornrajavidyalaya University indicates a comparison between the students' pre-test and post-test in the use experiment of the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. It is found that the score post-test of using the model of self-directed learning in English speaking among freshmen in the Faculty of Education ($\bar{x} = 17.50$, S.D. = 1.15) higher than the pre-test scores before using the model of self-directed learning in English speaking among freshmen in the Faculty of Education ($\bar{x} = 9.50$, S.D. = 2.56) as statistically significant at 0.5.

3) Study the satisfaction of English speaking among freshmen by using the developed self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. The study illustrates the students' opinions towards the satisfaction of developing by using the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. It was found that the overall average was 4.36, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Self-directed learning in speaking English has given me a lot of understanding. ($\bar{x} = 4.70$, S.D. = 0.57), and the second item was no. 4. Self-learning to speak English has helped me develop myself. ($\bar{x} = 4.65$, S.D. = 0.49), and the third item was no. 13. The guide for introducing self-directed learning in English speaking has transformed my way of thinking, particularly regarding supplementary activities for new students. ($\bar{x} = 4.60$, S.D. = 0.60), and the lowest level was no. 10. I often reflect on the thoughts regarding the topics I am discussing. ($\bar{x} = 4.10$, S.D. = 0.55), respectively. In conclusion, the students' opinions towards the satisfaction of developing by using the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University., were at a satisfactory level.

Discussion

Study self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya university illustrates that the self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University., it was found that the overall average was 4.22, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 3. If I can't think of an English word, I will use a synonym or phrase with the same meaning instead. ($\bar{x} = 4.55$, S.D. = 0.60), and the second item was no. 9. I am interested in learning English skills because it is interesting and important. ($\bar{x} = 4.50$, S.D. = 0.61), and the third item was no. 10. Learning English is

important to me because it allows me to connect with people from different cultures. (\bar{x} = 4.40, S.D. = 0.68), and the lowest level was no. 8. I constantly motivate myself to learn English. (\bar{x} = 3.95, S.D. = 0.69), respectively. In conclusion, the self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University was at a satisfactory level. Consistent with the study of **Rizka Tiara Azizah SBH, and Arik Susanti (2021: 146-163)** conducted The Correlation Between Student's Speaking Skills and Self-Directed Learning in Virtual English Community. This study investigated the relationship between students' self-directed learning in a virtual English community and their speaking skills. The results indicated that students had moderate levels of self-directed learning, with the highest mean score in self-management ($M=3.79$), followed by self-motivation ($M=3.64$) and self-monitoring ($M=3.34$). Their speaking skills were generally strong, with vocabulary being the best aspect, followed by grammar and accuracy, pronunciation, fluency and coherence. Correlation analysis showed a significant positive relationship ($r=0.669$) between self-directed learning and speaking skills, suggesting that self-directed learning is beneficial for improving speaking abilities. Consistent with the study of **Nafisatul (2020: 1-19.)** conducted The Integration of Mall to Enhance Students Speaking Skill: An Autonomous Learning Model. The findings revealed that while autonomous learning demands teachers to act as facilitators, students provided positive feedback through the questionnaire, affirming the usability and sustainability of their language learning experience using the application. Despite the favorable outcomes, there are certain concerns that need attention. Firstly, there is a necessity for the teacher to lead the students in embracing autonomous language learning via mobile applications. Monitoring student progress, particularly in the initial phase, is crucial for enhancing language acquisition effectiveness. Additionally, further research with a larger sample size and diverse applications within the classroom setting is required for comprehensive insight. Consistent with the study of **Nawapruk Ruenroeng & Singhanat Nomnian (2021: 107-119)**. The research study Learner Autonomy of English as a Foreign Language: A Case Study of Chinese Students in a Thai Private University. The results were as follows: English learning and English awareness were at a moderate level (\bar{x} = 3.29, S.D. = 0.78). The mean scores were ranked from a high level to a low level. Learner autonomy in motivation (\bar{x} = 3.49, S.D. = 0.81), Learner autonomy in ability (\bar{x} = 3.47, S.D. = 0.88), Learner autonomy in confidence (\bar{x} = 3.29, S.D. = 0.90), Learner autonomy in learning strategy (\bar{x} = 3.12, S.D. = 0.81), Learner autonomy in socio-cultural learning (\bar{x} = 3.05, S.D. = 0.94). The result of the interview found that Chinese students explored various sources of English language learning autonomy to build their confidence in learning English. Moreover, this study benefits of English teachers who teach Chinese students.

Develop self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. The comparison between the students' pre-test and post-test in the use experiment of the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University indicates a comparison between the students' pre-test and post-test in the use experiment of the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. It is found that the score post-test of using the model of self-directed learning in English speaking among freshmen in the Faculty of Education ($\bar{x} = 17.50$, S.D. = 1.15) higher than the pre-test scores before using the model of self-directed learning in English speaking among freshmen in the Faculty of Education ($\bar{x} = 9.50$, S.D. = 2.56) as statistically significant at 0.5. Consistent with the study of **Nipawan Navawatana (2019)**. The research study *The Development of a Task-Based Communicative Speaking Instructional Model Intended for Use in Conjunction with Social- Media to Enhance the English-Speaking Ability of Undergraduate Students*. 1. The results of the research revealed the English-specific topics needed for hotel communication and influenced the development of the teaching model. The most common situations for front-end hotel employees will encounter the six following topics: 1) Answering/handling phone calls 2) Welcoming and checking guests into the hotel 3) Asking for and giving directions 4) Hotel facilities and room amenities 5) Dealing with guests' complaints and 6) Checking out guests. 2. For this research, the researcher used the "LOVE Model" which was designed for the teaching of English-speaking skills for hotel communication in conjunction with social media to enhance undergraduate students' ability to speak English. The teaching model involves 4 steps: 1) the explanation of the purpose of the task (L = Listing task objectives), 2) the task (O = observing and assisting students during the task), 3) V = Verifying student comprehension, 4) E = Evaluating final student output. Regarding the results of the research, more than 70% of the students showed improvement after following the LOVE model. 3. After undergoing instruction following the LOVE model, 74.21% of students showed a high-level of improvement. Additionally, the most frequent student errors involved either grammar or vocabulary, with these errors occurring 375 times. The students were able to correct these errors 207 times. Students made errors in discourse management 235 times, and were able to correct these errors 159 times. Students made errors in pronunciation 427 times, and were able to correct these errors 198 times. Finally, students made errors during interactive communication 273 times and were able to correct these errors 219 times. Consistent with the study of **Chokchai Taecho (2019)**. The research study *Development of Grade 5 Students' English-Speaking Skills for Communication in Daily Life by Using Task-based Learning*. The study results revealed that grade 5 students' abilities of English speaking for communication in

daily life after using Task-based learning is statistically significantly higher than previous with 0.5 level. Consistent with the study of **Rongkhathep Limmani (2020)**. The research study Development of Grade 7 Students' English-Speaking Skills by Using Game-Based Learning. The results of the research showed that students' English-speaking skills after learning through games improved and 80.49% of the samples passed the test with scores of more than 50% of the total score while only 19.51% of the samples failed the test. Furthermore, English-speaking skills of the students after the implementation of games were higher with a statistically significant level of .01, and the students were interested in learning through games in a high level.

Study the satisfaction of English speaking among freshmen by using the developed self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. The study illustrates the students' opinions towards the satisfaction of developing by using the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University. It was found that the overall average was 4.36, which was at a satisfactory level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. Self-directed learning in speaking English has given me a lot of understanding. ($\bar{x} = 4.70$, S.D. = 0.57), and the second item was no. 4. Self-learning to speak English has helped me develop myself. ($\bar{x} = 4.65$, S.D. = 0.49), and the third item was no. 13. The guide for introducing self-directed learning in English speaking has transformed my way of thinking, particularly regarding supplementary activities for new students. ($\bar{x} = 4.60$, S.D. = 0.60), and the lowest level was no. 10. I often reflect on the thoughts regarding the topics I am discussing. ($\bar{x} = 4.10$, S.D. = 0.55), respectively. In conclusion, the students' opinions towards the satisfaction of developing by using the model of self-directed learning in English speaking among freshmen in the Faculty of Education at Mahachulalongkornrajavidyalaya University., were at a satisfactory level. Consistent with the study of **Nipawan Navawatana (2019)**. The research study The Development of a Task-Based Communicative Speaking Instructional Model Intended for Use in Conjunction with Social-Media to Enhance the English-Speaking Ability of Undergraduate Students. 1. The results of the research revealed the English-specific topics needed for hotel communication and influenced the development of the teaching model. The satisfaction survey at the end of the course revealed that the LOVE model was viewed favorably by the students. Consistent with the study of **Chokchai Taecho (2019)**. The research study Development of Grade 5 Students' English-Speaking Skills for Communication in Daily Life by Using Task-based Learning. The study results revealed that it also showed that grade 5 students' satisfaction towards Task-based learning was significantly high, indicating that students were the most satisfied with learning management

benefits, activity management, and atmosphere respectively. Consistent with the study of **Pornsawan Kaewthammanukul (2022)**. The research study A Development of English Listening and Speaking Skills through Natural Approach for Grade 9 Students. The results of the study showed that 1) students' English listening and speaking skills after using the Natural Approach are at the A2 level of the CEFR. 2) Students' satisfaction on the Natural Approach was at the highest level (Mean = 4.51, S.D. = 0.63).

Suggestions

Suggestion for organizing self-directed learning in English speaking.

1) Encouraging learners to take ownership of their own learning journey through a well-managed classroom setting will promote participation, collaboration, and the development of self-learning English skills. A well-managed classroom setting plays a key role in fostering an environment conducive to self-learning. Strategic classroom arrangements empower learners to take ownership of their own learning journey, promoting active participation and collaboration. In addition, effective classroom settings promote the seamless integration of technology, resources, and learning media, providing learners with the tools they need to explore, practice, and improve their English speaking skills on their own.

2) Empowering learners through personalized guidance and support based on close observation and motivation will enhance the self-learning experience in English-speaking classrooms. Motivated teachers act as catalysts for learners' engagement and enthusiasm, inspiring them to take initiative in learning their own language. Close observation of students enables teachers to identify individual strengths, weaknesses, and learning styles, allowing for personalized guidance and support. Attention allows teachers to provide feedback, encouragement, and resources tailored to each student's needs. Promote an environment conducive to self-learning and growth in English-speaking ability.

Suggestions for the Further Study.

1) The researcher should include other aspects of speaking, such as connected speech processes in fluency, intonation, and stress, to make the research more comprehensive.

2) In the subsequent study, it is advisable for the researcher to segregate the students into distinct levels to ensure greater specificity in the lessons.

3) The researcher should persist in employing this type of media to enhance various English skills beyond just speaking, such as understanding listening language, expanding reading, and comprehending written material.

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