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The Effectiveness Of Self-Directed Learning Strategy On Students' Creativity In English Writing

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Abstrak

Penelitian ini mengkaji penggunaan strategi self-directed learning (SDL) terhadap kreativitas siswa dalam menulis bahasa Inggris di SMKN 1 Mataram. Penelitian menggunakan desain kuasi-eksperimen dengan kelompok kontrol nonekuivalen yang melibatkan 63 siswa kelas XI: 33 siswa dalam kelompok eksperimen dan 30 siswa dalam kelompok kontrol. Data diperoleh melalui tes awal dan tes akhir menulis. Rata-rata kelompok eksperimen meningkat dari 31 menjadi 53, sedangkan kelompok kontrol dari sekitar 31 menjadi 38,6. Skripsi melaporkan nilai t sebesar 2,348 dan nilai pembanding 1,670. Temuan mengindikasikan hasil yang lebih baik pada kelompok SDL; namun, beberapa perhitungan dalam naskah sumber perlu diverifikasi sebelum kesimpulan inferensial dianggap final.

Kata kunci: self-directed learning; kreativitas; menulis bahasa Inggris; kuasi-eksperimen

Abstract

This study examined the use of self-directed learning (SDL) to support students' creativity in English writing at SMKN 1 Mataram. A quasi-experimental, nonequivalent-control-group design involved 63 eleventh-grade students: 33 in the experimental group and 30 in the control group. Writing tests were administered before and after instruction. The thesis reported an increase in the experimental group mean from 31 to 53, compared with approximately 31 to 38.6 in the control group. Its reported t statistic was 2.348 against a tabulated value of 1.670. These results suggest a more favorable observed change in the SDL group, although inconsistencies in the thesis calculations require checking before making a definitive inferential claim.

Keywords: self-directed learning; creativity; English writing; quasi-experiment

INTRODUCTION

Creativity is an important dimension of language learning because writers must generate ideas, select suitable expressions, and organize meanings for readers. In English as a foreign language (EFL) classroom, writing requires learners to make multiple decisions about content, language, and organization. Hyland (2003) emphasizes the complex nature of second-language writing, while Munandar (2009) identifies fluency, flexibility, originality, and elaboration as useful dimensions of creative performance.

Self-directed learning (SDL) gives learners responsibility for identifying needs, setting goals, selecting resources, monitoring progress, and evaluating outcomes (Knowles, 1975). Song and Hill (2007) describe how learners' personal attributes interact with learning processes and context. Rather than eliminating teacher support, SDL changes the balance of responsibility and encourages students to make meaningful learning decisions.

In writing lessons, learners can use this autonomy to choose topics, develop several possible ideas, revise drafts, and evaluate their own texts. Such activities can be connected to the dimensions of creativity described by Munandar (1999) and to the learning cycle proposed by Song and Hill (2007). Nevertheless, independence alone does not guarantee better writing: students also require feedback, clear tasks, and appropriate scaffolding (Hyland, 2003).

Indonesian EFL research provides related instructional perspectives. Firman, Haerazi, and Dehghani (2021) investigated students' abilities and difficulties in reading English texts, illustrating the need to account for learner readiness. Haerazi and Irawan (2020) examined reading instruction in relation to motivation and self-efficacy. Hidayatullah (2016) considered questioning as a means of supporting comprehension, while Hanan, Muhlisin, and Suadiyatno (2020) explored guided reading and critical thinking. These studies address related learning processes, not direct evidence that SDL improves writing creativity.

Imran and Sandiarsa S. (2018) examined a collaborative strategy in narrative-text learning, and Sandiarsa S. and Suhaili (2019) compared Buzz Group and Critical Debate for speaking achievement. Sandiarsa S., Tantra, and Ratminingsih (2014) investigated reading strategies and text types. These studies highlight active learning and strategy choice across language skills, although their outcomes should not be equated with creative writing

outcomes.

The source thesis reported that eleventh-grade students at SMKN 1 Mataram had difficulty generating varied ideas and elaborating responses in English. It therefore investigated whether a self-directed learning strategy was associated with stronger creativity-test performance than instruction in a comparison class. The present article reports that study's design and findings while retaining the limitations of the available source data.

RESEARCH METHOD

Research Design and Participants

The study used a quantitative quasi-experimental design with nonequivalent experimental and control groups. Two existing eleventh-grade classes at SMKN 1 Mataram participated during the 2023/2024 academic year. Class XI BR1 (33 students) was the experimental group, and XI BR2 (30 students) was the control group. The groups were not randomly assigned. The thesis described the comparison instruction as community language learning.

Instrument and Procedure

The instrument was a writing creativity test consisting of questions intended to elicit students' ideas. The source thesis identified fluency, flexibility, originality, and elaboration as assessment dimensions. Pretests were administered on 5 September 2024 (experimental) and 6 September 2024 (control). Instructional activities were scheduled for 12, 13, 19, and 20 September; posttests followed on 26 and 27 September 2024. The SDL sequence was described in terms of planning, implementing, monitoring, and evaluating learning activities.

Data Analysis

The thesis reported descriptive statistics, including means, modes, medians, and standard deviations, and compared the two groups using a t-test. The following results reproduce the summary values reported in the thesis. Because the original tables contain

some internal inconsistencies, the article does not present a newly verified p-value or effect size.

RESULTS AND DISCUSSION

Results

The study involved all 63 students from the two classes. The reported mean score in the experimental group increased from 31 on the pretest to 53 on the posttest. In the control group, the reported mean increased from approximately 31 to 38.6. Thus, the observed increase was larger in the SDL class.

Table 1. Summary of reported group means. Values are transcribed from the source thesis; the approximate sign reflects rounding in the source narrative.

Group	Students	Pretest mean	Posttest mean
SDL / experimental	33	31	53
Comparison / control	30	≈31	38.6

The thesis further reported t = 2.348 and a critical value of 1.670 with df = 61 at the stated 0.05 level. Although its narrative interpreted this comparison as supporting the alternative hypothesis, the source also contains a reversed inequality in one line and discrepancies in some student-level calculations. The inferential result should therefore be treated as provisional until the raw scores and statistical procedure have been independently checked.

Discussion

The observed mean difference is consistent with the instructional expectation that self-directed learners may generate and develop more ideas during writing. When students plan, implement, monitor, and evaluate their own work, they have opportunities to reconsider initial responses and elaborate their ideas. These processes resemble the autonomy described by Knowles (1975) and the contextual model developed by Song and Hill (2007).

The four creativity dimensions are particularly relevant. Fluency concerns the production of multiple ideas; flexibility concerns alternative perspectives; originality

concerns distinctive responses; and elaboration concerns meaningful detail (Munandar, 2009). A writing task that encourages students to draft several alternatives could plausibly exercise these dimensions. However, the thesis did not report dimension-specific effect estimates, so it is not possible to identify which aspect improved most.

Related studies from UNDIKMA offer useful comparisons across EFL instruction. Hidayatullah (2016) emphasized purposeful questioning, Hanan et al. (2020) investigated reading and critical thinking, and Haerazi and Irawan (2020) addressed motivation and self-efficacy. Firman et al. (2021) also highlighted learner difficulties in English comprehension. Their findings help situate the importance of strategic learning but do not constitute independent confirmation of this study's writing results.

Studies involving Sandiarsa S. similarly address active classroom participation. Imran and Sandiarsa S. (2018) examined peer-supported learning, Sandiarsa S. and Suhaili (2019) studied discussion-based speaking activities, and Sandiarsa S. et al. (2014) compared reading approaches. These works suggest that instructional strategy selection matters across skills. The present study differs in focusing on learners' responsibility for creative written production rather than reading or speaking outcomes.

Interpretation is limited by the nonrandomized design, which permits pre-existing group differences, and by the reporting inconsistencies noted above. The study also provides little detail on inter-rater scoring reliability, the exact writing prompts, or the comparability of the two instructional conditions. These limitations prevent strong causal claims. Nevertheless, the larger reported mean gain in the SDL group offers a practical basis for further controlled research.

CONCLUSION

The thesis reported higher posttest writing-creativity scores following self-directed learning instruction among 33 eleventh-grade students at SMKN 1 Mataram. The reported experimental-group mean increased from 31 to 53, while the comparison group increased from approximately 31 to 38.6. These descriptive findings favor the SDL condition. The reported t-test result requires verification against the original score sheets before a definitive statistical conclusion can be made.

IMPLICATIONS

English teachers may consider structured learner goal-setting, choice of writing topics, draft revision, progress monitoring, and self-evaluation to encourage creative responses. Future studies should use transparent scoring rubrics, assess rater agreement, and report complete statistical results. The existing data should be rechecked before journal submission.

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