THE IMPLEMENTATION OF SELF DIRECTED LEARNING STRATEGY USING MOODLE E-LEARNING IN TEACHING READING IN TENTH GRADE 3 SCIENCE OF SMAN 1 PULUNG PONOROGO

THESIS

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ABSTRACT

SAPUTRI, RISKI PRIA, 2021, *The Implementation of Self Directed Learning Strategy Using Moodle E-Learning in Teaching Reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo.* Thesis, English Education Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Fenty Andriani, M.Pd.

Keywords: *Learning Strategy, Self Directed Learning, Moodle E-learning, Teaching Reading*

Reading is a very crucial skill due to some reasons. Reading is one of the ways to make people share information, ideas, opinions, or arguments on what they see, feel and think and to express the information to good communication. Selecting an appropriate strategy to improve a reading skill is important. English teacher in SMAN 1 Pulung Ponorogo chooses Self Directed Learning strategy using Moodle e-learning in teaching reading during the Covid-19 pandemic. Self Directed Learning is a strategy to increase knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her efforts using any method in any circumstances at any time. The objectives of this thesis is to describe (1) the Implementation of Self Directed Learning strategy using Moodle e-learning in Teaching Reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo (2) Students' Responses Toward Self Directed Learning strategy using Moodle e-learning in Teaching Reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo.

This research employed a qualitative approach and the design was a descriptive study. This study was conducted on the tenth grade 3 science of SMAN 1 Pulung Ponorogo. The datas of this research are obtained through (1) observation (2) interview (3) documentation (4) questionnaire. The researcher analyzes the data by (1) data reduction (2) data display (3) conclusion and verification.

The findings show: (1) the English teacher implemented Self Directed learning strategy using Moodle e-learning well. It was started by an activity where the teacher read and understood the material about report text. Then, the teacher gave an interesting activity to students such as making mind mapping, giving video, and having discussion with friends. The learning process was fun and enjoyable. The students had self-discipline and high curiosity to learn. From the quiz in the last meeting, students had a good score after the teacher implemented this strategy. The teacher found that the implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading was effective because the students had good grades. (2) The students' response was very positive. The students were very active during the discussion. Besides, interviews and questionnaires show this strategy can improve students' reading skill. The students enjoyed learning, improved their reading skills, and made them be more active and creative.

Overall, the researcher concluded that Self Directed Learning using Moodle E-learning was applied positively for teaching reading in tenth grade 3 science of SMAN 1 Pulung Ponorogo

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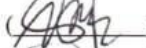
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CHAPTER 1

INTRODUCTION

This chapter consists of a background of the study, research focus, research question, research objectives, significances of the study, and the organization of the research.

A. Backgroud of the Study

Teaching English as a foreign language is not an easy task. Since English is a foreign language for Indonesian students, it will surely cause some problems for them. Learning a foreign language is different from learning a native language because the students' environment in achieving their first and foreign language are different. Teaching English in Indonesia is quite challenging. Teachers are really in need of creative efforts to make the process of teaching-learning effective and interesting. There are four skills in the English teaching and learning process, which should be owned by beginners such as listening, speaking, reading, and writing. Whatever happens in class, owning those skills is very complicated because most students assume that English is difficult, boring, and confusing.

Among the four English skills, reading is a very crucial skill due to some reasons. Reading is one of the ways to make people share information, ideas, opinions, or arguments on what they see, feel and think and to express the information to good communication. Therefore, the teacher must design efficient teaching and learning activities to improve student's skills in reading. When students begin to read, they have several initial decisions to make, and they usually make these decisions very quickly, almost unconsciously in most cases. For example, when they pick up a newspaper, they usually read the front page with some combination of search processing, general reading, and skimming. They read partly for information, but they also read to finish the newspaper fairly rapidly, because few people try to read every line of a

newspaper. They may initially search the front page for a particular story that they expect to be there. If the headlines cue them in the right way, they may check quickly for the length of the article, and they may then read through several paragraphs for comprehension.

Recently, teaching reading has become more challenging due to the pandemic since the beginning of 2020. Therefore, the Minister of Education, Nadiem Makarim has changed the learning system process from face to face to online. Due to the covid-19 pandemic, teaching and learning are held online from home or distance learning. Indonesia and the world are being tested for the arrival of a pandemic, which affects the education field. All student and teachers are learning from home, which is suddenly done without any preparation at all. The unpreparedness of all elements in education is a big obstacle too, the change in teaching and learning from face-to-face or offline to online requires the readiness of all elements, starting from the government, schools, teachers, students, and parents. It is admitted that the government loosens the education assessment system according to emergencies as long as learning can be continued without being burdened with competency attainment. Thus, many teachers use a certain teaching strategy that can be used with the existing technology.

Based on the researcher's observation in SMAN 1 Pulung Ponorogo, to support teaching and learning process, especially reading, teacher uses Self Directed Learning strategy. Self Directed Learning is a strategy to increase knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time. Long stated that Self Directed Learning is a mental process that is usually accompanied and supported by behavioral activities that included identification and information retrieval.[1]

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[1] Anchalee Suknaisith, " The Result of Self-Directed Learning for Project Evaluation Skills of Undergraduate Students," *Procedia,* 4 (December, 2016), 5

Self Directed Learner is the one who fulfills the following requirements. First, the one who accepts responsibility for his or her learning and views problems as challenges, not obstacles. Second, the one who is capable of self-discipline and has a high degree of curiosity. Third, the one who has a strong desire to learn or change and is self-confident. Fourth, the one who can use basic study skills, organize his time, set an appropriate pace of learning, and develop a plan for completing work. Fifth, the one who enjoys learning and has a tendency to be goal-oriented.[2]

As the theory, the Self Directed learning strategy is indeed widely used in distance learning, many factors have contributed to make students and teachers use distance learning. Many research discusses that distance learning is also effective. Therefore, during this pandemic, technology is an important part of the teaching and learning process. Before this pandemic, perhaps most Indonesian schools had not used technology to its full potential, but with current conditions, all school institutions must use technology without exception. In English teaching and learning, technology is useful to support the learning process. In essence, e-learning is a computer-based educational tool or system that enables students to learn anywhere and anytime. Today, e-learning is mostly delivered through the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. E-learning offers the ability to share material in all kinds of formats such as videos, slideshows, word documents, and PDFs. Conducting webinars (live online classes) and communicating with teachers via chat and message forums are also available options to users.Thus, teachers have looking to search for a learning application to support and help students to understand their material, like a WhatsApp group, telegram, google classroom, zoom, etc.[3]

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[2] Amrain Mahmud, "The Descriptive of Self-directed learner in speaking english,*", Al-lisan*: journal bahasa (April 2017). 3

[3] Epignologis LCC Digital E-book. *"E-Learning Concept, Trend and Application*". (United State of America : Eponologis LCC, 2014)

E-learning aims to support learning and teaching, transfer knowledge and skills through the web and electronic machines. E-learning techniques provide various forms of electronic tools and platforms, teaching and learning approaches, learning environments, etc. Current research in e-learning mainly focuses on several broad aspects, such as technology-enhanced learning, learning resource organization and standardization, and e-learning platforms and tools. Technology-enhanced learning in technology-based learning and instructional systems, where students acquire skills or knowledge with the help of teachers, learning to support tools, and technological resources.[4]

The implementation of e-learning is not as easy as it seems. There are lots of factors that determine the success of e-learning such as culture, technology infrastructure, and learning materials. The condition of the society at a given place determines the success of e-learning implementation. Different countries have unique cultures; therefore, they have different levels of accepting distant learning. For an urban area like Jakarta, people are familiar with the internet, and thus they can easily adopt distance learning.[5]

Moodle is one of the examples in e-learning. Moodle e-learning is used all over the world, including in Indonesia. Moodle E-learning is used to support the online learning process during the pandemic. In SMAN 1 Pulung Ponorogo, the main application for online learning is Moodle e-learning which has been created to support student learning, from providing material to submitting assignments is in this application.

Before using Self Directed Learning Strategy and Moodle e-learning as media, the teacher only used Whatsapp to share the material and discussion. The teacher and the students felt that Whatsapp wasn't effective. It could be seen from attendant list and students' responses in forum

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[4] Fan Yang, Zhenghong Dong, *"Learning Path Construction in E-Learning",* (Singapore : Springer Business Media.2017) page. 68

[5] Sfenrianto, Ellen Tantrisna,dkk. *"*E-Learning Effectiveness Analysis in Developing Countries: East Nusa Tenggara, Indonesia Perspective*".(Bulletin of Electrical Engineering and Informatics.Vol. 7. 2018).* Page 2

discussion. Many students couldn't access the material. The learning process made students bored and couldn't improve their skill and knowledge. So, by using Self Directed Learning Strategy and Moodle e-learning the problem can be resolved.

Overall, considering the above background, the researcher is interested in describing the implementation of Self directed learning strategy using Moodle E-Learning in teaching reading in detail. Therefore, she conducted research entitled "The Implementation of Self Directed Learning Strategy Using Moodle E-Learning in Teaching Reading at SMAN 1 Pulung Ponorogo".

B. Research Focus

The researcher focuses on describing the implementation of Self Directed Learning strategy using Moodle E-learning to teach reading report text.

C. Research Questions

1. How is the implementation of Self Directed Learning strategy using Moodle e-learning media in teaching reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo?

2. How are the students' responses toward the implementation of Self Directed Learning strategy using Moodle E-learning media in learning reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo?

D. Research Objectives

1. To describe the implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo.

2. To describe the students' responses toward the implementation of Self Directed Learning strategy using Moodle E-learning in learning reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo.

E. SIGNIFICANCES OF THE STUDY

The finding of this research is expected to contribute both theoritically and practically:

1. Theoritical Significances

    a. The result of the research can be used as an input in English teaching and learning especially in teaching reading.

    b. The result of the research can be used as a reference for others who want to conduct the research in teaching reading.

2. Practical Significances

    a. For the teacher

    English teachers are expected to know the implementation of Self Directed Learning and the students' responses toward the implementation of Self Directed Learning strategy using Moodle E-learning in teaching reading, so they can evaluate and improve the teaching process to enhance their performance.

    b. For the students

    The students know better than e-learning is one way to support the learning process. Besides, students know about the effectiveness and implementation of Self Directed Learning strategy using Moodle e-learning in learning reading.

    c. For the institution

The institution can get a better model of online learning appropriate strategy to apply. The institutions can also evaluate and increase the implementation of strategy and moodle teaching reading during the covid-19 pandemic. The institution certainly wants the learning process to run well and effectively in any condition.

d. For the readers

This research can be used as an additional reference when researching the teaching English process, especially in Self Directed learning and teaching reading.

e. For the researcher

Hopefully, the researcher can understand the implementation of Self Directed Learning and student's responses toward the implementation of Self Directed Learning strategy using Moodle E-learning in teaching. Knowing the effectiveness to be applied in teaching-learning prosses when she becomes a teacher.

F. Organization of The Thesis

The organization of the thesis is to make the readers know and understand the content of the research easily. This thesis consists of five chapters;

Chapter 1:   Introduction.

This chapter confirms the background of the study, the research focus, research questions, research objectives, and the organizations of the thesis.

Chapter II: Review of the literature.

This chapter consists of several theoris about Teaching Reading, Reading Skill, Reading Strategies, Self Directed Learning strategy, Report text, E-learning, and Moodle e-learning.

Chapter III: Research methodology.

This chapter covers research design, researcher's role, research setting, data sources, data collection techniques, data analysis techniques, checking validity, the implementation and student's responses toward the implementation of Self Directed Learning strategy using Moodle E-learning in teaching reading.

Chapter IV: Research findings.

This chapter is important to find the information because the researcher analyzes the data. The common data are going to appear in this chapter clearly. First, general data consist background of SMAN 1 Pulung, location and vission Mission. Second, Spesific data here the researcher explains the findings about the implementation and student's responses toward the implementation of Self Directed Learning strategy using Moodle E-learning media in teaching reading.

Chapter V: Discussion.

This chapter includes data discusson towards of the implementation of Self Directed Learning strategy using Moodle e-learning media in teaching reading during covid-19 pandemic.

Chapter VI: Conclusion.

This chapter covers the research suggestion for further study to make better study.

CHAPTER II

PREVIOUS RESEARCH FINDINGS AND REVIEW OF LITERATURES

A. Previous Research Findings

In this section, the researcher confirms previous research which have ever been conducted by other researchers before;

The first previous study came from a thesis written by Ima Yuliana titled "The Effectiveness of Moodle E-Learning as Media in Teaching Reading at First Grade Students of SMAN Colomadu in Academic Year 2017/2018". This study is to find the effectiveness of Moodle e-learning in teaching reading because the researcher found the problem about teaching reading. From the observation from the teacher, teaching reading is not an easy task for teachers. The difficulties were due to limited reading strategies, and lack of consideration in applying the suitable strategy in the teaching process, from the problem researcher use Moodle e-learning as media in teaching reading and have a conclusion that Moodle e-learning media is effective to use in the school, besides that the students feel interesting and not bored because use some video too. The pre-test score of reading narrative text before got a treatment in the experiment class that using Moodle as media at the first-grade students of SMAN Colomadu was 57,69. The pre-test score of reading narrative text in the control class that taught using video before got treatment was 66,7. After the researcher gave some treatments both of experiment class and control class the mean score of student were better than before.

The post-test score of reading narrative text in experiment class was 83,48 and the post-test of reading narrative text in control class was 76,59.[6]

Second, the previous study came from a journal written by Hijril Ismail titled "The effect of moodle e-learning material on EFL reading comprehension". This study focus on Moodle e-learning contributes to the cultivation of students interest in learning reading comprehension course and improve EFL reading comprehension of college students. This research uses quantitative research with pretest and posttest EFL reading comprehension instruments. The pretest was conducted at the beginning of the semester to know the students' initial comprehension, was composed of three reading passage followed by 30 multiple-choice questions, from pretest and post-test we can make a result that the e-learning Moodle material effective in improving students' learning outcomes on EFL reading comprehension. Therefore, the researcher recommended to educators utilize the e-learning moodle in teaching EFL reading comprehension.[7]

The last previous study is from Karoll Ramírez Castro's thesis with the title "Moodle-Based Worksheets to Enhance Reading Comprehension". This study using qualitative research, framed action research. This research focuses on the use of appealing, organizing, and contextualizing virtual reading worksheets that could be useful to enhance students' reading comprehension through adequate use of a series of reading strategies that fostered their vocabulary development. Besides, the study showed that Virtual Learning Environments, such as Moodle, provide significant opportunities for students to empower their language learning process, which in this

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[6] Ima Yuliana, "The effectiveness of Moodle E-learning as Media in Teaching Reading at the First Grade Students of SMAN Colomadu in Academic Year 2017/2018",(*Thesis: IAIN Surakarta,2018*).

[7] Hijri ismail, "The Effect of Moodle E-learning Material on EFL Reading Comprehension", *Ijmuu, Vol 7* (October, 2020), 120.

case, adheres to reading comprehension. By using surveys, students' artifacts, and interviews as data collection instruments, he found that comprehension improved when students used strategies when they reflected on their learning process, and linked the texts with their lives, and consequently, they developed critical thinking.[8]

This research has similarity and difference with the three previous studies above. The similarity is the research focus on improving reading skill using Moodle e-learning. The difference is the three previous studies focused on the implementation of Moodle e-learning in teaching reading, this research gives more significance because it also investigates a certain strategy used in Moodle e-learning which is called Self Directed Learning strategy.

B. Review of Literature

This part of the chapter will cover Reading, Teaching Reading, Self Directed Learning strategy, Report text, E-learning, and Moodle e-learning.

1. Reading

As can be seen that reading is one of the English skill. Reading skill is important to get information or knowledge from text.

a. Definition of Reading

Reading is a passive activity in which readers just move their eyes over the printed page in linear order. It is interactive the reader brings his knowledge to the text in front of him. The interactivity is triangular between the reader the text and the message. The goal is specific to engage the thoughts, facts, and

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[8] Karoll Ramírez Castro, *Moodle-Based Worksheets to Enhance Reading Comprehension*, (Universidad Externado de Colombia : Thesis). 2017

viewpoint, bias, etc. So, reading skills are important to learn before improving three skills. Reading should be followed by checking the learners' understanding of comprehension.

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a student's reading ability if only because it's a book that is the medium. Most formal tests use the written word as a stimulus for a test-taker response, even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create an assessment of general language ability.[9]

According William, Reading is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapit set of processes taat makes comprehension a seemingly effortless and enjoyable activity for fluent readers.[10] Then, according Snow, Reading is usually a primary focus of instruction in the post-primary grades, after readers have largely mastered word recognition skills, although comprehension of text should be an integral part of reading instruction with beginning readers as well. Instruction in oral language, vocabulary, and listening comprehension should be a focus starting in preschool and continuing throughout the elementary grades.[11]

b. **Types of Reading**

There are four types of Reading:

[9] Ibid.16

[10] William Grabe and Fredickal.Stoller, *Teaching Reading and Researching Reading.* (New York: Pearson Education Limited,2002), 23.

[11] Snow Catherine, *Reading for understanding,* (Arlington: RAND EDUCATION 2002), 10

1) Perceptive

In keeping with the set of categories specified for listening,comprehension, similar, specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the *components* of larger stretches of discourse: letters, words, punctuation, and other graph symbols. Bottom-up processing is implied.

2) Selective

This category is largely and artifact of assessment formats. In other to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentence, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, *interact* with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with

the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. It should be noted that reading research commonly refers to "extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.[12]

c. **The Important Elements of Reading**

According to Armbruster, Lehr and Osborn, there are some elements of reading, such as follow:

1) Phonemic awareness

Phonemic awareness is the ability to hear, identify and manipulate the individual sounds-phonemes-in spoken words.

2) Phonics

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

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[12] Abbas Pourhosein Gilakjani, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education*, Vol. 6, No. 2 (May, 2016), 230.

3) Vocabulary

Vocabulary refers to the words we must know to communicate effectively. Reading vocabulary refers to words we recognize or use in print.

4) Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically.

5) Comprehension

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.[13]

d. **Purpose of Reading**

The purpose of reading is to understand the text in order to get the information and knowledge. Grabe and Stoller state the purpose of reading as follow :

1) Reading to search for simple information

One of purpose of reading is to get simple information such as reading an announcement in the school, market, on the road, in the airport and others. In reading to search, we typically scan the text for a specific piece of information or a specific word.

2) Reading to skim quickly

This purpose is to know the main idea of the text or passage the same as a combination of strategies for guessing where important information

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[13] Jonathan Sarwono & Yudhy Purwanto, *English for Academic Purpose: A Successful Way toLearn Scientific English* (Yogyakarta: Andi, 2013), 1.

from the text or passage. For example in reading newspaper, commonly some people just read a few pages to know the main ideas of newspaper.

3) Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person need to learn a considerable amount of information from a text.

4) Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple source. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

5) Reading for general comprehension

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

2. Teaching Reading

The teaching of reading is essential for preparing students with the basic reading skills in order to be able to gain information and knowledge from reading more effectively. Teaching reading by using reading strategy is more effective and

useful for students as it was tested and observed. The Australian Government's National Inquiry into the Teaching of Literacy Report also advocates early, systematic, integrated and explicit teaching of reading as the most effective way of teaching all children to read. An integrated approach to teaching reading is a process that should involve collaboration with school communities and parents and should teach the following:

1) Phonemic awareness: the ability to hear and manipulate sounds inoral language

2) Phonics: the relationships between letters and sounds

3) Vocabulary: new words and what they mean

4) Text comprehension: understanding what is being read and developing higher-order thinking skills

5) Fluency: the ability to read quickly and naturally, recognize words automatically, and group words quickly[14]

Teaching-learning process especially reading, the teacher needs some strategies to improve student's reading skill. It is needed to make the students easier to improve their skill in reading.There are many strategies how to improve or teach reading. Haris said in his article: "Strategies that can help students read more quickly and effectively include:[15]

1) Previewing is reviewing titles, section headings, and photo caption to get a sense of the structure and content of a reading selection.

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[14] William Grabe and Fredickal.Stoller, *Teaching Reading and Researching Reading.* (New York: Pearson Education Limited,2002),20.

[15] *Teaching Students with Reading Difficulties and Disabilities,* (United State of America : Saskatchewan, 2004) page. 59

2) Predicting using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure.

3) Guessing from context is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

4) Paraphrasing is stopping at the end of a section to check comprehension by restating the information and ideas in the text.

The stages or strategies to teach reading are:

1) Pre-reading Activities

   a). Setting the Purpose of Reading (As a Whole Class)

   Firstly, the teacher clarifies the purpose of reading to the students deal with unfamiliar vocabulary without depending on dictionaries.

   b) Signpost Questions (As a Whole Class)

   The teacher asks questions to motivate the readers and activate their background knowledge.

   c) Prediction Activities (As a Whole Class)

   The teacher shows only the title of the text (and photographs if available) at this stage, and asks the students to predict the topic based on the previous questions, prior knowledge, and the title of the text.

   d) Skimming in Groups

   The skimming strategies are introduced to get an overall picture and to ascertain the genre and field of the text. Discussion with peers and theteacher at this stage might provide general information about the topic

and structure of the text, and the students might be able to predict further, what the text is about.

e) Scanning (In Groups)

Scanning activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension. With this exercise, the students might be able to locate specific information about the topic of the text.

2) During Reading Activities.

a) The Text (As a Whole Class)

This activity shows the students how the text is structured to achieve its genre. At this stage, the teacher guides the class in discussing the feature of the text; the genre of the text (recount of an event in the newspaper article), the social purpose (to inform readers about events which are considered newsworthy and interesting), schematic structure and language features of the genre.

1) Headline, explains the story in a short telegraphic way.

2) Newsworthy events, describes the events in summary form.

3) Background event, recounts what happened, in what circumstance by expert

4) Sources, introduces comments on the events by authorities.

5) Background event, laborates what happened, to whom and in what circumstances.

3) Post-reading Activities

  a) Cloze Passages (As a Whole Class)

This activity is designed to assist the readers in developing vocabulary, understanding cohesion in the text, and investigating the text further. Reading abilities might be improved by identifying chains in the text and recognizing how the chains are used to make the text coherent. Showing how the teacher or the readers who have higher proficiency complete the passage works as a model of good reading strategies and assists the learners who have difficulties in reading comprehension to deepen and expand knowledge of the context.

  b) Comprehension Questions (Individual)

Comprehension questions are asked to the students to confirm their understanding of the content of the whole text and to monitor the understanding of each student. Question sheets containing various questions such as true or false questions, alternative questions and WH-questions are provided for each student to work on individually.After the students complete the activity, the teacher checks their answers with the class to confirm their understanding of the context before moving onto the next activity.

  c) Compare Ideas (In Pairs)

Charts are provided to the students to ask questions to his/her partner and fill in their answers. By questioning, conferencing and sharing their ideaswith peers, the students are able to practice 28listening, speaking and writing, relate personal experiences with the topic, and focus on their ideas before the final discussion stage.

d) Discussion (as whole class)

Discussing about the topic helps the readers to relate the theme of the text to their experience, and develop their understanding. Questions such as the following are designed to lead the discussion in the class.

3. **Self Directed Learning Strategy**

a. Definition of Self Directed Learning Strategy

Self Directed learning is 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. Self Directed learning (SDL) is designed to nurture this momentum, broaden and deepen it, to help students channel and refine it. This design has been enhanced by a flood of recent discoveries about the brain. We have found that the brain is a meaning-making machine that thrives in rich environments, seeks out patterns, builds on previous experiences, and functions best in nonthreatening situations. Not only is the brain a dynamic, self-directing instrument of learning, but it is also highly individualized. Recent studies of intelligence, learning style, and talent or strengths affirm the great diversity in the ways people learn. Cognitive psychology has also focused on the importance of learning how to learn, that is, on developing the strategies that can be applied to any learning task. Such portable skills prepare any learner for the ultimate challenge of lifelong learning.[16]

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[16] Maurice Gibbos, *The Self-Directed Learning Handbook*, (Fransisco : Jossey Bass, 2012). Page 3

SDL is an increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her efforts using any method in any circumstances at any time. A student, for example, decides to build and launch rockets that will rise one mile into the atmosphere. He inspires others to join him. They go on the Internet, contact the National Aeronautics and Space Administration, consult with a science teacher, find a machine shop, build experimental models, and, after many attempts, succeed.[17]

The relationship between adult learning and self-directed learning is a topic worth exploring on both theoretical and practical grounds. Knowles describes self-directed learning as "a process in which individuals take the initiative without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources, and evaluating learning outcomes".[18]

The self-directed learning requires initiative of students to determine learning goals, select relevant learning resources, schedule learning time and to be consistent to this schedule, select most effective learning strategy, and self-evaluate learning outcomes. If students were to incorporate all of these elements into their learning process, it would be rendered that these students actually possess a high level of self-directed learning. Within this frame, the role of the teachers is to provide some kind of scaffolding which is monitor and to supervise.

b. **The Advantages and Disadvantages of Self-Directed Learning**

Self-directed learning have the advantages and disadvantages.[19]

1) Advantages of Self Directed Learning

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[17] Maurice Gibbos, *The Self-Directed Learning Handbook*, (Fransisco : Jossey Bass, 2012). Page 10
[18] Kathleen Smith, *Teachers as Self-Directed Learners,* (Singapore : Springer. 2017) page. 96
[19] Elsa Mentz, *Self Directed Learning Research,* (Sourth Africa : AOSIS.2017) page. 104

a) Students are free to learn according self- learning style, to their learning pace and to their interests and talents in using their composite intelligence.

b) Emphasizing broader learning resources both from teachers and other learning resources that meet educational requirments.

c) Students can improve their knowledge, skills and abilities.

d) Independent learning gives students a wonderful opportunity to sharpen their awareness of their environment and enables students to make positive choices about how they will solve the problems faced daily.

e) Students have the freedom to choose materials that suit interests and needs. Besides, learning is more fun on your own.

2) Disadvantages of Self Directed Learning

a) The dumb student will be even dumber and the smart student will get smarter because there is less interaction with each other.

b) The lazy student feel lazy to improve his capability or knowledge.

c) There are some students who need advice from someone to choose a material suited him or because the student in question does not know how much he is capable of.

c. **Steps for the Implementation of Self Directed Learning**

Self Directed Learning in Practice has Four-Step as the review of the literature has shown, there are several key skills that learners can employ if they successfully assume full control of the learning process. This section of the paper addresses these methodological aspects of self Directed learning, offering concrete ideas for teachers wishing to help their students develop these skills. To

lend a degree of structure to the introduction of activities to help learners acquire these skills, four phases of a self Directed learning cycle were identified and are used as a basic framework. These have been developed and adapted to be: planning, implementing, monitoring, and evaluating.[20]

a) Planning

In this stage, the procedure is: analyzing the needs of learners, institutions, and curriculum issues, analyzing skills or abilities possessed by learners, designing the appropriate learning purposes, selecting appropriate resources for learning, and making plans on daily learning activities.

b) Implementing

The teacher promotes abilities that learners have, applies learning according to the adoption of plans and Settings, adjustments that have been made, and allows learners to select methods that conform to their wishes.

c) Monitoring

At this stage, the teacher makes mind-bag monitoring or monitors the performance of the assigned task, study balance monitoring or monitoring of learners during other activities related to the main learning duty, and awareness monitoring or monitoring of the awareness and sensitivity of the learner during the study.

d) Evaluating

The teacher compares student's results, adapts and conducts student's assessments to previously designed purposes, and asks learners for statements, asking questions about the task completion process.

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[20] Maria Agustina Kleden, "Analysis of Sel-Directed Learning Upon Student of Mathematics Education Study Program", *(Journal Education and Practice, Vol 6.2015)*

Forthermore, Garrison also incorporates the dimensions of motivation, responsibility and control in Self Directed Learning. Motivation, she argues, is a pervasive influence in self directed learning, affecting both the decision to learn (entering motivation) and the effort required to persist with learning once started (task motivation). This affects the cognitive and metacognitive processes learners use (self monitoring) and the amount of responsibility they take for constructing meaning for themselves from their learning. It also affects the level of control they take over their learning, their management of learning resources and support (self-management). Together the three dimensions result in self-directed learning.
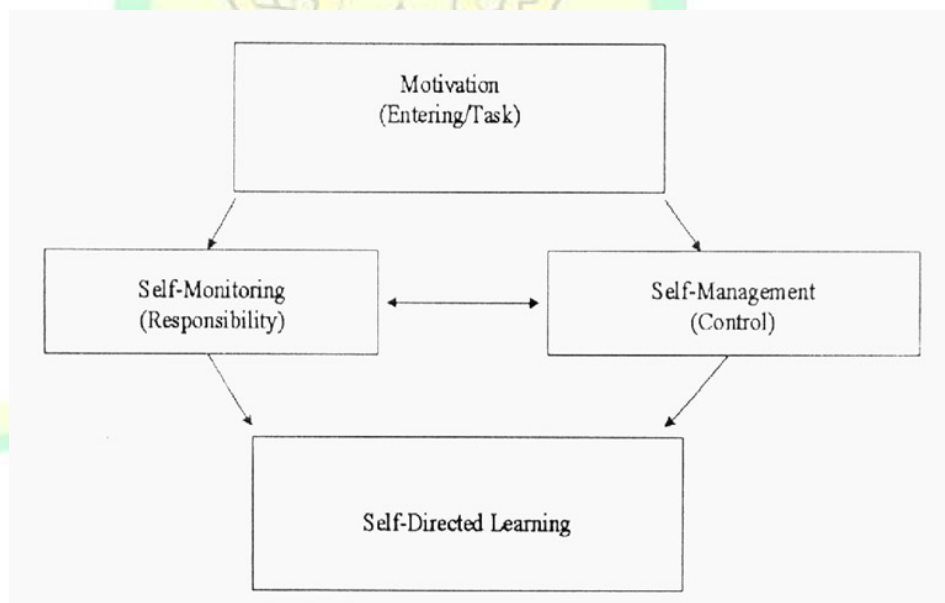

Figure 2.1 Garrison's Dimensions of Self Directed Learning Model

These models present a range of ways of conceptualising self Directed learning, the stages or transitions learners may go through as they adjust to learning this way and the roles teachers may take when self-directed learning is used in formal education. Models cannot describe 'reality' or prescribe what will happen. They are tentative representations of possibilities. These models offer some ideas that

may be useful to my research into self directed learning as it is understood and experienced by the research participants.

4. **Definition of Report Text**

A report text is a piece of text that presents information about a subject, a report text is a type of document written by someone or group instution of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information. According to Gerot and Wignell, the social function of report text is to describe the way things are, with reference to a range natural, man-made and social phenomena in our environment. [21]

According Mark Anderson and Kathy Anderson, the generic structure of report text is:

a. General Classification

General opening statement that introduce the subject of the report, it can include a short description and definition.

b. Description

A series of paragraph to describes the subject. Each new paragraph describes one features of the subject and begins with a topic sentence, followed by detail sentences.

c. A conclusion

A conclusion that summarizes the information and signals the end of the report (optional/not always). It just to make the text clearly in the end of the text and make

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[21] Gerot, L. And P. Wignell, *Making Sense of Function Grammar,* (Sydney : Antipodean Education Enterprises, 1994), 155

the readers comprehend the text tell about. In generally, the generic structure in a report text just explained general classification and description.

Gerot and Wignell also gives explanation about the significant lexico grammatical features (language features) of report text :

1) Introducing group or general aspect

General aspect statement describing the subject of the report text, description, and classification. States the classification of the general aspects of things : plants, public places, animals , people that will be discussed in general.

2) Using of Relation Process

Relational processes is one type of process used to express a verb that can described a participant's state and can also be a member of the ownership cue. For example : Plants cells have a cell wall and Tuesday was the deadline.

3) Using conditional logical connection

Conditional logical connection is a word used to connect two or more sentences in a grammatically valid way, such that the value of the compound sentences produced depends only on that of the original sentences and on the meaning of the connective.

4) Using of simple present tense

Tenses used in report text is simple present tense, because it tells about a story is happening right now. The formula of present tense is S + V-1 + O. the example of simple present tense are : They enjoy the sunset and She is in the beach.

5) No temporal sequence

Temporal sequence is a word used to connect clause or sentence or to coordinate words in the same clause but in the report text temporal sequence is not used. The example of temporal sequence are first, second, that, finally, next, etc.

5. **E-Learning**

a. Definition of E-Learning

E-learning is an internet application that is used in learning and teaching process E-Learning can be seen as an innovative approach to be used as a medium to deliver good design, user-centered, interactive learning environment and as having a wide range of easiness for anyone, anywhere anytime. While using e-learning is the use of electronic educational technology in learning E-learning.[22]

E-learning aims to support learning and teaching, transfer knowledge and skills through the Web and electronic machines. E-learning techniques provide various forms of electronic tools and platforms, teaching and learning approaches, learning environments,etc. Current research in e-learning mainly focuses on several broad aspects, such as technology-enhanced learning, learning resource organization and standardization, and e-learning platforms and tools Technology enhanced learning is technology-based learning and instructional systems, where students acquire skills or knowledge with the help of teachers, learning support tools, and technological resources. Technology-enhanced learning investigates the use of information and communication technologies to help student to learn

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[22] Fan Yang, Zhenghong Dong, "Learning Path Construction in E-Learning", (Singapore: Springer Business Media.2017), Page 21

effectively through a course of study by pedagogically making learning contents more accessible and providing students with better learning environments.[23]

b. Types of E-Learning

1) Traditional e-Learning

Traditional e-learning separates teachers from students and also separates students from students; the teaching and learning carry out over the Internet or through computer-based technologies. Traditional e-learning cannot provide adaptive learning technologies, which needs a team that has advanced skills, such as programming, graphic design, or instructional design to improve the learning system and requires course creator to create graphics, simulations, and animations.

2) Adaptive e-Learning System

Students have different knowledge background, knowledge levels, learning styles, learning preferences, and also different misunderstandings and learning outcomes,etc. It will become a very huge work for teachers to design the learning contents and the learning activities, and to provide with different teaching approaches and different feedbacks.

3) Instructional Design System

Instructional design system is a system of determining student learning state, defining the learning outcomes, and also providing teaching strategies for knowledge transition, which aims to improve learning performance. Instructional design is learner-centered which focuses on current learning

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[23] Arman. "The Impact of Using E-Learning on Students' Learning Achievement in Basic Of English Grammar Course At The First Semester English Education Department, Uin Alauddin Makassar", (Thesis : UIN Alaudin Makassar.2017)

states, needs, and learning outcomes of students. The learning outcomes of instructional design reflect students' expectations for the learning, which expect students having the ability of applying knowledge or skill in some learning environments.

4) Intelligent Tutoring System

Intelligent e-learning system brings the artificial intelligence (AI) technology to the current e-learning system together and products a personalized, adaptive, and intelligent service to both teachers and students. Intelligent tutoring systems (ITS) use AI to customize teaching approaches according to student's needs, which is trying to optimize learning of domain concepts and problem solving skills.

5) Service-Oriented e-Learning System

Service-oriented system for e-learning describes a concept of e-learning framework which supports e-learning applications, platforms, or other service-oriented architectures. Service-oriented e-learning system, provides Web services, such as assessment, grading, marking, course management, metadata,registration, and reporting, in order to produce more functionalities for the e-learning system. It aims to produce reliable Web services that can be applied to different operation systems.[24]

c. Advantages And Disadvantages e-Learning

1) Advantages e-learning

E-learning increases access to learning and training opportunities, provides increased opportunities for updating, retraining and personal enrichment,

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[24] H. Douglas Brown, "Principles of Language Teaching and Learning", Pearson : United State of America.2007

improves cost effectiveness of educational resources, supports the quality and variety of existing educational structures, enhances and consolidates capacity. Another advantage of distance learning is its convenience because many of the technologies are easily accessible from home.

2) Diadvantages E-Learning

E-learning requires planning. Both the instructors and students involved in distance learning will need to make sacrifices, at times, to get things done on time. Distance learning, although affordable, may come with hidden costs (for example extra shipping and handling costs). Distance learning does not offer immediate feedback. In a traditional classroom setting, a student's performance can be immediately assessed through questions and informal testing. With distance learning, a student has to wait for feedback until the instructor has reviewed his or her work and responded to it. Compared with the traditional course delivery method, distance learning demands a disproportionate amount of effort on the part of instructors.[25]

6. Moodle E-learning

Growing up in the Australian outback in the late 1970s, Moodle's Founder and Lead Developer Martin Dougiamas took lessons from the School of the Air, giving him from a young age an insight into distance learning.

a. Definition of Moodle E-learning

Moodle e-learning is a web-based learning media or application that works using technology information to use teaching and learning process in distance

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[25] Aulia Nabilah, "The Teachers' Implementations of Distance Learning During the Covid-19 Pandemic at SMPN 3 Bringin".(E-thesis: IAIN Salatiga. 2020)

learning or what can be called e-learning. The use of Moodle e-learning can be done anywhere, anytime and anyone who will access it. The use of Moodle e-learning is needed when we do distance learning, as an example during this pandemic, which requires us to learn from home. Besides, using Moodle e-learning as the main media in learning, e-learning can also be used as a complement application, to support the students more understand from teacher's explanation.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a software course content management (CMS), which was introduced first bay Martin Dougiamas, a scientist and educator, who spent most of his time developing a learning management system at one of the universities in Perth City, Australia. Moodle is available for free on the web. So anyone can download and install it. It has been translated into over 100 language in the world including into Indonesian, it makes it easier for us in developing e-learning applications.[26]

b. Excess Moodle

Sukari stated that there are several things that make Moodle different from others, including :

1) Simple, efficient and lightweight and compatible with many browsers.

2) Very easy installation.

3) Support multiple languages including Indonesia language.

4) Availability of site management to make overall site settings, module changes and so forth

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[26] William H Rice IV, *Moodle E-learning Course Development,* (Birmingham : Packt Publishing, 2006). Page 92

5) Availability of chat module, polling module, forum module, module for journal, modules for quizzes, modules for workshops and surveys, and many more again.

6) Availability of good course management.

7) Availability user management.

Forthermore, Sukari mentioned some of learning activities supported by Moodle are as follow :

1) Assignment

This facility is used to give assignment to participants on online learning. Learning participants can access task materials and collect tasks by sending files of their work.

2) Chat

This facility is used by faculty and participants to learn interacting online by means of a text dialogue (conversation online).

3) Forum

An online discussion forum between teachers and participants learning participants that addresses the related topics of learning materials.

4) Quiz

This facility is used by teachers to conduct exams or test online.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

In this research, the researcher used qualitative research. According to John W. Creswell, qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.[27] So, this research applied qualitative research on having natural experience to identify the real result of observation.

Descriptive qualitative is essentially research to describe something. For example, it can describe the characteristics of a group such as – customers, organizations, markets, etc. Descriptive research provides an "association between two variables" like income and place of shopping, age, and preferences. Descriptive informs us about the proportions of high and low-income customers in a particular territory. What descriptive research cannot indicate is that it cannot establish a cause-and-effect relationship between the characteristics of interest. This is the distinct disadvantage of descriptive research. The

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[27] John W. *Creswell. Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. (London: SAGE. 2010) Page. 1

descriptive study requires a clear specification of "Who, what, when, where, why, and how" of the research.[28]

The researcher applied a qualitative approach and descriptive qualitative research design by observed indirect location at school, observing the teacher and students in the teaching-learning process, catching information from several interviewers within its real-life context naturally, and questionnaire.

B. Researcher's Role

The researcher's role in this study is as the main instrument. Being an instruments of this research, the researcher had to be an interviewer, an observer, and a collector to get the data related to the implementation of Self Directed Learning strategy using Moodle E-learning in teaching reading at SMAN 1 Pulung, Ponorogo.

C. Research Setting

In this research, the researcher has chosen SMAN 1 Pulung Ponorogo as the setting for the study. It is located in Jl. Djayengrono, Pulung, Ponorogo. This school is famous for its "Go Green" environment.

The researcher's reasons behind choosing the school is to examine and describe the implementation of Self Directed Learning strategy using Moodle E-learning in teaching reading during the covid-19 pandemic. The researcher has the reasons to choose this school. First, this school is around the researcher's environment so that it is easier to collect the data during the pandemic. Second, the researcher wants to know the teaching-learning process during the pandemic, especially about the implementation of Self Directed

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[28] Directorate of distance education, *Research Methodology,* (New Delhi : Excel books private limite.2012) page.3

Learning strategy in reading skill. Third, the researcher wants to know students' responses toward the implementation of Self Directed Learning strategy in reading skill.

D. Data and Data Sources

The definition of data is a collection of text, numbers or symbols in raw or unorganised form.[29] Using primary data which are data collected for the spesific research problem at hand, using procedures that fit the research problem best.[30]

The data sources in qualitative research gather the data from the supporting data such as documents and other (audio, video, and photo) can be added. Then the researchers review all of the data, make sense of it, and organize it into categories or themes that cut across all of the data sources. In this research, the researcher observed the implementation of Self Directed Learning strategy using Moodle e-learning and the students' responses. To strengthen the data, the researcher analyzed documents related to data and conducted a face-to-face interview with students and the English teacher, the researcher also gave a questionnaire to students.

E. Data Collection Technique

In this research, the researcher used some techniques in collecting the data. It aims to get valid information about the teaching-learning reading and activities which make the students active. These are the techniques used to collect the data:

1. Observation

In qualitative research observation is important. By observing the research site the researcher gain information. In this activity, the researcher took fields note. The

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[29]cambridge advance, *cambridge international as & a level information technology 9626 for Examination from 2017, Topic Support Guide, 2017, 5.*
[30]Joop J.Hox & Hennie R.Boeije, *Data Collection, Primary vs Secondary*, Encyclopedia of Social Measurement, Vol.1, 2005, 593.

researcher recorded unstructured or semistructured activities at the research site. The researcher observed the learning process, students' responses the implementation of Self Directed Learning strategy using Moodle e-learning.

By making field note, the researcher wrote everything happened during the teaching-learning process at the beginning of observation done by the teacher and the students. The researcher joined an online class, and accessed the Moodle E-learning and Whatsapp group to observe the teaching-learning process. Besides, the researcher also focused on observing the implementation of Self Directed Learning strategy using Moodle E-learning in teaching reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo.

2. Interview

An interview is a purposeful interaction in which one person obtains information from another. Interview permit researchers to obtain important data they cannot acquire from observation alone, through pairing observations and interviews provides a valuable way to gather complementary data.[31]

W Creswell said that interview is interaction face to face with participants, via telephone interviews, or engages in a focus group. The interview can be categorid into two categories, unstructured and generally open-ended questions that are few and intended to elicit views and opinions from the participants. In this study, the researcher interviewed English teacher and students in Tenth Grade 3 Science. The topics of interviews related to the implementation of Self Directed Learning Strategy using Moodle e-learning in teaching reading and students' responses.

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[31] L.R.Gayr, Geoffrey E Mills, " Educational Research Competencies for Analysis and Application",(Pearson Education : The United States of America).2012.Page.381

3. Documentation

The researcher used the documentation to data collection techniques, the kind of documentations is a worksheet from students, respond and feedback in the Moodle E-learning media, syllabus, and lesson plan from the teacher. The third techniques of collecting data is documentation. During the process of research, the researcher got the documents at the research site such as school documents (history of the school, vision, and mission, geographic conditions, teacher and students' data), photos, video, etc.

According to Einser, this technique of collecting data which is taken from school documents such as photos during activity, photos of students' assignment or performance, school documents (The structured school, vision mission, teacher's schedule, the school profile), recordings of interview both teacher and students, video during the teaching-learning process and written sources (field note) that related to research as supported of observation and interview.

4. Questionnaire

The questionnaire is a collection of questions that are structured to obtain the necessary information from a number of respondents. A well-designed and effectively used questionnaire can be used to gather information about the performance of the system being tested as a whole as well as specific information from a system component. If the questionnaire is supplemented with demographic questions from the respondents, this information can be used to analyze data based on various groups.

A questionnaire is a research device or instrument that is made up of a series of questions which are closed-ended or open-ended. The goal is to collect relevant data from respondents which can then be used for a variety of purposes. When you give the

respondent the ability to give a longer answer, it can yield more insights because they can elaborate on their thoughts.[32]

In this research, researcher used close ended question. Close ended questions are defined as question types that ask respondents to choose from a distinct set of pre-defined responses, such as "yes/no" or among set multiple choice questions. In a typical scenario, closed-ended questions are used to gather quantitative or qualitative data from respondents. Closed-ended questions come in a multitude of forms but are defined by their need to have explicit options for a respondents to select from. There are 20 question to the students in in Tenth Grade 3 Science. In this study, the researcher prepared 20 questions as the questionnaires :

Table 3.1 Questionnaire

No	Statement	Strongly disagree	Disagree	Agree	Strongly agree
1.	**I feel that learning by Self Directed Learning Strategy using Moodle E-learning improve my reading skill.** (*Saya merasa belajar dengan Self Directed Learning Strategy menggunakan Moodle e-learning meningkatkan kemampuan membaca saya*)				
2.	**The implementation of Self Directed Learning Strategy using Moodle E-learning is useful to use in learning reading skill.** (*Penggunaan Self Directed Learning Strategy dengan menggunakan Moodle E-learning bermanfaat digunakan dalam kemampuan membaca*)				
3.	**The implementation of Self Directed Learning Strategy using Moodle E-learning in**				

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	learning reading makes me bored. *(Penggunaan Self Directed Learning Strategy dengan menggunakan Moodle E-learning dalam pembelajaran Reading membuat saya bosan)*				
4.	**I feel that learning by Self Directed Learning Strategy using Moodle E-learning helps me to understand the material.** *(Saya merasa belajar dengan Self Directed Learning Strategy Moodle e-learning membantu saya dalam memahami materi khususnya dalam reading)*				
5.	**Self Directed Learning Strategy using Moodle E-learning does not improve my reading skill.** *(Self Directed Learning Strategy dengan menggunakan Moodle E-learning tidak meningkatkan kemampuan reading saya)*				
6.	**Self Directed Learning Strategy using Moodle e-learning makes me difficult to understand reading text.** *(Strategi Self Directed Learning menggunakan Moodle e-learning membuat saya kesulitan dalam memahami teks bacaan)*				
7.	**Moodle e-learning encourages me to study anywhere because I can access it anytime.** *(Moodle E-learning mendorong saya untuk belajar dimana saja karena dapat mengaksesnya kapanpun)*				
8.	**Studying with Self Directed Learning Strategy using Moodle e-learning makes me feel depressed.** *(Belajar dengan Self Directed Learning Strategy menggunakan Moodle e-learning membuat saya merasa tertekan)*				
9.	**I feel that learning by Self Directed Learning Strategy**				

	using **Moodle e-learning improve my learning motivation.** *(Menurut saya belajar dengan Self Directed Learning Strategy menggunakan Moodle e-learning meningkatkan motivasi belajar saya)*				
10.	**It's hard to explore my idea in reading, when I study with Self Directed Learning Strategy via Moodle e-learning** *(Saya tidak dapat menggungkapakan pendapat saya dalam Reading saat menggunakan Self Directed Learning Strategy via Moodle e-learning)*				
11.	**The implementation of Self Directed Learning Strategy using Moodle e-learning in teaching reading comprehension is just a loss of my time.** *(Penggunaan Self Directed Learning Strategy dengan Moodle e-learning dalam pembelajaran reading comprehension hanya membuang waktu saya)*				
12.	**The implementation of Self Directed Learning Strategy using Moodle e-learning makes me more creative.** *(Penggunaan metode Self Directed Learning Strategy dengan Moodle e-learning E-learning membuat saya lebih kreatif)*				
13.	**The implementation of Self Directed Learning Strategy using Moodle E-learning trains me to be brave to express my opinion** *(Belajar menggunakan Self Directed Learning Strategy via Moodle E-learning melatih saya dalam menyampaikan pendapat)*				
14.	**I fell that learning by Self Directed Learning Strategy using Moodle e-learning makes me more active in learning activities.**				

	(Sya merasa belajar dengan Self Directed Learning Strategy menggunakan Moodle e-learning membuat saya lebih aktif dalam kegiatan pembelajaran)				
15.	**Self Directed Learning Strategy using Moodle E-learning makes the learning process more interesting**. *(Self Directed Learning Strategy dengan menggunakan Moodle E-learning membuat proses pembelajaran lebih menarik)*				
16.	**I feel a loss with the implementation of Self Directed Learning Strategy using Moodle E-learning in learning reading** *(Saya merasa rugi dengan penggunaan Self Directed Learning Strategy dengan Moodle E-learning dalam belajar reading)*				
17.	**I always access Moodle e-learning on time based on schedule** *(Saya selalu tepat waktu dalam mengakses Moodle e-learning sesuai jadwalnya)*				
18.	**I always access Moodle e-learning if the teachers remind in Whatsapp group** *(Saya mengakses Moodle e-learning ketika guru mengingatkan saya di grup whatsapp)*				
19.	**The implementation of Self Directed Learning Strategy by the teachers make the learning process fun.** *(Penggunaan Self Directed learning Strategy oleh guru membuat pembelajaran lebih menyenangkan)*				
20.	**The implementation of Self Directed Learning Strategy by the teachers make learning process more innovative** *(Penggunaan Self Directed learning Strategy oleh guru*				

	membuat pembelajaran lebih inovatif)				

F. Data Analysis Technique

Mattew B. Miles and Michael Huberman define that the data analysis consists of three concurrent flows of activity, they are data reduction, data display and conclusion and verification data.[33]

1. Data Reduction

   Data reduction covers the procces of selecting, focusing, simplifying, abstracting and transforming the data which appear in field notes or transciption. It occurs continously through the life of any qualitative oriented project. Also occuring as researcher decided which conceptual framework, which cases, which research question and which data collection approaches to be chosen.

2. Data Display

   Data dispaly is an organized, composed assembly of information which conclude a conclutions written. The most frequent from display in qualitative data in the past has been extended text. This study appears data that gets from written sources of teacher's documents, written researcher's summarizes and written students' opinion.

3. Conclusion and verifications data

   This part is very verified as the analyst proceeds which may be as brief as a fleeting second thought crossing the researcher's analyst during writing, in a short excursion to field notes, or through argumentation to develop the data.

G. Checking Validity of Findings

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[33]Mattew B. Miles and Michael Huberman, *Qualitative Data Analysis Third Edition*, 1994, 10.

The researcher chose triangulation to check the validity of the data. Triangulation is a combination or combination of the various methods used to study phenomena that are different perspectives. The basic idea that the phenomenon under study can be well understood to obtain high-level truth though it's viewed from different angles. Viewing angles varying obtained will allow a reliable level of truth. Therefore triangulation is the attempt to check the correctness of data or information from a variety of different viewpoints by reducing as much as possible the differences that occur at the time of data collection and analysis.

According to Denzin ,triangulation is a technique to check the validity of the data through source triangulation, methodological triangulation, investigator triangulation, and theoretical triangulation. Furthermore, the researcher felt that the most appropriate triangulations to be used in this research is source triangulation. By using source triangulation, researcher made it possible to strengthen the data results by comparing and checking information obtained through several sources in qualitative methods.[34]

H. Research Procedures

There are several procedures in this study :

1. Planning

    This procedure includes arranging the research plan, choosing the institution such as class and the teacher that, applying Self directed learning strategy and Moodle e-learning as an object observation, observing the teaching-learning process applying by the teacher, preparing instruments that support the researcher's valid data.

2. The procedure of data analysis

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[34] David and Lamb, Clarice. *"The Self Directed Learning. Managing the Learning Process". (*New York : Cambridge University Press. 1996)

The data from observation, interview, documentation, and questionnaire were analyzed by the researcher. The researcher observed the teaching-learning process via Moodle e-learning and Whatsapp Group. The researcher defined the observation into three parts, First meeting, Second Meeting, and Third meeting. Questionnaire data were analyzed by collaborating the student's responses toward the implementation of Self Directed Learning strategy using Moodle e-learning.

3. Research report

Researcher's writing in the form of thesis writing about the implementation of Self Directed Learning strategy using Moodle e-learning media in teaching reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo.
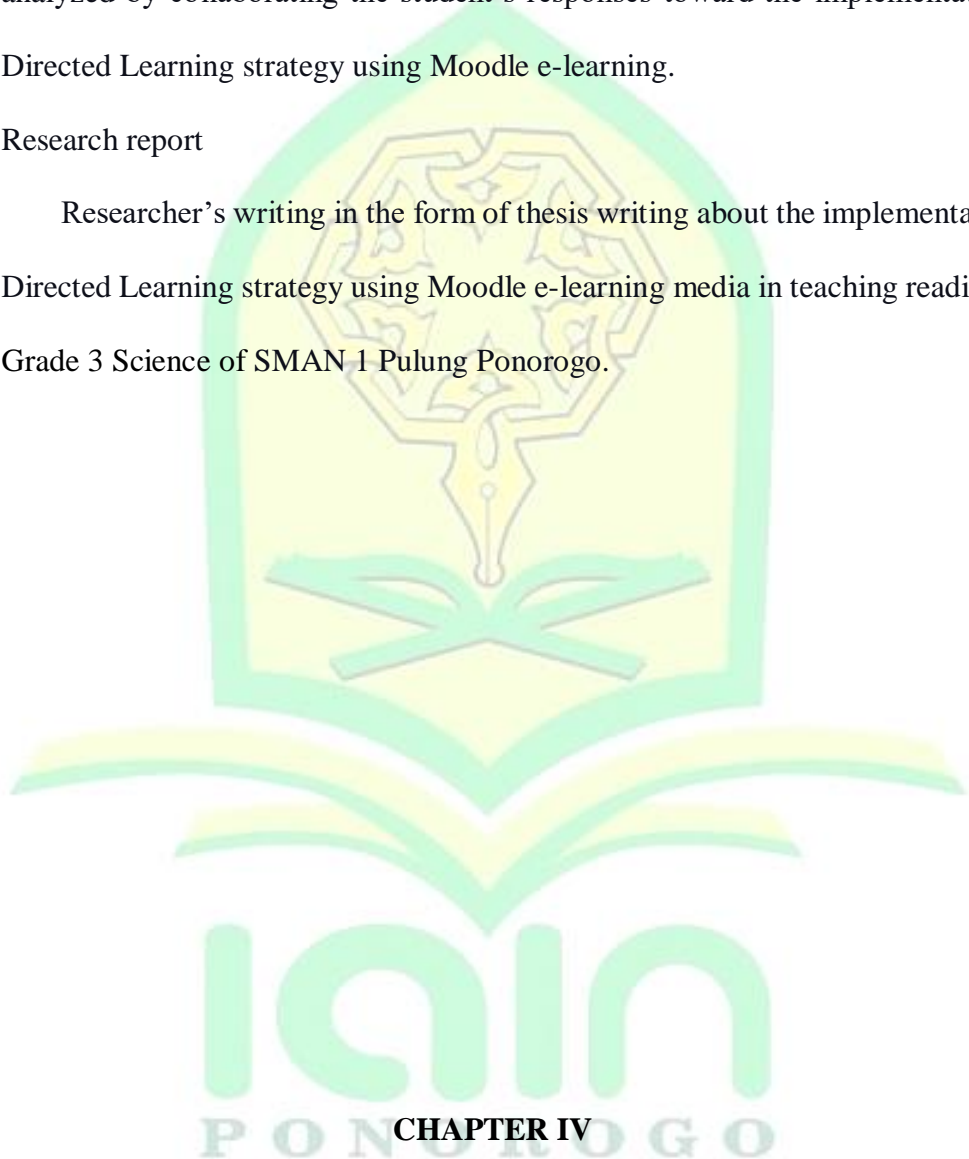
CHAPTER IV

RESEARCH FINDINGS

The common data are going to appear in this chapter clearly. First, General data consists of the background of SMAN 1 Pulung, location, and vision Mission. Second, Specific data explains the

findings of the implementation of Self Directed Learning and students' responses toward the implementation of Self Directed Learning strategy using Moodle E-learning in learning reading in tenth grade 3 science of SMAN 1 Pulung Ponorogo. This chapter is important because the researcher described in detail about her findings at the location.

A. **General Data Description**

1. Background of school

SMAN 1 Pulung Ponorogo was established in 1986 which is located in Jl. Jayengrono 36, Pulung Merdiko, Ponorogo. SMAN 1 Pulung famous for Adiwiyata School, because the school has many plants and some green parks in front of the class. SMAN 1 Pulung is an adiwiyata school for the district and provincial levels. Besides, the condition of this school is good. From the building aspects, there are many rooms with good quality, clean, and then tidy. There are some facilities in the classroom: tables, chairs, whiteboards, board markers, administration boards, and some pictures.

2. The geographical location of SMAN 1 Pulung Ponorogo

Street   : Djayengrono

Number   : 36

Village   : Pulung Merdiko

Sub district   : Pulung

Regency   : Ponorogo

Province   : East Java

3. Vision and mission of the institute

a. Vision

"The formation the Religious School, Pious, Creative, Innovative, Competitive and Cultured in a Comfortable Environment."

Indicator :

1) Implement the activities that build a culture of faith and devotion

2) Structuring the learning programs that integrate character-based education

3) Planning lessons with a complete and cultured environment

4) Implement the learning by utilizing the environment as a learning media

5) Implement the learning with various learning media

6) Evaluating the learning by comprehensive

7) Push the student creativity in academic and non-academic fields with a green environment culture

8) Encouraging the students to be competitive in academic and non-academic achievements at the school, district and regional levels

9) Creative in managing personal, financial and infrastructure

10) Culture learning based on Quantum Learning School

11) The creation of a beautiful, safe and comfortable school environment

12) Administrative performance that is orderly, meansured and complete

13) The creation of a modern IT-based school administration

14) Build the performance of school committees that support innovation in school development

b. Mission

1) Carry out school activities in an effort to improve faith and devotion.

2) Carry out a school activity to foster the creativity of all schoolchildren.

3) Practice self-managing creativity, finances and infrastructure

4) Organize activities that foster creativity, competitive attitudes of students in both academic and non-academic areas at school, district and regional levels.

5) Implement school management innovation to create creativity in personal, academic, financial, and infrastructure management.

6) implement learning innovation by leveraging the environment as a learning media

7) Plan, implement and evaluate comprehensive learning that integrates conservation, prevention of pollution and environmental damage.

8) Create a beautiful, safe, and comfortable school environment.

9) Perform orderly, regular, complete, and its-based service

10) Civilize learned-based learning school.

11) Build a school committee performance culture that promotes school development innovation.

B. Specific Data Description

1. The implementation of Self Directed Learning Strategy Using Moodle e-learning in Teaching Reading at SMAN 1 Pulung, Ponorogo.

Data about the implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading in tenth grade 3 science of SMAN 1 Pulung Ponorogo were collected by an interviews, observations, and documentations. The researcher observed three times in tenth grade 3 science, which has 34 students and Mrs. Putriani as English Teacher in the class. The researcher observed the learning activity via Moodle e-learning and whatsapp. But, although the students learned via online media, the teacher used interesting media and strategy. The teacher in SMAN 1 Pulung Ponorogo used Self Directed Learning strategy to teach Report text.

a. First Meeting

The first observation was held on 16th March, 2020 in tenth grade 3 Science. In the first meeting, the teacher taught report text using Self Directed Learning strategy.

The following are the steps in teaching reading report text by applying Self Directed Learning:

1. Planning

In planning activity the teacher did several steps covering : Analyzing the learners need, Analyzing skill, Designing the appropriate learning process, Selecting appropriate resources and Making lesson plan.

a). Analyzing the Learners' Need

First, the teacher analyzed her students' need. The need for learners to plan what and how they were going to learn. The teacher selected the material or source based on students' current skill. In this case, she selected some report texts. These texts contained vocabulary needed by the students. The teaching learning process are below :

1) Checking students' preparedness before the learning process began.

2) Checking the students to access the material in Moodle e-learning.

3) The teacher gave the students an opportunity to participate independently in the learning process, especially in reading.

4) The teacher gave an opportunity to ask some questions in the forum discussion if the students did not understand while reading the material.

5) The teacher gave access to Moodle e-learning flexibly, so students could access anytime and any were.

Choosing learning media for students is difficult, especially during covid-19. Yet, education is demanding effective and efficient learning. In this case, the teacher plays an active role in bringing together two components in learning, it is a strategy for teaching and media to support them. Therefore, to support the

learning process and make the effective learning, the English teacher also used another media. The fact was clarified by Mrs. Putriani on the interview:

"Teachers in SMAN I Pulung used such learning media, as the used of Kahoot, WhatsApp, Google classroom, etc. I using Google classroom, WhatsApp, and youtube to support the learning process. I wasn't used Moodle e-learning back because there's an access problem. It was a Moodle e-learning owned by SMAN 1 Pulung is unpaid. But since Moodle e-learning was updated by the school, I directly using Moodle e-learning in the learning process. Although I still use youtube and WhatsApp to support the media. The use of Moodle e-learning is highly encouraged to be used by any teacher because it is so effective. Besides, the Headmaster can control the learning activity. Other learning media may still be used, but moodle e-learning is used as a major media".

b). Analyzing Skill

Second, the teacher analyzed current skills once learners had determined which areas of the language they won't or needed to focus on. The next step was to determine their current skill level. The teacher targeted reading skill because of the situation and condition. In English teaching, the teacher wishes she could teach four skills in English optimally. Yet, because of the problems like distance, networking, etc, the teacher just focused on reading skills. For writing skills, the teacher planned to give the task to write report text in the final exam.

Based on the interview, Mrs. Putiani said :

"From 4 skills in English, we can improve reading skill during the pandemic era. I think these are important skills. We as the teacher did not forget the other 3 skills. But in this condition, reading skill are one of the skill that can be easily given the material. Because from school we can't give a task to send the video of the conversation to improve speaking skill. This task is weighed on students as to internet quota. I focus on grammatical and reading in distance learning, I hope to improve the reading skill of students."[35]

c). Designing the Appropriate Learning Process

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[35] Look at interview transcript number ,.//(Mrs.Putriani Mp3)

The teacher analyzed Setting goals. When learners were able to analyze their situation and current skill level, they were then able to set priorities and decide on specific goals for self directed learning in online learning.

d). Selecting Appropriate Resource for Learning

Once learners had analyzed their needs and set goals, they must also choose appropriate learning resources. Such resources used by the teacher for language learning were textbooks, dictionaries, internet sites. In this step, the teacher also used Moodle e-learning and WhatsApp group due to distance learning.

e). Making Lesson Plan

The teacher made a plan. Once the what and the how of the Self directed learning had been decided upon, it was useful for learners to make some kind of formal record of their plans. The lesson plan from the teachers included learning activities, material, teaching strategies, and goals from the material. In this material, the teacher focused on implementing the activity. The students did the teachers' instruction and did the activity alone or in a group without the teacher.

2. Implementing

    After making the lesson plan, the teacher implemented the strategy. The first activity was checking the students' preparation to start the study. The teacher always asked students via Whatsapp to access Moodle e-learning, as in the following conversation.

    Teacher : "Good Morning Students, How are you today ?"
    Students : "Good Morning Mam. I am fine thank you."
    Teacher : "Are you ready to learn this morning? We are going to learn the new chapter after the middle test"

Students : "What is the new material mam ?"

Teacher : "This day we will learn about report text, but before we discuss it. I will ask you to access the Moodle e-learning start now because the material in there"

Students : "Yes mam"

Teacher : "I hope you all can access the material before 23.59 PM, if you were to access it I give you the attendant list. But, if you access the material after 23.59 PM you are absent today. Are you understand?"

Students : "Yes Mam"

Based on the researcher's observation, teacher always reminded her students to access Moodle e-learning. But, because not all the students had a good internet connection, the class was open 24 hours or they could always access it anytime. Usually, the teacher instructed how to access Moodle e-learning via a Whatsapp group, and the students searched for a place that had a good connection.

This fact is known from the English teacher is clarification on the interview:

"The challenge of online learning is to invite students. The students must active to open the e-learning. But as a teacher, I was to reminded students to access. It was difficult at first but over time students have come to realize that e-learning is sorely needed."

The following is an example from the teacher's instruction in Moodle e-learning.

Figure 4.1 Moodle E-learning Activity

From students' schedule to access the Moodle e-learning, the researcher had the result that students have self-discipline and a degree of curiosity. The students attempted to access Moodle e-learning on time, except there was a connection problem. Besides, if the students had a problem they attempted to complete the problem by themselves. The students searched for a place that had a good connection. It is shown that the students have a high degree of curiosity, which are included as the characteristics of Self Directed Learning strategy.

Then, after the teacher made sure that all students had accessed the Moodle e-learning, the teacher explained a new chapter. This chapter was about a Report text. The teacher introduced the new chapter and instructed them to read and understand the report text explanation in the students' worksheet on pages 33 until 36. This "instruction" is one of the characteristics of Self Directed Learning strategy.

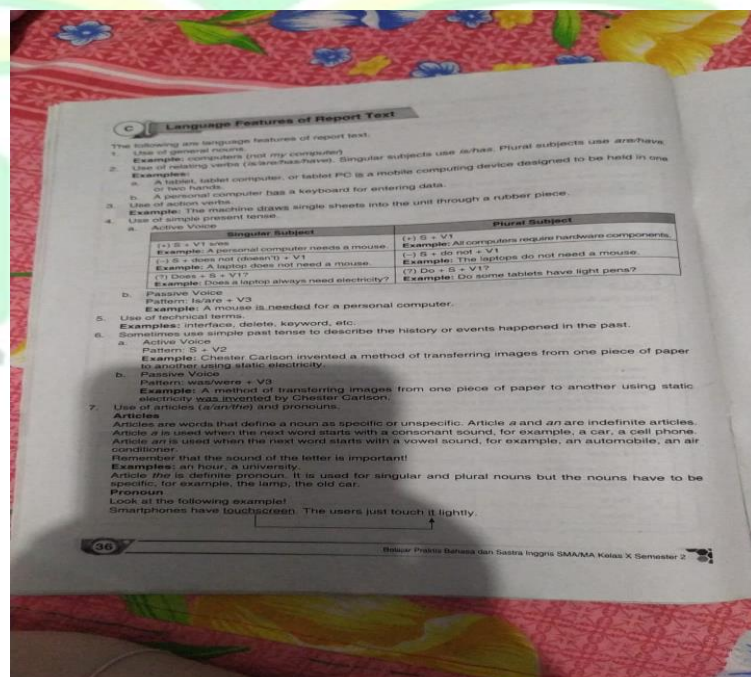The following figure is the worksheet on page 33.

Figure 4.2 Student's Worksheet

After instructing to read books, the teacher gave a task to find other references on the internet, such as journals and articles related to the material provided. Every student looked for it. The implementation of self directed learning strategy made them organize their time and study well. The students already searched for many references. Then, to add students' knowledge, the teacher asked them to make a summary. This summary form is Mind Mapping which must then be photographed and submitted in Moodle e-learning. The teacher also gave instructions to attach the task to their bedroom. Students felt learning was very fun. Besides, the teacher also gave an announcement if the assignment must be submitted before 23.59 PM.

The teacher	: "Hello my students. Have you finished read and understand the book?"
Students	: "Yes Mrs, sure."
The teacher	: "Okay, if you have finished, we will going to the next activity. Today you will search other references on the internet related to report text material. Then, make an interest mind mapping about report text."
Students	: "When we can submit Mrs?"
The teachers	: "You must submit today, but before submitt, your assignment must be attached in your room. Don't forget to make a creative design of mind mapping. Do you understand?"
Students	: "Yes, I am. Thank you"
The teacher	: "okay, have fun students. Thank you."

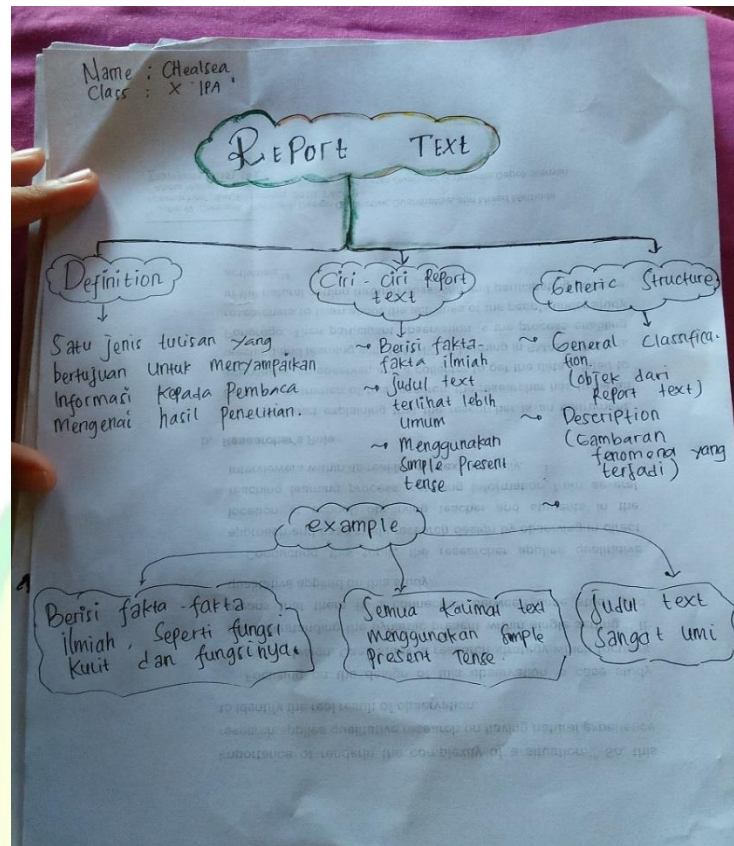The figure is student's Mind mapping assignment

Figure 4.3 Students' worksheet mind mapping

Therefore, all of the students submitted their tasks on time. This habit also shows that they have a high degree of curiosity to finish their task.

In English teaching, the teacher wishes she could teach four skills of English optimally. Yet, because of the problems like distance, networking, etc, the teacher just focused on reading skill. For writing skills, the teacher planned to give the task to write report text in the final exam.

Based on the interview, Mrs. Putiani said :

"From 4 skills in English, we can improved our reading skill during the pandemic era. I think these are important skill. We as the teacher did not forget the other 3 skills. But in this condition, reading skill are one of the skills that can be easily given the material. Because from school, we can't give a task to send the video of the conversation to improve speaking skill. This task is

weighed on students as to internet quota. I focused on grammatical and reading in distance learning, I hope to improve the reading skill of students."[36]

Besides, the teacher also explained that in this teaching learning activity, she only performed as a facilitator. As stated by the teacher in the following interview :

"I am here as a facilitator, I wish students could learn independently. Since the pandemic started and we can't do the teaching and learning process in the school, I always allow the students to learn alone. I hope they are not dependent on material and teacher instructions presented, but they have the initiative to look for new references in other media. I also hope that learning alone will make them active to ask questions when they come across subjects that are less understood in material things. Although this strategy has limited access and even difficulty due to the signal, we will use it anyway."

In the first meeting, the teacher only focused on the theory report text. Including the definition and generic structure. She had three activities to make the students understand the material: reading, searching for the other references and making mind mapping from the references.

b. **Second Meeting**

The second meeting was held on the 18th of March 2021. The teacher checked if their students were able to accessed the Moodle e-learning. Moodle is considered to be effective used, as stated by the teacher. The following is the conversation between the teacher and students.

Teacher : "Assalamualaikum Wr.Wb, Good Morning my awesome students. Hopefully you have a nice day."
Students : "Good Morning Mrs."
Teacher : "Are you ready to learn the material today ?"
Students : "Yes Mrs, already."
Teacher : "This meeting we will learn about Report text, because the last week you was read and understood the text from the worksheet. This day I will give you some videos. You are like it?"
Students : "Yes Mrs. We are fighting to learn with video."
Teachers : "This is the link video from youtube and than I will compare you to 8 group, you must search another video, discussion with your

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[36] Look at interview transcript number „.//(Mrs.Putriani Mp3)

group and share your result of discussion in Whatsapp group class. But, don't forget to access Moodle e-learning. Because I give you exercise in page 42 and 43."

Students   : "Yes Mrs. We can submit in the Moodle Mrs?."

Teachers   : "Oh, no. You just finishing in your worksheet. Don't submit in the e-learning, but I will ask your worksheet when never. So, you must do your exercise."

Students   : "Okay Mrs. Thank you."

Teacher   : "You are welcome, and happy watching."

In this meeting, the teacher gave a Youtube video, and asked students to search other videos on Youtube and discussed with friends. She also gave the task in the student's worksheet. Videos were used to stimulate learning interest. The teacher divided students' into 8 groups.

Second, the teacher asked students to search for another videos about report text. Third, the students discussed with members of the group, the students shared the result of the discussion in the Whatsapp group. Then, the teacher gave some tasks on pages 42 and 43 in daily assessment 3. The tasks were given to give students a deep understanding of report text.
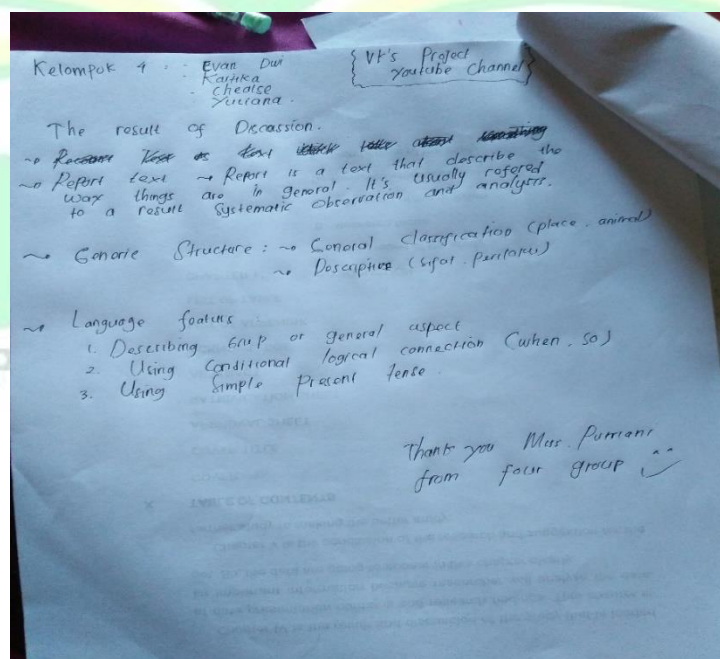
The following figure is the task.

Figure 4.4 Students' worksheet Group Discussion

In group discussion activity, the researcher found that the students had self-confidence to explore their ideas in group. Besides, the students could organize their time to search videos, discuss with friends, share their opinions in Whatsapp group.

The teacher said :

> "Moodle e-learning is very effective because it delivers material well. Besides that, Moodle e-learning can show activation of students like the last time they accessed the course. It makes it easier for me to control students and collected the studen's worksheet. After an e-learning update at SMAN 1 Pulung, there is no access whatosever."

Overall, whatever learning strategies and media are being used is the initial goal of effective learning. The effectiveness here may be defined as the ability of the students to absorb the material, the ease of students' learning, the activation of the students' teaching activities and the students' learning results usually measured by the values the students acquire.

c. **Third Meeting**

The last observation was held on 25th March 2021. In the last meeting, the teacher gave instruction as usual. The teacher said "hello" to students, prayed and checked students to access Moodle e-learning.

The teacher prepared and controlled students to access Moodle e-learning as in the following conversation.

> Teacher : "Assalamu'alaikum, Hello Students, Good Morning."
> Students : "Waalaikusalam Mrs. Good Morning."
> Teacher : "How are you today, are you ok. I hope so."
> Students : "I am fine Mrs. Thank you. I hope you fine too."
> Teacher : "Okay, this is the last meeting in report text material. As usual I will give you some quiz to see your understanding. Don't

Forget to access the Moodle e-learning. I give your quiz in there. You have 2 times to answer the question."

Students   : "When the dateline Mrs?"

Teacher   : "This day, you must finishing the task. Please do it well and have a nice day."

Students   : "Okay Mrs. Thank you."
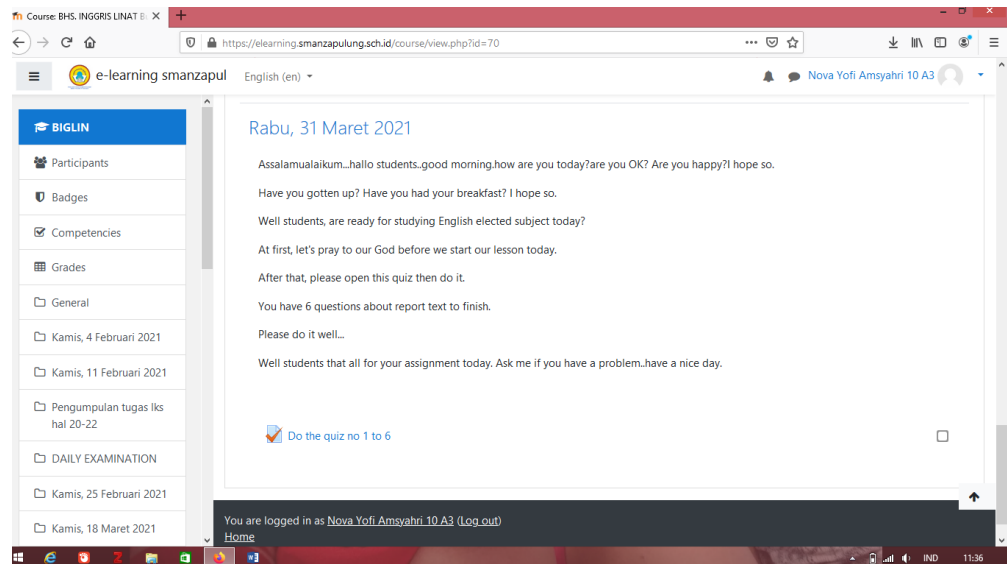
Figure 4.5 Last activity in Moodle e-learning

Since evaluating is the last steps in the implementation of Self Directed Learning Strategy, in this meeting, the teacher gave six questions for quiz. From the quiz, we could see the questions were about report text, all of the quiz must be submitted on the same day. Before giving the quiz, the teacher asked the students 1 week ago to prepare the material and looked for a good connection. The following are the questions of the quiz.. The following is an example of the quiz.

Figure 4.6 Example for the quiz

The following table shows students' scores in quiz.

Table 4.1 Students Scores

No	Name	Scores
1	A D K U	83
2	A T	75
3	A A	80
4	A Y	100
5	A A T	90
6	C I	70
7	C P E	65
8	C A	85
9	D V	90
10	D N R	85
11	D A S	75

12	T S	90
13	E A S	70
14	F A	75
15	H A A	-
16	I F	80
17	I R	95
18	I A	100
19	I N	85
20	M S Y	65
21	N M A	90
22	N Y A	80
23	O C	75
24	R A	85
25	S A	80
26	S A	75
27	K D R	100
28	M K I	95
29	M E R	75
30	M A M T H	85
31	M D Y	60
32	T V	60
33	T M S	85
34	Y P S	100

Based on the result of the quiz, the researcher found the fact that the implementation of Self Directed Learning strategy using Moodle e-learning is effective because the students get good scores.

From the table above, it could be summarized that the students are able to use their basic study skills, set an appropriate pace of learning, and develop a plan for completing work.

The implementation of Self directed learning and Moodle e-learning have several problems at the beginning of its use the following step above is to resolve the problems :

a) The teacher always remaided students to access the material in the Moodle e-learning.

b) The teacher has monitored students' activity and gave motivation to students.

c) The teacher gave interested learning process, so can made the learning process doesn't bored.

d) The teacher gave point to made students score is good, if the students active in her class.

e) The teacher always gave evaluation by used daily quiz.

2. **The Students' Responses Toward the Implementation of Self Directed Learning Strategy Using Moodle E-Learning Media in Teaching Reading in Tenth Grade 3 Scince of SMAN 1 Pulung Ponorogo.**

Learning is sharing knowledge processes from the teacher and students. If the teacher prepares material, learning strategies or methods, learning media, etc, the students also should play a strong role to give some responses about the learning activity. From the

students' responses, the teacher can evaluate the learning strategy, not only evaluating their students' worksheets.

There are several students' responses toward the implementation of Self Directed Learning strategy in teaching reading. The researcher got the data from questionnaire and interview in tenth grade 3 science . In this study, the researcher prepared 20 questions as a questionnaire.

Table 4.2 The Result of Questionnaire

No	Statements	Strongly Disagree	Disagree	Agree	Strongly agree
1.	I feel that learning by Self Directed Learning Strategy using Moodle E-learning improves my reading skill.	6%	23,5%	47%	23,5%
2.	The implementation of Self Directed Learning Strategy using Moodle E-learning is useful in learning reading skill.	0%	12%	53%	35%
3.	The implementation of Self Directed Learning Strategy using Moodle E-learning in learning reading makes me bored.	35%	29,5%	29,5%	6%
4.	I feel that learning by Self Directed Learning Strategy using Moodle E-learning helps me to understand the material.	44%	20,5%	6%	29,5%
5.	Self Directed Learning Strategy using Moodle E-learning does not improve my reading skill.	41%	23,5%	29,5%	6%
6.	Self Directed Learning Strategy using Moodle e-learning makes me difficult to understand reading text.	23,5%	53%	9%	15%
7.	Moodle e-learning encourages me to study anywhere because I can access it anytime.	9%	9%	24%	56%
8.	Studying with Self Directed Learning Strategy using Moodle e-learning makes me feel depressed.	35%	53%	3%	9%

9.	I feel that learning by Self Directed Learning Strategy using Moodle e-learning improves my learning motivation.	3%	9%	53%	35%
10.	It's hard to explore my idea in reading, when I study with Self Directed Learning Strategy via Moodle e-learning	32%	24%	38%	5%
11.	The implementation of Self Directed Learning Strategy using Moodle e-learning in teaching reading comprehension is just a loss of my time.	44%	41%	9%	12%
12.	The implementation of Self Directed Learning Strategy using Moodle e-learning makes me more creative.	29,5%	12%	41%	17,5%
13.	The implementation of Self Directed Learning Strategy using Moodle E-learning trains me to be brave to express my opinion	0%	18%	47%	35%
14.	I felt that learning by Self Directed Learning Strategy using Moodle e-learning makes me more active in learning activities.	6%	17,5%	47%	29,5%
15.	Self Directed Learning Strategy using Moodle E-learning makes the learning process more interesting.	0%	9%	47%	44%
16.	I feel a loss with the implementation of Self Directed Learning Strategy using Moodle E-learning in learning reading	35%	35%	21%	9%
17.	I always access Moodle e-learning on time based on schedule	12%	15%	41%	29%
18.	I always access Moodle e-learning if the teachers remind in Whatsapp group	6%	15%	38%	41%
19.	The implementation of Self Directed Learning Strategy makes the learning process fun.	0%	3%	59%	38%
20.	The implementation of Self Directed Learning Strategy by	0%	0%	41%	59%

	the teachers makes learning process more innovative				

The analysis of the above questionnaire is presented below.

a. **I Feel that Learning by Self Directed Learning Strategy Using Moodle E-Learning Improves My Reading Skill.**

From the first question, it is found that Self Directed Learning strategy using Moodle e-learning can improve students' reading skills. From the students' responses, 47% of students agree (16 students), 23,5% of students strongly agree (8 students), 23,5% disagree (8 students), and 6% students very disagree (2 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning improves students' reading skills.

According to the interview with Kartika, a student in tenth grade 3 science she said:

" Independent learning is very fun, we can improve reading skill. Because usual we wait for an explanation from the teacher, but now we can understand the text alone so our curiosity is getting bigger"[37]

This opinion is similar with Asyifa's clarification:

" We are allowed to searched many sources. Surely, we will try to find out about new vocabulary, by passing the process we can improve reading skills"[38]

b. **The Implementation of Self Directed Learning Strategy Using Moodle E-Learning is Useful to Use In Learning Reading Skill.**

From the second question, it is found that Self Directed Learning strategy using Moodle e-learning is useful in learning reading skill. From the students'

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[37] Look at interview transcript number ,.//(Kartika.Mp3)
[38] Look at interview transcript number ,.//(Asyifa Mp3)

responses, 53% of students agree (18 students), 35% of students strongly agree (12 students), and 12% disagree (4 students). This fact is known from one of the student clarifications, Ilma said :

> "To increase knowledge, the most important road is reading. The reading habit must be lived and become mandatory. SDL trains me to be independent in understanding the text. So, this strategy is useful."[39]

c. **The Implementation of Self Directed Learning Strategy Using Moodle E-Learning In Learning Reading Makes me Bored.**

From the students' responses, 35% of students very disagree (12 students), 30% students disagree (10 students), 29% agree (10 students), and 6% students strongly agree (2 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning doesn't make the students bored.

d. **I Feel that Learning By Self Directed Learning Strategy Using Moodle E-Learning Helps me to Understand The Material.**

In statement four, the result from the questionnaire indicates Self Directed Learning strategy helps students understand the material. 44 % students agree (15 students), 29,5% students strongly agree (10 students), 20,5% students disagree (7 students), and 6% students very disagree (2 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning helps students to understand the material.

Some students answer that Self Directed Learning strategy can't help them to understand the material, this is the clarification from Ilma :

> "English material is difficult, moreover we must learning alone. These strategy make me bored and don't got learning motivation. But, if the activity like watch the video, I like it"

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[39] Look at interview transcript number ,.//(Ilma Mp3)

e. **Self Directed Learning Strategy using Moodle E-learning does not improve my reading skill.**

The fifth question stated that Self Directed Learning doesn't improve their reading skill. The students dominant to disagree with this stated. Some students very disagree 41% (14 students), students agree 29,5% (10 students), students disagree 23,5% (8 students), and students strongly agree 6% (2 students).

f. **Self Directed Learning Strategy using Moodle e-learning makes me difficult to understand reading text.**

Dealing with this statement, there are 53% students disagree (18 students) because they feel that Moodle e-learning is useful and doesn't make them difficult to understand the reading text.

According to Asyifa in the interview :

> "Using SLD strategy wasn't made me difficult to understanding reading text. Because of the activity was given by the teacher, have many activities and steps made the learning process more interested. Each step made me better to understood the material. Besides, after using this strategy increase curiosity to the material."

Some students very disagree 23,3 % (8 students), students strongly agree 15% (5 students) and students agree 9% (3 students). It means that most of the students don't feel that Self Directed Learning strategy using Moodle e-learning makes them difficult to understand the reading text.

g. **Moodle e-learning encourages me to study anywhere because I can access it anytime.**

Self Directed Learning strategy using Moodle e-learning can be accessed anytime and anywhere. From the students' responses, 59% of students strongly agree (20 students), 23,5% of students agree (8 students), 9% disagree (3

students), and 9% students very disagree (3 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning can access anytime and anywhere.

The following interview from Kartika :

" Besides, we can access on time when the lesson takes, we also can access in other time. For example at the night. We can study the material again."

But, 3 students disagree because they had problem with the connection. So, they can only access it if they have a good connection. This is the clarification:

" I enjoy with the learning process, but I have some problems like internet connection. In my environment difficult to get a good connection."

h. **Studying with Self Directed Learning Strategy using Moodle e-learning makes me feel depressed.**

The result from the questionnaire indicates Self Directed Learning strategy doesn't make students feel depressed. 53% of students disagree (18 students), 35% of students very disagree (12 students), 9% of students strongly agree (3 students), and 3% students agree (1 student). It means that most of the students feel that Self Directed Learning strategies using Moodle e-learning doesn't make students depressed.

i. **I feel that learning by Self Directed Learning Strategy using Moodle e-learning improves my learning motivation.**

From the result of questionnaire number nine, we can see that a Self-directed learning strategy greatly increases students' learning motivation. The students agree is 53% (18 students) and students strongly agree is 35% (12 students). So, 30 students agree with this statement.

Asyifa said in the interview :

"Besides, Self Directed Learning taught us to learn independently, this strategy also made me aware that learning was our needed. So, we learn without instruction from the teacher, we learn alone because we have the habit. This habit is made me increased my learning motivation. Besides, the teacher was interested learning and made me doesn't bored".

Only 4 students disagree with this statement. Students who disagree is 9% (3 students), students who strongly disagree is 3% (1 student).

j. **It's hard to explore my idea in reading, when I study with Self Directed Learning Strategy via Moodle e-learning**

From this statement, it is found that Self Directed Learning strategy using Moodle e-learning doesn't explore students' reading ideas. From the students' responses, 38% of students agree (13 students), 32% students strongly disagree (11 students), 23,5% disagree (8 students), and 5% students strongly agree (2 students). It means that most of the students feel that Self Directed Learning Strategy using Moodle e-learning doesn't explore students' ideas.

This is one of the student clarifications on the interview :

" It's true that SDL can improve students' reading skills. But, can't to explore my idea. Because there is another thing affected. When looking for ideas I tend to do anything else in SDL Step or activity. For example, I go to a quieter place, fresh and comfortable place."

k. **The implementation of Self Directed Learning Strategy using Moodle e-learning in teaching reading comprehension is just a loss of my time.**

Statement in this question doesn't indicate that the result of the questionnaire is just losing students' time. From the students' responses, 44% of students strongly disagree (15 students), 41% students disagree (14 students), 12% strongly

agree (4 students), and 9% students agree (3 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning doesn't lose students' time.

7 students agree with this statement. One of them said in the interview :

" There is nothing to lose time long as we learn. But, when we study with the difficult condition about the internet it is that can said loss my time. Even when I waited for getting a good connection the learning process was finished. Even though, I access Moodle e-learning on time. But, because I have a bad connection I can't access Moodle."

l. **The implementation of Self Directed Learning Strategy using Moodle e-learning makes me more creative.**

The result from the questionnaire indicates Self Directed Learning strategy make students be more creative. 41 % students disagree (14 students), 29,5% students who very disagree (10 students), 17,5% students who strongly agree (6 students), and 12% students who students agree (4 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning make the students more creative.

m. **The implementation of Self Directed Learning Strategy using Moodle E-learning trains me to be brave to express my opinion**

From the result of the questionnaire, we can see that Self-directed learning strategy greatly learn the students to be brave to express their opinion. Students who agree is 47% (16 students) and students who strongly agree is 35% (12 students). So, 28 students agree with this statement.

Kartika said in the interview :

" I can express my opinion when we have group activity or discussion. This time to question-answer or just give the opinion"

Besides, there are 17,5% who students disagree (6 students).

n. **I felt that learning by Self Directed Learning Strategy using Moodle e-learning makes me more active in learning activities.**

The question in number fourteen stated that Self Directed Learning using Moodle e-learning makes students be more active in the learning activity. The students are dominant to agree with this statement. Some students agree 47% (16 students), students who strongly agree 29,5% (10 students), students who disagree 17,5% (6 students), and students who strongly disagree 6% (2 students).

o. **Self Directed Learning Strategy using Moodle E-learning makes the learning process more interesting.**

From this question, it is found that Self Directed Learning strategy using Moodle e-learning make the learning process more interesting. From the students' responses, 47% of students agree (16 students), 44% of students strongly agree (15 students), 9% disagree (3 students), and 6% students very disagree (2 students). It means that most of the students feel that Self Directed Learning Strategy using Moodle e-learning is made learning activity more interesting.

This is clarification from Ilma on the interview:
" I like this learning process. Because the teacher gives activity in the online class. Like give video, discussion, make Mind mapping and another"

p. **I feel a loss with the implementation of Self Directed Learning Strategy using Moodle E-learning in learning reading.**

It is found that Self Directed Learning strategy using Moodle e-learning doesn't make students lose. From the students' responses, 35% of students strongly agree (12 students), 35% students agree (12 students), 20,5% disagree (7 students), and 9% students very disagree (3 students). It means that most of the

students feel that Self Directed Learning strategy using Moodle e-learning doesn't make students lose.

Kartika said on the interview :

"Learning doesn't made me lose, if any students felt loss when he learns with Self Directed Learning strategy it is impossible to expect, he doesn't want to learn alone"

q. **I always access Moodle e-learning on time based on schedule**

Recently, the result from the questionnaire indicates Self Directed Learning strategy makes students have self-discipline habits because students access Moodle e-learning on time. 41 % students agree (14 students), 29,5% students strongly agree (10 students), 15% students disagree (5 students), and 12% students agree (4 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning makes the students have self-discipline because they could access Moodle e-learning on time based on the schedule.

r. **I always access Moodle e-learning if the teachers remind in Whatsapp group**

From this statement, it is found that the students were more active to access Moodle e-learning if the teacher reminded them in Whatsapp Group. From the students' responses, 41% of students strongly agree (14 students), 38% students strongly agree (13 students), 15% disagree (5 students), and 6% students very disagree (2 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning doesn't explore students' ideas.

Based on one of the student clarifications :

" I more active and get a learning motivation if the teacher always reminds me in the Whatsapp group. The teacher gives students support"

s. **The implementation of Self Directed Learning Strategy makes the learning process fun.**

Dealing with the statement, some students agree 59% (20 students), students who strongly agree 38% (13 students). It means that most of the students feel that Self Directed Learning strategy using Moodle e-learning make the learning process fun.

Besides, there is only 1 student who disagrees with the statement because the learning process needs more extra quota to access it. Students who disagree is 3%.

t. **The implementation of Self Directed Learning Strategy by the teachers makes learning process more innovative**

From the result of the last questionnaire, we can see that Self-directed learning strategy greatly make the learning process more innovative. Students strongly agree is 59% (14 students) and students agree is 41% (14 students). So, all of the students agree with this statement.

Asyifa said in the interview :

" I feel this strategy is very fun and innovative. I think when learning in the pandemic era will boring. But, the learning process more interesting, effective, efficient, and innovative. The teacher can make online class active"

CHAPTER V

DISCUSSIONS

In this chapter, the researcher has described the result of the research based on the statements of the problems.

1. **The Implementation of Self Directed Learning Strategy Using Moodle E-learning in Teaching Reading in Tenth Grade 3 Science of SMAN 1 Pulung Ponorogo: An Analysis**

    Teacher is one of the important components in the teaching-learning process. Therefore, teachers are required to create the learning process to be enjoyable, effective, and make the students understand the lesson. During covid-19 pandemic, teacher must consider the suitability of the strategies with the condition and students' ability. In SMAN 1 Pulung Ponorogo, the teacher has chosen Self Directed Learning strategy using Moodle e-learning in teaching reading. The implementation of Self Directed Learning strategy using Moodle E-learning in teaching reading is effective, because the students are free to choose how they learn and what strategies made them enjoyable, easier, and comfortable.

    Self Directed Learning has the advantages : [40]

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[40]Elsa Mentz, *Self Directed Learning Research,* (Sourth Africa : AOSIS.2017) page. 104

f) Students are free to learn according self- learning style, to their learning pace and to their interests and talents in using their composite intelligence.

g) Emphasizing broader learning resources both from teachers and other learning resources that meet educational requirments.

h) Students can improve their knowledges, skills and abilities.

i) Independent learning gives students a wonderful opportunity to sharpen their awareness of their environment and enables students to make positive choices about how they will solve the problems faced daily.

j) Students have the freedom to choose materials that suit interests and needs. Besides, learning is more fun on your own.

The implementation of Self Directed Learning in teaching reading is divided into four stages. The first stage is Planning, Included this stage, the procedure is: analyzing the needs of learners, institutions, and curriculum issues, analyzing skills or abilities possessed by learners, designing the appropriate learning purposes, selecting appropriate resources for learning, and making plans on daily learning activities.

The second stage is implementation, the teacher used the lesson plan in the teaching-learning stage. Self directed learners might differ in the degree to which the implementation of students' learning activities, as decided through the planning process.

The third stage is Monitoring. Developing good monitoring skills involves encouraging both learners' self-awareness and their awareness of the language they are learning. Keeping detailed records of learning, as mentioned above, is vital to this process.

The fourth Stage is Evaluating. Evaluating is the final process that is considered vital for successful Self directed learning is that of evaluating the learning and progress being made. Whereas the monitoring strategies described above primarily examine the learning process, evaluating is often more concerned with the product of that learning process. Evaluation generally takes place once learners have been undertaking Self-directed study for a certain period, usually at least a month.[41]

The implementation of Self Directed Learning strategy in SMAN 1 Pulung Ponorogo mostly focused on teaching reading. Reading is one of productive skills that should be mastered by students to give a new knowledge or information from a text. In class, the students need a connector to have the skill. They have some strategies to influence it easily. Applying Self Directed Learning during the pandemic era is effective because the students can learn comfortably. Besides, the teacher used simple questions to see the understanding from the text that had been given before. The teacher also gave some exercises to the students. Reading is the ability to process text, understand its meaning, and integrate with what the reader already knows.

In SMAN 1 Pulung Ponorogo, Self Directed Learning strategy is designed for distance learning. It also provides opportunities for students to study regularly to understand a text to improve their reading skills. The teacher is only a facilitator. The students learn with many kinds of references or articles, journals, and e-book they find. Besides, the teacher sent some videos to support the student's knowledge and understanding.

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[41] Richmond Stroupe, et al., *Research and Practice in English Language Teaching in Asia,* (Phnom Penh : 2013) Page. 64

Moreover, Self Directed Learner is the one who fulfills the following requirements. First, the one who accepts responsibility for his or her learning and views problems as challenges, not obstacles. Second, the one who is capable of self-discipline and has a high degree of curiosity. Third, the one who has a strong desire to learn or change and is self-confident. Fourth, the one who can use basic study skills, organize his time, set an appropriate pace of learning, and develop a plan for completing work. Fifth, the one who enjoys learning and has a tendency to be goal-oriented.[42]

Deeply, the implementation of SDL using Moodle e-learning is also effective to be used for students' assessment. SMAN 1 Pulung Ponorogo always evaluates the final term assessment, the mid-term assessment, and the daily test. The covid-19 pandemic does not shut out the possibility of its final assessment. Therefore, this assessment is important to be evaluated and as an indicator of the student's ability to learn. SMAN 1 Pulung Ponorogo uses Moodle e-learning in carrying out final exams. In this case, for the final assessment, mid-term, and daily quiz, the teacher used Moodle e-learning. She gave the students 2 hours for the test. But for the daily quiz, she provided 24-hour time.

2. **Student's Responses Toward the Implementation of Self Directed Learning Strategy Using Moodle E-Learning Media in Teaching Reading in Tenth Grade 3 Science at SMAN 1 Pulung Ponorogo: An Analysis**

Choosing the right learning strategy is important. The teaching and learning process can take place when the teacher finds an effective strategy used by the students. Mostly, the strategy

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[42] Amrain Mahmud, *The Descriptive of self-directed learer in speaking english,* Al-lisan: journal bahasa.2017

must be effectively used by the condition of students. The effectiveness of the learning process depends on the strategy used by the teacher. Even though many teachers have difficulty in finding a suitable strategy used during the pandemic, English teachers in SMAN 1 Pulung Ponorogo successfully apply Self Directed Learning strategy using Moodle e-learning for distance learning.

Self Directed Learning is a strategy to increase knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her efforts using any method in any circumstances at any time. Self Directed Learning is a mental process that is usually accompanied and supported by behavioral activities that included identification and information retrieval.[43]

Every strategy has advantages and disadvantages. Therefore, some responses are negative and positive. The implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading draws responses from students in tenth grade 3 science of SMAN 1 Pulung Ponorogo.

The researcher also found disadvantages in using Moodle e-learning and Self Directed Learning strategy such as:

a) Moodle e-learning System often error if used by many students

b) The students might not have good connection network

c) To collect the assignments, Moodle e-learning have maximum limit file to upload.

d) Difficult to control students learning

e) Students with low learning motivation feel bored

The responses toward the implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading in the tenth grade 3 science students of SMAN 1 Pulung

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[43] Maurice Gibbos, *The Self-Directed Learning Handbook*, (Fransisco : Jossey Bass, 2012). Page 10

Ponorogo got from interview and questionnaire. From the questionnaire, the students gave some opinions. First, Self Directed Learning strategy using Moodle e-learning in teaching reading can improve their reading skill. Second, this strategy can help them to understand the material. Third, Self Directed Learning strategy also explore student's ideas, more active and creative. This fact is also similar to the result of students' interviews. The students said that using Self Directed Learning is the right strategy to use in the pandemic because we feel enjoy and happy with activity in the learning process. Besides, the students can train self-discipline to study.

Therefore, Self Directed Learning strategy using Moodle e-learning in teaching reading also make students fun and can increase learning motivation. The teacher gave many kinds of activities in the learning process, like giving a video and making mind mapping.

Moodle e-learning is a web-based learning media or application that works using technology information to use the teaching and learning process in distance learning or what can be called e-learning. The use of Moodle e-learning can be done anywhere, anytime and anyone who will access it. The use of Moodle e-learning is needed when we do distance learning, as an example during this pandemic, which requires us to learn from home. Besides, using Moodle e-learning as the main media in learning, e-learning can also be used as a complement application, to support the students more understand from teacher's explanation.

Students' responses to the implementation of Moodle e-learning are positive. They can access the material effectively and efficiently. Moodle e-learning can be accessed anytime and anywhere. Besides, Moodle e-learning is easy to use submitted assignments, daily quiz, and final assessment.

Overall, there are positive and negative responses. But the positive responses toward the implementation of Self Directed Learning using Moodle e-learning are still greater than the negative ones.

CHAPTER VI

CLOSING

A. Conclusion

Based on the obtained data, the researcher concludes the research as follows:

1. The implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading is divided into four steps: planning, implementing, monitoring and evaluating. The first step is planning, the teacher prepared the lesson plan, activity, set goals, and selected resources for learning. Second, the teacher used the lesson plan in implementing step. Third is Monitoring, the teacher monitored students' activities and gave tasks. The last step is evaluating. The teacher used a quiz to give the students a deep understanding. From the results of quiz, the teacher found that the implementation of Self Directed Learning strategy using Moodle e-learning in teaching reading was effective because the students had good grades.

2. The students' responses toward Self Directed learning strategy using Moodle e-learning are positive. The students enjoyed learning, improved their reading skills, and made them be more active and creative.

B. Recommendation

After getting the result of the study in this research, the researcher would like to give some suggestions, as follows:

1. For English teacher

In teaching reading, Self Directed learning strategy are very effective, especially during the covid-19 pandemic. The combination of this strategy with Moodle e-learning is good because it can resolve the problem dealing with distance learning. The teacher should improve the students' ability by implementing Self Directed Learning in teaching to create effective learning

2. For students

Students should sharpen their ability by reading more text and trying to solve the problems by using Self Directed Learning strategy.

3. For reader

For the reader, the researcher hopes this research has benefit in increasing their knowledge about strategy in teaching reading.

4. For other researchers

The next researcher who wants to conduct similar studies should understand the problem deeply for better research. Hopefully, the researcher can understand the implementation of Self Directed Learning and student's responses toward the implementation of Self Directed Learning strategy using Moodle E-learning.
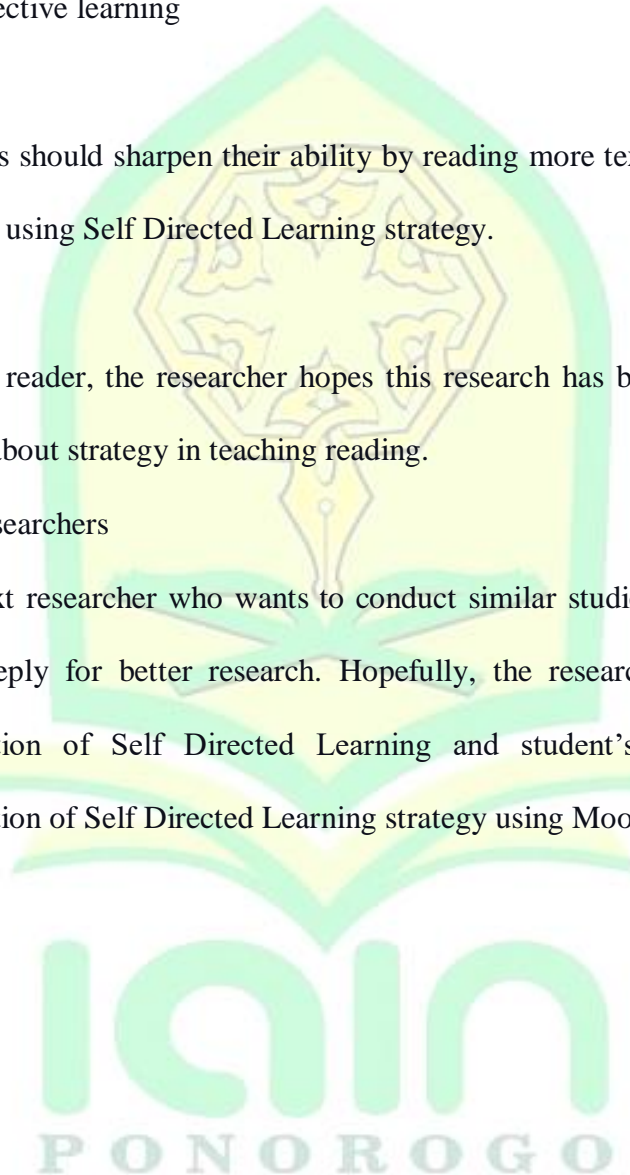
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