

## APPLICATION OF THE ASSURE MODEL AND SELF-DIRECTED LEARNING TO IMPROVE ENGLISH SPEAKING SKILLS FOR STUDENTS AT UNIVERSITAS HARAPAN MEDAN

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### **Abstract**

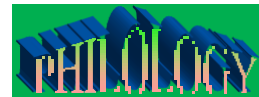
*This research aims to analyze the application of the ASSURE model and Self-Directed Learning in improving English speaking skills for students at Universitas Harapan Medan. The ASSURE model, which involves analyzing student needs, setting objectives, selecting media and materials, and evaluation, is integrated with the Self-Directed Learning approach, which encourages students to actively manage their own learning process. This research uses an experimental method with a pre-test and post-test design to measure changes in students' English-speaking abilities after the implementation of both models. The research results show that the implementation of the ASSURE model and Self-Directed Learning significantly improves students' English-speaking skills. Students become more confident and able to express their ideas more fluently and accurately. Thus, both approaches have proven effective in improving English speaking skills among students at Universitas Harapan Medan.*

**Keywords:** ASSURE Model, Self-Directed Learning, speaking skills, English, students

### **Abstrak**

*Penelitian ini bertujuan untuk menganalisis penerapan model ASSURE dan Self-Directed Learning dalam meningkatkan kemampuan berbicara bahasa Inggris bagi mahasiswa Universitas Harapan Medan. Model ASSURE yang melibatkan analisis kebutuhan siswa, menetapkan tujuan, memilih media dan materi, serta evaluasi, diintegrasikan dengan pendekatan pembelajaran mandiri (Self-Directed Learning), yang mendorong mahasiswa untuk aktif mengatur proses pembelajaran mereka sendiri. Penelitian ini menggunakan metode eksperimen dengan desain pre-test dan post-test untuk mengukur perubahan kemampuan berbicara bahasa Inggris mahasiswa setelah penerapan kedua model tersebut. Hasil penelitian menunjukkan bahwa penerapan model ASSURE dan Self-Directed Learning secara signifikan meningkatkan kemampuan berbicara bahasa Inggris mahasiswa. Mahasiswa menjadi lebih percaya diri dan mampu mengungkapkan ide dengan lebih lancar dan tepat. Dengan demikian, kedua pendekatan ini terbukti efektif dalam memperbaiki keterampilan berbicara bahasa Inggris di kalangan mahasiswa Universitas Harapan Medan.*

**Kata kunci:** Model ASSURE, Self-Directed Learning, kemampuan berbicara, bahasa Inggris, mahasiswa.



## 1. INTRODUCTION

The ability to speak English is one of the fundamental competencies that is very important for students, especially in the era of globalization that increasingly dominates various aspects of life, both in the world of education and the professional world. English, as an international language, plays a significant role in cross-cultural communication and in opening up broader career opportunities. At Universitas Harapan Medan, although English is taught as part of the curriculum, many students still find it difficult to master speaking skills in English. The main obstacles faced are a lack of confidence, limited time for practice, and a lack of effective learning methods.

Most students feel that the teaching methods applied in class often do not provide enough space for them to practice speaking directly (Harmer, 2008). This is due to the learning approach that focuses more on the theoretical aspects and structure of the language, rather than giving students the opportunity to practice speaking in more natural situations. In addition, the tendency of language learning that relies solely on the material provided by the lecturer without involving active student participation also contributes to the lack of speaking skills (Brown, 2014).

The ASSURE model, which stands for Analyze Learners, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise, offers a more structured approach to designing learning (Smaldino, 2024). This model emphasizes the analysis of student needs, the formulation of clear objectives, the selection of appropriate methods and media, and continuous evaluation. In the context of English language learning, the application of the ASSURE model is expected to help create a more engaging and effective learning environment, making it easier for students to understand and master speaking skills in English (Wang, 2007).

On the other hand, Self-Directed Learning (SDL) or independent learning provides students with the opportunity to manage their own learning process (Knowles, 1975). This learning encourages students to be more active in planning, implementing, and evaluating their learning without full dependence on instruction from lecturers. With this approach, students have the opportunity to learn according to their own styles and needs, and can utilize various available resources to independently improve their English-speaking skills (Littlewood, 2024). SDL can also enhance students' intrinsic motivation to continue practicing and developing their speaking skills (An, 2020).

Based on the above description, the researcher argues that the application of the ASSURE model integrated with Self-Directed Learning can be an effective solution to

improve the English-speaking skills of students at Universitas Harapan Medan. Both approaches not only help improve speaking skills but also motivate students to be more active in the learning process. Therefore, this study aims to explore the extent to which the application of the ASSURE model and Self-Directed Learning can enhance English speaking skills among students at Universitas Harapan Medan.

## **2. METHODOLOGY**

This study uses an experimental method with a pre-test and post-test design to measure the effectiveness of implementing the ASSURE model and Self-Directed Learning in improving the English-speaking skills of students at Universitas Harapan Medan. (Creswell, 2015) The experimental method was chosen because it allows the researcher to directly and measurably test the influence of both learning approaches on the improvement of English-speaking skills.

### **a. Research Design**

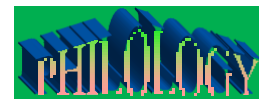
This research uses an experimental design with two groups, namely the experimental group that will be applied with the ASSURE model and Self-Directed Learning, and the control group that will follow learning with conventional methods. This design allows for a comparison between the learning outcomes of the two groups and the assessment of the effectiveness of the applied methods.

### **b. Population and Sample**

The population in this study consists of all students at Universitas Harapan Medan who are taking English courses. The sample used was randomly selected from students who met certain criteria, such as having a relatively similar basic English proficiency level, to ensure that the results obtained are more objective. The experimental group and the control group will have comparable numbers to ensure accurate results.

### **c. Research Procedure**

(Creswell J. W., 2017) The research procedure is divided into several stages as follows:  
Preparation Stage: Before the research begins, the researcher will prepare by designing learning materials that align with the ASSURE model and developing learning instruments that support Self-Directed Learning. Next, the researcher will provide instructions to the students regarding the learning objectives, the methods to be used, and how to carry out self-directed learning. Pre-test Stage: Before the implementation of the ASSURE model and Self-Directed Learning, students will be given a pre-test to measure their English-speaking proficiency. Learning Implementation Stage: The experimental group will be taught using the ASSURE model combined with the Self-Directed Learning



approach. This learning involves various activities, such as learning needs analysis, setting learning objectives, selecting media and materials, and using self-directed learning techniques such as group discussions, independent speaking exercises, and the use of learning technology. Meanwhile, the control group will follow learning using conventional methods that focus more on lectures and structured exercises by the lecturer without involving many independent approaches. Post-test Administration Stage: After the implementation of learning over a certain period, students will take a final test (post-test) to measure the changes in their English-speaking abilities after participating in learning using the ASSURE model and Self-Directed Learning.

- a. Evaluation and Data Analysis Stage: The data obtained from the pre-test and post-test will be analyzed using statistical methods to compare the differences in English speaking ability between the experimental group and the control group. T-test or analysis of variance (ANOVA) can be used to determine whether there is a significant difference between the two groups.
- b. Research Instruments used in this research include: Speaking test (pre-test and post-test): This test is designed to measure students' English-speaking abilities in various communication situations. This test will cover aspects such as pronunciation, speaking fluency, vocabulary, as well as the students' ability to convey ideas clearly and accurately. Questionnaire is used to collect data on students' perceptions of the implementation of the ASSURE model and Self-Directed Learning, as well as their levels of motivation and engagement in learning to speak English described as a research instrument that uses systematic questioning to get data from participants. The purpose of the questions, which can be delivered orally, in writing, or digitally, is usually to gather data from a representative sample of the general population (Bryman, 2016).
- c. The collected data will be analyzed using descriptive statistics to see an overview of the speaking test results from each group. Next, a t-test or analysis of variance (ANOVA) will be used to examine the differences in speaking abilities between the experimental group and the control group. In addition, qualitative analysis will also be used to explore students' opinions regarding their experiences in participating in speaking lessons using the ASSURE model and Self-Directed Learning.
- d. Implementation of the ASSURE Model through the stages mentioned earlier, with an emphasis on analyzing student needs, setting clear objectives, selecting appropriate media and learning materials, and using active and collaborative

methods in speaking instruction while Self-Directed Learning (SDL) Students will be encouraged to engage in self-directed learning through practical tasks,

### **3. FINDINGS AND DISCUSSIONS**

The study analyzed the effectiveness of Model ASSURE and Self-Directed Learning (SDL) in improving the English language proficiency of 30 students. The results showed that both models significantly improved students' English language skills. The T-test results indicated that the use of Model ASSURE and SDL was highly effective in improving students' English language skills. The results also showed that using active learning methods and self-directed learning methods significantly improved students' English language proficiency. The study concluded that Model ASSURE and Self-Directed Learning can significantly enhance students' English language proficiency. The study suggests that Model ASSURE and Self-Directed Learning can be a more effective learning model in various programs at the University of Medan.

#### **1) Experimental Research Design**

Experimental research was conducted to test whether the application of the ASSURE Model and Self-Directed Learning can improve students' English-speaking skills. For that, we will use a pre-test and post-test experimental design with an experimental group and a control group. Research Design:

- a. Experimental Group: This group will be taught using the ASSURE model combined with the SDL approach.
- b. Control Group: This group will be taught using conventional methods without the ASSURE or SDL models, as a comparison.

#### **2) Experimental Steps**

##### **a. Sample Selection**

The selected sample consists of 30 students who were randomly divided into two groups:

1. Experimental Group: 15 students
2. Control Group: 15 students

##### **b. Pre-Test**

Before the experiment begins, both groups will be given a pre-test in speaking English. The goal is to measure the initial speaking proficiency of students in aspects such as pronunciation, fluency, vocabulary usage, and grammar.

Pre-Test Questions:

1. Conversation time: 3 minutes
2. Topic: Describe your daily activities.



3. Aspects being evaluated: Fluency, pronunciation, vocabulary, sentence structure.

c. Intervention (Teaching)

1. Experimental Group:

This group will be taught using the ASSURE Model accompanied by a Self-Directed Learning (SDL) approach.

Students will be given instructions to engage in independent learning activities (for example, speaking through language apps, recording themselves speaking, or conversing with classmates outside of class) and actively perform speaking tasks. The ASSURE model will include needs analysis, setting learning objectives, selecting teaching methods, using media, and direct speaking assessment.

2. Control Group:

This group will be taught using a traditional approach, such as lectures or textbook-based learning without active or independent approaches. They will not be given the opportunity to engage in Self-Directed Learning or specific speaking tasks outside the classroom.

d. Post-Test

After the teaching period (for example, 4-6 weeks), both groups will be given a speaking post-test similar to the pre-test to measure changes in their speaking abilities.

Post-Test Questions:

1. Conversation time: 3 minutes

2. Topic: Discuss more complex topics, such as "What are the benefits of learning English?"

3. Aspects being evaluated: Fluency, pronunciation, vocabulary, and grammar.

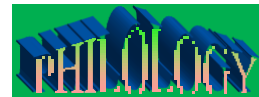
3. Data Collection

Pre-Test and Post-Test scores will be collected and analyzed to see if there is a significant difference in the improvement of speaking skills between the two groups. Scores can be calculated using a 1-5 scale for each criterion such as speaking speed, pronunciation, vocabulary, and grammar.

4. Data Analysis

After data collection (pre-test and post-test scores), we will analyze the results using several statistical methods to determine whether the ASSURE and SDL Models are effective in improving students' speaking abilities.

a. Descriptive Analysis



The average pre-test and post-test scores will be calculated for both groups (experimental and control) to determine if there is a difference in speaking ability before and after the implementation of the teaching method. Calculation:

The average pre-test score for the experimental group = 12  
 The average post-test score for the experimental group = 20  
 The average pre-test score for the control group = 13  
 The average post-test score for the control group = 15

Increase in average score:

- 1) Experimental group:  $20 - 12 = 8$  points
- 2) Control group:  $15 - 13 = 2$  points

b. T-Test

To analyze whether the difference between the experimental group and the control group is significant, we will conduct a t-test to compare the average pre-test and post-test scores of both groups. Null Hypothesis ( $H_0$ ): There is no significant difference between the experimental group and the control group. Alternative Hypothesis ( $H_1$ ): There is a significant difference between the experimental group and the control group.

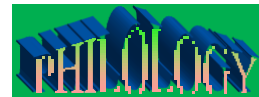
Steps of the t-test:

Calculating the t value using the t-test statistical formula. Determining the p-value to see if the difference between the experimental and control groups is significant (usually  $p < 0.05$ ). If the p-value is less than 0.05, we can reject the null hypothesis and conclude that there is a significant difference in the improvement of speaking ability between the two groups.

#### 4. CONCLUSIONS

The results of the t-test and descriptive analysis, here are the possible conclusions:

- a. The Experimental Group using the ASSURE Model and SDL showed a greater improvement in speaking skills compared to the Control Group, which only followed traditional learning methods.
- b. Significant differences between the experimental and control groups indicate that the application of the ASSURE and SDL models has a positive impact on improving students' English-speaking skills.
- c. The application of the ASSURE Model and Self-Directed Learning (SDL) can significantly improve students' English speaking-skills. The experimental group that was given an active and self-directed approach showed a greater improvement in speaking skills compared to the control group.

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