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A Fun Autodidactic Learning Model for Students to Improve Second Language Understanding

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ABSTRACT

Learning a second language, for example, English is often considered difficult by most students. In fact, this foreign language is very important for them in further studies and the world of work. Therefore, this research aims to determine a fun autodidactic learning model for students to improve second language understanding. Apart from that, the writer also wants to know what methods students are interested in and effectively use in honing their English skills independently. Research data was obtained by filling out a questionnaire in the form of questions to determine the effectiveness of the interest learning model. The research respondents were Unisba Statistics students. After the data was collected, this research used quantitative descriptive methods to analyze it. This identification is carried out to reveal learning methods, problems encountered in learning, and efforts made in improving students' English skills. The results obtained based on this research are an effective independent method or model of learning English that is of interest to students, including through songs as a medium for teaching new languages and improving vocabulary and grammar. Apart from that, a fun autodidactic learning model, namely through communicative films and games, can also improve their English pronunciation skills. However, the popular method still has several obstacles, namely students do not know the pronunciation and structure of English according to grammatical rules.

Keywords: Learning Models; Difficulty and Improvement; Second Language Ability

INTRODUCTION

Spoken and written language used by humans as a means of expression are two inseparable types of language. In written language, communication between speakers occurs indirectly. Meanwhile, the spoken language used by speakers occurs directly and quickly. Even so, the use of language by students often encounters problems especially when they use a second language, such as English. English is also a productive language because it can produce lingual units (Pratikno, 2022).

The facts show that Bandung Islamic University students, in particular, some Statistics students still face problems in learning English. This is because the use of English is their second language so it is rarely used in communication. It will also cause anxiety in speaking English for students (Yildiz, 2021). The second language they get is referred to as the

language acquisition process which is supported by opportunities (Bitu, 2020). Therefore, there needs to be an appropriate learning model so that it is easy for them to understand and use a second language, namely English.

Learning models and learning approaches are often equated. Actually approaches, strategies, methods and techniques are only part of the learning model. So, the learning model is a collection of strategies, methods, approaches, and learning tactics (Rokhimawan et al., 2022). Basically, the type of acquisition of the learning model is described from start to finish which is explicitly introduced by the instructor. In other words, learning approaches, strategies, methods or techniques are applied within the learning model framework.

By applying the correct learning model, their second language can be easily understood by the other person. The logical justification of language is created by the speakers themselves. There is a way of thinking that makes sense in the language learning model. That is, the theory created must consider actual reality, not fiction in its creation. Meanwhile, language learning is a type of change that manifests itself in adding and enriching new vocabulary compared to before. In acquiring a new language or a second language, one needs to pay attention to the surrounding environment because it is an important part of language acquisition.

There are three phases or episodes in the learning process, namely information, transformation, and evaluation (Nasution et al., 2017). Such a learning process can also be applied to language learning. So, the sequence of the process is that students obtain various information during the information phase that can improve, perfect, and deepen their knowledge of the language. The next step is the transformation process, namely analyzing, modifying, or transforming information into a more conceptual form so that it can be applied to more general problems.

In the end, students must be able to evaluate all language knowledge acquired during the evaluation phase. Meanwhile, transformation can be used to understand other phenomena. As a result, the problem with the deep learning process of these three episodes lies in the amount of information required for transformation. The duration of each stage is usually not the same due to the fact that it depends on the normal outcome, the student's inspiration, interest, curiosity, and tendency to find solutions on their own. So, someone's desire will arise because he is influenced by his friend (Pratikno, 2021).

The learning process that involves their second language, namely English, must first be good at their Indonesian. The reason is that the sentence structure in the two languages is not much different, that is, there must be a subject and a predicate/verb. By having skills in English, it will make it easier for students to be able to get along in a global world. Now the demand for English in various countries makes a significant contribution to the rapid development so that it becomes an international language.

There are several learning models that are of interest to students so that they can easily accept language learning material. One of the most effective learning models is project-based learning. This learning model will improve student competency holistically through a contextual approach. So, the learning model is similar to field work in the real world in terms of attitudes, knowledge, and language skills. In addition, there is also a problem solving-based learning model. The main steps in this learning model refer to a set of learning activities that emphasize solving problems in the field of language scientifically. That is, learning a second language can be learned independently.

The superiority of one's interest will arise from several factors, such as student interest in something. However, things like that must be seen first based on the interest and attractiveness of students in learning a second language. There are two things that can influence a person's interest in language learning, namely individual factors and social factors. Based on the individual's perspective on his own personality, students must relate to what is

felt and known about the way he behaves, the items in his point of view, and his sentiments will be the determining elements of individual gain (Pratikno, 2023) . Even so, it often happens that there is a change in character or temperament that will make interest in him also change.

Meanwhile based on a social perspective, individual excellence can be influenced by the general climate, such as what happens in the family, school guardian, financial status, and parental connections. This will greatly affect individual excellence in learning. In a social climate, there is a friend's life span which will also determine the life model. Thus, the surrounding conditions will also influence thinking in determining the type of learning model that is of interest to someone.

Relevant research related to language learning models was carried out by (Sulaiman, 2020), namely regarding the Task-Based Language Learning Model (PBBT). This research was published in an accredited national journal in 2020. In addition, research in an international journal was also carried out by (Liu, 2010) with the title "Language Learning Strategies and Its Training Model". So, the research gap is to prove the success of the autodidactic learning model in understanding English as a second language for students.

What indicates interest in a person is that there is a characteristic that the individual excels in his developing experience. In addition, there is a happy decision in doing the exercise which can then stimulate one's enthusiasm for learning. Therefore, this study aims to find out what methods or models of learning English are of interest to students. Another goal is this research to find out the method or model of learning English that is effective for students. In this way, the benefit of this research is that students can learn independently by exploring their English language skills through films, games and social media.

METHOD

The research method used is a quantitative research type. According to Sugiyono (2015), quantitative research is a research method based on the philosophy of positivism; used to examine certain populations/samples; sampling technique is generally done randomly; data collection uses research instruments, and data analysis is quantitative/statistical in nature with the aim of testing the established hypotheses. So, the population is Unisba students, while the sample is Unisba Statistics Study Program students.

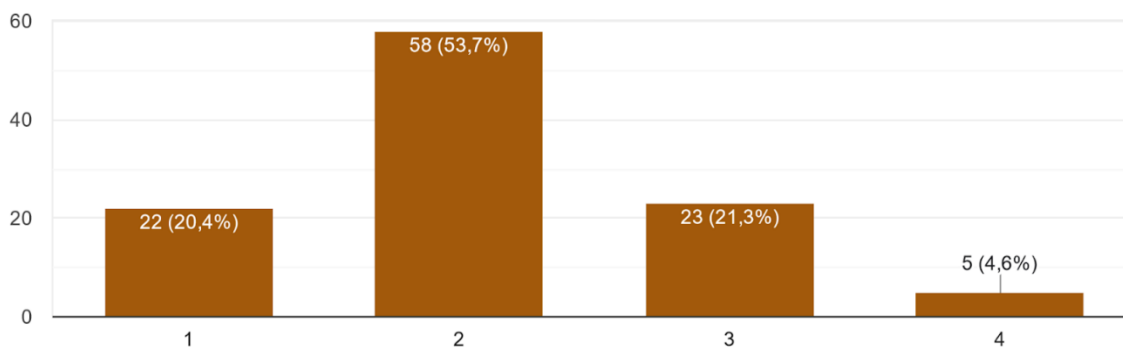
In quantitative research, as the name implies, many are required to use numbers, starting from data collection, interpretation of the data, and the appearance of the results (Arikunto, 2002). The place and time of this research is carried out flexibly because the implementation is through filling out questionnaires that can be filled anywhere. Counting from research planning, research implementation, to making research reports; everything is done in December 2022 to January 2023. Apart from that, the indicator in this research is that students are able to practice learning English on their own through films, games or social media.

In this study, data sourced from primary data were obtained directly through questionnaires. The primary data sources are 108 active students of the Unisba Statistics Study Program for 2021 and 2022. They are hereinafter referred to as respondents. So, the main data source used for this quantitative research is the number of students from the questionnaire results. However, there were a number of Statistics students who did not complete the questionnaire, namely 42 students. After the data was collected, the data analysis was carried out using a quantitative method by transferring it to diagram form and then narrating it.

RESULTS AND DISCUSSION

Based on the results of the questionnaire that was distributed to 108 respondents, several trends were obtained that influenced students in learning a second language, namely English. To find out that, of course there are some questions that researchers ask them. The questions posed are of course intersected with the link between students' interest in learning their second language, namely English. For more details, the following is the result of student responses in answering their questions through the Google form application.

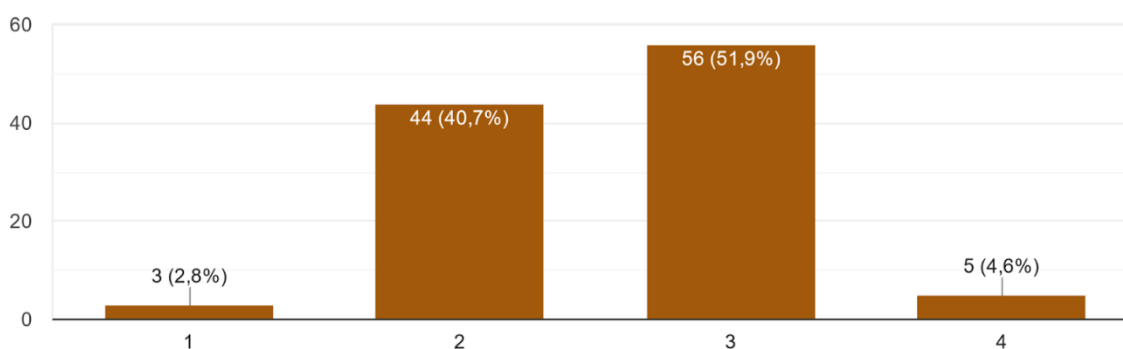
1. Student Interest in English



Graph 1. Student Interest in English

In graph 1 above it is explained that Unisba Statistics students have different levels of preference in learning English. Of the 108 students, the distribution of those who really like English can be mapped. The percentage level of preference is 20.4% really like English or as many as 22 students; 53.7% or 58 students who like English; 21.3% or there are 23 students who don't like English; and 4.6% or only 5 students who really don't like English. Thus, it can be concluded that Statistics students are more dominantly interested in learning English as their second language.

2. Intensity of English Use in Student Activities

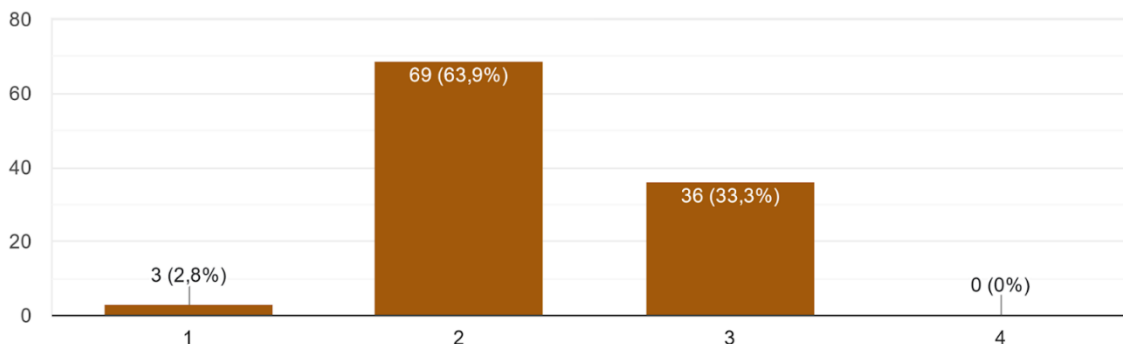


Graph 2. Intensity of English Use in Student Activities

Graph 2 above proves that as many as 4.6% of students have never used English in their activities. Meanwhile, 51.9% or 56 Unisba Statistics students rarely use English in their daily lives. This should be comparable to graph 1 which states that the majority of Statistics students are interested in English. However, the fact is that they are not intensively using it. This is because there is no other person who wants to speak English as well. In contrast, there were only 40.7% or 44 students who often used English and 2.8% or only 3 students who

used English very often. So if there are only 47 students in total, there are only 47 English speakers.

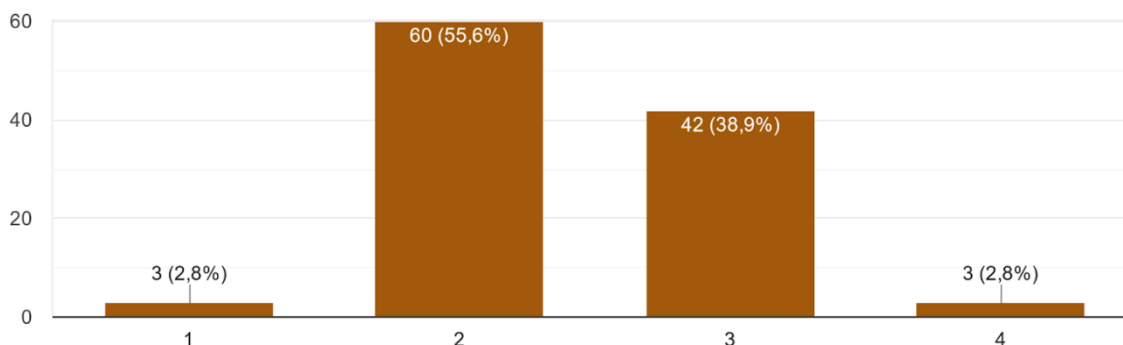
3. Student Understanding in English



Graph 3. Student Understanding in English

In graph 3 above it is explained that as many as 63.9% or 69 Unisba Statistics students dominantly understand English. There is also a small proportion of students, namely as much as 2.8% or only 3 students who really understand English. Meanwhile, the remaining 33.3% or 36 students did not understand English well enough. The existence of students who do not understand English certainly has various reasons that are different from each respondent. The strong reason is due to the lack of habituation in the use of the second language.

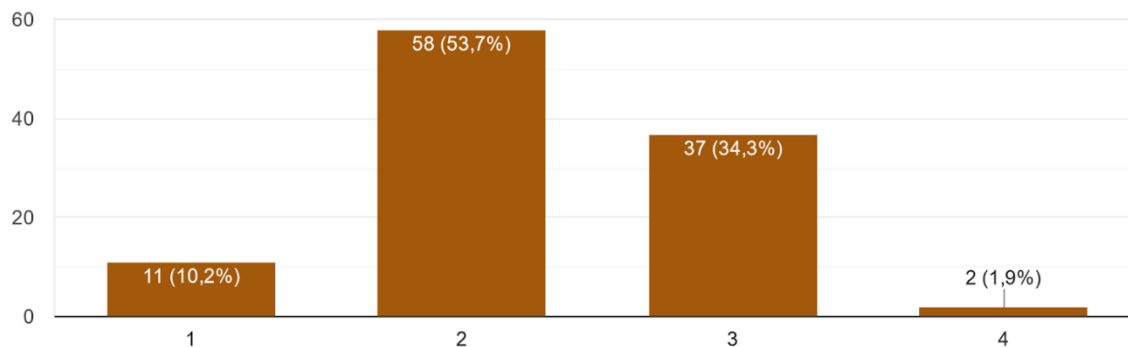
4. Student Mastery of English Skills



Graph 4. Student Mastery of English Skills

Proficiency in English consists of listening, speaking, reading, and writing. Based on the results of graph 4 above, it can be shown that the majority of students, namely 55.6% or 60 Unisba Statistics students, have mastered their English skills. The students who really mastered English skills were 2.8% or there were 3 students. This is also balanced with students who do not master English at all, namely as many as 2.8% or 3 students. In addition, as many as 38.9% or 42 students did not master English skills.

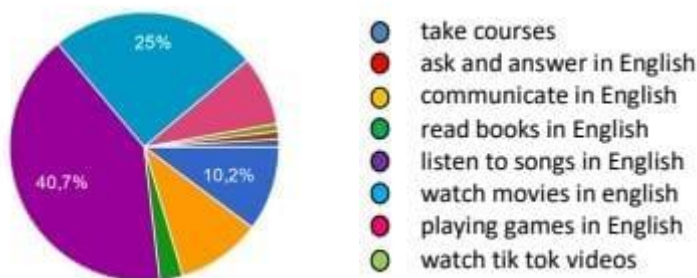
5. Students Who Study English Independently



Graph 5. Students Who Study English Independently

The fifth question focuses more on learning a second language independently or self-taught. So, graph 5 above shows that there are differences in the respondents in learning English on their own. The result is that around 53.7% or 58 students often study English on their own. As for students who very often learn English on their own as much as 10.2% or 11 people. Meanwhile, there were 34.3% or 37 students who said that they rarely studied independently. The remaining 1.9% or 2 students stated that they had never studied English on their own or still needed the help of others in learning English.

6. Student Learning Methods in Hone English Ability



Graph 6. Student Learning Methods in Hone English Ability

Based on graph 6, there are some of the dominant methods used are Student Centered Learning (SCL) methods. This method places students as the center and determinant of learning. The diagram above shows that there are many methods used by Unisba Statistics students in honing their English skills. Included in independent learning are as many as 40.7% or 44 students hone their English skills by listening or listening to English songs; as many as 25% or 27 students watch English films; as much as 8.3% or 9 students play games in English which become their daily habit.

In addition, as many as 10.2% or 11 students communicated in English; as much as 2.8% or 3 students read English novels; as much as 0.9% or 1 student doing questions and answers in English; and the remaining 0.9% or 1 student watches English-language videos via the TikTok platform. These little habits are certainly more understandable to students because learning is more relaxed, flexible, and fun. However, there are also students who study English using the Teacher Centered Learning (TCL) method, namely 10.2% or 11 students take courses or additional learning with the guidance of a mentor. It is also quite challenging for them if teaching English with the instructor is done remotely (Ekoç, 2022).

7. The SCL Method which is Dominantly Attracted by Students in Learning English

Listening to English songs ranks first in the interest of students in learning English independently. Songs are considered to motivate students when they participate in the process of learning English. The advantage in learning through songs is because songs are a source of language. In doing so, the song turns into a tool for teaching a second language and improving vocabulary and grammar (Pratikno, 2023b). Song is a tool for thinking and managing emotions. Songs can not only entertain, but can also inspire students and instill a positive attitude towards English.

In this era of globalization, students can easily hear foreign songs. Songs help maintain memory, concentration and coordination. Songs that are currently viral are usually easier for students to understand because they often hear them and are familiar with the English language contained in the song. Students can easily understand what the words mean from the lyrics of the song. Now all of that can be available in the translation feature on mobile phones. That way, this can make songs an effective "tool" in supporting students when learning English independently (Sopya, 2018).

Even so, there are still some drawbacks of this learning method. The drawback is that there are still many songs with wrong grammar, various songs with various accents, and the learning process is inseparable from good grammar. Therefore, it is hoped that students will not focus solely on songs in learning English. They can use even mix other independent learning. Of course this has something to do with the growth of students as independent and involved English learners (Azatova, 2021).

Watching English Films ranks second in the interest of students in learning English independently. Learning English can be done independently by students by watching movies. The films they watch must also be in English and which they like. Watching movies in English can be considered effective for most students. From the film, they can get used to listening to dialogue in English so that they get a lot of vocabulary. To further strengthen their English, students should apply English conversations intensively to their interlocutors. However, students still have to be able to distinguish with whom they are interacting (Pratikno, 2020).

Playing games in English ranks third in the interest of students in learning English independently. Games are fun activities and you can practice the foreign language contained in the game in a relaxed and fun atmosphere. Games are divided into communicative and linguistic games (Lukianenko, 2010). Language precision, such as the use of correct grammar is emphasized in linguistic games. Meanwhile, fluency in communication or achievement of communication goals is emphasized in communicative games. Learning macro language skills such as reading, writing, listening, and speaking must be consistent. Meanwhile, learning micro language skills such as pronunciation, mastery of grammar, and vocabulary must be familiarized (Pratikno, 2014). All of this can benefit from the advantages of playing games in English.

8. Obstacles, Efforts, and Student Reasons in Learning a Second Language with the SCL Method

While studying a second language with the independent method, of course there are obstacles faced by students. There are certainly not a few obstacles for students with the SCL method in honing their English language skills. The obstacles faced by students in learning English are not the same between one another. Based on the survey, the distribution of obstacles was as much as 13.6% of students did not experience serious problems in learning English because it was according to the method they were interested in. In addition, the remaining 86.4% of students stated that they were still experiencing various obstacles.

The obstacle that students experience when learning a second language through games is the limited grammar for constructing a sentence structure. For students who learn English through films, they feel that they are not proficient enough for proper spelling and pronunciation of English if only through the listening method. When watching movies, sometimes the pronunciation of the actors in the film is not very clear, so it is difficult to understand. Therefore, students do not understand if they find unfamiliar English vocabulary and terms heard.

Those who listen to songs in English also find many words or idioms that are not explained in detail in the songs. In addition, many of the English lyrics in the songs are not in accordance with grammar, so beginners find it a bit difficult. For students who learn English by reading novel texts, the drawback is that they find it difficult to find people around them who can be invited to communicate in English. The result is that their English proficiency becomes passive. Therefore, a literacy e-coaching model is needed to improve their competency in literacy (Bosch et al., 2020).

The efforts made by students in overcoming difficulties in learning English independently. About 77.3% of these businesses stated that they would do business by studying more actively with the independent method they were interested in. Even so, there are a small number of students who choose the learning method by having to take courses to improve their English skills. The remaining 22.7% stated that no effort had been made to improve their ability to speak English. They are still comfortable with using the old methods and applying them the same as ever.

There are things that need to be known if we want to know whether someone is interested in language learning or not. The things that are meant include pleasure, interest, and attention to the second language. Pleasure is a sensation of joy that will arise a feeling of liking that is supported by a subjective perspective. However, behind that feeling of anxiety will hinder the fun. So, what is needed to counteract this is to think positively about the benefits of learning a language.

The second thing is interest in learning languages. Students who are interested in the learning model they are interested in will continue to follow the lesson because they feel they need the illustration. Then, the last thing is attention to language. Students who pay attention to language learning will produce an unlimited will. This unrestricted attention will allow assignments to be made for a longer period of time in terms of consistently learning the second language. Thus, an effective learning model for students in learning English is to use digital media rather than studying through text books (Pratikno, 2023a). In learning using digital media, students can learn through films, games and social media (Matthews et al., 2022). With learning like this, for example, learning a language through games, students will be successful if they do it independently, seriously, and consistently (Ishaq et al., 2022). Learning aimed at accountability can create extra work for those who guide (Silalahi, 2021). That way, the supervisor will have the responsibility to achieve the learning objectives (Wulyani et al., 2021).

The application of the independent/group learning model is an effective solution in learning English as the second language of Unisba students. Based on this, of course there are several reasons that make students interested in learning a second language. The reasons for implementing the learning model include:

1. Individual understanding abilities vary. That way, the knowledge between students' first language and second language will also be different (Bosch et al., 2020). Therefore, students are required to be active in learning English according to the model they are interested in.
2. This learning model provides opportunities for students to explore more in-depth English learning.

3. This learning model is considered the most free, active, attractive, and enjoyable for students.

CONCLUSION

The Student Centered Learning (SCL) method is a learning approach that is based on students as learning centers. That is, they began to study independently. This method emphasizes not only what will be learned, but also how and why the material is learned. This type of learning focuses on students. By applying this method in learning English, students can develop their motivation, interests and talents to be more creative, active and innovative. In addition, they will have responsibility for the learning process.

The independent English learning model that is dominantly in demand by Statistics 2021 and 2022 students is the learning model through songs. It is considered to be able to motivate students when they participate in the process of learning English. The second is through film because it can practice the foreign language contained in the film in a relaxed and fun atmosphere. Playing games in English ranks third in the interest of students in learning English independently.

Even so, in practice there are still some obstacles experienced by students. These obstacles are that students still have difficulty understanding the English vocabulary they encounter, difficulties in pronunciation, and difficulties when learning English on their own. The effort made by students in learning a second language is to be even more active in learning English according to the method they are interested in and considered easy to learn. Students will be more interested, consistent and happy to learn their second language, namely English. Thus, English learning that is interesting and effective for students is carried out independently through digital media.

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