The Effectiveness of Self-Directed Learning on Enhancing Speaking Accuracy of EFL Learners

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Abstract:

This study aims to examine the effectiveness of self-directed learning on enhancing speaking accuracy skills of EFL learners at the University of Jordan. To accomplish the objectives of the study, a two-group pretest-posttest design was used as a type of quasi-experimental approach. Forty students of English 100 were randomly chosen as a sample of the study divided into two groups: 20 students of the control group taught using the conventional method, and 20 students of the experimental group taught using the SDL method. The same speaking assessment is given to two groups to collect the data. The researcher relied on an observation card with different criteria to measure the accuracy of speaking skills. One-way MANCOVA was performed to examine the effect of using the SDL method on accuracy in speaking skills. Findings showed a statistically significant effect of the SDL method in developing the speaking accuracy skills of EFL students at the University of Jordan. The study recommended the educators to train learners to be self-directed learners. The results have also been discussed and concluded with recommendations.

Keywords: Accuracy, EFL students, English Speaking, Self-Directed Learning.

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فاعلية التعلم الذاتي الموجه في تعزيز دقة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية

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ملخص:

تهدف هذه الدراسة إلى فحص فاعلية التعلم الذاتي الموجه في تعزيز الدقة في التحدث بين متعلمي اللغة الإنجليزية كلغة أجنبية في الجامعة الأردنية. لتحقيق أهداف الدراسة، تم استخدام تصميم الاختبار القبلي والبعدي المكون من مجموعتين كنوع من النهج شبه التجريبي. أربعون طالبًا من مادة 100 في اللغة الإنجليزية تم تقسيمهم بشكل عشوائي كعينة الدراسة إلى مجموعتين: عشرون طالبًا من المجموعة الضابطة يدرسون بالطريقة التقليدية، وعشرون طالبًا من المجموعة التجريبية يدرسون بطريقة التعلم الموجه ذاتياً تم إعطاء تقييم التحدث نفسه للمجموعتين. لجمع البيانات اعتمدت الباحثة على بطاقة الملاحظة بمعايير مختلفة لقياس دقة مهارات التحدث. تم إجراء اختبار MANCOVA أحادي الاتجاه لفحص تأثير استخدام طريقة التعلم الذاتي الموجه على الدقة في مهارات التحدث. أظهرت النتائج وجود تأثير ذي دلالة إحصائية لطريقة التعلم الذاتي الموجه في تنمية مهارات دقة التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية في الجامعة الأردنية. أوصت الدراسة بتدريب المتعلمين ليكونوا موجهين ذاتياً. كما تمت مناقشة النتائج واختتمت بالتوصيات.

الكلمات المفتاحية: التعلم الذاتي الموجه، الدقة، طلاب اللغة الإنجليزية كلغة أجنبية، مهارات التحدث.

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1. Introduction

English is a worldwide language taught as a foreign/second language (EFL/ESL) in many places throughout the world. According to Richard (2005), as English is regarded one of the world's international languages, the demand for quality language teaching, language teaching materials, and resources is on the rise, and students aspire to acquire English to a high degree of correctness. As a result, learning a foreign language is a necessary element of knowledge since it is an international language. Learning the English language has a crucial role for learners. It enables learners to connect second language, resulting in an improved life.

Speaking is considered to be one of the most crucial language abilities, according to various academics. Learning any language requires it. Kurniawan (as cited in Gunada, & Wayan, 2017) contends that an English learner's success is determined by how well they can communicate in the language. Similar to writing, speaking is a crucial ability that calls for both productive and receptive abilities, enabling students to interact with others in an efficient manner (Gunada & Wayan, 2017). However, a lot of students still have trouble developing their speaking abilities. Due to a multitude of concerns, such as grammar, pronunciation, and vocabulary problems as well as the traditional teaching techniques, some university students find it difficult to speak English, even in simple and brief sentences (Fawzan,2016).

Particularly during and the first period after the Covid 19 outbreak, some instructors at the University of Jordan's language center disregard English speaking on a local level. It's possible for EFL students to have trouble speaking proper English. They fear speaking in front of the class and are not active in public speaking events. Additionally, they worry about their poor grammar, poor pronunciation, and limited vocabulary. These remarks suggest that there are some problems with speaking accuracy. On the other hand, because of their workloads, the numerous topics covered in their syllabi, and a lack of time to listen to every student, teachers may avoid promoting speaking practice. These difficulties could be the result of inadequate planning and the absence of various speaking strategies that would encourage pupils to improve their accuracy abilities through valuable speaking exercises. It is clear from the researcher point of view that, some English language educator in Jordan urges on teaching speaking accuracy just as memorization of dialogues and discussions. The world today, however, demands that speaking accuracy instruction improve students' communicative abilities since they must learn to express themselves and to adhere to the social and cultural norms relevant to

each communicative situation.

To develop learners' speaking skills, speaking performance accuracy is considered. From a pedagogic perspective, several classroom-based studies and research papers related to L2 performance have labeled the use of language in terms and accuracy (Brumfit, 1979). Accuracy refers to the degree to which the user of a foreign language follows the correct structure, the correct vocabulary choices, and the correct pronunciation. It also focuses on the elements of phonology, grammar, and discourse in spoken production. It refers to the degree of departure from a specific standard, while deviations are commonly referred to as errors (Wolfe-Quintero et al, 1998).

To facilitate the acquisition of the second language and increase students' speaking accuracy to learn the target language, it is necessary to turn into different methods of language learning to acquire the language skills from native speakers. Educational institutions and sectors shall rethink seriously to take advantage of modern technology in educational programs especially in the university education stage sue to the problems and difficulties faced by students in speaking the second language. It is also imperative for educators to develop a method of learning that enhances students to take responsibility in dealing with this unlimited amount of knowledge.

Knowles (1975) the father of andragogy theory, made note of the fact that self-directed learning is a type of education in which students are mostly in charge of their learning experiences. It is defined as a learning task when a person takes the initiative to identify learning requirements, formulate goals, select resources, and assess results. Pedagogically speaking, this study is based on the theory of SDL and constructivism. The SDL theory believes that learners shall be taught to take responsibility for their learning and vocational behaviors through guidance, motivation and stimulation (Ayyildiz & Tarhan, 2015; Garrison, 1997; Gerber et al., 1995; Knowles, 1975; Skager, 1979; Towle & Cottrell, 1996).

2. Problem Statement

Given the significance of speaking accuracy skills, it has been witnessed that the most of EFL students at the language center at the University of Jordan face difficulties such as poor speaking accuracy in grammar, poor pronunciation and lack of vocabulary or lexical errors, unwillingness to involve in discussions, fear taking risks in speaking, and lack of motivation to speak. One more important point is that insufficient practical studies were conducted to explore the pedagogical impact of self-directed learning method for enhancing accuracy skills in speaking.

Against this, the statement of the problem of the current research aims to investigate the impact of self-directed learning on accuracy towards speaking of EFL university of Jordan Students to fill the gap in the related literature in particular, in three criteria of accuracy: pronunciation, grammar, and lexical use, since many local research papers have generally dealt with the effects of self-directed learning on students' speaking in general such as Suleiman, 2019.) The current work also examines whether the results of this research agree or disagree with other research papers' results taking into consideration the problem of this research and the purpose of the study.

3. Questions of the Study

In light of the problem statement, the following major question is formulated.

Are there any statistically significant differences at (α =.05) in EFL university students' mean scores of speaking accuracy that can be attributed to the methods of instruction (SDL vs. Conventional)?

4. Objectives of the Study

The study aims to help EFL students to develop speaking accuracy by exploring the impact of self-directed learning on the University of Jordan students of English and developing independent learners to autonomous learners. More clearly, the objective of this study is to determine whether there are any statistically significant differences at (α=.05) in EFL university students' mean scores of the speaking accuracy post-test scores due to the methods of instruction (SDL Vs. conventional).

5. Significance of the Study

The significance of the study rests in the importance of self-directed learning and its influence on learners' speaking performance in accuracy skills. It is also hoped that this study provides instructors, curriculum designers, scholars and supervisors with a fundamental background about the benefits of using self-directed learning to raise accuracy skills in learners' speaking. Furthermore, the insufficient number of research papers in the domain of self-learning and its effects on speaking accuracy in the Arab region in general and in Jordan in particular, is another significant inspiration to conduct this study. Another significant point is that very few empirical studies have explored the pedagogical efficacy of self-learning strategies for improving speaking accuracy.

Self-learning is a method of learning that has been put out in education generally, not just in the context of language instruction (Caffarrella & Merriam, 2000; Park, P, 2007). The impacts of SDL on students'

accomplishment performance in writing and reading have typically been discussed in a number of research publications in the field of language teaching as mentioned in the literature review. As a result, there is little study on speaking accuracy abilities of that addresses subjective teaching methods in Jordan especially in grammar, pronunciation, and vocabulary.

The study also formulates a list of useful techniques and procedures to overcome students' speaking skills' problems using the SDL method. Besides, the study draws the attention of educators and the policy makers to the importance of adult students' role in achieving and carrying out proficient and accurate speaking skills. Moreover, the study adopts suitable practices and techniques for mastering accuracy of speaking skills. Additionally, the study encourages autonomous learning and designs the learner to be the master of the learning process to provide a better approach for implementing a better teaching style.

6. Theoretical Framework

The theory of SDL began with Tough's (1971) observation that self-directed learning is self-planned learning with very little effort on the part of the learner to learn from the things happening around them. Knowles (1975) extended this definition to insert more particular parts of the SDL process, clarifying a new definition for SDL as a process "in which learners take the initiative with or without the help of others in recognizing their learning needs, designing learning goals, identifying human and material resources for learning, selecting and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, P.18). Some similar expressions for SDL, including self-planned learning, self-study, and autonomous learning are expressions indicating the independent learning, but SDL does not necessarily happen in isolation (Leach, 2000).

Numerous studies have tackled self-directed learning and employed it in their shreds of research to study improving the quality of education in various areas. Knowles (1975) also made note of the fact that self-directed learning is a type of education in which students are mostly in charge of their learning experiences. It is defined as a learning task when a person takes the initiative to identify learning requirements, formulate goals, select resources, and assess results. Pedagogically speaking, this study is based on the theories of SDL and constructivism. The SDL theory believes that learners shall be taught to take responsibility for their learning and vocational behaviors through guidance, motivation and stimulation (Ayyildiz & Tarhan, 2015; Garrison, 1997; Gerber et al., 1995; Knowles,

1975; Skager, 1979; Towle & Cottrell, 1996). The intervention of this study is designed to help and motivate students in taking responsibility for their learning to promote their study engagement.

The topic of SDL has discussed in an extensive literature review the noticeable activities and roles for self-directed learning with different language skills such as reading, writing, and listening such as (Chung and Choi (2014); Wichade (2011); Olivier (2019); Adnan, Sayadi (2022); Aghayani & Janfeshan, (2020); Boonma, & Swatevacharkul (2020).

As previously indicated, reading and writing skills have been the focus of the majority of studies on self-directed learning. Additionally, a small number of study publications have talked about the oral skills ability, which is one aspect of speaking efficiency skills. There are still many fundamental questions that could be new areas of research such as how accuracy in speaking skills affected by the use of new teaching methods such as SDL method. Also, there are insufficient studies as far as the researcher knows that single out the subject of accuracy linked to the subject of self-directed learning in the specific components and in specific measurement. Hence, the current research investigates the impact of self-directed learning on accuracy as a dimension of language speaking efficiency measured by grammatical errors, errors in pronunciation and lexical errors. The current work also examines whether the results of this research agree or disagree with other research papers' results taking into consideration the problem of this research and the purpose of the study.

The components of accuracy used in the current study are grammatical errors which studied by Yuan & Ellis (2003), Mehnert, (1998), pronunciation errors studied by Mathew (2003), (1997), Moulton (1962) Neri, Cucchiarini, & Strik, (2006), and lexical errors studied by (Naba'h, 2011; Llach, 2013; Shalaby, Yahya, & El-Komi, 2009). The researcher selected these three main components in accuracy to highlight their importance in speaking comprehension, thus any poor component leads to misunderstanding or incomprehension in conversation.

In the same context, many research discussed the effect of SDL on one or more component of speaking skills in general or on different components of speaking skills. Suleiman (2019) carried out a study to assist EFL students in enhancing their oral communication skills outside of the classroom. In self-directed learning, video movies are chosen to help students become more proficient in spoken communication. Six first-year students at the English language and literature program at Ajloun University

in Jordan are chosen at random and evenly divided into the experimental and control groups based on that. The self-assessment language test was used as a pre- and post-test by the researcher for both groups. The researcher was interviewed twice and had study notes filled out during the research. The study's findings suggested that SDL could help students become more proficient in oral communication because post-test scores were higher than pre-test scores.

On the other hand, Majidi (2016) talked about the (SDL) approach and how it impacts the development of various linguistic abilities, particularly the ability to speak English accurately. The researcher used a sample of sixty Iranian upper intermediate pupils to accomplish the study's objective. The remedial plan was specifically given to the pupils following a pre-test on speaking accuracy and an eight-week course of training. A speaking accuracy post-test and a self-guided readiness scale questionnaire were then given to the students. The outcomes showed that the experimental group participants performed better than the control group participants.

In a same vein, Mahmud (2017) study's findings highlighted how non-English speaking students at Iain Sultan Amal Gorontalo have enhanced their English speaking abilities by utilizing SDL techniques through the use of entertaining speaking and surfing. The findings demonstrated that pupils possess the necessary skills to become independent English language learners. They used English to interact with their peers, pay attention to the language, manage their learning by viewing English-language movies, carry out their tasks with excellent execution and high levels of motivation to be fantastic, and increase their own levels of inspiration.

Similar to this, Yarahmadzehi and Bazleh (2012) conducted a study at Iran University and applied it to two groups, one of which was purposefully taught using SDL strategies based on Bett's independent learner model (Betts & Kercher, 1999, quoted in Yarahmadzehi & Bazleh, 2012), in equivalent with their normal English children, and the other of which was taught only in English. As a result, the post-test revealed a significant improvement in English language proficiency and SDL preparedness as measured by the Self-Directed Learning Readiness Scale (SDLRS). The findings of their study indicated that, despite the small sample size, it was clear that imparting SDL methods and fostering student autonomy would be a beneficial opportunity for the Iranian educational system.

Additionally, Ghada (2017) carried out research to determine how SDL affected the way speaking skills was taught to Iraqi EFL students. She built

the learner to be an independent learner using Grow's SDL model. Seventy six students from the English Language Department at Al-Mustansiriyah University were divided into an experimental group of 39 students and a control group of 37 students in order to achieve the study's objectives. The quasi experimental pretest - posttest nonequivalent was chosen by the researcher. The findings indicated that there were statistically significant variations in the mean scores of the two groups, with the experimental group being taught using the SDL approach.

Alaon (2021) also planned to carry out a study in which 16 undergraduate students from the English Education were chosen to learn the benefits of SDL in order to enhance the students' English-speaking skills. A case study of a group of Chinese ESL learners in China who used SDL to study English and who regularly and assiduously consumed English television dramas were provided in another study by Wang (2012). Five participants took part in the research, and a self-directed teaching curriculum has been designed and discussed as a result. The interviews were used by the researcher as a tool to explore the findings, which point to an efficient and affordable method for ESL learners to advance their linguistic proficiency, sociolinguistics, and pragmatics outside of language classes.

In the same mood, Sunsanti (2021) in another modern research aimed to examine the interconnection between students' oral speaking proficiency and SDL in a virtual English community. The style of the study is consisting of (20) students at the seventh level randomly selected at a public university in Surabaya. The data was collected by using two instruments: speaking rubric and a questionnaire. The result of this study related to speaking skills showed that students were good speakers in each part of speaking. Consequently, the greatest speaking part accomplished was vocabulary and followed by grammar & accuracy, pronunciation, and fluency & coherence. By means of correlation analysis, the use of SDL was highly correlated with the students' speaking skills.

Lumbanraja (2016) conducted a research aimed to find out the impact of implementing SDL method on speaking ability among (40) students of eleventh grade students of SMA Parulia. The sample was divided into two groups (20) students in experimental and (20) students in control group. The quantitative data was collected by using oral test pre and post -test scores. Specific components were tested in the speaking test consisted of 1) Pronunciation 2) Vocabulary 3) Grammar 4) Fluency. After SDL treatment, the findings found that the students taught speaking skills by using SDL

gained higher score than students taught without SDL.

In light of the previous related literature review, the current work specifically explores the effectiveness of SDL on students' speaking abilities, specifically accuracy skills in measuring the speaking skills that do not rely on a ready oral rubric scale but rely on frequencies measurement of errors in specific component of accuracy such as grammar, pronunciation, lexical words depending on previous reviews in speaking accuracy literature. The accuracy in this study refers to deviations of the correct use considered as errors in all types of grammatical errors, errors in pronunciation, and lexical errors in Analysis Speech AS unit.

The purpose of this study is to fill the gap in the related literature about the impact of SDL on students' speaking abilities, specifically accuracy. The current work also examines whether the results of this research agree or disagree with other research papers' results taking into consideration the problem of this research and the purpose of the study.

7. Instruments of the study

Speaking Assessment Test was prepared by the researcher after constructing an observation card holding different criteria to measure accuracy skills. Thus, the observation card was used to assess students speaking by filling the number of frequencies of some oral skills components errors to measure (accuracy) in speaking in a quantitative approach.

8. Validity and Reliability of the study

To check the validity of the accuracy skills Scale (observation cards) and the oral assessment test were presented to a group of validators with specialists in the domains of English Linguistics, education, and curricula teaching, measurement, and evaluation to express their opinion on accuracy skills in terms of wording, the language of the paragraphs, their clarity, their relevance to the dimensions of fluency skills, and the fairness of the scale were according to the consensus of the validators. To ensure the reliability of them observation card, it was applied on a pilot study of 20 students excluded later from the study sample. The test-retest method with two weeks between them was used. Results revealed that the test re-test reliability coefficient was 0.82.

9. Method and Procedures

The study adopted a two-group pretest-posttest design as a type of quasi-experimental approach. The Study population consisted of undergraduate students at the University of Jordan studying the English

Communication Skills Course (100) at the Language Center in the second semester (2021-2022) divided into two sections. The convenience sampling techniques were adapted to the study sample to select the respondents. Twenty students from each section were randomly selected to form two groups. The first section was randomly assigned a coin as the experimental group with (20) students, and the second section was assigned as the control group with (20) students. The experimental group was taught the conversation skills in English Communication Skills Course (100) through a self-directed learning method, while the control group was taught the same subjects in the conventional method used at the University of Jordan, which is teaching the conversation topics using distance learning through an e-learning platform using the teachers' guideline and the textbook.

The research included the first five-unit topics from the English course (100) curriculum. The study began by obtaining the consent of both participants and the university administration. The intervention lasted for four months. Before the treatment, participants were provided with explanations of instructions. The pre- speaking assessment was applied for both groups before applying the speaking methods in teaching speaking. The observation card was applied to the students in both groups to assess their speaking skills performance according to accuracy, before teaching them of the two ways.

In the oral speaking assessment, the same exam was applied to two sections. Students in both groups were asked to talk about specific topics for five minutes' maximum the researcher gave the topics of the oral assessment to students twenty minutes before the exam. Then, the instructor applied the SDL method on experimental group by providing students with a speaking negotiated contract adapted from (Knowles, 1975) to let students determine their goals, learning resources, and needs in speaking skills. The instructor adopted Grow's model of (Staged Self-Directed Learning Model) to build self-directed learner beginning from dependent learner until reaching the self- director learner for one month.

The instructor of the Experimental group EG gave students the course outline of speaking course after modifying students' goals and resources. During the teaching period which continued to three months, the instructor played the role of facilitator more than the provider of information. Different activities, homework assignments, self–study tasks, role plays, dialogues, and others were used to assess a positive environment leading learners to be self-directed learners to learn speaking. Students in control

group were taught English speaking skills in a conventional method depending on teacher guidelines without the interference of the SDL method. The instructor directed the actions of the lecturers in the teaching control group. Conventional learning is concentrated on the instructor. Teachers instruct students to repeat and memorize the study subject and what they teach in the classroom, and pupils recite the lesson one by one when their turn comes. Other students, except those who are reciting, listen and wait their time. No extra homework assignments or self-study tasks were required outside the classroom. After the end of the treatment, the participants of both classes took the speaking post-test.

10. Results and Discussion

The means and standard deviations of the students in the experimental and control groups in the overall accuracy domains and the three domains were calculated to answer the question of the study. Table (1) illustrates the results:

Table (1) Means and Standard Deviations of the Two Groups in the Overall Errors in Accuracy the Pre-test and Post-test Per the Method of Instruction

Dependent variable	Group	Pre-test		Post-test	
		Mean	Std.	Mean	Std.
Overall **Errors** in Accuracy	Control	6.65	2.03	6.60	1.98
	Experimental	7.05	1.76	2.35	1.79
	Total	6.85	1.89	4.48	2.85

Table (1) revealed that the experimental group's mean of the overall accuracy errors post-test scores is less than the control group's mean of the overall accuracy errors post-test. The mean score of students in the experimental group was (2.35) and (6.60) for the control group.

To investigate the statistically significant effect of the instructional method on overall errors in accuracy after controlling the effect of overall pre-test scores, a one-way Analysis of Covariance (ANCOVA) was used. Table (2) illustrates the results:

Table (2) Results of One-way ANCOVA Analysis for the Effect of Instructional Method in the Overall Errors in Accuracy after Controlling the Effect of Overall Pre-test Scores

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre-test	26.929	1	26.929	9.190	.004	.199
Instruction method	193.731	1	193.731	66.113	.000	.641
Errors	108.421	37	2.930			
Total	1117.000	40				
Corrected Total	315.975	39				

In Table (2), it is revealed that the mean score of the experimental group in the overall errors in accuracy is significantly lower than the mean score of the control group (F (1, 37) = 66.113; P< 0.05). The partial eta squared values of 0.641 indicate that the method of instruction explained 64.1% of the variance in overall errors in accuracy. Thus, it can be stated that using the SDL application decreased the overall errors in accuracy.

Furthermore, adjusted and unadjusted means of the overall errors in accuracy of the two groups were calculated. Table (3) illustrates the means, standard errors, and standard deviations of the two groups in the overall errors in accuracy before and after controlling the pre-test scores. As shown in table (3) the adjusted mean for EG = (2.26) while the adjusted mean for control group = (6.69). Thus, it can be stated that using the SDL application decreased the overall errors in accuracy.

Table (3) Adjusted and Unadjusted Group Means and Variability of the Overall Errors in Accuracy Using Pre-Test Scores as a Covariate per Instructional Type

Group	Unadjusted Means		Adjusted Means	
	Mean	Std	Mean	SE
Control	6.60	1.98	6.69	.384
Experimental	2.35	1.79	2.26	.384

As displayed in Table (3), virtually there is a difference between the two groups in the overall errors in accuracy after the differences in the overall pre-test scores were controlled. As such, the SDL application decreased the overall errors in accuracy.

The means and standard deviations of the pre and post-performance of the two study groups in the three domains of errors in accuracy were calculated. Table (4) illustrates the results.

Table (4) Means and Standard Deviations of the Pre and Post-performance of the two Study Groups in the three Domains of Errors in Accuracy

Accuracy domain	Group	Pre-test		Post-test	
		Mean	Std	Mean	Std
Number of Grammatical Errors	Control	2.70	1.42	2.55	1.47
	Experimental	2.90	1.02	1.10	.85
	Total	2.80	1.22	1.83	1.39
Number of Errors in pronunciation	Control	2.45	1.00	2.80	1.24
	Experimental	2.55	1.10	.90	.97
	Total	2.50	1.04	1.85	1.46
Number of lexical error	Control	1.50	.89	1.25	.72
	Experimental	1.60	.82	.35	.59
	Total	1.55	.85	.80	.79

Table (4) shows that the experimental group's mean scores are lower than the control group's mean scores in all three accuracy domains. It was observed that the mean score of students in the EG in Number of Grammatical Errors, Number of Errors in pronunciation, and Number of lexical error was: (1.10), (.90), and (.35), respectively. Whereas, the mean score of students in the control group in Number of Grammatical Errors, Number of Errors in pronunciation, and Number of lexical errors were: (2.55), (2.80), and (1.25), respectively. This indicates noticeable differences between the two groups in the three accuracy domains.

To investigate the statistically significant effect of the instructional method on a linear combination of three accuracy domains after controlling the effect of pre-test scores, a One-way Multivariate Analysis of Covariance (One-way MANCOVA) using a Multivariate Test (Hoteling's Trace test) was conducted. Table (5) illustrates MANCOVA results.

Table (5) Result of One-way Multivariate Analysis of Covariance for The Effect of the Instructional Method on the Linear Combination of the Three Accuracy Domains after Controlling the Effect of Pre-test scores

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Instruction method	1.839	20.232	3.000	33.000	.000	.648

In Table (5), the main effect of the instructional method was significant, Hoteling's Trace test = 1.839, F (3, 33) = 20.232, P<.001, Multivariate eta square = 0.648. This indicates that the linear combination of the three accuracy domains (Number of Grammatical Errors, Number of Errors in pronunciation, and Number of lexical errors) differs between the experimental and control groups. The partial eta square value of 0.648 indicates that 64.8% of the variance in the combination of the three accuracy domains could be attributed to the method of instruction.

To investigate significant differences over the three accuracy domains in both groups (Severally); a follow-up Univariate Analysis (Tests of Between-Subjects Effects) was conducted. Table (6) illustrates the results.

Table (6) Follow up Univariate Analysis (Between-Subjects Effects) on the three Accuracy Domains after Controlling the Effect of Pre-Test Scores

Source of Variance	Dependent Variable	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre- Number of Grammatical Errors (covariate)	Number of Grammatical Errors	22.865	1	22.865	25.496	.000	.421

Source of Variance	Dependent Variable	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Pre- Number of Errors in pronunciation	Number of Errors in pronunciation	5.923	1	5.923	5.527	.024	.136
Pre- Number of lexical error	Number of lexical error	1.896	1	1.896	5.489	.025	.136
Instruction method	Number of Grammatical Errors	24.108	1	24.108	26.882	.000	.434
	Number of Errors in pronunciation	36.837	1	36.837	34.373	.000	.495
	Number of lexical error	8.515	1	8.515	24.654	.000	.413
Error	Number of Grammatical Errors	31.389	35	.897			
	Number of Errors in pronunciation	37.509	35	1.072			
	Number of lexical error	12.088	35	.345			
Corrected Total	Number of Grammatical Errors	75.775	39				
	Number of Errors in pronunciation	83.100	39				
	Number of lexical error	24.400	39				

Table (6) shows that students in the two groups significantly differ in the three domains of accuracy: Number of Grammatical Errors (F (1, 35) =24.108: α< 0.05), Number of Errors in pronunciation (F (1, 35) =36.837: α< 0.05), and Number of lexical errors (F (1, 35) =8.515: α< o. o5). As such, students in the experimental group significantly scored lower than their counterparts in the control group on the three domains of accuracy (Number of Grammatical Errors, Number of Errors in pronunciation, and Number of lexical errors) as shown in table (6).

The partial eta squared values of Number of Grammatical Errors, the Number of Errors in pronunciation, and the Number of lexical errors were 0.434, 0.495, and 0.413. This means that the instructional method explained 43.4%, 49.5%, and 41.3% of the variance in Number of Grammatical Errors, Number of Errors in pronunciation, and the Number of lexical errors, respectively.

Furthermore, adjusted and unadjusted means in the three domains of accuracy for the two groups were calculated. Table (7) illustrates the means, standard errors, and standard deviations of the two groups before and after

controlling the pre-test scores. As shown in table (7), the adjusted mean score for the experimental group = (1.04) in the number of grammatical errors, (.89) in the number of pronunciation errors, and (.34) in the number of lexical errors, while the adjusted mean score of control group = (2.61) in several grammatical errors, (2.82) in the number of pronunciation errors, and (1.26) in the number of lexical errors Thus, it can be stated that using the SDL application decreased the overall (Errors).

Table (7) Adjusted and Unadjusted Group Means and Variability of the three Accuracy Domains Using Pre-Test Scores as a Covariate per Instructional Type

Accuracy Domain	Group	Adjusted Means		Unadjusted Means	
		Mean	SE	Mean	Std
Number of Grammatical Errors	Control	2.61	.212	2.55	1.47
	Experimental	1.04	.212	1.10	.85
Number of Errors in pronunciation	Control	2.82	.232	2.80	1.24
	Experimental	.89	.232	.90	.97
Number of lexical error	Control	1.26	.132	1.25	.72
	Experimental	.34	.132	.35	.59

As is evident from Table (7), there are virtual differences between the EG and CG that remain after differences in pre-test scores are controlled. As such, the SDL application decreased the level of errors (three types of errors) (Number of Grammatical Errors, Number of Errors in pronunciation, and Number of lexical errors).

Findings of (ANCOVA) have indicated that there are statistically significant differences between the mean score of the EG and that of CG on a post-test regarding speaking accuracy. This difference was in favor of the CG, while the adjusted mean score for the CG = (6.69) is significantly higher than the adjusted mean score of the EG = (2.26). Since the linguistic accuracy was calculated by the number of errors, the CG outperformed the EG with an average of total errors, which implicitly means that the EG outperformed the CG with a total accuracy level with fewer errors. Thus, it can be stated that using the SDL application decreased overall (Errors). On the other hand, it increases the accuracy of the EG in the post-test.

Pedagogically speaking, the result of this question is in favor of the EG in decreasing their errors; they taught by using the SDL method is attributed to the features of the SDL. Without a doubt, the result in favor of the EG in accuracy components could be attributed to exposing students through SDL to language-focused activities which supported student abilities to enhance their proficiency in accuracy. Therefore, different speaking activities were implemented during lecture time, and outside the classroom were students'

oriented tasks. All kinds of activities in SDL promoted students to self-repair and encouraged them to self-practice and self-correct, which helped them have advanced performance in conversation tasks. To be precise, the researcher attributed the explanation for the students' improved performance in the EG might be that, as indicated by Garrison (1997), self-directed learners are more dynamic, enthusiastic, ambitious, willing to try new things, and immersed in learning.

On the other hand, specific results of the three accuracy domains (Number of Grammatical Errors, Number of Errors in pronunciation, and Number of lexical errors) indicate noticeable differences between the two groups' three accuracy domains. As such, students in the EG significantly scored lower than their counterparts in the CG on the three domains of accuracy errors. This means the EG has fewer errors in the three domains. To discuss the question of accuracy in detail, the EG has fewer errors in grammar, pronunciation, and lexical use, unlike the control group. The researcher attributed the result that the students in (EG) were pleased with their SDL since they could talk without hesitations or reservations. They learned pronunciation from different experts and favorite resources. Furthermore, students explored various words through SDL. SDL taught EFL students how to be accurate in selecting the appropriate word for the appropriate context which results in fewer errors in lexical forms. Alternatively, the researcher thought that students in the EG group increased their confidence to speak publicly, and enhancing their speaking ability after practicing by using self-study.

Additionally, another reason for this result is that SDL method has a strong influence on students' speaking abilities linked to the various activities and exercises employed during the semester, as well as the materials that students were requested to use and practice. The researcher thought that students in the EG were pleased to respond that watching audio-video preferences had increased their vocabularies, accuracy in pronunciation, and proper grammatical phrases. Furthermore, several of the students' performance indicated in the semester that the knowledge they obtained through the SDL technique was employed in contests as well as in public speaking, especially in the small talk exercises distributed to talk for one minute and let students take the risk of speaking in accurate pronunciation, vocabulary, and grammar.

Another added point in decreasing the grammatical errors is that the researcher attributed the cause for that improvement to designing a plan

which enhanced students to watch some stories and ask them later to retell them. Later, the researcher's view helped the EG group to do progress in their grammar accuracy and noted that after a while of self-practicing controlling the use of some grammatical points, the learners paid attention to them during their speech such as subject-verb agreement, singular and plural forms, subject-verb tense and using articles.

One more reason for the success of the SDL method with EG in the domain of accuracy is that EG were taught with guided notes from their instructor, which yielded better results in enhanced speaking accuracy of note-taking. According to the context contrasting with the (CG) who adopted a conventional method of teaching which has no different activities and just depended on what the instructor has given them in the area of speaking according to the commitment of instructor guide book.

In a nutshell, the previous results related to the question of the study according to the effectiveness of SDL on developing accuracy whereas the previous results indicated the superiority of the experimental group who attended the SDL strategy in the overall speaking skills. This result is partially agreed with most previous studies in the final result of positive effects of SDL on speaking skills such as (Suleiman (2019); Majidi (2016); Mahmud (2017); Yarahmadzehi and Bazleh (2012); Ghada (2017); Alaon (2021); Wang (2012); Sunsanti (2021); Lumbanraja (2016). The difference exists in previous studies in sample, methods, procedures, and specific points to explore but all of them stated that students who used SDL methods in the field of EFL learning accomplish a promising achievement in speaking skills.

11. Conclusion & Recommendation

In a nutshell, Jordanian EFL students struggle to talk accurately in English. As a result, this study explores the SDL of teaching speaking skills, as various tasks and activities are carried out utilizing the SDL method in lectures with the goal of enhancing the speaking competence of Jordanian EFL students. Learners should be responsible for studying on their own regularly outside classroom times using SDL model. Given the aforesaid results, developing speaking accuracy formulated by decreasing total errors produced grammar, pronunciation and in lexical use that prove the effectiveness of the SDL model in teaching speaking to EFL the University of Jordan students. With that being said, this research recommends instructors pay close attention to SDL models as a teaching strategy for mature students to interest them in learning subject matter, improve their

responsibility, assist them use the English language both inside and outside of the classroom. Administrators of faculties in particular should train learners to be self-directed learners, collaborate closely to improve students' self-learning of speaking as productive skills as a recognized teaching technique.

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