

CHAPTER I

INTRODUCTION

This chapter discusses the research introduction. It elaborates the background of the study, problem identification, limitation of the study, statement of the problems, purpose of the study, and significance of the study.

1.1 Background of The Study

The twenty-first century is known as the era of knowledge, in which all aspects of life are based on knowledge (Santyasa, 2018). According to Santi and Santosa (2021), The role of education is increasingly important in ensuring that students have learning and innovation skills, information technology and media, and can work to survive with life skills. In the twenty-first century, students are focused on mastering skills known as the 4C, which consist of communication, collaboration, critical thinking and problem solving, creativity and innovation. (Miller and Northern, 2011; Santyasa, 2018; Wijaya et al., 2016). The twenty-first century learning characteristics of students include mastery of information technology beside critical thinking skills, the capacity to link concepts with real-world phenomena, and the ability to communicate also collaborate (Budiarta and Santosa, 2020; Santosa, 2019). Refers to 21st century skills that aim to prepare students to adapt to increasing competence in a complex and dynamic world that is influenced by globalization and the technological revolution.

Technological developments are now increasing rapidly with the implementation of online learning (Sandy et al.,2021). As we know that the world is facing a pandemic caused by the coronavirus 19. This virus is a serious problem, Anugrahana (2020) reported that from 213 countries infected with the coronavirus, there were 28 million cases identified. Covid-19 had a huge influence on the education field as they moved their learning to online learning from face-to-face learning (Sumadi et al., 2022). All activities are carried out from home, according to (Huzaimah and Risma, 2021) in order to prevent the virus the Government in Indonesia has now decided to implement a social distance policy. Before the pandemic, school learning activities in the world, including in Indonesia, were through face-to-face learning where the learning process took place in the classroom (Gautami and Santosa, 2021). Students must follow and manage learning activities independently due to they are learning from home. (Witanaya et al., 2022). In this situation, online learning opportunities are applied to the Indonesian education system during the covid-19 (Suputra, 2021). In the application of online learning, the involvement of technology is an important thing that cannot be separated, especially in the 21st century (Sandy et al., 2021). Some possibilities enable teachers to integrate technology, according to Corkett and Benevides (2015) teachers and students are enabled to create new opportunities in the teaching and learning process by utilizing technology.

The use of technology contributes to promoting student skills in twenty-first century learning (Wiraningsih and Santosa, 2020). By implementing technology in it, learning is no longer how students gain knowledge from teacher explanations but they build knowledge by themselves with supervision. This

learning process is known to be student-centered, where students have the opportunity to develop their prior knowledge and self-development as lifelong learners (Hairani, 2018). According to Anderson et al. (2011), self-directed lifelong learning benefits from a deep learning approach. This is in line with the implementation of the 2013 curriculum in the learning process that has accommodated the twenty-first century in terms of process standards, content standards, and assessments (Redhana, 2019). Learning methods that are expected include discovery-based learning, problem-based learning, and project-based learning (Sofyan and Komariah, 2016). The learning models which were incorporated in the implementation of the 2013 curriculum, promote student-centered learning. Furthermore, student-centered learning may implement twenty-first century learning, which consists of being creative, and collaborative, developing higher-order thinking skills, facilitating problem-solving and building collaborative projects (Sofyan and Komariah, 2016). Recently the Ministry of Education has launched the “Merdeka Belajar” program which innovation in learning where students have a broad chance to choose and regulate their learning, this program emphasizes educational democracy (Daga, 2021). In this fast development era, the role of teachers and students can be open to learning from each other (Looney et al., 2017). Students in this era become highly digitally literate dominated by technology (Budiarta and Santosa, 2020). In this context then all the activities that take place in a fully virtual raises various things that can be observed from devices and facilities, learning and teaching processes, to learning strategies and affect student learning approaches in the learning process today.

Learning approach as important in mapping student learning process (Biggs, 1998). The results of studies on student approaches to learning have made a huge contribution to researchers' understanding of the variations in the way students organize learning (Entwistle, 2009). According to Biggs (1993), learning approaches as the combination of motivation and strategy that students use during the learning process. The research on learning approach was conducted for first time by Marton and Saljo (1976), which divides the types of learning approaches into deep and surface. A deep approach refers to students' intention to seek for meaning and implication, while a surface approach refers to students' intention to rely on memorization and pass the grade with quickest way (Delgado et al., 2018). According to Biggs and Tang (2011), a students' approach to learning has two components, namely motivation and strategy. The motivation could be distinguishable from intrinsic and extrinsic. Students are intrinsically motivated due to their curiosity and satisfy their interests while others are extrinsically motivated to avoid failing exams (Takase et al., 2020). An approach that is characterized by an intrinsically motivated strategy exerts considerable effort to understand the subject. Meanwhile, students who are extrinsically motivated can invest the minimum effort in learning or even fail to pass (Takase et al., 2020). Each student might use different approach, according to Dinsmore (2017), several contextual variables might influence students' preferences for a learning approach in terms of assessment strategies, student traits, and the educational context. It is considered to define the learning approach of students.

Research on learning approaches has been carried out around the world such as in Australia, Europe and Korea. In higher education, the learning approach

used is mostly deep approach (Asikainen and Gijbels, 2017; Desierto et al., 2018; Lee et al., 2020). This is due to factors such as specific learning skills unit, strategies to manage information, quality of teaching and educational environment (Desierto et al., 2018). Further, in a study Lee et al. (2020), believed in growing an independent person as lifelong learning. Thus, in order to achieve better performance and professionalism as a lifelong learner (Lee et al., 2020). Thus, these may be enabling students to adopt deep learning. In order to direct students to use an in-depth learning assisting in the implementation of the knowledge in real-world application as it is a matter in twenty-first century learning.

In the Indonesian context, students tend to adopt a surface approach. A study carried out by Hulreski et al. (2020), found that a large number of students oriented surface learning than a deep one. Male between females has different preference in the learning approach. Another results of the learning approach adopted by the students found in a study by Hussin et al. (2017), regardless of their faculties or gender, prefer a thorough approach to learning. This means respondents tend to surface approach which to complete the task. This is showing the teacher has active participation during the learning process besides the students. Teachers are facilitators and assessors who supervise students to ensure they are receiving the correct answers, whereas students are seen as passive (Emaliana, 2017). This shows that the level of understanding of students tends to surface because there is less opportunity for students to participate. According to the findings of these research, students lack critical and reflective thinking abilities and emphasize academic performance.

Learning in higher education especially in vocational context, it is requiring essential skills taught. Vocational schools emphasize hands-on practical learning as capital for entering the work field (Mukarromah and Wijayanti, 2021). Vocational schools teach students practical skills and competences that will be relevant and beneficial when they enter the working environment, based on their program taken (Iswati, 2019). In terms learning English, students in vocational should be taken into English for Specific Purpose (Widodo, 2016). This is because, in designed to help students in achieving better performance in the work field, students' needs should be reflected in the design of English teaching materials for vocational high schools (Mahbub, 2019).

Nowadays era of technological development, it is possible to integrate technology and knowledge to develop concept of online learning (Nurhayanti, et al., 2021). Further, in a pandemic situation, online learning helps to prevent the spread of the coronavirus. As a result, it allows to conduct learning process utilizing digital tools. However, implementing online learning in a vocational school causes challenges for both instructors and students (Mukarromah and Wijayanti, 2021). With the implementation of online learning, students cannot enter the industrial world due to cannot do practical at school such as to conduct related to the program. As a result, the current context may have an impact in vocational school since they should have learned the competencies in depth but did not study them properly in this online learning environment (Mukarromah and Wijayanti, 2021).

In the twenty-first century learning, learning English is important since widely used as an international language. In most countries, English is differently used as their first language, or foreign language (Asnadi et al., 2018). In Indonesia, learning English is used as the passing standard in elementary school to higher education (Megawati, 2016; Susanthi, 2020). According to Iswati (2019), as an introduction to academic success and to support a career in the work field, mastery of foreign languages such as English is very important now. Learning English as a foreign language still faced problems for Indonesian learners. Most Indonesian students think English is difficult (Tambunsaribu and Galingging, 2022). This assumption causes a setback in improving skills in learning languages, especially English. There are differences between Asian and Western students, according to Gan (2009), Asian learners apply rote learning and lack critical thinking skills, rely on teachers and are reluctant to ask. This can lead students to learn in a surface approach. According to Cheng (2000), Asian students studying tend to wait for the teacher and are passive. Passive students show a lack of confidence and are restless so they are not active in class (Megawati, 2016). This is contrary to vocational context learning in learning English directed to real-world applications since the vocational context is prepared for the world of work (Handoko et al., 2020; Mahbub, 2019).

1.2 Problems Identification

Based on the preliminary observation through the interview in SMK Negeri 1 Singaraja, students tend to perform a surface learning approach. There were several conditions that lead students to tend toward surface learning. First,

students in learning have the intention to complete assignments to get grades. Second, students tend to be passive in learning by waiting for their friends to do assignments. It is known that during the pandemic, this school implemented an online learning system. This situation becomes a challenge in vocational schools as skill-based education due to the focus on practical learning (Bączek et al., 2021; Lumatauw et al., 2020). In online learning, students face difficulties due to a lack of explanation by the teacher and over workload since the learning process focuses on the assignment method. So that it focuses on completing the task rather than understanding the concept of learning. Moreover, students are reluctant to ask questions when facing difficulties. In supporting the implementation of online learning, the advancement of the device, the availability of stable signals and quotas as well as devices are considered for conducting online learning.

If we looked to these difficulties, it was clearly enough to conclude that the focus of learning English was to get the final score as the subject requirement as well as surface learning. It was contradictive with the purposes of twenty-first century learning which emphasized creating active learners with a student-centered learning process to direct in-depth learning, and understanding of material concepts by applying the 4C. Further, in the context of learning English as widely used international language. English is also the language of the internet, and the it is the largest group of internet users (Flammia and Saunders, 2007) especially, in the application of online learning, the internet is a source of student in learning. Therefore, to be able to compete globally, mastering technology and language need to be considered. As well as creating meaningful learning for students to implement knowledge in the real world in this era.

In this situation, all of them have a significant impact on students' learning approach. Although in the world, there have been several studies on the learning approach. A study on approaches to learning in SMK Negeri 1 Singaraja has never been conducted before. Based on this background, this study aims to investigate the learning approach of tenth grade students in learning English as a foreign language in an online learning context at SMK Negeri 1 Singaraja.

1.3 Research Limitation

1. Students are assumed to implement a personal learning approach while in the process of learning EFL.
2. The present research findings are limited to 10th grade of students in SMK Negeri 1 Singaraja in the Hotel Accommodation program.

1.4 Research Questions

Based on the aforementioned problems identification, the statements of the problems were formulated as follow:

1. How is the Students' Approaches to Learning (SAL) in SMK Negeri 1 Singaraja in the EFL online learning context?
2. What are the supporting factors that influence students' learning approach in SMK Negeri 1 Singaraja in the EFL online learning context?
3. What are the inhibiting factors that influence students' learning approach in SMK 1 Singaraja in the EFL online learning context?

1.5 Research Objectives

In relation to the research questions previously, the objectives of this research were as follows:

The general research objective is to analyze SAL and its relation to their achievement in the process of EFL online learning at one of vocational high school in Singaraja, Bali.

The specific research objectives are: 1) to describe SAL in the process of learning English as a foreign language at SMK Negeri 1 Singaraja, 2) to identify the potential challenges influencing students' approaches to learning and possible ways to cope with these challenges were observed during intervention and 3) to identify the supporting factors that encourage students to a specific approach

1.6 **Research Significance**

This research was expected to be able to give contributions in terms of theoretical significance and practical significances for the teacher, students, and other researchers.

a. Theoretical significance

The theoretical significance of the present research is to become a theoretical basis for students' learning approaches for SMK Negeri 1 Singaraja in the process of learning English as a foreign language.

b. Practical significance

This research is expected to have a broader impact on education, particularly in terms of practical contributions for teachers, students, and other researchers.

1. For Teachers

By conducting this research, it was expected that the results can be used to adjust their learning methods by students' approaches to learning in creating a learning environment that is oriented toward student-centered process.

2. For Students

By conducting this research, it was expected that students can have better overview of learning approach. Furthermore, this study is expected to lead other students who are adopting a surface approach to adopt a deep approach in order to make students have better understanding in processing the information during the learning process.

3. For Other Researchers

By conducting this research, it was expected that other researchers could use the results of this study as a reference source to conduct similar research related to the field of student learning approach.

