

CHAPTER I

INTRODUCTION

1.1 Research Background

Now the world is facing a global health crisis that affects every aspect of human life, Corona virus disease 19 or often called Covid-19. This disease has been marked by the World Health Organization (WHO). This epidemic not only attacks human health but also attacks the economy, society and politically. The existence of this plague is frightening, (Malhotra and Sharma, 2020). The Covid-19 outbreak is affecting the human population in all aspects. According to Dun and Bradstreet, (2020) besides having an impact on humans, it also has an impact on the government and economy of every country. Crowds were also stopped in order to minimize the spread of the virus, inseparable from schools where crowds always occur, face-to-face schools where usually carried out are now stopped and replaced with distance teaching with an online system.

According to Vygotsky (1978) (as cited from Barnett, 2019) learning is a social process, students learn not only from their teachers but also from their friends. So learning requires an environment for teaching and interaction of students in developing their abilities. The government issued a rule that causes schools to be bold with distance learning for the sake of online government policies, this is done to minimize the spread of Covid-19. Thus, in order to keep learning worldwide closed, students and teachers face social isolation, due to the isolation of self-study, to restrain the focus and concentration of students the type of online learning is carried

out worldwide. (ChowellG, 2020). Online development is quite fast, teaching and learning activities have dramatically changed with the emergence of e-learning where teaching is done remotely using digital platforms, with that online learning technology is becoming popular to meet educational needs, online classes are the only way for schools, colleges and universities and students to meet the needs in this difficult situation, (Malhotra & Sharma, 2020).

Online teaching can be done at home, but this requires digital tools such as smartphones or laptops, online discussions are indeed more difficult than face-to-face. There are several obstacles when learning online, for example the signal, the signal needed must be good, not only affecting the needs in learning, the signal also affects communication with teachers and friends if the situation is unstable, this deficiency is often an obstacle when distance learning. On the other hand, retaining student focus and concentration is more difficult if distance teaching, online teaching and learning is not easy as it demands an integrated approach, guided by institutional, student services and advanced teaching training, (Chowell G, 2020).

In this lockdown all aspects are closed of which schools and colleges are temporarily closed. An unprecedented step has led to in Education, even though it is detrimental to conditions like this technology takes over being at the forefront to carry out education so that it will not turn off. Technology enters into in education through distance learning, such as online classes and web-based learning, various online platforms are one of the supports when learning online and as one of the best steps to help students continue learning during the covid-19 pandemic (Malhotra and

Sharma, 2020). Most schools and colleges do online learning so that students can continue their education, learning from home has never been done before, online learning is a means to bridge education during this pandemic. In general, online learning is very dependent on the internet and must be supported by tools adequate electronics for interaction between teachers and students, examples of platforms that are often used in online classes such as Google meet, Kahoot Microsoft teams, zoom, telegram, etc. (Malhotra & Sharma, 2020).

Web-based online learning is a suitable for students due to the era that is already using electronic devices. With the limitations of social distancing, online learning is the best way to spread information. Teachers and students have entered the virtual, digital world of learning where thousands of students from schools and colleges have to rely on computers, cell phones and also the internet to gain knowledge. Distance education is undoubtedly due to technology and digitization that have made it very accessible, with the spread of the COVID-19 outbreak, face-to-face lessons have been changed to virtual, web-based or online classes (Malhotra & Sharma, 2020).

Learner autonomy is the ability to take charge of student learning, learner autonomy means that students have the choice to achieve their goals (Nunan, 1997). According to Benson and Voller (1997). Learner autonomy in which students in situations are completely self-taught applied skills for self-direction and capacities supported by their education, students have responsibility for themselves to succeed in their own goals. On the other hand, Dickinson (1987) explains that learner

autonomy is a situation where students are fully responsible for all their decisions related to their learning. Dam (1995) suggests that learner autonomy has the capacity to make decisions, they work independently, are responsible for their own education and they are motivated by their learning.

Learning autonomy is the ability to take charge of one's learning, Holec (1981). The term autonomy in language learning is a desirable goal for pedagogical and practical reasons, but what is emphasized is the role of the teacher, learning autonomy is considered as uncontrolled learning by assuming that a baby can grow with the help of his mother (Masouleh&Jooneghani, 2012). In the realm of language learning where teachers lead students to independence by using various strategies to help their students develop autonomy, apart from that many practitioners do not consider autonomy learning similar to teacherless learning, and also many mentions that learning autonomy is synonymous with self-access and self-acceptance technology-based learning (Masouleh&Jooneghani, 2012). Thanasoulas (2000) states that learners come to learning situations with the knowledge and skills to plan, analyze and evaluate their learning or to make decisions about their goals.

Learner Autonomy in Language Education is defined by various terms such as 'student independence' or 'self-directed' and also 'self-directed learning', learner autonomy as a social process can be said from the point of view of knowledge and the role of students is in the learning process (Masouleh&Jooneghani, 2012) . In education in general and foreign language/second language (FL/SL) education in particular, learner autonomy has been claimed as the ultimate goal for a long time

(Benson, 2001). It is often identified to signify students' active participation in learning activities (Benson, 2007),

Remote or distance learning has existed as a possibility for music guidance since the late nineteenth century when proficient specialists offered examples through the mail (Martin, 1999). Beginning in 1993, the University of Iowa utilized fiber-optic technology to deliver instrument master classes to public school students through a two-way audiovisual television system that allowed interaction between the instructor and students (Rees & Downs, 1995). Students access online distance learning (ODL) in a variety of subjects including music via the World Wide Web (WWW). Parents can obtain applied instruction (Lessons in your home, 2020) and general music activities targeted to the age and ability level of their children.

Remote instruction in education today might occur when schools must close due to weather or other condition. For some students, remote learning might simply involve receiving a packet of instruction and materials from their school that they complete and return independently (Hash, 2021). Others will likely participate in some form of ODL also referred to as elearning by some educators. Classes can be synchronous, meaning that they happen over a videoconferencing platform in real time which involves guided independent study around specific assignments and due dates (Sleator, 2010). ODL presents both advantages and challenges. Advantages incorporate working with guidance to far off regions, adaptable planning, and diminished travel (Albert, 2015; Meyen et al., 1998; Welker and Berardino, 2005-2006). A few understudies likewise may feel that the internet based climate is a more

secure space contrasted with the conventional homeroom (Huang, 2014). Difficulties incorporate guaranteeing admittance to innovation for all understudies, especially in high-destitution (Warschauer et al., 2004). Schools keeping up with protection and security of online information and interactions, availability of organizations, and firmware and checking understudies' internet activity. Also, instructors should conform to intellectual property laws (Meyen et al., 1998), keep up with understudy inspiration and commitment (Wexler, 2020), form students' data education (Huang, 2014) and address the issues of all students in the web-based climate (Straub, and Vasquez, 2015). School overseers should uphold their work through continuous expert improvement identified with far off guidance (Castelo, 2020).

O'Malley (1985) state that learning autonomy strategies can be divided into three categories, that are cognitive strategy, metacognitive strategy, and socioaffective strategy. According to O'Malley and Chamot (1990), metacognitive strategies involve thinking about the learning process which includes planning, monitoring, evaluating and problem solving. Cognitive strategies involve analyzing and synthesizing information and socio-affective strategies involve collaborating and doing relaxation-oriented. Metacognitive strategy refer to students' ability to monitor and be aware of their learning process, the majority of metacognitive learning strategies literatures are associated with the area of self management skills (Pintrich2002). Chamot et al (1999) classified metacognitive strategies into planning, monitoring, problem solving and evaluating.

The term cognitive strategy refers to specific steps or steps that students take to fulfill learning tasks (O'Malley and Chamot 1990). Cognitive strategies for example making a decision, translating, summarizing, linking with prior knowledge or experience, applying grammar rules and guessing meaning from texts (O'Malley and Chamot, 1990). Socioaffective strategies have a close relationship with social mediation activities and interactions with other people. That key socioaffective strategies include cooperation and questions for clarification (Brown, 2007). Technically, the cognitive strategy is done through the method of reading, remembering, note-taking, and questioning. The metacognitive strategy involves the activity of planning the learning, data collection, self supervision, self evaluation, learning reflection, and arrangement of the individual's learning file. Socioaffective includes the relaxed behavior during the learning activities, the making of group's rule, the cooperation with fellow students, effective communication, and help for evaluating fellow students' task (Wang, 2010). Metacognitive strategy is the most dominant strategy to apply in various researches on autonomous learning strategy process. Guo (2012) stated that metacognitive strategy is effective to increase the language students' skills in listening course. In Autonomy learning strategies there are the benefit and the drawbacks, Autonomy learning has merits in case it is contrasted with customary class. As indicated by certain investigations by Long, Pao Nan, and Wei-Fan (in Francis and Flanigan, 2012: 2), learning autonomy shows a positive relationship with understudies' accomplishment. The benefit of learning autonomy are: (1) offering similar chances for various level of understudies; (2) empowering understudies' certainty and obligation; (3) centering the understudies'

consideration. These qualities center around individual learning. There are some drawbacks of autonomy learning. The drawbacks are: (1) student -teacher interaction is less intensive since autonomy learning focuses on individual learner; (2) some teachers and learners are quite uncomfortable because both may employ different learning strategy; (3) it is pretty troublesome to handle strictly different learning achievements of each learner; (4) all learning components need an extra hard -working to achieve goals as what have been planned in the beginning (Zulaihah&Harida, 2017).

The reason why the researcher choose this topic, setting and subjects, firstly, because the topic was related to the situation that was online remote teaching. Secondly, the reseacher choose SMA N 1 Tejakula as the place to found the data, because online remote teaching was conducted in SMA N 1 Tejakula. Thirdly, the reseacher choose those students as subjects, because the students has been approached by the researcher and included in the criteria for learner autonomy and did self-studies at their respective homes with different problems such as connections was unstable, not enough kuota and lack of explanation from the teacher.

1.2 Problem Identification

Due to covid 19 outbreak, for the first time students need to switch the learning system from face to face learning to online learning. Therefore this situation forced students to find their learning autonomy.

As stated in the background in this study, learning autonomy strategies are strategies used by students in independent learning to face online remote learning caused by the Covid-19 attack, which is used by EFL students. By the end of 2019, almost every country in the world had been affected by the disaster caused by the spread of the corona virus, also known as Covid-19. Because of the spread of this virus, the government, particularly in Indonesia, has been forced to close public places and facilities, including schools. Because it was strictly forbidden to hold face-to-face learning to avoid the spread of the virus, all learning activities were conducted online and students are expected to study independently at home. The learning autonomy strategies used by students may be different, but the purpose of using the strategy strategies by students is the same, to make their learning process successful. It could be caused by some reasons that could be explained as follows:

1. According to a study from Yayla, Kozikoglu, and Celik (2016) the strategies most frequently used by the students in autonomous learning, include memory strategy, cognitive strategy compensation strategies, metacognitive strategies, affective strategies and social strategies.
2. Wahyu Nugroho and Muhammad Arief Maulana (2021), the role of learning independence in the implementation of distance learning was very important. Distance learning requires students to be more proactive in finding materials to support learning activities, making the right decisions, being responsible for the activities carried out in fulfilling assignments and participating in learning,

and remaining competitive despite various limitations in the implementation of distance learning.

1.3 Research Questions

The research questions of study which based on the background were formulated as follows:

1. What are EFL students' learning autonomy strategies in remote learning system during covid19 outbreak in SMA N 1 Tejakula?
2. What are the challenges that EFL students experience in terms of learning autonomy strategies in remote learning system during covid19 outbreak in SMA N 1 Tejakula?

1.4 Research Objectives

1. In general, this study aimed to analyze the autonomous learning strategies of EFL students in remote learning system during covid19 outbreak in SMA N 1 Tejakula.
2. The specific objectives of this research are:
 - A. To find out what are EFL students' learning autonomy strategies in remote learning system during covid19 outbreak in SMA N 1 Tejakula.
 - B. To find out what are the challenges that EFL students experience in terms of learning autonomy strategies in remote learning system during covid19 outbreak in SMA N 1 Tejakula.

1.5 Research Significance

1. Theoretical Significance

Theoretically, the results of the research entitled “An Analysis of EFL Students' Learning Autonomy During Emergency Online Remote Learning” where researcher analyze and investigate students in online learning autonomy during the pandemic are expected to have a positive impact and contribution to the world of education in the form of information, significant effect on students' learning autonomy during online learning.

2. Practical Significance

- a. Students: The results of this study are expected to provide benefits for students who are interested in knowing information from students' self-study during online learning. EFL students themselves can compare the strategies they use and also the challenges they encounter during self-study in online learning.
- b. Educators/Teachers/Lecturers: The results of this study are expected to provide benefits for English teachers, lecturers, and teaching staff to find out the strategies and challenges of EFL students in learning autonomy conducted online during the pandemic so that teachers can find and apply teaching methods higher quality.
- c. Other researchers: The results of this study are expected to provide benefits for future researchers who will conduct research with similar topics or themes. The results of this research are expected to be used as a

comparison for other researchers in the future in order to achieve independent and maximum research results with more critical thinking.

1.6 Scopes of Research

The scope of the research used in the research entitled "An Analysis of EFL Students' Learning Autonomy During Emergency Online Remote Learning" is that this research focuses on learning autonomy in online learning.

1.7 Research Limitation

To avoid biased discussion, the discussion of this research is limited to two main focuses: (1) analysis of EFL students' strategies in learning autonomy during distance online learning and (2) challenges faced by EFL students when learning independently during online learning.

