

**SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC:
AN ANALYSIS OF TEACHER'S PERCEPTION AND STUDENTS'
LEARNING AUTONOMY IN SMAN 1 MELAYA**



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**SELF-DIRECTED LEARNING IN EFL STUDENTS DURING
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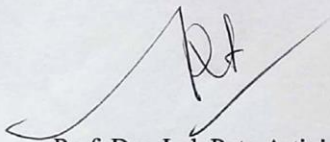
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Dengan ini saya menyatakan bahwa skripsi yang berjudul “SELF-DIRECTED LEARNING IN EFL DURING COVID-19 PANDEMIC: AN ANALYSIS OF TEACHER’S PERCEPTIONS AND STUDENTS’ LEARNING AUTONOMY IN SMAN 1 MELAYA” beserta seluruh isinya adalah benar-benar karya saya sendiri dan saya tidak melakukan penjiplakan dan mengutip dengan cara yang tidak sesuai etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko atas sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan dengan adanya pelanggaran atau etika keilmuan dalam, atau ada klaim terhadap keaslian karya saya ini.

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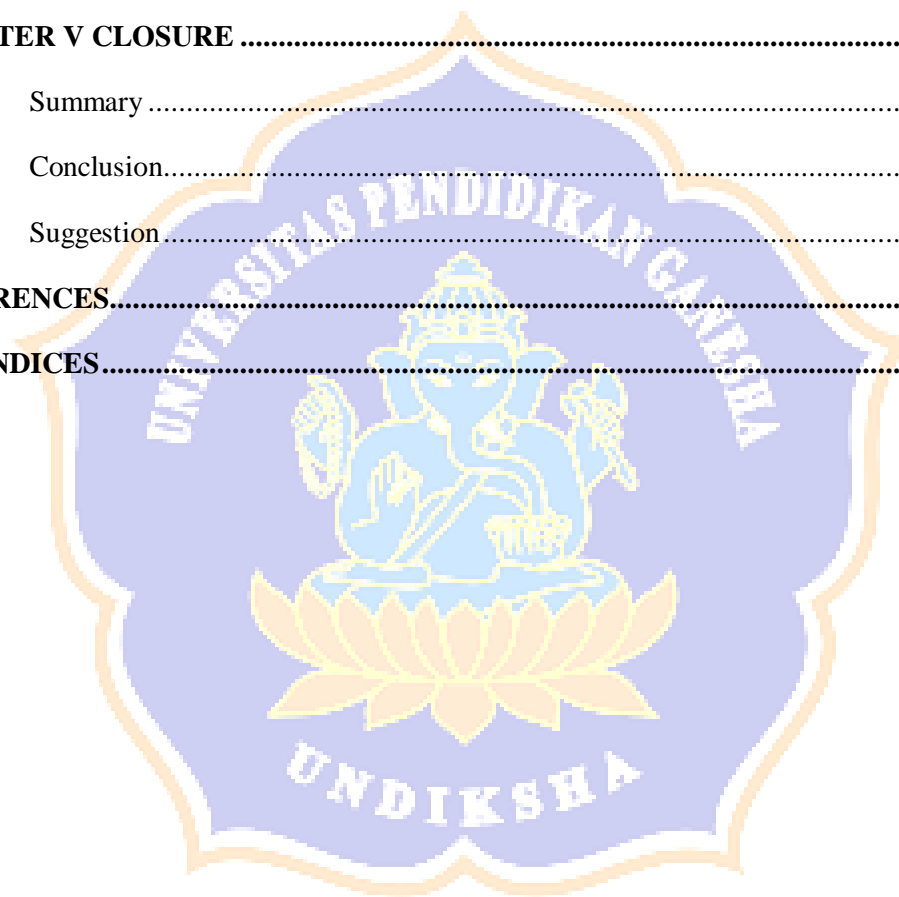
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CHAPTER I

INTRODUCTION

1.1 Research Background

Nowadays, education holds a vital role in developing life quality in all countries where the student was placed as the learning subject and education becomes a significant need to improve and repair education in the 21st century (Susilawati et al., 2018). (Salkhanova et al., 2016) said that the students should be more productive, creative, and competent during the learning process as the subject of learning. Students are no more as an audience who listens to the teacher, but now, they are also as allocators ready to do active observation and gain the information by themselves. In that regard, the Indonesian government has taken a step one of which is transforming conventional learning techniques (teacher-centred) into modern era learning techniques or often called student-centred learning techniques (student as a learning subject) (Swandhana et al., 2016). Many students fail to manage their time and control themselves to learn well due to low independent learning (Nurhayati, 2017). One step that can help students organize and control themselves in facing the 21st century is changing the teacher-centred learning into student-centred learning. In teacher-centred learning technique, the student focuses on the teacher (student as learning object) because the primary source of learning activity depends on the teacher's experience, making students unable to find what they do not understand in the class (Muganga & Ssenkusu, 2019). The students have no significant chance of finding the problem they face during the learning process because they tend to do