CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study which covers research background, problem identification, research limitation, research questions, research objectives, and research significances.

1.1 Research Background

In 21st century, the development of technology is faster than before. An adaption to every change should be done by everyone. Every party has to familiarize themselves with the current situation. That is the reason why people's point of view on the 21st century have been changed. Nowadays, people tend to see the 21st century as a collaboration era rather than an era of competition. They try to make themselves become worthy, in term of skill and knowledge because those things can be valuable assets for them to survive in the current global situation. People have to adapt themselves with the situation because the world has changed rapidly. They have to improve their quality and develop their ability in order to survive and keep on the track as the changes grow swiftly (Laal & Salamati, 2012). Everyone need to adapt to this situation, including students, because they are the agent of changes. This condition carries a specific learning and teaching style in the 21st century. The effectiveness of teaching and learning process are very important to build student's personality and skills in order to face the globalization era.

The National Education Association (2013) in (Erdogan, 2019) states that 80% of executives believe that people have to fuse the skill of critical thinking, creativity, collaboration, and communication or can be called as 4Cs skills. The 4Cs skills are originally found by the United States' Non-Profit Organization in 2002, which is stated by Plucker, Kaufman, and Beghett (2006) in (Andy, 2018). Those skills can assist people in order to prepare themselves with the global workspace. Communication skill is necessary because they are going to share their ideas and taught with their colleagues. A good communication skill can make them to have a tight relationship and build a strong connection with their colleagues. Because they are going to work in a team, they have to master the collaboration skill. When they can do an impressive collaboration with their team, a masterpiece from their work can be guaranteed. They also need to internalize the creativity skill. It is essential in creating an out-of-the-box idea and generate an innovation of a product. When they are facing a problem, they have to be a problem solver which means that they need a critical thinking skill. Moreover, by mastering the skills, people will be more innovative. They even can create a job field for their surroundings from a good communication skill and wisely understanding the varieties of cultures as well as managing the gaps (Mustafa, 1995). The skill cannot be acquired easily, it only can be mastered when people who want to have it do a practice and learn a knowledge.

Nowadays, Curriculum 2013 (K-13) is the curriculum which is implemented in Indonesia. Through the curriculum, students are designed to actively participate in the

learning process. Students are expected to learn and internalize, not only inside, but also outside the classroom. Spratt, Humphreys, and Chan (2002) in Fidyati (2017) argue that activities both inside or outside the classroom can deliver students to build their behavior into an autonomous learner. They are given varied activities that can make them learn by doing. It is because they will understand it better and remember it longer, based on Knowles' observation in 1975. Indonesian curriculum is designed to make students learn independently. It will lead the students to a concept of lifelong learning. According to Eggel Meyer (2010) in (Laal & Salamati, 2012), people need to internalize the concept of lifelong learning which means that we can and have to keep learning and studying until the rest of our lives.

One of the points that is set by the curriculum is time allotment. Due to the limitation of time, teacher needs to manage the teaching and learning process as effective as possible. As what has been stated previously, students can learn anywhere, included outside the classroom. They have a role in managing their own learning independently. According to Candy (1991) as cited in Arizatul Humaira' & Ajeng Hurriyah (2018), independent learning means a capacity of student in managing their own learning process responsibly. Students have to be more active in finding resources about the material. They have to study independently, whether the teacher asks them or not, as what called by autonomous learning. A single teacher cannot manage the whole students in the classroom, that's why students need to explore more by themselves autonomously. Students have to engage their learning process by himself

(Ainoda, Onishi, & Yasuda, 2005). Their learning process beyond the classroom is known as self-directed learning (Arizatul Humaira' & Ajeng Hurriyah, 2018a).

Through self-directed learning, the students can improve themselves very well. The most popular definition of self-directed learning is made by Knowles (1975). Knowles stated that *"self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes"* (p.18). The term of self-directed learning leads the student to build the habit of lifelong learning (Mustafa, 1995). Smith (1982) as cited in Su & Duo (2010) states that self-directed learning means an individual are able to manage their learning time or schedule. Leatemia, Susilo, & van Berkel (2016) indicates that self-directed learning is a term where the students can control their own learning process by themselves which is started from making plan, implementing, monitoring, and evaluating. The point is the students can manage their learning process independently because they have to be responsible to themselves outside the classroom.

Self-directed learning characteristics can lead students to be an autonomous learner, because students will have an autonomy in their needs, inside and outside the classroom. Self-directed learning and learning autonomy are related each other. According to Arndt in Arizatul Humaira' & Ajeng Hurriyah (2018), self-directed learning formed base on learning autonomy, or "capacity in controlling their learning

process. In line with the statement above, Padmadewi, Artini, & Agustini, (2020) states that autonomous learner fully understand about the purpose of their learning, be responsible in it, and having an initiative to make a plan, implement it, and able to make a reflection. Those qualification of autonomous learner can be found in the self-directed learning characteristics. Moreover, the aim of implementing self-directed learning is to help students to be autonomous learner (Gharti, 2019). It could be concluded that self-directed learning promotes autonomous learning as what mentioned by Gharti (2019) Both self-directed learning and autonomous learning are students centered learner, but, in self-directed learning, the teacher still need to scaffold the students, meanwhile autonomous learner is happen when students no longer need the teacher's input Bunker (2009) in Fidyati (2017). All in all, if the activities assigned by the teacher comes from the strategies of implementing self-directed learning, it can guide students to be an autonomous learner.

Unfortunately, the pandemic situation of Coronavirus Disease (COVID-19) made the world in a worse condition. The Coronavirus was firstly found in Wuhan, China in December, 2019, which became the origin of its name (Pradesh et al., 2020). The virus can be spread out rapidly by the droplets of people's liquid particles. It makes the virus can be transmitted easily. The virus spread swiftly to numerous countries and has been announced as "pandemic situation" by World Health Organization (WHO). One of the countries that has been infected is Indonesia. The virus was firstly found in March, 2020, and changed the situation. Any kind of public places and activities are

temporarily closed and limited to an undetermined time. This situation makes the teaching and learning process become disturbed. Both teacher and the students cannot do the teaching and learning process in school in order to avoid the spread of the virus. Nadiem Makarim, the Indonesian Ministry of Education and Culture designed up a new role to replace the conventional class activities. He decided to move the offline meeting of teaching and learning process into online class (Yulia, 2020).

Students must keep on learning and studying, the teaching and learning process must be held even though the pandemic situation changes the situation. Even though the activities will be held online, the teachers must keep on optimizing the quality of activities and make those activities become meaningful and effective. Besides, the online process needs extra attention because the students have to face two massive things, those are the 21st century's needs and the pandemic situation. The situation has told that a lesson can be studied or occurred anywhere and anytime. Looking at the current condition which forces the teacher and students to hold the class at a distance, self-directed learning is suitable to be implemented as learning strategy because it offers flexibility. Besides, self-directed learning have a very good impact because it promotes autonomy learning (Gharti, 2019).

From the view of its characteristics, self-motivated is one of the characteristics of self-directed learning (Edwards, 2015; Stubbé & Theunissen, 2008). Students need to have a big motivation to do self-directed learning. As what has been mentioned by Spratt et al.'s (2002) in Fidyati (2017), motivation is needed to build autonomy in

learning. It is because self-motivation makes the students learn willingly without other's direction and it can lead them to be an autonomous learner. The other characteristics of self-directed learning are the confidence of learning and sharp focus to achieve the goals (Edwards, 2015). If the students have their own goal, the goal will make the students know the urgency and the importance of learning even though no one ask them to do it, or called autonomously. Those characteristics are actually related to each other. Students need to set their goals and have a confidence in doing the learning process. The role of motivation can affect their process in achieving the goals. Other characteristics of self-directed learning delivered by Cercone (2008), Hall (2011), and Loyens, Magda, & Rikers (2008), those are students' ability, responsibility, and initiation in setting their own learning way and style. In self-directed learning, students have to be responsible to manage and set their learning process. When the students are responsible enough, to set and consider everything related to their learning process, it means that they are implementing the term of self-directed learning. Besides, goal-oriented is also be a sign of self-directed learning term (Cercone, 2008). When the students know or become very optimistic with their goal, they will try to catch it.

The self-directed learning is very important to be implemented in the current era even though the pandemic situation comes up to bother. Self-directed learning makes the students keep on learning because they know that they have a goal to reach. The condition brings the students to automatically build the habit of lifelong learning (Şevik, 2015). They will learn new thing and inherit new information as well as

enhancing their knowledge. The second reason is the students will become responsible figures (Tripon, 2019). By implementing self-directed learning, they will be automatically able to manage their time and portion of materials that they will acquire. They become responsible to their own learning process because they know the consequences of abandoning it. The know that the consequences can harm themselves. When the teacher implements the strategy, it will bring a good impact to the future of the students because they have experienced the ability of managing things. Moreover, in this pandemic situation, the teacher cannot monitor them as usual. Through self-directed learning, the students can prepare themselves for the their future career (Gibbons, 2003). They have established their goals and through the implementation of self-directed learning, they can catch them because this learning style provides them with the autonomy that they need.

In implementing self-directed learning, the role of teacher is to facilitate it by conducting various communicative activities (Alnaim, 1998, as cited in Shaalan, 2019). Through this point, the current study aims to investigate the strategies that teacher uses to make the students implements self-directed learning effectively, whether outside or inside the classroom. Even though the students are going to do self-directed learning outside the class, it does not mean that they do not need the figure of teacher. Teachers have to motivate the students in order to make them striving for their goals. Moreover, in the current pandemic situation, the teacher's role is very important for the students as they also need guidance. Because the teaching and learning process are done online,

teachers have to plan a lesson which is suitable with online class. Students still need teacher's role even though they are doing online class. Their work and progress will be monitored by the teachers as well as making sure that the students understand the material.

The teacher will monitor their progress and keep on implementing the self-directed learning. It will work very well if the students have their independency and responsibility in setting their learning process, and the teacher help them with useful guidance. In line with the statement that has been mentioned previously, because learning autonomy can be happened inside and outside the classroom, in the online learning, teachers are require to design activities to lead them to be autonomous learner. Besides, the teacher role in shaping the students to be an autonomous learner is very crucial and be one of the factors of students' readiness in learning autonomy (Fidyati, 2017). Teacher be the guidance, not controlling to the students' learning decision (Coterall, 2000 in (Fidyati, 2017). Next, the teacher also has a role in assessing the students, about how far they have learnt the material and what the students have gotten in every section during the pandemic situation. All in all, the teacher's role in making students to be an autonomous learner is very important. It is because the teacher is the one who design the activities and scaffold them to be self-directed and learn autonomously.

The teaching and learning process should be done in every situation, even in todays' condition of the pandemic. It is because the students need the process and

material to build their knowledge. As in the current pandemic situation, the teaching and learning process can be done online. The students do not have to meet their teacher or friends in school because they can meet in online meeting. At this situation, there are always difficulties in conducting online teaching and learning. The online teaching and learning process need several technologies to support the online class, such as smartphone, laptop, or personal computer as the tool to connect. Even though on this day almost everyone is already equipped with those technologies, some teachers or students still do not have it. Moreover, if the teacher wants to see students' progress in learning, they need more effort to control the students, whether they have applied the self-directed learning or not.

By looking at those reasons, this study is going to be conducted in one of the senior high schools in Gianyar regency, SMA N 1 Blahbatuh, at the 10th grade. The tenth grade is chosen because students at this grade and age are possible to apply the self-directed learning. According to Arizatul Humaira' & Ajeng Hurriyah (2018), high school students are ready to be self-directed learner, even though the teacher need more effort because it is quite challenging. Since SDL promotes learning autonomy, it implies in this grade, the students categorized as able to manage their learning process and ready to be shaped as an autonomous learner. Moreover, there are only few of researchers who have analyzed teacher's strategies in implementing self-directed learning, whether inside the classroom (before the pandemic situation) or outside the classroom (during the pandemic situation). This research involves English teachers of

the 10th grade students in implementing the self-directed learning and preparing their students to survive in the 21st century. This study is held by finding out the teacher's perception about self-directed learning and the strategies that are used by the teacher. In implementing self-directed learning, age and gender of the students do not influenced it. The term of self-directed learning can be applied in senior high school stage and this is quite challenging (Richards, 2001). The subject of this study is one of the English teachers of the 10th grade students in the school. Self-directed learning can be applied in teaching a language because through learning the language inside and outside the classroom, students will be able to master it (Vu & Shah, 2016). Besides, an English teacher is chosen as the participant because it is relevant with the researcher's background as a student of English department.

1.2 Problem Identification

From the problems that have been stated previously, the problem identifications are:

1. Even though the schools are closed due to the pandemic situation, the teaching and learning process must be conducted as usual. According to the Indonesian Ministry of Education and Culture, the learning process is going to be conducted through online meeting.

2. The online learning sometimes brings difficulties to the students in accessing it.

3. The role of the teachers is significant in guiding the students to access the online material. Unfortunately, some teachers find difficulties in designing and developing the online learning.

1.3 Limitation of The Study

Based on the research background, researcher was conducted a research on how English teachers perceive self-directed learning in online learning context; what activities that the students have to do during the online teaching and learning; and what components of self-directed learning that are found during the online teaching and learning process.

This study is limited to know the English teacher's perception, strategies in implementing the self-directed learning, and the components that are promoted by the teacher's strategies for the 10th grade students of SMA N 1 Blahbatuh through online learning, due to the COVID-19 pandemic situation.

1.4 Research Questions

A. How do English teachers of 10th grade students in SMA N 1 Blahbatuh perceive about self-directed learning?

B. What activities are assigned by the teachers during the online teaching and learning process?

C. What self-directed learning components that can be identified in the activities assigned by the teachers in online learning?

1.5   Purpose of The Study

A. To describe the perception of the English teachers of 10th grade students in SMA N 1 Blahbatuh about self-directed learning

B. To describe the activities that are assigned by the English teachers in handling online learning for 10th grade students in SMA N 1 Blahbatuh

C. To describe the components of self-directed learning that can be promoted during online learning

1.6   Research Significance

- Theoretical Significance

  The theoretical significance of the study is emerging the term of self-directed learning to the students in the 21st century learning

- Practical Significance

  For the students, the result of the study can be used to implement self-directed learning in order to strive for their goals in the 21st century

  For the teacher, the result of the study can be used to develop material through self-directed learning that is beneficial for the students

  For the future research, the result of the study can be used by other researchers as a reference for any related research of self-directed learning in the future