

# CHAPTER I

## INTRODUCTION

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

### 1.1 Research Background

English is considered a foreign language in Indonesia. It makes a necessary subject of learning which must be taught in schools of all levels. English is very important for several kinds of professional and personal goals in life (Nishanthi, 2018). As an example, English has been playing all important roles in several sectors such as medicine, engineering, transportation, and especially in education. It makes English the major window of the modern world because almost all countries in the world use the English language as a communication language. Moreover, when all countries have opened their doors to recruit technically qualified people or recruiting the staff for business and enterprises, learning English becomes the key that makes the people able to get this career. A student's success in the career they want to achieve depends on the ability of educators to give them the training to master their desired abilities. Because of that, the educational goals to make students successful in learning are necessary for this century (Reimers & Chung, 2016).

The goal of education in the 21<sup>st</sup> century is to produce student-centered learners and life-long learners (Khodabandehlou et al., 2014). As we know, student-centered learning is more focused on the students' activities rather than teacher activities. According to Salkhanova (2016), in student-centered learning, the student requires to be more active, creative, and competent in finding and solving the problem during conducting the learning process. Moreover, student-centered learning is the learning process that is done by the students in the learning process (Medriati & Risdianto 2020). In this case, the students get the opportunity to express their idea creatively and develop their knowledge. According to Kurdi (2009) by using student-centered learning, the students will get a big motivation in learning because they will take responsibility for managing their goals. To achieve the students' goals, the roles of the teacher in student-centered learning are very needed to implement. One of the most important roles of the teacher is to raise student awareness of their roles in learning (Mardziah & Abdullah, 1997). The several roles from the teacher in the learning process such as; teacher as a learner, teacher as a facilitator, teacher as an accessor, teacher as a manager, and teacher as an evaluator (Kumbakonam, 2017). Through those roles, the teacher can help the students to raise their goals in the learning process. The way that teacher uses to make the students are successful in achieving their goals using the appropriate curriculum based on the students' need and the appropriate curriculum is curriculum 2013 or K13 (Ningrum & Sobri, 2015).

The curriculum 2013 or usually mentioned K13 (*Krurikulum 2013*) is the appropriate curriculum that can be used to reach the students' goals in learning. The style of learning is emphasized the students' ability in learning based on their

needs and their interest. Based on Puspitasari (2020) in this curriculum, five steps should be done by the students, they are observing, questioning, experimenting, associating, and communicating. In the step of observing, the teacher can take a role as a facilitator which provides learning material for students. In the questioning step, the teacher can take the role of a facilitator which is providing the answer for students and the sources that can be used by the students in answering their questions. In the experimenting step, the teacher also can take the role of manager which is asking the students to do an interesting activity that is related to the materials. In the associating step, the teacher can take a role as the student's partner in sharing their experience or work. The last step is communicating, here the teacher can take a role as an evaluator from the assignment that has been done by the students. From those activities, it can build the character of students and develops their ability during the learning process (Asyiah & Sunanto, 2014). Self-directed learning is the appropriate strategy that should be done by the students because it will emphasize their responsibility to develop their ability in the learning process.

Self-directed learning is a strategy of learning in which the learners emphasized the responsibility to manage their learning objectives to show their personal goals in learning (Morris, 2019). In this case, the learners become the subject and not the object in learning. The learning process in self-directed requires the learners more active through finding, performing, and experiencing the problems during the learning process in the classroom or outside of the classroom. Self-directed learning becomes a concept that found in individuals who are efficient at controlling the learning by using their responsibility and their

preferences with support from their mentors (Koç, 2019). Self-directed learning emphasizes the learners' ability in learning by their selves. Giveh (2018) also describes that self-directed learning is a process in which the individuals take the initiative to formulate learning goals, choosing and also implementing appropriate learning strategies from the teacher, and also evaluating learning outcomes individually or with help from the other. This process will engage the learners more actively in learning and able to identify the problems and solve them in the learning process. Because of that, the students should master several skills in this century to create a good quality of the students.

Self-directed learning is the most important strategy used in the learning process. Through this strategy, the learners will easier to develop their skills in learning in the 21<sup>st</sup> century. There are several skills that should be mastered by the students usually called 4C which are collaboration, communication, creativity, and critical thinking (Yu & Wan Mohammad, 2019). It makes Self-directed learning become a good way for students to master those four skills (Nyambe et al., 2016). Critical thinking is a process in which the students able to choose an appropriate technique to solve problems in the learning and bring a result of the necessary information, both facts, and principles (David, 1956). In critical thinking, the students are expected to acquire the general techniques for dealing with new problems and new materials. Critical thinking skills make the students can judge the information that comes into their lives such as from the Web, media, learning process, and others. Communication and collaboration skills are the skill that makes the students can interact proficiently and respectfully with others especially across cultural, in diverse and multinational workplaces and



communities in our global and digital era (Ma et al., 2019). Through communication and collaboration, a good relationship will happen. Creative thinking is a human mental activity in solving problems with the ability to find many possible answers or find the similarity answer for the problems through different ways (Hendriyati & Trapsilasiwi, n.d.). Creativity is a combination of thought which beyond creating out of nothing since a new idea or thought is often a variation version of an older thought (Trukmen & Sertkahya, 2015). Creative thinking skill that makes the students able to think differently, imagine new ideas, and produce unusual work based on the students' development (Ma et al., 2019). Two factors affect the learners' development namely internal factors and external factors through the self-directed learning process. The internal factors usually consist of intelligence, physical health, hobby, and the availability of time. This factor has big effects on developing learners' abilities. Then, the external factor usually comes from the environments around the learners like the support of family, friends, learning facilities, the relationship between peers, and the influence of parents and friends (Nyambe et al., 2016).

Autonomous learning becomes the learning model that emphasizes the students' learning environment (J. Wang, 2010). Autonomous learning has a similar concept with independent learning and self-direction which are the process of constructing knowledge and roles of learners independently in learning (Masouleh & Jooneghani, 2012). In autonomous learning, the learners take the responsibility to control their learning based on their directions during the learning process or it can be said that learners autonomy is the ability to take control of their learning (Khotimah, Widiati, Mustofa, & Ubaidillah, 2019).

According to Dang (2012) as cited in Khotimah et al., (2019), there are three attributes of learner autonomy such as; initiating, monitoring, and evaluating. In initiating the process the learners are involved to make goal setting, study plans, and create learning opportunities. In monitoring process, it is related to learning engagement and maintenance such as selecting appropriate strategies, modifying learning paths, and negotiating with others. The last in the evaluating process. It becomes the way to review learning outcomes such as proofreading the assignments and appraising the works from learners. Besides that, (Swatevacharkul & Boonma, 2020) has stated that learning autonomy is very important to be applied in the learning because it can make the effectiveness and success of learning, and helps students develop more critical thinking and learning responsibility. Besides that, according to Alonazi (2017), learning autonomy also very important in helping the students to achieve high independence of learning. Moreover, the learners need to develop their capacities such as creativity, critical thinking, social responsibility, decision-making and problem-solving skills, and others. Through learning autonomy, it can make self-reflection on how they learn and manage their learning strategies (Hoa, Thu Thuy, & Huyen Tran, 2019).

In this current pandemic, the virus affects all segments of human life. This virus changes the conditions very drastically and changes the normal into abnormal. One of them is the education system in Indonesia that uses online-based learning based on Syah (2020). In this case, the government has emphasized the limitation of direct interaction in education. The government has issued a policy on education through circular number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus

Disease (COVID 19) on March 24, 2020. That was made the learning process no longer implement a face to face instruction. The teachers should organize distance learning in which students learned from home through an online learning platform. During online learning, problems come from the students and also from the teacher. Based on Syah (2020) the main problem in applying online learning has come from technology and there are four problems from this situation. The first problem is the limitation of technological mastery from the students and also the teacher. It means that the students in Indonesia still have lacked the ability in operating the technology and the teacher who was born in the 1980s has to lack knowledge about how to operate the appropriate application in the learning process. The second problem is the lack of technology accommodation. It means that the teacher and the students who have a low economy are unable to use the technology in the learning process. The third is the lack of internet access from the students and the teacher. Sometimes, the students and the teacher are difficult to get internet access because not all of the schools already have internet access. The last is about the budget. When doing an online learning class, the students and teacher will need some internet quota and sometimes they were difficult to get the money to buy it because of this condition. Based on the problems stated by Syah (2020), self-directed learning needs to implement in online learning.

These phenomena were interesting to be studied. Self-directed learning becomes an alternative learning process and strategy. According to Syah (2020), the teacher has a significant role to make effective learning through online learning. Besides that, the teacher is also able to manage the learning activity in this situation. This study was conducted in senior high school in Buleleng

regency. Senior high school was chosen because self-directed learning is not surely influenced by the gender and age of the students. Moreover, self-directed learning will work on senior high school students, although it seems more challenging (Richards & Lacorte, 2002). The researcher was selected SMAN 4 Singaraja as the research setting. As a reason, the researcher has chosen SMAN 4 Singaraja because this school is one of the government's favorite school in Singaraja. Meanwhile, in conducting the learning process, this school has used Google Classroom and WhatsApp that make the students easy in doing online learning from home. By using those platforms, the teacher able to conduct the learning process and able to apply independent learning from home. The students who are successfully master the language are the students who independently studying the language whether it is inside the class or outside the class and with or without teacher assistance. Through self-directed learning, it will be supporting the teacher in doing the online course because the students will have the responsibility to develop their ability under parents' and teacher's control. That is why this current study attempts to analyze the English teacher's perception of self-directed learning, to describe activities assigned by the English teacher in handling online learning, and to identify self-directed learning components that can be identified in the activities assigned by the teacher in online learning.

## **1.2 Problem Identification**

In facing 21<sup>st</sup> century learning situation, Student-centered learning becomes the appropriate strategy in developing students' ability in the learning process but the implementation of students' center is still low. The role of the



teacher is also important to make Student-centered learning more effective. Therefore, in this COVID-19 pandemic, the teaching and learning process still should be conducted even though not as normal as usual. According to *Kementerian Pendidikan and Kebudayaan Republik Indonesia (2020)*, the learning processes are conducted from home through online learning. From this situation, not all students have a good chance to access online learning that is conducted by the teacher. This condition may cause difficulties for the students (Sangsawang, 2020). The students have the different economic background that makes they are difficult to join the online class because of the limited internet access. The success of online learning in the COVID-19 pandemic is strongly influenced by the teacher's roles. Besides that, not all teachers have a good skill in developing online learning due to limited resources and facilities (Sangsawang, 2020). The students need a good strategy to get the motivation in the learning process and the teacher has the role in making a good quality of the learning strategy (Syah, 2020).

Based on the problems above, the researchers conducted this study on how teachers' perceptions of self-directed learning and activities assigned in online teaching and learning activities. The results of this study indicate the facts about how teachers' perceptions of self-directed learning and how activities assigned by the teacher in the online teaching and learning process.

### **1.3 Research Limitation**

This research was limited to analyze an English teacher perceives self-directed learning (SDL) in the context of online learning; what

activities students go through during online teaching and learning; and what components of Self-directed learning are found during the online teaching and learning process. This current study was conducted in 10<sup>th</sup> grade students during the learning from home in the COVID-19 pandemic at SMA Negeri 4 Singaraja.

#### 1.4 Research Question

1. How does teacher in SMAN 4 Singaraja perceive self-directed learning in the context of online learning?
2. What activities are assigned during the online teaching and learning process?
3. What Self-directed learning (SDL) components are in the activities assigned by the teacher in online learning?

#### 1.5 Purpose of the Study

Based on the research question above, the purpose of the research can be formulated as follows:

1. To analyze the English teacher's perception of Self-directed Learning in Buleleng Regency.
2. To describe activities assigned by the English teacher in handling online learning for Grade 10 students in public senior high schools in Buleleng regency

3. To identify Self-directed Learning components that are identified in the activities assigned by the teacher in online learning.

## 1.6 Research Significance

This research is expected to benefit the readers through theoretical and practical significance. The theoretical and practical significance as follow:

### 1.6.1 Theoretical Significance

This research is expected to support the theory developed before by the previous research. Through the result of the research, this research hopefully gives information and development of the theories about self-directed learning.

### 1.6.2 Practical Significance

#### 1.6.2.1 For Students

This research can hopefully give the motivation to the students to be more active in online learning, especially able to learn independently from home.

#### 1.6.2.2 For Teacher

The result of this study hopefully can provide a reference for the teacher to improve how to create more activities that can promote students' autonomous learning.

#### **1.6.2.3 For Readers**

This research can hopefully give the readers information about self-directed learning and about autonomous learning that can use by them in their research.

#### **1.6.2.4 For Researcher**

This research hopefully will be a reference for researcher about how the data should be collected, as the references for the theory used about self-directed learning, and can inspire other researcher to do research concerned with the similar topic.

