

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, identification of the problem, formulation of the problem, objective of the research, the significance of the research, research scope, assumption and limitation of the research. Background of the research explains the rationale of conducting research on study habits and learning styles of EFL students during Covid-19 pandemic in Hotel Department in Vocational High School. Identification of the problem provides the theoretical and empirical reason as a basis of the need in studying about the study habits and learning styles of EFL students in Hotel department during COVID-19 pandemic. Formulation of the problem describes the research questions of the research. Objective of the research outlines the measurable outputs or the answers of the research questions. Meanwhile, significance of the research presents the theoretical and practical outcomes. The scope of the research explains the research area and the specific parameters used in the research.

1.1 Background of the Research

Studying is the process of acquiring new knowledge, behaviors, skill, preferences, and values. New knowledge can be got by studying, teaching, experiencing, and practicing. Students are able to learn everywhere and every time, at home, at school, in their surrounding environment and so forth (Gross, 2010). Study habits are the core of the success in academic. Learning to study effectively and have a good study habits will lead the students to be able to work effectively. By having good study habits, students can improve their critical thinking, time

management, work preparation, memorizing ability and also health management (Barrass, 2002).

Study habits refer to the way of the students in studying and students' usual act in the learning process (Ayodele & Adebisi, 2013; Proctor et al., 2006). A systematic, effective, and efficiencies study habit will imply positive academic performance. Otherwise, ineffective, and inefficient study habits will produce negative academic performance. Good study habits provided a high score in English achievement; meanwhile, poor study habits provided a low score in English achievement. Good study habits include studying in a quiet place, studying regularly, turning off all the devices that may disturb the study, taking notes the important content, having sufficient rest and break, studying based on the learning styles, and time management. Poor study habits include procrastinating the task, evading the research, studying not in a comfortable situation, and noisy (Magulod, 2019, Kiblasan, 2016, Sabbah, 2016, Khursid, 2012).

There are some factors that impact the study habits of the students. Khan (2016) found that gender, economic status and learning styles have significant impact in study habits of the students. Mohit (2019) conducted a research to find out the correlation between study habits and learning styles. He found that there was a significant correlation between learning styles and study habits. Kiblasan (2016) found that gender, year level and learning styles had a significant correlation with study habits of the students. However, the previous research found that there were correlations between learning style and study habits during the conventional learning process or face-to-face. In this research, the researcher wants to find out

whether there was association between learning styles and study habits in online learning.

Due to COVID-19 pandemic in Indonesia, all the learning process should be done virtually from home. This is in accordance with the Minister of Education and Culture of the Republic of Indonesia decision letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Spread of Corona Virus Disease (COVID-19). Schools are banned to open, therefore students learn from home, and also the teachers teach from home. This process needs the internet connection to do the learning process. Teacher and students are separated physically. It is called as online learning (Idrizi et al., 2019). There were many surveys about online learning during the COVID-19 pandemic. Indonesian Child Protection Commission (KPAI) survey of 1,700 students at various levels of education on April 13-20, 2020, about 76.7 percent of them admitted that they were not happy with online learning. The reasons are; the bandwidth of the internet can cause the internet connection to slow down causing congestion and frustration for the faculty and students. Device incompatibility can cause problems with the access to the online instructional and assessment material. Khan et al. (2017) in their study also found that online learning arises some problems that require patience, skills and experience in handling and overcoming. Students also have a lack of school socialization, group discussion issue and lack of the teacher interactions.

Good study habits and knowing the students learning styles become the key of the success in joining the online learning (Adnan, 2020). Both of them may affect students' achievement in every level of education, including vocational high school. There are many kinds of vocational high school, one of them is vocational high

school majoring in tourism industry. One of the departments in tourism vocational school is Hotel Department. Mahbub (2019) stated that students in hotel department should have a particular skill to be professional worker in specific field to be ready to compete in workplace. The employees in tourism industry should fulfill some requirements and skills to be a professional hotelier. Moreover, good study habits will lead them to have good work habits in the future.

Learning styles has important role in online learning. Aboe (2019) stated that every student has different styles to learn. They have their own way to study something which makes them comfortable to be able to absorb and understand the material easily. Some students prefer to read a book and memorize the material, on the other hand some students need to take some notes to help them to understand the material. The other students feel more enjoyable watching the video of tutorial to do something rather than reading the manual book. Different students have different styles of learning. They choose the most convenient to learn and understand the material. (Aboe, 2019, Yufrizal & Hasan, 2015, Çakıroğlu, 2014) found that there are significant correlations between learning style and students' achievement. The students' preferred learning styles may have an impact on the students' achievement. By considering students' learning style preference, teachers can integrate teaching patterns and strategies. It will help the students to absorb the material and get a deeper understanding of the material. Thus, the learning objective will be achieved.

Vaseghi (2012) compiled there are some learning styles inventory used by the researchers to decide learning style preference. Some notable models include Dunn and Dunn model (1990), Flemings' model (2012), and Kolb's model (1984).

Among these, one of the most common and widely used is Flemings' VARK learning styles inventory. Some previous research which used VARK study habits inventory such as Al Othman & Shuqair, 2013; Idrizi et al., 2018; Ishak & Awang, 2017; Kiblasan, 2016; Lujan & Dicarlo, 2006. VARK is the acronym of Visual (V), Aural (A), Read/Write (R), and Kinesthetic (K) styles. Visual learners like to learn by maps, charts, graphs, diagrams, pictures, and colorful pictures. Aural learners prefer to learn by discussing the topics with others and audiotapes. Read/write learners like to learn by textbooks, articles, essays, and taking notes. Kinesthetic learners prefer to learn by doing things, experiment, field trips, and working in a laboratory (Fleming, 2012).

Therefore, regarding to the importance of learning styles and study habits influence on students' achievement, the researcher is interested to identify students' learning styles, and also to identify the study habit exhibited by the students in online learning and comparing the students' study habit before COVID-19 pandemic and after COVID-19 pandemic, find out if there are any association between study habits and learning styles and also the constraints of EFL student in learning through online learning.

1.2 Identifications of the Problem

As stated in the explanation above, during COVID-19 pandemic, teaching and learning process in Indonesia should be done through online learning platform such as Google Classroom, Google Meet, Zoom meeting, and others. There are some problems arise during the online learning for EFL students. Such as the internet connection, students' attitude in attending the lesson, the study environment at home, teacher's ability in providing the material and using the technology.

Therefore, the teaching and learning process of EFL students cannot run as well as face-to-face learning process. Study habits and learning styles play an important role during the online learning.

Study habits play an important role for the students in having a good achievement during the online learning. One student may have good study habits, other students may have poor study habits. Student cannot adjust their study habits by themselves, they need teacher to improve their study habits. Study habits can be affected by gender, socio-economic background, year level, and learning styles.

Every student has different learning styles. One student may more comfortable studying through video and other students may comfortable studying by listening to the teacher explanations. By knowing the students dominant learning styles, teachers can adjust the material into the students' dominant learning styles.

By knowing the study habits of EFL students, learning styles and also other constrains that may affect the study habits of EFL students through online learning process will help the teacher to choose the appropriate teaching strategy, method, teaching media to maximize the students' achievement. The novelty of this research was this research measured the study habits of the students during the online learning, and also compared the result with the study habits of the students in face-to-face learning. Moreover, the study to find out the association between study habits and learning styles and also the constrains of EFL students in online learning were still rarely.

1.3 The Research Questions

The research questions in this research is formulated as follows:

1.3.1 What are the study habits exhibited by the EFL students through online

learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.3.2 What are the study habits exhibited by the EFL students in face-to-face learning before COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.3.3 Are there any differences between the study habits exhibited by the EFL student through online learning during COVID-19 pandemic with the study habits exhibited in face-to-face learning in Hotel Department in Vocational High School of 4 Denpasar?

1.3.4 What are the students' dominant learning styles of EFL students through online learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.3.5 Is there any association between learning styles preferences and the study habits exhibited by the EFL student through online learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.3.6 What are the constraints of EFL students to have good study habits through online learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.4 Objectives of the Research

As the problems formulated above and as stated in the identification of the problems, there are some objectives of this research, as follow:

1.4.1 General Objective

The general research objective is to identify the study habits of the students in online learning and face-to-face learning, and compare the result, the dominant learning styles, the association between learning styles and study habits and constraints of EFL students in having good study habits in online learning in Hotel Department at Vocational High School of 4 Denpasar.

1.4.2 Specific Objective

The specific objectives of this research are as follows:

- 1.4.2.1 To identify the study habits exhibited by the EFL students through online learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar.
- 1.4.2.2 To identify the study habits exhibited by the EFL students in face-to-face learning before COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?
- 1.4.2.3 To find out whether any differences between the study habits exhibited by the EFL student through online learning during COVID-19 pandemic with the study habits exhibited in face-to-face learning in Hotel Department in Vocational High School of 4 Denpasar.
- 1.4.2.4 To identify the students' dominant learning styles of EFL students through online learning during COVID-19 pandemic in Hotel Department at Vocational High School of 4 Denpasar
- 1.4.2.5 To find out whether any association between learning style preference and the study habits exhibited by the EFL student through online learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.4.2.6 To analyze the constraints to have good study habits of EFL students through online learning during COVID-19 pandemic in Hotel Department in Vocational High School of 4 Denpasar?

1.5 The Significance of the Research

1.5.2 For EFL students

The result of the research is expected to be useful for the EFL students. By knowing the students' study habits and learning style in learning, they would get the best way of learning according to their learning styles preference. Therefore, they will be more understand the material through online learning. By identifying their study habits and learning styles and also their constraints to have good study habits, they can evaluate and improve their study habits to prepare their learning goal for the future.

1.5.3 For EFL Teachers

By knowing the EFL students' study habits and learning styles, EFL teachers can use the best strategies, teaching media, and method in teaching English. Moreover, by knowing the students' study habits and constraints of the students in learning through online learning, teacher can find the best solutions of problems in learning through online learning. EFL teachers also can improve the poor study habits of EFL students to be better.

1.5.4 Future Researchers.

Future researchers may use this research as the reference further research which focuses on the same research. Further researchers may also add and develop deeper analysis of study habits and learning styles in the research finding.

1.6 The Scope of the Research

This research was scoped down to identify the study habits exhibited by EFL students in Hotel Department in grade X, XI, and XII in Vocational High school of 4 Denpasar. It was used to identify the study habits of students all lessons in general. To identify study habits of EFL students the researcher limited the study by using Palsane and Sharma Research Habit Inventory (PSSHI). Meanwhile, to identify the dominant learning styles, the researcher limited the study by using VARK learning styles by Fleming (2012).

