

CHAPTER I

INTRODUCTION

Chapter I explain the introduction of the study which consist of Background of the Study, Research Problem, Research Objective, Significance of the Study, and Limitation of the Problem.

1.1 Background of the Study

Self-directed learning is a concept in 21st-century learning which allows the students to become the centered of the learning. According to Majid (2017), students centered learning is a learning activity that allows the students to have more portions of control and role in the learning process, while teacher centered learning is a learning which the teacher becomes both educator and facilitator of learning. By conducting student centered learning, students can be more independent, active, and autonomy.

Self-directed learning is a concept in problem-based learning and a broader sense of student-centered learning. Knowles as cited in (2014), define self-directed learning as a process where individuals take the initiative in the learning process especially in choosing their own learning needs, setting personal goals, making decisions, choosing learning strategies and assessing the value of the learning outcomes. According to Gaglilmino as cited in Saeid (2017), a learner with high level of self-direction is independent on learning, responsible for their learning and considers problems as challenges rather than obstacles.

Some researchers who stated that senior high school graduated students had problems in college. Yoshioka (2005), stated that first-year students have problems in the process of adaptation of learning in problem-based learning environment, especially for students who came from high school that did not normally apply independent learning. Addition, Gallander (2011), showed that as many as half of university students obtained a lower GPA in university than they did in senior high school. Haggis (2006), stated that students struggle with time management and self-regulation, especially in the first semester.

Conley (2015), stated that college lecturers expect students to draw inferences, interpret results, analyze conflicting source documents, support arguments with evidence, solve complex problems that do not have an obvious answer, offer explanations, conduct research, and generally think deeply about what they are being taught. If we contrast these common college expectations with descriptions of high school learning, we see the differences between them. Several observational studies have found that high school students complete with the tasks that require little cognitive engagement. These two sets of characterizations highlight differences that can indicate the transition to college difficult for high school graduate students.

Several researchers were researched self-directed learning readiness, as the example Lestari & Widjajakusumah (2009), found that half medical students of medical school in Indonesia had low levels of self-directed learning readiness. Meanwhile, Leatemia, Susilo, & Berkel, (2016) showed that half of the students had a high level of self-directed learning readiness in five medical faculty in Asia. Also El, Sofar, Ali, & Al-battawi (2017), indicated that nursing students of KAU

in Saudi Arabia had a high level of self-directed readiness. Since those previous studies were conducted to medical students therefore the researcher wants to analyse self-directed learning readiness of English students, moreover the positive research were found in two previous research of self-directed learning readiness meanwhile the result of one study was contradictory, therefore the researcher wants to analyze self-directed learning readiness of first-year English students.

There are lots of research about self-directed learning readiness in many countries, unfortunately empirical evidences about self-directed learning readiness in Indonesia are limited. That is why there is an urgency to research self-directed learning in Indonesia, especially for English students.

Based on the preliminarily observation that conducted by the researcher, the lecturers of English Language Education in Ganesha University of Education that located in Singaraja apply self-directed learning as the learning strategy in the learning process especially in first-year students, in this case the lecturers just as the facilitator for the students which allows the students to become students-centered meanwhile in senior high school the teacher was guided all the time and as the main role for the students, therefore it is important to identify the self-directed learning readiness of first year students in English Language Education at Ganesha University of Education.

1.2 Research Problem

Based on the background study above, the research problem in this study can be formulated as follows:

- 1) What is the level of self-directed learning readiness of first year students in English Language Education at Ganesha University of Education?

1.3 Research Objective

Based on the research problem above, the objectives of this study is:

- 1) To identify self-directed learning readiness of first year students in English Language Education at Ganesha University of Education.

1.4 Significance of the Study

1.4.1 Theoretical significance

The theoretical significance of this study is expected to give a contribution to English teaching strategy and help other researchers who are interested to conduct similar study.

1.4.2 Practical significance

1.4.2.1 For lecturers

The result of this study is expected to help the lecturers aware about the self-directed learning readiness of first year students in the learning process as the strategy for teaching.

1.4.2.2 For Students

This study is expected to help the students as a measure to assess their self-directed learning readiness. By knowing the value of their self-directed learning readiness, the students can assess themselves about the readiness of students in independent study and to develop self-directed learning skills in obtaining a better learning process.

1.5 Limitation of the Problem

This research will be limited to analyze the self-directed learning scale of first year students in English Language Education at Ganesha University of Education.

