

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, significant of the study, and definition of terms.

1.1 Background of the Study

Corona Virus Disease (Covid-19) has spread all over the world. The spread of the coronavirus (Covid-19), originating from the city of Wuhan, China, caused a polemic that had a major impact worldwide. This flu-like disease attacks half of the population worldwide due to its rapid spread through the air. Indonesia is one of the countries that has been the biggest affect by COVID-19. As a result of the COVID-19 pandemic, the entire system that runs like a government, the economy, and education in Indonesia is disrupted. Especially in the education system, as 11th March 2021 the ministry of education in Indonesia has issued a policy letter stated that the learning process is carried out at home through online learning (Kemendikbud RI 2020). The letters' function is to anticipate, prevent and decide the spread of the Covid-19 virus and maintain the safety and security of students, educators and college environment. The teacher is required to change the face-to-face learning mode to online (distance learning).

The teachers are required to apply and adapt to online learning classes in conveying English material, from listening, speaking, reading, and writing, so that the teaching and learning process can keep going. According to Abbad et al (2009), online learning refers to the use of information and communication technologies to enable access to online learning or teaching resources.

Online learning can be defined as when there is no teaching and learning process at school. The students are expected to study independently at home. The students are required to study at home and understand the lesson on their own. Based on researcher observation and discussion with the English teacher, it is creating new problems for the students because the teachers only provide lessons and assignments via social media. English as a foreign language, in particular, causes students to struggle with understanding the meaning and assignments that are given. Because there are so many issues that students face, such as a lack of vocabulary, a lack of knowledge, and a lack of motivation to study.

To understand learning English is a continuous process, or life-long learning. It means students need to have a learning strategy for themselves. Furthermore, in the pandemic COVID-19 era, learners must study at home. This will give the students responsibility for themselves. According to Swatevacharkul (2017), outside-class learning requires individual learners to take control of their own learning without the presence of a teacher. One learning strategy that can help students understand lessons in English is self-directed learning (SDL).

Mahmud (2017), Self-Directed Learning is one way students develop their knowledge, skills, accomplishments, or personal development efforts using any method and any amount of time to learn. Self-directed learning is a part of education. Its concept means the learners are independent in their learning, but they are permitted to take help and assistance from their instructors, peers, colleagues, and other fellow students.

Gibbons (2002), in his book said Self-Directed Learning (SDL) is an ability where a student is able to determine his own and choose the goals he/she wants to achieve, plans and strategies to be carried out, try to solve problems, manage themselves, and evaluate thinking and performance that has been done. This strategy would enhance an individual's knowledge and achievements.

Self-directed learning bring students accept responsibility for making decisions about their goals and efforts so they themselves become the agents of change in learning. Guglielmino (1978), stated that a highly self-directed learner is one who exhibits initiative, independence, and persistence in learning; one who accepts responsibility for his or her own learning and views problems as challenges, not obstacles; one who is capable of self-discipline and has a high degree of curiosity; one who has a strong desire to learn or change and is self-confident; one who is able to use basic study skills, organize his or her time, set an appropriate pace for learning, and develop a plan for completing work; and one who enjoys learning and has a tendency to be goal-oriented.

Self-directed learning is a process of collaboration between teacher and learner. The teachers are supposed to provide them with the information and materials to learn, and the learners are supposed to develop their language skills and apply them in daily life by using some methods and strategies. For that reason, the researchers are interested in doing research on the implementation of self-directed learning (SDL) in teaching and learning English at SMAN 2 Sarolangun: students' perception.

1.2 Research Question

The research questions in this research are as follows:

1. How is the implementation of self-directed learning in teaching and learning English at SMAN 2 Sarolangun?
2. What are the facilitating factors of self-directed learning implementation in teaching and learning English at SMAN 2 Sarolangun?
3. What are the inhibiting factors of self-directed learning implementation in teaching and learning English at SMAN 2 Sarolangun?

1.3 Purpose of the Study

The purposes of the research are as follows:

1. to explain the students' implementation of self-directed learning (SDL) in teaching and learning English at SMAN 2 Sarolangun.
2. to describe the facilitating Factors of self-directed learning Implementation in teaching and learning of English at SMAN 2 Sarolangun.

3. To describe the inhibiting factors of self-directed learning implementation in teaching and learning English at SMAN 2 Sarolangun

1.4 Limitation of the Problem

The limitation of the research only explore the students' implementation of self-directed learning (SDL) in learning English at eleventh grade students in science and math class (MIPA 1) at SMAN 2 sarolangun.

1.5 Significance of the study

1. For the Students

This strategy can help student to implement of self-directed learning (SDL) in learning English. Self-directed learning will make students responsibility about their chosen.

2. For the English teacher

The result of the study could provide helpful information the English teacher to know and support the student to do self-directed learning in teaching and learning process.

3. For the other Researcher

The researcher hoped this study can be used as a reference with conduct the same studies and will enrich their knowledge, especially on students' who do self-directed learning (SDL) in teaching learning process.

1.5 Definition of the terms

To avoid misunderstanding and misinterpretation on the topic discussed, it is better to state the definition of each keyword in the title of this research. The researcher clarifies the main term as follows: (Implementation, SDL, teaching of English)

a. Implementation

According to Ehrens (2016), Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. Implementation is not only the activities, but a planned and carried out seriously by reference certain norms to achieve the objectives of the activity. In other word, implementations don't stand alone but is influenced by the next object.

b. Self-directed Learning (SDL)

Self-directed learning is briefly put, a process in which individuals take the initiative to diagnose learning needs, set goals for meeting those needs, figure out resources and strategies to make learning happen, and evaluate the process. Meanwhile according to Mahmud (2017), self-directed learning is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time

c. Teaching English

According to wahyudi et al (2021), teaching English is a 'transmission' of knowledge about English as a 'language' that as their chief foreign language

in school from teacher and students, or is it about creating condition in which, somehow, students learn for themselves, that remained as mechanical and routine ridden. Teaching is an art form. It demands not only transferring knowledge and understanding of the core areas of learning but also the ability to teach these creatively and effectively and foster learner creativity in the process of teaching language.