CHAPTER 1

INTRODUCTION

This chapter gives an overview of the the background of study the problems of study, objectives of study, significance of study, scope and limitation and definitions of key terms used in this thesis.

A. Background of The Study

Because language is too complex[1] and varied for students to learn, learning language needs persistence and practice. The language classroom with limited time cannot improve the students' skill maximally. How good a teacher may be, students will never learn language well unless they learn it outside the class.[2] Therefore, independent learning of a foreign language is needed for learners.

As learning language, English in this case, is too complex[3] so that students cannot count only on face-to-face meetings with teacher. However, what occurs on home school Pena is that students have limited face to face meeting to study English. The home school has concept or approach different from formal schools which allow them to participate in limited face-to-face meeting. Therefore, the research which studied the students' self-directed learning in learning English in home school is important to conduct.

As a learner has a center role of learning, self-directed learning is part of educational process but it does not depend on the process of institutionalized

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[1] Janice Yalden, *The Principle of Course Design for Language Teaching.* (England: Cambridge University Press, 2000), 149

[2] Jeremy Harmer, *The Practice Of English Language Teaching*(England: Pearson Education, 2001), 335

[3] Ibid

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education.[4] Hence, self-directed learning practice is not limited on the certain educational place such as formal school and university. Many of self-directed learners are those taking online course[5] and those conducting their own learning project. Therefore, it is needed to know students' preference in choosing self-directed learning activities which they do outside the class to pursue the learning goal while they have lack of classroom meetings.

Self directed learning is a learning process in which learner takes the initiative to pursue a learning experience and responsibility for completing their learning.[6] In other words, self directed learning can be defined as self study which is done by learners with full consideration and goal-oriented learning process.

Not only as a process, can self-directed learning be viewed as a skill. The degree to which the learner maintains active control of the learning process is called as self-directedness or self-directed learning skill. This ability to do self-directed learning can be measured and analyzed through self-rating scale for self-directed learning. Therefore, this study is also aimed to investigate the students' level of self directed learning skill so that students can know how far they have ability to control and maintain the learning process on their own.

In addition to study self-directed learning activities and students' level of self directed learning skill, the students' self directed learning barrier is also important to investigate. It will ease the learners to diagnose the factors resisting them to do self-directed learning activities. Through knowing this barrier, the

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[4] Peter Jarvis, *Adult Education And Lifelong Learning*. (England : Rouledge Falmer, 2004), 184
[5] Liyan Song, "A Conceptual Model for Understanding Self-Directed Learning in Online Environments". *Journal of Interactive Online Learning*. Vol 6 No.1, 2007
[6] http://www.selfdirectedlearning.org/what-is-self-directed-learning[accessed on August 1st 2016]

students can elevate their level of self directed learning skill. Therefore, this research tried to find out the students' self directed learning activities, students' level of self directed learning skill and their self directed learning barrier in learning English.

In addition, self-directed learning nowadays is listed as a key component of the 21st Century skills. Self-directed Learning is also often linked to lifelong learning, which has been listed as a necessity for modern society by international organizations such as UNESCO. Thus, many current frameworks on 21st century learning use and adopt the concept of self-directed learning because it has often been regarded as critical part of individualizing learning experiences.[7] In short, self-direction is now recognized as an important 21st Century skill for learners in which it needs to be studied and developed further.

Many researchers studied self-directed learning. The focus of those researches is to investigate the influence and impact of implementing self-directed learning. The results of the studies show that it can improve the learners' critical thinking skill[8], reading skill,[9] self efficacy,[10] and intrapersonal skill[11]. As its simplest, self-directed learning is now well-known with the good impact because those researches point that self-directed learning can improve other skills. It

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[7] Caffarella, R. *Self-Directed Learning. New Directions For Adult And Continuing Education*, 1993, 57

[8] Fahim Mansoor. "The Relationship between Self-Directed Learning and Critical Thinking Ability of Iranian Efl Learners". *International Journal of English Language, Literrature and Humanities*. Vol 1 No.5. 2014

[9] Morteza Khodabandehlou, "The Impact of Self-directed Learning Strategies on Reading Comprehension." *International Journal of Scientific & Engineering* Research Vol. 3. No.7. 2012

[10] Basereh Najmieh. "Self-Directed Learning and Self-Efficacy Belief among Iranian EFL Learners at the advanced Level of Language Proficiency." *Journal of Applied Linguistics and Language Research*. Vol. 3 No.1. 2016

[11] Maura Sellars, "The role of intrapersonal intelligence in self directed learning" *Issues In Educational Research,* Vol *16 No.5*

shows the importance of doing self-directed learning. However, because it is one of the key components in 21st century learning, it still needs to be studied further.

Besides self-directed learning is implemented in home school, research on home school also needs attention as the formal school because of its importance and its equality. Based on National education system, home school has the equality on some certain things from traditional school as stated in UU No.20/2003 pasal 26:

> *"Pendidikan nonformal diselenggarakan bagi masyarakat yang memerlukan layanan pendidikan yang berfungsi sebagai pengganti, penambah, dan/ atau pelengkap pendidikan formal dalam rangka mendukung pendidikan sepanjang hayat"*

The law rule above stated that non-formal education is held for society who need education service which functions as substitution, addition, or supplementary of formal education in order to support long-life education. Hence, it infers that non-formal education has the same significant function for social education need so that the improvement of quality in non-formal education also needs to be concern.

Another law related to non formal education, in verse 6 stated below.

"Hasil pendidikan nonformal dapat dihargai setara dengan hasil program pendidikan formal setelah melalui proses penilaian penyetaraan oleh lembaga yang ditunjuk oleh pemerintah atau pemerintah daerah dengan mengacu pada standar pendidikan nasional".

The law above tells about the equality of non-formal and formal education in the matter of assessment result. The rule says, "Result of non-formal education can be appreciated as the result of formal education result after facing the equal assessment held by government or local government based on national education standard."

The term equality refers to social effect, measure, impact, function and standard comparing to traditional or formal school. What make them different are the context, methodology, and approach to pursue that standard of competence. Because home school has the same position as the formal school, educational research on home school is also needed to improve its quality as formal school.

This research is conducted in Home School Pena. Home School Pena is a home school located in Jl. Ketintang Baru III No. 03 Surabaya - Indonesia. This home school provides education programs which equal with elementary school, junior high school and senior high school.

The school policy sets three programs in the educational system. They are private program, home school community and distance learning program. Private program allows students to learn at a certain place. Home school community or community learning program is a program in which each classroom consists of 5

students to study together with a professional teacher. While distance learning is a program in which students study independently.

This research is conducted based on students' problem to pursue their learning goal while they have limited class meeting. Therefore, the researcher uses students in community learning program. Besides, this research is only conducted on students of senior high school because of the life span age which is considered to be adequate to have independency in learning based on the adult learner theory.

These programs have limited time in classroom allow students to apply self-directed learning and according to the head of curriculum in this school, despite students are required to learn more outside the class. But, they do not know how far students have ability to study independently. Therefore, it is suitable to be subject of study.

Based on the explanation above, it is important to know their sorts of self directed learning activities, students' self directed learning skill and its barrier in self-directed learning practice at home school Pena. Therefore, this research is entitled self-directed learning of senior high school students in learning English at Home School Pena.

B. Research Question

Based on the background above, researcher formulates the problem:

1. What are sorts of self directed learning activities in learning English at senior high school students of home school Pena?

2. What is the level of senior high school students' self directed learning skill in learning English at home school Pena?

3. What are sorts of self directed learning barrier in learning English at senior high school students of home school Pena?

C. Objective of the Study

Based on the research question above, researcher formulates the objective of study:

1. To know sorts of self directed learning activities in learning English at senior high school students at home school Pena.

2. To know the level of senior high school students' self directed learning skill in learning English of home school Pena.

3. To know sorts of self directed learning barrier in learning English at senior high school students of home school Pena.

D. Significance of the Study

For learners: Students need to know the self-directed learning activities they do outside the class because as self-directed learners or autonomous learner, they must learn not only what to learn but also how to learn.[12] They also need to know their level of self directed learning and their barriers so that they can elevate their level of self directed learning through fixing their self directed learning barriers.

For English teachers: This study is useful because this research will help teacher to diagnose students' need in learning English independently so that it can become teacher's consideration to have a better role and design proper teaching strategy in supporting their self-directed learning practice. Besides, this study can be a suggestion related to the implementation of self directed learning practice because teachers also need to do self-directed learning to improve their teaching skill.

For course developer: This study will help to elaborate what students' need to support their self-directed learning by describing students' self-directed learning skill, their sorts of activities and their barrier to do self-directed learning. Thus, it is useful as reference and consideration for course developer to develop the course better and to provide better self-access center or any other supporting resources for students.

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[12] Babatunde Adenuga, Retrospective Theses and Dissertations: *"Self-directed learning readiness and learning style preferences of adult learners ".* (Iowa State University, 1989)

For education: This research will cover the gap in the whole previous researches focusing on self-directed learning so that this research can be a part of contribution to the 21st century learning framework and better education in future.

E. Scope and Limitation of the Study

Despite the aim of this research is to investigate the phenomenon of self-directed learning practice, this research is only focused on the self-directed learning practice in learning English of senior high school students at home school PENA. This study is limited to describe the students' self-directed learning skill, sorts of activities in self directed learning practice and its barriers which only faced by certain students of senior high school at home school Pena.

This research does not cover the study to how sorts of learning activities held by students can support and improve students' self-directed learning skill. Besides, this research also will not study students' self-directed learning skill before and after they hold sorts of learning activities outside the classroom.

Despite this research tried to study students' level of self-directed learning skill and what self-directed learning activities they take, this research do not illustrate the relationship between those variables quantitatively. However, the researcher only describes self-directed learning activities that students take based on the students' self-directedness.

Self-directed learning studied in this research will not elaborate the teacher's role, classroom interaction or learning activities conducted inside the classroom. Self-directed learning practice in this research will only focus on the students' self-directed learning and neglect the self-regulated learning practice supported by teachers.

F. Definition of Key Term

1. Self directed learning is a learning process in which learner takes the initiative to pursue a learning experience and responsibility for completing their learning.[13] In essence, Self-directed learning is an informal learning process that primarily takes place outside the classroom. Therefore, this research only focused on the students.

2. Self-directed learning skill is ability to do the process of self-directed learning. As Knowles (1975) stated, self-directed learning is basic human competence-the ability to learn on one's own (As cited in Jarvis 2003).[14] In this research, self directed learning skill is measured through self rating scale of self directed learning.

3. Self-directed learning activity is sorts of learning activities used in self-directed learning practice. Learning activity is a synonym for a self-contained pedagogical scenario or a learning unit that is part of a larger unit.[15] Thus, in this research, self-directed learning activity refers to students' effort to learn outside the classroom in self-directed learning context.

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[13] http://www.selfdirectedlearning.org/what-is-self-directed-learning[accessed on August 1st 2016]

[14] Peter Jarvis, et.al., *The Theory and Practice of Learning*. (England: Routledge, 2003), 95

[15] http://edutechwiki.unige.ch/en/Learning_activity [accessed on June, 20th 2016]

4. Self-directed learning barrier refers to learner's factors which resist the development of students' self-directed learning. According to Knowles, there are many factors that individuals weigh in choosing whether to behave in a self-directed way at a particular point. These factors can be a barrier to develop self-directed learning depending on the learners' circumstance.

5. Home School Pena is a home school located in Jl. Ketintang Baru III No. 03 Surabaya - Indonesia. The school policy sets three programs in the educational system. They are private program, home school community and distance learning program. Private program allows students to learn at a certain place. Home school community is a program in which each classroom consists of 5 students to study together with a professional teacher. In addition, distance learning is a program in which students study independently. But, this research is limited for community learning program.