

CHAPTER I INTRODUCTION

This chapter discusses an overview of the research, which includes the background of the research, problem of the research, purpose of the research, operational definition of the Research, significance of the research, and scope of the research.

1.1 Background of the Research

Education is one of the most important aspects in life to form human resources quality and able to keep up with the rapid developments of the times. In order to meet the needs of the times, the essence of education is basically making students more active and innovative through the mentoring process, teaching or training. Education is closely related to learning activities, especially learning at school as the main means for pursuing education. Learning is a process that consists of several elements interrelated, which includes: objectives, materials, methods, and assessment learning. Teacher had to pay attention to these for learning elements when choosing teaching and learning activities (Rusman, 2017).

In 2020 the world of education, especially in Indonesia, experienced several obstacles due to the spread of Covid 19. The World Health Organization (WHO, 2020) has declared that the Covid-19 outbreak is a global pandemic, and learning activities are carried out online from home. Online education has gained much attention and has been adopted by higher education institutions in recent years, especially during the outbreak of COVID-19. This is a new thing

for teachers and students who must adapt. Learning that is carried out from home has several factors that reduce students' knowledge and enthusiasm for learning. Environmental conditions caused by several factors also affect student understanding, for example; some students are constrained by communication tools and networks, for teachers lack of teaching tools. They only utilize applications such as google classroom, zoom, and whatsapp to communicate and provide feedback and homework.

Some students still have problems in reading the text, and understanding the content of the text. They are more concerned with getting the right answer than the more important process of how to understand the content of the text. Online education has gained much attention and has been adopted by higher education institutions in recent years, especially during the outbreak of COVID-19. Online education has the potential to make learning processes more student centered (Dwivedi, 2019). The world of education is starting to change. Inside learning methods classes which have been in the form of conventional learning strategy such as lectures, discussions, assignments and questions and answers, now does not rule out the possibility of combined with increasingly sophisticated technology. In implementation, the teacher is no longer the center of learning, but shifts to the participants education or student center (Afroz, A 2023). As a student must have full awareness to be responsible for their learning process. Students are able to direct themselves to look for sources of information, related to learning that they consider need to be repeated by

looking for reading sources, references, and can even take advantage of some additional classes through online.

According to Jonhson, (2009) independent learning gives students the freedom to discover how academic life fits into everyday life. Learners organize and adjust their actions to achieve their desired goals and make their own decisions and take responsibility for their decisions. Each individual takes the initiative, without the help of others in terms of finding their learning activities such as formulating learning goals, learning resources, learning needs and controlling their own learning process. At school teacher only use a monotonous learning model, namely learning conventional, by only explaining the concepts in textbooks or other references. So, students are less encouraged to develop thinking skills, by simply memorizing, memorizing and hoarding various information without being required to understand that information he remembered. This makes student learning outcomes low. Currently, teacher is no longer the center of learning resources for students, but as a facilitator to help with what is needed in learning process and exploring the potential of students.

Therefore, teacher must be able to use varied learning strategy so that the teaching and learning process becomes more effective and efficient. One of the learning strategies that can be used in this approach in self-directed learning. Self-directed learning was students' ability to choose what and how they learn. Self-directed learning occurs when the learner creates his or her own tasks and environment (Gandomkar and Sandars, 2018). This learning model utilizing current technology that supports the provision of materials learning that can be

accessed online for students who can in the form of a learning video. Face-to-face activities with students in class filled with discussion activities discussing material that is not yet understood by the students. Students can go through quizzes, practicums or things related to the material which has been given online. In this case, students are required to train independence in managing learning motivation and learning needs in readiness for learning in the classroom. Purpose of using the model. This learning is to equip students' abilities to critical thinking, collaboration, ability communicate (communication skills), and think creatively and innovatively (creative/innovative) we can implement it well (Yong, K, 2021).

Self-directed learning is a learning activity carried out by students without relying on other people, both friends and lecturers in learning. students without depending on other people, both friends and lecturers, in achieving learning goals, namely mastering material or knowledge well. Achieve learning goals, namely mastering material or knowledge well with their own awareness and being able to apply their knowledge in the classroom. with their own awareness and can apply their knowledge in solving problems in everyday life (Suhendri, 2013). According to (Desmita, 2016). That someone who has learning independence will have knowledge of effective learning strategies combined with self-control and maintained motivation so as to make learning easy and increase motivation to learn. So that a person who has learning independence can be understood as someone who is able (skill) and willing (will) to learn. Self-directed learning is a desirable and widely utilized learning

approach. Self-directed learning is an autonomous learning process that involves recognizing one's own requirements, developing learning objectives, selecting learning resources, and measuring learning outcomes without the assistance of others (Safa & Wicaksono, 2022).

An effective self-directed learner is one who has the personality traits and skills such as goal-setting, information processing, executive, cognitive processing, and decision-making skills (Long, 2005). Self-directed learning can improve to get new competence, learners actively seek information from various sources and process it based on the knowledge they already have to improve learning skills, one of which is reading comprehension, students will get used to thinking, and be responsible for solving a problem. So that they know more about everything and have a broader insight.

Based on the above-mentioned views, beside the constructs to be owned by an individual for self-directed learning readiness, some skills owned by the cognitive, affective and kinesthetic skills are important. Learners need to make decisions about what goals to study, in what order to study, how to study, how long to study, when to study, and when to terminate their study, but they may not always make effective choices, there is a critical need to understand attitudes and processes behind learners' choices to ensure better learning engagement (Kirk, 2019). In the previous study examined how self-directed learning is related to Situated Expectancy-Value Theory. But, in this study the researcher examines how student's reflection on self-directed learning during the online reading comprehension

1.2 Problem of the Research

In line with the background of the research, the problem of the research is formulated as “What are students reflect on self-directed learning during the online reading comprehension?”

1.3 Purpose of Research

Based on the problem of the research above, this research aims to investigate student’s reflection on self-directed learning during the online reading comprehension.

1.4 Operational Definitions of the Research

To avoid the misconception, the writer explains operational definitions relating to the topic of this research.

a. Self-directed learning

Self-directed learning is learning where students can search for learning information by themselves and evaluate their learning outcomes.

b. Reading Comprehension

Reading comprehension is the process by which we understand the texts we read. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text.

c. Online Reading Comprehension

Online reading comprehension refers to the ability to effectively read, understand, analyze, and evaluate digital texts found on the internet.

d. Reflection

Reflection is process of students thinking critically about their learning experiences, actions, and progres. Reflection can be done through writing, discussions, self-assessments, or other forms of personal evaluation.

1.5 Significance of the Research

The result of this study is expected to shed light on student's reflection on self-directed learning during the online reading comprehension.

1.6 Scope of the Research

This research uses a quantitative approach with a survey design to investigate of online on self-directed learning in reading comprehension. Where the participating subjects are students 3th,5th and 7th semester of the English program at the Universitas Muhammadiyah Jember. The data collection tool used was a survey containing questions that explored information about student's reflection on self-directed learning during the online reading comprehension.