

CHAPTER I

INTRODUCTION

1.1. Background of the Research

The globalization era influences the development of information and communication technology. It happens in all sectors of our environment. One of them is in the field of education. (Zhang et al, 2022). Information and communication technology products are beneficial for our lives. As one of the products, the Internet is fantastic for learning. The Internet has been used to accommodate the teaching and learning process. The use of the Internet in the education system will inevitably become an essential thing. (Emanuel, 2020).

Recently, the COVID-19 pandemic has spread rapidly worldwide, affecting human life, including the education system in Indonesia. It makes the teaching and learning process change. The Minister of Education has instructed the students to apply online classrooms in the face of this COVID-19 pandemic (Churiyah et al., Teachers must apply online classes to conduct the teaching and learning process. The students are forbidden from attending school to attend class activities traditionally, but they must keep studying at home. The students must open the internet to research and learn the materials and assignments their teacher gave. To solve the problems, stakeholders must innovate to support the school system (Prasetyo & Nurhidayah, 2021). They

have to create a new regulation related to the application of school-from-home and work-from-home systems.

In dealing with the teaching-learning process in this pandemic era, the use of media is an essential part. The utilization of the media, particularly in the online classroom, takes creativity and also mature instructional consideration of the teacher. (Kariadi et al, 2021). The use of the internet and supported applications contributing to the teaching and learning process is unavoidable. Unfortunately, many problems and limitations also arise in conducting the e-learning system during the COVID-19 pandemic. (Lestyanawati, 2020).

Learning success occurs when there is positive interdependency between teachers and students. According to Suryabrata (2007:233), in the learning process, two factors affect the success of learning, namely internal and external factors. Internal factors include non-social factors and social factors. External factors include physiological factors and psychological factors. The learning process contains a set of lesson perceptions that teachers process up to the learning evaluation. Learning evaluation is designed to measure the extent of student knowledge that can be obtained after getting knowledge presented by the teachers. Evaluation of learning is to explore various things including knowledge and students' self-directed learning. After an assessment, the teacher can see the students' learning sustainability. At this time, learning is directed to student-centered learning, and then the teacher should be able to determine the students' self-directed learning.

According to Knowles (1975), students' self-directed learning can be known from the student's decision-making rights in setting learning goals; students can manage their activities, and students can make outcome evaluations. Students' self-directed learning can be improved by using learning strategies. According to Kemp (1995), he explains that learning strategy is a learning activity that should be done by teachers and students in order to achieve learning goals effectively and efficiently. Concur with the opinion above, Dick and Carey (1985) also points out that the learning strategy is a set of learning materials and procedures that are used together to create students' self-directed learning outcomes (Betu, 2023). Students' self-directed learning is needed in developing students' self-directed learning using e-learning or online class. It is crucial to be facilitated by the teachers.

Based on this situation, the researcher attempts to reveal the challenges faced by teachers in developing students' self-directed learning on English e-learning and to reveal the teachers' strategies in developing students' self-directed learning on English E-learning during Covid-19 pandemic. Thus, the objective of this research is to find out the challenges faced by the teachers in conducting e-learning during this COVID-19 pandemic and also to reveal the teachers' strategies in developing students' self-directed learning on English e-learning. The result of the research is to describe the teachers' strategies in developing students' self-directed learning on English e-learning during COVID-19 pandemic.

1.2. Research Questions

From the background of the study outlined above, the researcher would like to attempt the following questions:

1. What challenges do the teachers face in developing students' self-directed learning in English e-learning classes?
2. What strategies do the teachers use in developing students' self-directed learning in English E-learning classes during the COVID-19 pandemic?

1.3. Objectives of the Research

The objectives of the study are:

1. To reveal the challenges faced by the teachers in developing students' self-directed learning on English e-learning.
2. To describe the strategies used by the teachers in developing students' self-directed learning on English E-learning during the COVID-19 pandemic.

1.4. Contribution of the Research

After conducting the study, the writer hopes the result of the study will provide:

1. A helpful solution for English teachers in developing students' self-directed learning on English E-learning.
2. A helpful contribution to the education decision-maker in controlling regulation and as feedback in making new regulations.
3. A helpful contribution to the following researchers in investigating the same field.