CHAPTER I

INTRODUCTION

A. **The Background of the Study**

All the subjects taught at the school aim to make students become independent humans in the future. The process of being an independent human needed to be prepared in the classroom by doing independent learning. Independent learning is a central concept in the study and practice of education. Susanti (2017) argues that independent learning is considered as an appropriate strategy for students to make them aware with the learning process in higher education. Moreover, Wong (2013) states that an independent learning is an essential strategy for students to continue developing writing skills for school participants at the age of five. The process of being an independent learner is a long strategy for students, so the concept of independent learning should be promoted in early time.

The terms of independent learning are synonymously used with autonomous learning, self-directed learning, independent study, and self-regulated learning. In general, there is a good agreement varying the interpretation of each term, but all these terms refer to a concept where learners are involved in their learning process (Morrison, 2011: 3).

Independent learning skills do not naturally bear with the student. El-Koumy (2019) explains that students do not become effective independent learners without being supported on the path towards independence. In recognition of the importance of independent learning strategies, the teacher should be able to help and set the independent learning system during the classroom. Dickinson (1992) in

Susanti (2017) states that independent learning is a behavior or set of behaviors where the learner takes 'active' responsibility for the learning process. Through the process of independent learning, students gain the opportunity and facility to build their knowledge to gain a deep understanding and ultimately improve their personal quality.

Kopzhassarova (2016) argues that independent learner has implications for responsible decision making, as individuals are expected to analyze problems, reflect their work, make decisions, and take purposeful actions. To take responsibility for their lives in times of rapid social change, students need to learn on a life-long basis. As most aspects undergo profound changes, independent learning will enable learners to respond to the changing demands of work, family, and society.

Garrison (1997) explains three dimensions of the independent learning or self-directed learning model: self-management (task control), self-monitoring (cognitive responsibility), and motivation (entering and task). Task control, a specific aspect of managing learning activities, is intricately associated with goal setting and cognition methods and is one of the dimensions of independent learning. The instructor is an external factor here as a facilitator who provides the essential guidance, direction, and standards for excellent educational output. In what may appear to be a contradiction, self-management of learning in an educational setting is a genuinely collaborative process (Garrison, 1997). Being an independent learner makes students focus on their potential in developing their skills and abilities (Wong, 2013). Teacher plays a vital role in the classroom need to introduce and make students adapt to being independent.

In line with it, Curriculum 2013 is applying the student-centered learning which put student as the core of learning. The characteristic of Curriculum 2013 is the shift of mindset between teacher and student, known as Student-centered Learning. Jacobs (2013) shares that Student-centered Learning (SCL) has a contrasting difference from Teacher-centered Learning (TCL). Typically, in TCL systems, the teacher stands in front of the classroom to lecture and lead the material. The interaction mostly begins with the teacher using the textbook and written work on students' individual desks to engage the learning process. On the other hand, SCL is focused on student participation in the peer and self-assessment process, along with teacher assessment as formative assessment.

Student-centered learning has substantial implications for the implementation of independent learning in the teaching and learning process. Wangid (2014) describes three components as the correlation between student-centered learning and self-regulated learning: self-regulation of cognition, motivation, and emotion, and self-regulation of behavior. These three components are considered to be applied in the classroom following the three main cycles in the self-regulated learning cycle, such as preparation, performance, and appraisal.

The concept of independent learning is good to be promoted at the junior high school level. Thomas (1993) explains that the age range of 10-13 is an ideal time to implement independent learning because it can improve learners' ability to engage and decide, so their learning will positively impact their maturational component. Likewise, implementing independent learning to middle-grade students has two positive factors. Firstly, early adolescents have reached the age at which they can carry out sophisticated learning strategies and conduct learning tasks on

their own. Secondly, instructional practices for prompt, independent learning are in most middle-grade schools (Thomas, 1993). The implementation of independent learning by English teachers in the junior high school grades is expected to make students aware of their learning process to compete at the global level, which mainly uses English as the key of communication.

El-Koumy (2019) states that the teacher as the facilitator should manage appropriate teaching techniques to implement student independence in learning. At this point, the teacher has to manage specific techniques for fostering an independent learning process in the classroom.

In reality, based on the implementation of Curriculum 2013, the school is admitted that they had already implemented independent learning. In order to undergo the research, the researcher took several dialogues from the interview session with the English teacher of SMP Swasta IT Siti Hajar.

R: How does the English teaching and learning process run in the school?

T: We had English language learning in regular class within the formal meeting and extracurricular class in English Club. The English club is separated into two categories, strengthening class and excellent class. Both of the classes are chosen by students independently based on the recommendation of the placement test. Currently, the pandemic hits the school system, so the regular English class and English clubs are conducted online.

R: How does the process of independent learning in the classroom?

T: The system of the school is applying student-centered learning, which puts students at the core of learning. Basically, the process of learning relies on students' understanding of material and assignments given by the teacher in the classroom. A student-centered learning system has been introduced to students since they are in the first grade of junior high school. We give students the capability to choose and learn more based on their passion.

> During the process of learning in the classroom, we promote independent learning by giving students freedom of learning by doing.
> The teacher will instruct the project, but the execution and material development depend on students' creativity. We do not directly put them into certain activities but allowed them to learn individually and work with groups. We usually stimulate independent learning when they are doing assignments. The evaluation of their learning process will be done by understanding their own mistakes or doing peer evaluation. Students as the core of the learning process are giving chances to choose their learning goals

From the interview session above, the teacher expressed his activity as an English teacher in SMP Swasta IT Siti Hajar. The English teacher states that the school is actively implementing student-centered learning and independent learning strategies to make students responsible for the learning process. The teacher realized that independent learning should be promoted in the classroom as well as given the material following with project and assignment. The current condition of the Covid-19 pandemic has changed the school system massively, so the teaching and learning process is continued online. During this condition, the teacher mentioned that the learning process runs well because the school system has familiarized students with doing the project independently using the online application.

In line with it, Nurieva (2019) investigates that e-learning as part of self-regulated foreign language acquisition positively impacts the learning process. The study has relied on the e-learning for English language materials for EGP (English for General Purposes and ESP (English for Specific Purposes). The result of the study showed that students' potential was regularly increasing by using digital

media towards e-learning. This study clearly showed that an e-learning platform could support the process of students' independent learning.

Moreover, Pintrich (2000) in Virginia & Harvey (2007) explains three cycles of the self-regulation cycle: preparation, performance, and appraisal. Preparation is the process of planning and goal setting; performance considers strategy monitoring and revision, and appraisal is the process of self-reflection. The process of independent learning begins from the preparation cycle in which students prepare and planning the learning goal, and the performance cycle includes student strategy in learning itself and the self-reflection with teacher and peer.

The suitable technique for independent learning strategies followed by that three-cycle will make students reliable with their own learning process. It is necessary to analyze the process of independent learning in the classroom. Therefore, this study is primarily intended to analyze the implementation of independent learning by English teachers at SMP Swasta IT Siti Hajar.

B. The Problem of the Study

In this study, the research question is formulated: "How is the implementation of independent learning by English teachers at SMP Swasta IT Siti Hajar?".

C. The Objective of the Study

In line with the problem of the study, the objective of this research was to describe the implementation of independent learning by English teachers at SMP Swasta IT Siti Hajar.

D. The Scope of the Study

This study focuses on investigating the implementation of independent learning by English teachers at SMP Swasta IT Siti Hajar. The teachers can implement independent learning by applying specific techniques. Furthermore, this study uses Gerhon's theory about techniques in implementing independent learning in the classroom.

E. Significance of the Study

The findings of this study offered theoretical and practical significance:

1. Theoretically, for other researchers interested in getting preliminary information about independent learning in the English language classroom.

2. Practically, the findings are helpful:

   a. For teachers, this paper can be an additional reference for improving students' independent learning in the teaching-learning process in the classroom.

   b. Students, to improve their independent learning that has a positive impact on motivation and critical thinking.