CHAPTER I

INTRODUCTION

1.1. Background of the Study

Learning activities are an integral part of education. Currently, the approach to learning and teaching has changed, where students are no longer considered as objects that must be taught. Instead, learners have innate potential or abilities that can be developed in accordance with their intelligence. Educators are also not the only source of knowledge, because through information technology, knowledge can be obtained from various sources. Therefore, the role of learners who used to be passive in receiving information from teachers needs to be changed to be more active in the learning process. In order to achieve learning objectives, it is important to design an optimal strategy so that these objectives can be achieved. Learning strategy refers to an approach used to organize various aspects in the implementation of learning activities (Jihad & Haris, 2013). This includes the management of teaching materials, learning media, equipment, and time arrangements used in the process. In this case self-directed learning can be one of the strategies that can be applied by students in achieving learning goals in reading courses. In this case, self-directed learning can be one of the strategies that can be applied by students in achieving learning goals in reading courses.

According to Zamnah & Ruswana (2018), Self-directed learning is a learning model that focuses on readiness to learn independently, which is characterized by learning initiatives without relying on assistance from others. Such assistance includes setting learning objectives, identifying learning resources, determining learning

strategies, and evaluating learning outcomes. Self-directed learning is a technique where students manage their own learning (Leatemia et al, 2016). Self-directed learning refers to a student's ability to take initiative and assume responsibility for their own learning, with or without the assistance of others encompassing aspects such as awareness, learning strategies, learning activities, evaluation, and interpersonal skills (Setyawati, 2015). With technological advancements, self-directed learning has been facilitated by the availability of online resources, tools, and digital platforms, which allow individuals to access and create learning materials, communicate and collaborate with others, and assess and reflect on their own reading learning.

Reading is a crucial skill that enables children to obtain knowledge and enhance their analytical skills. Essentially, reading plays a major role in a student's learning capabilities (Yukselir, 2014). Reading as a conscious and unconscious mental process where the reader uses various strategies to understand the intended meaning of the author, drawing on both the text and their prior knowledge (Mikulecky, 2011). In conclusion, reading is a vital skill that plays a crucial role in a child's learning and development. It is both a conscious and unconscious mental process that helps the reader understand the author's intended meaning by using various strategies and drawing on both the text and their prior knowledge. In the learning process students must prioritize understanding and developing reading skills as a basis for mastering learning material.

The study of self-directed learning strategy is important in understanding how individuals can effectively manage their own learning and how educators can support

and facilitate self-directed learning in various contexts. Based on the explanation above the researcher were interested to conduct a research entitled A Study on Self-Directed Learning strategy in Reading Course of Fourth Semester Students at English Language Study Program Universitas Maritim Raja Ali Haji Tanjungpinang.

1.2. Identification of Problem

1. Students do not know about self-directed Learning
2. Students do not use self-directed learning strategy in extensive reading courses.

1.3. Limitations of Problem

This research will only discuss about the students' perceptions of self-directed learning strategy of the fourth-semester students of English Language Study Program at Universitas Maritim Raja Ali Haji Tanjungpinang.

1.4. Research Question

Based on the limitations above, the researcher raises the question; How are the Students' perceptions of self-directed learning strategy in extensive reading courses?

1.5. Purpose of the Study

The purpose of this research is to find out the students perceptions of self-directed learning strategy in extensive reading course of the fourth semester students of English Language Study Program at Universitas Maritim Raja Ali Haji Tanjungpinang,

1.6. Significance of the Study

It is expected that the research will have positive influences on knowledge advancement. The following are some benefits of this research for the reader:

1. For Lecturers

    Knowing the problems of students in Self-Directed learning. Hopefully it can be useful for lecturers in determining what learning methods to use.

2. For students

    It is hoped that the findings of this study will be able to help students better understand how to arrange self-directed learning in reading.

1.7. Definition of Key Terms

1. Learning strategy is, a personal approach for efficiently and effectively utilizing a set of skills to gain knowledge or complete tasks, both in and outside of the educational setting.

2. Self-directed learning, is a learning strategy where students are required to arrange their learning independently.

3. Extensive reading is a reading method in which students read various materials extensively, with the goal of understanding the overall content and obtaining information and enjoyment from reading.