

CHAPTER I

INTRODUCTION

This chapter will be discussed the background, problem statement, objective, hypotheses, significance, scope and limitation, and definition of the key terms.

1.1 Background of The Study

The growth of this era requires all people to have any abilities and knowledge. The growth of technology and also the growth of population influence a competition in each individual. If the individuals want to have any abilities and knowledge, they should study hard. School is a formal place where all people can get knowledge and develop their abilities. In fact, studying at formal situation is not really enough. The additional knowledge can be gotten from all things around us. We can get knowledge not only from the teacher or lecturer but also we can study by ourselves through any media and any manners. It can happen if we have our own initiative. So that initiative skill must be developed since we are young.

Here, formal school is the important key to develop students' initiative skill. Ana and Maria (2013) proposed that students' initiative skill includes Self-Directed Learning. In order to make this proposal clearer, the researcher uses an abbreviation of SDL which stands for Self-Directed Learning. SDL is an indicator of better skill and learning outcomes that is needed in the 21st century (Murnane & Levy, 1996). SDL is a process with or without others' help to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes (Knowles,

1990). It means that SDL is one of learning style which includes students-centered learning. Moreover, SDL is an ability of managing, evaluating, and reflecting what the students need in learning (Mohsen and Wan, 2013). The students need SDL skill to help them in taking more active contribution in the learning process. Other researchers, Ana and Bianca (2013), also agreed that SDL is a needed skill to make a plan for learning, develop learning plan, identify learning sources and learning process, and evaluate learning process.

SDL is necessary skill which students have to get an experience in an effective learning (Murnane & Levy, 1996). In the learning process, the students will face current problem which may be faced by them then the students should solve the problem from their daily experience and also from the resources that are chosen by their selves. Additionally, Mohsen and Wan (2013) proposed that the student who uses an optimal SDL gets better learning performance rather than the student who does not. Having good learning performance is one of students' goals that we call students' achievement. It can be seen that SDL is one of important skill which should be had by the students so they can get a good academic achievement.

Based on the previous study that is concerned to SDL and students' achievement which is conducted by Mei (2007), and then she revealed that there was weak correlation between SDL and students' achievement. In other hand, Min and Pay (2010) found that there was higher correlation between SDL and students' achievement in specific learning strategy. Additionally, Ana and Bianca (2013) proposed that specific aspect in SDL or the certain learning strategy that is used in it has more highly correlation between SDL and students' achievement. It

is proven in the study which is carried out by Curt and Fred (2015) that there was strongly and positively correlated between SDL and students' achievement in Problem Based Learning. Therefore, Klotz (2011) suggested that in order to make the study of the relationship between SDL and students' achievement becomes more effective, the focus should be on the specific SDL by comparing other related aspects or using any certain learning strategies rather than in global SDL.

It shows that many studies about the correlation between SDL and students' achievement have been done recently but the strong and positive correlation can be found if the researcher makes a focus on the correlation between them with adding other related aspects and the use of any related learning strategies. Besides that, most of them conducted the study in nursing students and technician students, there is no study yet that conducts in English students.

By considering to those previous studies and the presence gap in limiting the study, the researcher is encouraged to conduct the study about the correlation between SDL and students' achievement in the specific study in which the researcher uses a certain learning strategy and conducts it in English students.

To decide what learning strategy that can be examined, the researcher filters some learning strategies which require students' SDL skill. Ana and Bianca (2013) proposed that SDL skill which causes the high academic achievement can be enhanced by making the learner aware of the process of learning. Awareness of the learning process means that the students involve in the learning process. They do not only take the lesson which is given by the teacher but also they take an action and give a contribution toward learning process (Rudy, 2014). There are some learning strategies which can make the students aware of the learning

process. One of them is Project-Based Learning (PjBL). In order to make this proposal clearer, the researcher uses an abbreviation of PjBL which stands for Project-Based Learning. According to Lisa and Jason (2014), PjBL can bring the students in life-learning in which the students give the problem that may be faced and they should solve it by their selves. PjBL is also a strategy which is needed students' contribution from the finding learning objective until evaluating their result (Ruby, 2014). Additionally, Patton (2012) agrees that the students are the ones designing the project, planning what need to do, and carrying out the output such as a product, publication, or presentation. It is supported by certain innovative ideas in the field which state that it provides opportunities for growing students' basic skills such as SDL skills (Patrick and Nathaniel, 2006). Therefore, Olga and Aivar (2015) find that PjBL can enhance students' SDL. It is the reason why the researcher chooses PjBL as the learning strategy to make the more effective result of the correlation study between SDL and students' achievement.

Based on the explanation before that the researcher should take an additional focus in certain learning strategy to make the result of the correlation between SDL and students' achievement clearer and more effective so the researcher is encouraged to examine the study in the class which is used PjBL as the learning strategies. Then so far, the researcher also has not found any researches that attempt to prove the correlation between SDL and students' achievement in PjBL strategy. Since considering this case, the researcher interests to carry out the correlation study under the title "The Correlation between Self-Directed Learning and Students' Achievement through PjBL". The researcher examines this study in 6th semester of English Education Department at

Muhammadiyah University of Gresik. "Curriculum and Material Development for ESP" class is chosen because it uses PjBL as the learning strategy.

1.2 Problem Statement

According to the explanation above, the problem statement can be formulated into the following question:

"Is there any significant correlation between Self-Directed Learning and students' achievement through Project-Based Learning?"

1.3 Objective of The Study

Based on the problem statement above, this study is aimed at investigating whether there is any significant correlation between Self-Directed Learning and students' achievement through Project-Based Learning.

1.4 Hypothesis

The following statements are the hypotheses of this study:

Ha : There is significant correlation between Self-Directed Learning and students' achievement through Project-Based Learning.

Ho : There is no significant correlation between Self-Directed Learning and students' achievement through Project-Based Learning.

1.5 Significance of The Study

The result of this study is expected to give contribution both theoretically and practically. For the theoretical significance, it will hopefully provide relevant

information for educators about the correlation study between SDL and students' achievement especially through PjBL.

Practically, the researcher also hopes that both the teachers and the students get the contribution from it. For the teachers, the result of the study can motivate and encourage their students for building positive SDL in order to get a good academic achievement. Then for the students, it will make them realize that having a good SDL can help them to reach successful academic achievement.

1.6 Scope and Limitation of The Study

The research makes scope and limitation for this study to make it clearer. The researcher conducts this study in 6th semester students of English Education Department at Muhammadiyah University of Gresik about the correlation between SDL and students' achievement through PjBL and the researcher examines it in "Curriculum and Material Development for ESP" class. The researcher examines more specific correlation study by using PjBL as the learning strategy in which it can promote SDL and students' achievement more.

1.7 Definition of Key Terms

This study has three variables. Those are Self-Directed Learning, students' achievement, and Project-Based Learning. To avoid misinterpretation about the terms so the researcher gives definition related to them as the follows:

1.7.1 Self-Directed Learning (SDL)

SDL is a skill which is had by the individuals in taking over all aspects in learning from deciding their specific goal, deciding how to achieve it, finding relevant resources, planning their strategies, until evaluating their result.

1.7.2 Students' achievement

Students' achievement is a measurement toward success goal in written or oral form. It can be measured from the number of score in each performance or accumulation all scores, it depends on the goal of the learning itself.

1.7.3 Project-Based Learning (PjBL)

PjBL is a learning strategy which begins from current problem to an authentic product. It includes students-center learning because it encourages the students to take most roles in learning process.