CHAPTER I
INTRODUCTION

This chapter discusses the background of the research, statement of the research, objective of the research, significant of the research, scope of the research, and operational definition.

1.1 Background of the Research

English is a compulsory subject for Indonesian students since Junior High School level until University level. Junior high school and Senior High School students learn under The Curriculum 2013 regulation. In Curriculum 2013, the process of teaching focuses on Problem Solving and Scientific Approach as main of the Curriculum (Ministry of Education, 2012). This curriculum creates the students to learn and find the information by themselves. However, students are more active to find any kind of information and the teacher only leads and helps them in the teaching and learning process. Moreover, Lengkanawati (2017) said that the concept of Curriculum 2013 implied the consideration of autonomous learning to be the foundation of the teaching and learning process.

Based on Curriculum University (KPT), the teaching and learning process in the university uses student-centered learning (SCL) approach. Therefore, university students do the more independent activity, such as group discussion, simulation, study cases, collaborative learning, cooperative learning, learning based project, problem solving, or another learning method. On the other hand, they are supposed to do the learning process by using both conventional and online learning which usually called blended learning or hybrid learning. In this context, university students need to be independent for setting the goal, their priority for their assignment, and other things. Therefore, as university students, they will be involved more as autonomous learner even consciously or unconsciously.

In the Indonesian context, autonomous learning tends to explain where the students use language-learning strategies to make themselves to be autonomous learners (Lengkanawati, 2014). Therefore, autonomous learning is the term to indicate student's way to learn the language to become independent learner. In this

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era, students use mobile device in the language learning process especially for to do learning independently. This happens because mobile device which connect with internet will create a better way to access many learning materials that students can access every time and everywhere. Students can learn English just because they need it and do it as an interested activity.

From the explanation above, as university students whom they got and learned English toward autonomous learning as implied in The Curriculum 2013 and now they face student centered learning, the researcher believes that they will have high autonomous learning, especially in language learning. They will understand how to cope and learn their material by themselves in university as needed for the learning process because they understand that the learning process in the class cannot give them much information to improve their skills. This situation will be different from English Education Department (EED) Students. EED students have to be able in 4 language skills and 3 component languages, they will learn English more outside of the class because they understand that language should be practiced more. This understanding will be followed by the use of mobile devices to support their learning process. Some of them were realized to install some of application to support their learning outside of the classroom.

The previous research was conducted by Eka (2017) for university students in Universitas Tidar about students' attitudes in learner autonomy. The result showed that the students indicated a positive attitude about autonomous learning. The students had high independently in case of determining learner objective and evaluating what they had been acquired. But they had a bit dependently for selecting method to learn and knowing the progress of learning. Therefore, the students categorized as reactive learner.

Based what the researcher discussed with the first semester students from EED of Universitas Muria Kudus (UMK). The researcher found that some of them are still confused about how to learn English in their styles or how to improve their English skills. They only did the task from the lecturer but have not set the goal yet, the way to learn the material independently, or even evaluate their learning. Nevertheless, some of them said that they had decided their goal for this semester

even in simple things. Therefore, the researcher is interested more in student beliefs toward auto-mobile learning to enhance their language skills.

1.2 Statement of the Problem

Based on the background of the research above, the researcher determines the statement of the problem as follows:

1. How are students' beliefs in auto-mobile Learning to enhance language skills in English Education Department of Universitas Muria Kudus?
2. What kinds of mobile learning to do autonomous learning in English Education Department students of Universitas Muria Kudus?

1.3 Objective of the Research

Based on the statement of the problem above, the researcher determines the objective of the problem as follows:

1. To find out about the students' beliefs in auto-mobile learning to enhance their language skills in English Education Department of Universitas Muria Kudus.
2. To find out the kind of mobile learning to do autonomous learning for enhancing their language skills in English Education Department students of Universitas Muria Kudus.

1.4 Significance of the Research

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically.

Theoretically, this research can be used as one of the next references by the other researcher who will conduct the same research related to autonomous learning. Besides that, the research also enriches scientific knowledge in the field of education in Indonesia.

Practically, the researcher hopes that this research can give information about students' beliefs towards autonomous learning in four language skills. Moreover, this research showed how the independence of the students to learn, how they can set their goal, how they can choose the method, and how they can evaluate their

way when they get the result of their language learning, especially in 4 language skills.

1.5 Scope of the Research

The limitation of this research is on student's beliefs toward autonomous learning in four language skills. There are listening, speaking, reading, and writing. In this research, the researcher will explore more about how the students' learning independently even outside the classroom for enhancing their four language skills and also what kinds of mobile learning that involves in the learning process.

The research will conduct in English Education Department Students of Universitas Muria Kudus, particularly during the even semester period of 2019/2020. The participants of this research will be the second, the fourth, and the sixth semester students, who had different experience for learning English in university.

1.6 Operational Definition

Avoiding misunderstanding, some terms are defined as follow:

1. Students' beliefs mean the foundation of their thinking and the value that they have toward Autonomous Learning.

2. Auto-mobile Learning means an autonomous learning and mobile learning that involve in the teaching and learning process especially in outside of classroom.

3. Language skills mean listening, speaking, reading, and writing which is involved in the process of language learning