CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Students in Indonesia are not yet proficient in the four macro skills (listening, speaking, reading, and writing) that are supposed to be the end result of English language instruction. EFL learning instructions in Indonesia are generally still influenced by the old way of learning and the old method, it was supported by achieving appropriate results. Madya in (2002) states that the failure can be attributed to a number of different causes, but one of the most significant contributors is the overly centralized curriculum. Despite numerous efforts to increase its quality, the EFL learning instruction in Indonesia has thus far been unable to meet its stated goals. To achieve good EFL learning goals in Indonesia, the country needs to make a lot of revisions and changes to the learning system (Ismail ,2020). By the statements that have been declared by several authors of previous studies, the researcher can conclude that the application of EFL learning in Indonesia is still lacking in achieving the intended results. One of the causes is the curriculum and learning methods that still use the old method, so EFL learning in Indonesia still needs a lot of improvement, and the application of EFL, especially for vocational schools.

The application of EFL, particularly in vocational schools, needs to receive more attention during the implementation process. This is because vocational schools are

essentially educational institutions that are dedicated to specialized learning in certain majors, which makes the application of EFL in vocational schools quite challenging. According to Suryani & Hamdu (2021), students who enrol in vocational schools benefit from a curriculum that is specifically designed for their interests and areas of skill. The application of this EFL is difficult for teachers because it is more concentrated on students who will start working in an industry right after graduating from vocational school. Sutami et al., (2022) stated that teacher at vocational schools find it hard to implement EFL because they have to try to convince students that they need to learn English even if they want to work in an industry where English is needed. The researcher concludes that the application of EFL in vocational schools is a challenging for English teachers who are required to be able to convince students that English is something that needs to be learned because English is needed in the world industry. Learning English in vocational schools also needs to be adjusted to the characteristics of learning in vocational schools and adapted to the majors that students are interested in.

Teaching EFL language learning in vocational should be compiling related for specific purpose, since the material needs to load a subject that relevant for major which students take. As indicated earlier, English for Specific Purposes (ESP) programs should be considered while teaching English in vocational education, especially in secondary education (Widodo, 2016). According to Muliyah and Aminatun (2020), there are significant differences between teaching English in Senior High School (SHS) and Vocational High School (VHS), since Vocational High School (VHS) English is considered to be English for particular purposes

(ESP), which requires a distinct set of pedagogical skills. However, in practice, the teaching of EFL in vocational schools is very different; contrary to what previous researchers have stated, the practice of teaching EFL in schools still does not use English for specific purposes; instead, teachers focus on learning English through government textbooks, and teaching is generally similar to high school which the instructions are the same. As Mahbub (2018) said, the instructions merely focused on teaching English grammar and reading exercises and did not include any information about the students' chosen area of study. That is why students in vocational school do not get appropriate with teachers' instructions in learning EFL English skills for school's lesson especially in listening lesson rather than any other skills such as writing and speaking.

According to Isnaini & Aminatun (2021) stated listening skill is a necessary ability in the world of communication. Listening becomes one of appropriate skill in English that should be considered by the teacher. Learning to listen becomes a receptive skill since it needs children to actively seek out, attend to, and process English language information. According to Oktaviani (2021), listening is an activity that involves reproducing what you hear this is still in line with Wahyudin, and Kuswoyo (2017), listening is the practice of attentively and thoughtfully processing the sounds around us. That's why learning how to listen attentively and decipher what others are saying is such a crucial ability for every language learner. Those students who are lacking this skill will struggle greatly in their interactions with others. One must make the decision to improve as a listener and put up the necessary effort in order to foster effective dialogue. Listening with an open mind

is not forming quick judgments and really hearing what the other person is saying. This is still in line with Ayu's statement in (2021) suggested that, the ability to understand and interpret what the speaker is saying is referred to as listening ability. Some people, as stated by Newton (2009), now believe that learning a language entails more than simply learning to speak; rather, it also involves creating a conceptual framework for understanding the world. It's not always easy to spot those who have trouble listening. The teacher must carefully choose and prepare a variety of qualified teaching materials as well as an appropriate method and technique to use in a listening class in order to promote learners' mastery of listening skills. The teacher must also assist students in achieving their best possible listening score (Aminatun, Muliyah, & Haryanti, 2021). As a result, the pupils lacked the necessary listening skills.

One foundation upon which the analysis rests calls self-regulation. Self-regulation is a process referring to the knowledge and awareness of one's own ability to learn. Recent studies focus on self-regulation in the classroom environment, because it is recognized as an important component of student academic achievement (Etkin, 2018). The teacher should be serious about getting the greatest potential results in students' academic activities, the teacher shouldn't ignore the importance of self-regulation in encouraging good learning. Research in this field has revealed that self-regulation may be done via a mix of social and cognitive procedures, despite contention that it is largely a social phenomenon (Blair, 2002). Intrinsic differences have a significant effect on self-regulation competencies, which encompass ideas like adapting, avoiding improper acts, controlling one's attention and emotions,

regulating behaviours for this aim, and deferring impulsiveness (Campbell, 2002). On the other hand, "goal-directed behaviour" was defined by Zimmerman, (2000) as an aspect of self-regulation. If the teacher can continue to take the student's self-regulation into account, the student will have faith in his or her ability to handle their emotions and succeed in class. Based on previous studies' explanations of self-regulation, it has been shown that self-regulation is related to student motivation, which is related to the students' own internal cognitive processes when they examine how they may better regulate their learning. Previous studies have shown that self-regulation is crucial in both traditional classrooms and digital environments such as online learning.

Based on the explanation above, the researcher will conduct research entitled" **Exploring Self-Regulation Learning in The EFL Listening Class at Eleventh Grade *AKL* Students of SMK Islam Adiluwih ".** The purpose of this research is to explore self-regulation learning in the EFL listening class.

1.2 Research Questions

Based on the background above, the researcher should answer the following questions:

1. How is students' self-regulation in learning EFL listening class at eleventh grade AKL students of SMK Islam Adiluwih?

2. What are the students' obstacles in applying self-regulation in learning EFL listening class at eleventh grade of SMK Islam Adiluwih?

1.3   Research Objective

According to the research questions, the objective for this research can be formulated as follows:

1.   To describe the self-regulation used in EFL listening class at eleventh grade AKL students of SMK Islam Adiluwih.

2.   To find out the obstacles in self-regulation learning used in EFL listening class at eleventh grade AKL students of SMK Islam Adiluwih.

1.4   Uses of the Study

This research will help the researcher to explore self-regulation for vocational high school students in EFL listening classes. By looking at how students take part in EFL learning, how students further develop their potential in this class, and how they understand the material provided by the teacher. The result of this research will show how to explore self-regulation in listening classes.

1.   Theoretically

The findings of this study will be useful for teachers and researchers in exploring self-regulation in AKL students' listening subjects which are included in the category of EFL students. The results can also be used as a reference for another researcher in the future who are going to conduct the same study with the purpose to exploring self-regulation in the EFL listening class.

2.   Practically

The results of the study will be a helpful guide for students, teachers, and researchers. The writer hopes that the benefit will arise are as follow:

a.   For students

This study can aid students to manage their time while learning listening skill in English.

b.   For teacher

The results of this research are expected to be able to help teachers understand how to learn students' listening skills, about how students manage themselves and manage their time to learn listening skills based on the function of self-regulation

c.   For researcher

The result of this study can be useful for the next researchers as it can be one of their references in conducting their research in a similar field of study.

1.5   Scope of the Study

The main scope of this study is students' obstacles and strategy in self-regulation learning in the EFL listening class**.** The sample is eleventh-grade *Akutansi Keuangan Lembaga* (AKL) SMK Islam Adiluwih. This research starts from December 2022 until finish. This research was taken out from XI AKL students at SMK Islam Adiluwih with sixteen students in the class. This research applies three instruments for gathering the data interview, observation, and questionnaire.