

***AN ANALYSIS OF LEARNING AUTONOMY OF THE SIXTH SEMESTER
STUDENTS OF THE ENGLISH STUDY PROGRAM UNIVERSITAS RIAU***

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Abstract: This research aimed to know the learning autonomy of the sixth semester students of the English study program Universitas Riau. This research is quantitative research. The research involved 74 students from two classes. The instrument in this research is questionnaire. The questionnaire that researcher adapt is called MILLA (Measuring Instrument for Language Learner Autonomy) was designed by Carol. The result of the research reveals the results of the questionnaire analysis showed that 11 students 81% - 91% in the very high level, most of students 61% - 79% (57 of the students) in the high level, 5 students 43%-46% in the moderate level and 1 students 39% in the very low level. So, most of the students is high in learning autonomy.

Key Word: Learning Autonomy

**ANALISIS OTONOMI BELAJAR MAHASISWA SEMESTER ENAM
PROGRAM STUDI BAHASA INGGRIS UNIVERSITAS RIAU**

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Abstrak: Penelitian ini bertujuan untuk mengetahui autonomy belajar mahasiswa semester enam program studi bahasa Inggris Universitas Riau. Penelitian ini merupakan penelitian kuantitatif. Penelitian ini melibatkan 74 siswa dari dua kelas. Instrumen dalam penelitian ini adalah kuesioner. Kuesioner yang diadaptasi oleh peneliti disebut MILLA (Measuring Instrument for Language Learner Autonomy) dirancang oleh Carol. Hasil penelitian mengungkapkan hasil analisis angket menunjukkan bahwa 11 siswa 81% - 91% pada tingkat sangat tinggi, sebagian besar siswa 61% - 79% (57 siswa) pada tingkat tinggi, 5 siswa 43% -46% pada tingkat sedang dan 1 siswa 39% pada tingkat sangat rendah. Jadi, sebagian besar siswa memiliki kemandirian belajar yang tinggi.

Kata Kunci: Otonomi Belajar

INTRODUCTION

English is considered as a foreign language that should be taught at elementary school level until university level as a compulsory subject in Indonesia (Alrajafi, 2021). It is an important foreign language that should be mastered since English is believed to be an important language that can help students become successful in life. Information related to the development of technology and knowledge is mostly written in English and communication in international level is mostly conducted in English. The ability to participate and compete in the global world is very much influenced by the ability to use English. Thus, it is important that students can communicate by using English.

Teaching English in Indonesia is challenging (Agung, 2019). This is due to the fact to the position of the English as a foreign language. In foreign language setting the only source of exposure that is important in the process of the learning language is in the classroom. The students have to learn, practice and communicate by using English in the classroom (Getie, 2020). The students have their own styles of learning (Erni, 2023). The amount of the time students spend in the classroom is far beyond to the amount of time need to acquire or learn and become successful language learner. This condition is often not considered as one of the reasons why most students failed in mastering English. Most teachers are only focusing on finding the suitable method of teaching, designing interesting media or adjusting the evaluation techniques and neglect that to be able to acquire or learn a language student, they need a lot of explanation to the target language. Since time allocation for learning in the classroom is limited, the students also need to be exposed to the target language outside of the classroom.

Students who are successful language learner are mostly the ones who participate in a lot of activities in learning a language not only in the classroom but also outside of the classroom (Lestari & Wahyudin, 2020). Those who are actively engaged in learning are often referred to as autonomous learner or those who have learning autonomy. Someone with learning autonomy have the willingness to develop their language ability by doing several activities to improve their language ability independently with or without the help of teacher.

Learning autonomy is closely related to the concept of learning how to learn and the process that students take initiatives with or without the help of others, in terms of studying learning needs, setting learning objectives, determining learning resources, choosing and implementing appropriate learning strategies for themselves, and evaluating learning outcomes. Students must know about their own thoughts and be able to direct them to the goal of being reflective and strategic in learning (Thuan, 2021). In short, learning autonomy is the ability of the student to take control, ability to have willingness and responsibility for their own learning.

Learning autonomy can be defined as the ability to take charge of one's own learning (Everhard, & Murphy, 2015; Balçikanli, 2010) in (Melani, 2020). Holec (1981) in (Hermagustiana & Anggriyani, 2020) states that the meaning of autonomy is the ability to take control of one's own learning. Autonomous learners are placed in a new perspective, have the capacity for detachment, critical reflection and decision making, take independent action and are expected to assume greater responsibility and take control of their own learning.

Effective learning is influenced by independent learning (Zarei, 2010). Students are able to independently master and develop their language skills. Learners' autonomy improves the quality of language learning and enable students to make the best use of learning opportunities inside and outside the classroom (Borg & Al-busaidi, 2012). So, learning autonomy is important to get learning outcomes.

Thus, it is important to identify or assessing students learning autonomy in order to give information on whether the students are autonomous or not. This information is important for teachers; since it will help them to design the lesson by incorporating the element of autonomous learning into their lesson and help students develop their learning autonomy.

Based on the results of the researcher's interviews and observation with several sixth semester students of the English study program Universitas Riau, the researchers found: First, some of them stated that they only use or practice English in the classroom as part of the lesson. Although some of them stated that they use or practice English with friend, a lot of them admitted that they rarely did it. There were some students who are willing to spend time to improve their English ability by attending course, joining English club or browsing the internet or social media with the purpose of helping them to become better English learner. They also admitted that they rarely prepare themselves before classes; the only time they learn at home is the time when the examination comes or when there were assignments given by lecturer.

Second, some students stated that they didn't have good English proficiency and it is difficult for them to improve their proficiency. When this happens there is an indication that they were not autonomous learner, since they didn't know how to help themselves solve problems for their own learning. Autonomous learner understands themselves, know how they learn, how to learn and how to solve problems in learning. In the context of learning English some successful language know that they learn English better by listening to music, watching movies, attending free online courses, or talking to foreigners.

Third, they admitted that it was difficult for them to access learning material or recourse to help improve their speaking, reading, writing or listening ability. Most of the learning materials they had were those given by lecturers. They rarely have the willingness or effort to find other learning materials or recourses that help them to become better language learner. When students were only relying on their lecturer to provide them with learning material or recourses and when students didn't have the ability to access learning recourses independently it is also another indication that they were not autonomous learner.

In short, based on the background of the study above, the researcher is interested in conducting research about "An analysis of learning autonomy of the sixth semester students of the English study program Universitas Riau".

METHOD

The population of this research was the sixth semester students of 2018 of English study program Universitas Riau, which consists of three classes. They are; 18A, 18B, 18C. The total number of the population is 110 students. There were 74 students (18B and 18C) were taken as the sample by using total sampling. The researcher took

18 A (32 students) to be used as a try out to test the validity and reliability. The place of the research is Universitas Riau which is located at Kampus Bina Widya, Simpang Baru, Pekanbaru, Riau. This research was conducted in December 2021 and end in December 2022.

The writer used an online questionnaire as an instrument to collect data in this research. The questioner uses Likert Scale and consisted of 101 items. The questionnaire that the researcher used is the four dimensions of the learning autonomy. There are technical, psychological, political-philosophical, and socio-cultural autonomy to assessing learning autonomy and in this research use MILLA (Measuring Instrument for Language Learner Autonomy) as proposed by Carol (2015). The researcher adapts the instrument according to the students who will be the samples of this research. The total of the sample was 74 students. Before the questionnaire was distributed to the sample, try-out was carried out at try-out class. It is necessary to measure the validity and reliability of the questionnaire. For the validity, it was found the r-table is 0.339 and the r-value for all items were upper than 0.339. It means the items were valid. Then, the reliability is 0,982 its means the questionnaire is reliable because upper than 0,60.

To analyze the data, after collecting the data to the sample, the results were analyzed by using formula:

- a. Likert scale formula:

$$\rightarrow T \times Pn$$

Explanation:

T: total number of respondents who voted

Pn: Choice of Likert score number

→ Sum the data

→ Multiplied by the quality of each respondent

- b. To know the maximum and minimum score:

The number of samples is 110 students.

The number of items is 101 items.

- Maximum score: $101 \times 5 = 505$

- Minimum score: $101 \times 1 = 101$

$$505 - 101 = 5$$

From this calculation we can know the assessment interval.

- c. To find out the interval formula is as follows:

$$I = 100 / \text{Total Score}$$

$$= 100 / 5$$

$$(I) = 20$$

- d. Calculate the percentage:

$$\text{Total score: } \frac{\text{maximum total score}}{\text{total score}} \times 100$$

The total score is the total score divided by the maximum total score then multiplied by 100.

- e. After calculate the percentage the results of the data of the questionnaire based on the students' answers, the percentage described by using classification

of students' scores. As stated by Arikunto (2013), there are five categories in classification the scores as follows:

This is the interval from the very low distance of 0% to the very high of 100%.

- 0% – 19.99% = very low
- 20% – 39.99% = low
- 40% – 59.99% = moderate
- 60% – 79.99% = high
- 80% – 100% = very high

f. Finally, the results were analyzed and explained descriptively.

FINDINGS AND DISCUSSION

Findings

In collecting the data the researcher used questionnaire that included 101 items. The questionnaire used Likert Scale which were; strongly disagree score 1, disagree score 2, neutral score 3, agree score 4, and strongly agree score 5. The researcher gave the questionnaire to 74 respondents.

	Interval	Level	Frequency	Percentage
1	0% – 19.99%	very low	0	0
2	20% – 39.99%	low	1	1%
3	40% – 59.99%	moderate	5	7%
4	60% – 79.99%	high	57	77%
5	80% – 100%	very high	11	15%
Total			74	100%

Table classifies students learning autonomy of the sixth semester students into 5 levels: very low, low, moderate, high, very high. The result shows 15% of the students with the total number of 11 students are classified as students with very high learning autonomy. 77% of the students with the total number of 57 students are categorized as students with high learning autonomy. 7% of the students with the total number of 5 students are identified as students with moderate learning autonomy. Meanwhile only 1% of the students with the total number of 1 student are classified as student with low learning autonomy.

Figure 1

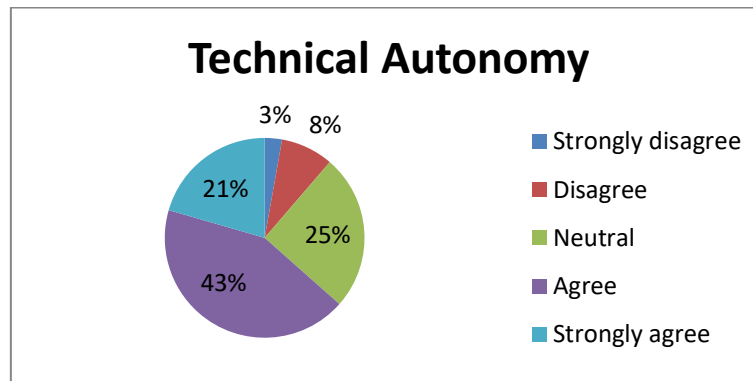


Figure 1 showed that 43% of the students with the total number of 74 students indicated that they agree that they have technical autonomy. 25% of the students were not sure whether they have technical autonomy or not. 21% of the students claim that they strongly agree that they have technical autonomy. 3% of the students answer that they strongly disagree that they have technical autonomy. 8% of the students disagree that they have technical autonomy. So, the highest percentage is the answer of the students who indicated that they agree they have technical autonomy with the total percentage of 43%.

Figure 2

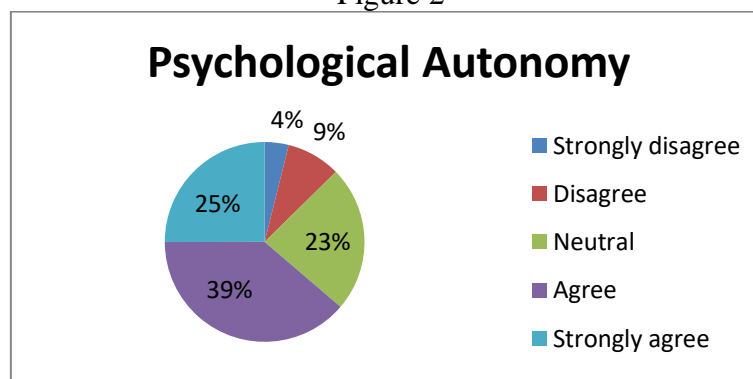


Figure 2 described that 39% of the students with the total number of 74 students indicated that they agree that they have psychological autonomy. 23% of the students were not sure whether they have psychological autonomy or not. 25% of the students claim that they strongly agree that they have psychological autonomy. 4% of the students answer that they strongly disagree that they have psychological autonomy. 9% of the students disagree that they have psychological autonomy. So, the highest percentage is the answer of the students who indicated that they agree they have psychological autonomy with the total percentage of 39%.

Figure 3

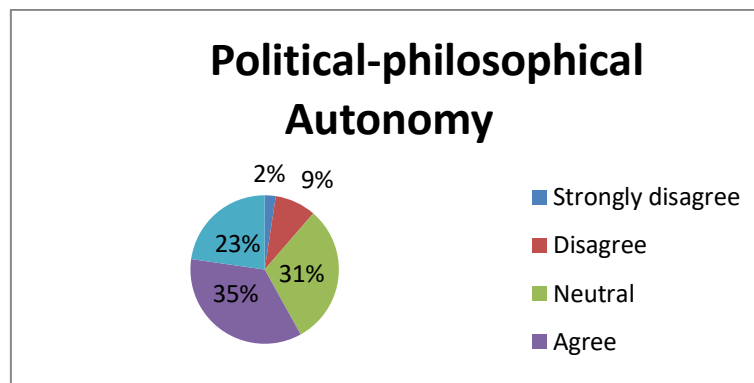


Figure 3 indicated that 35% of the students with the total number of 74 students indicated that they agree that they have political-philosophical autonomy. 31% of the students were not sure whether they have political-philosophical autonomy or not. 23% of the students claim that they strongly agree that they have political-philosophical autonomy. 42% of the students answer that they strongly disagree that they have political-philosophical autonomy. 9% of the students disagree that they have political-philosophical autonomy. So, the highest percentage is the answer of the students who indicated that they agree they have political-philosophical autonomy with the total percentage of 35%.

Figure 4

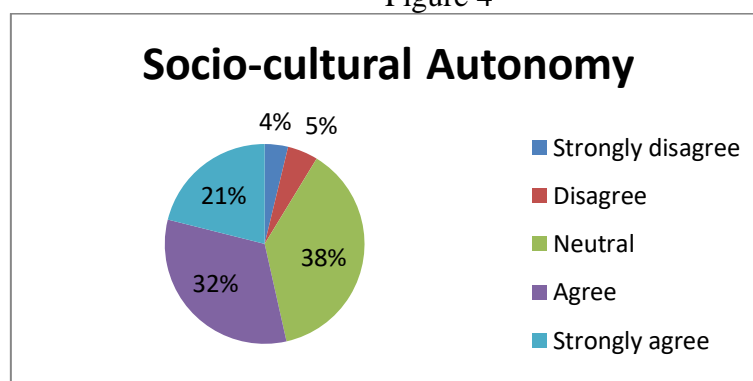


Figure 4.4 indicated that 38% of the students were not sure whether they have socio cultural autonomy or not. 32% of the students with the total number of 74 students showed that they agree that they have socio cultural autonomy. 21% of the students claim that they strongly agree that they have socio cultural autonomy. 4% of the students answer that they strongly disagree that they have socio cultural autonomy. 5% of the students disagree that they have socio cultural autonomy. So, the highest percentage is the answer of the students who indicated that they were not sure whether they have socio cultural autonomy or not with the total percentage of 38%.

Discussion

This research is about the students' learning autonomy of the sixth semester students of the English study program Universitas Riau. The data is gotten from questionnaire and the questionnaire uses Likert scale which consists strongly disagrees, disagree, neutral, agree, and strongly agree for responding. In analysis data, the researcher calculates learning autonomy by using Likert scale Formula. It is found that most of the students high in learning autonomy.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research result of the students' learning autonomy, the researcher concluded that there were 11 students in very high level (81% - 91%), 5 students in moderate level (43%-46%), 1 students in very low level (39%) and most of the students in high level (61% - 79%). So, the total number of students who high in learning autonomy was 57 students from 74 students. It means that most of the students in this class high level in learning autonomy.

Suggestion

From the conclusion above, the writer would like to give Suggestion to the teachers to identify or assess student learning autonomy in order to get information whether students are autonomous or not. This information is important for teachers to help teachers design lessons by incorporating elements of autonomous learning into lessons. Teachers who are currently involved in the process of learning and teaching English need to be more creative in arranging their learning materials sequentially to increase meaningful learning in the classroom, i.e. also better integrate technology in learning, it also helps to promote learner autonomy in the classroom. It can be useful for students; the students can develop their learning autonomy.

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