

## CHAPTER II

### THEORETICAL REVIEW

#### A. Autonomy in Language Learning

##### 1. History of the Concept Learner Autonomy

Learner autonomy has become an influential concept in language education in a variety of contexts in recent years, and 'culture' has often been mentioned as a significant variable in connection with its appropriateness and/or practicality (Blidi, 2017). Autonomy is a difficult concept to define, for it has been approached from different angles by different scholars since the notion came into being (Xu, 2015). There are two main points about the history of autonomy in language learning. The first point, the idea of autonomy is not indigenous to language teaching and learning. Rather, it is an imported, essentially non-linguistic, concept that has been brought into language teaching, via psychological and educational theory, from the field of moral and political philosophy.

The second point, that interest in the idea of autonomy has grown largely through its association with various forms of practice, including individualized learning, self-instruction, self-access, computer-assisted language learning, distance learning, the use of authentic materials, language advising, learner training, and strategy training, collaborative

learning, project work, and the process or negotiated syllabus. These two points of the history of autonomy in language learning mean that autonomy is necessarily a complex multifaceted concept (Pemberton, Toogood, & Barfield, 2009). Learner autonomy as a concept "erupted" as a necessity of defining the shift from traditional teaching to interactive teaching the shift from teaching to learning (from the teacher- to a learner). The process hereby takes into consideration factors that help foster and maintain better learning, self-motivated learning, and helps learners' in discovering of who they are actually what they like and how they learn best (Xhaferi & Hotz, 2015). The concept of autonomy in language learning is linked to the communicative approach. Second language learning will proceed most effectively if learners are allowed to develop and exercise their autonomy. The connection between autonomy in language learning and the communicative language approach is therefore relatively well developed at a theoretical level (Nunan, 2002).

The concept of autonomy has manifested the capacity of learner to take control of one's learning process during his/her lifetime. Autonomy is available in different fields of study at different levels, the concept of autonomy in language learning is connected with the communicative approach (Chitashvili, 2007). There were three perspectives about the concept of autonomy. The first, learner autonomy is an ideal state, seldom

actually achieved, where learners are fully responsible for decisions about their learning. The second represents a set skill that can be learned. The third, autonomy is an inborn capacity that is suppressed as we go through the process of institutional education. As the starting point for discussion of the concepts, three concepts need to be acknowledged (Pemberton, Pierson, Edward, & Winnie, 1996).

First, for every paper published on autonomy in language learning, there are at least twenty autonomy and self-direction in their fields of learning. In North American adult education, in particular, self-direction is a tried and tested concept. Evaluation on it, even those made by some of its advocates, or by no means universally positive. Second, autonomy is a multifaceted concept with political, psychological, and philosophical ramifications. Its application in the fields of language learning is highly problematical, and we cannot expect to find an off-the-shelf concept of autonomy neatly packed and ready for use. Third, nobody has yet succeeded in developing a version of autonomy that especially takes account of the nature of language and language learning (Pemberton, Pierson, Edward, & Winnie, 1996).

Autonomy in language learning is a desirable goal for philosophical, pedagogical, and practical reasons (Cotterall, 1995).

a. **Philosophical**

The philosophical rationale behind autonomy is the belief that learners have the right to make choices concerning their learning

b. **Pedagogical**

The pedagogical is adults demonstrably learn more, and more effectively when they are consulted about dimensions such as the pace, sequence, mode of instruction, and even the content of what they are studying.

c. **Practical**

The practical argument for promoting learner autonomy is quite simple that the teacher may not always be available to assist. Learners need to be able to learn on their own because they do not always have access to the kind or amount of individual instruction, they need to become proficient in the language. Finally, learners more become efficient in their language learning if they do not have spent the time waiting for the teacher to provide them with resources or solve the problem.

## 2. Learned-Centered

However, many language programmers claimed to be learned-centered and supportive of learner initiative, much classroom practice appears to subvert this goal. Learner-Centeredness is a concept that is much discussed within the framework of learner autonomy. There are five levels for increasing learner-centeredness (Pemberton, Toogood, & Barfield, 2009);

### a. Awareness

Awareness is sensitizing learners to the classroom tasks and to the type of learning strategies they may use in the lesson.

### b. Involvement

Rather than the teacher always selecting the tasks of specifying how a task can be done, learners can be involved more in both these processes.

### c. Intervention

When the student is allowed to adapt or modified a task or the way a task is done then we have student intervention.

d. **Creation**

In order to give the learners even more control over their learning, we may invite them to decide their own goals and prepare their own learning tasks during the lesson. To give the learners even more control over their learning, we may invite them to decide their own goals and prepare their learning tasks during the lesson.

e. **Transcendence**

When the learners go beyond the classroom and work with authentic materials, and/or become teachers to their peers.

**B. Components of Autonomy**

Learner autonomy is an important skill today age's and for members of society who are changing rapidly. Learner autonomy will make students love to learn for the development of their knowledge and to keep up with changes in their society. Today age's true forces students to be more courageous in making their own decisions within themselves. The components that make up autonomy in language learning, an autonomous person is "one who has an independent capacity to make and carry out the choices which govern his or her actions". That capacity depends on two main components; ability and willingness (Istiqomah, 2018). Ability and willingness are divided into two components.

Ability depends on possessing knowledge about the alternatives from which choices have to be made and skills for carrying out whatever choices seem most appropriate. Willingness depends on having both the motivation and the confidence to take responsibility for the choices required.

#### 1. Ability (knowledge and skill)

The ability contains two main parts they are knowledge and skill. Knowledge is information acquired through sensory input: Reading, watching, listening, touching, etc. The concept of knowledge refers to familiarity with factual information and theoretical concepts. Knowledge can be transferred from one person to another or it can be self-acquired through observation and study. Skills, however, refer to the ability to apply knowledge to specific situations. Skills are developed through practice, through a combination of sensory input and output. As an example, social skills are developed through interaction with people by observing, listening, and speaking with them. Trial and error is probably the best way to achieve skills mastery (Boulet, 2015).

#### 2. Willingness (Motivation and Confidence)

Motivation referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Oroujlou & Vahedi, 2011). Self-confidence is

essentially an attitude that allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as assertiveness, optimism, enthusiasm, affection, pride, independence, trust, the ability to handle criticism, and emotional maturity (Sihera, 2007).

### **C. Characteristic of Learner Autonomy**

Learner autonomy is the ability to take charge of one's learning, which then specifies as to have, and to hold, the responsibility for all the decisions concerning all aspects of learning. From this definition we know that students who have learner autonomy in themselves will sufficiently motivated and disciplined in the teaching-learning process they will have their study plan and work independently outside of class to achieve their (Holec, 1981). Autonomy is a situation in which the learner is responsible for all the decisions concerned with his or her learning and the implementation of those decisions (Xhaferi & Hotz, 2015). There are eight characteristic qualities of the autonomous learner such as (Chan, 2013).

#### **1. Highly Motivated in Language Learning**

Highly motivated students are usually actively and spontaneously involved in activities and find the process of learning enjoyable without expecting an external reward (Skinner & Belmont, 1993). The students

learning is facilitated most effectively when they are motivated so, a less able student who is highly motivated achieves greater success than the more intelligent student who is not well motivated, motivation is defined differently according to different perspectives (Jafari, 2013). According to behavior, motivation is the anticipation of reward to acquire positive reinforcement. In cognitive motivation has more emphasis on the individual's decisions, the choices people make as to what experiences or goals they will approach or avoids, and the degree of effort they will exert in that respect. Sara stated that according to constructive each person is motivated differently based on his/her unique situation. However, these motivations are always done with the combination of cultural and social and cannot be separated from society (Jafari, 2013).

## 2. Goal-Oriented in Language Learning

Goal orientation has been defined as an integrated pattern of beliefs that results in different ways of approaching, engaging, and responding to achievement situations (McWhaw & Philip, 2001). The behavior result is that activation in this pathway is thought to facilitate top-down goal-oriented behavior and thereby simultaneously suppress alternative non-goal-oriented behavior. Learners who have a goal in their learning will be more organized in the learning process.

### 3. Having Inquisitive Mind (Willing to ask question)

Students who have a curiosity in themselves will try to find out the information about the things they faced, they will ask questions more and to know more. In language learning students are required to be more active, when there is a thing that they cannot understand, so they have to ask the teacher. Students who have a curiosity in themselves will try to find out the information about the things they faced, they will ask questions more and to know more. In language learning, students are required to be more active, when there is a thing that they cannot understand, so they have to ask the teacher.

### 4. Well Organized in Language Learning

Well organized in language learning encourage student motivation, performance, and persistence in language lessons. The teacher can design their courses in variant ways to cultivate student motivation and enhance opportunities for more effective learning. It can help students conceptual awareness, learn to synthesize ideas, and begin constructing their knowledge.

#### 5. Hard Working in Language Learning

Hard-working students mean to go beyond their comfort zones to achieve what they aspire. It means students who had this one character never give up and always try. In language learning, you have to invest extra time and more effort to become mastering the target language, that's commonly parents provide extra lessons outside of school for their children to make them more master the language.

#### 6. Interested and Enthusiastic in Language Learning

When the student is interested and enthusiastic in language learning it makes the students more understand toward the lesson to achieve the goal in the learning process.

#### 7. The Students Activeness (Improve Different Ways in Language Learning)

The student had to act in the lesson may be in the classroom or out of the classroom it will make the lesson not boring. Especially in language learning, students are required to understand all the explanations given by the teacher during the lesson. Active in language learning will help the students to require their goal in language learning such as mastering aspects in English lesson.

## 8. Having Initiative in language learning

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### **D. Developing Learner Autonomy**

English teachers must be aware that language teaching-learning practice has evolved from traditional to more modern and communicative, that usually just knowing and now become to use in real life. This is also influenced by the new curriculum that makes students centered, from this situation teachers have to know how to develop learner autonomy. The teacher has to use the best technique to make the students more active in the teaching and learning process, when they act and have good communication with the others indirectly, they have builds their autonomy in learning in their way with help from the teacher.

Learning strategies as "specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their learning". If the learner intentionally chooses a strategy that matches his/her teaching style,

then this strategy becomes a tool for self-regulation of the learning. Different types of strategies in developing learner autonomy as follows (Xhaferi & Hotz, 2015);

1. Cognitive

Cognitive strategies include mental activities such as reasoning, analysis, summarizing, synthesizing, outlining, and note-taking that enable the learner to deal with the material to be learned indirectly.

2. Metacognitive

Strategies are related to identifying one's learning styles, preferences, and needs. They have a direct effect on cognitive strategy use in task completion (Xhaferi & Hotz, 2015).

3. Memory-Related

Memory-related strategies help learners link the items of the target language but do not necessarily involve deep understanding.

4. Affective

Affective strategies are those that are related to identifying one's mood and anxiety level, using deep breathing or positive self-talk.

## 5. Social

Social strategies help the learner work with others and understand the target language and culture and they include strategies such as asking a question to get verification, asking for an explanation, interacting with native speakers, etc.

## **E. Students Autonomy in Learning English**

### 1. Autonomous Learning

Autonomous learning is by no means "teacherless learning" puts it, teachers have a crucial role to play in launching learners into self-access. In creating a learner-centered classroom, the starting point is to shift the focus from the teacher and the textbook to the learners (Xhaferi & Hotz, 2015). An autonomous learning system must satisfy at least the following requirements (Shen, 1994). First, an autonomous system must have its way to interact with the environment. That is, it should have its actions and perceptions. Everything that is built must be built upon these actions and percepts. Every concept or idea of that system must eventually have meaning in terms of these actions and perceptions. A system says ice is cold because it can touch the ice and sense the effect of that action. Second, an autonomous system must learn from its experience, especially from its mistakes. No matter how thoughtful its creator is, an autonomous system is

bound to meet situations in its world that are not specified in its building instructions. Because of this, mistakes are inevitable. An autonomous system must be able to correct mistakes as they happen, not repeat them forever. Third, an autonomous system must decide what to do by itself. Actions must have purposes: either making progress towards the goals or exploring the environment to gather more information. There is no teacher to tell a system what to do. The only source of learning is the consequences of its actions. Fourth, an autonomous system must be able to adapt to different environments and tasks. The system must be flexible and general. It should be able to learn from any environment in which it can "live." For example, an autonomous lawnmower should be able to mow your front yard or a soccer field. Fifth, finally, autonomy does not mean refusing any external help. An autonomous system should always be able to assimilate advice. For example, one might tell an autonomous system what the life-threatening situations are so that the system will not jump off a cliff or plunge into acid. However, advice should not be taken blindly. Whether a piece of advice is good or bad will ultimately be judged by the system itself. This does not necessarily mean that the system will try these irreversible actions itself. It can watch and learn from the experience of another system.

## 2. Students Autonomy in Learning English

### a. Vocabulary

The students at the advanced level of foreign language study often find it difficult to get motivated to work on their vocabulary development, because they believe that the knowledge of lexis they have at this stage makes it possible for them to express most meanings. One of the many ways of motivating students to concentrate on vocabulary that a teacher can use is systematic review and testing. Even in this case, however, students often believe that the knowledge they already possess will be enough to get at least a pass mark (Pawlak, Wiertelak, & Bielak, 2017). When the students try to find out the vocabulary and then make a sentence use the vocabulary as slowly teacher has developed autonomy in themselves.

In the learner autonomous world of vocabulary learning, the teacher role's is reduced and they become facilitators, but this does mean the teacher to be passive in the learning process. The teacher can give tasks and instruction which help students to find out the answer. The teacher can ask students to read the text then opened the dictionary to find out what the word that they do not understand meaning is. It is spontaneous makes students become an autonomous learners.

## b. Grammar

As is the case with the learning of other language skills and subsystems, success in learning foreign language grammar entails taking charge of one's learning and going beyond the requirements specified by the teacher. (Pawlak, Wiertelak, & Bielak, 2017). The difficulties of teaching grammar are commonly faced by the teacher because of less of the student's awareness in teaching on their outside of the classroom. An autonomous approach to learning grammar can be encouraged in several ways, many of which mirror the techniques that can be applied to foster autonomy in the process of foreign language learning (Pawlak, Wiertelak, & Bielak, 2017). Encouraging a discovery approach to learning grammar, setting up tasks enabling collaborative construction of grammatical knowledge, creating opportunities to use the structures taught in communication, encouraging experimentation with new language forms, Familiarizing learners with additional resources for the learning of grammar, providing appropriate training in the use of such resources, encouraging productive and receptive use of the target language outside the classroom, asking students to create their exercises and tasks, raising learners' awareness of grammar-related issues raising learners' awareness of their use of grammar.

### c. Listening

Listening comprehension, consider either as a processor as a skill can potentially create some problems for the listener of language learners. Every student has their way, style, and strategies in learning, students with different levels of autonomy experienced different perceived listening comprehension problems. The autonomous students will be learned more again and again to achieve a good score in listening, that's why students become autonomous learners. Listening requires us to practice more to make u more familiar with listening.

### d. Speaking

Speaking needs high confidence in someone who wants to speak fluently. Students with less confidence will difficulty in mastering speaking. Students who want to speak English well should always to practices this one is according to the student's self-awareness to start doing the exercise with themselves without encouragement from others if they want to be master.

### e. Reading

Reading is the complex process of decoding symbols to derive the meaning of the text. Reading is a multifaceted process involving

word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print (Leipzig, 2001).

#### f. Writing

Not much different from the others, students who want to master something have to practice more by themselves, as well as writing, students also have the self-awareness to try to write on their own if they want to master writing skill.

### F. Skala Likert

Skala Likert adalah skala yang digunakan untuk mengukur persepsi, sikap atau pendapat seseorang atau kelompok mengenai sebuah peristiwa atau fenomena sosial (Pranatawijaya, Widiatry, Priskila, & Putra, 2019). Terdapat dua bentuk pertanyaan dalam skala likert, yaitu bentuk pertanyaan positif untuk mengukur skala positif, dan bentuk pertanyaan negatif untuk mengukur skala negatif. Pertanyaan positif diberi skor 5, 4, 3, 2, dan 1; sedangkan bentuk pertanyaan negatif diberi skor 1, 2, 3, 4, dan 5 (Pranatawijaya, Widiatry, Priskila, & Putra, 2019).

#### **Interval formula:**

$$I = 100 / \text{Total Likert score}$$

$$= 100 / 5 = 20$$

Results (I)= 20

Interval range from lowest 0% to highest 100%

Numbers 0% - 20% : (Very Good

Numbers 20% - 40% : (Good

Numbers 40%- 60% : (Uncertain

Numbers 60%- 80% : (Bad

Numbers 80%- 100% : (Very Bad

## **G. Review of Previous Study**

The researcher used the descriptive qualitative method. The techniques of collecting data were passive participant observation, interview, and documentation. The results of the research showed that the students' learning autonomy in English Lesson at the eleventh grade of SMA Muhammadiyah 1 Karanganyar was categorized into good in their autonomy and factors are supporting the autonomous (Istiqomah, 2018).

The researcher used mix-methods research where the techniques of collecting data used questionnaires and interviews. The result of this study is, based on the discussion on the student's perception of autonomous learning,

most students have a positive perception of autonomous learning (Nugraeni, 2009).

The research was conducted in two cycles. The cycle consists of two stages. At the first stage, the students were asked to do a self-discovery activity to improve their self-investment. In the next stage, the students worked in groups to improve their language skills. The instruments were an observation sheet, interview guide, and questionnaires. The result shows that autonomous learning through self-discovery improved the learners' self-investment that affects their learning achievement on language skills in the English learning process (Purnama, 2012).

