

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter present and discuss the finding of this research based on the data gathered from questionnaire via Google Form and interview via WhatsApp messenger. The interview is useful to support the data from the questionnaire. In this chapter, the researcher presents findings and discussion of the study to answer the research question about how are the students learning autonomy in learning English

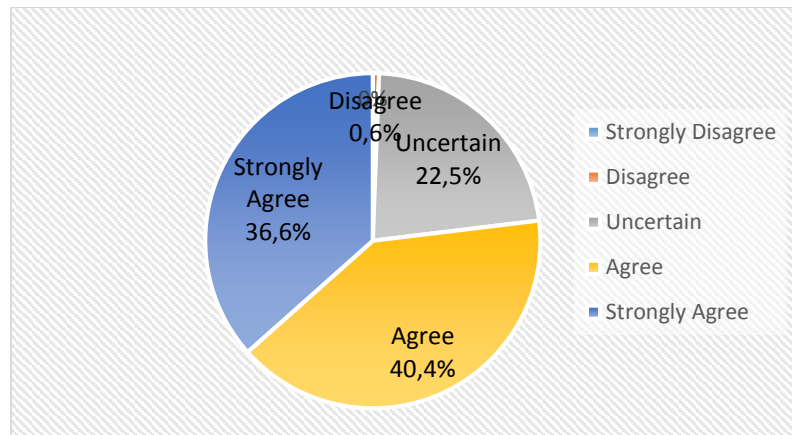
#### **A. Findings**

In this section the researcher would present the results of the data of student's autonomy in learning English that had already obtained through questionnaire via Google Form and interview via WhatsApp messenger. The researcher conducted the research at SMAIT Ukhuwah Banjarmasin on the twelfth grades MIA 1 and MIA 2 class. There were 52 students who filled the questionnaire from Google Form. The questionnaire contains about 24 questions. From 52 students who filled the questionnaire, there were 10 students chosen by the researcher for the interview there are 5 students each class. Through the questionnaire and interview, the researcher wanted to find out about students autonomy in learning English. The researcher used close-ended questions to gather the data from the students. On the Google Form questionnaire, there were five alternative answers available in each question namely; strongly disagree, disagree, uncertain, agree, and strongly agree.

1. How is the Student's Autonomy in Learning English

a. [Highly Motivated in Learning English](#)

Table 4.1						
Highly Motivated in Learning English						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I enjoy the English lessons delivered by the teacher without expecting any reward from the teacher	0 (0%)	1 (1.9 %)	16 (30.8%)	18 (34.6%)	17 (32.7%)
2.	I try to be active and involved in the English learning process	0 (0%)	0 (0%)	11 (21.2%)	25 (48.1%)	16 (30.8%)
3.	I try to make a comfortable situation when I study English	0 (0%)	0 (0%)	8 (15.4%)	20 (38.5%)	24 (46.2%)
Total		<b>0%</b>	<b>0.6%</b>	<b>22.5%</b>	<b>40.4%</b>	<b>36.6%</b>



Based on table 4.1, the table described that most of the students had positive answers. It was proven by 40.4% of the students who chose to agree and 36.6% chose to strongly agree with all the statements. They enjoyed their learning delivered by the teacher without expecting any reward from the teacher (34.6% of students chose to agree and 32.7% of the students chose to strongly agree while 30.8% of the students chose uncertainly and 1.9% to one of them chose to disagree). To be active and being involved when they learned English (48.1% of students chose to agree and 30.8% chose to strongly agree while 21.2% of the students chose uncertain to the statement number 2). Most of them agreed to make a comfortable situation when they learned English (38.5% of students chose to agree and 46.2% chose to strongly agree, while 15.4% students chose uncertainly. Based on the interview conducted with the student three of them stated that.

*"I tried to be active and involved when I am learning English in the class, I also enjoy the lesson that explained by the teacher. In my opinion, when I have been active in learning it could improve my abilities in English ".*

*"I think, as a student, we must be active not only in English lessons but also in other lessons. When I learn English at school or home, I tried to find out the comfortable situation, it will be easier for me to understand the lesson".*

*"In my opinion, it depends on the teacher. If the teacher is fun, then I will enjoy the lesson and tried to be actively involved in it".*

Based on their statement on the interview and the data gathered from questionnaires, most of them agreed to be active, enjoyed the learning, and find a comfortable situation for their learning. One of them also stated that being active in learning can improve her abilities in English learning. It could be concluded that most of them tried to become highly motivated students in English learning. Some of them want to be more involved and become part of the learning process and the others chose to be active if the teachers took great roles in learning. Based on the explanation above found that the total number students who chose agree and strongly agree was 77%. It can be conclude that the student's motivation was categorized into good.

b. [Goal-Oriented in Learning English](#)

Table 4.2 Goal-Oriented in Learning English						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Mastering English skills is my goal in	2 (3.8%)	8 (15.4%)	34 (65.4%)	6 (11.5%)	2 (3.8%)

	learning English					
2.	I need to be able to speak English fluently	0 (0%)	1 (1.9%)	17 (32.7%)	30 (57.7%)	4 (7.7%)
3.	I want to get high scores for my English lesson	0 (0%)	0 (0%)	13 (25%)	23 (44.2%)	15 (28.8%)
Total		1.3%	5.8%	41.1%	37.8%	13.4%

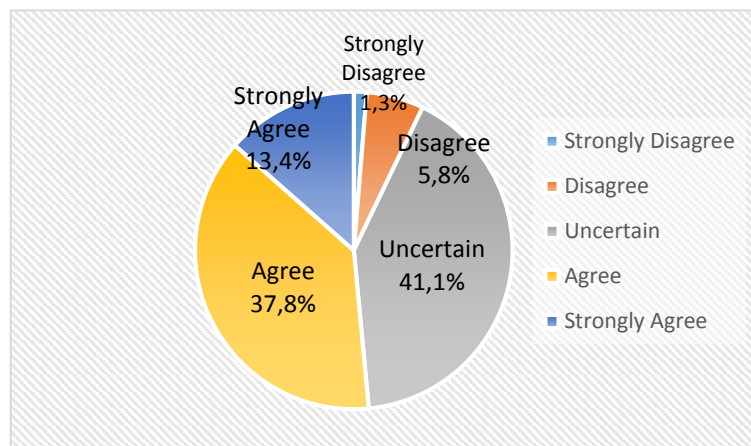


Table 4.2 Showed that most of them had uncertain decisions to all the statements. It was proven by 41.1% of the students who chose uncertainly, 37.8% chose to agree, 13.4% chose strongly agree, 5.8% chose to disagree and 1.3% chose strongly disagree with all the statements. Most of them were not sure they could master English skills (65.4% of the students chose uncertain the rest are chosen strongly disagree 3.8%, disagree 15.4%, agree 11.5%, and strongly agree 3.8%). In the interview two of them stated that.

*"I am not sure, that I can master English skill, because English is hard to learn, but I will try my best"*

*"I am not sure, but I will try"*

They need to be able to speak English fluently (57.7% of the students chose to agree, 7.7% chose strongly agree, while 32.7% chose uncertainly and 1.9% chose to disagree) two of them stated that;

*"I think everyone wants to be able to speak English fluently, but what makes it different is the habit itself"*

*"I want to be able to speak English fluently but, on the other hand, I realized that how difficult English is, that's why on the questionnaire I chose uncertainly".*

Most students considered that they wanted to get a high score on their English learning (44.2% of the students chose to agree, 28.8% chose strongly agree, and the rest 25% chose uncertainly).

According to the data gathered from questionnaires and interview, the reseacher conclude that the students still uncertain on themselves. On the other hand the students had intentions in learning English, they had a hope to become a person who can speak English fluently, they wanted to master English skills, and also they wanted to raise a high score in English lesson. Some of them stated that they do not sure they could master English skills, but at least they wanted to keep trying and always practicing. The total number of student's who chose agree amd strongly agree in having goal on their learning still were indicated that in fair category or 51.2%.

## c. Willing to Ask Question in Learning English

Table 4.3						
Willing to Ask Question in Learning English						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	If I am curious about something in English lessons, and I can't find it, I will ask the teacher	2 (3.8%)	2 (3.8%)	12 (23.1%)	22 (42.3%)	14 (26.9%)
2.	If there is something I don't understand during the English lesson process, I will immediately ask the teacher right away	1 (1.9%)	3 (5.8%)	10 (19.23%)	26 (50%)	12 (23.1%)
3.	I don't feel embarrassed if I ask the teacher about things that I don't understand	2 (3.8%)	3 (5.8%)	13 (25%)	22 (42.3%)	12 (23.1%)
Total		<b>3.2%</b>	<b>5.1%</b>	<b>22.4%</b>	<b>44.9%</b>	<b>24.4%</b>

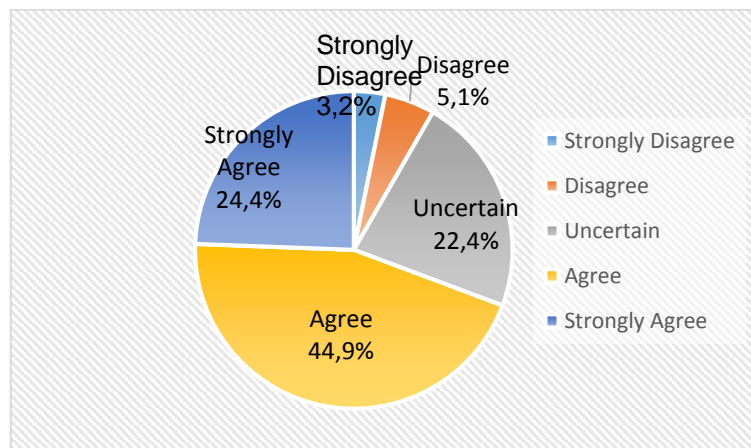


Table 4.3 showed that the majority of students chose to agree and strongly agreed with all the statements (44.9% and 24.4% of the students) the others chose uncertain to all the statements (22.4% of the students) and the other students chose to disagree and strongly disagree with all the statements (5.1% and 3.2% of the students). The results suggest that the students had a great sense of curiosity in English learning. Most of them chose to agree and strongly agreed if there was something that they can't find about English lessons then they will ask the teacher (42.3% and 26.9% of the students), 23.1% of the students chose uncertainly, 3.8% chose to disagree and 3.8% of the students chose strongly disagree with statements number 1. They will ask the teacher if there was a problem during the lesson (50% of the students chose to agree, 23.1% chose to strongly agree, 19.23% chose uncertainly, and the rest 5.8% chose to disagree, 1.9% chose strongly disagree to the statement number 2). They were also agreed to not feel embarrassed when they ask the teacher (42.3% of the students chose to agree, 23.1% chose strongly agree, 25% chose uncertainly, 5.8% chose to disagree, and 3.8% chose strongly disagree).



From table 4.3 gathered from Google Form questionnaires above, it could be seen that there were only a few students who disagreed and strongly disagreed with the statements point willing to ask questions in learning English, while the rest mostly agreed and strongly agreed about it. In the terms of if they can find the information, especially in English lesson almost of them agreed to ask the teacher. Based on the interview two of them claimed that they will go ask the teacher immediately during the lesson if there is a problem or something that they didn't know.

*"When I don't know about something, I usually ask the teacher"*

*"If there is a problem during the lesson, first I will ask my friends, but if they don't know either, then I will ask the teacher"*

Then, almost all of the students agreed and strongly agreed that if during the English lesson and they don't get the lesson they will ask the teacher immediately. One of them said that, why does he like to ask the teacher is because it would improve his confidence in English. English would be difficult if we don't practice and get used to it, if the students used to ask the teacher, it will create interesting interactions between teacher and students in the learning process and makes the lessons interesting.

For the last, most of the students were also agreed and strongly agreed with the statements about they don't feel embarrassed when they ask the teacher about things they didn't understand. Some of them said that, why we had to be embarrassed about good things, ask the teacher if you don't understand. Some of them had a great opinion toward this term. On the other hand, there is one of

them who didn't agree about this, based on the interview he said that he didn't agree that ask the teacher will be fine for him.

*"I am not sure because I felt embarrassed if I ask the teacher because all of the eyes would be on me and it makes me like a joke to everyone and that's why I prefer to keep quiet".*

Based on the discussion about willing to ask questions to the teacher, the results showed that the students willingness to ask question on the English categorized into good. Most of them had a great answer toward the statements and the teacher had transferred the responsibility of learning to students because many of them have a good intention. The teacher took roles in the learning process to become a facilitator and makes the students becomes an autonomous student. On the other side for students who still lack self-confidence practicing is one of the things they can do to improve their self-confidence.

The total numbers of students who chose agree and strongly agree were 69.3%. It showed us that their autonomy in willing to ask question was categorized into good.

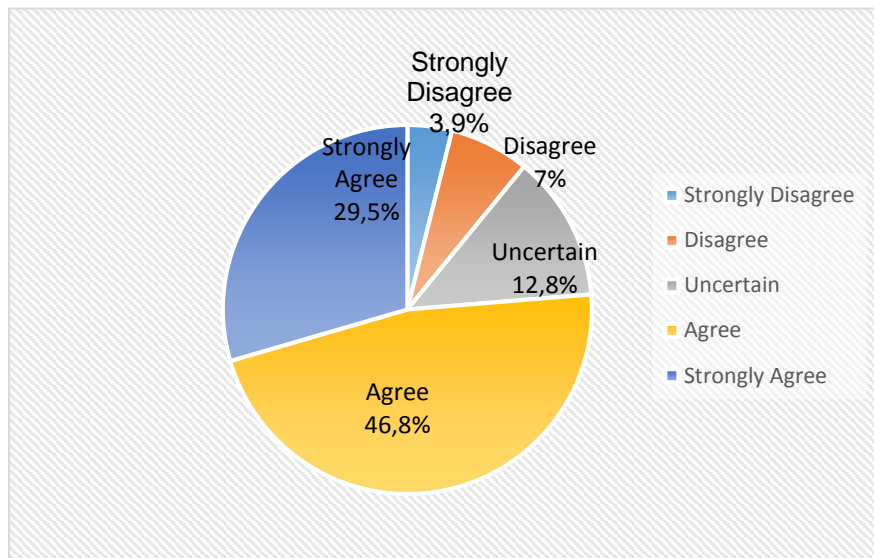
#### d. Well Organized in Learning English

Table 4.4

Well Organized in Learning English

No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I decided to prepare things that I had to bring in learning English, for example, dictionaries and textbooks, and anything that supports my learning	0 (0%)	6 (11.5%)	4 (7.7%)	20 (38.5%)	22 (42.3%)
2.	I decided to set a target of achieving my English vocabulary and keep improving	3 (5.8%)	1 (1.9%)	8 (15.4%)	27 (51.9%)	13 (25%)
3.	I decided to make a list of what I should learn in English lessons	3 (5.8%)	4 (7.7%)	8 (15.4%)	26 (50%)	11 (21.2%)

Total	<b>3.9%</b>	<b>7%</b>	<b>12.8%</b>	<b>46.8%</b>	<b>29.5%</b>
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The results from table 4.4 described that most of the students had a positive answer. It was proven by 46.8% of the students who chose to agree and 29.5% chose to strongly agree with all the statements. They are deciding to bring dictionaries, textbooks, and anything that can support when they learning English (38.5 % of the students chose to agree and 42.3 chose to strongly agree, while 7.7% chose uncertainly, and the rest 11.5% chose to disagree. They deciding to make a goal in achieving English vocabulary (51.9% of the students chose agree, 25% chose to strongly agree, 15.4% chose uncertainly, 1.9% chose disagree, and 5.8% chose strongly disagree). They deciding to do make lists for their learning (50% of the students chose agree, 21.2% chose strongly agree, 15.4% chose uncertainly and the rest were 7.7% chose disagree and 5.8% chose strongly disagree).

They decided to prepare what they have to bring the things that can support in learning English indicate that the students used to become a student who readies to learn. By preparing things that they had to bring into the English learning process, they accidentally got used to being autonomous students. Becomes an autonomous student will make them easy to enrich their knowledge.

*"When I learning English, the things that I usually brought was dictionary and textbook I prepared it at night"*

Most of the students agreed to set the target in achieving their vocabulary and made lists of what they had to learn in English (50% and 51.9% of the students chose to agree in it). By setting a target vocabulary and made lists for what they wanted to learn are indicate students have the initiative in themselves. In learning English habituation is the essential thing, for example, when you read an English book, you will be familiar with the vocabulary then you find translation in your language and you become remembered what is the vocabulary means.

Based on the discussion, the result showed the point of well organized in learning English was categorized into good. The students knew what they had to do to prepare themselves for the English learning process. They took roles in their learning English process, they decided to prepare what they had to bring, they setting the target to achieving their English vocabulary, and they can decide do list of what they wanted to learn. The researcher finds out the students took good control of their English learning. An autonomous student is a student who knows what they have to do, they can decide what they want to do, but still

under the teacher's direction. The total students who chose agree and strongly agree was 76.3%, this was categorized into good.

e. **Hard Working in Learning English**

Table 4.5 Hard Working in Learning English						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I decided to take an English course outside of school hours	6 (11.53%)	16 (30.8%)	20 (38.5%)	7 (13.5%)	3 (5.8%)
2.	I am motivated to listen to music and watch English movies a lot	1 (1.9%)	1 (1.9%)	10 (19.23%)	16 (30.8%)	24 (46.2%)
3.	I decided to try reading more texts and things related to English such as books, internet articles etc.	0 (0%)	4 (7.7%)	14 (26.9%)	13 (25%)	21 (40.4%)
Total		<b>4.5%</b>	<b>12.2%</b>	<b>28.21%</b>	<b>23.1%</b>	<b>30.8%</b>

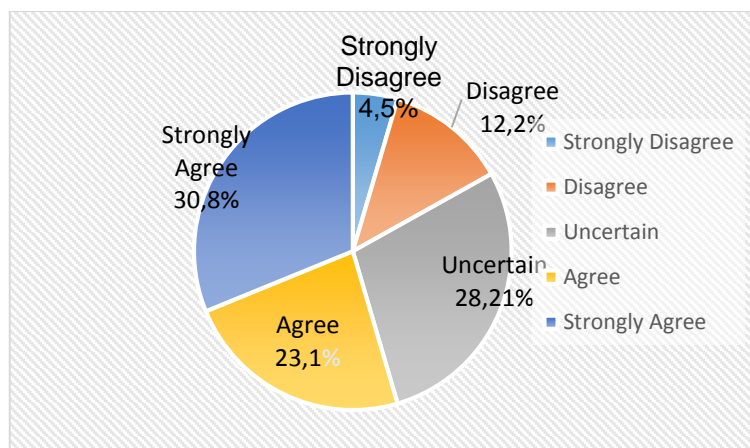


Table 4.5 showed that most of them chose to agree and strongly agreed with all the statements (23.1% and 30.8% of the students) others chose uncertain to all the statements (28.21% of the students) and the other students chose to disagree and strongly disagree with all the statements ( 12.2% and 4.5% of the students). The results showed that most of the students have tried hard to learn English. A small number of the students agreed and strongly agreed that they were taking English courses outside the school (13.5% and 5.8% of the students). There were most of the students agreed and strongly agreed to listen to English music and watch English movies a lot (30.8% and 46.2% of the students). The students were motivated to read more that related to the English (25% of the students chose agree and 30.8 chose to strongly agree). The majority of the students who chose to agree and strongly agree indicated that those students tended to be what they want to do 2 of them stated that;

*"Sometimes there are materials that I don't understand were hindered by the limited school hours, that's why I am taking additional lessons outside of the class".*

*"Listen to English music and watching English movie was also my hobbies, by doing that thing, besides I enjoyed it, I can also learn English indirectly".*

On the other hand, some of the students were uncertain they were taking an English course outside the class of school (38.5% of the students were chosen uncertain), there were 19.23% of the students chose uncertain to the statement number 2 and 26.9% of the students were uncertain to the statement number 3). They were not able to determine whether they agreed and disagreed with the statements. It might be because, they thought learning English at school is enough, but at the same time takes an English course outside the class is also good for their development. Tried to listen to English music and watch English movie also becomes the things that they uncertain to do it or not, and the last about reading more things that related to English, reading is boring but at the same time reading is also important to practice English.

Based on the discussions above, students have various kinds of answers according to themselves. The result illustrated that most of the students were still uncertain to their decision, they were still uncertain about their answers. The total numbers of students who chose agree and strongly agree were 53.0% this situation makes them in fair category of autonomy.

f. Interested and Enthusiastic in Learning English

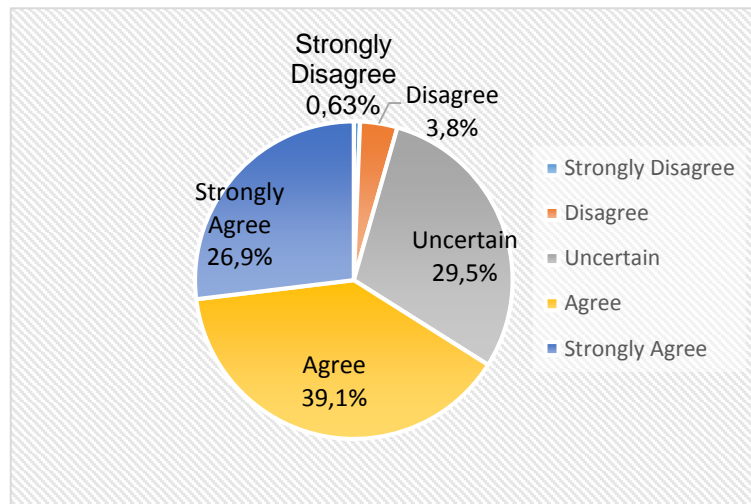
Table 4.6

Interested and Enthusiastic in Learning English



No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I am motivated to find out any more information related to English lessons	1 (1.9%)	4 (7.7%)	15 (28.8%)	19 (36.5%)	13 (25%)
2.	If there is a conversation or text that the teacher asks to read, I will read that for his/her	0 (0%)	2 3.8%)	12 (23.1%)	21 (40.4%)	17 (32.7%)
3.	English is fun and interesting to learn so, I enjoy the explanation delivered by the teacher during the English learning	0 (0%)	0 (0%)	19 (36.5%)	21 (40.4%)	12 (23.1%)

	process in the class					
Total		<b>0.63%</b>	<b>3.8%</b>	<b>29.5%</b>	<b>39.1%</b>	<b>26.9%</b>



Become interested and enthusiastic in language learning is the thing that students have in themselves. When they become interested and enthusiastic about the lesson delivered by the teacher during the classroom the things can easily raise for them. Table 4.6 above showed that the students mostly agreed and strongly agreed with all the statements (39.1% of the students chose to agree and 26.9% chose to strongly agree). Try to find more information about the lesson was give advantages in their learning process. Most of the students agreed and strongly agreed to find out more information about the English lesson (36.5% of the students chose to agree and 25% chose to strongly agree), while (28.8% of the students chose uncertainly), and the rest was a small number the students who chose to disagree and strongly disagree (7.7% of the students chose to disagree and 1.9% chose strongly disagree to the statement number 1). Become a student who motivates to decided what they have to learn is a great

control to themselves. They decided to become an active student toward the learning process such play an active role in the learning process when the teacher asks to read the text they will read (40.4% of the students chose to agree and 32.7% chose strongly agree, while there were students who chose uncertain 23.1% of the students, the rest were the students who chose disagree 3.8% of the students). The last was they enjoyed the explanation delivered by the teacher (40.4 of the students chose to agree, 23.1% chose strongly agree, and 36.5% chose uncertainly).

Toward to the explanation above interested and enthusiastic in the learning process is from the student itself, they decided their learning by themselves to achieve the goal in learning. They decided to be active in the class during the lesson, and last they decided to enjoy the English learning because English is fun and interesting. These results showed that the students have a great desire in themselves 2 of them stated that;

*"Being able in English has been my goal since long ago, therefore I am very enthusiastic and do my best when I learning English".*

*"English is fun, I like to speak English, when my teacher asks to read the text, I will confidently raise my hand and read the text".*

On the other hand, some of the students were uncertain whether they were motivated or unmotivated to find more information related to the English lesson (28.8% of the students were uncertain about statement number 1). There were (23.1% of the students uncertain to the statement number 2) and the last (36.5% of the students uncertain to the statement number 3). These results were

not about the students don't have a good intention in their learning, but sometimes they got confused about it. One of them stated that;

*"English is hard, and when I got the new lesson I don't understand, I am being confused whether ask my teacher or find on another way".*

For all the explanations above, the researcher concludes that all of the students have tried their best in the process of English learning. Furthermore, it is the teacher's role to provide direction to students to increase their confidence. The students interest in learning English was categorized into good. There were 66% the total numbers of students who chose agree and strongly agree. Their autonomy was categorized into good.

## g. The Activeness (Improve Different Ways in Learning English)

Table 4.7						
The Activeness (Improve Different Ways in Learning English)						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I decided to find a group-work to study English	2 (3.8%)	2 (3.8%)	21 (40.4%)	17 (32.7%)	9 (17.30%)
2.	I have a group in which I can work together and can develop my ability in interacting with others	1 (1.9%)	4 (7.7%)	9 (17.30%)	17 (32.7%)	21 (40.4%)
3.	I decided to be active in my group work	3 (5.8%)	6 (11.5%)	14 (26.9%)	14 (26.9%)	15 (28.8%)
Total		<b>3.8%</b>	<b>7.7%</b>	<b>28.2%</b>	<b>30.8%</b>	<b>28.8%</b>

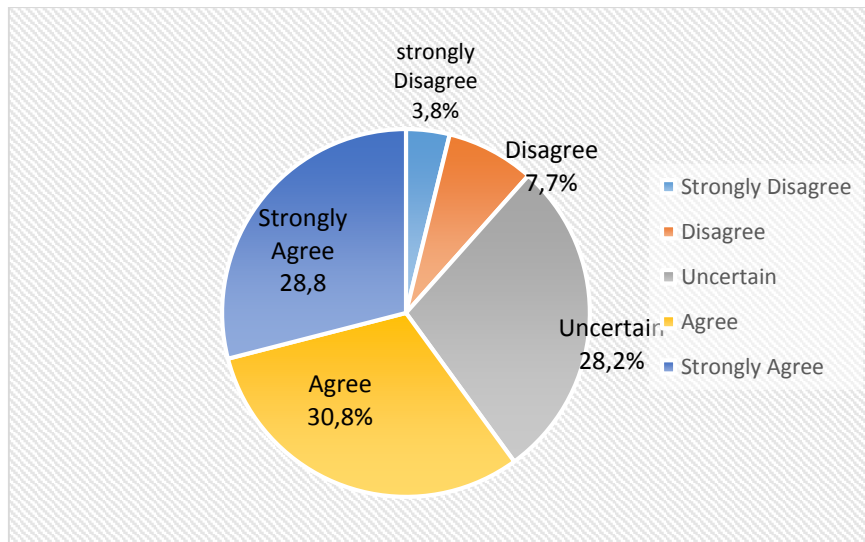


Table 4.7 showed that the students like working in group proven by the majority chose both agreed (30.8% of the students chose to agree, 28.8% strongly agree, 28.2% chose uncertainly and the rest were 7.7% chose to disagree and 3.8% chose to strongly disagree) to all the statements. Find the group learning was considered to give advantages in the students learning process. They decided to find group-work (32.7% of the students chose to agree, 17.30% chose strongly agree) while 40.4% of the students chose uncertainly, and the rest chose to disagree and strongly disagree (3.8% chose to disagree and 3.8% chose strongly disagree). They have group learning (32.7% of the students chose agree, 40.4% chose strongly agree, 17.30% chose uncertainly, 7.7% chose to disagree and 1.9% chose strongly disagree). They decided to be active in group work learning (26.9% of the students chose to agree, 28.8% chose to strongly agree, while 26.9% chose uncertainly and the rest were 11.5% chose to disagree and 5.8% chose strongly disagree). Two of them stated that;

*"Yes, I have an English study group"*

*"Yes, I have. Because I can interact with my friends and discussed the lesson"*

Group work learning also can increase the student motivation in learning. Most of the students were agreed that group learning improves their ability in learning, also they can interact with each other. Working in groups helped the students find more information it was because in the group many people can give us various kinds of information toward the lessons by sharing their work in groups the students can evaluate their work and then improves their work according to the correction from their friends in the group.

Some students chose uncertain to find group-work (40.4% of the students), they have group work (17.30% of the students), and they decided to be active in the group (26.9% of the students). The total of the student who chose uncertain is (28.2% of the students). It was indicated that those students enjoyed working in the group, but they were not sure can find the group work learning, they can interact with each other, and being active in that group. Other students chose to disagree and strongly disagree with the statements (7.7% and 3.8% of the students). It showed that those students did not like working in a group, it might be that the students liked to learn individually or being directed by the teacher. One of them stated that;

*"I don't have a study group, because I prefer to study by my own"*

The students who chose agree and strongly agree were 59.6% this was categorized into fair autonomy.

## h. Having Initiative in Learning English

Table 4.8						
Having Initiative in Learning English						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I decided to repeat the English lessons that had been learned in school	3 (5.8%)	7 (13.5%)	28 (53.8%)	11 (21.2%)	3 (5.8%)
2.	I decided to do my English homework at home so that I would have more time to learn and understand the lesson	1 (1.9%)	2 (3.8%)	22 (42.3%)	16 (30.8%)	11 (21.2%)
3.	I decided to study English at home, then wrote down	3 (5.8%)	10 (19.2%)	27 (51.9%)	9 (17.3%)	3 (5.8%)



	any things I didn't understand and would ask the teacher					
Total		4.5%	12.2%	49.3%	23.1%	10.9%

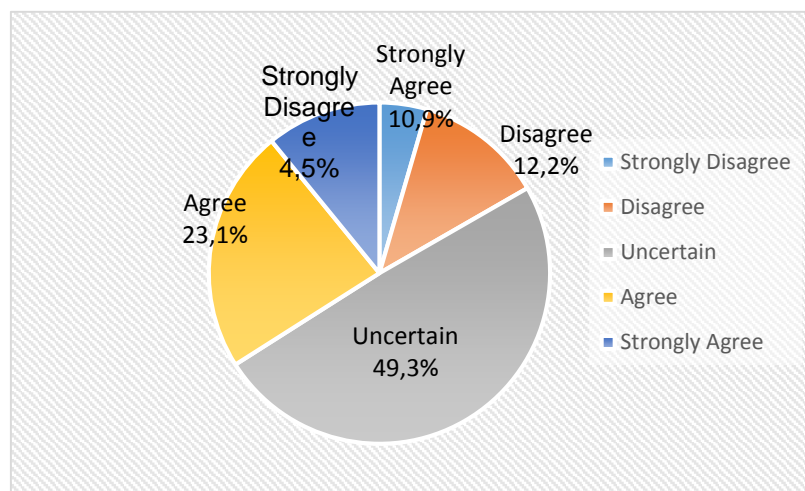


Table 4.8 describes that most of the students chose uncertainly, agreed, and strongly agreed it was proven by (23.1% of the students chose to agree, 10.9% chose strongly agree and 49.3% chose uncertain to all the statements). They decided to repeat the English lesson at home (21.2% of the students chose to agree, 5.8% chose to strongly agree, while 53.8% chose uncertainly and the rest were 13.5% chose to disagree and 5.8% chose strongly disagree). They decided to do their homework at home (30.8% of the student chose to agree, 21.2% chose strongly agree, 42.3% chose uncertainly and the rest 3.8% chose to disagree and 1.9% chose strongly disagree). They decide to learn the English lesson at home, then write that they don't understand (17.3% of the students

chose to agree, 5.8% chose strongly agree, 51.9% chose uncertainly, and the rest were 19.2% chose to disagree and 5.8% chose strongly disagree).

Most of the students were uncertain of having the initiative in learning English it was proven by 49.3% of the students who chose uncertainty to all the statements. The researcher concludes that those students who chose uncertainly were because English is hard to learn. The students who have highly motivated in themselves will be able to solve this problem. The total numbers of students who chose agree and strongly agree were 34%. This situation makes them was categorized into bad autonomy.

## **B. Discussion**

This part presents the discussion of the research findings. All of the data gathered from the online questionnaire Google Form and interview with the students has been done by the researcher. This research contains one research question, which is about how is the student's autonomy in learning English. Based on the descriptions above, there were eight aspects of student autonomy, which are discussed in the research findings. The characteristics consist of high motivation in learning English, goal-oriented in learning English, willing to ask questions in learning English, well organized in learning English, hard-working in learning English, interested and enthusiastic in learning English, the student's activeness (improve different ways in learning English) and the last having initiative in learning English (Chan, 2013) . The students of XII MIA 1 and MIA 2 class showed some characteristics above while in the English learning process.

### 1. Highly Motivated in Learning English

According to the data gathered from questionnaires and interview that, most of the students agreed to be active and involved in the learning process. The findings and the theory are related, from the questionnaire and interview the answer of the students showed that they have highly motivated in themselves. They showed one of the characteristics of the autonomous learner based on the Chan Theory. So, the students have categorized into good motivation in their learning English. The students who are highly motivated within themselves automatically become autonomous students. The researcher conclude that students motivation in English learning was categorized into good.

### 2. Goal Oriented in Learning English

According to the Chan Theory, the autonomous student is the person that has a goal in their learning, they prefer to mastering English skills and raise the high score in their English lesson. Based on the result that the researcher found the students still uncertain about having goal on their learning.

### 3. Willing to Ask Question in Learning English

The students who are called autonomous learners are the students that have an inquisitive mind in themselves also. From the data that the researcher found, there were few of them chose disagreed and strongly disagreed with the statements of this section. Having an inquisitive mind in learning is one of the characteristics to becomes autonomy in learning. The students showed that in this section they still have difficulties having an inquisitive mind because there were influences from the people around them that makes them unable to explore themselves such as when

they don't understand what the teacher talking about and they prefer to ask the teacher then their friends make fun of them so they felt embarrassed. For this reason, they prefer to be silent and pretend to understand the lesson. The Chan theory told us that, the students who have autonomy in themselves will prepare to become having an inquisitive mind in learning. The student has to be more aware of themselves, so they can fix this bad situation.

#### 4. Well-Organized in Learning English

The other characteristic of the autonomous learner is well organized into learning. Based on the data that has been obtained from the research showed that this characteristic affects the way students think in preparing their learning. The data obtained by the researcher shows that the theory and findings are related. Students have various kinds of responsibility for themselves in learning. The reseacher conclude that the students willingnes to ask question was categorized into good.

#### 5. Hard-Working in Learning English

At this point, the researcher found that the students have various kinds of answers to the statements. Many of them chose uncertain toward the statement, it was shown that they have still lack self-awareness in determining their learning. The students who have this point of characteristics will take extra efforts to make his/her go beyond their comfort zones and create a new perspective in their mind in learning. The participants were responsible for themselves, although they got confused within their answer, however, they still tried their best.

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

The students who have autonomy within themselves will show their interest in the learning process, the findings of this research showed that most of the students have a good interest and bring them to become autonomous students.

#### 7. The Students Activeness (Improve Different Way) in Learning English

This point relatable to the theory of characteristics of autonomous students. Most of the students try different ways in learning English to improve their English. With group work, students have their way of learning and it was taken them to build their ability in learning English. The findings and the theory are relatable because mostly the students chose to agree and strongly agree with this point.

#### 8. Having Initiative in Learning English

Having initiative becomes the last characteristic of autonomous students of Chan Theory. The findings showed that student still confuses whether agree or not toward the situation in their learning process. This situation influences their motivation in learning because the students who have good motivation in themselves will be able to solve this problem. The findings show the students have good motivation in learning, but they still lack initiative in themselves. They just need to try to increase their self-awareness, so they can solve their problem and becomes an autonomous student. The reseacher conclude that the autonomy of students was categorized into bad.