

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter deals with findings of the research and discussion of the answers for the research questions stated in the first chapter. The first point describes students' learning autonomy in improving listening comprehension and its factor supporting the students' learning autonomy activities of process of Second semester students of English Department. The second point discusses the data finding in the research field related to the theories. Due on pandemic or what happen to us right now, the presenting data is only based on, interview or questioner to English student department through online ways.

1. How is the Students' Learning Autonomy to improve their listening Comprehension?

The researcher got the data by interviewed second semester of English student department. The finding showed that students do learning autonomy in study listening at home. They are twenty interviews conducted by the researcher and base on it, the researcher found that the students have different motivations, ways, perceptions, and preparations on learning listening autonomy.

- a. Motivation

The first thing is motivations, even though students have different motivation they still have similarity that is want to improve their listening comprehension. Like Student 4's motivation "*motivasinya karena suka listening dan memang ingin meningkatkan kemampuan listening.*" or Student 2 as one of sample said "*Merasa tertinggal dari teman-teman sekelas, sehingga saya memutuskan belajar listening mandiri dirumah dari berbagai channel youtube tentang vidio belajar listening*", it means his learning process in class has problem or something that made him left behind his classmate in listening lesson. That's why he does learning autonomy. Beside that, there is sample who made her family as her motivation, "*Jadi motivasi saya belajar listening di rumah adalah keluarga, kenapa? Alasannya adalah karena keluarga saya sangat membantu saya dalam proses belajar mengajar jikalau ada hal yang tidak saya mengerti dalam pelajaran keluarga saya ada untuk mendukung saya*" said Student 1. Left behind classmate is not the only motivation, but family who can support or help you study at home also can be a motivation. This is related to ". . .it's important to assist them to become tuned in to and identify the strategies they already use or could potentially use" (Thanasoulas, 2001). It is like you have someone who good at listening in English at home, so you want to improve your listening comprehension by asking him or her help.

Getting higher TOEFL' score is also one of reasons to do learning autonomy in improving listening comprehension. "*meningkatkan kemampuan*

listening, menurut saya listening krusial untuk meningkatkan score toefl” and “*Untuk mempermudah saya dalam menjawab soal tes Toefl dan segala tes yang berhubungan dengan listening nantinya*” said by *Student 8* and *Student 12* as a second semester English student department at UIN Antasari. We can say again that for some students learn listening subject at class not enough, requires him to study again on his own way at home.

Lerning Autonomy also can be way to increase students’ creativity to find their own to study like *Student 10* said “Agar kreatif dan aktif mencari sumber belajar”. It is the part of the points in learning autonomy, students have their own way and also responsibility in learning activity which is researcher has explained in chapter two.

b. Preparation and Material

Aims to improve listening comprehension, students need learning material that suits their taste, whether it come from by listening music, watching films, or even games as their learning materials. In this part, researcher incorporated learning material into students’ preparation in learning listening autonomy.

Some samples that were interviewed by researcher have same situation they prepared for study, that is quite place like their bed room or whatever places which is not have many noisy. *Student 6* said “*kadang tergantung mood, kalau*

lagi senang bisa menambah atau mencari hal2 yang baru, seperti musik2 yang baru, juga tempat yang tidak terlalu ramai” and Student 8 said *“hanya dengar lagu atau menonton vidio youtube dari luar negeri, juga keadaan sepi”*. Students need to be focus while studying listening, that why they need quite place.

Then about material, most of students using digital material from internet like youtube’s video, music, film, game, and listening material in website for study. For the example *“Persiapan belajar listening sendiri, saya mendownload vidio-vidio tutorial belajar listening bahasa inggris”* said Student 2. Also, they choose based on their preferences and it makes sense when we look at this modern era that is very accordance with the tastes of today’s youth. Like Student 4 said *“dengerin lagu-lagu inggris, atau suka nonton film-film dengan subtitle. Tempat sepi, pakai headset”*, and then *“saya melalui musik, atau enggak nonton film barat. Jadi yang perlu dipersiapkan itu hp, kouta”* by Student 7.

Those all some parts of interviews from samples that show us students rarely using physical material like a book or guide book to learn listening autonomy. From those interviews we know all students are so close with gadget and laptop, and only using guide book or hard book in class.

c. Skills that use to help student in learning autonomy

Researcher found students using variation skill to help them study and some students only used listening skill to help them do learning listening

autonomy. As one of students that use other skill, *Student 4* said “*kadang saya menggunakan writing, tapi lebih sering listening saja*”, she used writing skill to write down what she has heard from listening source material. Beside that *Student 2* said “*Pembiasaan kata-kata dari vidio dialog di telinga saya dengan skill vocabulary*”, it is for identify word for word from the dialog that he has heard. And the most skill that students used beside listening while learning listening autonomy is pronunciation, like *Student 5* said “*pronunciation, ya anggapannya speaking untuk mengulangi lagu yang saya dengar*”, and *Student 8* said “*pronunciation, kalau kita tau cara penyebutannya otomatis kita tau bunyinya*”, it means they repeat what they have heard from listening material.

Reading skill also one of student choice to help study listening autonomy. *Student 12* said “*Skill reading lumayan membantu saya ketika belajar Listening*”, and *Student 15* said “*Mungkin skill reading, karena saat saya belajar listening saya juga banyak membaca.*” They using reading skill to read material from web.

d. Exercise in learning autonomy

In learning autonomy students not only find way of study based their taste, but also can find way to test or exercise their learning to see the result of learning autonomy. There are variation tests that sample do when did learning autonomy, some of them using music, some of them using dialog, and test in

TOEFL, and then there are students who only test their learning autonomy result in listening class.

There are students listen to conversations that they found in internet or real life and try to understand the meaning as their test like Student 2 said “*Saya meminta teman saya membacakan teks bahasa inggris dan saya mencoba menterjemahkan teks tersebut dengan modal mendengar. Selain itu, juga melalui quis-quis listening yang ada di youtube.*” And then Student 3 said “*biasanya saya sendiri seperti ini misalkan saya mendengarkan dialog pendek saya bisa memahaminya dengan mudah beda lagi dengan vidio dialog panjang yang ada di youtube. Nah saya menguji kemampuan listening saya dengan memahami dialog panjang tersebut.*” Tests like these have purpose to give impact to speaking skill because dialog task fill with daily conversation. That is the reason they chose it for test in learning autonomy in improving listening comprehension.

The next are students who chose TOEFL as place where they can test the result of learning autonomy. Student 9 said “Toefl” and Student 13 said “*Dengan mengikuti tes toefl dan belajar nonton film tanpa subtitle*”. Actually, TOEFL is place to test all aspects of language skill and it is the best place to see learning autonomy worked or did not.

The rest of the samples gave test to listening class, so they only study and try to improve their listening comprehension at home, do not include exercise

in their learning autonomy activities. Student 4 said “*saya mencoba hasil dari belajar mandiri di kelas listening, dan juga ngobrol bahasa inggris dengan teman.*” And Student 7 also said “*jujur saja, saya tak pernah mentes sendiri hasil belajar mandiri. Saya melihat hasil belajar mandiri saya di mata kuliah listening.*” Even though some students did not have exercise while doing learning autonomy, that is enough and students can test their result of learning autonomy in listening class.

Based on the data that researcher collected, the researcher combined the data. The students have motivation to do learning autonomy in listening, with good motivations they have spirit to improve their listening comprehension. The students started choosing material from internet, such as music, film, dialog in youtube, or pure listening materi that they can get from anywhere. After that, the students find place to study like comfortable place, quiet place, or whatever place that can make them focus. Students’ learning activities are different from each other and also some of them using another skill like such as speaking, pronunciation, or reading to help them study listening. There is students who listen to a song and try to repeat the song, there are students watched movie without subtitle and english conversation on youtube, or finding pure listening material on webs for study and also on youtube. After finished study, they are students who did exercise to see the result of learning autonomy, they can ask their friends to read a dialog and they translate it, or find harder english

conversation to understand it as exercise. The students also can join test TOEFL to see the result of learning autonomy in improving listening comprehension.

1. Students perception about learning autonomy in improving English comprehension

In collecting the data in this part, the researcher used online interview. The researcher conducted fifth teen interviews in this study. Researcher showed and explained about student perceptions about learning autonomy in improving English comprehension.

There are good preceptions and bad perceptions about learner autonomy that samples have given to the researcher. Like *student 1* said “*Saya rasa learning autonomy ini kurang efektif, karna tidak semua individu menyukai belajar mandiri. Saya sendiri adalah orang yang menyukai pembelajaran dengan sistem tatap muka, walaupun pembelajaran mandiri dapat saya terapkan namun hasilnya sangatlah berbeda dengan sistem pembelajaran tatap muka.*”

This sample already explained that not every student like to study alone, but there are some students like to study in class, face to face directly with teacher, and she is one of students who more like study in class than alone in learning autonomy. Even though she likes study in class with teacher, she still does learn autonomy, it means to some extent helps her improve her listening comprehension. Then there is *student 2* who said “*Belajar tanpa adanya seorang guru secara fisik, tapi*

kita bisa menggantiinya dengan guru virtual seperti youtube". It shows that one of deficiencies of learner autonomy, but *student 2* also gave other way, it is replaced the teacher with virtual teacher. Although there is still lack like virtual teacher cannot do Q&A.

In other hand, there are some students gave good perception like *student 8* said "*belajar mandiri sangat membantu, karena saya sendiri lebih fokus belajar sendirian*". It shows us again there is type of student who is helped by learner autonomy. And then, *student 9* said "*Belajar mandiri baik saja selama tidak mengganggu, dan bisa belajar dengan metode apapun yang kita mau.*" This student felt freely of doing learner autonomy, because he can choose any method of study that can help him. One student gave perception like this "*Di masa pandemi ini rasanya para peserta didik memang harus banyak-banyak belajar mandiri, karena walaupun tetap diajarkan oleh pengajar tapi dikarenakan beberapa alasan, proses ajar-mengajar pastilah tidak seperti biasanya, sehingga belajar mandiri tetap mendominasi dan sangat dibutuhkan. Menurut saya belajar mandiri ini tergantung pribadi masing-masing. Bagi beberapa orang mungkin belajar mandiri ini termasuk cara belajar yang mudah tapi bagi beberapa orang mungkin tidak, karena tingkat pemahaman orang berbeda-beda.*" It tells us that learner autonomy fits in this pandemic situation where every student was pushed by learning online, so they did learner autonomy based the

situation. And then that perception shows us balanced opinion about learner autonomy.

Based on samples' answers, the researcher found several perceptions of learning autonomy in improving listening comprehension. There are different perceptions about learning autonomy that researcher found and those perceptions are depending by type of students in studying. Like type of student who can focus when they study alone mostly said learning autonomy is a good and effective. Beside that. There are students who were accustomed to studying in crowd of class and taught by the teacher, most of them said learning autonomy didn't give much impact or significant result from study in class.

B. Discussion

After the data has been obtained and in the process like the description above, the researcher has written and analyzed the data that has been obtained at the findings. The researcher also describes the students' way of study at learning autonomy in improving listening comprehension and identify the students' perception about learning autonomy. The researcher tries to analyze the following factors for discussion to reveal a significant amount of detailed information for the study.

1. The Students' Learning Autonomy in Improving Listening Comprehension

There are several factors in learning autonomy like motivation, preparation, exercise, and what benefit student get from it. The researcher presented the data above from interview 15 samples with variation of results, and in this part the researcher discussed about the result that is pretty much the same with the researcher wrote above.

First of all, students' motivation in learning autonomy have same point, they want to improve their listening skill with or without deficiency when learning listening in class. The researcher hopes students find more motivation in doing learner autonomy, because if the students have high motivation, they will have better learner autonomy (Fikri & Amir, 2019). Consequently, their English ability improves continuously. Also, when students have more control their learning process and focus, it can make their motivation increase. Success in learning and enhanced motivation will occur when a learner has more control of his/her own learning process (Dickinson, 1995).

Second, the researcher included material in to preparation. Most of samples using material on internet for do learning autonomy and related with the technology advances, such as YouTube video, music, games, and even pure listening material from internet. The materials can be custom-made to suit the necessities, level, and interests of the objective of students. Actually, teacher can also participate to help students with giving them material if students need it. As Benson say “*fostering autonomy does not imply that we simply leave learners to their own devices, but that we actively encourage and assist them*” (Benson,

2001). Samples also chose private or quiet place for doing autonomous learning, a place where they can focus on study like their bedroom and also it is a reason the researcher could not do observation.

Third, other skills beside listening that helped them study listening autonomy is based on ways of their study. Like students who using songs or films as their material, they also use vocabulary skill to help them study listening. Or students who really using pure listening's material on internet, skill writing also helped them to study.

The last is their exercises in learning listening autonomy. Students seem highly motivated when learning languages with their gadget or computer. That why in doing exercise for their learning autonomy, some students only use understanding other online material as their exercise. Actually, it is good for students, when virtual learning used internet tools such as wikis, blogs, interactive virtual platforms, and social networks, they may have the potential of enhancing collaboration, interactivity, and user-generated content, qualities that connectivism promotes (Bedoya, 2014). In other hand, some students join TOEFL to see they result in learning autonomy and test it in class' assignments or task.

All of those elements of learning autonomy are to improve what students lack of or what students did not get in class. So, learning autonomy is a way to help them to improve their listening comprehension. Students have responsibilities to choose their way to study, material for study, and how they

test results of study. As Dickinson (1995) puts it, an autonomous language learner is often considered as a learner who claims responsibility for his/her own learning without interference of the teacher or outside a proper classroom curriculum. For your information, there are no specific theories about listening in learning autonomy or other sub skills of language. There are only students' rules for doing learning autonomy. If there is theory about how they do learner autonomy or way to do learning and students using it, so they don't have responsibilities to choose their own way to study and it makes miss out of point of learning autonomy.

2. Students perception about learning autonomy in improving English comprehension

In this study, the qualitative data show that good and bad perceptions about learning autonomy by second semester students of English Department in UIN Antasari. For good perceptions, students said that Learning Autonomy is important to help you to increase or improving your language skill because they can freely choose their learning style based what they like. Students have initiative controlling to learning autonomy as way to create situation for study. Initiative learner has the ability to decide and do the right thing without anyone instruction (Chan, 2001). In autonomous learning initiative is the one of abilities needed to construct the students' mind in order to build the independence in making learning decision. This statement has similarities to what writer found when doing interviews and findings. In interview, the researcher found students' perceptions about learner autonomy in questions number 6.

The researcher concluded good perception from some answers is learning autonomy is important ability to help them study more about language skill in on their own way. In other side, perception about learning autonomy is not good because they thought learning still need guider or teacher to help them, so autonomy learning doesn't give much good benefit. Probably some students do not know, although they take a charge to their own learning process in learning autonomy, they can still ask teacher for help them. The role of the teacher in an autonomous classroom maybe considered a consultant and facilitator. Unfortunately, in this research the samples didn't use teacher as consultant or facilitator because sample study in private place, so they just study alone.

