

CHAPTER I

INTRODUCTION

A. Background of Research

Autonomy is one of those words that can be used in various aspects of life, and its meaning varies widely according to the context in which it is found. In psychology and politics, autonomy means the “ability to make informed and uncoerced decisions”. At work, having autonomy might mean you have a certain degree of freedom to make your own choices. What about the language classroom? Why has learner autonomy become such an important concept?

Henri Holec, who coined the term, says that an autonomous student is an individual who understands and takes responsibility for their own learning, is able to reflect upon the process he goes through and is aware of actions, strategies and techniques they can use to enhance their learning.

The concept of learner autonomy was mostly associated with adult education and self-access learning systems and seems to be a matter of learners doing things on their own (Michaela, 2015). Michaela further notes that however partly under the impact of learner-centered theories of education, it was beginning to figure in discussions of language teaching generally, and through more national curricula come to include learner autonomy as a key goal. This brought an important shift of emphasis; learner autonomy now seems to be a matter of learners doing things not necessarily on their own but for themselves. These developments are accompanied, and to some extent driven, by

a steady increase in the number of academic publications dealing with one or another aspect of learner autonomy.

According to Michaela (2015), the reason why autonomy is called for in the 21st century is because this approach learning is much more suitable for the requirements of a modern age. On account of grow of technology and information explosion, there are more learning materials. However, the quantity of source compromises their quality in a significant way. Autonomous learning is seen as suitable alternative to traditional education as a consequence, self-access center have been established in order to provide learning support and enable learners to make informed choices about their learning. In recent years, autonomous learning has no longer been associated with distance adult learning exclusively. According to Han (2014), The development of autonomy has now become an educational goal modern languages education, not only at college and university level, but also a life goal for language learner.

According to Little (2001), there are two reasons of trying to make learners have autonomy in language learning. First, if learners are reflectively engaged with their learning, it will be more efficient and effective, because it is more personal and focused. Second, if learners are proactively committed to their learning, the problem of motivation is solved. Autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning, and success in learning strengthens their intrinsic motivation. If language learning depends on language use, learners who have a high degree of social autonomy in their learning environment should find it to master the full range of discourse roles on which effective communication depends.

Mattarima (2011), states that autonomy in learning is necessary and it is one of criteria of successful learners. Autonomous learners have strong efforts to inquire what is learnt, how it

is learnt, and why it is learnt. They will need few helps from their teachers. They have great potency in appropriately selecting their learning strategies, and mostly learn in their own strategies and styles.

Based on some experts' opinion about autonomous learners, learners who are conscious of the importance of study and studying not only in school but also outside formal institutions because Allah will certainly elevate one who possesses knowledge.

It has relation to the Holy Qur'an Al-Mujadalah verse 11:

قِيلَ ائْتِسْرُوا فَاَنْتَسِرُوا يَرْفَعُ اللهُ لِيَايَها الَّذِيْنَ اٰمَنُوا اِذَا قِيْلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَاَفْسَحُوا يَفْسَحُ اللهُ لَكُمْ وَالَّذِيْنَ اٰمَنُوا مِنْكُمْ وَالَّذِيْنَ اُوْتُوا الْعِلْمَ دَرَجَاتٍ وَاللهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Allah explain on the verse above that for human that compete on learning, Allah will raise their degree and relieve them for learning. Because learning is very important for human being. The current trend today is the learner autonomy.

According to the first previous study, the result of the research of *Autonomous Learning in Reading Class: Building the Students' Independent Character* by Ida & Nunuk are; first, the implementation of autonomous strategy was able to assisting the students in understanding narrative texts. Second, autonomous strategy could successfully help the students to develop their positive attitudes toward reading activities. Third, the autonomous strategy also helps the students to be more independent student.

While the result of the second previous study *The Relationship between Autonomy Perception and the Reading Comprehension Achievement of English Language Learners (2011)* by Ozlem Bayat is 163 students had low levels of autonomy perception, 236 had medium levels, and 161 had high levels. This result indicates that 161 university students learning English as a foreign language show a tendency to learn autonomously. While 236

have the potential to learn autonomously. This study also showed that there is a relationship between autonomy level and reading comprehension achievement.

The last previous study *The Relationship among EFL Learners' Self-esteem, Autonomy and Reading Comprehension (2016)* by Mansour, Azam and Fatemeh the regression analysis indicated that learners' self-esteem and autonomy could significantly predict their reading comprehension. The finding imply that the students' reading comprehension can be improved by fostering the students' autonomy in the classroom. It is also inferred that the more autonomous a learner becomes, the more likely he is to achieve reading comprehension.

However the previous research is different from this research. In this research, the researcher wants to describe the characteristics autonomous learners in English class and also the teacher's approach in promoting learning autonomy based on the student view.

MAN 4 HSU is the one of the biggest School in Hulu Sungai Utara. It is located in Jl. Subulussalam, Babirik, Hulu Sungai Utara, South Kalimantan that is one of the biggest school in Hulu Sungai Utara and it has good achievement especially in English language learning.

Based on the gets of literature above, the researcher aims to find out Autonomous Learners Characteristic in English Class.

B. Research Question

According to the background of study and the tittle decided, there is question which absolutely focus on the problem of this research:

1. What are the characteristics autonomous learners in English class?
2. What approach by the teacher in promoting learning autonomy based on the student view?

C. Objectives of Study

This research is oriented towards the following purpose:

1. To describe the characteristics of students' autonomy in English class.
2. To know the approach by the teacher in promoting learning autonomy based on students' view.

D. Significant of Study

The significant of this research is expected to be useful for increasing the knowledge of the readers, especially teachers, students, and others. Significance for the teacher is expected to be able to develop students' autonomy in English class for student so that they have significant and evenly developed.

For students is expected to increase their autonomy in English lesson. Then, for the researcher, this research is expected to add insight into the knowledge and experience of the author. And for others, this research is expected to be very important information to add their insight and knowledge.

E. Definition of Key Terms

The researcher has many theories that have relation about her research. The theories get from book, e-book, journal or internet. There is one definition of this research that is autonomous learner characteristics. To avoid misunderstanding toward the title, the researcher needs to explain the term in the title as follow:

1. Autonomous Learner Characteristics

According to Little (2001), autonomous learner characteristics here means that autonomous learners understand the purpose of their learning programmed, explicitly accept responsibility for their learning, share in the setting goals, take initiatives in planning and executing learning activities, and regularly review their learning and

evaluate its effectiveness. It means that the practice of learner autonomy requires a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others.