

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with finding of the research and discussion of the answers for the problem statements stated in the first chapter. The first point describes students' learning autonomy in English class and what the teacher approach in promoting the students' learning autonomy based on students' view in English learning process of MAN 4 HSU. The second point discusses the data finding in the research field related to the theories. The presenting data based on observation in the classroom and interview the English teacher and students.

A. Finding

1. Students' Learning Autonomy in English Learning

The research concerned the analysis of autonomous learning in English subject of MAN 4 HSU. The research was carried out for about three weeks, from 19th September to 10th October 2020. The participant of the research was X MIA students of MAN 4 HSU. The researcher used observation sheet and interview as the instruments.

The students' learning autonomy of X grade students of MAN 4 HSU found by the researcher through the observation and interview presented in this part. The researcher found eight characteristics of autonomous learners including highly motivated, goal oriented, well organized, hard-working, initiative, enthusiastic about learning, willing to ask question, and making use of every opportunities.

a. Highly motivated

Based on the observation sheet result from 19th September until 10th October 2020 when the English learning process was held in class X MIA at 07.15 AM – 08.45 for every Saturday, the overall autonomous learning had been applied in that classroom. Highly motivated is the one of autonomous learners' characteristics. Based on the observation result the students showed their enthusiasm in the teacher explanation during the English learning process. It also showed by the students in the meeting on September 19th below:

Teacher : “Assalamu alaikum wr wb. Apa kabar semuanya? Masih semangat belajar?”

Students : “Wa alaikum salam wr wb. Baik, semangat bu!”

The students which have motivation in their learning process will have an autonomy in learning automatically. The researcher could reasonably draw this conclusion based on the observation result the students' close attention in class, their eagerness to learn English whenever they can, and their career goal. Motivation is something that energizes, directs, and sustain behavior. It got students moving, pointed them in a particular direction, and kept them going. In the X grade the students had some motivation in learning English. It stated in interview below:

Interviewer : “Iya dek, jurusan bahasa inggris itu keren loh, ngomong-ngomong adek punya motivasi apa jadi mau belajar bahasa inggris, sampai berani ngambil keputusan kuliah di jurusan bahasa inggris?”

Student :” Ya pengen aja gitu kak, bisa lancar berbahasa Inggris, ya paling tidak bisa ngerti lah dikit dikit kalo ada ungkapan-ungkapan atau ada rambu-rambu jalan yang sederhana bisa ngerti gitu kak. Bahasa Inggris itu penting, kalau kita tidak paham bahasa Inggris, wah kita bisa keteteran kak, contohnya saja sekarang smartphone sudah menggunakan bahasa Inggris, kemasan kerupuk juga ada yang pakai bahasa Inggris. Jadi paling tidak kita harus paham sedikit sedikit hehe.”

From the statement above showed that the student motivated by the use of English in many aspects such as social media, online blog etc. The students realized that English is the important necessary in this modern era.

Another student stated her motivation in English learning process including in doing homework. It stated in this interview below:

Interviewer : “Biasanya itu kan di sekolah ada tuh guru yang memberikan PR buat dikerjakan di rumah, nah motivasi adek apa buat mengerjakan PR itu, padahal kan adek udah cape sepulang sekolah, pengen istirahat dan semacamnya?”

Student : “Motivasinya sih karena memang dengan adanya PR kan kita bisa untuk mereview materi yang dipelajari di sekolah dan juga inginn melatih kemampuan bahasa Inggris dengan mengerjakan PR itu dirumah kak sebisanya. Lagipula kan memang sudah tanggung jawab seorang pelajar untuk mengerjakan PR kak.”

From the interview above the high motivated students will develop a good responsibility in their English process. Student believed that did the homework by themselves will improve their English ability. The student also could review the material which was explained by the teacher in school.

b. Goal Oriented

Goal oriented was important in learning process, because the students should understand well what the purpose of what they had learned. When goals are created by students, the goals become more personal and students are more likely to take ownership. The students of X grade understand well why they were learned English. Based on the observation result in X grade, when the students understood their goal in learning they took their ownership of their English learning process. The students believed that goals should be used to help check that specific steps are being met along the learning journey toward a mastery goal. It also stated by the student in this interview below:

Interviewer : “Wah bagus itu dek. Tapi ngomong-ngomong apa pendapat adek tentang bahasa inggris di era modern seperti sekarang ini?”

Student : “Bahasa inggris itu penting, kalau kita tidak paham bahasa inggris, wah kita bisa keteteran kak, contohnya saja sekarang smarphone sudah menggunakan bahasa inggris, kemas kerupuk juga ada yang pakai bahasa inggris. Jadi paling tidak kita harus paham sedikit sedikit hehe apalagi kalau ingin melanjutkan kuliah ke luar negeri, wah bahasa inggris itu sudah wajib kak.”

From the interview above the student showed her goal of learning English. The student had the wish to study abroad in her future. She knew well that English used as the international language. Knowing the learning goal and the use of English were very for creating autonomous learning.

Another student has his own goal in learning English as stated in interview below:

Interviewer : "Menurut adik seberapa penting pelajaran bahasa inggris di era modern sekarang ini?"

Student : "Penting sekali kak, karena bahasa inggris akan berguna bagi dunia pekerjaan kak, karena saya bercita-cita bekerja di perusahaan atau perhotelan kan syaratnya itu salah satunya adalah bahasa inggris."

Based on interview above, the students had their own goals in developing their English ability. The researcher also found in the observation on September 19th 2020, the teacher mentioned the learning purpose before starting the materials explanation.

Teacher : "Today we will learn about expression attitude about something, open on page 22. Nah kira-kira apa tujuan dari expression attitude itu. Expression of Love, ini tujuannya supaya kita tahu tata cara mengungkapkan rasa sayang dan kasih kita terhadap orang terdekat seperti keluarga, saudara dan sahabat. Tidak hanya itu love expressing juga memberitahu kita cara untuk menanggapi ungkapan kasih sayang."

Based on the observation result above the teacher had an important role in transferring the goal to the students. Although, the students have their own goal, they still need to know the general purpose of learning English.

In additions the lesson also supported the students to had goal orientation in their future. It showed in this part of lesson plan as follow:

Kewirausahaan/ Ekonommi Kreatif:

1. *Percaya diri (keteguhan hati, optimis).*
2. *berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, energik).*
3. *Pengambil resiko (suka tantangan, mampu memimpn)*
4. *Orientasi ke masa depan (ounya perspektif untuk masa depan).*

From that statements above the researcher concluded that every students were expected to have individual goal orientation. With having goal orientation the student will have more efforts to make their goal complete in their future.

c. Initiative

Initiative learner has the ability in deciding and doing the right thing without anyone instruction. 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. Based on the observation result, the researcher found that the students of X grade MIA show their initiative before the English learning process begun. When the students should present their conversation about expressing attitude toward something, the students had initiative to practice before come to the front of the class. Those statements showed in this following conversation between to students:

Student 1 : "Kita latihan dulu yuk, supaya lancar pas maju ke depan."

Student 2 : "Ayoo!!" (sambil memulai latihan percakapan)

From the observation result above the researcher found that the two students decided to practice their presentation without the teacher instruction. It means that both of them had initiative to do the right thing in their learning process.

The student also has an initiative in prepare the English learning process. They like to read some English article and writing the speech English video to add their vocabulary and pronunciation knowledge. Those statements stated by the student in interview below:

Interviewer : “*Iya bener itu dek, emm adek punya nggak persiapan khusus sebelum belajar bahasa inggris?*”

Student : “*Ada kak, biasanya saya menyiapkan buku paket, kamus, searching di youtube. Kadang kadang saya juga bisa mempelajari materi duluan di google buat jaga-jaga hehe*”

Based on the interview result above showed that the student had an initiative to read some article and watch the English video before ready to study in the class. The student does that without the teachers’ instruction. The student realized that the she need good preparation before the learning English.

d. Enthusiastic

Enthusiastic learners were attentive in class and showed great interest in theories and the learning material. They will enjoy their learning process. Based on the observation on September 19th the researcher found the good enthusiastic from the X grade of MIA students. The students entered the class on time and they prepared the materials in their own table. The researcher found that three students discussed about the material in their worksheet before the class begin. Other students prepared their

learning sources. When the teacher came to the class, the students stand up and say “good morning” to the teacher enthusiastically. The teacher was started the class with some questions, the students gave their response with answering the teacher’s question. The teacher tried to attract the students’ attention in order to developing the students’ enthusiastic. That statement stated in this following interview below:

“Ya yang namanya siswa kalau cara penyampaian materinya kurang menarik atau membosankan pasti mereka tidak akan tertarik. Jadi dari awal pelajaran kita harus pintar-pintar menarik perhatian siswa untuk membangun antusias mereka di kelas. Kalau siswanya antusias dan enjoy dalam mengikuti pelajaran maka siswa otomatis akan memiliki kemandirian belajar dengan selalu mencari tahu apa yang sedang mereka pelajari.”

Based on the interview above the researcher found that the teacher had the important role in building students’ enthusiastic while the learning process. The great enthusiastic will build the autonomy learning of the students.

e. Active

Active is the one of learner autonomy characteristic which shows the students’ activities in English learning process. Based on the observation on September 26th, the activeness of the students seen when the teacher was giving them instruction to finish the task in their handbook. The students discussed with their friends. After the students finished the task most of them come forward to the teacher to check their answer. The teacher gave additional score to the students that come forward to him because from those activities the teacher knew that the students have a good

activeness in doing the task. Those statements also said by the teacher in interview below:

“Pertama-tama saya menjelaskan materi, lalu ditengah-tengah penjelasan saya selalu memancing keaktifan siswa untuk menjawab pertanyaan yang saya tanyakan kepada mereka. Nah biasanya setelah menjelaskan materi, saya menyuruh mereka untuk mengerjakan soal yang ada di buku, pada saat mengerjakan pun saya memperhatikan mereka siswa mana yang aktif berdiskusi dengan teman dan siswa mana yang hanya main-main. Itu nanti akan terlihat saat sudah selesai mengerjakan, siswa yang benar-benar berdiskusi akan membawa pekerjaan mereka ke depan, jadi dari situlah saya dapat menilai keaktifan mereka.”

In additions the teacher gave the students' reward to their activeness while the English learning process. The reward aims to construct the students' activeness.

f. Well organized

The autonomous learners will have an ability to organize their learning time. Not only in the school, they also organized their learning activities in their home. MAN 4 HSU school had learning time at 07.00 am until 14.00 pm, so the students were demanded to organize their appropriate learning time. Based on the observation result, the students showed their learning organization in the classroom. Two students stated how they organized their learning time in interview follows:

Interview : “Baik, lalu bagaimana nih cara Bayu untuk membagi waktu belajar di sekolah setelah capek pulang sekolah.”

Students : “Biasanya habis pulang sekolah itu, saya istirahat. Sore main-main sama teman-teman. Nah malam harinya ba'da magrib dan ba'da isya baru saya belajar sebentar, kalau ada PR saya kerjakan. sampai jam 9 malam saya tidur. Terus belajarnya saya lanjutkan lagi ba'da subuh sampai mau siap-siap berangkat sekolah.”

From the statement above the student could manage his learning well by himself. Learning at school did not make students lazy to study the material at home.

Another student told how she manage her learning. It stated in the interview below:

Interviewer : Lalu kalau sepulang sekolah kan udah capek tuh, nah bagaimana cara kamu membagi waktu belajar?

Student : Pulang sekolah itu saya mandi terus istirahat, nah sorenya saya baru mengulang pelajaran yang tadi dipelajari di kelas. Malamnya saya bisa mengerjakan PR atau mempelajari materi yang akan diajarkan guru besok harinya.

From those interview results above, the researcher concluded that the students had a good organizing in English learning with their own way. The students have the different strategies in organize their learning.

g. Willing to ask question

The feature of learner autonomy was willing to ask question. The students not ashamed to ask question about the difficulties they found to their teacher. Based on the observation in X grade of MIA, the researcher found that the students showed their curiosity in their learning process. The teacher explained about narrative text,

then a student asked about the tenses used in narrative text. The teacher answers the student question clearly, and there were still some questions from the two students. They thought that when they did not ask to their teacher they will cannot overcome their difficulties in English learning process. Based on the observation the researcher found that the students ask the question related to the material to the teacher.

Student 1 : “Bu, kenapa bentuk lampau dari go itu jadi went ya bu, kenapa tidak tambahkan ed aja, jadi kan goed bu hehe?”

Student 2 : “Bu saya masih belum paham sama ceritanya?”

The students also stated that they will asked to the teacher or their friends who have good ability in English when they had some difficulties in English learning process. It reported by the student in the interview below:

Interviewer : “Baik, nah lalu bagaimana sih cara kalian mengatasi kesulitan belajar bahasa Inggris?”

Student : “Kalau di sekolah sih biasanya bisa bertanya langsung dengan ibu gurunya atau teman yang lebih mengerti kak, kalau di rumah nanyanya sama kakak hehe.”

In additions the researcher found that students of X MIA class willing to ask the question when they found some difficulties in the English learning process. The students believed that when they ashamed to ask they would get nothing in their English learning process. It had an important role in building the students’ learning autonomy.

h. Making use of opportunities

The student which has autonomy in learning will take the every chance they get to develop their English ability. According to the observation in X MIA class the students always making used the opportunities which are given by the teacher. The teacher finished explaining the material about expressing love, she gave the opportunities to the students to present the example of conversation about expressing love. There were two students raise their hand to come front of the class to present their conversation. That statement showed in the observation result below:

Teacher : “Ayo siapa yang mau maju duluan mempraktekkan percakapannya?”

Student : “Saya bu, tapi kalau salah gak papa kan bu hehe.”

Based on the statement above, the researcher found that the student takes the opportunities that given by the teacher. The teacher also added, she gave the chance to the students in order to develop their English skill. It stated in the interview with the teacher below:

Interviewer : Baik bu, lalu bagaimana strategi ibu dalam mengembangkan kemampuan bahasa Inggris siswa?

Teacher : Sebenarnya tidak ada strategi khususya dek, cuma saya selalu memberikan kesempatan kepada siswa untuk mengembangkan kemampuan bahasa Inggris mereka. Contohnya seperti tadi, saya memberikan mereka kesempatan untuk melakukan percakapan di depan kelas untuk mengembangkan kemampuan bahasa Inggris mereka.

Based on those statement above, the researcher concluded that the teacher was as facilitator in giving the opportunities for the teacher to improved their English skill in classroom learning process.

Furthermore the students not only making used of the opportunities in the classroom learning process but also they took the chance they got in the out of the class. That statement stated by the student in interview follows:

Interviewer : “Baik, oh iya apakah kamu juga ikut kursus di luar sekolah?”

Student : “Iya kak, awalnya saya cuma direkomendasikan oleh sekolah untuk mengikuti kursus yang di selenggarakan lembaga mandiri yang berkerjasama dengan sekolah saya, jadi biayanya disubsidi oleh sekolah separonya kak. Lalu akhirnya saya keterusan, karena semenjak mengikuti kursus, saya jadi lebih mudah memahami pelajaran di kelas.”

2. Teacher Approach in Promoting Students Autonomy

There was some teacher approach in promoting students’ autonomy based on the students’ view in English learning in X MIA of MAN 4 HSU.

a. Resource based approaches

Resourced based approach gave the students some kind of chances for independent study. The students decided the materials together with the ways to make use of the material. Based on the observation, the researcher found three students make mini dictionary by their own. They said that mini dictionary comes from some sources both conventional dictionary and digital dictionary. It helped them to understand the

difficult word and also it is the way to memorize some vocabularies. Those statement stated by the student in the interview follow:

Interviewer : “Nah ada gak sih sumber belajar lain yang kamu gunakan untuk mengembangkan bahasa Inggris kamu dek?”

Student :” Ada kak, saya suka membuat membuat kamus kecil sendiri gitu, kalau ada vocabulary baru yang saya tidak tahu artinya, saya catat di kamus kecil pribadi milik saya, terus saya cari artinya di google translate atau buku kamus yang lain. Lumayan untuk menambah kosa kata saya.”

Another student also stated in this interview below:

Interviewer : “Ngomong-ngomong sumber belajar lain yang adek gunakan untuk meningkatkan kemampuan bahasa inggris adek apa aja?”

Student : “Ada kak, saya menggunakan buku paket, buku buku kaka kelas terdahulu atau meminjam buku dengan tante saya, terus mencari di internet, youtube, atau bisa juga bertanya dengan orang tua saya kalau ada yang tidak saya mengerti. Tidak jarang juga saya belajar sambil mendengarkan lagu yang berbahasa inggris kak. Karena itu sangat berpengaruh dalam meningkatkan kemampuan listening saya.”

In additions the student took the source of learning not only from written material. The student took the advantage from the digital material such as English videos and songs. In this case the student had an autonomy in deciding the source of learning.

b. Technology based approaches

Based on the observation in MAN 4 HSU at X MIA class have been used laptop and LCD in their learning process. The teacher role is very important to guide the students in utilizing the modern technology. The teacher also took the advantage from students' technology used with asked the students to searching some information interacted with English material. Those statements are stated by the teacher by the interview as follow:

Interviewer : “*Dalam mencari materi tersebut apakah siswa memanfaatkan teknologi bu?*”

Student : “*Iya tentu saja, siswa jaman sekarang kan pasti sudah punya smartphone masing-masing jadi saya membolehkan mereka untuk memanfaatkannya sumber dari internet misalnya google atau blog-blog online lain di bawah arahan saya.*”

In additions the teacher had an important role in giving the opportunities for the students to took the advantage of technology in their learning process. It showed when the teacher gave the task to the students to search about English material in the internet.

Based on the interview, the student said that using internet created an easy learning whenever and wherever. It reported in the interview follow;

Interviewer : “*Nah lalu di jaman sekarang kan perkembangan teknologi sudah sangat pesat. Bagaimana cara Bayu memanfaatkan teknologi tersebut untuk meningkatkan kemampuan bahasa Inggris kamu?*”

Student : “Yang pasti saya menggunakan internet untuk kepentingan belajar kak seperti browsing-browsing materi pelajaran, mendownload video debat bahasa Inggris, mendengarkan lagu berbahasa Inggris di youtube dan baca-baca artikel juga kak.”

In additions MAN 4 HSU also supported the implementation of technology learning. Many students stated that mobile phone help their English process to found online book that did not provided in the school. It stated by the student as follow:

Interviewer : “Lalu di era sekarang ini kan perkembangan teknologi semakin pesat, nah bagaimana peran teknologi dalam proses pembelajaran bahasa Inggris?”

Student : “Sangat penting kak, contohnya hp saya ini. Saya bisa mencari materi online disini untuk membantu proses belajar saya, selain itu kalau ada buku-buku online saya bisa langsung download. Soal di LKS kadang materi atau penjelasannya ada yang kurang lengkap kak.”

c. Classroom based approaches

Classroom based approaches was the autonomy in controlling class decision. Classroom atmosphere influences the process of learning. Teacher and students have an important role to create a good classroom in order to make the effective learning process. Based on the observation in X MIA class, the researcher found that X MIA had been implemented the classroom based approaches to promote the students' learning autonomy. The students' X MIA class believe that classroom was created for

them, with their specific needs in mind, because they and their learning are important. There are some rules while the English learning process. Those statements reported by the student in interview below:

Interviewer : “Ada tidak sih bu peraturan khusus selama pelajaran bahasa Inggris berlangsung.”

Teacher :” Sebernarnya peraturan itu tercipta karena adanya kesepakatan saya dengan kelas dek. Karena di kelas siswa-siswa berinisiatif untuk mengumpulkan hp selama jam pelajaran berlangsung, dari situ saya memang tidak membolehkan mereka membuka kamus yang ada di hp supaya mereka tidak malas membuka kamus buku. Karena yang kita tahu kan kamus buku lebih lengkap dibanding dengan di hp.”

In addition, the teacher also supported that rule with forbid the students to used electronic dictionary from the students’ phone. The teacher advises to use book dictionary.

d. Teacher based approaches

In autonomous learning process, the students still needed the teacher role because they could not learn without teacher support and guide. In teacher education on such aspect teachers’ role in learner autonomy. Based on the interview, the students said that they needed the teacher to motivate them and to help them deal with language learning process. That statement reported by the student bellow:

Interviewer : “Nah menurut Bayu, bagaimana sih peran guru dalam pembelajaran bahasa Inggris?”

Student : “Sangat penting kak, kita membutuhkan guru-guru untuk selalu memberikan motivasi dan arahan dalam belajar memberi tahu kalau ada salah, coba kalau tidak ada guru, kami sudah pasti akan kebingungan walaupun kita mandiri dalam belajar tapi tetap saja kita butuh guru untuk membimbing kita di kelas.”

Another student also stated about the important of the teacher role in classroom learning process. It said by the student in interview below:

Interviewer : “Baik, lalu menurut kamu apakah siswa bisa belajar tanpa adanya guru?”

Student : “Tentu saja tidak kak, kita tidak bisa belajar tanpa bimbingan guru, karena guru yang akan membantu kita kalau kita sedang menghadapi kesulitan-kesulitan selama proses belajar berlangsung.”

Based on the interview above the student stated that students could not study without teacher guide and support. The students also needed the teachers advise while the teaching learning process.

In addition, the teacher gives some explanation about her belief in learning beyond the classroom. That statement reported by the teacher in interview below:

Interviewer : “Nah menurut ibu bagaimana seharusnya peran guru dalam proses pembelajaran?”

Teacher : “Kalau saya memang mengajarnya anak-anak kelas 10 ya dek, jadi mereka yang paling muda di sekolah, jadi seharusnya guru memang

harus mampu menjadi fasilitator dalam pembelajaran di dalam kelas. Karena semandiri apapun siswa tersebut, mereka tetap membutuhkan bimbingan guru. Jadi guru seharusnya jangan membuat siswa takut dengan kita, untuk memaksimalkan hasil belajar kita memang harus pandai membuat siswa itu enjoy dengan kita sehingga proses belajar itu akan mengalir dengan sendirinya.”

Based on the interview result above, the researcher concluded that teacher based approaches supported the students' learning autonomy in X MIA class. Even the students had the autonomy in learning they still need teacher as the facilitator in classroom learning process.

e. Learner based approaches

Learner based approaches concerned with the students' autonomy in developing their autonomous learning. It was providing the opportunities for the learner to control their own learning. Based on the observation in X MIA class, the researcher found that the students have their own way in controlling their learning. When the teacher explained the material in front of the class, some students made notes in their book, but some but some students only listen the teacher explanation. Based on the interview the researcher found the variant strategy used by the student in enhancing their English learning. That statement reported in the interview result below:

Interviewer : “Nah dalam mengembangkan bahasa Inggris adek, ada gak sih starategi khusus dan sumber pelajaran lain yang adek gunakan untuk belajar bahasa Inggris?”

Student : “Ada kak, biasanya saya belajar bahasa Inggris itu lewat video-video dan lagu-lagu bahasa Inggris gitu kak. Soalnya kalau mendengarkan lagu berbahasa Inggris itu bisa melatih kemampuan listening sekaligus latihan speaking juga serta membetulkan pengucapan kita kalau kita bisa menyanyikan lagunya.”

Another student explained their own strategy in learning English. It stated in interview below:

Interviewer : “Nah kalau untuk Firman biasanya strategi khusus apa yang kamu lakukan untuk meningkatkan kemampuan bahasa Inggris kamu?”

Student : “Saya kesulitan di vocab sebenarnya kak, lalu ibu guru pernah bilang kalau saya harus banyak-banyak membaca untuk menambah pengetahuan saya tentang vocab. Jadi mulai dari situ saya tertarik untuk baca-baca artikel yang saya suka kak.”

Based on the interview result above the teacher be a model in the use of strategy using. The teacher’s job not only to teach language, but also to teach learning. For the students, strategies have to be learned.

B. Discussion

This section describes the justification about theories constructed by the teacher based on the research finding related to the theories by some experts. The answer of the problem statements also explained here based on the analysis of the data. Furthermore, the finding

discussed with the relevant references from the experts to justify the research findings on students' learning autonomy at the X MIA class of MAN 4 HSU.

Students' learning autonomy can be seen from the students' characteristics in their learning process activities. Chan (2001), reported that the learners identified the following characteristics qualities of autonomous learners; highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic about learning, flexible, willing to ask question and making use of every opportunities to improve their learning. The students of X MIA class showed some characteristic above while the English learning process. The students could work independently in determining learning objectives and engaging learning content enthusiastic and actively.

In the English classroom learning process the students' of X MIA class showed their activeness and enthusiastic in English learning. Active and enthusiastic is one of characteristic in autonomous learning like Chan (2001), argues that autonomous behavior is essentially selfinitiated rather than generated in response to a task which requires the observed behaviours. In the beginning of the class the students of X MIA enthusiastic in responding the teacher question and while the main process of learning they was active in doing the task that given by the teacher. The teacher had some efforts in constructing the students activeness and enthusiastic in the learning process of X MIA class. Based on the explanation, it can be concluded that students and teacher had their own role in build the enthusiastic and activeness in order to develop autonomous learning.

Based on the interview with the students of X MIA class, the researcher found the students' individual goal in learning English. Some students said that they learning English in order to have a fluency in communicate with English language. The students objective was not only to

comprehend the written English but also how to speak English to communicate. It was in line with Midgley (2001), Mastery goals involve learning to gain competency in understanding the materials and performance goals is the ability with little effort, as well as how a person perform individually. The students had their own personal goals in learning English. As the Madden (1997), stated goals are more personal and should be set by students to be accomplished by students. When goals are more likely to take ownership. In the observation in X MIA, the researcher also found that the teacher had the important role in creating oriented learning. The teacher told the purpose of learning the materials to the students in order to make the students plan what they had to active.

Chan (2001), also stated that the autonomous learner had highly motivated in English learning. Based on the interview with the students, the researcher identified the students' motivation in English learning. They said that English was very important in this modern era, especially in fulfilled the students' need. That was motivated the students in English learning process. It was line with Reeve (2006), that motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. Highly motivated made the students of X MIA class willing to ask question to their teacher when they had difficulties in English learning process.

In developing learner autonomy there are some factors supported. According to Benson (2001), there are six approaches in promoting learner autonomy, they are resource based approaches, technology based approaches, classroom based approaches, teacher based approaches, learner based approaches, learner based approaches. Based on the research in X MIA MAN 4 HSU, the researcher found some factors supporting learner autonomy, they are; resource based approaches, the students' of X MIA class decided the materials sources

together with the ways to make use of the material. They made mini dictionary to improving their vocabulary knowledge and to know about the meaning of difficult word they found. According to Benson (2001), defined resource based approaches as a way of describing materials that are designed and organized in such a way that students can select and work on their own. The students had responsibility of deciding the extent of the materials together with the ways to make use of the materials. Based on the observation the researcher found that students decided the theme of conversation task by themselves.

Technology based approaches had influenced the English learning. In this case the learning process carried out by the X MIA students of MAN 4 HSU was took the advantage of technology such as the using of internet. They used internet for helping them to found the information that they did not get in the school. The students also did the online discussion which is talk about English materials with their friends. Benson (2001), claims that the collaboration and increased motivation to learn new technologies adding that more empirical data is to be collected on the type of language used and the effectiveness of CALL environment for language improvement. The students also said that internet was very practically in searching some information about English materials. As the Benson (2001), state that the benefit of the internet is that students can study whenever they want using unlimited range of authentic materials.

The other approaches was classroom based approaches that focus on the relationship between students and teacher inside the classroom practices. According to Benson (2001), mentions that through classroom-based approaches the learners have also the chance of monitoring their own learning process. Based on the observation in X MIA class, the researcher found that the students made their rule before the class begun. They banned the

using of phone while the classroom learning process, so the class president gathered the students' phone in box. That rule aims to control and monitor the students' learning process.

Teacher based approaches, Benson (2001), stated that developing learner autonomy involves a lot of more for the teacher role than most teacher realize. In X MIA class, the students admitted that they need teacher's support and advice in the learning process. They said that teacher had an important role in classroom activities such as helping them in solve their learning problem. Based on the interview, the teacher realized that he had a big responsibility for the students learning process. He stated that a teacher should go to the class for the students. He added every time the student got the difficulties the teacher should be ready as the facilitator in their learning process. It was in line with Benson (2001), statement that the teacher may be ambitious and even eager to tart helping their students developing autonomy and awareness of language learning process.

Learner based approaches providing opportunities and necessary skill for learners to participate in control their own learning. The main form is learning strategy or learner training. Based on the interview with the students, the researcher found that they had some strategies in developing their English ability. The students learn English ability. The students learn English through English movie to improve their vocabulary knowledge and speaking ability. Another student stated that she read more English articles to develop their writing and reading skill. The strategies suited with their learning necessary. As stated by Benson (2001), that strategy training explicitly teaching students how to apply language learning and language use strategies, can enhance students' efforts to reach language program goals because it encourages students to find their own pathways to success, and thus it promotes learner autonomy and self-direction.