

CHAPTER I

INTRODUCTION

A. Background of Study

Autonomy in learning has been a subject of widespread discussion among experts in learning. Learning autonomy is fast becoming one of the strategies of choice in EFL teaching. Learner autonomy is interpreted in various ways and various terms like “learner independence”, “self-direction”, and “independent learning” have been used to refer to similar concepts (Ivanovska, 2015). Learner autonomy is based on the thought that if learners are involved in deciding processes regarding their own language competence, “they are likely to be more enthusiastic about learning” (Littlejohn, 1985).

According to Holec (1981) as cited in (Teng, 2019) “learner autonomy is the ability to take charge of one’s own directed learning”. On the other hand, Dickinson (1987) cited in (Tan & Chan, 1997) said that learner autonomy is defined as “the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions”. Learner autonomy means taking responsibility for someone’s own learning, which signifies that the learner study on their own during a very effective way. Thus, the learning process are often simpler when learners take hold of their own process of learning, because they learn what they are ready to learn. The students don’t depend on

the teacher. The teacher is only as a facilitator and companions in the learning process. Applying students-centered is one way to apply learner autonomy in school. Students may able to advise or participate in determining the materials, methods or mediums that to be used in the learning process.

In Indonesia has applied Curriculum 2013 for elementary, junior and senior high school. One of the policies of Curriculum 2013 use student-centered learning method in teaching and learning process, it means that learning activity centered on students and also, they should be more active. It is written on Peraturan Menteri Pendidikan Nasional No.23 tahun 2006, there are 17 points that explain students should aware their advantages or disadvantages and they should know how to solve a problem in daily life, and it means student-centered learning makes students become autonomous. From the explanation, it can be concluded that learner autonomy in learning English become an important thing that should be concerned, reminding that a half of successfully in learning foreign language is started from learner's willingness.

Today, in every school may have applied learner autonomy, but researcher found at Mts Muhammadiyah 1 Banjarmasin the autonomous learners still lacking. For example, when the teacher asks them to answer her questions on the whiteboard, they still didn't dare to raise their hands and answer the questions. The learners also rarely learn the subject matter that will be taught by the teacher. Sometimes, they didn't prepare the things that are

needed during learning activities. For the last example, when the teacher gave them a chance to ask questions, they did not use the opportunity well.

There are many teachers would agree that autonomous learners are much more likely to success with their studies than those learners who are heavily rely on the teacher. As the result, most of the students are expected to be autonomous learners.

Allah said in the Holy Qur'an, Ar - Rad (13) : 11

لَهُ مُعَقَّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ لَا يُعَيِّرُ مَا بِقَوْمٍ
حَتَّىٰ يُعَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَّ لَهُ ۗ وَمَا لَهُمْ مِنْ دُونِهِ
مِنْ وَّالٍ

One of Allah statement “*Verily! Allah will not change the condition of people until they change it themselves*”, here Allah Most High informs us during this verse that He won’t change people until change occurs in them whether from themselves or those in charge of them or those put over them for a reason. So, all things that will happen depend on each human being, this illustrates that the attitude of autonomous is very important and so that people do not depend on others.

In a thesis by Khoiriana (2018) entitled “A Descriptive Analysis of Learner autonomy in English Language Classroom in The Second Grade Students of SMA As Salafi Susukan”. The research found that there are several stages conduct by students to become learner autonomy, they are;

identifying needs, practice, selecting resources, selecting learning strategies, planning learning, and monitoring progress in English language classroom. Besides that, there are the student ways to develop learner autonomy; identify the learning difficulties, choosing books and exercises suitable with their ability, keep record of the study (writing review or take a note), and catch chances to take part in class activities. But aside from students, there are some factors that influence learner autonomy.

Based on a journal entitled “Factors Influencing Learner Autonomy in Learning English at The Eleventh Grade of MA Darul Hikmah Tawang Sari Tulungagung”, there are some types of strategies employed by different learners may vary due to different factors (Kemala, 2016). According to Higgs (1988) as cited in (Kemala, 2016), there are four factors which influence the autonomous learners; the role of learners themselves, teacher, the task, the environment. One of the factors influence the autonomous is teacher, because teacher is someone who important in teaching and learning activities. So, different from previous studies that focus on factors and students, in this research focus on the teacher.

Based on the explanation above the researcher is interested to investigate about **“TEACHER’S STRATEGIES IN IMPROVING THE AUTONOMOUS LEARNERS IN LEARNING ENGLISH”**.

B. Research Questions

Based on the background of study, the problems of this research as follow :

1. What strategies done by the teacher to improve the autonomous learners in learning English?
2. How do the teachers implement the strategies in improving autonomous learners in learning English?

C. Objectives of Study

Based on the research questions above, the objectives of this research as follow:

1. To find out the teacher's strategies to improve the autonomous learners in learning English.
2. To describe the implement of teacher's strategies in improving the autonomous learners in learning English at Mts Muhammadiyah 1 Banjarmasin.

D. Significance of Study

The result of this research is expected to give contribution for students, teachers, institution and even the future researcher as described follow:

1. The students

The result of this research expected to contribute and to support students become autonomous learners.

2. The teacher

The result of this research expected teachers can improve their strategies in teaching English that build their students to be autonomous learners.

3. The institution

The result of this research expected institution can provide teaching-learning facilities to support students become autonomous learners and it will help teachers in teaching English easily.

4. The next researcher

The result of this research expected as guidance and a reference for another researcher who want to do a deeper research.

E. Definition of Key Terms

1. Teacher's Strategy

A teacher may be a one that helps students to accumulate knowledge, competence or virtue, and a strategy describes how the ends (goals) will be achieved by the means (resources). In teaching-learning

activities, teacher's strategy is an action taken by the teacher in terms of preparing learning material and how to convey it to students, so that learning objectives are achieved. In this research, researcher focused on the strategies carried out by the teacher in improving learner autonomy in English class, because teacher is one of the factors which influence the learner autonomy.

2. Learners' autonomy

Holec (1981) as cited in (Teng, 2019) said that learner autonomy is the ability to take charge of one's own learning, and definition of improve, to enhance in value or quality (make better). Thus, improving learner autonomy is enhancing the quality of the learner ability to take charge of one's own learning. To increase learner autonomy in learning English, teacher is one of the important factors. The teacher has an important role in teaching-learning process. In addition to delivering lessons, teacher is also required to educate students to have good behavior. One of the good behaviors is the nature of independence, which in this case is an independent attitude that must be owned by students in terms of learning. Through strategies used by the teacher in teaching-learning process, allows teacher to be able to improve the student's independent (learner autonomy) in learning, and this research wants to find out the strategies.

3. Learning

There are some definition of language, as follow: a. Learning is a change in behavior as a result of experience or practice, b. the acquisition of knowledge, c. knowledge gained through study, d. to gain knowledge of, or skill in, something through study, teaching, instruction or experience, e. the process of gaining knowledge, f. a process by which behavior is changed, shaped or controlled, g. the individual process of constructing understanding based on experience from a wide range of sources (Fulton, 2009). Learning can be viewed as a change process and the product of a change process itself.