

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this chapter, the researcher describes about the result of this research that collected by technique of data collection, they are interview and documentary. Those instruments use for answer the questions in research questions, the first question is: what are strategies done by the teacher to improve the autonomous learners in learning English and the second question is: how do the teachers implement the strategies in improving the autonomous learners in learning English. The results of this research findings are presented in the description below.

1. What Are Strategies Done by the Teacher to Improve the Autonomous Learners in Learning English?

The researcher got the data by interviewing two English teachers in the school and analyzing the lesson plans used by the teachers. The findings showed that the teachers used:

a. Study Group

From interviews, the teacher explained that sometimes she made study groups in the classroom, which were intended for the students to learn and understand the lesson with their group members, and to be able to help each other to understand the subject matter.

b. Answer the Questions on The Blackboard

From the results of interview, the teachers mentioned that during they teaching English in class, sometimes they asked students to answer some questions they had prepared earlier on the blackboard, and then check the answer together.

Based on the teacher's lesson plan, on the section while-activity there is an activity that indicates that after the teacher explains the material, then the teacher asks the students to answer the questions on the board.

c. Tasks

This strategy is often used by the teachers in increasing their student's autonomy. In the teacher's lesson plans, the researcher found several activities that show that the teachers implementing the strategy, such as; asks students to answer some questions, asks students to make

conversation in English, uses a game to decide who will answer the teacher's questions, etc.

d. Persuasive Communicative

From the results of interview, the teacher argued that she did persuasive communicative with their students. For example, she usually warned her students when they make a mistake, and reprimands students who forget to do their assignments.

These strategies were carried out before the corona pandemic occurred.

During the corona pandemic, teachers are using whatsapp and google classroom to teach their students. So, the teachers find it difficult to apply the strategies they usually use in increasing their student's autonomy in learning English. Now in teaching English the teachers are asked their students to watch a video on youtube, read the material and answers some questions or do something related to the material. One time, the English teachers at Mts Muhammadiyah 1 Banjarmasin warned students to do the assignments she had given them. This is one of the persuasive communications that she tries to apply in this situation. So, there are two strategies that teachers apply during this pandemic, namely:

a. Doing tasks

Based on the results of the interview, teachers mentioned that they would give assignments in each meeting, and it is usually individual tasks. From the researcher's observation via whatsapp groups and google classroom which is the media used by teachers to teach, teachers always give students assignments to be done individually and then ask students to submit their assignments to be later checked and given score. There are some assignments that teachers give to their students, such as;

- 1) Answer some questions in student worksheet book (LKS).
- 2) When the material about *families*, students are asked to create a scheme of their families.
- 3) When the material about *presents perfect continuous tense*, students are asked to make sentences using the tense.
- 4) When the material about *procedure material*, students are asked to translate a text.

b. Persuasive communication.

Even though she has to teach online, the teacher is trying to do this strategy, such as; she reminds the students to do their task, because the task she has given will be their scores, and it is very important for students need in school.

2. How Do the Teachers Implement the Strategies in Improving the Autonomous Learners in Learning English?
  - a. Before the Corona Pandemic Occurred

When conducting interview, the teachers explained that at the time, English was taught twice a week, and it was easier for them to teach face-to-face with their students, so they could use the strategies mentioned above as best they could. Through interview and analyzing the teacher's lesson plans, the researcher will explain how the teachers apply each of these strategies in the classroom.

- 1) Study Groups

First, the teacher will divide students into groups. Making groups is intended so that students can learn and understand the English material with their group friends, have discussions with their group friends, and someone in the group who does not understand the subject matter can be assisted by their group friends to understand the subject matter. Then each group will be given assignments to work together. Next, the results of their work will be collected or presented in front of the class.

This strategy is very useful for the students, because in addition to increasing the learners' autonomy in learning English,

the students can also become familiar with their classmates. The teacher also explains that one of the obstacles in implementing this strategy is that sometimes there are students who does not want to join a predetermined group, and want to group with only their close friends. Then the teacher will explain to the student that he/she should try to be closer to other friends, not with friends who are always with his/her.

## 2) Answer the Questions on The Blackboard

To increase students' understanding of the learning material, the teacher usually gives assignments to students. For example, the English teachers in Mts Muhammadiyah 1 Banjarmasin will write questions on the blackboard and asks students to answer these questions on the blackboard. To determine who students will answer these questions, the teacher will appoint students who will answer these questions or ask students who volunteer to answer these questions on the blackboard.

The English teacher argues that in addition to testing and improving students' understanding of learning material, this strategy is also a way to increase students' courage and independence in learning English in classroom.

### 3) Doing Tasks

Giving tasks is something that is usually done by teachers in teaching. This is also commonly used by the teachers in teaching English in the classroom. After the teachers explain the subject matter, the teachers will ask students to do tasks, such as answering questions or other things related to learning material. This will help students to improve their independence in learning English.

### 4) Persuasive Communication

During the interview, the teacher thought that a good relationship between teacher and students was very important. Because of that, she tried to get close to her students. If teacher and students have good relationship, will be easier for teacher to discuss with students about student attitudes when learning, about student task, etc. And also make it easier for teacher to convey things that can motivate, persuade, direct their students towards better things. When there are students who are difficult to reprimand, teacher will try to reprimand the students to be better, and not repeat their mistakes. When there are students who do not do assignments, they will try to remind their students to do their assignments in the future. When there are students who have a problem, for example problem

in learning, the teacher will try to listen to the problem and the help students think about how to solve the problem. They also often deliver sentences to motivate their students in class, one of that is to improve the autonomous students in learning.

b. During Corona Pandemic

This time, English was taught once a week, and the teaching-learning process is carried out online.

1) Doing Tasks

The teachers teach using whatsapp application and google classroom. First, they tell the English material that will be discussed on the day, then direct the students to learn and understand the material through reading books and also watching videos on youtube based on link that has been given. Furthermore, the teachers ask students to answer questions or do something related to the subject matter. The teacher will also answer when a student asks. So, in this case the teachers apply a strategy to do tasks to increase the autonomous learners in learning English.



## 2) Persuasive Communication

The teacher reminds her students who did not do the previous assignment so that in the future they should do the assignments she gave them. She said that if students do not work their assignments too often, it makes a lot of student's score empty, then this can be discussed with the homeroom teacher. In this case, she emphasized that the students to do the assignments that had been given, because it had a big effect on the students' grades.

This is one of the efforts made by the teacher to implement a persuasive communication strategy to increase the autonomous learners in learning English during this corona pandemic. This reminds that without the efforts of the students themselves, it can be bad for themselves.

## **B. Discussion**

In this part the researcher would like to discuss the result of this research. In teaching-learning process teacher has an important role, in this research related to the role of teacher in increasing the students' autonomy in learning English. From the result of interview, the teachers who was the subject of this research agreed that teacher had important role in teaching-learning process, which is the teacher is not only has the duty to deliver learning

materials, but educating the students to become better individuals, one of which is in helping the students to increase their independence. This is in accordance with the theory presented by Higgs (1988) as cited in (Kemala, 2016). He said that there are 4 factors which influence the autonomous learners; the role of learners themselves, teacher, the task, the environment. So, it can be concluded that the teacher is one of the important things that can affect the learner autonomy.

In this research, there are two research questions. The first question is; What are strategies done by the teacher to improve the autonomous learners in learning English? , and the second question is; How do the teachers implement the strategies in improving the autonomous learners in learning English?. For the first question, the researcher found there are 4 strategies done by English teachers at Mts Muhammadiyah 1 Banjarmasin, there are; study groups, answer the questions on the blackboard, tasks and persuasive communicative. But, during corona pandemic there are only two strategies done by the teachers, there are; tasks and persuasive communicative. For the second question, the researcher divided into 2 phases; before the corona pandemic phase and during corona pandemic phase. Because the implementation of each strategy in teaching-learning process from the two phases is different.

Based on the result of this research, there are 4 strategies done by the teachers in increasing learners' autonomy. On the other hand, Thanasoulas

explained that there are some strategies used by teacher to increase learners' autonomy, namely; self-reports, diaries and evaluation sheets, and persuasive communication as a means of altering learner belief and attitudes (Thanasoulas, 2000). Then, there is other opinion expressed that there are several strategies to improve learners' autonomy in teaching-learning process can do by the teacher, they are; doing tasks, study groups, and answer the question the board (Hidayat, 2017). So, this research found 3 strategies as mentioned by Hidayat, and 1 strategy like Thanasoulas's statement.

#### 1. Tasks

Between 4 strategies; tasks, study groups, answer the questions on the blackboard, and persuasive communicative, *task* is the strategy most frequently used by the teachers. Hidayat said that this strategy is to provide assignments related to the lesson (Hidayat, 2017). This is in accordance with what the researcher found in the teacher's lesson plans that there are many activities which show that the teachers give assignments to students related to the lesson. And also, every meeting during online classes, *tasks* is the strategy that is always used by the teachers. Because of this pandemic, interaction between teacher and students can only be done through social media. Thus, limiting teachers in teaching and implementing the strategies they are used to. But, *tasks* is a strategy that is quite easy to implement in before the corona pandemic phase (offline classes) and during corona pandemic phase (online classes).

## 2. Persuasive Communication

The offline classes or direct interaction between teachers and students make it easier for teachers to deliver lessons and make the implementation of the strategies more creative. And for persuasive communication strategy, meeting and talking directly with students make it easier for teachers to build good relationships and make giving suggestions to students more easily. But, in this pandemic phase, teachers are still trying to implement this strategy, by reminding and reprimanding students who make a mistake through social media. In implementing this strategy in accordance with the statement by Thanasoulas, he said that a persuasive communication is a discussion presenting information and argument to change a learner's evaluation of a subject, situation, task, and so on (Thanasoulas, 2000). From the result of this research the researcher found that there are some examples of the implement this strategy by the teachers; first, the teacher reminded their students who didn't do assignment that the teacher has given, and the teacher explained that the assignments had a big effect on the students' grades. Second, the teacher also reminded the students who made a mistake and asked students to do not repeat their mistake again, and explained that the mistake made by the students will be bad for the students. Third, the teacher tried to listen the students' problems, and help them think about how to solve their problems

### 3. Study Group

On the other hand, Hidayat argued that study group strategy can apply in the classroom and also outside the classroom (Hidayat, 2017). Based on the result of this research after doing interview and analyze the teacher's lesson plans, the researcher found that the English teachers in Mts Muhammadiyah 1 Banjarmasin only apply this strategy in the classroom, and the researcher did not find that the strategy apply outside the classroom.

### 4. Answer the Questions on the Blackboard

The last strategy is *answer the question on the blackboard*. This activity will increase learner confidence. This strategy can be used to improve learners' autonomy, because an independent attitude needs to be made accustomed to (Hidayat, 2017). Based on the results of this research, some time the teachers used this strategy. It shows that the teachers tried to accustomed students to be more confident by asking them to answer some questions on the blackboard.