

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter contains finding and discussions of research to answer the research question based on the data gathered by an interview with teacher and students due on April, 7th 2022, and May, 17th 2022.

A. Finding

To find out the responses of the teacher about how the teacher apply the Learning Autonomy in the Post-Pandemic Era and how learners' autonomy in the Post-Pandemic Era, the researcher used an interview with the teacher and students to gather the data.

1. The Implementation of Autonomy Learning by The Teacher in the Post-Pandemic Era

The researcher got the data by an interview with a teacher of SMP Muhammadiyah 3 Banjarmasin and by an interview, the researcher found out the ways the teacher used Autonomy learning in his learning process.

“Dengan memberi materi ke Google Classroom. Guru memberikan perintah untuk mengerjakan soal, yang mana soal tersebut terdapat dibuku LKS, lalu para murid diminta untuk mencari jawabannya sendiri”.

From that statement, the teacher used *Google Classroom* for the

application that teacher used and made the students solve their problems (the answer from the assignment) by themselves.

Meanwhile, the reason why the teacher used autonomy learning for students with *Google Classroom* rather than other application such as zoom or google meet, because the teacher thought used it make more useful for students. Then, as teacher said "*zoom atau google meet biasanya ada beberapa kendala terhadap para siswa, seperti tidak ada kuota atau gadget yang bisa digunakan oleh si siswa yang mana juga digunakan bergantian dengan saudaranya menjadikan media tersebut (zoom atau google meet) susah diberikan sehingga diberikanlah tugas secara mandiri (learning autonomy) agar ia bisa menyelesaikannya sendiri*". "...*menyelesaikannya sendiri*" it means the teacher wanted the students to do their assignment with their own ways after the teacher given the material and explanation.

Then from that, by given the materials and explanations by used application such as *Google Classroom*, it can be more flexible because the teacher given the chance to the students for made them finished their assignment with their own learning and given the more time for deadline.

Then for giving a kind of assignment, the teacher has a different kind of assignment for students when used Learning Autonomy in their

online class and directly in the class (face-to-face learning/offline class). A kind of assignment for students in online class when used Learning Autonomy is more easier than directly in the class. It is because "*untuk tugas online lebih mudah dibandingkan offline karena susah untuk memberikan penjelasan secara langsung*". It known that online class with Learning Autonomy made teachers had difficult to give an explanation to students than directly as they do in the class in offline class. When the offline class, the teacher can give the more difficult for the assignment, it was because the teacher can give the explanation directly at the time and if the students have their problem, the teacher can give his help for the students who still have difficult quickly. But, it has different situation for online class, because the students used Learning Autonomy in their online class, so the teacher must give the students the easier assignment for them because the teacher just have to give the explanation of the material in the *Google Classroom* and cannot give it directly, then the students have to understand it by themselves. So, if the teacher also give the same assignment like in offline class, it was made the students two difficult, first for understand the material then the second is understand the assignment.

But, it does not mean the teacher not had given the students an explanation again about the material but it is just not the same with teacher doing it directly, because as we can know the teacher and students just have application such as *Google Classroom* or *WhatsApp* for them talked

if the students cannot understand with the material or assignment. Even though the application has been provided, there are still obstacles such networks so that teacher and students cannot get an explanation quickly like in the class.

Then for the evaluation, when had a technique for our students for their learning, we must know about the technique is useful for students or not and that is why we do an evaluation. The evaluation that the teacher does is the teacher evaluate by two ways. The use of these two methods was not without reason, it was based on the fact that the school where the researcher done the research was still used offline and online learning alternately. So, the teacher used an evaluation in offline and online time for the students. As teacher said *"untuk evaluasi biasanya ada online dan offline"*.

The teacher was used a video call group with students by memorizing vocabulary in a text and it done alternately by other students as well for online evaluation. *"Evaluasi online langsung dengan menggunakan video call group dengan cara menghafal kosakata dalam sebuah teks dan dilakukan secara bergantian"*. Then, the teacher used made the students wrote down what they have memorized into the notebook for offline evaluation. *"lalu untuk offline dilakukan dengan"*

langsung menuliskan ke buku tulis yang mana itu ialah tugas hafalan yang dicatat dibuku tulis lalu kemudian dikumpulkan".

So from that, the result was the researcher found from the ways the teacher used for evaluating students are from two ways, they are from online and offline time with the different ways between online and offline. When online learning, the teacher made a video call group for students and made them memorize the vocabulary from the text that the teacher has and after that, it was done one by one. Then for offline learning, the teacher made the students wrote the memorized assignment in students' textbooks and after that sent it to the teacher. Then, finally finding out the result of the evaluation.

There are the result of the evaluation:

- a. The teacher cannot control students to their learning well.

"tidak bisa secara langsung melihat bagaimana murid mengerjakan (tugas/belajar) seperti: apakah mereka langsung memakai Google Translate karena dirumah mereka dapat memakai gadget mereka sehingga otomatis tidak bisa mengetahui apakah ia menggunakan Google Translate atau Kamus".

- b. The students learn with their mood and it is impacted their assignment that is they sent the assignment, not in the predetermined time which is when on other days or one day before an exam, many students forgot with the assignment,

- c. The students do not look too motivated by the existing learning. It was because the students not too interested to learn in online class, especially in learning english because many students thought it was difficult to learn if not learn directly. However, the teacher still looked the students happy with this learning.

2. Learner Autonomy in Post-Pandemic Era

The researcher got the data from interview with 13 students from eight-grade class of SMP Muhammadiyah 3 Banjarmasin and by interview, researcher found out how is learners' autonomy in post-pandemic era

As the result of this section, the researcher found the students used learning autonomy for their learning process in their online class. Meanwhile for the ways of used learning autonomy by the teacher is the teacher given the student material and explanation about the material with assignment by google classroom and after that, the students must learn it dan understand it again by themselves. By learning and understanding, in that time the students given the chance to can do their learning and they can used their way of learning without help from the teacher directly as in class. In this case, it was not the teacher who cannot help students but the teacher wanted them to solve their problem first (understand the material and do the assignment by themselves) and if the students still cannot

understand the explanation or the rules of the assignment, then the teacher can help the student. So, the student must do their problem first with monitoring from the teacher even though the teacher doesnot give them help directly as usual.

a. Students Have Responsibilities in their learning

The result in this section, the students have responsibilities in their learning process when they used autonomy learning is true. The students given the responsibilities to choose how the ways to learn English when the teacher just monitors them than given them an explanation or help directly as usual in class. The researcher found the responsibilities The sense of responsibility found by researchers in students in the learning process is when students find difficulties in accepting the material presented by the teacher so that they are difficult to understand and also with the assignment they have received.

In the situation when students have difficulties in accepting material, many students choose to learn it again or ask others rather than give up on the material or have a lazy time.

1. Motivation

The result of this section was found out there are various answers from students. Some students feel by using a learning system such as learner autonomy allows them to be able to learn as they want with their responsibilities.

Student 3 said, "Termotivasi karena dapat menonton video-video yang menginspirasi untuk dibaca dan di dengarkan"

Student 4 said, "Termotivasi karena dapat belajar dengan cara belajar saya sendiri sehingga pemahaman lebih bisa masuk"

Student 5 said, "Termotivasi karena cepat memahami dengan cara belajar yang diinginkan"

Student 6 said, "Termotivasi, namun lebih baik juga dengan pembelajaran offline"

Student 7 said, "Belajar dirumah seperti ini membuat lebih termotivasi"

It can be seen that 5 from 13 students have motivation in their learning with their learners' autonomy. It was because when students done their learning, the students can:

- b. Understand well about the material that have been given for them when they learn alone or in the home
- c. Watch their video what they want which is that video can improve their learning, especially in learning English.

However, some students felt that the application of learners' autonomy to themselves made them happy and unhappy. It was because these students feel that they are either motivated or not by the learning system.

Student 2 said, "Merasa termotivasi namun lebih suka dengan sistem pembelajaran langsung disekolah"

Student 9 said, "Termotivasi karena merasa terbantu ketika belajar dirumah dan ketika ada ulangan, namun tidak untuk penjelasan yang pemahamannya susah dan tidak bisa langsung dijawab oleh bapaknya daripada saat belajar disekolah secara langsung. Jadi setengah merasa suka dengan belajar mandiri namun susah dibagian penerapan pemahamannya"

Student 10 said, "Termotivasi sedikit karena masih ada materi yang susah dipahami"

Student 13 said, "Termotivasi karena enak belajar dirumah namun untuk pemahaman lebih enak disekolah (belajar secara langsung dengan guru) jadi merasa senang dan susah juga"

It can be seen that 4 students think that learner autonomy can make students motivated and not at the same time. Then for the reason, students also have different reasons for it, there are:

- a. Motivated with this learning but still like learning system when they use in the class directly

- b. Motivated when the student have test but not for the explanation by given by the teacher
- c. Motivated but not too much because still have the difficult material
- d. Motivated with learning in home but not for explanation also.

In addition to feeling motivated and on the verge of feeling motivated or not, it turns out that many choices that this kind of learning does not make them motivated, although not as much as students who feel motivated, but only one person differs from students who are motivated, there are four students who do not feel motivated.

Student 1 said, "Kurang paham jadi tidak merasa termotivasi dan juga lebih suka belajar secara langsung seperti dikelas dan juga bisa bersama teman juga"

Student 8 said, "Tidak termotivasi karena lebih suka saat pembelajaran offline yang mana dapat belajar secara langsung dan memiliki banyak interaksi juga lebih mudah dipahami (dengan bantuan guru secara langsung)"

Student 11 said, "Tidak termotivasi karena pembelajaran dilakukan dirumah dan membuat tidak fokus"

Student 12 said, "Tidak termotivasi karena lebih merasa rajin ketika belajar langsung dengan guru disekolah"

2. Teacher

As a result of this section, there are various answers from students. All students stated if their teacher gives them learning by using learner autonomy for them. The teacher gives students chance to learn autonomously after the teacher gives an explanation of the material and assignment in Google classroom. Students also stated if the teacher gives them help if the students have difficulties with the material or other problems in the learning process.

"menanyakan kepada guru saat offline"

"tanya ke guru lewat chat"

Besides that, although the role of the teacher is also to help the students, it is known that there are some students who find it difficult to ask questions with their teacher for various reasons, there are:

- a. Prefer to ask friends or someone in their family if the student have difficult in understood the material or assignment because the student feel shy to ask
- b. Messages from the students who have long been replied by the teacher because there are many incoming messages
- c. Messages from the students who did not reply by the teacher because the teacher did not read it when the teacher have many messages were received.

3. Assignment

In the giving assignment to the student which is these activities make students are encouraged and take responsibility for it, the researcher found if the students have done some encouraged themselves to do their assignment even though assignment make student difficult to accept but students have their responsibility with it by solving it with their ways or ask for others such as teacher, friend or family member to help them.

Student 2 said, “tugas diberikan lewat Google Classroom. Dikerjakan sendiri namun kadang juga dengan teman untukk bersama-sama mengerjakannya”

Student 3 said, “ketika ada tugas yang susah dipahami langsung tanya ke teman atau guru. Namun karena agak grogi jadi lebih milih tanya ke teman”

Student 4 said, “tidak terlalu bisa bahasa inggris jadi ada bantuan sedikit-sedikit dari Google”

Student 5 said, “ketika ada tugas, dipahami sendiri lalu jika susah dibaca ulang dan lebih dipahami lagi”

Student 6 said, “untuk penjelasan kadang susah dimengerti karena kurang dibandingkan secara langsung jadi mencari bantuan dari Google Translate dan kamus”

Student 11 said, “ketika ada tugas ya dikerjakan, kalau ada yang susah nanya ke teman, ayah, atau guru les bahasa inggris”

However, the result of this section are:

- a. Not a few students directly use google translate to answer their assignments, which according to the teacher will have a bad impact on them, such as not getting a lot of vocabulary.
- b. Many students chosen done their assignment with their friends when they have difficult instead of just solving it by themselves.

4. Environment

As a result of this section, the researcher found out that the environment influences student learning.

Student 1 said, *"lebih suka belajar langsung disekolah karena dapat bertemu dengan teman juga"*. It means the environment of students 1 is not make her comfortable because she will meet her friends and learn english together.

Meanwhile, students 4 and 5, state that learning at home can make them comfortable because they can do whatever they want such as they can learn it every time they want or where the place they want.

"belajarnya bisa seperti yang saya inginkan, bisa sambil rebahan atau apa aja"

"belajarnya bisa sendirian dan tidak ada yang mengganggu sambil duduk ditempat yang sepi"

Then, another answer by student 4,

Student 4 said, *"jika ada kesusahan biasanya dibantu google atau sepupu"*. So from this answer, the researcher found out that the student has a conducive environment from her family because her cousin gives help for her learning.

Besides, student 11 has a similar answer when she has help from her family.

"ketika ada kesusahan biasanya tanya ke teman, ayah atau guru les bahasa inggris"

Therefore, the researcher found out if this student has a conducive environment with her family, and also with her environment in school and course placement.

B. Discussion

This section contains a discussion of the research finding based on the analysis of the data.

1. How The Teacher Apply Autonomy Learning in Post-Pandemic Era

Based on the finding, researchers find the teachers use autonomy learning in the class, especially in their online classes because the situation use online and offline learning in the Post-Pandemic Era, makes teachers must do something for their online classes because teachers know if the teacher can not do the learning as in the offline class so that to make the student can learn well in the online class, therefore, the teacher use autonomy learning in the class.

The teacher used autonomy learning in the class by giving the students chance to make their learning by themselves. The teacher gives the students material by using Google Classroom with the explanation about the material, then the student must understand the material by themselves and after that, the teacher gives the students assignment. But it does not mean the teacher does not help the students in their online class.

It same with Thanasoulas' theory, autonomy learning is by no means "teacher-less learning"(Kemala, 2016). Therefore, teachers give

help to the student if the student has difficult things such as difficulty understanding the material or many problems in their learning process.

By giving the autonomy learning for the learning process, the teacher has another reason besides the teacher wanting students to have a chance for their learning. Another reason is the situation of the students. The teacher saw the situation if students can not use other media for their learning such as zoom or google meet because many reasons by the student can not able to use that media. Network constraints and not having their smartphone are obstacles for students. So, teachers think with using autonomy learning is make the students more comfortable with their learning. Because of that, it can also give them responsibility for their learning.

Then, also stated by Holec, autonomy learning is defined as "the ability to take charge of or responsibility for one's own directed learning". So, from this learning, it will make the students not just have the ability to take their learning but students also have responsibility for their learning.

But, after using the use of autonomy learning in learning and seeing from the evaluation time carried out by the teacher. Finally, found out that learning makes some students not motivated in their learning though that learning makes them comfortable.

2. How is Learners' Autonomy in Post-Pandemic Era

Based on the result in the finding section, the researcher found that students use learner autonomy which means learners' autonomy is learn completely on their own and determine their learning direction which has scope to carry out their responsibilities for their learning. In this situation, found that the students are given the chance to choose their own learning and it is also the same as Bunker stated about autonomy learning if the students have the freedom to choose their own learning. Then, it is also stated by Holec about learners' autonomy, "learner autonomy is the ability of the learner to take responsibility for all aspects of their learning experience, from determining their learning objectives, to defining the content, to selecting the learning methods to be used, to determining how to measure and monitor acquisition" (Holec in Nabila, 2019).

But from the result in the finding section, the researcher also found that many students are not comfortable using this learning even though they can learn comfortably with their own learning by choosing their learning freedom because they prefer to choose to learn English with learning that they use as in their offline class. The student chooses it because they can learn more comfortably if the teacher explains the material directly to them and they also can have many partners to speak English. Other students also stated that they

like to use autonomy learning but if the teacher gives the media such as zoom or google meet it can help those who want to hear the explanation directly. So from that, the researcher found any kind reason why many students like and dislike using autonomy learning in their learning.

a. Students Have Responsibilities in Their Learning

Based on the result finding students have responsibilities in their learning process when they use learning autonomy, as Holec explained learner autonomy is the ability of the learner to take responsibility for all aspects of their learning experience, from determining their learning objectives to defining the content, to selecting the learning methods to be used, to determining how to measure and monitor acquisition.

1. Determining Their Learning Objectives

In determining their learning objectives, the students can find their learning by a material given by the teacher in google classroom and after that, the students learn by it.

2. Selecting Learning Method

In selecting a learning method, the students have any kind of learning method that they use. Many students learn by

themselves when they learn English, other students learn English by being given help by their family or teacher on their course, and also other students learn English through an application such as Google Translate and Duo Lingo.

3. Determining How to Measure and Monitor Acquisition

The students determine how to measure and monitor the acquisition of their learning by understanding the material. When they have not understood the material that has been given by the teacher, they will prefer to learn it by themselves first before they ask the teacher or friend. Then after that, we can find out the extent of the understanding obtained.

Then in the situation, the researcher also found that when students have difficulties in accepting material, many students choose to learn it again or ask others rather than give up on the material or have a lazy time.

1. Motivation

According to Csizer, motivation is also believed an engine of generation learning and propelling students forward helping them overcome the difficulties they encounter in learning a foreign language (Csizér & Kormos, 2009).

Having motivation of students in learning English is important and based on the result, the researcher found that 5 students feel motivated, 4 students feel not motivated, and 4 students feel motivated but with reason, if they also did not choose to use learner autonomy for their learning because they want still use learning as they do in the offline class.

2. Teacher

Based on the result finding about the teacher, researcher found out the teacher gives students chance to learn autonomously after the teacher gives an explanation of the material and assignment in Google classroom. Students also stated if the teacher gives them help if the students have difficulties with the material or other problems in the learning process.

From that, it is the same with Hill's theory about success in getting students to be actively involved in their learning is very dependent on the ability of a teacher to define their role. In this learning, the researcher found out teachers not just give the chance to students for their learning by themselves but the teacher also gives help for students to make the students know about their role as a student to learn from any situation that they have. Therefore, in this situation, the teacher also gives help to make the student comfortable with their learning process. It is also the same

state in Benson's theory about the most important thing in learning English is to help students to become more autonomous in their learning.

3. Assignment

Based on Yulizon, “Assignment can be stimulate students to learn actively both on individually and group” (Khayati, 2021). So, Assignments to students will be given collaborative learning; an educational approach to teaching and learning that involves groups of students working together to solve problems, complete assignments, or create products. Along with these activities, students are encouraged or sometimes even forced to take responsibility for what they do. And finally, through the findings, student students are encouraged by the tasks given by doing them in their way, which learning is also found that can involve groups of students to be able to do their assignments or ask for help from their family members or even do it themselves with the help of google translate.

4. Environment

As the result of this section, the researcher found out if the environment has given influenced students for their learning. The

environment such as in the school, family, or courses place makes student helped by it.

As Yuen Pan stated, we must need a conducive learning environment for students to facilitate their learning (Kemala, 2016). It is true and found out by the researcher in the students doing the research. In school, many students have support from their friends or teacher for their learning. In the family, two students stated if they have support or help from their family members such as their father and cousin for their learning. The last, one student stated if she has help from the teacher on her course for their learning. So from that, the researcher also found out if they have any kind of environment that has influenced the students for their learning.