

## **CHAPTER IV**

### **FINDINGS AND DISUSSION**

#### **A. Findings**

This chapter presents an analysis of the research results and addresses the inquiries posed in the initial chapter. The first section focuses on the issue of learning autonomy among third-semester students in the English department and explores the factors that facilitate their self-directed learning initiatives in speaking skills. The second section scrutinizes the research outcomes in the context of relevant theoretical frameworks. The data utilized in this chapter was solely collected through online surveys or interviews that were conducted among the students enrolled in the English department.

1. The learning autonomy of English students at Antasari State Islamic University contributes to their improvement in speaking skills.

The data for this study was collected by the researcher through a series of interviews with third-semester students enrolled in the English department. Based on the research findings, it was observed that students are capable of acquiring autonomy in their speaking skills in a variety of settings, whether it be at home or on campus. A total of nineteen interviews were conducted, and it was revealed that students have varying objectives, strategies, viewpoints, and readiness levels when it comes to enhancing their speaking autonomy.

- a. Motivation

In improving students' speaking skills, motivation is needed so that they can be moved and enthusiastic in carrying out learning autonomy, and the motivations of these students are of various kinds, not all of them are different and some may have similar motivations, one of which was emphasized by Student 1 “To improve my quality in speaking skills” and by Student 18 “I really want to increase my confidence in public speaking”. This implies that they possess a strong aspiration to enhance their speaking skills through the utilization of independent learning strategies, with the aim of achieving their desired proficiency level.

In fact, within the realm of learner autonomy, intrinsic motivation holds paramount significance, as it emanates solely from the individual learner, uninfluenced by external factors. This inherent motivation aligns with the defining characteristics of learner autonomy. Student 3, for instance, expressed the following sentiment: “*My motivation for learning autonomy on improving speaking skills is myself*”. By placing oneself at the core of motivation, this student exemplifies a learner who embraces and embodies the principles of learner autonomy.

Apart from self-motivation, there are also those who use external parties as their motivation in improving speaking skills, “*My motivation is my friend can do better why me not*” said student 11, This implies that the student leverages an external influence, specifically their friend, as a source of motivation, thereby fostering greater enthusiasm in the process of enhancing

speaking skills. The student believes that if their friend is capable of achieving progress in this area, they can also accomplish the same feat.

Students also acknowledge the significance of acquiring fluency in international languages, particularly English, as it pertains to vital sectors like job attainment and as a gauge of success in the contemporary era. As expressed by student 15 *“In this era, the ability to speak and public speaking is needed, especially when looking for job vacancies, because everything is seen from how we convey it so that it reaches the audience. so I really want to be able to have that ability independently and learn from others.”* In the present-day context, possessing proficient skills in international languages or English is imperative across numerous domains of life. It is of utmost importance for students to attain mastery in these languages to ensure their competitiveness in the modern era.

#### b. Preparation and Material

In order to engage in autonomous learning, students require adequate preparation and access to necessary materials to optimize their learning experience. The significance of establishing an appropriate setting and atmosphere cannot be overlooked, as it plays a crucial role in creating a comfortable and focused learning environment that enhances students' effectiveness in developing speaking skills. The researcher aims to uncover valuable insights from students regarding the tips and strategies they employ to establish a conducive learning environment for themselves.

Several samples provided accounts highlighting similarities in their approach to organizing preparation and materials within the realm of autonomous learning, with the aim of enhancing their speaking skills. For instance, Student 1 expressed their perspective as follows " *Like providing a comfortable place to study, keeping away from something that makes me not focus*", providing a comfortable place to study and keeping away from something that makes student not focus are a crucial things that students have to do, this practice enables students to cultivate a heightened level of focus and concentration on the specific subject matter they intend to learn. Moreover, it facilitates their comprehension and mastery of desired lessons by rendering them more accessible and understandable. Student's 2 " *Be calm and focus towards it*", Student's 3 " *My preparation is to make the situation comfortable for learning, that is, always pay attention to the explanations from the lecturer and friends. By paying attention to them, we can better understand what material is conveyed*", Student's 14 " *The first thing I do is determine the appropriate place and time and limit myself so that I don't focus too much on one thing because we also need a calm mind*", All participants share a common approach in preparing the learning environment, which involves creating a comfortable setting that fosters enhanced focus on the targeted learning objectives. Cultivating a mindset characterized by attentiveness and concentration greatly benefits students, facilitating their comprehension and mastery of the subject matter. Such an

environment also promotes the effectiveness and efficiency of the learning process.

To prevent boredom or monotony during independent learning, students also incorporate learning games into their study routines. For instance, both Student 4 and Student 5 utilize this approach to make their learning experiences more engaging and enjoyable “*Some games or discussion (Dengan bermain game atau diskusi)*” *By preparing learning as well as possible, for example making fun games with students in class so that students can enjoy the class atmosphere comfortably*”, Preparing enjoyable learning games can positively impact the learning process. When students feel tired or burned out from studying, taking a break to play games can refresh their minds and provide a restful option. This helps make independent learning more effective and optimal by providing a rejuvenating break and allowing the brain to recharge.

When it comes to the materials they use, many students rely on online resources, particularly platforms like YouTube, to supplement their learning. For instance, Student 10 mentioned using YouTube to enhance their English proficiency “*I usually watching YouTube especially TED channel*”, Watching YouTube channels, especially those in English, can greatly influence students' independent learning. This is because it motivates and brings joy to students, ultimately enhancing their effectiveness in understanding the English language.

c. Other skills that students use to improve ability to speak autonomously.

The researcher discovered that in autonomous speaking learning, students employ various skills that are interconnected with the development of speaking abilities. Notably, listening skills play a significant role in enhancing independent learning. Many students utilize listening skills as a means to improve their speaking proficiency. This connection between speaking and listening skills is inherent, as they are closely intertwined and inseparable. Listening skills are crucial for students to master proper pronunciation and intonation. Therefore, it is observed that a considerable number of students rely on these skills in their speaking endeavors.

Apart from listening skills, students also use other skills such as reading, writing, for example like Students 1, 2, 3, 5, 6 “*Listening and reading*”, “*Reading skill*”, “*Listening, writing, and reading*”, “*Keterampilan membaca agar tidak salah mengucapkan kata-kata*”, “*Writing, listening, reading*” Reading and Writing skills are important in improving speaking learning because with students reading and writing a lot they can broaden new vocabulary and can understand more complex sentence structures, which will help students speak more structured and fluent.

Researchers have also discovered that students utilize other skills such as pronunciation and vocabulary to enhance their understanding of spoken language. This can be observed in the cases of Student 4, 7, and 9, for instance “*Pronunciation*”, “*Biasanya saya berbicara sendiri ketika ingin*

*mengungkapkan sesuatu dan akan mencari kosa kata yang saya tidak ketahui di kampus atau google translate*”, *“Pronunciation and listening”*, By employing effective and proficient pronunciation, it becomes easier for us to convey our thoughts verbally in a manner that can be better understood by listeners or conversation partners. Additionally, having an extensive vocabulary aids students in speaking fluently without any hindrances.

d. Assessing comprehension in the context of self-directed learning.

The advantage of implementing learning autonomy is that students are granted greater freedom to engage in learning activities of their choice and preference, thereby enhancing their overall learning experience. Various training methods are employed by students to improve their speaking skills, as observed in the cases of Student 2, 4, 5, and 8, for example *“Listen the word and the sentences then keep drill yourself until you get used to it and try speak to your friends”*, *“I will practice talking with my friends (Saya akan mempraktekkan berbicara dengan teman)”*, *“By trying to speak English with other people, if he responds well it means he can understand what I'm saying”*, *“Meminta teman yang lebih tahu untuk menilai kemajuan yang sudah dicapai baik dari segi kosa kata, makna, dan tata bahasa nya”*, to assess their proficiency in learning autonomy and speaking skills, they evaluate their skills by engaging in dialogues with peers or mentors who possess substantial expertise in the field. This enables them to gauge their progress and determine whether or not they have made improvements.

Furthermore, researchers have also found that some individuals employ self-assessment methods to determine their personal growth in the learning process. They engage in continuous practice and evaluation, repeatedly assessing their own progress. This approach is exemplified by the practices of Student 7, 11, 15, and 18

*“By mimicking the speakers and try to speak it once again without the original sounds”, “I just repeating my speak until i am fluently to speak the material or sentences”, “Membaca teks panjang dengan suara lantang lalu direkam, dan didengarkan kembali untuk menerawang bagian yang perlu di tingkatkan lagi”, “Speaking by myself in front of mirror”.*

## 2. Student perception about learning autonomy in improving English skills.

To collect data for this segment, the researchers utilized an online interview method. In this study, a total of 19 interviews were conducted. The researchers presented and elucidated the participants' perceptions regarding the role of learning autonomy in enhancing English skills.

There are various perceptions among students regarding learning autonomy, and the majority of them hold a positive view towards it. This is evident in the perspectives expressed by students 1, 2, 13, and 15, for instance *“According to my perception, independent learning is when we do not depend on others, we also have our own activeness and initiative in learning.”*, *“Its really awesome because nobody push and stress me. Also it is my own will to learn it”*, *“Sangat bagus tentunya”, “Amazing”*.



The researchers discovered that many students perceive learning autonomy as highly beneficial not only for their personal learning but also for enhancing their ability to communicate effectively with others. This viewpoint is shared by students 3, 4, 14, 17, and 18 *“I think it's important because from autonomy we can improve our ways to interact with each other”, “To make it easy for prepare lessons (Untuk memudahkan mempersiapkan pelajaran)”, “Autonomous learning is not just "a process of carrying out self-development without being asked by others and purely self-awareness" as I have described above based on the perceptions that I personally define, but is an integrative unit of several processes, namely: "The process of trying to acquire intelligence, knowledge, skills, which are carried out through experiences that do not depend on other parties, as a form of the ability to think and act for oneself that are not dependent on others with stimuli and responses that arise without outside influence to obtain relatively permanent changes in behavior”, “The ability to learn independently plays a role in shaping students to have lifelong learning abilities. The ability to learn independently is one of the characters that play a role in forming individuals who have the ability to learn throughout life (lifelong learning)”, “Tentunya sangat bermanfaat dan membantu dalam meningkatkan skill yang ingin dikuasai, tidak hanya speaking. Terlebih, belajar mandiri membentuk karakter kita sebagai orang yang bertanggung jawab pada diri sendiri. Di mulai dari mengerti dimana dan apa yang kurang dari diri kita kemudian berusaha meningkatkan atau memperbaiki hal tersebut dengan cara yang juga tidak memberatkan diri kita sendiri, pada intinya belajar mandiri itu membuat kita mencintai diri kita sendiri (secara tidak langsung)”*.

The researchers also found that adopting learning autonomy can foster independence, self-confidence, and a reduced fear of making mistakes among students. Consequently, this motivates them to be more diligent and enthusiastic in their pursuit of learning. This observation is exemplified by the experiences of Student 8, 9, 11, and 16 “ *Menurut saya ada kelebihan dan kekurangannya. Ketika belajar mandiri kita tidak takut membuat kesalahan dan lebih berani mencoba sesuatu. Namun dilihat dari kekurangannya ya kita tidak tahu apa yang kita lakukan apakah sudah benar atau bahkan tidak benar*”, “ *It makes me more independent to gain new knowledge beside in campus*”, “ *Sometimes learning autonomy can be boring, but in the other said i should to learning autonomy or by myself. Because that i can improve my speaking, if i lazy to learning autonomy, i will never be able to speak fluently like i want. So, i tried to learning autonomy with the way that i like, it is like listen to music or watching film*”, “ *Learning autonomy can make me learn to focus more on myself*”.

On the other hand, the researchers identified a misconception regarding students' perceptions of learning autonomy, as observed in the case of students 5 and 8, for example “ *In my opinion, if self-study is effective enough to develop English, it means that it's okay if you don't need the help of other people*”, “ *Menurut saya ada kelebihan dan kekurangannya. Ketika belajar mandiri kita tidak takut membuat kesalahan dan lebih berani mencoba sesuatu. Namun dilihat dari kekurangannya ya kita tidak tahu apa yang kita lakukan apakah sudah benar atau bahkan tidak benar*”, in their responses, students 5 and 8 held the misconception that adopting learning autonomy or self-directed learning implies relying solely on

oneself. However, this is not the case. In learning autonomy, individuals have the freedom to seek and choose materials or learning styles that suit their preferences. Moreover, learning autonomy does not negate the possibility of receiving assistance from external sources. This assistance can come in the form of providing new information about the subject matter or even helping to evaluate the learning materials one possesses.

## **B. Discussion**

The researcher has composed and analyzed the gathered data in the study's findings. Moreover, the researcher elucidates the students' approach to studying within the framework of learning autonomy for enhancing speaking skills and discerns their perception of learning autonomy. The researcher endeavors to scrutinize the ensuing factors for examination, thereby unveiling a substantial amount of comprehensive information for the study.

### **1. The Student's Learning Autonomy in Improving Speaking Skills**

In their responses, students 5 and 8 held the misconception that adopting learning autonomy or self-directed learning implies relying solely on oneself. However, this is not the case. In learning autonomy, individuals have the freedom to seek and choose materials or learning styles that suit their preferences. Moreover, learning autonomy does not negate the possibility of receiving assistance from external sources. This assistance can come in the form of providing new information about the subject matter or even helping to evaluate the learning materials one possesses.

Firstly, concerning motivation, almost all of the students share a similar motivation, which is the desire to master speaking skills effectively and accurately. The researchers hope that by adopting learning autonomy, students will be more motivated in their learning journey to improve their speaking skills. Motivation is recognized as a crucial factor in learning autonomy as it can drive and energize students in pursuing their goals independently (Sevik, 2015). The most important type of motivation in learning autonomy is intrinsic motivation, which originates from within the students themselves. It involves experiencing satisfaction in pursuing what they aim to achieve, and it is not influenced by external factors (Pink, 2009). While intrinsic motivation is indeed crucial, some students may rely on external factors as the foundation of their motivation. This is not necessarily problematic, even though external motivation is generally considered weaker compared to intrinsic motivation, according to experts (Sansone & Harackiewicz, 2000).

Secondly, how students prepare their learning environment is crucial in learning autonomy to enhance learning effectiveness. Creating a conducive learning environment, characterized by comfort, tranquility, and freedom from external disturbances such as noise, is vital. These factors contribute to improved focus among students, enabling them to better comprehend the learning material (Lefever, M., 2020). Furthermore, when it comes to learning materials, most students utilize online resources, such as using platforms like YouTube to search for English language materials. In learning autonomy, students have the freedom to choose and utilize various sources for their learning needs (Herlo, 2017).

Thirdly, there are several other skills that can assist in enhancing students' comprehension and speaking abilities, one of which is listening skill. Many students mention the importance of listening skill in improving their comprehension and speaking abilities, as speaking and listening skills are closely intertwined and inseparable. When someone speaks, the listener naturally listens, and thus, good listening skills play a crucial role in enhancing speaking abilities (Vandergrift & Goh, 2012).

Lastly, regarding the evaluation of students' comprehension and speaking skills, the researchers discovered that the participants conducted evaluations through Group Discussions. In this method, students seek assistance from competent peers or mentors to assess their speaking abilities (Howe & Mercer, 2012). In addition, the researchers found that some participants applied the self-assessment method to evaluate their own comprehension. They independently reflected on their understanding of the material and identified areas that needed improvement and further refinement (Karami, M., & Shahini, M., 2017).

## **2. Students perception about learning autonomy in improving speaking skills**

In this study, the researchers found varied perceptions among students regarding learning autonomy. The majority of students responded positively to the concept of learning autonomy, despite some misconceptions. The participants acknowledged that learning autonomy is beneficial for their understanding and improvement of speaking skills. Furthermore, adopting learning autonomy in their

learning process was highly regarded as it allowed them the freedom to choose learning materials that suited their individual needs. Moreover, adopting learning autonomy was seen as a means to enhance motivation and sustain their interest in independent learning (Şevik, 2015)

Some participants may have misconceptions about learning autonomy, believing that by adopting this approach, they will miss out on the opportunity to evaluate their learning with the guidance of mentors or others. However, according to (Gibbons, 2003), teachers or mentors can still play a crucial role in preparing and facilitating students to acquire the desired learning and evaluating their understanding. Thus, the involvement of mentors or teachers in the learning process can coexist with the principles of learning autonomy.