

CHAPTER 1

INTRODUCTION

A. Background of Study

Learner autonomy for English language learners has been a hot topic of debate among linguists and language teachers for more than a decade. Additionally, it is now commonly understood that the challenges surrounding the idea of learner autonomy, particularly the student's reflective participation in all elements of the learning process, are crucial for education in general. Because of this, many countries now consider the development of learner autonomy, which is also known as "critical reflection" or "independent thinking," to be one of the main objectives for students when learning a language.

Furthermore, the term "learner autonomy" does not refer to the definitions that professionals use to describe self-evident situations in which pupils learn autonomously and take initiative. The term "autonomy" is not synonymous with "self-instruction," as Little (1991), cited in Benson (2008), underlines. It does not imply that pupils can learn on their own or do not need a teacher to carry out their tasks as effectively as possible. In other words, the term "autonomous learning" refers to both the student and the teacher, not only the learner as is sometimes the case. The teachers' directions are also necessary for the students to follow as they learn English. In other words, it will be beneficial for both teachers and students to take into account when planning lessons and learning activities. As Vieira (2007) and Benson (2008) note, one method for fostering learner autonomy is for teachers

to increase their students' knowledge of the process of learning English. To put it another way, the teacher's function is crucial for learner autonomy. In order to foster learner autonomy, Vieira also says that teachers have been purposefully kept in the background. By fostering a positive learning environment, the teacher should encourage students to learn on their own initiative and increase their awareness Salimi, A., & Ansari, (2015). To encourage learners and establish a positive learning environment in the classroom, it means that teachers should possess independent abilities and have undergone autonomy-oriented training. It empowers students to adopt a proactive approach to learning development and take charge of their own learning by imitating the professors.

Knowing the value of autonomy and how it affects learning, students should make extra efforts to research the what, how, and why of learning. Additionally, instructors should teach students how to study independently by employing the proper techniques Lengkanawati (2017). They can choose and change their learning tactics and styles with enormous power by using the right strategies. It also equips them with the ability to enhance their learning on their own. As a result, students should take center stage and be the primary focus of language classrooms. Some of them, meanwhile, continued to lack autonomy in their study and knowledge of the need of learning English. In actuality, they put up less effort while yet being dependent on others to learn English. For instance, they did not make use of the resources that were available to them to study English outside of the classroom, such as visiting seminars or conferences, speaking with their teachers or friends outside of class, and honing their abilities through audio-visual materials.

Students must have self-determination if they are to become more engaged in their studies. The 20th and 21st centuries were characterized by a significant increase in interest in autonomy. In Europe, Asia, Australia, and Latin America, conferences on the topics of autonomy, learner involvement, self-learning, and self-enhanced learning have been conducted Blidi (2017). Students are expected to be able to take responsibility for themselves and put up a good effort in their study under the new "autonomous learning" trend. One idea that concentrates on the learner is autonomous learning. Focusing on the learner is fundamentally important in language education because it enables the student to develop the learning abilities necessary to achieve 3 independent and continuous learning.

Allah says in QS Ar – Ra'd Verse 11 :

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ اللَّهَ يُغَيِّرُ لَأَقَوْمٍ مَّا يُغَيِّرُ وَهُوَ حَتَّى
بِأَنفُسِهِمْ مَّا وَإِذَا أَرَادَ اللَّهُ سُوءَ بَقَوْمٍ فَلَا مَرَدَّ لَهُ وَمَا لَهُمْ مِّنْ دُونِهِ مِّنْ وَآلٍ

Focusing on the role of the student has been one of the most crucial foundations of communicative language teaching and learning. This involves a transfer of responsibility from teachers to learners with the ultimate goal of establishing effective learner-centered learning Blidi (2017). The idea of the teacher as the knowledge-provider has begun to fade as a result of the profound changes that classrooms have undergone, notably in the structure of power. Instead, the learner increasingly takes center stage. With a new viewpoint that sees learning as a student-centered process and views students as active and productive agents with the

"capacity for detachment, critical reflection, decision-making, and independent" Little (1991), the trend has shifted more toward learning than teaching. These students are referred to as "autonomous learners" within this new dimension, and they are expected to take more ownership of and responsibility for their learning.

The following hadith is narrated by Abu Hurairah RA :

كُلُّ مَوْلُودٍ يُوَلَّدُ عَلٰى الْفِطْرَةِ فَآبُوْهُ اَوْ يَهُودَ اَوْ يَنْصَرٰنِيَّةٍ اَوْ يَمَجْسَانِيَّةٍ

Regardless of age, autonomy is a crucial quality of all truly successful learners Pawlak, Wiertelak, & Bielak (2017). A psychological definition of learner autonomy describes it as fundamentally being the students' capacity to be in charge of their education, to be committed to the material they are learning, and to keep track of their learning progress. Students' growth as language learners is significantly impacted by their capacity for learner autonomy. Students who are learning a language must be able to improve their skills through independent study. Learners doing things on their own seems to be the main focus of the concepts of learner autonomy, which were mostly connected to adult education and self-access learning systems Istiqomah (2018).

Education should prepare students to be fully independent adults in all spheres of life. Students can learn and have the potential to learn, depending on how they are taught to become independent learners. Behind it all, there are some issues with language learning that the teacher and school must deal with. To start, professional expertise: Is the teacher prepared to teach a foreign language? Typically, the teacher lacks confidence when teaching English, which makes it

challenging for the teacher to effectively transfer the lesson to the students. Second, since English is the second language we formally study in school, teachers must work extra hard to ensure that the lesson is understood. Thirdly, the instructor's challenge converts English into an engaging lesson; the teacher must first pique students' interest in the subject before the lesson will be simple for them to comprehend. The fourth one is the absence of media in the classroom. Since media is one of the key components of the teaching-learning process, the teacher and school must offer quality media to ensure that language learning is successful.

Teachers can promote students' freedom in a variety of ways to help them become independent learners. First, regardless of how much work students have put into the class, teachers can still help them. Second, teachers might provide rewards for their pupils' efforts in language acquisition, such as presents. Third, the teacher can inspire pupils by emphasizing the value of developing reading proficiency.

In other words, perception is so crucial to learning that it can be a source of motivation for imparting knowledge and achieving learning objectives. They are able to comprehend problems or circumstances on a much deeper level than with an objective approach because to the art of perception. It is taking place in the reading course at Antasari State Islamic University in Banjarmasin. Therefore, it may be quite helpful to investigate students' perceptions of learner autonomy in language learning at Antasari State Islamic University Banjarmasin's reading class that leads to learners becoming more independent in order to advance their reading proficiency in English.

In general, the teaching-learning process that commonly happened between students and teachers in school is the teacher explain the course, student-only receives and listens for the whole duration of the class. After the teacher feels enough for the explanation, then the teacher will give some assignments and homework. This situation greatly influences the development of the student's ability to process the lessons. The ideal learning is the learning which can motivate students to actively participate in learning and provide space for students the develop creativity and independence within themselves. Therefore, based on description of the problem above, the author has conducted research and chosen the title **“Student’s Perception of Autonomous Learning in Reading Class ”**

B. Research Questions

Based on the background above, the problem of this study can be formulated as follow :

What are the student’s perception of autonomous learning in Reading class?

C. Objective of The Study

This study is to find out what are the students ' perception of autonomous learning in Reading class.

D. Significance of The Study

The significance of research here is benefit, as follows:

1. Theoretical
 - a. This study is intended to contribute research on students ' perception of of autonomous learning in Reading class.

- b. The result of this research can be useful as the reference for next researcher who wants to conduct a research on the same or similar topic as in this research.

2. Practically

a. For Students

This research shows the student's perception of autonomous learning in reading class. The department should also demonstrate how well the applied curriculum is working, particularly in reading. Additionally, it can serve as a reference for the English Teacher Education Department's lectures at UIN Antasari Banjarmasin on how to instruct and guide students.

b. For teachers

Teachers can use this study as a resource to determine the How is autonomous learning implemented in Reading class and What is the students ' perception of the implementation of autonomous learning in Reading class.

E. Definition of Key Terms

1. Perception

Perception is defined as how people interpret stimuli meaningfully. It refers to how people perceive their surroundings. Perception allows a person to know and understand what is going on around him or her. Perception is defined in this study as how students perceive autonomous learning and interpret it as meaningful information. The students' perception of autonomous learning is

derived from their opinions of autonomous learning in Reading class learning autonomy.

2. Autonomous learning

To help students gain the ability to direct or take responsibility for their own learning, The term autonomous autonomy is used to describe how autonomy is exercised and displayed. Because the purpose of this study was to investigate students' perceptions of learning in which the learner's capacity for autonomy was exercised, the term autonomous learning was used. In this study, autonomous learning was defined as learning in which students exercise their autonomy. The students' completion of Reading tasks functioned as autonomous learning.

3. Reading

Reading is one of the four language skills (listening, speaking, reading, and writing) that every individual should learn and master, and reading is a way to obtain information from something written.) "Reading is one of the ways to communicate in written forms; reading requires understanding and comprehension to extract some points from the text."