

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and discusses the research's findings based on information received from a Google Form questionnaire and an interview conducted over WhatsApp. The data from the questionnaire are supported by the interview well. In order to address the research topic of how the students are developing autonomy in learning English, the researcher gives findings and discussion of the study in this chapter.

A. Findings

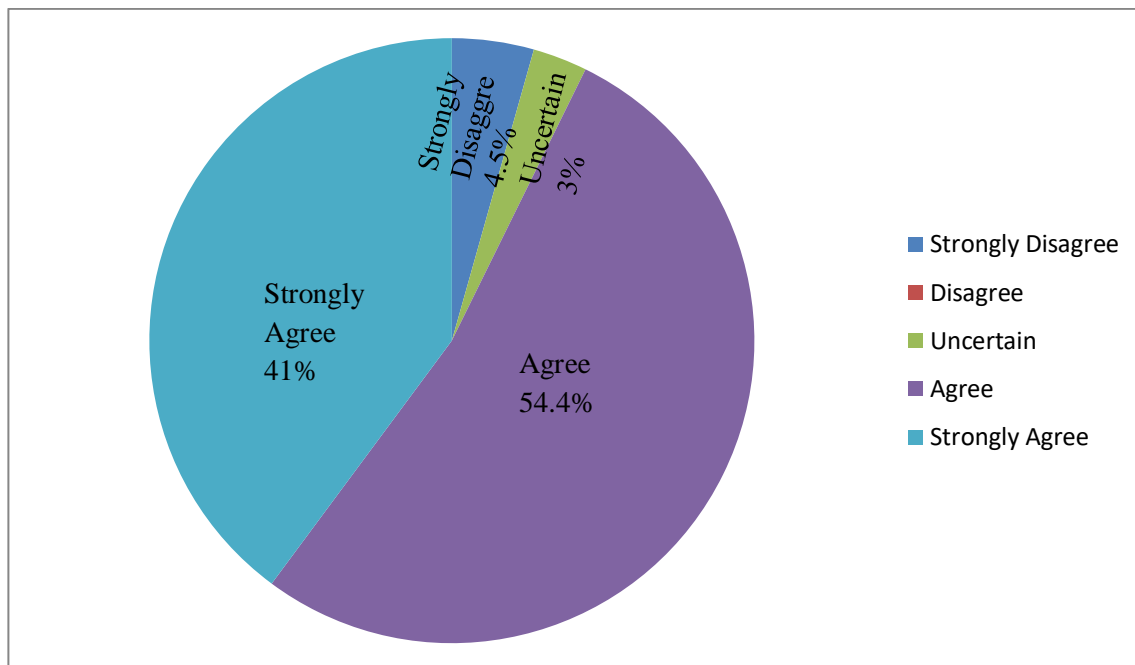
In this chapter, the researcher will discuss the findings from student independence data in reading learning that were gathered by Google Form questionnaires and WhatsApp Messenger interviews. The students of 2022 English Department of grades A and C of UIN Antasari Banjarmasin were the subject of inquiry. The Google Form's questionnaire was completed by 22 students. The questionnaire contains about 24 questions. From 22 who filled questionnaire, there were 4 students chosen by the researcher for the interview there are 2 students each class. Researchers wish to understand about students' independence in learning English through questionnaires and interviews. Researchers gathered information from pupils using closed-ended questions. Within Google Forms questionnaire, there were five alternative answers available in each question namely; strongly disagree, disagree, uncertain, agree, and strongly agree.

How is student's perception of Autonomous Learning in Reading

a. Highly Motivated in Learning Reading

No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Without anticipating payment from the teacher, I appreciate the Reading lessons she provides.	1 (4.5%)	0 (0%)	0 (0%)	10 (45.5%)	11 (50%)
2.	I strive to actively participate in the process of learning to read.	1 (4.5%)	0 (0%)	2 (9.1%)	12 (54.5%)	8 (36.4%)
3.	I make an effort to create a relaxing environment when I study reading.	1 (4.5%)	0 (0%)	0 (0%)	14 (63.6%)	8 (36.4%)

Total	4.5%	0%	3%	54.4%	41%
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"I strive to participate actively in my reading sessions in class, and I really like how the teacher explains the concepts. I believe that when I actively learn, I may contribute information and environment to the process of learning to read."

"In my opinion, students need to participate in all of their classes, not just the reading courses. In order for me to learn reading more easily, whether at school or at home, I attempt to find an atmosphere that is pleasant for me. lesson".

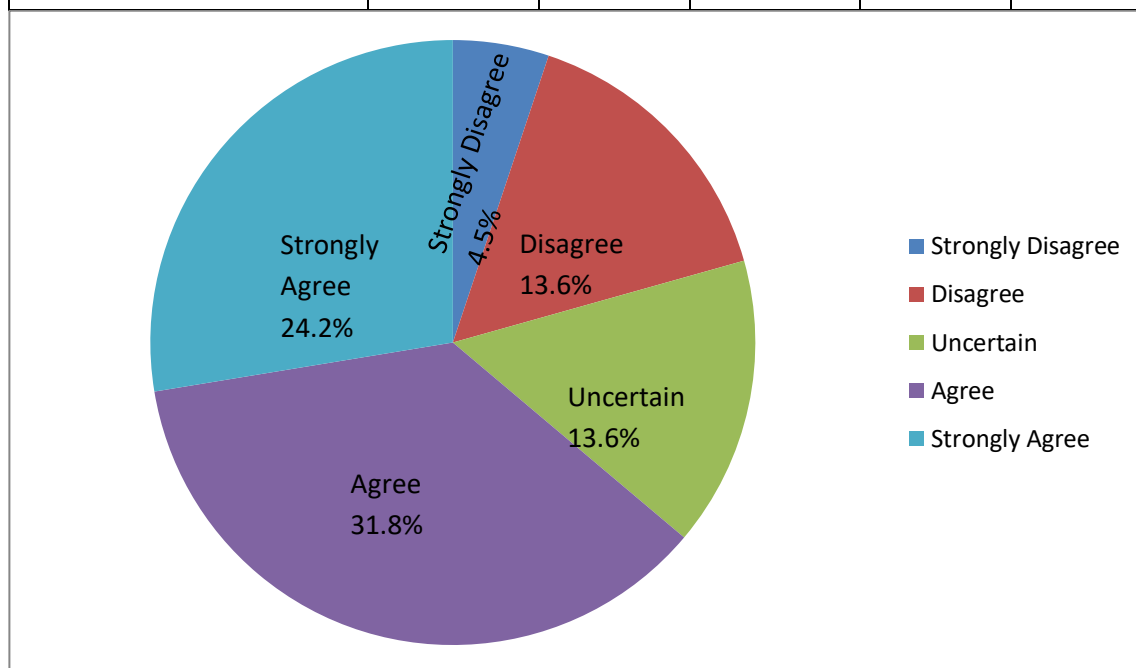
"I believe it is teacher-dependent. I will enjoy the session and make an effort to participate fully if the teacher is entertaining and the teaching style is laid-back"

The majority of them agreed to be active, enjoy the learning, and found a comfortable environment for their learning, according to their interview responses and the information acquired from questionnaires. One of them said that she may learn to read better by being active in her education. One could draw the conclusion that the majority of them made an effort to become extremely motivated learners of reading. Some of them wish to be more actively involved in the learning process, while the others decided to get interested if the teachers played significant roles in it. Based on the justification provided, it was discovered that 95.4% of students selected "agree" or "strongly agree." The students motivation was rated as good, therefore this can be concluded.

b. Goal-Oriented in Learning Reading

No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Is the Reading Skill the most difficult of the other skills	3 (13.6%)	7 (31.8%)	8 (36.4%)	4 (18.2%)	1 (4.5%)

2.	I have to master a lot of vocabulary and punctuation	0 (0%)	2 (9.1%)	1 (4.5%)	12 (54.5%)	8 (36.4%)
3.	I want to get high scores for my reading lesson	0 (0%)	0 (0%)	0 (0%)	5 (22.7%)	17 (77.3%)
Total		4.5%	13.6%	13.6%	31.8%	24.2%



I'm not certain if the reading talent is the most challenging because other skills are harder to comprehend, but I'll do my best.

Although I'm unsure, I'll try.

"I think every student masters a lot of vocabulary and punctuation, if they learn it properly and correctly"

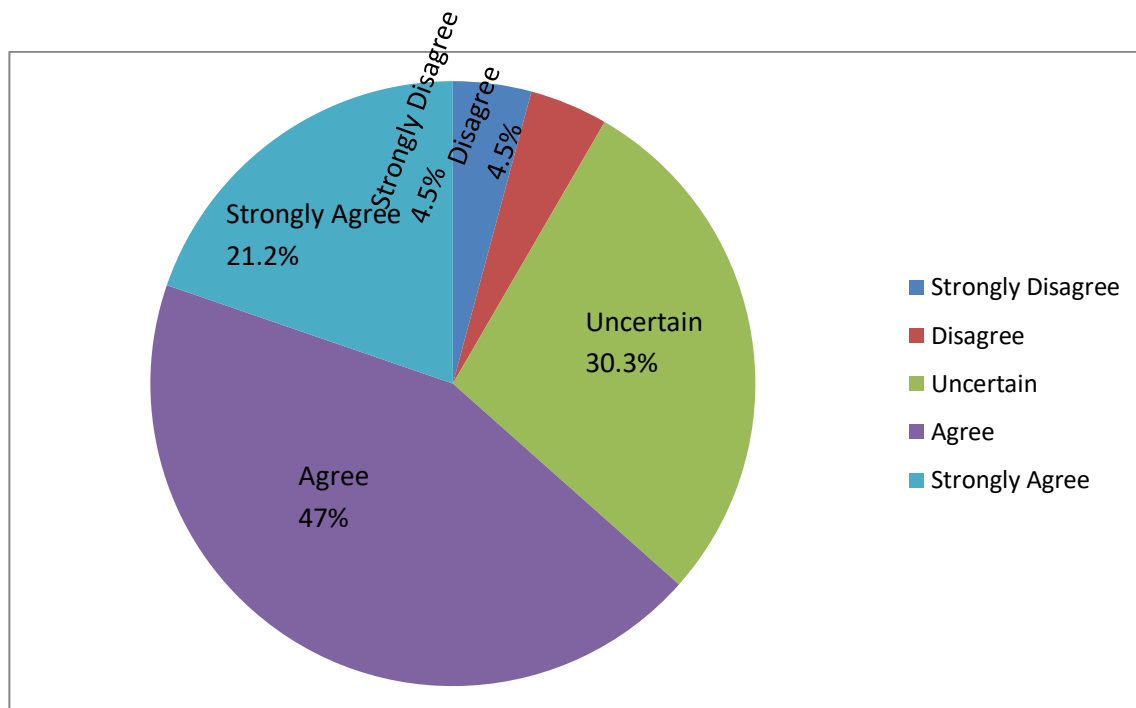
"I want to be able to master a lot of vocabulary and punctuation, but on the other hand I realized how much formal and nonformal vocabulary there is, so I chose to be hesitant on the questionnaire."

According to the data gathered from questionnaires and interview, the researcher conclude that the students still uncertain on themselves. On the other hand the students had intentions in learning Reading, they had a hope to become a person expert in skill Reading, they wanted to master a lot of vocabulary and punctuation, and also they wanted to raise a high score in Reading lesson. Some of them stated that not sure they Reading Skill the most difficult of the other skills. The total number of student's who chose agree and strongly agree in having goal on their learning still were indicated that in fair category or 56%.

c. Willing to Ask Question in Learning Reading

No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	Asking the teacher or my pals will satisfy my curiosity if I can't locate something in	1 (4.5%)	0 (0%)	3 (13.6%)	13 (59.1%)	7 (31.8%)

	my reading sessions.					
2.	I will ask the teacher right away if there is anything I don't understand throughout the Reading class.	1 (4.5%)	1 (4.5%)	10 (45.5%)	8 (36.4%)	3 (13.6%)
3.	If there is something I don't understand, I don't feel ashamed to approach the teacher	1 (4.5%)	2 (9.1%)	7 (31.8%)	10 (45.5%)	4 (18.2%)
Total		4.5%	4.5%	30.3%	47%	21.2%



Only a few students disagreed and strongly disagreed with the comments regarding being willing to ask questions when learning to read, according to table 4.3 compiled from the aforementioned Google Form questionnaires, while the majority agreed and highly agreed. Learn to write like a pro in reading classes to keep getting better. According to an interview with two of them, if there is a difficulty or something they are unsure of, they will go directly to the teacher during the session.

"I typically ask the teacher when I have a question"

If there is an issue during class, I will first ask my friends; if they are unable to help, I will then ask the teacher.

The majority of the pupils then strongly agreed that they would ask the teacher right away if they didn't understand a reading lesson. One of them claimed that the reason he enjoys asking the teacher questions is because it will boost his self-assurance. If we don't get used to it, learning to read would be challenging. If the students asked questions during the learning process, it would lead to intriguing interactions between the teacher and the students and make the sessions more engaging.

Last but not least, the majority of students concurred and strongly concurred with the assertion that they don't feel ashamed to ask the teacher about concepts they don't fully grasp. Some of them questioned why we had to feel bad about doing good things; if you're unclear, ask the teacher. Some of them felt strongly about this phrase.

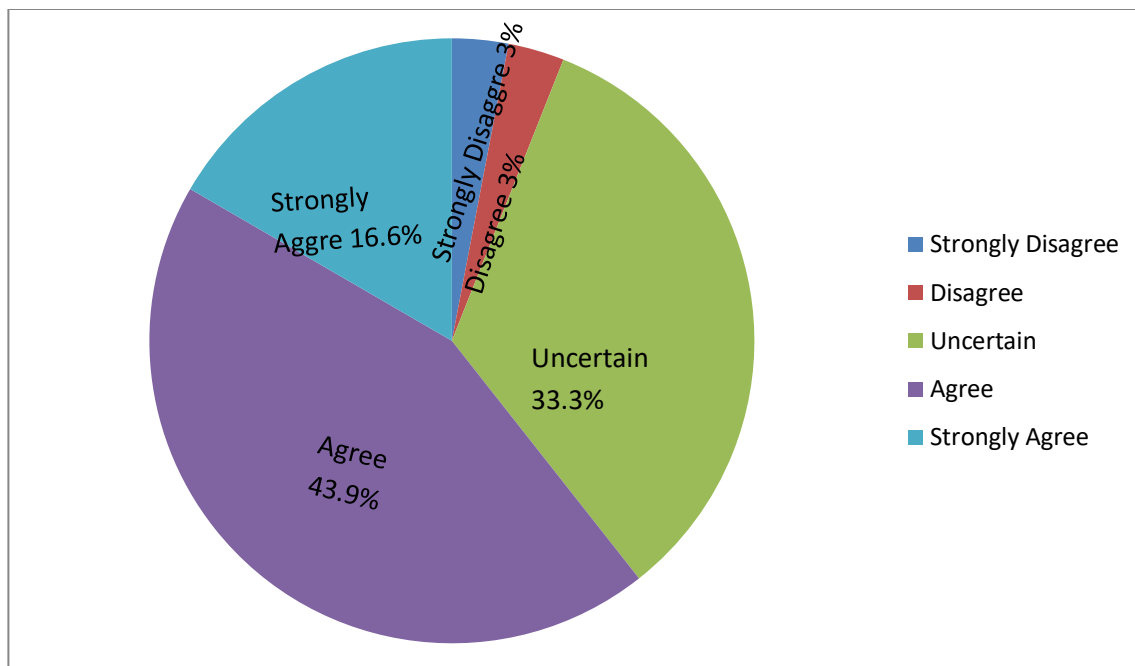
“I'm not sure because I feel embarrassed if I ask the teacher because I'm shy”

The discussion about the students' willingness to ask questions of the teacher led to the conclusion that the students' willingness to do so was good. Since most of them have excellent intentions, the teacher has moved the burden of learning to the pupils, who have the majority of good answers to the statement. By acting as a facilitator and encouraging independence among the pupils, the teacher contributes to the learning process. On the other hand, practice is one of the things students can do to boost their self-confidence if they still lack it because some students are timid.

48.2% of students indicated that they agreed and strongly agreed. This demonstrates that their independence in raising queries falls under the fair umbrella.

d. Well Organized in Learning Reading

No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I made the decision to get ready for everything I needed to bring to class. I might read dictionaries, textbooks, or anything else to further my education.	1 (4.5%)	0 (0%)	7 (31.8%)	10 (45.5%)	4 (18.2%)
2.	I decided to set a target to become an expert in writing in Reading lessons and continue to improve	1 (4.5%)	0 (0%)	5 (22.7%)	10 (45.5%)	6 (27.3%)
3.	I made a list of the things I needed to master in reading classes.	0 (0%)	2 (9.1%)	10 (45.5%)	9 (40.9%)	1 (4.5%)
Total		3%	3%	33.3%	43.9%	16.6%



They made the decision to be ready to bring items that can aid in learning English, showing that they used to be students who were eager to learn. They unintentionally became accustomed to being independent learners by preparing items that they had to bring into the English learning process. Being an independent learner will make it simple for them to increase their knowledge.

“Since there are some terms I don't know the definitions , I typically bring a dictionary and textbooks with me when I study reading.”

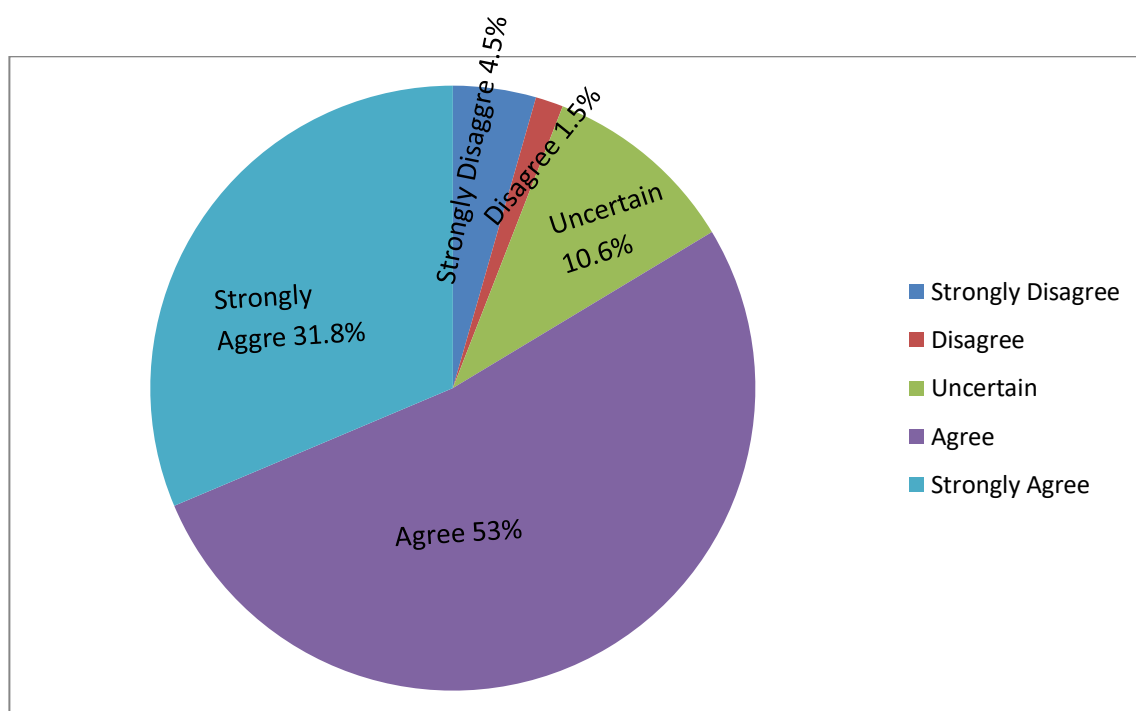
The majority of students (45.5% and 27.3% of students) selected to concur in setting goals for themselves to reach in order to become proficient writers in reading classes. Students demonstrate initiative by generating lists of what they want to learn and designating a writing expert to a reading session. Reading is a habit that is crucial to developing, since it will help you become accustomed to the writing style before you can learn it.

Based on the discussion, it was determined that the point of well-organized learning was classified as good. The pupils were aware of the steps they needed to take to get ready for the English learning process. They actively participated in the process of learning English, made decisions about what to bring, established goals for becoming writing specialists in reading courses, and made lists of what they wanted to study. The researcher discovers that the students effectively managed their learning of reading. A student who is autonomous is one who is aware of their responsibilities and has the freedom to choose their own actions while still following their teacher's instructions. The total students who chose agree and strongly agree was 65%, this was categorized into good.

e. Hard Working in Learning Reading

Table 4.5 Hard Working in Learning Reading						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I will study reading lessons outside of learning	1 (4.5%)	1 (4.5%)	5 (22.7%)	13 (59.1%)	3 (13.6%)

2.	I am motivated to read - reading about English	1 (4.5%)	0 (0%)	1 (4.5%)	10 (45.5%)	10 (45.5%)
3.	I decided to try reading more texts and things related to English such as books, internet articles etc and try writing.	1 (4.5%)	0 (0%)	1 (4.5%)	12 (54.5%)	8 (36.4%)
Total		4.5%	1.5%	10.6%	53%	31.8%



Most of the students who selected "agree" and "strongly agree" said they were doing what they wanted to do. Two of them said it;

"Sometimes there are materials that are difficult to understand, and I'm embarrassed to ask, sometimes I ask my friends outside of class hours"

"Reading or viewing other people's writings to add my insight"

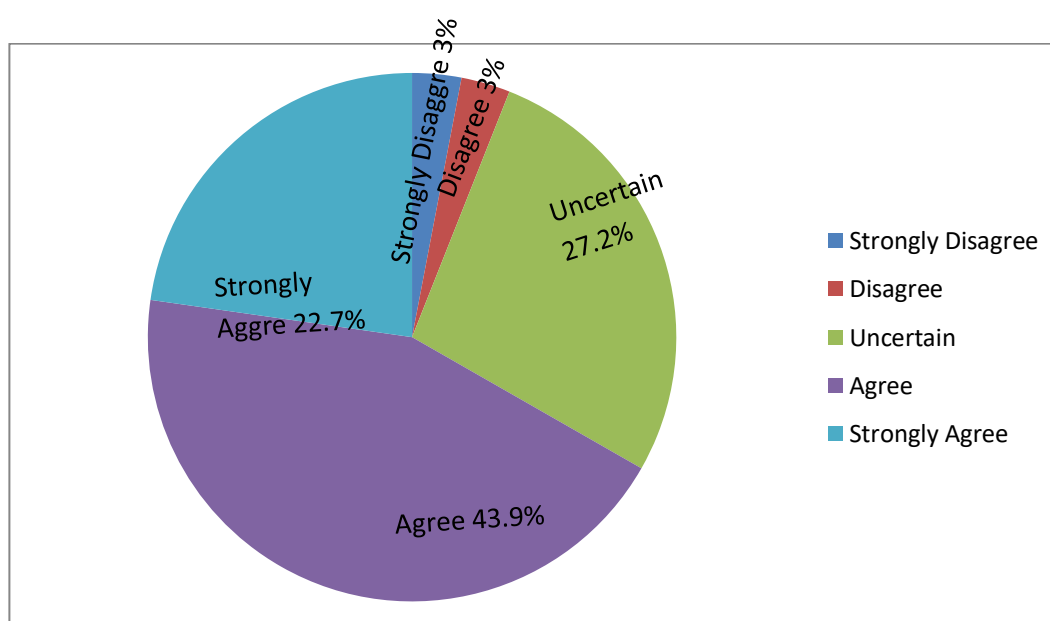
22.7% of the students selected to be uncertain, 4.5% chose to be uncertain for statements 2 and 3, and 4.5% were uncertain for statement 3. Some of the children were unsure they were studying Reading lessons outside of class. They were unable to say with which claims they agreed and disagreed. Perhaps they mistakenly believed that learning to read in school was sufficient, but taking classes outside of the classroom helps students strengthen their reading skills. Reading is monotonous, but it's also necessary to practice writing and learn Reading. Tried to read - read about English also becomes the thing that they are elements of whether to do it or not, and the last about reading more things that connect to writing.

Students have many types of answers based on the talks mentioned above. The outcome demonstrated that the majority of pupils were still undecided about their choices and their responses. The overall percentage of students who selected agree and strongly agree was 84.8%, placing them in a very good autonomy group.

f. Interested and Enthusiastic in Learning Reading

Table 4.6						
Intested and Enthusiastic in Learning Reading						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

1.	I'm driven to learn any additional details on the reading lesson.	1 (4.5%)	0 (0%)	7 (31.8%)	11 (50%)	3 (13.6%)
2.	If there is a theme to write about then I will develop it in writing	0 (0%)	2 (9.1%)	8 (36.4%)	10 (45.5%)	2 (9.1%)
3.	I love the teacher's explanations given during the Reading learning process since learning to read is exciting and fun.	1 (4.5%)	0 (0%)	3 (13.6%)	8 (36.4%)	10 (45.5%)
Total		3%	3%	27.2%	43.9%	22.7%



According to the explanation above, students determine what they will learn on their own to accomplish their learning objectives. This results in them being passionate and interested in the learning process. Finally, they made the decision to appreciate learning about reading since reading is entertaining and fascinating. These findings demonstrated the kids' strong passion for themselves. Two of them said it;

“Being an expert in learning reading, especially writing, is my goal”

“Although Reading is a bit boring, sometimes it's fun to be a teacher”

Some of the students were uncertain whether they were motivated or unmotivated to find more information related to the Reading lesson (31.8% of the students were uncertain about statement number 1). There were (36.4% of the students uncertain to the statement number 2) and the last (13.6% of the students uncertain to the statement number 3). These results were not about the students don't have a good intention in their learning, but sometimes they got confused about it. One of them stated that;

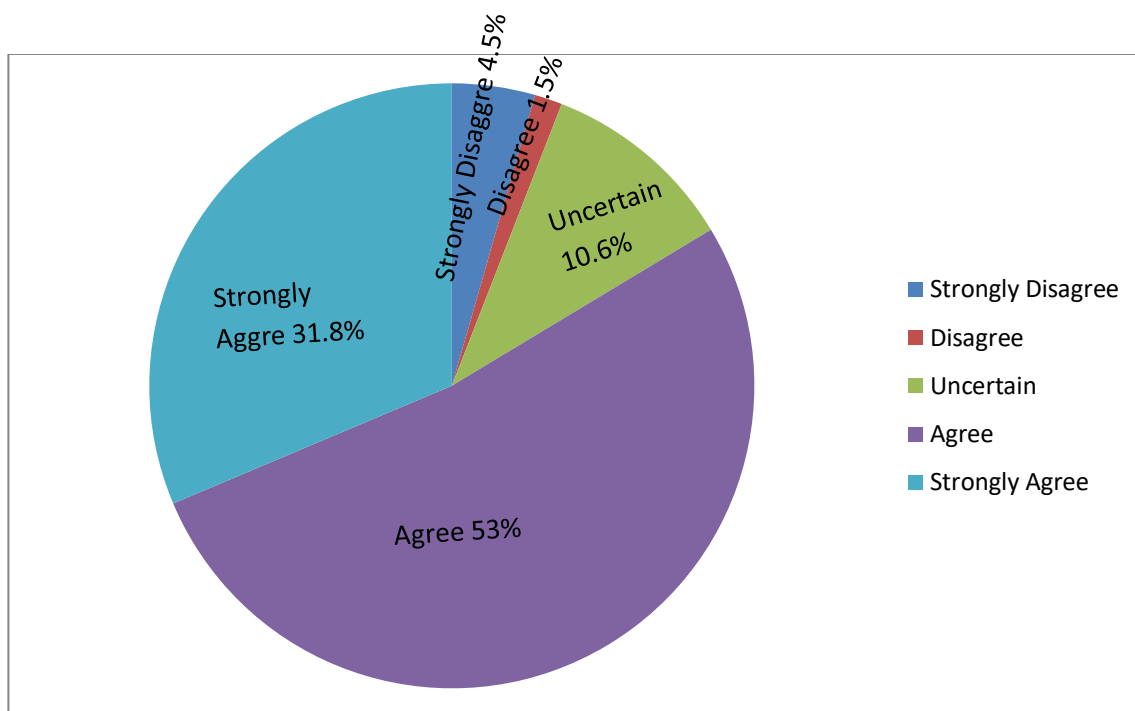
“Reading lessons are passive or a little boring, if the teacher or we ourselves are not active”

For all the explanations above, the researcher concludes that all of the students have tried their best in the process of Reading lesson. Furthermore, it is the teacher's role to provide direction to students to increase their confidence. The students interest in learning Reading was categorized into good. There were 66.6%

the total numbers of students who chose agree and strongly agree. Their autonomy was categorized into good.

g. The Activeness (Improve Different Ways in Learning Reading)

Table 4.7						
The Activeness (Improve Different Ways in Learning Reading)						
No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I decided to find a group-work to learning Reading	1 (4.5%)	1 (4.5%)	5 (22.7%)	13 (59.1%)	3 (13.6%)
2.	I'm part of a group where I can collaborate and hone my skills.	1 (4.5%)	0 (0%)	1 (4.5%)	10 (45.5%)	10 (45.5%)
3.	I made the decision to participate in my group work.	1 (4.5%)	0 (0%)	1 (4.5%)	12 (54.5%)	8 (36.4%)
Total		4.5%	1.5%	10.6%	53%	31.8%



Two of them made this claim.

“Yes, I participate in a reading study group.”

“I have, indeed. so I can talk about the lesson with my buddies.”

Student motivation for learning can also be increased via group learning. The majority of students concur that participating in group learning increases their capacity for learning and allows them to engage with one another. By sharing their work in groups, students can evaluate their work and then improve it in response to feedback from their groupmates, which helped the students find more information. This was possible because many people in the group can provide us with different types of information regarding the lessons.

Some students chose uncertain to find group-work (22.7% of the students), they have group work (4.5% of the students), and they decided to be active in the group (4.5% of the students). The total of the student who chose uncertain is (10.6%

of the students). It was indicated that those students enjoyed working in the group, but they were not sure can find the group work learning, they can interact with each other, and being active in that group. Other students chose to disagree and strongly disagree with the statements (1.5% and 4.5% of the students). It showed that those students did not like working in a group, it might be that the students liked to learn individually or being directed by the teacher. One of them stated that;

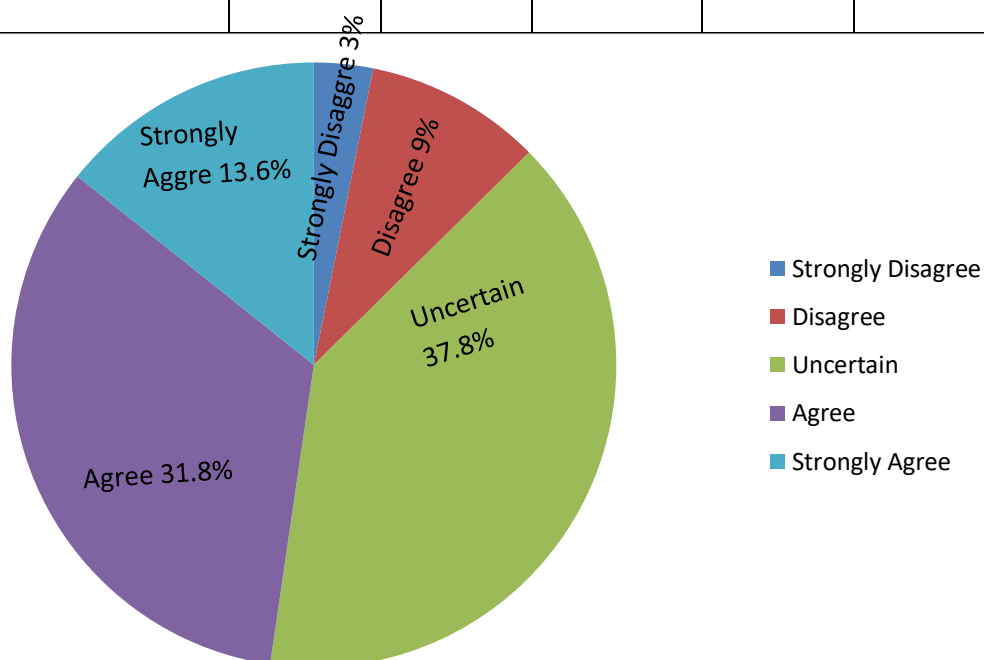
“I don't participate in a study group since I like to study alone.”

84.8% of the students selected agree or strongly agree, which was rated as having very good autonomy.

h. Having Initiative in Learning Reading

No.	Statements	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I decided to repeat the Reading lesson that I had studied	1 (4.5%)	1 (4.5%)	11 (50%)	7 (31.8%)	2 (9.1%)
2.	To give myself more time to absorb and comprehend the lecture, I chose to do my	0 (0%)	1 (4.5%)	5 (22.7%)	11 (50%)	5 (22.7%)

	reading assignments at home.					
3.	I made the decision to study at home. I then decided to write down any concepts I didn't grasp and ask the instructor.	1 (4.5%)	4 (18.2%)	9 (40.9%)	7 (31.8%)	2 (9.1%)
Total		3%	9%	37.8%	31.8%	13.6%



As evidenced by 37.8% of the students who chose uncertainty for all of the statements, the majority of students were unsure about taking the initiative to learn English. The researcher comes to the conclusion that pupils who made unclear choices did so because the reading lesson is challenging to grasp. Students with a

strong sense of self-motivation will be able to resolve this issue. There were 45.4% of students that selected agree and strongly agree overall. They were classified as having fair autonomy as a result of this circumstance.

B. Discussion

The discussion of the research findings is included in this section. The researcher has collected all of the data from the online Google Form questionnaire and student interviews. One research question, which is how the student's perception of autonomy in learning reading class, is addressed in this study. The eight dimensions of student autonomy identified by the aforementioned descriptors are described in the research findings. The qualities include being highly motivated to learn to read, goal-oriented to learn to read, willing to ask questions, well-organized to learn to read, diligent to learn to read, interested and enthusiastic to learn to read, the student being active (improving various ways to learn to read), and finally, having initiative to learn to read (Chan, 2013). The students off 2022 English Department of grades A and C UIN Antasari Banjarmasin showed some characteristics above while in the Reading learning process.