

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

In this part, the researcher describes about the result of the research on the field that collected by the technique of the data collection, they are observation, interview and questionnaire. Those data will be presented in the table from which given category based on the statement of problems and the table will be explained.

The researcher performed the research on 30<sup>th</sup> September 2019 until 15<sup>nd</sup> October 2019. The process of the research can be seen on the table below :

Table 4.1. The researcher's activities

Date	Activity of the research
30 <sup>th</sup> September 2019	First observation and observing the process of the teacher's teaching and learning.
1 <sup>st</sup> October 2019	Observing the process of the teacher's teaching and learning.
7 <sup>th</sup> October 2019	Observing the process of the teacher's teaching and learning.
8 <sup>th</sup> October 2019	Observing the process of the teacher's teaching and learning.
14 <sup>th</sup> October 2019	Interview the teacher gather the document of

	the data.
15 <sup>th</sup> October 2019	Search questionare to all the students in the class.

The aspects of the teacher's strategy to encourage learner autonomy : In daily life students are often faced with problems that require students to be independent and produce a good decision. Song and Hill in Dewi Kurniawati (2010, pp. 15-16) states that independence consists of several aspects, namely:

#### 1. Personal Attributes

Personal attributes are aspects concerning the motivation of students, the use of learning resources, and learning strategies. Learning motivation is a desire that is in someone who stimulates students to carry out learning activities. Motivational characteristics according to Worrel and Stillwell in Dewi Kurniawati (2010, p. 16) include:

- a. Responsibility (those who have the motivation to learn feel responsible for the work done and do not leave the task before successfully completing it),
- b. Persevering with the task (concentrating on completing the task and not giving up easily),
- c. Time for completing tasks (trying to complete each task as quickly and efficiently as possible),

- d. Setting goals that are reality (able to set realistic goals according to their ability, able to concentrate on each step to achieve goals and evaluate every progress that has been achieved).

## 2. Processes

Processes are aspects relating to the autonomy of the learning process carried out by students including planning, monitoring, and evaluating learning. Planning activities include:

- a. managing time effectively (creating a study schedule, compiling a study calendar to write or mark important dates in the study, the date of submission of paper assignments, homework assignments, and other important dates, preparing books, stationery, and other learning equipment),
- b. determine priorities and self-management (find out which is the most important thing to do first and when it must be done).

Monitoring activities in learning using the Cooperative Learning model of Structured Numbered Head type include:

- a. Actively conducting discussions in groups,
- b. Dare to express an opinion during the discussion,
- c. Actively asking questions when facing difficulties with both friends and teachers,
- d. Make notes if needed,
- e. Continue to carry out learning activities even if the teacher is not present.

While those included in the learning evaluation activities include:

- a. Paying attention to the feedback of the tasks that have been carried out so that you can find out where the error is,
- b. Reworking questions / tests at home, and
- c. Trying to correct mistakes that have been made.

### 3. Learning Context

The focus of the learning context is environmental factors and how these factors affect the level of independence of students. There are several factors in the context of learning that can affect learners' independent experiences, among others, structure and nature of task. Structures and assignments in the context of learning, for example, students learn with structures (ways of working) learning models Cooperative Learning type Structured Numbered Head and work on group assignments in worksheets.

To get the result of the aspect of teacher's strategy to encourage learner autonomy, the researcher get the data from the aspect of learner autonomy and then classified what the aspect of the teacher's strategy that used by the teacher.

Based on the first observation, the researcher get some aspect that used by the teacher, that are when the teacher came to the class, he opened the class by greeting to the students and checking their attendance, and then before the teacher start the lesson, the teacher has prepared the learning tools and the teaching maerials, always support the students to

learning English, the teacher can make the class atmosphere comfortable when teaching and learning process, asks to the students to pay attention of the teacher's explain, and after it, The teacher gives assignment to the students and asks to always concentrate in doing assignment and on time to collecting and completed the assignment, checking the student's assignment and also the teacher asks the students to ask the question in each the lesson.

Based on the second of the observation, before the teacher start the lesson, the teacher opened the class by greeting to the students and cheeking their attandance. The teacher always prepare the teaching materials, always support and gives the motivation to the students to always responsibiliy, the teacher concentrates when teaching in the class, the teacher can make the class atmosphere comfortable when teaching and learning process, ask the students to write important thing that are related by the teacher's explain and ask the students to dare to ask.

Based on third of the observation, the teacher opened the class witgh greeting and checking student's attandance, gives the motivation to always responsibility and concentrate when the teacher explain, and then the teacher give an assignment to the students and asks to the students to on time to collecting the assignment, the teacher asks the students to active when discussion and dare to express their opinion in their group works, and after the end of the class when the student ask, the teacher answer and

explain it, the teacher can make the class atmosphere comfortable when teaching and learning process.

Based on fourth of the observation, the teacher can not attend in the class because the teacher must accompany the students who take the competition at Tamban, but the teacher has contacted the leader of class and asked to write the notes and give assignment for the students to doing in the class.

Based on all the obseravation in English teaching and learning processes about aspect of the teacher's trategy to encourage learner autonomy a MA Ni'matul Aziz Jelapat 1, the researcher found some aspects that used by the teacher that full fill the aspect of learner autonomy by Song and Hill that are motivates the students to learn English, teaches responsibility for an assignment, asks the students to always pay attention with the teacher' s explain and asks to concentrate on doing assignment, on time to collect the assignment, and before teaching, the teacher has also prepared the teaching materials such as the textbooks, dictionaries, and LCD. The teacher also always asks the students to active in discussion and dare to express opinion in their group works, and when the teacher can not attend in the class, the teacher has prepared the teaching materials and some assignment for the students to doing in the class.

In this reserach, the researcher also used the clarify student's answered from questionnaire which consist 11 questions and 26 students

answer it. The detail of student's contribute in teacher's strategy to encourage learner's auonomy can be see on the table below:

Table 4.2. The form of questionnaire of the student's contribute in teacher's strategy.

No	Statement	SA	A	DA	SD
1	Guru selalu memberikan motivasi belajar kepada siswa dan mampu bertanggung jawab dalam mengajar.	53,8%	46,1%		
2	Guru berkonsentrasi ketika mengajar.	46,1%	53,8%		
3	Tepat waktu masuk kedalam kelas ketika mengajar.	50%	50%		
4	Guru sudah menyiapkan tujuan pembelajaran.	42,3%	57,7%		
5	Guru sudah menyiapkan bahan ajar sebelum mengajar.	50%	38,4%	11,5%	
6	Guru mendahulukan mengajar dari semua prioritas.	38,4%	50%	11,5%	
7	Guru selalu meminta siswa untuk aktif berdiskusi.	57,7%	42,3%		
8	Guru selalu meminta siswa untuk	69,2%	30,8%		

	aktif bertanya.				
9	Guru memiliki catatan khusus ketika mengajar.	61,5%	38,4%		
10	Ketika guru berhalangan mengajar, guru sudah memberikan tugas kepada siswa.	69,2%	27%	3,8%	
11	Guru selalu menilai setiap tugas siswa dan guru bisa membuat nyaman ketika belajar dikelas.	73%	27%		

As shown in the table above, it is found that many students chose Strongly Agree (SA) and Agree (A) rather than chose Strongly Disagree (SD) and Disagree (DA) from the 11 statement in the questionnaires and in the contribution of the students in teacher's strategy to encourage learner's autonomy is accordance with the questionnaire and what that happen in the class when the researcher observe the teacher that are the teacher always gives learning motivation to the students, the teacher be able to responsible in teaching, perservering in teaching at the class, on time present at the class, the teacher be able to prepare tools and the learning goals, be able to setting the time while the teaching, the teacher always prioritize in teaching, the teacher always asks the students to active and dare gives opinions in the learning, the teacher gives feedback to the students assignments, and the teacher are able to bring the atmosphere when teaching at the class.



## A. Discussion

The data have been collected from observe the teacher's aspect to encourage learner's autonomy, interview the teacher about learner autonomy, and search the questionnaire to the students to know the student's contribute to develop the teacher's strategy to encourage learner's autonomy and the data obtained and analyze based on the statement of the problem that are about the aspect of the teacher's strategy to encourage learner autonomy and student's contribute to develop the teacher' strategy o encourage learner's autonomy. For further the description, it is known from analyzed below.

Based on the data taken from field note as the result of the obervation the English teacher in the teaching and learning process to encourage learner's autonomny that are the teacher is able to motivate students to learn independently, the teacher is able to foster student responsibility in learning and also in doing assignments, the teacher always asks students to concentrate on learning and doing assignments, the teacher asks students to on time collect each assignments, before teaching The teacher always prepares the teaching materials in advance such as a dictionary, textbooks, and LCD. the teacher asks students to always be active and able to teach students to dare to express opinions in study groups, the teacher asks the students to always ask if they have difficulties in learning, the teacher asks students to always record important things conveyed by the teacher, if the teacher cannot attend to teach class so the

teacher entrusts notes and assignments to the class leader first, the teacher also always checks and provides feedback on the assignments students do, but in there the teacher not gives homework for the students, because the teacher said homework not an affective to encourage learner autonomy to the students, the teacher are able to create a comfortable atmosphere in the classroom so that students can concentrate on learning.

And then, after the observation finish, the researcher interview the English teacher about learner autonomy and based on the interview, the teacher understand and know about learner autonomy and some aspect in learner autonomy, and the teacher can also implement the aspect in the learning process.

From the interview the teacher answers the first question about the definition of learner autonomy that is learner's autonomy is learning independently and the students are required to be active and creative in the learning and take their own initiative and the teacher's task is only give the instruction to the students and also the students be able to responsible in their learning and in their assignments too. From the second question the teacher answers some aspects that he knows and the aspects that are aspects it can be seen of learning style of the students, motivation from themselves in learner's autonomy, be able to pay attention with the teacher's explanation and the assignments given. and in the processes of the learning the students be able to actively discussing and dare to ask with the teacher and the students must to try to correct mistakes that have been made, the

students be able to explore all potential and skills that must to develop, and also the students must creative thinking in the learning and then aspects of the school inveronment that also support the students can practice and develop their autonomy.

And the from the third question is about the implementing learner's autonomy in the teaching and learning process, and the teacher answers that is when the learning begins the students asks to always be responsible for every learning, because the teacher's responsibility is only to teach and the students are able to move and develop their talents and skills for learner's autonomy, asks the students to learn and doing assignment independently with out help of the other friends or cheating on their friends, requires the students to pay attention to the task and on time to collecting the assignments and then requires the students to be active to disscus and to be active asking the question to the teacher. And the last is the fourth question that is about what the students be able to contribute to their learner's autonomy, and the teacher answers that in my opinion not all the students can and be able to learner autonomy, but look in their ability of each students the teacher believe that the students when learning, the teacher will try for them to be learner autonomy because the teacher said he do not like if he students cheating on other sudents.

From the result of the interview above that the English teacher already understand of learner autonomy and knew the aspects of what has used during the learning process and from the teacher's explanation was

almost the same as explained by Song and Hill about the aspects of learner's autonomy and also the implementation, the teacher can easily to interact to the students, so the students can also easily receive the learning from the teacher because in the learner autonomy the students must be active and creative and the teacher only as a facilitator.