

STUDENTS' PERCEPTIONS OF AUTONOMOUS LEARNING IN ENGLISH (A Case Study of the Eleventh Grade Students of SMA N 2 Pekalongan in the Academic Year of 2022/2023)

Azalia Shafa Olga Rahmasyah, Dwi Agustina

Pekalongan University

email : azaliashafaolga3@gmail.com

Abstract

The present study tries to answer the following problem statements: How is the students' perceptions of autonomous learning in English and to what extent does the teacher support student's autonomy in learning English? The purpose of this study was to describe students' perception of autonomous in learning English and to what extent the teacher support students' autonomy in learning English. This study was conducted at SMA N 2 Pekalongan. This study involved at least 30 students of the eleventh grade. The data source used by the researcher in this study was the student answers to questionnaire and interview with teacher. Based on the interview, the researchers concluded that the teachers strongly support their students in terms of student autonomy in learning English. Based on the questionnaire, the researchers concluded that the students already have awareness in learning but students constantly lack self-effort and self-esteem. Based on research data, the students' perception of autonomous learning in English in Grade XI of SMA N 2 Pekalongan can be concluded as follows: Students' perceptions of autonomous learning in English for grade XI at SMA N 2 Pekalongan remain moderate. Students demonstrated a lack of confidence in previewing lessons, as well as speaking English outside of class. In this situation, the teacher demonstrated that they are highly supportive of the students' autonomy in studying English. The teacher promotes, provides chances, feedback, and advice to students in order to enhance autonomy in English learning.

Keywords : perception, autonomous learning, English

INTRODUCTION

The Industrial Revolution 4.0 refers to the series of changes that occur in humans in the large-scale production of goods or services. Internet technology is defining the Fourth Industrial Revolution. The Industrial Revolution 4.0 has an important role in some aspects such as economics, culture, manufacturing, and education. Education 4.0 refers to education in the fourth industrial revolution, in which the student takes on the role of creator.

The purpose of education 4.0 is to prepare creative human that can develop following the development of the world that is facing a digital-based industrial revolution (Efendi, 2019). The fundamentals of education 4.0 are the improvements in aspects of teaching and learning such as connectivity, mindset, lifestyle, and work patterns compared to the previous revolution period. Self-directed learning (autonomous learning) is one of the fundamental

characteristics that characterizes education 4.0.

In addition, to anticipate for the Revolution Industry 4.0, an education system that can form generations that are creative, innovative, independent, and competitive is needed. Success in engaging towards this era the quality of the educators is also a factor. Educators in Indonesia are clearly in the confusion of how to behave in this situation. Educators need to change their way of teaching to a more ultramodern way; while in fact, if you look at the situation faced by Indonesian educators, it turns out that student-centered learning is still difficult to implement (Dewi, 2017). As a result, the curriculum is constantly changing and educators tend to use the same methods. On the contrary, students' awareness of learning is not in accordance with the expected curriculum. Some students in

Indonesia learn not because of learning, but to emphasize on the final result.

In Indonesia, the schools have focused on using books and teachers as an orientation for teaching English. For instance, students write down and memorize a teacher-written formula for tenses and grammar rules, which does not suit the learner's actual needs. Because of this many learners believe that learning English is such difficult thing to do.

The Ministry of Education and Culture of Indonesia has already published the “*Merdeka Belajar*” curriculum for Indonesian education. This curriculum becomes a framework for preparing students to become intellectuals who are tough, ready to meet to the job requirements, and capable of leading with a strong national spirit. This curriculum also necessitates the educators to take on the role of mentor rather than provider in the classroom. To minimize teacher-centeredness in the classroom, students must be able to become self-directed learners. Learning with a student-centered focus is a necessary learning technique. This will give students the opportunity to take on more responsibility for their learning awareness, which has not yet been well-represented in Indonesian students' attitudes toward learning autonomy. Autonomy learning allows students to study in their own way, which encourages creativity and enthusiasm for learning. Students can explore what they truly involve in the learning process and examine the material.

RESEARCH METHOD

A. Research Design

This research was conducted by using descriptive qualitative research method. Descriptive research focuses on describing students' perception of autonomous learning in English. This method was utilized in this study to describe students' perception of autonomous learning in English.

B. Setting of The Study

This study was conducted at SMA N 2 Pekalongan. It is located at Panjang Wetan, Nourth Pekalongan, Pekalongan Municipality. This research was conducted at the end of March 2023. This study has involved at least 30 students of the eleventh grade.

C. Data and Data Source

The data in this study was in the form of students' perception of autonomous learning in English. The researchers did the survey on students' perception of autonomous learning. The data source used by the researchers in this study will be the student answer to questionnaire and interview with teacher.

D. Data Collection

In collecting the data the researchers used the questionnaire as the research instrument. The instrument was presented in “*Bahasa Indonesia*” or in English. The students could choose the language they were going to use in the survey. The questionnaire was distributed in the classroom through the help of the English teacher. The students needed around 30 minutes to answer the questions in the questionnaire. The interview with teacher was presented in English which included 5 main questions.

E. Data Analysis Techniques

Once the data has been collected by the researchers they were read by the researchers several times. Then the students' answers were analyzed to reveal their perception about autonomy in English classroom and to what extent the teacher supported the students' autonomy. The data collected were analyzed by using the theory of learner autonomy from Myers (1991). The conclusion is then made related to the finding.

FINDING AND DISCUSSION

A. Finding

In this study, researchers were assisted by eleventh grade teachers in conducting surveys. Researchers conducted surveys in the form of questionnaires and interviews. The aspects observed in the questionnaire are about students' awareness and their self-efforts. While the aspects observed are found in interviews with teachers, how teachers support students' awareness. The results of the detailed survey could be shown below.

1. Result of Survey

a. Result of Interview with Teacher

In the interview, the teacher was asked about the specific approaches the teacher uses to encourage students to take ownership of their own learning in English. She then explained that the first thing she always does is to make students understand that there are so many sources that they can access. And the second one is to encourage them to do it by their own style. So students can use the most appropriate style of learning so that they can improve their English well and rapidly and quickly and as much as they can.

In terms of teacher's strategy in promoting independent language learning outside of the classroom for English language learners, the teacher said that she promotes their students to do independent learning outside the classroom by accessing so many English exposure, including the news from the TV, international TV from the YouTube, from many platforms in their surrounding and then students can know things little by little just like a game. It will really improve students' vocabulary. So she always supports their students to study many elements.

Next, being asked whether the teacher provides opportunities for students to choose their own English language learning materials and activities, the teacher acknowledged that she provides opportunities for students to choose their own style of learning. They call it as style of learning. Some of students are visual learning. Students like to watch the visual thing, just like a picture or even a painting and then watching.

The teacher also provides the feedback. She said that she gave direct feedback and indirect feedback. For direct feedback, every time class finishes one material, the teacher always gives them some comment and also some encouragement such as "you have done your best so far and I hope that you can keep studying to get more and more". The teacher also gave the students indirect feedback if they collect the assignment like the product of the learning such as YouTube or Instagram. The teachers would give some comments on the comments section on Instagram or on YouTube.

In terms of the guidance and support for students to develop their own English language learning goals and plans, the teacher admitted that actually there is no exact guidance or support from government. So the teacher did like a mind mapping or planning it indirectly. Despite this, teacher still provided guidance and support by doing a spoken for students to develop.

Based on the interview above, the researchers concluded the teachers strongly support their students in terms of student autonomy in learning English. It was shown by the way they promote independent language

learning outside of the classroom, and how they provide opportunities for students to choose their own English language learning materials and activities.

The teacher emphasizes that there are many sources to access and that they can use the most appropriate style of learning to improve their English. Additionally, the teacher encourages independent language learning outside of the classroom by accessing news from the TV, international TV from the YouTube, and from many platforms. The teacher also provides opportunities for students to choose their own style of learning. The most important details in this text are that the teacher provides feedback to students on their English language learning progress, while still promoting student autonomy. Despite this, there is no exact guidance or support from government, so the teacher does mind mapping or planning it indirectly. It was done for provides guidance and support by doing a spoken for students to develop.

b. Result of Questionnaires with Students

The following table summarizes the findings in the questionnaire.

No.	Questions	Answers
1	Do you have the ability to learn English well?	20 students answered they have ability to learn English well and 20 students answered they have not ability to learn English well.
2	Did you make decisions and set goals for	27 students have make decisions and set goals for their learning, 13 students

	your learning?	have not yet make decisions and set goals for their learning.
3	How do you spend your free time to study English?	34 students answered that they make good use of their free time to study English with listening music, watch movie or film or YouTube, read book or novel. 6 students did not use of their free time to study English.
4	Do you know your strengths and weaknesses in learning English?	35 students answered that they knew their strengths and weaknesses in learning English and 5 students did not know their strengths and weaknesses in learning English.
5	Are you able to finish your tasks on time?	20 students answered that they able to finish tasks on time and 20 students unable to finish tasks on time
6	What do you do before the class starts? Do you preview the lessons?	27 students said they play games, slept, open social media and talked with friends before class are started and they did not do preview. Only 13 students do the preview for and prepared the material and book before class are started.
7	How do you engage to the activities during the class to English?	All students responded that they engaged in class by question and answering with teacher and discusses with friends.
8	Do you speak English confidently in front of people?	36 students responded that they did not speak English confidently in front of people and 4 students they speak English confidently in front of people.
9	Do you make notes and summaries of your lessons?	34 students answered that they make notes and summaries of the lessons and 6 students

		they did not make notes and summaries of the lessons.
10	Do you talk to teachers and friends outside the classroom in English?	30 students responded that they did not talk to teachers and friends outside the classroom in English. 10 students they talk to teachers and friends outside the classroom in English

Table 4.1 Result of Questionnaire with Students

Based on the table above, the researchers concluded for each items. Those are as follows:

1. 50% students have good capability of learning English.
2. 67.50% students were aware of their goals.
3. Many students (85%) utilize their free time to study English.
4. More than 87.5% students were able to target their strong and weak points in learning English.
5. Half of students (50%) are able to finish their tasks on time.
6. Many students prefer to play games, sleep, open media social and talk with friends before class starts and they do not preview lessons (67.50%)
7. All students participated during English class by question and answer session with teacher and also discusses with friends.
8. There are only 10% of those students who speak English confidently.
9. 85% of students have effort to make notes and summaries for their lessons
10. Students did not talk to teachers and friends outside the classroom in English with scale 75% of them.

B. Discussion

Based on the finding of survey sheet for the students, the researchers present the following discussion.

1. Teacher Support

The finding of the study has shown that teacher is very supportive in promoting autonomy learning. There are some factors that support the development of learner autonomy. According to Benson (2001) identified six approaches for promoting learner autonomy : resource-based approaches, technology-based approaches, classroom-based approaches, teacher-based approaches, learner-based approaches. Based on the research conducted in XI B SMA N 2 Pekalongan, the factors that used by teacher in support students' autonomy they are; learner-based approaches and technology-based approaches.

In learner-based which indicated from expressions expressed by teacher that:

"Inside and outside of the classroom so that the students are pushed to study by their own self using their own style and then because we have so many facilities that can support the students development in learning English"

"We provide opportunities for students to choose their own, their own style of learning. We call it as and style of learning."

Technology based approaches had influenced the English learning. In this case the learning process carried out by the in XI B SMA N 2 Pekalongan has taken the advantage of technology such as the using of internet. They used internet for helping them to found the information that they did not get in the school. Indicated from expressions expressed by teacher that:

"We open their knowledge that they can take the knowledge, the theory,

from the mobile phone, from the books, from other things that they can do individually. So this is the thing that the teacher will usually do.”

“They like to watch the visual thing, just like a picture or even a painting, something like that. And then watching. Watching a movie or something with or without the voice and then if you if the students are audio, audio style learners so we encourage them to listen to song, podcast, something like that and then if they are motoric style students so we would like to promote some activities including movement like a game, something like that. So it based on their interests.”

2. Students Awareness

The finding of the study has shown student level of awareness. This is shown from question number 1 where 20 out of 40 students answered that they had awareness of their learning capacity in English. Then question number 2 which shows more than half of the students already have awareness in determining their learning goals. Question number 3 also shows that students already have awareness in making good use of their free time, this is one of the expressions expressed by students:

“I spend my free time to study English by reading a book, watching YouTube or film, and listening to music”.

In question number 4 also shows 87.5% of students have awareness of their advantages and disadvantages in learning English. Question number 5 showed that 20 out of 40 students did their work on time.

3. Students self-effort and self-esteem

The study has shown student level of self-effort and self-esteem. This is shown by the fact that students significantly abandoned question number 6, which was discovered. The vast majority of students concurred

that they did not read additional resources or preview the course materials in advance. Question number 7 has shown that all of students participated to speak English during the class. The following statement was expressed by the students:

“I engage to the activities during the English class by understanding the lessons, speaking some sentences, and hearing what the English teacher said about the lesson”.

Question number 8 showed that the majority of students were not comfortable speaking English in front of people. In addition, students write important notes in each material and make a summary at the end of this lesson shown in the results of question number 9. In truth, no English is used outside of the classroom. Once more, it shows that the classroom becomes their only zone of language exposure this found in question number 10.

CONCLUSION

Based on research data, the students' perception of autonomous learning in English in XI of SMA N 2 Pekalongan can be concluded as follows:

Students' perceptions of autonomous learning in English for grade XI at SMA N 2 Pekalongan remain moderate. Students demonstrated a lack of confidence in previewing lessons, as well as speaking English outside of class. In this situation, the teacher demonstrated that they are highly supportive of the student's autonomy in studying English. The teacher promotes, provides chances, feedback, and advice to students in order to enhance autonomy in English learning. The researchers suggested that the school can provide trainings for students to develop their autonomy in their language learning so that they can maximize their development of autonomy, especially as the teachers were actually strongly support learner autonomy.

REFERENCES

- Dewi, A. (2017). English as a medium of instruction in Indonesian higher education: A study of lecturers' perceptions. English medium instruction in higher education in Asia-Pacific: From policy to pedagogy, 241-258.
- Gerungan, W.A. 1991. Psikologi Sosial. Bandung: PT Eresco
- Myers, LB., & McCaulley, M.H. (1985). Manual: A guide to the development and use of the Myers-Briggs Type Indicator. Palo Alto, CA: Consulting Psychologists Press
- Riskasari, R., Roemintoyo, R., & Efendi, A. (2020, August). Industrial Revolution 4.0: Interactive Multimedia Use in Learning. In Proceedings of the 1st Conference of Visual Art, Design, and Social Humanities by Faculty of Art and Design, CONVASH 2019, 2 November 2019, Surakarta, Central Java, Indonesia.

