

ANALYZING AUTONOMOUS LEARNING AT FIRST GRADE OF JUNIOR HIGH SCHOOL STUDENTS

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Abstrak. Penelitian ini bertujuan untuk menginvestigasi implementasi dari pembelajaran autonomi. Pembelajaran autonomi terdiri dari tiga aspek: perencanaan diri, monitor diri, dan evaluasi diri. Penelitian ini adalah penelitian kualitatif dan juga merupakan studi kasus instrumental. Subjek penelitian ini adalah 22 siswa kelas satu dari sekolah menengah pertama. Penulis mengobservasi kelas serta memberikan kuesioner kepada para siswa untuk menemukan apakah para siswa merupakan *autonomous learner* atau bukan. Hasil penelitian menunjukkan pada aspek perencanaan hanya 56.83% siswa yang melaksanakan dan ini termasuk kategori kurang. Pada aspek *monitoring* 81.85% siswa telah melaksanakan dan ini menunjukkan kategori baik. Pada aspek evaluasi 62.53% siswa melaksanakan dan ini masuk kategori cukup. Jadi siswa kelas satu pada kelas ini memperoleh kategori baik pada aspek monitoring, sedangkan untuk aspek perencanaan dan evaluasi harus lebih ditingkatkan.

Abstract. This research is aimed at investigating the implementation of autonomous learning. Autonomous learning consists of three aspects: self planning, self monitoring, and self evaluating. This research is a qualitative research and also instrumental case study. The subject of the research is 22 students of the first grade students of junior high school. The writer observed the classroom, and also gave a set of questionnaire to the students to find out whether they are an autonomous learner or not. The result showed that in self planning aspect, 56.83% students are self-planned; they are categorized into "poor". In self monitoring aspect, 81.85% students are self-monitored; they are categorized into "good". In self evaluating aspect, 62.53% students are self-evaluated; they are categorized into "fair". So, the students got good category in self monitoring aspect, whereas for self planning and self evaluating must be improved.

Keywords: *autonomous learning, implementation, self evaluating, self monitoring, self planning*

INTRODUCTION

Ministry of education and culture of Indonesia has already published the new curriculum for Indonesia's education, 2013 curriculum. The new 2013 curriculum requires students to be more active and independent. This curriculum also requires the teacher to become the facilitator not the provider in the class. To reduce the teacher-centered in a classroom, the students should be able to move away and become autonomous learners. Nunan (1999) argues that learner-centred rather than teacher-centred classrooms gives students the opportunity to become active participants in the learning process, making decisions with regard to the learning objectives and materials to be used, and helping to decide the evaluation process, thus moving toward becoming independent and autonomous learners. This is why the writer is interested in investigating whether the autonomous learning has been implemented by the students, especially in junior high school because the junior high school that writer chose has already implemented 2013 curriculum.

In the other case the students seem to rely on the teacher and they tend to become a passive learner. The students are expected to be more independent. Autonomous can be described as a capacity to take charge of, or take responsibility for, or control over your own learning (Benson, 2006). Therefore, the students need to be more autonomous in learning. Autonomy learning makes the students have their own way to study and this makes them more creative and enthusiastic about learning. Students can find out what they really need in the learning process and they can explore the material.

In reading comprehension an autonomous learner may face problems like time allocation for reading, unfamiliar words in the text, and also difficulties in finding main idea and supporting detail. To help students overcome these problems, teachers can ask them to read and underline unknown words, looking up the meaning in dictionary and to use contextual clues to guess the general meaning. The students are expected to be more independent and can solve the problems in reading by themselves.

Holec (1981) argues that learner autonomy refers to encouraging students “to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired”. It shows that to be successful autonomous learner the students need the three aspects, self planning, self monitoring and also self evaluating.

Little (1991) also argues that teacher should help their students set their learning goals creating a friendly atmosphere in the classroom which leads to discussion, analysis and evaluation; encouraging them to work collaboratively in small groups; asking the learners to keep a record of their learning and evaluate their progress both as individual learners and as a class again in the target language are among the tasks. This means that in autonomous learning the teacher is the facilitator in learning process. Autonomy learning process makes the students more active in the learning process. Chan (2001) argues that “increasing the level of learner control will increase the level of self-determination, thereby increasing overall motivation in the development of learner autonomy”.

Breen & Mann (1997) add that autonomous learners must want to learn and develop a metacognitive capacity that allows them to handle change, negotiate with others, and make strategic use of the learning environment. So, autonomous learning is also related to metacognitive.

Considering the background of the problem, this research is intended to analyze the implementation of self planning, self monitoring and self evaluating of the students during the reading class. it is also aimed at finding out which, of the three aspects (self planning, self monitoring, and self evaluating) in reading skill, that is difficult to implement.

METHODS

This research is a qualitative research focusing on the implementation of autonomy learning aspects especially for reading skill. This research is instrumental case study (Fraenkel and Wallen, 2007: 439) because the writer analyzes the implementation of autonomy learning aspects by the students on a particular group with the aim of getting some example of its implementation. In this research, the writer observed some phenomena which occurred in the application of autonomy learning aspects. This is also non-longitudinal research because it will stop after getting some phenomena that needed. To find out the application of autonomy learning aspects the writer observed the activity in the class through observation sheet, giving questionnaire to the students, and also interviews the teacher. Since the writer act as an observer the writer did not get involved in the teaching learning process.

The subject of the research is the first grade students of junior high school in the year of 2013/2014. There are 7 classes of the first grade in the school which consist 22-25 students for each class. One class was selected as the subject. This class is chosen randomly. 7-4 is chosen and it consists of 22 students. In order to answer research number one, that is, how are the three aspects of autonomous learning (self planning, self monitoring, and self evaluating) implemented during English reading class, the data were taken from observations and students' questionnaire. In order to answer research question number two, that is, which, of three aspects (self planning, self monitoring, and self evaluating) in reading skill, that is difficult to implement, the data was taken from questionnaire, and English teacher's interview.

RESULTS

The research concerned the analysis of autonomous learning in reading class. The writer limited the skills into reading. The research was carried out for about three weeks, from January 8th to January 23rd 2014. The subject of the research was 7-4. This class consists of 22 students, six male students and 16 female students. The writer used observation sheet and questionnaire as the instruments. The observation sheet consisted of nine points that show students' activeness in the reading class. Active and enthusiastic is one of characteristic in autonomous learning like Benson (2006) argues that autonomous behaviour is essentially self-initiated rather than generated in response to a task which requires the observed behaviours. The observation sheet points were based on three aspects of autonomous learning. Every point in the observation sheet showed students'

participation starting from pre activities until the post activities during the reading class. For the questionnaire sheet was close-ended questionnaire, and it supported by Bambang Setiyadi (2006) that says close-ended questionnaire can be used to help the researcher in selecting data in order to the researcher not to get irrelevant data. It consisted of 12 points of questions and it divided into four questions for each self planning, self monitoring and self evaluating. The writer gives the basic question of autonomous learners' questionnaire in reading comprehension because this is suitable with the subject, seven grade of junior high school. It was adapted from Cubukcu (2009).

Table 1 Tabulation of Observation Result (First Meeting)

No.	Students' Activities	Number of Students	% of Students
	Pre-activities		
	Interested in the opening of the class	18	81.8%
	Responding to the teacher's questions about the topic enthusiastic	12	54.5%
	Students' sources preparation (dictionary)	14	63.6%
	While activities		
	Responding to the topic enthusiastic	16	72.7%
	Following inquiry steps enthusiastic	22	100%
	Actively involved in the questioning as the data gathering	9	40.9%
	Looking for information in the dictionary or notebook	21	95.5%
	Actively in the group discussion	22	100%
	Actively presenting the result of group discussion	-	-
	Post activities		
	Actively in discussing what have been learned (reflection)	17	77.3%
average		16.78%	76.18%

Table 2 Tabulation of Observation Result (Second Meeting)

No.	Students' Activities	Number of Students	% of Students
	Pre-activities		
	Interested in the opening of the class	19	86.4%
	Responding to the teacher's questions about the topic enthusiastic	15	68.2%
	Students' sources preparation (dictionary)	11	50%
	While activities		
	Responding to the topic enthusiastic	20	90.9%
	Following inquiry steps enthusiastic	22	100%
	Actively involved in the questioning as the data gathering	12	54.5%
	Looking for information in the dictionary or notebook	19	86.4%
	Actively in the group discussion	22	100%
	Actively presenting the result of group discussion		
	Post activities		
	Actively in discussing what have been learned (reflection)	16	72.7%
	Average	17.3	78.79%

Table 3 Students' Use of the Three Aspect of Autonomous Learner

No.	Students' Autonomous Aspects	Total of students whose answer is "Yes"	Total of students whose answer is "No"	% of students whose answer is "Yes"	% of students whose answer is "No"
1.	Self Planning				
	Students' material preparation before the class begin	4	18	18.2%	81.8%
	Students' reading strategies	21	1	95.5%	4.5%
	Active in finding the information of the material	12	10	54.5%	45.5%
	Students' sources preparation before the class begin	13	9	59.1%	40.9%
2.	Self Monitoring				
	Active in questioning the material	11	11	50%	50%
	Active in working individually or group	21	1	95.5%	4.5%
	Active in using dictionary and other sources	19	3	86.4%	13.6%
	Active in correcting the task	21	1	95.5%	4.5%

3.	Self Evaluating				
	Re-study the material by their own	9	13	40.9%	59.1%
	Re-discuss the material with their friends	6	16	27.3%	72.7%
	Active in asking the difficulty to the teacher	19	3	86.4%	13.6%
	Active in finding the difficulty by themselves	21	1	95.5%	4.5%

DISCUSSION

The students had already implemented the autonomous learning in their reading class. The result of observation sheets showed that the students were active from the starting of the reading class until the end of the class. The data were analyzed through grounded theory, Setiyadi (2006) argues that the analysis commonly construct the theory based on the data from the research (grounded theory). In students' preparation sources (dictionary) and the students' involvement in the questioning the topic, only half of the students were doing it. Some students were active in questioning the material. The result of the observations indicated that the aspects of autonomous learning had already implemented by the students. In the class, the writer observed that the students dominated the class and the teacher supported them with clues to attract their opinion about the text and materials. Benson (2006) says autonomy can be described as a capacity to take charge of, or take responsibility for, or control over your own learning. During the reading class the teacher made the students working first in a group or pair before they have individual task. The teacher also gave them time to have discussion, looked the dictionaries, and asked questions. This condition showed the autonomous learning and was supported by Little's theories (1991) that says teacher should helps their students set their learning goals creating a friendly atmosphere in the classroom

which leads to discussion, analysis and evaluation; encouraging them to work collaboratively in small groups; asking the learners to keep a record of their learning and evaluate their progress both as individual learners and as a class again in the target language are among the tasks.

Table 4 Tabulation of Students' Questionnaires Result

No.	Autonomous Aspects	Total of the entire students whose answer is "yes"
1.	Self Planning	56.83%
2.	Self Monitoring	81.85%
3.	Self Evaluating	62.53%

The criteria of implementation of autonomous aspects in learning process:

40%- 59% : Poor

60%-69% : Enough

70%-79% : Good

80%-100% : Very Good

Based on table 4, it can be inferred that the students have already implemented the aspects of autonomous learning in their class. From the questionnaires the students' self planning showed 56.83 point. It meant that the implementation of self planning in the poor criteria. The weakness was in students' material preparation. Only four students claimed that they learn the material before the class begins. Students admitted that they rarely learn the material before the class begins and they prefer to comprehend the material when the teacher started to deliver it.

The questionnaires result showed that the students got 81.85% for the self monitoring. This meant that the students' self monitoring was good. The weakness of students' self monitoring was in questioning the material. The result of the questionnaire showed that there are only half of all students (11 students) who active in questioning the material. The students seemed very active in responding the material but have weakness in questioning what the material told about. So the teacher almost always asked their opinion because they were active in responding the material but not really active when it related to questioning the material.

For the self evaluating half of the class implemented it. Students' self evaluating showed 62.53%, this meant that students have enough criteria in self evaluating. The observation sheets showed that in the students' self evaluating around 16-17 students involved actively. This means more than half of the class implemented self evaluating from 22 students in the class. For the students' self evaluating result from the questionnaires, the students seemed to be weak in re-discussing the material with the others and re-study the material after the class is over. Only six students claimed that they are active in re-discussing the material after the class over and nine students claimed that they re-study the material after the class over. But the students were actively in asking the difficulty to the teacher and finding some difficulty by themselves. Holec (1981) argues that learner autonomy refers to encouraging students "to determine the objectives, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired".

Based on the the interview to the English teacher, it was found that the students got difficulties in the self evaluating. The teacher said that the students were rarely having questions before the class over. When the teacher asked them about their understanding of the material, the students only said they have understood. This condition made the teacher not really sure about the students' material mastering. The teacher said that from the result of the test she can be sure about the students understanding. Contrary to the result of questionnaires, the students showed some weaknesses in self planning. They admitted that they lacked in material preparation before the class begin. It seemed that the students did not study about the material at their house. And the students also have difficulties in preparing the source of the reading class like a dictionary for each person. There were only half of the students brought dictionary and the rest borrowed from others. It seemed the difficulties happened because the students lack of intrinsic motivation, because their intrinsic motivation is closely related to the perception of being somehow in control of their own learning and learning preparation.

Based on the questionnaires, it showed that almost of the students did not study the next material in their house and they seemed study only during the class. The students also have weakness in re-study the material and re-discuss the material that has learned with their friends. For the reading strategies almost all of students have it, they active in working individually and group, active in correcting the task, active in asking the difficulty about the material and also active in finding the difficulties by themselves.

CONCLUSIONS

Referring to the discussion of the research findings, the writer comes to the following conclusions:

1. One of the first grade students of SMPN 2 Bandar Lampung, 7-4 had already implemented the autonomous learning. The implementation of self planning was in the poor criteria, 56.83%. The students' self monitoring 81.85% was good criteria. For the self evaluating half of the class implemented it and it was enough for the criteria, 62.53%.
2. From the interview of the English teacher, the teacher claimed that the students got difficulties in the self evaluating. The students have weakness in re-discussing the material with the others and re-study the material after the class is over. Contrast with the students' questionnaires result, the students showed some weakness in self planning. The weakness was located in students' material preparation. They admitted that they did not study in advance learning before the class begins.

SUGGESTION

- English teachers are recommended to support the students become an autonomous learner since it can make students to be more active and independent.
- It is suggested to the other researchers to have further research focused on the application of autonomous learning in the others grades, and others skills like listening, speaking, and writing.

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