

CHAPTER I

INTRODUCTION

A. Research Background

In the last few decades, autonomy in learning has become a topic of discussion that has attracted research interest in language learning. Autonomy is crucial for English learners in a language environment lacking time to listen and practice the language in the real world. Therefore, it is the responsibility of the learner to create and discover an environment in which a foreign language is used. (Alrabai, 2017) states that autonomous learning has brought an educational change in a new era where students are no longer passive learners who sit and listen, and teachers are no longer the center of knowledge. Students become independent learners and are responsible for their learning.

As the issue of participant autonomy becomes increasingly essential in today's world of education, the Indonesian government has made significant progress in the curriculum. It requires teachers to encourage students to focus during the teaching process. The Indonesian Curriculum Regulations of 2013 clarified that teachers must transition from teacher-centered to student-centered teaching (Lengkanawati, 2019). Unfortunately, it is undeniable that learner autonomy remains a challenge in Indonesia as teacher-centered learning still dominates.

Students' success in autonomous learning is determined by many factors: readiness in learning. This readiness is for individuals who are prepared to be able to manage their learning activities with or without the help of other parties. At SMA Negeri 1 Sekadau, students' readiness for autonomous learning is quite sufficient; it was seen from students who only listened to the teacher explaining the material without wanting to be involved in discussions, and students and students always do the assignments given by the teacher. Students' autonomous learning readiness in schools is very diverse, there are those who have good learning readiness to get high learning outcomes, while poor learning readiness

gets low learning outcomes, but there are also students who have poor learning readiness to get high learning outcomes, there are also students who have good learning readiness to get low learning outcomes. The problem that arises in schools is that students are required to be able to learn independently, so the teacher needs to know how students are ready to learn independently first. For this reason, it is necessary to prepare learners (in this case, high school students) for autonomous learning.

Many previous studies have investigated students' readiness for autonomous learning. Some researchers who conducted research are Alrabai (2017); this study attempts to assess the readiness of Saudi students for independent/autonomous learning, with a focus on learning English as a Foreign Language (EFL). The study's findings confirmed the low readiness of Saudi EFL learners for independent learning. Learners demonstrated low responsibility levels, perceiving that they accept only the responsibility for their learning on average. Another similar research is about Readiness for autonomy in English language learning: The case of Indonesian high school students Cirocki et al. (2019). The findings revealed that many students were not familiar with the concept of learner autonomy. They also had reasonably low motivation to learn English and generally were not ready to act as autonomous learners, lacking specific skills and competencies.

There have been many studies on learner autonomy that have mainly focused on the Western context. However, in the context of Indonesia, there are still very few studies related to the readiness of learner autonomy that has been published, especially in Sekadau, more precisely in SMA Negeri 1 Sekadau; this research is still very limited. Thus, this study seeks to investigate the readiness of students of SMA Negeri 1 Sekadau to learn English autonomously.

B. Research Problem

Based on the background described above, the formulation of the research problem is: How are students' readiness for autonomous learning of tenth-grade students in English subjects at SMA Negeri 1 Sekadau in the academic year 2021/2022?

C. Research Purpose

This research aims to determine how are students' readiness for autonomous learning of tenth-grade students in English subjects at SMA Negeri 1 Sekadau in the academic year 2021/2022.

D. Significance of The Study

Good research must provide impacts and benefits beneficial for the object under study, the community, and further research. In this study, the researcher has two benefits, which are theoretical and practical.

1. Theoretical Significance

This study provides new information or knowledge about students' readiness for autonomous learning in English lessons. The research results can be used as input in understanding the needs of students in their autonomous language learning.

2. Practical Significance

a. To the Teachers

This research can provide helpful information for teachers about preparing students for independent study. This research also includes information for teachers to help students identify their learning goals and needs. The results of this study are also expected to help teachers develop effective lesson plans based on students' needs to learn English.

b. To the Students

The researcher hopes that the results of this study took students to a higher level of preparation in independent learning to maximize their understanding of their learning objectives and requirements, especially when learning English. In addition, the

researcher hopes that the results of this study would provide students with a better understanding to improve their readiness to study independently during their studies and understand their language learning strategies for better academic performance.

c. To the other researchers

Researchers hope future researchers can seek more information and develop this research based on further research. They can also explore other research variables related to self-learning readiness and language learning strategies.

E. Scope of Research

1. Research Variable

The variable identified in this study is students' readiness for autonomous learning in English lessons. Based on this explanation, this variable uses a single variable because it focuses on students' readiness for autonomous learning.

2. Research Terminology

The following definitions are provided to ensure compatibility and understanding of these terms during the study.

a. Autonomous Learning

Autonomous learning is a particular learning style that individuals apply because they can identify their own learning needs, set their own learning goals, determine the method that best suits their income, and monitor and evaluate their learning progress. Self-study students do not rule out the need to study in classrooms and lectures, and they still need classrooms and educators to support independent and cooperative learning in the school (Zulaihah & Harida, 2017).

b. Readiness for autonomous learning

A student's readiness to learn autonomously refers to the individual's willingness to manage their own learning activities with or without the help of other parties. Students willing to learn

would pay attention and try to remember what the teacher has taught because it is all about achieving learning goals and achieving good results.

c. Tenth grade students

Tenth graders are students who have just finished their junior high school education. In the past, the initial high school class was called grade 1, but since the implementation of the 12 year compulsory education, it is better known as grade 10 which is a continuation of grade 3 junior high school, namely grade 9.

d. SMAN 1 Sekadau

SMA Negeri 1 Sekadau was established in 1983. This old building bears witness to the history of the establishment of the first public high school educational institution in Sekadau Regency, its operation in 1984, which is located on Jl. Merdeka Barat No.40B. This school has become a favorite school in Sekadau because of its resources and strategic location. With a land area of more than 19,409m² with laboratory facilities, and other supports. The choice of parents and students to study at SMA Negeri 1 Sekadau is reasonable because the conditions are very conducive. As a favorite school, it is proven by its outstanding achievements in both academic and non-academic fields. SMA Negeri 1 Sekadau is currently implementing the revised 2013 curriculum. With the implementation of the 2013 curriculum in schools, leaders and teachers seek to implement learning models that are creative, active, and maximize student empowerment in learning activities