

CHAPTER II

STUDENTS' READINESS FOR AUTONOMOUS LEARNING OF ENGLISH SUBJECT

A. Autonomous learning

The definition of autonomous learning according to Holec (as cited in Mayangsari et al., 2021), Autonomous learning is defined as the ability of learners to take responsibility for their learning, in which they should be able to set goals, choose methods and skills, determine content and development, and evaluate what is gained through learning.

Then there are other opinions regarding the meaning of autonomous learning according to (Zulaihah & Harida, 2017) state, 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.

The term autonomous learning refers to the ability of learners to take knowledge into their own hands by enabling them to define learning goals, define content and pace, select methods and techniques, control the acquisition process, and evaluate what is known (Lengkanawati, 2017:222).

From the explanation of the experts above regarding the definition of autonomous learning, we can define autonomous learning as the willingness and ability of learners to take responsibility for their learning. They must set goals, choose methods and skills, define content and development, and evaluate what is gained through learning.

B. Readiness for autonomous learning

Understanding of readiness for autonomous learning according to Slameto (2003:113), readiness is the general state of a person being ready to react or react to a specific situation in a particular way. Another

understanding of readiness to learn, proposed by Djamarah (2002:35), is the state of the ego that is ready to engage in an activity. Soemanto (1998:191) says that preparation is a person's willingness to do something. From this definition, it can be concluded that readiness to learn is the general state of a person or student's willingness to accept or respond to learning.

There are several indicators of readiness according to Guglielmino & Gugliemino in Puspitasari & Islam (2016), indicators of independent readiness are as follows:

a. Love of learning.

Love English learning is a positive emotion in the process of English learning, which guides students to express a strong and stable love of English. It becomes a reason to facilitate the English learning process and student achievement. A love of learning is a spiritual resource that enhances learning, leading to better academic performance (Subagio, 2020).

b. Have the initiative in autonomous learning.

Flannagan (2008) stated, that initiative is a behavioral syndrome such as goal-directed behavior, action-oriented, persistence in overcoming obstacles, active approach to problem-solving, and self-starting. And initiative in autonomous learning is where students can start their own learning and always aim at their own learning goals.

c. Have the responsibility for autonomous learning.

Syafitri (2017) states, that responsibility in learning is an obligation to complete tasks that have been accepted completely through maximum effort and dare to bear all the consequences. Students who have responsibility for autonomous learning are individuals who can fulfill their own tasks and need, and can fulfill their responsibilities towards the surrounding environment well. Personal must be trained continuously, so that it becomes a responsible person.

d. Have a great curiosity.

The nature of curiosity means attitudes and actions that always seek to know more deeply and widely from what they learn, see, and hear (Salirawati, 2012). The great curiosity of students towards the material taught by the teacher or studied by themselves can lead to far more knowledge than students who are silent and just waiting for the teacher's explanation. Characteristics of students who have high curiosity are often asking questions to the teacher.

e. Have self-confidence.

Self-confidence is defined as an attitude of belief in one's own ability to fulfill every desire and hope. In each stage of the learning process, they often have to do activities that require confidence, such as speaking out their opinions, answering teacher questions, making presentations to the front, and working on questions or assignments independently. All these activities cannot be carried out if students do not have confidence in their own abilities (Salirawati, 2012).

f. Able to organize time.

Organizing time is the process of organizing or managing, and controlling oneself. By organizing time, students can calculate the time available for independent study at home (Koçak's, 2003).

g. Have a separate learning achievement target.

Having a learning target means that a student already knows exactly what he wants to achieve in his learning activities, can choose his learning resources, and knows where to look for learning. The material they want, and Students can assess the level of ability they need (Puspitasari & Islam, 2016).

In this context, 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. A student who is not ready to carry out a task in learning have difficulty or even despair.

C. The concept of learner autonomy

The concept of learner autonomy is primarily related to adult education and self-learning systems and appears to be a matter of the learner doing things on his own (Little, 2007:14). Learner autonomy now plays a vital role in language learning. The focus is on new forms of learning that allow learners to take control of their learning (Orawiwatnakul and Wichadee, 2017:117).

Dam (as cited in Nguyen, 2014:16) defines an autonomous learner as someone who can learn independently, act independently, and be motivated in the learning process. According to (Joshi 2011: 14), a learner's autonomy is a person who can alone make and execute the decisions that determine their behavior. This ability depends on two main factors, knowledge and willingness. A person may be capable of making independent decisions but may be reluctant to do so because the behavior does not seem appropriate to their role in a given situation. On the other hand, a person may be willing to make independent decisions but cannot.

According to the experts above, we can conclude that independent learners have responsibility for their learning and can apply appropriate learning strategies, understand their learning goals, and review and evaluate their learning progress.

D. Characteristics of Autonomous Learners

Student character is very much needed in independent learning, and understanding the characteristics of independent students in their knowledge is essential. According to Dickinson (in Koçak, 2003), Autonomous learners can be characterized in four points as follows:

1. First, they can identify what happens in class, in other words, what they get. For example, an independent student studying English might consider the relationship between a new grammar rule and the previously learned rules.
2. Second, independent learners can set their own learning goals. Most autonomous language learners seek to improve their language skills outside the classroom, and they read newspapers or watch TV shows in the target language as part of their learning goals.
3. The third feature is the ability of autonomous learners to select and implement appropriate learning strategies. For example, self-directed learners will read the text to see what is available in the text example: images, diagrams, headings, subtitles, etc., rather than trying to read and understand it immediately.
4. The fourth feature is that autonomous learners can monitor the effectiveness of their strategies e necessary changes for them. For example, a self-directed learner who performs poorly on an English test can first identify structures and points that they do not understand and find more effective ways to learn. With these four primary characteristics, autonomous learners must actively participate in the learning process and take control of their learning.

Then there are other opinions according to Cirocki (as cited in Cirocki et al., 2019) to conceptualize learner autonomy with the following set of characteristics of independent learners:

- a. There is an intrinsically motivated approach to learning the target language, which they perceive as a form of communication;
- b. Make convincing decisions and take responsibility for their learning;

- c. Set realistic personal goals for themselves and regulate their behavior. Consider previously established objectives;
- d. Negotiating courses to determine course content, materials, and assessments;
- e. Assess individual strengths and weaknesses and choose learning tasks based on pre-set goals;
- f. Recognize what has been discussed in class, know when, how, and why they learn new information, and what resources are available to help with foreign language learning;
- g. Ability and willingness to adapt to a new learning environment;
- h. Select and implement appropriate strategies to make the most of their background; negotiate between their own wishes and the needs of other class members;
- i. Manage their foreign language learning experience, systematically monitor their progress and critically evaluate results;
- j. Participate fully in collaborative practice and seek advice from peers and language teachers as needed; and
- k. Reflect on their learning experiences so they can decide what to do next.

From the characteristics of autonomous learners mentioned above, the researcher concludes that an individual who has a level of independent learning has the features of being able to identify what is happening in the classroom, can set their own learning goals, be able to choose and apply appropriate learning strategies, be able to assess strengths and individual weaknesses and learning tasks are more selective, able to make confident decisions and take responsibility for their learning, and able to reflect on their learning experiences so that they can decide what to do next.

E. Some factors influence autonomous learners.

Several factors can affect the type of strategy students use in independent learning. According to Higgs (as cited in Kemala, 2016:12),

four factors influence independent learning: the role of the students themselves, the teacher, the task, and the environment.

1. The role of learner themselves

Several factors can influence students to become independent learners, namely factors from the students themselves. According to Syah (as cited in Rijal & Bachtiar, 2015: 19), Student factors, physical and psychological: a) physical aspects, students' health, have a significant impact on students' ability to absorb information during the learning process; b) psychological aspects Including 1) Students' intelligence, that is, the level of intelligence determines the degree of students' learning success to a large extent; 2) Students' positive attitudes that respond quickly to objects, people, commodities, etc. are a good start for students' learning process; 3) student talent, i.e., the ability of an individual to perform a particular task without being overly dependent on educational and training efforts; 4) student interest, the inclination and great enthusiasm or desire for something; 5) student motivation, namely the internal state of the organism that encourages to do something, The motivation that has the most significant influence on students is intrinsic motivation. Tutors, book availability, text, internet, a supportive atmosphere, self-discipline, a comfortable, quiet place, and mornings are some options for students' independent study. They often use music apps, movies, videos, essays, and smartphones to learn.

2. The role of the teachers

Teachers play an essential role in helping students understand the learning process (Kemala,2016). For example, teachers must provide them with learning strategies; memory strategies by using flashcards to memorize words, cognitive systems by having fun by reading, emotional processes by rewarding yourself when you do well, etc.

Teachers must trust their students, respect them, provide appropriate education, and make the classroom space for discussion and friendly collaboration (Yan, 2012:562). Students play a central role under the guidance of autonomous learning theory, and they actively study and learn under the direction of their teachers. Only when students enrich themselves, encourage themselves, and gradually realize themselves and progressively adapt to the teaching evaluation can they achieve the high efficiency of autonomous learning. In the process of independent learning, the relationship between teachers and students is equal.

3. The task

Encourage students to take responsibility for what they do by assigning them homework. Attractive and challenging tasks will significantly affect autonomous learners. Therefore, we encourage students to be interdependent and work collaboratively. Collaborative learning is an educational approach to teaching and learning in which groups of students work together to solve problems, complete tasks, or develop products.

4. The role of the environment

The environment can affect students' autonomous and practical learning. The environmental conditions around students, namely: The social environment, that is, the school's teachers, staff and classmates, parents (family) and the community, etc., all affect students' enthusiasm for learning; the non-social environment is the school building and Its location, the student's house and location, study materials, weather conditions, and the study time the student uses (Syah as cited in Rijal & Bachtiar, 2015:20).

According to the expert explanation above, the researcher concludes that the factors that influence autonomous learners is factors from the students themselves, the role of teacher, the task, and the role of the environment.

F. Factors that influence the readiness for autonomous learning

Several factors can affect a person's willingness to learn. Here's what several experts have to say about the factors that affect willingness to learn:

A. According to Slameto (2003:113), namely:

- a) Physical, mental, and emotional state;
- b) Needs, motivations, and goals;
- c) Other skills, knowledge, and understanding present Educated.

B. According to Soemanto (2012:191), namely:

- a) Equipment and physical growth involve developing personal integrity such as general physical, sensory, and intellectual development.
- b) Motivation involves individuals maintaining and developing their own needs, interests, and goals.

According to the expert explanation above, the researcher concludes that the factors that influence learning readiness are physical readiness, namely the body's health factor, from psychological readiness, which includes mental aspects, motivation, interest when attending lessons, terms of material, namely the knowledge factor that has been studied.

G. Previous Related Studies

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows;

Alrabai (2017), under the title "From teacher dependency to learner independence: a study of Saudi learners' readiness for autonomous learning of English as a Foreign Language." This study sought to assess the readiness of Saudi school students for independent/self-directed learning, with a focus on learning English as a Foreign Language (EFL). The findings confirm the

low willingness to self-study among Saudi EFL learners. Learners showed a lower sense of responsibility and felt they were only responsible. A large percentage of participants reported that they rarely engaged in autonomous activities; they showed high levels of teacher dependence and low levels of learner independence. Despite the participants' reasonable awareness of the nature of learner autonomy and its demands, their responses identified them as EFL learners with low autonomy. This study informs EFL learning stakeholders in Saudi Arabia that learners' readiness for such conditions must be developed before interventions aimed at promoting autonomy are implemented in this context.

Daflizar & Petraki (2022) under the title "Readiness for autonomous English language learning: The case of Indonesian undergraduate students." The results showed that despite their positive perceptions of their abilities, most students believed teachers were in charge of their learning. There were no significant differences between men and women in perceptions of responsibilities and skills. There were no significant differences in ability perceptions between English majors and non-English majors in terms of study subjects; however, there were substantial differences in the groups' perceptions of their responsibilities. Research advocates the need to raise awareness of the benefits of learner autonomy and provide appropriate teacher training for the Indonesian context.

Cirocki et al. (2019) entitled "Readiness for autonomy in English language learning: The case of Indonesian high school students." This study aims three-fold: to examine how Indonesian secondary school students conceptualize the construction of learner autonomy; to determine the degree of motivation of students to learn English, and assess their willingness to participate in the teaching process as autonomous learners. The results showed that many students were unfamiliar with the concept of learning autonomy. They are also relatively less motivated to learn English, generally reluctant to learn independently, and lack specific skills and abilities. The results indicate that Indonesian students need to be trained in

planning their learning process, setting objectives, and taking a more active role in negotiating the teaching-learning process.

Mustapha & Mahmoud (2020) entitled "Autonomous Learning Readiness and English Language Performance of English as a Foreign Language (EFL) Libyan Secondary School Students." The findings of this study showed that students were ready for autonomous learning. The first instrument used in this study was a questionnaire, and it was used to determine EFL Libyan students' readiness for autonomous English language learning. The second instrument was a student interview to investigate their perceptions of learning autonomy. Lastly, students' performance measurement was determined using their English language results. The findings of this study showed that students were ready for autonomous learning. It is clear that Libyan students have the propensity for autonomy and their autonomy has a positive effect on their English language performance. These students would be successful autonomous language learners through the teacher's help, understanding, guidance, support, and care.

Yıldırım (2008) under the title "Turkish EFL Learners' Readiness for Learner Autonomy." This study aim to identify Turkish university-level EFL students' readiness for learner autonomy, this study investigated 103 students' perceptions of teacher and learner responsibilities, their opinions about their own ability to act independently, and the frequency of autonomous language learning activities they actually employ. The results showed that students seemed ready to take on more responsibilities in many areas of the language learning process.

Based on previous research, the researcher would raise the title Analysis of Student Readiness for Autonomous Learning in English Subjects. The thing that distinguishes this research from previous research is the focus of the study, which can be seen from the object of research, the subject of research and the place of research for the object of research, the subject of research, and the site of this research: the readiness of students in

autonomous learning in English lessons, the subject and the place of study.
This is a tenth grader at SMA Negeri 1 Sekadau in the Academic year
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