SECONDARY SCHOOL STUDENTS' READINESS FOR AUTONOMOUS ENGLISH LEARNING IN WEST JAVA

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Abstrak

Pembelajaran bahasa Inggris otonom menumbuhkan kemampuan siswa untuk bertanggung jawab terhadap proses pembelajaran bahasa Inggrisnya sendiri. Tingkat kesadaran siswa dalam belajar bahasa Inggris secara mandiri masih belum merata. Beberapa siswa sudah siap untuk belajar bahasa Inggris secara mandiri, sedangkan siswa lainnya masih terlalu bergantung pada peran guru EFL. Terkait dengan kondisi tersebut, penelitian ini tertarik untuk mengetahui kesiapan siswa sekolah menengah terhadap pembelajaran bahasa Inggris mandiri di Jawa Barat. Penelitian ini menggunakan metodologi penelitian kuantitatif dan survei sebagai alat penelitiannya. Penelitian ini diikuti oleh siswa sekolah menengah dari berbagai sekolah di Jawa Barat. Data dikumpulkan melalui kuesioner. Ada tiga bagian dalam kuesioner; (1) Persepsi siswa terhadap peran guru bahasa Inggris dalam proses belajar mengajar, (2) Persepsi siswa terhadap kemampuannya belajar bahasa Inggris secara mandiri, dan (3) Siswa merencanakan pembelajaran bahasa Inggris secara mandiri. Temuannya mengungkapkan bahwa para siswa mengakui bahwa guru bertanggung jawab atas hampir setiap aspek proses pembelajaran bahasa Inggris. Selain itu, sebagian besar siswa belum siap untuk belajar bahasa Inggris secara mandiri dan mereka tidak memiliki banyak kemampuan yang umumnya dimiliki oleh pembelajaran bahasa Inggris otonom. Hasilnya menunjukkan bahwa guru harus mulai menerapkan otonomi belajar dan mendorong otonomi siswa dalam pembelajaran bahasa Inggris.

Kata kunci: Pembelajaran otonom, Kemandirian pembelajar, Pembelajaran bahasa Inggris, Persepsi Siswa.

Abstract

Autonomous English learning grows student's ability to take responsibility for their own English learning process. The level of student's awareness of learning English independently is still uneven. Some students' are ready to learn English independently, whereas others still depend too much on the role of an EFL teacher. Regarding this condition, the study was interested in discovering the secondary school students' readiness for autonomous English learning in West Java. This study used a quantitative research methodology and a survey as the research tool. Secondary school students from various West Javan schools participated in this study. The data was gathered through a questionnaire. There were three sections to the questionnaire; (1) Students perception of the English teacher roles in the teaching and learning process, (2) Students perception of their ability to learn English independently, and (3) Students plan for autonomous English learning. The findings revealed that the students admitted that teachers are in charge of almost every aspect of the English learning process. Further, most students are not ready to learn English independently and they lack

Lola Oktavia, Riski Edo Saputra, Adrian Topano

many abilities that are typical of autonomous English learning. The result indicated the teacher had to start applying learning autonomy and encouraging student autonomy in English learning.
Keywords: *Autonomous learning, Learner autonomy, English learning, Students perception.*

INTRODUCTION

In the learning process, there are several individuals who participate in it. Those are the role of teacher and student which is interrelated to support the learning process. The teacher has a role to prepare teaching material and teaching equipment that will support the learning process. In comparison to teachers, students have an equally important role. The student is the one who will understand and applied the learning materials presented by the teacher in the classroom. Therefore, students have a great control over their learning process. It aims to help students quickly understand the new materials. Students can independently learn and review the discussion of English material in the class through variety resources.

Moreover, students can choose the learning style that suits them with the aim of making it easier for them to understanding the learning material they are studying. Then, students also can arrange the topics and processes they ought to use in order to comprehend to the English subject material. This statement is equally with the statement from Benson (2001) that is autonomous learners have to take control over their learning's direction by making all important management and organizational decisions. Hence, the independence of learning that students have will support them in the English learning process.

These are the primary factors influencing readiness for autonomy: student's possession of making decisions, student's perception of their own and teacher roles, and the use of metacognitive learning techniques (Bozkurt & Arslan, 2018). Therefore, these factors make it possible for student's to participate in autonomous English learning.

In addition, Indah, Rachmawati & Evenddy (2021) described internal and external factors affecting student's autonomous in English learning. The internal factor is motivation, students believe that learning something based on their own interests and without pressure from others will be enjoyable to do. Meanwhile, the first external factor is student's family and school environment. The research result discovered that each of autonomous English learners family and school environment had an impact on them. Additionally, according to the student's interview, teacher is another factor influencing student's in their autonomous learning.

Readiness is the condition of a person who has the maturity to accept and practice a certain thing. The word readiness is referring to a state when someone prepared for something, or when something is ready to be used. In addition, Chorrojprasert (2020) stated the term learner readiness is frequently used to describe the learner capacity to take new information and start altering behavior that result in efficient and effective learning outcomes. Hence, students' condition of being ready to learn or receive new

knowledge in the learning process is an understanding of readiness. The word autonomy is derived from Greek word auto-nomos, auto meaning "self" and nomos meaning "rule or law". It means auto-nomos refers to a state where someone makes laws for their own (Dang, 2012). Based on this statement, it means that the term autonomy is defined as the ability to act and make decisions without being controlled by anyone else.

Additionally, Raya & Viera (2020) claim that autonomy can be defined as an individual's ability to manage learning but it can also be defined as a collective interest in the service of a more democratic way of life. Moreover, Benson (2001) in his book titled Teaching and Researching Autonomy defines autonomy as the capacity of humans to take charge of their own learning activities. Further, Benson clarifies that autonomy was viewed as a natural product of self-directed learning, or learning in which the objective, progress, and evaluation of learning are determined by the learners themselves. In short, autonomy is the ability that humans have to do and plan things based on their own desires without any encouragement from others.

Autonomous learning is a learning technique that empowers students to direct and take charge of their own learning (Uswatun, 2013). It means autonomous learning is one of the learning techniques that used to improve student independent in their learning process. Moreover it is likewise to the statement by Chan (2002) that is autonomous learning leads to the growth of the person accepting the responsibility for their own learning. Besides, in autonomous learning, students also have the desire to organize how the learning process runs according to what they want. This statement is equally with the statement from Benson (2001) that is Autonomous learners have to take control over their learning's direction by making all important management and organizational decisions.

Further in the Indonesian context, the 2013 curriculum and Merdeka Curriculum has been implemented for elementary school, junior high school, and senior high school. Both curriculums focus on student-centered learning method in the teaching and learning process. This implies that learning activities are centered on the students, and students are expected to be more active in the class. Furthermore, this proves that the Indonesian education system has taught students independence from elementary to high school. So that students do not depend mainly on a learning process provided by the teacher. Thereby students must be able to explore knowledge as much as possible based on their willingness and independence.

In reality, students' awareness of learning English autonomously is still uneven. Based on the researcher experience, it has been found that some students are prepared to learn autonomously, while others still rely too much on the role of the EFL teacher in the learning process. Considering the facts above, this research aims to examine the secondary school students' readiness for autonomous English learning in West Java.

METHOD

This study employed quantitative research approach with survey as the research instrument. The participant of this research was secondary school students from different school in West Java. The data collected by using questionnaire. The questionnaire is adopted from Chan, Spratt & Humphreys (2002) and Cirocki, Anam & Retnaningdyah (2019).

The questionnaire was divided into three sections that were 1) Students perception of the English teacher roles in the teaching and learning process, 2) Students perception of their ability to learn English independently, and 3) Students plan for autonomous English learning. In each section of questionnaire, students were required to rank their answers on a Likert scale. The questionnaire was translated into Bahasa Indonesia to make it easier for the participant to understand. Moreover, descriptive statistics were used to analyze the data..

FINDINGS AND DISCUSSION

The researcher presented the findings of the data collected using a closed-ended questionnaire. 25 statements were asked of 150 participants from different junior high school in West Java. In order to get the most accurate answer based on the participants' views, the closed questionnaire has five multiple answers.

The Cronbach Alpha consistency test was used to evaluate the closed questionnaire. According to Lütfi and Ahmet (2020), a Cronbach's alpha value of 0.7 or above is an indicator of the scale's internal consistency. Additionally, the consistency of Cronbach alpha score in the closed questionnaire is 0.862. Therefore, it can be concluded that 25 statements items are consistent.

Student perceptions of the English teacher roles in the teaching and learning process.

The result of the data analysis revealed that students believed their teachers were more responsible for many aspects of learning than they were, as shown in Table 1. More students' gave responses in the '100% Teacher' category of the scale. It refers to the statement that teacher has a role to determine the material and activities in the EFL classroom. Based on the result, the teacher's role is regarded as important to decide the next English materials that students will learn and what English material students should learn outside of class. Additionally, 59% of students admitted the evaluation of English learning process is the teacher responsibility.

Likewise, there were two statements in which a large percentage of students preferred taking greater responsibility, they chose the '50% Students – 50% Teacher' category of the scale. It is indicated that students ensure they make progress during EFL class and they believe they can identify their weaknesses in learning English with the teacher's assistance. Thus, it is discovered that students assess almost all of the aspects of the English learning process that are the teachers' responsibility. But, in certain aspects, students believe they took some responsibility as well. On the other hand, the research that conducted by Saeed (2021) titled 'Learner Autonomy: Learners' Perceptions on Strategies to Achieve Autonomy in EFL Classroom' discovered that the majority of students believe that the role of teacher is vital to guide them in achieving

learning autonomy with using different learning techniques. Therefore, by comparing the results of this study with the previous research, it can be concluded that the role of teachers in EFL classroom can be used by teachers to introduce and practice autonomous learning with students.

Table 1. Student perceptions of the English teacher roles in the teaching and learning process

No	Statement	100% Student	80% Student – 20% Teacher	50% Student – 50% Teacher	80% Teacher – 20% Student	100% Teacher	M	SD
1.	Making sure you make progress during the English course.	11%	21%	30%	21%	18%	2,85	1,24
2.	Deciding what materials to use to learn English in your English course.	5%	4%	11%	14%	66%	1,67	1,12
3.	Choosing the activities that you use to learn English in your English lesson.	5%	5%	15%	15%	60%	1,79	1,16
4.	Deciding what you should learn next in your English lesson.	4%	5%	11%	13%	67%	1,65	1,10
5.	Identifying your weaknesses in learning English.	18%	12%	29%	21%	20%	2,87	1,35
6.	Deciding what you learn outside class.	23%	20%	15%	18%	34%	2,71	1,58
7.	Evaluating your English learning process.	5%	5%	16%	15%	59%	1,84	1,19

Students' perception of their ability to learn independently

Regarding the data analysis shown in Table 2, students claimed that they were satisfactory at learning English by themselves. For instance, students convinced they are good in choosing materials and activities for learning English. 47% of students' gave responses to the 'choosing the activities for learning English' statement and 45% of students believe they are able to decide the materials for learning English. Importantly, the findings also revealed that students' admit they are capable to deciding the next materials they should learn and what materials that they have to study independently. It represents that, without the assistance of English teacher, students have the ability to decide the material they must learn independently. This is one of the behaviours that must be owned by autonomous learners. It is in accordance with the statement by Khulaifiyah, Widiati, Anugerahwati & Suryati (2021) that the autonomous learner is responsible for managing every phase of their education, including arranging learning goals and strategies to achieve the objective of learning, creating study plans and reviewing lessons that have been learned.

Further, 35% of students are able to manage the amount of time needed to learn English independently. Certainly, this data result reveals one of the characteristics of

Lola Oktavia, Riski Edo Saputra, Adrian Topano

students' ability to learn autonomously. It is because when students can estimate the time they need to learn English, that is a sign that they are responsible for their English learning needs. In short, according to the data in Table 2 it can be concluded that most students believe that they have the ability to learn English independently.

Table 2. Students' perception of their ability to learn independently.

No	Statement	Very Good	Good	Okay	Poor	Very Poor	M	SD
1.	Choosing the activities for learning English	29%	47%	23%	1%	0%	4,03	0,76
2.	Choosing the materials for learning English	17%	45%	33%	5%	0%	3,74	0,79
3.	Deciding what I should learn next in my English lesson.	20%	49%	25%	5%	1%	3,82	0,83
4.	Choosing learning materials outside the classroom independently.	23%	37%	31%	8%	1%	3,75	0,93
5.	Evaluating my English learning.	20%	40%	29%	9%	2%	3,67	0,96
6.	Identifying your weaknesses in learning English.	30%	39%	25%	3%	3%	3,91	0,95
7.	Deciding how long to spend on learning English outside class.	23%	35%	29%	11%	3%	3,65	1,03

Students plan for autonomous English learning

The data analysis in Table 3 discovered that 27% of students often learn English with their friends. Meanwhile, 35% of students stated that sometimes they learn English with friends and 25% claimed rarely do that. In addition, 31% of students occasionally practice using English with friends, while 27% rarely do it. Furthermore, 9% of students stated that they always, 16% they frequently, and 17% argued they never practice English with their friends.

Furthermore, the majority of students learn English using some reference such as grammar book, dictionaries, English movie, English song and so on. 33% of students argue that they frequently used some references in learning English. On the other hand, 25% of students gave responses to 'always' and 27% of students choose 'sometimes' category of scales.

Additionally, more students stated that they often watch English movies and videos. While, 29% of students claimed that they watch English video sometimes and 24% of students occasionally watch English movies. Further, 51% of students argued that they always listen to English songs; 31% of students stated they often; 13% of students argue sometimes; and 5% of students rarely listen to English songs.

Moreover, students believe sometimes they read something in English, for instance, read English books, blogs, articles or magazines and 39% of students hold this statement. Otherwise, 22% of students stated they rarely read books, magazines, articles and so on

in English. While 21% of students claimed they often and 9% stated they always do it and the other 9% argued they never do that activity. In addition, 36% of students write text in English occasionally. On the other hand, 29% of students often, 14% always, 15% rarely and 7% never write text in English. The kinds of English texts are tweets, Instagram caption, mobile messages and so on.

According to the data, the majority of students are playing English game frequently, 27% of students admitted that. Meanwhile 25% of students occasionally and 19% are always. Further, 9% of students believe they never and 19% rarely play English games. Subsequently, for the statement "attending English language activities and extracurricular activities", there are 63% of students chose 'never' category of scales. 11% gave responses to 'often' and 'rarely' on the category scale. Besides, 6% of students claimed to regularly join English language activities or English language extracurricular. On the other hand, 9% admitted formerly joining this activity.

Table 3. Students plan for autonomous English Learning

No	Statement	Always	Often	Sometimes	Rarely	Never	M	SD
1.	Learning English with friends/ a group of friends	7%	27%	35%	25%	5%	3,07	1,00
2.	Learning from reference materials	25%	33%	27%	13%	2%	3,66	1,06
3.	Watching English videos	16%	34%	29%	18%	3%	3,43	1,04
4.	Watching English Movies	18%	35%	24%	19%	5%	3,43	1,12
5.	Listening to English songs.	51%	31%	13%	5%	0%	4,27	0,88
6.	Read books, blogs, articles or magazines in English.	9%	21%	39%	22%	9%	3,00	1,07
7.	Practice using English with friend.	9%	16%	31%	27%	17%	2,72	1,18
8.	Writing texts in English	14%	29%	36%	15%	7%	3,29	1,09
9.	Playing English games	19%	27%	25%	19%	9%	3,27	1,23
10.	Attending English language activities and extra-curricular activities	6%	11%	9%	11%	63%	1,87	1,30
11.	Communicating with foreigners in English using social media	9%	14%	19%	23%	35%	2,39	1,32

Similarly to the result of previous data analysis, most students never communicate in English with foreigners through social media. 35% of students chose 'never' category of the scale. Furthermore, for students who rarely communicate with foreigners, it is 23%; 19% occasionally; 14% frequently; and 9% consistently.

Considering this finding, it can be concluded that the majority of students viewed teachers has important role and hold many responsibilities in many aspects in EFL classroom. Students expected teachers in deciding materials and activities in the learning process, and evaluating students' progress. These results correspond with the previous studies that discovered the students preferred their teachers to take the responsibility for many areas of their learning process (Daflizar & Petraki, 2022). This finding also supported by the research result conducted by Cirocki, Anam & Retnaningdyah (2019) that is students depend too much on their teacher and prefer to not take action and do something when the teacher give the instruction to complete the classroom activities. Furthermore, based on the finding in this research the students also admitted that deciding the next material and evaluating the learning process is the teacher responsibility.

However, in some areas students believe that they can take a part in the learning process. For instance, they can identifying their weaknesses in learning English and make sure they made some progress during the English course. This is in line with the statement by Daflizar & Petraki (2022) that is most students thought they should take more responsibility in various areas of learning, such as stimulating their interest, encouraging them to work harder, ensuring progress during lessons and evaluating their learning.

Actually, teacher can make students become autonomous learner with some habits or strategies. As mentioned in the previous research by Hidayati & Husna (2020) that to develop students independently in learning, the teacher should give a tasks without teacher assistance. In the beginning it will be difficult and complicated for the students but it also will make them get used in participating more in the English learning process. Moreover, teachers are expected to provide more guidance in situations where the students are not accustomed to taking on more responsibility so that students can increase their level of autonomy by working on purposefully selected or designed tasks (When-Cheng Hsu et al., 2019).

Furthermore, Hidayati & Husna described that to convince student autonomy development, students must be given autonomy support including listening to their ideas and suggestion, understanding their learning pace, allowing them to contribute, appreciating their perspectives and willing to communicate with them.

According to the results of the students' perception of their ability to learn English independently, it showed that the students' ability to learning English independently is good enough. Especially, when it is about learn English outside the classroom. Most students can decide what materials they should learn and how long they need to learn English. One that supports this student's ability was when the COVID-19 pandemic happened. The teaching and learning processes were changed to be online. The students were forced to learn independent and they need to keep their learning performance up by forcing themselves to adapt the independent learning strategy. The outcome of this thought is the same as the research result that conducted by Iratoğlu, Sarıçoban, Özcan & Dağbaşı (2022), that online learning was implemented to keep learning process going during the sudden outbreak of COVID-19, and the only way to help students actively participate in this process was to make them became autonomous learners.

Subsequently, the result revealed that listening to English songs, watching English movies and videos, playing English games, and learning English with various references such as a dictionary, grammar book, and so on are common for them. Nevertheless, they rarely practice English with a person, for example, by talking in English with friends, joining English extracurricular, attending English language activities and communicating with foreigners using English. Shortly, students' plans for autonomous English learning still are incomplete. However, practice will help them in understand the English materials. Importantly, autonomous learners participate completely in the planning and organizing of their learning (Cirocki 2019; floweredew & Miller 2005; little 2006). Thus, making a plan for autonomous learning is very important to help students organize their English learning process.

Many of the participants in the previous study were college students, EFL teachers, and senior high school students. In order to broaden the scope of the research on autonomous English learning, this recent study explored the perceptions of junior high school students, specifically in West Java.

CONCLUSION

The study has revealed the student's perception in three areas: (1) Student's perception of the English teacher roles in the teaching and learning process, (2) Student's perception of their ability to learn English independently, and (3) Students plan for autonomous English learning. Based on the data analysis, it showed that the junior high school in West Java argued that almost all aspects of the English learning process is the teacher responsibility. More students not ready enough to learn English independently. Also, student's lacking many abilities and competencies typical of autonomous English learners.

Firstly, the teacher had to start applying learning autonomy in their English lesson. Hence, slowly students will learn about autonomous learning and they can practice it until they become accustomed to learning English independently. On the other hand, teachers will get benefit from this learning strategy as well. Secondly, the ability of students' also increases with some tasks or actions the teachers give. The EFL teacher may try to give the students a task, but the students must complete it on their own. In addition, teachers can provide recommendations for the students to learn from various learning references. Especially, in Indonesia there is the 2013 curriculum and Merdeka Curriculum that have been implemented for elementary school, junior high school, and senior high school. So, this curriculum strongly supports autonomous English learning.

Finally, it is important for the teacher encourage student autonomy in learning. Teacher should try a variety of methods in order to make sure students' needs, interests, and differences.

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