AN ANALYSIS OF STUDENTS COMMITMENT IN AFFECTIVE DOMAIN AND AUTONOMY LEVELS IN LEARNING ENGLISH AT ELEVENTH GRADE OF MAS.TI PANINGGAHAN

Thesis

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LETTER OF ADVSIOR LEGITIMACY

A thesis entitled **"An Analysis Of Students Commitment And Autonomy Level In Learning English"** written by **Nesi Ramadani, Reg. No. 20224011** has fulfilled the requirements to be tested, and it has been considered and also approved to be presented in thesis examination.

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Menyatakan dengan sesunggunya bahwa karya ilmiah (Thesis) saya dengan judul diatas adalah benar asli karya penulis. Apabila dikemudian hari terbukti bahwa skripsi ini bukan karya saya, maka penulis bersedia diproses sesuai hukum yang berlaku dan gelar kesarjanaan penulis dicopot sampai batas waktu yang ditentukan

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The author realizes that this thesis is far from perfect and may still contain limitations. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. It is hoped that this thesis will contribute to the development of English language teaching, particularly in task-based learning materials and receptive language skills, and serve as a useful reference for future researchers.

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Abstract

This thesis, entitled *An Analysis Of Students Commitment And Autonomy Levels In Learning English At Eleventh Grade Of Mas Ti Paninggahan* by Nesi Ramadani (Student ID: 20224011) from the Graduate Program in Teaching English, Faculty of Education and Teacher Training, State Islamic University of Sjech M. Djamil Djambek Bukittinggi.

Fostering commitment and autonomy at eleventh grade to support what are students going to face in the continue class is important. Since the students are indicated as the low level of commitment and autonomy , This study aimed to (1) describe students' commitment level, (2) describe students' autonomy level, (3) examine the correlation between the two, and (4) identify the factors influencing them.This s employed an explanatory sequential mixed-methods design, in which quantitative data were collected and analyzed first, followed by qualitative data collection to explain the quantitative results. The participants were 29 eleventh-grade students at MAS TI Paninggahan. Quantitative data were collected through a 28-item commitment questionnaire and a 25-item autonomy questionnaire, both using a five-point Likert scale, complemented by a classroom observation checklist. Qualitative data were then collected through a semi-structured interview with one student showing the highest indication of commitment and autonomy, analyzed using Braun and Clarke's (2006) six-phase thematic analysis, framed by Ryan and Deci's (2000) Self-Determination Theory and Benson's (2001) autonomy factor framework.

The results showed that students' commitment level was Moderate ($M = 3.19$, $SD = 0.31$), as was students' autonomy level ($M = 3.20$, $SD = 0.42$), with most students (93.1% for commitment, 85.7% for autonomy) falling into the Moderate category. Pearson Correlation analysis indicated no statistically significant correlation between commitment and autonomy ($r = -0.036$, $p = .850 > .05$), suggesting the two constructs did not vary together predictably in this sample, a result read alongside the restricted range observed in both variables. The qualitative findings revealed that commitment and autonomy were shaped by internal factors, such as intrinsic motivation, identified-regulation goals, persistence, and self-efficacy, and external factors, including teacher support, peer relationships, family support, and classroom climate, with teacher scaffolding and classroom climate emerging as the most influential contextual factors.

It is concluded that although eleventh-grade students at MAS TI Paninggahan show an adequate affective and behavioral foundation for learning English, this has not yet translated into strong, statistically related patterns of commitment and autonomy, nor into consistent autonomous behavior beyond the classroom. The study recommends more explicit strategy instruction from teachers, stronger institutional support beyond the classroom, and larger, more heterogeneous samples in future research.

Keywords: commitment, learner autonomy, English learning,

Abstrak

Skripsi ini berjudul *Analisis Komitmen Dan Tingkat Otonomi Siswa Dalam Belajar Bahasa Inggris Pada Kelas Sembilan Besar Mas Ti Paninggahan* oleh Nesi Ramadani (ID Siswa: 20224011) dari Program Pascasarjana Pengajaran Bahasa Inggris, Fakultas Ilmu Pendidikan dan Keguruan, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi.

Menumbuhkan komitmen dan otonomi belajar di kelas 11 untuk mendukung apa yang harus dihadapi siswa di kelas lanjutan Adalah penting. Karena siswa diindikasikan sebagai komitmen dan otonomi belajar yang rendah,Penelitian ini bertujuan untuk (1) mendeskripsikan tingkat komitmen siswa, (2) menggambarkan tingkat otonomi siswa, (3) mengkaji korelasi antara keduanya, dan (4) mengidentifikasi faktor-faktor yang mempengaruhinya. Ini menggunakan desain metode campuran berurutan penjelasan, di mana data kuantitatif dikumpulkan dan dianalisis terlebih dahulu, diikuti dengan pengumpulan data kualitatif untuk menjelaskan hasil kuantitatif. Peserta adalah 29 siswa kelas 11 di MAS TI Paninggahan. Data kuantitatif dikumpulkan melalui kuesioner komitmen 28 item dan kuesioner otonomi 25 item, keduanya menggunakan skala Likert lima poin, dilengkapi dengan daftar periksa observasi kelas. Data kualitatif kemudian dikumpulkan melalui wawancara semi-terstruktur dengan satu siswa yang menunjukkan indikasi komitmen dan otonomi tertinggi, dianalisis menggunakan analisis tematik enam fase Braun dan Clarke

Hasil penelitian menunjukkan bahwa tingkat komitmen siswa adalah Moderat (M = 3,19, SD = 0,31), begitu pula tingkat otonomi siswa (M = 3,20, SD = 0,42), dengan sebagian besar siswa (93,1% untuk komitmen, 85,7% untuk otonomi) termasuk dalam kategori Sedang. Analisis Korelasi Pearson menunjukkan tidak ada korelasi yang signifikan secara statistik antara komitmen dan otonomi ($r = -0,036$, $p = 0,850 > 0,05$), menunjukkan bahwa kedua konstruksi tidak bervariasi bersama secara dapat diprediksi dalam sampel ini, hasil yang dibaca bersama dengan rentang terbatas yang diamati di kedua variabel. Temuan kualitatif mengungkapkan bahwa komitmen dan otonomi dibentuk oleh faktor-faktor internal, seperti motivasi intrinsik, tujuan regulasi yang teridentifikasi, ketekunan, dan efikasi diri, dan faktor eksternal, termasuk dukungan guru, hubungan teman sebaya, dukungan keluarga, dan iklim kelas, dengan perancah guru dan iklim kelas muncul sebagai faktor kontekstual yang paling berpengaruh.

Disimpulkan bahwa meskipun siswa kelas 11 di MAS TI Paninggahan menunjukkan landasan afektif dan perilaku yang memadai untuk belajar bahasa Inggris, hal ini belum diterjemahkan ke dalam pola komitmen dan otonomi yang kuat dan terkait secara statistik, atau menjadi perilaku otonom yang konsisten di luar kelas. Studi ini merekomendasikan instruksi strategi yang lebih eksplisit dari guru, dukungan kelembagaan yang lebih kuat di luar kelas, dan sampel yang lebih besar dan lebih heterogen dalam penelitian di masa depan.

Kata kunci: level komitmen, level otonomi peserta didik, pembelajaran bahasa Inggris,

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

Learning is not merely a process of acquiring knowledge; it also involves the development of values, attitudes, and preferences that influence how students engage in the learning process. In educational contexts, learning is considered a multidimensional process that includes cognitive, affective, and behavioural aspects (Christian, Maryann. Murray & Denise, 2013). The cognitive aspect refers to the development of knowledge and intellectual abilities, while the affective aspect involves attitudes, interests, and values that emerge through learning experiences(Feng et al., 2025) . Through continuous development of cognitive and affective aspect, students gradually construct their understanding of a subject before achieving deeper mastery of the content a learning.

In addition, students may develop certain attitudes and interests toward particular subjects as a result of their learning experiences. These attitudes influence how students perceive and respond to learning activities in the classroom. According to Mekheimer, (2025), students' motivation, beliefs, and perceptions about their learning abilities play an important role in determining their level of engagement in learning. When students perceive learning as meaningful and relevant to their needs, they tend to participate more actively in classroom activities. In school settings, students are exposed to a variety of subjects that contribute to their overall educational development. These learning

experiences help students build knowledge, develop attitudes, and strengthen their engagement in the learning process.

To ensure that the learning process produces meaningful outcomes, it is important to evaluate students' learning results. One important indicator that can be used to measure the effectiveness of learning is learning achievement. Learning achievement refers to the level of success attained by students as a result of their participation in educational activities(Yusup et al., 2023). It reflects the extent to which students have achieved the learning objectives established in the instructional process.Arikpo & Domike, (2015) also stated that learning achievement can represent the quality of educational practices implemented in educational institutions.

However, students' learning achievement does not occur automatically. It is influenced by various internal and external factors. Internal factors include students' motivation, interest, cognitive and affective abilities, while external factors include teaching strategies, classroom environment, and instructional support provided by teachers (B et al., 2023). When students are able to set clear learning goals and actively participate in the learning process, they are more likely to achieve better academic outcomes. Therefore, evaluating students' learning achievement is essential not only to measure students' academic success but also to improve the effectiveness of teaching and learning in educational settings

In evaluating the academic outcomes, several factors influence students' success in learning, including their attitudes toward English lessons, particularly in the affective domain. This domain encompasses emotional aspects such as

motivation, desire to learn, confidence, and learners' attitudes toward the subject. These affective factors play an important role in shaping students' engagement and persistence in the learning process. Among these factors, attitude is considered a key element because it reflects students' level of commitment, willingness, and responsibility in participating in learning activities. A positive attitude toward learning encourages students to become more autonomous and dedicated in their efforts to achieve academic success. Therefore, students' attitudes toward English learning can significantly influence their level of participation, persistence, and overall learning achievement.(Habók & Magyar, 2022)

One of the students' attitudes toward learning is commitment. Students' dedication and commitment to learning in the context of English language acquisition reflect the extent to which learners consistently invest effort, attention, and persistence to achieve their academic goals in English. Such commitment involves behavioral engagement, such as attending classes regularly and completing assignments, as well as cognitive and emotional involvement in the process of acquiring and mastering language proficiency. Academic commitment can be viewed as a positive attitude that encourages persistence in learning activities and continuous engagement in educational pursuits. In this sense, highly committed students are more likely to devote their time, energy, and resources to learning tasks and to overcome challenges encountered during the learning process. Previous research has shown that differences in students' levels of commitment are closely linked to academic success (Putra et al., 2022).

Specifically, higher levels of commitment are associated with increased engagement, stronger focus, and better academic achievement. Therefore, fostering students' commitment in English as a Foreign Language (EFL) learning is essential, as it can enhance both learners' motivation and their proficiency in English (Lismay & Ramadhani, 2021).

As mentioned by Krtahwol, David R. Benjamin, S.Bloom, (2001) there are several levels of student commitment within the affective domain. These levels include receiving, responding, valuing, organizing, and characterizing. These stages reflect students' dedication to their learning. The highest level of student commitment is the ability to achieve good learning outcomes; therefore, the level of student commitment can be categorized from receiving to characterizing.

The first level of students' commitment to learning is receiving. Receiving or attending refers to students' awareness of the classroom. Syaiful et al., (2019) argues that receiving or attending means being attentive and willing to receive new information. Information is provided, but students do not always respond to the lesson itself means they can not reach this level. At school, when students participate in classroom activities, it indicates they have a receiving level in the affective domain. Receiving also reflects students' awareness of learning, especially in learning English. For example, if students are asked to attend, answer, or read aloud in class, it shows they are attentive. When students ask to do something, it suggests they are aware of the phenomenon and are motivated to pay controlled attention.

The next level of students' commitment to learning is responding. Responding occurs when students show active engagement and satisfaction with the classroom rules. Syaiful et al., (2019) argues that responding describes the participation of the learner whether actively or energetically involved with new information received from the first level. In an English class, this happens when students listen when asked, and if they are asked to repeat certain expressions in English, they repeat those expressions. In fact, this is how students follow the rules of classroom activities to achieve learning.

Furthermore, the next stage of students' commitment to learning is value. Values can also be referred to as assessments. The level of values within the affective domain is where students are motivated to engage in classroom activities, such as voluntarily participating in some tasks. Additionally, in this Third level is the learner able to formed owned opinion and give commitment (Syaiful et al., 2019). in the valuing students value and show empathy towards learning.

The next level of a student's commitment to learning is organization; at this level, students integrate different values into a coherent system, understanding how values relate to each other. Students also prioritize and organize values logically. the learner can apply the knowledge towards his life and able to share the values with others(Syaiful et al., 2019). Hence, students balance academic success, effort, and responsibility in learning English.

The final level of a student's commitment to learning is characterization. Characterization is the highest level of a student's involvement in learning. At this

level, values are internalized and guide consistent behavior. Values become part of the student's personality and their identity. Ramdani et al., (2022) stated that Characterization is ability to internalize values to control behaviour Therefore, there are five levels of a student's commitment to learning, especially in learning English. This level reflects how responsible students are for their learning.

Besides the levels of commitment mentioned earlier, there are other theories adapted to the educational context through the layers of reflecting commitment in learning, which were also expanded into seven levels. These are interest in alternative, acquiescence, cooperation, enhancement, identity, advocacy, and ownership. 'Interest in alternative' describes a temporary and unstable commitment to learning, where students remain involved only because there are no better options available. This level is followed by the level of acquiescence, which is the second stage. At this point, commitment to learning is based on passive acceptance and obedience to rules or authority.

The next stage, cooperation, happens when students start to actively take part in classroom activities. 'Enhancement' as the following stage shows a stronger dedication to learning, motivated by the perceived personal benefits and self-improvement gained from participation. Commitment becomes even deeper at the 'identity' stage, where students' activities in the classroom become part of their self-concept. At the 'advocacy' stage, students not only commit but also promote and support the values of learning to their friends. The highest stage is 'ownership,' which means complete internalization. Here, students see the activity

as personally theirs and take full responsibility and effort for their learning process and results

Besides a commitment to learning, autonomy also plays a crucial role in achieving success in education. Autonomy refers to students' ability to take responsibility for their own learning, it is understood as a capacity rather than a behaviour, meaning that students have the potential to manage their learning even if they do not always exercise it. In the context of language learning, autonomy involves students' ability to take charge of various aspects of their learning, including setting learning objectives, choosing content and strategies, managing the learning process, and evaluating outcomes (Ismail et al., 2023) . This ability is not innate but must be developed through learning experiences, either naturally or via formal instruction. Furthermore, students' autonomy does not necessarily mean learning without teacher involvement; rather, students may exercise autonomy with or without teacher support. Therefore, autonomy exists in varying degrees and reflects how much responsibility students take for their learning process.

Autonomy can be described as independent learning, although they are mostly different. Chong & Reinders, 2025 stated that recent explorations of the psychology of the language learner show that learners' internal experiences significantly shape the learning process and its outcomes or achievement. Learning autonomy refers to how students are responsible for their own learning, highlighting the intrinsic ability of individuals to control their language learning process, tailoring it to their unique motivations, preferences, and available

resources. Central to learner autonomy is the deliberate selection of learning goals, careful management of learning content and progression, and thoughtful evaluation of learning outcomes, thereby fostering a strong sense of ownership and self-agency in the learning journey (Chong & Reinders, 2025). In fact, learning autonomy also determines students' learning achievement (Okada, 2023).

Furthermore, many factors influence students' independence in learning. These include internal aspects, such as psychological factors, learning strategies, cognitive abilities, metacognitive skills, and critical thinking, as well as external elements like the role of the teacher, the task, and the environment. These components affect how autonomous students are in their learning. Therefore, the development of learner autonomy depends on the interaction and balance between internal learner traits and external instructional support (Kardena et al., 2022).

In the Indonesian educational context, students are expected to develop strong learning autonomy and high learning commitment, especially with the implementation of the Merdeka Curriculum. This curriculum emphasizes student-centered learning, where students are not only passive recipients of knowledge but also active participants in the learning process. Therefore, students are encouraged to take greater responsibility for their own learning by managing their learning strategies, monitoring their progress, and evaluating their learning outcomes independently. In addition, a high level of learning commitment is also essential for students to achieve successful learning outcomes. Learning commitment reflects students' willingness, responsibility, and persistence in completing learning tasks and achieving academic goals. Thus, both learner autonomy and

learning commitment play important roles in supporting students to adapt to the flexible and independent learning approach promoted by the Merdeka Curriculum.(Afida, 2025)

Based on preliminary research on eleventh-grade senior high school Students at Madrasah Aliyah Tarbiyah Islamiyah Paninggahan in Solok Regency on the 21st. October until 11 November 2025 the researcher conducted observation in three meeting and interviews the teacher for one meeting,then identified several key issues. The first problem is that many students demonstrate a low level of commitment to their learning. This is reflected through their inconsistent attendance (See appendix 1,p. 83), incomplete assignments (See appendix 1,p. 83), passive participation, and limited effort during classroom activities. these problems seem in the classroom when completing tasks or activities in class, students usually rely on their classmates rather than trying to show effort on their own. Therefore, when students lack seriousness and effort, it becomes difficult for them to achieve the expected learning outcomes .

Secondly, the researcher found that the level of students' learning autonomy in classroom activities is relatively low. Learning autonomy is an important aspect of the learning process because it reflects students' ability to manage and regulate their own learning. Autonomous learners are expected to take responsibility for their learning by making efforts to solve problems independently, such as when completing tasks in English. However, during classroom observations, it was found that when the teacher asked students to produce sentences in English, many of them tended to ask the teacher for the

English words rather than attempting to search for the meaning in their own dictionaries. This behavior indicates that students rely heavily on the teacher and demonstrate limited initiative in developing their independent learning skills.

Moreover, the problems identified in this study are also related to students' learning achievement, which shows varying levels of performance. A number of students demonstrated lower academic achievement than expected. This situation may be closely associated with students' level of learning autonomy, as limited autonomy can reduce students' sense of responsibility for their own learning outcomes. When students rely heavily on teachers and show little initiative to manage their learning independently, their ability to achieve optimal academic results may be affected. Therefore, learning autonomy is considered an important factor that may influence students' learning achievement.

The fourth problem identified in this study is that many students perceive learning English as having little value. Because they consider English to be difficult, they tend to view studying the language as unnecessary or unimportant. As a result, students lack sufficient motivation to invest effort in learning English. This perception leads them to believe that English does not provide significant benefits or relevance to their academic development or future needs. This problem can be seen from their presence to the classroom (see appendix 2, P.84). Consequently, such beliefs contribute to low learning motivation and minimal effort which means they have lower commitment in their learning process, which ultimately limits students' engagement and reduces their chances of achieving success in learning English.

The fifth problem identified in this research is the noticeable difference in students' English learning achievement. While some students demonstrate satisfactory performance in learning English, others show relatively low academic achievement in the subject (see appendix 1, P.83). This disparity indicates that students do not achieve the same level of learning outcomes. This research assumes that these differences may be related to variations in students' levels of commitment and learning autonomy in pursuing their learning goals. Students who demonstrate stronger commitment and greater autonomy in managing their learning are more likely to achieve better academic results compared to those who rely heavily on external support in the learning process.

Based on the explanation of the problem above, this research concluded that there is a need to conduct a study focusing on students' level of commitment and their learning autonomy regarding their learning achievement. To sum up, this research decided to carry out a study titled "An analysis of students' level of commitment and their learning autonomy in English learning at their learning achievement."

B. Identification of problem

1. There was a lack of students' learning autonomy in learning English
2. Most of the students still have a lower-level commitment in learning English
3. The student's learning achievement was not really significant, even though the students still learn the same topic in each grade
4. There was a gap between higher learning achievement and lower learning achievement.

5. There was diversity in students' responsibility when completing tasks in the classroom among the students.
6. Most students show a low level of commitment to learning.

C. Limitation of the problem

Based on the problems identified above, the researcher will focus solely on "an analysis of students' commitment and autonomy level in learning English."

D. Research question

1. What were students' commitment and autonomy level in learning English?
2. Was there any correlation between learning commitment and the learning autonomy toward the English learning?
3. What were the factors that influence students' commitment and autonomy in learning English?

E. Purpose of the research

1. To know what are students' level of learning commitment and autonomy in learning English
2. To know what are the correlation between commitment and autonomy learning English
3. To know factors, influence students commitmet and autonomy in learning English

F. Significance of the research

1. For teachers: the research will serve as guidance for designing lesson strategies that encourage learning commitment and enhance students' autonomy in learning to achieve successfulness achievement.

2. For students: explaining the students how does their commitment and learning autonomy in learning English at their learning achievement
3. For researchers: providing new literature on factors that affect learning achievement in the affective domain by developing and continuing the study of students' level of commitment an autonomy in learn

G. Definition of key term

1. Learning autonomy

   Learning autonomy is defined as students' ability to regulate and control their own learning process, including choosing learning styles and finding appropriate learning sources without heavily relying on the teacher.

2. Students learning commitment

   Students' level of commitment refers to the degree of seriousness and consistency in demonstrating their learning process. It includes students' responsibility in completing tasks, managing discipline and time, willingness to engage in learning activities, and motivation to achieve learning goals.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Learning commitment

a. Definition of Commitment in Learning

Commitment in learning is a concept that has been defined from multiple theoretical perspectives. Understanding the different definitions offered by scholars helps to establish a comprehensive and nuanced conceptual framework for this study.

Blegur. Jusuf, (2021) defines commitment in learning as a student's willingness and determination to consistently engage in the learning process, demonstrated through effort, responsibility, and persistence. For Blegur, commitment represents the degree of dedication a student shows toward the learning process as a wholeincluding both formal academic activities and self-directed learning behaviours outside the classroom.

Strauss & Volkwein, (2004) approach commitment from the perspective of higher education retention, describing academic commitment as a positive construct and an essential factor in students' persistence in education. They argue that commitment can mediate students' perceptions of teaching quality and their subsequent academic achievement. Students with high academic commitment are more likely to persevere through academic challenges and to invest sustained effort in their studies.

(Christian, Maryann. Murray & Denise, 2013), originally writing in the context of organisational commitment, propose a three-component model that has since been widely applied to educational settings. According to this model, commitment can take three forms: affective commitment (emotional attachment and identification with the learning process), continuance commitment (awareness of the costs of discontinuing learning), and normative commitment (a felt sense of obligation to continue learning). This tripartite model has been adapted for educational research by Blegur. Jusuf, (2021) Blegur and provides a comprehensive framework for understanding the different motivational bases of students' learning commitment.

In conclusion,Blegur. Jusuf, (2021) and Strauss & Volkwein, (2004) share a broadly behavioural and motivational conception of commitment, emphasising students' willingness, effort, and persistence in the learning process. Berry. L, (1999) model, as adapted by Blegur (2021), adds important theoretical depth by identifying the distinct psychological bases of commitment emotional, rational, and moral thereby distinguishing between students who are committed because they want to learn (affective), because they feel they have no better alternative (continuance), and because they feel obliged to learn (normative). For the purposes of this study, Blegur's (2021) adaptation of Allen and Meyer's model is used as the primary theoretical framework for understanding students' commitment, as it provides the most comprehensive and educationally relevant account of the construct.

b. Components of Commitment in Learning

According to Blegur. Jusuf, (2021) Blegur who adapts the model Berry. L, (1999) for the educational context, commitment in learning consists of three main cmponents: affective commitment, continuance commitment, and normative commitment.

1) **Affective Commitment**

Affective commitment refers to a student's emotional attachment to learning. Students with strong affective commitment learn because they genuinely enjoy the learning process, feel interested in the subject matter, and have a positive emotional connection with learning activities. In this component, learning is driven by intrinsic motivation. Students participate actively, show enthusiasm, and persist in learning because they genuinely want to learn, not because of external pressure. High affective commitment typically results in deeper engagement and stronger learning outcomes.

2) **Continuance Commitment**

Continuance commitment is related to a student's rational awareness of the costs associated with not learning. Students continue learning because they recognise that discontinuing or neglecting their studies may lead to negative consequences such as poor academic achievement, failing a grade, or having limited future opportunities. Commitment at this level is maintained through rational consideration rather than emotional engagement. Students remain engaged because they feel that leaving the learning process would be more costly

than persisting with it. This type of commitment is often influenced by academic demands, expectations, and future goals.

3) **Normative Commitment**

Normative commitment refers to students' sense of obligation and moral responsibility to learn. Students feel that they ought to learn because of internalised values, social norms, or expectations from parents, teachers, or the educational system. Students with strong normative commitment believe that learning is their duty and responsibility, and they persist in their studies out of respect for others and a sense of moral obligation even when learning feels difficult or less enjoyable.

In summary, while affective commitment reflects a desire to learn, continuance commitment reflects a perceived need or necessity to learn, and normative commitment reflects a felt obligation to learn. All three components contribute to sustaining students' engagement and persistence in the learning process, though through fundamentally different psychological mechanisms.

c. Levels of Commitment in Learning

Students' commitment in learning can be described and classified according to two major theoretical frameworks: Krtahwol, (2001) taxonomy of the affective domain, and the seven-level model proposed by Berry. L, (1999) and adapted for education by Blegur. Jusuf, (2021)

1) **Krathwohl's (2001) level of Comittment**

According to Krathwohl (2001), students' commitment in learning can be classified into five progressive levels within the affective domain: receiving or

attending, responding, valuing, organization, and characterization. Each level represents a deeper degree of emotional engagement and internalisation of values toward the learning process. As noted by Christian, Maryann. Murray & Denise, (2013), these levels reflect students' commitment to learning and can influence their participation, motivation, and learning outcomes.

a) Receiving or Attending

At this initial level, learners demonstrate awareness and attentiveness to English language stimuli. This involves the willingness to listen, observe, or read English materials and to notice features of the language such as sounds, vocabulary, and grammar. This level can be further subdivided into three sub-levels. The first sub-level, awareness, involves students being conscious of the existence of something being taught, even if they do not yet fully understand it for example, recognising that English is an important subject. The second sub-level, willingness to receive, involves students being open to stimuli and not avoiding the learning experience, even if they are not yet actively interested for example, being willing to listen to an English lesson despite finding it difficult. The third sub-level, controlled or selected attention, involves students intentionally focusing on specific stimuli and ignoring distractions for example, listening carefully to English instructions despite background noise in the classroom.

b) Responding

At this level, learners are not only paying attention but are actively participating and showing interest in learning activities. In the English learning

context, this may include answering questions, joining speaking activities or discussions, and demonstrating enthusiasm for practising language skills. This level is subdivided into: acquiescence in responding (students respond because they are required to do so, not because they personally value the activity for example, completing English homework only because it is compulsory); willingness to respond (students respond voluntarily, based on personal choice for example, participating in classroom discussions without being pressured); and satisfaction in response (students experience genuine pleasure or enjoyment from participating for example, feeling proud after completing an English task successfully).

c) Valuing

At this stage, learners recognise the importance of English and begin to show positive attitudes toward learning it. They start to demonstrate a personal commitment to using English in real-life situations or for academic purposes. This level is subdivided into: acceptance of a value (students believe that learning English is important and useful for their future); preference for a value (students consistently choose English-related activities over other options in their free time); and commitment (students demonstrate strong dedication and consistently invest effort in learning English, even when faced with difficulties).

d) Organization

At this level, learners integrate English learning into their broader personal value system by reconciling different attitudes and preferences toward learning. They develop consistent behaviour that reflects their values for example,

balancing the demands of mastering grammar with the desire to communicate naturally. This level is subdivided into: conceptualisation of a value (students begin to understand how different values relate to one another in the context of English learning); and organisation of a value system (students prioritise and arrange their values logically, balancing academic success, personal effort, and responsibility in English learning).

e) Characterization

The highest level of the affective domain occurs when English language skills and values are fully internalised and consistently reflected in a learner's identity and behaviour. The learner's attitude toward English is stable across various contexts and influences their personal, social, and academic life. This level is subdivided into: generalized set, which refers to a stable and consistent disposition to behave according to internalised values across different situations, regardless of supervision or external rewards; and characterization, at which point values are fully integrated into the student's identity, and the learner is recognised by others as a responsible, self-directed, and committed language learner.

Table 2.1

Students' Level of Commitment in Learning Based on Krathwohl's (2001) Affective Domain Taxonomy

Level	Description	Example in English Learning
Receiving	Awareness and willingness to pay attention to learning stimuli	Listening carefully to pronunciation; noticing new vocabulary in a text
Responding	Active participation and	Volunteering to answer

Level	Description	Example in English Learning
	engagement in learning activities	questions;joining classroom discussions enthusiastically
Valuing	Assigning personal importance and value to learning English	Reading English books for pleasure; using English voluntarily in class projects
Organization	Integrating English learning into one's broader personal value system	Creating a personal study plan; balancing native language use with English learning
Characterization	Consistent behaviour shaped by fully internalised values toward English learning	Confidently using English in various contexts; viewing English as essential for the future

2) Berry's (1999) Seven Levels of Commitment

In addition to Krathwohl's affective taxonomy, Berry. L, (1999)Berry (1999), as adapted for the educational field by Blegur (2021), proposes seven progressive levels of students' commitment in achieving their learning goals. These levels describe the psychological depth and stability of students' commitment, ranging from conditional and situational engagement to full ownership of the learning process.

a) Interest in Alternatives

This is the lowest level of commitment. At this level, students engage in learning not because of genuine interest or personal goals, but simply because they have no better alternative available. Their commitment is temporary, unstable, and driven by situational rather than personal factors, resulting in incomplete and inconsistent learning involvement.

b) Acquiescence

At this level, students' commitment emerges through compliance with the expectations of the learning environment. Students participate in learning because of clearly defined rules, instructions, or academic requirements. This commitment functions effectively only as long as expectations are clearly enforced; when expectations are not met, students' engagement tends to decline. Learning at this level is often motivated by the desire to avoid negative consequences rather than to achieve genuine understanding.

c) Cooperation

Cooperation represents a moderate level of commitment at which students begin to actively participate and collaborate in the learning process. Engagement is supported by a reciprocal relationship between students and teachers, as well as by positive peer interaction. However, commitment at this level remains conditional on the availability of external support if such support diminishes, learning involvement may also decline. Nevertheless, cooperation marks an important developmental shift from passive compliance toward active participation.

d) Enhancement

At this level, students begin to perceive learning as a means of improving their own competence, self-esteem, and academic performance. Motivation becomes more internalised, and students demonstrate greater persistence, initiative, and responsibility. Although commitment at this level may still be

influenced by performance outcomes such as grades or recognition from others, it represents a meaningful move toward intrinsic engagement.

e) Identity Commitment

At this level, learning becomes an integral part of students' self-concept. Students define themselves as learners and view academic engagement as consistent with who they are as individuals. Commitment is psychological rather than situational, resulting in stable and sustained learning behaviour that is aligned with their personal values and long-term goals.

f) Advocacy

Advocacy represents a high level of commitment at which students not only engage in learning themselves but also actively promote and support learning values among their peers. Students at this level contribute ideas, participate voluntarily in academic activities, encourage others to learn, and function as positive role models within the learning environment. Their commitment extends beyond personal benefit to include a sense of social responsibility and shared learning culture.

g) Ownership

Ownership is the highest level of student commitment in learning. At this level, students perceive learning as something they personally own and are fully responsible for. They independently set goals, regulate their learning strategies, and evaluate their own outcomes. Motivation is intrinsic and enduring, and learning persists even in the absence of external rewards, supervision, or encouragement.

To summarize up Both Krathwohl (2001) and Berry (1999), as adapted by Blegur (2021), describe student commitment as a developmental continuum that progresses from surface-level, externally driven engagement toward deep, internalised, and self-sustaining commitment. However, the two frameworks differ in their theoretical orientation and analytical focus. Krathwohl's taxonomy is rooted in the affective domain of educational psychology and describes commitment in terms of the progressive internalisation of values from mere awareness and passive reception of learning stimuli to the full embodiment of learning as a core aspect of the learner's identity and character. The strength of Krathwohl's model lies in its clear applicability to classroom learning contexts and its alignment with curriculum and assessment frameworks. Berry's model, as adapted by Blegur (2021), takes a more organisational and motivational perspective, describing commitment in terms of the psychological depth and stability of learners' engagement, from conditional and externally dependent involvement to full personal ownership of the learning process. This model provides a more nuanced account of the motivational dynamics underlying different levels of student commitment, making it particularly useful for understanding why students at similar academic levels may demonstrate very different degrees of engagement and responsibility. Both theories are complementary tools: Krathwohl's taxonomy provides the primary structure for classifying and describing students' levels of commitment in the affective domain, while Berry's model provides additional depth for understanding the motivational underpinnings of those levels.

In this study the researcher prefer to explore Krtahwoll and friends theories because it way more meaning and relate to a students in learning activity whereas the blegur just adapted to learning it was a theory for business at first. Therefore, krathwol theory will be explored in this research

d. Factors Influencing Students' Commitment in Learning

Students' commitment in learning is not solely determined by individual self control; it is shaped by a complex interaction of internal and external factors. Based on a review of relevant literature, the factors influencing students' commitment can be categorised into two broad groups: internal factors originating from within the learner, and external factors stemming from the surrounding environment(Ryan & Deci, 2020).

1) Internal Factors

a) Motivation

Motivation is widely recognised as one of the most fundamental internal factors influencing students' commitment to learning. Ryan & Deci, (2020) distinguish between intrinsic motivation, driven by genuine interest and personal enjoyment, and extrinsic motivation, driven by external rewards or pressures, within their Self-Determination Theory (SDT) framework. Students who are intrinsically motivated demonstrate stronger and more enduring commitment because they engage in learning for its own sake, deriving satisfaction and meaning from the learning process itself. When students' basic psychological needs for autonomy, competence, and relatedness are satisfied, intrinsic

motivation is strengthened, leading to more genuine and sustained commitment to learning (Ryan & Deci, 2020)

b) Self-Efficacy

Self-efficacy, as conceptualised by Bandura (1997), refers to an individual's belief in their capacity to organise and execute the actions required to achieve specific goals. In the context of learning, students with high academic self-efficacy tend to set more challenging goals, invest greater effort in completing learning tasks, and persist through difficulties more effectively. Bandura (1997) argues that high self-efficacy is associated with stronger commitment and greater engagement, as students who believe in their own ability are more willing to take on challenging learning responsibilities and to sustain their effort over time. Self-efficacy beliefs are primarily developed through mastery experiences that is, through direct experiences of success in learning tasks.

c) Goal Orientation

Goal orientation is another important internal factor influencing students' commitment in learning. Students who set clear, specific, and achievable learning goals are more likely to remain committed to their studies because they have a defined direction and purpose for their efforts. Bandura (1993)argues that students who set goals are likely to experience an initial sense of self-efficacy for achieving those goals and to make a commitment to persisting until they are achieved. Goal-oriented learners tend to plan their study activities systematically,

monitor their progress regularly, and evaluate their outcomes against their stated objectives all of which are indicators of high commitment.

2) External Factors

a) Teacher Support

Teacher support is one of the most significant external factors influencing students' commitment in learning. According to Ryan and Deci (2000), teachers play a central role in satisfying students' basic psychological needs for autonomy, competence, and relatedness. When students perceive that their teachers genuinely care about their well-being and academic progress, a sense of trust and connection is fostered that enhances their motivation and commitment to learning. Autonomy-supportive teachers those who offer meaningful choices, provide informative feedback, acknowledge students' feelings, and minimise the use of external pressure are associated with higher levels of student intrinsic motivation, engagement, and long-term commitment (Ryan & Deci, 2000).

b) Peer Relationships

Positive peer relationships represent another important external factor shaping students' commitment to learning. According to Self-Determination Theory (Ryan & Deci, 2000), positive relationships with peers contribute to the satisfaction of learners' need for relatedness, which in turn supports the internalisation of motivation and the strengthening of commitment. When students feel connected to and supported by their classmates, they are more likely to engage collaboratively, share responsibility for learning, and persist through difficulties together. Peer encouragement, collaborative group activities, and a

supportive social atmosphere within the classroom all reinforce students' sense of belonging and their commitment to academic engagement.

c) Family Support

Family background and parental support also play a significant role in shaping students' commitment to learning. Parents who provide encouragement, set positive academic expectations, and take an active interest in their children's education help to build their children's confidence and sense of responsibility toward their studies. Ryan and Deci (2000) note that parental autonomy support in which parents encourage their children to explore ideas, make decisions, and take ownership of their learning is associated with higher levels of internalised motivation and sustained academic commitment. In contrast, overly controlling parenting styles may undermine intrinsic motivation and reduce students' genuine commitment to learning over time.

d) Classroom Climate

The quality of the classroom environment is a further external factor that significantly influences students' commitment to learning. A supportive, respectful, and collaborative classroom climate creates the psychological safety necessary for students to feel valued, motivated, and willing to invest effort in learning. Ryan and Deci (2000) argue that classroom contexts that satisfy students' needs for autonomy, competence, and relatedness are more effective in fostering autonomous motivation and genuine commitment. Classroom environments characterised by mutual respect, constructive feedback, clear expectations, and

opportunities for collaboration are therefore essential conditions for the development and sustenance of students' commitment in learning.

Table 2.2

Summary of Factors Influencing Students' Commitment in Learning,(Ryan & Deci 2000)

Category	Factor	Description
Internal	Motivation	Intrinsic and extrinsic drives that sustain engagement and persistence in learning
Internal	Self-Efficacy	Students' belief in their own ability to complete learning tasks successfully
Internal	Goal Orientation	Setting clear and achievable learning goals that guide effort and sustain commitment
External	Teacher Support	Autonomy-supportive teaching behaviours that satisfy students' psychological needs
External	Peer Relationships	Positive peer interaction that satisfies the need for relatedness and belonging
External	Family Support	Parental encouragement and autonomy support in students' academic development
External	Classroom Climate	A supportive, respectful environment that fosters motivation and engagement

2. Learning Autonomy

a. Definition of Learner Autonomy

Learner autonomy is a foundational concept in modern language education that has been defined and interpreted by numerous scholars from different theoretical perspectives. Understanding how different theorists define autonomy is important for establishing a clear conceptual framework for this study.

Boud (2012) defines autonomy as 'the ability to take charge of one's own learning.' According to Holec (1981) , this ability includes the capacity to

determine the objectives of learning, define the content and progression of learning, select methods and techniques, monitor the process of acquisition, and evaluate what has been acquired. Holec (1981) definition emphasizes autonomy as a capacity a potential ability that learners possess but may not always exercise.

learner autonomy as a capacity for detachment, critical reflection, decision-making, and independent action. Little argues that autonomy is not simply a matter of learners being left alone to learn independently, but rather involves a psychological relationship between the learner and the content and process of learning. For Little, autonomous learners are those who have developed the capacity to reflect critically on their learning, make decisions about the direction of their learning, and take action to pursue their learning goals.

Benson & Voller (2001)Benson offers a broader definition, describing learner autonomy as the capacity to take control of one's own learning. Benson identifies three levels at which this control can be exercised: control over learning management (such as time and place of learning), control over cognitive processes (such as selecting and applying learning strategies), and control over the content of learning (such as deciding what to learn). Benson's definition is notable because it moves beyond the classroom and acknowledges that autonomy can be developed and exercised in a wide range of social and environmental contexts.

Boud (2012)approaches autonomy from an educational perspective, defining it as students' capacity to take responsibility for their own learning, encompassing the ability to set learning objectives, choose content and strategies, manage the learning process, and assess outcomes. Similarly, Tuchina (2020)

emphasizes that an autonomous life including an autonomous approach to learning involves the ability to choose among available alternatives, commit to selected goals, and actively pursue projects that one considers valuable.

Based on these definitions reveals both convergence and divergence among theorists. all agree that autonomy is fundamentally a capacity or ability, not simply a behavior. However, they differ in emphasis: Baud, (2005) focuses on the technical aspects of managing learning (objectives, content, strategies), Little foregrounds the psychological and reflective dimensions of autonomy, and Benson extends the concept to include social and environmental control over learning. Boud (2012) and Tuchina (2020) align more closely with Holec's practical orientation but add the dimension of personal responsibility and value-based decision-making. For the purposes of this study, Benson's (2001) definition is considered most comprehensive and most relevant, as it encompasses not only the cognitive and managerial dimensions of autonomy but also the social and environmental factors that are central to the research context of senior high school students learning English in Indonesia.

b. Students' Autonomy in Learning English

Students' autonomy in learning English has become an essential aspect of modern language education, especially within learner-centered teaching approaches that focus on empowerment, self-regulation, and reflective participation. At its core, learner autonomy in the context of English language learning refers to a student's ability to take active control of their own language

learning process setting personal goals, managing learning resources, choosing suitable strategies, and assessing their own progress.

When implementing learner autonomy in language education, two main curricular domains are involved, as described by Nunan (1997). The first is the experiential domain, which encompasses the topics, themes, and language functions that form the content of the syllabus. The second is the learning process domain, which is concerned with methodology specifically, the selection, creation, modification, and adaptation of learning tasks and procedures to meet learners' individual needs. These two domains work together to create learning environments in which students can develop both linguistic competence and autonomous learning skills.

In addition, learner autonomy in language learning is closely connected to self-regulation the ability of learners to plan, monitor, and evaluate their own learning activities. Self-regulated learners are more likely to engage deeply with language learning tasks, persist through difficulties, and apply a wide range of language learning strategies, all of which are associated with higher levels of English proficiency and greater independence in learning (Zimmerman, 2002).

c. Levels of Learner Autonomy

Several theorists have proposed frameworks for understanding the levels or degrees of learner autonomy. Two particularly influential models are those of David Nunan, (1991), Benson, (2001), each of which describes the development of autonomy in terms of progressive stages or dimensions.

1) **1 Nunan's (1997) Five-Level Model of Learner Autonomy**

David Nunan proposes a model that describes five progressive levels of learner autonomy in the learning process. This model explains how students gradually develop greater responsibility and control over their own learning, progressing from basic awareness of learning goals to the ability to apply learning beyond the classroom context. Each level highlights the roles of learners in terms of their actions, the learning content, and the learning process, as presented in the table below.

Table 2.3

Nunan's (1997) level of Learner Autonomy

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles and strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programmed.	Learners modify and adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between classroom learning and the world beyond.	Learners become teachers and researchers.

Each of the five levels is elaborated as follows.

a) *Awareness*

Awareness represents the initial level of learner autonomy. At this stage, learners become conscious of the pedagogical goals of the lesson, the content they are studying, and the strategies being used during the learning process. However, students at this level do not yet make decisions regarding learning activities; they simply recognize and begin to understand what is happening in the classroom. For example, after completing a lesson on reported speech, the teacher may ask students to reflect on their learning by answering questions such as 'Can you report what someone said?' Students may respond with 'Yes,' 'A little,' or 'Not yet.' Such questions help learners become aware of their own learning progress.

b) *Involvement*

At the involvement level, students begin to participate more actively in the learning process by making limited choices regarding learning goals, content, or tasks. Although the teacher still provides guidance and options, students are given opportunities to select activities they find most engaging. For instance, the teacher may offer two alternative tasks: brainstorming items to place in a time capsule, or creating a list of key inventions from the present century. Students choose the task they prefer, though they do not yet design the tasks themselves.

c) *Intervention*

In the intervention stage, learners begin to modify the learning tasks provided by the teacher. They may adjust goals, add new steps, or change aspects of the content to better suit their individual learning needs. For example, a student

might decide to rewrite a task as a dialogue instead of individual sentences because they feel they need more practice in conversational English. At this stage, learners demonstrate greater agency and control over how learning activities are carried out.

d) *Creation*

Creation represents a higher level of autonomy at which learners begin to design their own learning tasks or materials, rather than simply modifying those provided by the teacher. For example, after listening to an audio recording, students may create their own questionnaires to conduct peer interviews. Learners at this stage take a proactive role in organizing and developing their own learning activities.

e) *Transcendence*

Transcendence is the highest level of learner autonomy in Nunan's model. At this stage, learners extend their learning beyond the classroom and apply their language knowledge in authentic, real-life situations. This may include seeking feedback from native speakers, listening attentively to English in the media, or initiating conversations in English in everyday contexts. These activities demonstrate that learners are able to use English independently and purposefully outside the formal learning environment.

2) **Benson's (2001) Dimensions of Learner Autonomy**

Benson (2001) proposes a complementary framework that describes learner autonomy in terms of three dimensions of control: control over learning management, control over cognitive processes, and control over learning content.

Unlike Nunan's model, which describes a sequential developmental progression, Benson's framework identifies three simultaneous dimensions along which learner autonomy can be observed and developed.

Control over learning management refers to learners' ability to manage the practical aspects of their learning, including decisions about when, where, and how long to study. Control over cognitive processes involves learners' application of learning strategies, their ability to reflect on their learning, and their metacognitive awareness of how they learn most effectively. Control over learning content refers to learners' ability to determine what they learn including the topics, texts, and language functions they engage with based on their own interests and goals.

Both Nunan (1997) and Benson (2001) agree that learner autonomy is not a single, fixed state but a multidimensional construct that develops along a continuum. However, the two models differ significantly in their structure and emphasis. Nunan's model is developmental and sequential, describing five stages through which learners progressively take greater control of their learning. This makes Nunan's model particularly useful for teachers seeking to scaffold the development of autonomy in the classroom. Benson's model, by contrast, is analytical and dimensional, identifying three simultaneous aspects of control that can be observed in learners at any stage. This makes Benson's framework more useful for research purposes, as it allows researchers to assess autonomy across multiple dimensions simultaneously. For this study, Nunan's model provides the primary framework for describing students' levels of learner autonomy, as its

developmental stages align closely with the research context of senior high school students who are at varying points in their development of autonomous learning behaviors.

d. Characteristics of Autonomous Learners

Different theorists have identified distinct characteristics that define autonomous learners. This section presents the characteristics proposed by Wenden (1991), Benson (2001), and Chan (2013), followed by a comparative analysis.

a. ***Characteristics***

Based on learner accounts analyzed by (Benson, n.d.)Wenden (1991) and elaborated by Benson (2001), autonomous learners can be identified by the following characteristics.

a) Taking Responsibility for Their Own Learning

Autonomous learners do not rely entirely on teachers or formal instruction but actively manage their own learning process. They decide what they need to learn and proactively seek resources to help them achieve their goals. For example, a learner who studies English grammar independently at home in addition to attending formal classes exemplifies this characteristic.

b) Using Independent Learning Strategies

Autonomous learners employ a wide variety of learning strategies to facilitate their language development. These include using dictionaries, memorizing and revising vocabulary, repeating new words, constructing sentences with newly learned language, and using grammar references independently. The

deliberate use of such strategies enables learners to overcome difficulties and build language proficiency progressively.

c) Seeking Opportunities to Practice the Language

Autonomous learners actively seek opportunities to use the target language in authentic situations. They understand that language learning extends beyond the classroom and therefore create opportunities for real communicative practice, such as initiating conversations with English speakers, watching English-language media, or participating in English-speaking communities.

d) Asking Questions and Seeking Help When Necessary

Although autonomous learners are self-directed, they recognize the importance of seeking assistance when they encounter difficulties. They are not hesitant to ask questions, request explanations, or seek feedback from teachers, peers, or native speakers. This behavior reflects their awareness of their learning needs and their strategic use of available human resources to support their learning.

e) Monitoring and Reflecting on Their Learning

Autonomous learners regularly monitor and evaluate their own learning progress. They are aware of their strengths and weaknesses, actively seek feedback to identify areas that require improvement, and use this awareness to adjust their learning strategies. This self-monitoring behavior reflects a high level of metacognitive awareness and self-regulation.

f) Learning from Mistakes

Rather than feeling discouraged by errors, autonomous learners regard mistakes as valuable learning opportunities. They analyse their errors, seek to understand why they occurred, and use this understanding to deepen their knowledge of the language. This reflective and constructive attitude toward mistakes distinguishes autonomous learners from those who are passive or avoidant in their approach to errors.

g) Paying Attention to Authentic Language Use

Autonomous learners observe how language is used in authentic communication situations. They pay careful attention to how proficient speakers' express ideas, ask questions, and structure conversations, and they use these observations as models for developing more natural and contextually appropriate language use.

b. ***Characteristics According to Chan (2013)***

Chan (2013) identifies eight key characteristics of autonomous learners, which are described as follows.

i. *High Motivation in Language Learning*

Chan emphasizes that autonomous learners are intrinsically motivated. They engage in learning because they find it meaningful and personally valuable, rather than because of external pressures such as grades or examinations. This intrinsic drive sustains their engagement and commitment to language learning over time.

ii. *Goal-Oriented Learning Behavior*

Autonomous learners are clearly goal-oriented. According to Chan (2013), they are able to set realistic and achievable learning goals and use these goals to guide and organize their learning activities. Having clear objectives allows learners to focus their efforts, monitor their progress, and evaluate outcomes effectively. Goal-oriented learners tend to plan their study activities systematically and align their strategies with specific language skills they aim to develop.

iii. *Inquisitiveness and Willingness to Ask*

Chan notes that autonomous learners possess an inquisitive mindset. They demonstrate curiosity and are willing to ask questions when they encounter difficulties. Rather than passively accepting information, they actively seek clarification and additional explanations to deepen their understanding. This willingness to ask questions reflects learners' sense of responsibility for their own learning and their recognition that learning is an active, inquiry-based process.

iv. *Well-Organized Learning Practices*

Autonomous learners are capable of managing their time, learning materials, and study routines efficiently (Chan, 2013). They plan learning schedules, prioritize tasks, and utilize appropriate resources to support their learning goals. Well-organized learning practices enable learners to study more effectively and maintain consistency in developing their language skills.

v. *Hard-Working and Persistent Attitude*

Chan (2013) highlights that autonomous learners are willing to invest significant effort and time in language learning, even when tasks are challenging.

They do not easily give up when facing difficulties; instead, they view challenges as opportunities for growth. This persistence is essential in language learning, which requires continuous and long-term practice and commitment.

f) *Interest and Enthusiasm in Language Learning*

Autonomous learners show positive attitudes toward learning and display genuine enthusiasm during learning activities (Chan, 2013). Their interest increases engagement and concentration, making learning more meaningful and enjoyable. This positive emotional involvement supports deeper understanding and enhances learners' willingness to explore language beyond classroom requirements.

g) *Active Participation in Learning Activities*

Chan (2013) explains that autonomous learners are actively involved in both classroom and out-of-class learning activities. They participate in discussions, complete tasks independently, and seek opportunities to practice their language skills in real-life contexts. Active participation reflects learners' sense of ownership over their learning and contributes significantly to the development of communicative competence.

h) *Initiative in Language Learning*

Initiative is a defining feature of autonomous learners. According to Chan (2013), autonomous learners do not wait passively for teacher instructions; instead, they take proactive steps to improve their learning. They seek additional resources, practice independently, and create their own opportunities to use the

language. This initiative reflects their awareness of their own learning needs and their readiness to take control of their learning process.

2) characteristic of Learner Autonomy According to Littlewood (1999)

Littlewood (1999) categorizes the features of learner autonomy into two broad dimensions that complement the characteristics identified by Wenden, Benson, and Chan.

a) Beyond-Classroom Learning

Beyond-classroom learning refers to learners' responsibility for managing their learning activities outside of formal classroom instruction. Students who demonstrate this feature independently engage in activities such as reading additional materials, practicing language skills through media, using digital learning resources, or interacting with others in the target language outside of school hours. This feature highlights students' awareness that learning is a continuous process that is not confined to the classroom environment. By taking initiative outside of the classroom, students demonstrate responsibility, self-motivation, and commitment to their own learning development.

b) Own-Decision Learning

Own-decision learning refers to students' ability to make decisions regarding their learning process, either partially or fully. Students who demonstrate this feature take ownership of their learning by selecting their own goals, materials, strategies, and activities based on their personal preferences and interests. Learning activities are often chosen because they are enjoyable and meaningful to the students, which increases enthusiasm and engagement. Through

own-decision learning, students become active agents in their learning rather than passive recipients of instruction.

Wenden and Benson (1991, 2001), Chan (2013), and Littlewood (1999) reveals a high degree of conceptual overlap, as all three perspectives agree that autonomous learners are self-directed, responsible, strategic, and reflective. However, there are notable differences in emphasis. Wenden and Benson focus primarily on observable learning behaviors and strategies, such as using dictionaries, seeking practice opportunities, and monitoring errors. Chan's framework places greater emphasis on the affective and motivational dimensions of autonomy particularly intrinsic motivation, enthusiasm, and initiative which are less explicitly addressed by Wenden and Benson. Littlewood's contribution, meanwhile, is to highlight the spatial dimension of autonomy: the distinction between in-class and out-of-class learning, and between teacher-directed and self-directed decision-making. For this study, Chan's (2013) characteristics are considered most directly applicable, as they encompass both the behavioral and the motivational dimensions of autonomy that are relevant to junior high school students learning English.

e. The correlation between commitment and autonomy in learning English

The students and the teacher need to understand the importance of students' learning commitment in the process of learning English. Learning commitment reflects students' dedication, responsibility, and persistence in achieving their learning goals(Han, 2021). Students who

have a high level of commitment tend to be more consistent in participating in learning activities, completing tasks, and overcoming difficulties during the learning process. Therefore, commitment becomes a crucial factor that supports successful language learning(Dornyei, 2009).

In relation to this, learning commitment is closely connected to learner autonomy. Students who are committed to their learning are more likely to take initiative, manage their own learning strategies, and become more independent. This indicates that commitment can encourage the development of learner autonomy, as students are willing to take responsibility for their own progress.

Benson & Voller, (2001)suggests that there is a close theoretical connection between the nature of language learning and the development of learner autonomy. Language learning requires active involvement from learners; therefore, students are expected to take control of their own learning. This control is closely related to their level of commitment, as committed learners are more motivated to regulate and direct their learning process.

Furthermore, Thanasoulas (2000) states that to achieve better performance in the learning process, several conditions must be fulfilled. Learners should understand and apply learning strategies, be able to determine their own learning goals, use authentic materials, and have strong motivation. These elements reflect both strong learning

commitment and learner autonomy, as students who are committed will actively engage in strategic and independent learning.

Previous studies have also shown that learner autonomy is associated with positive learning outcomes.(Jiang et al., 2023) found a significant and positive correlation between learner autonomy and English proficiency. Similarly, Ladner et al., (2025) found that learner engagement is significantly related to English achievement. These findings imply that autonomous learners tend to be more engaged and show stronger commitment in their learning process.

Based on the explanations above, it can be concluded that learning commitment and learner autonomy are closely related and support each other in the process of learning English. Therefore, it is assumed that there is a significant correlation between students' learning commitment and learner autonomy

f. Factors Influencing Learner Autonomy

The development of learner autonomy is influenced by a complex set of factors. Three major theoretical frameworks are considered in this section: those proposed by Zhang (2021), Wenden (1991), and Al-Khasawneh et al. (2024), as well as Higgs (1988) as cited by Benson (2001).

1) School, Family, Social, and Internal Factors (Zhang, 2021)

Zhang (2021) argues that learner autonomy is shaped by the interaction between four major categories of factors: school-related factors, family factors, social factors, and learners' internal factors.

a) School Factors

School plays a significant role in shaping students' learner autonomy because it provides the primary learning environment in which students interact with teachers, learning materials, and educational technologies. According to Cheng, Ko, and Lee (2016), several school-related aspects influence learner autonomy, including teaching mode, textbooks, educational technology, and classroom management. Teaching approaches that are humanistic and constructivist where teachers act as facilitators rather than knowledge transmitters encourage students to set their own goals and manage their own learning (Hao, 2016). Textbooks and materials that are meaningful and closely related to students' real-life experiences also encourage greater learner initiative. Educational technology, including digital tools and internet-based platforms, enables students to access learning resources beyond the classroom, supporting self-directed learning (Lai, 2019). Finally, effective classroom management, including collaborative learning strategies, helps reduce students' dependence on teachers and fosters greater learning independence.

b) Family Factors

Family background plays an important role in influencing students' learner autonomy. According to Wang (2020), parenting style and the level of parental support can significantly affect students' independent learning behavior. Supportive parenting that encourages children to explore ideas, solve problems, and take responsibility for their learning strengthens autonomous learning abilities. Conversely, excessive parental control may limit students' opportunities

to make their own decisions, while overly permissive parenting may lead to dependency on external guidance.

c) Social Factors

Learner autonomy is also influenced by broader social and cultural contexts. Students from different social backgrounds may hold different perceptions of the value of education and different levels of motivation for academic achievement. Social expectations, cultural beliefs, and community attitudes toward education can shape learners' learning behaviours and levels of independence (Basri, 2020). Social support systems including peer learning, community learning resources, and extracurricular opportunities can also encourage students to take greater responsibility for their learning.

d*) Learners' Internal Factors*

Among all the factors influencing learner autonomy, internal factors are considered the most fundamental (Little, 2017). These include self-efficacy, goal setting, learning strategies, and self-control. Students with high self-efficacy are more likely to set challenging goals, persist through difficulties, and apply effective learning strategies. Learners with strong self-control are better able to manage their activities, remain focused, and continue working toward their objectives despite challenges.

2) Psychological and Contextual Factors (Wenden, 1991)

Wenden (1991) offers a complementary perspective by focusing on the psychological and contextual factors that may either support or inhibit the

development of autonomous learning behaviour. Wenden identifies seven such factors.

a) Socialization Processes

One factor influencing learner autonomy is the process of socialization experienced by learners within their educational environment. Learners' beliefs about their roles in the learning process are often shaped by previous educational experiences. In many traditional learning contexts, teachers are viewed as the primary source of knowledge, and students are expected to follow instructions and complete assigned tasks. Through repeated exposure to such practices, students may develop the belief that responsibility for learning lies primarily with the teacher, leading to dependency on teacher-directed instruction.

b) Conflicting Role Demands

Learners often have multiple responsibilities in their daily lives, such as fulfilling roles as students, family members, or workers. These competing obligations may limit the time and energy available for managing their learning independently. As a result, learners may rely more heavily on teachers for guidance rather than taking full responsibility for their own learning activities.

c) Complexity of Learning Roles

Learner autonomy requires students to perform roles traditionally associated with teachers, including setting learning goals, selecting appropriate strategies, monitoring progress, and evaluating outcomes. For learners accustomed to teacher-centred instruction, assuming these responsibilities may be

challenging and may cause uncertainty or anxiety, discouraging them from adopting autonomous learning practices.

d*) Lack of Metacognitive Knowledge*

Metacognitive knowledge refers to learners' awareness and understanding of their own learning processes, including how they plan, monitor, and evaluate their learning activities. Learners who lack metacognitive awareness may struggle to select effective learning strategies or regulate their learning independently. Without this self-awareness, learners are more likely to remain passive participants who rely heavily on the teacher for direction.

e) Learned Helplessness

Learned helplessness refers to a psychological condition in which learners believe that their efforts will not significantly influence their learning outcomes. Repeated experiences of failure may lead learners to attribute poor performance to a lack of ability rather than to ineffective strategies. As a result, learners may lose motivation and become dependent on external guidance, reducing their willingness to take responsibility for their learning.

f) Self-Esteem

Self-esteem refers to individuals' evaluation of their own abilities and worth. Learners with high self-esteem tend to believe in their capacity to succeed and are more willing to take initiative in learning activities. In contrast, learners with low self-esteem may avoid challenging tasks and hesitate to participate actively. Positive self-esteem therefore plays an important role in encouraging learners to engage confidently in autonomous learning.

g) Self-Image

Self-image refers to learners' perceptions of themselves as language learners. Learners who perceive themselves as capable and successful are more likely to demonstrate confidence and motivation in their learning. Conversely, learners with a negative self-image may feel discouraged or anxious, particularly when comparing their abilities with those of their peers. Such perceptions can influence learners' attitudes toward taking responsibility for their learning.

3) Internal Cognitive and Affective Factors (Al-Khasawneh et al., 2024)

Al-Khasawneh et al. (2024) identify five key internal factors that primarily influence learner autonomy in English language learning: psychological aspects, learning strategies, cognitive abilities, metacognitive abilities, and critical thinking.

a) Psychological Aspects

Psychological aspects are identified as the most influential factor affecting learner autonomy. This category includes learners' motivation, attitudes, self-confidence, and anxiety toward learning English. Al-Khasawneh et al. (2024) explain that learners who possess strong intrinsic motivation and positive attitudes are more willing to take responsibility for their learning. When learners feel confident and emotionally secure, they are more likely to set goals, persist in learning tasks, and engage autonomously in both classroom and out-of-class learning activities.

b) Learning Strategies

Learning strategies refer to the specific actions and techniques learners use to improve their language skills, such as practising English in groups, seeking feedback, and exposing themselves to English-language culture and media. Al-Khasawneh et al. (2024) note that the use of appropriate learning strategies supports learner autonomy by enabling learners to manage their learning independently. Learners who actively select and apply learning strategies become more self-directed, as they no longer depend solely on teacher instruction to overcome learning difficulties.

c) Cognitive Abilities

Cognitive abilities involve learners' capacity to process language information for example, identifying patterns, building vocabulary, watching English-language media, and using English for real communication. Al-Khasawneh et al. (2024) argue that learners with stronger cognitive abilities are better equipped to engage in autonomous learning because they can apply knowledge independently and make connections between language forms and meanings.

d*) Metacognitive Abilities*

Metacognitive abilities refer to learners' awareness and control of their own learning processes, including planning, monitoring, and evaluating their learning progress. According to Al-Khasawneh et al. (2024), learners who possess strong metacognitive skills are more autonomous because they can set learning goals, reflect on their weaknesses, and adjust their strategies accordingly.

Metacognitive abilities allow learners to move beyond passive learning and become active managers of their own language development.

e) Critical Thinking

Critical thinking involves learners' ability to analyse information, interpret texts from multiple perspectives, integrate ideas, and generate alternative meanings. Al-Khasawneh et al. (2024) emphasise that learners who think critically are more autonomous because they do not simply accept information as it is presented. Instead, they question, evaluate, and reconstruct knowledge based on their own understanding, which empowers them to learn independently and make informed decisions about their learning process.

4). Role-Based Factors (Higgs, 1988, as cited in Benson, 2001)

Higgs (1988, as cited in Benson, 2001) identifies four main factors that influence the development of learner autonomy: the role of the learners themselves, the role of the teacher, the type of tasks, and the learning environment.

a) The Role of Learners Themselves

Several aspects of the learner's own characteristics influence the development of autonomy. Past educational experiences can either support or hinder the development of independent learning habits, as argued by both Higgs (1988) and Candy (1988). Pan (1997) further identifies three psychological factors that motivate learners toward autonomy: desire (the natural tendency to pursue learning), ability (the capacity to ask questions and seek knowledge), and needs (the drive to acquire knowledge and skills relevant to one's goals).

b) The Role of Teachers

The relationship between teachers and students plays a crucial role in developing learner autonomy. According to Benson (2001), one of the primary goals of language teaching is to help students become more autonomous in their learning. Teachers who build trust, provide supportive guidance, and raise students' awareness of learning strategies and goal-setting skills create conditions in which students are more likely to develop independence. As noted by Harmer, teachers should also introduce a range of learning strategies including memory strategies (such as using flashcards), cognitive strategies (such as reading for pleasure), and affective strategies (such as self-reward for successful learning) to help students become more effective and self-directed learners.

c) Types of Tasks

The nature of the learning tasks assigned to students also influences learner autonomy. Tasks that are interesting, challenging, and personally meaningful encourage students to take greater initiative in their learning. Collaborative learning tasks, in particular, are effective in promoting autonomy, as they encourage students to share ideas, take responsibility for group outcomes, and develop both independence and interdependence in the learning process.

d) The Role of Environment

The learning environment plays an important supportive role in the development of learner autonomy. Higgs (1988) argues that teachers are responsible for creating and managing learning environments that facilitate independent learning. Thuy (2025) similarly states that a conducive learning

environment one that offers opportunities for interaction, exploration, and practice is essential for the effective development of learner autonomy.

In fact, the theories above reveals that all theorists acknowledge the multi-dimensional nature of the factors that shape learner autonomy, recognising that autonomy development is influenced by both internal (psychological, cognitive, motivational) and external (environmental, social, institutional) factors. Zhang (2021) provides the broadest and most sociologically inclusive framework, encompassing school, family, social, and personal dimensions, making it highly applicable to educational research in culturally diverse settings such as Indonesia. Wenden (1991) focuses most deeply on psychological barriers to autonomy particularly learned helplessness, self-esteem, and metacognitive deficits offering a valuable diagnostic perspective for understanding why some learners fail to develop autonomy. Al-Khasawneh et al. (2024) offer the most cognitively oriented framework, foregrounding the role of internal capacities such as critical thinking and metacognition as drivers of autonomous learning. Higgs (1988), as interpreted by Benson (2001), provides the most pedagogically oriented framework, highlighting the concrete roles of teachers, tasks, and environments in fostering autonomy. In this study , Higgs (1988), as interpreted by Benson (2001),framework serves as the primary organisational structure for analysing factors influencing learner autonomy, as it relevant to students at senior high school where there are many rolse that influence their learning t. Wenden's and Al-Khasawneh et al.'s frameworks are used as complementary lenses for

understanding the internal, psychological, and cognitive dimensions of autonomy development.

e. Encouraging Learner Autonomy in the Classroom

Fostering learner autonomy is not determined solely by students' individual capacity; it also depends significantly on how teachers design and manage learning environments. According to Nunan (1997), there are several practical ways in which teachers can promote learner autonomy within the classroom.

First, teachers should incorporate two complementary types of goals into language learning: language content goals (what learners need to master, such as grammar, vocabulary, and language skills) and language process goals (the strategies and approaches learners use during the learning process). By integrating both types of goals, teachers help students develop not only linguistic competence but also the self-management skills essential for autonomous learning.

Second, learning strategies should be integrated naturally into regular classroom activities rather than taught as separate lessons. When strategies are embedded within language tasks, students are more likely to internalise and apply them in future learning situations.

Third, teachers can promote learner autonomy by incorporating value-added features into instructional materials for example, making learning goals and strategies explicit to students, involving learners in making choices about their learning activities, teaching learners to modify and adapt learning goals, and encouraging learners to apply their learning outside the classroom.

Fourth, teachers should cultivate students' intrinsic motivation and self-confidence, encourage regular self-monitoring and self-evaluation, and promote cooperative group work as a means of reducing dependence on the teacher and fostering shared learning responsibility. Even when using traditional textbooks, teachers can adapt materials to include activities that encourage independent thinking, personal choices, and reflective practice.

f. Challenges in Developing Learner Autonomy

Although learner autonomy offers many educational benefits, students often encounter significant challenges in developing and sustaining autonomous learning behaviours, particularly outside the classroom setting.

One of the most common challenges is maintaining a consistently high level of motivation. Both mental and physical fatigue may reduce students' willingness to manage their learning independently, and a lack of support from peers, teachers, or family members may further diminish their motivation over time.

A second significant challenge is distraction from social media. Students often find it difficult to limit their engagement with social media platforms due to social pressure and the addictive nature of these technologies. Excessive social media use reduces the time and concentration available for independent learning activities.

Third, students are frequently engaged in numerous academic and non-academic commitments such as extracurricular activities, family responsibilities, and social obligations that compete for their time and energy. Balancing these

demands while maintaining consistent autonomous learning habits requires a high level of self-discipline and time management skill, which many junior high school students are still in the process of developing.

The correlation between commitment and autonomy in learning English

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is closely related to their level of commitment, as committed learners are more motivated to regulate and direct their learning process.

Furthermore, Thanasoulas (2000) states that to achieve better performance in the learning process, several conditions must be fulfilled. Learners should understand and apply learning strategies, be able to determine their own learning goals, use authentic materials, and have strong motivation. These elements reflect both strong learning commitment and learner autonomy, as students who are committed will actively engage in strategic and independent learning.

Previous studies have also shown that learner autonomy is associated with positive learning outcomes.(Jiang et al., 2023) found a significant and positive correlation between learner autonomy and English proficiency. Similarly, Ladner et al., (2025) found that learner engagement is significantly related to English achievement. These findings imply that autonomous learners tend to be more engaged and show stronger commitment in their learning process.

Based on the explanations above, it can be concluded that learning commitment and learner autonomy are closely related and support each other in the process of learning English. Therefore, it is assumed that there is a significant correlation between students' learning commitment and learner autonomy .

B. Review of Related Studies

A number of previous studies have examined the relationship between learner autonomy, students' level of commitment, and their achievement in English language learning.

The first relevant study is by Indah (2023), titled 'An Analysis of Students' Autonomous Learning to Develop Their English Ability at Kumon Institution of Education.' This study focused on exploring how junior high school students practise autonomous learning to improve their language skills. Data were collected from three students and one instructor through semi-structured interviews. The findings revealed that students employed several autonomous learning strategies, including completing homework daily, beginning to study at an early age, utilising media as learning resources, and setting personal learning goals. The study also found that students could become fully autonomous learners, though other factors such as motivation and future academic aspirations also contributed to the learning process. This study is relevant to the present research because it highlights how autonomous learning practices contribute to the development of English proficiency.

The second study, conducted by Misir and Koban Koc (2018), is entitled 'An Analysis of Learner Autonomy and Autonomous Learning Practice in Massive Open Online Language Courses.' Using a mixed-methods design, this research investigated learners' perceptions of autonomy and their autonomous learning practices in EFL MOOCs (Massive Open Online Courses). The findings revealed that participants demonstrated high levels of autonomy and positive attitudes toward autonomous learning in an online environment. The study also found that interactive and collaborative features in MOOCs encouraged greater student responsibility in the learning process (Misir et al., 2018).

The third relevant study was conducted in Punjab, Pakistan, and focused on the development of learner autonomy through the use of language learning diaries. This quasi-experimental study implemented an autonomy development program for tertiary-level EFL students at a public sector women's university in Lahore over a period of 27 weeks. Data were collected qualitatively through students' language learning diaries, which served as reflective tools allowing learners to document their learning experiences, strategies, and levels of independence. The descriptive analysis of the diaries indicated a noticeable development in learners' autonomy, suggesting that structured reflective practices can effectively foster autonomous learning behaviours. The findings highlight the importance of learner-centred interventions and reflective tools in reducing learners' dependence on teachers, particularly in contexts where teacher-centred approaches remain dominant (Butt et al., 2019).

Fourth, Another related study examined the role of learning commitment in the relationship between English proficiency and students' academic performance. The study entitled *"Commitment Issues: How Commitment to Learning Affects the Relationship Between Students' English Language Proficiency and Academic Performance of Students in International Program"* from Robkit (2020) investigated students in international programs at universities in Thailand. The research highlighted that many universities in Thailand increasingly use English as the medium of instruction, which creates additional challenges for non-native English-speaking students who must manage both academic learning and language development simultaneously. The findings

indicated that English language proficiency does not always directly determine students' academic performance. Instead, students' psychological conditions and attitudes toward learning play an important role in shaping their academic outcomes. The study identified **"**commitment to learning**"** as a crucial factor that influences the relationship between English language proficiency and academic performance. Furthermore, the research discovered six factors that affect students' level of learning commitment, which may explain why students with similar English proficiency levels can achieve different academic results. This study suggests that psychological and motivational factors, particularly commitment to learning, significantly contribute to students' academic success in English-medium learning environments.

Another related study was conducted by Novi Deka Valentina (2026) entitled *"An Analysis of Universitas Terbuka Students' Autonomy in Learning Writing."* The study investigated the level of difficulty experienced by fifth-semester students of the English Education program at Universitas Terbuka in managing their time during autonomous online writing learning. This research employed a sequential explanatory mixed-methods design in which quantitative data were collected through questionnaires and qualitative data were obtained through semi-structured interviews. The findings revealed that students experienced a moderate level of difficulty in managing their time, particularly in balancing academic tasks with work responsibilities, family obligations, and environmental distractions. In addition, students faced challenges related to understanding writing materials independently, limited feedback from lecturers,

technological constraints, and learning motivation. However, students applied several strategies to overcome these challenges, such as organizing writing tasks, using outlines and rubrics, accessing online learning resources, and seeking peer support through online platforms. The study concludes that although autonomous online writing learning presents several challenges, students are able to employ adaptive self-regulated learning strategies to support their writing development.

Moreover study was conducted by Nur Yuliani Putri (2025) entitled *"Secondary School Students' Autonomy in Learning English at SMA Islam Az-Zahrah Palembang."* This study aimed to investigate the level of learner autonomy and the dimensions influencing students' autonomy in learning English. The research employed a quantitative survey design involving 116 students from SMA Islam Az-Zahrah Palembang who were selected using a total sampling technique. Data were collected through an online questionnaire, namely the Learning Autonomy Questionnaire (LAQ), adopted from Dzung Nguyen and Dzung Nguyen (2024), which consists of 23 items measuring two dimensions: self-initiation and self-regulation. The findings revealed that students demonstrated a high level of autonomy in learning English. Among the two dimensions measured, self-initiation emerged as the most influential factor in shaping students' learner autonomy, while self-regulation played a supportive role in helping learners manage their learning process. The study also emphasized the important role of teachers in guiding students to plan, implement learning strategies, and reflect on their learning activities effectively.

Furthermore related study was conducted by S. Wiranti (2022) entitled *"Exploring the Factors and Levels of Students' Autonomy in Language Learning: A Mixed-Method Study on the Twelfth Graders of SMA Negeri 2 Semarang."* The study aimed to explore the levels of students' autonomy in language learning and the factors influencing the development of their autonomous learning skills. This research employed a mixed-method design combining questionnaires and interviews as the research instruments. The participants were 34 twelfth-grade students of SMA Negeri 2 Semarang. The quantitative findings indicated that most students were at the intermediate level of learner autonomy (57.60%), followed by advanced (28.28%), beginning (14.12%), and emerging levels. The study also identified several factors influencing students' autonomy, including students' roles, teachers' roles, tasks, learning environment, and learning materials. Furthermore, the qualitative findings revealed that students' autonomous learning skills were supported by internal factors such as students' goals and motivation, as well as external factors including teacher student relationships, learning materials and activities, and a supportive learning environment. The study concluded that the development of students' learner autonomy is influenced by both internal and external supporting factors.

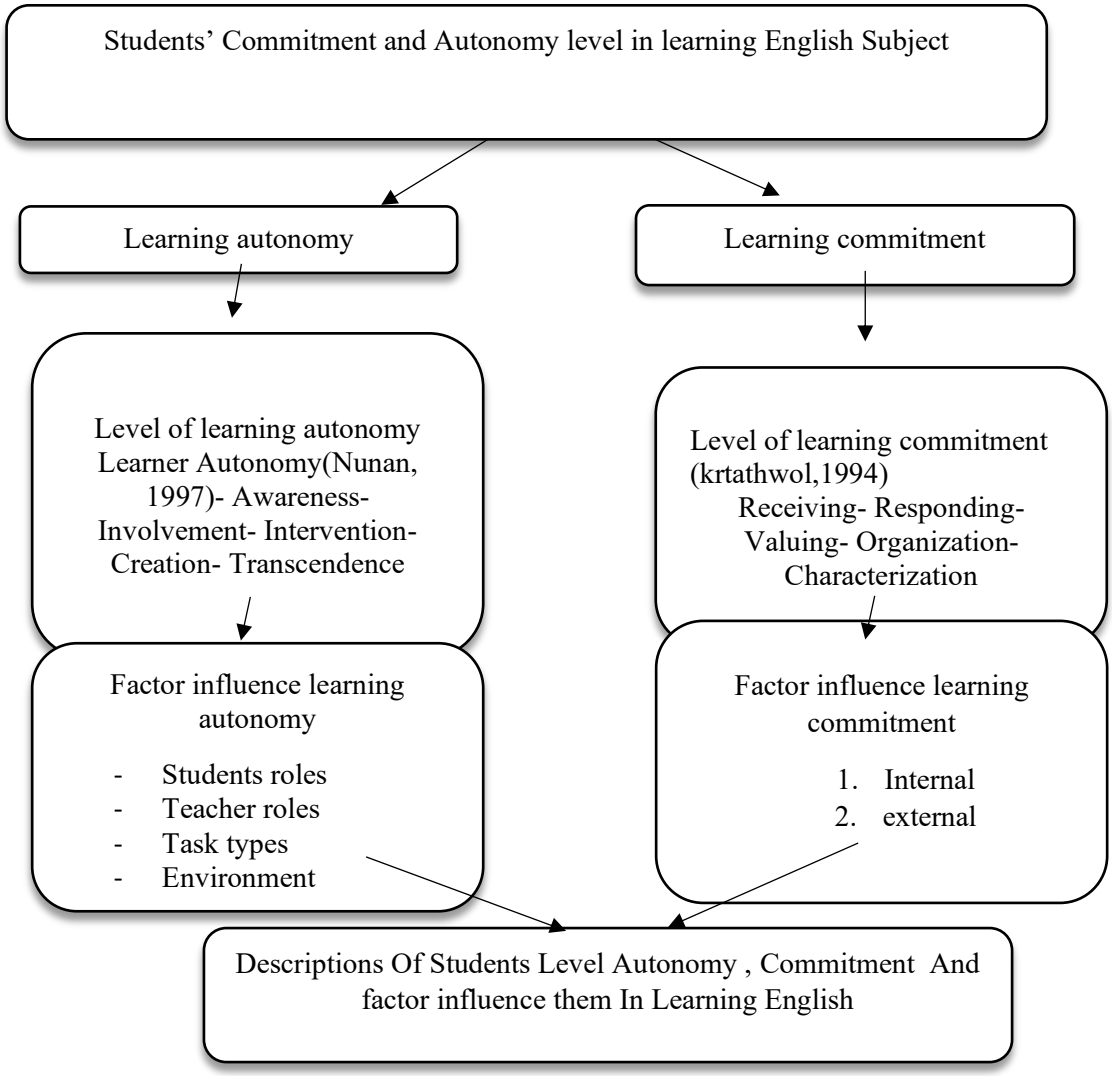
Lastly, (Ozer & Yukselir, 2023) examined the role of learning commitment in the relationship between English proficiency and students' academic performance. The study entitled "Commitment Issues: How Commitment to Learning Affects the Relationship Between Students' English Language Proficiency and Academic Performance of Students in International

Program" this study, investigated students in international programs at universities in Thailand. The research highlighted that many universities in Thailand increasingly use English as the medium of instruction, which creates additional challenges for non-native English-speaking students who must manage both academic learning and language development simultaneously. The findings indicated that English language proficiency does not always directly determine students' academic performance. Instead, students' psychological conditions and attitudes toward learning play an important role in shaping their academic outcomes. The study identified "commitment to learning" as a crucial factor that influences the relationship between English language proficiency and academic performance. Furthermore, the research discovered six factors that affect students' level of learning commitment, which may explain why students with similar English proficiency levels can achieve different academic results. This study suggests that psychological and motivational factors, particularly commitment to learning, significantly contribute to students' academic success in English-medium learning environments.

Based on the review of related studies presented above, it is evident that much of the existing research focuses on learner autonomy an commitment in learming English then its relationship to English language learning achievement. However, there remains a gap in research specifically examining students' levels of commitment in the affective domain, particularly at the senior high school level. As autonomy in learning should be cultivated as early as possible, understanding students' levels of commitment is critically important. It enables

teachers to design appropriate learning activities and provide learning experiences that are responsive to students' affective development, participation, and long-term achievement especially for junior high school students.

C. Conceptual framework



Based on the conceptual framework above, this study focuses on analyzing students' level of learning autonomy and level of commitment in learning English, as well as identifying the factors that influence both. These two variables learning autonomy and learning commitment are considered internal factors within the

affective domain that significantly contribute to students' learning achievement in English.

Several problems were identified as the basis for this study. First, there is a lack of learning autonomy among students in learning English. Second, most students still demonstrate a low level of commitment in learning English. Third, students' learning achievement is not significantly different from one grade to another, even though they continue learning the same topics. Fourth, there is a noticeable gap between students with higher and lower learning achievement. Fifth, there is diversity in students' sense of responsibility when completing classroom tasks. Sixth, most students show a low level of commitment to their learning. These problems indicate the need to examine students' autonomy and commitment more thoroughly.

Learning commitment in the affective domain consists of five hierarchical levels, namely receiving, responding, valuing, organization, and characterization. These five levels reflect the degree to which students internalize values and attitudes toward their learning. At the lowest level, receiving, students are simply willing to pay attention. As they progress through responding and valuing, they begin to actively participate and assign personal importance to learning. At the organization and characterization levels, students integrate learning values into their personal belief system and consistently demonstrate commitment in their behavior. Understanding where students fall within these levels enables teachers to design more appropriate and responsive learning activities.

Similarly, learning autonomy also consists of five levels based on Nunan's (1997) framework, namely awareness, involvement, intervention, creation, and transcendence. These levels reflect the extent to which students take responsibility for managing and directing their own learning. At the awareness level, students begin to recognize the objectives and content of their learning. As they reach involvement and intervention, they start making decisions about their learning process. At the creation and transcendence levels, students are fully independent learners who can apply and extend their learning beyond the classroom. The higher the level of students' learning autonomy, the greater their responsibility for their own learning and the more likely they are to achieve academic success.

The factors that influence students' learning autonomy include student roles, teacher roles, learning tasks, and the learning environment. These factors are both internal and external in nature, and they interact with one another to shape the degree of autonomy a student is able to develop. Regarding learning commitment, the influencing factors are also explored in this study to provide a more complete picture of what drives or hinders students' commitment in the English learning process.

In this research, the writer analyzes students' level of learning commitment based on the theory of the affective domain adapted by Blegur, which was selected because it provides a more comprehensive and structured framework for measuring commitment levels in a learning context. In the same way, students' learning autonomy is examined by identifying both their autonomy level based on Nunan's (1997) framework and the internal and external factors that influence it.

Furthermore, there remains a gap in existing research specifically examining students' levels of commitment in the affective domain, particularly at the senior high school level. Since learning autonomy should be developed as early as possible, understanding students' commitment levels is critically important. It enables teachers to design suitable learning activities and provide experiences that respond to students' affective development, participation, and long-term success in learning English

Therefore, this research aims to identify students' levels of learning autonomy and commitment in learning English, as well as the factors that influence both, in order to help both students and teachers improve the quality of learning activities in the classroom

D Hypothesis

1. H(a)

   There is a positive correlation between students commitment and autonmy level in learning English at eleventh grade of Mas. TI Paninggahan.

2. H(o)

   There is no positive correlation between students commitment and autonmy level in learning English at eleventh grade of Mas. TI Paninggahan.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a comprehensive description of the methodology employed in conducting this study. The researcher provides detailed and accurate information regarding the research design, research participants, instrumentation, data collection techniques, and data analysis procedures used to investigate students' level of learning commitment, learner autonomy, the correlation between these two variables and factors that influence them in the context of English language learning. The methodological framework presented in this chapter was carefully selected and aligned with the research objectives to ensure that the findings are both valid and reliable. Furthermore, this chapter also explains the triangulation approach used to strengthen the credibility of the data by combining quantitative and qualitative sources.

A. Research Design

This study employed an explanatory sequential mixed-methods design. The choice of this design was deliberate and purposeful, as it allowed the researcher to gather comprehensive and in-depth data about the phenomenon under investigation. Pardede (2019) defines mixed-methods research as a methodological approach that provides a more complete picture of a study by combining or integrating qualitative and quantitative data within a single investigation. This approach merges the strengths of both quantitative and qualitative paradigms quantitative data provides generalizability and statistical

rigor, while qualitative data offers depth, context, and rich description of participants' experiences and perspectives. By combining these two approaches, mixed-methods research addresses both the 'what' (quantitative) and the 'how' or 'why' (qualitative) research questions, thereby producing a more nuanced and comprehensive understanding of the research problem.

The rationale for selecting a mixed-methods design in this study lies in the complexity of the variables being investigated. Learning commitment and learner autonomy are inherently multidimensional constructs that cannot be fully understood through quantitative data alone. While questionnaire data can measure the level or degree of these constructs, it cannot capture the underlying factors, contextual influences, or personal experiences that shape them. Therefore, qualitative data from interviews and observation were essential to provide explanatory depth and contextual meaning to the statistical findings.

According to Creswell (2014), the sequential explanatory strategy is a research design in which quantitative data is collected and analyzed first, followed by qualitative data collection and analysis. The rationale for this sequencing is that the qualitative data collection is guided by and builds upon the quantitative findings the researcher uses the qualitative phase to explain, elaborate, or explore the quantitative results in greater detail. In this study, therefore, the explanatory sequential design had two clearly defined and interactive sequential phases. Pardede (2019) further emphasizes that the implementation of this design strives to provide the necessary information for a better understanding of the study topic by ensuring that the two phases are meaningfully connected. The first phase

involved quantitative data collection through a Likert-scale questionnaire to measure students' levels of learning commitment and learner autonomy. The second phase involved qualitative data collection through semi-structured interviews and classroom observation to explain and elaborate on the quantitative results, particularly with regard to the factors influencing students' commitment and autonomy.

This approach was highly appropriate for the objectives of this study, which aimed to: (1) identify the level of students' learning commitment in learning English based on Krathwohl's Affective Domain Taxonomy, (2) identify the level of students' learner autonomy based on Nunan's theory, (3) determine the correlation between students' learning commitment and learner autonomy, and (4) explore the factors that influenced students' learning commitment and learner autonomy. The selection of the explanatory sequential mixed-methods design was therefore expected to yield clear, quantitatively grounded findings about students' levels of commitment and autonomy, enriched by qualitative data that provides a thorough contextual explanation of the factors shaping those levels.

B. Participants of the Research

The participants of this study were students at MAS Ti Paninggahan. The selection of this school was based on the researcher's familiarity with the institutional context and access to the student population, which facilitated the data collection process. The study focused specifically on eleventh-grade students for several important reasons. First, students at this grade level are considered to have reached a sufficient level of cognitive and affective maturity to exhibit

measurable degrees of learning commitment and learner autonomy. Second, eleventh-grade students at MAS Ti Paninggahan faced the ANBK (*Asesmen Nasional Berbasis Komputer*) examination, which requires a degree of self-directed learning and sustained commitment to academic preparation. Additionally, in the following grade, they would also face the TKA (*Tes Kemampuan Akademik*) examination, making the development of autonomous and committed learning habits a pressing concern. These contextual factors made eleventh-grade students particularly appropriate as the focus of this investigation. Different sampling techniques were applied for the quantitative and qualitative phases of the study.

1. Population

According to Bhardwaj (2019), a population refers to the entire group of individuals, objects, or items from which a sample is drawn for the purpose of measurement and analysis. In research, the population defines the scope of the study and determines the extent to which findings can be generalized. The population in this study consisted of all eleventh-grade students of MAS Ti Paninggahan in the academic year 2025/2026. At this grade level, there were two classes Eleventh Grade One and Eleventh Grade Two with a combined total of twenty nine students.

The researcher considered all twenty nine students as the total population of the study. However, given the practical constraints of the research and the purposive nature of the sampling, only one class was selected as the research sample to ensure focused and manageable data collection.

2. Sample

The sample of this study consisted of the eleventh-grade students of MAS Ti Paninggahan, involving 29 students. The researcher employed a non-probability sampling technique, specifically purposive sampling, in selecting the sample class. Purposive sampling is a deliberate and goal-oriented sampling strategy in which participants are selected based on specific characteristics or criteria that are deemed relevant to the research objectives. Etiken et al. (2016) define purposive sampling, also known as judgment sampling, as the intentional selection of participants based on their characteristics, noting that it is a non-random strategy that does not require any underlying theoretical formula or predetermined sample size. According to Etikan and Bala (2017), this sampling design is based entirely on the researcher's informed assessment of who would provide the most valuable and relevant information for the study's goals.

The purposive selection of two high-achieving students for observation and interview participation (as part of the qualitative phase) was particularly important to ensure that the interview data captured the perspectives of students who demonstrated notable levels of commitment and autonomy, which are the core variables of this investigation.

C. Instrumentation

Instrumentation refers to the selection and development of tools or devices used by the researcher to collect data systematically. In this study, three main instruments were used to gather both quantitative and qualitative data: a Likert-scale questionnaire, a semi-structured interview guide, and a structured

observation checklist. Each instrument was carefully designed to address the specific research questions and to ensure that the data collected were valid, reliable, and relevant to the study's objectives. The following sections describe each instrument in detail.

1. Questionnaire

A Likert-scale questionnaire was used as the primary quantitative instrument in this study to measure the level of students' learning commitment and learner autonomy in English language learning. The questionnaire was developed based on the theoretical frameworks guiding the study: Krathwohl et al.'s (1964) Affective Domain Taxonomy for the commitment variable, and Nunan's (1997) theory of learner autonomy for the autonomy variable. The items in the questionnaire were carefully constructed to operationalize the key indicators of each variable and to capture students' self-perceived behaviors, attitudes, and habits in learning English.

The questionnaire consisted of two main sections: 28 items for the learning commitment variable and 25 items for the learner autonomy variable, totaling 53 items in all. Each item was presented as a declarative statement about learning behavior or attitude, and students were asked to indicate their level of agreement on a four-point Likert scale. The use of a four-point scale, rather than the conventional five-point scale, was intentional — by removing the neutral midpoint option, students were encouraged to take a clear position, either agreeing or disagreeing with each statement, which reduces the tendency toward central tendency bias and produces more decisive data.

The questionnaire was designed to be self-administered and was distributed via Google Form, making it easily accessible to all 22 students in the selected class. Before actual distribution, the questionnaire was reviewed for content validity by consulting relevant theoretical literature and ensuring that each item accurately reflected the theoretical constructs being measured. The items were also reviewed for language clarity to ensure that all students could comprehend the statements without difficulty, given that the questionnaire was administered in Bahasa Indonesia to minimize potential misunderstandings arising from English language barriers.

2. Interview

A semi-structured interview guide was used as the primary qualitative instrument in the second phase of the study. Interviews are a widely used qualitative data collection tool that allows researchers to gain direct insight into participants' perspectives, experiences, and reasoning. According to Alshenqeeti (2014), an interview extends the scope of understanding of the phenomena being examined, and because interviews are inherently interactive, interviewers may probe for thorough and unambiguous responses and explore new subjects that emerge naturally during the discussion. This interactive quality makes interviews particularly valuable in mixed-methods research, where qualitative data is used to elaborate on and interpret quantitative findings.

Abawi (2017) states that semi-structured interviews involve a set of pre-planned, open-ended questions, but the interviewer retains flexibility in terms of the language used, the order in which questions are asked, and the degree to which

follow-up probes are employed. This flexibility is especially important in exploratory qualitative work, as it allows participants to express their thoughts and experiences in their own words, potentially revealing insights that a fully structured instrument might overlook. In this study, the semi-structured format was chosen because the researcher wanted to maintain consistency across interview sessions while also allowing participants to share personal narratives and contextual details about their learning experiences.

The interview guide consisted of 36 questions that were specifically designed to address the fourth research question: exploring the factors that influenced students' learning commitment and learner autonomy in English language learning. The questions focused on themes such as students' motivations for learning English, their strategies for managing learning time and tasks independently, the challenges they faced in maintaining commitment, and the role of teachers, peers, and family in supporting their autonomous learning. Two students who demonstrated high levels of commitment and autonomy based on their questionnaire scores were selected for the student interviews, followed by an interview with their English teacher to gain an additional professional perspective. The interviews were conducted face-to-face to allow for more natural, in-depth conversation, and the researcher took detailed notes and photographs for documentation purposes.

3. Observation Checklist

A structured observation checklist was used as a complementary qualitative instrument to collect behavioral data on students' manifestations of

learning commitment and learner autonomy during English class sessions. Observation as a data collection method offers unique advantages that questionnaires and interviews cannot fully replicate, as it captures naturally occurring behaviors in authentic classroom contexts without relying solely on participants' self-reports, which may be subject to social desirability bias. By observing students' actual behaviors in the classroom, the researcher was able to verify whether the levels of commitment and autonomy reported in the questionnaire were consistent with observable behavioral indicators.

The observation checklist in this study was theoretically grounded in Krathwohl et al.'s (1964) Affective Domain Taxonomy, which conceptualizes affective development as a continuum of internalization progressing from the most basic level of Receiving, through Responding and Valuing, up to Organization, and ultimately to Characterization. Since this study focused on students' observable commitment and autonomy behaviors within a classroom setting, the checklist was specifically designed to capture behavioral indicators corresponding to the Receiving, Responding, and Valuing levels. These three levels were selected because they represent the most directly observable and practically assessable stages of affective development within a typical instructional context.

The observation checklist was systematically organized into five main sections. Section A addressed Receiving behaviors, covering indicators of students' awareness and willingness to attend to English learning activities, such as maintaining attention during instruction and responding to the teacher's

directions. Section B addressed Responding behaviors, capturing students' active participation in classroom activities, including voluntary answering of questions, engagement in pair or group work, and completion of assigned tasks. Section C addressed Valuing behaviors, which reflected students' internalized acceptance of and commitment to English learning, such as expressing positive attitudes toward the subject and voluntarily engaging in additional learning activities. Section D focused on Learner Autonomy behaviors, including goal-setting actions, self-monitoring strategies, initiative in seeking additional learning resources, help-seeking behaviors, and time management practices. Section E covered Commitment behaviors, including indicators of consistency, persistence in completing tasks despite difficulty, responsibility in fulfilling learning obligations, and sustained engagement with English learning over multiple sessions.

Each behavioral indicator in the checklist was recorded using a binary marking system: a checkmark (✓) for 'Yes' when the behavior was observed, and a cross (✗) for 'No' when the behavior was absent during the session. An additional notes column was provided for the researcher to record contextual remarks or qualitative observations that added interpretive richness to the binary data. The checklist was administered across multiple classroom observation sessions to ensure data consistency and reliability over time, as single-session observations may not capture the full range of students' behavioral tendencies. The data gathered through the observation checklist were subsequently triangulated with findings from the questionnaire and interview to produce a comprehensive, multi-source analysis of students' commitment and autonomy

levels. The complete observation checklist used in this study is presented in Appendix 5 (p. 85).

D. Techniques of Data Collection

Data collection in this study followed the two-phase sequential framework of the explanatory sequential mixed-methods design. In the first phase, quantitative data were collected through a Likert-scale questionnaire administered via Google Form. In the second phase, qualitative data were gathered through semi-structured interviews and structured classroom observations. The combination of these three data collection techniques ensured that the study produced rich, triangulated data that addressed all four research questions comprehensively. Each technique is described in detail below.

1. Questionnaire

A questionnaire is a systematic data collection technique that allows the researcher to gather information from a group of respondents in a structured and standardized manner. According to Young (2015), a questionnaire is a text-based instrument for collecting data from participants through a series of statements or questions, administered either on paper or electronically. The use of questionnaires offers several methodological advantages: (1) they are a straightforward and efficient instrument for collecting data from multiple respondents simultaneously; (2) existing validated surveys may be adapted to suit specific research contexts; (3) online administration via platforms such as Google Form is convenient, cost-effective, and environmentally sustainable; (4) they enable the researcher to gather relatively large datasets; and (5) the structured

nature of questionnaire data makes it relatively easy to handle, tabulate, and analyze quantitatively.

In this study, a close-ended questionnaire format was adopted. Dillman (2014) states that close-ended questions are frequently used in survey research when the purpose is to describe a person's characteristics, opinions, or attitudes in a standardized way that allows for numerical analysis. The questionnaire used a Likert-scale response format. Beglar and Nemoto (2014) describe a Likert scale as a psychometric scale with multiple ordered response categories, enabling respondents to express their degree of agreement or disagreement with a series of statements. Taherdoost (2019) further notes that Likert-scale instruments are particularly well-suited for measuring attitudes, beliefs, and behavioral tendencies, as respondents can express the nuance of their views along a continuum rather than being constrained to binary yes/no responses.

In this study, a five-point Likert scale was employed, with response options ranging from stringly disasgree (5) to Strongly Disagree (1). The questionnaire consisted of 28 items measuring the learning commitment variable and 25 items measuring the learner autonomy variable, for a total of 53 items. The questionnaire was distributed electronically to all 22 students in the selected class via Google Form, and students were given sufficient time to complete all items thoughtfully. Instructions were provided at the beginning of the questionnaire to guide respondents in understanding how to complete the instrument appropriately.

2. Interview

An interview is a qualitative data collection technique in which the researcher engages in direct, purposeful conversation with selected participants to obtain in-depth information about their experiences, perceptions, and perspectives related to the research topic. According to Alshenqeeti (2014), interviews extend the scope of understanding of the phenomena being examined by allowing the researcher to probe for detailed and unambiguous responses and to explore emerging themes and new subjects as the conversation unfolds. This dynamic and interactive quality distinguishes interviews from questionnaires and makes them particularly effective for generating rich qualitative data.

In this study, a semi-structured interview format was employed in the second phase of data collection, following the completion and preliminary analysis of the questionnaire data. Abawi (2017) explains that semi-structured interviews are guided by a set of pre-planned, open-ended questions, but the interviewer retains the flexibility to adapt the language, sequence, and depth of probing based on participants' responses. This format was deemed appropriate for this study because it provided a consistent thematic framework across all interview sessions while also allowing participants the freedom to elaborate on their personal learning experiences in ways that were meaningful and contextually relevant.

The interview guide consisted of 36 carefully constructed questions designed to address the fourth research question namely, the factors influencing students' learning commitment and learner autonomy in English language

learning. The questions explored themes such as students' intrinsic and extrinsic motivations for learning English, their experiences with independent study and self-directed learning, the strategies they used to maintain their commitment over time, and the role of contextual factors such as teacher support, peer influence, family encouragement, and the school environment in shaping their learning behaviors. Two students who obtained the highest composite scores on the questionnaire indicating high levels of both commitment and autonomy were purposively selected for the student interviews, ensuring that the qualitative data captured the experiences of students who exemplified the constructs being studied. An interview session with the English teacher was also conducted to gain a professional, pedagogical perspective on the factors influencing student commitment and autonomy in the classroom. All interviews were conducted face-to-face, and the researcher documented the sessions through handwritten notes and photographs to facilitate accurate transcription and data analysis.

3. Observation Checklist

Classroom observation was used as the third data collection technique in this study to triangulate the findings obtained from the questionnaire and interview. Observation allows the researcher to directly witness naturally occurring behaviors in the real-world classroom environment, providing evidence that is grounded in actual behavioral manifestations rather than participants' self-reports alone. This is particularly important given that self-report instruments such as questionnaires are susceptible to response bias, whereby participants may

respond in ways they perceive as socially desirable rather than in ways that accurately reflect their actual behaviors and habits.

The researcher conducted classroom observations during regular English learning sessions at MAS Ti Paninggahan. The researcher assumed the role of a non-participant observer throughout all observation sessions — that is, the researcher observed and recorded students' behaviors without actively participating in or interfering with the instructional activities taking place. This approach was chosen to minimize the observer effect and to ensure that the data collected reflected students' natural, undisturbed learning behaviors as accurately as possible.

A structured observation checklist was used to record behavioral data systematically during each session. The checklist was organized into five sections Receiving, Responding, Valuing, Learner Autonomy, and Commitment as described in the instrumentation section above. Observations were conducted across multiple sessions to account for day-to-day variability in students' behaviors and to produce a more reliable and representative picture of their typical classroom conduct. The observation data were subsequently triangulated with the questionnaire and interview findings to produce a comprehensive, multi-source analysis that strengthened the overall validity and trustworthiness of the study's conclusions.

E. Data Collection Procedures

The data collection process in this study was carried out systematically through a series of clearly defined procedural steps. These steps were designed to

ensure that all ethical, administrative, and methodological requirements were met before and during the data collection period. The procedures were as follows:

1. The researcher prepared and submitted an official application to conduct research at MAS Ti Paninggahan. This application consisted of the following supporting documents:
    a. A cover letter from the faculty, confirming the researcher's status as a registered student conducting thesis research under academic supervision;
    b. A research permit in the form of an official recommendation letter from the relevant education authority, granting formal permission for the researcher to conduct the study at the designated school.
2. The researcher submitted all required administrative documents to the school administration staff at MAS Ti Paninggahan and obtained formal approval to proceed with the research activities.
3. The researcher coordinated with the English teacher at MAS Ti Paninggahan to schedule the data collection activities and to ensure that the research process would not disrupt the regular instructional timetable. The English teacher's cooperation was essential in facilitating access to the classroom and in identifying students appropriate for the interview phase.
4. The researcher confirmed the population and sample of the research. The population consisted of all eleventh-grade students of MAS Ti Paninggahan in the academic year 2025/2026, and the sample consisted of

22 students from Class Two of the eleventh grade, selected through purposive sampling.

5. The researcher conducted the following data collection activities in accordance with the two-phase sequential design:

   a. Distributing the questionnaire The Likert-scale questionnaire consisting of 28 items for learning commitment and 25 items for learner autonomy was distributed to all 29 students in eleventh grade . Students were given clear instructions and adequate time to complete the questionnaire.

   b. Conducting the interviews Following the preliminary analysis of the questionnaire data, semi-structured interviews were conducted face-to-face with two purposively selected students who obtained the highest composite scores on the questionnaire, indicating high levels of both commitment and autonomy. An additional interview session was conducted with the English teacher. Eight pre-planned, open-ended questions were used as the interview guide to explore the factors influencing students' learning commitment and learner autonomy. The researcher documented all interview sessions through detailed handwritten notes and photographs. All interview data were subsequently transcribed into written form for qualitative analysis.

   c. Administering the observation checklist The researcher conducted structured classroom observations during English learning sessions at MAS Ti Paninggahan, assuming the role of a non-participant observer.

Observable student behaviors related to commitment and autonomy were systematically recorded using the structured observation checklist across multiple sessions to ensure data consistency and reliability.

6. Upon completion of all data collection activities, the researcher compiled, organized, and systematically analyzed the data from all three instruments. The findings were then synthesized and interpreted in relation to the research questions, and conclusions were drawn based on the triangulated evidence from the quantitative and qualitative data sources.

F. Technique of Data Analysis

Data analysis in this study was conducted in accordance with the two-phase structure of the explanatory sequential mixed-methods design. In the first phase, quantitative data obtained from the Likert-scale questionnaire were analyzed using descriptive and inferential statistical techniques to determine the levels of students' learning commitment and learner autonomy and to examine the correlation between the two variables. In the second phase, qualitative data from the interviews and observation checklist were analyzed using thematic analysis to identify the factors influencing students' commitment and autonomy. Creswell (2014) emphasizes that in a sequential mixed-methods design, the qualitative findings serve to elaborate on, contextualize, and deepen the interpretation of the quantitative results, and this integrative logic guided the overall analysis in this study.

1. Quantitative Data Analysis

Quantitative data obtained from the questionnaire were analyzed through two complementary statistical approaches: descriptive statistics for level categorization and inferential statistics for correlation analysis.

a. Categorization of Levels (Descriptive Statistics)

The quantitative data from the questionnaire were first analyzed using descriptive statistical techniques to determine the overall level of students' learning commitment and learner autonomy. Each of the 53 questionnaire items was scored on a five-point Likert scale, with Strongly disaAgree coded as 1, Disagree as 2, Neutal as 3, agree as 4 and strongly agree as 5. The mean score for each variable was calculated using the following formula:

$$Mean = \Sigma X / N$$

In this formula, ΣX represents the sum of all scores obtained by respondents for a given variable, and N represents the total number of respondents. The mean score for each variable was then interpreted using a predetermined categorization framework. In this study, the mean score categorization was based on the interval scale interpretation as suggested by Sugiyono (2019), which divides the total score range into three equal intervals representing low, moderate, and high levels:

- 1.00 – 2.33 : Low level indicates that students demonstrate minimal or very limited commitment or autonomy in their English learning. Students at this level tend to depend heavily on teacher direction, show

inconsistent effort, and display little initiative in managing their own learning.

- 2.34 – 3.66 : Moderate level indicates that students exhibit a developing but inconsistent level of commitment or autonomy. Students at this level show awareness of the importance of self-directed learning and sustained effort, but do not yet consistently apply autonomous strategies or maintain commitment across all learning contexts.
- 3.67 – 4.00 : High level indicates that students demonstrate a well-developed and consistent level of commitment or autonomy. Students at this level actively manage their own learning, set personal goals, persist in the face of difficulty, and sustain their engagement with English learning independently and consistently.

This three-level categorization framework was applied to both the learning commitment and the learner autonomy variables to enable meaningful comparisons and to clearly address the first and second research questions. As Sugiyono (2019) affirms, descriptive statistical analysis is well-suited to identifying trends and general patterns in quantitative data, and the mean score interpretation provides a clear, accessible summary of the overall level of a construct as perceived by a group of respondents.

b. Inferential Statistics (Correlation Analysis)

To address the second research question that is, to determine whether a significant correlation existed between students' learning commitment and learner autonomy inferential statistical analysis was conducted using the Pearson

Product-Moment Correlation coefficient (Pearson's r) in SPSS 20. Pearson's r is one of the most widely used statistical measures for determining the strength and direction of the linear relationship between two continuous variables. It produces a correlation coefficient ranging from -1.00 to +1.00, where values approaching +1.00 indicate a strong positive correlation, values approaching -1.00 indicate a strong negative correlation, and values near 0.00 indicate no linear relationship between the variables.

Pearson's r was selected as the correlation measure in this study because both variables learning commitment and learner autonomy were measured using Likert-scale instruments that produce interval-level data, which satisfies the primary assumption of the Pearson correlation test. Prior to conducting the correlation analysis, the data were checked for normality to ensure that the distributional assumptions of the parametric test were met. The significance of the correlation coefficient was tested at the 0.05 significance level ($\alpha = .05$), meaning that a p-value of less than 0.05 was required to reject the null hypothesis. The hypotheses for the correlation analysis were formulated as follows:

Null Hypothesis (H_0): There is no significant correlation between students' learning commitment and learner autonomy in learning English at MAS Ti Paninggahan.

Alternative Hypothesis (H_1): There is a significant correlation between students' learning commitment and learner autonomy in learning English at MAS Ti Paninggahan.

The results of the correlation analysis were interpreted based on the widely adopted correlation strength guidelines, which classify values of 0.00–0.19 as very weak, 0.20–0.39 as weak, 0.40–0.59 as moderate, 0.60–0.79 as strong, and 0.80–1.00 as very strong. These interpretive benchmarks allowed for a nuanced and meaningful description of the nature and degree of the relationship between the two variables.

2. Qualitative Data Analysis

The qualitative data collected through the semi-structured interviews and structured observation checklist were analyzed using thematic analysis, following the systematic six-phase framework developed by Braun and Clarke (2006). Thematic analysis is a flexible and widely applicable qualitative research method for identifying, analyzing, and reporting patterns (themes) within a dataset. It is particularly appropriate for studies that aim to understand participants' experiences and perspectives in depth, and it does not require adherence to a specific epistemological or theoretical framework, making it suitable for the pragmatic orientation of this mixed-methods study. By applying thematic analysis to the qualitative data, the researcher was able to identify meaningful patterns related to the factors influencing students' learning commitment and learner autonomy, thereby addressing the fourth research question. The six phases of the thematic analysis were carried out as described below.

Phase 1: Familiarizing with the Data

The first phase of the thematic analysis involved immersing the researcher in the qualitative dataset to develop a thorough and intimate understanding of its

content. This step began immediately after the data collection activities were completed. The researcher read and re-read all interview transcripts multiple times, carefully attending to both the explicit content of participants' responses and the subtler nuances in their language, tone, and emphasis. Similarly, the observation notes and any written comments recorded in the observation checklist were reviewed repeatedly to identify patterns in students' behavioral expressions of commitment and autonomy.

During this familiarization process, the researcher also began generating preliminary notes and initial thoughts about potentially interesting or relevant features of the data. These early impressions were recorded in the margins of the transcripts and in a separate reflective journal, which served as a useful reference point in the subsequent phases of analysis. This deep and sustained engagement with the raw data was essential for ensuring that the analysis remained grounded in the actual content of participants' responses, rather than being driven primarily by pre-existing theoretical assumptions.

Phase 2: Generating Initial Codes

In the second phase, the researcher systematically identified and labeled meaningful segments of the qualitative data through a process known as coding. A code is a short, descriptive label assigned to a data segment which may be a word, phrase, sentence, or longer passage that captures the essential meaning or significance of that segment in relation to the research questions. The coding process was conducted in a systematic and thorough manner, with every relevant

data segment across all transcripts and observation notes receiving at least one code.

The codes generated in this phase were broad and inclusive, designed to capture the full range of meaningful content in the data without prematurely imposing interpretive structure. For example, a student's statement such as 'I always study even without being told to by the teacher' was assigned the code persistence, while 'I try to find extra materials online to improve my English' was coded as independent learning and resource-seeking. Similarly, observation notes describing a student who continued working on a task even after the class period ended were coded as sustained engagement. A total of several dozen initial codes were generated across the dataset, providing a rich and detailed preliminary analysis of the qualitative data.

Phase 3: Searching for Themes

In the third phase, the researcher moved from the level of individual codes to the level of broader themes by grouping related codes into potential thematic categories. A theme, in the context of thematic analysis, captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the dataset. During this phase, the researcher examined the relationships and commonalities between codes to identify clusters of meaning that could be organized into coherent, higher-order themes.

The code-to-theme grouping process revealed two broad thematic domains corresponding to the two key variables of the study. Within the domain of

learning commitment, three overarching themes emerged: discipline and consistency, which encompassed codes related to regular study habits and adherence to personal academic schedules; responsibility and accountability, which captured students' sense of obligation toward their learning tasks; and persistence and resilience, which reflected students' determination to continue learning despite challenges and setbacks. Within the domain of learner autonomy, three additional themes were identified: self-initiation and motivation, which covered codes related to students' unprompted engagement with learning activities; decision-making and goal-setting, which captured students' ability to plan and direct their own learning; and independent learning strategies, which encompassed codes related to self-study, the use of external resources, and metacognitive self-monitoring.

Phase 4: Reviewing Themes

The fourth phase involved a critical review and refinement of the preliminary themes identified in Phase 3. This was a recursive and iterative process in which the researcher returned to the original data to check whether the proposed themes were coherent, well-supported, and meaningfully distinct from one another. Each theme was evaluated against two criteria: first, that the coded data segments grouped under the theme formed a coherent and internally consistent pattern; and second, that the themes as a whole produced a clear, meaningful, and comprehensive account of the dataset in relation to the research questions.

During this review process, some preliminary themes were found to be insufficiently distinct from others and were consequently merged. For example, initial themes related to goal-setting and planning were merged with self-monitoring behaviors to form the broader theme of decision-making and goal-setting, as the data consistently showed that these behaviors were closely interrelated in participants' narratives. Other themes that were not well-supported by sufficient data segments were either revised to more accurately reflect the available evidence or were removed from the analysis altogether. This rigorous refinement process ensured that the final set of themes was robust, well-grounded in the data, and analytically meaningful.

Phase 5: Defining and Naming Themes

In the fifth phase, each finalized theme was given a clear and precise name and a detailed written definition that accurately captured its scope and essence. The naming of themes was done carefully to reflect the core meaning of each theme in accessible, analytically precise language that was consistent with the theoretical framework of the study. The definition for each theme specified what the theme was about, what it included, and crucially, what it excluded or how it differed from related themes.

For example, the theme of persistence and resilience was defined as encompassing all data segments that reflected students' sustained effort in the face of learning difficulties, their willingness to retry tasks they initially failed, and their expressed determination not to give up on their English learning goals despite frustration or discouragement. This definition distinguished persistence

and resilience from the related theme of discipline and consistency, which focused more specifically on regular, habitual learning behavior rather than on responses to adversity. Writing clear and precise theme definitions at this stage was essential for ensuring the rigor and transparency of the analysis, as it made the analytical logic explicit and verifiable.

Phase 6: Producing the Report

The sixth and final phase of the thematic analysis involved presenting the qualitative findings in a coherent, well-organized, and interpretively rich written report. In this phase, the researcher moved beyond simply describing the themes to analyzing and interpreting them in relation to the research questions and the theoretical frameworks guiding the study. Each theme was discussed in detail, with the narrative analysis supported by carefully selected direct excerpts from interview transcripts and observation notes that served as illustrative evidence for the claims being made.

The qualitative findings were presented in a way that clearly demonstrated how they contributed to answering the fourth research question by illuminating the key factors that influenced students' learning commitment and learner autonomy in English language learning. Furthermore, the qualitative findings were discussed in relation to the quantitative results from Phase 1 of the study, with the thematic analysis serving to explain, contextualize, and deepen the interpretation of the statistical patterns identified through the Likert-scale questionnaire data. This integration of quantitative and qualitative findings, as prescribed by the explanatory sequential mixed-methods design, produced a

comprehensive, multi-dimensional account of the research phenomenon that was both statistically grounded and richly contextualized.

CHAPTER IV

FINDING AND DISCUSSION

A. Description of the Data

This chapter presents the findings of the study concerning students' commitment level and autonomy level in learning English at the eleventh grade of MAS TI Paninggahan. Data were collected through three instruments: a commitment questionnaire, an autonomy questionnaire, a classroom observation checklist, and a semi-structured interview. The commitment questionnaire consisted of 28 statements adapted from Krathwohl et al.'s (1964) affective domain taxonomy, organized across five hierarchical levels: Receiving, Responding, Valuing, Organization, and Characterization. The autonomy questionnaire consisted of 25 statements adapted from Nunan's (1997) five levels of learner autonomy: Awareness, Involvement, Intervention, Creation, and Transcendence. All items employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and unfavorable (UF) items were reverse-scored prior to analysis.

Data collection was conducted on 24 May 2026 for the questionnaires, distributed to 29 eleventh-grade students; a small number of students were absent or declined to complete the instrument, which slightly reduced the number of usable responses relative to the total population. On 25 May 2026, the researcher conducted the classroom observation checklist during the students' English learning process, focusing on behavioral indicators of commitment and autonomy. Following the observation, one student showing the highest indication of

commitment and autonomy was selected for a semi-structured interview of approximately 30 minutes. Unless otherwise noted, the descriptive tables below (Tables 4.2–4.55) are computed from the 29 respondents who completed both questionnaires.

1. Students' Commitment and Autonomy Level in Learning English

This section answers the first research question by describing students' commitment level and autonomy level in learning English at the item level. In line with the instrument design, each statement is presented individually, together with its response-frequency distribution, mean score, and category, followed by supporting classroom-observation evidence for each sub-leve

a. Students' Commitment Level in Learning English

The level of students' commitment in learning English was measured using a 28-item questionnaire based on Krathwohl et al.'s (1964) affective domain taxonomy. Each item corresponds to a specific sub-level within the five hierarchical levels of the affective domain. The mean score of each item was computed by averaging the scores of all 29 respondents after reverse-scoring unfavorable items. The results are presented in the Table 4.1

1. Receiving

Receiving is the first level of students commitment in learning, based on the questionare data the level of students are cagegorize into moderat level. The data can be seen as the following table 4.1

Table 4.1

Students' Receiving Level (Awareness, Willingness to Receive, and Controlled Attention)

No	Statement	Type	1	2	3	4	5	Z	Category
1	I am aware that learning English is essential for my academic and professional future.		0	0	7	12	10	4.10	High
2	I notice when English is used in my daily environment.		2	1	14	7	5	3.41	Moderate
3	I find it difficult to pay attention during English lessons.	F	0	6	11	5	7	2.55	Moderate
4	I am willing to listen attentively when the teacher explains in English.		1	1	6	8	13	4.07	High
5	I feel uncomfortable when English is spoken extensively in class.	F	0	3	5	11	10	2.03	Low
6	I make a deliberate effort to stay focused during English learning activities.		1	1	10	11	6	3.69	High
Mean Overall								**3.31**	**Moderate**

The overall mean score of students' receiving level is 3.31, which is categorized as Moderate. This indicates that students demonstrate a sufficient

level of awareness, willingness to receive, and controlled attention in learning English, although it is not yet optimal.

High mean scores are found in Items 1 (M = 4.10), 4 (M = 4.07), and 6 (M = 3.69), indicating that students already possess strong awareness of the importance of English, willingness to listen to the teacher, and effort to maintain attention during learning activities. However, Items 2 (M = 3.41) and 3 (M = 2.55) fall into the moderate category, suggesting that students' awareness of English use in daily contexts and their ability to sustain attention still need improvement.

Furthermore, Item 5 shows a low mean score (M = 2.03), indicating that a number of students still feel uncomfortable when English is extensively used in the classroom. This suggests that emotional readiness and exposure to English need to be strengthened.

The questionnaire findings are supported by classroom observation data. During the learning process, most students were observed paying attention to the teacher, listening to explanations, and following instructions, which reflects their willingness to receive learning input.

However, some students were also observed to lose focus, engage in off-task behavior, or show signs of discomfort when English was used continuously. These observations align with the moderate and low scores found in Items 2, 3, and 5. Thus, while students generally demonstrate an adequate level of receiving, improvements are still needed in maintaining attention consistency and increasing comfort with English exposure in the classroom. Therefore, Based on the table

4.1 until 4.6 it can be seen that The Receiving level obtained an overall mean of 3.31, categorized as Moderate, based on the 6 items above (n = 29).

2. Responding

The next level of students commitment in affective domain is Responding based on the questionare data the level of students are also categorized into moderat level. The data can be seen as the following table 4.2

Table 4.2 Students' Responding Level (Acquiescence, Willingness, and Satisfaction in Response)

No	Statement	Type	1	2	3	4	5	Mean	Category
7	I participate in English class activities when instructed by the teacher.	F	2	2	6	13	6	3.66	Moderate
8	I only respond in English when I am required or prompted to do so.	UF	1	6	16	1	5	2.90	Moderate
9	I voluntarily attempt to speak or write in English during class activities.	F	2	2	9	9	7	3.59	Moderate
10	I tend to remain silent or avoid participating when given the chance to respond in English.	UF	1	4	10	7	7	2.48	Moderate
11	I enjoy taking part in English learning activities in class.	F	0	2	5	10	12	4.10	High
12	I feel a sense of accomplishment when I successfully communicate in English.	F	1	1	6	5	16	4.17	High
Mean Overall								**3.48**	**Moderate**

The overall mean score of students' responding level is 3.48, which is categorized as Moderate. This indicates that students are fairly active in responding during English learning activities, although their participation is not yet fully consistent or optimal.

Items related to acquiescence and willingness to respond (Items 7–10) mostly fall within the moderate category, suggesting that students tend to participate when instructed but are still hesitant to respond voluntarily. In particular, Item 8 (M = 2.90) and Item 10 (M = 2.48) indicate that some students still rely on prompts and may avoid responding when given the opportunity.

In contrast, Items 11 (M = 4.10) and 12 (M = 4.17) are categorized as high, indicating that students experience enjoyment and a sense of accomplishment when they successfully participate in English activities. This suggests that affective factors such as enjoyment and satisfaction are already well developed.

This are supported by classroom observation data. During the lessons, many students were observed responding to teacher instructions, answering questions when called upon, and participating in structured activities. This reflects their acquiescence in responding.

However, only some students actively initiated responses without prompting. A number of students remained passive or hesitant, especially during open-ended activities, which aligns with the moderate results in Items 8 and 10.

Additionally, students who participated actively often showed positive expressions, enthusiasm, and confidence, supporting the high scores in Items 11 and 12. This indicates that while students may still be reluctant to respond spontaneously, they derive satisfaction when they successfully engage in English communication.Overall, the responding level is adequate but still requires improvement in encouraging more voluntary and confident participation.

3. Valuing

Valuing is the thirs level of student commitment in learning, the finding data was described based on the table 4.3 .

Table 4.3 Students' Valuing Level (Acceptance, Preference, and Commitment)

No	Statement	Type					5	Mean	Category
13	I genuinely believe that learning English has significant value in my life.	F					2	3.93	High
14	I think learning English is unnecessary for my personal or professional development.	UF					0	2.38	Moderate
15	I choose to use English in situations where it is relevant or beneficial.				4			3.38	Moderate
16	I avoid using English even when I have the opportunity to practice it.	F				2		2.28	Low
17	I am firmly committed to continuously developing my English language skills.				4			3.69	High
18	I feel indifferent about whether or not I make progress in English.	F			1	1		2.14	Low
Mean Overall								**2.97**	**Moderate**

Based on Table 4.X, the overall mean score of students' valuing level is 2.97, which falls into the Moderate category. This indicates that students have begun to internalize the value of learning English; however, their consistency in prioritizing and committing to this value is not yet fully developed.

Item 13 (M = 3.93) and Item 17 (M = 3.69) are categorized as high, showing that students generally believe in the importance of English and demonstrate a certain level of commitment to improving their language skills. This suggests that the foundational aspect of valuing acceptance of value has been relatively well established.

However, Items 14 (M = 2.38) and 15 (M = 3.38) fall into the moderate category, indicating that although students recognize the importance of English, they do not always translate this belief into consistent behavioral preferences, such as choosing to use English in relevant situations.

Furthermore, Items 16 (M = 2.28) and 18 (M = 2.14) are categorized as low, revealing that some students still tend to avoid using English and show a lack of strong personal concern regarding their progress. These findings suggest that the deeper level of valuing, particularly in terms of preference and commitment, still requires improvement.

During the learning process, several students demonstrated positive valuing behaviors, such as showing interest in English activities, expressing enthusiasm, and attempting to engage in tasks that required the use of English. This aligns with the high scores found in Items 13 and 17, reflecting students' acceptance of the importance of English and their emerging commitment.

However, observational data also revealed that many students did not consistently choose to use English when given the opportunity. In group discussions or informal interactions, students often reverted to their first language instead of practicing English. This behavior supports the moderate result in Item 15 and the low result in Item 16.

Additionally, some students appeared indifferent toward feedback or showed minimal effort to improve their performance, which corresponds with the low score in Item 18. These findings indicate that while students cognitively recognize the value of English, their affective and behavioral commitment to this value is still developing.

Overall, both questionnaire and observation data suggest that students' valuing level is moderate, with stronger acceptance of value than actual behavioral preference and commitment. Therefore, further pedagogical efforts are needed to strengthen students' internalization of English learning as a meaningful and personally relevant value.

4. Organization

The forth level of commitment is organization, the data was described also in the table 4.4

Table 4.4 Students' Organization Level (Conceptualization and Organization of Value System)

No	Statement	Type						Mean	Category
19	I understand how English proficiency contributes to achieving my personal and academic goals.	F				1		3.79	High
20	I do not see how English learning connects to my future plans or aspirations.	UF						2.34	Moderate
21	I have incorporated English learning as a meaningful part of my personal goals.	F			3			3.52	Moderate
22	Iconsistently deprioritize English learning in comparison to my other activities.	UF			2			2.72	Moderate
23	I manage to balance my English learning with my other academic and personal responsibilities.	F			3			3.21	Moderate
Mean Overall								3.12	Moderate

Based on Table 4.4, the overall mean score of students' organization level is 3.12, which is categorized as Moderate. This indicates that students have begun to organize and integrate the value of learning English into their personal value system, although the process is not yet fully stable or consistent.

Item 19 (M = 3.79) is categorized as high, suggesting that most students understand the relevance of English proficiency in achieving their personal and academic goals. This reflects a relatively strong conceptualization of value.

However, Item 20 (M = 2.34) shows that some students still struggle to clearly connect English learning with their future aspirations. In addition, Items 21 (M = 3.52), 22 (M = 2.72), and 23 (M = 3.21) fall into the moderate category, indicating that although students recognize the importance of English, they have not fully integrated it into their priority system or daily academic practices.

These findings suggest that students are in the transitional stage of organizing their values, where they begin to reconcile English learning with other personal and academic commitments but have not yet reached a consistent internal structure.

During the learning process, some students demonstrated organized valuing behaviors, such as setting learning goals, completing assigned tasks, and attempting to manage their time effectively between English and other subjects. This aligns with the relatively high score in Item 19 and moderate scores in Items 21 and 23.

However, observational data also revealed that many students tended to prioritize other subjects or activities over English learning. Some students delayed completing English assignments, showed inconsistent effort, or lacked clear learning goals related to English. This behavior supports the moderate findings in Items 22 and 23.

Furthermore, only a few students consistently demonstrated strategic efforts to integrate English into their broader academic or personal development. This indicates that while students have begun to organize their values, the internalization process is still incomplete.

Overall, both questionnaire and observation data suggest that students' organization level is moderate, indicating partial integration of English learning into their value system, but requiring further reinforcement to achieve consistency and stability.

5. Characterization

This is the last level of students commitment in learning especially in learning English. The data based on the questionare was described in the table below:

Table 4.5

Students' Characterization Level (Generalized Set and Characterization)

No	Statement	Type					5	Mean	Category
24	I regularly practice English as part of my daily routine.	F			7		2	3.00	Moderate
25	I use English only when it is formally required, and not as a personal habit.	UF			2		2	3.00	Moderate
26	Engaging with English has become a natural and consistent habit in my life.	F			3		2	2.79	Moderate
27	I rarely use English outside of the formal classroom setting.	UF			5		0	3.07	Moderate
28	I consider English learning to be a core part of my identity as a learner.	F			4		7	3.41	Moderate
Mean Overall								**3.05**	**Moderate**

Based on Table 4.5, the overall mean score of students' characterization level is 3.05, which falls into the Moderate category. This indicates that students have not yet fully internalized English learning as a consistent habit or as part of their personal identity.

Items 24 (M = 3.00) and 25 (M = 3.00) suggest that students' use of English as a daily habit remains inconsistent. While some students begin to practice English beyond formal requirements, many still rely on structured or obligatory contexts.

Item 26 (M = 2.79) indicates that engaging with English has not yet become a natural and automatic behavior for most students. Similarly, Item 27 (M = 3.07) shows that students still rarely use English outside the classroom setting, suggesting limited real-life application.

Furthermore, Item 28 (M = 3.41) reflects a moderate level of identity formation, indicating that students have not fully integrated English learning into their self-concept as learners. Overall, these findings suggest that students are still in the early stage of characterization, where values have not yet been fully internalized into stable and consistent behavior.

During the observation in the learning process, students were generally able to engage in English-related activities when guided by the teacher. However, their use of English was mostly limited to classroom tasks and did not extend consistently into spontaneous or habitual use.

Observations also showed that only a few students actively practiced English outside structured activities, such as initiating conversations or using English in informal contexts. Most students reverted to their first language when interacting with peers, especially outside formal instruction.

Additionally, students rarely demonstrated behaviors that reflect strong identity integration, such as independently seeking opportunities to use English or consistently incorporating it into their daily routines. This aligns with the moderate results across all items.

Overall, both questionnaire and observation data indicate that students' characterization level is still developing. While some initial internalization is

evident, English has not yet become a deeply rooted habit or a defining aspect of students' learner identity.

b. Students' Autonomy Level in Learning English

Item-level statistics in this sub-section are computed from the 29 students with complete autonomy-questionnaire data available in the raw dataset. The matched-pair correlation analysis in Section A.2 below uses the previously SPSS-verified dataset (n = 28), consistent with the original analysis in which one student did not submit the autonomy questionnaire.

1. Awarness

To examine students' autonomy at the awareness level, a set of questionnaire items was administered focusing on students' understanding of learning objectives, strategies, and self-recognition in the learning process. The results of students' responses are presented in Table 4.6 below.

Table 4.6 Students' Autonomy Level (Awareness)

No	Statement	Type	1		3		5	Mean	Category
1	I understand the learning objectives of my English class.	F	1		10	1	4	3.48	Moderate
2	I know why each English topic is being taught to me.	F	1		10	3	2	3.41	Moderate
3	I am aware	F	0		15		1	3.38	Moderate

	of the learning strategies I use when studying English.					1			
4	I can identify my strengths and weaknesses in learning English.	F			1 1			3.41	Moderate
5	I am not sure what I am expected to learn in my English class.	UF			1 2	0		2.62	Moderate
Mean Overall								**3.26**	**Moderate**

Based on Table 4.7, the overall mean score of students' autonomy in terms of awareness is 3.26, which falls into the Moderate category. This indicates that students have a basic understanding of their learning process, although their awareness is not yet fully developed.

All items (1–5) fall within the moderate category, suggesting that students possess a general awareness of learning objectives, purposes, strategies, and their own strengths and weaknesses. Items 1 (M = 3.48) and 2 (M = 3.41) indicate that students moderately understand the goals and purposes of English learning. Similarly, Items 3 (M = 3.38) and 4 (M = 3.41) show that students have some awareness of their learning strategies and personal learning characteristics.

However, Item 5 (M = 2.62), an unfavorable statement, suggests that some students are still uncertain about what is expected of them in English class. This indicates that clarity of learning expectations and metacognitive awareness still need to be strengthened.

Overall, these findings suggest that students are at an initial stage of learner autonomy, particularly in terms of awareness, where they begin to recognize aspects of their learning but have not yet achieved full clarity and self-understanding.

During the learning process, some students demonstrated awareness-related behaviors, such as following instructions, understanding task objectives after explanation, and completing activities based on given guidelines.

However, observational data also revealed that many students relied heavily on teacher guidance and rarely demonstrated independent awareness of learning goals. Some students needed repeated clarification about tasks, indicating that their understanding of learning objectives was not fully internalized.

In addition, only a few students showed reflective behaviors, such as evaluating their own strengths and weaknesses or selecting appropriate learning strategies. Most students tended to follow instructions passively rather than actively managing their own learning process.

Overall, both questionnaire and observation data indicate that students' autonomy in terms of awareness is moderate, suggesting that while students have begun to develop metacognitive awareness, further support is needed to enhance their independence in understanding and managing their own learning.

2. Involvement

The second level of learner autonomy, involvement, refers to students' participation in selecting learning goals and activities. To analyze this aspect,

several questionnaire items were designed to capture students' engagement in classroom decision-making. The results are presented in Table 4.7 below.

Table 4.7

Students' Autonomy Level (Involvement)

No	Statement	Type						Mean	Category
6	When the teacher offers choices, I select the learning task that suits me best.	F			0	3		3.66	Moderate
7	I express my preferences when the teacher asks for input on learning activities.	F			5			3.17	Moderate
8	I choose learning goals from the options that my teacher provides.	F			5	0		3.41	Moderate
9	I take part in classroom decisions about how we learn English.	F			6			3.00	Moderate
10	I show no interest in choosing how or what I learn in English class.	UF				1		2.62	Moderate

Mean Overall								**3.17**	**Moderate**

Based on Table 4.8, the overall mean score of students' autonomy in terms of involvement is 3.17, which falls into the Moderate category. This indicates that students are somewhat involved in their learning process, although their participation is not yet optimal.

Item 6 (M = 3.66) shows the highest mean, indicating that students are relatively able to choose learning tasks that suit them when options are provided by the teacher. Similarly, Item 8 (M = 3.41) suggests that students moderately engage in selecting learning goals when given choices.

However, Items 7 (M = 3.17) and 9 (M = 3.00) indicate that students are less active in expressing their preferences and participating in classroom decision-making. This suggests that while students can make choices when prompted, they may not consistently take initiative in contributing ideas or decisions.

Item 10 (M = 2.62), an unfavorable statement, reveals that some students still show a lack of interest in choosing how or what they learn. This suggests that not all students are fully engaged in taking control of their learning process.

Overall, these findings indicate that students' involvement in learning is at a moderate level, where participation exists but is still largely dependent on teacher facilitation.

During the learning process, students generally participated when the teacher provided structured choices, such as selecting tasks or responding to guided questions.

However, the observations also showed that students rarely initiated participation independently. Most students tended to wait for teacher instructions rather than actively expressing their preferences or contributing to classroom decisions.

In some cases, only a small number of students were actively involved in discussions or decision-making activities, while others remained passive. This indicates that student involvement is still teacher-directed rather than self-initiated.

Additionally, limited enthusiasm was observed when students were given opportunities to choose learning activities, suggesting that their sense of ownership over learning is still developing.

Overall, both questionnaire and observation data indicate that students' autonomy in terms of involvement is moderate, highlighting the need for more opportunities and encouragement for students to actively participate and take initiative in their learning.

3. Intervention

The intervention level reflects students' ability to modify and adapt learning tasks according to their needs and preferences. To assess this level, questionnaire items were developed to explore how students adjust assigned tasks and learning goals. The findings are summarized in Table 4.8 below.

Table 4.8

Students' Autonomy Level (Intervention)

No	Statement	Type						Mean	Category
11	I modify assigned English tasks to better match my learning needs.	F			4			3.41	Moderate
12	I adapt the learning activities given by the teacher to suit my learning style.	F						3.52	Moderate
13	I renegotiate or adjust my learning goals when they do not fit my current ability.	F				1		3.31	Moderate
14	I take initiative in reshaping teacher-given tasks to make them more meaningful for me.	F						3.24	Moderate
15	I follow assigned tasks exactly as given without making any adjustments.	UF			0			3.21	Moderate
Mean Overall								**3.34**	**Moderate**

Based on Table 4.9, the overall mean score of students' autonomy in terms of intervention is 3.34, which falls into the Moderate category. This indicates that students have a moderate ability to modify and adjust their learning, although they are not yet fully autonomous in doing so.

Item 12 (M = 3.52) shows the highest mean, indicating that students are relatively able to adapt teacher-provided learning activities to suit their learning styles. Item 11 (M = 3.41) also suggests that students can moderately adjust assigned tasks to meet their learning needs.

Item 13 (M = 3.31) reflects that students sometimes renegotiate or adjust their learning goals based on their abilities, although this behavior is not consistently strong. Meanwhile, Item 14 (M = 3.24) indicates that students are less proactive in taking initiative to reshape tasks independently.

Item 15 (M = 3.21), an unfavorable statement, shows that a number of students still tend to follow assigned tasks exactly as given without making adjustments. This suggests that reliance on teacher instructions remains relatively strong.

Overall, these findings indicate that students demonstrate a moderate level of intervention, where they are able to adapt learning when necessary but still lack strong initiative in independently transforming their learning process.

The questionnaire results are supported by classroom observation findings. During the learning process, some students were observed making minor adjustments to tasks, such as asking for clarification, modifying how they completed assignments, or selecting approaches that suited their preferences.

However, most students tended to follow the teacher's instructions strictly without making significant modifications. Only a few students demonstrated initiative in reshaping tasks or proposing alternative ways of completing activities.

In addition, students rarely adjusted learning goals or negotiated tasks with the teacher, indicating limited intervention in their own learning process. This suggests that students still depend heavily on structured guidance.

Overall, both questionnaire and observation data indicate that students' autonomy in terms of intervention is at a moderate level, highlighting the need to

encourage greater independence and initiative in adapting and personalizing learning activities.

4. Creation

At the creation level, learner autonomy is characterized by students' ability to independently design learning goals, materials, and strategies. The following table presents the results of questionnaire items that measure students' capacity to initiate and manage their own learning. The data are shown in Table 4.9 below.

Table 4.9

Students' Autonomy Level (Creation)

No	Statement	Type						Mean	Category
16	I independently set my own English learning goals.	F						3.45	Moderate
17	I create my own practice activities to develop my English skills.	F			1			3.21	Moderate
18	I design my own learning plan for English without relying on the teacher.	F			0			3.17	Moderate
19	I develop or find my own learning materials to support my English study.	F			1			3.34	Moderate
20	I depend entirely on my teacher to determine what and how I learn English.	UF			2	0		2.83	Moderate
Mean Overall								**3.20**	**Moderate**

Based on Table 4.10, the overall mean score of students' autonomy in terms of creation is 3.20, which falls into the Moderate category. This indicates that students show a moderate ability to independently create and manage their own learning, although their autonomy in this aspect is still developing.

Item 16 (M = 3.45) shows the highest mean, indicating that students are relatively able to set their own learning goals. Item 19 (M = 3.34) also suggests that students are moderately capable of developing or finding their own learning materials.

However, Items 17 (M = 3.21) and 18 (M = 3.17) indicate that students are less consistent in creating their own practice activities and designing independent learning plans. This suggests that while students have some ability to initiate learning, they may still lack confidence or experience in fully managing their own learning process.

Item 20 (M = 2.83), an unfavorable statement, reveals that some students still depend on the teacher to determine what and how they learn. This indicates that teacher dependence remains a challenge in achieving full learner autonomy.

Overall, these findings suggest that students' autonomy in terms of creation is moderate, where students begin to take initiative but have not yet fully developed independent learning capabilities.

During the learning process, some students demonstrated initial autonomous behaviors, such as setting personal goals, using additional resources, or attempting to practice English beyond assigned tasks.

However, most students relied heavily on teacher-provided materials and instructions. Only a few students were observed creating their own learning strategies or independently designing learning activities.

In addition, students rarely initiated independent learning plans or sought alternative materials unless prompted by the teacher. This indicates that their ability to create and manage their own learning is still limited.

Overall, both questionnaire and observation data indicate that students' autonomy in terms of creation is at a moderate level, suggesting that while students have begun to develop independence, further encouragement and support are needed to strengthen their self-directed learning skills.

5. **Transcendence**

The highest level of learner autonomy, transcendence, involves students' ability to apply their learning beyond the classroom and engage in real-life contexts. To examine this level, questionnaire items were used to identify students' independent use of English and their engagement outside formal learning settings. The results are presented in Table 4.10 below.

Table 4.10

Students' Autonomy Level (Transcendence)

No	Statement	Type						Mean	Category
21	I use English actively in real-life situations outside the classroom.	F			4			2.83	Moderate
22	I connect what I learn in English class to authentic contexts in my	F			5			3.17	Moderate

	daily life.								
23	I independently seek out English resources beyond school materials.	F			0	0		3.45	Moderate
24	I support or guide my peers in learning English.	F			3			3.17	Moderate
25	I limit my English practice to formal classroom activities only.	UF			2			2.48	Moderate
Mean Overall								**3.02**	**Moderate**

Based on Table 4.11, the overall mean score of students' autonomy in terms of transcendence is 3.02, which falls into the Moderate category. This indicates that students demonstrate a moderate ability to extend their learning beyond the classroom, although this aspect of autonomy is still relatively limited.

Item 23 (M = 3.45) shows the highest mean, indicating that students are relatively able to seek out additional English resources independently. Item 22 (M = 3.17) suggests that students moderately connect classroom learning with real-life contexts.

Similarly, Item 24 (M = 3.17) indicates that students sometimes support or guide their peers in learning English. However, Item 21 (M = 2.83) shows that students are less active in using English in real-life situations outside the classroom.

Item 25 (M = 2.48), an unfavorable statement, reveals that some students still limit their English practice to formal classroom activities. This suggests that students' engagement with English outside the classroom remains relatively low.

Overall, these findings indicate that students' autonomy in terms of transcendence is moderate, with some ability to extend learning beyond the

classroom, but still requiring improvement in real-life application and independent engagement.

The questionnaire results are supported by classroom observation data. During the learning process, some students demonstrated behaviors related to transcendence, such as using additional learning resources, participating in peer discussions, and occasionally helping classmates.

However, most students did not actively use English outside structured classroom activities. There was limited evidence of students applying English in real-life contexts or engaging in independent practice beyond assigned tasks.

In addition, peer support was present but not consistently observed across all students. Only a few students took initiative in guiding or assisting others during learning activities.

Overall, both questionnaire and observation data indicate that students' autonomy in terms of transcendence is moderate, highlighting the need to encourage students to use English more actively in real-life situations and to extend their learning beyond the classroom environment.

2.Correlation Between Commitment Level and Autonomy Level

This section answers the second research question by describing the statistical relationship between students' commitment level and autonomy level. The correlation analysis was conducted using SPSS on the 28 students for whom complete, matched commitment and autonomy data were available.

a. Normality Test

Prior to conducting the correlation analysis, a normality test was performed using the Shapiro-Wilk test, appropriate for small samples (n < 50) (Razali & Wah, 2011). The results are presented in Table 4.14

Table 4.11
Shapiro-Wilk Normality Test Results

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
commitment_total	,135	30	,174	,955	30	,228
autonomy_total	,110	30	,200*	,934	30	,062

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the Shapiro-Wilk test, the significance value of commitment_total was 0.228 and autonomy_total was 0.062, both of which are greater than 0.05. This indicates that the data are normally distributed. Therefore, parametric statistical analysis, specifically Pearson Product-Moment Correlation, was used.

Both variables satisfied the normality assumption: Commitment Level (W = .960, p = .335 > .05) and Autonomy Level (W = .956, p = .274 > .05). Therefore, Pearson Product Moment Correlation was deemed appropriate.

b. Pearson Product Moment Correlation

To answer the second research question, a Pearson Product Moment Correlation analysis was conducted using SPSS on the 28 students for whom complete data were available. The results are presented in Table 4.6

Table 4.12
Pearson Correlation Results Between Commitment Level and Autonomy Level

Correlations

		commitment_total	autonomy_total
commitment_total	Pearson Correlation	1	-,036
	Sig. (2-tailed)		,850
	N	30	30
autonomy_total	Pearson Correlation	-,036	1
	Sig. (2-tailed)	,850	
	N	30	31

The result of Pearson Product-Moment Correlation showed that there is no significant correlation between students' commitment and autonomy ($r = -0.036$, $p = 0.850 > 0.05$). This indicates that the two variables are not related in this study.

Based on the result of Pearson Product-Moment Correlation, the significance value ($p = 0.850$) is higher than 0.05. Therefore, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. It can be concluded that there is no significant correlation between students' commitment and autonomy.

Table 4.13

Distribution of Students by Category for Commitment and Autonomy

Variable	High	%	Moderate	%	Low	%
Commitment Level (n=29)	1	3.4%	27	93.1%	1	3.4%
Autonomy Level (n=28)	4	14.3%	24	85.7%	0	0%

Table 12 shows that 93.1% of students fall in the Moderate category for Commitment Level and 85.7% for Autonomy Level. This extremely low score variability across both variables is itself a critical finding, as restricted range is a well-established statistical condition that suppresses observed correlation coefficients even when a true relationship exists at the population level (Cohen et al., 2003).

3. Factors Influencing Learning Commitment and Learning Autonomy

To answer the third research question, a semi-structured interview was conducted with one eleventh-grade student at MAS TI Paninggahan. The interview data were analyzed qualitatively using Braun and Clarke's (2006) six-phase thematic analysis. The analysis was framed by Benson's (2001) autonomy factor framework and Ryan and Deci's (2000) Self-Determination Theory (SDT), which emphasizes three basic psychological needs: autonomy, competence, and relatedness. The themes that emerged from the data are summarized in the tables below.

a. Factors Influencing Learning Commitment

The interview findings revealed that the participant's commitment to learning English was shaped by both internal psychological factors and external contextual factors. Internally, aspects such as intrinsic and extrinsic motivation, self-efficacy, persistence, and goal orientation played a central role in sustaining the participant's engagement, consistent with the three basic psychological needs proposed by Self-Determination Theory: autonomy, competence, and relatedness. Externally, support (or the lack thereof) from teachers, peers, family, and the broader classroom climate further influenced the extent to which the participant's

motivation was internalized and maintained. Table 4.14 summarizes the internal factors, while Table 4.15 presents the external factors identified from the interview data.

Table 4.14
Internal Factors Influencing Learning Commitment

Code	Factor	Theoretical Basis	Indicator	Finding / Evidence
IF-1	Intrinsic Motivation	SDT (Ryan & Deci, 2000)	Interest, pleasure, and genuine enjoyment in learning English	Student developed genuine enjoyment after experiencing benefits at tutoring; motivation evolved from external embarrassment to internal interest
IF-2	Extrinsic Motivation (Identified Regulation)	SDT (Ryan & Deci, 2000)	Orientation toward long-term goals (university admission, IELTS/TOEFL)	Student has concrete plans to study abroad; English is perceived as a key personal requirement reflecting identified regulation (Ryan & Deci, 2000)
IF-3	Motivation Persistence	SDT (Ryan & Deci, 2000)	Sustained effort and persistence when facing difficulty	Student actively seeks solutions when unable to understand material (asking siblings, searching online); shows high persistence
IF-4	Self-Efficacy (Task Completion)	SDT (Ryan & Deci, 2000)	Belief in ability to complete English tasks	Student expressed confidence in completing assigned tasks; reported ability to comprehend school textbook material independently
IF-5	Self-Efficacy (Response to Challenge)	SDT (Ryan & Deci, 2000)	Positive emotional response to new and challenging tasks	Student reported feeling more energized by new tasks than familiar ones consistent with growth mindset and SDT competence need

IF-6	Goal Orientation	SDT (Ryan & Deci, 2000)	Presence of clear, long-term English learning goals	Student has explicit goals: university abroad, IELTS/TOEFL, and international travel; however, self-planning remains reactive rather than structured

In addition to commitment, there were also external factors that influence students commitment in learning, based on the interview of the students several factors externally influence students commitment can be seen as the following table below.

Table 4.16
Summary of External Factors Influencing Learning Commitment

Code	Factor	Theoretical Basis	Indicator	Finding / Evidence
EF-1	Teacher Support	SDT (Ryan & Deci, 2000)	Quality of instructional facilitation, strategy instruction, goal-setting support	Teachers not yet providing adequate scaffolding; curriculum perceived as below learner's level; no explicit strategy instruction for speaking skills
EF-2	Peer Relationships	SDT (Ryan & Deci, 2000)	Influence of classmates and dormitory peers on learning motivation	Classroom peers have limited positive influence; dormitory peers with shared English/Arabic interest provide a more autonomy-supportive social context
EF-3	Family Support	SDT (Ryan & Deci, 2000)	Material and emotional support from parents (autonomy-supportive parenting)	Parents provide smartphone for learning, emotional encouragement, and monitor progress without controlling consistent with SDT's autonomy-supportive

				parenting (Grolnick & Ryan, 1989)
EF-4	Classroom Climate	SDT (Ryan & Deci, 2000)	Peer attitude toward English, opportunities for authentic practice	Negative classroom climate: some peers undervalue English; limited communicative practice opportunities; creates relatedness-threatening environment (SDT)

Based on the table above external factors that influence students commitment in learning is family factors that provide the learner and support the learning process of the learning outside of the classroom.

b. Factors Influencing Learning Autonomy

In addition to commitment, the interview also uncovered several factors that shaped the participant's autonomy in learning English. Drawing on Benson's (2001) framework, these factors are organized around four key dimensions: the role of the learner, the role of teachers, the types of tasks encountered, and the learning environment. Each dimension is further linked to the psychological needs of autonomy, competence, and relatedness as conceptualized in Self-Determination Theory. Table 4.16 presents a summary of these factors along with supporting evidence from the interview.

Table 4.17
Factors Influencing Learning Autonomy

Code	Factor (Benson, 2001)	SDT Need	Indicator	Finding / Evidence
AL-1	Role of the Learner	Autonomy ,Competence ,Relatedness	Use of prior experience, intrinsic motivation, self-	Student leverages GO tutoring experience; actively uses Instagram, WhatsApp

			directed knowledge seeking, self-identified needs	forums, and online quizzes; identifies speaking as primary development need
AL-2	Role of Teachers	autonomy ,Competence , Relatedness	Guidance, strategy instruction, goal facilitation, trust-building	Teachers provide psychological safety but lack instructional scaffolding; no explicit strategy teaching; no facilitation of personal goal-setting
AL-3	Types of Tasks	Autonomy ,Competence ,Relatedness	Engagement, optimal challenge, student initiative, collaboration	Tasks perceived as helpful for review but not sufficiently challenging; limited opportunities for creative initiative; group work quality varies
AL-4	Learning Environment	Autonomy ,Competence ,Relatedness	Classroom atmosphere, resource access, self-directed practice opportunities	Classroom environment not conducive; dormitory environment more supportive; student independently builds digital learning ecosystem (Instagram, WhatsApp forums)

As shown in Tables 4.14 to 4.16, the factors influencing learning commitment and autonomy are multidimensional and interrelated. From the SDT perspective, the student's autonomy needs are primarily met through internal encouragement and the dormitory environment rather than through formal classroom instruction. The need for competence is supported by diverse learning experiences, while the need for relatedness is selectively fulfilled by family and

dormitory peers. From the Benson (2001) framework, the student shows a relatively high self-motivated autonomous learner profile, though the capacity for structured self-planning and self-monitoring remains in the developing stage.

B. Data Interpretation

This section interprets the statistical patterns described in Section A, organized according to the same three research questions, before the theoretical discussion is developed in Section C.

1. Students' Commitment and Autonomy Level in Learning English

a. Students' Commitment Level in Learning English

The overall mean of students' commitment in learning English is 3.19, which falls in the Moderate category. The per-item analysis reveals a nuanced picture across the five levels of Krathwohl's affective domain taxonomy.

At the Receiving level (M = 3.31, Moderate), Item 1 ("I am aware that learning English is essential for my academic and professional future.") recorded the highest mean (M = 4.10, High), while Item 5 ("I feel uncomfortable when English is spoken extensively in class.") recorded the lowest mean (M = 2.03, Low) among the items in this sub-domain. This pattern indicates that within the receiving level, students' affective commitment is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Responding level (M = 3.48, Moderate), Item 12 ("I feel a sense of accomplishment when I successfully communicate in English.") recorded the highest mean (M = 4.17, High), while Item 10 ("I tend to remain silent or avoid

participating when given the chance to respond in English.") recorded the lowest mean (M = 2.48, Moderate) among the items in this sub-domain. This pattern indicates that within the responding level, students' affective commitment is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Valuing level (M = 2.97, Moderate), Item 13 ("I genuinely believe that learning English has significant value in my life.") recorded the highest mean (M = 3.93, High), while Item 18 ("I feel indifferent about whether or not I make progress in English.") recorded the lowest mean (M = 2.14, Low) among the items in this sub-domain. This pattern indicates that within the valuing level, students' affective commitment is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Organization level (M = 3.12, Moderate), Item 19 ("I understand how English proficiency contributes to achieving my personal and academic goals.") recorded the highest mean (M = 3.79, High), while Item 20 ("I do not see how English learning connects to my future plans or aspirations.") recorded the lowest mean (M = 2.34, Moderate) among the items in this sub-domain. This pattern indicates that within the organization level, students' affective commitment is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Characterization level (M = 3.05, Moderate), Item 28 ("I consider English learning to be a core part of my identity as a learner.") recorded the highest mean (M = 3.41, Moderate), while Item 26 ("Engaging with English has

become a natural and consistent habit in my life.") recorded the lowest mean (M = 2.79, Moderate) among the items in this sub-domain. This pattern indicates that within the characterization level, students' affective commitment is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

Taken together, commitment scores are strongest at the Receiving and Responding levels and weaker at the Valuing, Organization, and Characterization levels. This indicates that students are emotionally engaged with English at the classroom surface level but have not yet consolidated that engagement into a stable, internalized value system or habitual practice.

b. Students' Autonomy Level in Learning English

The overall mean of students' autonomy in learning English is 3.20 (Moderate). Nearly all items fell within the Moderate category, indicating that students have not yet developed autonomous learning behaviors at any consistently advanced level.

At the Awareness level (M = 3.26, Moderate), Item 1 ("I understand the learning objectives of my English class.") recorded the highest mean (M = 3.48, Moderate), while Item 5 ("I am not sure what I am expected to learn in my English class.") recorded the lowest mean (M = 2.62, Moderate) among the items in this sub-domain. This pattern indicates that within the awareness level, students' learner autonomy is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Involvement level (M = 3.17, Moderate), Item 6 ("When the teacher offers choices, I select the learning task that suits me best.") recorded the highest mean (M = 3.66, Moderate), while Item 10 ("I show no interest in choosing how or what I learn in English class.") recorded the lowest mean (M = 2.62, Moderate) among the items in this sub-domain. This pattern indicates that within the involvement level, students' learner autonomy is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Intervention level (M = 3.34, Moderate), Item 12 ("I adapt the learning activities given by the teacher to suit my learning style.") recorded the highest mean (M = 3.52, Moderate), while Item 15 ("I follow assigned tasks exactly as given without making any adjustments.") recorded the lowest mean (M = 3.21, Moderate) among the items in this sub-domain. This pattern indicates that within the intervention level, students' learner autonomy is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Creation level (M = 3.20, Moderate), Item 16 ("I independently set my own English learning goals.") recorded the highest mean (M = 3.45, Moderate), while Item 20 ("I depend entirely on my teacher to determine what and how I learn English.") recorded the lowest mean (M = 2.83, Moderate) among the items in this sub-domain. This pattern indicates that within the creation level, students' learner autonomy is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

At the Transcendence level (M = 3.02, Moderate), Item 23 ("I independently seek out English resources beyond school materials.") recorded the

highest mean (M = 3.45, Moderate), while Item 25 ("I limit my English practice to formal classroom activities only.") recorded the lowest mean (M = 2.48, Moderate) among the items in this sub-domain. This pattern indicates that within the transcendence level, students' learner autonomy is not uniform across indicators, but concentrated more strongly on some behavioral markers than others.

The non-linear profile across levels with Intervention scoring highest and Transcendence scoring lowest suggests that students can personalize teacher-given tasks (a moderate form of agency that does not require departing from teacher authority) more readily than they can exercise independent choice or transfer English use beyond the classroom.

2. Correlation Between Commitment Level and Autonomy Level

The Pearson Product-Moment Correlation result ($r = -0.036$, $p = .850$) indicates no statistically significant linear relationship between students' commitment level and autonomy level in this sample. Because $p > .05$, the null hypothesis is accepted: commitment and autonomy, as measured here, do not vary together in a predictable way for this group of students.

Statistically, this null result should be interpreted alongside the very low variability observed in both variables (93.1% of students Moderate in Commitment; 85.7% Moderate in Autonomy). A restricted range in either variable mechanically suppresses the observed correlation coefficient, meaning the true relationship at the population level cannot be confidently inferred as zero from this result alone.

3. Factors Influencing Learning Commitment and Learning Autonomy

The thematic analysis identifies factors operating at both the internal (individual) and external (contextual) level. Internally, the student's commitment is sustained mainly by intrinsic enjoyment developed through outside tutoring, identified-regulation goals (study abroad, IELTS/TOEFL), and persistence when facing difficulty. Externally, formal classroom instruction (teacher scaffolding, classroom climate) emerges as the weakest link, while family support and a self-selected peer environment (dormitory peers) emerge as the strongest supports.

For autonomy, the same asymmetry appears: the student's autonomous behavior is driven largely by self-initiated digital resource use and prior tutoring experience (Role of the Learner), while the formal classroom environment (Role of Teachers, Types of Tasks, Learning Environment) provides comparatively little structured support for self-direction. This pattern indicates that, for this student, autonomy needs are being met in spite of, rather than because of, the formal classroom structure.

C. Discussion

1. Students' Commitment and Autonomy Level in Learning English

a. Students' Commitment Level in Learning English

The finding that students demonstrate a Moderate overall commitment level in learning English (M = 3.19) reflects a nuanced affective profile that is both theoretically coherent and contextually grounded. Krathwohl et al. (1964) established that affective development in learning is hierarchical and cumulative: progress from lower levels (Receiving, Responding) to higher levels (Valuing,

Organization, Characterization) requires sustained experiential engagement and the gradual internalization of values into one's self-concept. The pattern observed in this study stronger performance at the Receiving and Responding levels and weaker performance at the Valuing, Organization, and Characterization levels is precisely what would be expected of learners who are emotionally engaged with English at the classroom surface level but have not yet integrated it into a stable personal value system or habitual practice.

This finding is consistent with the broader EFL affective literature. Csikszentmihalyi (1990) argued that sustained engagement with a demanding activity requires not only initial interest but the gradual development of intrinsic motivation through repeated experiences of competence and flow. The high means for the Satisfaction in Response items suggest that students do experience positive affect during English activities, which is a necessary but not sufficient condition for deep commitment. What is missing, as the lower means at the Organization and Characterization levels indicate, is the consolidation of this positive affect into stable volitional habits and identity investment. Dörnyei and Skehan (2003) described this as the distinction between motivational initiation and motivational maintenance: students can be motivated to begin English activities while failing to sustain that motivation across the extended time frames required for deeper affective internalization.

The lowest-scoring items in this study are particularly theoretically significant. Discomfort when English is used extensively in class directly aligns with Horwitz et al.'s (1986) Foreign Language Anxiety (FLA) framework, which

identifies speaking anxiety, communication apprehension, and fear of negative evaluation as core dimensions of FLA in classroom contexts. Horwitz et al. demonstrated that FLA is not merely a symptom of low proficiency but an affective barrier that independently inhibits classroom participation, attention, and cognitive processing of target language input. In the present study context, where English has limited presence in students' daily social environment, the intensity of this anxiety is likely amplified.

Indifference toward one's own English progress speaks directly to the construct of learner investment as theorized by Toohey (2014)argued that language learners invest in language learning not simply because they are motivated in an abstract sense, but because they perceive the target language as offering access to valued social and symbolic resources aligned with their desired future identity. When this perceived access is absent, learners may disengage from monitoring their own progress. This is compounded by avoidance of English practice opportunities, which Bandura (1997) would interpret through the lens of self-efficacy: learners who doubt their ability to succeed in English tend to avoid challenging opportunities, creating a self-reinforcing cycle of disengagement.

At the same time, the high means for items reflecting awareness of English's importance and belief in its value reveal a genuine and strong cognitive endorsement of English. This pattern is consistent with what Dörnyei (2009) terms the ideal L2 self: a vivid, motivationally powerful vision of oneself as a proficient English user in the future. However, as Dörnyei and Chan (2013) subsequently demonstrated, the ideal L2 self only translates into sustained

behavioral commitment when it is accompanied by regular, concrete goal-setting and self-regulatory action precisely the behaviors associated with the Organization and Characterization levels, where this study found the lowest means. The gap between the high ideal and the moderate behavioral reality thus constitutes a theoretically coherent and practically important diagnostic: these students possess the motivational vision but not yet the volitional structures to enact it consistently.

From a pedagogical perspective, this profile suggests that interventions should focus not on building initial motivation which is already present but on supporting students in translating their positive affect and English value into organized, habitual practice. Zimmerman's (2000) self-regulated learning framework provides a practical roadmap for this, emphasizing goal-setting, self-monitoring, and self-evaluation as the cognitive-behavioral bridge between motivational orientation and sustained learning behavior.

b. Students' Autonomy Level in Learning English

The finding that students demonstrate a Moderate overall autonomy level (M = 3.20), with nearly all items falling within the Moderate category, reveals that while students possess a foundational readiness for autonomous learning, they have not yet developed the self-directed capacities associated with the higher levels of Nunan's (1997) framework. This suggests that formal schooling, as currently structured in the study context, has equipped students with Awareness- and Involvement-level capacities while leaving higher-order autonomy relatively underdeveloped.

The non-linear profile across the five autonomy levels in which Intervention produced a comparatively high mean reveals an intriguing pattern. Rather than the straightforward decline from lower to higher levels that Nunan's hierarchical framework might predict, some students appear to have developed the capacity to adapt teacher-given tasks to their needs, a moderate form of agency that does not require departing entirely from teacher authority, even while their ability to exercise independent choice (Involvement) or to create entirely self-directed learning structures (Creation, Transcendence) remains limited. This interpretation aligns with Benson's (2011) observation that learner autonomy rarely develops in a strictly linear sequence; rather, learners may exhibit pockets of autonomous behavior in domains where they feel competent and supported while remaining teacher-dependent in others.

The relatively underdeveloped Transcendence level is particularly significant in the Indonesian EFL context. Transcendence, in Nunan's framework, involves the learner using the target language as a tool for real-world communication and community participation beyond the formal classroom precisely the level at which learner autonomy becomes most meaningful as a life skill rather than merely an academic strategy. Agustina, (2022)in his longitudinal study of Indonesian junior high school EFL learners, found that students' motivation and autonomous engagement declined markedly when they perceived English as having little functional relevance to their immediate social world. In an Islamic boarding school context like MAS TI Paninggahan, where the dominant communicative medium is Indonesian and Arabic, this perceived irrelevance is

likely pronounced. The low Transcendence scores thus reflect not cognitive inability but the structural absence of authentic English use opportunities in students' daily lives.

The moderate Creation-level mean further highlights the challenge of developing self-directed learning within a predominantly teacher-centred instructional paradigm. Holec (1981), who pioneered the concept of learner autonomy in language learning, argued that autonomy is not a natural endowment but a learned capacity that requires explicit instruction, modeling, and institutional support. Little (2007) similarly emphasized that teacher-directed classroom environments, however well-intentioned, can inadvertently suppress the development of learner autonomy by reducing students' opportunities to exercise meaningful choice and self-regulation.

Importantly, students' willingness to exercise autonomous choice when the teacher structurally offers it corroborates Reeve & Cheon (2021)autonomy-supportive teaching model, which demonstrates that learners are more likely to behave autonomously when teachers actively create choice structures, acknowledge learners' perspectives, and provide meaningful rationales for learning activities. This suggests that student autonomy in this context is highly contingent on teacher facilitation, and that expanding the frequency and variety of teacher-structured choices could meaningfully support students' autonomous development at higher levels.

These findings collectively underscore the importance of gradual, scaffolded transitions from teacher-directed to learner-directed instruction, as

prescribed by Nunan's (1997) pedagogical cycle: beginning with structured choice at the Involvement level, supporting task modification at the Intervention level, and gradually introducing self-directed projects at the Creation level.

2. Correlation Between Commitment Level and Autonomy Level

The finding that there is no statistically significant correlation between students' commitment level and autonomy level ($r = -0.036$, $p = .850$) is the most analytically challenging result of this study, as it contradicts the widespread theoretical assumption that affective engagement and learner autonomy are positively and significantly related. Rather than being dismissed as a null result, this finding merits careful and substantive interpretation, as it carries important theoretical and practical implications for understanding the relationship between these two constructs in the specific context of EFL learning in Indonesian Islamic secondary schools.

The first and most statistically important explanation for the absence of a significant correlation lies in the phenomenon of range restriction. Cohen et al. (2003) demonstrated through extensive simulation studies that when the range of scores on either or both variables is significantly curtailed as occurs when participants are drawn from a homogeneous population or when scale scores cluster within a narrow band the observed Pearson r is systematically attenuated toward zero, even when a meaningful relationship exists at the population level. In this study, 93.1% of students fall in the Moderate category for Commitment and 85.7% for Autonomy, with standard deviations of 0.31 and 0.41 respectively on a five-point scale. This degree of homogeneity creates precisely the conditions

under which range restriction would be expected to suppress the correlation. Thorndike (1949) introduced a formula for correcting observed correlations for range restriction, and while such correction is beyond the scope of the present study, it is important to note that the true population-level relationship between commitment and autonomy may be meaningfully positive even though this study's sample lacks the variance to detect it statistically.

Beyond the statistical explanation, there are substantive theoretical reasons why commitment and autonomy may not be significantly correlated in this particular population. Deci and Ryan's (2000) Self-Determination Theory (SDT) distinguishes between autonomous motivation doing something because one finds it inherently interesting or personally important and controlled motivation doing something because of external pressures or rewards. Crucially, SDT predicts that autonomous motivation supports self-directed behavior only when learners also possess the perceived competence and the structural freedom to act autonomously. In a highly regulated school environment with strong teacher authority norms, students may be affectively committed to English learning while simultaneously lacking both the competence and the institutional permission to act autonomously. Commitment and autonomy are thus decoupled not because they are theoretically unrelated, but because the contextual conditions required for commitment to generate autonomous behavior are absent.

This interpretation is supported by Zimmerman's (2000) self-regulated learning framework, which positions motivational beliefs and self-regulatory behavior as interdependent but distinct capacities. Learners can possess strong

motivational beliefs without having developed the self-regulatory strategies goal-setting, self-monitoring, self-evaluation, strategy adjustment that would enable them to channel those beliefs into autonomous learning action. (Trautner & Pinquart, 2025) similarly argued that motivation and self-regulation, while theoretically linked, require different developmental conditions and pedagogical supports, and that one cannot be assumed to cause the other without appropriate intervening structures.

The present finding also resonates with empirical evidence from contexts similar to the study site. (Hagger et al., 2002)cautioned against what termed the 'macro-level fallacy' in motivation and autonomy research: the assumption that general motivational constructs measured at the questionnaire level will predict specific autonomous behaviors in a given context. Furthermore, Chan et al., (2002) found that motivation and autonomous learning preference were not straightforwardly correlated among Hong Kong EFL learners: highly motivated students were not necessarily more willing to take on autonomous learning tasks, and many students preferred teacher-directed learning even while being strongly motivated. In the Indonesian Islamic secondary school context, where respect for the teacher's authority and adherence to structured communal learning routines are culturally valued Morrison (2020)students may be simultaneously committed to English and yet culturally predisposed toward teacher-directed rather than autonomous learning, producing the decoupling observed in this study.

Taken together, these theoretical and empirical perspectives support a nuanced conclusion: the absence of a statistically significant correlation between

commitment and autonomy in this study does not indicate that these constructs are inherently unrelated. Rather, it indicates that in this specific context a relatively homogeneous sample of Indonesian Islamic secondary school EFL learners operating within a teacher-centred instructional environment with limited authentic English use opportunities the structural and individual conditions required for commitment to generate autonomous learning behavior have not yet been established. By addressing the mediating conditions developing students' self-regulatory strategies, expanding teacher-structured choice opportunities, creating authentic English use contexts, and explicitly teaching autonomous learning skills educators can work to align students' already-present affective commitment with the autonomous behavioral capacities needed for truly independent language learning.

3. Factors Influencing Learning Commitment and Learning Autonomy

The pattern of factors identified through thematic analysis is well explained by Self-Determination Theory's (Ryan & Deci, 2000) three basic psychological needs: autonomy, competence, and relatedness. The student's autonomy need is met primarily through internal encouragement and the dormitory environment rather than through formal classroom instruction a finding consistent with Febiah & Ilankumaran (2026)argument that autonomy-supportive contexts, wherever they occur, cultivate self-directed engagement more effectively than controlling ones. The need for competence is supported by diverse learning experiences (tutoring, self-directed digital practice), consistent with Bandura's (1997) self-efficacy theory, while the need for relatedness is

selectively fulfilled by family and dormitory peers rather than by classmates or teachers, echoing Grolnick and Ryan's (1989) findings on the motivational significance of autonomy-supportive parenting.

From Benson's (2001) framework, the student exhibits a relatively high self-motivated autonomous-learner profile, particularly in the Role of the Learner dimension, while the capacity for structured self-planning and self-monitoring remains in the developing stage consistent with Holec's (1981) and Little's (2007) argument that autonomy must be explicitly cultivated rather than assumed to emerge spontaneously from motivation alone. Taken together with the quantitative finding of a non-significant commitment autonomy correlation, this qualitative evidence reinforces the same structural explanation: the school environment, particularly formal classroom instruction, is currently the weakest link connecting students' affective commitment to autonomous learning behavior, whereas family support and self-selected peer environments are comparatively strong. This convergence between the quantitative and qualitative strands of the study strengthens the overall interpretation that commitment and autonomy in this context are decoupled primarily by structural and institutional conditions rather than by an inherent absence of relationship between the two constructs.

CHAPTER V

CONCLUSION ,SUGGESTION IMPLICATIONS

A. Conclusion

Based on the findings and discussion presented in the previous chapter, the following conclusions can be drawn:

1. Students' Commitment Level in Learning English

Based on the finding it can be concluded that The commitment level of eleventh-grade students at MAS TI Paninggahan in learning English is predominantly in the Moderate category. The conclusion of the data can be seen as the following table

Table 5.1

Summary of Students' Commitment Level by Sub-Level (n = 29)

Level (Krathwohl)	Mean	Category
Receiving	3.31	Moderate
Responding	3.48	Moderate
Valuing	2.97	Moderate
Organization	3.12	Moderate
Characterization	3.05	Moderate

Overall, the commitment of the 29 respondents obtained a mean of 3.19 (SD = 0.31), which falls in the Moderate category based on Sugiyono's (2019) interval criteria.

The overall mean score for Commitment Level is 3.19 (SD = 0.31), which falls within the Moderate range (2.34–3.66) based on Sugiyono's (2019) criteria. Of the 29 respondents, only 1 student (3.4%) was categorized as High and 1 student (3.4%) as Low, while the remaining 27 students (93.1%) fell into the Moderate category.

At the sub-level, all five levels of Krathwohl et al.'s (1964) affective domain taxonomy were categorized as Moderate: Receiving (M = 3.31), Responding (M = 3.48), Valuing (M = 2.97), Organization (M = 3.12), and Characterization (M = 3.05). Responding recorded the highest sub-level mean, indicating that students derive satisfaction and enjoyment from participating in English activities, while Valuing recorded the lowest, indicating that students have not yet fully internalized English learning as a consistent personal priority. Taken together, these findings suggest that students are affectively engaged with English at the surface, classroom-facing levels of the taxonomy, but have not yet consolidated that engagement into a stable, internalized value system or habitual practice.

2. Students' Autonomy Level in Learning English

The autonomy level of eleventh-grade students in learning English is also predominantly in the Moderate category, with an overall mean score of 3.20 (SD = 0.42) among the 28 students with complete matched data. Of these, 4 students (14.3%) were categorized as High, 24 students (85.7%) as Moderate, and none fell into the Low category. The data can be seen as the following table

Table 4.12 Summary of Students' Autonomy Level by Sub-Level (n = 29)

Level (Nunan)	**Mean**	**Category**
Awareness	3.26	Moderate
Involvement	3.17	Moderate
Intervention	3.34	Moderate
Creation	3.20	Moderate
Transcendence	3.02	Moderate

The autonomy of the 29 respondents obtained a mean of 3.20 (SD = 0.42), which falls in the Moderate category based on Sugiyono's (2019) interval criteria.

At the sub-level, all five levels of Nunan's (1997) framework of learner autonomy were categorized as Moderate: Awareness (M = 3.26), Involvement (M = 3.17), Intervention (M = 3.34), Creation (M = 3.20), and Transcendence (M = 3.02). Intervention recorded the highest sub-level mean, indicating that students are relatively capable of personalizing teacher-given tasks, a moderate form of agency that does not require departing from teacher authority. Transcendence recorded the lowest, indicating that students rarely extend their English use into real-life contexts beyond the classroom. Compared to the Commitment Level, the proportion of students reaching the High category in Autonomy Level (14.3%) is lower, indicating that while students are affectively engaged in English learning, they have not yet fully developed the capacity to independently direct and extend their own learning process

Table 4.13 Summary of Students' Commitment and Autonomy Levels

Variable	N	Mean	SD	Category
Commitment Level	29	3.19	0.31	Moderate
Autonomy Level	29	3.20	0.42	Moderate

Both commitment (M = 3.19) and autonomy (M = 3.20) fall in the Moderate category, with closely aligned means. This pattern, together with the concentration of most students in the Moderate category for both variables, reflects a relatively homogeneous sample in terms of affective and autonomous learning development.

3. Correlation Between Commitment Level and Autonomy Level

The results of the Pearson Product-Moment Correlation analysis, conducted on the 28 students with complete matched data, reveal that there is no statistically significant correlation between students' commitment level and autonomy level in learning English ($r = -0.036$, $p = .850 > .05$). Based on Sugiyono's (2019) interpretation criteria, a coefficient of $r = -0.036$ falls into the Very Weak category and is negligible in both magnitude and direction. Because $p > .05$, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

This finding indicates that, within this sample, students' commitment level and autonomy level in learning English did not vary together in any predictable way: a higher level of commitment was not accompanied by a correspondingly higher level of autonomy, and vice versa. This result should be interpreted alongside the very limited variability observed in both variables 93.1% of students were categorized as Moderate in Commitment and 85.7% as Moderate in Autonomy.

Such a restricted range is a well-documented statistical condition that can suppress an observed correlation coefficient even when a true relationship exists at the population level (Cohen et al., 2003). Consequently, the near-zero correlation found in this study should not be interpreted as definitive evidence that commitment and autonomy are unrelated constructs in a broader theoretical sense, but rather as a finding specific to this homogeneous sample.

4. Factors Influencing Learning Commitment and Learning Autonomy

The qualitative analysis of interview data, interpreted through Ryan and Deci's (2000) Self-Determination Theory and Benson's (2001) autonomy factor framework, identified a complex set of internal and external factors shaping both commitment and autonomy. Among the internal factors, intrinsic motivation, identified-regulation goals (such as university admission abroad and IELTS/TOEFL preparation), motivational persistence, self-efficacy, and clear goal orientation were identified as the primary drivers of the participant's commitment and emerging autonomy.

Among the external factors, the quality of teacher support particularly the absence of explicit strategy instruction and structured goal-setting facilitation emerged as the most significant structural gap in the current learning environment. Peer relationships were found to play a dual role: classroom peers offered limited positive influence, whereas dormitory peers who shared an interest in English provided a more autonomy-supportive social context. Family support was consistently identified as a positive, autonomy-supportive influence, consistent with Grolnick and Ryan's (1989) concept of autonomy-supportive parenting. In

contrast, classroom climate, characterized by peer disengagement and limited authentic communicative practice, was identified as the most significant inhibiting environmental factor. Overall, these findings indicate that the participant's commitment and autonomy needs are being met largely in spite of, rather than because of, the formal classroom structure.

B. Implications

The findings of this study carry several practical implications for the parties directly involved in the teaching and learning of English at the research site.

1. Implications for English Teachers

The Moderate and largely homogeneous levels of both commitment and autonomy imply that current classroom practice engages students at a basic, teacher-directed level but does not yet push them toward the higher affective levels (Valuing, Organization, Characterization) or the higher autonomy levels (Creation, Transcendence). Because Valuing recorded the lowest commitment sub-mean and Transcendence the lowest autonomy sub-mean, teachers' instructional choices have a direct bearing on whether students move beyond compliance-based participation. This implies a need for teachers to explicitly teach learning strategies, model goal-setting, and design tasks that require students to exercise choice and initiative rather than simply follow instructions, since the qualitative data indicate that the absence of such scaffolding is currently the weakest link in the learning environment.

2. Implications for the School Institution

The restricted range found in both variables, together with the qualitative finding that classroom climate is the most significant inhibiting factor, implies that improving individual teaching practice alone may be insufficient without institutional support. This suggests a need for the school to invest in structural conditions such as extracurricular English exposure, access to authentic materials, and professional development for teachers in strategy instruction that can create more differentiated learning experiences and, in turn, greater variability and growth in students' commitment and autonomy over time.

3. Implications for Students

Since autonomy levels lag behind commitment levels, particularly in the Transcendence dimension, this implies that students' affective engagement with English has not yet translated into independent, self-directed learning behavior beyond the classroom. The qualitative case additionally suggests that students who build a self-directed learning ecosystem outside formal instruction through digital resources, peer support, or family encouragement are able to develop stronger autonomy despite limited classroom scaffolding. This implies that students' own initiative in seeking practice opportunities outside class remains an important, currently under-utilized, pathway toward autonomous learning.

C. Suggestion

Based on the conclusions and implications above, the researcher would like to put forward the following suggestions:

1. For English Teachers

Given that the majority of students are at the Moderate level in both commitment and autonomy, English teachers are encouraged to design learning activities that actively nurture students' affective engagement, particularly at the Valuing, Organization, and Characterization stages of Krathwohl's taxonomy, where scores were comparatively lower. In addition, teachers are encouraged to explicitly teach learning strategies and gradually promote autonomous learning behaviors, such as encouraging students to set their own learning goals, select their own learning resources, and reflect on their learning progress, so as to strengthen the Creation and Transcendence dimensions of autonomy.

2. For School Institutions

Schools are advised to create a more differentiated and supportive learning environment that can foster both affective commitment and learner autonomy in English education. This can be achieved by providing access to English learning resources beyond the classroom, such as English-language libraries, language laboratories, or extracurricular English programs, and by supporting teachers in developing instructional strategies that explicitly address the affective and self-directed dimensions of learning.

3. For Students

Students are encouraged to be more proactive in their English learning by setting personal learning targets, engaging with English materials outside the classroom, and taking initiative in their learning activities. As the qualitative findings of this study suggest, students who build their own learning ecosystem outside formal instruction tend to show stronger autonomous behavior; students are therefore encouraged to draw on supportive peer and family relationships to extend their English practice beyond the classroom.

4. For Future Researchers

Future researchers who are interested in exploring similar topics are encouraged to consider the following:

1) Conducting studies with a larger and more diverse sample, and ideally a sample with greater natural variability in commitment and autonomy levels, to reduce the range-restriction limitation encountered in this study and increase the generalizability of the findings.
2) Employing mixed-method approaches that combine quantitative data with more extensive qualitative inquiry, including interviews with multiple participants across different levels of commitment and autonomy, to provide a richer and more representative understanding of how the two constructs relate.
3) Investigating additional variables that may mediate or moderate the relationship between commitment and autonomy, such as teacher support,

parental involvement, learning motivation, and classroom climate, given that these factors emerged as influential in the qualitative findings of this study.

4) Developing and testing intervention programs aimed at improving students' affective commitment and learner autonomy simultaneously, in order to examine whether a deliberately designed intervention rather than naturally occurring variation produces a measurable relationship between the two constructs.

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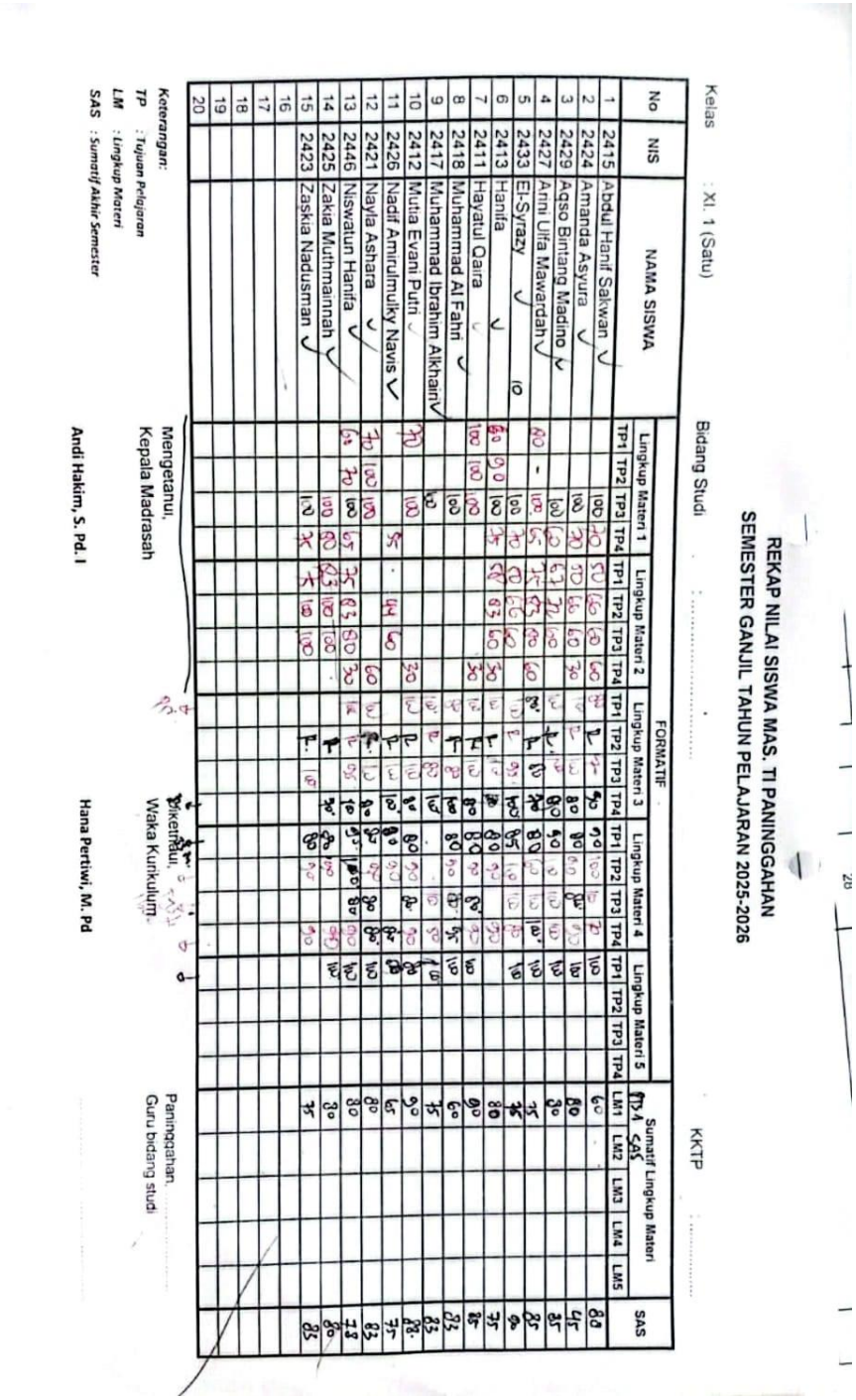
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Appendix 1
Students score record



REKAP NILAI SISWA MAS. TI PANINGGAHAN
SEMESTER GANJIL TAHUN PELAJARAN 2025-2026

Kelas : XI. 1 (Satu) Bidang Studi : KKTP :

No	NIS	NAMA SISWA	FORMATIF																		Sumatif Lingkup Materi					SAS
			Lingkup Materi 1				Lingkup Materi 2				Lingkup Materi 3				Lingkup Materi 4				Lingkup Materi 5								
			TP1	TP2	TP3	TP4	TP1	TP2	TP3	TP4	TP1	TP2	TP3	TP4	TP1	TP2	TP3	TP4	TP1	TP2	TP3	TP4	LM1	LM2	LM3	LM4	LM5	
1	2415	Abdul Hanif Sakwan			100	80	80	60	60	60	90	90	90	90	100			100				60					80	
2	2424	Amanda Asyura			100	80	80	60	60	60	90	90	90	90	100			100				80					80	
3	2429	Aqso Bintang Madino			100	60	60	60	60	60	90	90	90	90	100			100				80					80	
4	2427	Anni Ulfa Mawardah	80	-	100	60	60	60	60	60	90	90	90	90	100			100				80					80	
5	2433	El-Syrazy	80		100	80	80	60	60	60	90	90	90	90	100			100				80					80	
6	2413	Hanifa	80	90	100	80	80	60	60	60	90	90	90	90	100			100				80					80	
7	2411	Hayatul Qaira	100	100	100	80	80	60	60	60	90	90	90	90	100			100				80					80	
8	2418	Muhammad Al Fahri			100																							
9	2417	Muhammad Ibrahim Alkhairi																										
10	2412	Mutia Evani Putri	70		100				30																			
11	2426	Nadif Amirulmulky Navis																										
12	2421	Nayla Ashara	70	100	100	80	80	60	60	60	90	90	90	90	100			100				80					80	
13	2446	Niswatun Hanifa	60	70	100	60	80	60	60	60	90	90	90	90	100			100				80					80	
14	2425	Zakia Muthmainnah		100	80	60	80	60	60	60	90	90	90	90	100			100				80					80	
15	2423	Zaskia Nadusman			100	80	80	60	60	60	90	90	90	90	100			100				80					80	
16																												
17																												
18																												
19																												
20																												

Keterangan:
TP : Tujuan Pelajaran
LM : Lingkup Materi
SAS : Sumatif Akhir Semester

Mengetahui,
Kepala Madrasah

Andi Hakim, S. Pd. I

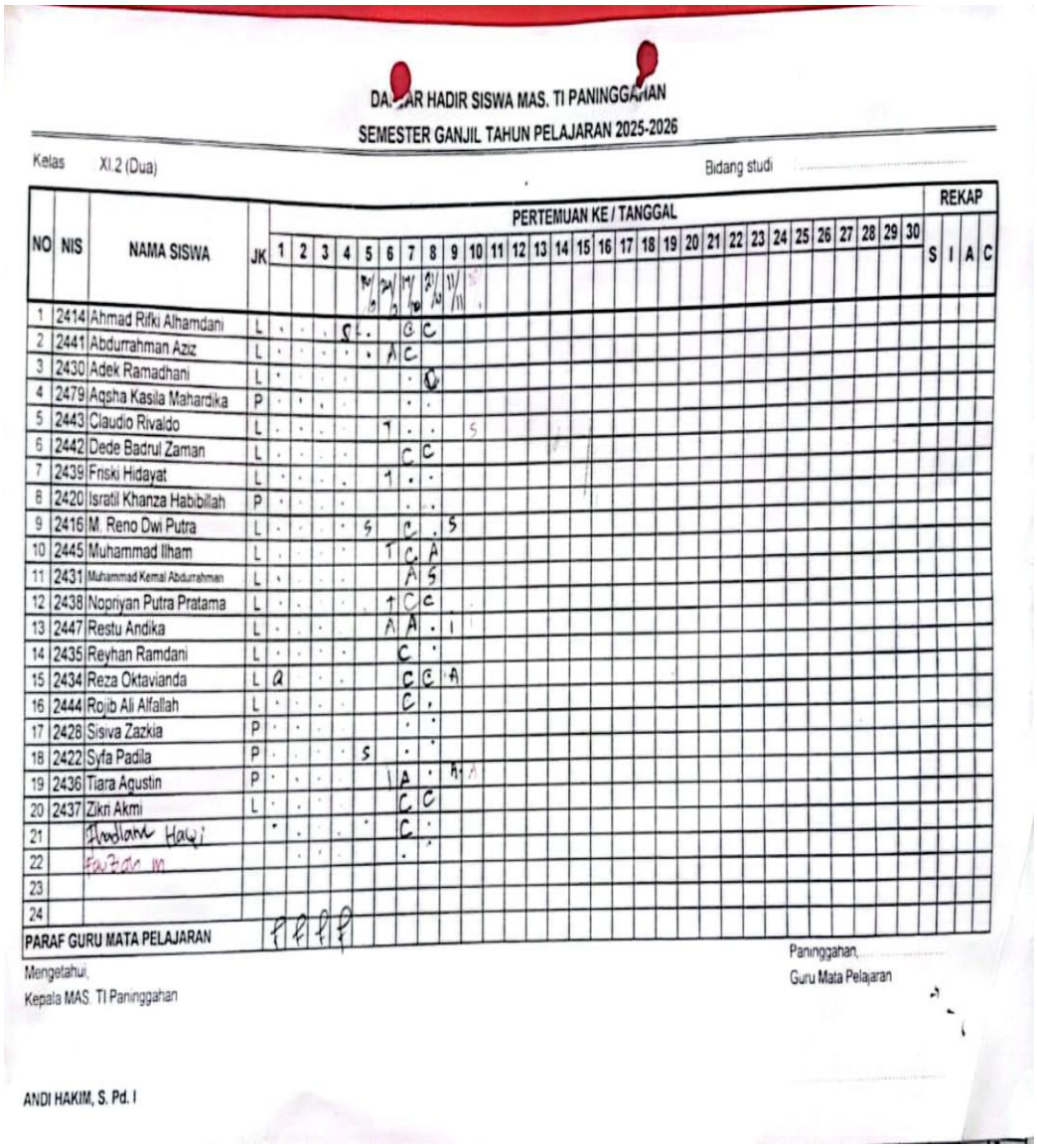
Diketahui,
Waka Kurikulum

Hana Pertiwi, M. Pd

Paninggahan,
Guru bidang studi

Appendix 2

Students attendance record



DAFTAR HADIR SISWA MAS. TI PANINGGAHAN

SEMESTER GANJIL TAHUN PELAJARAN 2025-2026

Kelas XI.2 (Dua) Bidang studi .....

NO	NIS	NAMA SISWA	JK	PERTEMUAN KE / TANGGAL																												REKAP			
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	S	I	A	C
								M/	M/	M/	M/	W/																							
1	2414	Ahmad Rifki Alhamdani	L	·	·	·	S	·	·	C	C																								
2	2441	Abdurrahman Aziz	L	·	·	·	·	·	A	C																									
3	2430	Adek Ramadhani	L	·						·	C																								
4	2479	Aqsha Kasila Mahardika	P	·	·	·				·	·																								
5	2443	Claudio Rivaldo	L	·	·	·			T	·	·		S																						
6	2442	Dede Badrul Zaman	L	·	·	·				C	C																								
7	2439	Friski Hidayat	L	·	·	·	·		T	·	·																								
8	2420	Isratil Khanza Habibillah	P	·	·	·				·	·																								
9	2416	M. Reno Dwi Putra	L	·	·	·	·	S		C	·	S																							
10	2445	Muhammad Ilham	L	·	·	·	·		T	C	A																								
11	2431	Muhammad Kemal Abdurrahman	L	·	·	·	·			A	S																								
12	2438	Nopriyan Putra Pratama	L	·	·	·	·	·	T	C	C																								
13	2447	Restu Andika	L	·	·	·	·		A	A	·	I																							
14	2435	Reyhan Ramdani	L	·	·	·	·			C	·																								
15	2434	Reza Oktavianda	L	Q	·	·	·			C	C	A																							
16	2444	Rojib Ali Alfallah	L	·	·	·	·			C	·																								
17	2428	Sisiva Zazkia	P	·	·					·	·																								
18	2422	Syfa Padila	P	·	·	·	·	S		·	·																								
19	2436	Tiara Agustin	P	·	·	·	·		I	A	·	A																							
20	2437	Zikri Akmi	L	·	·	·	·			C	C																								
21		Ihsanul Hawi		·	·	·	·	·		C	·																								
22		Fauzan M			·	·	·			·	·																								
23																																			
24																																			
PARAF GURU MATA PELAJARAN																																			

Mengetahui,
Kepala MAS. TI Paninggahan

ANDI HAKIM, S. Pd. I

Paninggahan, ...
Guru Mata Pelajaran

Appendix 3

Blueprint Students level of learning acommitment

BLUEPRINT: STUDENTS' LEARNING COMMITMENT

Affective Domain (Krathwohl's Taxonomy)

Variable	Level	Sub-Level	Indicators	Description
Affective Domain in Learning English	**Receiving**	***Awareness***	1. Students realize the importance of learning English. 2. Students notice English in their environment. 3. Students demonstrate selective attention toward English learning.	Students begin to recognize and selectively pay attention to English stimuli in their environment, ranging from awareness of its importance to noticing its presence around them.
		Willingness to Receive	1. Students show willingness to listen to English input. 2. Students demonstrate a positive or tolerant attitude toward receiving English.	Students show readiness to receive English input without resistance, reflecting an openness to engage with the language even if not yet fully motivated.
		Controlled Attention	1. Students sustain focus during English learning activities.	Students exercise deliberate, sustained attention

Variable	Level	Sub-Level	Indicators	Description
				toward English learning tasks, reflecting an intentional choice to engage with the material.
	Responding	***Acquiescence in Responding***	1. Students comply and participate when prompted by the teacher. 2. Students' responses are externally driven.	Students respond to English tasks primarily due to external direction or pressure, without intrinsic motivation.
		Willingness to Respond	1. Students voluntarily attempt to use English. 2. Students show confidence or avoidance when responding in English.	Students show voluntary engagement, choosing to participate in English activities beyond what is required.
		Satisfaction in Response	1. Students experience enjoyment during English activities. 2. Students feel a sense of accomplishment when using English successfully.	Students derive emotional satisfaction from participating in English learning, reinforcing their motivation to engage further.
	Valuing	***Acceptance of Value***	1. Students believe English has personal value.	Students begin to internalize

Variable	Level	Sub-Level	Indicators	Description
			2. Students demonstrate acceptance or rejection of the value of English.	the value of English learning and recognize its significance beyond classroom requirements.
		Preference for Value	1. Students show a preference for using English in relevant situations. 2. Students deliberately avoid or seek opportunities to use English.	Students actively choose English-related activities, reflecting a preference shaped by their internalized values.
		Commitment (Conviction)	1. Students demonstrate a firm commitment to developing their English proficiency. 2. Students show consistency or inconsistency in their effort toward English learning.	Students exhibit conviction and dedication in their English learning, going beyond passive acceptance to active investment.
	Organization	***Conceptualization of Value***	1. Students understand how English contributes to achieving their personal goals. 2. Students connect English learning with future plans and aspirations.	Students begin to form an abstract understanding of how the value of English fits within their broader life goals.
		Organization of Value System	1. Students integrate English learning into their hierarchy of	Students develop a coherent

Variable	Level	Sub-Level	Indicators	Description
			personal goals. 2. Students demonstrate prioritization or deprioritization of English. 3. Students balance English learning alongside other responsibilities.	value system in which English learning is positioned and prioritized among competing life demands.
	Characterization	***Generalized Set***	1. Students consistently engage with English as a regular practice. 2. Students use English only when externally required.	English learning has become a stable pattern in students' behavior, reflecting deeply held values.
		Characterization	1. English learning has become habitual and self-directed. 2. Students use English spontaneously beyond the classroom. 3. Students identify English learning as part of their personal identity.	At this highest level, students' values are fully internalized, reflected in consistent behavior and a sense of English as central to their identity.

Note: F = Favorable item (scored 1–5 from SD to SA); UF = Unfavorable item (scored 5–1 from SD to SA).

APPENDIX 4

QUESTIONNAIRE: STUDENTS' LEARNING COMMITMENT

Affective Domain (Based on Krathwohl's Taxonomy, 1964)

Instructions:

Please read each statement carefully and indicate your level of agreement by placing a check mark (✓) in the appropriate column. There are no right or wrong answers. Answer honestly based on your own experience and feelings about learning English.

Response Scale: SD = Strongly Disagree | D = Disagree | N = Neutral | A = Agree | SA = Strongly Agree

No	Level	Sub-Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	**Receiving**	*Awareness*	I am aware that learning English is essential for my academic and professional future.	**F**					
2			I notice when English is used in my daily environment (e.g., media, signs, conversations).	**F**					
3			I find it difficult to	**UF**					

No	Level	Sub-Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
			pay attention during English lessons.						
4		*Willingness to Receive*	I am willing to listen attentively when the teacher explains in English.	**F**					
5			I feel uncomfortable when English is spoken extensively in class.	**UF**					
6		*Controlled Attention*	I make a deliberate effort to stay focused during English learning activities.	**F**					
7	**Responding**	*Acquiescence in Responding*	I participate in English class activities when instructed by the teacher.	**F**					
8			I only respond in English when I am required or prompted to do so.	**UF**					

No	Level	Sub-Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
9		*Willingness to Respond*	I voluntarily attempt to speak or write in English during class activities.	**F**					
10			I tend to remain silent or avoid participating when given the chance to respond in English.	**UF**					
11		*Satisfaction in Response*	I enjoy taking part in English learning activities in class.	**F**					
12			I feel a sense of accomplishment when I successfully communicate in English.	**F**					
13	**Valuing**	*Acceptance of Value*	I genuinely believe that learning English has significant value in my life.	**F**					
14			I think learning English is unnecessary	**UF**					

No	Level	Sub-Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
			for my personal or professional development.						
15		*Preference for Value*	I choose to use English in situations where it is relevant or beneficial.	**F**					
16			I avoid using English even when I have the opportunity to practice it.	**UF**					
17		*Commitment (Conviction)*	I am firmly committed to continuously developing my English language skills.	**F**					
18			I feel indifferent about whether or not I make progress in English.	**UF**					
19	**Organization**	*Conceptualization of Value*	I understand how English proficiency contributes to achieving my personal and academic goals.	**F**					

No	Level	Sub-Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
20			I do not see how English learning connects to my future plans or aspirations.	**UF**					
21		*Organization of Value System*	I have incorporated English learning as a meaningful part of my personal goals.	**F**					
22			I consistently deprioritize English learning in comparison to my other activities.	**UF**					
23			I manage to balance my English learning with my other academic and personal responsibilities.	**F**					
24	**Characterization**	*Generalized Set*	I regularly practice English as part of my daily routine.	**F**					
25			I use English only when it is formally	**UF**					

No	Level	Sub-Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
			required, and not as a personal habit.						
26		*Characterization*	Engaging with English has become a natural and consistent habit in my life.	**F**					
27			I rarely use English outside of the formal classroom setting.	**UF**					
28			I consider English learning to be a core part of my identity as a learner.	**F**					

Note: F = Favorable item | UF = Unfavorable item (reverse-scored). Unfavorable items are highlighted in **yellow**. Favorable items are highlighted in **green**.

Appendix 5

Blue print students learning Autonomy

BLUEPRINT: STUDENTS' LEVEL OF LEARNING AUTONOMY

Based on Nunan's Five Levels of Learner Autonomy (1997)

Variable	Level of Learning Autonomy	Indicators	Description
Learning Autonomy	**Level 1: Awareness**	1. Students recognize the learning objectives set by the teacher. 2. Students identify the content and topics being studied. 3. Students become aware of the learning strategies employed in the classroom. 4. Students recognize their own learning progress and areas for improvement.	At this foundational level, learners develop metacognitive awareness of their learning process. They begin to understand what is being taught, why it is being taught, and how learning is taking place though decision-making authority remains with the teacher. Nunan emphasizes that awareness is a prerequisite for all higher levels of autonomy.
	Level 2: Involvement	1. Students select learning tasks from teacher-provided options. 2. Students choose preferred learning goals from alternatives given by the teacher. 3. Students express preferences for certain learning activities or methods. 4. Students contribute limited input into classroom decision-making processes.	At this level, learners begin to participate actively in their learning by making choices from options provided by the teacher. Critically, involvement does not mean full autonomy the teacher still structures the choices available. Students develop agency within a guided framework, reflecting Nunan's (1997) emphasis on gradual transfer of responsibility.

Variable	Level of Learning Autonomy	Indicators	Description
	Level 3: Intervention	1. Students modify assigned learning tasks to better suit their needs. 2. Students adapt learning activities provided by the teacher. 3. Students renegotiate or adjust learning goals in consultation with the teacher. 4. Students demonstrate initiative in reshaping given tasks.	Learners at this level actively intervene in the learning process by modifying and adapting existing tasks and goals rather than simply accepting them. This reflects Nunan's notion of learner intervention students personalize teacher-designed activities based on their own learning needs, preferences, and abilities, representing a significant step toward genuine autonomy.
	Level 4: Creation	1. Students independently create their own learning tasks and activities. 2. Students formulate their own learning objectives without teacher direction. 3. Students design or source their own learning materials. 4. Students initiate and organize learning independently.	At this advanced level, learners take a fully proactive role by generating their own tasks, objectives, and materials. They are no longer dependent on teacher-provided structures and demonstrate substantial self-direction in organizing and pursuing their learning. Nunan (1997) describes this as a stage where students become architects of their own learning experience.
	Level 5: Transcendence	1. Students apply and extend English learning beyond the classroom context. 2. Students seek and use real-world language resources	This is the highest level of learner autonomy in Nunan's framework. Learners transcend the boundaries of formal instruction by independently applying

Variable	Level of Learning Autonomy	Indicators	Description
		independently. 3. Students connect classroom learning with authentic real-life situations. 4. Students contribute to others' learning by acting as peer teachers or learning facilitators.	language in real-world contexts, pursuing self-directed learning through external resources, and taking on the role of peer educator. Their learning is no longer confined to the classroom it becomes a lifelong, self-sustaining practice.

Reference: Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and Independence in Language Learning* (pp. 192–203). Longman.

Apendix 6

QUESTIONNAIRE: STUDENTS' LEVEL OF LEARNING AUTONOMY

Based on Nunan's Five Levels of Learner Autonomy (1997)

Instructions:

Please read each statement carefully and indicate your level of agreement by placing a check mark (✓) in the appropriate column. Answer honestly based on your actual experience in learning English. There are no right or wrong answers.

Response Scale: SD = Strongly Disagree | D = Disagree | N = Neutral | A = Agree | SA = Strongly Agree

No	Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
1	**Awareness**	I understand the learning objectives of my English class.	**F**					
2		I know why each English topic is being taught to me.	**F**					
3		I am aware of the learning strategies I use when studying English.	**F**					
4		I can identify my strengths and weaknesses in learning English.	**F**					
5		I am not sure what I am expected to learn in my English class.	**UF**					
6	**Involvement**	When the teacher offers choices, I select the learning task that	**F**					

No	Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
		suits me best.						
7		I express my preferences when the teacher asks for input on learning activities.	**F**					
8		I choose learning goals from the options that my teacher provides.	**F**					
9		I take part in classroom decisions about how we learn English.	**F**					
10		I show no interest in choosing how or what I learn in English class.	**UF**					
11	**Intervention**	I modify assigned English tasks to better match my learning needs.	**F**					
12		I adapt the learning activities given by the teacher to suit my learning style.	**F**					
13		I renegotiate or adjust my learning goals when they do not fit my current ability.	**F**					
14		I take initiative in reshaping teacher-given tasks to make them more meaningful for me.	**F**					
15		I follow assigned tasks exactly as given without making any adjustments.	**UF**					

No	Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
16	Creation	I independently set my own English learning goals.	F					
17		I create my own practice activities to develop my English skills.	F					
18		I design my own learning plan for English without relying on the teacher.	F					
19		I develop or find my own learning materials to support my English study.	F					
20		I depend entirely on my teacher to determine what and how I learn English.	UF					
21	Transcendence	I use English actively in real-life situations outside the classroom.	F					
22		I connect what I learn in English class to authentic contexts in my daily life.	F					
23		I independently seek out English resources beyond school materials (e.g., videos, podcasts, apps).	F					
24		I support or guide my peers in learning English.	F					
25		I limit my English practice to formal classroom activities	UF					

No	Level	Statement	Type	SD (1)	D (2)	N (3)	A (4)	SA (5)
		only.						

Note: F = Favorable item (scored SD=1 to SA=5) | UF = Unfavorable item (reverse-scored: SD=5 to SA=1).

Appendix 7

Blueprint Observation Checklist of Students' Autonomy and Commitment in Learning English

OBSERVATION CHECKLIST

Students' Commitment and Learner Autonomy in Learning English

Theoretical Framework: Affective Domain — Krathwohl et al. (1964) | Learner Autonomy — Nunan (1997)

Revision note: Every descriptor below is rewritten as a single, concrete action an observer can see (or briefly elicit with one question) during one classroom sitting, so ratings do not depend on inferring what a student privately values, feels, or does outside class. Items 10, 16, and 20 still require one short verbal prompt in addition to watching, since they concern internal or out-of-class matters that cannot be seen by observation alone.

No.	Affective / Autonomy Level	Indicator	Observable Behavior (classroom-observable, single-session)	✓ Yes	✗ No	Notes
A. RECEIVING — Awareness & Willingness to Attend (Krathwohl, Level 1)						
1	Awareness	Noticing English learning materials	The student looks toward the teacher, board, slide, or handout as soon as English material is shown or given out, without being told to look.			
2	Willingness to Receive	Remaining present and open during English lessons	The student stays seated and facing the teacher/material for the activity; no sleeping, phone use, off-topic chatting, or turning away is seen.			
3	Controlled or Selected Attention	Directing selective attention to	While the teacher explains, the student's			

No.	Affective / Autonomy Level	Indicator	Observable Behavior (classroom-observable, single-session)	✓ Yes	✗ No	Notes
		English input	eyes/body face the teacher or board, and the student is not doing another task (e.g., another subject's book) at the same time.			
B. RESPONDING — Active Participation (Krathwohl, Level 2)						
4	Acquiescence in Responding	Complying with assigned English tasks	Within about one minute of the teacher's instruction, the student opens the task/book and begins working, without arguing, refusing, or needing a second reminder.			
5	Willingness to Respond	Volunteering participation in class activities	The student raises a hand or speaks up to answer or ask a question, without first being called on by the teacher.			
6	Satisfaction in Response	Expressing enjoyment or satisfaction in English activities	The student smiles, laughs, or makes a positive remark (e.g., "seru", "asyik") during or right after an activity.			
C. VALUING — Commitment & Value Acceptance (Krathwohl, Level 3)						
7	Acceptance of a Value	Recognizing the importance of	The student writes something down			

No.	Affective / Autonomy Level	Indicator	Observable Behavior (classroom-observable, single-session)	✓ Yes	✗ No	Notes
		learning English	(notes/answers) while the teacher explains, and/or asks a lesson-related question, instead of sitting idle or doing something unrelated.			
8	Preference for a Value	Engaging in English learning beyond the minimum requirement	During independent work time, the student keeps the English textbook/handout open and refers to it (e.g., to check a word) instead of opening another subject's book or an unrelated item, even though not instructed to.			
9	Commitment	Showing consistent and sustained commitment to English learning	When the student gets stuck on a task during the lesson, they try again, re-read the instruction, or ask for help, instead of stopping or switching to something else.			
D. ORGANIZATION — Value System Development (Krathwohl, Level 4)						
10	Conceptualization of a Value	Relating English learning to personal	When asked by the teacher/observer "why is English			Needs a brief prompt/question, not passive watching alone.

No.	Affective / Autonomy Level	Indicator	Observable Behavior (classroom-observable, single-session)	✓ Yes	✗ No	Notes
		goals	important to you?", the student gives a personal reason (e.g., future study, work, travel) in their own words.			
11	Organization of a Value System	Prioritizing English learning among competing school demands	With other subjects' books/materials also on the desk, the student keeps the English book open and in active use, rather than switching to or being distracted by the other material.			
12	Integration of Values	Managing and integrating English learning into overall study behavior	Spot-checked at three points in the lesson, the student's English materials are open and in use each time, without repeated reminders from the teacher to get back on task.			
E. CHARACTERIZATION — Internalized Value System (Krathwohl, Level 5)						
13	Generalized Set	Displaying consistent positive attitudes toward English	Across at least two different activities in the same lesson (e.g., listening and writing), the student shows a similar level of engagement, not			

No.	Affective / Autonomy Level	Indicator	Observable Behavior (classroom-observable, single-session)	✓ Yes	✗ No	Notes
			only for one favorite activity type.			
14	Characterization by a Value or Value Complex	Engaging in English learning as a habitual, self-directed behavior	In any free/unstructured moment in class (e.g., before the bell, after finishing early), the student does something English-related on their own (re-reads notes, practices vocabulary) without being asked.			
15	Value Consistency	Maintaining stable learning behavior without external supervision	When the teacher is occupied with another student or group, the observed student keeps working on the English task instead of stopping.			
F. LEARNER AUTONOMY — Nunan's Five Levels of Autonomy (1997)						
16	Level 1: Awareness	Being aware of learning goals, content, and pedagogical rationale	When asked, the student can say in their own words what today's lesson is about and why it is being taught.			Needs a brief prompt/question.
17	Level 2: Involvement	Actively selecting and participating in their own learning tasks	When given a choice (of topic, partner, or way of doing a task), the student			

No.	Affective / Autonomy Level	Indicator	Observable Behavior (classroom-observable, single-session)	✓ Yes	✗ No	Notes
			makes their own choice and acts on it, rather than waiting to be assigned one.			
18	Level 3: Intervention	Modifying or adapting tasks to suit personal learning needs	The student visibly changes the assigned task in some way (adds extra sentences, chooses a harder/easier version, uses a different format) without being told to.			
19	Level 4: Creation	Creating new learning tasks and materials independently	During the lesson, the student produces extra material of their own (e.g., a personal word list, an extra example) that was not assigned.			
20	Level 5: Transcendence	Applying and transferring English learning beyond the classroom context	When asked, the student describes or shows evidence (e.g., a note, an app, a recent activity) of using English outside class, since this behavior cannot itself be seen inside the classroom.			Needs a brief prompt/question; behavior itself occurs outside class.

Observer Information

Observer	:	
Date of Observation	:	
Class / Session	:	
Subject Teacher	:	
School	:	

References:

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain. David McKay.

Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), Autonomy and Independence in Language Learning (pp. 192–203). Longman.

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Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain. David McKay.

Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), Autonomy and Independence in Language Learning (pp. 192–203). Longman.

APPENDIX 5

INTERVIEW INSTRUMENT

Analysis of Students' Commitment in Affective Domain and Autonomy Level in Learning English

(Grade 11 Senior High School Students)

Theoretical Basis: Benson (2001) | Ryan & Deci's Self-Determination Theory (2000) |

Blueprint: Factors Influencing Learning Autonomy

Theoretical Foundation: Benson's (2001) Autonomy Factor Framework, integrated with Self-Determination Theory (Ryan & Deci, 2000)

SDT Need Column Autonomy: self-initiation & volition | Competence: sense of capability | Relatedness: connectedness with others

Variable	Sub-variable / Factor (Benson, 2001)	SDT Need (Ryan & Deci, 2000)	Indicators	No. of Items	Item No.
Factors of Learning Autonomy	A. Role of the Learners Themselves (Benson, 2001)	Autonomy + Competence	1. Students use prior learning experiences to guide current practice. 2. Students show intrinsic motivation and genuine desire to learn English. 3. Students independently seek knowledge (self-exploration, asking questions).	4	1, 2, 3, 4

Variable	Sub-variable / Factor (Benson, 2001)	SDT Need (Ryan & Deci, 2000)	Indicators	No. of Items	Item No.
			4. Students identify and reflect on their own English learning needs.		
	B. Role of Teachers (Benson, 2001)	Autonomy	1. Teacher provides guidance, feedback, and structured support. 2. Teacher builds trust and encourages student initiative. 3. Teacher introduces and models effective learning strategies. 4. Teacher supports students in setting and pursuing learning goals.	4	5, 6, 7, 8
	C. Types of Tasks (Benson, 2001)	Autonomy + Competence	1. Tasks are engaging and relevant to students' real-life interests. 2. Tasks are optimally challenging, fostering a sense of competence. 3. Tasks provide opportunities for student initiative and creativity. 4. Collaborative tasks promote shared responsibility and peer learning.	4	9, 10, 11, 12

Variable	Sub-variable / Factor (Benson, 2001)	SDT Need (Ryan & Deci, 2000)	Indicators	No. of Items	Item No.
	D. Learning Environment (Benson, 2001)	Competence + Relatedness	1. The classroom atmosphere supports communication and interaction. 2. The environment offers opportunities for exploration beyond textbooks. 3. Students have access to adequate and varied English learning resources. 4. The environment encourages self-directed practice beyond the classroom.	4	13, 14, 15, 16
	Total			**16**	**1 – 16**

List of Interview Questions: Learning Autonomy

Based on Blueprint (Section 1). Questions are open-ended and designed for semi-structured individual or focus group interviews.

Interviewers may probe further (e.g., "Can you give an example?" / "Why do you feel that way?") based on student responses.

No.	Interview Questions	Factor Measured
1	How have your past experiences in learning English shaped the way you study now?	Role of Learners Prior Experience
2	What personally motivates you to learn English , is it your own interest, future plans, or external pressure? Please explain.	Role of Learners Intrinsic Motivation
3	What do you do when you cannot understand an English topic? Do you seek help independently or wait for the teacher?	Role of Learners Knowledge-Seeking
4	Which aspects of English do you feel you most need to improve, and what steps have you already taken toward	Role of Learners Self-

No.	Interview Questions	Factor Measured
	that?	Identified Needs
5	In what ways does your English teacher support your learning , both inside and outside the classroom?	Role of Teachers Guidance & Support
6	Does your teacher give you the freedom to make decisions about how or what you study? Can you give an example?	Role of Teachers Encouraging Initiative
7	What specific learning strategies or study techniques has your teacher explicitly taught you?	Role of Teachers Strategy Introduction
8	Does your teacher help you set personal goals in English? How does this influence your learning approach?	Role of Teachers Goal Facilitation
9	Do you find your English tasks interesting and relevant to real life? Why or why not?	Types of Tasks Engagement &

No.	Interview Questions	Factor Measured
		Relevance
10	How challenging are your English tasks? Do they push you to grow, or do they feel too easy or too hard?	Types of Tasks Optimal Challenge
11	Do any tasks allow you to choose your own approach or express your ideas creatively? Describe one.	Types of Tasks Student Initiative
12	How does working in groups affect your engagement and sense of responsibility in English learning?	Types of Tasks Collaboration
13	How would you describe the atmosphere in your English class? Does it make you feel comfortable participating?	Learning Environment Classroom Atmosphere
14	Does your class or school offer opportunities to explore English beyond textbook lessons? Describe them.	Learning Environment Exploration
15	What resources (books, apps, online platforms) do you use to support your English learning outside class?	Learning Environment

No.	Interview Questions	Factor Measured
		Access to Resources
16	Do you practice English outside school hours? What encourages or prevents you from doing so?	Learning Environment Self-Directed Practice

Blueprint: Factors Influencing Learning Commitment (Affective Domain)

Theoretical Foundation: Self-Determination Theory — Ryan & Deci (2000); commitment as internalized, self-determined motivation.

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
Internal Factors					
Internal	Intrinsic Motivation (Ryan & Deci, 2000)	Autonomy	Interest and enjoyment in learning English	1	1
Internal	Extrinsic Motivation (Ryan & Deci, 2000)	Autonomy	Response to external encouragement (grades, rewards, expectations)	1	2
Internal	Motivation Persistence	Autonomy	Persistence and sustained effort when facing	1	3

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
			difficulty		
Internal	Self-Efficacy Confidence (SDT Competence; Bandura, 1997)	Competence	Belief in one's ability to successfully complete English tasks	1	4
Internal	Self-Efficacy Response to Challenge	Competence	Emotional and behavioral response to challenging assignments	1	5
Internal	Self-Efficacy Effort	Competence	Proactive effort to improve English skills beyond class requirements	1	6
Internal	Goal Orientation	Autonomy	Presence of clear and personal	1	7

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
	Setting (Ryan & Deci, 2000)		English learning goals		
Internal	Goal Orientation Planning	Autonomy	Self-regulated planning of study activities	1	8
Internal	Goal Orientation Monitoring	Autonomy + Competence	Self-monitoring and reflection on learning progress	1	9
External Factors					
External	Teacher Support Feedback (Benson, 2001; SDT Autonomy Support)	Autonomy	Quality and usefulness of teacher feedback	1	10

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
External	Teacher Support Interaction (SDT Relatedness)	Relatedness	Comfort and openness in communicating with the teacher	1	11
External	Teacher Support Perceived Support (SDT All Needs)	Autonomy +Competence +Relatedness	Overall perception of teacher's role in fostering commitment	1	12
External	Peer Relationship Collaboration (SDT Relatedness)	Relatedness	Willingness and engagement in peer collaboration	1	13
External	Peer	Relatedness	Influence of peers	1	14

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
	Relationship Influence (SDT Relatedness)		on attitude and commitment to learning		
External	Peer Relationship Participation	Competence + Relatedness	Level of active participation in group English activities	1	15
External	Family Support Encouragement (SDT Relatedness)	Relatedness	Family encouragement toward English learning	1	16
External	Family Support Involvement (SDT Relatedness)	Relatedness	Family involvement in monitoring or assisting	1	17

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
			schoolwork		
External	Classroom Climate Comfort (Benson, 2001; SDT Relatedness)	Relatedness	Emotional safety and comfort in the English classroom	1	18
External	Classroom Climate Atmosphere	Competence + Relatedness	Overall learning atmosphere and its effect on commitment	1	19
External	Classroom Climate Engagement (SDT All Needs)	Autonomy +Competence +Relatedness	Classroom factors that increase or decrease active engagement	1	20
Total				**20**	**1 –**

Category	Factor / Sub-variable (Ryan & Deci, 2000)	SDT Need Addressed	Indicator	No. of Items	Item No.
					20

List of Interview Questions: Learning Commitment

Based on Blueprint (Section 3). All questions reflect SDT's three basic psychological needs: Autonomy, Competence, and Relatedness. Interviewers may probe further based on student responses. All data should be treated confidentially.

No.	Interview Questions	Factor Measured
1	What genuinely makes you interested in learning English? Is there something specific you enjoy about it?	Intrinsic Motivation Interest & Enjoyment
2	Do external factors such as grades, rewards, or teacher expectations affect your effort in English? How do they influence your commitment?	Extrinsic Motivation External Encouragement
3	What do you usually do when an English task feels very difficult? Do you persist, seek help, or give up? Why?	Motivation Persistence
4	How confident are you in completing English assignments? Recall a task where you felt capable or the opposite.	Self-Efficacy Confidence

No.	Interview Questions	Factor Measured
5	How do you feel when given a very challenging English assignment motivated, anxious, or discouraged? What do you do next?	Self-Efficacy Response to Challenge
6	What specific efforts do you make on your own to improve your English outside of regular class time?	Self-Efficacy Effort
7	Do you have personal goals for learning English? If yes, what are they and why do they matter to you?	Goal Orientation Goal Setting
8	How do you plan your English learning when to study, review, or practice? Is it self-initiated or teacher-driven?	Goal Orientation Planning
9	Do you regularly reflect on or evaluate your English progress? How do you know if you are improving?	Goal Orientation Self-Monitoring
10	How does your English teacher provide feedback on your work? Does it help you improve, or does it feel controlling?	Teacher Support Feedback

No.	Interview Questions	Factor Measured
11	Do you feel comfortable approaching your English teacher with questions or difficulties? What makes it easy or hard?	Teacher Support Interaction
12	Overall, how much does your teacher's support affect your commitment to learning English? Give an example.	Teacher Support Perceived Support
13	Do you enjoy collaborating with classmates on English tasks? How does it affect your commitment to the subject?	Peer Relationship Collaboration
14	In what ways do your classmates or friends influence your attitude and commitment toward English positively or negatively?	Peer Relationship Peer Influence
15	Describe your typical participation in group English activities. What encourages you to contribute more, and what holds you back?	Peer Relationship Participation
16	How do your parents or family members encourage you in learning English? Does their support affect how committed you feel?	Family Support Encouragement

No.	Interview Questions	Factor Measured
17	Do your parents or family check or assist your English schoolwork? How does this affect your learning commitment?	Family Support Involvement
18	Do you feel emotionally safe and comfortable in your English class? What factors create or undermine that feeling?	Classroom Climate Comfort
19	How would you describe the general atmosphere of your English classroom? Does it support or hinder your commitment?	Classroom Climate Atmosphere
20	What specific factors in your classroom make you more active and engaged in English lessons and which reduce your participation?	Classroom Climate Engagement

Note: This instrument is designed for semi-structured individual or focus group interviews with 11th-grade students. Total interview questions: 36 items (16 Autonomy + 20 Commitment).

Appendix 12

Expert validation 1

NAMA : Nesi Ramadani

NIM : 20224011

PEMBIMBING : Dr. Absharini Kardena. M.Pd

Lembar Validasi Instrument Validasi Angket

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.

Petunjuk pengisian :

1. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
2. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
3. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Petunjuk pengisian dalam validasi angket ini ditulis dalam bahasa yang jelas	(a.) Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
2.	Pertanyaan-pertanyaan yang dibuat pada lembar validasi angket sesuai dengan yang ada	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas

		e. Sangat tidak jelas
3.	Pertanyaan-pertanyaan yang dibuat dalam lembar validasi angket sesuai dengan tujuan yang ingin dicapai	(a.) Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
4.	Pertanyaan-pertanyaan yang dibuat pada lembar validasi angket tidak mengandung makna ganda	(a.) Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi angket menggunakan jawaban yang sederhana dan mudah dipahami responden	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	(a.) Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas

Saran :

Secara umum angket ini sudah dapat digunakan dengan sedikit revisi

Penilaian secara umum

Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :

A : Valid tanda revisi

B : Valid dengan sedikit revisi

C : Valid dengan revisi sedang

D : Tidak valid

A	B	C	D
	✓		

Bukittinggi, _____

Validator



Dr. Afdaleni, M.Pd, M.Pd.

NIP. 196404091989032001

NAMA : Nesi Ramadani

NIM : 20224011

PEMBIMBING : Dr. Absharini Kardena. M.Pd

Lembar Validasi Instrument Observasi

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.

Petunjuk pengisian :

4. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
5. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
6. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara	(f.) Sangat jelas g. Jelas h. Kurang jelas i. Tidak jelas j. Sangat tidak jelas
2.	Pertanyaan – pertanyaan mudah dipahami oleh guru	(f.) Sangat jelas g. Jelas h. Kurang jelas i. Tidak jelas j. Sangat tidak jelas
3.	Maksud dari pertanyaan dirumuskan dengan sangat jelas	f. Sangat jelas (g.) Jelas h. Kurang jelas

		i. Tidak jelas j. Sangat tidak jelas
4.	Bahasa yang digunakan tidak mengandung makna ganda	(f.) Sangat jelas g. Jelas h. Kurang jelas i. Tidak jelas j. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi wawancara menggunakan jawaban yang sederhana dan mudah dipahami responden	(f.) Sangat jelas g. Jelas h. Kurang jelas i. Tidak jelas j. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	f. Sangat jelas (g.) Jelas h. Kurang jelas i. Tidak jelas j. Sangat tidak jelas

Saran :

Secara umum instrumen ini sudah dapat digunakan dengan sedikit revisi

Penilaian secara umum

Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :

A : Valid tanpa revisi

B : Valid dengan sedikit revisi

C : Valid dengan revisi sedang

D : Tidak valid

A	B	C	D
	✓		

Bukittinggi, _____

Validator



Dr. Afdaleni, M.Pd, M.Pd.

NIP. 196404091989032001

NAMA : Nesi Ramadani

NIM : 20224011

PEMBIMBING : Dr. Absharini Kardena, M.Pd

Lembar Validasi Instrument Interview

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.

Petunjuk pengisian :

7. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
8. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
9. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara	(k.) Sangat jelas l. Jelas m. Kurang jelas n. Tidak jelas o. Sangat tidak jelas
2.	Pertanyaan – pertanyaan mudah dipahami oleh guru	(k.) Sangat jelas l. Jelas m. Kurang jelas n. Tidak jelas o. Sangat tidak jelas
3.	Maksud dari pertanyaan dirumuskan dengan sangat jelas	k. Sangat jelas (l.) Jelas

		m. Kurang jelas n. Tidak jelas o. Sangat tidak jelas
4.	Bahasa yang digunakan tidak mengandung makna ganda	(k.) Sangat jelas l. Jelas m. Kurang jelas n. Tidak jelas o. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi wawancara menggunakan jawaban yang sederhana dan mudah dipahami responden	(k.) Sangat jelas l. Jelas m. Kurang jelas n. Tidak jelas o. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	k. Sangat jelas (l.) Jelas m. Kurang jelas n. Tidak jelas o. Sangat tidak jelas

Saran :

Secara umum instrumen ini sudah dapat digunakan dengan sedikit revisi

Penilaian secara umum

Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :

A : Valid tanpa revisi

B : Valid dengan sedikit revisi

C : Valid dengan revisi sedang

D : Tidak valid

A	B	C	D
	✓		

Bukittinggi, Mei 2026

Validator



Dr. Afdaleni, M.Pd, M.Pd.

NIP. 196404091989032001

NAMA : Nesi Ramadani

NIM : 20224011

PEMBIMBING : Dr. Absharini Kardena, ,M.Pd

Lembar Validasi Instrument Interview

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.

Petunjuk pengisian :

10. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
11. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
12. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
2.	Pertanyaan – pertanyaan mudah dipahami oleh siswa	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
3.	Maksud dari pertanyaan dirumuskan dengan sangat jelas	a. Sangat jelas (b.) Jelas

		c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
4.	Bahasa yang digunakan tidak mengandung makna ganda	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi wawancara menggunakan jawaban yang sederhana dan mudah dipahami responden	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas

Saran :

_____

_____

_____

Penilaian secara umum

Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :

A : Valid tanpa revisi

B : Valid dengan sedikit revisi

C : Valid dengan revisi sedang

D : Tidak valid

A	B	C	D

Bukittinggi, 19 Mei 2026

Validator



(Dr. Veni Roza)

NAMA : Nesi Ramadani

NIM : 20224011
PEMBIMBING : Dr. Absharini kardena ,M.Pd

Lembar Validasi Instrument Validasi Angket

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.
Petunjuk pengisian :

13. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
14. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
15. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Petunjuk pengisian dalam validasi angket ini ditulis dalam bahasa yang jelas	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
2.	Pertanyaan-pertanyaan yang dibuat pada lembar validasi angket sesuai dengan yang ada	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
3.	Pertanyaan-pertanyaan yang dibuat dalam lembar validasi angket sesuai dengan tujuan yang ingin dicapai	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
4.	Pertanyaan-pertanyaan yang dibuat pada lembar validasi angket tidak mengandung makna ganda	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi angket menggunakan jawaban yang sederhana dan mudah dipahami responden	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas

Saran :

_____

_____

_____

Penilaian secara umum

Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :

A : Valid tanda revisi

B : Valid dengan sedikit revisi

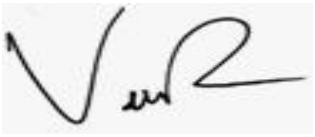
C : Valid dengan revisi sedang

D : Tidak valid

A	B	C	D

Bukittinggi, 19 Mei 2026

Validator



(Dr. Veni Roza)

NAMA : Nesi Ramadani
NIM : 20224011
PEMBIMBING : Dr. Absharini Kardena, ,M.Pd

Lembar Validasi Instrument observasi

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.
Petunjuk pengisian :

16. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
17. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
18. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Kesesuaian pertanyaan wawancara dengan tujuan wawancara	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
2.	Pertanyaan – pertanyaan mudah dipahami oleh guru	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
3.	Maksud dari pertanyaan dirumuskan dengan sangat jelas	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
4.	Bahasa yang digunakan tidak mengandung makna ganda	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi wawancara menggunakan jawaban yang sederhana dan mudah dipahami responden	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	a. Sangat jelas b. Jelas c. Kurang jelas d. Tidak jelas p. Sangat tidak jelas

Saran :

_____

_____

_____

Penilaian secara umum
Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :
A : Valid tanpa revisi
B : Valid dengan sedikit revisi
C : Valid dengan revisi sedang
D : Tidak valid

A	B	C	D

Bukittinggi, 19 Mei 2026
Validator



(Dr. Veni Roza)

_____

Expert 3

NAMA : Nesi Ramadani

NIM : 20224011

PEMBIMBING : Dr. Absharini kardena ,M.Pd

Lembar Validasi Instrument Validasi Angket

Lembar penilaian dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penilaian.

Petunjuk pengisian :

1. Melalaui lembar penilaian ini bapak/ibuk dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian
2. Pendapat yang bapak/ibuk berikan pada setiap butir pertanyaan yang terdapat dalam lembar penilaian instrument validasi ini akan digunakan sebagai masukan untuk menyempurnakan pembuatan lembar validasi yang akan digunakan untuk mengumpulkan data penilaian
3. Mohon beri pendapat bapak/ibuk dengan memberikan tanda *lingkaran* pada nomor jawaban yang tersedia.

No	Aspek Yang Dinilai	Skor
1.	Petunjuk pengisian dalam validasi angket ini ditulis dalam bahasa yang jelas	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
2.	Pertanyaan-pertanyaan yang dibuat pada lembar validasi angket sesuai dengan yang ada	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
3.	Pernytaaan-pernyataan yang dibuat dalam lembar validasi angket sesuai	a. Sangat jelas (b.) Jelas

	dengan tujuan yang ingin dicapai	c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
4.	Pertanyaan-pertanyaan yang dibuat pada lembar validasi angket tidak mengandung makna ganda	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
5.	Jawaban untuk setiap pertanyaan dalam validasi angket menggunakan jawaban yang sederhana dan mudah dipahami responden	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas
6.	Bahasa yang digunakan pada setiap pertanyaan pada lembar validasi angket sesuai dengan EYD Bahasa Indonesia yang baik dan benar	a. Sangat jelas (b.) Jelas c. Kurang jelas d. Tidak jelas e. Sangat tidak jelas

Saran :

1. Tambahkan pain-pain pernyataan pada instrumen untuk setiap indikator karena hanya terdapat 1 atau 2 pernyataan & membuat data yang diperoleh tidak mendalam & spesifik.
2. Perlu memincikan secara spesifik gambaran /deskripsi dari kondisi yang dialami / siswa rasakan di dalam pernyataan angket.

Penilaian secara umum

Petunjuk : silahkan bapak/ibuk berikan tanda ceklis (√) pada kolom A, B. C, atau D mempunyai arti sebagai berikut :

A : Valid tanda revisi

B : Valid dengan sedikit revisi

C : Valid dengan revisi sedang

D : Tidak valid

A	B	C	D
	√		

Bukittinggi, 19 / 05 / 2026

Validator

(Muthia Rahman, M.Pd)

Appendix 13

Data of questionare

data commitment																														
siswa	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16	item 17	item 18	item 19	item 20	item 21	item 22	item 23	item 24	item 25	item 26	item 27	item 28		
s1	3	4	3	3	5	3	4	3	2	3	3	4	3	3	3	2	3	4	3	4	2	3	3	2	2	4	3	3		
s2	4	5	4	3	4	3	4	2	4	3	3	3	3	4	3	3	4	4	4	4	3	3	2	3	3	3	4	3		
s3	5	4	2	5	2	4	4	2	5	5	5	5	5	4	5	4	5	3	5	4	3	3	3	3	2	4	3	3		
s4	5	3	3	5	4	5	5	3	3	3	5	5	5	5	5	5	4	5	5	4	5	3	5	3	3	3	3	5		
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s6	5	5	3	5	4	4	4	3	3	5	5	4	5	5	3	4	4	5	5	5	5	3	4	4	3	3	2	4		
s7	5	5	3	5	5	5	5	3	4	4	5	5	5	5	3	4	4	4	4	5	4	4	4	3	4	4	4	5		
s8	3	3	4	4	3	4	3	1	3	4	5	4	4	4	3	3	3	4	2	3	3	3	3	2	3	2	2	2		
s9	4	3	3	4	5	4	4	3	3	5	3	5	4	5	3	4	3	4	4	1	3	4	5	4	3	2	3	2		
s10	4	4	5	5	5	5	5	3	5	5	5	4	5	3	5	4	5	3	5	3	3	4	4	3	3	3	3	4		
s11	3	3	5	5	4	4	3	3	4	3	4	3	5	5	5	3	4	3	4	5	3	3	5	3	2	2	3	3		
s12	4	3	2	4	2	4	4	2	3	3	4	5	4	4	4	3	3	3	4	3	3	3	3	3	2	3	3	3		
s13	4	1	2	5	3	5	2	2	5	2	4	5	3	3	2	5	3	5	3	4	4	2	3	5	3	1	4	5		
s14	4	4	4	3	4	3	4	3	3	3	3	3	3	4	2	4	3	4	3	4	3	3	3	3	3	3	3	3		
s15	4	4	3	5	5	2	4	3	4	4	5	5	3	3	3	4	4	3	4	4	4	3	3	4	3	3	3	3		
s16	5	5	5	1	4	3	1	5	2	2	2	1	4	1	4	3	5	4	5	2	5	3	1	1	4	2	1	1		
s17	4	3	4	5	5	3	4	3	4	4	4	5	5	2	3	4	3	3	4	5	4	3	3	3	2	3	2	5		
s18	3	3	4	3	4	3	4	5	4	3	2	3	4	3	2	4	3	3	4	3	2	3	2	3	4	2	2	3		
s19	3	3	5	4	4	4	2	3	4	4	5	5	3	3	3	4	5	3	3	3	3	3	3	2	3	3	3	3		
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s21	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	4	5		
s22	4	3	3	4	3	4	4	5	4	5	5	3	3	3	3	3	4	5	3	3	4	3	4	3	3	2	4	3		
s23	4	3	5	5	5	1	5	5	1	1	5	5	5	5	2	5	2	5	3	4	2	5	2	1	5	1	4	1		
s24	3	1	2	4	2	4	5	4	1	2	4	5	5	1	4	2	5	4	3	2	5	3	1	2	2	3	1	4		
s25	4	3	2	4	3	4	4	2	3	3	4	4	3	2	4	2	3	3	4	2	3	3	4	3	4	3	3	4		
s26	5	4	3	4	4	3	3	3	3	4	5	5	1	3	3	3	3	4	3	5	3	3	3	3	4	5	3	3		
s27	5	3	3	3	4	4	3	3	5	4	4	5	4	5	3	4	3	4	4	3	3	3	3	3	2	2	3	3		
s28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
s29	4	2	2	2	5	3	1	2	5	2	4	2	2	2	5	4	3	3	2	5	2	3	2	3	1	3	3	3		

data autonomy																											
siswa	item 1	item 2	item 3	item 4	item 5	item 6	item 7	item 8	item 9	item 10	item 11	item 12	item 13	item 14	item 15	item 16	item 17	item 18	item 19	item 20	item 21	item 22	item 23	item 24	item 25
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s7	4	3	3	4	3	4	5	4	1	2	3	2	5	1	3	2	3	4	5	1	3	2	3	5	2
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s12	3	3	3	3	4	2	3	3	3	5	1	1	1	3	4	3	3	2	2	3	3	3	3	5	5
s13	3	4	3	4	4	3	3	4	3	4	3	5	2	5	1	3	3	3	3	3	3	3	3	3	3
s14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	4
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s16	2	2	3	3	4	4	4	3	2	2	3	3	3	2	3	2	3	3	3	3	3	3	3	3	3
s17	3	4	3	3	4	3	2	3	3	3	3	5	3	4	2	4	5	4	3	2	2	3	2	3	3
s18	4	4	3	5	3	3	3	4	4	3	3	3	3	3	2	2	2	2	2	2	2	2	2	4	3
s19	3	3	2	2	3	4	3	4	3	4	4	4	4	3	3	4	2	2	3	3	3	3	3	2	4
s20	3	3	4	3	3	4	3	4	3	4	3	4	4	4	4	4	2	2	2	2	3	3	4	3	4
s21	3	3	3	3	3	4	3	3	3	4	3	3	4	3	1	5	4	3	2	4	2	4	3	3	5
s22	3	3	3	3	4	4	2	2	2	2	2	5	3	2	1	3	3	3	3	3	3	4	4	2	4
s23	4	4	4	3	4	5	4	3	3	4	3	3	3	3	3	4	4	3	3	4	3	4	3	3	3
s24	5	4	4	3	3	4	4	3	4	4	3	4	4	3	2	5	5	5	5	3	4	3	5	4	5
s25	5	4	3	3	3	4	3	4	3	5	3	4	4	4	4	5	4	4	5	4	3	3	5	3	5
s26	4	4	4	3	4	4	3	4	4	4	4	4	4	4	3	3	2	3	3	4	2	3	4	3	3
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s28	4	4	4	4	5	4	3	4	3	5	3	4	4	5	4	3	3	5	3	4	3	3	3	4	3
s29	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	5	3	2	2	2	2	2

Appendix 14

Filled questionare

KUESIONER TINGKAT OTONOMI BELAJAR SISWA

Berdasarkan Lima Tingkatan Otonomi Pelajar Nunan (1997)

Pembelajaran Bahasa Inggris

Nama Siswa : Syifa Padilla Kelas : XI I Tanggal : 24-5-2024

Nama Sekolah : SMA 1 Jenis Kelamin : _____

Petunjuk Pengisian:

Bacalah setiap pernyataan dengan saksama, lalu nyatakan tingkat persetujuan Anda dengan memberi tanda centang (✓) pada kolom yang sesuai. Jawablah dengan jujur berdasarkan pengalaman nyata Anda dalam belajar bahasa Inggris. Tidak ada jawaban benar atau salah.

Keterangan Skala: STS = Sangat Tidak Setuju (1) | TS = Tidak Setuju (2) | N = Netral (3) | S = Setuju (4) | SS = Sangat Setuju (5)

No.	Tingkatan	Pernyataan	Jenis	STS (1)	TS (2)	N (3)	S (4)	SS (5)
1	**Kesadaran (Awareness)**	Saya memahami tujuan pembelajaran dari kelas bahasa Inggris saya.	F	2 3				
2		Saya mengetahui alasan mengapa setiap topik bahasa Inggris diajarkan kepada saya.	F			3		
3		Saya menyadari strategi belajar yang saya gunakan saat mempelajari bahasa Inggris.	F			4		
4		Saya dapat mengidentifikasi kelebihan dan kekurangan saya dalam belajar bahasa Inggris.	F			4		
5		Saya tidak yakin apa yang seharusnya saya pelajari di kelas bahasa Inggris.	UF			3		
6	**Keterlibatan (Involvement)**	Ketika guru memberikan pilihan, saya memilih tugas belajar yang paling sesuai dengan saya.	F			4		
7		Saya menyampaikan preferensi saya ketika guru meminta masukan tentang kegiatan belajar.	F			3		
8		Saya memilih tujuan belajar dari opsi yang disediakan oleh guru.	F			4		
9		Saya ikut serta dalam pengambilan keputusan di kelas tentang cara belajar bahasa Inggris.	F			4		
10		Saya tidak tertarik dalam memilih cara atau materi yang akan dipelajari di kelas bahasa Inggris.	UF			2		
11	**Intervensi (Intervention)**	Saya memodifikasi tugas bahasa Inggris yang diberikan agar lebih sesuai dengan kebutuhan belajar saya.	F			4		
12		Saya menyesuaikan kegiatan belajar yang diberikan guru agar sesuai dengan gaya belajar saya.	F			4		
13		Saya menyadapkan atau menyesuaikan tujuan belajar saya ketika tidak sesuai dengan kemampuan saya saat ini.	F			4		
14		Saya bereksperimen untuk mengubah tugas dari guru agar lebih bermakna bagi saya.	F			3		
15		Saya mengerjakan tugas yang diberikan persis seperti instruksi tanpa melakukan penyesuaian apapun.	UF			3		
16	**Penciptaan (Creation)**	Saya secara mandiri menetapkan tujuan belajar bahasa Inggris saya sendiri	F			4		
17		Saya membuat kegiatan latihan sendiri untuk mengembangkan kemampuan bahasa Inggris saya.	F				4	
18		Saya merancang rencana belajar bahasa Inggris sendiri tanpa bergantung pada guru.	F				4	
19		Saya menggunakan atau mencari materi belajar sendiri untuk mendukung studi bahasa Inggris saya.	F				4	
20		Saya sepenuhnya bergantung pada guru untuk menentukan apa dan bagaimana cara saya belajar bahasa Inggris.	UF				2	
21	**Transendensi (Transcendence)**	Saya aktif menggunakan bahasa Inggris dalam situasi nyata di luar kelas.	F				3	
22		Saya menghubungkan apa yang saya pelajari di kelas bahasa Inggris dengan konteks nyata dalam kehidupan sehari-hari saya.	F				3	
23		Saya secara mandiri mencari sumber belajar bahasa Inggris di luar materi sekolah (misalnya video, podcast, aplikasi).	F				4	
24		Saya mendukung atau memberdong teman-teman dalam belajar bahasa Inggris.	F				2	
25		Saya membatasi latihan bahasa Inggris hanya pada kegiatan kelas formal saja.	UF				1	

Catatan:

F = Pernyataan Favorable (skor 1-5 dari STS ke SS) | **UF = Pernyataan Unfavorable** (skor dibalik: 5-1 dari STS ke SS)

Pernyataan F (Favorable) ditandai dengan latar hijau | Pernyataan UF (Unfavorable) ditandai dengan latar kuning

Referensi: Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), Autonomy and Independence in Language Learning (pp. 192–203). Longman.

KUESIONER TINGKAT OTONOMI BELAJAR SISWA

Berdasarkan Lima Tingkatan Otonomi Pelajar Nunan (1997)

Pembelajaran Bahasa Inggris

Nama Siswa: Israfil Khanza Kelas: X L-2 Tanggal: 24-5-2021

Nama Sekolah: MTI Jenis Kelamin: L

Petunjuk Pengisian:

Bacalah setiap pernyataan dengan saksama, lalu nyatakan tingkat persetujuan Anda dengan memberi tanda centang (✓) pada kolom yang sesuai. Jawablah dengan jujur berdasarkan pengalaman nyata Anda dalam belajar bahasa Inggris. Tidak ada jawaban benar atau salah.

Keterangan Skala: STS = Sangat Tidak Setuju (1) | TS = Tidak Setuju (2) | N = Netral (3) | S = Setuju (4) | SS = Sangat Setuju (5)

No.	Tingkatan	Pernyataan	Jenis	STS (1)	TS (2)	N (3)	S (4)	SS (5)
1	**Kesadaran (Awareness)**	Saya memahami tujuan pembelajaran dari kelas bahasa Inggris saya.	F					5
2		Saya mengetahui alasan mengapa setiap topik bahasa Inggris diajarkan kepada saya.	F				4	
3		Saya menyadari strategi belajar yang saya gunakan saat mempelajari bahasa Inggris.	F					5
4		Saya dapat mengidentifikasi kelebihan dan kekurangan saya dalam belajar bahasa Inggris.	F				4	
5		Saya tidak yakin apa yang seharusnya saya pelajari di kelas bahasa Inggris.	UF			3		
6	**Keterlibatan (Involvement)**	Ketika guru memberikan pilihan, saya memilih tugas belajar yang paling sesuai dengan saya.	F				4	
7		Saya menyampaikan preferensi saya ketika guru meminta masukan tentang kegiatan belajar.	F					5
8		Saya memilih tujuan belajar dari opsi yang disediakan oleh guru.	F			3		
9		Saya ikut serta dalam pengambilan keputusan di kelas tentang cara belajar bahasa Inggris.	F			3		
10		Saya tidak tertarik dalam memilih cara atau materi yang akan dipelajari di kelas bahasa Inggris.	UF			3		
11	**Intervensi (Intervention)**	Saya memodifikasi tugas bahasa Inggris yang diberikan agar lebih sesuai dengan kebutuhan belajar saya.	F				4	
12		Saya menyesuaikan kegiatan belajar yang diberikan guru agar sesuai dengan gaya belajar saya.	F				4	
13		Saya merundingkan atau menyesuaikan tujuan belajar saya ketika tidak sesuai dengan kemampuan saya saat ini.	F			3		
14		Saya berinisiatif untuk mengubah tugas dari guru agar lebih bermakna bagi saya.	F					5
15		Saya mengerjakan tugas yang diberikan persis seperti instruksi tanpa melakukan penyesuaian apapun.	UF			3		
16	**Penciptaan (Creation)**	Saya secara mandiri menetapkan tujuan belajar bahasa Inggris saya sendiri.	F			3		
17		Saya membuat kegiatan latihan sendiri untuk mengembangkan kemampuan bahasa Inggris saya.	F					5
18		Saya merancang rencana belajar bahasa Inggris sendiri tanpa bergantung pada guru.	F			3		
19		Saya mengembangkan atau mencari materi belajar sendiri untuk mendukung studi bahasa Inggris saya.	F				4	
20		Saya sepenuhnya bergantung pada guru untuk menentukan apa dan bagaimana cara saya belajar bahasa Inggris.	UF			3		
21	**Transendensi (Transcendence)**	Saya aktif menggunakan bahasa Inggris dalam situasi nyata di luar kelas.	F		2			
22		Saya menghubungkan apa yang saya pelajari di kelas bahasa Inggris dengan konteks nyata dalam kehidupan sehari-hari saya.	F		2			
23		Saya secara mandiri mencari sumber belajar bahasa Inggris di luar materi sekolah (misalnya video, podcast, aplikasi).	F			3		
24		Saya mendukung atau membimbing teman-teman dalam belajar bahasa Inggris.	F					5
25		Saya membatasi latihan bahasa Inggris hanya pada kegiatan kelas formal saja.	UF			3		

Catatan:

F = Pernyataan Favorable (skor 1–5 dari STS ke SS) | **UF = Pernyataan Unfavorable** (skor dibalik: 5–1 dari STS ke SS)

Pernyataan F (Favorable) ditandai dengan latar hijau | Pernyataan UF (Unfavorable) ditandai dengan latar kuning.

Referensi: Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. Dalam P. Benson & P. Voller (Eds.), Autonomy and Independence in Language Learning (hlm. 192–203). Longman.

KUESIONER KOMITMEN BELAJAR SISWA

Ranah Afektif (Berdasarkan Taksonomi Krathwohl, 1964)

Pembelajaran Bahasa Inggris

Nama Siswa: SYIFA Fadilah | Kelas: XI. 1 | Tanggal: 24-5-2024
Sekolah: MTS | Jenis Kelamin: pr

Petunjuk Pengisian:

Bacalah setiap pernyataan dengan saksama, kemudian nyatakan tingkat persetujuan Anda dengan memberi tanda centang (✔) pada kolom yang sesuai. Tidak ada jawaban benar atau salah. Jawablah dengan jujur berdasarkan pengalaman dan perasaan Anda dalam belajar bahasa Inggris.

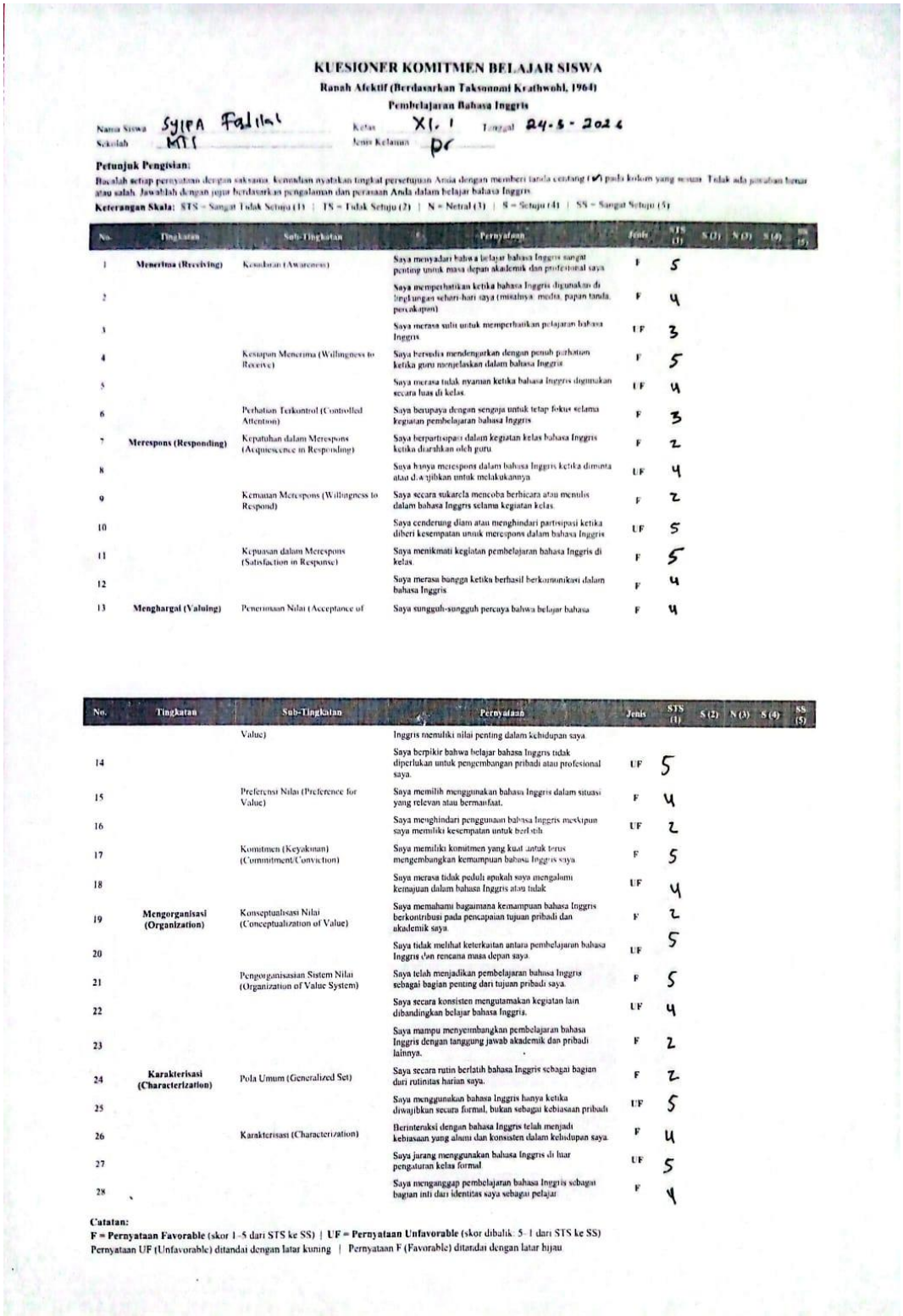
Keterangan Skala: STS = Sangat Tidak Setuju (1) | TS = Tidak Setuju (2) | N = Netral (3) | S = Setuju (4) | SS = Sangat Setuju (5)

No.	Tingkatan	Sub-Tingkatan	Pernyataan	Jenis	STS (1)	S (2)	N (3)	S (4)	SS (5)
1	**Menerima (Receiving)**	Kesadaran (Awareness)	Saya menyadari bahwa belajar bahasa Inggris sangat penting untuk masa depan akademik dan profesional saya.	F	5				
2			Saya memperhatikan ketika bahasa Inggris digunakan di lingkungan sehari-hari saya (misalnya: media, papan tanda, percakapan).	F	4				
3			Saya merasa sulit untuk memperhatikan pelajaran bahasa Inggris.	UF	3				
4		Kesiapan Menerima (Willingness to Receive)	Saya berusaha mendengarkan dengan penuh perhatian ketika guru menjelaskan dalam bahasa Inggris.	F	5				
5			Saya merasa tidak nyaman ketika bahasa Inggris digunakan secara luas di kelas.	UF	4				
6		Perhatian Terkontrol (Controlled Attention)	Saya berupaya dengan sengaja untuk tetap fokus selama kegiatan pembelajaran bahasa Inggris.	F	3				
7	**Merespons (Responding)**	Kepatuhan dalam Merespons (Acquiescence in Responding)	Saya berpartisipasi dalam kegiatan kelas bahasa Inggris ketika diarahkan oleh guru.	F	2				
8			Saya hanya merespons dalam bahasa Inggris ketika diminta atau diwajibkan untuk melakukannya.	UF	4				
9		Kemauan Merespons (Willingness to Respond)	Saya secara sukarela mencoba berbicara atau menulis dalam bahasa Inggris selama kegiatan kelas.	F	2				
10			Saya cenderung diam atau menghindari partisipasi ketika diberi kesempatan untuk merespons dalam bahasa Inggris.	UF	5				
11		Kepuasan dalam Merespons (Satisfaction in Response)	Saya menikmati kegiatan pembelajaran bahasa Inggris di kelas.	F	5				
12			Saya merasa bangga ketika berhasil berkomunikasi dalam bahasa Inggris.	F	4				
13	**Menghargai (Valuing)**	Penerimaan Nilai (Acceptance of Value)	Saya sungguh-sungguh percaya bahwa belajar bahasa Inggris memiliki nilai penting dalam kehidupan saya.	F	4				
14			Saya berpikir bahwa belajar bahasa Inggris tidak diperlukan untuk pengembangan pribadi atau profesional saya.	UF	5				
15		Preferensi Nilai (Preference for Value)	Saya memilih menggunakan bahasa Inggris dalam situasi yang relevan atau bermanfaat.	F	4				
16			Saya menghindari penggunaan bahasa Inggris meskipun saya memiliki kesempatan untuk berlatih.	UF	2				
17		Komitmen (Keyakinan) (Commitment/Conviction)	Saya memiliki komitmen yang kuat untuk terus mengembangkan kemampuan bahasa Inggris saya.	F	5				
18			Saya merasa tidak peduli apakah saya mengalami kemajuan dalam bahasa Inggris atau tidak.	UF	4				
19	**Mengorganisasi (Organization)**	Konseptualisasi Nilai (Conceptualization of Value)	Saya memahami bagaimana kemampuan bahasa Inggris berkontribusi pada pencapaian tujuan pribadi dan akademik saya.	F	2				
20			Saya tidak melihat keterkaitan antara pembelajaran bahasa Inggris dan rencana masa depan saya.	UF	5				
21		Pengorganisasian Sistem Nilai (Organization of Value System)	Saya telah menjadikan pembelajaran bahasa Inggris sebagai bagian penting dari tujuan pribadi saya.	F	5				
22			Saya secara konsisten mengutamakan kegiatan lain dibandingkan belajar bahasa Inggris.	UF	4				
23			Saya mampu menyeimbangkan pembelajaran bahasa Inggris dengan tanggung jawab akademik dan pribadi lainnya.	F	2				
24	**Karakterisasi (Characterization)**	Pola Umum (Generalized Set)	Saya secara rutin berlatih bahasa Inggris sebagai bagian dari rutinitas harian saya.	F	2				
25			Saya menggunakan bahasa Inggris hanya ketika diwajibkan secara formal, bukan sebagai kebiasaan pribadi.	UF	5				
26		Karakterisasi (Characterization)	Berinteraksi dengan bahasa Inggris telah menjadi kebiasaan yang alami dan konsisten dalam kehidupan saya.	F	4				
27			Saya jarang menggunakan bahasa Inggris di luar pengaturan kelas formal.	UF	5				
28			Saya menganggap pembelajaran bahasa Inggris sebagai bagian inti dari identitas saya sebagai pelajar.	F	4				

Catatan:

F = Pernyataan Favorable (skor 1–5 dari STS ke SS) | **UF = Pernyataan Unfavorable** (skor dibalik: 5–1 dari STS ke SS)

Pernyataan UF (Unfavorable) ditandai dengan latar kuning | Pernyataan F (Favorable) ditandai dengan latar hijau



KUESIONER KOMITMEN BELAJAR SISWA

Ranah Afektif (Berdasarkan Taksonomi Krathwohl, 1964)

Pembelajaran Bahasa Inggris

Nama Siswa: SYIFA Fadilah | Kelas: XI. 1 | Tanggal: 24-5-2024

Sekolah: MTS | Jenis Kelamin: pr

Petunjuk Pengisian:

Bacalah setiap pernyataan dengan saksama, kemudian nyatakan tingkat persetujuan Anda dengan memberi tanda centang (✔) pada kolom yang sesuai. Tidak ada jawaban benar atau salah. Jawablah dengan jujur berdasarkan pengalaman dan perasaan Anda dalam belajar bahasa Inggris.

Keterangan Skala: STS = Sangat Tidak Setuju (1) | TS = Tidak Setuju (2) | N = Netral (3) | S = Setuju (4) | SS = Sangat Setuju (5)

No.	Tingkatan	Sub-Tingkatan	Pernyataan	Jenis	STS (1)	S (2)	N (3)	S (4)	SS (5)
1	**Menerima (Receiving)**	Kesadaran (Awareness)	Saya menyadari bahwa belajar bahasa Inggris sangat penting untuk masa depan akademik dan profesional saya.	F	5				
2			Saya memperhatikan ketika bahasa Inggris digunakan di lingkungan sehari-hari saya (misalnya: media, papan tanda, percakapan).	F	4				
3			Saya merasa sulit untuk memperhatikan pelajaran bahasa Inggris.	UF	3				
4		Kesiapan Menerima (Willingness to Receive)	Saya berusaha mendengarkan dengan penuh perhatian ketika guru menjelaskan dalam bahasa Inggris.	F	5				
5			Saya merasa tidak nyaman ketika bahasa Inggris digunakan secara luas di kelas.	UF	4				
6		Perhatian Terkontrol (Controlled Attention)	Saya berupaya dengan sengaja untuk tetap fokus selama kegiatan pembelajaran bahasa Inggris.	F	3				
7	**Merespons (Responding)**	Kepatuhan dalam Merespons (Acquiescence in Responding)	Saya berpartisipasi dalam kegiatan kelas bahasa Inggris ketika diarahkan oleh guru.	F	2				
8			Saya hanya merespons dalam bahasa Inggris ketika diminta atau diwajibkan untuk melakukannya.	UF	4				
9		Kemauan Merespons (Willingness to Respond)	Saya secara sukarela mencoba berbicara atau menulis dalam bahasa Inggris selama kegiatan kelas.	F	2				
10			Saya cenderung diam atau menghindari partisipasi ketika diberi kesempatan untuk merespons dalam bahasa Inggris.	UF	5				
11		Kepuasan dalam Merespons (Satisfaction in Response)	Saya menikmati kegiatan pembelajaran bahasa Inggris di kelas.	F	5				
12			Saya merasa bangga ketika berhasil berkomunikasi dalam bahasa Inggris.	F	4				
13	**Menghargai (Valuing)**	Penerimaan Nilai (Acceptance of Value)	Saya sungguh-sungguh percaya bahwa belajar bahasa Inggris memiliki nilai penting dalam kehidupan saya.	F	4				
14			Saya berpikir bahwa belajar bahasa Inggris tidak diperlukan untuk pengembangan pribadi atau profesional saya.	UF	5				
15		Preferensi Nilai (Preference for Value)	Saya memilih menggunakan bahasa Inggris dalam situasi yang relevan atau bermanfaat.	F	4				
16			Saya menghindari penggunaan bahasa Inggris meskipun saya memiliki kesempatan untuk berlatih.	UF	2				
17		Komitmen (Keyakinan) (Commitment/Conviction)	Saya memiliki komitmen yang kuat untuk terus mengembangkan kemampuan bahasa Inggris saya.	F	5				
18			Saya merasa tidak peduli apakah saya mengalami kemajuan dalam bahasa Inggris atau tidak.	UF	4				
19	**Mengorganisasi (Organization)**	Konseptualisasi Nilai (Conceptualization of Value)	Saya memahami bagaimana kemampuan bahasa Inggris berkontribusi pada pencapaian tujuan pribadi dan akademik saya.	F	2				
20			Saya tidak melihat keterkaitan antara pembelajaran bahasa Inggris dan rencana masa depan saya.	UF	5				
21		Pengorganisasian Sistem Nilai (Organization of Value System)	Saya telah menjadikan pembelajaran bahasa Inggris sebagai bagian penting dari tujuan pribadi saya.	F	5				
22			Saya secara konsisten mengutamakan kegiatan lain dibandingkan belajar bahasa Inggris.	UF	4				
23			Saya mampu menyeimbangkan pembelajaran bahasa Inggris dengan tanggung jawab akademik dan pribadi lainnya.	F	2				
24	**Karakterisasi (Characterization)**	Pola Umum (Generalized Set)	Saya secara rutin berlatih bahasa Inggris sebagai bagian dari rutinitas harian saya.	F	2				
25			Saya menggunakan bahasa Inggris hanya ketika diwajibkan secara formal, bukan sebagai kebiasaan pribadi.	UF	5				
26		Karakterisasi (Characterization)	Berinteraksi dengan bahasa Inggris telah menjadi kebiasaan yang alami dan konsisten dalam kehidupan saya.	F	4				
27			Saya jarang menggunakan bahasa Inggris di luar pengaturan kelas formal.	UF	5				
28			Saya menganggap pembelajaran bahasa Inggris sebagai bagian inti dari identitas saya sebagai pelajar.	F	4				

Catatan:

F = Pernyataan Favorable (skor 1–5 dari STS ke SS) | **UF = Pernyataan Unfavorable** (skor dibalik: 5–1 dari STS ke SS)

Pernyataan UF (Unfavorable) ditandai dengan latar kuning | Pernyataan F (Favorable) ditandai dengan latar hijau

Appendix 15

Transcript interview

NASKAH WAWANCARA

Analisis Komitmen dan Otonomi Belajar Bahasa Inggris Siswa Kelas XI

Disusun berdasarkan Instrumen Wawancara (36 Item: 16 Otonomi + 20 Komitmen)

Nama Informan : syifa fadilah

Kelas : xi .2

Tanggal/Waktu : .25 – 5 -2026

BAGIAN 1 — OTONOMI BELAJAR (Benson, 2001)

Pertanyaan bersifat terbuka (semi-terstruktur). Pewawancara dapat memberikan pertanyaan lanjutan, misalnya "Bisa beri contoh?" atau "Kenapa kamu merasa begitu?"

A. Peran Peserta Didik Sendiri

A1. Bagaimana pengalaman belajar Bahasa Inggris kamu di masa lalu memengaruhi cara kamu belajar sekarang?

How have your past experiences in learning English shaped the way you study now?

Pengalam belajar Bahasa inggris ikut les d go sejak smp,

Jawaban:

A2. Apa yang secara pribadi memotivasi kamu untuk belajar Bahasa Inggris minat sendiri, rencana masa depan, atau dorongan dari luar? Tolong jelaskan.

What personally motivates you to learn English, is it your own interest, future plans, or external pressure? Please explain.

Jawaban:

Ingin kuliah ke luar negri

A3. Apa yang kamu lakukan ketika tidak memahami suatu materi Bahasa Inggris? Apakah kamu mencari bantuan sendiri atau menunggu guru?*What do you do when you cannot understand an English topic? Do you seek help independently or wait for the teacher?*

Jawaban:

Biasanya bertanya kepada guru dan juga mencari sendiri, setelah itu sepulang sekolah karena ikut group komunitas belajar bahasa inggris maka belajar dan bertanya di komunitas tersebut, kemudian juga dari social media seperti instagram

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A4. Aspek Bahasa Inggris apa yang menurutmu paling perlu ditingkatkan, dan langkah apa yang sudah kamu lakukan untuk itu?

Which aspects of English do you feel you most need to improve, and what steps have you already taken toward that?

Jawaban:

Speaking, sudah sering ikut komunitas beljar bahasa inggris dan ikut praktis

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B. Peran Guru

A5. Dengan cara apa guru Bahasa Inggrismu mendukung proses belajarmu, baik di dalam maupun di luar kelas?

In what ways does your English teacher support your learning, both inside and outside the classroom?

Jawaban:

Mensupport dan menyemangati agar terus semangat belajar bahasa inggris memberikan gambaran bahwa belajr bahasa inggris mendapatkan kesempatan yang lebih luas

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A6. Apakah gurumu memberi kebebasan untuk menentukan bagaimana atau apa yang kamu pelajari? Bisa beri contoh?

Does your teacher give you the freedom to make decisions about how or what you study? Can you give an example?

Jawaban:

Tidak terlalu kami hanya mengikuti tugas di di lks

A7. Strategi atau teknik belajar apa yang secara khusus pernah diajarkan gurumu kepadamu?

What specific learning strategies or study techniques has your teacher explicitly taught you?

Jawaban:

Tidak ada strategi yang khusus, biasanya kami hanya mengikuti materi dan latihan d lks

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A8. Apakah gurumu membantu kamu menetapkan tujuan pribadi dalam belajar Bahasa Inggris? Bagaimana hal ini memengaruhi cara belajarmu?

Does your teacher help you set personal goals in English? How does this influence your learning approach?

Jawaban:

Cukup membantu, membiasakn menggunakan kamus

C. Jenis Tugas

A9. Apakah tugas-tugas Bahasa Inggris yang kamu kerjakan terasa menarik dan relevan dengan kehidupan nyata? Mengapa/mengapa tidak?

Do you find your English tasks interesting and relevant to real life? Why or why not?

Jawaban:

Tidak, karena materinya sudah pernah belajar d smp

A10. Seberapa menantang tugas-tugas Bahasa Inggrismu? Apakah tugas itu mendorongmu berkembang, atau justru terasa terlalu mudah/sulit?

How challenging are your English tasks? Do they push you to grow, or do they feel too easy or too hard?

Jawaban:

Tugasnya cukup membosankan beluma da tugas yang cukup menantang

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A11. Apakah ada tugas yang memungkinkanmu memilih cara sendiri atau mengekspresikan ide secara kreatif? Ceritakan salah satu contohnya.

Do any tasks allow you to choose your own approach or express your ideas creatively? Describe one.

Jawaban:

Belum ada tugas yang melibatkan kreativitas

A12. Bagaimana bekerja dalam kelompok memengaruhi keterlibatan dan rasa tanggung jawabmu dalam belajar Bahasa Inggris?

How does working in groups affect your engagement and sense of responsibility in English learning?

Jawaban:

Kalau dikelas tidak, tapi kalau di asrama iya karena punya teman sama2 ingin belajar

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D. Lingkungan Belajar

A13. Bagaimana kamu menggambarkan suasana di kelas Bahasa Inggrismu? Apakah suasana itu membuatmu nyaman untuk berpartisipasi?

How would you describe the atmosphere in your English class? Does it make you feel comfortable participating?

Jawaban:

Sedikit berisik, namun tidak mengganggu partisipasi dalam kelas

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A14. Apakah kelas atau sekolahmu memberi kesempatan untuk mengeksplorasi Bahasa Inggris di luar materi buku teks? Jelaskan.

Does your class or school offer opportunities to explore English beyond textbook lessons? Describe them.

Jawaban:

Tugas nya cukup terbatas karena menyesuaikan kemampuan teman yang lain

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A15. Sumber belajar apa (buku, aplikasi, platform daring) yang kamu gunakan untuk mendukung belajar Bahasa Inggris di luar kelas?

What resources (books, apps, online platforms) do you use to support your English learning outside class?

Jawaban:

Buku, wa group, instagram dan tiktok

A16. Apakah kamu berlatih Bahasa Inggris di luar jam sekolah? Apa yang mendorong atau menghambat kamu melakukannya?

Do you practice English outside school hours? What encourages or prevents you from doing so?

Jawaban:

Iya, saya sering mengikuti sesi belajar diluar kelas dengan sesi 2 kali seminggu

BAGIAN 2 — KOMITMEN BELAJAR (Ryan & Deci, 2000)

Seluruh pertanyaan mencerminkan tiga kebutuhan psikologis dasar SDT: Autonomy, Competence, dan Relatedness. Data wawancara bersifat rahasia.

Faktor Internal

K1. Apa yang benar-benar membuat kamu tertarik belajar Bahasa Inggris? Adakah hal spesifik yang kamu sukai darinya?

What genuinely makes you interested in learning English? Is there something specific you enjoy about it?

Jawaban:

Awalnya karena melihat teman – teman bagus dalam berbahasa inggris, lalu munul ketertarikan agar bisa seperti teman. Berbicara bahasa inggris membuat merasa percaya diri

K2. Apakah faktor eksternal seperti nilai, penghargaan, atau harapan guru memengaruhi usahamu dalam belajar Bahasa Inggris? Bagaimana pengaruhnya terhadap komitmenmu?

Do external factors such as grades, rewards, or teacher expectations affect your effort in English? How do they influence your commitment?

Jawaban:

Iya, ketika semnagt dari guru semakin semangat pula belajr

K3. Apa yang biasanya kamu lakukan ketika tugas Bahasa Inggris terasa sangat sulit? Apakah kamu bertahan, mencari bantuan, atau menyerah? Mengapa?

What do you usually do when an English task feels very difficult? Do you persist, seek help, or give up? Why?

Jawaban:

K4. Seberapa percaya diri kamu dalam menyelesaikan tugas Bahasa Inggris? Coba ingat satu tugas di mana kamu merasa mampu, atau justru sebaliknya.

How confident are you in completing English assignments? Recall a task where you felt capable or the opposite.

Jawaban: cukup percaya diri karena materinya amsi materi yang dipeljari ketika smp

K5. Bagaimana perasaanmu ketika diberi tugas Bahasa Inggris yang sangat menantang termotivasi, cemas, atau patah semangat? Apa yang kamu lakukan selanjutnya?*How do you feel when given a very challenging English assignment, motivated, anxious, or discouraged? What do you do next?*

Jawaban:Senang, dan merasa tertantang jika tugasnya baru

K6. Usaha spesifik apa yang kamu lakukan sendiri untuk meningkatkan Bahasa Inggrismu di luar jam pelajaran?

What specific efforts do you make on your own to improve your English outside of regular class time?

Jawaban: les di tempat kurusu, ikut komunitas

K7. Apakah kamu punya tujuan pribadi dalam belajar Bahasa Inggris? Jika ya, apa tujuannya dan mengapa itu penting bagimu?

Do you have personal goals for learning English? If yes, what are they and why do they matter to you?

Jawaban: iya, saya ingin kuliah ke laur negri

K8. Bagaimana kamu merencanakan belajar Bahasa Inggris kapan belajar, mengulang, atau berlatih? Apakah ini inisiatif sendiri atau arahan guru?

How do you plan your English learning, when to study, review, or practice? Is it self-initiated or teacher-driven?

Jawaban:

Biasanya inisiatif sendiri tapia da arahan dari guru

K9. Apakah kamu rutin merefleksikan atau mengevaluasi kemajuan belajar Bahasa Inggrismu? Bagaimana kamu tahu jika kamu berkembang?

Do you regularly reflect on or evaluate your English progress? How do you know if you are improving?

Jawaban: jarang, karena kurang tau caranya

Faktor Eksternal

K10. Bagaimana guru Bahasa Inggrismu memberikan umpan balik atas hasil kerjamu? Apakah itu membantumu berkembang, atau justru terasa mengekang?

How does your English teacher provide feedback on your work? Does it help you improve, or does it feel controlling?

Jawaban: membuat berkembang, seperti memberitahu sebaiknay ucapan yang benar seperti ini

K11. Apakah kamu merasa nyaman mendekati guru Bahasa Inggris untuk bertanya atau menyampaikan kesulitan? Apa yang membuatnya mudah atau sulit?

Do you feel comfortable approaching your English teacher with questions or difficulties? What makes it easy or hard?

Jawaban: iya, karena saya ingin tahu dan guru sangat mendukung dan tidak pernah menjudge

K12. Secara keseluruhan, seberapa besar dukungan gurumu memengaruhi komitmenmu belajar Bahasa Inggris? Berikan contoh.

Overall, how much does your teacher's support affect your commitment to learning English? Give an example.

Jawaban: cukup besar, memberi semangat

K13. Apakah kamu senang berkolaborasi dengan teman sekelas dalam tugas Bahasa Inggris? Bagaimana hal ini memengaruhi komitmenmu pada pelajaran ini?

Do you enjoy collaborating with classmates on English tasks? How does it affect your commitment to the subject?

Jawaban: sebenarnya senang tapi belum ada tigas yang sesuai

K14. Dengan cara apa teman sekelas atau temanmu memengaruhi sikap dan komitmenmu terhadap Bahasa Inggris secara positif atau negatif?

In what ways do your classmates or friends influence your attitude and commitment toward English, positively or negatively?

Jawaban:

Belajar Bersama setelah pulang sekolah, sekali – kali bicara dalam bahasa inggris

K15. Ceritakan bagaimana partisipasimu dalam kegiatan kelompok Bahasa Inggris. Apa yang mendorongmu untuk lebih berkontribusi, dan apa yang menahanmu?

Describe your typical participation in group English activities. What encourages you to contribute more, and what holds you back?

Jawaban: sebenarnya jarang memiliki tugas kelompok, ketika mengerjakan tugas biasanya lebih banyak mengerjakan daripada teman karena teman kurang mengerti

K16. Bagaimana orang tua atau anggota keluargamu mendorongmu dalam belajar Bahasa Inggris? Apakah dukungan mereka memengaruhi seberapa besar komitmenmu?

How do your parents or family members encourage you in learning English? Does their support affect how committed you feel?

Jawaban:

Iya karena sedari kecil ditanamkan bahasa inggris itu penting

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K17. Apakah orang tua atau keluargamu memeriksa atau membantu tugas Bahasa Inggrismu? Bagaimana hal ini memengaruhi komitmen belajarmu?

Do your parents or family check or assist your English schoolwork? How does this affect your learning commitment?

Jawaban:

Biasanya kalua di rumah iya, memncek tugas daan bertanya apakah ada pr . begitu juga sekarang. Namun melalui telpon

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K18. Apakah kamu merasa aman secara emosional dan nyaman di kelas Bahasa Inggris? Faktor apa yang menciptakan atau mengganggu perasaan itu?

Do you feel emotionally safe and comfortable in your English class? What factors create or undermine that feeling?

Jawaban:

K19. Bagaimana kamu menggambarkan suasana umum kelas Bahasa Inggrismu? Apakah suasana itu mendukung atau menghambat komitmenmu?

How would you describe the general atmosphere of your English classroom? Does it support or hinder your commitment?

Jawaban:

K20. Faktor spesifik apa di kelasmu yang membuatmu lebih aktif dan terlibat dalam pelajaran Bahasa Inggris — dan apa yang mengurangi partisipasimu?

What specific factors in your classroom make you more active and engaged in English lessons, and which reduce your participation?

Jawaban:

Appendix 16

Documentation





