CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, learner autonomy is an important think in the education field, it's because the government issued regulations regarding the implementation of the 2013 curriculum. This curriculum applied learner autonomy in learning process. The students has been train to be independent student and do not depend to the teacher. The government required teachers to introduce and apply this learning system to students in public and private educational institutions.

Based on the ministry of education and culture republic of Indonesia regulation article 4 no. 160 concerning the enactment of the 2006 curriculum and the 2013 curriculum which states that, "the basic education and secondary education units can implement the 2006 curriculum at the latest up to the 2019/2020 school year"[1]. The government invited the elements of education to applied learner autonomy in implementation of 2013 curriculum. It's mean that the schools or educational institution have to implemented the 2013 curriculum with optimal readiness. The teacher must promote and introduce learner autonomy system in learning process, especially on English instruction. The teachers as government agencies also tried to implement this system by issuing the law listed above regarding the enactment of the 2013 curriculum.

[1] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia, No.16, Th. 2014

The curriculum aims to shape the character of students who internalize the main values of strengthening the characters of education such as religious, nationalist, independent, mutual cooperation and integrity in every learning carried out. This is a big enough challenge for teachers because Indonesian students are already familiar with the teacher center learning system, namely students looking for, gathering, and discussing material related to the learning carries out. This requires students has been more independent in learning, especially in English subjects.

According to Dardjowidjojo in Sa'adah Rahmadhiyah and Nenden Sri Lengkanawati , Learner autonomy might work very well in western contexts but not in Indonesian contexts because of the standard norm in the Indonesian culture in learning such as the principles of total obedience, the unquestioning mind, the concept of elders-know-all, and the belief that teachers can do no wrong.[2] While Indonesian students have embedds the mindset that the older know everything so that students have the believed that teachers never wrong and make a mistake. In addition, some teachers find out the difficult to trigger students to participate and begin students own learning during the teaching and learning process. This is caused by the attitude of independent learning that cannot be applied properly in some schools in Indonesia which makes students only recipients who always rely on the teacher for what must be learned and how.

[2]Sa'adah Ramadhiyah and Nenden Sri Lengkanawati,*Exploring EFL learner autonomy in the 2013 Curriculum implementation*, Universitas Pendidikan Indonesia,Indonesian Journal of Applied Linguistics, Vol.9, No. 1, May 2019, page 231.

As a result students often cannot see their needs in learning English and most of the students are less enthusiastic and less eager to take the opportunity in learning English. The above issues seem to be the reason that learners autonomy are rarely applies in Indonesian classrooms. However teachers must promote and implementation 2013 curriculum that suggests learners autonomy in their classrooms.

However, Omaggio in Thanashoulas Dimitrios said that there are seven characteristics of autonomous learner. Have insight into their learning styles and strategies, active approach to the learning task, willing take the risk, good guessers, proactive in developing ability in English, revise and reject hypotheses and rules that do not apply, and tolerant and out-going approach.[3] 2013 curriculum aims to shape the character of students into independent students. Omaggio argues that the seven characteristics of students above are criteria for autonomy learners. From the character of learner autonomy above, several indications of the problems were found in implementation of 2013 curriculum.

Based on preliminary research by using interview on September 24th 2021 through 10 students and 1 teacher in MAN 3 AGAM. First problem, most of the students still depend on the teacher about what they will do and how to do that. Does not rely on teachers and active in the application of learning or can also be called a learner centered-system. However, the teacher stated that the school using 2013 curriculum that basically forms the character of independent students. The students also said that the school using 2013 curriculum that basically forms the

[3] Thanasoulas,Dimitrios. *What is Learner Autonomy and How Can It Be Forested?* (internet journal).Retrived :http://itesij.org/Articles/Thanasoulas-autonomy.html

character of independent students. The teacher gives some materials and task but some students didn't do the task because they do not understand the material that gives by the teacher. The teachers say that the students actually want to be active on English lesson but they didn't want to do because they can't speak English and make them don't want to try to do. Lack of facilities and infrastructure in schools such as book and teaching materials causes the students to become less concentrated in learning English. So, the students still depended and only wait from the teacher.

The second problem, based on the research interviewed with some students, students feel afraid to make a mistake when the students try to do the task. Such opinion of the student, students said that if the student are afraid to make mistake which would be ridiculed by the other students. Whereas in the 2013 curriculum students are required dare to take the risk. It is not wrong if the students make mistake, there are other learning which would be taken such as mental training to make students braver in facing challenges. However, they are afraid to make a mistake before they try to do it.

Based on indication of the problem above, the research focused on conducting an research about **"Students' Problems on Autonomous English Learning in MAN 3 AGAM"**

B. Indication of the Problems

Based on the background of the problem, the indication of the problems are as follow :

1. The school using 2013 curriculum, but the they still be passive students. The lack of facilities and infrastructure in schools such as book and teaching materials causes the students become less concentrated in learning English.
2. There are some adventages and lacks in learner autonomy implementation. One of the lacks is the students feel afraid to make a mistake, it make the student don't want to try to do the task.

C. Limitation of the Problem

From the indication of the problems above, the researcher limits the problem have been researched that is about students' problems, focus on on autonomous English learning.

D. Formulation of the Problem

According to the limitation of the problem above, the formulation of the problems is "**what were Students' Problems on Autonomous English Learning ?"**

E. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is to find out Students' Problems on Autonomous English Learning.

F. Significance of the Reaserch

This research hopefully can give valuable contributions to some elements, they are:

1. The teachers

The result of this study can give solution to the teachers, especially the English teachers to have more strategies in teaching English by using

learner autonomy in 2013 curriculum implementation. Teachers are even more creative in finding effective learning strategies used in English learning referring to the results of later research.

2. The students

This research is expected to make the students to be an autonomous learner, the students can find a comfortable way of learning and can learn independently on English language learning in implementing 2013 curriculum .

3. The researcher

The researcher can ascertain the problems that are possible in the implementation of the 2013 curriculum in English lessons. This research also give contribution to the researcher in getting experience in implementation of learner autonomy by conducting the research, and it can be applied by the researcher later in the field.

G. Defenition of the Key Terms

1. Learner autonomy

Learner autonomy is the ability of taking personal responsibility for students own progress.

2. 2013 curriculum

2013 curriculum is one of the government's efforts to resolve the various problems being faced by the world of education today, that basically shape the characters of students who are independent and skilled in learning.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of related Theories

1. The Nature of 2013 Curriculum

a. The Definition of 2013 Curriculum

Based on Law Number 20 of 2003 concerning the Education System National mentions that the curriculum is a set plans and arrangements regarding objectives, content, and learning material as well as the methods used as guidelines for administration learning activities to achieve certain educational goals. Based on this understanding, there are two curriculum dimensions, which are The first is plans and arrangements regarding objectives, content, and lesson material, while the second is a way used for learning activities.[4] While the 2013 curriculum is, an integrated curriculum, the purpose of this integration is a curriculum that integrates Skills, Themes, Concepts, and Topics in the form of Within Sigle disciplines, Acrous several disciplines and Within and Acrous Learners.

In other words that the 2013 curriculum is an integrated curriculum as a concept, it can be said as a system or learning approach that involves several disciplines to provide meaningful and broad experiences to students. The 2013 curriculum is a

[4]Lampiran 1Permendikbud, No.36 th.2018.P.1

curriculum developed from the previous curriculum, the KTSP curriculum which has been applied since 2006. A long time in implementing a curriculum, so the education minister developed a curriculum named after the 2013 curriculum or kurtilas.

b. The Goals of 2013 Curriculum

The curriculum has some purposes in education world, considering the importance of education for humans, almost every country has obligated its citizens to participate in educational activities, through various technical implementations, which are adapted to the country's philosophy, socio-political conditions, resource capabilities and environmental conditions of each. However, in terms of determining educational goals, they basically have the same essence. As stated by Hummel in Akhmad Sudrajat that the purpose of universal education will reach three main types of values, namely:[5]

1. Autonomy, gives individuals and groups the maximum awarenes, knowledge, and ability so that they can manage their personal and collective life to the greatest possible extent.
2. Equity, enable all citizens to participate in cultural and economic life by coverringthem an equal basic education.
3. Survival, permit every nation to transmit and enrich its cultural heritage over the generation but also guide education towards

[5]Akhmad Sudrajat, *Komponen-Komponen Kurikulum* , 2008 January

mutual understanding and towards whathas become a worldwide realization of common destiny.

The goals of national education, which are education at the macroscopic level, are further elaborated into institutional goals, namely the educational goals to be achieved from each type and level of a particular school or educational unit.

In Permendiknas No. 22 of 2007 it is stated that the educational objectives of the primary and secondary education unit levels are formulated referring to the following general educational objectives[6].

a. The purpose of basic education is to lay the foundation for intelligence, knowledge, personality, noble character, and skills to live independently and participate in further education.
b. The purpose of secondary education is to increase intelligence, knowledge, noble character, and skills to live independently and followfurther education.
c. The purpose of vocational secondary education is to increase intelligence, knowledge, personality, noble character, and skills to live independently andpursuing further education in accordance with his vocation.

[6]Permendiknas No. 22 of 2007

The goals of institutional education are then further elaborated into curricular objectives, namely the educational goals to be achieved from each subject developed in each school or educational unit.

The objectives of the 2013 Curriculum implemented by the Ministry of Education and Culture are stated in Permendikbud No. 69 of 2013 concerning the Basic Framework and Curriculum Structure for Senior High Schools/Madrasah Aliyah that the purpose of the 2013 Curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization[7].

In the 2013 curriculum objectives, students are required to think more creatively,innovatively, quickly and responsively and besides that in the 2013 curriculum students are trained to grow courage in themselves. Students will be trained in logical skills in solving a problem. In the 2013 curriculum, elements of social, national and state life are also given or included as well as religious elements to form students with character. In accordance with the objectives of the 2013 curriculum, this curriculum has four core competencies that contain the objectives of the learning process.

[7]Permendikbud No. 69 of 2013

c. The Chain of 2013 Curriculum

The implementation of the 2013 curriculum has several advantages. By this advantages, it is hope that the concept that will be applied can be well. The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:[8]

First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potention of each.

Second, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

Third, many fields of study related to the development of skills which are more appropriate to use the competency approach.

Its several excellences of 2013 curriculum, we can see several concept in this curriculum and goodness to apply in our lesson learning.

[8]E. Mulyasa, *Pengembangan dan Implementasi* ..., p. 164.

d. The Innovation of 2013 Curriculum

In 2013 curriculum, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels.[9] Thus teachers develop only lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English teachers guide book is an accompanying book for the students guide book for ELT. The book is usefull for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. Generally, teacher guide book consist of general instructions, learning guidelines for each chapter and evaluation guidelines.[10]

The English book of 2013 curriculum for students guide are prepared to improve their language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in 2013 curriculum, students are encouraged to be brave to look for other

[9]Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Pasal 9, ayat (2), (3), (4).

[10]Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Guru*, (Jakarta:Balitbang Kemdikbud, 2014), p. v.

learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important.

Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans.[11] Related to the evaluation such as the aspects and the way, there are some differences between the evaluation in the School Based Curriculum 2006 and the evaluation in 2013 curriculum. The emphasis of evaluation in School Based Curriculum 2006 is on cognitive aspect only and tests become the dominant method of assessment. While in the 2013Curriculum, the evaluation emphasizes on cognitive, affective, and psychomotor aspectproportionally, so that the assessment of tests on portfolios are complementary.

e. The Implementation of 2013 Curriculum

Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is „put something into effect". Implementation of the curriculum can also be interpreted as the actualization of the written

[11]Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Siswa*, (Jakarta: Balitbang Kemdikbud, 2014), p. iii.

curriculum in the form of learning. This is in line with what Miller and Seller said, that in some cases, implementation has been identified with the instruction.[12]

The definitions above show the term „implementation" leads to the activity, the action, the attempt, or the mechanism of a system. The phrase „mechanism" implies that the implementation is not just an activity, but an activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case is the curriculum.[13]

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of 2003 year about the national education system, that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.[14] So, implementation of 2013 curriculum is a process applied idea, concept and several innovation in this curriculum. The concept is the student learn to be more active student and can be independent student.

[12]Oemar Hamalik, *Dasar-dasar Pengembangan* ..., p. 237.

[13]Syafruddin Nurdin, *Guru Profesional dan Implementasi Kurikulum*, (Jakarta: Ciputat Press, 2003), p. 70.

[14]UU No 20 Tahun 2003, *Sistem Pendidikan Nasional*, Pasal 1, ayat(19).

2. The Nature of Learner Autonomy

a. Defenitions of Learner Autonomy

Learner autonomy has became a major area as a complicated capacity that potentially has a great impact on personal growth. Learner autonomy learn entirely on their own and determine the direction of their own learning. Learner autonomy is the ability to take charge of one's own learning.[15] This concept promoted by Holec in David and Richard's book about Learner Autonomy Across Cultures. It's mean that learner autonomy have the aim to increase the ability of students without controller from the teachers. This concept describing that the sudents have to do student centre in the classroom, they must be more active than teacher. The students have to prepare about strategy or activities what will be applied by them. The learners are desired to learn English by their pretension. In this context, pretension means that the learners have their own-self guidance to capable their knowledge outside and inside of the classroom.

Based on Everhard and Murphy in Melyann Melani A well-known definition of autonomy is the ability to take charge of one's own learning. Later this concept is further elaborated, and autonomy is widely considered as something that cannot be described as a single behavior. Thus it has a multidimensional construct.[16] Also Safitri

[15]David Palfreyman and Richard C. Smith, *Learner Autonomy Across Cultures*, April 2003, P.1

[16] Melyann Melani, *The Effect of Google Classroom Assisted Extensive Listening on Listening Comprehension Accross Learning Autonomy*, 07thJuly 2020, P. 131

stated that Learner autonomy (LA) is the ability of the learners or students in arranging, developing and handling their own learning activity. It is also known as autonomous learning that refers to the ability of the learners to take charge of their own learning by making themselves capable of making their own decision in determining learning objectives, defining the contents and his progress, selecting methods and techniques, monitoring the procedures of acquisition, and evaluating what has been acquired. Since English language learners in Indonesia are EFL learners, autonomy is a potential capacity which needs to be developed in learners themselves.[17]

According to Rathbone in the thesis of Maria Dian Purnama Sari, the autonomous learner is a self-activated maker of meaning, an active agent in his own learning process[18]. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world.[19] While Rousseau cited in Candy regards the autonomous learner as someone who is obedient to a law that he prescribes to himself.[20] This means that students must take responsibility for themselves. They must be able to place themselves, when to study and when not, both in the classroom and outside the

[17] Tesa Yoshika Puteri, Loli Safitri, *English Language Lecturers' Perception About Learner Autonomy*, IAIN Bukittinggi, 30th December 2021.P.276

[18]Maria Dian Purnama Sari, *Empowering The Students' Autonomous Learning to Improve The English Language Skills of The Tenth Grade Students of RSBI SMA N 7 Purworejo*,Universitas Negeri Yogyakarta, June 2012. P.29.

[19]Ibid

[20]Ibid

classroom. Not only that they must have their own way to learn independently without having to depend on the teacher and always be controlled by the teacher.

Perceived as the concept which entails that learners set their own goals and develop their own standards, learner autonomy does not mean the mere pursuing of learning activities without a teacher. Learner autonomyare learners who are able to define what they really want, or what interests them. This implies the ability to conceive learning goals, policies and plans, and to form purposes and intentions independently of any pressure from others. It also implies that the teacher's role is to do the ground work for students in order to help them achieve the above and thus develop learner autonomy. Rogers state that, the evaluation of one's own learning is one of the major means by which self-initiated learning becomes also responsible learning. It is when the individual has to take responsibility for deciding what criteria are important to him, what goals must be achieved, and the extent to which he has achieved those goals, that he truly learns to take responsibility for himself and his directions.[21]

It's mean that the students should be take control they own learning, they have to decide the good one and the bad one for their learning. The teachers help students to activate their willingness and ability to work independently. Learning strategies and independent

[21]Soufiane Blidi, *Collaborative Learner Autonomy A Mode of Learner Autonomy Development,* Sohar, Oman, 2017, P.32.

work help student to be an autonomous learner. Creation of their own self meanings help them to increase their autonomy.

Based on the definitions mentioned above, it can be defined what the learner autonomy means. As autonomy is defined as the learner's willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning, the autonomous learner can be defined as someone who has willingness, capacity, and ability to take charge of, take responsibility for, or control over his/her own learning. Therefore, it can be concluded that autonomous learning is a process where the learners have willingness, capacity, and ability to take charge of, take responsibility for, or control over their own learning.

b. The Characteristics of Learner Autonomy

Learner autonomy has its own characteristics, based on Omaggio in Dimitrios' there are seven chracteristics of autonomous learner.[22] The students as an autonomous learner have to know about the characteristics.

1. Autonomous learners have insights into their learning styles and strategies.

   It mean that the students have a good instinct and insight to choose their learning style as an autonomous learner. It will make them enjoy in learning and easy to learn by themselves. Brown stated in Urai Salam, Sukarti, Zainal Arifin learning style preference is one aspect of learning styles, refers to the choice of one learning situation or condition over another. Students learn in different ways from each other. They often choose to use what has become known as a preferred learning style. Therefore, every language learner should be aware of their learning style preferences to create a good atmosphere in learning English.[23]

   Second-language use strategies are valuable not only as tools that facilitate the learner's language reception and production but also as means to interpret the learner's interlanguage. Based on

[22]Thanasoulas,dimitrios.*What is Learner Autonomy and How Can It Be Fostered?* (internet journal).Retrived:http://itesij.org/Articles/Thanasoulas-autonomy.html

[23] Urai Salam, Sukarti, Zainal Arifin, *An Analysis of Learning Styles and Learning Strategies Used by a Successful Language Learner*, Journal of English Teaching, Volume 6 (2), June, Pontianak, 2020, P.112

T. Diaz-Rico stated that there are some language use strategis in second language acquisition.[24]

a. Repetition, imitating a word or structure used by another
b. Memorization, recalling by rote song, rhymes, or sequence
c. Formulaic expresssions, using words or phrases that function as units, such as greetings
d. Verbal attention gatters, using language to initiate interaction
e. Answering in unison, respondint with others
f. Taking to self, engaging in subvocal or internal monologue
g. Elaboration, providing information beyond that which is nescessary
h. Anticipatory answers, responding to an expected question, or completing another's phrase or statement
i. Monintoring, correcting one's own errors in vocabulary, style, grammar
j. Appeal for assistance, asking another for help
k. Request for clarification, asking the speaker to explain or repeat
l. Role play, interacting with another by taking on roles
m. Prefabricated patterns, memorizing stock phrases to rely on when all else fails

[24] Lynne T. Diaz-Rico, *Teaching English Learners Strategies and Mothods,* California State University, San Bernardino, P.108

n. Appeals for help, asking a conversant for help or pausing to consult a dictionary
o. Cognitive and persinality styles, employing one's personality to compensate for unknown language structures.
p. Avoidance, evading the use of sounds, structures, or topics that are beyond current proficiency.
q. Language switch, falling back on the primary language for help in communication.

Keefe in T. Diaz-Rico divided learning style variables into four categories, phsycological, affective, incentive, and cognitive.[25] Psychological variables influence personal nutrition, health, time-of-day preferences, sleeping and waking habits, need for mobility, and needs for and response to varying levels of light, sound, and temperature. Affective variables include the amount of structure or supervision students need, what anxiety and curiousity they display, and what degree of persistence they use to persue a task in the face of frustation.

Incentive variables cover student' personal interest, levels of achievement motivation, enjoyment of competition versus cooperation, risk taking versus caution, reaction to rewards and punishman, social motivation arising from family, school, and

[25] Lynne T. Diaz-Rico, *Teaching English Learners Strategies and Mothods,* California State University, San Bernardino, P.110

ethnic background, and locus of control. Cognitive learning style variables include field independent versus field dependent, conceptual/analytical versus perceptual/concentrete, board versus focused attention, easily distracted versus capable of controlled concentration, leveling versus sharpening, and high cognitive complexity versus low cognitive complexity.

Honey and Mumford in Urai Salam, Sukarti and Zainal Arifin stated that language learners must be familiar with the existence of learning styles within themselves that encourage them to learn effectively. Awareness of preferred learning styles is very important because it has impacts on language learners' achievement in acquiring English.[26] Based on Stern in Hoang Nguyen and Daniel R, the most significant elements in his proposed strategies were the initiative and activeness of the learners in approaching a learning task or problem.[27]

2. The learners take an active approach to the learning task at hand.

When the students are given a task by their teacher, they will be active in making the task. They also feel happy and enjoy when the teacher give some task to do inside or outside classroom.

[26] Urai Salam, Sukarti, Zainal Arifin, *An Analysis of Learning Styles and Learning Strategies Used by a Successful Language Learner*, Journal of English Teaching, Volume 6 (2), June, Pontianak, 2020, P.112

[27] Hoang Nguyen and Daniel R. *English Learning Strategies among EFL Learners: A Narrative Approach.* Terry IAFOR Journal of Language Learning. Vol. 3 – Issue 1 – Spring. 2017. P.5

As Bransford, Brown, and Cocking, students learn best when learning is active: When they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information.[28]

3. They are willing to take risks, for the example, to communicate in the target language at all costs.

Autonomous learner have enough brave to take risks in learning because they have to make some desicion to determine their goals.

Thompson stated that while having self-confidence is not an essential requirement initially, it is directly related to being willing to make mistakes and take risks. Students who are able to convince themselves that mistakes are not horrific things and that nothing bad will happen to them, quickly build up their confidence. This helps them to answer questions in class, to take more risks and to enjoy the experience more.[29]

---

[28] Sewnet Tesfaye, Kassegn Berhanu, *Improving Students' Participation in Active Learning Methods: Group Discussions, Presentations And Demonstrations:A Case of Madda Walabu University Second Year Tourism Management Students of 2014.* Journal of Education and Practice Vol.6, No.22, 2015.P.29

[29] Sandee Thompson. *The 'Good Language Learner'*. University of Birminham.2005. P.12

Wenden stated that good language learners are willing to take risk too. Learners should realize that they cannot inhibit themselves from facing all the challenges and difficulties when learning a second language. They should try to get their messages across using any means to establish communications.[30]

4. They are good guessers.

   This does not mean to say that learner automatically know how to learn. If they already have the ability to guess, then they need the oppurtunity to exercise and develop it, whereas if they do not, they need to be guided in developing it.

   Based on Wenden, good language learners are also good guessers. They must have the skill to use clues effectively, and make justifiable inferences. The clues can be in context, situation, explanation, trial and error or translation.[31]

5. The learners try to be proactive in developing their ability in English by seeking external knowledge.

   It means that, the students may follow some activities at the school, like to try to attend national seminar or the students can visit library to find anything about knowledge especially English. Learners proactive contribution to enhancing the effectiveness of

[30] Norhiza Ismail & Nurul Liyana Binti Ab Jabar. *A Study On The Language Learning Strategies Used Among UHB 1412 Students.* (English For Academic Communication). Faculty Of Education Universiti Teknologi Malaysia. January. 2010. P.2

[31] Ibid

their own learning, essential in developing skills in learning-how-to-learn.[32]

6. The students develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.

   It means that autonomous learner is able to develop their language and can review what they have learned in order to delete the rules is notnecessary to be applied.

   Learners must always monitor their own speech and others', to attend how well their speech is being received. This is also to prepare them to attend to both from and content when learning a language. To be successful language learners, they should always think in the target language by developing a separate reference system for them to revise their language learning[33].

7. The students should have a tolerant and outgoing approach to the target language.

Many people have the different characteristics in the world, such as arrogant, kind, sel-confident, and easy going. The autonomous learner should have a tolerant attitude to other people when they are learning English so that they can share their ideas or opinions to their friend.

[32] Lillian L.C. Wong and David Nunan. *The learning styles and strategies of effective language learners*. University of Hong Kong, Pokfulam Road, Hong Kong. May. 2011. P.146

[33] Ibid

Students who have a high tolerance for ambiguity, are willing to guess at meaning and do not need to know 'right now', are better language learners. learners are willing to negotiate meaning with their partners, are comfortable with guided discovery tasks and can wait to discover the answer until after they have first tried it.[34]

In short, a characteristic of autonomous learner is necessary to be applied in learning in order to maintain their relationship each other.

Guglielmino suggests that there are some rather clearly identifiable behaviors and abilities associated with self-direction in learning. They include intelligence, independence, confidence, persistence, initiative, creativity, ability to critically evaluate one's self, patience, desire to learn and task orientation. Other behavioral characteristics identified are tolerance of ambiguity, ability to discover new approaches, prior success with independent learning, preference for 79 working alone, knowledge of variety of resources, ability to plan, ability to carry out a plan and others.[35] He divides the characteristics of learner autonomy into several components consisting of How to study, Problem solving skills, Self-efficacy, Love to learn.

---

[34] Sandee Thompson. *The 'Good Language Learner'*. University of Birminham.2005. P.16

[35]Huey B. Long And Stephen K. Agyekum, *Guglielmino's Self-Directed Learning Readiness Scale: A Validation Study*, University of Georgia, Athens, Georgia 30602, USA, Amsterdam, 1983, P.78

Dafei in thesis of Agnes Nugraheni stated that in Students Perception of Autonomous Learning in Extensive Reading II Class, based on the defenition of learning autonomy there are agreement that autonomous learners understad the purpose of their learning program explicitly accept responsibility for their learning, share in setting of learning goals, take initiative in planning and execute learning activites and regularly review their learning and evaluate its effectiveness.[36] Having same idea as Dafei, Leni Dam stated that adds that someone qualifies as an autonomous learner when he independently chooses aims and purposes and set goals, chooses materials, methods and tasks, exercise choices and purposes in organizing and carrying out the chosen task and chooses criteria for evaluation.[37] This perseptions explained that the learner autonomy having several characteristics like as, the students should take responsible about their aim and purpose of their learning, take some exercises and sharing their idea each other, and take the strategy how to evaluate their learning. They are more active than teacher and initiative in planning and review their learning.

Therefore, Nunan stated that autonomous learners principally are able to self-determine the overal direction of their learning, become actively involved in the management of learning process, and exercise freedom of choice in relation to learning resources and

[36]Agnes Nugraheni, *Students Perception of Autonomous Learning in Extensive Reading II Class*, Universitas Santa Dharma Yogyakarta, july 2009,P.15

[37]Ibid.

activities.[38] He agrees with Dafei's and Leni Dam's opinion that learner autonomy has the characters that students have freedom in determining goals, processes, strategies, learning styles, material, material review and evaluation process. They also have freedom and responsibility for their learning process. They can choose their material, and purpose of the lesson.

According to Candy in Cakici states the characteristics of autonomous learners are as follows: methodical and disciplined; logical and analytical; reflective and self-aware; curious, open and highly motivated; flexible, interdependent and interpersonally competent; persistent and responsible; venturesome and creative; and self-sufficient, information seekers, knowledgeable and skilful about learning process and critical thinkers.[39]

c. The Aspects of Learner Autonomy

Based on David Little, there are some aspects in learner autonomy.[40] Firtst is, determining the objectives. The students may participate in reach what they are trying ti achieve. It circumtance, they encourage themselves in attain their goal in learning English independently. Second is, defining the contents and progressions. In autonomuos learning, the students may show the achivement in the stages of the learning process. The next aspect is selecting methods

[38]Ibid.

[39]Cakici,Dilek.*Autonomy in Language Teaching and Learning Process.*ondokuzMayis University, Faculty of Education.Vol,16,No 1, 2015,P.35

[40]David, Little.*Constructing a Theory of Learner Autonomy.*P.13

and thecniques to be used. The students have right to choose some activity in independent language learning in which the teachers may contribute on it. Another aspect is monitoring the procedure of aquisition properly speaking (rhythm, time, place, etc). In specific skills such speaking, the students can contribute in understand what they have obtain from the activity of autonomous learning. The last aspect is evaluating what has been acquired. The students may define the measurement in calculate their knowledge which is they have obtained by learning independently.

d. Learner Autonomy Strategies

Learner autonomy has several strategies wich lead the students to successes their charge in learning independently. As stated by Holmes there are some strategies to promote learner autonomy. Firstly, students are encouraged to think independently. The students are enforced to have their freedom to have their own idea. In learner autonomy, the students may conclude the materials that they learn by using their own thought.

Secondly, to promote learner autonomy learning students should be creative. The teachers may improve the students' imagination by using interesting media in teaching learning process.

Thirdly, another strategy to promote learner autonomy is by following their inspiration and interest. The role of teacher in learner autonomy is become the facilitator, supervisor, etc.

Fourthly, students are encouraged to learn what they want to know. In learning independently, the students must have their own desire in specific subject. That is the role of teacher in support the students to learn the course that they like.

Fifthly, by learning how to find information, students are able to learn by learner autonomy. The teachers encourage the students to seek the information by themselves. That emphasize the students to learn independently by their own.

Sixthly, the students can promote learner autonomy by doing their own research. The students may observe their passion in specific subject.

Seventhly, the students learn how to report their finding. The teachers may present their result in presentation that they show in front of the class.

Eighthly, learn how to share their ideas to others. The teachers may use some strategies in motivate the students to share their idea with their partner or friends.

Ninthly, the students are encouraged to learn how to communicate conclusion.in learner autonomy, the students may learn to conclude everything that they have got in learning process independently.

Tenthly, by learning to take pride in their achivements the students will know the unique pleasure when they obtain the certain purposes in teaching learning process. Eleventh, the students learn to develop

personal responsibility. This term can also growthe self-charge-in from their activity in learner autonomy. The last, the students learn how to continue to develop said skills. That is one of ways that the students may acquire a 'jumping rock' in mastering several skills in English or every subject that they have passion on it.

So, the students have to know about some strategies which are used in learning English through learner autonomy. The students can develop their ability through strategies or activities to improve their English.

e. Learner Autonomy Activities

The learner have to develop their knowledg by their own. Harmer stated that some students will be more successful than others as autonomous learners because of their learning style.[41] Based on Harmer as the students that use autonomous learning, they have to study hard to get success in the future. They should begin to prepare their self to take the big result from their efforts.

A person's success depends on his or her own intentions. Whether he strives for that success, or just waits for success to come by itself. Basically, success is obtained with effort and a strong willingness. In Harmer's opinion that the way a person learns can affect his success in the future.

[41]Jeremy,Hermer. *The Practice of English Language Teaching*. 3rd.2001.P.335

f. Benefit of Learner Autonomy

There are many benefit of learner autonomy fo the learners. The first is learner autonomy can help the students to be responsible person. Secondly, learner autonomy can increase students' motivation. Based on Sukasih Ratna Widayanti on her research The „two sides" of Learner Autonomy in English Language Learning the advantages of learner autonomy include six positive sides.

Firstly, learners are directly involved in their own learning process. Secondly, learner autonomy positively effects motivation, reduces boredom and lack of interest. Thirdly, autonomous learning provides opportunities for authentic language use. Fourthly, co-operation supports social integration and creates a positive learning atmosphere. Fifthly, knowledge about how to learn (a language) can be applied to other languages. Lastly, learners are prepared for living in their society as independent individuals.[42]

Some of the above benefits can be achieved by controlling the teacher. The teacher also plays an important role in maintaining the activities carried out by students in the application of this learner autonomy. The teacher is also very instrumental in directing students to implement this learner autonomy. Good cooperation between the teacher and students will produce benefits such as the opinion of Sukasih Ratna Widayanti above.

[42]Widayanti,Sukasih Ratna, *The „two sides" of Learner Autonomy in English Language Learning*,Universitas Widya Dharma Klaten, P.363

B. Review of Related Studies

Related studies are important because they will give reference to complete the research. Then the aim of learner autonomy studies is to know the difference between previous research and research that will do in order to research. In brief, there are several studies related to the application of learner autonomy as discussed expert :

Firstly , Fitri Wulansari, Hery Yufrizal, Hartati Hasan in their journal who has been studying autonomous learners in seventh grade at a junior high school. They give the students several questions to find out whether students are autonomous learners or not. They find that most of the students they study are autonomous learners. Although not all students are autonomous learners, the results of the study show that more than fifty percent of students are autonomous learners.

Furthermore, Sukasih Ratna Widayanti from Widya Dharma Klaten University conducted research onThe two sides of Learner Autonomy in English. The main objective of this thesis is to explain some important points of the learner autonomy in English language learning, especially the two sides‘ of learner autonomy. The teachers concern in teaching and students have more portions inlearning. The development of autonomous learning to the students implies better languagelearning since the learners will be the main element in the learning process.

Then, Maria Dian Purnama Sari from Yogyakatra University about research on Empowering The Students’ Autonomous Learner to Improve

The English Skills. Based on the research, she found the result shows that the autonomous learning through Self-discovery improved the learners' self-investment that affects their learning achievement on language skills in the English learning process. Self-discovery activities facilitated the students to improve their self-investment and reading skill, while Jigsaw activity itself improved the students' language skills on speaking, listening, and writing. The improvement of students' self-investment affected their learning achievements on language skills. It can be seen in the improvement of their mastery of language aspects such as the mastery of vocabulary, grammar, pronunciation, etc., which are integrated in their four basic skills: listening, speaking, reading, and writing.

In addition, Agnes Nugraheni from Sanata Dharma Univesity of Yogyakarta conduct research on student's perception about autonomous learning in Extensive reading. From a number of questions and a number of interviews he conducted, she found that most students responded positively to the application of learner autonomy in extensive reading. Only a small part of the community thinks that everything has to be arranged by the teacher or lecturer.

All researchers focused on autonomous learner application. although they have several common points, the focus of their research is very difficult. First, Fitri Wulan Sari and friends conducted a study of investigating learner autonomy implementation. This research show that not all of the respondents are autonomous learner. But almost of them

apply the learner autonomy. Furthermore, Sukasih Ratna Widayanti from Widya Dharma Klaten University conducted research onThe two sides of Learner Autonomy in English. Focus of her research is the sides of learner autonomy, advantages and disadventages of autonomous. The research show that Autonomy in English language learning is a process. It is not a product that manystudents seek today. It is impossible to teach learners everything they need to know inclass so that the class activity should be driven to the development of learner autonomy. To be able to follow the development, language learner should learn continuously whether there are some advantages and disadvantages of learner autonomy. Being an autonomous learner has a parallel relation with the awareness of one‘s responsibility as amember of a society.

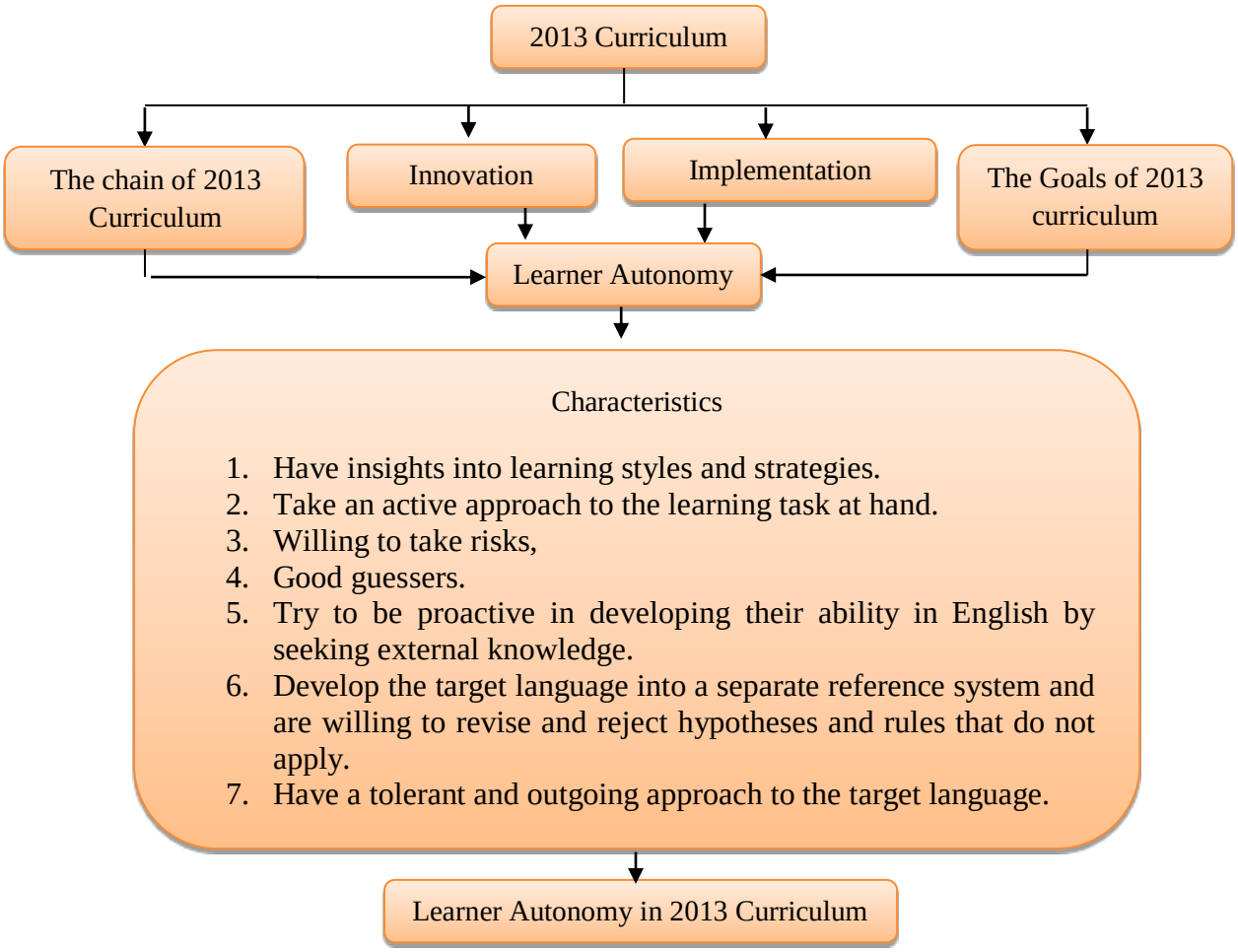
Then, Maria Dian Purnama sari conducted a study about empowering the students to increase their skills in English. This research show that they still monotonouse in teaching learning activities. Jigsaw activity can improve their skills in English. Based on her research, self discovered and jigsaw activity can make the English skills be better. Agnes Nugraheni conducted the research that show that using autonomous learner in extensive reading. In this study, she found that some students can give possitive respond to autonomus learning. Only few of then still monotouns and give negative respond.

In addition, this research is different from above research because this research will focus on exploring English foreign language learner

autonomy in 2013 curriculum implementation. In this study, will investigate the learner autonomy implementation. In addition, the wish of this research can be useful for writing at the UIN Sjech M. Djamil Djambek of Bukittinggi especially in English Department of Education.

C. Conceptual Framework

In this research, the research provides the conceptual framework in order to make this research become more understandable. The conceptual framework can be seen below :



Based on the conceptual framework above, it can be seen that the learner autonomy is related to the 2013 curriculum implementation. This research focus on students and teacher problems about learner autonomy in 2013 curriculum implementation. We will find out the descriptions of the students and teacher problems about learner autonomy and we will analyze the perceptions of the students and teacher.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research was descriptive quantitative research. Descriptive research is included in one type of research that was quantitative which makes a description in the phenomenon of education.[43]This study aims to determine the students who used learner autonomy in 2013 curriculum implementation. The reseracher only analyzed and make description about student's who use learner autonomy in learning proccess. So, descriptive quantitative research is the type of research that is most related to the purpose of this study. Setyosari pointed out descriptive research aims to clarify or describe some condition, events, objects or everything that was the relevant with variable that cloud clarified with number words.[44]

Based on the explanation above, this research used descriptive quantitative design as the design of this study. It was done because by using this research design reseracher could describe using of learner autonomy in implementation 2013 curriculum and students and teacher problems in using it.

B. Population and Sample

Population and sample is important elements in this reaserch. Population and sample are the main source of this data. Quantitative research attems to find

[43]Meredith D Gall, et.al.,*educational Research : an introduction*, (pearson education, inc., Boston 2003), p.290

[44]Setyosati Punaji. *Metode penelitian pendidikan dan pengembangan*. Jakarta: kencana, 2010. P.3

something from a large group of people which is called population, by studying much smaller goup.[45] The smaller group in the research is called sample. So sample is the small part of the population which could represent the population.

1. **Population**

Population is a part of this research. Gay stated that population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalized.[46] The population is all of eleventh grade of students in MAN 3 AGAM. This research choose eleventh grade because tenth grade is still in transition period from junior high school to senior high school. While the twelfth grade carried out the graduation exam, then selected sample is the entire eleventh grade. As seen in the table below :

Table 3.1 : Population of the research

Clases	**Amount of Students**
XI IPS 1	20
XI IPS 2	20
XI IPA	25
XI IPK	26
Total	**91**

Source :English teacher of MAN 3 AGAM

[45]L.R gay.,*educational Research competencies fo Analysis and application* (New York:Macmilanpublishing company,1990),P.167

[46]L.R gay,_____, P.8

2. Sample

Sample is a part of population which is representative of the population. Based on the data above the eleventh grade consist of 4 classes. According to Gay, sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected.[47] So, it could be concluded that sample is the part of the population which is going to be researched by researcher in finding certain data.

Table 3.2 : Sample of the Research

Clases	**Amount of Students**
XI IPS 1	20
XI IPS 2	20
XI IPA	25
XI IPK	26
Total	**91**

According to the data above, researcher took all of the population research data sources. The researcher selected the sample for this reaserch by total sampling. The reason to taking total sampling is according to Arikunto, the researcher used total sampling if the amount of population less that hundered, so it is better to take the entire sample. The opposite , if

[47]L.R gay,_____ , P.101

the research more than 100 respondents, took 10% to 25%.[48] The population in this research is less than 100 respondents, it is only 94 students. So, the researcher took all of the students in population as the sample of the research.

C. Instrument of the Research

Instrumentation play an important role in a research. Gay stated that instrument is a tool used for data collection. [49] The instrument that is used in a research should be designed optimally in order to get the actual data. In this research, researcher used an questionnaire to collected the data. The students are given some statements in a questionnaire and the students checked the answer always, often, sometimes, seldom or never, we can say closed questionaire.

This questionnaire were validation by the 4 experts. The expert of data validity was Dr. Afdaleni, M.Pd, M.Pd, Agseora Ediyen, M. Hum, Muthia Rahman, M.Pd and Dr. Supratman Zakir, M.Pd, M.Kom. The researcher got the data of validation sheet from the experts. Then, researcher was processing that data, it could be concluded that the product was valid.

Table 3.3 : revision of Validation sheet

No.	Expert	Component	Revision
1.	Dr. Afdaleni, M.Pd, M.Pd	• Please re-check the diction and grammar in the qustionnaire sheet.	• The researcher has revised the diction and grammar in the questionnaire sheet.
2.	Agseora Ediyen, M. Hum	• The questionnaire was valid used to answer the research question • The researcher should explain the purpose of the research in the	• The researcher was explained the purpose of the research in the introduction part of the questionnaire

[48]Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan* (Jakarta: Rineka Cipta,1998) P.120

[49]L.R.Gay, _____ , P.113

		introduction part of the questionnaire • The rearcher should include a statement of accountability for data to the source • The researcher explains the instructions for filling out the questionnaire	• The researcher was included a statement of accountability for data to the source • The researcher was explained the instructions for filling out the questionnaire
3.	Muthia Rahman, M.Pd	• Correct some statements that are incomplete or ambiguous in the respondent's understanding	• The researcher was reviced some statements and completed the ambiguous satatements in the respondent's understanding.
4.	Dr. Supratman Zakir, M.Pd, M.Kom	• Preferably an indicator has at least two questions	• An indicator has several questions.

Table 3.4 : Instrument of the research

No.	Indicator	Sub-Indicator
1.	Autonomous learners have insights into their learning styles and strategies.	- Learning styles - Learning strategies
2.	The learners take an active approach to the learning task at hand.	- Active at learning task
3.	They are willing to take risks, for the example, to communicate in the target language at all costs.	- Willing to take risks
4.	They are good guessers.	- Good guessers
5.	The learners try to be proactive in developing their ability in English by seeking external knowledge.	- Developing their ability
6.	The students develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.	- Develop the language to separate reference system - Revise the rules and hypotheses do not apply - Reject the rules and hypotheses do not apply
7.	The students should have a tolerant and outgoing approach to the target language.	- Tolerant - Outgoing approach

Source :Omaggio

D. Technique of the Data Collection

To collected the data, the researcher used questionnaire. The steps in collecting data:

1. The researcher prepared the questionnaire and came to the school
2. The researcher asked permission from the school and English teacher to collected the data
3. The researcher entered the class and distributed the questionnaire to the respondences
4. The researcher gave the questionnaire which is related to the problems in learner autonomy during 2013 curriculum implementation.
5. The students fill out the questionnaire for 25 minutes.
6. After that, the students submitted the answer sheets to the researcher and the researcher leave the class.
7. The researcher analyzed the students answer about the problems of learner autonomy during 2013 curriculum implementation.
8. The researcher made conclusion and percentage about the problems of learner autonomy during 2013 curriculum implementation.

So in this research, the researcher used questionnaire. It means the researcher prepared some statements about the problems of learner autonomy.

E. Technique of the Data Analysis

The data analyzed by using some steps after the data were collected. The steps as follow:

1. The result from the data then measured by using Likert scale:

Scale	Value criteria
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

Soruce : Sugiyono

2. Analyzed the students answer of the questionnaire.
3. Tabulated the students who have the problems in learner autonomy based on the questionnaire and make their percentage.
4. Find out the percentage of the items, the researcher use following formula:[50]

$$P = \frac{f}{n} \text{ x } 100\%$$

P = the percentage of the result

F = the frequency of student's problem in learner autonomy

n = total amount of the sample

[50]Norman Blaikie. Analyzing Quantitative Data. (London: SAGE Publication.2003) p.60

5. Make the conclusion of the result following the table of interpretation.

Percentage (%)	**Level of Problem**
< 40 %	Strong
40% - 55%	Enough
56% - 75%	Low
76% - 100%	Very Low

Adapted Suharsimi Arikunto

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The title of this reaserch was "Students' Problems on Autonomous English Learning in MAN 3 AGAM*"*. The sample were the student of MAN 3 AGAM grade IX academic year 2022. The participants were 91 students. The data was collected by using questionnaire. The students answered the items within five categories. They were always (5), often (4), sometimes (3), seldom (2) and never (1). Then the researcher did analysis on the data. The result were analyzed to answere research question about what are Students' Problems on Autonomous English Learning ?

1. Description of the Data

This research was conducted on 6 June 2022 at eleventh grade in MAN 3 AGAM. Data were collected using questionnaire and there were 91 samples in this research. There are 7 indicators of problems in Autonomous English Learning, the data related to those indicarors are explained bellow :

1. Autonomous learners have insights into their learning styles and strategies

Table 4. 1: Score and Percentages of First Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Inter pretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
1	Saya meniru kata atau struktur yang digunakan oleh	7	29	30	13	12	267	66,2 %	Low
		Percentage							
		7,69%	31,87%	32,97%	14,29%	13,19%			

	orang lain								
2	Saya mengingat dengan hafalan lagu, pantun, atau urutan	3	10	38	31	9	306	61,2%	Low
		Percentage							
		3,30%	10,99%	41,76%	10,99%	9,89%			
3	Saya menggunakan kata atau frasa yang berfungsi sebagai satu kesatuan, seperti sapaan	2	18	45	23	3	280	56%	Low
		Percentage							
		2,20%	19,78%	49,45%	25,27%	3,30%			
4	Saya menjawab serempak, menanggapi dengan siswa lain	2	24	36	22	7	281	56,2%	Low
		Percentage							
		2,20%	26,37%	39,56%	24,18%	7,69%			
5	Saya menanggapi siswa lain	1	16	39	30	5	295	59%	Low
		Percentage							
		1,10%	17,58%	42,86%	32,97%	5,49%			
6	Saya aktif dalam mengerjakan tugas monolog yang dilakukan secara individu	1	23	28	32	7	294	58,8%	Low
		Percentage							
		1,10%	25,27%	30,77%	35,16%	7,69%			
7	Saya memberikan informasi mengenai materi pelajaran bahasa inggris dari luar yang diperlukan	5	27	35	21	3	263	52,6%	Enough
		Percentage							
		5,49%	29,67%	38,46%	23,08%	3,30%			
8	Saya menjawab pertanyaan yang diberikan, atau melengkapi frasa atau pernyataan orang lain	1	24	45	15	6	274	54,8%	Enough
		Percentage							
		1,10%	26,37%	49,45%	16,48%	6,59%			
9	Saya mengoreksi kembali kesalahan sendiri dalam	2	22	38	20	9	285	57%	Low
		Percentage							
		2,20%	24,18%	41,76%	21,98%	9,89%			

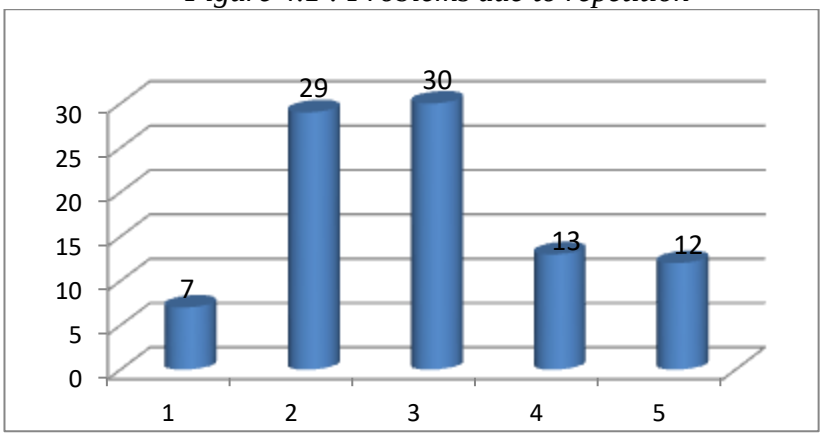
	kosakata, gaya, tata bahasa								
10	Saya meminta bantuan orang lain	1	11	32	33	14	321	64,2%	Low
		Percentage							
		1,10%	12,09%	35,16%	36,26%	15,38%			
11	Saya meminta pembicara untuk menjelaskan atau mengulangi meminta pembicara untuk menjelaskan atau mengulangi	0	22	36	28	5	289	57,8%	Low
		Percentage							
		0,00%	24,18%	39,56%	30,77%	5,49%			
12	Saya berinteraksi dengan orang lain dengan mengambil peran	4	22	37	24	4	275	55%	Enough
		Percentage							
		4,40%	24,18%	40,66%	26,37%	4,40%			
13	Saya menghafal kosa kata yang bisa digunakan ketika semuanya gagal	1	29	37	18	6	272	54,4%	Enough
		Percentage							
		1,10%	31,87%	40,66%	19,78%	6,59%			
14	Saya meminta bantuan siswa pandai atau berhenti sejenak untuk membaca kamus ketika menemukan kosa kata yang tidak dimengerti	2	10	34	35	10	314	62,8%	Low
		Percentage							
		2,20%	10,99%	37,36%	38,46%	10,99%			
15	Saya mengerjakan secara personal untuk mengidentifikasi struktur bahasa yang tidak diketahui	2	25	44	12	8	272	54,4%	Enough
		Percentage							
		2,20%	27,47%	48,35%	13,19%	8,79%			
16	Saya menghindari	4	21	46	13	7	271	54,2%	Enough
		Percentage							

	penggunaan suara, struktur, atau topik yang melampaui kemampuan saya saat ini	4,40%	23,08%	50,55%	14,29%	7,69%			
17	Saya kembali pada bahasa utama, bahasa Indonesia untuk bantuan dalam komunikasi bahasa Inggris	1	7	39	29	15	323	64,6%	Low
		Percentage							
		1,10%	7,69%	42,86%	31,87%	16,48%			
18	Saya tidak mampu mengendalikan rasa takut ketika saya berkomunikasi dihadapan guru dan teman-teman di kelas	3	22	31	29	6	286	57,2%	Low
		Percentage							
		3,30%	24,18%	34,07%	31,87%	6,59%			
19	Saya berusaha menyukai pembelajaran bahasa inggris walaupun saya tidak mengerti	2	9	38	31	11	300	60%	Low
		Percentage							
		2,20%	9,89%	41,76%	34,07%	12,09%			
20	Saya menjadika reward dari guru sebagai target dalam pembelajaran bahasa Inggris	3	23	36	22	7	280	56%	Low
		Percentage							
		3,30%	25,27%	39,56%	24,18%	7,69%			
21	Saya memilih menyimpulkan pembelajaran bahasa inggris sendiri setelah belajar daripada menunggu pendapat dari teman	4	19	45	19	4	273	54,6%	Enough
		Percentage							
		4,40%	20,88%	49,45%	20,88%	4,40%			
Mean score							6.021	1.217/21 = 57,95%	Low

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

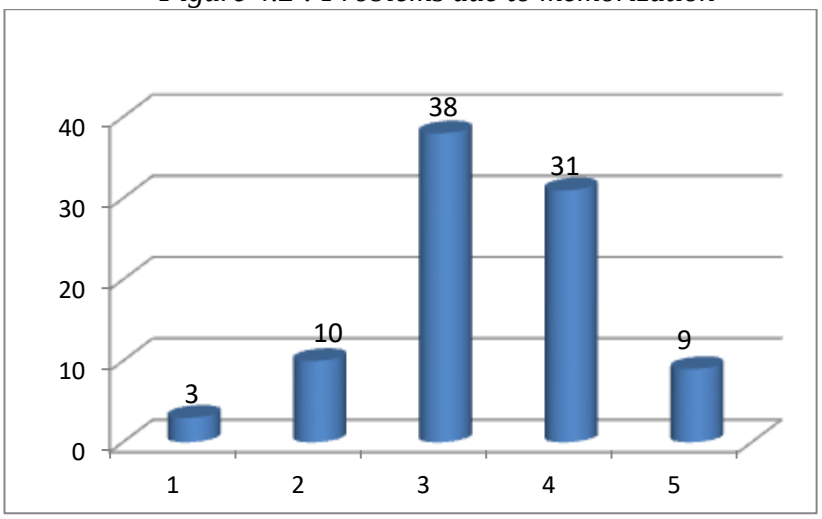
Based on the table 4.1 the first indicator of the questionnaire autonomous learners have insights into their learning styles and strategies, the researcher provided twenty one statements to get the data students' problems on autonomous English learning in detail could be seen in each graph.

Figure 4.1 : Problems due to repetition



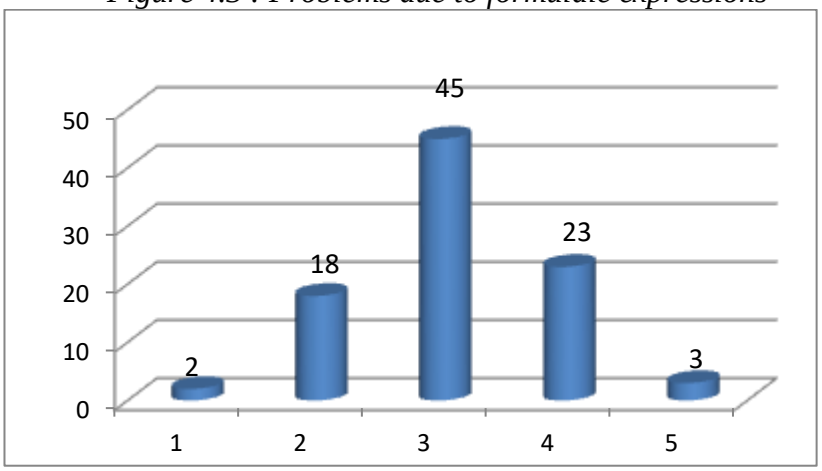
From the figure, it was clear that for item number 1 *"Saya meniru kata atau struktur yang digunakan oleh orang lain",* there were 7 students who answered option *"never (1)"*. Then, there were 29 students who answered option*"seldom (2)"*. There were 30 students who answered option *"sometimes (3)"*. After that, there were 13 students who answered option *"often (4)"* and there were 12 students who answered option *"always (5)"*. The mean of the first item in autonomous English learning is 66,2 % which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.2 : Problems due to memorization



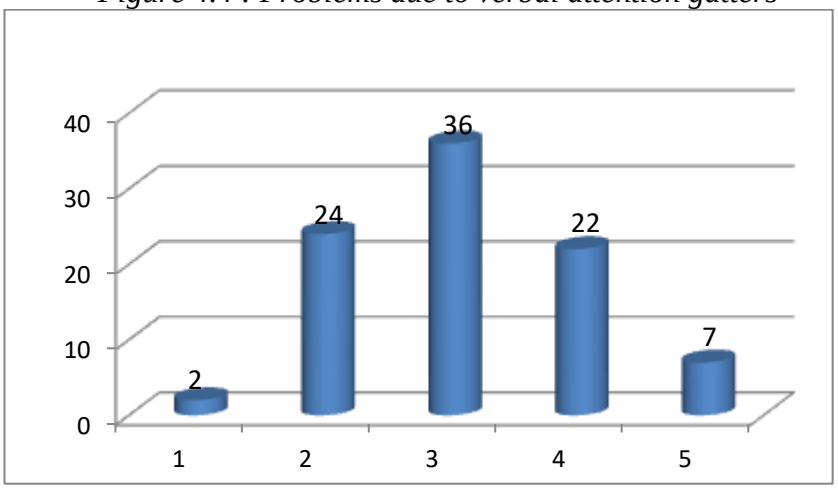
Then, for item number 2 *"Saya mengingat dengan hafalan lagu, pantun, atau urutan",* there were 3 students who answered option *"never (1)"*. Then, there were 10 students who answered option*"seldom (2)"*. There were 38 students who answered option *"sometimes (3)"*. After that, there were 31 students who answered option *"often (4)"* and there were 9 students who answered option *"always (5)"*. The mean of the second item in autonomous English learning is 61,2% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.3 : Problems due to formulaic expressions



After that, for item number 3 *"Saya menggunakan kata atau frasa yang berfungsi sebagai satu kesatuan, seperti sapaan",* there were 2 students who answered option *"never (1)"*. Then, there were 18 students who answered option*"seldom (2)"*. There were 45 students who answered option *"sometimes (3)"*. After that, there were 23 students who answered option *"often (4)"* and there were 3 students who answered option *"always (5)"*. The mean of the third item in autonomous English learning is 56% which is categorized as low. It means that low problematic on autonomous English learning.

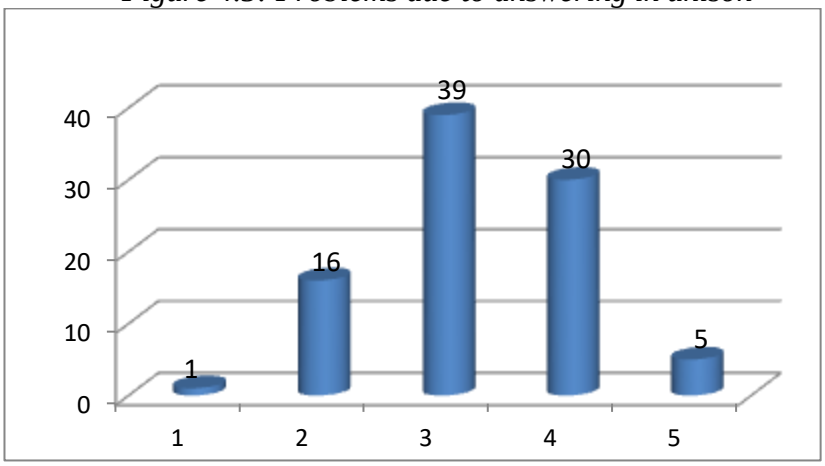
Figure 4.4 : Problems due to verbal attention gatters



Also, for item number 4 *"Saya menjawab serempak, menanggapi dengan siswa lain",* there were 2 students who answered option *"never (1)"*. Then, there were 24 students who answered option*"seldom (2)"*. There were 36 students who answered option *"sometimes (3)"*. After that, there were 22 students who answered option *"often (4)"* and there were 7 students who answered option *"always (5)"*. The mean of the fourth item

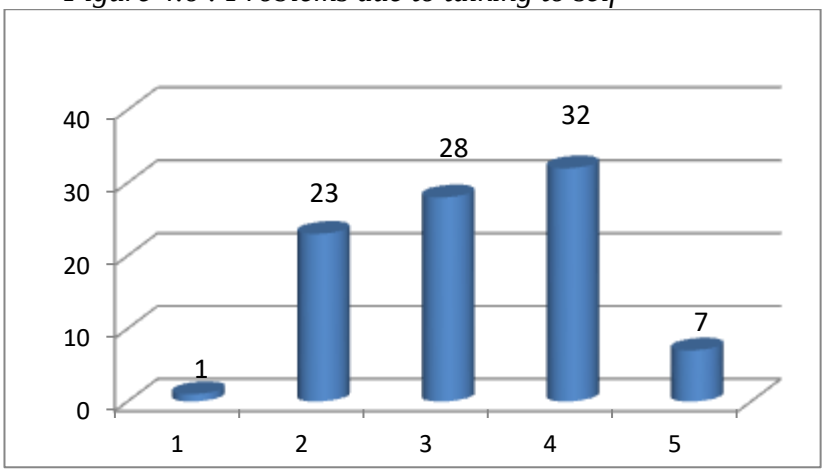
in autonomous English learning is 56,2% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.5: Problems due to answering in unison



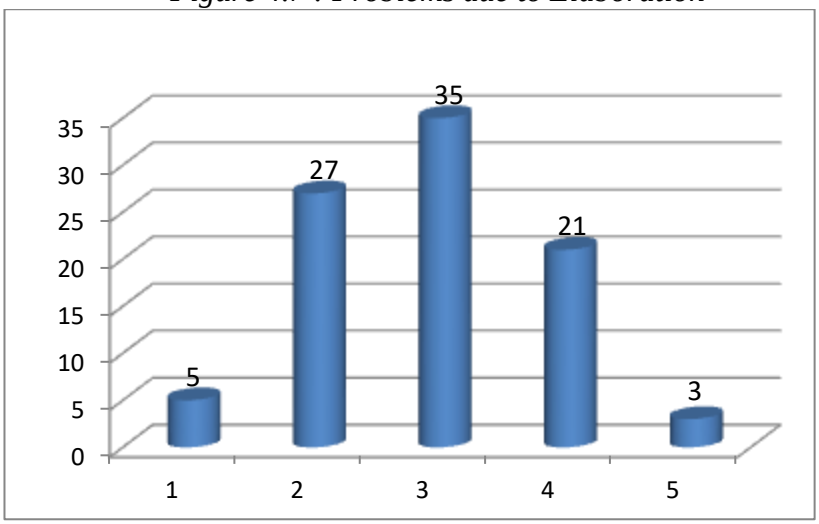
Besides, for item number 5 *"Saya menanggapi siswa lain",* there were 1 student who answered option *"never (1)"*. Then, there were 16 students who answered option*"seldom (2)"*. There were 39 students who answered option *"sometimes (3)"*. After that, there were 30 students who answered option *"often (4)"* and there were 5 students who answered option *"always (5)"*. The mean of the fifth item in autonomous English learning is 59% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.6 : Problems due to talking to self



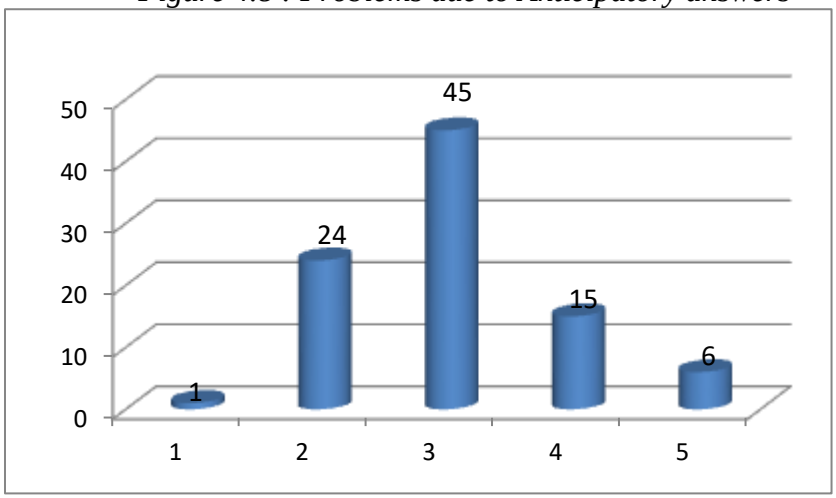
Next, for item number 6 *"Saya aktif dalam mengerjakan tugas monolog yang dilakukan secara individu",* there were 1 student who answered option *"never (1)"*. Then, there were 23 students who answered option*"seldom (2)"*. There were 28 students who answered option *"sometimes (3)"*. After that, there were 32 students who answered option *"often (4)"* and there were 7 students who answered option *"always (5)"*. The mean of the sixth item in autonomous English learning is 58,8% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.7 : Problems due to Elaboration



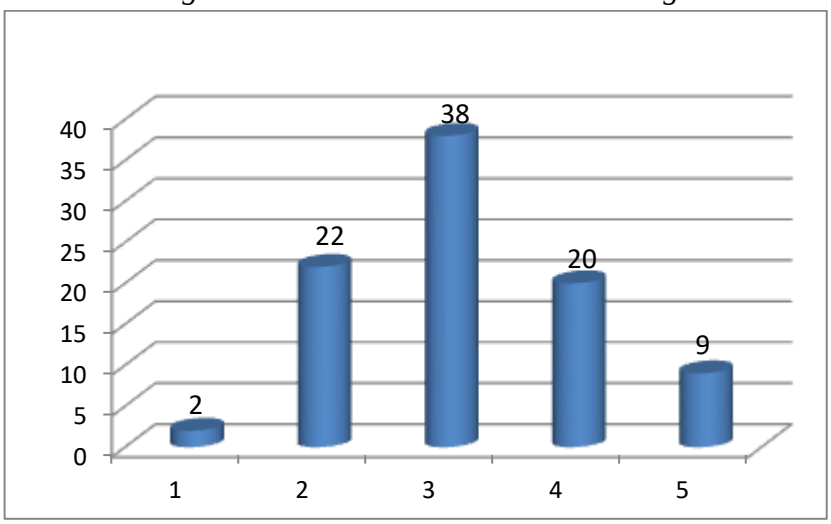
Furthermore, for item number 7 *"Saya memberikan informasi mengenai materi pelajaran bahasa inggris dari luar yang diperlukan",* there were 5 students who answered option *"never (1)"*. Then, there were 27 students who answered option*"seldom (2)"*. There were 35 students who answered option *"sometimes (3)"*. After that, there were 21 students who answered option *"often (4)"* and there were 3 students who answered option *"always (5)"*. The mean of the seventh item in autonomous English learning is 52,6% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.8 : Problems due to Anticipatory answers



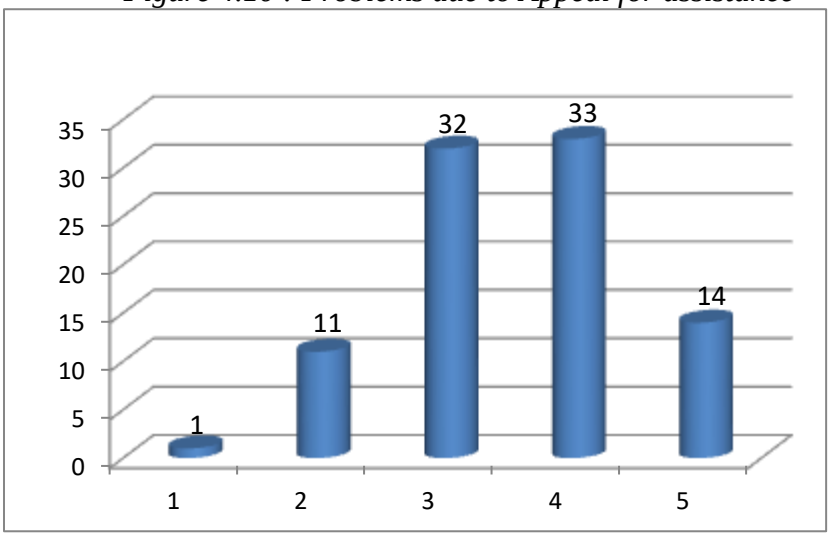
In addition, for item number 8 *"Saya menjawab pertanyaan yang diberikan, atau melengkapi frasa atau pernyataan orang lain",* there were 1 student who answered option *"never (1)"*. Then, there were 24 students who answered option*"seldom (2)"*. There were 45 students who answered option *"sometimes (3)"*. After that, there were 15 students who answered option *"often (4)"* and there were 6 students who answered option *"always (5)"*. The mean of the eighth item in autonomous English learning is 54,8% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.9 : Problems due to Monitoring



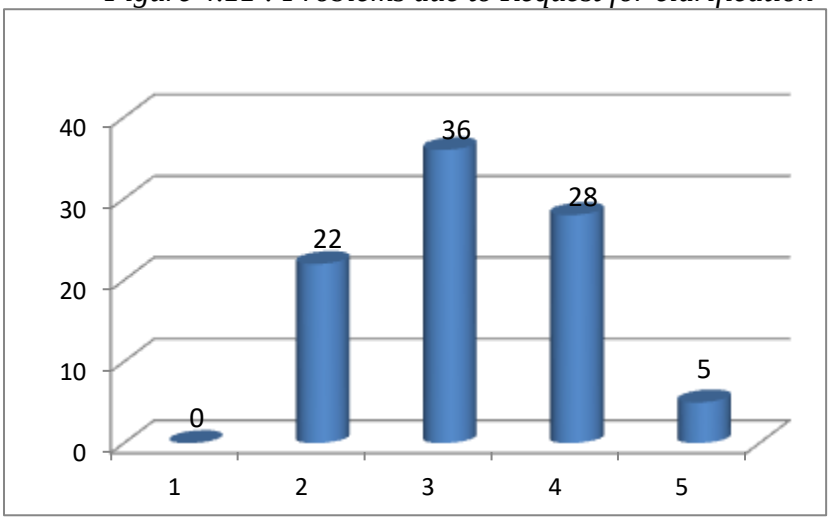
Moreover, for item number 9 *"Saya mengoreksi kembali kesalahan sendiri dalam kosakata, gaya, tata bahasa",* there were 2 students who answered option *"never (1)"*. Then, there were 22 students who answered option*"seldom (2)"*. There were 38 students who answered option *"sometimes (3)"*. After that, there were 20 students who answered option *"often (4)"* and there were 9 students who answered option *"always (5)"*. The mean of the ninth item in autonomous English learning is 57% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.10 : Problems due to Appeal for assistance



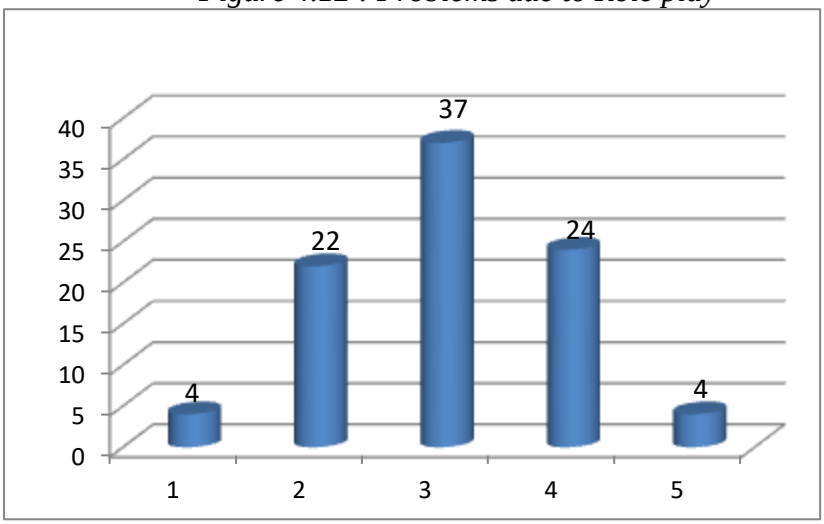
Then, for item number 10 *"Saya meminta bantuan orang lain",* there were 1 student who answered option *"never (1)"*. Then, there were 11 students who answered option*"seldom (2)"*. There were 32 students who answered option *"sometimes (3)"*. After that, there were 33 students who answered option *"often (4)"* and there were 14 students who answered option *"always (5)"*. The mean of the tenth item in autonomous English learning is 64,2% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.11 : Problems due to Request for clarification



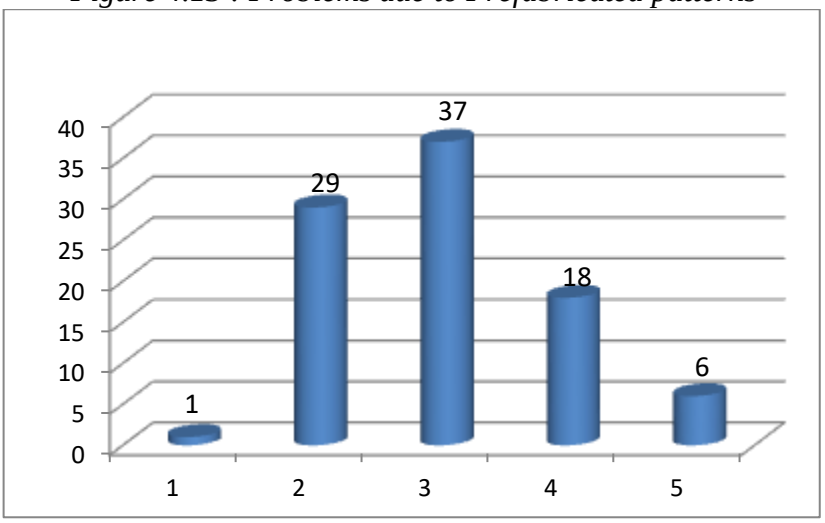
After that, for item number 11 *"Saya meminta pembicara untuk menjelaskan atau mengulangi meminta pembicara untuk menjelaskan atau mengulangi",* there was no student who answered option *"never (1)"*. Then, there were 22 students who answered option*"seldom (2)"*. There were 36 students who answered option *"sometimes (3)"*. After that, there were 28 students who answered option *"often (4)"* and there were 5 students who answered option *"always (5)"*. The mean of the eleventh item in autonomous English learning is 57,8% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.12 : Problems due to Role play



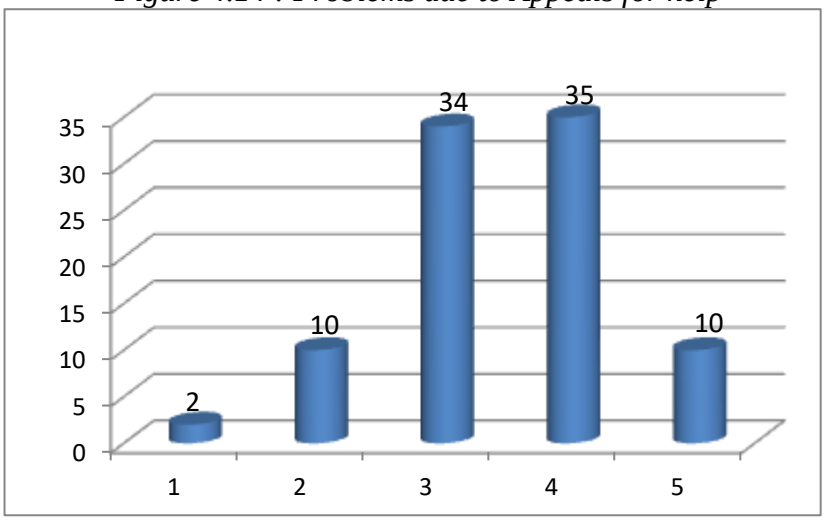
Next, for item number 12 *"Saya berinteraksi dengan orang lain dengan mengambil peran",* there were 4 students who answered option *"never (1)"*. Then, there were 22 students who answered option*"seldom (2)"*. There were 37 students who answered option *"sometimes (3)"*. After that, there were 24 students who answered option *"often (4)"* and there were 4 students who answered option *"always (5)"*. The mean of the twelvth item in autonomous English learning is 55% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.13 : Problems due to Prefabricated patterns



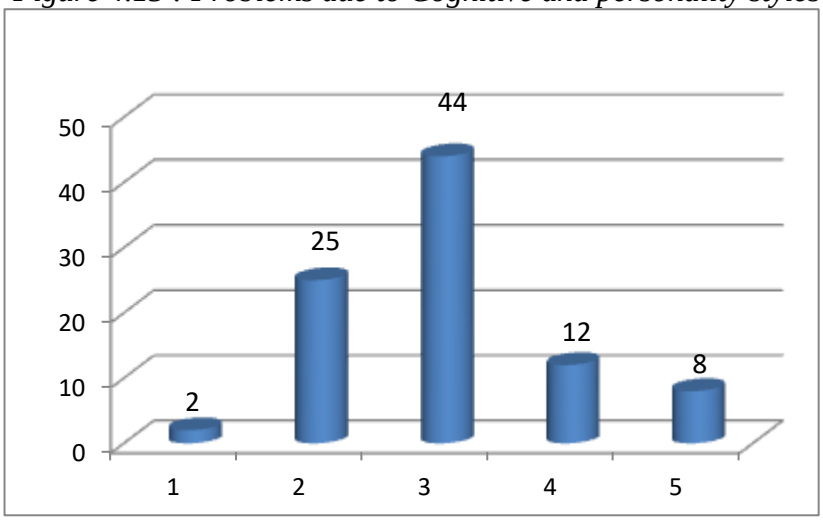
Also, for item number 13 *"Saya menghafal kosa kata yang bisa digunakan ketika semuanya gagal",* there were 1 student who answered option *"never (1)"*. Then, there were 29 students who answered option*"seldom (2)"*. There were 37 students who answered option *"sometimes (3)"*. After that, there were 18 students who answered option *"often (4)"* and there were 6 students who answered option *"always (5)"*. The mean of the thirteenth item in autonomous English learning is 54,4% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.14 : Problems due to Appeals for help



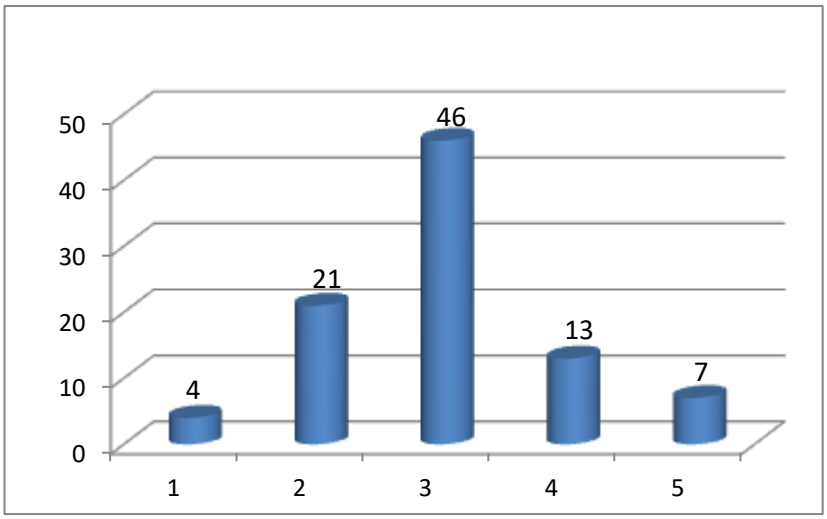
Furthermore, for item number 14 *"Saya meminta bantuan siswa pandai atau berhenti sejenak untuk membaca kamus ketika menemukan kosa kata yang tidak dimengerti",* there were 2 students who answered option *"never (1)"*. Then, there were 10 students who answered option*"seldom (2)"*. There were 34 students who answered option *"sometimes (3)"*. After that, there were 35 students who answered option *"often (4)"* and there were 10 students who answered option *"always (5)"*. The mean of the fourteenth item in autonomous English learning is 62,8% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.15 : Problems due to Cognitive and personality styles



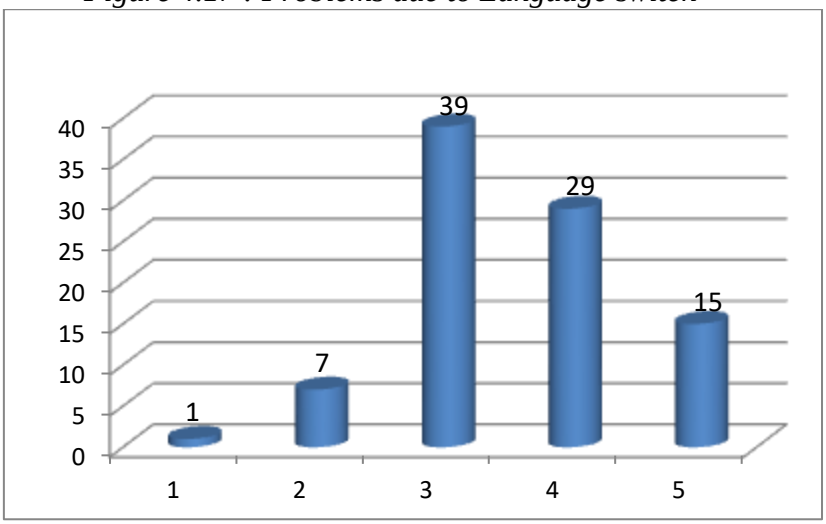
Moreover, for item number 15 *"Saya mengerjakan secara personal untuk mengidentifikasi struktur bahasa yang tidak diketahui",* there were 2 students who answered option *"never (1)"*. Then, there were 25 students who answered option*"seldom (2)"*. There were 44 students who answered option *"sometimes (3)"*. After that, there were 12 students who answered option *"often (4)"* and there were 8 students who answered option *"always (5)"*. The mean of the fifteenth item in autonomous English learning is 54,4% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.16 : Problems due to Avoidance



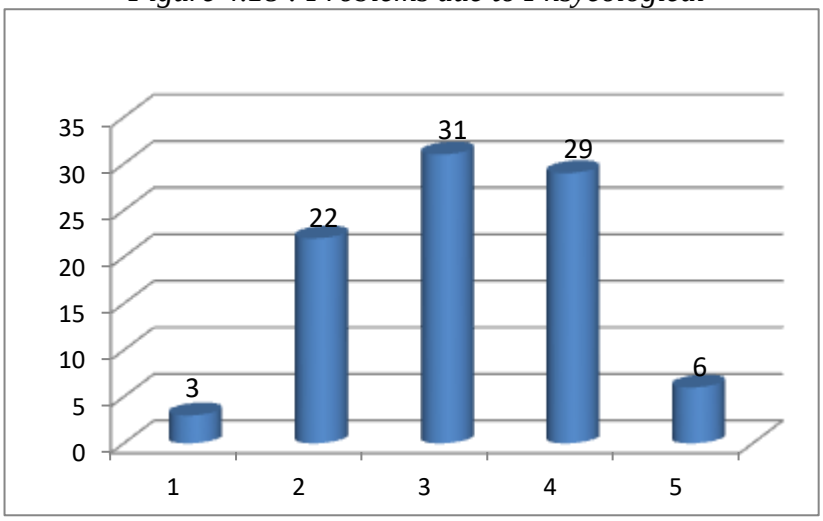
Then, for item number 16 *"Saya menghindari penggunaan suara, struktur, atau topik yang melampaui kemampuan saya saat ini",* there were 4 students who answered option *"never (1)"*. Then, there were 21 students who answered option*"seldom (2)"*. There were 46 students who answered option *"sometimes (3)"*. After that, there were 13 students who answered option *"often (4)"* and there were 7 students who answered option *"always (5)"*. The mean of the sixteenth item in autonomous English learning is 54,2% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.17 : Problems due to Language switch



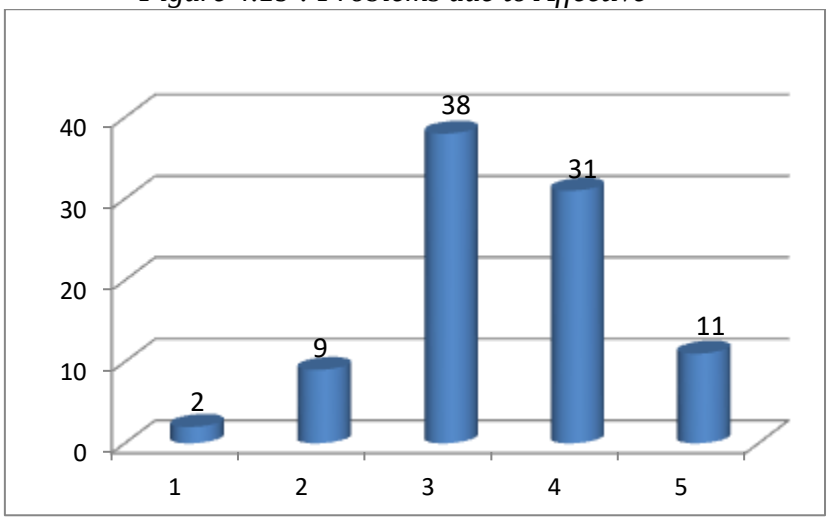
After that, for item number 17 *"Saya kembali pada bahasa utama, bahasa Indonesia untuk bantuan dalam komunikasi bahasa Inggris"*, there were 1 student who answered option *"never (1)"*. Then, there were 7 students who answered option*"seldom (2)"*. There were 39 students who answered option *"sometimes (3)"*. After that, there were 29 students who answered option *"often (4)"* and there were 15 students who answered option *"always (5)"*. The mean of the seventeenth item in autonomous English learning is 64,6% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.18 : Problems due to Phsycological



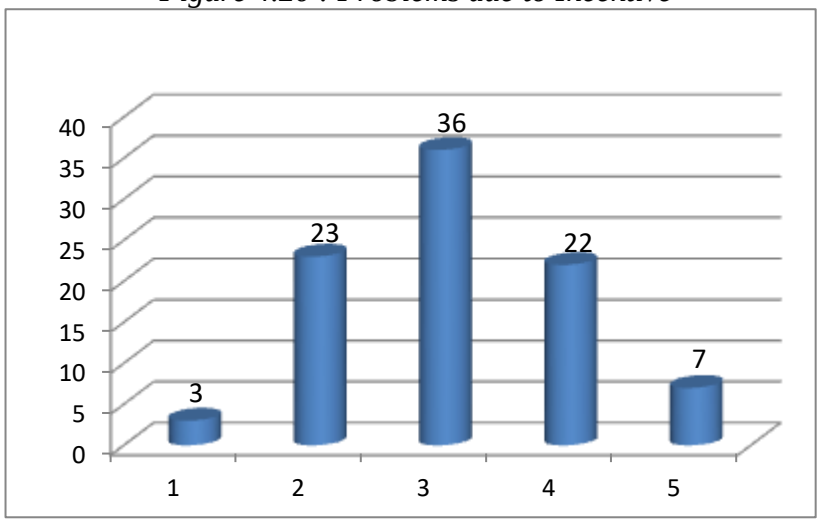
Also, for item number 18 *"Saya tidak mampu mengendalikan rasa takut ketika saya berkomunikasi dihadapan guru dan teman-teman di kelas"*, there were 3 students who answered option *"never (1)"*. Then, there were 22 students who answered option*"seldom (2)"*. There were 31 students who answered option *"sometimes (3)"*. After that, there were 29 students who answered option *"often (4)"* and there were 6 students who answered option *"always (5)"*. The mean of the eighteenth item in autonomous English learning is 57,2% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.19 : Problems due to Affective



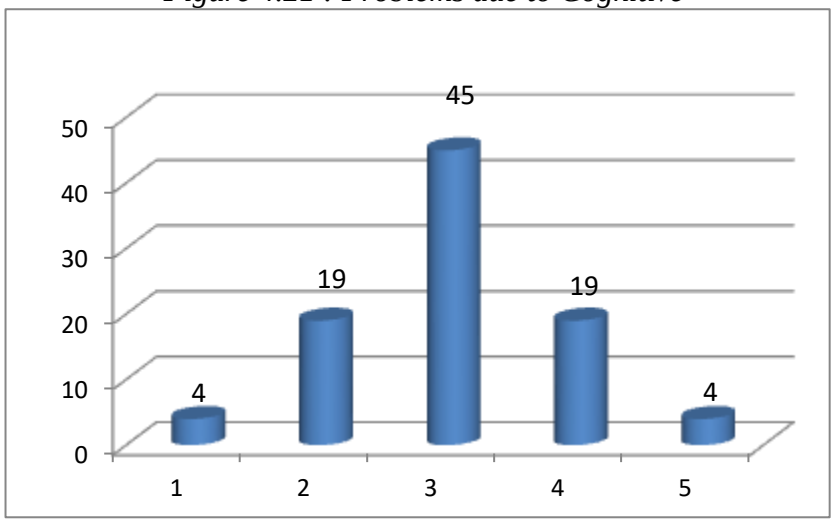
Besides, for item number 19 *"Saya berusaha menyukai pembelajaran bahasa inggris walaupun saya tidak mengerti"*, there were 2 students who answered option *"never (1)"*. Then, there were 9 students who answered option*"seldom (2)"*. There were 38 students who answered option *"sometimes (3)"*. After that, there were 31 students who answered option *"often (4)"* and there were 11 students who answered option *"always (5)"*. The mean of the nineteenth item in autonomous English learning is 60% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.20 : Problems due to Incentive



Next, for item number 20 *"Saya menjadika reward dari guru sebagai target dalam pembelajaran bahasa Inggris"*, there were 3 students who answered option *"never (1)"*. Then, there were 23 students who answered option*"seldom (2)"*. There were 36 students who answered option *"sometimes (3)"*. After that, there were 22 students who answered option *"often (4)"* and there were 7 students who answered option *"always (5)"*. The mean of the twentieth item in autonomous English learning is 56% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.21 : Problems due to Cognitive



Furthermore, for item number 21 *"Saya memilih menyimpulkan pembelajaran bahasa inggris sendiri setelah belajar daripada menunggu pendapat dari teman"*, there were 4 students who answered option *"never (1)"*. Then, there were 19 students who answered option*"seldom (2)"*. There were 45 students who answered option *"sometimes (3)"*. After that, there were 19 students who answered option *"often (4)"* and there were 4 students who answered option *"always (5)"*. The mean of the twenty one item in autonomous English learning is 54,6% which is categorized as enough. It means that enough problematic on autonomous English learning.

In conclusion, mean score of the first indicator of autonomous English learning is 57,95%. It means that autonomous learners have insights into their learning styles and strategies is low problematic in autonomous English learning.

2. Take an active approach to the learning task at hand

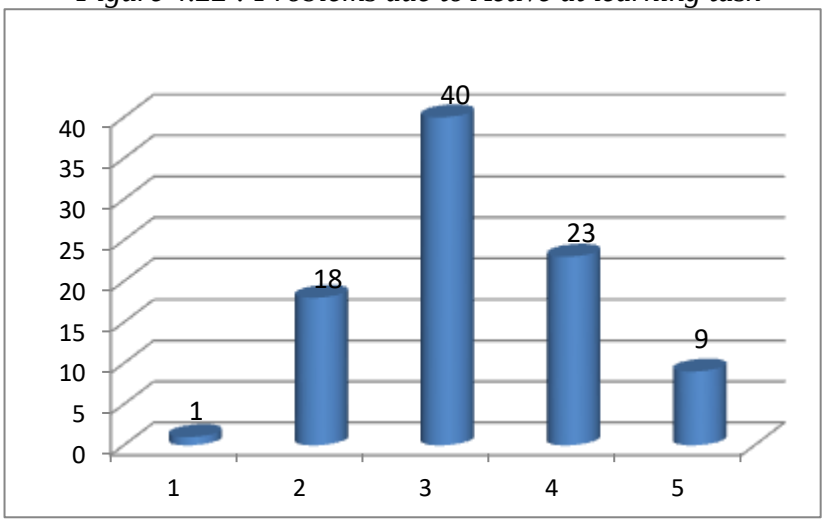
Table 4. 2: Score and Percentages of Second Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Inter pretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
22	Saya segera mengerjakan tugas yang diberikan guru dengan bersemangat	1	18	40	23	9	294	58,8%	Low
		Percentage							
		1,10%	19,78%	43,96%	25,27%	9,89%			
23	Saya mengerjakan tugas dengan percaya diri bahwa saya dapat mengerjakannya sendiri	5	16	46	20	4	275	55%	Enough
		Percentage							
		5,49%	17,58%	50,55%	21,98%	4,40%			
24	Saya terlibat langsung dalam mengerjakan tugas yang diberikan guru	3	14	40	28	6	293	58,6%	Low
		Percentage							
		3,30%	15,38%	43,96%	30,77%	6,59%			
25	Saya aktif dalam proses pembelajaran	3	16	48	20	4	279	55,8%	Low
		Percentage							
		3,30%	17,58%	52,75%	21,98%	4,40%			
Mean score							1141	228,20/4 = 57,05%	Low

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

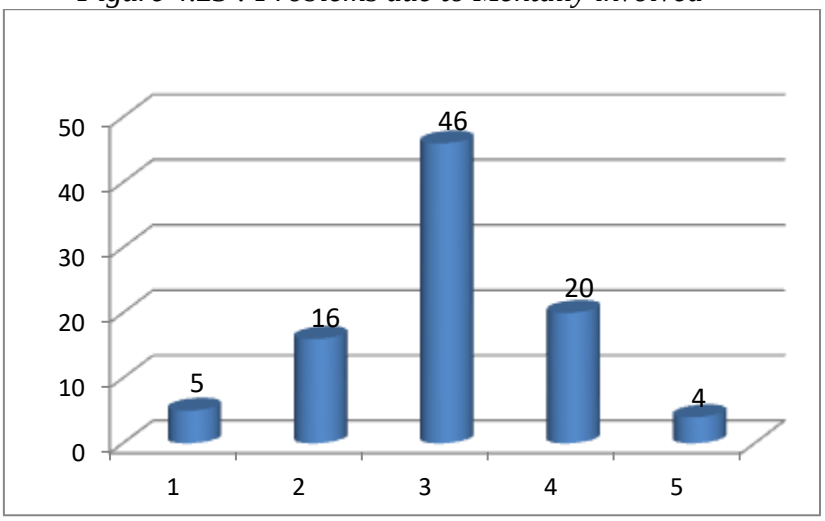
Based on the table above the second indicator of the questionnaire take an active approach to the learning task at hand, the researcher provided four statements to get the data students' problems on autonomous English learning in detail could be seen in each graph below.

Figure 4.22 : Problems due to Active at learning task



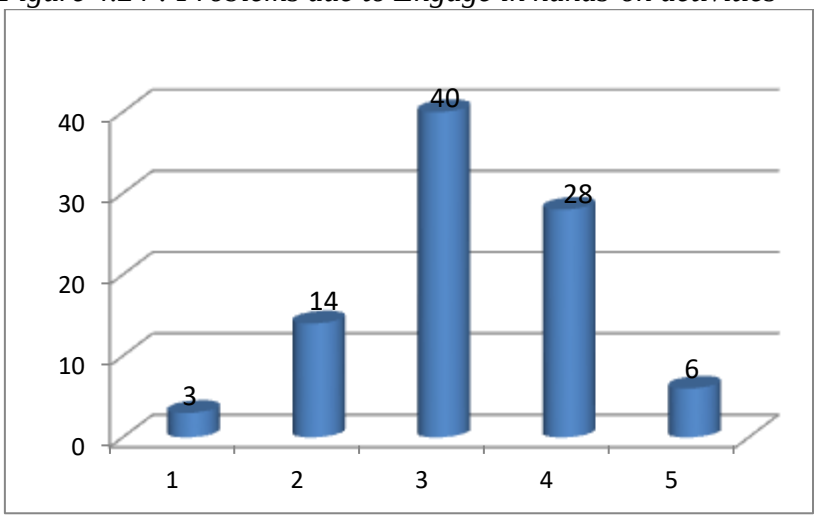
From the figure above, it was clear that for item number 22 *"Saya segera mengerjakan tugas yang diberikan guru dengan bersemangat"*, there were 1 student who answered option *"never (1)"*. Then, there were 18 students who answered option*"seldom (2)"*. There were 40 students who answered option *"sometimes (3)"*. After that, there were 23 students who answered option *"often (4)"* and there were 9 students who answered option *"always (5)"*. The mean of the twenty second item in autonomous English learning is 58,8% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.23 : Problems due to Mentally involved



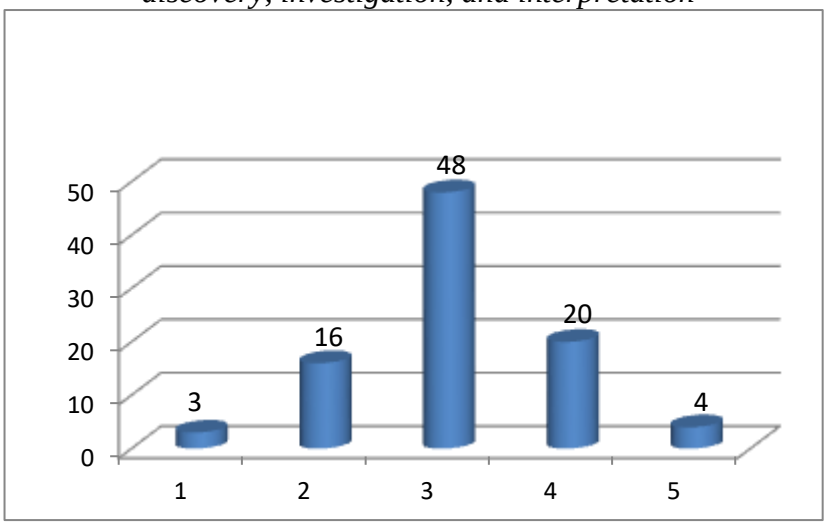
Moreover, for item number 23 *"Saya mengerjakan tugas dengan percaya diri bahwa saya dapat mengerjakannya sendiri"*, there were 5 students who answered option *"never (1)"*. Then, there were 16 students who answered option*"seldom (2)"*. There were 46 students who answered option *"sometimes (3)"*. After that, there were 20 students who answered option *"often (4)"* and there were 4 students who answered option *"always (5)"*. The mean of the twenty third item in autonomous English learning is 55% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.24 : Problems due to Engage in hands-on activities



Then, for item number 24 *"Saya terlibat langsung dalam mengerjakan tugas yang diberikan guru"*, there were 3 students who answered option *"never (1)"*. Then, there were 14 students who answered option*"seldom (2)"*. There were 40 students who answered option *"sometimes (3)"*. After that, there were 28 students who answered option *"often (4)"* and there were 6 students who answered option *"always (5)"*. The mean of the twenty fourth item in autonomous English learning is 58,6% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.25 : Problems due to Involved in a process of inquiry, discovery, investigation, and interpretation



After that, for item number 25 *"Saya aktif dalam proses pembelajaran"*, there were 3 students who answered option *"never (1)"*. Then, there were 16 students who answered option*"seldom (2)"*. There were 48 students who answered option *"sometimes (3)"*. After that, there were 20 students who answered option *"often (4)"* and there were 4 students who answered option *"always (5)"*. The mean of the twenty fifth item in autonomous English learning is 55,8% which is categorized as low. It means that low problematic on autonomous English learning.

In conclusion, mean score of the second indicator of autonomous English learning is 57,05%. It means that take an active approach to the learning task at hand is low problematic in autonomous English learning.

3. Willing to take risks

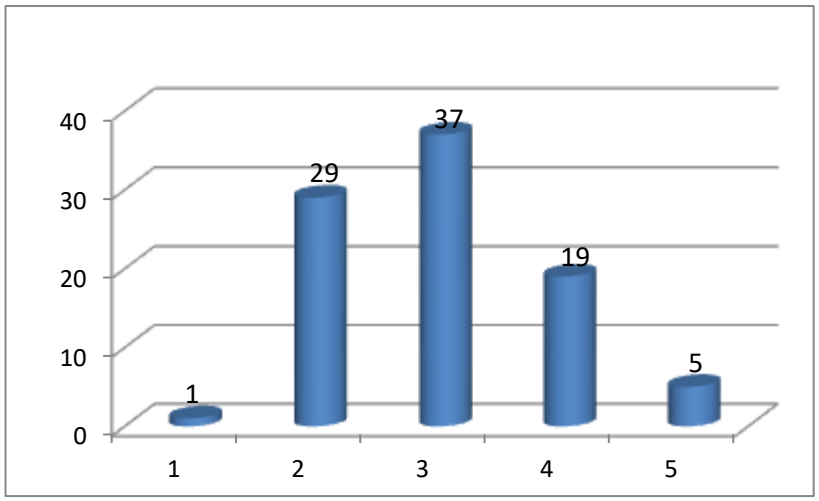
Table 4. 3: Score and Percentages of Third Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Inter pretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
26	Saya berani melaksanakan tugas atau instruksi yang diberikan oleh guru apapun konsekuensi nya	1	29	37	19	5	271	54,2%	Enough
		Percentage							
		1,10%	31,87%	40,66%	20,88%	5,49%			
27	Saya menikmati pengalaman menemukan hal-hal baru dalam pembelajaran seperti berbicara dengan turis asing	8	20	38	22	3	265	53%	Enough
		Percentage							
		8,79%	21,98%	41,76%	24,18%	3,30%			
Mean score							536	107,2/2 = 53,6%	Enough

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

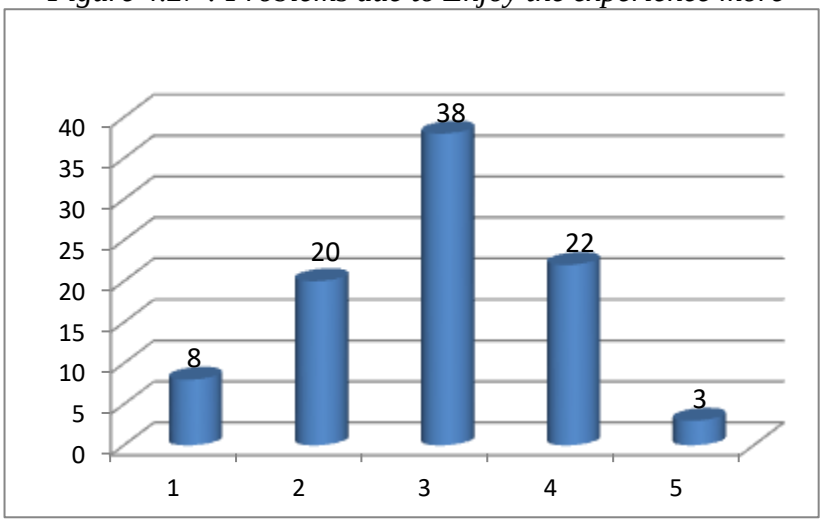
Based on the table 4.3 the third indicator of the questionnaire willing to take risks, the researcher provided two statements to get the data students' problems on autonomous English learning in detail could be seen in each graph.

Figure 4.26 : Problems due to Willing to take risks



Based on the figure 4.26, for item number 26 *"Saya berani melaksanakan tugas atau instruksi yang diberikan oleh guru apapun konsekuensi nya",* there were 1 student who answered option *"never (1)"*. Then, there were 29 students who answered option*"seldom (2)"*. There were 37 students who answered option *"sometimes (3)"*. After that, there were 19 students who answered option *"often (4)"* and there were 5 students who answered option *"always (5)"*. The mean of the twenty sixth item in autonomous English learning is 54,2% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.27 : Problems due to Enjoy the experience more



Next, for item number 27 *"Saya menikmati pengalaman menemukan hal-hal baru dalam pembelajaran seperti berbicara dengan turis asing"*, there were 8 students who answered option *"never (1)"*. Then, there were 20 students who answered option*"seldom (2)"*. There were 38 students who answered option *"sometimes (3)"*. After that, there were 22 students who answered option *"often (4)"* and there were 3 students who answered option *"always (5)"*. The mean of the twenty seventh item in autonomous English learning is 53% which is categorized as enough. It means that enough problematic on autonomous English learning.

In conclusion, mean score of the third indicator of autonomous English learning is 53,6%. It means that willing to take risks is enough problematic in autonomous English learning.

4. Good guessers

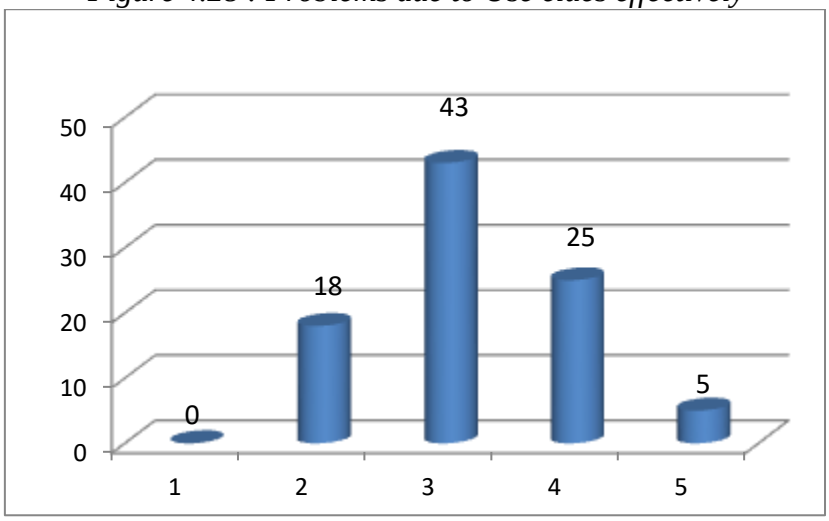
Table 4. 4: Score and Percentages of Fourth Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Inter pretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
28	Saya menggunakan clue yang diberikan oleh guru dalam menebak sebuah pernyataan yang ada	0	18	43	25	5	290	58%	Low
		Percentage							
		0,00%	19,78%	47,25%	27,47%	5,49%			
29	Saya dapat menyimpulkan materi yang saya baca terlebih dahulu	3	18	58	12	0	261	52,2%	Enough
		Percentage							
		3,30%	19,78%	63,74%	13,19%	0,00%			
Mean score							551	110,2/2 = 55,1%	Enough

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

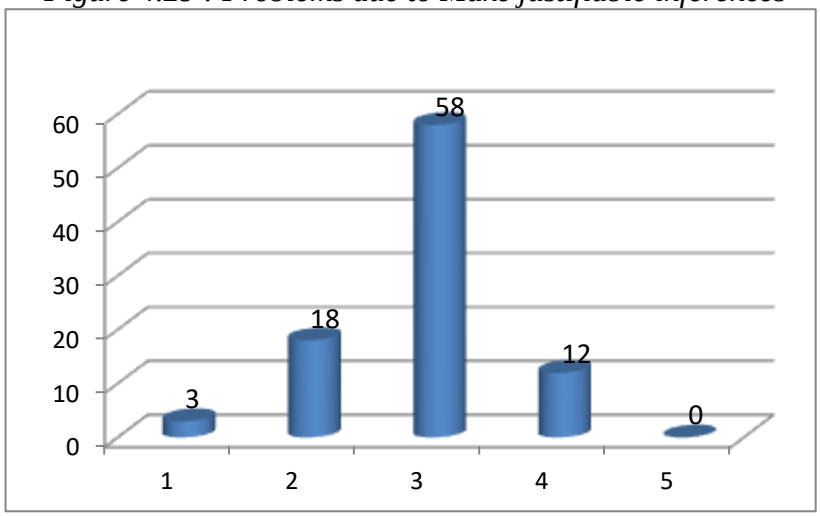
Based on the table 4.4 the fourth indicator of the questionnaire good guessers, the researcher provided two statements to get the data students' problems on autonomous English learning in detail could be seen in each graph.

Figure 4.28 : Problems due to Use clues effectively



According to the figure 4.28, for item number 28 *"Saya menggunakan clue yang diberikan oleh guru dalam menebak sebuah pernyataan yang ada"*, there was no student who answered option *"never (1)"*. Then, there were 18 students who answered option*"seldom (2)"*. There were 43 students who answered option *"sometimes (3)"*. After that, there were 25 students who answered option *"often (4)"* and there were 5 students who answered option *"always (5)"*. The mean of the twenty eighth item in autonomous English learning is 58% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.29 : Problems due to Make justifiable inferences



Then, for item number 29 *"Saya dapat menyimpulkan materi yang saya baca terlebih dahulu",* there were 3 students who answered option *"never (1)"*. Then, there were 18 students who answered option*"seldom (2)"*. There were 58 students who answered option *"sometimes (3)"*. After that, there were 12 students who answered option *"often (4)"* and there was no student who answered option *"always (5)"*. The mean of the twenty ninth item in autonomous English learning is 52,2% which is categorized as enough. It means that enough problematic on autonomous English learning.

In conclusion, mean score of the third indicator of autonomous English learning is 55,1%. It means that good guessers is enough problematic in autonomous English learning.

5. Proactive in developing their ability in English by seeking external knowledge

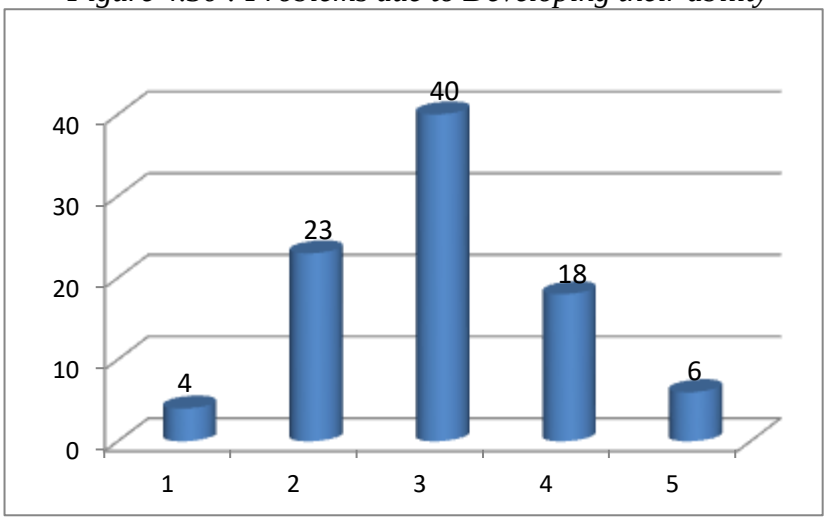
Table 4. 5: Score and Percentages of Fifth Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Interpretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
30	Saya menggunakan clue yang diberikan oleh guru dalam menebak sebuah pernyataan yang ada	4	23	40	18	6	290	58%	Low
		Percentage							
		4,40%	25,27%	43,96%	19,78%	6,59%			
Mean score							290	58/1=58%	Low

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

Based on the 4.5 above the fifth indicator of the questionnaire proactive in developing their ability in English by seeking external knowledge, the researcher provided a statement to get the data students' problems on autonomous English learning in detail could be seen in graph below.

Figure 4.30 : Problems due to Developing their ability



According to the graph, for item number 30 *"Saya antusias dalam mengembangkan keterampilan dalam pelajaran bahasa Inggris seperti mencari sumber pengetahuan tentang pembelajaran bahasa Inggris"*, there were 4 students who answered option *"never (1)"*. Then, there were 23 students who answered option*"seldom (2)"*. There were 40 students who answered option *"sometimes (3)"*. After that, there were 18 students who answered option *"often (4)"* and there were 6 students who answered option *"always (5)"*. The mean of the thirtieth item in autonomous English learning is 58% which is categorized as low. It means that low problematic on autonomous English learning.

In conclusion, mean score of the third indicator of autonomous English learning is 58%. It means that proactive in developing their ability in English by seeking external knowledge is low problematic in autonomous English learning.

6. Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply

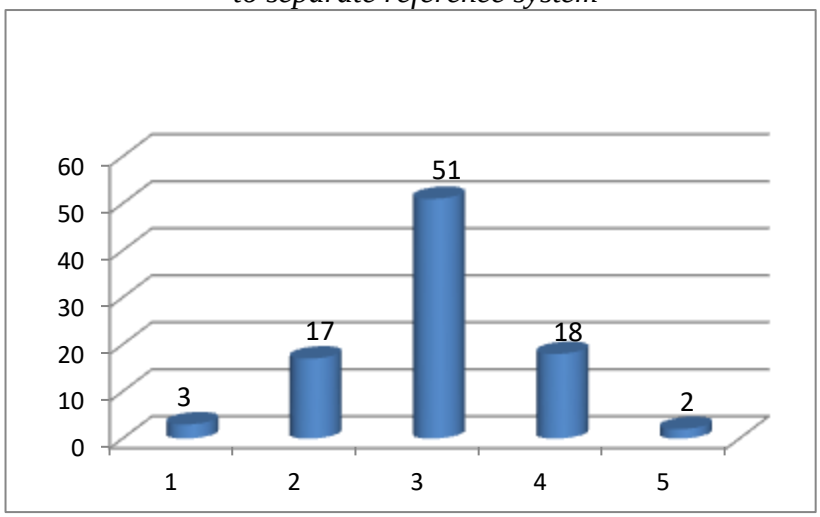
Table 4. 6: Score and Percentages of Sixth Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Inter pretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
31	Saya bisa mengontrol perkataan saya agar bahasa yang digunakan dapat diterima oleh siswa lainnya	3	17	51	18	2	294	54,4%	Enough
		Percentage							
		1,10%	19,78%	43,96%	25,27%	9,89%			
32	Saya dapat mencari referensi lain untuk merevisi pembelajaran bahasa inggris yang saya gunakan di sekolah	5	22	44	16	4	265	53%	Enough
		Percentage							
		5,49%	17,58%	50,55%	21,98%	4,40%			
33	Saya perlu memperhatikan seberapa bagus bahasa yang saya gunakan bisa diterima	1	15	49	22	4	265	53%	Enough
		Percentage							
		1,10%	16,48%	53,85%	24,18%	12,09%			
Mean score							824	160,4/3 = 53,47%	Enough

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

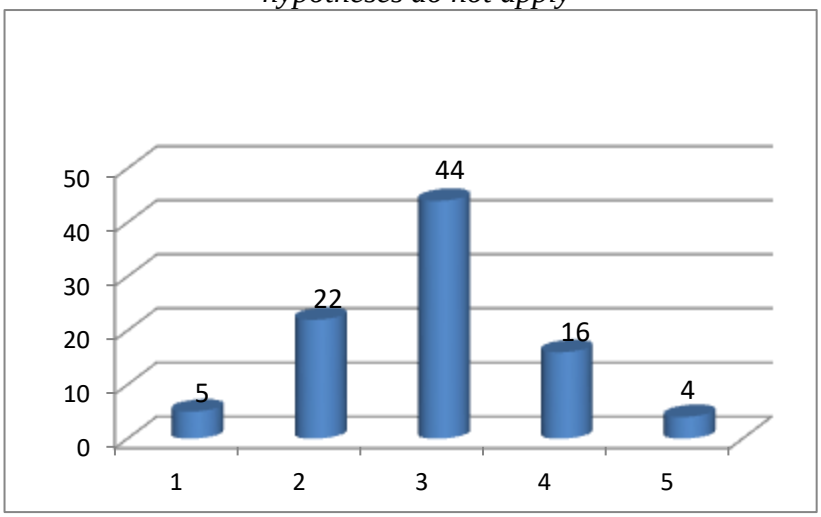
Based on the table 4.6 the sixth indicator of the questionnaire develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply, the researcher provided three statements to get the data students' problems on autonomous English learning in detail could be seen in each graph below.

Figure 4.31 : Problems due to Develop the target language to separate reference system



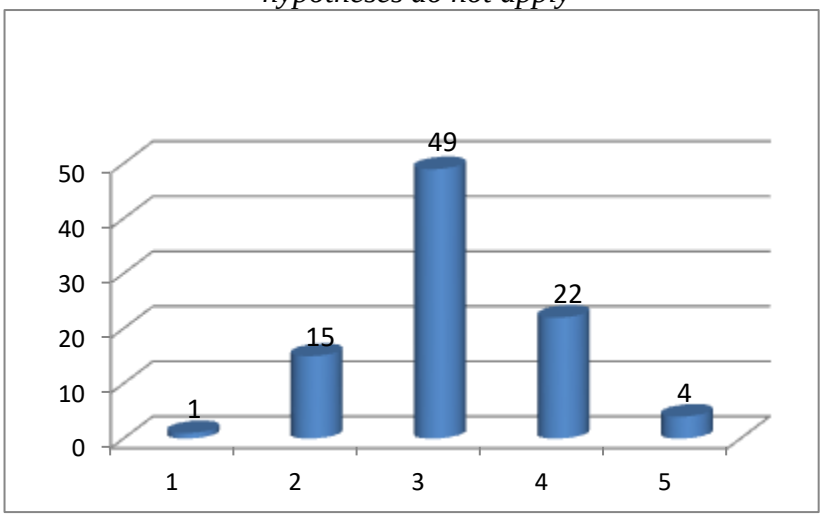
Based on the graph, for item number 31 *"Saya bisa mengontrol perkataan saya agar bahasa yang digunakan dapat diterima oleh siswa lainnya",* there were 3 students who answered option *"never (1)"*. Then, there were 17 students who answered option*"seldom (2)"*. There were 51 students who answered option *"sometimes (3)"*. After that, there were 18 students who answered option *"often (4)"* and there were 2 students who answered option *"always (5)"*. The mean of the thirty one item in autonomous English learning is 54,4% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.32 : Problems due to Revise the rules and hypotheses do not apply



Furthermore, for item number 32 *"Saya dapat mencari referensi lain untuk merevisi pembelajaran bahasa inggris yang saya gunakan di sekolah"*, there were 5 students who answered option *"never (1)"*. Then, there were 22 students who answered option*"seldom (2)"*. There were 44 students who answered option *"sometimes (3)"*. After that, there were 16 students who answered option *"often (4)"* and there were 4 students who answered option *"always (5)"*. The mean of the thirty second item in autonomous English learning is 53% which is categorized as enough. It means that enough problematic on autonomous English learning.

Figure 4.33 : Problems due to Reject the rules and hypotheses do not apply



In addition, for item number 33 *"Saya perlu memperhatikan seberapa bagus bahasa yang saya gunakan bisa diterima"*, there were 1 student who answered option *"never (1)"*. Then, there were 15 students who answered option*"seldom (2)"*. There were 49 students who answered option *"sometimes (3)"*. After that, there were 22 students who answered option *"often (4)"* and there were 4 students who answered option *"always (5)"*. The mean of the thirty thrird one item in autonomous English learning is 53% which is categorized as enough. It means that enough problematic on autonomous English learning.

In conclusion, mean score of the third indicator of autonomous English learning is 53,47%. It means that proactive in developing their ability in English by seeking external knowledge is enough problematic in autonomous English learning.

7. Tolerant and outgoing approach to the target language

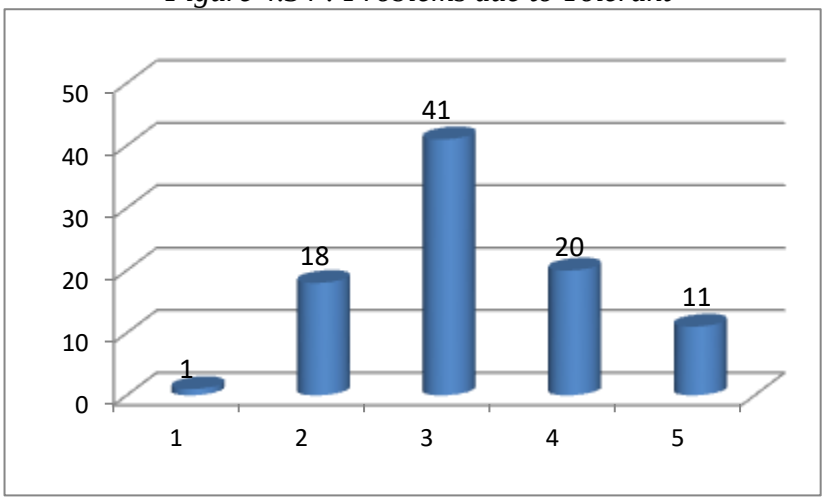
Table 4. 7: Score and Percentages of Seventh Indicator of Questionnaire answer

No Item	Statements	Never	Seldom	Sometimes	Often	Always	Total score	Mean	Inter pretation
		N (1)	N (2)	N (3)	N (4)	N (5)			
34	Saya memiliki sikap toleran terhadap orang lain ketika saya sedang belajar bahasa Inggris	1	18	41	20	11	290	58%	Low
		Percentage							
		1,10%	19,78%	45,05%	21,98%	6,59%			
35	Saya bisa menunggu jawaban dari clue yang diberikan oleh guru dalam menebak sebuah pernyataan untuk mendapatkan jawaban dari siswa lain	5	16	44	20	6	279	55,8%	Low
		Percentage							
		5,49%	17,58%	48,35%	21,98%	7,13%			
Mean score							569	113,8/2 = 56,9%	Low

Note :
N : The number of students who have answered items
(1)-(5) : The score of Likert Scale

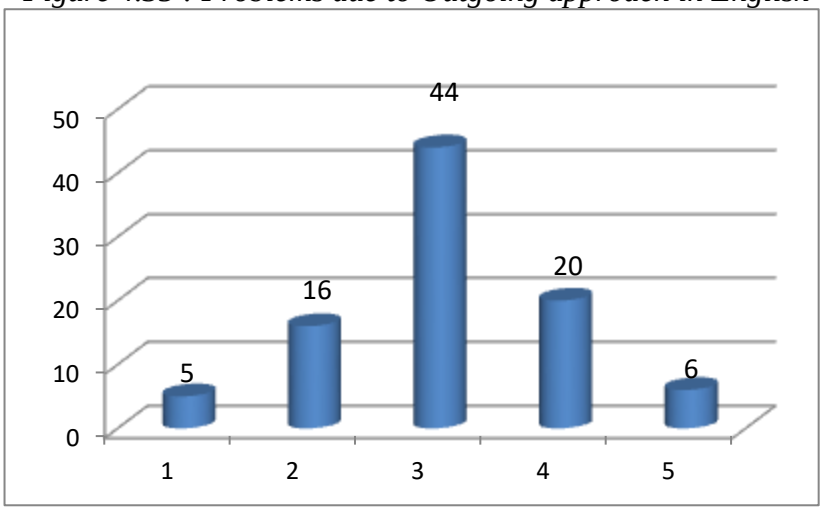
Based on the table 4.7 the seventh indicator of the questionnaire tolerant and outgoing approach to the target language, the researcher provided two statements to get the data students' problems on autonomous English learning in detail could be seen in each graph.

Figure 4.34 : Problems due to Tolerant



Based on the figure, for item number 34 *"Saya memiliki sikap toleran terhadap orang lain ketika saya sedang belajar bahasa Inggris"*, there were 1 student who answered option *"never (1)"*. Then, there were 18 students who answered option*"seldom (2)"*. There were 41 students who answered option *"sometimes (3)"*. After that, there were 20 students who answered option *"often (4)"* and there were 11 students who answered option *"always (5)"*. The mean of the thirty fourth one item in autonomous English learning is 58% which is categorized as low. It means that low problematic on autonomous English learning.

Figure 4.35 : Problems due to Outgoing approach in English



Finally, for item number 35 *"Saya bisa menunggu jawaban dari clue yang diberikan oleh guru dalam menebak sebuah pernyataan untuk mendapatkan jawaban dari siswa lain"*, there were 5 students who answered option *"never (1)"*. Then, there were 16 students who answered option*"seldom (2)"*. There were 44 students who answered option *"sometimes (3)"*. After that, there were 20 students who answered option *"often (4)"* and there were 6 students who answered option *"always (5)"*. The mean of the thirty fourth one item in autonomous English learning is 55,8% which is categorized as low. It means that low problematic on autonomous English learning.

In conclusion, mean score of the seventh indicator of autonomous English learning is 56,9%. It means that tolerant and outgoing approach to the target language is low problematic in autonomous English learning.

2. Analysis of the Data

This part presented the result of data analysis. It was discussed about the analysis of "Students' Problems on Autonomous English Learning in MAN 3 Agam". The explanation of the data analysis were as the following descriptions.

Table 4. 8: Indicator Categoriez of Questionnaire answer

No.	Indicators	Total Score	Mean	Categorized
1.	Autonomous learners have insights into their learning styles and strategies.	6.021	57,95%	Low
2.	The learners take an active approach to the learning task at hand.	1141	57,05%	low
3.	They are willing to take risks, for the example, to communicate in the target language at all costs.	536	53,6%	Enough
4.	They are good guessers.	551	55,1%	Enough
5.	The learners try to be proactive in developing their ability in English by seeking external know.	290	58%	Low
6.	The students develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.	824	53,47%	Enough
7.	The students should have a tolerant and outgoing approach to the target language.	569	56,9%	Low

According to the table 4.8 it was clear that for the first indicator, about autonomous learners have insights into their learning styles and strategies. The table showed that there were 6.021 total score of students answered. The mean of the first indicators on autonomous English learning is 57,95% which is categorized as low. It means that first indicator is low problematic on autonomous English learning.

The second indicators about the learners take an active approach to the learning task at hand. The table showed that there were 1141 total

score of students answered. The mean of the second indicators on autonomous English learning is 57,05% which is categorized as low. It means that the second indicator is low problematic on autonomous English learning.

The third indicators about willing to take risks, for the example, to communicate in the target language at all costs. The table showed that there were 536 total score of students answered. The mean of the third indicators on autonomous English learning is 53,6% which is categorized as enough. It means that the third indicator is enough problematic on autonomous English learning.

The fourth indicators about good guessers. The table showed that there were 551 total score of students answered. The mean of the fourth indicators on autonomous English learning is 55,1% which is categorized as enough. It means that the fourth indicator is enough problematic on autonomous English learning.

The fifth indicators about the learners try to be proactive in developing their ability in English by seeking external knowledge. The table showed that there were 290 total score of students answered. The mean of the fifth indicators on autonomous English learning is 58% which is categorized as low. It means that the fifth indicator is low problematic on autonomous English learning.

The sixth indicators about the students develop the target language into a separate reference system and are willing to revise and reject

hypotheses and rules that do not apply. The table showed that there were 824 total score of students answered. The mean of the sixth indicators on autonomous English learning is 53,47% which is categorized as enough. It means that the sixth indicator is enough problematic on autonomous English learning.

The last indicators about The students should have a tolerant and outgoing approach to the target language. The table showed that there were 569 total score of students answered. The mean of the sixth indicators on autonomous English learning is 56,9% which is categorized as low. It means that the seventh indicator is low problematic on autonomous English learning.

In conclusion based on the result of the research, it was found 3 indicators on autonomous English learning that categorized problematic enough on autonomous English learning. There were willing to take risks, good guessers and develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.

B. Discussion

In this research, the researcher used questionnaires as instrumentation. The questionnaires had been given to the students of eleventh grade at MAN 3 AGAM as participants, they were 91 students for all of them. The questionnaires items given include the student's problem on autonomous English learning faced by students. The

indicators about willing to take risks, good guessers and develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.

After the participants filled and answered the questionaires, the researcher collected and score it. Then, after analyzed the data from the students' answer, it was indicated that the students have autonomous English learning problems of all the indicators stated.

There were several indicators which became the student's problems on autonomous. The first indicators on autonomous was autonomous learners have insights into their learning styles and strategies. Brown stated in Urai Salam, Sukarti, Zainal Arifin learning style preference is one aspect of learning styles, refers to the choice of one learning situation or condition over another. Students learn in different ways from each other. They often choose to use what has become known as a preferred learning style. Therefore, every language learner should be aware of their learning style preferences to create a good atmosphere in learning English. [51] This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was low problematic in autonomous English learning.

The second indicators on autonomous was the learners take an active approach to the learning task at hand. As Bransford, Brown, and

[51] Urai Salam, Sukarti, Zainal Arifin, *An Analysis of Learning Styles and Learning Strategies Used by a Successful Language Learner*, Journal of English Teaching, Volume 6 (2), June, Pontianak, 2020, P.112

Cocking, students learn best when learning is active: When they are mentally involved, when they engage in hands-on activities, when they are involved in a process of inquiry, discovery, investigation, and interpretation. Thus, learning is enhanced when students repeat the information in their own words or when they give examples or make use of the information.[52] This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was low problematic in autonomous English learning.

The third indicators on autonomous was they are willing to take risks, for the example, to communicate in the target language at all costs. Thompson stated that while having self-confidence is not an essential requirement initially, it is directly related to being willing to make mistakes and take risks. Students who are able to convince themselves that mistakes are not horrific things and that nothing bad will happen to them, quickly build up their confidence. This helps them to answer questions in class, to take more risks and to enjoy the experience more.[53] This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was enough problematic in autonomous English learning.

---

[52] Sewnet Tesfaye, Kassegn Berhanu, *Improving Students' Participation in Active Learning Methods: Group Discussions, Presentations And Demonstrations:A Case of Madda Walabu University Second Year Tourism Management Students of 2014.* Journal of Education and Practice Vol.6, No.22, 2015.P.29

[53] Sandee Thompson. *The 'Good Language Learner'*. University of Birminham.2005. P.12

The fourth indicators on autonomous was good guessers. Wenden stated that good language learners are willing to take risk too. Learners should realize that they cannot inhibit themselves from facing all the challenges and difficulties when learning a second language. They should try to get their messages across using any means to establish communications.[54]This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was enough problematic in autonomous English learning.

The fifth indicators on autonomous was the learners try to be proactive in developing their ability in English by seeking external knowledge. Learners proactive contribution to enhancing the effectiveness of their own learning, essential in developing skills in learning-how-to-learn.[55]This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was low problematic in autonomous English learning.

The sixth indicators on autonomous was the students develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply. Learners must always monitor their own speech and others', to attend how well their speech is

[54] Norhiza Ismail & Nurul Liyana Binti Ab Jabar. *A Study On The Language Learning Strategies Used Among UHB 1412 Students.* (English For Academic Communication). Faculty Of Education Universiti Teknologi Malaysia. January. 2010. P.2

[55] Lillian L.C. Wong and David Nunan. *The learning styles and strategies of effective language learners*. University of Hong Kong, Pokfulam Road, Hong Kong. May. 2011. P.146

being received. This is also to prepare them to attend to both from and content when learning a language. To be successful language learners, they should always think in the target language by developing a separate reference system for them to revise their language learning[56]. This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was enough problematic in autonomous English learning.

The seventh indicators on autonomous was the students should have a tolerant and outgoing approach to the target language. Students who have a high tolerance for ambiguity, are willing to guess at meaning and do not need to know 'right now', are better language learners. learners are willing to negotiate meaning with their partners, are comfortable with guided discovery tasks and can wait to discover the answer until after they have first tried it.[57]This finding was also supported answer from the students on their questionnaires sheet which stated that this indicator was low problematic in autonomous English learning.

[56] Ibid

[57] Sandee Thompson. *The 'Good Language Learner'*. University of Birminham.2005. P.16

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The conclusion of this reseach showed that the students still faced problems on autonomous English learning. Most of students still have problems about items sub-indicator of learner autonomy. Then, the problem "willing to take risks". The second problem that enough problematic faced by students in autonomous English learning based on the research was about "good guessers". The third problem that enough problematic faced by students in autonomous English learning based on the research was about "develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply". It mean that most of the students still have problems on autonomous English learning.

B. Suggestions

From the explaination above, there were some suggestions provided in this research, as below :

1. For the English teacher, by the analysis of students' problems in reading comprehension, the English teacher know exacly what aspect should be solved from the students on autonomous English learning. Then, it was suggested that they can increase their approaches, strategies, technique and methods on autonomous English learning, so

that it can improve the students' autonomy for the next and decrease their problems.

2. For the students, by the analysis of their problems on autonomous English learning, it was suggested that they can minimize their problems on autonomous English learning.
3. For the next researchers, it was suggested that they can used this research as one of sourches for cunducting another research, especially about "Students' Problems on Autonomous English Learning".
4. For the researcher herself, it was suggested that this research can be one of sourches in increasing the researcher's knowledge in English learning.

BIBLIOGRAPHY

Blidi, Soufiane. *Collaborative Learner Autonomy a Mode of Learner Autonomy Development,*Sohar, Oman.2017, P.32

Cakici. Dilek, *Autonomy in Language Teaching and Learning Proccess.*ondoku Mayis University, Faculty of Education, Vol.16. No. 1.2015.P.35

Creswell, Jhon W. *Educational Research. Planning. Conducting and Evaluating Quantitative Research.* USA. Person 2012.P.206

Erturk, Emre , *Role Play as a Teaching Strategy*, Eastern Institute Technology, P.2

Gay.L.R. *Educational Research : Competencies for Analysis and Apllication(tenth edision),* New Jersey : Pearson Education Inc.2012.P.7

Hamalik, Oemar. *Dasar-dasar Pengembangan...*, P.237

Hermer, Jeremy. *The Pactice of English Language Teaching.* 3rd. 2001.P. 335

Ismail, Norhiza and Nurul Liyana Binti Ab Jabar. *A Study On The Language Learning Strategies Used Among UHB 1412 Students.* (English For Academic Communication). Faculty Of Education Universiti Teknologi Malaysia. January. 2010. P.2

Kementerian Pendidikan dan Kebudayaan. *Bahasa Inggris: Buku Guru*, Jakarta : Balitbang Kemendikbud, 2014.P.V

Lampiran I Permendikbud. No. 36.2018.P 1

Little, David. *Contructing a Theory of Learner Autonomy.* P.13

Long, Huey B. And Stephen K. Agyekum, *Guglielmino's Self-Directed Learning Readiness Scale: A Validation Study,* University of Georgia, Athens, Georgia 30602, USA, Amsterdam, 1983, P.78

Melani , Melyann. *The Effect of Google Classroom Assisted Extensive Listening on Listening Comprehension Accross Learning Autonomy*, 07thJuly 2020, P. 131

Mulyasa, E. *Pengembangan dan Implementasi,* P.164

Nguyen, Hoang and Daniel R. *English Learning Strategies among EFL Learners: A Narrative Approach.* Terry IAFOR Journal of Language Learning. Vol. 3 – Issue 1 – Spring. 2017. P.5

Nugraheni, Agnes. *Students Perception of Autonomous Learning in Extensive Reading II Class,* Universitas Santa Dharma Yogyakarta. July 2009, P.2

Nurdin, Syariffuddin. *Guru Profesional dan Implementasi Kurikulum,* Jakarta. Ciputat press.2003.P.70

Palfreyman, David and Richard C.Smith. *Learner Autonomy Across Culture,* April 2003, P.1

Peraturan Meteri Pendidikan dan Kebudayaan Republik Indonesia, No.16, 2014

Permendikbud. No. 59. 2014. *Kurikulum 2013 Sekolah Menengah Atas / Madrasah Aliyah.* Pasal.9 ayat. 2-4

Puteri, Tesa Yoshika and Loli Safitri, *English Language Lecturers' Perception About Learner Autonomy,* IAIN Bukittinggi, 30th December 2021.P.276

Ramadhiyah, Sa'adah and Nenen Sri Lengkanawati, *Exploring EFL Learner Autonomy in the 2013 Curriculum Implementation,* Universitas Pendidikan Indonesia, Indonesia Journal of Applied Linguistics. Vol.9.No.1, May 2019, P.231

Salam, Urai. Sukarti. and Zainal Arifin. *An Analysis of Learning Styles and Learning Strategies Used by a Successful Language Learner*. Journal of English Teaching.Volume 6 (2). June. Pontianak,2020. P.112

Sandee Thompson. *The 'Good Language Learner'*. University of Birminham.2005.

Sari, Maria Dian Purnama. *Empowering The Student's Autonomous Learning to Improve The English Language Skills of The Tenth Grade Students of RSBI SMAN 7 Purworejo.* Universitas Negeri Yogyakarta, June 2012.P.29

Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif and R&D.* Bandung : Alfabeta. P.400

Tesfaye, Sewnet. Kassegn Berhanu. *Improving Students' Participation in Active Learning Methods: Group Discussions, Presentations And Demonstrations:A Case of Madda Walabu University Second Year Tourism Management Students of 2014.* Journal of Education and Practice. Vol.6. No.22. 2015.P.29

Thanasoulas, Dimitrios. *What is Learner Autonomy and How Can it Be Fostered?* (Internet Journal). Retrived, https// itesji.org/articles/thanasoulas-autonomy.html

UU No.20.2003. *sistem Pendidikan Nasional.* Pasal 1.Ayat 19

Widayanti, Sukasih Ratna, *he.. two sides" of Learner Autonomy in English Language Learning.* Universitas Widya Dharma Klater.P.363

Wong, Lillian L.C. and David Nunan. *The learning styles and strategies of effective language learners*. University of Hong Kong. Pokfulam Road. Hong Kong. May. 2011. P.146

Yusuf, A.Muri, *Metode Penelitian,* Jakarta : Prenada Media Group. 2014.P.329