
AN ANALYSIS OF STUDENTS' READINESS FOR AUTONOMOUS
LEARNING OF ENGLISH SUBJECT

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ABSTRACT

The purpose of this study was to determine students' readiness for autonomous learning of English subjects. This research is descriptive. The sample of this study was thirty-four tenth-grade students. This study uses direct and indirect methods, namely interview guidelines and questionnaires. The data analysis used the mixed method, and the researcher used a closed questionnaire and semi-structured interviews. The data from the questionnaires were analyzed quantitatively using the Statistical Package for Social Science (SPSS) software version 22 and Microsoft Excel 2011 desktop version. The results of the questionnaire reported that the highest average score was 3.18. About 59% of students always have a learning achievement target for autonomous learning in learning English, and the level of interpretation of students is grouped between medium and high levels. Based on the results of the interviews, students are ready to learn more responsibilities in many areas of the English learning process. In conclusion, students are ready for autonomous learning in English lessons because students have the characteristics of autonomous. However, students need to plan their learning process, set goals, and take a more active role in negotiating the teaching and learning process. In addition, teachers and students must exchange ideas to find learning styles that can be used to implement autonomous learning.

Keywords: *Readiness, Autonomous Learning, English Subject*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui kesiapan siswa untuk belajar mandiri mata pelajaran bahasa Inggris. Penelitian ini bersifat deskriptif. Sampel penelitian ini adalah tiga puluh empat siswa kelas sepuluh. Penelitian ini menggunakan metode langsung dan tidak langsung, yaitu pedoman wawancara dan kuesioner. Analisis data menggunakan metode campuran, dan peneliti menggunakan kuesioner tertutup dan wawancara semi terstruktur. Data dari kuesioner dianalisis secara kuantitatif menggunakan perangkat lunak Statistical Package for Social Science (SPSS) Versi 22 dan versi desktop Microsoft Excel 2011. Hasil kuesioner melaporkan bahwa skor rata-rata tertinggi adalah 3,18. Sekitar 59% siswa selalu memiliki target prestasi belajar untuk belajar mandiri dalam belajar bahasa Inggris, dan tingkat interpretasi siswa dikelompokkan antara tingkat menengah dan tinggi. Berdasarkan hasil wawancara, siswa siap untuk belajar lebih banyak tanggung jawab di banyak bidang proses pembelajaran bahasa Inggris. Kesimpulannya, siswa siap untuk belajar mandiri dalam pelajaran bahasa Inggris karena siswa memiliki karakteristik otonom. Namun, siswa perlu merencanakan proses belajar mereka, menetapkan tujuan, dan mengambil peran yang lebih aktif dalam menegosiasikan proses belajar mengajar. Selain itu, guru dan siswa harus bertukar pikiran untuk menemukan gaya belajar yang dapat digunakan untuk menerapkan pembelajaran mandiri.

Kata Kunci: *Kesiapan, Pembelajaran Mandiri, Mata Pelajaran Bahasa Inggris*

INTRODUCTION

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

Students' success in autonomous learning is determined by many factors: readiness in learning. This readiness is for individuals who are prepared to be able to manage their learning activities with or without the help of other parties. At SMA Negeri 1 Sekadau, students' readiness for autonomous learning is quite sufficient; it was seen from students who only listened to the teacher explaining the material without wanting to be involved in discussions, and students always do the assignments given by the teacher. Students' autonomous learning readiness in schools is very diverse, there are those who have good learning readiness to get high learning outcomes, while poor learning readiness gets low learning outcomes, but there are also students who have poor learning readiness to get high learning outcomes, there are also students who have good learning readiness to get low learning outcomes. The problem that arises in schools is that students are required to be able to learn independently, so the teacher needs to know how students are ready to learn independently first. For this reason, it is necessary to prepare learners (in this case, high school students) for autonomous learning.

Many previous studies have investigated students' readiness for autonomous learning. Some researchers who conducted research are Alrabai (2017); this study attempts to assess the readiness of Saudi students for independent/autonomous learning, with a focus on learning English as a Foreign Language (EFL). The study's findings confirmed the low readiness of Saudi EFL learners for independent learning. Learners demonstrated low responsibility levels, perceiving that they accept only the responsibility for their learning on average. Another similar research is about Readiness for autonomy in English language learning: The case of Indonesian high school students

Cirocki et al. (2019). The findings revealed that many students were not familiar with the concept of learner autonomy. They also had reasonably low motivation to learn English and generally were not ready to act as autonomous learners, lacking specific skills and competencies.

There have been many studies on learner autonomy that have mainly focused on the Western context. However, in the context of Indonesia, there are still very few studies related to the readiness of learner autonomy that has been published, especially in Sekadau, more precisely in SMA Negeri 1 Sekadau; this research is still very limited. Thus, this study seeks to investigate the readiness of students of SMA Negeri 1 Sekadau to learn English autonomously. Based on the background described above, the formulation of the research problem is: How are students' readiness for autonomous learning of tenth-grade students in English subjects at SMA Negeri 1 Sekadau in the academic year 2021/2022? According to research problem, the research purpose of this study was to determine how are students' readiness for autonomous learning of tenth-grade students in English subjects at SMA Negeri 1 Sekadau in the academic year 2021/2022.

RESEARCH METHODS

The design of this research is a descriptive study. A descriptive study is a research that uses data collection to test research questions or hypotheses related to the environment and current events. It reports the status of the research object or subject accordingly (Sukardi, 2015:157). This study employed a mixed-methods approach, using quantitative and qualitative data collection methods. Furthermore, Creswell (2009:23) states that "mixed methods research is a research method that combines or mixes qualitative and quantitative forms".

The population of this research from the students of tenth grader SMA Negeri 1 Sekadau in academic year 2021/2022. There are seven classes, three classes in MIPA and four classes in IPS. The sample taken is one class with various considerations that the class can be used as an object for research. In selecting the sample of the study, the researcher used in this study is a non-probability sampling technique, namely purposeful sampling. Purposive sampling is a sampling technique of data sources with certain considerations (Sugiyono, 2017). The characteristics of the desired sample in this study are: (1) The sample is students of SMA Negeri 1 Sekadau, (2) The sample is from class

X, in addition to these characteristics, the reason the researcher takes samples from class X social sciences (IIS 4) is based on recommendations from the school and teachers in the field of English studies. The sample of this research is the tenth grade of social (IIS 4) with 34 students.

In this research, the researchers used direct and indirect communication. The researchers used direct communication as interviews to understand the current situation of the students. When collecting data on students' readiness for autonomous learning, the researchers chose indirect communication to learn about students' readiness to learn autonomously from the questioner. When collecting the data, the researchers selected tenth-grade students as the population in the questionnaire and then set some students as interview participants.

The data were collected by adopting the instrument by Puspitasari & Islam (2016). The questionnaire consists of seven indicators where the first indicator is love of learning (items 1-4), have the initiative in autonomous learning (items 5-8), having responsibility for autonomous learning (items 10-13), having great curiosity (items 14-16), have self-confidence (items 17-18), being able to organize time (19-21), and the last indicator has a separate learning target (items 22-25).

All questions covered in the questionnaire were calculated using a descriptive statistic to take a look at frequency counts and percentages. Utilizing the mixed methods in nature of this study, data analysis also involved data transcription and interpretation. Data from the questionnaire was analyzed quantitatively using Statistical Package for Social Science (SPSS) software version 22 program and Microsoft Excel 2011 for desktop.

FINDINGS AND DISCUSSIONS

Research questions were answered by data collected from questionnaire answers and interviews with students. Data is classified into seven subheadings: love of learning, initiative, responsibility, great curiosity, self-confidence, organize time, and have a separate learning target.

Love of Learning

The result on the first indicator is 2.58 as the average score. On this indicator, it can be in the moderate level category. Analyzing the responses to indicator 1, (9%) of

students said they always liked English lessons, and (82%) answered often. Meanwhile, (9%) of students sometimes like learning English. Moreover, none of the students answered that they never liked English lessons.

In the interview, the students were asked to explore further their beliefs about how they like learning English and the reasons for their choice. Students said that they liked learning or liked English lessons because they thought English was an international language and very important to learn. According to students, they should at least master English. However, students sometimes dislike learning English because they think it is not easy to understand.

Based on the questionnaire results showing that students had fun learning English lessons, students' answers could be interpreted as a sign of motivation because students scored moderately on items related to their enjoyment of learning English. Students would be motivated to learn if they like a lesson. This is in line with previous research directed by Alrabai (2017), which revealed that moderate to high levels of motivation might indicate that students are ready to learn independently because they are capable and motivated enough to take responsibility for their learning.

Initiative

The result is 2.82 as an average score; this indicator can be categorized as moderate. Analyzing the responses to indicator 2, (15%) students admitted that they always took the initiative to learn English independently, and (59%) answered often. Meanwhile, (26%) of students sometimes take the initiative to study independently. Moreover, none of the students answered that they never took the initiative to learn English lessons.

When asked in student interviews, most students answered that they had the initiative in self-study. Students revealed that they would take the initiative to study the material given by the teacher before starting learning, and some had the initiative to learn after watching English films or videos. The results of this study indicate that students take the initiative in their learning.

Responsibility

The results on the third indicator are 3.05 as the average score, and this indicator can be in the high-level category. (47%) of students stated that they were

always responsible for their independent learning, and (53%) of students admitted that they were often responsible for their learning.

A similar opinion was expressed by most of the students in the interviews regarding their responsibilities in an independent study. This opinion is consistent with the opinion given in the questionnaire. Students admit that they are always responsible for their learning as an example of students' responsibility for independent learning, namely, they always do the assignments given by the teacher on time. Furthermore, when carrying out discussions in class, students would discuss with the teacher their learning responsibilities. The results of the questionnaire and interview show that students are very responsible for their learning

The results of this study have similarities with previous research conducted by Yýldrým (2008), where students seem ready to take responsibility in many areas of learning. Therefore, teachers can give students more responsibility in the language learning process and use more autonomy-oriented activities in their classrooms.

Curiosity

The result on the fourth indicator is 2.85 as the average score. On this indicator, it can be in the medium-level category. Analyzing the responses to indicator 4, on average (44%) of students admitted that they often have a great curiosity about many things. (41%) answered always and others (15%) answered sometimes. Furthermore, none of the students answered that they never had curiosity.

Researchers want to know how much students are curious if they have difficulty understanding what learning students would do through interviews. Students admit that they will find out about learning materials through other sources such as Youtube or translation applications and ask directly to the teacher or maybe their friends.

The data from the questionnaire showed that students were curious and could sometimes find various ways to learn something new. With curiosity, students would be enthusiastic and willing to learn something and be motivated. Alrabai (2017) revealed that a moderate to high level of motivation might indicate that students are ready to learn independently because they are capable and motivated enough to take responsibility for their learning. For that, curiosity in students needs to be built and developed.

Self-confidence

Based on the data with a mean of 2.58, this indicator can be in the medium category. This shows that students have good self-confidence in self-study. On average (50%) of students admit that they often have the confidence to study independently. (15%) always answered, and (35%) answered that sometimes they are not confident when studying independently. Moreover, none of the students answered that they never had self-confidence.

Through the results of interviews about how confident students are when taking English lessons, students answered that they are confident in taking English lessons. Students also said they were pretty confident if the teacher asked them to come to the front of the class, and if they spoke English, they were just a little nervous. This shows that students have confidence in learning independently.

The same statement mentioned in (Hermagustiana & Anggriyani, 2020), revealing that self-confidence and motivation play essential factors in promoting student autonomy because confident and motivated students tend to be unhesitating and reckless in taking responsibility for their learning.

Organize Time

The result on the fourth indicator is 2.56 as the average score. On this indicator, it can be in the medium-level category. On average (67%) of students admit that they can often manage the time they need to study. (15%) always answered, and (18%) answered that sometimes they could manage study time. Furthermore, none of the students answered that they could not manage study time. These results indicate that students can manage the time they need to study independently.

Study time management also plays an essential role in students' readiness to learn independently. Time management is the process of organizing or managing, and controlling oneself. With time management, students can calculate the time available for independent study at home. The following action is to set a study schedule. From the interviews, how do they manage the right time to study, and when is the right time to study? Students answered that they prefer to study in the morning or evening before the next day's English learning schedule, but students have not targeted the time to study. Some students answered that they would study English if the next day there were an

English test or quiz; otherwise, they would not learn English material. It is just that they watch English videos or films to learn.

From the questionnaire and interview, it can be concluded that students have not been able to manage their study time well enough. According to Koçak's (2003) that fewer students reported their willingness to use specific strategies to manage time to make the necessary preparations before English lessons. However, several studies have emphasized the importance of managing time in the development of student independence, one of which was carried out by Ho and Crookall (as cited in Koçak 2003) stated that time management is one of the most vital indicators of autonomy.

Have Separate Learning Target

Based on the data with a mean of 3.18, it shows that students have their learning achievement targets for independent learning in learning English. On this indicator can be in the high-level category. (59%) of students admitted that they always had a target to learn English, and (38%) answered often. Meanwhile, only (3%) of students sometimes have a target for independent study. Furthermore, none of the students answered that they never had a target of learning English lessons.

Having learning targets is also one of the readiness of students to learn independently. Students who have learning independence already know precisely what they want to achieve in their learning activities, can choose their learning resources, and know where to look for learning. The material they want and Students can also assess the level of ability they need. Through interviews, students answered that they had learning targets. They target those who want to be good at English and want to learn English because they have dreams or aspirations related to English.

These results indicate that students can evaluate and assess their learning progress. Putra & Iswara (2019), states that learner autonomy does not only refer to learning but also to evaluation as part of the learning process.

Conclusion

Based on the discussion, a 25-item questionnaire and eight interview questions were given to 34 tenth graders of SMA Negeri 1 Sekadau to achieve the research objectives. The questionnaire was designed to determine the students' views about their responsibility for autonomous learning, their confidence to act independently, curiosity,

initiative, time management, learning targets, and the actuality of their self-study practice.

The results showed that, Students have a positive approach to their ability to behave independently; they see themselves as capable of autonomous behavior. This can be seen from how students like learning, have the initiative to learn independently, and have curiosity about learning. Students can be responsible for their learning, and students can be able to assess their abilities in learning. Students' self-confidence in independent study and students' ability to manage study time are relatively low.

Taking into account the results stated above, it can be concluded that the tenth graders of SMA Negeri 1 Sekadau are ready to take more responsibility for autonomous learning of English lessons because students feel they can learn independently. Students are highly interested in learning English and are aware of English's importance in their education. However, students need to be trained to improve their ability to organize learning independently. The role of the teacher is needed to encourage student autonomy and facilitate activities that build student autonomy.

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