EXPLORING THE FACTORS AND LEVELS
OF STUDENTS' AUTONOMY IN LANGUAGE LEARNING
(A Mixed-Method Study on the Twelfth Graders of SMA Negeri 2 Semarang in the Academic Year of 2022/2023)

A FINAL PROJECT

Presented as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Education

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES
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PAGE OF APPROVAL

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prepared and presented by:

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has been approved by the advisor and to be examined by the Board of Examiners.

Semarang, August 19th, 2022

<u>Elok Widiyati, M.Pd.</u>
Advisor

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PAGE OF VALIDATION

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Defended before the Board of Examiners

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and Declared Acceptable

Board of Examiners
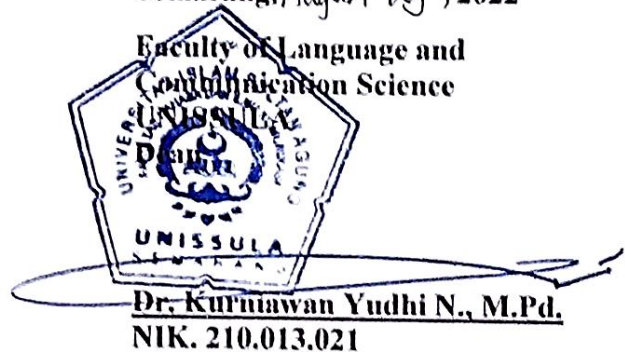
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those were cited in the quotation and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, August 19th, 2022

Sukma Wiranti
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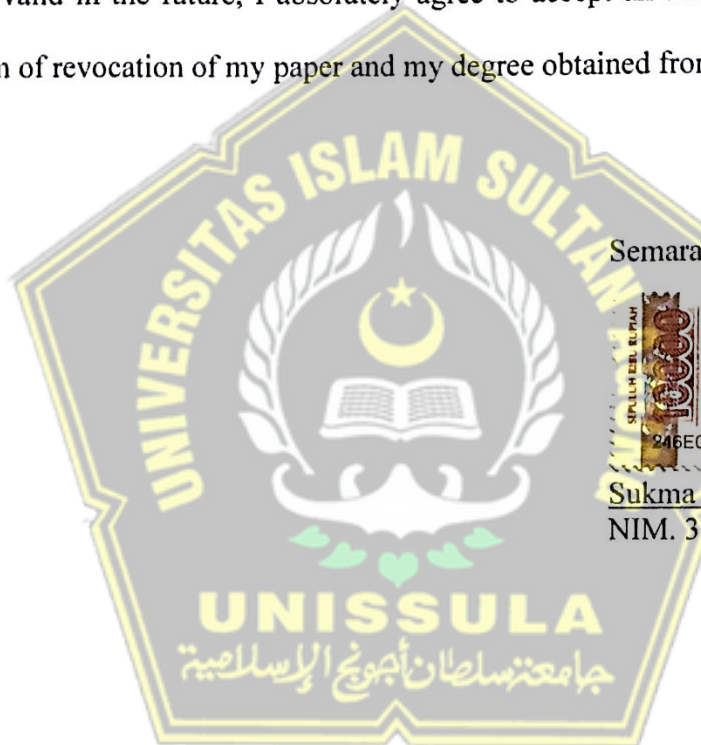
MOTTO

لَا الشَّمْسُ يَنْۢبَغِيْ لَهَآ اَنْ تُدْرِكَ الْقَمَرَ وَلَا الَّيْلُ سَابِقُ النَّهَارِ ۗوَكُلٌّ فِيْ فَلَكٍ يَّسْبَحُوْنَ

"The sun cannot overtake the moon, nor can the night outrun the day: each

float in [its own] orbit."

Quran 36:40

"I learned that courage was not absence of fear, but the triumph over it. The

brave man is not he who does not feel afraid, but he who conquers that fear."

-Nelson Mandela-

DEDICATION

This final project is dedicated with lots of gratitude, love, and affection to:

♦ My beloved parents; Bapak Suwarso and Ibu Solichati, and my dearest
grandmother and late grandfather; Ibu Sunarti and Bapak Basuki, thank you for
all of your endless love, prayers, advices, and supports that you had given me
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you had given me.

♦ Me, thank you for trying your best to get through everything. Thank you for
being patient and strong enough to be able to survive in every stage of self-
maturation.

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ABSTRACT

Wiranti, S. (2022). Exploring the Factors and Levels of Students' Autonomy in Language Learning (*A Mixed-Method Study on the Twelfth Graders of SMA Negeri 2 Semarang in the Academic Year of 2022/2023*). A Final Project. English Education Study Program. Faculty of Languages and Communication Science, Sultan Agung Islamic University. Advisor: Elok Widiyati, S.Pd., M.Pd.

Students' autonomy is essential in language learning. Students' autonomy is believed as one of the key elements in successful language learning where independent, students-centred, and self-managed learning is spotlighted. This study aimed to explore the students' autonomy levels in language learning by considering the characteristics of autonomous students and the factors that affected students' autonomy. As the mixed-method study, this study combined questionnaire and interview as the instruments. The sample of this research were 34 students of XII MIPA 1 of SMA Negeri 2 Semarang. The quantitative data regarding of students' autonomy levels showed: emerging (0%), beginning (14.12%), intermediate (57.60%), advanced (28.28%). It indicated that the majority of the students' autonomy level in language learning considered at the intermediate level. While the mean of quantitative data regarding to the factors influencing students' autonomy showed: students' role (21.13%), teacher's role (21.83%), task (16.90%), environment (21.83%), material (18.31%). It indicated that students were agreed that students' autonomy were influenced by those supporting factors. The qualitative data revealed that the students' autonomous skills were also supported by several factors, such as: students' goal and motivation, teacher and students' bond, learning materials and activities, and supportive learning environment. In conclusion, the development of the students' autonomous skills is related to the supporting factors, both from within the students and outside the students.

Key Words: Autonomous Skills, Language Learning, Students' Autonomy Levels

INTISARI

Wiranti, S. (2022). Eksplorasi Faktor dan Tingkat Otonomi Siswa dalam Pembelajaran Bahasa (*Studi Metode Campuran pada Siswa Kelas XII SMA Negeri 2 Semarang Tahun Ajaran 2022/2023*). Skripsi. Program Studi Pendidikan Bahsa Inggris. Fakultas Bahasa dan Ilmu Komunikasi Universitas Islam Sultan Agung. Pembimbing: Elok Widiyati, S.Pd., M.Pd.

Otonomi siswa sangat penting dalam pembelajaran bahasa. Otonomi siswa diyakini sebagai salah satu elemen kunci dalam pembelajaran bahasa yang sukses di mana pembelajaran yang mandiri, berpusat pada siswa, dan dapat dikelola sendiri menjadi sorotan. Penelitian ini bertujuan untuk mengeksplorasi tingkat otonomi siswa dalam pembelajaran bahasa dengan mempertimbangkan karakteristik siswa yang otonom dan faktor-faktor yang mempengaruhi otonomi siswa. Sebagai studi metode campuran, penelitian ini menggabungkan kuesioner dan wawancara sebagai instrumen. Sampel penelitian ini adalah 34 siswa kelas XII MIPA 1 SMA Negeri 2 Semarang. Data kuantitatif mengenai tingkat otonomi siswa menunjukkan: emerging (0%), beginning (14,12%), intermediate (57,60%), advanced (28,28%). Hal ini menunjukkan bahwa mayoritas tingkat kemandirian siswa dalam pembelajaran bahasa berada pada tingkat menengah. Sedangkan rata-rata data kuantitatif mengenai faktor-faktor yang mempengaruhi otonomi siswa menunjukkan: peran siswa (21,13%), peran guru (21,83%), tugas (16,90%), lingkungan (21,83%), materi (18,31%). Hal ini menunjukkan bahwa siswa setuju bahwa kemandirian siswa dipengaruhi oleh faktor-faktor pendukung tersebut. Data kualitatif menunjukkan bahwa kemampuan otonomi siswa juga didukung oleh beberapa faktor, seperti: tujuan dan motivasi siswa, ikatan guru dan siswa, materi dan kegiatan pembelajaran, serta lingkungan belajar yang mendukung. Kesimpulannya, pengembangan keterampilan otonom siswa terkait dengan faktor-faktor pendukung, baik dari dalam diri siswa maupun dari luar diri siswa.

Kata Kunci: Keterampilan Otonom, Pembelajaran Bahasa, Tingkat Otonomi Siswa

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    The writer realizes that this final project is still far from being perfect. The writer hopes this can be useful for the future researcher in particular and the reader in general.
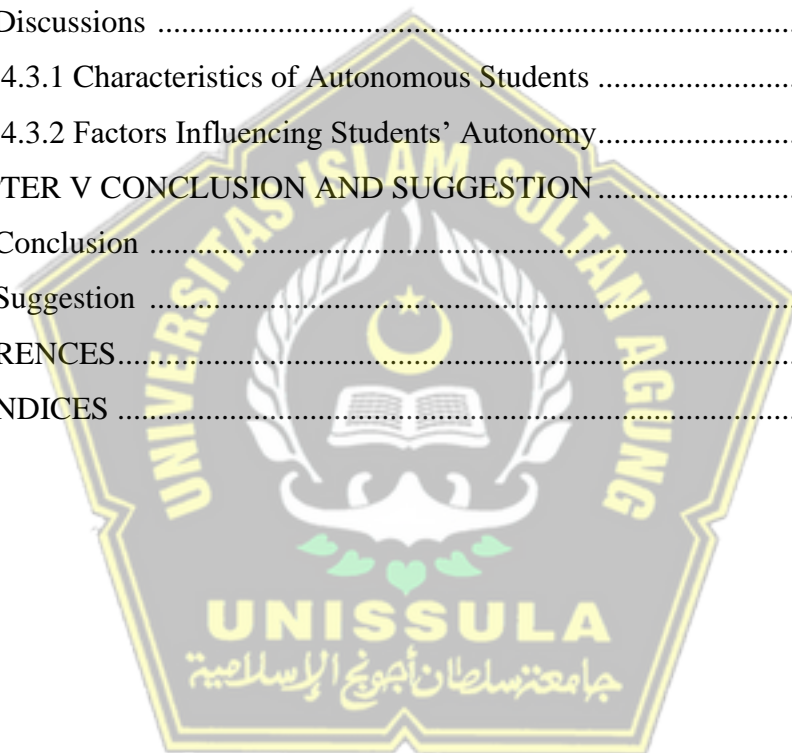
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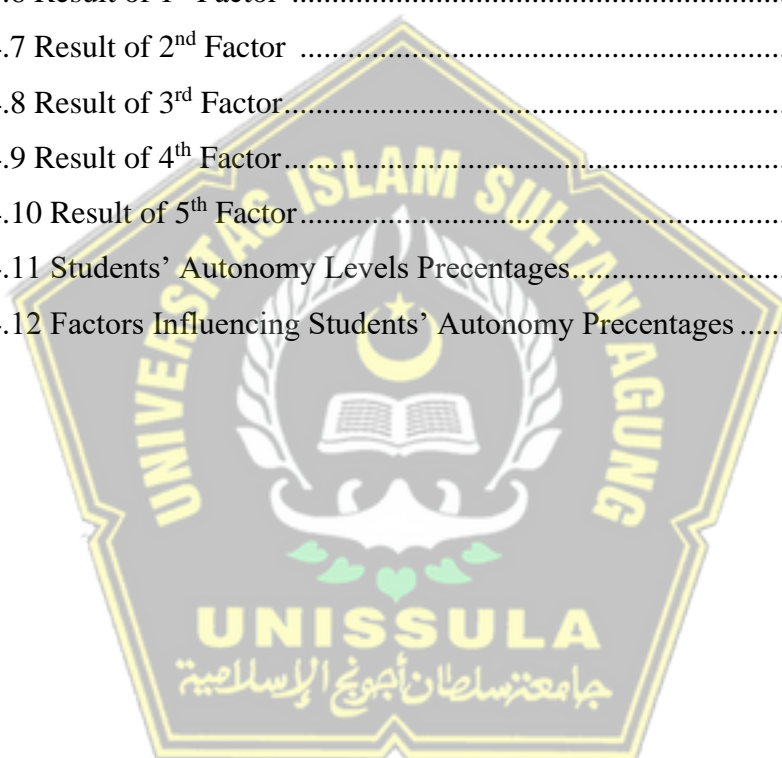
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CHAPTER I

INTRODUCTION

The main objective of this study is to explore the EFL students' autonomy levels in English language learning. This chapter consists of eight sections. The first is the background of the study. The second is the reasons for choosing the topic of the study. The third is the research questions. The fourth is the objectives of the study. The fifth the significance of the study. The sixth is the limitation of the study. The seventh is the definition of key terms. The last is the outline of the study.

1.1 Background of the Study

English is considered as the most widely spoken language in the world. English has been agreed internationally as the official language that is used universally in the field of technology, economics, education, politics, culture, and various other fields. It makes proficiency and mastery of English become a necessity. Moreover, the ability to speak English is one of the main requirements in education field especially for those who want to continue to study abroad. Unfortunately, the English proficiency of Indonesian people are still considered low. According to the 2021 EPI (English Proficiency Index) data which is the world's largest ranking of countries and regions by English proficiency, Indonesia ranks 80th out of 112 countries in the world and 14th out of 24 countries in Asia. In the period of 2014 to 2021, Indonesia is constantly facing a downgrade of English proficiency.

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By seeing at the dominance of English, the improvement of English proficiency of Indonesian people especially students in Indonesia must be improved in order to adapt in a globalized world. There are several factors that are the reason why English is hard to root in Indonesian society, one of the reasons is the lack of understanding that English is an important international language. The position of English in Indonesia as a foreign language hugely affects how people especially students perceive English. Thus, this perception leads to the students' motivation in learning English because there are no significant needs of using English in the daily basis. In compliance with previous statement, Marsevani (2021) reports that the students' lack of motivation and realization in learning English is caused by a mismatch between the instructed activities in the classroom and the students' needs and interests. It can be assumed that there is an imbalance in the process of implementing practical learning and the teaching materials.

The development of teaching materials has been reviewed in the revised 2013 curriculum. The revised 2013 curriculum (K-13) is the curriculum that is applied in the Indonesian education system. This curriculum is applied to replace the 2016 curriculum or what is often referred to as *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In the 2013 curriculum, the learning approach used is the Student-Centred Learning (SCL) approach, it is clearly stated in the Permendikbud No. 81A regarding 2013 Curriculum Implementation. The 2013 curriculum is applied to encourage students to be actively involved in the learning process. In the 2013 curriculum, students need and must be involved in constructing understanding through independent reasoning or doing discussion in groups about the learning

material. The teacher is more of a facilitator in the process of building the knowledge. In line with the previous statement, Lengkanawati (2017) implies that the basic of teaching and learning process based on 2013 curriculum is autonomous learning. In short, the 2013 curriculum changes the old method which was transferring knowledge with the teacher as the main source of information with a new method that promotes students' autonomy.

Students' autonomy is essential in language learning. Mardjuki (2018) states that the main concern of English as a foreign language teaching is students' autonomy. It is supported by the statement by Amirian & Noughabi (2017), it is stated that students' autonomy is believed as one of the key elements in successful language learning where independent, students-centred, and self-managed learning is spotlighted. Currently, schools in Indonesia are starting to reopen and all the learning process is back to normal (offline) with shortened learning time as a form of adaptation to deal with the global pandemic. This form of adaptation makes the English language learning runs less effectively due to the limited classroom contact. The limited classroom contacts affect students' learning process because students do not have enough time to practice and explore their skills under the supervision of teachers. In brief, this condition encourages students to be more autonomous for their own learning since the main goal of language leaning for high school students is to achieve the intermediate levels.

Khotimah et al. (2019) note that the beginning of learning process consists the understanding of personal learning styles, setting objectives, planning the study, and constructing the learning experiences. That is why the students' autonomy

becomes the main concern in language learning because in preparing learning students need high motivation and it is directly related with students' autonomy. It is supported by a study which conducted by Cirocki, Anam and Retnaningdyah (2019), they emphasize that low motivation of Indonesian students in learning English was firmly associated to students' autonomous skills. Teachers must acknowledge that English language learning requires students' autonomous skills in order to meet the learning objectives due to the limitation of classroom contact. Other than that, understanding students' autonomy will help teachers to be better at planning the teaching strategy to promote the students become autonomous. As stated by Tuan (2021) , it reveals that students with higher levels of autonomy will be more likely to have better language learning results than those with low levels of autonomy. On that account, the success of students in achieving the learning objectives that have been set is very dependent on the students' autonomous skills.

In accordance with the background of the study above, it was important to explore the students' autonomy levels in language learning by conducting a study entitled Exploring the Factors and Levels of Students' Autonomy in Language Learning (A Mixed-Method Study on the Twelfth Graders of SMA Negeri 2 Semarang in the Academic Year of 2022/2023).

1.2 Reasons for Choosing the Topic

This study takes consideration based on the following reasons, such as:

1. Students' autonomy is one of the factors that influences the success of a language learning process in the language learning. Kemala (2016) discovered that there are five factors that influence students' autonomy, these are: students'

psychological aspect, environment, task, teacher, and material. Other than that, Dang (2012, cited in Khotimah et al., 2019) classifies the characteristics of students' autonomy into three characters, they are: initiating, monitoring, and evaluating. It is worth attention to explore the levels of students' autonomy by paying attention to the classification and the factors that influence the students' autonomy so that teachers can conduct a better lesson plan to promote students' autonomy teaching and learning activities.

2. The basic of teaching and learning based on the 2013 Curriculum is Autonomous Learning. Autonomous learning as stipulated by the Ministry of Education and Culture in the 2013 curriculum has some challenges in terms of students' readiness to be the central of teaching and learning. It is because the teaching and learning in this curriculum requires teachers' ability in stimulating students' autonomy through various teaching and learning activities. However, there is still a tendency for students to depend on the teachers and being less independent in the learning process. In line with the previous statements, the study about the Indonesian high school students' readiness for autonomy in English language learning by Cirocki et al. (2019) proved that the students in Indonesia were still conditioned to learning in a teacher-centred environment.

1.3 Research Question

In accordance with the background of study and reasons for choosing the topic in which presented before, this study sought to answer the following question: How were the autonomy levels in language learning of the twelfth graders in SMA Negeri 2 Semarang in the academic year of 2022/2023?

1.4 Objective of the Study

This study was aiming at exploring the autonomy levels and factors influencing students' autonomous skills in language learning of the twelfth graders in SMA Negeri 2 Semarang in the academic year of 2022/2023.

1.5 Limitation of the Study

This study limited the discussion on exploring the autonomy levels and factors influencing students' autonomous skills in language learning of the twelfth graders in SMA Negeri 2 Semarang in the academic year of 2022/2023.

1.6 Significance of the Study

This study was expected to be able to give contributions in terms of:

1. Pedagogical Significance

This study was expected to help English teachers to gain new information in regard to the importance of students' autonomy in a language learning process. Other than that, the result of this study also expected to be able to increase information on students' readiness towards language learning based on autonomy skills so that the information can be a reference for implementing new policy or evaluating the education field. It was also expected that the finding of this research would help to promote students' autonomy in order to support a better learning output.

2. Practical Significance

a. For Teachers

The result of this study was expected to positively affect teachers' attitudes towards seeing the students' potential and needs so that teachers would be able to

create a congenial learning environment for students with a better planning of teaching strategy. Other than that, by considering the result of this study, teachers were expected to be able to promote autonomous learning for students because teachers have major role to foster students' autonomy.

b. For Students

The result of this study was expected to provide new information to students who are language learners to develop their autonomous skills so that they are able to construct quality study habits. Other than that, it was hoped to be able to motivate students to take over their own language learning so that they would have better outcomes at language learning.

c. For Further Researchers

The writer hoped that the result of this study would be able to give information and an overview in regards of the students' autonomy in language learning. This study also could be used as a reference for those who want to conduct a study on students' autonomy.

1.7 Definition of Key Terms

a. Students' Autonomy Levels

Students' autonomy may differ from one another. Littlewood (1996, cited in Melvina et al., 2021) explains that there are three levels of autonomy. The first is communicative levels, at this level students able to choose the practice of language and apply suitable strategies to communicate in several occasions and assignments. At the learning level, students are able to independently implement the learning strategy. At the personal levels, students are able to decide the learning contents in

a larger framework. Later, Littlewood (1999, cited in Melvina et al., 2021) proposes proactive and reactive autonomy. Students with proactive autonomy indicate complete autonomy, whereas students with reactive autonomy tend to take actions after getting learning directives from teachers.

b. Autonomous Learning

Autonomous learning is a situation in which students take charge of their learning process. According to Lengkanawati (2017) autonomous learning is the students' competence to take responsibility of their own learning process by preparing themselves to determine the learning goals, define the learning contents and their progress, make a choice of technique and method, monitor acquisition processes, and asses the lessons that have been obtained. Autonomous learning can be referred as student-centred learning that emphasizes the students as the centre of learning. The concept of autonomous learning is the learning process that can be done independently both inside and outside the classroom. There are several factors that influence students autonomous learning ability, these are; students' attitude, motivation, and self-management skills.

c. Language Learning

Language learning is related to second language learning and foreign language learning. According to Ogba et al. (2020), language learning is structural process in learning languages other than native languages. Language learning refers to the acquisition of any language after early childhood, particularly the third and so forth. Language learning is carried out consciously and procedurally in a formal setting such as schools, etc. Ogba et al. (2020) state that the focus of language

learning is teaching the theoretical knowledge of the language. They further explain that in language learning the teachers teach the proper grammar rules and the structure of the sentence.

1.8 Organization of the Study

Chapter I consists of the Introduction. It includes of the background of the study, the reasons for choosing the topic, the research question, the objectives of the study, the limitation of the study, the significance of the study, the definition of the key terms, and the organization of the study.

Chapter II consists of the Theoretical Framework. It includes of the review of related literature and the underlying theory as well as the definitions of the related terms.

Chapter III consists of the Method of the Study. It includes of the design, the subject, the data collection technique, the validity and the reliability of the instruments, the data collection procedure, and the data analysis.

Chapter IV consists of the Analysis of Research and Discussion. It discusses the finding of the study. It includes the validity and the reliability, the result of the study, and the discussion of the study.

Chapter V consists of the Conclusion and Suggestion. It concludes the result of the study. Then, the suggestion consists of the writer's suggestion for the students, English teachers, and also future researchers.

Last part is the list of references and appendices.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter consists of the Review of Literature and the Review of the Previous Studies.

2.1 Review of Literature

2.1.1 Definition of Language and Learning

According to Rabiah (2018), language is made up of a number of fixed and patternable components. Language is systematic, the term "systematic" refers to language that is organized in a certain pattern rather than randomly or haphazardly, it contains a collection of subsystems that are distinct from one another. Phonology, morphology, syntax, and lexicon make up the language subsystem. As a result, the language is often regarded as both unique and universal. Unique indicates that it has qualities or attributes that no other language has, whereas universal means that it has the similar traits as all other languages. A linguist, Brown (2007) defines language as:

1. Language follows a set of rules.

2. Language is a collection of random symbols.

3. The symbols are mostly spoken, but they can also be visual.

4. The symbols have established meanings that they allude to.

5. Communication is accomplished via the use of language.

6. Language is used to communicate within a speech community or culture.

7. Language is fundamentally human; however, it is possible that it is not only for humans.

8. Language is learned in a similar manner by all persons; language and language learning have common properties.

   Language is made up of interconnected and rule-governed symbol systems. Language is an undeniable signature of human identity, as well as a distinguishing aspect of culture. It is necessary to develop interpersonal relationships, to interpret social circumstances, to expand experience, to reflect on thinking and behaviour, and to contribute to a democratic society. In summary, language is the foundation of all communication and the essential tool for thinking.

   Ogba et al. (2020) explain that human have an underlying ability for acquiring languages if they have enough exposure to the certain amounts of languages. They later explain that language is not necessarily taught to children. Children's native or first language, also known as mother tongue, is picked up simply by spending time with their parents, siblings, and other people in their environment. Without any conscious thinking, effort, or study, the children learn the language. They replicate and utilize language to generate and express fresh meaning in unique ways even before they comprehend explicit language rules and norms. Later on, language acquisition takes place in specific situations for specific reasons, such as learning about a certain topic, engaging in community activities, and pursuing job and leisure activities. In essence, language learning is lifelong learning.

According to de Houwer et al. (2013), the concept of learning includes three elements:

1. Students' behaviour changes

Thus, a shift in behaviour refers to how students react when they are part of a particular setting. The factors which influence the students' behaviour such as: external factors (stimuli), the indistinguishable traits of students (unconscious understanding of information), students' non-response traits. The transformation of students' behaviour that is considered as unconscious mental processes is not the example of learning. Unconscious behavioural changes can be considered as the example of learning if they are observed by an observer.

2. Students' regularity

The concept of students' regularity includes all things in the student learning environment. This refers to the student's behaviour towards the stimulus. Student responses to stimuli are part of the learning environment which can thus change student behaviour as a result of learning.

3. Causality between students' regularity in the learning environment and students' behaviour changes

A functional relationship between environment and behaviour simply means that the behaviour is a product of one or more environmental factors. The factor in the environment may be thought of as an exogenous variables whose attributes affect the behaviour of the endogen variable. The term "causation" does not suggest a force or method by which the cause creates the consequence from this functional standpoint. Functional reasons, unlike mechanistic causes, are not always

continuous in nature, that is, they are not always present at the moment when behaviour changes.

Based on the definition above, it can be specified that learning is supported by several factors, such as: behaviour, regularity, and environment. Students' unconscious changes in behaviour can be seen from the students' attitudes towards the stimuli. It can be concluded that the learning environment plays an important role in influencing student learning.

According to Schunk (2012), learning is the acquisition and modification of information, abilities, methods, ideas, perspectives, and behaviours. It is a long-term change in behaviour or the ability to behave in a certain way that occurs as a result of practice or other types of experience. In line with the previous statements, Brown (2007) explains that the concept of learning can be defined as:

1. Learning is the process of acquiring

2. Retention of information or skill is referred to as learning

3. Retention entails memory, cognitive structure, and storage mechanism.

4. Learning entails a conscious, active focus and response to stimuli that occur outside or within the organism.

5. Learning is relatively permanent, although forgetting is a possibility.

6. Learning necessitates some type of practice, possibly reinforced practice.

7. Learning entails a shift in one's conduct.

Learning brings change to students. Change occurs not just in terms of knowledge, but also in terms of capability, skill, mentality, purpose, confidence, passion, and character adaptation. Moreover, Learning can only take place when

the learner is ready to perform or learn. Learning outcomes are also strongly influenced by student memory, so forgetting learning can occur. In short, learning is a conscious process that requires a variety of reinforcement and practice, the output of learning can be seen in the form of changes in students.

Brown (2007) emphasizes that learning and teaching are inextricably linked. Teaching is the process of directing and assisting learning, as well as enabling and supporting the learner's learning. In short, the philosophy of education, teaching style, strategy, methods, and classroom practices will all be influenced by the understanding of how the students learn.

2.1.2 Principles of Language Learning

According to Abdulaziz (2016), the purpose of language learning is to provide the students with the information and abilities necessary to play certain roles in another language community, to transform them into a performer in the target language (TL), and to provide them with communicative competence. In brief, applied linguists must be ready to utilize any description that the expertise and experience in language education suggest would be valuable, and they must assess descriptions in terms of their practical value. According to TESOL International Association (2017), there are four basic principles of language learning, they are:

1. Language is a tool for communication. For many students, language learning consists mostly of memorization of vocabulary and preparation for an exam without really making English as a tool to communicate. Whereas the main

objective in language learning is to learn aspects of language in order to be able to communicate in the target language.

2. Learning a language includes the mastery of skills and also knowledge. Mastering the aspects of language is ne enough, students must be able to gain knowledge and apply it in order to share their ideas.

3. Students have to consider the influence of feelings on language learning. Emotions have such a big role in language learning because it is a long, complicated process and it requires a big amount of effort. It requires a long journey for students to finally understand the cultures of English.

4. Students have a wide range of preferred learning methods. Not all students learn the same way. There are various kind of learners such as: visual learners, auditory learners, kinaesthetic learners and tactile learners. Students' personalities also play a big role in the learning process.

In the EFL setting where English is not needed in the daily basis, students, parents, teachers and the community all share responsibility for language development. School provides a setting in which students may continue to develop language skills in order attain personal, social, and academic goals. In this case, teachers have to be able to motivate students in language learning, help students to build accountability and discipline, and encourage students to take charge of their own language learning.

2.1.3 Language Skills

According to Hossain (2015), language learning requires four basic skills hat have to be mastered, as follows:

1. Listening

Listening is one of the receptive language skills. Listening entails recognizing speech sounds and converting them into words and sentences. When we listen, our ears pick up specific sounds (letters, tension, rhythm, and pauses), which our brain then translates into information that we understand. There are two types of listening, they are passive and active. Passive listening is one-way communication in which the receiver does not respond or ask questions and may and may not grasp the message sent by the speaker. While active listening requires the responses that reflect that the responder comprehend what the other person is attempting to say. In the end, every student has their own learning style, methods, and techniques, and students with varying amounts of autonomy reported varying levels of difficulty with listening comprehension.

2. Speaking

Speaking is a productive skill. Through speaking students are expected to be able to produce and transmit information or ideas. In order to be a better at speaking students have to enrich vocabulary and discourse. There are several aspects to be a good speaker such as appropriacy, accuracy and fluency. It is stated that speaking is more than just producing the appropriate sounds, picking the right words, and correctly constructing sentences. To be able to use the target language well students must have a lot of practices. Furthermore, the self-drive to master this skill is based on the students' self-awareness to begin practicing independently.

3. Reading

Reading is the ability to comprehend or grasp a text. Hossain defines reading as the act of looking at a set of written symbols and deciphering their meaning. In reading, our eyes detect written symbols (letters, punctuation marks, and spaces), and our brain converts them into words, sentences, and paragraphs that provide information to us. Reading is a passive activity in which the reader engages alone with the text. In brief, reading is complicated process which involves word identification, understanding and also motivation.

4. Writing

Writing is considered as the most difficult skill to learn. It is a productive skill which enables students to express their ideas and also share them through writing. We often face difficulties in L1 writing, the difficulties of writing in foreign language are far more complex. The fundamental issue here is one of general, formal correctness, such as grammar and spelling. There are seven aspects of writing, such as: grammar, vocabulary, spelling, layout, linking, and style. Accuracy in writing is far more important than in other language abilities. When writing in a foreign language, a writer must pay close attention to the forms and grammar. For this reason, students are required to do a lot of practice to master this skill.

In learning a language there are four basic language skills. These skills are divided into two classifications, they are: receptive and productive skills. Reading and listening are referred to be receptive skills since they require receiving information. Otherwise, the production of words, phrases, sentences, and

paragraphs, speaking and writing are referred to as productive skills. To sum up, basic language skills allow students to absorb information effectively and be able to share their ideas and feelings using the target language.

2.1.4 Students' Autonomy Concept Development

The concept of autonomy is not originally from the field of education especially language learning. Rather, it is an imported term from non-linguistic term from the realm of moral and political philosophy that has been introduced into language learning via psychology and educational theory. In education field, students' autonomy is one of the concepts that influence language learning. The term of students' autonomy was first defined by Holec for the Council of Europe in 1979. Holec (1979) defines students' autonomy as the students' competence to take over their own learning. He further explains that students' autonomy is not an inborn skill. However, students' autonomy must be developed naturally or in systematic way through formal learning. Holec notes that there are five competences of students' autonomy in language learning. It is the competence to determine the learning goals, define the learning contents, select the used learning methods and techniques, monitor the plan of action, and evaluate the obtained lessons.

The concept of students' autonomy has been defined in various way. Little (1991) defines students' autonomy as the ability to detach, reflect, make a decision and take an action independently. Other than that, according to Cotteral (1995) students' autonomy can be differ based on the students' ability to take charge their learning process. The differences can be seen from the ability to set the goals of

learning, determine the learning contents and tasks, set plan to take action in learning and evaluate the learning process. Littlewood (1996) emphasizes students' autonomy as students' capacity and eagerness to choose independently. Thus, the capacity to choose independently depends on students' motivation and confidence to decide the choices required so that students tend to be less dependent on their teachers.

The concept of autonomy is also described by Benson (2016), he describes autonomy as "a *capacity* - for detachment, critical reflection, decision-making, and independent action". The students' capacity is related to the ability to manage their own language learning progress. Benson emphasizes that the concept of students' autonomy enables students to have a sense of freedom in learning that makes the learning is more enjoyable. Likewise, Kemala (2016) states that the objective of students' autonomy is to encourage students to being less dependent on their teachers. Briefly, these concepts of students' autonomy led to one conclusion, that students' autonomy is the students' ability to be more responsible of their own learning process with the actions to achieve the learning objectives.

2.1.5 Misconception of Students' Autonomy

Students' autonomy has various definitions which shows that the concepts of students' autonomy can be seen from different angle by different people, it causes differences in the concept of students' autonomy. These differences often led to misconceptions in defining the term of students' autonomy. Benson (2016) notes that the first misconception that often occurs is equating students' autonomy with self-instruction which means learning without any interruption from teacher. The

second misconception is a belief that students' autonomy requires teachers to hand over all the control in the learning process. Another misconception about students' autonomy is seeing students' autonomy as a new methodology in teaching. This statement is not entirely false, students still need teachers to become an autonomous learner, but students' autonomy cannot be developed with series of lesson plans. The fourth misconception is measuring students' autonomy to only a few behaviours. In fact, students' autonomy can manifest in many ways. The fifth misconception is a belief that autonomy is a skill that can be mastered absolutely. In summary, the concept of autonomy does not necessarily require learning in isolation.

The fact is that students who have higher level of autonomy in one subject do not determine that they have a same level of autonomy in another subject. Yan (2012) emphasizes that autonomy has, unfortunately, been misinterpreted as self-instruction. While it is true that students who are able to effectively follow a route of self-instruction have a high level of students' autonomy. Certain people also believe that in the classroom, students' autonomy means that the instructor relinquishes control and so becomes a redundant component of the learning process. As a result, students' autonomy is sometimes referred to as a new technique. While the teacher can play an important role in helping students acquire autonomy, this cannot be planned in any way. On the whole, autonomy is a personal, progressive, and never-ending process with the interventions of education.

2.1.6 Students' Autonomy in Language Learning

In order to foster students' autonomy to be autonomous students, teacher must reflect on their own belief, experiences, and expectation of the teaching/learning environment. Masouleh and Jooneghani (2012) state that in the process of learning, teacher has a role to maintain the learning environment. As stated by Horváthová (2016), learning to be autonomous students is a personal, lengthy and never-ending process. Çakici (2015) states that there are several approaches to assisting kids in developing independent learning skills. Learner training encompasses a variety of tactics, including awareness raising, scaffolding, strategy training, greater social engagement, and the encouraging of reflection. Oxford (2008) classifies autonomy as the following:

1. Stages of Autonomy

    a. Social-constructivist theory by Vygotsky

    Learning takes place as a result of the students' interactions with a more capable person who facilitates the learning. There are three stages to accomplish self-regulation: (1) social speech – modelling higher-order thinking skills by interacting with the more capable person; (2) egocentric speech – directly instructing to apply the skills; (3) inner speech – an indication of students' achievement in internalizing the skills that have been learned.

    b. Nunan's theory

    Nunan's theory focuses on foreign language learners who learn in a classroom setting and go through five stages of autonomy: (1) awareness – students as the receiver of information; (2) involvement – students as the

reviewer and selector of options; (3) intervention – students' adaption on the learning objectives; (4) creation – students set their own learning objectives; (5) transcendence – students recognize their own interests and set learning objectives that are relevant to them.

2. Autonomy is described as a feature of a learning in spiral, it is an expand of Vygotsky's theory of stages that have been mentioned above. By initially passing through various phases of interdependence (with a teacher or others), the learner moves to greater levels of independence. This shows that autonomy is not a question of stages or degrees, but rather a component of the spiral's curving movement.

3. Autonomy as levels. Littlewood differs autonomy based on the students' behaviours in making independent choices and decisions.

Due to a shift in the allocation of power and authority, autonomy represents a reconfiguration of teacher and learner roles and a movement of responsibility from instructors to learners. Giving "helping hands" to students is the role of the teacher in fostering and promoting students' autonomy. To sum up, there must be awareness that autonomy is a continuous process that will develop, and each student is at their own phase.

The principal objective of language learning is to enable students to communicate in the target language. In achieving the learning objectives, teachers have crucial role to foster autonomy within the learning process. Çakici (2015) assumes that students' autonomy necessitates the development of learning techniques. Teachers should provide enough training to students in order to prepare

them for greater independent study. In a word, students' autonomy development is a gradual process that requires the teacher's perseverance.

2.1.7 Characteristics of Autonomous Students

Students' autonomy comes with several characteristics. According to Budianto & Mason (2021), there are several characteristics of autonomous students such as: perceiving language learning, setting up learning objectives, applying strategies in language learning, and keeping track of learning process. Autonomous students are able to perceive their learning progress. Learning objectives can be achieved because students are aware of their needs so that they can develop their own learning strategies. In addition, autonomous students can also be seen from student participation in the learning process. In Autonomous students will be able to actively complete tasks and ready to face the teaching and learning process. To conclude, autonomous students have an awareness of their needs, are proactive in learning, are genuinely interested in learning, and are ready to learn.

Dang (2012) divides the characteristics of autonomous students into three categories, such as:

1. Initiating, in this category students are able to recognize personal learning choices, set learning objectives, plan the study, and generate the opportunities of learning.

2. Monitoring, this is likely to be the longest process of learning where the majority of learning occurs. This category is linked to the students' engagement and maintenance of the learning process, such as selecting suitable strategies, adjusting learning routes, and collaborating with others.

3. Evaluating, this learning process predicts characteristics such as proofreading an assignment and evaluating a piece of writing when it comes to reviewing learning outcomes.

Autonomous students are responsible of their own learning progress. The awareness of their needs of learning brings out certain characteristics such as, initiative and active. The initiative in preparing independent learning is evidence that students are able to not completely depend on the teacher. Then, the activeness of students in the learning process can be seen from the entire learning process and at the end of the lesson by conducting an independent evaluation of their learning outcomes. In conclusion, autonomous students eager to prepare their learning without being overly dependent on the teacher.

Students' autonomy abilities vary from one another depending on the level of self-responsibility. The level of student responsibility can be seen from how dependent they are on the teacher. In short, the lowest level of student autonomy describes students who still need teacher assistance in determining self-regulation. While the highest level of student autonomy describes students who are able to understand the essence of learning and have a high level of confidence in their skills. Based on Abdelrazeq (2018), the levels of students' autonomy can be differ into:

1. Advanced Level

   a) Students are motivated and willing to learn independently

   b) When it comes to learning, students are always able to keep their emotions under control

c) Students are always aware of their own needs, formulates them into realistic learning objectives, organizes them into steps, and creates a learning plan.

d) Students select and employ appropriate learning materials, methods, and strategies at all times.

e) Students set learning time

f) Students do reflection on the subject they learned

g) Students do reflection on their learning progress

h) Students can learn from their classmates and environment

i) Students link all components of the learning process and summarizes significant autonomous learning processes and phases from other sections

j) All autonomous learning stages and activities are always structured by the learner.

2. Intermediate level

a) Students occasionally feel the desire to learn on their own. They can motivate themselves at times

b) While learning, some students are able to efficiently control their emotions

c) Students may recognize his or her own needs, shape them into realistic learning objectives, organize them into steps, and develop a learning plan

d) Students selects and employ appropriate learning materials, methods, and strategies on occasion

e) Students occasionally set aside time to study and complete tasks

f) Students may reflect on topics, tasks, and the learning process, as well as consider oneself as a learner.

g) Students occasionally asses their abilities and development

h) When a student is learning, he or she may learn with and from others

i) Students sometimes link all components of the learning process and summarize significant autonomous learning processes and phase from other sections

j) All autonomous learning phases and activities are sometimes structured by the students

3. Beginning level

a) Students rarely have the desire to learn on their own. They are rarely self-motivated

b) When it comes to learning, students rarely have complete control over their emotions

c) Rarely do students recognize their own needs, develop them into realistic learning objectives, organize them into steps, and establish a learning plan

d) Students rarely select and employ appropriate learning materials, methods, and tactics

e) Students rarely set aside time to study and complete activities

f) Students rarely think of themselves as learners and reflect on topics, assignments, and the learning process

g) Students rarely assess their own abilities and progress

h) Rarely does a student interact with and learn from others

i) Students seldom connect all components of the learning process and summarize key autonomous learning processes and phase from other areas

j) All autonomous learning phases and activities are rarely structured by the students

4. Emerging

a) Students never have the desire to learn on their own. They are incapable of motivating themselves.

b) When it comes to learning, students never seem to be able to keep their emotions under check

c) Students never recognize their own needs, let alone formulate them into realistic learning objectives, structure them into steps, and develop a learning plan

d) Students never select and employ appropriate learning materials, methods, or tactics

e) Students never set aside time to study and complete activities

f) Students never think of themselves as a learner or reflect on themes, tasks, or the learning process

g) Students never assess their abilities or development

h) Never does a student learn with or from others

i) Students seldom connect all components of the learning process and summarize essential autonomous learning steps and phase from other areas

j) All autonomous learning stages and activities are never structured by the students

Aldelrazeq divides the level of students' autonomy into 4 categories. From these categories we can see every characteristic of autonomous students based on

every level of autonomy. It can be concluded that students who have higher awareness of their role as a student are students who have higher autonomy skills.

2.1.8 Factors Influencing Autonomous Students

Students' autonomy level is varied from one another. It is because there some factors that influences students' autonomy. Tran & Duong (2020) categorize the factors influencing autonomous students into three categories such as: personal factors, academic factors, and external factors. They later divide the factors into two types, as following:

1. Positive Factors

a. Students' self-efficacy and perspectives of students' autonomy

Sufficient information, high awareness, and strong abilities in carrying out autonomous learning activities are the results of favourable attitudes regarding autonomous learning capacity. One of the key factors in the favourable outcome was the students' ability to choose their own projects and resources, as well as express themselves in class without any psychological restrictions. Among the most crucial factors to consider while fostering students' autonomy is their attitude toward learning.

b. Use of Portfolio

The ability to self-manage their learning through identifying the learning objectives, creating a study plan with specific strategies, selecting reference materials, and reflecting on learning; the ability to self-assess and make decisions about what they should put in a portfolio; and the ability to show improvements in their writing competence through a series of drafts from first to last were the three

clearly defined benefits of a portfolio. Students' ability to properly use a portfolio can improve students' autonomy and writing skills.

c. Flexibility in Teachers' Role

With passion, warmth, and a sense of humour, the teacher should function as a facilitator, mentor, and resource to assist encourage students' autonomy, resulting in a pressure-free learning environment with positive interaction between the instructor and learners. Teachers must assist students in learning how to become independent learners.

2. Negative Factors

a. Students' Barriers and Expectations in Developing Students' Autonomy

Students who lack of confidence in their ability tend to rely heavily on the teachers. Students with low level of autonomy lacked clear strategies for dealing with the new teaching style.

b. Portfolio Usage Issues

The usage of a portfolio requires students to keep track of and assemble their own work outside of class. Meanwhile some students think that using portfolios is a waste of time. The first issue is that they need a lot of time in preparing papers for a portfolio and implementing the established research plan. It leads to the second issue which is the possibility of cheating.

Students play an important role in the development of autonomy skills. However, the teacher also more or less influences the development of student autonomy. Not only with the selection of learning methods but the selection of

learning facilities is also important. In short, students' autonomy develops with student efforts as well as assistance by the teacher in promoting students' autonomy.

Kemala (2016) finds that there are four factors that influence students' autonomy, such as:

1. Students' Role

Students have a big role in influencing students' autonomy. Sufficient information, high awareness, and strong abilities in carrying out autonomous learning activities are the results of favourable attitudes regarding autonomous learning capacity. One of the key factors in the favourable outcome was the students' ability to choose their own projects and resources, as well as express themselves in class without any psychological restrictions. Among the most crucial factors to consider while fostering students' autonomy is their attitude toward learning.

2. Teachers' Role

According to Kemala, the relationship between students and teacher is essential. It is because a good relationship between students and teacher will makes the students feel at ease and secure in the classroom. Other than that, teachers have the responsibility of the whole process of learning to stimulate students' autonomy. Helping students to be autonomous students is the essential thing in language teaching and learning.

3. Task

Kemala emphasizes that task encourages students to learn independently or collaboratively. Collaborative learning is a method of teaching and learning in

which a group of students collaborates to solve a problem, accomplish a task, or produce a product. In addition to such activities, children are encouraged, if not compelled, to accept responsibility for their actions.

4. Environment

Environment influences students' autonomy. The first is social aspects, it represents parents, siblings, relatives, classmates and teachers. It means that autonomous students do not merely learn by themselves without any influences. It becomes the reason to assist students to learn with the usage of variety of alternate learning settings. Students can work and engage in pairs or larger groups, as well as encounter new situations that are not influenced by teacher-centred, non-collaborative classrooms, when this is supported. The second is situational aspects, it represents the source of materials which students use to learn. It can be materials in the form of soft files, printed, or even visuals such as video, film, etc.

5. Material

Kemala reports that students' enthusiasm in learning depends on the learning materials.

Students' autonomy cannot be separated from the factors that influence its development. These are the factors which cause differences in the level of students' autonomy. Factors that influence there are students' own learning environment such as teachers, assignments, materials and students themselves. Other than that, the students' environment is no less important in the development of students' autonomy. This is related to the encouragement of the people around which can

increase students' motivation in learning. In conclusion, the development of students' autonomy is influenced by various interrelated aspects.

2.1.9 Students' Autonomy Implementation in the 2013 Curriculum

In recent curricula, the Indonesian government has made an effort to require instructors to encourage students-centred learning (students' autonomy) in the teaching and learning process. The rule of the 2013 Curriculum states that teachers should make a transition from teacher-centred to students-centred learning. It cannot be denied that students' autonomy remains a difficult concept to execute in Indonesia due to a number of challenges. According to Ramadhiyah and Lengkanawati (2019), because of the normal norm in Indonesian culture, students' autonomy may operate effectively in western circumstances but not in Indonesian contexts. As expressed, culture has a significant role in the development of students' autonomy.

Cultural values that influence students' autonomy is the concept that older people know everything, and older people cannot be blamed. Unwittingly, this affects student behaviour, causing a tendency to be such passive students in the form of unquestioning mind. Other than that, Indonesian educational classroom settings often have large classes with more than 25 students. Some teachers believe that motivating some students to participate and begin their own learning during the teaching and learning process is difficult. Padmadewi (2016) explains the impact of this condition, it is stated that students typically fail to recognize their own demands for learning English, and many of them are less motivated and excited to take the risk of learning English. Suryanto (2014) states that students seldom reply to the

teachers by critically disputing what the teachers provide in front of the class, it is because cultural learning process mostly teacher-centred. It is possible that this is why students seldom take the initiative to manage their own learning.

Ramadhiyah and Lengkanawati (2019) discovered that teachers tend to had difficulty to change a pedagogical approach because they must shift away from the teacher-centred method toward a method that is more students-centred. Meanwhile, they lacked sufficient stimulus to motivate them to move away from teacher-centred learning. It was also found that the teachers lacked faith in their students' ability to study independently. The teachers appeared to find it difficult to let students choose what they wanted to learn because they were concerned that the curriculum's learning goal would not be met. It showed that the teachers found it more difficult to include the students in making decisions about curricular goals and evaluation. In conclusion, the implementation of students' autonomy in the 2013 curriculum has challenges both from the teachers and students.

2.2 Review of the Previous Studies

There are three studies related to the topic of Students' Autonomy in Language Learning. The first study was conducted by Adianingrum (2017) related to students' attitudes towards students' autonomy and students' autonomy levels in language learning. This study focused on examining the English Education students' attitude towards students' autonomy and the students' autonomy levels in language learning. In conducting this study, the writer used both quantitative and qualitative method with questionnaires and interview as the instruments to gain the data. This study was conducted at the English Education Department, Tidar

University. The subject of this study was 15 students of English education Department of Tidar University. The first finding of this study showed that the students have positive attitudes about autonomous learning. In this study, it was shown that the environment has a big influence on students' motivation to be autonomous students. It was also shown that students can be identified as independent students but in the selection of learning methods students still need the lecturers' guidance. The second finding of this study showed that based on Littlewood theory the students' autonomy levels in English Education students at Tidar University were reactive.

The next study was a study conducted by Iamudom and Tangkiengsirisin (2020). This study related to students' autonomy and language learning strategies. The focus of this study was investigating the students' autonomy level and observing the language learning strategies of Thai EFL international school students and public-school students. This study conducted by using mixed-method study with questionnaire and interview as the instruments. This study was conducted at international school and public-school in Bangkok, Thailand. The participants of this study were 100 international school students and 100 Thai public-school students. The findings of this study revealed that Thai public- school students have higher level learner of autonomy. It was also shown that Thai public-school students have the better ability to apply language learning strategies than international school students. It revealed that international school students tend to employ the cognitive strategies while Thai public-school students tend to employ compensation strategies.

Another study that related to students' autonomy was conducted by Melvina, Lengakanawati, and Wirza (2021). This study focused on investigating the levels of undergraduate students' autonomy in learning English based on the four aspects of students' autonomy (technical, psychological, political-philosophical, and sociocultural dimensions). In conducting this study, writer used mixed-method study by employing questionnaires and interview as the data collection. This study was conducted at a state university in Indonesia with 40 undergraduate students as the participants. The finding of this study showed that the level of students' autonomy as moderate level. It was shown that undergraduate students in Indonesia were autonomous learner because they were responsible of their own learning.

The study that the writer proposes has similarities with the three previous studies conducted by Adianingrum (2017), Iamudom and Tangkiengsirisin (2020), as well as Melvina, Lengkanawati, and Wirza (2021) which aim to investigate the levels of students' autonomy. In addition, the similarities can be seen from the same method, which is using a mixed-method with questionnaires and interviews as instruments. However, despite the similarities in the methods and objectives of the existing studies, the study that the writer proposes still has differences. The main differences lie in the object of study and the study period. The object of study in the study that the writer proposes is the twelfth graders Indonesian students of SMA Negeri 2 Semarang in the academic year 2022/2023 on the grounds that there is no study that has been conducted on the same topic at SMA Negeri 2 Semarang. While the majority of the previous studies were carried out on undergraduate students.

CHAPTER III

METHOD OF STUDY

This chapter discusses the study methodology. This discussion is beneficial in determining how to answer the research question. This chapter covers the design of the study, the subject, the data collection technique, the validity of the instrument, the reliability of the instrument, the data collection procedure and the data analysis.

3.1 Design

In this proposed study, the writer used an explanatory sequential mixed-methods design. Pardede (2019) defines the mixed-methods as an approach in giving a more complete picture of a study by combining or integrating qualitative and quantitative data in a single study. Mixed-methods study combines qualitative and quantitative study procedures to create a rich design that might include words, visuals, and story. Mixed-methods study may therefore address both the 'what' (quantitative and qualitative) and the 'how' or 'why' (qualitative) concerns. The purpose of this mixed-methods technique is to comprehend the study problem by combining the result in the form of numbers from the quantitative data with descriptive features from qualitative data. In essence, the mixed-methods study allows scholars to comprehend the many interpretations of a given phenomenon.

According to Creswell (2014) The sequential explanatory strategy is a research strategy in which quantitative data is collected and analyzed first, then qualitative data is collected and analyzed. Therefore, explanatory sequential mixed-methods design has two interactive sequential phases. Pardede (2019) emphasizes that the implementation of this design strives to provide the necessary information for a better understanding of the study topic. It starts with quantitative data collecting and then moves on to qualitative data collection in order to explain or elaborate on the quantitative results achieved before. This approach was in line the objective of this study which aimed at exploring students' autonomy levels by considering the characteristics of autonomous students and the factors that affect students' autonomy. Therefore, the selection of this design was expected to be able to provide clear quantitative data results with the elaboration of qualitative data.

3.2 Subject

3.2.1 Population

Accordingg to Bhardwaj (2019), a sample is a set of individuals, things, or items drawn from a vast population for measurement. The population in this study was twelfth graders of SMA Negeri 2 Semarang in academic year 2022/2023 that was conducted on July 2022.

3.2.2 Sample

The sample of this study focused on the twelfth graders from two classes which were XII MIPA 1 as sample class and one non-sample class which was XII MIPA 7. The reason behind choosing XII MIPA 1 and XII MIPA 7 class was because of the similarities in the terms of attitudes during the English lesson so that

the results of this study is hoped to be more relevant. The study was conducted on the XII MIPA 1 which have 36 students in total. There were 34 students who agreed to be the sample of the study. The writer used the non-random sampling technique in selecting the sample class. The non-probability random sampling technique in this study was purposive sampling. Etiken, et al. (2016) define purposive sampling also known as judgment sampling as the purposeful selection of a participant based on the participant's characteristics. It was a non-random strategy that doesn't require any underlying ideas or a predetermined quantity of participants. According to Etikan & Bala (2017), this sample design is based on the writer's assessment of who would offer the most useful information for the study's goals. Therefore, the purposive sampling was employed since the writer wanted to explore students' autonomy levels based on the issues that were discovered through the experiences when the writer teaches these students during internship program.

3.3 Data Collection Technique

This study used an online questionnaire by google form and an online interview with Whatsapp chatting in order to collect the data.

3.3.1 Questionnaire

Questionnaire is a technique that allows a researcher to collect data from group of people (respondents). According to Young (2015), questionnaire is text-based technique to get the data from the participants through series of questions or assertions by marking a page, writing number, or checking a box on paper or online. He explains the advantages of using questionnaire, such as:

1. It is a simple instrument to collect the data.

2. There are several existing surveys that may be utilized or changed for usage, and which are frequently made accessible to researchers for free.

3. It can be done online.

4. It enables the writer to gather the big datasets by direct contact, mail and online.

5. The collecting data in easier to handle and analyse.

Questionnaire was more flexible to be implemented. It had several advantages that were suitable for the writer. This instrument also beneficial because the study could be done quickly and inexpensive. Therefore, the writer used this instrument by considering the advantages and abilities of the writer.

Close-ended questionnaire was implemented in this study. Dillman (2014) states that when describing a person's characteristics, opinions, or attitudes, closed-ended questions are frequently utilized. In this study, the writer used Likert-scale questionnaire type to gather the quantitative data. Beglar & Nemoto (2014) state that a Likert-scale is a psychometric scale with numerous categories based on the respondents which they can express their ideas, attitudes, or feelings about a given topic. Taherdoost (2019) notes that in Likert-scale, the respondents express their level of agreement or disagreement with a number of assertions regarding an attitude, an item, a person, or an event. As a parametric tool, this scale had a series of statements that state the hypothesis of the research investigation. In conclusion, participants were asked to rate their agreement with the statements on a scale of strongly agree to strongly disagree.

In this study, the writer implemented a four-fold Likert-scale questionnaire that consists 30 items. The items of questionnaire were adapted from Murase's

(2015) Measurement in Language Learning Autonomy (MILLA) scale and Self-Assessment and Learner Autonomy Questionnaire by Gholami (2016). This Likert-scale questionnaire presented in the first phase of research as the first data collection technique. In brief, the quantitative data gathered by employing Likert-scale questionnaire to investigate students' attitudes, motivation, ideas, etc.

3.3.2 Interview

According to Alshenqeeti (2014), interview is supposed to extend the scope of comprehending examined phenomena. It is also explained that interviewers may urge for thorough, unambiguous responses and explore into any new subjects since interviews are interactive. Interview is flexible, the interviewer needs to have the ability to adjust some questions in which will be asked. In this case, the writer employed semi-structured interview as the qualitative data collection technique in the second phase after implementing questionnaire as the main data collection technique in order to collect the quantitative data. Abawi (2017) states that semi-structured interviews involve a set of pre-planned questions, but the interviewer has greater leeway in terms of language and sequencing. In this study, the writer prepares 8 questions about the characteristic of students' autonomy and also the factor influencing students' autonomy in order to gain deeper insight from the respondents about the levels of students' autonomy. There were pre-planned questions that arisen that require further elaboration. The purpose of the pre-planned question was to elaborate the quantitative data from the questionnaire that had been implemented before. In the process of collecting the data, the writer took some screenshots of the chat box of the whole process of interview, the writer

transformed all the information into form of a transcription. The documentation was documented in the form of photos or screenshots.

3.4 Validity of the Instruments

3.4.1 Questionnaire

The instrument was validated using expert judgment in this study. Before doing the research, the writer sought professional advice from the adviser on the observation sheet. The validity test used in this study was content validity that was tested by two experts judgement. This method was used to analyse and evaluate systematically whether the items of the instrument had met what was intended to be measured.

3.4.2 Interview

The validity test used in this study was content validity that was validated by two experts. This method used to analyse and evaluate systematically whether the items of the instrument had met what was intended to be measured. The interview questions items and observation guidelines were compiled and tested, whether the items were valid or invalid. If there were items that were invalid, then the interview questions were no going to be used.

3.5 Reliability of the Instruments

3.5.1 Questionnaire

The reliability of the questionnaire was tested by the writer using the One-Shot measurement method. This test was carried out using SPSS with Cronbach Alpha facilities. Taber (2018) states that authors in science education frequently use Alpha to denote the instrument's or scale's internal consistency in respect to a

specific sample or subsample of a population. The variable could be declared as reliable if the results show the Cronbach Alpha value > 0.70. As stated by Taber, a value of 0.70 or above is typically regarded as desirable (although the qualitative advantages of specific values appear to vary significantly between studies).

3.5.2 Interview

Reliability is a tool to measure an interview guide which is an indicator of variable or construct. The question item was said to be reliable if someone's answer to the question was consistent.

3.6 Data Collection Procedure

There were several procedures in collecting the data. The procedures were:

1. The writer submitted an application with the following requirements:

    a. Cover letter from the faculty;

    b. Research Permit in the form of recommendation from the Department of Education of Semarang.

2. The writer submitted the requirements to the administration staff of SMA Negeri 2 Semarang.

3. The writer asked permission to the one of the English teachers of SMA Negeri 2 Semarang.

4. The writer decided the population of the research.

5. The writer conducted several activities which consist of:

    a. Giving a questionnaire

    The questionnaire was given to all of the students of two selected classes.

    b. Giving an interview

Interview was conducted to gain deeper insight of the students' autonomy level. There were 2 students that would be interviewed.

6. The last, the writer wrote a report and made a conclusion.

3.7 Data Analysis

In mixed research, data analysis is adjusted to the type of research. In this research, the writer implemented mixed research with sequential explanatory design. Creswell (2014) states that a mixed-method with sequential approach might produces unpredicted situations from the initial phase of quantitative data processing. To gain a more insight of this unpredicted situations, the writer investigated the unpredicted situations with interview as the qualitative data collection. Creswell emphasizes that mixed methods researchers usually structure the report of processes for a sequential study into quantitative data gathering and quantitative data analysis, then qualitative data collection and analysis. The writer then remarked on how the qualitative findings served to expound on or extend the quantitative findings in the study's conclusions or interpretation phase. The process of analysing data was adapted from Creswell (2014), such as:

1. Data Transformation

In this stage, the writer must quantify the qualitative data. This entails qualitatively establishing codes and themes, then counting the number of times they appear in the text data. This quantification of qualitative data allows a writer to compare quantitative and qualitative outcomes.

2. Explore Outliers

In a sequential approach, the initial phase's quantitative data processing might produce extreme or outlier situations. Follow-up qualitative interviews with these outlier instances can reveal why they differed from the rest of the qualitative sample.

3. Instrument Development

Obtain themes and specific remarks from participants in an initial qualitative data collection using a sequential method. Use these assertions as specific questions and topics for scales in the following phase to develop a survey instrument that is based on the participants' perspectives. Validating the instrument with a large sample typical of a population might be the third and final process.

4. Examine Multiple Levels

Conduct a one-level survey to acquire quantitative data about a sample. Then conduct qualitative interviews with individuals to learn more about the phenomena.
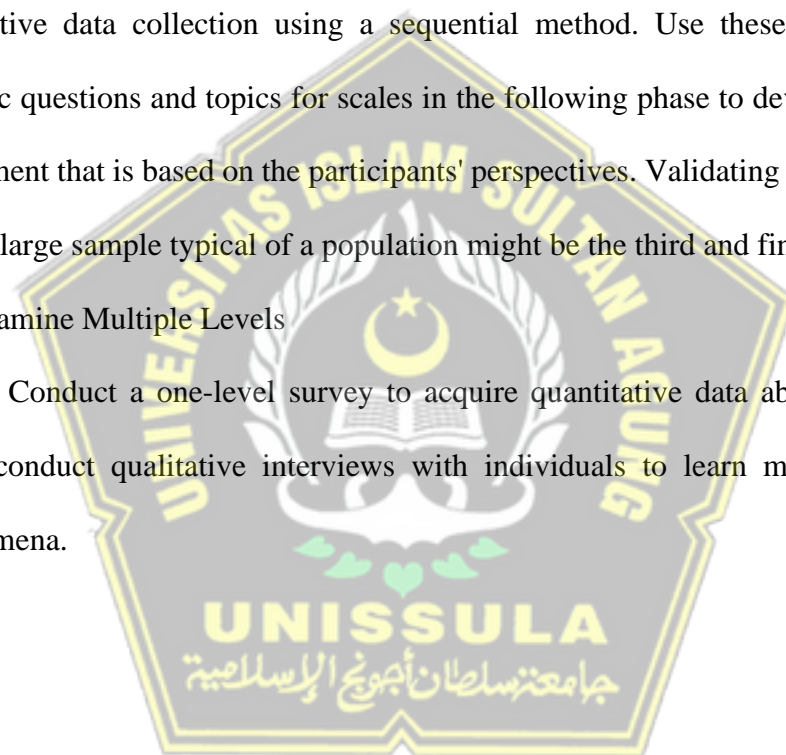
CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSIONS

This chapter consists of the validity and the reliability of the instruments, the data analysis and the discussions. For the data analysis, it includes the data analysis of the closed-ended questionnaire and the data analysis of semi structured Interview.

4.1 The Validity and Reliability of the Instruments

In this sub-chapter, the writer analysed the validity and the reliability of the instruments. In testing these two, the writer used a non-sample class which was XII MIPA 7. This testing held at the beginning of the research before distributing the instruments to the sample class which was XII MIPA 1. The detailed results will be explained below.

4.1.1 Analysis of the Validity

In this study, the writer used content validity with the judgemental approach. As mentioned by Taherdoost (2018), the judgmental approach to establishing content validity begins with a survey of the literature, followed by an examination by professional judges or panels. In order to promote validation, the judgmental approach of content validity needs researchers to be present alongside experts. In order to measure the validity of the instruments, the writer asked two experts to analyse and evaluate the items for the instruments using validity rubrics. The experts were an English Lecture of English Education Study Program and also an

English Teacher of SMA Negeri 2 Semarang. The interview validation rubric used 4 scales scoring criteria, (1 not acceptable), (2 below expectations), (3 meet expectations), and (4 exceed expectations) while the questionnaire validation rubric used 5 scales scoring criteria, (1 poor), (2 fair), (3 good), (4 very good), (5 excellent). The aspects evaluated and analysed in the questionnaire and the interview validation rubric which can be seen in the appendix which has also been filled in by the two experts. The results of the questionnaire and the interview validation rubric showed that the instruments were valid.

4.1.2 Analysis of the Reliability

In order to measure the reliability of the questionnaire, the writer used SPSS 26 version by formulating the responses from non-sample class (XII MIPA 7) using Cronbach's Alpha facilities. The following is the data from the measurement of reliability.

Table 4.1 Reliability of Questionnaire

Cronbach's Alpha	N of Items
.888	30

Table 4.2 Item-Total Statistic

Items	Cronbach's Alpha if Item Deleted	Reliability Check
Item 1	.882	Reliable
Item 2	.883	Reliable
Item 3	.884	Reliable
Item 4	.884	Reliable
Item 5	.886	Reliable
Item 6	.883	Reliable
Item 7	.882	Reliable
Item 8	.883	Reliable
Item 9	.886	Reliable
Item 10	.883	Reliable

Item 11	.881	Reliable
Item 12	.881	Reliable
Item 13	.881	Reliable
Item 14	.880	Reliable
Item 15	.887	Reliable
Item 16	.886	Reliable
Item 17	.883	Reliable
Item 18	.886	Reliable
Item 19	.887	Reliable
Item 20	.885	Reliable
Item 21	.889	Reliable
Item 22	.893	Reliable
Item 23	.885	Reliable
Item 24	.887	Reliable
Item 25	.887	Reliable
Item 26	.884	Reliable
Item 27	.886	Reliable
Item 28	.892	Reliable
Item 29	.890	Reliable
Item 30	.886	Reliable

Based on the Cronbach's Alpha formulation, the coefficient value of questionnaire is 0.888 from 30 items of questionnaire. All of the questionnaire items scored 0.80. These results were obtained from the non-sample class respondents with the total of 36 students. Taber (2018) states that the variable will be declared reliable if the results of the Cronbach's Alpha value > 0.70. Based on the table results above, the Cronbach's Alpha value was higher than 0.70, it could be declared that the questionnaire was reliable.

The second instrument was interview. Interviews could be declared reliable if the answers from respondents are constant. To measure the reliability of the interview, the writer conducted a pre-test by distributing semi-structured interviews to non-sample class. The results of the non-sample class interview were analysed for the constancy of the interviewees' answers.

4.2 Result of the Study

The results of the study were discussed in this chapter once the data was assembled and coded. It expanded on the result analysis of the closed-ended questionnaire and the semi-structured interviews.

4.2.1 Analysis of the Close-ended Questionnaire Results

In this section, the writer explained the results of the close-ended questionnaire. The questionnaire was adapted from the previous researchers who focused on the measurement of students' autonomy in language learning with the consideration of the factors that influence the students' autonomy levels. It was four-fold Likert-scale questionnaire with 30 statements. The questionnaire was distributed to the sample class which was XII MIPA 1. There were 34 students who were agreed to be respondents in this study with a total number of students in the sample class of 36 students. The tables below would describe the results of each aspect and factor.

4.2.1.1 Characteristics of Autonomous Students in Language Learning

1. Initiating Stage

Initiating stage showed how students took the initiative in starting their own language learning process. The initiating stage related to the purpose of students learning language, making a learning plan, finding other learning resources, initiating to learn independently, and conditioning their own learning environment. The following is the data from the questionnaire related to the initiating stage of students' autonomy.

Table 4.3 Result of 1ˢᵗ Aspect

Initiating					
No.	Statements	Never	Rarely	Often	Always
1.	I set long-term goals in learning English	0 (0 %)	1 (2.94 %)	17 (50 %)	16 (47.06 %)
2.	I make study plans before I start studying English	0 (0 %)	15 (44.12 %)	16 (47.06 %)	3 (8.82 %)
3.	I use other books and resources to study English on my own will	0 (0 %)	1 (2.94 %)	16 (47.06 %)	17 (50 %)
4.	If I have a limited time for study, I decide to study independently about the things that need to be learned	0 (0 %)	1 (2.94 %)	19 (55.88 %)	14 (41.18 %)
5.	I create the conditions under which I can study English best	0 (0 %)	3 (8.82 %)	24 (70.59 %)	7 (20.59 %)
Total Mean Score		**0 %**	**12.35 %**	**54.12 %**	**33.53 %**

The results based on the table above showed that the majority of the students often initiated their language learning. It was proven by 54.12 % of the students who chose to 'often' to the statements. There were 33.53 % students who chose to 'always' with the statements related to initiating language learning and it indicated that these students were at advanced level. It could be concluded that 87.65 % of students had been able to set long term goal of their language learning, make study plans, take the initiative to use other sources of learning, learn independently and motivate themselves to learn. However, there were 12.35 % of students who were at beginning level because they rarely initiated their own language learning. The

data revealed that the majority of the students had taken the initiative in starting their language learning.

2. Monitoring Stage

Monitoring stage of students' autonomy showed how students monitored their language learning progress. This stage dealt with how students behave when they had not achieved their learning goals, it showed their awareness of their own learning preferences and their own weaknesses. Other than that, this stage also showed the extent to which students know their learning goals and how they try to achieve them. The following is the data from the questionnaire related to the monitoring stage of students' autonomy.

Table 4.4 Result of 2nd Aspect

Monitoring					
No.	Statements	Never	Rarely	Often	Always
1.	If I do not understand about something, I ask my teacher or friends	0 (0 %)	2 (5.88 %)	20 (58.82 %)	12 (35.30 %)
2.	I use my own methods to learn English	0 (0 %)	7 (20.59 %)	20 (58.82 %)	7 (20.59 %)
3.	I know how I can learn English the best	0 (0 %)	4 (11.76 %)	23 (67.65 %)	7 (20.59 %)
4.	I know my weakness in English and try to improve it	0 (0 %)	2 (5.88 %)	17 (50 %)	15 (44.12 %)
5.	I am aware of the goals of English class I am taking	0 (0 %)	1 (2.94 %)	23 (67.65 %)	10 (29.41 %)
Total Mean Score		**0 %**	**9.41 %**	**60.59 %**	**30 %**

Based on the table of results above, it could be concluded that most of the students often monitored their language learning. There were 60.59 % of the students who chose to 'often' to the statements. It indicated that most of the students were at the intermediate level. There were 30 % of the students chose to 'always' to the statements related to monitoring language learning. It indicated that these students were at advanced level. It showed that 90.59 % of the students were active during the learning process, they had their own method in language learning, understood their own preferences in how to learn English effectively, acknowledged their own weakness and tried to improve it, and understood the objective of learning. There were only 9.41 % of the students who were at the beginning level, they rarely monitored their language learning. The data revealed that the majority of the students had monitored their language learning.

3. Evaluating Stage

Evaluating stage of students' autonomy showed how students evaluated their language learning progress and their learning outcomes. This stage dealt with students' reflection on what they had learned, students' assessment of the effectiveness of their learning plan, and students' evaluation of the learning process. The following is the data from the questionnaire related to the evaluating stage of students' autonomy.

Table 4.5 Result of 3rd Aspect

Evaluating					
No.	Statements	Never	Rarely	Often	Always
1.	I reflect upon what I learned after finish studying English for the day	0 (0 %)	6 (17.65 %)	22 (64.70 %)	6 (17.65 %)

2.	I assess the effectiveness of my English study plans	0 (0 %)	10 (29.41 %)	19 (55.88 %)	5 (14.71 %)
3.	I evaluate my learning process	0 (0 %)	4 (11.76 %)	21 (61.77 %)	9 (26.47 %)
4.	I have my own ways of testing how much I have learned	0 (0 %)	8 (23.53 %)	17 (50 %)	9 (26.47 %)
Total Mean Score		**0 %**	**20.59 %**	**58.09 %**	**21.32 %**

The results showed that most of the students often evaluated and reflected their language learning. There were 58.09 % of the students who were at intermediate level because they chose to 'often' to the statements. There were 21.32 % who were at advanced level because they chose to 'always' to the statements related to the evaluating language learning. In total there were 79.41 % of the students who did evaluation and reflection to their language learning process. Most of the students were aware of the development of their language learning. Nevertheless, 20.59 % of the students who still at the beginning level, they rarely evaluated and reflected their language learning. The data revealed that the majority of the students had been able to evaluate their learning process and their learning outcomes.

From the data above we could find out how far the autonomy skills of twelfth graders at SMA Negeri 2 Semarang. There were three main characteristics of autonomy skills that had been tested, such as: initiating, monitoring, and evaluating. It could be concluded that the majority of the students had often done all of the stages of students' autonomy which indicated that they were at the intermediate level.

4.2.1.2 Factors Influencing Students' Autonomy

1. Students' Role

One of the factors that influence students' autonomy was the students' role itself. The role of students in language learning discussed in this case related to the motivation within the students themselves and how students reflected on their own abilities. The following is the data from the questionnaire related to the students' role in influencing students' autonomy in language learning.

Table 4.6 Result of 1ˢᵗ Factor

Students' Role					
No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I think I am a good student	1 (2.94 %)	5 (14.71 %)	17 (50 %)	11 (32.35 %)
2.	I like trying new things while I am learning English	0 (0 %)	3 (8.82 %)	22 (64.71 %)	9 (26.47 %)
3.	I believe I can do excellent job on the problems and tasks assigned for this class	0 (0 %)	1 (2.94 %)	23 (67.65 %)	10 (29.41 %)
Total Mean Score		**0.98 %**	**8.82 %**	**60.79 %**	**29.41 %**

The results showed the factor influenced the level of students' autonomy levels. From the table it could be concluded that most of the students had high self-efficacy, they believed that they were good students and able to finish the assignment from the teacher. It was proven by 60.79 % of the students who chose to 'agree' and 29.41 % students who chose to 'strongly agree'. In total there were 90.2 % of the students who had high self-efficacy. However, there were 0.98 % of the students who chose to 'strongly disagree' and 8.82 % students who chose to 'disagree' with the statements. In total there were 9.8 % of the students who still

had low self-efficacy. The data clearly indicated that most of the students had high self-efficacy and believed that they were capable of completing the tasks given by their teachers.

2. Teacher's Role

The role of the teacher was the second factor that influenced the development of students' autonomy. The role of the teacher discussed was in terms of guiding students in language learning. The following is the data from the questionnaire related to the teacher's role in influencing students' autonomy in language learning.

Table 4.7 Result of 2nd Factor

Teacher's Role					
No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I like my teacher to correct my errors when I make a mistake	0 (0 %)	0 (0 %)	20 (58.82 %)	14 (41.18 %)
2.	My teacher always has to guide me in learning English	0 (0 %)	2 (5.88 %)	20 (58.82 %)	12 (35.30 %)
3.	I am afraid that I won't learn a topic if the teacher doesn't explain it in the class	1 (2.94 %)	6 (17.65 %)	17 (50 %)	10 (29.41 %)
Total Mean Score		**0.98 %**	**7.84 %**	**55.88 %**	**35.30 %**

Based on the table results above, the teacher's role was very significant in developing students' autonomy skills. There were 55.88 % of the students who chose to 'agree' and 35.30 % of the students who chose to 'strongly agree'. In total there were 91.18 % of the students who believed that teacher had an important role in developing students' autonomy. Meanwhile, there were 0.98 % of the students

who chose to 'strongly disagree' and 7.84 % of the students who chose to 'disagree'. In total there were 8.82 % of the students who did not depend on the teacher. It could be concluded that most of the students considered teacher as the main source of learning because many of them were still worried that they cannot understand a learning topic if it was not taught by the teacher.

3. Task

Task was the third factor that influenced students' autonomy. Tasks could indicate how students gain knowledge effectively, either independently or collaboratively. In addition, task could also encourage students to learn more. The following is the data from the questionnaire related to the task in influencing students' autonomy in language learning.

Table 4.8 Result of 3ʳᵈ Factor

Task					
No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	In the English lesson I like projects where I can work with other students	1 (2.94 %)	6 (17.65 %)	20 (58.82 %)	7 (20.59 %)
2.	I think that I learn English better when I work on my own	0 (0 %)	9 (26.47 %)	18 (52.94 %)	7 (20.59 %)
3.	My language learning success depends on what I do in classroom	0 (0 %)	12 (35.30 %)	18 (52.94 %)	4 (11.76 %)
4.	I find it more useful to work with my friends than working on my own for the English lesson	1 (2.94 %)	8 (23.53 %)	18 (52.94 %)	7 (20.59 %)
Total Mean Score		**1.47 %**	**25.74 %**	**54.41 %**	**18.38 %**

The table results showed that most of the students believed that task influenced the language learning process. It showed that 54.41 % of the students chose to 'agree' and 18.38 % of the students chose to 'strongly agree'. In total there were 72.79 % of the students who believed that task influenced the language learning process. However, 1.47 % of the students chose to 'strongly disagree' and 25.74 % of the students chose to 'disagree'. In total there were 27.21 % of the students who did not believe that task influenced the language learning process. It could be concluded that most of the students liked a project when they can work together with their classmates while the minority of them had a preference to learn independently.

4. Environment

The fourth factor that influenced students' autonomy was the environment. In this study, the writer tried to find out how the students' learning environment affected students' language learning. The following is the data from the questionnaire related to the environment in influencing students' autonomy in language learning.

Table 4.9 Result of 4th Factor

Environment					
No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	If I study English with other students, I also learn from them	0 (0 %)	0 (0 %)	20 (58.82 %)	14 (41.18 %)
2.	I want to be able to talk in English with my friends	0 (0 %)	5 (14.70 %)	23 (67.65 %)	6 (17.65 %)

3.	In fact, I like English because I like to watch or read or listen something in English	0 (0 %)	2 (5.88 %)	21 (61.77 %)	11 (32.35 %)
Total Mean Score		**0 %**	**6.86 %**	**62.75 %**	**30.39 %**

The 4th factor dealt with how environment influenced students' autonomy skills. Based on the table results above, it showed that environment had an important role to encourage students' autonomy skills. There were 62.75 % of the students who chose to 'agree' and 30.39 % of the students who chose to 'strongly agree' to the statements. In total there were 93.14 % of the students who influenced by the environment. Meanwhile, there were 6.86 % of the students who chose to 'disagree' with the statements. It showed that the majority of the students felt that they could often learn English from their environment such as friends or other sources of learning.

5. Material

The last factor that influenced students' autonomy was material. The material influenced students' autonomy because the type of material also affected students' motivation in learning. The following is the data from the questionnaire related to the material in influencing students' autonomy in language learning.

Table 4.10 Result of 5th Factor

Material					
No.	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I would like to choose the content of what is to be taught in the English lesson	0 (0 %)	6 (17.65 %)	20 (58.82 %)	8 (23.53 %)

2.	I think I know a great deal about some materials	0 (0 %)	14 (41.18 %)	18 (52.94 %)	2 (5.88 %)
3.	I feel enthusiastic in learning English	0 (0 %)	3 (8.82 %)	28 (82.36 %)	3 (8.82 %)
Total Mean Score		**0 %**	**22.55 %**	**64.70 %**	**12.74 %**

The 5th factor dealt with the material as one of the factors influenced students' autonomy skills. It showed that 64.70 % of the students agreed and 12.74 % of the students were strongly agreed with the statements. In total there were 77.44 % of the students who influenced by the material. The data revealed that that most of the students were often felt enthusiastic in learning English, it meant that they enjoyed that process of language learning and they had a sense of curiosity toward English learning that they hoped they would like to choose the content of the materials. Other than that, most of them believed that they knew quite a lot about some materials. However, there were 22.55 % of the students who chose to 'disagree' with the statements. To sum up, the data showed that material had a significant role in the student learning process.

Based on the whole results of the close-ended questionnaire, the majority of students showed positive responses which indicated that students have performed three stages of students' autonomy skills such as initiating, monitoring, and evaluating language learning. Other than that, the majority of the students also showed positive responses towards the statements related to the factor influencing students' autonomy such as students' role, teacher's role, task, environment, and material. In short, it showed that these factors indeed influenced students' autonomous skills.

4.2.2 Analysis of the Semi Structured Interview Result

In Chapter III it was stated that one of the instruments was semi-interview. The writer had done it and would be analyzed in this chapter. The writer conducted the interview after the writer analysed the responses of the questionnaire. The respondents of this interview were 2 students of XII MIPA 1. The selection of 2 students as interviewees was based on the written interview data that had been collected previously. The 2 randomly selected interviewees were considered to be able to provide more clarity after the author analysed the results of the written interview attached to the questionnaire. The interview was conducted in Indonesian language in order to avoid the misunderstanding. The following is the transcript and analysis of the interview:

1. **Students' motives in language learning**

In the first question, the writer tried to find clarity on the purpose of students studying English. Students' motives in learning a language can give an idea of students' motivation in initiating the language learning as well as knowing students' perceptions of English. The following is the transcript of the interview that had been conducted.

1st question   : What is your long-term goal in learning English?

1st Interviewee:

"Untuk mendapatkan banyak peluang lainnya, mulai dari peluang pekerjaan sampai peluang belajar. Sekarang, semakin banyak perusahaan atau sekolah yang menuntut siswanya mahir dalam bahasa Inggris untuk mendapatkan SDM yang lebih baik dan bisa bersaing secara global, dan saya mau turut berpartisipasi."

"To get many other opportunities, from job opportunities to learning opportunities. Now, more and more companies or schools are demanding

their students to be proficient in English to get better human resources and be able to compete globally, and I want to participate."

2nd Interviewee:

> *"Melatih skill conversation dalam bahasa inggris. Bahasa Inggris adalah bahasa international, dengan menguasai bahasa Inggris saya dapat memperluas relasi lebih luas. selain itu, dengan tujuan saya yang akan melanjutkan pendidikan di luar negeri, saya akan menggunakan bahasa Inggris sebagai daily language saya."*

> "Practicing conversation skills in English. English is an international language, by mastering English I can expand my relationship wider. In addition, with my goal to continue my education abroad, I will use English as my daily language."

The 1st and 2nd interviewees have clear goal of learning English. They seemed to be motivated in language learning because they understood the importance of English in the education and also work field. They believed that by mastering English it would enhance their opportunity in terms of learning and also working in the future. The 1st interviewee considered English proficiency as the criteria for good human resources. Other than that, the 2nd interviewee mentioned that by mastering English could also expand her relations. It could be concluded that students had a good perception of English so that they had strong motivation in learning English.

2. Students' preparation in language learning

The second question related to students' language learning preparation. The results of the interview were expected to provide an overview of what students did before language learning, which was included in the monitoring stage of student learning. The following is the transcript of the interview that had been conducted.

2nd question   : What do you do to prepare for your study?

Do you tend to study only when there is an assignment or do you want to study independently?

1st Interviewee:

> *"Saya biasanya membaca buku atau LKS mengenai materi yang akan dijelaskan besok. Saya memang selalu belajar tiap malam entah itu ada tugas maupun tidak."*

> "I usually read books or practice book about the material that will be explained tomorrow. I always study every night whether there is an assignment or not."

2nd Interviewee:

> *"Saya selalu belajar untuk persiapan besok. Memperbanyak exercise seperti listening, reading, writing, dan speaking. Saya juga bergabung dengan Lembaga bimbel."*

> " I always study for tomorrow. I Do a lot of exercises such as listening, reading, writing, and speaking. I also joined a tutoring institution."

The answers indicated that both of the interviewee did a preparation before language learning. They prepared their language learning by practicing and reading the materials before it was explained by the teacher. They felt the need to learn independently even though there was no assignment for them. The 1st Interviewee indicated that learning individually every night had become a habit for her. Thus, it could be said that most of the students were also independent learner.

3. **Students' awareness of their learning development**

The third question related to students' awareness of their learning development. The interview answers were expected to provide an overview of the students' evaluation of their learning outcomes. The following is the transcript of the interview that had been conducted.

3rd question   : Do you find any improvement after the learning process? Can you explain it?

1st Interviewee:

> *"Iya, saya merasa secara umum saya meningkat secara signifikan. Mulai dari pemahaman dalam grammar, writing, sampai tingkat speaking."*
>
> " Yes, I feel that in general I improved significantly. Starting from understanding in grammar, writing, to speaking level."

2nd Interviewee:

> *"Selama di SMA ada beberapa peningkatan namun tidak terlalu signifikan."*
>
> "During high school, there are some improvements but they are not very significant."

The answers from the interviewees indicated that both of them evaluated their learning development. The 1st interviewee said that their understanding and skills had been improving significantly. Meanwhile, the 2nd Interviewee said that her improvement was not very significant. In short, they acknowledged their weaknesses and reflect it upon on how much they had learned the materials.

4. **Students' role in the learning process**

The fourth question related to the role of students in the learning process. The results of the interview were expected to provide an overview of how learning was conducted in the language classroom. The following is the transcript of the interview that had been conducted.

4th question   : Do you have any freedom to choose what to do and how to do it or you just follow your teacher's instruction?

1st Interviewee:

"Tidak secara general. Sepaham saya, materi yang disampaikan oleh guru telah disiapkan oleh pusat kurikulum sehingga murid tidak mudah untuk bebas menggantinya. Namun, jika membahas mengenai apakah guru memberi pilihan dalam bagaimana pembelajaran materi akan dilakukan, maka jawabannya memang."

"Not in general. As far I know, the material delivered by the teacher has been prepared by the curriculum so it is not easy for students to freely change it. However, when it comes to whether the teacher gives choice in how the learning of the material will be done, then the answer is yes."

2nd Interviewee:

"Guru sudah memiliki jadwal pembelajaran serta materi sehingga saya sebagai murid hanya perlu untuk mengikuti pelajaran."

"The teacher already has a learning schedule and materials so as a student I only need to follow the lesson."

From the 1st Interviewee we could understand that the teacher gave them choices on how the learning material will be taught. They had the opportunity to choose the learning activities regarding the materials that they learned. In terms of materials, they understood that they could not choose the materials so they only follow the lesson.

5. Teacher's role in the learning process

The fifth question related to the role of the teacher in the learning process. The results of the interview were expected to provide an overview of how teacher played a role in influencing student learning. The following is the transcript of the interview that had been conducted.

5th question   : Do you want to have feedback or comments from your teacher? Does the teacher often give feedback and comments on your work?

1st Interviewee:

"Iya, guru sering menjelaskan ulang apa yang telah dibahas di pertemuan sebelumnya. Apabila murid dinilai sudah dapat memahami keseluruhan materi, maka guru akan memberikan nilai atau tanggapan baik."

"Yes, the teacher often re-explains what has been discussed in the previous meeting. If the students are considered to have understood the whole material, then the teacher will give a good grade or feedback."

2nd Interviewee:

"Iya, saya merasa dihargai setiap ada tanggapan dari guru either itu compliments ataupun saran untuk saya."

"Yes, I feel appreciated every time there is feedback from the teacher whether it is compliments or suggestions for me."

The answers indicated that the teacher gave the students feedback or comments in terms of compliments or suggestions. Not only gave them feedback but teacher also re-explained the materials that was considered difficult by the students. It showed that feedback was important for the learning process. Besides that, feedback also gave students a sense of appreciation which made students felt appreciated. This dynamic between teacher and students would create a healthy learning environment which could strengthen the bond between teacher and students.

6. The importance of task

The sixth question related to the role of tasks in learning. The results of the interview were expected to provide an overview of how assignments influenced the students' language learning. The following is the transcript of the interview that had been conducted.

6th question   : How important are the assignments in the learning process?

1st Interviewee:

"Saya rasa tugas bukanlah sebuah titik utama dalam pembelajaran yang dapat menjadikan murid secara mudah dan mahir dalam materi. Secara pribadi, saya merasa bahwa pembelajaran dikelas adalah hal paling utama. Bagaimana interaksi guru dan murid dan penjelasan yang clear sudah cukup untuk membuat saya memahami materi. Namun, saya juga percaya bahwa tugas tetap dibutuhkan, tetapi sekali lagi itu bukan yang terpenting."

"I don't think assignments are the main point of learning that can make students easily and proficient in the material. Personally, I feel that classroom learning is the most important thing. How the teacher and student interact and the clear explanation is enough to make me understand the material. However, I also believe that assignments are still needed, but again they are not the most important."

2nd Interviewee:

"Menurut saya, tugas itu hanya diberikan kepada murid yang memang belum paham sepenuhnya mengenai materi."

" In my opinion, the assignment is only given to students who do not fully understand the material."

The answers indicated that students did not find the task was essential in a learning process. The 1st Interviewee believed that the most important thing in the language learning process was the students and teacher interaction and method used during the learning process. However, they still believed that tasks were still needed to enhance their understanding. The 2nd Interviewee argued that tasks would be more beneficial for students who were not fully understand the material. It could be concluded that tasks were more beneficial if they were given according to students' needs.

7. The influence of environment in language learning

The seventh question related to the influence of environment in language learning. The results of the interview were expected to provide an overview of how

environment influenced the students' language learning. The following is the transcript of the interview that had been conducted.

7th question   : Do you have any English study group? What are the benefits of having a study group?

1st Interviewee:

> *"Tidak. Saya belajar bahasa Inggris sekarang secara mandiri terlepas dari pembelajaran di kelas. Namun, saya cukup sering menemukan orang asing di internet dan berbicara dengan bahasa Inggris."*

> "No, I don't. I learn English now independently apart from classroom learning. However, I quite often come across foreigners on the internet and speak English."

2nd Interviewee:

> *"Iya, kelompok belajar saya juga tidak hanya terdiri dari orang yang berasal dari satu daerah sehingga saya bisa mendapatkan cara belajar baru."*

> "Yes, I do. My study group is also not only made up of people from the same area so I can get new ways of learning."

The answers showed that students could learn to improve their language proficiency through anything. The 1st Interviewee mentioned that she did not have an English study group but she still could practice her language skills with foreigners on the internet. It showed language learning could be done anywhere and anytime. Meanwhile the 2nd Interviewee mentioned that she had an English study group. She considered the study group was beneficial since she could meet many people different people so that she could get many ways of learning.

8.   **The influence of material on students' motivation**

The eighth question related to the influence of material on students' motivation. The results of the interview were expected to provide an overview of

how material influenced the students' motivation in language learning. The following is the transcript of the interview that had been conducted.

8th question   : What is your favourite English material you have learned so far? Why do you like it?

1st Interviewee:

> *"Saya suka materi yang mencangkup penjelasan grammar secara komprehensif. Namun, jika diminta menyebutkan secara spesifik saya menyukai materi mengenai lagu karena proses pembelajarannya menyenangkan. Selain belajar teori/materi kami juga praktik menanyi, membuat lagu, dan memainkan instrument music sehingga hal-hal tersebut membuat kami tidak mudah bosan"*

> "I like materials that comprehensively cover grammar. However, if asked to specify, I like the material about songs because the learning process is fun. Other than learning theory/material, we also practice singing, making songs, and playing musical instruments so that these things make us not easily bored."

2nd Interviewee:

> *"Sejak kecil saya sudah belajar komunikasi dalam bahasa inggris, jadi sejauh ini saya tidak ada kesulitan dalam belajar bahasa inggris."*

> "I have learned to communicate in English since I was a child, so far I have no difficulty in learning English."

The 1st Interviewee indicated that the motivation on language learning was related to the material. She said that it was fun to learn the material about songs because she found the learning activities were fun. It could be said that diverse and creative learning activities are key so that learning is not boring for students. Meanwhile the 2nd Interviewee indicated that she used to speak English since she was a child that was why she did not find any difficulties in Learning English.

From the whole interview it could be concluded that students had a good autonomous skills and perception towards language learning. Students had high

motivation to learn English because they had a clear intention to learn English which was to enhance their opportunity in the future. It motivated students to learn independently by setting their own learning routine and keep on monitoring their development. These autonomous skills were supported by several factors such as: students' goal and motivation, teacher and students' bond, learning materials and activities, and supportive learning environment.

4.3 Discussion

After analysing the results of the study, the writer discussed the result of close-ended questionnaire and semi structured interview. This discussion contained the answer to the question of the study, which was about the levels of students' autonomy in language learning and factors influencing the autonomous skills. The questionnaire and interview were made up by considering those categories as indicators.

4.3.1 Characteristics of Autonomous Students in Language Learning

According to Dang (2012), there are three characteristics of autonomous students, such as: initiating, monitoring, and evaluating. In line with the previous statement, Abdelrazeq (2018) classifies students' autonomy into 4 levels, such as: advanced, intermediate, beginning, and emerging. Based on the descriptions in the sub-chapter of the Result of the Study, the twelfth graders students in SMA Negeri 2 Semarang already had these categories. The following table is the conclusion data.

Table 4.11 Students' Autonomy Levels Percentages

Aspects	Emerging	Beginning	Intermediate	Advanced
Initiating	0%	12.35%	54.12%	33.53%
Monitoring	0%	9.41%	60.59%	30%
Evaluating	0%	20.59%	58.09%	21.32%
Mean Score	0%	14.12%	57.60%	28.28%

The table above is the total percentage of students' autonomy level. The percentage level is calculated by finding the mean value. The table serves as a reference for discussion. The following is the discussion of the results.

1. **Initiating**

Dang (2012) states that in this stage students are able to recognize personal learning choices, set learning objectives, plan the study, and generate the opportunities of learning. In the initiating learning stage, the result showed that there were no students who were at the emerging level, there were 12.35 % of the students at beginning level, 54.12% of the students at intermediate level, and 33.53% of the students at advanced level. It showed that the majority of the students were often had been able to set long term goal of their language learning, make study plans, take the initiative to use other sources of learning, learn independently and motivate themselves to learn. It was reinforced by the interviewees' statements, it indicated that students were goal oriented and highly motivated in learning since they had clear intentions in learning English and they had a desire to learn on their own. Other than that, the majority of the students were also often able to control their emotions while learning English. From the results above, it could be concluded that the majority of twelfth graders' autonomous skills of initiating learning based on the classification by Abdelrazeq were considered at the intermediate level.

2. **Monitoring**

Dang (2012) states that monitoring stage dealt with the students' engagement and maintenance of the learning process, such as selecting suitable strategies, adjusting learning routes, and collaborating with others. In the

monitoring learning stage, the result showed that there were no students who were at the emerging level, there were 9.41% of the students at beginning level, 60.59% of the students at intermediate level, and 30% of the students at advanced level. From the the results above, it could be concluded that most of the students often monitored their language learning. Most of the students were active during the learning process, they had their own method in language learning, understood their own preferences in how to learn English effectively, acknowledged their own weakness and tried to improve it, and understood the objective of learning. From the statement from the interview, it could be indicated that students did a preparation before language learning by setting time to learn independently. They prepared their language learning by practicing and reading the materials before it was explained by the teacher. It was their strategy so that they could be ready before the learning activities in the classroom. From the results above, it could be concluded that the majority of twelfth graders' autonomous skills of monitoring learning based on the classification by Abdelrazeq were considered at the intermediate level.

3. Evaluating

Dang (2012) explains that the stage of evaluating related to the activity when the students reviewed, evaluated, and reflected their learning. In the evaluating learning stage, the result showed that there were no students who were at the emerging level, there were 20.59% of the students at beginning level, 58.09% of the students at intermediate level, and 21.32% of the students at advanced level. From the results above, it showed that the majority of the students often evaluated

and reflected their language learning. Most of the students were also aware of the development of their language learning. It was also proven by the statements by the interviewees. It indicated that they acknowledged their weaknesses and reflect it upon on how much they had learned the materials. From the results above, it could be concluded that the majority of twelfth graders' autonomous skills of evaluating learning based on the classification by Abdelrazeq were considered at the intermediate level.

From the discussion of the results of the analysis of the study, it could be concluded that the majority of the twelfth graders in SMA Negeri 2 Semarang had good autonomous skills. From the existing data, it showed that: there were 0% of students at emerging level, 14.12% of students at beginning level, 57.60% of the students at Intermediate level, and 28.28% of the students at advanced level. It could be concluded that the majority students' autonomy levels in language learning of twelfth graders in SMA Negeri 2 Semarang considered at the intermediate level.

4.3.2 Factors Influencing Students' Autonomy

Kemala (2016) argues that the autonomous students' characters are influenced by 5 factors such as: students' role, teacher's role, task, environment and material. Based on the descriptions in the sub-chapter of the Result of the Study, the autonomous skills of the twelfth graders students in SMA Negeri 2 Semarang were influenced by those factors. The following table is the table of the number of students who agreed and strongly agreed to the questionnaire statement regarding influencing students' autonomy.

Table 4.12 Factors Influencing Students' Autonomy Percentages

Statement	Students' Role	Teacher's Role	Task	Environment	Material
1	28	34	27	34	28
2	31	32	25	29	20
3	33	27	22	32	31
4	-	-	25	-	-
Mean Score	30	31	24	31	26
Percentage	21.13%	21.83%	16.90%	21.83%	18.31%

The table above is the total percentage of factors influencing students' autonomy. The total percentage taken from the answers of students who agree with the statements regarding to the factors influencing students' autonomy. The percentage is calculated by finding the mean value. The table serves as a reference for discussion. The following is the discussion of the results.

1. **Students' Role**

The description of the results showed that in total there were 90.2 % of the students had high self-efficacy, they agreed that they were good students and able to finish the assignment from the teacher. Ahmad et al. (2013) state that students with high self-efficacy tend to be able to reach a higher goal of the learning, they also believed to be able to solve the learning problems. This showed the students' ability to manage their learning process independently. The table total percentage of factors influencing students' autonomy showed that at least the role of students affected students' autonomy as much as 21.13% of the total percentage of influencing factors. In conclusion, students' positive attitudes towards English and self-efficacy in language learning affected students' autonomous skills.

2. Teacher's Role

The description of the results showed that teacher hold a very significant role in developing students' autonomy skills. The data revealed that in total there were 91.18 % of the students who agreed that teacher was the main source of learning because many of them were still worried that they cannot understand a learning topic if it is not taught by the teacher. One of the interviewees believed that the most important thing in the language learning process was the students and teacher interaction and method used during the learning process. Other than that, there was a statement that feedback from the teacher was also as important. Feedback gave students a sense of appreciation which made students felt appreciated. As stated by Selvaraj et al., (2021), giving feedback is important because it may influence students' perceptions of the teachers' intentions and drive students to strive to be better. This dynamic between teacher and students would create a healthy learning environment which could strengthen the bond between teacher and students. The table total percentage of factors influencing students' autonomy showed that at least the role of teacher affected students' autonomy as much as 21.83% of the total percentage of influencing factors. In short, Teachers' pedagogic abilities are as important as their ability to build good and healthy relationships with students.

3. Task

From the descriptions of the results, it showed that in total there were 72.79 % of the students who agreed that task influenced the language learning process since it could encourage or forced them to learn more. Most of the students liked a

project when they can work together with their classmates because they could learn from each other. However, from the interview we could understand that students tend to believe that task is not an essential thing in the learning process if they goal of the learning had been reached. They agreed that tasks were beneficial for students who were not fully understand the material. Hence, Kemala (2016) notes that task will have a significant impact to develop autonomous skills since interesting and challenging tasks will stimulate students' learning. The table total percentage of factors influencing students' autonomy showed that at least the task affected students' autonomy as much as 16.90% of the total percentage of influencing factors. Given these points, tasks considered as beneficial to stimulate student learning.

4. **Environment**

From the descriptions of the results, it showed that environment had an important role to encourage students' autonomy skills. In total there were 93.14 % of students who had a good perception of English since they like to watch or read or listen something in English. It showed that students could learn to improve their language proficiency through anything. An interviewee mentioned that she did not have an English study group but she still could practice her language skills with foreigners on the internet. Meanwhile the other interviewee mentioned that by having a study group she could gain a lot of ways in learning. Senjahari et al., (2021) emphasize that language learners would benefit from an accommodating learning environment in terms of motivation, attaining the best skills and abilities. In conclusion, the scope of students' language learning was not limited to the

classroom. The table total percentage of factors influencing students' autonomy showed that at least the environment affected students' autonomy as much as 21.83% of the total percentage of influencing factors. Nevertheless, autonomous students could find learning resources anywhere and with anyone.

5. **Material**

The description of the results showed that in total there were 77.44 % of the students who felt enthusiastic in learning English, it meant that they enjoyed that process of language learning and they had a sense of curiosity toward English materials. From the interview, we could indicate that motivation on language learning was related to the material. An interviewee said that it was fun to learn the material about songs because she found the learning activities were fun. It could be said that a learning strategy with diverse and creative learning activities were key so that learning was engaging for students. In line with the previous statement, Gaol & Sitepu (2020) state that the capacity of a teacher to understand current learning conditions, such as learning objectives, student characteristics, learning resource limits, and area of study features, is critical to the effectiveness of a teacher adopting a learning strategy. The table total percentage of factors influencing students' autonomy showed that at least the task affected students' autonomy as much as 18.31% of the total percentage of influencing factors. In short, students would tend to have high motivation to learn a subject if they are interested in the material.

Based on the discussion above it could be concluded that the factors above affected students' autonomy skills. It could be concluded that the twelfth graders in SMA Negeri 2 Semarang at the intermediate level autonomy because students had

good perception in English and also had high motivation in language learning since most of them had clear intentions in learning English. Other than that, it could be indicated that teachers always provided feedback so that they could monitor the learning process as well as their learning outcomes. Another thing that affected students' autonomy skills was varied learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter organizes about the conclusion of the study based on what had been discussed on the previous chapter and the suggestion of the writer related to the study.

5.1 Conclusion

Based on the data discussed in chapter IV, it could be accomplished that students' autonomous skills are influenced by supporting factors from within and also outside the students. The students' autonomy levels percentages showed that: there were 0% of students at emerging level, 14.12% of students at beginning level, 57.60% of the students at Intermediate level, and 28.28% of the students at advanced level. It revealed that the majority of twelfth graders at SMA Negeri 2 Semarang already had autonomy skills that can be considered as good in terms of initiating learning, monitoring learning, and evaluating learning. In the classification, the autonomy levels of the majority of the twelfth graders at SMA Negeri 2 Semarang were at the intermediate level. Hence, the majority of twelfth graders at SMA Negeri 2 Semarang in the academic year of 2022/2023 were autonomous students who were able to learn independently even though they were still considered teacher as their main learning source.

The quantitative data regarding of factors influenced students' autonomy showed: students' role (21.13%), teacher's role (21.83%), task (16.90%),

environment (21.83%), material (18.31%). It indicated that students were agreed that students' autonomy were influenced by those supporting factors. The qualitative data also explained that students' autonomy skills were also supported by several supporting factors, such as: students' goal and motivation, teacher and students' bond, learning materials and activities, and supportive learning environment. The writer found that students' motivation determined the success of language learning, students who had clear language learning goals tend to be able to initiate learning. In addition, the relationship between teacher and students was equally important, a healthy relationship between students and teacher created a healthy and engaging learning environment so that students felt comfortable in the learning process. Another influencing factor was learning materials and activities. Teachers who were able to build an interesting learning environment increased students' learning motivation. In short, students' autonomy was influenced by both factors from within the students and also outside the students.

In the brief review above, it could be stated that students' autonomy is indeed influenced by supporting factors. It can be concluded that the students' autonomy level of the most of the twelfth graders of SMA Negeri 2 Semarang in the academic year of 2022/2023 were at the intermediate level, which was influenced by supporting factors such as: students' goals and motivation, teacher-student bond, learning materials and activities, and a supportive learning environment.

5.2 Suggestion

On this sub-chapter, the writer puts some suggestion on this study. The suggestions were hoped to be useful and valuable for students, English teachers, and further researchers. The suggestion as follows:

1. The students are suggested to be more in control in their language learning process since the language learning can happen anywhere and anytime. Other than that, students are suggested to be less dependent on the teacher as language learning is a long process that requires regular practice.

2. The English teachers are suggested to creatively design interactive and engaging learning because students will be more motivated and also feel enthusiastic in the learning process. In addition, teachers should be able to choose teaching methods that stimulate students' autonomy by giving them more control over their learning process. The most important thing is to give feedback to students, giving feedback will provide enough information for students so that they can monitor and evaluate their language learning process.

3. The future researchers are suggested to continue this research to explore students' autonomy in language learning in any grade of language learners.

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