# LEARNERS' AUTONOMY IN ENGLISH ONLINE LEARNING:
# A CASE STUDY IN SMK NEGERI 1 BOJONEGORO

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## *Abstract*

*Sa'adah, S., M. (2020). "Learners' Autonomy in English Online Learning: A Case Study in SMK Negeri 1 Bojonegoro". English Education Department, Faculty of Language and Art Education IKIP PGRI Bojonegoro. Advisor (1) Dr. M. Ali Ghufron, S.Pd., M.Pd, Advisor (2) Puput Suriyah, S.Pd., M.Pd.*

*The objective of this research was to find out how the learners' autonomy and what factors supporting the learners' autonomy in English online learning in SMK Negeri 1 Bojonegoro. The sample of this study were 45 students of PH class through probability sampling technique. The method used in this research was a qualitative method. The techniques of collecting data in this research were questionnaire and interview. The researcher conducted the questionnaire and interview via online to support the data. Based on the result of questionnaire and interview, the researcher concluded that the students showed some characteristics of learner autonomy. Although some of the students have low initiative and having no willing to ask but they're having high motivation, well organizing, hard-working, enthusiastic, and making use of every opportunities. There are also some factors that support the learners' autonomy such as resource-based approaches, technology-based approaches, classroom-based approaches, teacher-based approaches and learner-based approaches.*
*Keyword: Learner autonomy, English online learning*

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*Tujuan dari penelitian ini adalah untuk mengetahui bagaimana otonomi siswa dalam pembelajaran bahasa inggris online di SMK Negeri 1 Bojonegoro dan faktor – faktor apa yang mendukung otonomi siswa dalam pembelajaran bahasa inggris online di SMK Negeri 1 Bojonegoro. Sampel penelitian ini adalah 45 siswa dari kelas PH melalui tehnik probability. Metode yang digunakan dalam penelitian ini adalah kualitatif. Tehnik pengambilan data pada penelitian ini adalah kuisioner dan wawancara. Peneliti melakukan kuisioner dan wawancara secara online sebagai data pendukung. Berdasarkan hasil yang diperoleh dari kuisioner dan wawancara, peneliti menyimpulakan bahwa siswa menunjukkan beberapa karakter dari otonomi siswa. Walaupun mereka memiliki inisiatif dan keinginan untuk bertanya yang rendah namun mereka memiliki motivasi yang tinggi, pengaturan yang baik, bekerja keras, antusiasme, dan menggunakan kesempatan untuk mengembangakan belajarnya. Ada beberapa faktor yang mendukung otonomi siswa seperti pendekatan berdasarkan sumber, pendekatan berdasarkan teknologi, pendekatan berdasarkan kelas, pendekatan berdasarkan guru and pendekatan berdasarkan siswa.*
*Kata kunci: Otonomi siswa, Pembeljaran bahasa Inggris online*

**INTRODUCTION**

In education, English is a part of the curriculum of the elementary school until university. According to Han (2014: 7), the dynamic field of English language learning and teaching has been taking many steps forward following the pivotal advancements in technology and economic and political situations in the world. Theories, strategies and practices of language teaching and learning in recent decades are subject to change in a way to focus more on the communicative, functional and individual aspects of language. The current trend today is the learner autonomy, so the teacher and the learner roles seem to be re-assigned.

The concept of learner autonomy was mostly associated with adult education and self-access learning system and seemed to be a matter of learners doing things on their own (Michaela, 2015: 5). Michaela further notes that, however, partly under the impact of learner-centered theories of education, it was beginning to figure in the discussion of language teaching generally, and through more national curricula came to include learner autonomy as a critical goal. This brought an essential shift of emphasis learner autonomy now seemed to be a matter of learners doing a thing not necessarily on their own but for themselves. These developments were accompanied, and to some extent driven, by a steady increase in the number of academic publications dealing with one or another aspect of learner autonomy.

Ghufron & Nurdianingsih (2019) state that one of the methods that integrate the use of technology into the teaching and learning process is a flipped teaching method that contributes to the autonomy of students and empowers the student. To modify the traditional classrooms, some teachers now highly support 'flipped teaching' method which enhances students' understanding of the main ideas and information through videos, e-books, web sites and blogs in their home study (Benosa, 2015; Han, 2015). It implies that online learning can influence to the student's autonomy.

There are some types of research have been conducted to know the learners' autonomy in English online learning. There are some previous related studies that will be described.

The first previous study entitled "Students' Perceptions Of E-Learning In The Department Of Information Science At The University Of South Africa". The research was done by Lancelord Siphamandla Ncube from University Of South Africa. The main aim of the study was to examine the perceptions of Information Science students towards e-learning. This study opted for multi-methods. The quantitative approach which involves the use of controlled questionnaires was employed. The questionnaire was designed in the web survey for the purpose of reaching scattered respondents and the opportunity to obtain large numbers of respondents to contribute. Also the qualitative method was considered as appropriate for this study because it helped to conceptualise the research and enabled the researcher to gather information from lecturers on influencing students and the strategies used to promote e-learning. The overall population of this study was 125 students and 17 lecturers. The results of this research that not all students knew what e-learning was, and the major challenge was the internet access as students complained about the shortage of internet bundles. Many students at UNISA considered e-learning as a flexible for teaching and studying method because it is not bound to a particular time and place, also they commended that the usability of myUnisa has created more accessibility in

learning environment for tuition. If the current students are not assisted with the lowest prices for internet access, students might not continue interacting with lecturers in the e-learning platforms.

The second previous study entitled "An Analysis of Learner Autonomy and Autonomous Learning Practices in Massive Open Online Language Courses". The research was done by Hülya Mısır Department of English Language Teaching Faculty of Education from Ufuk University Ankara, Turkey, Didem Koban Koç Department of English Language Teaching Faculty of Education from Hacettepe University Ankara, Turkey, and Serdar Engin Koç Department of Computer Education and Instructional Technologies Faculty of Education from Başkent University Ankara, Turkey. The study investigates the perception of learner autonomy with Massive Open Online Language Course (MOOLC) participants, more specifically; to what extent EFL learners in an English MOOLC are autonomous, the perception of learners' and teachers' roles in learner autonomy, and the autonomous learning practices the learners are involved in by participating in the MOOLCs. The mixedmethod design is employed to present data from a Learner Autonomy Questionnaire by Joshi (2011) conducted with 57 participants from three English MOOLCs with a variety of focus as well as a content analysis method was used on the interaction data in the form of open discussion forum posts, which were added by the participants, to create a frame of autonomous learning activities in these MOOLCs and learners' attitudes towards them. The results show that the English MOOLC participants are highly autonomous and willing to be more responsible for their own learning.

The next previous study entitled "Students' Learning Autonomy in English

Lesson at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year 2017/2018". The research was done by Alfadhila Dakwatul Istiqomah from The State Islamic Institute Of Surakarta. The objective of this study is to describe the students' learning autonomy in English lesson. In this research, the researcher used qualitative descriptive research. This research was carried out in SMA Muhammadiyah 1 Karanganyar at the eleventh grade students of class XI ICT in the 2017/2018 Academic Year. The techniques of collecting data in this research were passive participant observation, interview and document analysis. The results of the research showed that the students' learning autonomy in English Lesson at eleventh grade of SMA Muhammadiyah 1 Karanganyar was categorized into good in their autonomy and there are factors supporting the auotomous learning.

The next previous study entitled "Flipped Teaching with CALL in EFL Writing Class: How Does It Work and Affect Learner Autonomy?". The research was done by Ghufron & Nurdianingsih (2019). This study presents how the process of flipped teaching with Computer Assisted Language Learning (CALL) works in teaching English as a Foreign Language (EFL) writing in the Indonesian context. As well, it also elaborates how the teaching model affects learner autonomy. This flipped teaching with CALL was experienced by some lecturers of private universities in East Java, Indonesia. This study used a multi-site case study research design. The data were yielded from in-class observation, lesson plan analysis, focus group interviews, and questionnaires. The results gave reflection to the teachers on several vitally necessary conditions enabling a course in a flipped teaching with

CALL format to contribute to developing students' professional competencies.

The last previous study entitled "Students' Perceptions On The Use Of Online Learning Platforms In EFL Classroom". The research was done by Laxmi Mustika Cakrawati from Universitas Pendidikan Indonesia. This study focuses on students' perceptions on the use of online learning platform in English as a Foreign Language (EFL) Classroom. The research involved 40 participants consist of junior and senior high school students in Bandung, West Java. The data were collected through questionnaires and interviews and were analyzed using mixed methods approach. The results of the study indicated that majority of participants considered the use of Edmodo or Quipper in English teaching and learning is effective and efficient in terms of time. Although slow-speed internet is considered to be one of difficulties in using Edmodo and Quipper, most of the participants agreed that the online learning platforms can help them in practicing language skills, acquiring new vocabularies, and improving their understanding on the contents of the lesson.

Base on the explanation, the research has strong confident to take research about learners' autonomy in English online learning. This study were to know how the learners' autonomy and what factors that support learners' autonomy in English online learning in SMK Negeri 1 Bojonegoro.

**RESEARCH METHOD**

Research design in this study was qualitative research. According to Ritchie and Lewis (2003:3) qualitative research is a naturalistic, interpretative approach which is concerned with understanding the meaning which people attach the phenomena (actions, decisions, belief, value

etc). The researcher chose Perhotelan class that consist 45 students of SMK Negeri 1 Bojonegoro. The sample of this research used probability sampling technique. This study conducted from English online learning that done by the students of PH class.

The source of the data included of questionnaire and interview. According to Bryman (2008) reveals that a questionnaire is a collection of questions administered to respondents. The researcher used questionnaire to collect the data of students' autonomy. The researcher also used interview to give additional information, Anderson and Killenberg (2009) stated that interview is a purposeful interaction between two or more people, who are in conversation and negotiation for specific purposes associated with some agreed subject matter.

In this research, the researcher did some procedures to get a data analysis:

1. Making data reduction before this research was run or found.
2. Making data display from the result of interview and questionnaire.
3. Making the conclusion or verification based on analyzed data.

As explained above, data analysis is the process of analyzing data that were gotten from the result of interview and questionnaire. In analyzing data, the researcher interpreted what the means of the data to get the results and continue to present the data.

**RESULT AND DISCUSSION**

The results of the study were obtained from 45 participants of eleventh grade of SMK Negeri 1 bojonegoro. The research was carried out for about three weeks, from 16th June to 7th July 2020. The subject of the research was the XI-PH students of SMK Negeri 1 bojonegoro. The researcher collected the data by doing questioner and

interview through online as the instruments. The learners' autonomy in learning can be seen from the students' characteristics in their learning process activities. Chan (2001) states that the learners identified the following characteristics qualities of autonomous learners; highly motivated, goal oriented, well organized, hard working, initiative, enthusiastic, willing to ask and making use of every opportunities to improve their learning. The students of XI-PH class showed some characteristics above in the English learning process. The students could work independently in determining learning objectives and engaging learning content enthusiastic and actively. Figure below shows the result of autonomus learners' characteristic in questionnaire.

Tabel 1 The Percentage of PH Students' Autonomy

| The Characteristic | Percentage |
|---|---|
| Highly motivated | 62.20% |
| Hard working | 55.52% |
| Enthusiastic | 71.10% |
| Well organized | 71.10% |
| Initiative | 26.70% |
| Willing to ask | 44.60% |
| Making use of opportunities | 57.70% |

On the table 1 shows the percentage of PH students' autonomy which is the students have 62.20% (highly motivated), 71.10% (well organized), 55.52% (hard working), 26.70% (initiative), 71.10% (enthusiastic), 44.60% (willing to ask), and 57.70% (making use of opportunities). In this result, the researcher found that the students have low initiative and wiliing to ask. However, the students have good result in some characteristic, such as in highly motivated, well organized, hard working, enthusiastic, and making use of opportunities.

Based on the interview with the students, the researcher identified the students' motivation in English learning. They said that English was very important for them, moreover their major as hotelier in which they need English to communicate with customer from outside country. That motivated the students in English learning process. According to Chan (2001) stated that the autonomous learner had highly motivated in English learning. It was also line with Reeve (2006) that motivation is something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. Highly motivated made the students of XI-PH class willing to ask question to their teacher when they had difficulties in learning English.

There are some factors supported in developing learner autonomy. According to Benson (2001) there are six approaches in promoting learner autonomy, they are; resource based approaches, technology based approaches, classroom based approaches, teacher based approaches, learner based approaches and curriculum based approaches. Based on the research in XI-PH of SMK Negeri 1 Bojonegoro, the researcher found some factors supporting learner autonomy, those are :

1. Resource based approaches

The students in XI-PH class have their own way to get the materials sources. They have many sources to improving their vocabulary knowledge and to know about the meaning of difficult word they found such as dictionary, English movie, English song, English note, moreover an application. According to Benson (2001) defined resource based approaches as a way of describing materials that are designed and organized in such a way that students can select and work on their own. Based on the interview, the researcher found some students use their own way to study English and they could study independently.

2. Technology based approaches
   In this case the learning process carried out by the XI-PH students of SMK Negeri 1 bojonegoro was took the advantage of technology such as the using of internet. They used internet to help them translate words that they didn't know the meaning and help them to found the information that they did not get in the school. The students also did the English online examination in this year. Benson (2001:141) claims that the collaboration and increased motivation to lean new technologies adding that more empirical data is to be collected on the type of language used and the effectiveness of CALL environment for language improvement. The students also said that internet was helpful in searching some information about English materials. As the Benson (2001) state that the benefit of the internet is that students can study whenever they want using an unlimited range of authentic materials.

3. Classroom based approaches

Classroom based approaches focus on the relationship between students and teacher inside the classroom practices. According to Benson (2001) mentions that through classroom-based approaches the learners have also the chance of monitoring their own learning process. Based on the interview the chief of the class, the researcher found that the teacher won't start the lesson if the class is crowded and the teacher will ask the trouble student stay outside. Those rules aim to control and monitor the students' learning process.

4. Teacher Based Approaches
   Benson (2001:174) stated that developing learner autonomy involves a lot of more for the teacher role than most teachers realize. In XI-PH, the students admitted that they need teacher's presence in learning process. Base on the interview that the student need a teacher to help them study and solve their learning problem in classroom activities.

5. Learner based approaches
   As stated by Benson (2001) that strategy training, explicitly teaching students how to apply language learning and language use strategies, can enhance students' efforts to reach language program goals because it encourages students to find their own pathways to success, and thus it promotes learner autonomy and self-direction. Learner based approaches providing opportunities and necessary skills for learners to participate in control their own learning. The main form is learning strategy or learner training. Based on the interview with the students, the researcher found that they had some strategies in developing their English ability. The students

learn English through English movie to improve their vocabulary knowledge and speaking ability. Another student stated that she read more English articles to develop their vocabulary. The strategies suited with their learning necessary.

## CONCLUSION

In the result that had been explain above, the researcher conclude that the students showed some characteristics of learner autonomy. Although some of the students have low initiative and having no willing to ask question about their difficulties in learning to the teacher but they highly motivated in learning English. They also had great enthusiastic in learning English, hard working, well organized, and making use of the opportunities to develop their learning. There were also some factors that support the learners' autonomy in English online learning. The first, resource based approaches which is providing the opportunities for learner to interact with educational materials. The second, technology based approaches providing the opportunities for learners to study easily. The third, Classroom based approaches providing the relationship between students and the teacher. The fourth, teacher based approaches providing the professional development of teacher role in learning process. And the last, Learner based approaches providing opportunities and necessary skills for learners to control and develop their English learning.

Base one the result of study, the researcher draws some suggestions that hopefully can useful. The researcher proposes the suggestions for the students, the teacher, and the other researcher.The first is for the student, the researcher suggest to the student to be more active in learning English, be able to manage their time well, and use internet prudently. The second is for the teacher, the researcher suggest to the teacher to give more attention to the student because the student need the teacher to give motivation in learning English. The last is for the other researcher, the researcher hopes that this research can be useful for some additional information or as reference for the other researcher and please collect more data if you take about this study.

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