

THE RELATIONSHIP BETWEEN LEARNERS' AUTONOMY AND ACHIEVEMENT IN LEARNING ENGLISH

Agus Mustajib¹, Edi Ardian²

^{1,2} English Study Program of Islamic University of Indragiri
Islamic University of Indragiri

Jl. Subrantas, Tembilahan-Riau, 29272 Telepon: 0853-2811-1142
e-mail: gusnajib1211@gmail.com

Abstract: *The purpose of this research was to find out whether is any relationship between learners' autonomy and their achievement in learning English. The method used in this research was the descriptive quantitative research. The population of this research was the students of students of Islamic University Indragiri in the academic year of 2019/2020). This research used total sampling. In collecting the data, this research used written test as the research instrument. The result of the research showed that every variable which was variable X (learners' autonomy) and variable Y (learners' achievement). Both of variable has a different score, variable X has total score 14326, and an average score 80.03 with the interpretation high category, meanwhile a variable Y has total score 13954.43 , and an average score 77.95 with the interpretation high category. Based on the finding there was a positive correlation between learners' autonomy and their achievement in learning English.*

Keywords: *Learners' Autonomy, Achievement, and Learning English.*

INTRODUCTION

As a student, learning is an obligation, whether it is learning at campus or home. Learner autonomy is defined as learners' ability to take charge or control of one's own learning which can be seen as a natural product of the practice of self-directed learning, or learning which the objectives, progress and evaluation of learning are determined by the learners themselves.

Most students are less realized of the importance of responsibility in learning, whereas by having a great sense of responsibility of learning, it would be useful for their future life. In other words, they should give more attention of the importance of learning at campus and home in order to make their achievement better.

Based on pre-observation which researchers did, some students of Islamic University Indragiri

preferred to play or forget about lesson after campus. They also added that learning should be done in campus. If they do not understand about the lesson, they would ask their friends and not find out by their own. It could be concluded that their responsibility in learning at home was still lack and must be improved.

Learner autonomy of the students' was less of attention from the students itself, it made the relation between learner autonomy and achievement was unknown yet. The researchers conducted a research about relation between learner's autonomy and their achievement at Islamic University Indragiri.

REVIEW OF RELATED LITERATURE

A. Learners' Autonomy

Learner autonomy has been defined in a number of ways in connection with language learning and there are different terms in literature. According to Benson (48: 2001), there are a number of terms related to autonomy, which can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of, 'self-instruction', 'self-

access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degrees of learning by yourself, whereas autonomy refers to abilities and attitudes (or whatever we think the capacity to control your own learning consists of). The point is, then, that learning by yourself is not the same thing as having the capacity to learn by yourself. Also, autonomous learners may well be better than others at learning by themselves, but they do not necessarily have to learn by themselves. Over the last few years, for example, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'. The terms 'independent learning' and 'self-directed learning' also refer to ways of learning by yourself.

Autonomy and responsibility has almost similar meaning. As Scharle & Szabo (2000: 4) stated that:

“We may define autonomy as the freedom and ability to manage one's own affairs, which entails the right to make decisions as well. Responsibility may also understood as being in charge of something, but with the implication that one has to deal with the consequences of one's own action. Autonomy and responsibility both require active

involvement, and they are apparently very much interrelated”

It is clear the meaning autonomy and responsibility have almost similar meaning. Autonomy and responsibility focused on what students learning in English. Moreover, both of them is related each others. For example: when we as a student learning at school, it does not mean we are not learning when we are out of a classroom or school. Thus, we cannot separate or distinguish them.

B. Characteristic of Learners' Autonomy

According to Wenden (1998: 18-55) researcher will divide what are characteristics of learner autonomy into several part, they are:

a. Learning Strategy

Learning strategy is mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. They are one type of learner training content that should be included in plants to promote learner autonomy. In other words, learning strategy is one of important

characteristic to develop learner autonomy, they are:

(a) Cognitive strategy is mental steps or operations that learners use to process both linguistic and sociolinguistic content, they are: selecting information from incoming data, comprehending the information, storing the information, and retrieving the information.

(b) Self-management strategy is utilized by learners to oversee and manage their learning: planning, monitoring, and evaluating.

b. Meta-cognitive Knowledge

Meta-cognitive knowledge is the second kind of learner training content to be included in learning plans to develop learner autonomy. He also divided into three kinds; they are person knowledge, strategic

knowledge, and task knowledge.

First, person knowledge is general knowledge that learners may have about the 'laws of human learning'. He also stated about several factors that constitute about person knowledge: age, language aptitude, intelligence, motivation, personality, socio cultural factors, cognitive style, and learning style.

Second, strategic knowledge is the stored knowledge that learner have about strategies. Furthermore, there are two strategic that depend on the situation:

(a) Knowledge regarding strategy that work best

It has meaning the knowledge that learner have acquired about which strategy can be used effectively in the accomplishment of specific language learning task.

(b) Knowledge about how good to approach language learning

This strategic knowledge refers to general principles about language learning that can guide a learner's choice of strategies.

There are some strategies and techniques that have been synthesized from interviews, direct observation, empirical investigations, insight from experienced language learners and teachers, and theoretical arguments about the nature of language learning tasks as follows:

(a) Successful language learners have insight into their own language learning styles and preferences as well as the nature of the task itself.

(a) Successful language learners take an active approach to the learning task.

(b) The good language learner is willing to take risks.

(c) Good language learners are good guessers.

(d) Good language learners are prepared to attend to form as well as to content.

(e) Successful learners actively attempt to develop the target language into a separate references system and try to think in the target language as soon as possible.

(f) Good language learners generally have a tolerant and outgoing

approach to the target language.

The last, task knowledge is refers to what learners need to know about the procedures that constitute these tasks to accomplish them successfully. The following are different aspects of task knowledge that learners need to be aware of if they are to navigate these tasks successfully;

(a) Knowledge of the purpose of the task
Learner must know why they are being asked to perform a task to appreciate its significance.

(b) Knowledge of the nature of the task
Knowing how to classify a task.

(c) Knowledge of when deliberate learning is required
Learner must know when a particular

task will require conscious effort.

(d) Knowledge of task demand

Knowing what resources are necessary to complete the task, knowing how to go about doing a task, and knowing whether the task is hard or easy.

c. Learner Attitude

According to Wenden (1998: 53) learner attitude is the third kind of learner training content to be included in plans to promote autonomy. It can be differentiate as follows:

(a) Willingness to take on responsibility

Autonomous learners are willing to take on the responsibility for their learning. In other words, they see themselves as having a crucial role in their language learning.

(b) Confidence in their ability as learners
Autonomous learners are self-confident learners, it means they believe in their ability to learn and to self-direct or manage their learning. According to Wenden (1998: 55) there are factors influencing learner attitudes towards autonomy, such as: socialization processes, conflicting role demands, complexity of roles, lack of meta-cognitive knowledge, learned helplessness, self-esteem, and self-image.

C. Achievement in Learning English

According to Gary (1997) achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge; progress in school. Academic achievement is defined as knowledge gained or skills developed in the school subjects, usually

designated by test scores or by marks assigned by teachers.

That means the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning. The achievement commonly is designed in the scores by test scores or teachers' marks. With these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did.

The indicator of achievement of students in learning English can be seen from availability of students to achieve the minimum criteria of English subject. In other words, if the students can reach the minimum criteria, it means they have achieved or passed the English subject well.

The researcher has the understanding for this variable that English learning achievement is a result of students learning progress in class. This achievement appears as the score that can be as description of their successful in learning. If the students get 60 in their English test, it can be concluded that they are not

really successful in the learning English. This assuming also can be used in opposite words. English learning achievement in this study can be described as the result of English learning process that students get from the teachers in form of score. The score is getting through test that teachers' made or a kind of standardized test. In this study, the achievement scores can help the researcher to describe how far the students' ability in learning English.

Learning English at Islamic University Indragiri includes cognitive factors, affective, and psychomotor. Measurement of achievement in learning English can be seen from what students activity. For example, they can speak English fluently, they can respond what others said in English, they can translate an object in some resources, etc.

This research has a goal to make people understand about what is learner autonomy itself constructed. In this research, researcher used the subjectivity participants in order to give a researcher the freedom to be a participant in the search with others for greater understanding. His sample

of this research was three lecturers and one of their classes. The conclusion of this research is lecturers have an important role for their students to make better autonomous learner.

Furhemore, the indicator of achievement can be succed if the students realize how important a learning itself.

METHODOLOGY OF STUDY

The correlation quantitative research was chosen because of the aim of this research was to find out whether is any relation between 2 variables, learners' autonomy and achievement. It is also supported by Gay & Peter (2000: 321), they stated that ...a relationship exist between two or more quantifiable variables.

Moreover, according to Aliaga and Gunderson (2000) in Daniel Muijs (2011: 1), quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

The location of this research was at Islamic University of Indragiri on Subrantas street, Tembilahan Riau on March to July 2020 in the academic year 2019/2020. The sampling technique in this research was random

sampling technique. The population of this research 179 students in the second semester.

To support his research, researchers choosing the research instrument by using questionnaires. The questionnaires which used in this research contains of 30 statements (5 positive statements and 5 negative statements for learning strategies, 5 positive statements and 5 negative statements for meta-cognitive knowledge, 5 positive statements and 5 negative statements for learner attitude.

To analyze questionnaire, the researchers used Likert scale to determine learners' autonomy at the second semester of Islamic University of Indragiri. According to Sugiyono (2011: 93) in Muchlis (2015: 47) the purpose of Likert scale is to determine attitude, opinion and perception individual or group based on social phenomena.

RESULTS AND DISCUSSION

The purpose of the data analysis in this research was meant to measure the significant correlation between learners' autonomy and their achievement in learning English at Students Islamic University of

Indragiri. The researchers gave some questionnaires to 179 students and analyzed those scores in order to find out whether there is a significant correlation between learners' autonomy and their achievement in learning English using person 'r' formula.

This research strived to answer the research question: "Is there any correlation between Learners' autonomy and learners' achievement in learning English at Islamic University of Indragiri?". To answer the research question the researcher has researched the data for 2 variables. To collect the data of learners' autonomy researcher gave questionnaires which include 30 questions, to the 179 students, meanwhile to collect the data of learners' achievement researcher asked from the English lecturer from the university. After the data has collected, researcher found the result every variable which was variable X (learners' autonomy) and variable Y (learners' achievement). Both of variable has a different score, variable X has total score **14326**, and an average score 80.03 with the interpretation *High Category*,

meanwhile a variable Y has total score **13954.43**, and an average score 77.95 with the interpretation *High Category*. The distribution of every variable also different, for variable X, 99 learners in *strong category* (55.3%) which was meant 99 learners answer a "often" to the questionnaires researcher gave, 80 learners in *strongest category* (44.7%) which was meant 80 learners answer an "always" to the questionnaires researcher gave, for variable Y, 1 learners in *low category* (0.6%) which was meant 1 student has low category on their score of English subject from their lecturer, 122 learners in *strong category* (68.1%) which was meant 122 learners has strong category on their score of English subject from their lecturer, and 56 learners in *strongest category* (31.3%) which was meant 56 learners has strongest category on their score of English subject from their lecturer. After researcher analyzed variabel X (Learners' Autonomy) and Y (Learners' Achievement) one by one, then researcher analyzed 2 variables used r-pearson formula and compared to the table of degree of freedom (df) N (number of respondents) – nr (variables).

The research findings of statistic analysis, it was found out that there was a positive correlation between learners' autonomy and their achievement in learning English. It was proved by the value of r_{xy} of the correlation was greater than r_{table} . The value of r_{xy} was 0.134 when the researcher consulted it to the r_{table} with df (degree of freedom) is $N - nr = 179 - 2 = 177$. we found that r_{table} had a value 0.1233 of 1% and 0.1467 of 5%. it could be seen obviously that the value of r_{xy} is greater than the r_{table} . The facts imply that the learners' autonomy give a useful contribution in achievement of learning English. Autonomy and achievement has correlation. The learners' autonomy is enough to achievement in learning English become better. It means, the better their autonomy the higher their achievement in learning English. Finally, the researcher concluded that there was very low significant correlation between learners' autonomy and their achievement in learning English in the Islamic University of Indragiri.

CONCLUSION AND SUGGESTION

Conclusions

The autonomy and achievement has correlation. The students who have better autonomy in learning English, it can help them to get a better achievement in English subject. In other word, if they want to get an achievement in English subject they have to increase their autonomy or responsible on learning it.

The conclusion that the second semester of Islamic University of Indragiri learners' autonomy and their achievement was in very low correlation. It means the learners' autonomy was enough to help them get a better achievement, the better their autonomy the higher their achievement in English subject.

Suggestion

Some suggestions to improve the learners' achievement in English at the second semester were students should be recognizing that their autonomy can make them get a better achievement in English subject. The learners should give more attention in learning either their home or campus. And it is essential to the university to know that one of the factors that made the students has a good achievement in English is the learners' autonomy.

REFERENCES

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Benson, Phil. 2011. *Teaching and Researching Autonomy (2nd Edition)*. New York: Routledge.
- Creswell, John. W. 2005. *Educational Research*. New Jersey: Prentice Hall, Inc.
- Gay, L.R. & Airasian, Peter. 2000. *Educational Research: Competences for Analysis and Application*. New Jersey: Prentice-Hall, Inc.
- Little, D. 1991. *Learner Autonomy. 1: Definitions, Issues, and Problems*. Dublin: Authentik.
- Maharani, Intan. 2017. *The Influence of Learner Autonomy Toward Students Engagement in SMA Negeri 11 Kota Padang*. Skripsi, Universitas Andalas Padang.
- Muchlis, Imam. 2015. *Pengaruh Stres Kerja Terhadap Kinerja Karyawan Di PT. Batik Danar Hadi Surakarta*. Skripsi Thesis, Universitas Muhammadiyah Surakarta.
- Muijs, Daniel. 2011. *Doing Quantitative Research in Education with SPSS (2nd Edition)*. London: Sage Publications Ltd.
- Nasution, S. 2011. *Metode Research: Penelitian Ilmiah*. Jakarta: Bumi Aksara.
- Nenty, H. Johnson. 2009. *Writing a Quantitative Research Thesis*. Botswana: Educational Foundations.
- Nurhidayati. 2006. *Hubungan antara Minat Belajar dengan Prestasi Belajar Siswa Dalam Bidang Studi Sejarah Kebudayaan Islam*. Tarbiyah and Teacher Training Faculty. UIN Syarif Hidayatullah.
- Onozawa, Chieko. 2010. *Promoting Autonomy in the Language Class: How the Autonomy Can Be Applied in the Language Class*. Japan:___.
- Phan, Thi Thanh Thao. 2015. *Towards a Potential Model to Enhance Language Learner Autonomy in the Vietnamese Higher Education Context*. Thesis, Faculty of Education. Queensland University of Technology.
- Ridwan. 1982. *Dasar-Dasar Statistika*. Cetakan ke-7. Bandung: Alfabeta.
- Scharle, Agota & Szabo, Anita. 2000. *Learner Autonomy: A Guide to Developing Learner Responsibility*. Cambridge: University Press.
- Sudijono, Anas. 2004. *Pengantar Statistika Pendidikan*. Jakarta: Raja Grafindo Persada.
- Sukardi. 2005. *Metodologi Penelitian Pendidikan*. Jakarta: Bumi Aksara, Sawo Raya.

Tarigan, BR Yanti. 2013. Penilaian Wisatawan Terhadap Fasilitas Pariwisata Wana Wisata Ciwangun Indah Camp Kabupaten Bandung Barat. *Skripsi*, Universitas Pendidikan Indonesia.

Wenden, Anita. 1998. *Learner Strategies for Learner Autonomy: Planning and Implementing Learner Training for Language Learners*. New York: Prentice-Hall, Inc.

Wulansari Fitri, Yufrizal Heri, Hasan Hartati. 2014. *Analyzing Autonomous Learning at First Grade of Junior School Students*. Journal. Bandar Lampung.