

CHAPTER 1

Introduction

Background of the Study

In the field of language teaching, learning a foreign language needs much effort where students must provide their energy, time and be responsible for their learning. In addition, the students also require to practice and learn through experience through learning. Trying to contribute one, Slameto (1995: 2) learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. In simple terms of understanding learning as propounded by the above opinion, can take an understanding of the nature of learning activity is a change that occurs within the individual.

Learning which occurs in a university is different with the learning process in a secondary level. They are different because the students in a higher education are more responsible with their own learning. Besides, they are expected and demanded to apply the learning autonomy in learning a second language. Surya (2003) defines learning autonomy as a process of directing the learners' self-motivation to develop the potential in learning of an object without any pressure or external influences. He adds that autonomy is more directed to the development of learning strategies. Moreover, student is an adult human being who is expected to position him/herself as a learner autonomy in which they are able to decide the learning strategies and relevant resources to optimize their leaning capability.

Furthermore, learning a foreign language is not a short process. It is a life- long process in which the learners behave responsibly as they are consciously making an effort for their own learning. The learner who is responsible for his own learning is learner autonomy. According to

Dickinson (1987), learner autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions.

In line with learning autonomy, some researchers did some research dealing with the learner autonomy and learning achievement. According to Siew Foen Ng, Gary J. Confessore, Zulkanain Yusoff, Nor Aidil Abdul Aziz, Norhaini Mat Lajis (2011) found that there is a positive, significant relationship between learner autonomy and academic success. Moreover, Myartawan, Latief, & Suharmanto (2013) found that there is a strong, positive, and significant correlation between learner autonomy and English proficiency Of Indonesian EFL College Learners. In addition, Little (1991) reported that learning autonomy can be achieved if each individual is able to develop a sense of responsibility on their own learning so she will understand what, why, and how she learns and be willing to take an active role in her own learning.

In Surabaya, there is an English department in which the students focus on studying English as a foreign language. The students are prepared to become translators, businessman/woman and English teachers or other jobs which require the ability to use English well. On the other hand, in the process of learning English, the students encounter some problems, they encounter problems due to the learning process in the college is completely different from the learning process in secondary school in which the lecturers in the college do not fully take part of the students' learning process like in secondary schools where the teachers are fully responsible to the students' learning process. In other words, the lecturers consider the students are mature to be responsible in their study. Therefore, the lecturers do not directly spoon-feed their students with the materials.

Furthermore, the students are demanded to take more effort in learning English because although the lecturers give them the explanation and materials in the class, those materials are not sufficient for them to master the English well. They need to study harder inside and outside the class. In addition, they also need to practice using English and search more materials outside the classroom too. Benson (2001) states that since this shift occur, learners are viewed as the main source of information for learning process, which the practice of learner autonomy begins to grow in language learning and teaching.

In addition, searching the information outside the classroom is done due to the success in learning depends on them not on the teacher. Thus, in order to be successful in language learning the learners are expected to develop their own sense of responsibility in their study or academic tasks. Besides by having a sense of responsibility, they are expected to manage their strategy in learning. One of the learning strategies in learning a foreign language is learning autonomy. Surya (2003) pointed out that learning autonomy is process of directing the learners' self-motivation to develop the potential in learning of an object without any pressure or external influences. Therefore, by having this kind of learning the learners will enjoy learning a foreign language independently without any pressure. Besides, it is expected the learners who set their strategy are able to achieve great academic success in the form of GPA (Grade Point Average) and particularly in predicting the performance when learning English. Muhibbin Shah (2008: 91) Learning Achievement is the level of students' success in learning the subject matter in university or school which is expressed in the form of scores obtained from the result of tests on a particular subject matter.

Furthermore, Holec (1981), Little (1991) as quoted by Wahyudi (2010) the most important point of learning autonomy is inside the learners. Learning autonomy grows out of the

individual learner's acceptance of responsibility for his or her own learning. In other words, that learning autonomy is a matter of explicit or conscious meaning: learners cannot accept responsibility for their own learning unless they have some idea of what, why, and how they are trying to learn.

Regarding any successful learning is independent learning thus the writer expects that English Education Study Program students in are autonomous learners. Further, the statements and theories above bring the fact about autonomy in learning English which will be discussed in this study. Therefore, the writer was interested in identifying the correlation between students' learning autonomy and their learning achievements.

The Statements of the Problems

In line with the background of the study above, the study aims at investigating learning autonomy of English Education Study Program students. The problem statement is formulated as follows:

1. What level of autonomy does the students have in learning English?
2. Is there any correlation between learning autonomy and learning achievement?

The Objectives of the Study

Based on the problems above, this study is intended to:

1. find out the level of autonomy the students have in learning English.
2. find out whether there is correlation between learning autonomy and learning achievement in learning English.

The Significance of the Study

Based on the objectives of this study, it is expected that the results of this study contribute information for both lecturers and teachers. It is expected that it gives some information for language learners and lecturers in English Department in Widya Mandala about learning autonomy, shows the correlation between students' learning autonomy and students' learning achievement, acquires information for the lecturers about the English Education Study Program students' learning autonomy, so that later on the lecturers can promote autonomy more in the ways they are teaching and encourages the students to promote their learning autonomy in order to be successful in language learning.

The Definition of Key Terms

Before further discussion, it is necessary to define some key terms used in this study:

1. Learning Autonomy

Learning autonomy is a process of directing the learners' self-motivation to develop the potential in learning of an object without any pressure or external influences.

2. Learning Achievement

Learning Achievement is the level of students' success in learning the subject matter in university or school which is expressed in the form of scores obtained from the result of tests on a particular subject matter.

Theoretical Framework

Learning autonomy is process of directing the learners' self-motivation to develop the potential in learning of an object without any pressure or external influences Surya (2003).

Therefore, by having this kind of learning the learners will enjoy learning a foreign language independently without any pressure. In Surabaya, there is an English department where the students focus on studying English as a foreign language. They want to learn English because they have willingness to become translators, businessman/woman and English teachers or other jobs which require the ability to use English well. However learning English is a long and complex undertaking, English Department students in a university get difficulties in the process of learning English. Actually, there are some reasons why it is difficult to master English as a foreign language. First, a process of learning in universities is completely different from a process of learning in high schools. The lecturers in universities do not directly spoon-feed the students with the materials. Second, English as a foreign language is rarely used in the real situation outside the classrooms. Therefore, in order to survive in their study and become successful language learners, English Department students should take more efforts by taking responsibilities in their own learning by being autonomous. Besides, they are expected to develop their own sense of responsibility in their study or academic task and manage their strategy in learning.

Learning autonomy is one of the strategies which is very important for the learners who want to learn English. Besides, by having this kind of learning strategy the learners will enjoy learning a foreign language independently without any pressure. In addition, it is expected the learners who set their strategy are able to achieve great academic success in the form of GPA (Grade Point Average) and particularly in predicting the performance when learning English. Nurkencana (1986: 62) stated that learning achievement is the result which had been achieved or acquired form of the subject child. He added that learning achievement is the result of which resulted in changes within the individual as a result of activity in learning.

To support the investigation some researchers did some research dealing with the learning autonomy and learning achievement. According to Siew Foen Ng , Gary J. Confessore, Zulkanain Yusoff, Nor Aidil Abdul Aziz, Norhaini Mat Lajis (2011) found that there is a positive, significant relationship between learner autonomy and academic success. Moreover, Myartawan, Latief, & Suharmanto (2013) found that there is a strong, positive, and significant correlation between learner autonomy and English proficiency Of Indonesian EFL College Learners. In addition, Little (1991) reported that learning autonomy can be achieved if each individual is able to develop a sense of responsibility on their own learning so she will understand what, why, and how she learns and be willing to take an active role in her own learning.