

## The Autonomy level of English Education Study Program Students

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### ABSTRACT

This research aims to find out the level of autonomy learners in EESP (English Education Study Program) at the University of Bengkulu. The researchers used a Questionnaire adopted from Gholami (2016) as the instruments of this research. The method used in this research is Quantitative. The data was analyzed used four levels of Autonomous learner. There are Highly Autonomous, Autonomous, Barely Autonomous, and Dependent. The researchers used Weighting Scale to calculate the data. The result of this study showed the level of autonomy of students who have filled out the questionnaire. 196 EESP students answered the questionnaire, 181 students were at the Autonomous level who calculated that 92.35% of the total students answered the questionnaire. After that, 15 students were at the Barely Autonomous level or the same as 7.65% of the number of students who filled out the questionnaire. Also, none of the students at EESP are at the dependent level and Highly Autonomous Level. Thus, the results of the questionnaire answers that have been filled in by students show that English students are on average at the Autonomous level.

**Keywords:** Autonomy Level ; Level ; EESP Students

### INTRODUCTION

Autonomous learners are students who learn with a great sense of responsibility to themselves. Based on Dickinson (1995) about autonomous that he explains autonomous learning is known not only to allow students to cater the learning content and speed to their own needs but also to motivate learning and to lead them to greater language learning. It means that an autonomous learner more quickly gets knowledge about learning because the student has a desire to learn on his own. Dickinson (1995) characterized autonomous learners as those who have the capacity for being active and independent in the learning process. It means that autonomous learners can be seen from his/her activity during the learning process.

In this research, the researchers analyze students in EESP (English Education Study Program). Students in EESP are EFL(English as a Foreign Language) students, EFL students must be autonomous learners to get a lot of knowledge because they are foreigners in this language. EFL students are students who learning English as their foreign language. Iwai(2011) defined that EFL refers to those who learn English in non-English speaking countries. according to the researchers, in the class, student enthusiasm for learning does not illustrate that 100% of students in English education study programs are autonomous students. It can be seen from some of the students who are not active when the lecturer explains, they only accept what is given by the lecturer. Based on Hati.G.M and Afriazi. R (2019) Active learning itself means that learners take initiative in the

process of learning for their search of knowledge. Even though, there are still many students who are active in asking questions and seeking information from lecturers. They learn and have great curiosity.

In this study, researchers conducted the study about An analysis of the autonomy level of EESP students. Before doing the study, the researchers get some previous studies about autonomy learners like "A descriptive analysis of learner autonomy in English language classroom in the second-grade students of SMA Assalafi Susukan" by Khoiriana (2018). This study was carried to know the student's" learner autonomy and the ways to develop learner autonomy of the second-grade students of SMA Assalafi Susukan. Then, the other researchers conducted the study about autonomous belief "An Investigation of Undergraduate Students' Beliefs about Autonomous Language Learning" by Orawiwatnakul and Wichadee (2017). This study aimed to examine how undergraduate students believed in autonomous language learning in a university setting and to find out whether some factors were related to their beliefs. Furthermore, The current study investigated the levels of autonomy among senior non-native English students and the role of their university instructors in promoting autonomous learning. "Autonomous Learning Levels of Students Majoring in EFL and the Role of their Teachers in Developing Autonomous Learning" by Abdelrazeq (2018).

This previous study is a guide for researchers to make research about analysis of the level of autonomy learners in learning English in the English Education Study Program. In all studies that have been read by researchers, there has been no similar research in Bengkulu. That's why the writer researches the autonomy level of EESP Students at the University of Bengkulu.

## METHODS

This research was conducted to know the level of autonomous learners in the English Education Study Program. This research used a descriptive quantitative method. According to (Aliaga and Gunderson, 2002), Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). A common misconception is that quantitative data does not require data that is naturally available in quantitative form. Non-quantitative data (such as beliefs and/or attitudes) can be transformed into quantitative form by using measuring instruments such as Likert scales.

The participant in this research was students in English Education Study Program. The population was students in semesters 1, 3, and 5. sample was 292 students in English Education Study Program. But, not all of the students answer this questionnaire, just 196 students from semesters 2, 4, and 6 that have the willingness to answer this questionnaire.

**Table 1 The Participants**

No	Semester	Quantity
1	II	116
2	IV	112
3	VI	64
<b>TOTAL</b>		292

The researchers used questionnaires adopted from (Gholami, 2016). The questionnaire includes 44 statements based on nine dimensions that relate to language learning. The items in these nine dimensions show whether learners display a greater degree of control in a particular factor in their learning. In the questionnaires, all of the respondents have to answer each item in four-point.

**Table 2 Nine Dimensions of Autonomy Learner**

Section	Number of items	Focus	Questions
Dimension 1	6 items	Readiness for Self-direction	What are the learners' beliefs relating to self-directed learning in general?
Dimension 2	6 items	Independent Work in Language Learning	What are the learners' beliefs about independent work in language learning?
Dimension 3	8 items	Importance of Class/ Lecturer	How important do learners see the class/ the lecturer in their language learning?
Dimension 4	5 items	Role of Lecturer: Explanation/Supervision	What importance do lecturers give to teacher explanation and supervision?
Dimension 5	4 items	Language Learning Activities Outside the Class	To particular language learning activities, what are the learners' attitudes?
Dimension 6	3 items	Selecting Content	What are the learners' attitudes relating to the selection of content for language learning?
Dimension 7	3 items	Intrinsic motivation	How confident do learners feel about defining objectives?
Dimension 8	5 items	Assessment/ Motivation	How important is external assessment in motivating the learners' work?
Dimension 9	4 items	Interest in Other Cultures	What are the learners' attitudes relating to the culture of other countries?

In this study that the researchers used some steps to collect the data:

1. Prepare the questionnaire,
2. Give the questionnaire in google form to samples,
3. Analyze the data from the questionnaire,
4. The realibility of the data,
5. Displaying the data from the questionnaire.

In this study, the researchers used questionnaires adopted from Gholami as an instrument. Thus, the variation in scores obtained that moves from number 1 to 4. For this reason, the interval between one criterion and another is 0.75 by reducing the highest score (4) by the lowest score (1), then divided by the number of criteria (4). The following are the criteria for interpreting the scores based on the interval:

**Table 3 The score of the Autonomy level of students**

Score	Level
3.26-4	Highly autonomous
2.51-3.25	Autonomous
1.76-2.5	Barely autonomous
1-1.75	Dependent

To obtain further data interpretation, the formula of (Bakrie Siregar, 1981) will use the Weight Means Score analysis, with the following formula:

$$M = \Sigma fx / n$$

Information :

M = Obtained interpretive figure

f = Frequency

x = Weighted value scale (score)

$\Sigma$  = Addition

n = Number of respondents

## RESULTS AND DISCUSSION

### RESULTS

The researchers used a close questionnaire as the instrument in this study. The questionnaire was adopted from Gholami (2016) which assessed the autonomy of students. Therefore, in this study, the researchers did not validate anymore, because the researchers had used a valid instrument and were used in a similar study. The researchers attempted to have identified the autonomy level of students in EESP (English Education Study Program). After that, in this research that the researcher found out the reliability of the data. The result showed that the instrument got a Croanbach's Alpha Score as the following table:

**Tabel 4 The Reliability Statistics**

Reliability Statistics		
Croanbach Alpha	CROANBACH'S alpha based on standardized items	N of items
0,688	0,761	44

In this study, the researchers used a questionnaire based on nine dimensions. The dimensions are Readiness for Self-direction, Independent Work in Language Learning, Importance of Class/ Teacher, Role of Teacher: Explanation/Supervision, Language Learning Activities Outside the Class, Selecting Content, Intrinsic motivation, Assessment/ Motivation, Interest in Other Cultures. In this study, the researchers have 292 samples. However, only 211 samples filled out a questionnaire in a week. But, eight students are students from semester 8 in EESP. Then, seven students have multiple answers. So, the total sample who answered the questionnaire which could be used as data was 196 students. The researchers distributed the Google form link to respondents via WhatsApp.

**Table 5 Result of the Autonomy level of students**

No	Autonomy level	Number of Students	Frequency (%)
1.	Highly Autonomous	0	0%
2.	Autonomous	181	92.35%
3.	Barely Autonomous	15	7.65%

4.	Dependent	0	0%
<b>TOTAL</b>		<b>196</b>	<b>100%</b>

The data calculation above shows the level of autonomy of students who have filled out the questionnaire. 196 EESP students answered the questionnaire, 181 students were at the Autonomous level who calculated that 92.35% of the total students answered the questionnaire. After that, 15 students were at the Barely Autonomous level or the same as 7.65% of the number of students who filled out the questionnaire. Also, none of the students at EESP are at the dependent level and Highly Autonomous Level. Thus, the results of the questionnaire answers that have been filled in by students show that English students are on average at the Autonomous level.

## DISCUSSION

The current study focused on finding the autonomy levels of students in the English Education Study Program (EESP). These students have been learning English as a foreign language for almost sixteen years. They learned English for 6 years at schools from Junior high School until Senior High School before they joined university. Now, they are studying English as a specialization. They are the students from semesters 2, 4, and 6. The researchers used total sampling in this research.

Thereupon, students in EESP dominate at the autonomous level. Dickinson (1987) as cited by Benson (2001: 13) defines autonomy as “the situation in which the learner is responsible for all of the decisions concerned with his learning and the implementation of those decisions”. The theory above relates to the results of research conducted by researchers at EESP students, where the result is that some students are at an autonomous level.

Furthermore, Based on nine dimensions, the results from the questionnaire answered by students in the English Education Study Program (EESP), there is one dimension that results in Highly Autonomous learner it means in this dimension some students answer always true. In this dimension, the questions are about intrinsic motivation. It means that students at EESP have high intrinsic motivation in learning. It can be seen from the average yield in this dimension is so high 3.56 (Highly Autonomous Level). It shows a significant difference from the other 9 dimensions. Where this dimension is so striking highlight the results of the Highly Autonomous level not only on the average dimensions but also on each question in this dimension the result is the Highly Autonomous level. Based on Dahlia, Mulyadi, and Hardiah (2019) Motivation deals with encouragement and willingness of the act that causes someone to act directly toward the specific goals to be achieved. It shows that the importance of motivation in learning English cannot be separated. With motivation people are eager to do more. In this education field, motivation makes the students want to learn their subject more from everything and the teachers also try to make the dynamic class.

Then, there are six dimensions, which result from students being autonomous, which means that many students answer mostly true in these six dimensions. After that, there is one dimension which the result is the barely autonomous level as stated in the previous study, which indicates that many answered rarely true in this dimension and there is one dimension whose results are dependent

levels which means the number of students who answered never true in this dimension. Based on the data, the average of the 9 dimensions, 6 dimensions dominate being at the autonomous level.

This research still has a relation with Gholami research. It has a different type of research. The research that has been conducted by Gholami shows that several dimensions still need to be developed in his research because the results are still low at the autonomy level, such as dimensions 3 (Importance of Class / Teacher), 4 (role of the teacher), 7 (objective/evaluation) and 8 (assessment/motivation). Meanwhile, in this research conducted by researchers, the results show that students still have the lowest level only in one dimension, that is dimension 4 (role of the teacher).

In general, this current study has similar result with Abdelrazeq (2018) in his research “Autonomous Learning Levels of Students Majoring in EFL and the Role of their Teachers in Developing Autonomous Learning” which result showed that generally non-native English majors enjoy a high level of autonomy in some activities ranging from the beginning to intermediate level. In this current study also some students in level Autonomous learner means some students enjoy to be an autonomous learner.

In addition, here the autonomous learners also can be seen in several questions that have a strong high score in each question. Related to the results that show the high level of student autonomy is also supported by a situation where the researchers conducted this research when students were facing an online learning situation due to the impact of the COVID-19 pandemic. This certainly has an impact of independence on students at EESP.

Chan (2001) also stated that the autonomous learner had highly motivated in English learning. It means that students in EESP which results in this research some students have been at the Autonomous level. It is also related to their high motivation for learning. As the impact of COVID-19 students required to be independents students. This is because they cannot have many interactions with their lecturers. This is due to the limited learning space, like in media online as WhatsApp, Google Classroom, Zoom, etc.

According to Little (2001), there are two reasons for trying to make learners have autonomy in language learning. First, if learners are reflectively engaged with their learning, it will be more efficient and effective, because it is more personal and focused. The efficiency and effectiveness of autonomous learners mean that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom. Second, if learners are proactively committed to their learning, the problem of motivation is solved. Autonomous learners draw on their intrinsic motivation when they accept responsibility for their learning, and success in learning strengthens their intrinsic motivation. If language learning depends on language use, learners who have a high degree of social autonomy in their learning environment should find it easier to master the full range of discourse roles on which effective communication depends. This theory is related to this level of autonomy research, which results in many students at the autonomous level. This theory states that autonomous students are students who learn effectively and efficiently and students who are committed to what they have to learn. So, this shows that English students are students who have been able to handle themselves in learning.

## CONCLUSION

Based on the result and discussion it can be concluded the level of Autonomy level of students in the EESP (English Education Study Program) is at the Autonomous Learner level. There are 181 students or equivalent to 92.35% of the sample at the Autonomy learner level. Then, it is also clarified that 6 dimensions are at the Autonomous learner level. It shows that the level of the Autonomy learner in the EESP (English Education Study Program) is at the Autonomous learner level. Students in EESP also have good ability in intrinsic motivation it can be seen from the result that intrinsic motivation has a high score in this research. It means that EESP students have their motivation in learning.

The study result informs the lecturer about the Autonomous level of Students at EESP students. This study focuses on finding out how autonomous students are in the English Education Study Program, in general, starting from semesters 2, 4, and 6. Based on the researcher's experience about the autonomy level of EESP students that the researchers hope the lecturer can know that some EESP students are at an autonomous level. So, the lecturer should guide the autonomous learner to use their ability to be great in their academic and achievement. Then, based on the result found by the researchers in dimension 4 about the Role of lecturer explanation/ supervision that the students still being Dependent level in this aspects. It means that the students still need a lot of explanation or supervision from the lecturer in learning. It is also can be a guide to the lecturer in teaching, like lecturer should make students being active in the class.

Then, the researchers analyze the Autonomous level in EESP (English Education Study Program) in general, the writer does not give an analysis about the autonomy level of EESP students in a specific skill like writing, reading, speaking, or listening. For further study, the writer suggests that it is better if the researchers analyze autonomy level but not in general, in a specific skill. The writer also suggests that further researchers also analyze finding the relation between the autonomy level of EESP students and the achievement.

Another suggestion is given to future researchers who want to conduct studies on the topic of autonomy. The researchers expect this study can be a reference for future researchers who conduct similar studies.

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