Chapter Two

Literature Review

English has an important role to change the world. English is an official international language, and it is used in international education. Activities are very important for the students; they need education to change their lives and to get better life in the future. The importance of English can be seen in the fact that most of methods provided by expert to teach English are various, but actually we should choose appropriate methods to change students to be better.

In this chapter, the research elaborates the theories that underline the practice of autonomous learning method at EED UMY. There are theories about theory of autonomy and autonomous learning method. Those theories will be explained in this research.

Method

A method is the practical realization of an approach. The originators of a method have decided about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some models of syllabus organization (Harmer, 2001). Methods include various procedures and techniques as part of their standard free.

When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe. The more all-embracing they become, however, the more difficult it is to categorize them as a real method in their own right. Based on Balcikanli (2010), autonomous learning is a method where learners are more autonomy in their decisions about what, when and how to learn. The autonomous learning is also a method where the learners can determine how the learning process they want wish to do. Therefore, from the explanation above the autonomous learning can be determined as a method because the definition of method and autonomous learning itself are appropriate.

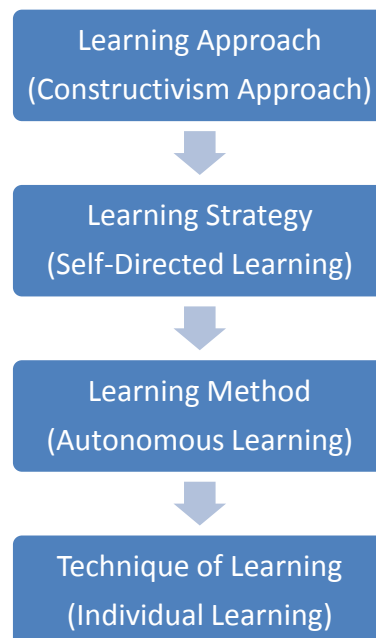A concept of learning model explained by Benson (2001):

Learning Approach
(Constructivism Approach)

Learning Strategy
(Self-Directed Learning)

Learning Method
(Autonomous Learning)

Technique of Learning
(Individual Learning)

Figure 2.1: Schema of concept learning model (Benson, 2001)

Autonomy

The term of "autonomy" in the different circles concerned with adult education and the variety of concepts to be found in an area overlapping with that of autonomy assists us to start by defining what their understand by 'autonomy' in this research.

The autonomous learning method can be said as the Student-Centered Learning, it means that the involvement of students are very important because they have a chance to give opinions related to the learning process to be great. According to Holec (1979), autonomy is the ability to assume responsibility for one's own affairs. Autonomy should be consequent about the ability to take charge of one's own learning (p.3). Therefore, to say whether is a learner autonomous is capable of forcing control of own learning; all the practical decisions are going to concern about weather their learning can be related to this capacity which they take, but must be great from it. Based on Holec (1979), autonomous learner is to have and hold the responsibility for all decisions concerning all aspects of learning. They are; determining the aims, defining the contents, selecting methods and techniques to be used, monitoring the procedure of acquisition, and the last is evaluating what has been acquired.

Therefore, the autonomous learner is a learner who is capable of making all decisions concerning with the learning which they will be involved. In addition, the clarification of the concepts of autonomy in learning implies two conditions that must be satisfied by Benson (2001):

First, the learners must have the ability to take charge of their learning. They should know how to make the decision. Second, there must be a learning structure which controls the learning that can be exercised by the learner; the learner has the possibility to improve their ability by practicing a lot.

The definition of autonomous learning method. Autonomous learning method is defined as the capacity to take control over own learning. Benson (2001) said that the term autonomy and autonomous learning are often used in ways that can cause confusion (p.123). To avoid confusion, the terms of autonomy is defined as a learner attribute in learning while, autonomous learning method is as a mode of learning process. Autonomous learning is a method where the learners more autonomy in their decisions about what, when and how to learn. It refers to learner's self-management of learning. On the other hand, learner autonomy is the situation in which the learner is totally responsible for all of the decisions concern with their learning and implementation of those decisions. As supposed by Fabela (2012), the idea of autonomy separates directed-teaching from autonomous learning, it also presents the theoretical and practical description of the application of the concept of autonomy in language learning by adults. In order to do this, there is a specific technique that learners would need to acquire in order to develop autonomy.

However, learner autonomy and self-access learning are totally new concepts. Learner autonomy and self-access learning may be difficult to encourage learners to move away from the traditional approaches which they are familiar with, and that is a

reason why Fabela (2012) claims that learners need to be exposed not only to self-access learning but also to the information about how it is different and why.

It becomes evident that what is applicable to learners is applicable to teachers too. The lecturers might also find it difficult to move away from traditional approaches; therefore lecturers as well as learners need to be exposed to autonomous learning in order to be able to make sense of it.

There are some differences between Learner-Centered and Lecturer-Centered is exacted differences. For instance, Mascolo (2004) said that the distinction between learner and lecturer centered pedagogy is often made with reference to the distribution of expertise and authority in the classroom. According to Rice (2006), traditional lecturer-centered pedagogy is generally defined as a style in which the teacher assumes primary responsibility for the communication of knowledge to students. From this point of view, because lecturers command greater expertise about the matter, they are in the best position to decide the structure and content of any given classroom experience. Lecturer-centered pedagogy is usually understood to involve the role of lecturer as a primary means of communication in the classroom. However, Little (1991) argued that lecturer is a facilitator and guider who assists students who are seen as the primary means of the learning process.

The characteristics of autonomous learning method. The characteristic of autonomous learning method means that students have awareness to study independently. Benson (2001) noted that autonomous learner is disciplined,

analytical, self-awareness, motivated, flexible, interpersonally competence, responsible, creative, confident, independent, retrieving information, having knowledge about and use evaluation criteria. Actually, there is correlation between independence and autonomy. Based on Hughes (2003), independence and autonomy have been a feature of theories of student learning centered in both humanistic and constructivist traditions.

Therefore, humanists see learning as the quest for the discovery of personal meaning within, while the constructivist see learning as personal meaning through the individual construction of knowledge.
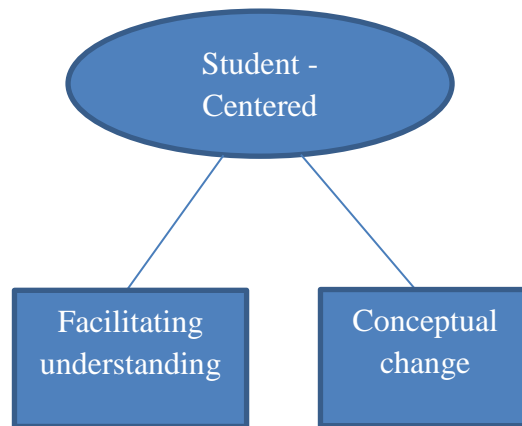
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Figure 2.2: learning concept of Student-Centered Learning

The characteristics of the autonomous learner come from beyond the field of language education in Benson (2001):

First is seeing their relationship to what is to be learned, to how they will learn and to the resources available as one in which they are in charge; Second is having a forceful sense of self that is unlikely to be undermined by any actual negative assessment of them; Third is preparing to change and able to change in an adaptable, resourceful and opportunistic way. (p.118). This raises an initial question about the autonomous learner who has acquired certain attribute with a certain personality and approach to learning and life.

How the Autonomous Learning Method works. The autonomous learning works if the learner autonomy works as the readiness for and ability of taking charge of one's own learning, involving taking responsibility for the objectives of learning, self-monitoring and self-assessing. Adamson (2012) said that autonomy is an ability to take charge of one's own language learning and an ability to recognize the value of taking charge of one's own language learning. Talking about the learning process, many educational institutions are realizing for a change in the teaching methods based on learner centered. Based on Balcikanli (2010), lecturer-centered has been considered a traditional system or old-fashioned. Traditional learning method is need for the change.

Education is very important for our life. Sanjaya (2008) argued that education is a universal phenomenon that lasts a human life time, wherever they are (p.6). Where there is a human life, that is where the art of education. Nowadays, the world of education is talking about a learning system that is used by every school in Indonesia. The issues attract many pros and cons among students. According to Balcikanli (2010), system is a combination of learning that includes facilities, human, material, equipment and procedure related to achieving a goal particular. Human elements in the learning system are students and teachers who have supported the success in carrying out the learning system.

Furthermore, it is about the material for students. Material is a variety of learning materials that can be used as learning sources, such as; books, movies, photos, CD, slide sound and etc. The facilities and equipment are all things that can support the course of learning process, such as; laboratory, classrooms, yard, computer and etc.

The procedure was carried out in the activities of learning process, for example; learning strategies method, time table and implementation of evaluation. The success of learning is the successful achievement of the learning objective. The learning method used by schools or universities in Indonesia is autonomous learning method. Autonomous learning method is a school of education in which learner is treated as individual who can and should be autonomous for their own learning climate.

Autonomous education helps student develop their self-consciousness, vision, practicality and freedom of discussion. These attributes serve to aid the student in their independent learning. The fact, the education is a common occurrence for human being.

In autonomous learning method, there are three aspects should be aware. It will delivered by expert. Based on Benson (2001), the aspects of autonomous learning method consist of lecturer, student and infrastructure. Therefore, the aspects of autonomous learning are became guidance to make questionnaire and there is a way to grading the result based on the normal curve. From the explanation above, the aspects of autonomous learning method can easier for the researcher in make the questionnaire later and grading of the result in the form based on normal curve.

Actually, lecturer centered pedagogy is often described as being based upon a model of an active teacher and passive student. In contrast, Piaget (1973) noted that learner centered education is based upon the idea of an active student. From explanation above, the lecturer does not function as the primary source of knowledge in the classroom.

Advantages of Autonomous Learning Method. There are many advantages on practice of Autonomous Learning Method, namely:

Table 2.1: *Advantages of Autonomous Learning method*

• Transferable skill	• Can take responsibility for their learning.
• Confidence building	• Actively engaged in their learning.
• Supports creativity	
• Fosters independence	• Prepared to consider different approaches to problem solving

*) Resource: *Perencanaan dan Desain Sistem Pembelajaran* from Sanjaya (2008)

For students who are more concerned about privacy issues, the use of a virtual world to encourage learning is an attractive option. The learner can instead share information about their virtual character that they create based on their fantasy and interest. This would be a great way to build both confidence and networking skill with a foreign language. Again, the merits of this approach rely on the studying goals of the learner.

There are proactive students who are motivated to learn independently and as a group. As supposed by Nowlan (1979), others are satisfied simply with the limited exposure that they get from the class and some of these students choose not to focus

during the lessons. It can be argued that it was improved in Asia, sometimes where students are expected to spend twelve hours a day to study for test or work in office.

Application of Autonomous Learning Method

Lecturer-centered approach happens only where the course is centered on education with an emphasis on coverage and delivery of content, but student has less active role. It has already inadequate for needs of the teaching guidance in this modern era. Harmer (2001) said that educators should be very subtle with the content which is taught and presented at this time. It can be changed, it becomes absolute and it can relevant. (p.335)

Nowadays, it has new breakthrough in science and technology. Thus, the students need more than any something were provided by the lecturer. Moreover, the approach can provide competence (ability), knowledge, and a set of skills that they need for continuously in time. Furthermore, by allowing the students to become passive, it happens only lecturer-centered. It is difficult to allow students to develop their thinking process, interpersonal skills, and ability to adapt well. There is not much that they get if they come and participate passively in the learning process. Additionally, this is the ability that they need when they are undergoing the adults lives.

In fact, in Indonesia, we have gained some of the conveniences of modern digital technology, high-speed communication networks, which allows us to send and receive information more productively. Based on Deci, E. L. & Ryan, R. M. (2000),

the condition greatly affects the pedagogical aspects, such as; curriculum content, the way of teaching, and assessment. What the different the autonomous learning method and the other learning methods are different.

This table will give you explanation briefly:

Table 2.2: *Role of teacher and learner in autonomous learning method*

Teacher Centered-TC	Learner Centered- LC
The knowledge is replaced from teacher centered to student centered.	The students can improve their knowledge.
The students accept the information passively.	The students involved become active students.
The study and evaluation are separate things.	- The study and evaluation is a something relation. - The study of culture is cooperative, collaborate, and another support.
The emphasis on knowledge the outside, context of its application.	An emphasis on mastering and used that new reflection and old to finish the problems in the fact of our life.

The participation of teachers as giver the information and value.	Teachers as motivator and supplier facilities for learning system.
Focus only one aspect discipline.	Teachers and students doing assessments or evaluation for learning together.

*) Resource: *Inovasi Pendidikan melalui Problem Based learning* from Amir, (2009).

The reasons of autonomous learning method. There are many reasons of autonomous learning method such as;

1. To improve creativity of students and learn to look for something more than what has been taught.
2. To teach students become active learners and critical.

This research According to MacDougall (2008), research on learning strategies indicates good learner has more characteristics of autonomous learners, such as planning, monitoring, evaluating their learning and selecting appropriated strategies. Consequently, autonomous learning has been a recurring topic in the field of teaching. The learner autonomy should be the ultimate goal of education.

In addition, there are some factors in autonomous learning method. Based on Deci and Ryan (2000) these are also some factors influenced in autonomous learning method. First is learning choice, second is voluntary, third is flexibility, forth is teachers' instruction and the last is peer-collaboration. Those are above where the autonomous learning method influenced by some things. If one of factors are loose, it makes the autonomous learning method cannot run well.

One of the learning methods used by EED UMY is the autonomous learning method. The meaning of autonomous learning method is independently learning. The method is still rarely used by the faculty and the other universities.

The obstacles of students facing Autonomous Learning Method

In autonomous learning method, there are obstacles faced by students because not all students can run autonomous learning method well. According to Holec (1979) it reasonable to hope that the learner will be willing to devote (p.3-23):

- **"Time availability"**: the learner to determine as exactly as possible the amount of time that has to spend on study and therefore work out the weekly time allowance to be devoted in learning.
- **"Energy"**: the learner should keep the energy to study, to looking for the sources, to learn in learning before finding their self a place in the learning structure that will enable them to acquire the knowledge.
- **"Responsibility"**: the time of their acceptance of responsibility. The learners who are not yet autonomous entirely in the process of acquiring autonomy must nevertheless. They can see and assume responsibility for the whole of their learning although they get benefit from help given by lecturer or derived from the teaching aid.
- **"Understanding"**: the position of impassiveness and dependence in which learner was necessarily confined because the knowledge was not

accessible to their without the help of lecturer is no longer reasonable. The acceptance of responsibility, defining the learner's new roles, it can operate only if two conditions are fulfilled; the learners are willing and they are also capable of assuming responsibility.

- **"Learning material and preparation to learn"**: the materials that are provided by lecturer sometimes it is different with sources that students get. As the autonomous learners, they have roles where they should search the sources by own to complete our task in learning if they want to get the best result.

- **"Instruction"**: as the learners, they have to know about the instructions that given by lecturer. They should understand carefully cause we as autonomous learners. They can ask to teacher if they did not about their instructions but, they have to think deeply by own.

- **"Motivation"**: the learner should have high motivation to run the autonomous learning method in order to have effective learning. If students have high motivation in learning therefore it can be said the students can run the autonomous learning method well, and vice versa.

For student faces the autonomous learning method absolutely felt objection because they should study hard to complete their tasks. They just depend on their teacher without ask anything. Therefore, they do not get detail explanation from teacher, they should be independent, and they have to creative if they want to get the

best result. For teacher, they should become a guide, a monitor for their students.

They should help and direct their students with answer all the questions given by

students and also give them more detail explanation in order to ease to fulfilling their

tasks. Both students and teachers can cooperate well in learning process if they help

to each other.

In addition, the learning method has considered to be aggravating their

students. The courage of lecturers in EED UMY is applying this method to create

students who are creative, active, and critical in completing all the tasks given. It is

make their students to be useful for the society around them. It was prove by

achievement, EED UMY are able to create the creative students and have

intelligence. It is appropriate with the expectation of lecturers (educators).

Although, EED UMY has already had create creative students, active

students, and critical students but EED UMY still has a plan better than before. The

researcher choose students from batch 2012 of EED UMY to get their opinions in

conducting research related to the title of this research about "The practice of

Autonomous Learning Method at EED UMY".

Previous Study

This research is supported by previous studies, Humphreys, G &Wyatt, M.

(2014) conducted a research entitled "Helping Vietnamese university learners to

become more autonomous." Based on their research students are able to take

responsibility, manage and regulate their own learning, namely as autonomous learner. For learners to become autonomous, to the point they can engage in self-directed learning, a state of physiological readiness is necessary, since autonomy is essentially like a capacity for detachment, critical reflection, decision making and independent action. Students in Vietnam, most of them learn supported by lecturer. They assumed if lecturers have much knowledge and as sources to ask. By helping students in Vietnam to become more autonomous need awareness and readiness of students itself. Being an autonomous learner is not influence of others people but from ourselves.

This research has similarity. Based on Humphreys' & Wyatt research, it has similarity with this research. The researcher also wants to understand involvement of students is important. As autonomous learners, they should determine learning model that they want. In previous study, Humphreys' & Wyatt did not make some limitations in their research. They were looking for the ways to become students more autonomous in general. For this research, the researcher wants to search the practice of autonomous learning.

Conceptual Framework

Autonomous learning has been a central feature of the philosophy of education literature over the past forty years. This phenomenon has caught the attention of EED UMY to apply this method in teaching learning process. It was

prove that EED UMY has been established since 2010 till now. By applying method

of autonomous learning, EED UMY has been getting a lot achievement and

appreciation from students or others institution, because it is considered to be success

in applying method of autonomous learning.

Seeing phenomena in education, it is not only in teacher-centered learning,

they cannot explore about what students need and interests, therefore EED UMY

change the teaching learning concept become student-centered learning.

This all can work well if there is willingness from the student to study hard

and the lecturers also should be willing to give support and help the students every

time. Furthermore, without support from lecturers, this method probably will make

students become overburdened. It will be necessary to set up systems that both very

differentiated, therefore it takes into account the knowledge, and very dynamic keep

pace with development of the knowledge and of the world outside. Based on Holec

(1979), it is direction of consideration and research will need effort both students and

lecturer to develop in the years ahead, both students and lecturers wish can develop

the autonomous learning method be better. (p.25)