

Chapter Four

Finding and Discussion

Finding

The researcher started analyzing the data after gathering the students' opinion through questionnaires. The researcher gave unfavorable scoring one to four; they are strongly disagree, disagree, strongly agree and agree. The data were collected from the result of 90 students' opinions from batch 2012 on the practice of autonomous learning method.

The application of autonomous learning method

Autonomous learning method is a method where learning involved more dominant students' participation. Students assume with autonomous learning they can explore what they want to learn and what they can learn. They can deliver their opinion freely. It was proven that the researcher gave questionnaire on 28th March 2015 to four people as trial respondents to check the understandability of sentences used in questionnaire that has been distributed for all students' batch 2012. They gave some corrections or opinions related to understanding of questionnaire. Thus, the researcher fixed the statements corrected by the trial respondents. Finally, the statements in the questionnaire were distributed to students' batch 2012 as many as 20 statements related to the topic. The questionnaires are shown on the appendix.

The researcher would like to show and explain the data that have been processed by SPSS. After gaining the data from the questionnaire that has been distributed, the researcher processed it by reporting. The content of this data report consist of checking data entry, checking or find data error, checking or find missing data, checking data validity and reliability.

After gaining the data from the questionnaire, the researcher can see the result of applying the autonomous learning method. There are the mean; the reliability and the validity of the questionnaire related to the practice of autonomous learning method were calculated as the following;

Table 4.1: *Test of the mean*

		1	2	3	4	5	6	7	8	9	10
<i>N</i>	Valid	90	90	90	90	90	90	90	90	90	90
	Missing	0	0	0	0	0	0	0	0	0	0
	Mean	3.01	2.86	2.31	3.00	2.93	2.94	3.16	2.60	2.51	2.90
	Skewness	-.725	-.543	-.606	-.000	-.030	-.037	.482	-.092	.426	-.344

		11	12	13	14	15	16	17	18	19	20
<i>N</i>	Valid	90	90	90	90	90	90	90	90	90	90
	Missing	0	0	0	0	0	0	0	0	0	0
	Mean	3.01	2.94	3.42	3.33	3.30	3.44	3.40	3.36	3.03	3.17
	Skewness	.013	-.222	-.858	-.509	-.856	-.206	-.316	-.354	-.005	-.038

In line with the data below is based on the questionnaire. From that data, it can be seen that all respondents filled all items in the questionnaire. Therefore, in valid column there are 90 values and there is no missing data in the table.

The normality of data can be seen through skewness value. The function of normality is to identify whether that the data is normal or not. The data can be said normal when the range in table frequency is on range +1 until -1. Based on the result above, the data is normal. Thus, the researcher used the data to analyze other data in this research.

The questionnaire consists of two factors that have already answered both of the research questions. The form of questionnaire is close-ended questionnaire. The findings of the instrument which were conducted before distributing the questionnaire are presented in the following table. The researcher utilized the statistical calculation using SPSS version 20.0 to reveal the reliability of research instrument. All of items of the close-ended questionnaire were tested to prove the reliability. From the

calculation of Cronbach's α formula, the researcher finds that the reliability coefficient (α) of 20 items in the questionnaire is 0.723. Field (2004) stated that an instrument is said to be reliable if the reliability coefficient (α) is higher than 0.70. As a result, the reliability of the questionnaire 0.723 is accepted. Accordingly, the instrument of the research is reliable ($0.723 > 0.70$). Besides, the table of item-total statistics of 20 items is delivered in the appendix.

Table 4.2: *Test of Reliability*

Reliability Statistics	
Cronbach's Alpha	N of Items
.723	20

The data above show that the questionnaire is reliable. The Alpha value is, .723. The questionnaire has a good *Cronbach's Alpha*. Kline (1999) cited that *Cronbach's Alpha* value of 0.6 is accepted value or appropriate. Since the instrument of the research is reliable, the researcher then tried to analyze the validity of it. First of all, the researcher gathered the data from questionnaire. The data gathered were processed to find the r value. The researcher then compared the r value of the data with the r table to find which question items are valid. The items are said to be valid if its r value is higher than r table. The researcher shows the criteria of items validity

in the table as follows. Thus, students' opinion is reliable and then the researcher will continue looking for the finding.

The questionnaire showed that result range of the research has "*agreed*" opinions. Therefore, students' opinion on the practice of autonomous learning method is good.

Table 4.3: *The criteria of item validity*

$r \text{ value} > r \text{ table} = \text{valid}$
$r \text{ value} < r \text{ table} = \text{not valid}$

The questionnaire of this research consisted of 20 items. After processing the data gathered from the questionnaire piloting, the researcher found that there are 20 items which met the criteria of a valid instrument. The result of the validity test of the items is presented in the following table.

Table 4.4: *Test validity of questions items*

Questions Item	r value	r table	Description
Q1	.474**	0.205	Valid
Q2	.526**	0.205	Valid
Q3	.333**	0.205	Valid
Q4	.384**	0.205	Valid

Q5	.451**	0.205	Valid
Q6	.387**	0.205	Valid
Q7	.409**	0.205	Valid
Q8	.430**	0.205	Valid
Q9	.237*	0.205	Valid
Q10	.302**	0.205	Valid
Q11	.521**	0.205	Valid
Q12	.421**	0.205	Valid
Q13	.484**	0.205	Valid
Q14	.410**	0.205	Valid
Q15	.363**	0.205	Valid
Q16	.328**	0.205	Valid
Q17	.307**	0.205	Valid
Q18	.376**	0.205	Valid
Q19	.408**	0.205	Valid
Q20	.456**	0.205	Valid

In this research, r value was gained by defining the number of respondents ($n=90$). Simply by examining the r table, the researcher found that the r table of this was 0.205. The researcher then compared the r value of each item with the r table ($r=0.205$) to finally find that there are 20 valid items.

The factors that will be measured in this research:

Table 4.5: *The factors in questionnaire*

Factor	Measure of
1	Implementation of Autonomous Learning Method
2	The obstacles of Autonomous Learning Method

The result of questionnaire will be later categorized into good, moderate and bad. It is said “*excellent*” when the students’ ticked 4 in the questionnaire, it is said “*good*” when the students’ ticked 3 in the questionnaire, it is said “*moderate*” when the students’ ticked 2 in the questionnaire, it is said “*bad*” when the students’ ticked 1 in the questionnaire. Therefore, the most respondents’ ticked 4 in the questionnaire; it means “*excellent*”, meaning that the practice of autonomous learning method is very successfully applied. The most respondents’ ticked 3 in the questionnaire; it means “*good*”, meaning that the practice of autonomous learning method succeeds or fulfill the requirement of autonomous learning method. It is said “*moderate*” when the students ticked 2 in the questionnaire, the practice of autonomous learning method should be improved in some aspects. Hence, it is said “*bad*” when the students ticked 1 in the questionnaire the practice of autonomous learning method is bad. See on the picture below:



Figure 4.1: Grade of result in applying autonomous learning method from questionnaire

Table 4.6: Criteria Value based on the mean in frequency table

Score	Criteria Interval Value
3.1 – 4	Excellent
2.1 – 3	Good
1.1 – 2	Moderate
0 – 1	Bad

This table has function to measure the result of application the autonomous learning method. This table shows the criteria value based on the mean in frequency table related to implementation the autonomous learning method. It is “*excellent*” when the mean has 3.1 - 4. Therefore the implementation of autonomous learning method is very successfully success. It is “*good*” when the mean has 2.1 – 3;

therefore the implementations of autonomous learning method succeed or it has been already fulfill the requirement. The students, the infrastructures and the teachers at EED UMY are autonomous. It is said “*moderate*” when the mean has 1.1 – 2; therefore, EED UMY should be improved the method to be better. It is said “*bad*” when the mean has 0 – 1%; therefore, the implementation of autonomous learning method failed. This scoring based on the normal curve where the criterion value has quarrel 1 in each criterion.

Table 4.7: *Criteria Value based on valid percent*

Score	Criteria Interval Value
76 – 100%	Very High
51 – 75 %	High
26 – 50 %	Moderate
1 – 25 %	Low

This table has function to measure the result of obstacle the autonomous learning method. This table shows the criteria value based on the valid percent in frequency table related to implementation the autonomous learning method. It is “*very high*” when the mean of valid percent has 76 – 100%; therefore the implementation of autonomous learning method is very successfully applied. It is “*high*” when the mean of valid percent has 51 - 75 %; therefore the implementations

of autonomous learning method succeed or it has been already fulfill the requirement. The students, the infrastructure and the teachers at EED UMY are autonomous. It is said “*moderate*” when the mean has 26 – 50 %; therefore, EED UMY should be improved the method to be better. It is said “*low*” when the mean has 1 - 25%; therefore, the implementation of autonomous learning method failed. This scoring based on the normal curve where the criterion value has quarrel 25% in each criterion.

The autonomous learning methods have three aspects; student, lecturer and infrastructure of school. It has already been categorized appropriately in the questionnaire that has been distributed to the respondents. It is shown in the figure below;

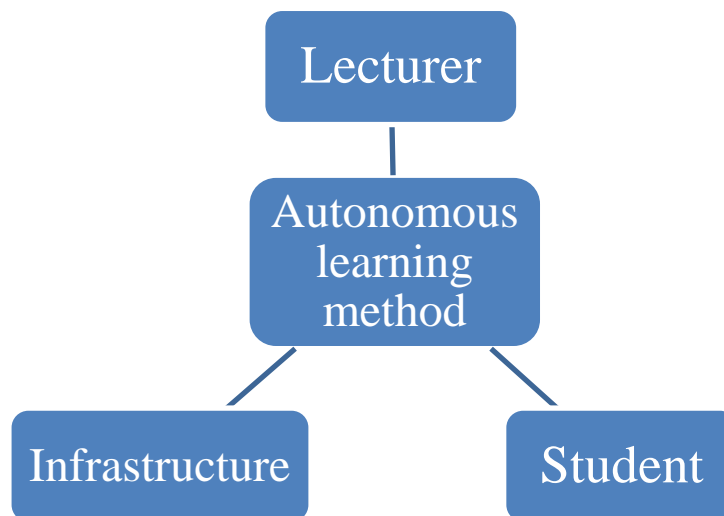


Figure 4.2: The aspects of autonomous learning method (Benson, 2001)

The student's aspects in application of autonomous learning method

Table 4.8: *The student's aspects in application of autonomous learning method*

	1	2	3	4	5	6	7	8	9	10	11	12	Σ	Mean
STS	3.3	3.3	3.3	0	0	0	0	5.6	1.1	1.1	0	0	17.7	1.47
TS	11.1	20.0	64.4	17.8	18.9	17.8	4.4	37.8	51.1	18.9	13.3	13.3	288.8	24.07
S	66.7	64.4	30.0	64.4	68.9	70.0	75.6	47.8	43.3	68.9	72.2	78.9	751.1	62.59
SS	18.9	12.2	2.2	17.8	12.2	12.2	20.0	8.9	4.4	11.1	14.4	7.8	142.1	11.84

The practice of autonomous learning method based on the student's aspects can be seen in the above table. The element of autonomous learning method if seen from student's aspects has a "good" result. Based on the finding, students are autonomous learners and the practice of autonomous learning method at EED UMY is good. It was prove the total result of student's aspects in practice is **74.43%**. It is the cumulative of the mean **62.59%+11.84%**. Additionally, the result of the mean can be seen in the following table in data analysis as appendix 2. In table, it can be seen that statements from 1-12 have the mean approximately **> 2.3 – 3.16**. Therefore, the autonomous learning method at EED UMY is in "good" scale. The practice of autonomous learning method is high or it has been already fulfill the requirements of autonomous learning method.

Lecturer's aspects in obstacle of autonomous learning method

Table 4.9: *The lecturer's aspects in obstacle of autonomous learning method*

	13	14	Σ	Mean
STS	0	0	0	0
TS	14.4	11.1	25.5	12.75
S	28.9	44.4	73.3	36.65
SS	56.7	44.4	101.1	50.55

The obstacle of autonomous learning method based on the lecturer's aspects can be seen in above table. The element of autonomous learning method if seen from lecturer's aspects has a "very high" result. Based on the finding, the problem of lecturer at EED UMY to run the autonomous learning method is about creativity. Therefore, it can influence the process of students' learning. It was prove the total result of lecturer's aspects in obstacle of the autonomous learning method is **87.2%**. It is the cumulative of the mean **36.65%+50.55%**.

Additionally, the result of the mean can be seen in the following table in data analysis as appendix 2. In table, it can be seen that statements from 13-14 have the mean approximately **> 3.1**. Therefore, the obstacle of autonomous learning method at EED UMY in lecturer aspects is in "very high" scale. This is the obstacle of the autonomous learning method if the higher the value, the higher the obstacle that is

important for students. Therefore, the practice of autonomous learning method in lecturer aspects should be improved.

Student's aspects in obstacle of autonomous learning method

Table 4.10: *The student's aspects in obstacle of autonomous learning method*

	15	16	17	19	20	Σ	Mean
STS	2.2	0	0	0	0	2.2	2.2
TS	0	2.2	4.4	15.6	10.0	32.2	6.44
S	63.3	65.6	51.1	51.1	63.3	292.4	58.45
SS	34.4	46.7	44.4	18.9	26.7	171.1	34.22

The obstacle of autonomous learning method based on the student's aspects can be seen in the above table. The element of autonomous learning method if seen from student's aspects has a "very high" result. Based on the finding, the students are autonomous learners and the problem of students to run the autonomous learning method related to motivation, responsibility, time, understanding and energy have been done. Students realize it. It was prove the total result of student's aspects in obstacle the autonomous learning method is **92.67%**. It is the cumulative of the mean **38.45%+34.22%**.

Additionally, the result of the mean can be seen in the following table in data analysis as appendix 2. In table, it can be seen that statements from 15-17 and 19-20 have the mean approximately > 3.1 . Therefore, the obstacle of autonomous learning method at EED UMY in student aspects is in “*strongly agree*” scale. It means that students really agree with the facts that motivation, responsibility, time, understanding and also energy become the obstacles in there autonomous learning.

Infrastructure’s aspects in obstacle of autonomous learning method

Table 4.11: *The infrastructure’s aspects in obstacle of autonomous learning method*

	18	Σ	Mean
STS	6.7	6.7	6.7
TS	0	0	0
S	51.1	51.1	51.1
SS	42.2	42.2	42.2

The obstacle of autonomous learning method based on the infrastructure’s aspects can be seen in the above table. The element of autonomous learning method if seen from infrastructure’s aspects has a “*very high*” result. Based on the finding, the infrastructure of school is still need development in order to be appropriate with students’ need and students’ interests. It was prove the total result of student’s aspects

in obstacle the autonomous learning method is **93.3%**. It is the cumulative of the mean **51.1%+42.2%**.

Additionally, the result of the mean can be seen in the following table in data analysis as appendix 2. In table, it can be seen that statement of number of 18 has the mean approximately **> 3.1**. Therefore, the obstacle of autonomous learning method at EED UMY in infrastructures' aspects is in "*very high*" scale. This is the obstacle of the autonomous learning if the higher the value, the higher obstacle that is important for students. It means that the students feel that when the lecturers are not providing some textbooks, they will difficult to do the autonomous learning method. Therefore, the practice of autonomous learning method at EED UMY in infrastructure aspects should be improved.

Discussion

This research is aimed at identifying whether practice of autonomous learning method and identifying parts of autonomous learning. After gathering and analyzing the data, the implication of research data is discussed the in this part. The discussion in this part deals with the research question which is discussed in details.

The instrument reached through in-depth analysis or piloting's done by researcher to one expert reviewer and four people as trial respondents. This research measures has been implemented how far the practice of autonomous learning method.

At that time, the data collection was conducted in this research. Before collecting the data, the research had been through some processes from piloting questionnaire including about sentence to the respondents and also one expert reviewer. It was conducted two times on March 27th and 28th 2015. Afterward, the researcher distributed the questionnaire to the respondents of students' batch 2012; it was conducted two times on March 31th, and April 1, 2015. The respondents filling up the questionnaire were excited because they know and run the autonomous learning method. Moreover, after the researcher got the questionnaire back from the respondents, the researcher processed the questionnaire with SPSS. The researcher input the data first, and then analyzed the data in details.

Based on data from the questionnaire that has been distributed to the respondents, most of them ticked number 3 and 4, meaning that they agree with the statements. But, in statement number 9, almost all of them answer "*disagree*". The statement of number 9 is "*I make portfolio to measure self-ability in autonomous learning method*". They feel that they cannot measure their ability even if they use portfolio. As the result, they did not know how much score of portfolio is.

The obstacles of students facing Autonomous Learning Method

The majority data of student view learner autonomy as an essential aspect for nearly all of the areas, particularly methodology of the course and classroom management. Based on findings, there are **74.43%** and it has the mean in range of >

2.3 shown from statements of questionnaire 1-12 in students' aspect of practice the autonomous learning method. It has a "high" result. Most respondents agree with involvement of students to making decisions on the methodology of learning process. It is in line with Balcikanli (2010) who said that they were very positive about the involvement of students in both selecting materials and making decisions on the methodology of the course, on classroom management, learner training and learning strategies.

The students were asked to state their opinions about short-term and long term objectives. As we see in the findings, in statement number 8 of the questionnaire says that "*I have participation in determining the ways of scoring system to examination in the teaching and learning process*". It has the mean **2.6** and valid percent as many as **47.8%**. **47.8%** is high value in questionnaire number 8. It has "high" result. It is relevant with what was states that they believe that students should be given a chance to participate in the decision making process while setting objectives in collaboration with their teachers (Nunan, 1997; Cotterall, 1999; Benson, 2001).

In other words, in order for effective learning to occur, it is crucial that students be involved in formulating the objectives since it will make the learning process more meaningful. As we see in the findings, in statements number 4 says "*I am enthusiastic with learning if I determine learning model wanted by me*". It has the valid percent **64.4%** and the mean **3.0**. **64.4%** is high score in statement number 4. It has "high" result. It means that students feel free with their choice related to learning

model include in choice the materials to learn in the classroom. It is accordance with Fenner and Newby (2000) argued that in an autonomous learning method, students must have freedom of choice of materials that they employ in the classrooms.

Based on the findings, in statement number 15 explains that *“I have to responsible with all of the tasks given by lecturer”*. It has the mean **3.30** and the valid percent **63.3%.63.3%** is high score in statement number 15. It has a *“high”* result. It means that students realize about their responsibility of the tasks. It is similar with students are encouraged to access and use resources in their contexts, to carry their learning and to develop strategies for taking greater responsibility for their learning (White, 2003).

Based on the findings, in statement of questionnaire number 13 explains that *“I argue that lecturer who is not creative, it is not make their students are active and critical”*. It has the mean **3.42** and the valid percent **56.7%.56.7%** is high score in statement number 13. It has a *“high”* result. It means that students strongly agree if their lecturers are not creative, it can hamper thinking of students even in selecting textbooks. Therefore, the lecturer will be difficult to find the students interest. It is in line with the lecturers did not display any eagerness to involve their students in selecting textbooks. This area concerns motivation for students and it might well be difficult for teachers to find the students’ interests. Thus, students can has a greater sense of ownership and control over their learning by being encouraged to bring their authentic materials into the classroom. (Dam, 1995; Nunan, 1999; Benson 2001).

Based on the findings, in statements of questionnaire number 7 and 17 explains that *“I have to manage the time to learn independently”* and *“I can study to add the knowledge in outside class independently”*. It has the means **3.16** and **3.40** and the valid percent **70.0% and 51.1%.70.0% and 51.1%** are high score in statements number 7 and 17. It has a *“very high”* result. It means that students believe if they can manage their time and place to learn. It is accordance with there have been several studies focusing on the assumption that students should be considered equal partners and given an opportunity to determine the time and place of the course (Little, 1991; Dam, 1995; Nunan, 1997; Benson, 2001).

It is accepted that such an opportunity will provide students with a sense of self-confidence because they provide room to decide on these issues, which will guide them to increase their sense of responsibility for the learning process.

The application of Autonomous Learning Method

There is a great deal of research suggesting that involving students in the decisions such as individual or group work, use of materials, type of class activities and type of homework activities provides them with choice of different approaches and understandings to foster learner autonomy (Ryan, 1997; Nunan, 1999; Fenner & Newby, 2000; Benson, 2001). It is viewed as a virtual requirement that students be given sufficient opportunities and control over the classroom activities and materials.

Based on the findings, in statement of questionnaire number 2 explains that “*I can choose agenda/activities to study independently*”. It has the mean **2.86** and the valid percent **64.4%.64.4%** is high score in statement number 2. It has a “good” result. It means that students agree if they determine of agenda/activities to learn in the class independently. It is relevant with students should make decisions on where they sit to get the ultimate benefit from the course. If students are actively involved in determining the classroom and group norms, they naturally tend to abide by these rules without teachers’ having to exercise their authority (Benson, 2001).

In other words, they feel a part of the community in which learning takes place if students are involved in formulating classroom rules. Holec (1979) said that this will eventually give them encouragement for taking greater responsibility for their own learning.

Based on the findings, in statements of questionnaire number 9 and 10 explains that “*I make a portfolio to measure self-ability*” and “*I can evaluate the learning that has been already done independently through reflection*”. It has the means **2.51** and **2.90** and the valid percent **68.9% and 72.2%.68.9% and 72.2%** are high score in statements number 9 and 10. It has a “good” result. It means that students believe if they can make a portfolio to measure self-ability and also can evaluate the learning that has been already done independently through reflection. It is accordance with recent theoretical approaches to teaching/learning, self-assessment, without question, requires that students develop their own ability to

assess how much they have learned, and how much more they need in learning (Nunan, 1999; Benson, 2001; Egel, 2003).

The overall data emerging from the questionnaire simply indicate that the participating students showed interest in almost each area of teaching and learning with the expectation of decisions on time and place as well as textbooks to be followed. In other words, most of students feel their future should be encouraged to take part in various decisions on teaching and learning process, therefore they can take responsibility for their own learning.