

Abstract

Autonomous learning becomes the goal of successful teaching and learning process. Autonomous learners usually have some behaviors divided into some categories which indicate them as autonomous learners, so that understanding about their behaviors is so important. This study aimed to find out the strongest students autonomous learning behaviors category at English Language Education Department of a private university in Yogyakarta. The other purpose was to reveal the level of autonomous learning. The respondents were 90 students who had already learnt English in this university. Survey as quantitative research method was used and the questionnaire was used as the instrument of this study. The result showed that external resources became the strongest autonomous learning behaviors category. It means that the respondents often use resources for their learning, such as internet or books. It was out of the other six autonomous learning behaviors categories, namely planning, reflection, setting objectives and levels, materials and classroom activities, learning styles and strategies, and evaluating learning. Then, the level of autonomous learning was in the level of “autonomous” so that most of them are often do some behaviors of autonomous learning. This study was beneficial for the teacher for providing activities which can train the autonomous learner behaviors in learning. Then, it is also important for the students to know about autonomous learning behaviors, so that they can improve their behaviors categories which are still less autonomous. Then for other researchers, this research can be the reference for studying the similar topic.

Keywords: Autonomous learning, autonomous learning behaviors