Chapter One

Introduction

This chapter explains the description of the research. There are some sub chapters that being discussed in this chapter. The background of the research highlights the reason why this study is important. Then, the statement of the problem states the problem that being discussed. The delimitation of the problem focuses on the topic being researched. Next, the purpose of the study points out the aim of the study. The significance of the study presents the advantages of the study toward particular people. Lastly, the organization of the chapter explains the arrangements of the content in each chapter.

Background of the Research

In higher education, students should contribute in learning and they should be independent, so that autonomous learning is needed. For example, in university level, students are expected to be autonomous learners because they have to take responsibility of their own learning. If students are autonomous, the teacher can explain the material being taught easily and effectively because students know that they have to learn more after the class is over. It is important to have an awareness of learning because learning is lifelong process which means learners are always learn wherever and whenever they are. It will bring benefits for adult learners for becoming autonomous learners.

There is a statement stated that autonomous learning plays a big role in language learning because the responsibility of students is so important. As stated by Ahmadzadeh & Zabardast (2014), a new research of language learning gives evidence that the responsibility of teacher is just delivering the information in their way referring to the learning style, and it depends on the students to control and process this information called learning, so in language teaching, the teaching technique is not the magic, but the learner responsibility. Teacher's role is teaching and delivering the material to the students, and the continued process depends on the students, whether they will learn it more or not. The students have to find the material being taught in the classroom and learn it at home as their awareness and responsibility of their learning. The awareness of students in learning can succeed the teaching and learning process and it will produce a good result about the successful language teaching and learning. The goal of nowadays teaching and learning is creating autonomous learners.

And then, there are some explanations defining about what autonomy or autonomous learning is. The first definition came from Ertürka (2016), an independent decision maker who applies many kinds of control at the degree of learning management, content of learning and process of cognitive is autonomous learner. Then, Benson (2001) pointed out, autonomy as the capacity to take charge of one's own learning is the natural product of the self-directed learning practice which the learners establish the learning objectives, progress and evaluation. These two definitions highlighted the relation of autonomy with independence and learning capacity of the students. We can conclude that autonomy as the

independent students who have ability to control their learning by making the objectives, progress and evaluation of learning. They also control their learning, what to learn and cognitive process.

Based on the researcher observation, learners in English Language Education Department have behaviors which indicate them as autonomous learners. For example, they often browse the material in the internet and they often open dictionaries finding the new word. They have awareness for learning outside the classroom. They learn and review the lesson after the class is over. They plan about what they want to achieve and they evaluate about their mistake in filling the task. Autonomous learners' behaviors affect the teacher's awareness in teaching in the classroom. As the one who have role in facilitating and developing teaching and learning, teachers have to be aware of autonomous learners' behaviors. Then, as one whom control learning, students should be conscious about autonomous learners' behaviors, so that it can be their guideline for being autonomous learners because learning is lifelong process, so that, exploring autonomous learners' behaviors is important.

On the other hand, based on the researcher's observation studying for four years in her university, only some students are not autonomous. It can be seen from the behaviors that they show. Some students have no awareness for learning, except if there is an examination given by the teacher. Students are sometimes cheating to their friends if they cannot answer the examination and they are not studying before the examination. Moreover, some students do not want to go to the classroom for learning for some reasons. Then, they often talk with their

friends when teacher explain the material and they do not pay attention to the teacher's explanation. Those behaviors are not autonomous learners' behaviors because Murray (2008) stated that autonomous learners have some behaviors of learning which indicated them as autonomous learners.

Based on the learning behaviors of the students, the researcher believes that most of the students are autonomous learners. They have different behaviors of learning which are categorized as autonomous learning behaviors. Becoming an autonomous learner is important for higher education students because the time allocation in the classroom and the face-to-face interaction are limited whereas many things to learn, so that becoming an autonomous learner is important. Because of this reason, it is important to see the level of autonomous learning through the learning behaviors of autonomous learners and this study was to find out the strongest behaviors of autonomous learners and the level of autonomy of the students.

Identification of the Problem

Ideally in teaching and learning process, students have to be autonomous learners. Thus, in educational context, autonomous learning becomes the goal of successful teaching and learning process because by being autonomous, students will have awareness to learn more, to make their own learning goals, to evaluate their learning, to be cared to their role as a student. Then, in learning English, students may have different kinds of autonomous learning behaviors. This might be because of their learning experience which they adapt and become their habit

or behaviors in learning. That is why understanding the behaviors of autonomous learners is so important

Thus, all of the learners are expected to be autonomous learners. If the students are not autonomous, they have no awareness for learning anymore. In fact, not all students are autonomous seeing from their learning behaviors. Some of them never do the behaviors of autonomous learning and some of the students just do few behaviors of autonomous learning, so that some students are not autonomous learners. Then, the autonomous learning is by the students but teacher also have some role. One of them is promoting the autonomous learning, or how to learn autonomously. In this research, the researcher focused on studying the learning behaviors that was done by the students and these behaviors were gathered as some categories, and the researcher investigated the strongest behavior which was often or always done by the students. Whereas, in teaching and learning process, both students and teacher are expected to play their best role. Teachers have to be a good teacher, and students have to be autonomous learners, so that becoming an autonomous learner is a must.

Delimitation of the Problem

This research focused on exploring students' autonomous learning behaviors in learning and the researcher also attempted to find the level of autonomous learning based on the respondents' answer. The researcher focuses on discussing the behaviors and level of autonomous learners in English Language Education Department based on the autonomous learning behaviors categories stated by Murray (2008). The researcher attempts to find out what strongest

category of autonomous learning behaviors that autonomous learners in English Language Education Department implement to their learning. The participants of this research were English Language Education Department students of a private university in Yogyakarta batch 2016.

Research Question

This research is intended to answer the questions

1. What is the strongest students' autonomous learning behaviors category in English Language Education Department of a private university in Yogyakarta?

2. What is the level of autonomous learning in English Language Education Department of a private university in Yogyakarta?

Research Purposes

The purpose of this research is to answer the research questions above

1. To find out the strongest students' autonomous learning behaviors category in English Language Education Department of a private university in Yogyakarta

2. To know the level of autonomous learning in English Language Education Department of a private university in Yogyakarta

Significance of the Study

This research expects that this research brings benefit for particular people, namely teachers, students, and other researchers.

Teachers. This study brings benefit for teacher for helping to promote learners to be autonomous learners by designing the autonomous class activities. They also can give exercise or activities which improve the other autonomous learning behaviors of their students.

Students. This study can be references for building their willingness to have autonomous learning behaviors. Then, they can improve the other categories of autonomous learning behaviors that are still low.

Other researchers. This study can be the references for the next researcher for researching the related topic. Then, this study also makes the other researchers conscious about the urgency of researching autonomous learning as the topic.

Organization of the Chapters

This research consisted of five chapters. The first chapter discussed about the introduction of this research. Then, chapter two explained about the literature review related to this research. Next, the third chapter investigated the methodology used in this research. And then, chapter four determined the finding and discussion of the study. Then, chapter five was explaining the conclusion and suggestion of this study. Those five chapters concluded the content of this research.

Firstly, chapter one was discussing about the introduction of this research which consists of five sub chapters. The background explained why this study is important. The identification of the problem stated the problem being discussed.

The delimitation limited the topic being researched. There was one research question and purpose of conducting this research. The significance of the study explained the benefit of this research among particular people. Then, the organization of the chapter stated the arrangement of the chapters of this study. So, chapter one was concluding the urgency of conducting this research.

Secondly, the chapter two explained the literature reviews of this study. It provides some theories related to this study. The first theory was about the meaning of autonomous learning. Then, the second theory was about the characteristic of autonomous learners' behaviors. And then, the characteristic of autonomous learners became the last theory which was discussed in this research. After that, the researcher provided the previous related study of this research. Those theories supported the argument of the researcher based on the previous researchers.

Thirdly, the next chapter provided the methodology used in this research. The research design was explained in this research. Then, this chapter discussed the setting of conducting this research. Next, the population, sample, and sampling technique chosen in this research were also revealed in this chapter. This chapter was also providing the data collection instrument, data collection procedure, and the data analysis that had been used in this research. The methodology of this research was defined in this chapter to make the reader understand why the researcher chose to use this methodology.

Fourthly, chapter four explained about the result of this study. There were two sub-chapters, such as results and discussion. The results explained about the seven categories of autonomous learning behaviors and the autonomous category of the respondents. Then, the results were supported by the theoretical fact of the previous researches in the part of discussion. The results and discussion explained clearly about the outcome of conducting this research.

Lastly, chapter five was about conclusion and recommendation. The conclusion summarized the content of this research. Then, the researcher gave some suggestions after conducting this research in the part of recommendation. Both parts were explained in this chapter.