

Chapter Four

Results and Discussion

In this chapter, the researcher declares the results and discussion. The result reports the data from the respondents. Then, the discussion attempts to relate the result with some theories.

Results

There were two purposes of conducting this research. The first is to find out the strongest autonomous learning behaviors categories of the respondents. Then, the second purpose is to highlight the level of autonomous learning of the respondents. There were explained in this chapter.

Strongest students' autonomous learning behaviors categories. The first research question of this study was “What is the strongest students' autonomous learning behaviors category in English Language Education Department of a private university in Yogyakarta?” 34 questionnaire items were used to reveal the autonomous learning behaviors of English Language Education Department students. The results based on questionnaire were divided into seven categories to ease the analysis. They were (a) external resources, (b) planning, (c) reflection, (d) setting objectives and levels, (e) materials and classroom activities, (f) learning styles and strategies, and (g) evaluating learning. The sub-sections below represented the responses from the respondents about the autonomous learning behaviors categories.

Total Mean Scores of All Categories. The following table described the mean score of each autonomous learning behaviors category.

Table 3

Total Mean Score of Autonomous Learning Behaviors Categories

Categories	N	Mean
External Resources	90	3.99
Planning	90	3.86
Reflection	90	3.80
Setting Objectives and Levels	90	3.53
Materials and Classroom Activities	90	3.50
Learning Styles and Strategies	90	3.50
Evaluating Learning	90	3.28
Overall Mean Score		3.64

There were 7 autonomous learning behaviors categories and each behavior had different mean score based on the respondents' response. The strongest category of autonomous learning behaviors was external resources and the mean score was 3.99. Then, the second highest mean score was planning as it had 3.86 as the mean score. Reflection became the third highest mean score of the autonomous learning behaviors and it had 3.80 as the mean score. Then, the next highest mean score was 3.53 about setting objectives and levels as the autonomous learning behaviors category. Then, the next highest mean score was

about learning styles and strategies and it had 3.50 as the mean score. The lowest mean score was about evaluating learning as the category of autonomous learning behaviors.

Level of autonomous learning. The second research question of this study was “What is the level of autonomous learning in English Language Education Department of a private university in Yogyakarta?” The total mean score of the English Language Education Department students from the 34 items of behaviors which are included in some categories was 3.64 shown in table 3. And then, it belonged to category of “autonomous” because the score was between 3.71 and 5.00 as written in table 2. It means that most of the students in English Language Education Department are autonomous learners because they often do autonomous learning behaviors.

External Resources. This sub-section explained the behaviors of autonomous learners, such as the use of external resources. It presented by 3 items about the behaviors of students related with the use of the external resources.

Table 4***Mean Score of External Resources Category***

Number	Autonomous learning behaviors	N	Mean
7	I used dictionaries, reference books, etc.	90	3.70
14	I used the Internet and information technology	90	4.61
21	I used other reference materials	90	3.68
Mean of Category			3.99

The mean score of this behavior was 3.99. The strongest autonomous learning behaviors category was external resources which belong to “very autonomous” category. It can be interpreted that the respondents always or often do the behaviors of autonomous learning included in the category of external resources. The behaviors about using the internet and information technology had the highest mean score overall (M=4.61). The behaviors included in this category were students used other reference materials and students used dictionaries, reference books.

Planning. The second sub-section discussed the second strongest autonomous learning behaviors, such as planning. There were 3 items considering planning as behaviors of autonomous learners.

Table 5***Mean Score of Planning Category***

Number	Autonomous learning behaviors	N	Mean
16	I planned how to achieve my goals	90	3.80
3	I decided on how to improve my English	90	3.98
17	I decided on what I want to study	90	3.81
Mean of Category			3.86

From the table above, the total mean score and the mean score of each questionnaire items related to planning as the autonomous learning behaviors was revealed. Total mean score of this category was 3.86. It was included in the level of “very autonomous”. It means that students always or often plan their learning by planning how to achieve goals, deciding on how to improve English, and deciding on what they want to learn. The item number 3 had the highest mean score and it was about deciding on how to improve students’ English (M=3.98).

Reflection. This sub-section addressed the reflection as the category of autonomous learning behaviors. There were 5 items which described about reflection.

Table 6***Mean Score of Reflection Category***

Number	Autonomous learning behaviors	N	Mean
1	I thought about my English level	90	4.00
8	I thought about my strong / weak points in English	90	4.16
15	I thought about my goals in English	90	4.10
22	I reflected on my choices	90	3.46
25	I reflected on my past learning	90	3.29
Mean of Category			3.80

From the table above, we could conclude the mean score of each item related to reflection as autonomous learning behaviors. The mean score of this category was 3.80 as categorized as “very autonomous”. The respondents always or often do reflection on their learning. Among the five items, the highest mean score was item number 8 which stated about the autonomous learners’ behaviors in thinking about their strength and weakness in English (M=4.16). Then, item number 15 became the second highest mean score and it is about students’ behaviors for thinking about their goals in English (M=4.10). From the data, students also did some behaviors such as they thought about their English level, they reflected on their choices in learning, and they reflected their past learning.

Setting Objectives and Levels. This sub-section demonstrated the behaviors of autonomous learning about setting objectives and levels. It is divided into 3 items presented setting goals as autonomous learning behaviors.

Table 7

Mean Score of Setting Objectives and Levels Category

Number	Autonomous learning behaviors	N	Mean
2	I am aware of my own short and long-term objectives	90	3.90
9	I determined my own level	90	3.29
10	I set my rate of learning	90	3.40
Mean of Category			3.53

Regarding to this behaviors, setting objectives and levels, the overall mean score of this behaviors was 3.53. This category belonged to “autonomous” level of autonomous learning. It can be concluded that the students sometimes do the autonomous learning behaviors related to set the objectives and levels. The highest mean score of behaviors related to this category was students were aware of their own short and long-term objectives (M=3.90). Then, students also did some behaviors such as students set their learning rate and students determined their own level of English.

Materials and Classroom Activities. This section discussed the material and classroom activities as the behaviors of autonomous learners. There were 12 items described this behaviors.

Table 8

Mean Score of Materials and Classroom Activities Category

Numbers	Autonomous learning behaviors	N	Mean
6	I chose my content for learning	90	3.86
13	I selected materials / tools for learning	90	3.68
20	I set or chose my own learning tasks	90	3.30
24	I evaluated my own learning materials	90	3.10
27	I brought my own materials to class	90	2.56
29	I am aware of a variety of approaches	90	4.29
31	I understand the rationale underlying various approaches	90	3.11
33	I chose my activities, texts, etc.	90	3.68
34	I decided on the quantity of activities	90	3.94
32	I used my knowledge of the world	90	3.51
30	I personalized my activities by using my own English	90	3.59
28	I developed social aspects of learning by group work	90	3.42
Mean of Category			3.50

From the table above, the mean score of materials and classroom activities as the autonomous learning behaviors was 3.50 and it was included as “autonomous” level, so that the respondents sometimes do the behaviors of autonomous learning related to the materials and classroom activities. Item number 29 had the highest mean score out of other eleven items which mean that students were aware about the various approach in language learning (M=4.29). The other behaviors representing this category was students chose their content for learning, students selected materials or tools for learning, students set or chose their own learning tasks, they evaluated their own learning materials, students brought their own materials to the classroom, students understand the rationale underlying various approaches, students chose their activities or texts, students decided on the quantity of learning activities, students used their knowledge of the world, students personalized their activities by using their own English, and students developed social aspects of learning by group work.

Learning Styles and Strategies. The learning styles and strategies as the category of autonomous learning behaviors were shown in the table below. It presented with 3 items of the questionnaire.

Table 9***Mean Score of Learning Styles and Strategies Category***

Number	Autonomous learning behaviors	N	Mean
5	I chose my learning strategies	90	3.99
12	I monitored my learning strategies	90	3.18
19	I tried new ways of study and practice	90	3.33
Mean of Category			3.50

The mean score of this category was 3.50. It can be concluded that this category belonged to category of “autonomous”. The students sometimes set their learning styles and strategies. Then, the item number 5 played the biggest mean score of other and it was about students’ behaviors in choosing their learning strategies (M=3.99). The other behaviors were students’ behaviors in monitoring their learning strategies and trying new ways of study and practice English.

Evaluating Learning. The learning evaluation as the autonomous learning behaviors was described in the table below. Five items represented the learning evaluation as the behaviors of autonomous learners.

Table 10*Mean Score of Evaluating Learning Category*

Number	Autonomous learning behaviors	N	Mean
4	I corrected my errors	90	3.69
11	I assessed my progress	90	3.47
18	I regularly monitored my learning	90	3.10
23	I planned and developed my learning strategies	90	3.29
26	I reviewed my progress with my partners / the teacher	90	2.87
Mean of Category			3.28

As shown in the table above, the total mean score of the category of evaluating learning was 3.28. This category became the lowest category seen from the lowest mean score and this category is included in the level of “autonomous”. It can be interpreted that the respondents rarely or sometimes do the learning evaluation. The item number 4 about correcting students’ error had the highest mean score that was 3.69. The behaviors regarding this category were assessing their progress, regularly monitoring their learning, planning and developing their learning strategy, and reviewing their progress with partners or teachers.

Discussion

The first research question of this study was “What is the strongest students’ autonomous learning behaviors category in English Language Education Department of a private university in Yogyakarta?” It is in line with the purpose conducting this research such as to find out the strongest category of autonomous learning behaviors of English Language Education Department in a private university in Yogyakarta. After reporting the whole results, some important points need to be discussed.

The data showed that the strongest autonomous learning behavior of the students was external resources as the category. Most students did the behaviors of external resources frequently. Students often do the behaviors included in this category, such as using internet, dictionary and other materials in learning. This might be because using resources was the easiest things to do or it was tangible for the students.

As stated by Najeeb (2012), learners should be given skills to find out the material and resources outside the classroom, so that they will know which is the good material or resources and which is not good. Thus, students can access the resources inside or outside the classroom and they can get usual about knowing the good material for their learning. Resource plays an important role in learning because if the students have a willingness to learn, but they do not have enough resource, the learning process will not maximally done. This is the easiest way which undergraduate students can do to improve their learning. External resource

is the doable things to do, such as finding the resources through books, other material, dictionary or internet.

There were some items related to the behaviors of students related to external resources, such as students used dictionaries and reference books, students used the Internet and information technology, and students used other reference materials. Resources help students to add their knowledge based on their needs. There are some resources that can affect the autonomous learning, such as class environment, libraries, computers, and other information resources and these information resources can provide much information to learners for getting more extracurricular knowledge based on the need of the students (Liu, 2016).

Then, autonomous learning can be reached through internet. For increasing the autonomous learning ability, the internet supplies a very beneficial environment for students (Lin-lin, 2015). Internet also helps learners to make a beneficial environment of learning autonomously. “Because of the fact that students access to the Internet outside the classroom context is growing considerably, there is a good chance that while using it they will trigger autonomous learning” (Talkowska – Wojciechowsk, 2015). So, internet becomes the good chance for learners for being autonomous learners.

Then, the use of internet and information technology helps learners in becoming autonomous learners because it is tangible or easy to use. As stated by Zhong (2008), one of the most important learning approaches which dominantly draws the main part and students’ learning individual-orientation is autonomy

English learning through internet. It means, learning English using internet proves the aim of students in learning. Then, internet is also easy to use for massive learners or for learners in larger classes. It makes students have a good quality of performance. Making an efficient and high-quality performance in individual or mass learning of English can be reached by learning English through internet (Zhong, 2008). Then, a good information technology as learning resources is very beneficial for constructing knowledge in language teaching and learning. To construct knowledge, a learning tool should be crafted, and quality resources and the use of good technology should be accessed (Marshal et al., 2003)

And then, reading books or newspaper as the resources can assist students to increase students' English skill. As explained by Razeq (2014), "other external resources that students could be encouraged to take advantage to improve their English skills are reading English newspapers and talking to foreigners" This statement means, reading newspaper in English and talking to English native speaker can increase the skills of English.

The second research question is "What is the level of autonomous learning in English Language Education Department of a private university in Yogyakarta?" The level of autonomous learning of the respondents is "autonomous", so that students in English Language Education Department of a private university in Yogyakarta always or often do the autonomous learning behaviors. Holec (1981), stated that autonomous learner determines the objectives, define the contents and progressions, selects methods and techniques to be used, monitors the procedure of acquisition properly speaking (rhythm, time,

place, etc.), and they also evaluate what has been acquired. Holec examined the characteristic of autonomous learners as they are able to define their objectives, contents, progress, and they can select method and technique and also do evaluation of learning.

There is also mentioned by Ikonen (2013), the characteristic of autonomous learners is they are critical evaluation of and reflection on information, and they show active and critical participation of the community which can develop community. It clearly highlighted that autonomous learners are critical thinking in participation in a community. Then, autonomous learners also motivated learners if we compare them to non-autonomous learners. "In general, autonomous learners are more highly motivated than non-autonomous learners" (Hobrom, 2004).