
Analysis of Autonomous Learning as Method in Learning English: A Case Study

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ABSTRACT

In the modern era, teaching English is the main role for making students be able to get a skill and communicate with foreigners on social media and reality. English teaching needs teachers to teach students to develop both academic and personal abilities of English. English Teachers often used new methods and strategies in learning English and even these methods were often evaluated every week but, why there were still many students who had not been able to understand English in terms of theory and practice. Autonomous learning was a student-centered language learning method in order to be able to practice and that its approach made students autonomy focused on utilizing of cognitive and metacognitive resources to shape the English learning process. The writer uses library research in this article. Library research is research in which data collection techniques are carried out by reading various literature related to information and relevance to the research topic. As for the type of literature research that is being carried out, namely field research, research uses a descriptive type, namely to describe in detail about reality or phenomena by providing criticism or research on these phenomena. The approach used by the author in this study is a qualitative approach. This qualitative approach is used to solve actual problems by collecting, compiling, analyzing and classifying data. Various types of data sources in articles in the form of journals, research reports, scientific magazines, newspapers, relevant books, seminar results, unpublished scientific articles, sources, bibliographical letters, video graphics and so on.

1. INTRODUCTION

Along with the development of science and technology which is increasingly advanced, it results in changes in various aspects of lifestyle, communication, thinking and social behavior that are all technological. Technology has become a need for people who will always continue to use it to make life easier, build communication and search for information widely. This era brings people to an unlimited level of communication, where humans can easily communicate with each other and exchange information globally. In this case, people are encouraged to have technological and language qualities and the language that people and technology use is English. This language is most commonly used in global communication, both in business, politics, education, and everyday life.

Having English as a second language is more of a benefit than a commodity. It is studied and used all over the world as an official language, a second language, or a foreign language, and it is developing quickly as a global language. The Indonesian government has realized that English is one of the most crucial worldwide languages for communication, and as a result, it has suggested that English become a required subject in secondary schools (Sungbatumis, 2017). Learning second language is hard for students because English is not trained and practiced in daily activity. It is different with the first language which always practiced in the real situation but, few students, particularly those from middle and upper socio-economic levels, are able to study English to the next level and these students have the simple access and chance to improve their English proficiency through private courses. As the English teacher is expected to select appropriate teaching techniques and learning strategies for their students, as well as to educate them how to understand learning strategies in order to increase levels of self-directed learning (Shi, 2017). The English teacher should make this as a challenge in English learning process not only that, but also analyse students' background, ability and interest of English before doing English learning process. English teachers' difficulty should not have actually solved since there is a great number of English graduates in Indonesia, unfortunately several studies indicate that language teachers that teach students with special needs tend to have various difficulties in English learning process (Revita Putri Utami, 2021). This becomes an important study for the teacher when carrying out the English learning process.

Teaching English effectively is the main role for making students be able to communicate with foreigners on social media and reality. English learning process needs teachers to teach students to develop both academic and personal abilities of English. The English Teacher often uses new methods and strategies in learning English and even these methods were often evaluated every week but, why there were still many students who have not been able to understand English in terms of theory and practice. The English teacher actually has the good purpose for students' English skill. The English teacher has tried his best for students, in terms of curriculum, lesson plans and activities in the process of learning English but has not been able to achieve the targeted indicators. At the same time, the English

teacher uses teacher-centered that learning process in classroom centered on teacher. It only makes students get some problems and difficulties when they are learning English. The example is that students lack enthusiasm in learning, particularly in conversational speaking lessons, and the way they pronounce is still terrible, and others (Husni, 2020). This becomes an important study for the teacher when carrying out the English learning process. Therefore, the teachers must constantly explore for effective method to lessen the difficulties of English learning process.

The principle of learning English focuses on a learning method with a series of images and feelings that are organized in the learning process in order to help students understand and improve their English skills. English teacher is as might as well able to determine the English learning method according to what students like and ease them involved in English learning process. Before determining the English lesson plan, the teacher should analyse students from their interests, methods, English language activities and how far the material that has been given can be understood and practiced by students in the class and in the environment (Larasati, 2018). For that, the teacher must develop their capacity for cognitive control over their learning and become autonomous learners: they must have planning, monitoring, and evaluation skills.

Autonomous Learning is a teaching method which realizes students as individuals who can and should control and be responsible for their own English learning. This definition indicates that autonomous learning is the teaching method which take charge of students' own learning. (Holec, 1981) mentions that taking charge of on students' learning 5 means to hold the responsibility for all decisions concerning all aspects of learning including: 1) determining the objectives 2) defining the contents and progressions 3) selecting methods and strategies to be employed 4) supervise on the acquiring process, and 5) assessing the results of the acquisition. This argument expresses that the student must be independent thinker, and should have a clear opinion of the whole learning process, including the determination of learning. As a result, the language instructors who encourage the ideas of autonomous learning are made aware of the significance and necessity of student autonomy in their initial teacher training, the more easily they will be able to implement this approach

in their own future classrooms (Hasanah, 2013). So, the teacher who has main role in classroom must give more opportunities for students to practice language. That is an effective way to achieve the target that the teacher wants; students are able to understand taught language and then using it in daily life. It will influence students' skill and value in academic also non-academic. Hence, in order to students able to understand and practice language well, a teaching approach is needed; autonomous learning which is centralized to students in process learning. In this case the teacher acts as a facilitator who always accompanies students to achieve what they wish. This is called Autonomous learning as a method in learning process.

2. LITERATURE REVIEW

(Inayati, 2015) defines autonomous learning as the students' independence learning to explore the strategy and learning resources that suit them the most, without formal instruction from the teachers, in order to gain maximum learning outcome. It means that students study language autonomously, with a teacher. In this case, the teacher as only students' partner which facilitate students' self-directed learning, learners' choices remain mainly on the learning management level, the behavioural level of learning, and self-direction relates to the practical side of learning such as choosing appropriate methods, materials, the place and time of learning, etc (Holec, 1981). This is able to create a dialectical rook between teachers and students so they can generate creative, innovative ideas and develop language learning which is increasingly effective and progressive. In similar statement, Autonomy is defined as "the ability to take charge of one's own learning". Autonomy is about people taking more control over their lives - individually and collectively (Thanasoulas, 2000). Furthermore, (Nunan, 1996) accepts the definition of autonomy as a "situation in which the learner is totally for all of the decisions concerned with his or her learning and implementation of those decisions." From the two definitions, it shows that students must have principles and responsibility for what is chosen in the language learning process at school, especially in the involvement of students in determining learning objectives, learning methods, choice of subjects in learning, and all series of learning.

3. METHODOLOGY

The writer uses library research (library research). Library research is research in which data collection techniques are carried out by reading various literature related to information and relevance to the research topic. According to (Lexy, 2007) literature research with field research that uses a qualitative approach, namely research whose procedure produces descriptive data in the form of written or oral words from the observed actors.

As for the type of literature research that is being carried out, namely field research, research uses a descriptive type, namely to describe in detail about reality or phenomena by providing criticism or research on these phenomena. The approach used by the author in this study is a qualitative approach. This qualitative approach is used to solve actual problems by collecting, compiling, analyzing and classifying data. Various types of data sources in articles in the form of journals, research reports, scientific magazines, newspapers, relevant books, seminar results, unpublished scientific articles, sources, bibliographical letters, video graphics and so on.

4. RESULTS AND DISCUSSION

Analyses inclined method being used in English learning process

Facing the problem of how to improve the ability to practice English. One method of learning English that tends to be used in the classroom but has not been able to give good results to students in improving their English language skills is the teacher-centered learning method. The traditional learning method, namely teacher-centered learning (TCL), is still often chosen by lecturers as the most effective learning method for teaching in the classroom. (Diana Mega, 2020).

The teacher-centered learning method is a learning model in the form of lectures when attending lectures or listening to lectures, students are only limited to understanding while making notes and the teacher becomes the central role in achieving learning outcomes and seems to be the only source of knowledge (Diana Mega, 2020). In the English language process, this method does not provide space for student involvement to practice English so that students become passive, don't dare to speak and have low self-confidence. This will become an obstacle and cause students to find it difficult to independently understand and practice English in the learning process and in their environment.

The teacher-centered Learning method has the following concepts: 1). Using a teacher-centered learning approach, namely the teacher who must be the center of learning. 2). Students are placed as learning objects. Students are considered as passive organisms, as recipients of information provided by the teacher. 3). Learning activities occur at a certain

place and time. Students only learn when there is a class that has been designed in such a way as a place of learning (Panggabean, 2021).

The character of teacher-centered learning can be observed from the following characteristics: 1. Knowledge is transferred from the teacher/lecturer to students/students. Transfer of knowledge unilaterally has an impact on limitations in content and depth of material 2. Students receive knowledge passively. Providing information unilaterally, makes the position/role of the information provider such as the teacher/lecturer active while the student/students play a passive role. 3. It is more concerned with the mastery of the material / materials. The teacher/lecturer will usually carry out a test or evaluation at the end of the lesson based solely on the material/material that has been provided, because if the teacher/lecturer gives questions outside of the material/material that has been provided, then students/students may not be able to answer the test/evaluation questions. The questions given usually are in the form of closed questions, without requiring the development of thinking from students. Finally, to achieve good mastery, students tend to memorize the material from the teacher.

Utilizing a single medium

In TCL, teachers/lecturers tend to use a single media, because with this single media alone they are considered representative in carrying out learning activities. The only media usually used is slides or power points or even only with a whiteboard and markers and a book as a guide in learning.

The teacher/lecturer is the main information provider and evaluator.

This has been explained in the previous discussion, that the teacher/lecturer is the main actor in the learning process, so that all the limitations they have actually become a weakness in this learning method. The learning circumstances is more individualistic, in which TCL makes students' attitudes more individualistic and competitive because the measure is only the final evaluation given by the teacher. Whereas in learning the most important thing first is the process, where students can process optimally so that the results or learning objectives can be obtained at least, and competitive. 7. Only students who are deemed necessary to study (Lisnasari, 2021).

This is a weakness of the teacher-centered learning method which tends to be carried out in the English learning process, which results in a monotonous, passive learning process, and students are not actively involved in determining English learning plans let alone being participative in activating English learning, so students are not able to embed the English ability, understand and practice English at school. This is actually what needs to be avoided because English proficiency will not be obtained if it is only applied unilaterally.

Analyses autonomous learning in English learning Process

Autonomous learning is a language learning method in which students take greater control of the English learning process and determine the learning process as a means of developing the capacity of resources/tools to achieve English learning goals. According to (Holec, 1981) mentions that taking charge of on students' learning 5 means to hold the responsibility for all decisions concerning all aspects of learning including: 1) determining the objectives 2) defining the contents and progressions 3) selecting methods and strategies to be employed 4) supervise on the acquiring process, and 5) assessing the results of the acquisition.

According to the method above, this will help students to impart English skills effectively. First, before carrying out learning English, students are involved in determining the goals of learning English, in this context students are used as learning subjects who determine independently how the process of learning English is because students know more about their own potential, what is needed so that they can achieve learning goals appropriately.

Second, students are involved in determining the material content and the progress of learning English, in this case students also feel how to participate in determining the content of the material and the progress of learning English, this can stimulate students' thinking, sympathy and creativity which will be set forth in the material and progress in learning English, of course the English material students learn is according to the needs in improving abilities and making students comfortable and independent learning English. This will make the English learning process being more effective and easier to be understood.

Third, students are involved in choosing the methods and strategies that are applied in learning English, the methods and strategies that students choose are based on the preferred learning pattern and adapted to the living background, psychology accepts the material and the level of student understanding, for example analytic, auditory, visual and each other, making it easier for students to follow and understand English lessons in order to achieve the common goal of instilling English language skills in students.

Fourth, students are actively involved in supervising and getting used to learning English by discussing, reading books, websites, listening to audio and watching videos or films in English. This can make students independent in learning English and improve their understanding and ability to speak English so that they can create an active, creative and productive circumstances, in learning English.

Fifth, students are involved in assessing the entire learning process and the development of English ability in order to know and care to their abilities independently and that will form a responsible character in learning, and motivate them to continue learning and developing English skills. So, it makes students learn to be responsible for what students have agreed in English learning process.

The English learning strategy above can be carried out effectively if students have the following roles: 1). be able to use different channels to get as much information as possible

2). be active in the process of classroom learning. 3). be ready to take certain charges of his or her own learning. 4). Overcome the complete dependency on teachers. 5). Learn to impose his or her self-discipline. 6). Learn to monitor his or her own learning process (Hasanah, 2013).

This autonomous learning method is offered by Henri Holec in achieving ideal language learning goals. When students become autonomous, it does not mean that students are free to learn English without a teacher, but rather that situation is supposed to lead students to be interdependence and teachers may provide cooperative learning in providing students chances to be responsible for their own learning (Liu, 2011). Therefore, the teacher acts as a facilitator who accompanies and provides what students need in the whole process of learning English, by doing this it will encourage students to be independent, participatory, confident and motivated in learning English (Istanti Hermagustiana, 2019).

These are roles of the teacher who makes autonomous learning successful in the language learning process. According to (Voller, 1997), Teacher's role in promoting autonomous language learning are facilitator, counselor, manager and organizer

1). Teacher Role as Facilitator

(Voller, 1997) explains that teacher as facilitator is a commonly used term in the literature on communicative language learning, autonomous language learning, and self-instruction language learning. According to (Alonaz, 2017), a facilitator provides the technical support by helping learners to plan and carry out their independent learning by means of needs analysis, objective setting, work planning, and materials selecting.

2). Teacher Role as Counselor

Acting as a teacher counselor is able to see, overcome problems when students experience difficulties in learning language and accompany students to achieve their learning purpose in language through talking face-face. Counselling aims not only at helping the people understand and accept themselves as "they are", but also at helping individuals reach a state of self-autonomy (Britto, 2014)

3). Teacher Role as Manager and Organizer

In this role, the teacher must have the ability to lead, plan and know the interests and needs of students in the language learning process appropriately in order to make it easier for students to understand their responsibilities and achieve their goals. Base on (Yan, 2012), the role of the teacher as manager and organizer is considered as the first and foremost role teacher needs to play in an autonomous leaning setting.

The teacher's role in the autonomous learning method above can help students achieve English language skills easily and shape students to become more independent, self-confident and more active in practicing English.

Analyses Implication of autonomous learning in English learning process

Based on analyzes above, the implications of autonomous learning in English learning process have an impact on three aspects: students, teachers and English learning climate

First, students are trained to be actively involved, responsible, independent, confident, creative and innovative in determining the process of learning English, and students can learn English comfortably, so they can understand and master English easily. As for what is emphasized to students is the development of a level of awareness that can lead students to achieving English language skills independently.

Second, this implication can be felt by the teacher. Teachers are trained to play an active and highly knowledgeable role in accompanying, solving problems and providing appropriate and attractive alternatives according to students' needs in learning English, also with autonomous learning, teachers can collaborate with students to achieve a common goal, namely making students able to speak English. This makes it easier for teachers to determine effective and efficient English learning concepts to instill students' English skills.

The statement above is proved by the research of (Alonaz, 2017) about The Role of Teachers in Promoting Learner Autonomy in Secondary Schools in Saudi Arabia, this study focuses on the actual roles that English language teachers play in fostering learner autonomy found that autonomous learning in English learning in Saudi Arabia is the concept of learner autonomy and the best strategies that students need to be autonomous learners helps teachers to offer their students with sufficient training to learn independently. Learners, therefore, will be able to manage their language learning in different ways like reflecting on their own learning process, evaluating their performance and making important decisions regarding their learning. This research helps teacher to ease autonomous student master English

Third, the method of autonomous learning in English process has an impact on the climate of collaborative English learning, dialogue between teachers-students and students-teachers, which is focused on achievement. This climate is able to increase the enthusiasm of students and teachers in learning and teaching English and will become a culture to foster intelligence and the ability to understand as well as practice English in class.

5. CONCLUSION

The researcher focuses on the problem of the English learning process which cannot inculcate English language skills in students. Researchers use library research methods to collect and analyze data. The researcher found the problem with the method that is always used in the English learning process, namely teacher-centered learning, in which the English learning process is centered and can only develop the potential and abilities of the teacher's English. From the discussion above, the researcher found answers to the problems studied.

Based on Henri Holec's theory that autonomous learning is the most appropriate method and strategy that can be applied by student-teachers to form educated characters and easily instill English language skills in students when the English learning process takes place.

Researchers also found that Autonomous learning when used in the English learning process is able to provide new and developing alternatives for teachers and students in developing English language skills independently, responsibly and collaboratively, so as to form a productive and interactive learning climate that will encourage teacher-student enthusiasm in the English learning process.

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