

CHAPTER I

INTRODUCTION

In his chapter the researcher presents the background of the research, formulation of the research problems, objective of the research, significance of the research, research scope, and limitation and definition of key terms.

A. Background of the Research

Autonomy in language learning has been a common topic discussed among experts in learning English. Learner autonomy becomes one of the strategies of option in EFL (English as Foreign Language) teaching (Broadly and Kenning, 1996). Learner autonomy in language learning is interpreted in various ways and various terms such as “learner independence”, “self-direction”, and “independent learning” have been used to refer to similar concepts. Learner autonomy is based on the idea that if students are involved in decision making processes regarding their own language competence, “they are likely to be more enthusiastic about learning” (Littlejohn, 1985).

Moreover, autonomous learner can describe as learners who have responsibility in learning independently (Higgs, 1988). The important thing of autonomous learner is also highlighted by Geddes and Strurtridge (1997) that autonomous learners decide what they want to learn or why they need to learn, and then decide how is going to handle the problems. It means an independent learner knows what they want to learn and they can decide what they want to do. Therefore, teacher who understands the effect of the autonomous learning will promote learners to become an autonomous learner. It can be assumed that most

teachers would agree that autonomous learners are much more likely to success with their studies than those learners who are heavily rely on the teacher. As the result, most of the students are expected to be autonomous learners. However a successful autonomous learner tends to be influenced by several factors. But there have been insufficient studies investigating about these factors.

Learning a foreign language is not an easy matter to discuss, for the reason that is does not require just learning its vocabulary or its grammar, but also its culture, and a new way of thinking and acting. (Brown, 2000, p. 79). Therefore, there are some factors that influence learners' achievement in learning EEnglish; internal factors such as intelligence and perception, self esteem, and learningng styles and external factor such as motivation, and socio cultural status. Individual and interpersonal factors have been identified to promote students' intrinsic motivation to learn language. Indeed, the teacher's challenge is to make students go beyond their desire and will to learn the language solely. From these factors teachers should realize that they need to know students' factors that can influence in learning EFL.

Evidently, in Indonesia has applied Curriculum 2013 for elementary, junior and senior high school. One of the policy of Curriculum 2013 use *student-centered learning* method in teaching and learning process, it means learning activity centered on students and also they should be more active. It is written on Peraturan Menteri Pendidikan Nasional No.23 tahun 2006, there are 17 points that explain students should aware their advantages or disadvantages and they should know how to solve a problem in daily life (cited on Trisdiono), and it means *student-centered learning*

makes students become autonomous. From the explanation above, it can be concluded that learner autonomy in learning English become an important thing that should be concerned, reminding that a half of successfully in learning foreign language is started from learner's willingness.

Departing from the phenomenon, the researcher chooses MA Darul Hikmah Tawangsari Tulungagung because of this school uses English and Arabic as a daily communication. MA Darul Hikmah Tawangsari is a "PON-PES MODERN" in Tulungagung. In daily conversation teachers and students not use Javanese in teaching and learning activity. They use English and Arabic to communicate each other. The researcher also found that some students in MA Darul Hikmah Tawangsari also active in English competition. Starting from this reason the researcher want to investigate students in MA Darul Hikmah Tawangsari exactly at eleventh grade students. Duncan (2010) argues, teenager students have a very flexible and still developing cognitive network. Yet, they also have more "conscious" control of language.

Factors influence learner have been conducted by Atia Rahmah (2011) on her research entitled "Factors Influencing Students' Interest In Learning English At The First Year Students SMUN Rumbai." The result of this research is many factors that influence students interest in learning English, they are: internal factors (come from students themselves such as physical condition, intelligence, attainting and readiness) and external factors such as family teacher, school and peer. Another previous study came from Elansri Katili (2013); her research entitled "A Descriptive Study on

Students' Interest in Learning English." She conducted her study in SDN 2 Huntu Batudaa. The result of this research shows the students' interest in learning English.

Based on explanation above the researcher is interested to investigate about **“FACTORS INFLUENCING LEARNER AUTONOMY IN LEARNING ENGLISH AT THE ELEVENTH GRADE OF MA DARUL HIKMAH TAWANGSARI TULUNGAGUNG”** more deeply with the focus on autonomous learner. The researcher focus on factors that influence autonomous learners which is still receives slight attention in Indonesia EFL (English as Foreign Language). The result of this study is expected to contribute and to support dependent learners to enhance their English skills and also to improve teachers' ability in developing learner autonomy.

B. Research Problems

Based on the background above, the researcher formulates the research problems as follow:

1. What factors influence learner autonomy in learning English at the eleventh grade of MA Darul Hikmah Tawang Sari Tulungagung?
2. How these factors can influence learner autonomy in learning English at the eleventh grade of MA Darul Hikmah Tawang Sari Tulungagung?

C. Objectives of the Rresearch

Based on the research questions above, the researcher proposes the objectives of the research as follow:

1. To know what factors influence learner autonomy in learning English at the eleventh grade of MA Darul Hikmah Tawang Sari Tulungagung.
2. To know how these factors can influence learner autonomy in learning English at the eleventh grade of MA Darul Hikmah Tawang Sari Tulungagung.

D. Significance of the Research

The result of this research is expected to give contribution for students, teachers, institution and even the future researcher as described follow:

1. The students

This result of this research expected to contribute and to support independent student to enhance English skill and to foster students' learner autonomy to improve English proficiency.

2. The teacher

This result of this research expected to teacher to improve teaching strategy for learner autonomy and encourage so that in the future she/he can improve teaching method that build her/his students to be independent learner and also will help teacher have responsibility to help learners understand in teaching and learning process.

3. The institution

This result of this research expected to institution in providing facilities for learner autonomy so that they can study freely and they will more interest in learning English.

4. The next researcher

This result of this research expected as guidance and a reference for another researcher who want to know factors influencing autonomous learners.

E. Scope and Limitation of the Research

In this study the researcher only focus on factors influence learner autonomy in learning English and how these factors can influence learner autonomy in learning English.

F. Definitions of the Key Terms

1. Factor

Factor is one of several things that cause on influence a situation it can be contribute to a particular result (Longman Dictionary).

2. Learner

Learner is someone who is being taught in a particular school or by particular teacher. Based on Collins Dictionary, learner is someone who is learning a particular subject or how to do something.

3. Autonomy

Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of these decisions (Dickinson, 1987).

4. Learner Autonomy

Learner autonomy is the ability to take charge of one's own learning (Holec, 1981).

5. Learning

Learning defined as changes in behaviour that result from experience or mechanistically as changes in the organism that result from experience (Houwer, 2013).