

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher would like to elaborate theories related to the research being studied. The reviewed theories are about definitions of autonomy, definition of learner autonomy, learner autonomy in language learning, factors influence learner autonomy in learning English and previous study.

A. Autonomy

“Autonomy” comes from Greek, from words *autos*-self and *nomos*-law. 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 those decisions (Dickinson, 1987). Dearden (1975), argues that autonomy is an activity of the mind and is present in ‘making choices, deliberations, decisions, reflection, judging, planning, or reasoning’. These activities of the mind occur within a context where the necessary conditions of independence and freedom exist for exercise of autonomy. For Callan (1988), autonomy is an ideal with intrinsic value, with freedom as an important component. The conceptions of autonomy described above imply that all individuals are self-directing and self-controlling their lives within a context which includes the autonomy of other.

B. Learner Autonomy

The concept of learner autonomy was first introduced by Holec (1981). There are many definition introduced into consideration teaching/learning context. The most known definition about learner autonomy is the ability to take charge of

one's own learning. It means learners who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly. So, when doing their homework or answering the question they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn English. An autonomous learner is able to make decisions with regard to five domains: learning goals, learning content and progression (the syllabus), learning methods and techniques, monitoring of learning progress, evaluation of learning achievement.

Learner autonomy refers to a learner taking a charge of his or her own learning (Guo, 2011). Meanwhile, White (2008) used the term "independence" as a synonym for autonomy. Independence in language learning involves:

Developing the attitudes, beliefs, knowledge, and strategies needed by learners to take actions dealing with their own learning. Independent learning in this sense is based on students' understanding of their own needs and interests and is fostered by creating the opportunities and experiences which encourage student choice and self-reliance and which promote the development of learning strategies and metacognitive knowledge. (White, 2008, p. 5)

Although Benson (2011) drew attention to the place of goals in autonomous learning. Klimas (2017) stated that students may control their learning at three interdependent levels: control over learning management, control over cognitive processes, and control over learning content. The control over the learning management "should be understood in terms of strategies that students employ in order to plan, organize, and evaluate their learning. The control over cognitive processes is "concerned with the psychology of learning, that is, particular mental processes associated with the idea of control" which play a crucial role at "attention," "reflection", "metacognitive knowledge." The control over learning content "implies

a capacity as well as the right to set and evaluate one's own learning goals" and she continues stating that whatever a student aims to achieve, it requires specific goals and if they are "are self-determined, the learning process becomes an authentic and dynamic experience, because it is the learner's own" (Klimas, 2017, p. 23).

Independence, from the educational framework of the classroom. Independence learner (learner autonomy) can make use of the resources he has available, but he is not dependent on an external framework. The autonomous learner can "choose the right thing at the right time for the right reasons against their own evolving criteria", meaning that they can construct their own personalized curriculum. As much as the learner is autonomous, he is never alone in his learning, given the social nature of it. The learner has to negotiate between his own needs and those of others in his learning context. While these lists are undoubtedly useful, they encompass a wide variety of qualities, skills, cognitive attitudes and behaviors. It would be impossible to describe every attribute of every learner; therefore these lists should only be used as guidelines.

David Little's terms, learner autonomy is essentially a matter of the learner's psychological relation to the process and content of learning a capacity for involvement, critical reflection, decision-making, and independent action (Little, 1991: 4). In the same way, Dam (1990), defines autonomy in terms of learner's willingness and capacity to control or oversee her own learning. Specifically, someone qualifies as an autonomous learner when he independently chooses goals and purposes; chooses materials, methods tasks exercise choice and purpose in organising and carrying out the chosen tasks; and chooses criteria for evaluation. Learner

autonomy also called independent learner relates to the individual student constructs their own understanding based on their prior knowledge and current learning experiences.

However there are also another concept about definition of learner autonomy in learning language. Dickinson (1995) characterizes learner autonomy as those who have capacity for being active and independent in the learning process. While Higgs (1988, p.41) views learner autonomy as a process “ in wich the learner works on learning task or activity and largely independent of the teacher who acts as manager of the learning programme and as resource person.” Meanwhile Esch (1996) defines learner autonomy is not self-instruction or learning without a teacher, doest not mean that intervention or initiative on the part of teacher is banned. Eventhough there are slightly differences interpretation of learner autonomy, these meanings may chip in to understanding deeply of the term.

We understand that learner autonomy have to be responsible for all decisions that they have choosen in their own learning process. In the other word, they are already knew in what they want to learn in the sense that they act independently of the teacher without remaining idle or waiting what to do from teacher.

There are some characteristics of autonomous learners that emerge from Hughes (2003):

1. self-awareness & reflection;
2. intrinsically motivated;

3. the ability to plan and manage own learning – being in control of learning environment;
4. institutional awareness –understanding requirements and procedures (knowing how ‘the system’ operates);
5. ability to formulate own questions;
6. possessing the research and information skills necessary to pursue a line of enquiry;
7. interdependence – the ability to work well with peers, and to recognize when appropriate support and guidance from tutors and peers will be helpful
8. critical thinking;
9. discipline & subject awareness – knowing how knowledge has been and is created in your subject area.

Aside some characteristics from Hughes’ notion, there are another characteristics from learner autonomy. According to Hedge (2000) characterized learner autonomy as below:

1. Know their needs and work productively with the teacher towards the achievement of their objectives.
2. Learn both inside outside the classroom.
3. Can take classroom based material and can build on it
4. Know how to use resources independently.
5. Learn with active thinking.
6. Adjust their learning strategies when necessary to improve learning.
7. Manage and divide the time in learning properly.

8. Do not think the teacher is a god who can give them ability to master language.

Further, Wenden (1991) also characterized autonomous learners as those who:

1. Are willing and have the capacity to control or supervise learning.
2. Are motivated learn.
3. Are good guesser.
4. Choose material, methods and tasks.
5. Exercise choice and purpose in organizing and carrying out chosen task.
6. Select criteria for evaluation.
7. Take an active approach to the task.
8. Make and reject hypothesis.
9. Pay attention to both form and content.
10. Are willing to take risks.

C. Learner Autonomy in Language Learning

The promotion of autonomy in language learning has links to developments elsewhere in the field of education (Boud, 1988; Knowles, 1975; Tough, 1971, cited in Dickinson 1987). Autonomy and independence in independence language learning are supported by three related tendencies in language education: individualization, learner-centredness and growing recognition of language learning. Autonomous language learning has long been associated with individualization (Geddes and Strudridge, 1982; Brookes and Grundy, 1988), and the notion that learners each have their own preferred learning styles, capacities and needs (Skehan, 1989).

According to Macaro (2008), learner autonomy have a choice in their own language learning means the language learner or user taking control not only of the language being learnt, but also of the goal and purpose of that learning. from this perspective, autonomy in language learning implies learners setting their own direction for learning that will lead to divergent outcomes, because the importance of foreign language learning is not the acquisition of knowledge, but the ability to say what one wants to say in more than one language.

. Dickinson (1994) Autonomy in learning is essentially a matter of attitude to learning. An autonomous learner is one who has undertaken the responsibility for his own learning. A fully autonomous learner would make decisions about his necessary in laguage learning. In other notion define autonomous language learners as those who ‘initiate the planning and implementation of their own learning program’, a clear endorsement of control as the pricipal atribute of autonomy (Gardner and Miller, 1996).

D. Some Factors Influence Learner Autonomy in Learning English

1). Internal Factor

Internal factors in language learning are some existance variables inside learners wich influence the language learning outcome; age, gender, motivation, intellegent and personality (Mahmoudi & Mahmoudi: 2015).

a). Age

The different age learner cosiderably have their own abilities, intelectual skills, needs. Consequently, the differences will contribute the various impact in

learning language as well Ghania: 2013(cited in Khoiriyah: 2017). It possibly will support the success of learning language; it in contrast will unfortunately lead them to the failure of learning language. Second language acquisition is influenced by the age of the learner

b). Gender

Gender differences possibly has the relation to the learners in learning language. It has been discussed by many studies and it was proved that the gender will influence the success of language learners. One of study reports that male and female learn through their own different ways. As cited by Marcus: 1999 and Pizzo: 2000 in Tatarinceva: 2009, males tend to learn better by visual way, more motivated when learn in group. Otherwise, most of female will learn better by auditory way and learn well in very quite situation.

c). Motivation

Motivation defined as force or power possessed by learner to create passion, joy and willingness to do or learn something new and gives optimism to face a failure (Cebollero: 2014). Motivation lead the learners to haave their own behaviours which influence their way of learning. the high motivated learners also meet their own difficulties in particular part of language, so that they also feel not easy to improve it (Lightbown & Spada, 1995)

d). Intellegence

The variety of IQ which shows the level of learner' intellegent plays the important roles on the certain part of a language. In line with Fachrurrazy (2014), he cited the Gardner's idea of multiple intellegence Quatation (IQ) test.

There are 9 types of intellegence identified (Fachrurrazy, 2014 & Davis, *et al*, 2012) as follows:

1. Linguistic intellegence; the skill possessed to easily comprehend and produce languages both in spoken and written form.
2. Logical-mathematical intellegence; the skill possessed to easily recognize and use the numerical, abstract and logical reasoning in fixing some problems related to them.
3. Musical intellegence; the ability owned to effortlessly recognize, comprehend and communicate the meaning of resulted particular sound.
4. Spatial intellegence; the skill owned to feel, see and create some visual and/ or spatial images.
5. Bodily-kinesthetic intellegence; the skill owned to easily use their parts or all body to solve the problems and produce something.
6. Naturalist intellegence; the skill possessed to point out the difference among crucial structures of natural surroundings.
7. Interpersonal intellegence; the ability to recognize, feel, appreciate, understand and sympathy to others' feelings, beliefs and intentions.

8. Intrapersonal intelligence; the skill owned to recognize and understand oneself such as strengths and weaknesses, feelings, and desires, then use the information gotten to manage one's own life.

9. Existential intelligence; the ability to be more sensitive comparing to others to have deeper concepts about the human existence.

e). Personality

Another factor that influencece the success of language acquisition is personality. Some studies have been done to prove that learners' personality will affect their language learning. But in fact, it is not easy to prove that the learners who have the same personality trait will have the same success in learning a language. For instance, some studies generally concluded that extroverted learners will show the better result in learning a language. In contrast, a study reported the different conclusion. It stated that the success of learning a language is often measured with the number of scores. Therefore, some higher scores were surprisingly obtained by introverted learners (Lightbown & Spada, 1995: 38; Madrid, 1995).

2). External Factors

Factors which come from outside of learner that influence in learning English.

a). Teacher

In developing learner autonomy, the teacher-student relationship is essential. The trust and cooperation between the teacher and the students makes the students feel comfortable and secure in the classroom. The distance between the teacher and the students is shortened through face-to face talks. During the intervals, the teacher and the students chat freely just as good friends do. Teachers play an important role in helping students to learn about the process involved in learning. This process creates supportive and simulating learning achievements which helps students to be a discipline. The most important thing in language teaching is to help students become more autonomous in learning (Benson, 2001). Therefore, teachers should raise the students' awareness of ways of identifying goals, specifying objectives, and identifying resources which will help them to realize these goals in learning.

Beside that teachers' commitment also give impact to students, it is defined as a degree of positivity, affective bond between the teacher and the school. Teacher's commitment reflects the degree of internal motivation, enthusiasm, job satisfaction, efficacy and effectiveness. The improvements in the commitment of teachers are one of the outcomes that is likely to be positively affected by the new teacher reform efforts. Researchers argued that increasing the commitment of teachers is an important step in the process of school reform. Moreover, professionalization of teachers will result in higher commitment, which will positively affect teachers'

performance and students' proficiency that will ultimately lead to improvements in student learning (Carnegie Forum on Education and the Economy, 1986; Darling Hammond 1984; Rosenholtz 1989; Sergiovanni and Moore 1989; Weis et al. 1989; Conley and Cooper 1991; Holmes Group, 1986; Darling-Hammond 1995; Talbert and McLaughlin 1993). (Cited in Vasudevan 2013).

A teacher also should have creative teaching. Creative teaching is defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively can be described as teachers using the imaginative approaches to make the learning process to be more interesting, motivating, attracting, thrilling and effective. Teaching for creativity is defined as using the forms of teaching, which are intended to develop and improve the students' creative thinking and behavior, but it also involves creative teaching. Teachers cannot develop the creative abilities of their students if the students' creative abilities are undiscovered or suppressed. Teaching with and for creativity are included in all the characteristics of effective teaching such as high motivation, high expectations, the ability to communicate and listen and the ability to notice, engage and motivate (Morris, 2006).

b). Tasks

In this case, students will get a lot of tasks to be done. Most of them are from their teacher. The attractive and challenging task will greatly influence to the autonomous learner. Therefore, students are encouraged to be interdependent and to work collaboratively. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem,

complete a task, or create a product. Together with those activities, students are encouraged or even sometimes forced to take responsibility for what they are doing (Kemala, 2016).

c). Environment

The environment factors also can be classified as external factor, it means factors that come from outside from learner. Learner can be influenced to learn by family environment. Slameto (2003) states family environment can influence learner it is how the parents give education to their children can affect how the children learn and think. In addition parents is the first place where they learn about new things including language learning. beside family there is also school environment that is peer factor, this factor can influence learner in learning English. Learner interest to learning English because his/her friends get good value or competence; it means, if his/her friends can learn English well, they motivate to learn English so learner will gap the same competence.

There are two models of the learning environments: the first model by Lewin (1936), where the “interactions between the surrounding environment and an individual’s personality determine each individual’s behaviors in a given situation” and the second one by Murray (1938), which was built upon Lewin’s theory when he “proposed a needs-press model in which the needs of both the individual and the press of a given situation or environment both can affect the outcome of behavior.”

In language education, the perspective of the learning environment emphasizes introducing pupils’ needs and interests instead of instructional aims (Common

European framework of reference for languages: Learning, teaching, assessment, 2001; National core curriculum for the upper secondary level, 2003, p. 18; Norton, 2000, p. 137) and the meaningless of learning both to the teacher and to the learner (Huttunen, 2002). The learning environments are categorized into form-oriented and meaning-oriented emancipatory learning environments in accordance with the amount of attention paid to the conditions of learning and the ways they are met (Huttunen, 2002; cited in Nyman & Kaikkonen, 2013).

Chan (1996) stated, environment can influencing students in learning. A good learning environment frees students from physical distress, make it easy for students to concentratw in school work and induces students in logical thinking. Student in good learning environment undoubtedly attain higher achievement. Students are very sensitive to their learning environments. They respond to good and poor learning environments by expressing positive and negative attitude respectively. With a positive attitude toward their learning environment, students learn with high motivation and undoubtedly are able to demonstrate better performance.

E. Review of Previous Study

Research about factors influencing students' in English learning have been conducted by some researchers. First previous study is conducted by Atia Rahmah (2011) from State Islamic University Of Sultan Syarif Kasim Riau, 2011, entitled “ Factors Influencing Students' Interest In Learning English At The First Year Students SMUN Rumbai”. In this research the researcher investigated two major of research problem, there are: What are the factors influencing students' interesrt in learning

English? and What are the dominant factor that influence students' interest in Learning English? The subject of this research is the first grade students/ tenth grade students of SMUN 3 Rumbai. In here the researcher Quantitative research design and the result of this research is factors that influence of students' interest into middle (70.60%). There are some factors that influence students' interest in English such as internal factors (come from students themselves such as physical condition, intellegence, attainting and readiness) and external factors such as family, teacher, school and peer. and the most factors that influence studens' interest is school factors.

Second previous study came from Elansri Katili (2013), her research entitled "A Descriptive Study on Students' Interest in Learning English." The aim of this research is to describe students' interest in learning English, and to know what are factors that affect the students' interest in learning English. The study conducted at the first grade students of SDN 2 Huntu Batudaa. The research design of this research is descriptive qualitative method. As the result the researcher shows the students' interest in learning English. The students' interest in learning English can be influenced by some factors; they are internal and external factors. In internal factors such as the students ability and media and the teacher and material as the part of external factors.

This study is strongly different with those perevious study. Both of previous studies above have purpose that is to investigate or to know what factors that influence learner in learning English, the first one is in SMUN Rumbai and the

second one is in SDN 2 Huntu Batudaa . While this current study is about to know and how these factors influence learner autonomy in MA Darul Hikmah Tawang Sari.