

**SUPPORTING FACTORS ON STUDENTS' AUTONOMOUS  
ENGLISH LEARNING IN MAN 2 BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Bachelor of Education**

**by  
Syafaa Muhammada  
Student Number. 2017404026**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMENT  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
2024**

## STATEMENT OF ORIGINALITY

Here with I,

Name : Syafaa Muhammada  
Student Number : 2017404026  
Grade : Undergraduate  
Faculty : Tarbiya and Teacher Training  
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "**Supporting Factors on Students' Autonomous English Learning in MAN 2 Banyumas**" is truly my work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation predicate and bachelor degree).

Purwokerto, 1 July 2024

I Who Declare



*Syafaa*

Syafaa Muhammada  
S.N 2017404026

## APPROVAL SHEET

This Thesis entitled

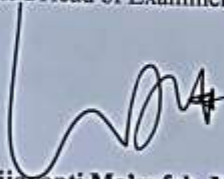
### SUPPORTING FACTORS ON STUDENTS' AUTONOMOUS ENGLISH LEARNING IN MAN 2 BANYUMAS

Written by Syafaa Muhammada (2017404026) English Education Study Program, Educational Departement. Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 1 July 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd) Degree by the examiner.

Purwokerto, 1 July 2024

Examiner I/Head of Examiner/Supervisor

Examiner II/Secretary



Desi Wijayanti Ma'rufah, M.Pd

NIP. 19921215 201801 2 003



Khairunnisa Dwinalida, M.Pd

NIP. 19921115 201903 2 034

The Main Examiner



Irra Wahidnati, M.Pd

NIP. 19881130 201908 2 001

Legalized by

The Head of Education Departement,



Drs. Maria Ulpah, M.Si

NIP. 19801115 200501 2 004

## OFFICIAL NOTE OF SUPERVISOR

### GUIDE OFFICE NOTE

To  
The head of Education Department  
Faculty of Tarbiya and Teacher Training  
State Islamic University  
In Purwokerto

Assalamu'alaikum Wr Wb

After conducting guidance, review, direction, and correction, the through this letter I convey that:

Name : Syafaa Muhammada  
Student Number : 2017404026  
Study Program : Tadris Bahasa Inggris (TBI)  
Research Title : Supporting Factors on Students Autonomous Language Learning in MAN 2 Banyumas

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd) Undergraduate Degree in English Education.

Wassalamualaikum Wr Wb

Purwokerto, June 14<sup>th</sup>, 2024

Supervisor



**Desi Wigryanti Ma'rufah, M.Pd**  
**NIP. 199212152018012003**

## ABSTRACT

### SUPPORTING FACTORS ON STUDENTS' AUTONOMOUS ENGLISH LEARNING IN MAN 2 BANYUMAS

SYAFAA MUHAMMADA

S.N. 2017404026

**Abstarct:** This research aims to determine factors influence students' autonomous english learning in MAN 2 Banyumas, in the 2023/2024 academic year. And research method use a mixed method with a field study type. Data collection techniques use data retrieval techniques in the form of questionnaires, interviews, and observations. students' autonomous skills are influenced by supporting factors. Some factors come from within the student and those that come from outside. These factors are the student's role in supporting autonomous learning, the teacher's role in fostering students' autonomous learning, task, environment, and support from around people. This shows that students agree that student independence is influenced by these supporting factors. Quantitative data also makes it clear that the factors of student independence have details, namely: (1) Student role includes motivation and learning goals (2) Teacher role includes teacher as facilitator, teacher as source, and teacher as control (3) Task for supporting Students Autonomous learning (4) Environment to support students autonomous learning.

**Keywords:** *Autonomous Learning, English Learning, Students Autonomous*

## **MOTTO**

EVER TRIED, EVER FAILED, NO MATTER TRY AGAIN, FAIL AGAIN,  
FAIL BETTER, THE WORLD IS YOURS  
(Peter Dinklage)



## **DEDICATION**

I dedicate this thesis to

My precious parents

My Teachers

My lovely sisters

Myself



## PREFACE

Praise and gratitude to Allah Swt., the Lord of the Universe, who has bestowed abundant blessings, grace and health, so that the researcher could finish this thesis entitled “Supporting Factors On Students’ Autonomous english Learning In MAN 2 Banyumas” This thesis is presented as partial fulfilment on the requirements for achieving *Sarjana Pendidikan (S.Pd.)* degree in the English Education Study Program, Faculty of Tarbiya and Teacher Training at State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.

The researcher would like to express profound gratitude to the following individuals and organizations:

1. Prof. Dr. H. Fauzi, M.Ag., as the Dean of the Faculty of Tarbiya and Teacher Training;
2. Prof. Dr. Suparjo, S.Ag., M.A., as the Vice Dean I for Academic of the Faculty of Tarbiya and Teacher Training;
3. Dr. Nurfuadi, M.Pd.I., as the Vice Dean II for General Administration, Planning and Finance of the Faculty of Tarbiya and Teacher Training;
4. Prof. Dr. Subur, M.Ag., as the Vice Dean III for Student Affairs and Collaboration of the Faculty of Tarbiya and Teacher Training;
5. Dr. Maria Ulpah, M.Si., as the head of Education Department of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto;
6. Desi Wijayanti Ma’rufah, M.Pd., as the Coordinator of Undergraduate Program in English Education and also as supervisor who always provide support, wide- knowledge, motivations, and suggestions for finishing this thesis.
7. All lectures of the Faculty of Tarbiya and Teacher Training, especially lecturers of Undergraduate Program in English Education;
8. All staffs and officials of the Faculty of Tarbiya and Teacher Training at the State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto;
9. H. Muhamad Siswanto, M.Pd.I, as the principal of MAN 2 Banyumas;
10. Mrs. Sari, S.Pd., as English teacher in MAN 2 Banyumas;



11. All staffs and officials of MAN 2 Banyumas;
12. All the students of eleventh grade of MAN 2 Banyumas;
13. My beloved parents, who always pray, love, and support me;
14. My beloved sisters who have consistently provided love and support me in every form in my way to achieve a bachelor's degree;
15. All of TBI A'20 friends who always help and support
16. Everyone who has contributed and supports the researcher to finish the study.

Purwokerto, 1 July ,2024

Syafaa Muhammada

Student Number. 2017404026



## TABLE OF CONTENT

<b>TITTLE PAGE</b> .....	<b>i</b>
<b>STATEMENT ORIGINALY</b> .....	<b>ii</b>
<b>PAGE OF APROVAL</b> .....	<b>iii</b>
<b>OFFICIAL NOTE OF SUPERVISOR</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>PREFACE</b> .....	<b>viii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Backgorund of Study .....	1
B. Conceptual Definition .....	5
C. Research Question.....	7
D. Objective and Significant of the Study .....	8
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Framework .....	9
1. Autonomous Learning.....	9
2. Misconception of Students Autonomy.....	10
3. Autonomy in Language Learning .....	10
4. Factors of Autonomous learning.....	11
5. Language Learning.....	14
B. Review of Relevant Studies .....	19
<b>CAPTER III METHODOLOGY</b>	
A. Type of Research.....	23
B. Research Context .....	23
C. Techniques of Data Collection.....	24
D. Technique of Data Analysis .....	29
E. Structure of the Research .....	31

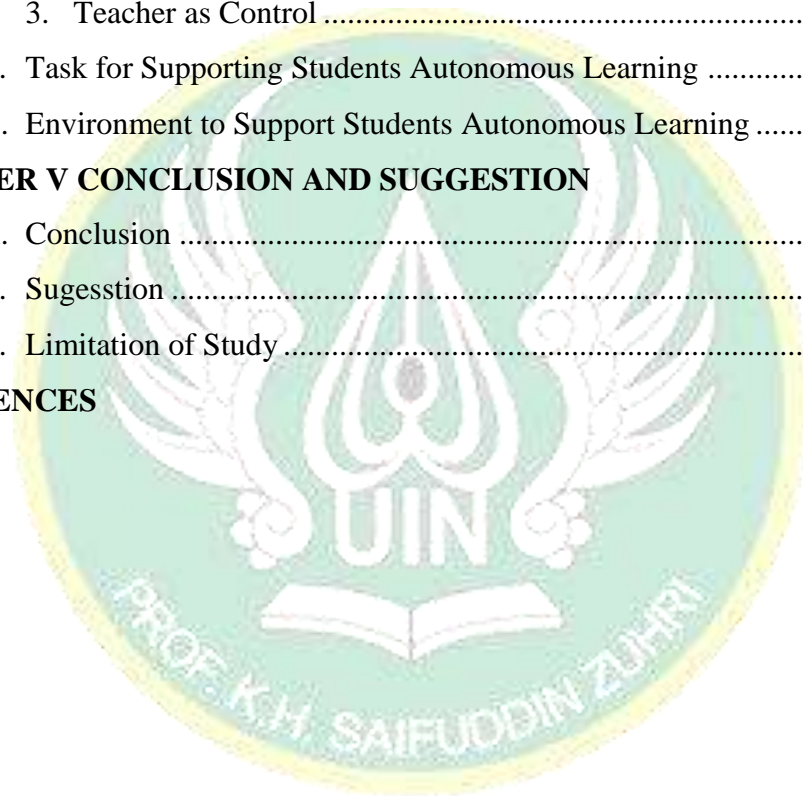
**CHAPTER IV FINDINGS AND DISCUSSION FACTORS INFLUENCING STUDENTS' AUTONOMOUS ENGLISH LEARNING**

A. Students' Role in Supporting Autonomous Learning .....	32
1. Goals .....	34
2. Motivation .....	36
B. Teachers' Role to Foster Students Autonomous Learning .....	38
1. Teacher as Facilitator .....	41
2. Teacher as Source .....	42
3. Teacher as Control .....	43
C. Task for Supporting Students Autonomous Learning .....	45
D. Environment to Support Students Autonomous Learning .....	50

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	55
B. Sugestion .....	55
C. Limitation of Study .....	56

**REFERENCES**



# CHAPTER I

## INTRODUCTION

### A. Background of Study

The development of Information and Communication Technology marks that society is in the era of industrial revolution 4.0. The industrial revolution 4.0 has brought major changes to every sector of life, including the world of education (Ngafifurrohman, 2023). Technological advances and digitalization have changed the way people work, communicate and interact throughout the world. Technological developments influence people's habits and lifestyles. Industrial revolution 4.0 is a form of industry that combines automation technology with cyber technology (Purba et al., 2021). With the influence of technology, life has become more free, interconnected and multicultural. The increasingly rapid development of technology makes globalization a part of everyday life.

Characteristics of industrial revolution 4.0 are data intelligence, big data, internet, cloud data, and digitalization in almost all sectors of life (Dito & Pujiastuti, 2021). Technological factors have very quickly changed industrial patterns which then also affect human resources who must have higher quality soft skills (Wibowo, 2019). Life's challenges are increasing and becoming more difficult, for example job opportunities are decreasing because humans have to compete with robots. To face the industrial revolution 4.0, human resources must have critical thinking skills, digital literacy abilities, information literacy, and abilities in technology and communication. To answer the challenges of the industrial revolution 4.0, qualified human resources are needed. Increasing the quality of human resources is certainly influenced by a good education system. The industrial revolution 4.0 indirectly asks the world of education to improve (Suyitno, 2020). Education is needed in all aspects of human life for adjustment and improvement self-quality in a better survival in the future (Saefu et al., 2023). To follow the flow of the industrial revolution 4.0 and the world has entered the twenty-first century, qualified skills are needed from existing human resources.

The twenty-first century or what is familiarly called the century of openness or commonly called the century of globalization. The twenty-first century is the century of knowledge, the century of a knowledge-based economy, the century of information technology, globalization, industrial revolution 4.0, and so on (Redhana, 2019). This means that human life in the twenty-first century is experiencing fundamental changes that are different from life in previous years. In the twenty-first century, we indirectly demand quality human resources, which are produced from professional institutions so as to produce superior and high-quality human resources (Etistika Yuni Wijaya et al., 2016). There are many new demands that require breakthrough thinking, new ideas, creative concepts and real action. This very rapid change can provide opportunities if it can be exploited well, but it can also be a disaster if it is not anticipated in a systematic, structured Manner (Redhana, 2019). Therefore, to create quality human resources, the term twenty first century learning skills or better known as 4C (Creativity, Critical Thinking, Communication, Collaboration) emerged.

Twenty-first century learning is a collection of knowledge, work habits and soft skills, including digital literacy, critical thinking and problem solving, that will help students lead successful careers in the workplace. Twenty-first century learning is learning that emphasizes students to apply creativity, critical thinking, cooperation, problem solving, communication skills, community and character skills. (Mardhiyah et al, 2021). The education sector has a big influence on human resources. Improving the quality of education at all levels of education is mandatory if we want to survive in the era of industrial revolution 4.0. Improving the quality of human resources in the world of education from kindergarten to university is the key to following the development of the industrial revolution 4.0 (Lase, 2019).

Not yet a decade of the twenty-first century has begun, but in the world of education, differences can already be felt. These differences are a sign of scientific progress. It is not an exaggeration to say that scientific progress is due to the birth of science and technology influencing increasingly renewable

knowledge. Twenty-first century learning applies so that students can think critically, creatively, solve problems, collaborate, and communicate skills. For this reason, twenty-first century learning requires education to have creative thinking skills, critical thinking, communication and collaboration or what is usually called 4C (Septikasari, 2018). Creative means that students can have new ideas or develop existing ideas to provide new information or knowledge in learning. Creative thinking is very necessary for students to utilize the knowledge they have for problem solving and decision making during learning, even in real life. (Sumarni & Kadarwati, 2020). Critical thinking means that students are able to identify problems in their learning activities and can determine the right solution to solve these problems. Critical Thinking is the ability to think that exists in students (Atris Yuliarti Mulyani, 2022). This ability helps students face every problem by using scientific thinking. Another skill that is no less important is communication skills. According to Lunenburg someone who has good communication skills is someone who is able to convey their ideas to other people (Redhana, 2019). Collaboration is a conscious effort to achieve the common goals they have set through the division of tasks or work (Choirul, 2020). Students who have good communication skills will be very useful when studying in class and when studying in groups.

The concept of Autonomous learning is a manifestation that is in line with an independent curriculum. Currently, students are required to have learning skills to solve problems, think critically, be creative, innovative, collaborative. This concept of autonomous learning is aligned as a manifestation of the Independent Curriculum. Now education in Indonesia is in the era of 21st Century Education which is marked by the era of Industrial Revolution 4.0 which requires students to have the skills to learn critical thinking and problem-solving, communication, creativity innovation, and collaboration. The independent curriculum provides students with the opportunity to learn autonomously or independently and be responsible for themselves (Susilawati, 2021).

To meet the human resource standards required in the twenty-first century. Autonomous can be an alternative in responding to challenges in the twenty-first century. Therefore, student independence can be a main concern in learning. Likewise with learning English. Because English is closely related to independence in order to achieve learning goals. The limited class contact makes the role of autonomy very necessary in learning English. Like research with the title "Learner autonomy in English language learning: Vietnamese EFL students' perceptions and practices" (Tuan, 2021). In this research, it was stated that students with a higher level of autonomy tend to have better learning outcomes compared to students who have a lower level of autonomy.

In research entitled "Readiness for Autonomy in English Language Learning: The Case of Indonesian High School Students conducted by Cirocki at all, 2019), they emphasized that the low motivation of Indonesian students in learning English is closely related to students' autonomous skills. Therefore, there is a need for the role of student autonomy in learning English. Preliminary observation results show that several eleventh grade science 4 students at MAN 2 Banyumas have an interest in English, these students have the motivation and goal of learning English. Then the school is equipped with good facilities to support learning. The English teachers there also have good pedagogical skills in teaching English. As explained in the research "an analysis of teachers' pedagogical and professional competencies in teaching English at MAN 2 Banyumas" (Alang, 2022) it is stated that English teachers at MAN 2 Banyumas have a good teaching approach, good mastery of the material, have a vision good teaching.

Therefore, this research is entitled "Supporting Factors on Students' autonomous English learning in MAN 2 Banyumas". The location was chosen because the school through teachers supports its students for autonomous learning. This research looks for supporting factors for autonomous learning using established methods that can later be emulated or followed by other students.

## **B. Conceptual Definition**

The meaning of key terms needs to be explained to obtain clear information and provide guidance in research. There are several keywords that refer to research that are used as a guide in conducting research.

### **1. Factors**

Factors are things, circumstances, events that influence the occurrence of something. According to KBBI, factors are things (circumstances, events) that contribute to (influence) the occurrence of something. Factors are things (circumstances, events) that contribute to (influence) the occurrence of something (Gayup, 2020). Factors that influence Autonomous learning, which can be broadly grouped into two, namely those originating from within the individual concerned and those originating from outside include the family environment, school environment and community environment.

### **2. Autonomous Learning**

Autonomy in a general sense means freedom and the right to self-rule. In education, autonomy is associated with a certain form of freedom that characterizes the learning process, where students are able to control themselves to learn. Autonomous learner in relation to self-direction and control of the learning process (Little et al., 2017). Learner autonomy through a focus on learner reflection and taking responsibility for one's own learning processes has become a central concern in the recent history of language teaching (Blcikanli, 2010). Learner autonomy is defined as the capacity to control oneself in learning (Borg & Alshumaimeri, 2019). Autonomy in education is also related to the notions of negotiation, participation in decision making in the classroom, reflection and choice, independence, self-evaluation and cooperation, etc.

Autonomous learning is situation where students are responsible of their learning. Autonomous learners are those who are able to solve problems or develop new ideas by combining divergent and convergent ways of thinking without too much help from outsiders to choose. So it



can be said that autonomy is a student attribute, not a learning situation (Benson P. , 2006). Autonomous learning is "the ability to take charge or responsibility for independent learning" (Aminatun & Oktaviani, 2019). There are Many variations on this definition, ability can also be interpreted as capacity. Sometimes uses the word capacity in other explanations, not always saying "ability". In language learning take responsibility for themselves related to the learning context. Autonomous learners are those who are able to solve problems or develop new ideas by combining divergent and convergent ways of thinking without too much help from outsiders to choose (Chan, 2015).

### 3. Language Learning

Language consists of a number of components that are fixed and can be patterned. Language is arranged in a certain pattern, not random or haphazard, containing a collection of subsystems that are different from each other (Rabiah, 2018). Language can be interpreted as a communication tool. Language is like a coin whose two sides are expression and content. Content includes what we want to convey; expression pervades our ways articulate this content; and language is something that connects the two.

Learning is a process or effort carried out by everyone individual to get a change in behavior, either in the form of knowledge, skills, attitudes and values positive as an experience of various materials has been studied. Learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and learning in the future. Changes that occur in students can occur at the level of knowledge, attitudes or behavior. As a result of learning, learners see concepts, ideas, and/or the world differently. Showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, causing to understand (Brown, 2006).

The process by which humans acquire the ability to, capture, produce. and use words and sentences for communication. Language Learning is a language that is used without qualification for the process that produces language knowledge in Lyons language learners. In general, language is used as a tool for communication (Triana et al., 2021). The communication process will run well if the person communicating is equipped with knowledge and language skills. Language Learning is the process of acquiring language skills either in understanding or in natural expression.

When learning language especially English there are three main things terms, namely approaches, methods and techniques. The approach is a way of maaging learning activities and student behavior so that students can actively carry out them to complete learning tasks and can obtain optimal learning outcomes (Wulandari, 2015). The learning approach is defined as an initial point of view on the learning process, which refers to the view of the occurrence of a process that is still very general, which is accommodated, inspired, strengthened, and underlies learning methods with a certain theoretical scope. Method is a way of presenting or describing learning carried out by educators so that the learning process occurs in a student efforts to achieve goals (Ariyanti, 2018). Technique is a collection of units and devices that relate to each other. All students can become successful learners if supported by teachers, parents. Students need learning opportunities. Starting from a small group such as in the family. Then study in a larger group, namely the community. School as a learning environment provides strategies, knowledge skills to achieve the goal of mastering the language.

### **C. Research Question**

Based on the background of the study that has been explained, the research question is, "What are the factors that support students autonomous English learning in MAN 2 Banyumas?"

## D. Objective and Significant of the Study

Research is an important component in the world of education. Research needs to be carried out because it can increase innovation, develop knowledge, encourage critical and analytical thinking, transfer knowledge to practice, solve complex problems. The purpose of research is to discover, develop and prove knowledge. Meanwhile, specifically the purpose of qualitative research is to discover (Sugiyono, 2017).

### 1. Theoretical of Significance

The research produces information in the form of theories related to supporting factors on students, autonomous language learning. It can be used as a reference for further findings that refer to the same themes, methods, and even variables in the research.

### 2. Practical Significance

#### a. Aim of the Researcher

The purpose of this research is to find out what are Supporting factors on students' autonomous language learning in MAN 2 Banyumas.

#### b. Significances of the research

##### 1) The student

- a) Add information for student so they can carry out Autonomous learning.
- b) Hope this research will be a motivation for other student to be more enthusiastic about learning especially finding Autonomous learning

##### 2) Other Researcher

It is hoped that this research can make a general contribution to the development of knowledge related to "Autonomous learning". This research can be used as a reference for other, especially those discussing Autonomous learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the theoretical components used. These components include a theoretical framework, previous research, and a review of relevant research

#### **A. Theoretical Framework**

The theoretical framework presented regarding the operational definitions of this research such as autonomous learning and English language learning.

##### **1. Autonomous Learning**

The term autonomous learning first appeared in 1981 by Henri Holec, who is also known as the “father” autonomous learner. It starts with publishing Holec's landmark report in 1981 with the Council of Europe's Modern Languages Project, which theme autonomy. According to Holec, autonomy is the ability to control oneself when learning (Benson, 2007). Autonomous learning is “the ability to take charge or responsibility for self-directed learning”(Raya, 2021).

Autonomous learning students are not as well directly learn on their own without a teacher (Juraidah & Hartoyo, 2022). In the classroom students are not given full responsibility for their learning. This is also not a teaching method, so this is not something that the teacher does to the students. This is also not a perMANent and constant state achieved by students. Student Autonomous learning is a complex and multifaceted construct. It can be defined as the capacity of students to direct their own learning, which means taking responsibility for decisions regarding various aspects of the learning process. Student Autonomous learning is more than just a MANagement aspect. Autonomy basically means critical thinking, reflecting on learning, planning and evaluating learning. Autonomy is the student's conscious effort to continuously monitor the learning process from start to finish, this is the cognitive side of Students Autonomous learning. According to Watson and Lindogren autonomy is the freedom to take the initiative, overcome obstacles, do things correctly,

be persistent in effort and do everything yourself in the context of learning (Nurhayati, 2011).

So far, student autonomy has been defined in Many ways. Because student autonomy has Many facets or Many concepts, and there are various perspectives on what includes student autonomy (PalfreyMAN, 2003). Learner autonomy is referred to as “the ability to take control over one's own learning”. Learner autonomy can be defined as “the capacity – for detachment, critical reflection, decision making, and independent action”, which is implemented in the way students carry out their learning and apply what they have learned to the wider environment. From several different perspectives on student autonomy, the most important aspect of the concept of student autonomy is student decision making in the MANagement and control of learning. Because no matter how smart the teacher is, no matter how good the materials are, no matter how good the learning support facilities are, students remain the main actors in making the learning process successful and achieving its goals.

## 2. Misconception of Students Autonomy

Therefore, students autonomous learning is an active learner, someone who is actively involved in reflective learning. Students take responsibility for their learning not only at the learning MANagement level, but also in a cognitive sense. They are willing to make conscious efforts to understand what, why and how they learn (Jilani, 2019). Generally, such learners are methodical, reflective, flexible, adventurous, curious, and motivated, their self-image is positive. Autonomous learning students are not too dependent on their teachers, that doesn't mean they don't need a teacher at all, but they can take steps for themselves when studying.

## 3. Autonomy in Language Learning

To foster student independence so that they become independent students, teachers must reflect their own beliefs, experiences and expectations regarding teaching or learning environment. In the learning

process, teachers have a role to maintain the learning environment. Learning to become an independent student is a personal, long, and never-ending process. There are several approaches to helping children develop independent learning skills. Student training includes a variety of tactics, including awareness raising, scaffolding, strategy training, greater social engagement, and encouragement of reflection. Student autonomy has several characteristics. The characteristics of autonomous students fall into three categories, such as:

#### 4. Factors of Autonomous learning

Autonomous learning or learning autonomy is influenced by many factors including (Murani, 2013).

##### a. Self-efficacy

Self-efficacy is an individual's assessment of his or her competence or ability to carry out a goal or overcome learning obstacles. Self-efficacy can influence students in choosing effort, persistence, assignments, and achievements. Students who have high self-efficacy will improve cognitive strategies in Autonomy. Students who are able to overcome learning problems will be more prepared to participate tenaciously, work hard, in facing learning difficulties and want to reach a higher level. Self-efficacy is a situation-specific belief that students have on their ability to organize and execute the actions required to learn and master tasks and assignments at a satisfactory level.

##### b. Motivation to Learn

Motivation to learn is something that causes a person to be moved to carry out learning activities both from within themselves and from outside. Motivation to learn is a change in personal energy which is characterized by the emergence of affect and reactions to achieve goals. Motivation is a basic impulse that moves someone to act to achieve their desired goals (Masni, 2015). Learning motivation is one of the factors that influences the learning process and outcomes of

students. Teachers should choose the learning method that will be used during the learning process, it should be in accordance with the material being taught because this will affect students' learning motivation. The motivation that students have is related to Autonomous learning. Motivation creates "power" so that students act, act to achieve learning goals. So learning motivation can be a driving force for students to achieve the desired learning goals. Students will tend to manage their time more efficiently and effectively in studying when they have learning motivation. Motivation that comes from within a person (intrinsic) tends to be stronger in providing positive things in the learning context. Meanwhile, motivation comes from outside (extrinsic). Intrinsic motivation will be stronger and more stable when compared to extrinsic motivation. These two types of motivation play a very important role in the student learning process.

c. Goals

Goals are the determination of something to achieve a predetermined desire. Objectives are the criteria that students use to monitor their progress in learning. Goals have two internal functions independent learning requires students to organize and monitor their efforts in a specific direction. Goals also become criteria for students to evaluate their learning performance.

There are some factors influence students autonomous learning such as : (Blidi, 2016) (Kemala, 2016)

a. Students' Role

Students have a big role in influencing student independence. One of the key factors in favorable outcomes is students' ability to choose their projects and resources, as well as express themselves in class without any psychological limitations. Among the most an important factor to consider when fostering student independence is their attitude towards learning. The role of students in the classroom is very

important important, because basically the participants Education is a determining element in a learning. Students are object meaning the object that receives the lesson and objects that help determine the results learning. Because of purpose learning is to be changes in behavior, then students as the person whose behavior will be changed have to play various roles learning objectives can be achieved.

The large role of students in influencing student independence is a driving force in achieving learning goals. Sufficient information, high motivation, and clear goals in carrying out independent learning activities are the result of a good attitude towards independent learning capacity. Student motivation becomes the starting gate that stimulates students' ability to choose their own projects and resources, and express themselves in class without any psychological limitations.

b. Teachers' Role

There are three main functions of the teacher in the learning process in learning, namely as a planner, implementer and manager (organizer) and assessor (evaluator). The relationship between students and teachers is important. This is because a good relationship will be established between students and teachers, making students feel comfortable and safe in the classroom. Apart from that, teachers have the responsibility throughout the learning process to stimulate student autonomy. Helping students become independent learners is important in language teaching and learning.

The relationship between students and teachers is fundamental. Because, a positive relationship between students and teachers will make students feel comfortable and safe in the classroom, thereby creating a positive learning atmosphere. Another thing that teachers need to pay attention to is having responsibility for the entire learning process to stimulate student independence. Helping students become independent learners is essential in language teaching and learning



c. Task

Task encourage students to learn independently or collaboratively. Collaborative learning is a teaching and learning method in where a group of students work together to solve a problem, complete an assignment, or produce a product. In addition to these activities, children are recommended, otherwise forced, to accept responsibility for their actions. Having task create learning habits for students. Moreover, one of the aims of giving assignments is to increase students' learning hours outside the scope of school. Because there is limited face to face time in class

d. Environment

The environment influences student independence. The first is the social aspect, that is representing parents, siblings, relatives, classmates, and teachers. It means independent students do not just study alone without any influence. He is a reason to help students learn with a variety of uses alternative learning settings. Students can work and engage in pairs or larger groups, as well as facing new situations that are not influenced by teacher-centered and non-collaborative classes if this is supported. The second is situational aspects, representing the source materials that students use to learn. It can be material in the form of soft files, prints, or even visuals such as videos, movies, etc.

5. Language Learning

a. Principles of Language Learning

Language is a tool or system used to convey information either verbally, written or signed and is used as a means of communication. Language is a part of human's life that cannot be separated, it also has become a main tool to communicate with each other, through language people can convey their ideas, opinions, feelings, and thoughts. Generally, when people convey the message through language, it happens by speaking directly. Language is a structural

system of sounds and sequences of language sounds which are arbitrary, which are used, or which can be used in communication between individuals by a group of people and which rather completely gives names to objects, events and processes, processes in the human environment. Language is a means of communicating. Language is also a means of conveying opinions and arguments to other parties. Therefore, language has an important social role in communicating with the wider community (Mailani et al., 2022). A linguist, (Brown, 2007) defines language as:

- Language follows a set of rules.
- Language is a collection of random symbols.
- The symbols are mostly spoken, but they can also be visual.
- The symbols have established meanings that they allude to.
- Communications is accomplished via the use of language.
- Language is used to communicate within a speech community or culture.
- Language is fundamentally human however it is possible that it is not only for humans.
- Language is learned in a similar Manner by al person.

Learning is a process to achieve change. These changes are in the form of behavior, skills, knowledge, or others as an experience gained from various materials that have been studied. Learning is the process of acquiring and modifying information, abilities, methods, ideas and behavior (Schunk, 2012). Learning is a process that leads to changes that occur as a response to the experience gained when studying certain material.

The process by which humans acquire the ability to, capture, produce. and use words and sentences for communication. Language learning is a language that is used without qualification for the process that produces language knowledge. Language learning is a set or

component in the process of interaction between students and educators and learning resources in a learning environment that is interconnected and works together to achieve language learning goals (Muhdi & Daelami, 2023). Language learning is the process of acquiring language skills either in understanding or in natural expression. Language learning is related to second language learning and foreign language learning. Language learning is a structural process in learning a language other than the mother tongue (Ogba et al., 2022). Language learning experience is one of the factors that shape human language development, which is a source of language variation and influences the attitudes of language learners (Sabiq, 2023).

Language learning gives students the skills they need in life. The aim of language learning is to equip students with the information and abilities necessary to play certain roles in the community, to equip them with communicative competence (Abdulaziz, 2016). There are four basic principles of language learning according to the TESOL International Association (2017), namely:

Language is a communication tool. So far, language learning for students has mostly consisted of memorizing vocabulary and preparing for exams without actually using English as a tool for communication. Meanwhile, the most important thing in language learning is studying linguistic aspects in order to be able to communicate in the language being studied.

Language learning includes mastery of skills as well as knowledge. It is not enough to only master linguistic aspects, students must be able to acquire knowledge and apply it in order to convey their ideas.

Consider the influence of feelings on language learning. Emotions have a big role in language learning because it is a long, complicated process and requires a lot of effort. It takes a long journey for students to finally understand English culture.

Not all students learn in the same way. Students have various preferred learning methods. There are various types of learners such as: visual learners, auditory learners, kinesthetic learners. Student personality also plays a big role in learning.

b. Language Skills

1) Listening

Listening is one of the skills learned when learning English. Listening skills are the initial language skills possessed by humans. This skill is the basis of the three language skills others, namely speaking, reading and writing (Arvinia Riski Putri, 2016). Listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations. Listening means recognizing speech sounds and turning them into words or even sentences. When we listen, our ears pick up certain sounds (rhythms, letters, tension, pauses) which our brain then translates into information we understand. Listening is a receptive language activity in conversation activities using listening media. Listening means paying close attention to what someone says or reads and then understanding it.

2) Speaking

Speaking is a productive skill, through speaking students are expected to be able to produce and convey information or ideas. Speaking is “the process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Astuti, 2019). When speaking, students learn to organize ideas, compose sentences, and express them in spoken language with good pronunciation and language that is easy to understand. Students also learn how to convey the meaning of language depending on the context in which it is used (Rosyidah et al., 2023). Speaking is an interactive process of combining

meaning, involving the production, reception and processing of information. Speaking is an important part of language learning and teaching. Speaking is using words with a normal sound, offering words, knowing and being able to use language, expressing oneself with words, and speaking. Speaking is using language simply by producing sounds. Talking is not just for communicating with other people but by talking you can get new information or share ideas with other people. Language is only possessed by humans to interact with each other. Communication can be carried out by at least two people, namely the speaker and listener. Listeners must listen and understand what the speaker says, then respond.

### 3) Reading

Reading is a complex cognitive process of character decoding aimed at understanding the text. Through reading in English, students develop an interest in learning English and the opportunity to gain knowledge (Nazarov & Ismatulleva, 2022). Reading is a means of teaching other types of speech activity. Reading is the ability to understand a text. Reading is an activity in which readers respond to and understand a text that is read in connection with their previous knowledge. In reading skills you will learn (letters, punctuation, and spaces) and so on. "The cornerstone of academic achievement and the foundation for success across the curriculum is learning to read and write professionally" (Westwood, 2008) . The success of the learning process or educational process can be seen from learning to read. Therefore, reading instruction is a main requirement that must be carried out by a student.

### 4) Writing

Writing is considered the most difficult skill to learn. It is a productive skill that allows students to express their ideas and also

share their thoughts in writing. The purpose of writing is to make students produce English writing that is fluent, easy to understand, accurate and appropriate (Ma'rufah et al., 2021). There are seven aspects of writing such as: grammar, vocabulary, spelling, layout, linguistics, and style. Writing is a way to communicate with other people indirectly, not face to face. Writing is a productive and expressive activity (Ekorini, 2021). Writing ability is a part of language learning that has an important role in everyday life. In writing, a person can convey ideas or thoughts as a goal. In writing activities, there are several aspects that must be fulfilled by students and also serve as a basis for assessing the results of their writing, namely, content, idea organization, use of vocabulary, grammar, and also mechanics.

## **B. Review of Relevant Studies**

First, The Student's Autonomy In Learning English, thesis by (Siti, 2021) Tabiya and Teacher Training Faculties in Antasari State Islamic University Banjarmasin. Discussing the independence of learning English with a research location at SMAIT Ukhuwah Banjarmasin. students who have an autonomous learning have the following characteristics. Highly motivated in language learning, goal-oriented in language learning, willing to ask question in language learning, well-organized in language learning, hard working in language learning, interested and enthusiastic in language learning, the student's activeness (improve different way) in learning english, Having Initiative in Language Learning.

Second, Maria Dian Purnamasari thesis, a UNY student entitled Empowering The Students' Autonomous learning To Improve The English Language Skills Of The Tenth Grade Students Of SMAN 7 Purworejo. In this study it was concluded that autonomous learning helps students improve the quality of their learning. Such as increasing language skills, increasing knowledge, and increasing students' se it is found that monotonous teaching learning activities, such as teacher-centered and LKS-based activities, are one

of the factors that cause the low mastery of students' language skills, which affect their learning achievement. Those activities make the students bored during the learning process. The students' language skills mastery is low because the activities focus on the teacher and there is lack of activities that facilitate the students to improve their language skills seriousness in learning. The planned action of the research is improving the students' language skills through the autonomous learning using the self-discovery and the jigsaw activities. The Self-discovery activities facilitate the students to improve their self-investment, while jigsaw activity itself improves the students' language skills on speaking, listening, reading, and writing. The similarity of this research with the author's research plan is that they both discuss the main topic, namely autonomous learning. However, there is a difference if this research focuses on how autonomous learning improves students' skills in english language. Meanwhile, this research focuses on what factors influence students' ability to carry out independent learning in language learning.

Third, Zia Kemala research students in STKIP Siliwangi, An Aalysis Of Influencing The Aoutonomous Learners In Learning English. In this study, it was mentioned that the factors that influence students to autonomous learning are the role of the learner themselves, the role of teachers, the type of tasks. the role of environment, social environment aspects, and situational aspects. This study has the same research theme, namely discussing the factors that support student autonomous learning.

Fourth, the research is entitled "Exploring the Factors and Levels of Students' Autonomy in Language Learning. This research was prepared by Sukma Wiranti, a student at UNISSULA Semarang. This research focuses on looking for information regarding the factors and levels of student autonomy in Class twelve of SMAN 2 Semarang. The research was conducted with the reason is that students' autonomy is important in successful language learning and the basis for teaching and learning based on the 2013 curriculum is autonomous learning. This research uses a mix method. It is explained that according to qualitative data that students' autonomy is supported by several

factors, namely: Student goals and motivation, teacher and student bonding, learning materials and activities, and a supportive learning environment. Meanwhile, according to quantitative data, the supporting factors for Students' Autonomy are explained, namely students' role (21.13%), teachers' role (21.83%), task (16.90%), environment (21.82), material (18.31%). This research has a slight difference because this research discusses the level of autonomy. However, this research can be an additional source of information for other.

Fifth, research entitled "Learner autonomy In Language Learning: Student Teachers' Beliefs" from the Australian Journal of Teacher Education. This research focuses on finding the influence of learner autonomy on EFL. In this research, it is stated that teachers agree with the idea of learner autonomy. In the sense that students must be involved in the decision-making process when learning. This research can be used as a reference because it has similar themes. The keywords in this research are the same, namely learner autonomy and language learning. So this research is suitable as reading material and a source of information related to learner autonomy.

*Table 1. Previous Research*

NO	TITLE	METHOD	SUBJECT	RESEARCH PURPOSES
1	The Student's Autonomy In Learning English	Mix method sexuuential explanatory	Eleventh grade student at SMAIT Ukhuwah Banjarmasin	This study aims to know how the autonomy of SMAIT Ukhuwah Banjarmasin students in learning English
2	Empowering The Students' Autonomous learning To Improve The English Language Skills Of The Tenth Grade Students Of SMAN 7 Purworejo	Qualitative	Tenth grade students of SMA 7 Purworejo	Search how effective is the autonomous learning in improving the students' language skills



3	An Aalysis Of Influencing The Aoutonomous Learners In Learning English	Qualitative	Second grade of one senior high school in Bandung	Looking for autonomous learning factors
4	Exploring the Factors and Levels of Students' Autonomy in Language Learning	Explanatory sequential mixed-methods	Twelfth graders of SMA Negeri 2 Semarang in academic year 2022/2023	Search how were the autonomy levels in language learning of the twelfth graders in SMA Negeri 2 Semarang in the academic year of 2022/2023?
5	Learner autonomy In Language Learning: Student Teachers' Beliefs"	Mix method	112 undergraduates (75 females and 37 males) at Gazi University in the ELT Department	Focuses on finding the influence of learner autonomy on EFL. How do English language student teachers view learner autonomy in EFL

## **CAPTER III**

### **METHODOLOGY**

#### **A. Type of Research**

In this research use explanatory sequential mixed methods approach was chosen because this research requires strong and accountable answers. Mixed methods sequential explanatory (combination) research is carried out to answer quantitative research problem formulations and qualitative research problem formulations, or problem formulations that are different, but complementary (Hadju et al., 2022). This research wants to know the factors that influence students to be able to carry out autonomous learning in language learning. Then, in a quantitative approach, data is obtained that needs to be explained in more depth. So it was looked at in more depth through interviews with several sources determined using random sampling and then analysis and interpretation were carried out. There are two phases to the explanatory sequential approach. Collect quantitative data in the first stage, then analyze the results, then use these results to plan the second stage, namely the qualitative stage. Generally describing qualitative data to help explain quantitative data results (Merita, 2018).

#### **B. Research Context**

##### **a. Location and time of the Research**

The research was conducted at MAN 2 Banyumas on the grounds that some students have autonomous characteristics according to the preliminary interviews that have been conducted which is located in Purwokerto Wetan, East Purwokerto District, Banyumas Regency, Central Java. The research held on march untill may 2024.

##### **b. Population and sampel**

###### **1) Population**

Population is a certain general area consisting of objects or subjects that have certain qualities and characteristics that are determined to be studied and then conclusions drawn. (Sugiyono,

2017). For this reserach the population are eleven grade class at MAN 2 Banyumas in the 2024 academic year. At MAN 2 Banyumas there are 14 eleventh classes with forty students in each class. The population of this study is 560 students.

## 2) Sampel

The sample is part of the total population and the characteristics possessed by that population (Sugiyono, 2017). The sample is part of the number and characteristics of the population (Arikunto, 2017). This research uses random sampling technique. The sample is part of the number and characteristics of the population. If there are less than 100-150 subjects, then the entire population becomes the research sample (Arikunto, 2017). However, if there are more than 100 subjects, 10%-15% or 15%-25% can be taken. In this study, 18% of students from population take as the research sample,  $560 \times 18\% = 100$ . So for this research 100 students take for sampel.

## C. Techniques of Data Collection

### a. Questionnaire

A questionnaire is a way of collecting data from correspondents by providing a set of questions which will then be answered. Questionnaire is a text-based technique for obtaining data from participants through a series of questions or statements by marking pages, checking boxes on online paper (Young, 2015). A questionnaire is a data collection technique that is carried out by giving respondents several questions or written statements to answer (Sugiyono, 2017). Questionnaires can be done face to face, by telephone, or online. The data obtained will later be processed and concluded as research results.

There are three types of questionnaires, namely closed and open questionnaires (Wahyuni, 2018). A closed questionnaire is a questionnaire that is presented in such a form in such a way that respondents just have to tick (✓) in the appropriate column or place. An open questionnaire is a questionnaire that is presented in such a form that respondents can fill in

according to their wishes and circumstances. Mixed questionnaires are a combination of open and closed questionnaires. The questionnaire used in this research is a closed questionnaire.

*Table 2. Framework questionnaire*

Aspect	Statement
Students' Role	Menurut saya, saya adalah murid yang baik
	Saya suka mencoba hal-hal baru sambil belajar bahasa Inggris
	Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik
Teachers' Role	Menurut saya, saya adalah murid yang baik
	Saya suka mencoba hal-hal baru sambil belajar bahasa Inggris
	Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik
Task	Dalam pelajaran bahasa inggris saya menyukai projek
	Keberhasilan pembelajaran bahasa saya bergantung pada apa yang saya lakukan di kelas
	Saya merasa lebih bermanfaat bekerja dengan teman saya daripada bekerja sendiri untuk pelajaran bahasa inggris
Environment	saya belajar bahasa inggris dengan siswa lain, saya juga belajar dari mereka
	Saya ingin bisa berbicara dalam bahasa inggris dengan teman saya
	Sebenarnya saya suka bahasa inggris karena saya suka menonton atau membaca atau mendengarkan sesuatu dalam bahasa inggris

The questionnaire was used to obtain data on supporting factors on students' autonomous english learning for twelfth grade students at MAN 2 Banyumas. The questionnaire was given to the research sample via Google Form to the research sample (one hundred students). In this study, the writer implemented a ford likert scale questionnaire. The attachment is adapted from the items of the Self-Assessment and Learner Autonomy Questionnaire by Gholami, 2016. This questionnaire was presented in the first stage of research using the first data collection technique.

b. Interview

Interview is a data collection technique by asking a number of verbal questions to the subject being interviewed. Interview techniques can also be used interpreted as the steps used to Obtain data by asking directly face to face with the respondent or informant who is the subject study (Mita, 2015). In this type of data collection technique, open questions are created that can develop larger depending on the field situation. Questions are created to invite opinions from sources.

In this research, semi-structured interviews were used as a qualitative data collection technique in the second stage after using questionnaires as the main data collection. Semi-structured interviews involve a series of pre-planned questions, but the interviewer has greater leeway in terms of language and sequence. There were ten questions about student independence that were asked of respondents. There are pre-planned questions that arise that require further elaboration. The purpose of pre-planned questions is to describe quantitative data from previously implemented questionnaires. Interviews were conducted with five students with the highest questionnaire results out of one hundred students. The following interview questions was used for interview.

Table 3. Framework Interview

NO		
1	Students' Role	<p>Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)</p> <p>What is your motivation for learning English? (apa motivasi kamu belajar bahasa inggris)</p> <p>Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa inggris)</p>
2	Task	<p>Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)</p> <p>In learning English whether assignments are necessary or not? (dalam belajar bahasa inggris apakah tugas itu perlu atau tidak)</p>
3	Teachers' Role	<p>Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa inggris)</p> <p>What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)</p>
4	Environment	<p>Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa inggris)</p>

c. Observation

Observations are made when looking directly into the field to observe individual behavior and activities at the research location (Creswell, 2021). Observation as a data collection technique has certain characteristics when compared with other techniques. This data collection technique is used if the research concerns human behavior, work processes, natural phenomena, and the number of respondents observed is not too large.

Observations were carried out twice in two different classes. The reason for choosing these two classes refers to the results of the questionnaire, because these two classes are occupied by respondents with the highest questionnaire results. The following is an observation guideline.

*Table 4. Observation Guideline*

<b>Observation Sheet</b>			
<b>No</b>	<b>Aspect</b>	<b>Checklist</b>	<b>Information</b>
1	Students role		
2	Teachers' role		
3	Task		
4	Environment		

**D. Validity of the Instrumen**

Instrument validation uses expert judgment in this research. Before conducting research, guidance was carried out to ask for professional advice from validators and supervisors regarding questionnaires and interview guidelines. The validity test used in this research is content validity which was tested with two expert judgments such as, Mr. Agus Husein, M.Pd as validator Mrs Desi Wijayanti Ma'rufah, M.Pd as supervisor This method is used to systematically analyze and evaluate whether the instrument items fulfill what is intended to be measured.

## **E. Technique of Data Analysis**

This research uses a mixed method sequential explanatory method. Quantitative data research was carried out first, followed by qualitative data collection. So the data analysis technique in this research has two stages, namely

### **a. Quantitative data analysis**

#### **1) Data collection**

The initial stage in quantitative data analysis is data collection. In this research, data collection was carried out using a questionnaire distributed to respondents. The questionnaire distributed consisted of several questions related to autonomous learning.

#### **2) Processing, simplifying, and structuring**

After getting the data, the next process is data processing. Quantitative data processing and analysis is an important process in research with a quantitative approach. Quantitative data processing includes editing, coding, entry and tabulation stages, which aim to process raw data into data ready for analysis.

#### **3) Presentation of data**

The final process is data presentation. Quantitative data is data that can be presented in numerical or numeric form, so usually this quantitative data is not far from mathematical and statistical analysis. Presentation of data provides a systematic description of the results of research or observations. Data is captured and understood more quickly after it is presented.

### **b. Qualitative Data analysis**

Qualitative data analysis is carried out during data collection and also after completing data collection within a certain period of time (Sugiyono, 2011).

#### **1) Data Reduction**

Data reduction is a process of selecting, focusing and simplification, abstraction and transformation of raw data. Data



reduction is the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from written notes in the field. Data from interviews with students regarding autonomous students in the form of field notes and recordings were collected into one. Then the data was separated into several research themes. The aim of separating the data is to categorize the interview results according to the research theme. The data displayed is in the form of narrative notes or summaries.

## 2) Data Display

Display data is semi-finished data that has been generalized in written form and already has a clear topic flow according to the topics grouped in the category matrix. Data can be presented in the form of tables, graphs and verbal words. After all the data has been formatted in written form, the next step is to display the data. Data display is managing imperfect data resulting from data reduction into data categorized according to simpler themes. In there are several stages in data display, namely: theme categories, groupings of themes that have been arranged in the interview team accumulation table, and theme subcategories categorize data into smaller, simpler fractions or theme parts so that it is easier to understand.

## 3) Conclusion Drawing and Verification

The third step in qualitative data analysis according to Miles and Huberman. If conclusions are reviewed and verified, they may or may not address the problem Initially it was not formulated, because as stated, the problems and issues in qualitative research were still preliminary and only developed later when the research was in the field. Conclusions in qualitative research contain descriptions of all theme sub-categories listed in the table categorization and coding. In this conclusion, the research findings and results are explained by providing an explanation of the conclusions of the answers to the research questions asked. The triangulation model is used to collect

data sources. The purpose is to explore the truth of certain information through various methods and sources of data acquisition, in this research using interviews, observation and document analysis as in the picture.

#### **F. Structure of the Research**

To conduct research systematically, it is necessary to classify the research structure. This research is divided into five chapters, namely:

Chapter I is an introduction consisting of the background of the study, operational definition, research questions, aims and significance of the research, and organization of the paper.

Chapter II presents various kinds of theories about teaching English subjects using the discovery learning model.

Chapter III presents the research method. This chapter contains the types of research, sites and participants, techniques of data collection, and techniques of data analysis.

Chapter IV presents the results of research on teaching English using the discovery learning model.

Chapter V contains conclusions, suggestions, and closing remarks.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**  
**FACTORS INFLUENCING STUDENTS' AUTONOMOUS**  
**ENGLISH LEARNING**

**A. Students' Role in Supporting Autonomous Learning**

In learning students have an important role, therefore, one of the factors that influences student autonomous is the role of the student himself. Students have a big role in influencing student autonomous. Voluntarism is part of the student's role in order to continue towards student autonomous english learning. Students who are forced to take part in learning activities will not get the same benefits as volunteers. Voluntariness is a factor that enhances or inhibits students' impressions and attitudes towards autonomous learning (Blidi, 2016). No matter how many factors influence students to learn independently, of course they will not have an effect when the student does not have a strong desire to learn consciously or voluntarily. Students will enjoy it more if there is no compulsion to learn. Student volunteerism in learning is of course thanks to the student's motivation and goals. Motivation to learn will create a positive attitude in students (Tran & Duong, 2020).

Clear goal and strong motivation will influence learning activities which are the result of students autonomous. The motivation that exists within students is positively related to learning independence (Yuliana et al., 2023). These attitudes certainly emerge when students have an awareness of learning or are willing to learn. If students have things like that, it will certainly make it easier for students to achieve their learning goals. That is the reason why students' roles are the main factor in autonomous learning. Motivation and clear learning goals will also give rise to a good perception of the English language. At least even though students think that English is difficult, because they have clear goals and motivation they will continue to try to learn.

Motivation and goals are internal factors, all of which arise from within the student. The role of students also has the same meaning as psychological factors and internal factors, because motivation, and goals merge from within

the student, depending on psychology of each student. The role of students in language learning discussed in this case is related to motivation, and goal within students as well as how students reflect on their own abilities. The following diagram shows data from a questionnaire regarding the role of students in influencing student independence in language learning.

*Table 5. Questionnaire Result on Student's Role in Supportings Autonomous Learning*

<b>Student's Role in Supportings Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Menurut saya, saya adalah murid yang baik	3 (3%)	1 (1%)	60 (60%)	36 (36%)
2	Saya suka mencoba hal-hal baru sambil belajar bahasa Inggris	3 (3%)	13 (13%)	66 (66%)	18 (18%)
3	Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik	1 (1%)	10 (10%)	68 (68%)	21 (21%)
<b>Total Mean Score</b>		<b>2.3%</b>	<b>8%</b>	<b>64.7%</b>	<b>25%</b>

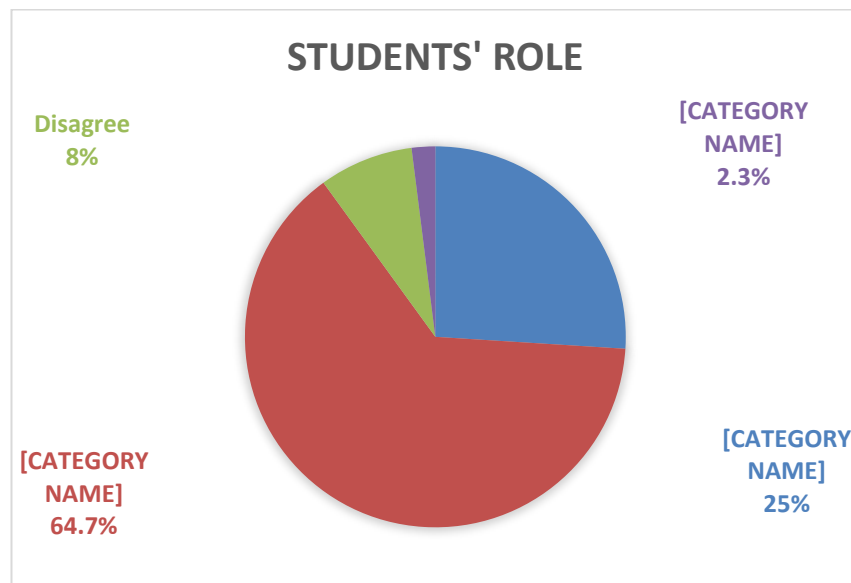


Diagram 1. Students' Role

The diagram describes the results of a questionnaire given to research sample numbering one hundred students. There are 25% of students strongly agree that motivation, and goal influence student autonomous english learning. There are 64.7% of students agree that motivation, and goal influence student independence. Then 8% of students disagree about motivation and goal in learning influence students autonomous learning. 2.3% of students strongly disagree that motivation, and goal can influence student learning independence. So, 89.7% of students agree that "students role" influences students' autonomous english learning. It's not no reason they agree with this, of course there are some things makes students able to play a role in fostering autonomous learning, among others:

### 1. Goals

Having clear goals in learning will help students move in a positive direction. One of the factors of independent learning is goals (Pratiwi, 2019). Students who do not have learning goals tend not to be serious when studying. Likewise for autonomous learning. Then the questionnaire data was strengthened by the results of interviews with several sources. Following are the results of the interview:

### N1

*Now, to find work and enter university, most people have to master English. To enter university you are also required to understand TOEFL in order to pass. That's the reason I like and want to be able to speak English. "Because English is an international language. Now, to find work and enter university, most people have to master English. To enter university you are also required to understand TOEFL in order to pass. That's the reason I like and want to speak English."*

### N2

*I like English because if you can speak English it's cool. English is used by most people in the world to communicate with each other. Because I like playing games, the games also use English. "I like English because if you can speak English it's cool. English is used by most people in the world to communicate with each other. Because I like playing games, the games also use English."*

### N3

*I like English because I want to go abroad so I have to be able to speak English. English is also an international language, if I can speak English it will certainly make it easier for me to achieve my desire to go abroad. "I like English because I want to go abroad so I have to be able to speak English. English is also an international language, if I can speak English it will certainly make it easier for me to achieve my desires abroad."*

### N4

*Because English is fun, I like studying English. I want to continue studying at the Dream campus. To enter university, of course you have to have TOEFL skills. "Because English is fun, I like studying English. I want to continue studying at the Dream campus. To enter university, of course you must have TOEFL skills."*

### N5

*Because looking at the current job market, English language skills seem to be a mandatory requirement. So I want to be able to master English so that it will be easier for me to get a job in the future. "Because looking at the current job market, English language skills seem to be a mandatory requirement. So I want to be able to master English so that it will be easier for me to get a job in the future."*

From the interview answers, it can be seen that students have clear goals for learning English. Goals are factors that can influence learning independence students, students who have good learning goals, will be enthusiastic and serious in the learning process (Andrila et al., 2022). Some aim to make it easier to find work, and others aim to get a university

education. Having the goals they have will help them to be serious about English. Of course, the seriousness of learning will be different if students do not have a goal. This means having goals is important. Learning goals emerge from within the student and will play a role in forming autonomous learning.

## 2. Motivation

Apart from goals, there is also motivation that makes students more serious about learning so that it can make students become autonomous learners. Motivation is one of the factors of learning independence (Yuliana et al., 2023). The following are interview answers from the source

### N1

*I want to study Dream university. (because I want to study at my dream university)*

### N2

*I want to be able to speak English so I can sing western songs. (Want can speak English, so can sing western songs)*

### N3

*Want to increase your vocabulary, so that you know a lot of English vocabulary. (Want to increase vocabulary, so I know a lot of English vocabulary)*

### N4

*So that you get good grades and make it easier to find work. (Get good grades and make it easier to find work.)*

### N5

*To be able to enter your dream university and be able to go abroad.*

From the results of the interview, it can be seen that each student has their own personal motivation. Motivation is what will control them. When learning English, students have their own motivation, which triggers them to study more seriously. There is a significant relationship in learning motivation and autonomous learning (Amalia, 2016). Students with strong motivation will be more enthusiastic about learning, so they will be more independent in learning. The need for motivation within students to help

them face the learning process. Motivation will help students achieve autonomous learning.

Questionnaire data and interview data are also strengthened by the results of classroom observations, along with documentation of student learning activities in class.



*Picture 2. Students listen to the teacher's explanation*

Students are taking part in learning activities. Students listen solemnly and calmly to what the teacher is explaining. It was seen that no students were lying down or asleep, all the students were listening to the teacher's explanation. At that time learning began for two hours of lessons. At the beginning of the lesson, all students participated in the lesson calmly, although later there were some students who became sleepy. However, with just a little warning, sleepy students can return to learning, and all students follow the lesson to completion calmly and without making any noise.



These three data show similar results that the role of students influences autonomous english learning at MAN 2 Banyumas. Interview data and class observations strengthen the results of the questionnaire given to MAN 2 Banyumas students. In learning, students have a very vital role, especially in increasing autonomous learning. All autonomous learners are influenced by their desire, motivation and need to be independent (Kemala, 2016). The role of students towards autonomous learning cannot be considered trivial. When students have a role in moving towards autonomy, of course there is something inherent in the students. That something is motivation and purpose. Motivation is very useful for students, namely making students aware of their position at the beginning of learning, the process and learning outcomes (Rumhadi, 2017). There is a relationship between motivation and independence, both of which are related to students' active involvement in learning (Benson, 2007). Students who are motivated to learn and have clear learning goals will certainly be more serious in studying. Students are more serious because there is no coercion from other parties to take part in learning.

#### **B. Teachers' Role to Foster Students Autonomous Learning**

Students who have independent learning certainly cannot be separated from the role of the teacher. There is a role for the teacher to help lead students towards autonomous learning. It cannot be denied that the relationship between teachers and students in learning is very important. teachers play a very important role in facilitating autonomous learning, developing learner autonomy involves more than just the role of the teacher than is realized (Yanti et al., 2017). The role of the teacher is one of the factors that influences student independence (Wiranti & Widiyati, 2022). Teachers have responsibility for the student learning process to stimulate student autonomy. Helping students become independent students is important in language teaching and learning. In autonomous learning the teacher acts as a

facilitator so that students can be independent. The teacher as a facilitator provides facilities in the form of actions or learning processes.

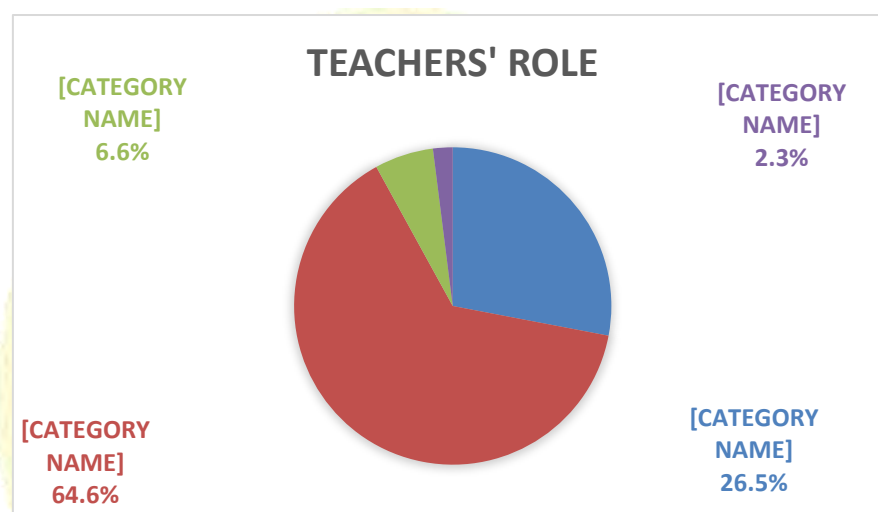
Furthermore, teachers are also sources for their students. Students need references or information about certain subjects to solve problems and difficulties quickly, efficiently and with initiative (Benson, 2007). Teachers as a source of information for students in learning. Even though students can obtain information from other sources, teachers must have the ability to be a source of information for their students, especially in the classroom. When students get different information from other sources such as videos, books or worksheets, and so on, this is where the teacher's role is really needed. Teachers can be intermediaries for the information received by students. Therefore, the teacher's ability as a resource is really needed by students.

Based on the results of the questionnaire given to students regarding the role of teachers in influencing autonomous learning. Following are the results of the questionnaire.

*Table VI. Questionnaire Result on Teachers' Role to Foster Students Autonomous Learning*

<b>Teacher's Role to Foster Students Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Seorang pembelajar bahasa inggris yang baik mencatat apa yang dipelajarinya setelah mereka selesai belajar bahasa inggris pada hari itu	3 (3%)	2 (2%)	53 (53%)	43 (43%)
2	Seorang guru harus mengetahui segala sesuatu tentang mata pelajaran yang diajarkannya	3 (3%)	7 (7%)	67 (67%)	23 (23%)

3	Tugas guru adalah memberikan seluruh pengetahuan tentang mata pelajaran itu kepada muridnya	1 (1%)	11 (11%)	74 (74%)	14 (14%)
Total Mean Score		<b>2.3 %</b>	<b>6.6%</b>	<b>64.6%</b>	<b>26.5%</b>



*Diagram 2. Teachers' Role*

This data is the result of a questionnaire on the role of teachers in influencing students towards autonomous learning. From these data it can be seen that out of 100 students. There are 28% of students strongly agree that teachers influence language learning independence. There are 64% of students who agree that teachers influence language learning independence. There are 6% of students who do not agree that teachers influence language learning independence. And 2% of students strongly disagree that teachers influence language learning independence. This means that 92% of students agree that teachers have an influence on students' autonomous learning . Almost all students agree that the teacher's role influences their learning autonomy.

Supported by the results of interviews conducted with several autonomous learning students. They were asked several questions related to the role of the teacher. There are at least two teacher roles that lead them towards autonomous learning.

### **1. Teacher as Facilitator**

The role of teacher as facilitator for students is to provide services to make it easier for students to follow the learning process. Likewise, in taking students to autonomous learning, teachers provide services for students. Teachers take a supportive role as facilitators who help students formulate their goals more clearly, and provide feedback, encouragement, and reinforcement (Blidi, 2016). Teachers are people who help students in their learning experience towards autonomous learning. Helping to shape or adapt to changes in the environment for students, as well as assisting in a learning process that suits their needs. This finding is strengthened by the results of interviews with students as follows.

**N1**

*Menggunakan media pembelajaran yang asik untuk menyampaikan materi (Using fun media in delivering lessons.)*

**N2**

*Mengajar dengan menggunakan materiseperti video, music, power point dengan metode yang asik..( Teaching using materials such as videos, music, power points with fun methods)*

**N3**

*Cara penyampain materi yang jelas dan tidak muter-muter. (The method of presenting the material is clear and not confusing.)*

**N4**

*Cara mengajar dengan metoda yang asik, menyenangkan, dan menggunakan media yang sesuai dengan siswa. (How to teach with a method that is fun, enjoyable, and uses media that is suitable for students.)*

**N5**

*Memberikan ilmunya kepada saya, dan sabar menghadapi siswa, dan selalu memotivasi siswa (Give me his knowledge, patient with students, and always motivate students)*

From the results of this interview, it can be interpreted that there is a need for teachers who have the ability to create learning media. Not only that, they are also expected to be able to use interesting learning media. Apart from that, with the development of the times, teachers are of course required to be able to use increasingly sophisticated electronic media. All of this is certainly not without purpose, because the aim is to make it easier for students to understand the subject matter. Teachers are also asked to be able to provide motivation to students. From these results it can be interpreted that teachers are required to provide maximum service to students in learning. A teacher is a person who takes action to make something easier for students to do (Benson, 2007). So the role of the teacher as a servant or facilitator is really needed by students.

## **2. Teacher as Source**

In order to increase competition between students which will have a positive impact in the classroom, it can be increased through innovative learning, conveying facts or summaries which can increase students' understanding (Oktavia et al., 2020). As a teacher, of course you must have intellectual abilities. Teachers are required to have knowledge according to their field, in this case especially English lessons. Because that ability will later be given to students. The following are the results of interviews with students

**N2**

*Ada, awalnya karena guru saya juga saya mulai suka Bahasa Inggris, karena cara penyampaiannya materinya jelas (Yes, at first it was because of my teacher that I started to like English, because the way the material is presented is clear)*

**N3**

*Ada, mungkin juga karena gurunya cocok jadi saya enjoy saja ketika pembelajaran. (Yes, maybe it's because the teacher is suitable so I just enjoy learning)*

From these answers, it can be seen that some of them like English because of their teacher. The teacher's efforts to foster student learning independence aim to ensure that students master the expected competencies so that learning objectives are achieved in the form of knowledge and skills (Rafika et al., 2017). How is it possible for a teacher to only order students to learn from other sources when he himself does not have good competencies. Of course, teachers who make students like English are able to explain and convey the material well. When students enjoy the teacher, of course it is because the teacher has skills in English, because that is what students want from their teacher, that the teacher is their learning resource. If the teacher has poor or even poor English language skills, it will actually cause confusion for students which in the end can make students enjoy the teacher less.

### **3. Teacher as Control**

In learning, so that students are autonomous, there needs to be control from the teacher. Teachers at schools not only provide information to students but also monitor them (Benson, 1997). Teachers as mentors must know what their students need, teachers will do the best for their students. What can be done and what students must do must be known by the teacher. The following are the results of interviews with students.

**N5**

*Guru membimbing saya dalam belajar sehingga kedepannya saya bisa lebih mandiri dan lebih baik. (The teacher guides me in studying so that in the future I can be more independent and better)*

From the students' answers, it shows the need for the role of teachers who can control their students. Apart from guiding and teaching, teachers' other duties include providing education and moral

education for students, especially towards learning independence (Rifky, 2020). so that apart from providing knowledge, teachers also provide knowledge responsible for instilling moral values in students. So that students don't make the wrong move, teachers need to provide attention and control to their students in moving towards autonomous learning

Class observations were carried out during learning. Then the data from class observations showed that.



*Picture 3. Teacher explains the material*      *Picture 4. Teacher goes around to students*

When learning takes place, the teacher is relaxed and friendly, meaning he is not in a hurry to explain the material. Even though he is friendly, the teacher is quite strict because he still reprimands students if they disrupt the learning process. Even when teaching, the teacher's voice sounds clear and loud, making it easier for students to follow the lesson. Even though he is an English teacher, he still uses Indonesian as communication with the aim of making it easier for students to participate in learning. Teachers also take advantage of using Android as a learning medium. The teacher also goes around to each student to control the

learning process or asks students about related material, or asks about existing obstacles.

No matter how hard students try to learn independently, there still needs to be a role for the teacher, either as a controller or as a facilitator. In helping students towards autonomous learning, the teacher's war is no less important. To help students towards independent learning, teachers must have good intellectual abilities (Benson, 1997). However, teachers must play a role more than just conveying information. As a facilitator, teachers need to make every effort to help facilitate learning and motivate students to play according to their best potential, which includes: helping students plan and carry out language learning independently (Yan, 2012). Teachers need to direct students, provide motivation to students towards independent learning. Teachers must be able to provide learning services to students, what students need in learning, at least the teacher can provide. Teachers also need to provide motivation to their students, to maintain remaining enthusiasm for learning, especially to support autonomous learning. Teachers also need to provide control over their students. In autonomous learning, of course, students need to be controlled so that the teacher knows what the students have to do (Amoura et al., 2015). So, the results of the questionnaire and interviews are in accordance with what the teacher does in class.

### **C. Task for Supporting Students Autonomous Learning**

The next factor that influences student learning independence is assignments. Autonomous learners will not take tasks for granted (Dickinson, 1987). Assignments can demonstrate how students acquire knowledge effectively, either independently or collaboratively. Assignments will make students study more often. Even interesting assignments will make students happier learning. Apart from that, assignments can also encourage students to learn more.



It is an important task to lead students towards the embrace of autonomy (Blidi, 2016). Especially if you want to make students autonomous learners. Teachers can give interesting assignments so that students are encouraged to learn enthusiastically. Assignments are also used to make students interact with each other. With assignments, students can exchange information, share opinions, and even solve problems..The following is data from a questionnaire regarding assignments in influencing student independence in language learning.

Table 7. Questionnaire Result on Task for Supportings Students Autonomous Learning

<b>Task for Supportings Students Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Dalam pelajaran bahasa inggris saya menyukai projek dimana saya dapat bekerja dengan siswa lain	2 (2%)	18 (18%)	60 (60%)	20 (20%)
2	Keberhasilan pembelajaran bahasa saya bergantung pada apa yang saya lakukan di kelas	2 (2%)	16 (16%)	66 (66%)	16 (66%)
3	Saya merasa lebih bermanfaat bekerja dengan teman saya daripada bekerja sendiri untuk pelajaran bahasa inggris	5 (5%)	19 (19%)	59 (59%)	17 (17%)
<b>Total Mean Score</b>		<b>3%</b>	<b>17.7%</b>	<b>61.6%</b>	<b>17.7%</b>

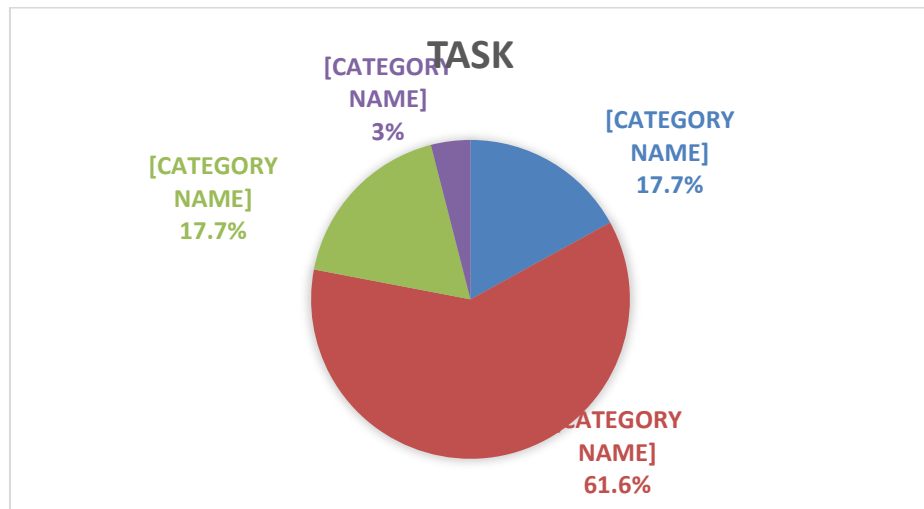


Diagram 3. Task

The diagram shows that 61.6% of students chose to agree that assignments influence autonomous learning. 17.7% of students chose to strongly agree that assignments affect autonomous learning. As many as 79.3% of students think that assignments affect learning independence. However, 3% of students chose to strongly disagree and 17.7% of students chose to disagree. A total of 20.7% of students do not believe that assignments influence the independent language learning process. It can be concluded that the majority of students consider an assignment to be important in learning, while a small portion of them prefer assignments that are not important.

Then, from the interview data, it is explained how the task influences autonomous learning.

#### N1

*Sangat membantu karena tugas juga sebagai pengingat materi supaya tidak lupa. (It's very helpful because the assignment is also a reminder of the material so do not forget.)*

*Perlu, untuk menilai kemampuan dan mengngat materi. (Necessary, to assess abilities and remember the material.)*

#### N2

*Iya karena jika ada tugas jadi lebih sering belajar. (Yes, because if have assignments will study more often)*

*Sangat perlu, karena tugas sebagai salah satu pengingat materi.  
(Sangat perlu, karena tugas sebagai salah satu pengingat materi)*

#### **N4**

*Iya membantu karena menjadi salah satu pengingat untuk belajar dan menambah seMANgat belajar. (Yes helps because it is a reminder to study and increases enthusiasm for learning)*

*Perlu, untuk mengulas materi. (Need, to review the material)*

#### **N5**

*Cukup membantu. (Quite helpful.)*

*Perlu*

Autonomous learners will allocate time to do assignments (Kemala, 2016). Assignments helped them in learning English. According to them, assignments are a means of reviewing material. Assignments also make them study more often. Then the five speakers had the same impression of the task. They consider the task necessary in learning English. The conclusion is that assignments help students learn and review material, assignments can also give students self-control so they remain on target and motivated. In learning, teachers periodically give assignments to students according to existing material needs. Each meeting has varying tasks. The observation results strengthen the results of questionnaires and interviews that assignments influence students' autonomous english learning in MAN 2 Banyumas.

From the results of observations made in class during learning, it is known that:



*Picture 4. Discussion about assignments*

Teachers often give assignments to students so that students continue to learn. When the observation was carried out the teacher was also discussing the assignment previously given. And the students have already done the assignment so the teacher only needs to comment on the assignment.

Assignments help students to continue learning. Assignments encourage students to continue learning. Even interesting and collaborative assignments produce a positive impression. Interesting assignments will help students towards independent learning (Wiranti & Widiyati, 2022). Because it can increase students' enthusiasm for learning. Having assignments will encourage and get used to autonomous learning for learning. By having assignments, students with autonomous learning will get used to doing assignments and make it a repeat of learning. Then collaborative-based assignments will make students work together to solve a problem, from where they will exchange information. This does not mean that independent learners cannot study with their friends. In fact,

studying together can create student motivation to learn, train critical thinking, and train social sensitivity.

#### **D. Environment to Support Students Autonomous Learning**

The next factor that influences student independence is the environment. In this research, we explore how the student learning environment influences students' language learning. Being an autonomous learner does not mean just learning alone and relying only on yourself. You need support from friends and the environment to become an autonomous learner. As a good learner, of course you also need to accept or get support from other people. Not necessarily reject help or information from other people.

Building a supportive environment is important for facilitating and fostering learner autonomy (Blidi, 2016). Having support from friends or the surrounding environment will make a learner more complete. Because it receives a lot of information from various sources. Environmental support can also open up broader patterns of thinking because information is exchanged. The following is data from a questionnaire regarding the environment in influencing student independence in language learning. The following are the results of a questionnaire from students about how the environment influences their learning independence in learning English.

*Table 8. Questionnaire Result on Environment to Support Students Autonomous Learning*

<b>Environment to Support Students Autonomous Learning</b>					
<b>N O</b>	<b>STATEMENT S</b>	<b>STRONGL Y DISAGREE</b>	<b>DISAGRE E</b>	<b>AGRE E</b>	<b>STRONGL Y AGREE</b>
1	Saya saya belajar bahasa inggris dengan siswa lain, saya juga belajar dari mereka	3 (3%)	11 (11%)	63 (63%)	23 (23%)

2	Saya ingin bisa berbicara dalam bahasa inggris dengan teman saya	0	11 (11%)	46 (46%)	43 (43%)
3	Sebenarnya saya suka bahasa inggris karena saya suka menonton atau membaca atau mendengarkan sesuatu dalam bahasa inggris	4 (4%)	26 (26%)	39 (39%)	31 (31%)
Total Mean Score		2.3%	16	49.4%	32.3%

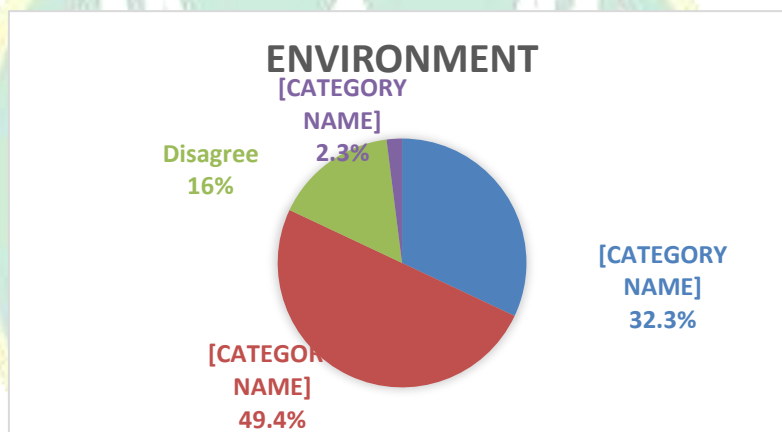


Diagram 4. Environment

The environment influences students' language learning independence. From the results of the questionnaire, it was found that: 32% of students strongly agree that the environment influences students' independent language learning. There are 50% of students who agree that the environment influences student learning independence. Overall, 82% of students agree that the environment influences students to become independent learners. Only a few of them disagree. There are 16% of students who disagree that the environment influences their autonomous learning and 2% of students strongly disagree that the environment

influences students' autonomous english learning. This means that only 18% of students disagree. And most students agree that the environment.

From the interview data, it was found that the environment can provide enthusiasm to students, so the environment influences students' autonomous english learning.

**N1**

*Perpustakaan sekolah, karena tempatnya nyaMAN untuk belajar.  
(School library, because it is a comfortable place to study.)*

**N3**

*Kamarku, karena sepi dan nyaMAN. (My room, because it's quiet  
and comfortable.)*

**N4**

*My room*

**N5**

*Class, because Many friends*

From the interview results, it can be seen that the environment has an influence on students' enthusiasm for learning. Because the environment can provide comfort so that students are enthusiastic about learning and this will then influence students' language learning independence. In one day students spend a lot of time studying at school. It is important for schools to complete existing facilities such as fields, libraries, classrooms, etc. If the facilities at the school are adequate and the food is good, it is not impossible that students will be influenced to learn. So that students are influenced to become autonomous learning.



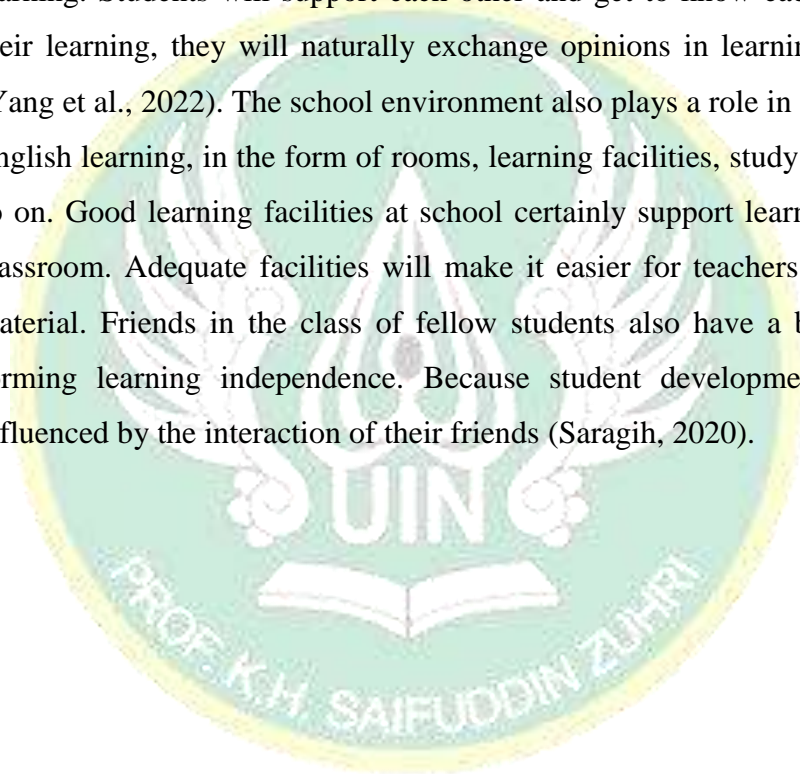
*Picture 5. Library atmosphere*

From the observation results, it can be seen that the MAN 2 Banyumas library has a modern style. The library is clean, the room is air-conditioned, and has quite a large collection of books. From the results of classroom observations, the classroom environment supports students to learn, because it is equipped with a whiteboard, LCD screen and projector, and speakers. Apart from that, the school also has library facilities, laboratories, sports fields, and there are English language extracurriculars. The school environment (facilities) also influences students' learning independence (Masila, 2017). Then communication between students in class creates a positive environment in class. Classmates or those with similar characters will allowing them to influence each other's beliefs and behavior in independent learning (Saragih, 2020). When asked to discuss by the teacher, students obey the teacher's orders well. They discussed with each other solemnly, although sometimes interspersed with light jokes. Autonomous learners are able to collaborate with other learners (Benson, 2001).

From interview data, questionnaires and observations, it can be seen that the results are mutually related. Students can get learning support from various things, one of which is the environment. The environment can be a room, learning facilities, study place, and so on. Good learning facilities at



school certainly support learning in the classroom. Adequate facilities will make it easier for teachers to deliver material. From the results of the interviews, there are students who have a favorite place to study English in the school library, there are also students who have a favorite place to study English in their private room. Language learners will benefit from an accommodating learning environment in terms of motivation to achieve the best skills and abilities (Wiranti & Widiyati, 2022). The situation of fellow students in class also influences students' autonomous english learning. Students will support each other and get to know each other in their learning, they will naturally exchange opinions in learning English (Yang et al., 2022). The school environment also plays a role in supporting English learning, in the form of rooms, learning facilities, study areas, and so on. Good learning facilities at school certainly support learning in the classroom. Adequate facilities will make it easier for teachers to deliver material. Friends in the class of fellow students also have a big role in forming learning independence. Because student development is also influenced by the interaction of their friends (Saragih, 2020).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter involves research conclusions based on what was discussed in the previous chapter and the author's suggestions regarding this research.

#### **A. Conclusion**

Based on the data discussed in chapter IV, it can be concluded that students' autonomous skills are influenced by supporting factors. There are factors that come from within the student and there are also factors that come from outside. These factors are the role of students, the role of teachers, tasks, environment. Qualitative data also makes it clear that the factors of student independence have details, namely: (1) Students role includes motivation and learning goals (2) Teachers role includes teacher as facilitator, teacher as source, and teacher as control (3) Task for supporting Students Autonomous learning (4) Environment to support students autonomous learning. So there are four factors that influence students autonomous learning in MAN 2 Banyumas.

#### **B. Suggestions**

Based on the results of the research that has been carried out, several suggestions have been made that may provide benefits. The suggestions given are:

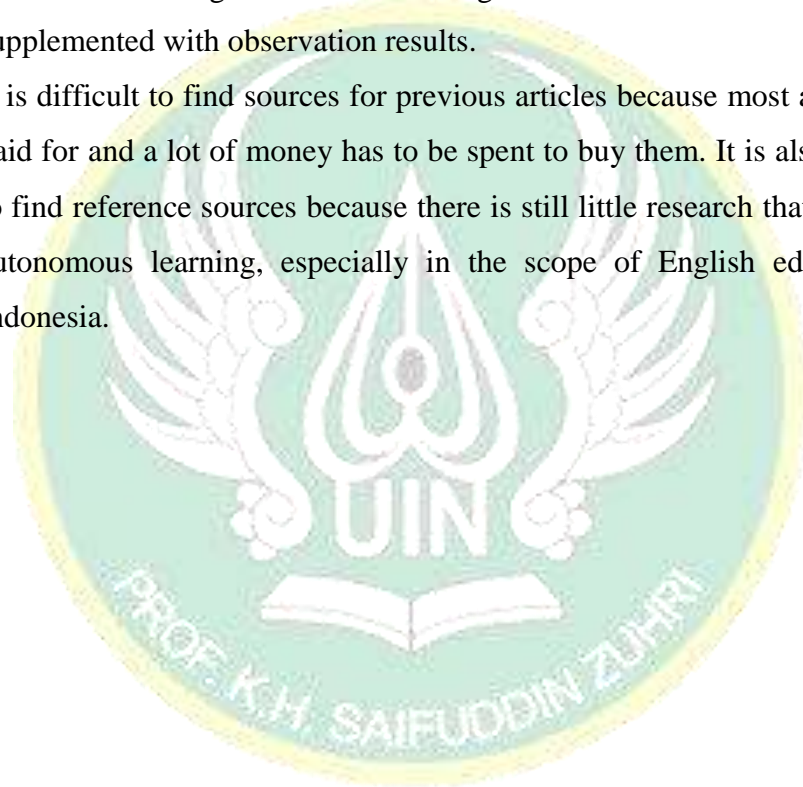
1. Students are advised to be more in control of their language learning process because language learning can occur anywhere and at any time. Then, students are advised not to depend too much on teachers because language learning is a long process and requires regular practice.
2. English teachers are encouraged to be creative in designing interactive and interesting learning because students will be more motivated and enthusiastic in the learning process. In addition, teachers must be able to choose learning methods that stimulate student independence by giving them greater control over their learning process.

3. The researcher hopes that this research can be useful for anyone as a reference or reading source.

### **C. Limitations of Study**

Based on the research that has been conducted, this research is also not completely perfect because it has several limitations

1. Time limitations for observations were only carried out during two meetings in two classes. Even though the results of observations can be used as reinforcing data from obtaining other data. So not all data can be supplemented with observation results.
2. It is difficult to find sources for previous articles because most articles are paid for and a lot of money has to be spent to buy them. It is also difficult to find reference sources because there is still little research that discusses autonomous learning, especially in the scope of English education in Indonesia.



## REFERENCES

- Alapján-, V. (2016). *HUBUNGAN ANTARA MOTIVASI BELAJAR DENGAN KEMANDIRIAN BELAJAR SISWA KELAS XI DI SMA NEGERI 11 KOTA JAMBI*. Diajukan. 1–23.
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting Students' Autonomous Learning Skill through Language Learning Application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214. <https://doi.org/10.31002/metathesis.v3i2.1982>
- Amoura, C., Berjot, S., Gillet, N., Caruana, S., Cohen, J., & Finez, L. (2015). Autonomy-supportive and controlling styles of teaching: Opposite or distinct teaching styles? *Swiss Journal of Psychology*, 74(3), 141–158. <https://doi.org/10.1024/1421-0185/a000156>
- Andrila, D., Dewi, S. F., Anwar, S., & Montessori, M. (2022). Faktor-Faktor Yang Mempengaruhi Kemandirian Siswa Dalam Pembelajaran Blended Learning. *Refleksi Edukatika : Jurnal Ilmiah Kependidikan*, 13(1), 88–95. <https://doi.org/10.24176/re.v13i1.7398>
- Arvinia Riski Putri. (2016). *UPAYA MENINGKATKAN LISTENING SKILLS BAHASA INGGRIS MELALUI PENGGUNAAN IMPERATIVE MOODS PADA SISWA KELAS IV ( Penelitian Tindakan Kelas di SDN Menteng Atas 01 Pagi Setiabudi Jakarta Selatan ) Oleh : ARVINIA RISKI PUTRI Ditulis untuk Memenuhi Sebagian Persy.* 151.
- Astuti, E. S. (2019). Faktor-faktor yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris. *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, 25(2), 27–33. <https://doi.org/10.33503/paradigma.v25i2.543>
- Atris Yuliarti Mulyani. (2022). Pengembangan Critical Thinking Dalam Peningkatan Mutu Pendidikan di Indonesia. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 100–105. <https://doi.org/10.54259/diajar.v1i1.226>
- Aziz Basry, A. (2017). Hubungan antara Kompetensi Guru dan Kepercayaan Diri dengan Kemandirian Siswa SMPN 2 Pangkalan Susu. *Jurnal Psychomutiara*, 1(1), 15–29. <http://e-journal.sari-mutiara.ac.id/index.php/Psikologi/article/view/130/148>
- Benson, P. (1997). Autonomy and independence in language learning. In *System* (Vol. 25, Issue 4). [https://doi.org/10.1016/0346-251x\(97\)90167-6](https://doi.org/10.1016/0346-251x(97)90167-6)
- Benson, P. (2007). Autonomy in language teaching and learning. *Language Teaching*, 40(1), 21–40. <https://doi.org/10.1017/S0261444806003958>

- Blidi, S. (2016). Collaborative learner autonomy: A mode of learner autonomy development. In *Collaborative Learner Autonomy: A Mode of Learner Autonomy Development*. <https://doi.org/10.1007/978-981-10-2048-3>
- Borg, S., & Alshumaimeri, Y. (2019). Language learner autonomy in a tertiary context: Teachers' beliefs and practices. *Language Teaching Research*, 23(1), 9–38. <https://doi.org/10.1177/1362168817725759>
- Chan, M. (2015). Language Learner Autonomy and Learning Contract: A Case Study of Language Majors of a University in Hong Kong. *Open Journal of Modern Linguistics*, 05(02), 147–180. <https://doi.org/10.4236/ojml.2015.52013>
- Choirul, S. (2020). Konsep, Pengertian, dan Tujuan Kolaborasi. *Dapu6107*, 1, 7–8.
- Creswell, J. W. (2021). *Research Design* (S. Publication (ed.); V).
- Dang, T. T. (2012). Learner autonomy: A synthesis of theory and practice. *The Internet Journal of Language Culture and Society*, 35, 52–67.
- Dito, S. B., & Pujiastuti, H. (2021). Dampak Revolusi Industri 4.0 Pada Sektor Pendidikan: Kajian Literatur Mengenai Digital Learning Pada Pendidikan Dasar dan Menengah. *Jurnal Sains Dan Edukasi Sains*, 4(2), 59–65. <https://doi.org/10.24246/juses.v4i2p59-65>
- Ekorini, P. Z. (2021). Analisis kemampuan menulis (Writing) ditinjau dari tingkat intelegensi siswa. *Jurnal Riset Teknologi Dan Inovasi Pendidikan (JARTIKA)*, 4(1), 203–212. <http://journal.rekarta.co.id/index.php/jartika/article/view/152>
- Etistika Yuni Wijaya, Dwi Agus Sudjimat, & Amat Nyoto. (2016). Transformasi Pendidikan Abad 21 Sebagai Tuntutan. *Jurnal Pendidikan*, 1, 263–278. <http://repository.unikama.ac.id/840/32/263-278> Transformasi Pendidikan Abad 21 Sebagai Tuntutan Pengembangan Sumber Daya Manusia di Era Global.pdf. diakses pada; hari/tgl; sabtu, 3 November 2018. jam; 00:26, wib.
- Fikri, Z., Nirwana, A., & Utomo, H. W. (2023). *Strategy and Implementation of Technology-Based Student Literacy and Numeracy Improvement*. 7(2), 323–334.
- Hadju, V. A., Gorontalo, U. N., Aulia, U., & Gorontalo, U. N. (2022). *DESAIN PENELITIAN MIXED METHOD DESAIN PENELITIAN MIXED METHOD* Editor: Nanda Saputra (Issue November).
- Juraidah, & Hartoyo, A. (2022). Peran Guru Dalam Menumbuhkembangkan Kemandirian Belajar Dan Kemampuan Berpikir Kritis Siswa Sekolah Dasar Melalui Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Dasar*

*Perkhasa* , 8(2), 105–118.  
<http://jurnal.stkipersada.ac.id/jurnal/index.php/JPDP/>

Karima, R., Geby, L., Octavia, V., & Fahmi, K. (2023). Lunturnya Moralitas Pelajar Indonesia ? *Literaksi : Jurnal Manajemen Pendidikan*, 01(02), 17–20.

Kemala, Z. (2016). An Analysis of Factors Influencing the Autonomous Learners in Learning English. *ELTIN Journal*, 4(I), 11–20.

Little, D., Dam, L., & Legenhausen, L. (2017). Language Learner Autonomy. *Language Learner Autonomy, Little* 2009, 1–13.  
<https://doi.org/10.21832/little8590>

Ma'rufah, D. W., Muflihah, M., & Awaliyah, U. (2021). Need Analysis on Writing Skill: What Do The Students Really Need for Writing Course? *Tarling : Journal of Language Education*, 5(1), 51–70.  
<https://doi.org/10.24090/tarling.v5i1.4984>

Mailani, O., Nuraeni, I., Syakila, S. A., & Lazuardi, J. (2022). Bahasa Sebagai Alat Komunikasi Dalam Kehidupan Manusia. *Kampret Journal*, 1(1), 1–10.  
<https://doi.org/10.35335/kampret.v1i1.8>

Mita, R. (2015). Wawancara Sebuah Interaksi Komunikasi Dalam Penelitian Kualitatif. In *Jurnal Ilmu Budaya* (Vol. 11, Issue 2, pp. 71–79).

Muhdi, A., & Daelami, M. S. (2023). *Penguatan Bahasa Asing Melalui Program Kampung Bahasa Di Kebumen ( Studi Manajemen dan Sistem Pembelajaran )*. 7(1), 131–162.

Nazarov, R. I., & Ismatulleva, I. I. (2022). Journal of Pedagogical Inventions and Practices Methods for Teaching Reading. *Methods for Teaching Reading*, 15(Issues of teaching the grammatical aspect of oral speech in a foreign language in secondary school and university.), 47–50.  
<https://zienjournals.com>

Ngafifurrohman. (2023). Kompetensi Guru dalam Menghadapi Revolusi Industry 4.0. *Jurnal Kependidikan*, 11(1), 91–104.  
<https://doi.org/10.24090/jk.v11i1.8358>

Peserta, B., Kelas, D., Di, X. I., & Trowulan, S. (2020). / 344 PERAN GURU DALAM MENGEMBANGKAN SIKAP KEMANDIRIAN BELAJAR PESERTA DIDIK KELAS XI DI SMKN 1 TROWULAN Fika Oktavia\*, Diah Puji Nali Brata\*\*. 344–351.

Pratiwi, D. I., & Waluyo, B. (2023). Autonomous learning and the use of digital technologies in online English classrooms in higher education. *Contemporary Educational Technology*, 15(2).  
<https://doi.org/10.30935/cedtech/13094>

- Purba, N., Yahya, M., & Nurbaiti. (2021). Revolusi Industri 4.0 : Peran Teknologi Dalam Eksistensi Penguasaan Bisnis Dan Implementasinya. *Jurnal Perilaku Dan Strategi Bisnis*, 9(2), 91–98.
- Rafika, Israwati, & Bachtiar. (2017). Upaya Guru Dalam Menumbuhkan Kemandirian Belajar Siswa di SD Negeri 22 Banda Aceh. *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 2, 115–123. <https://media.neliti.com/media/publications/187538-ID-upaya-guru-dalam-menumbuhkan-kemandirian.pdf>
- Raya, M. J. (2021). *Autonomy In Language Education: Theory, Research and Praticce* (1st ed.). Routledge.
- Redhana, I. W. (2019). Mengembangkan Keterampilan Abad Ke-21 Dalam Pembelajaran Kimia. *Jurnal Inovasi Pendidikan Kimia*, 13(1).
- Rifky. (2020). Strategi Guru Dalam Menumbuhkan Kemandirian Belajar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(April), 85–92.
- Rosyidah, N., Pambudi, S., & Wibowo, P. S. (2023). “English-Tren” Program in Developing Santris’ Speaking Skills for Facing Global Challenges. *Tarling: Journal of Language Education*, 7(1), 1–15. <https://doi.org/10.24090/tarling.v7i1.9272>
- Sabiq, A. H. A. (2023). Investigating Individual Differences, School Locality, and Management on Indonesian Students’ Attitudes and Motivation in EFL Learning. *LEARN Journal: Language Education and Acquisition Research Network*, 16(1), 726–752.
- Saefu, A., Marselinda, H. D., Setiawati, N., & Musafa, S. (2023). *Tarbi : Jurnal Ilmiah Mahasiswa Analisis Modul Ajar Berbasis Pendidikan Karakter Tarbi : Jurnal Ilmiah Mahasiswa*. 2(55), 611–623.
- Saragih, F. (2020). Pengaruh Lingkungan Terhadap Kemandirian Belajar. *Jurnal Pendidikan PKN*, 1(2), 62–72.
- Septikasari, R. (2018). Keterampilan 4C abad 21 dalam pembelajaran. *Jurnal Tarbiyah Al-Awlad*, VIII(2), 107–117.
- Subakti, H., Oktaviani, S., & Anggraini, K. (2021). Implementasi Gerakan Literasi Sekolah Pada Masa Pandemi Covid-19 Dalam Meningkatkan Minat Baca Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2489–2495. <https://jbasic.org/index.php/basicedu/article/view/1209>
- Sugiyono, P. D. (2017). *Metode Penelitian Kauntitatif, Kualitatif, dan R&D*.
- Sumarni, W., & Kadarwati, S. (2020). Ethno-stem project-based learning: Its impact to critical and creative thinking skills. *Jurnal Pendidikan IPA*

*Indonesia*, 9(1), 11–21. <https://doi.org/10.15294/jpii.v9i1.21754>

- Suyitno, S. (2020). Kebutuhan Keterampilan Pada Revolusi Industri 4.0 Dan Era Society 5.0. *Seminar Nasional Pendidikan Dasar*, 11–18. <http://eproceedings.umpwr.ac.id/index.php/semnaspgsd/article/view/1366>
- Tran, T. Q., & Duong, T. M. (2020). EFL learners' perceptions of factors influencing learner autonomy development. *Kasetsart Journal of Social Sciences*, 41(1), 194–199. <https://doi.org/10.1016/j.kjss.2018.02.009>
- Triana, M., Herman, H., & Sinurat, B. (2021). An Analysis of Students Perception on the Use of Google Classroom in English Language Learning. *Cetta: Jurnal Ilmu Pendidikan*, 4(3), 607–618. <https://doi.org/10.37329/cetta.v4i3.1474>
- Wibowo, U. D. A. (2019). Prophetic Softskills Untuk Bersaing Di Era Revolusi Industri 4.0. *Insight: Jurnal Ilmiah Psikologi*, 21(1), 30. <https://doi.org/10.26486/psikologi.v21i1.758>
- Wiranti, S., & Widiyati, E. (2022). Exploring the Factors and Levels of Students' Autonomy in Language Learning. *IJIET (International Journal of Indonesian Education and Teaching)*, 7(1), 8–21. <https://doi.org/10.24071/ijiet.v7i1.5139>
- Yan, S. (2012). Teachers' Roles in Autonomous Learning. *Journal of Sociological Research*, 3(2), 557–562. <https://doi.org/10.5296/jsr.v3i2.2860>
- Yang, S., Liu, L., & Hunt, N. (2022). Exploring the influence of perceived classroom environment on learner autonomy in a Chinese EFL learning context. *Frontiers in Psychology*, 13(November), 1–11. <https://doi.org/10.3389/fpsyg.2022.1063473>
- Yanti, N., Gani, S. A., & Aziz, Z. A. (2017). English Teachers and Autonomous Learning. *English Education Journal*, 8(4), 562–579.
- Yuliana, K. N., Suyanti, T., & Venty. (2023). Hubungan Motivasi Belajar Dengan Kemandirian Belajar Siswa di SMAN 1 Kedungwuni. *Khana Nadira Yuliana, Tri Suyanti, Venty*, 5(3), 1–9.



## APPENDICES

Appendix 1: Questionnaire Questions

<b>Student's Role</b>					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Menurut saya, saya adalah murid yang baik				
2	Saya suka mencoba hal-hal baru sambil belajar bahasa Inggris				
3	Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik				
Total Mean Score					

<b>Teacher's Role</b>					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Saya merasa senang ketika guru saya menjelaskan bahasa inggris dengan sangat detail.				
2	Saat belajar bahasa inggris saya ingin guru saya mengulangi aturan tata bahasa.				

3	Guru saya selalu membimbing saya dalam belajar bahasa inggris.				
Total Mean Score					

Task					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Dalam pelajaran bahasa inggris saya menyukai projek dimana saya dapat bekerja dengan siswa lain				
2	Keberhasilan pembelajaran bahasa saya bergantung pada apa yang saya lakukan di kelas				
3	Saya merasa lebih bermanfaat bekerja dengan teman saya daripada bekerja sendiri untuk pelajaran bahasa inggris				
Total Mean Score					

Environment					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Saya saya belajar bahasa inggris dengan siswa lain, saya juga belajar dari mereka				
2	Saya ingin bisa berbicara dalam bahasa inggris dengan teman saya				
3	Sebenarnya saya suka bahasa inggris karena saya suka menonton atau membaca atau mendengarkan sesuatu dalam bahasa inggris				
Total Mean Score					

## Appendix 2: Validation Sheet

### VALIDATION SHEET

**Name** : Syafaa Muhammada  
**Students Number** : 2017404026  
**Study Program** : Tadris Bahasa Inggris  
**Title** : Supporting Factors on Students' Autonomous Language Learning in MAN 2 Banyumas  
**Research Question** : What are the factors that support students autonomoulanguage learning in MAN 2 Banyumas?"  
**Evaluator** : Agus Husein As Sabiq, M.Pd.  
**Source** : Gholami, H. *Self Assessment and Learner Autonomy*.

#### A. INSTRUMEN RESEARCH

Research questionnaire

#### B. INSTRUCTION

Put a mark (V) on the theme that suitable to you with the following rating scale.

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

#### C. Questionnaire

##### 1. Students' Role

Student's Role					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Menurut saya, saya adalah murid yang baik				
2	Saya suka mencoba hal-hal baru sambil belajar				

	bahasa Inggris				
3	Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik				
Total Mean Score					

2. Teachers' Role

Teacher's Role					
N O	STATEMENT	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Saya merasa senang ketika guru saya menjelaskan bahasa Inggris dengan sangat detail.				
2	Saat belajar bahasa Inggris saya ingin guru saya mengulangi aturan tata bahasa.				
3	Guru saya selalu membimbing saya dalam belajar bahasa Inggris.				
Total Mean Score					

3. Task

Task					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Dalam pelajaran bahasa inggris saya menyukai projek dimana saya dapat bekerja dengan siswa lain				
2	Keberhasilan pembelajaran bahasa saya bergantung pada apa yang saya lakukan di kelas				
3	Saya merasa lebih bermanfaat bekerja dengan teman saya daripada bekerja sendiri untuk pelajaran bahasa inggris				
Total Mean Score					

4. Environment

Task					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Saya saya belajar bahasa inggris dengan siswa lain, saya juga belajar dari mereka				
2	Saya ingin bisa berbicara dalam bahasa inggris dengan teman saya				
3	Sebenarnya saya suka bahasa inggris karena saya suka menonton atau membaca atau mendengarkan sesuatu dalam bahasa inggris				
Total Mean Score					

5. Material

Task					
N O	STATEMENT S	STRONGL Y DISAGREE	DISAGRE E	AGRE E	STRONGL Y AGREE
1	Saya mencoba memahami lelucon dan teka-teki bahasa asing				
2	Saya rasa saya tahu banyak tentang				

	beberapa materi				
3	Saya merasa antusias dalam belajar bahasa Inggris				
Total Mean Score					

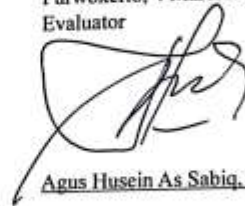
#### D. Interview

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa Inggris)	
2	What is your motivation for learning English? (apa motivasi kamu belajar bahasa Inggris)	
3	Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa Inggris)	
4	Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa Inggris)	
5	Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)	
6	In learning English whether assignments are necessary or not? (dalam belajar bahasa Inggris apakah tugas itu perlu atau tidak)	
7	Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa Inggris)	



8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)	
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	

Purwokerto, 4 Maret 2024  
Evaluator



Agus Husein As Sabiq, M.Pd.

Appendix 3. Quistionnaire Result

<b>Student's Role in Supportings Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Menurut saya, saya adalah murid yang baik	3	1	60	36
2	Saya suka mencoba hal-hal baru sambil belajar bahasa Inggris	3	13	66	18
3	Saya mencoba menciptakan kondisi di mana saya bisa belajar bahasa Inggris dengan baik	1	10	68	21
<b>Total Mean Score</b>		<b>2.3%</b>	<b>8%</b>	<b>64.7%</b>	<b>25%</b>

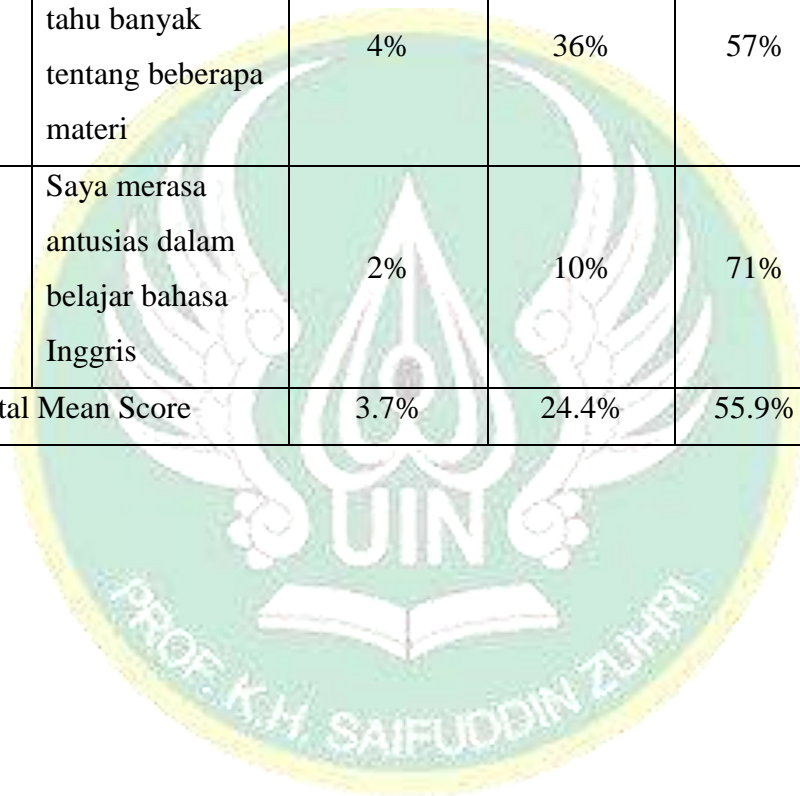
<b>Teacher's Role to Foster Students Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Seorang pembelajar	3	2	53	43

	bahasa inggris yang baik mencatat apa yang dipelajarinya setelah mereka selesai belajar bahasa inggris pada hari itu				
2	Seorang guru harus mengetahui segala sesuatu tentang mata pelajaran yang diajarkannya	3	7	67	23
3	Tugas guru adalah memberikan seluruh pengetahuan tentang mata pelajaran itu kepada muridnya	1	11	74	14
Total Mean Score		<b>2.3 %</b>	<b>6.6%</b>	<b>64.6%</b>	<b>26.5%</b>

<b>Task for Supportings Students Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Dalam pelajaran bahasa inggris saya menyukai projek dimana saya dapat bekerja dengan siswa lain	3%	18%	59%	20%
2	Keberhasilan pembelajaran bahasa saya bergantung pada apa yang saya lakukan di kelas	3%	16%	66%	15%
3	Saya merasa lebih bermanfaat bekerja dengan teman saya daripada bekerja sendiri untuk pelajaran bahasa inggris	5%	19%	59%	17%
<b>Total Mean Score</b>		<b>3.6 %</b>	<b>17.6 %</b>	<b>61.3 %</b>	<b>17.3 %</b>

<b>Environment to Support Students Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	saya belajar bahasa inggris dengan siswa lain, saya juga belajar dari mereka	3%	10%	64%	23%
2	Saya ingin bisa berbicara dalam bahasa inggris dengan teman saya	1%	11%	46%	42%
3	Sebenarnya saya suka bahasa inggris karena saya suka menonton atau membaca atau mendengarkan sesuatu dalam bahasa inggris	4%	26%	39%	31%
Total Mean Score		2.6%	15.7%	49.7%	32%

<b>Material Support Students Autonomous Learning</b>					
NO	STATEMENTS	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Saya mencoba memahami lelucon dan teka-teki bahasa asing	5%	27%	45%	23%
2	Saya rasa saya tahu banyak tentang beberapa materi	4%	36%	57%	8%
3	Saya merasa antusias dalam belajar bahasa Inggris	2%	10%	71%	17%
Total Mean Score		3.7%	24.4%	55.9%	16%





### HASIL KUESIONER AUTONOMOUS LEARNING IN MAN 2 BANYUMAS

Name	Gender	CLASS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SKOR TOTAL
Sekar widya asri	Female	Xi ips 2	1	3	3	2	2	3	2	3	1	2	3	4	4	2	2	37
Yumna nurin fathin	Perempuan	Xi ips 1	4	4	4	1	2	2	1	3	3	1	3	4	4	3	4	43
Zweta nur alya	Perempuan	Xi ipa 7	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	42
Rafida alya naufalin	Perempuan	Xi ips 1	3	3	3	1	2	2	3	3	3	3	3	4	3	3	3	42
Zahrah	Pr	Xi ipa 7	3	3	3	2	2	3	3	2	3	3	4	4	4	2	4	45
Dellina	Perempuan	Xi ips 1	3	3	3	2	2	2	3	3	3	3	2	4	4	3	3	43
Rohimatul mufidah	Perempuan	Xi ipa 7	4	3	3	2	2	2	3	3	4	3	4	3	3	3	3	45
Yeshi nur latifvaton	Perempuan	Xi ipa 7	4	3	3	1	2	2	4	3	4	4	4	3	2	3	2	44
Raja arthur el mujtahid	Laki laki	Xi ipa 7	3	1	3	1	1	1	2	3	4	4	3	1	1	3	3	34
Putra Ragil Pradana	male	Xi ipa 7	3	4	4	1	2	2	3	3	3	4	4	4	4	3	4	48
Annisa salma salsabila	Perempuan	Xi ips 1	4	3	4	1	2	2	4	4	3	3	4	4	3	2	4	47
Bilal anjar prasetyo	Laki laki	Xi ips 2	4	4	4	1	1	1	4	2	2	4	2	2	4	4	4	43
Queisha zalfa fayyaza	Perempuan	Xi ips 4	3	4	3	1	2	1	2	3	3	3	4	4	4	3	3	43
Rahmania kafka nafisa	Women	Xi ips 3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	42
Farrel rasendriya arya andika	Boys	Xi ips 4	3	4	4	1	1	1	4	4	4	3	4	2	2	3	4	44
Intan maysaroh	Perempuan	Xi ipa 6	3	4	3	2	2	3	3	2	3	3	3	4	3	3	3	44
Nadhea intan setyonanda	Perempuan	Xi ipa 3	3	3	3	2	3	2	4	3	3	4	3	3	3	3	3	45
Karyaningtyas	Perempuan	Xi ipa 7	3	3	4	1	1	2	4	3	4	4	3	3	3	2	3	43
Zulfi nandita rakhma	Perempuan	Xi ipa 7	4	3	4	1	2	2	3	3	3	3	4	3	3	3	3	44
Nesya kisp olii	Girl	Xi ips 1	4	3	3	2	2	1	3	3	3	3	4	3	3	3	3	43
Ardhika ilham pratama	Laki"	Xi ipa 6	4	3	3	2	2	2	3	3	3	3	2	2	3	2	3	40
Shofia amania	Perempuan	Xi ips 1	3	3	3	2	2	2	3	3	3	3	3	2	2	2	3	39
Helga arundaya hussurur	Laki laki	Xi ipa 6	3	3	3	2	2	2	3	2	2	3	3	2	3	2	3	38
Aritia nabilla	Girl	Xi ips 4	3	3	3	1	1	2	3	2	3	3	4	3	2	2	3	38
Farah nugraheni	Perempuan	Xi ips 1	4	3	3	1	2	2	2	3	2	3	4	4	3	3	3	42



### HASIL KUESIONER AUTONOMOUS LEARNING IN MAN 2 BANYUMAS

Name	Gender	CLASS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SKOR TOTAL
Daehan revina	Female	Xi ipa 7	3	4	4	1	2	2	3	2	2	3	3	4	3	3	3	42
Hauzani majid nusaiba	Perempuan	Xi ips 4	4	3	2	2	1	2	4	3	4	4	4	4	4	3	3	47
Farel aflal pramana	Laki-laki	Xi ips 1	4	4	3	1	4	2	4	2	3	4	4	3	3	2	4	47
Sheshi nolita abqoriyin	Perempuan	Xi ipa 7	4	3	2	1	2	2	4	3	4	4	4	3	3	3	3	45
Salfa nizerima apreli	Perempuan	Xi ipa 6	3	2	3	2	2	2	3	3	3	3	3	2	2	3	3	39
Anissa ainur rahma	8	Xi ips 4	3	1	2	4	1	3	2	1	2	4	3	2	1	2	1	32
Rusmahendrati kencana rukmi	Perempuan	Xi ips 1	3	3	3	2	1	2	2	3	1	2	3	3	3	3	3	37
Muhammad raihan fatihil khoir	Laki <sup>2</sup>	Xi ips 1	3	3	3	1	1	2	4	4	4	4	2	2	3	4	3	43
Felisa awalia tamam	Perempuan	Xi ipa 6	3	2	3	2	2	3	2	3	2	2	3	2	2	2	2	35
Anggun febiyanti safina	Perempuan	Xi ipa 6	3	3	2	2	2	2	3	2	3	3	2	2	2	2	3	36
Farsya dinata	Girls	Xi ips 4	3	3	3	1	1	1	3	4	2	4	4	3	3	2	3	40
Rizka dwi saputri	Perempuan	Xi ipa 6	3	2	3	1	2	2	3	3	3	3	2	1	3	2	3	36
Tazkia nurul amanah	Perempuan	Xi ipa 6	3	3	3	1	1	2	4	3	2	3	2	2	3	4	3	39
Oktania sa'diyah	Women	Xi ipa 7	4	3	3	2	1	3	4	3	3	3	4	3	3	3	3	45
Desfita alya z	Female	Xi ipa 7	4	3	4	1	2	2	3	3	3	3	4	4	4	3	4	47
Tyara ayudya f	Perempuan	Xi ips 4	3	4	3	2	2	2	3	2	3	3	3	4	4	3	3	44
Bagas nur armansyah	Laki-laki	Xi ips 2	4	3	3	2	2	2	3	3	3	3	3	2	3	3	3	42
Vania qonita	Perempuan	Xi ips 4	4	2	3	1	1	2	3	3	2	3	4	2	2	3	3	38
Dela nurmaya	Perempuan	Xi ips 4	3	3	3	1	2	2	3	2	3	4	3	3	2	3	3	40
Arista tri meganingrum	Female	Xi ips 4	3	3	3	1	2	2	3	3	3	3	3	2	2	3	3	39
Alya' alify zakiya	Perempuan	Xi ips 4	4	3	3	1	3	3	2	3	3	3	2	3	3	3	3	42
Rista mei pramestia	Female	Xi ips 4	3	3	3	2	2	2	3	3	3	3	3	3	3	2	3	41
Adira marganing mukti	Female	Xi ips 2	4	3	3	2	2	2	4	3	2	2	3	3	2	3	3	41
Dindha putri ramadhani	Female	Xi ips 2	4	3	3	2	2	2	4	3	2	3	2	3	2	3	3	41
Annara firjatulloh	Female	Xi ipa 6	4	4	4	1	2	2	3	3	4	4	4	4	4	3	4	50

**HASIL KUESIONER AUTONOMOUS LEARNING IN MAN 2 BANYUMAS**

Name	Gender	CLASS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SKOR TOTAL
Chaerunisya febriana	Female	Xi ips 2	3	3	3	2	2	2	3	4	4	4	3	4	4	3	3	47
Aldila winensa saskia putri	Perempuan	Xi ips 2	3	3	3	1	2	2	3	3	3	3	3	4	3	3	3	42
Redita dwiana n	Perempuan	Xi ips 2	3	4	4	2	2	2	3	4	3	3	4	2	2	2	2	42
Enggar dwi prasetyo ramadhan	Male	Xi ips 2	3	3	3	2	2	2	3	4	4	4	4	3	3	2	2	44
Amanda okta kinanti	Perempuan	Xi ips 2	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	42
Endang manik maya	Cewe	Xi ips 4	4	3	3	1	1	1	4	3	3	3	4	1	4	1	3	39
Muhammad sidiq rohman	Laki laki	Xi ips 4	3	4	4	2	2	2	3	4	3	3	3	3	3	3	3	45
Muhammad jordy hafidzan	Laki laki	Xi ipa 4	3	4	3	2	2	1	3	4	3	3	3	4	4	3	4	46
Irfan fatih rizki	Pria	Xi ips 1	3	3	3	2	2	2	3	3	3	3	3	2	2	2	3	39
Fatih suryo seti	Man	Xi ips 1	4	3	4	2	2	2	3	3	3	2	3	3	3	2	3	42
Royyan abdullah rafi	Lanang	Xi ips 1	3	2	3	2	2	2	3	3	3	3	3	3	3	2	3	40
Mohammad fikri	Gentleman	Xi ips 1	3	2	3	2	2	2	3	3	3	3	3	3	2	2	3	39
Laely wulandari	Perempuan	Xi ips 1	3	2	2	2	2	2	3	3	3	3	3	4	1	1	3	37
Hasna imroatul azizah	Wanita	Xi ips 2	2	3	3	2	2	2	3	3	3	3	4	4	3	3	3	43
Raya callysta madaniya putri	Female	Xi ips 1	4	4	4	2	2	1	3	3	3	2	4	3	2	3	3	43
Khanza zahra salsabila	Perempuan	Xi ips 1	4	3	3	1	2	2	4	3	3	3	4	3	2	3	3	43
Karina citra	Female	Xi ips 2	3	3	2	2	2	2	3	3	3	3	3	3	3	2	3	40
Muhammad anis	Laki laki	Xi ips 2	3	3	3	2	3	3	3	3	1	2	3	3	3	3	2	40
Tania dwi susanti	Female	Xi ips 2	4	3	3	1	2	2	3	3	2	3	4	3	3	2	3	41
Annisa aulia	Female	Xi ips 2	3	3	3	2	2	1	3	4	3	3	3	3	3	3	3	42
Steven fikri setia pandu aziz	Laki laki	Xi ips 2	3	3	3	1	1	2	3	3	3	3	4	2	3	2	3	39
Fita dwi oktafiani	Girl	Xi ips 2	3	3	3	2	2	2	3	2	3	3	4	4	2	3	3	42
Anggi sekar widiya	Perempuan	Xi ips 2	4	2	3	2	2	2	3	3	3	3	3	2	3	3	3	41
Zahwa nur zahro	Perempuan	Xi ipa 6	4	3	3	2	1	2	2	3	3	2	3	2	2	2	3	37
Lisa aulia akbar	Perempuan	Xi ipa 6	3	2	3	2	2	2	3	3	3	3	4	2	3	1	3	39

## Appendix 5 Guideline Interview

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)	
2	What is your motivation for learning English? (apa motivasi kamu belajar bahasa inggris)	
3	Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa inggris)	
4	Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa inggris)	
5	Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)	
6	In learning English whether assignments are necessary or not? (dalam belajar bahasa inggris apakah tugas itu perlu atau tidak)	
7	Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa inggris)	
8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)	
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	

## Appendix 6 Interview Result

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)	<i>Sekarang untuk mencari kerja dan masuk universitas kebanyakan harus menguasai Bahasa inggris. Untuk masuk universitas juga diharuskan memahami TOEFL supaya bisa lolos. Itu alasan saya menyukai dan ingin bisa Bahasa inggris</i>
2	What is your motivation for learning English? (apa motivasi kamu belajar bahasa inggris)	<i>Saya ingin belajar universitas Impian</i>
3	Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa inggris)	Guruku
4	Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa inggris)	Perpustakaan sekolah karena tempatnya nyaman untuk belajar
5	Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)	Sangat membantu karena tugas juga sebagai pengingat materi supaya tidak lupa
6	In learning English whether assignments are necessary or not? (dalam belajar bahasa inggris apakah tugas itu perlu atau tidak)	Menurut saya perlu
7	Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa inggris)	Ada
8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar)	Menggunakan media pembelajaran yang asik untuk menyampaikan materi

	bahasa inggris)	
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	Materi yang berkaitan dengan reading dan writing seperti narrative teks, recount teks, dll
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	Maybe grammar

S2

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)	Saya suka Bahasa inggris karena jika bisa Bahasa inggris itu keren. Bahasa inggris dipakai oleh kebanyakan orang didunia
2	What is your motivation for learning English? (apa motivasi kamu belajar bahasa inggris)	Ingin bisa berbicara Bahasa inggris, sehingga bisa nyanyi lagu barat
3	Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa inggris)	Ada, awalnya karena guru saya juga saya mulai suka Bahasa inggris, karena cara penyampaianya materinya jelas
4	Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa inggris)	Tidak ada
5	Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)	Iya karena jika ada tugas jadi lebih sering belajar
6	In learning English whether assignments are necessary or not? (dalam belajar bahasa inggris apakah tugas itu perlu atau tidak)	Perlu
7	Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa inggris)	Tentunya ada

8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)	Mengajar dengan menggunakan materi seperti video, music, power point dengan metode yang asik
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	Materi yang berkaitan dengan speaking
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	Grammar and speaking

S3

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)	Saya suka Bahasa inggris karena saya ingin pergi keluar negeri jadi saya harus bisa Bahasa inggris. Bahasa inggris juga sebagai bahaa internasional, kalua saya bisa Bahasa inggris tentunya memudahkan saya untuk menggapai keinginan saya keluar neger
2	What is your motivation for learning English? (apa motivasi kamu belajar bahasa inggris)	Ingin nambah kosakata, supaya banyak tahu kosakata Bahasa inggris
3	Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa inggris)	Ayahku, ayahku selalu membantu, membantu, memotivasi untuk terus belajar bahasa inggris
4	Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa inggris)	Kamarku karena sepi dan nyaman
5	Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)	Tidak terlalu karena sesuai pribadi masing-masing
6	In learning English whether	Tidak terlalu

	assignments are necessary or not? (dalam belajar bahasa inggris apakah tugas itu perlu atau tidak)	
7	Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa inggris)	Ada, mungkin juga karena gurunya cocok jadi saya enjoy saja ketika pembelajaran
8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)	Mengajar dengan menggunakan materi seperti video, music, power point dengan metode yang asik
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	Speaking karena saya pengen bisa speak english
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	Grammar and speaking

S4

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)	Karena Bahasa inggris menyenangkan, saya suka mempelajari Bahasa inggris Saya ingin melanjutkan kuliah di kampus Impian, untuk masuk universitas tentunya harus memiliki skill TOEFL
2	What is your motivation for learning English? (apa motivasi kamu belajar bahasa inggris)	Supaya nilai bagus dan memudahkan mencari pekerjaan
3	Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa inggris)	Karena saya suka nonton film marvel, jadi saya suka Chris Evan, dia idolaku
4	Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa inggris)	My room
5	Do you think having	Iya membantu karena menjadi

	assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)	salah satu penguat untuk belajar dan penambah semangat
6	In learning English whether assignments are necessary or not? (dalam belajar bahasa inggris apakah tugas itu perlu atau tidak)	Perlu
7	Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa inggris)	Ada karena guru salah satu orang yang membantu saya
8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)	Cara mengajar yang asik, menyenangkan dan menggunakan media yang sesuai dengan siswa
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	Saya suka materi yang berkaitan dengan cerita seperti narrative, descriptive dll
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	Tentunya grammar

S5

NO	QUESTION	ANSWER
1	Why do you like studying English? (mengapa kamu menyukai pelajaran bahasa inggris)	Karena melihat bursa kerja sekarang kemampuan Bahasa inggris seperti menjadi syarat wajib. Jadi saya ingin bisa menguasai Bahasa inggris supaya memudahkan saya mendapatkan pekerjaan



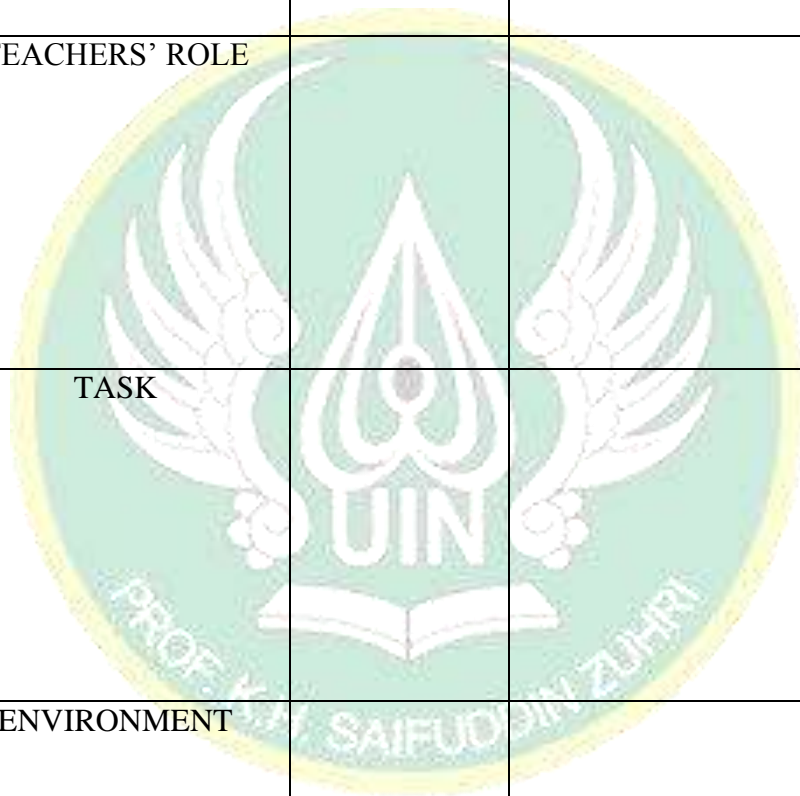
		<p>kelak. “Karena melihat bursa kerja sekarang kemampuan Bahasa Inggris seperti menjadi syarat wajib. Jadi saya ingin bisa menguasai Bahasa Inggris supaya memudahkan saya mendapatkan pekerjaan kelak.”</p>
2	<p>What is your motivation for learning English? (apa motivasi kamu belajar bahasa Inggris)</p>	<p>Untuk bisa keluar negeri dan masuk universitas impian</p>
3	<p>Is there someone who makes you enthusiastic to learning English? (apakah ada seseorang yang membuatmu bersemangat untuk mempelajari bahasa Inggris)</p>	<p>Guruku</p>
4	<p>Do you have a favorite place to learn English? (apakah kamu memiliki tempat favorit untuk belajar bahasa Inggris)</p>	<p>Saya suka belajar dikelas karena banyak teman yang sama sama belajar jadi tidak bosan</p>
5	<p>Do you think having assignments helps you to continue learning English? (apakah menurut anda memiliki tugas membantu anda untuk terus belajar bahasa Inggris?)</p>	<p>Cukup membantu</p>
6	<p>In learning English whether assignments are necessary or not? (dalam belajar bahasa Inggris apakah tugas itu perlu atau tidak)</p>	<p>Perlu</p>
7	<p>Is there a teacher's role that makes you like learning English? (apakah ada peran guru yang membuatmu suka terhadap pembelajaran bahasa Inggris)</p>	<p>ada</p>

8	What do you want from your teacher when learning English? (apa yang kamu inginkan dari gurumu ketika sedang belajar bahasa inggris)	Memberikan ilmunya kepada saya dan sabar menghadapi siswa, selalu ,emberi motivasi.Guru membimbing saya dalam belajar sehigga saya bisaa menjadi mandiri dan lebih baik
9	What material makes you like English? (materi apa yang membuat kamu suka bahasa inggris)	Walaupun susah tapi saya suka grammar
10	What material is most useful for you? (materi apa yang paling bermanfaat untuk kamu)	Grammar



**Appendix 7 Guideline Observation**

<b>OBSERVATION SHEET</b>			
<b>NO</b>	<b>ASPECT</b>	<b>CHECKLIST</b>	<b>INFORMATION</b>
1	STUDENTS ROLE		
2	TEACHERS' ROLE		
3	TASK		
4	ENVIRONMENT		



## Appendix 8 Observation Result

OBSERVATION SHEET			
NO	ASPECT	CHECKLIST	INFORMATION
1	STUDENTS ROLE	✓	<ul style="list-style-type: none"> <li>- Awal pembelajaran kelas cukup kondusif, dan tidak berisik, siswa fokus pada guru.</li> <li>- Setelah 30 menit kelas mulai tidak kondusif namun masih terkondisikan oleh guru.</li> <li>- Dua baris meja siswa di depan lebih kondusif dan fokus terhadap guru.</li> <li>- Siswa laki-laki lebih berisik daripada siswa perempuan.</li> <li>- Siswa cukup responsif terhadap guru.</li> <li>- Siswa terbilang serius ketika pembelajaran</li> </ul>
2	TEACHERS' ROLE	✓	<ul style="list-style-type: none"> <li>- Pembawaan guru di kelas santai dan ramah.</li> <li>- Ketika berbicara jelas terutama dalam menjelaskan materi.</li> <li>- Menegur siswa ketika kelas mulai tidak kondusif.</li> <li>- Menggunakan dwi bahasa (english &amp; indonesia) ketika menyampaikan materi</li> <li>- Berkeliling ke setiap siswa untuk mengetahui kondisi</li> <li>- Suara ketika berbicara keras</li> </ul>
3	TASK		<ul style="list-style-type: none"> <li>- Guru memberikan tugas pada pertemuan sebelumnya</li> </ul>
4	ENVIRONMENT	✓	<ul style="list-style-type: none"> <li>- Ketika mengerjakan tugas dari guru kondusif</li> <li>- Memasuki ahir pembelajaran mulai tidak</li> </ul>

			<p>kondusif</p> <ul style="list-style-type: none"> <li>- Ada beberapa siswa mengantuk</li> <li>- Walaupun kondisi kelas berantakan tapi cukup nyaman</li> <li>- Fasilitas kelas cukup memadai</li> <li>- Saya melihat siswa saling berdiskusi ketika sedang belajar</li> <li>- Ada siswa aktif dan pasif</li> </ul>
--	--	--	---

### Appendix 9 Interview Documentation

Interview with source 1<sup>st</sup>



Interview with source 2<sup>nd</sup>



Interview with source 3<sup>rd</sup>



Interview with source 4 & 5<sup>th</sup>



## Appendix 10 Research Evidence



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUMAS  
MADRASAH ALIYAH NEGERI 2 BANYUMAS  
Jalan Jenderal Sudirman Nomor 791 Purwokerto 53111  
Telepon/Faksimili (0281) 633990 Website : <https://man2banyumas.sch.id>

### SURAT KETERANGAN

Nomor : 1038 Ma.11.05/PP.00.6/06/2024

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Negeri 2 Banyumas menerangkan bahwa :

Nama : SYAFAA MUHAMMADA  
NIM : 2017404026  
Semester : 8 (delapan)  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Kutawinangun RT 04/03 Pejagatan.  
Universitas : Universitas Islam Negeri Profesor Kiai Saifuddin Zuhri Purwokerto.

Yang bersangkutan telah melaksanakan Penelitian di MAN 2 Banyumas dari tanggal 6 Maret s.d 7 Mei 2024 guna menyusun Skripsi dengan judul : " Supporting Factorcs On Student Autonomuus Laguage Learning In MAN 2 Banyumas ".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Purwokerto  
Pada tanggal : 3 Juni 2024

