INVESTIGATING AUTONOMOUS ENGLISH LANGUAGE LEARNING OF SENIOR HIGH SCHOOL STUDENTS

THESIS

Submitted by

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DECLARATION OF ORIGINALLY

Saya yang bertandatangan di bawah ini:

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INVESTIGATING AUTONOMOUS ENGLISH LANGUAGE LEARNING OF SENIOR HIGH SCHOOL STUDENTS

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25/ 12/ 2024

Saya yang membuat surat pernyataan

Lady Humaira

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Banda Aceh, 25-12-2024
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ABSTRACT

Name   : Lady Humaira

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Thesis working title : Investigating Autonomous English Language Learning of Senior High School Students

Main Supervisor : Chamisah, Ag., M. Pd

Keywords   : Autonomous Learning, English Language Learning

Investigating Autonomous English Language Learning of Senior High School Students explores the phenomenon of autonomous learning among high school students in the context of English language education. The study aims to understand the motivations behind students' choices to learn English autonomously and to identify the tools and strategies they employ in this process.

Through qualitative research methods, including semi-structured interviews, the research gathers rich, descriptive data that reveals students' perceptions and experiences related to autonomous learning. The findings highlight the significance of self-directed learning in enhancing language acquisition and provide insights into effective techniques that can be utilized by students.
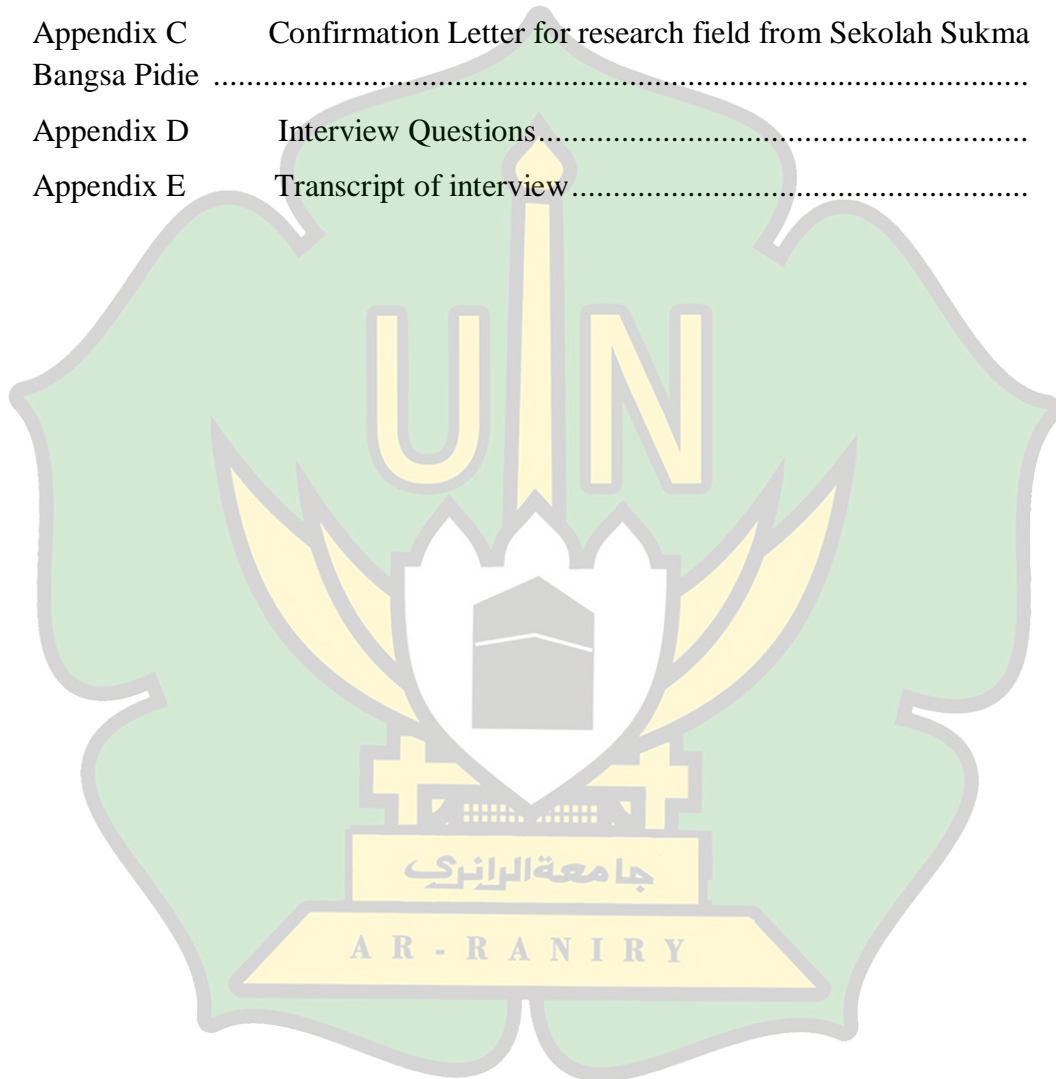
The study contributes to the existing literature on language education by emphasizing the importance of understanding students' subjective experiences and the social context of their learning. Ultimately, the research aims to inform educators and policymakers about the practices that can support and promote autonomous learning in language education settings.

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CHAPTER I

INTRODUCTION

A. Background of Study

The rise of autonomous learning in education, particularly in language acquisition, has been a significant trend, especially with the increasing focus on learner-centered approaches. Autonomous learning refers to students taking responsibility for their own learning processes, including setting goals, selecting resources, and self-assessing progress. This concept is particularly relevant in the context of English language learning, where students benefit from engaging inindependent activities outside the traditional classroom setting. With English being a global lingua franca, developing autonomy in language learning has become crucial for students to succeed in a highly interconnected world (Benson,2013). The present study focuses on investigating how senior high school students develop and apply autonomous learning strategies in their English language learning journey.

The importance of learner autonomy in language education has been emphasized by various scholars, who argue that it fosters deeper engagement and more personalized learning experiences (Little, 2020). In senior high schools, students are at a developmental stage where they begin to exhibit more independence and responsibility, making it a crucial period for fostering autonomous learning habits.

Furthermore, English language learning requires consistent

practice and exposure beyond the confines of the classroom. Thus, cultivating autonomy enables students to access a variety of resources, such as online platforms, self- studymaterials, and language exchange opportunities, all of which contribute to more effective language acquisition.

Technological advancements have also played a vital role in supporting autonomous learning. With the proliferation of digital tools and resources, senior high school students have more opportunities than ever to take control of their English language learning. Online learning platforms, language apps, and social media provide learners with access to authentic language materials and global communication networks (Godwin-Jones, 2019). These tools not only facilitate self-paced learning but also enable students to practice language skills in real- world contexts. The current study seeks to examine how high school students leverage these technologies to enhance their language learning autonomy.

Despite the potential benefits, fostering autonomous learning in high school students presents several challenges. Research indicates that students may struggle with self-regulation, goal setting, and time management when learning independently (Zhang & Liu, 2014). Moreover, cultural and educational contexts influence students' willingness and ability to take control of their learning. In many traditional educational settings, learners may be accustomed to teacher-directed instruction, which can hinder the development of autonomy (Borg

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& Al-Busaidi, 2012). This study aims to explore the factors that promote or inhibit autonomous learning among senior high school students, particularly in contexts where students have been predominantly exposed to teacher-centered methodologies.

The current investigation of autonomous English language learning among senior high school students is important because it sheds light on both the opportunities and obstacles faced by learners in developing self-directed learning habits. By examining the strategies students employ, the role of technology, and the influence of the educational environment, this research contributes to a deeper understanding of how autonomy can be effectively integrated into English language instruction. The findings are expected to provide valuable insights for educators, curriculum designers,and policymakers, helping them create more supportive frameworks for fostering learner autonomy in language education (Oxford, 2017).

B. Research Questions

Based on the background of the study above, the research questions of thisstudy are formulated as follows:

1. Why do the high school students choose to learn English autonomously?

2. What tools and strategies do high school students use for autonomous learning?

C. The Aims of Study

The aims of this study are:

1. To find out students' perceptions of the students why they learn English autonomously.

2. To investigate what tools and strategies they use when learning English autonomously.

D. Significance of The Study

A. Students

I hope this research can provide students useful information about efficient techniques and approaches to learning that they can use to improve their language skills. Students can use this research to adopt comparable strategies, including goal setting, self-assessment, and resource selection, by identifying the traits of successful self-directed learners. With this knowledge, students can better navigate their learning process and have a more impactful and personalized language learning experience.

B. Policy Maker

The study could bring consideration to the necessity of teacher professional development initiatives that support language learners' autonomy. With the knowledge gathered from the research, policymakers can promote teacher training programs that give educators the tools they

need to support.

E. Research Terminology

Terminology is an explanation of the keywords of this study and aims toavoid misunderstandings. The following terms will describe as follows:

1.   Autonomous Learning

Autonomous learning refers to the process in which learners take control of their own education by setting goals, selecting learning strategies, monitoringprogress, and evaluating outcomes independently. This concept emphasizes self- regulation, where learners take responsibility for their decisions and are actively engaged in acquiring knowledge and skills without relying heavily on external guidance. Autonomous learning promotes critical thinking and lifelong learning habits, as it encourages students to become more self-directed in identifying theirlearning needs and seeking out resources to meet those needs.

In recent years, the advent of technology and online learning platforms has significantly enhanced opportunities for autonomous learning. Learners now have access to a wide array of digital tools that allow them to customize their learning experiences according to personal preferences, pace, and schedules. Research suggests that fostering autonomous learning can improve motivation and performance, as

learners develop a sense of ownership and agency over theireducational journey (Little, 2020). This self-directed approach aligns well with contemporary educational paradigms that prioritize personalized learning paths and learner-centered pedagogy.

In this research autonomous learning is when learners take charge of their education by setting goals, choosing strategies, monitoring progress, and evaluating outcomes independently. It emphasizes self-regulation and fosters critical thinking, lifelong learning, and responsibility. With the rise of technology, learners now have access to digital tools that allow them to personalize their learning experience. Research shows that autonomous learning enhances motivation and performance, aligning well with modern educational models that prioritize personalization and learner-centered approaches (Little, 2020).

2.   English Language Learning

English language learning (ELL) refers to the process through which individuals who are non-native speakers acquire proficiency in English. This field encompasses various approaches and methodologies, including second language acquisition theories, task-based learning, communicative language teaching, and immersion. Research in ELL often explores how learners interactwith different aspects of the language, such as grammar, vocabulary, and phonetics, as well as the social and cultural contexts that influence learning. Factors like age, motivation,

learning environment, and exposure to the language all play critical roles in determining how effectively a person learns English. Current studies highlight the significance of both formal instruction and informal exposure, such as through media or interaction with native speakers, the learning process.

Recent research has increasingly focused on the role of technology in English language learning, particularly with the rise of online platforms, mobileapps, and artificial intelligence-powered tools. These resources offer learners flexible, personalized learning experiences and access to native-like models of language. Studies also explore the cognitive processes involved in language learning, particularly how learners' first languages affect their acquisition of English. Additionally, research examines the challenges faced by learners, suchas anxiety or cultural differences, and how educators can best support diverse learner populations (Larsen-Freeman & Anderson, 2023).

In this research English language learning (ELL) refers to the process by which non-native speakers become proficient in English. It involves diverse approaches, including second language acquisition theories, communicative teaching, and immersion methods. Research in ELL studies learners' interactions with grammar, vocabulary, phonetics, and cultural factors. Key factors influencing ELL include age, motivation, environment, and exposure to English. Recent studies highlight the role of technology, such as online platforms and AI tools, in

offering flexible, personalized learning. Researchers also examine cognitive processes and challenges like anxiety and cultural differences to better support diverse learners.