

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher provides the literatures to support the study. The literature reviews of this study are divided into two points such as, autonomous learning and academic achievement. Review of related studies, conceptual framework, and hypothesis are followed afterwards.

#### **Autonomous Learning**

In order to understand the literature, the researcher provides the definition and characteristics of students' autonomous learning. Below are the explanations for the foundation of the study.

**Definition of Autonomous Learning.** Autonomy is the ability to be independent, make decisions and be responsible. Students who have autonomy in learning can participate in choosing their learning purpose and the method too solving their learning problems. Holec (1981) in Louis (2005) defined autonomy as the ability to take charge of one's learning. Autonomy depends on learners' ability to self-direct for practice, critical reflection, and independent action. They can understand the purpose of learning, applying responsibility for their learning, share in the setting of learning goals, take the initiative in planning and execute learning tasks and evaluate their learning (Little, 2003).

The autonomous learner is not students' self-study, they still need helping for other people to a discuss or use some resources. Autonomous learner prefers on independence and self-regulation but it does not mean as self-study or self-access learning. It emphasizes self-directed learning through which the learner

takes initiatives, monitors progress, and evaluates individual learning outcomes (Benson, 2013). Autonomous learners **need help** from a teacher but they know the intensity to ask a help. The autonomous learners have high orientation, they competent to find the learning resources and capable of self-management (Sumardiono, 2013). While the students have the desire to learn without instruction from other people; they can determine their own effective learning and make the best result in own work. It means that the student has autonomous learning. Autonomous learners understand the purpose of learning, accept responsibility for their learning, share in the setting of learning goals, take the initiative in planning and executing learning tasks, and regularly review their learning to evaluate its effectiveness (Little, 2003).

Morrison (2012) said that autonomous learners have the ability to do own work, take care of self and start activities without always being told what to do. Students are able to study independently and have the initiative to study on their own. Brookfield (1985) argued that the independence of learning is self-awareness, self-propelled, learning ability to achieve the goals. Rusman (2014) argued that learners have autonomous in learning such as determining learning objectives, materials and evaluation to assess the learning progress. Autonomous learning makes students responsible for their own learning activities based on their own without command from others and autonomous learning makes students become confident of their abilities. They will accept the assignment to be done without command from the others. Each individual has the ability to manage their

learning process, have a high sense of responsibility and skillfully utilize learning resources.

Autonomous learners have the skills to find the desired learning materials. They are not mastering all the information, but they know when to start learning. Students with autonomous learning know when to ask for others help or do independently. Based on the explanation above, students' autonomous learning is the nature, attitude, and ability of students who consciously act freely to do learning activities. It causes their willingness without command and the help others. Autonomous learning can do a learning process with responsibility, discipline, initiative, and confidence.

**Characteristics of the autonomous learner.** Based on same experts' statements, the characteristics of students' autonomous learning are easily identified. After concluding from some experts' opinions above, there is some characteristics of students' autonomous learning during the learning process. Some of the visible traits are; motivated, independent, confident, initiative and responsibility.

**Motivated.** Students' autonomous learning can happen from students' learning desire and learning motivation. Autonomous learning is nature, attitude, and ability have by students' motivation to get experience for solving the learning problem (Kim, 2014). Students who have motivation in learning can be diligent, be serious in completing their own work and do not stop before all of done. They are not easy to despair when overcoming learning problems. Deci (1995) in Mollaei and Riasati (2013) argued that autonomous learners can be responsible

for their own learning and try to develop the skills of reflective self-management in learning. They are intrinsically motivated and also show an interest in the learning process. They usually do their work independently and they can control their learning attitude.

**Independent.** Autonomous learning is a way of learning that prioritizes the independence of students' attitudes in the learning process. Independent students can choose aims, purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation. Students who have autonomous learning can work independently and use appropriate strategies (Mollaei & Riasati, 2013). The students are required to play a more active and creative role, also are not always dependent on the teacher. The teachers are as providers of learning experiences to give stimulation that makes the students think productively. Student independence needs to be developed to make a vigorous learning effort, full of abilities, not feel compelled by the commands of others. The ability to learn serious, and never give up will have an impact on the achievements. Students who have an independent attitude will be more likely to achieve better learning achievement in completing each task with their own ability.

**Confident.** Autonomous learning is an awareness of learners to fill students' own learning needs in acquiring certain knowledge and skills. Thus, it can be known the existence of high confidence, not dependent on others and responsible to own self. Lap (2005) in Gholami (2016) argued that self-confidence is the one of some effective factors by learner autonomy. Students who have

confidence actively participate in the learning process are confident to give ideas and opinions. Students have a normal ambition in line with their ability; they also are eager, never give up and control himself. So, the confident students do not want to cheat or justify any means to achieve the goal. For example, they study hard to pass the exam and avoid cheating and plagiarism. Students who have lack of confidence tend to be pessimistic in the face of challenges; hesitate in decision making; fear and hesitation to convey ideas and like to compare ability with others. Students who have confidence always see things from a positive point of view and can address a problem correctly.

**Initiative.** Students can do something without waiting for orders with the aim of improving or improving learning outcomes. Initiative attitudes can create new opportunities or avoid their learning problems. The autonomous learners should be able to create their own learning conditions and express their own meaning (Mollaei & Riasati, 2013). Students took the initiative to self-study even though they did not have a job and seek to gain knowledge by utilizing leisure time. For example, in collecting tasks of creative students try to get added value through the appearance of tasks or task content, even make small notes. The initiative can also mean a personal quality that shows a willingness to get things done and take responsibility.

In the autonomous learning, the learning activity undertaken by individuals with their freedom in determining and managing their own teaching materials, time, place, and utilizing the various learning resources required (Tahar and Enceng, 2006). They learn the subject matter first before being studied in the

classroom and look for learning resources to support the learning process as much as possible. When students take the initiative, they are willing to get things done on their own. Students pay attention to the learning process with full responsibility.

**Responsible.** Students' autonomous learning has the ability to self-manage all of their learning activities inside or outside the classroom. Autonomous learning is the situation of the learner in which they are responsible for decisions making (Kim, 2014). They make their own decisions and accept responsibility for what they have done. Students' autonomous learning will have responsibility for their learning process to get the academic achievement. By knowing their responsibility, students can know their rights and obligation to get good achievement. Kinds of responsibilities are the ability to have behavior change, such as being disciplined in learning, determining learning purpose, and solving learning problems without any assistance for others.

Students' responsibility will make students become a leader because of their own learning activity. Trianto (2007) stated that autonomous learning is a learning activity that is controlled by self-will, self-choice and self-responsibility. They regard the learning as a work and principle commodity that needs to be done without command. For example, students will study whether their teacher comes or not. Students have their own responsibility to manage their time and learning resources as the effort of being a disciplined student. In conclusion, autonomous learning is students' awareness to learn without command as the responsibility in the learning process.

## **Academic Achievement**

Academic achievement is all of the efforts done by students to obtain satisfactory results. The result of academic achievement can be achieved after the students do the learning activities. Wahab (2015) argued that the achievement level achieved from an effort can give emotional satisfaction, and it is measured by the tool or certain test. That is as the measure of mastery to students' knowledge or skill in the lecture from evaluation and test. Slameto (2009) said that academic achievement is the prime measure to know students' learning success. Learning achievement becomes a level of mastery achieved by learners in following learning activities in accordance with the goals set previously. In addition, Winkel (2009) stated that learning outcomes are formulated as a mental or psychic activity, which takes place in an active interaction with the environment, resulting in changes in understanding, skills, values and attitudes.

**Grade Point Average (GPA).** In university, the score of students' academic achievement is measured with Grade Point Average (GPA). The Grade Point Average (GPA) is a calculation to determine the average result of all grades that recognized internationally (Connect, 2017). There are some alternative norms of achievement level in learning and teaching process. Those norms are the numeral scale from 0-10, 0-100, and norm of word symbol. The norm in university uses word symbol to establish students' academic achievement. The word symbol has the numeral scale that has the interval scale shorter than the other norm. The measure norm by word symbol in university is to know the

students' grade point average (GPA). It can be seen in each last of the semester and last completion study.

### **Related Studies Review**

Some research had been conducted regarding the similar topic of autonomous learning. Below is the research that can be used as the support of the study.

The first research was reviewed from Myartawan, Latief, and Suharmanto (2013) that investigated the correlation between learner autonomy and English proficiency of Indonesian English foreign language (EFL) college learners. The study used 120 first semester English-majored students of a state university in Indonesia. The research used correlation design and gathered the data from available documents and by administering two questionnaires. The documents provided the data of the students' GPA in English proficiency subjects, including intensive English course (10 credits), listening (2 credits), and speaking (2 credits). The first questionnaire, learner autonomy questionnaire (LAQ), was used to measure the students' behavioral intentions to do autonomous learning. The result found a significant, strong, positive relationship between learner autonomy and English proficiency. The second questionnaire, appraisal of learner autonomy (ALA), was to measure self-efficacy related to autonomous learning.

The second research was conducted by Lowe (2009) that examined a relationship between learner autonomy and academic performance in adult learners, as measured by the constructs and components of the learner autonomy profile (LAP). The study used 125 participants from a university in Washington,



D.C. The study found that there was a positive, significant relationship between the LAP-SF and GPA for the total score, all four LAP-SF constructs and nine of the 22 components. Of these elements, the Planning component had the strongest correlation coefficient at .275 and was closely followed by the Self-Regulation component with a coefficient of .270. The findings point to the possibility that the LAP-SF may be useful as a proxy for GPA in some cases, and as a diagnostic tool for improving academic performance.

The last was the research from Ng et al. (2011) that examined the relationship between students' learner autonomy and students' performance in academic. The data as measured by the pre-commerce students' GPA of a university in Malaysia. LAP-SF was used to obtain scores for 425 students. The tests conducted on the data were the simple correlational comparison of the learner autonomy scores, and the English grades, mathematics grades, and GPAs of the respondents (Pearson correlation) to measure the degree and direction of the relationship of learner autonomy and academic performance. In addition, the Pearson correlation analysis, one-way ANOVA and T-tests show the relationships are robust. There was a positive, significant relationship between the two. The findings of LAP-SF do predict the academic success of the students. The Learner Autonomy Profile as diagnostic tools to enhance academic success in the form of GPA and predicting English performance.

Based on these researches above, there were similarities and differences with this study. The similarity of the research has investigated the correlation between students' autonomous learning and academic achievement. The other

similarities, the respondents were university students and using GPA to measure the students' academic achievement. Then, the first differences by Myartawan, Latief, and Suharmanto (2013) used participants in first-semester of English-major students, then composite of behavioral intentions to do autonomous learning and self-efficacy in relation to autonomous learning and English proficiency. This study only focused on students' autonomous learning level. The second research had differences in academic performance as measured by the constructs and components of the learner autonomy profile (LAP). This study only used GPA to measure students' academic performance. The last is study done by Ng et al. (2011) on the use of academic performance in English Course. Whereas, this study is used GPA from all of the courses. The researcher focused on the relationship between students' autonomous learning level and students' academic achievement level in an English teacher training program.

### **Conceptual Framework**

The most important thing of student autonomous learning is the improvement without the others help. It will make students be not dependent on other people. Autonomous learning is related to how students' ability seeking additional relevant sources of learning other than those delivered by the lecturer. Students' autonomous learning will try their own first to understand the content of the lesson that is read or seen through the media view of hearing. When they get difficulties, they still can make discussion with other people. Autonomous learners will be able to find the source of learning they need. Independent in

learning is needed to ingrained for learners, so they have a responsibility in organizing and disciplining of themselves.

The higher the autonomous learning is the higher the academic achievement achieved by learners. Tahar (2006) concluded that the higher of the students' attitude of learning independence; the better they achieve learning outcomes. Academic achievement is something acquired by a person after done in the learning activity. The learning achievement appears to be a change in the behavior of the learners, which can be observed and measured in the form of changes in knowledge, attitudes and skills. When students have high autonomous learning, the students will be able to achieve high learning achievement. The main aspect of this research is to know the relationship between student's autonomous learning and students' academic achievement. The conceptual framework of this research was shown as follows:

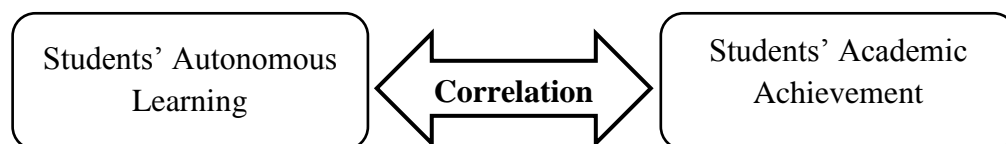


Figure 1. *Conceptual Framework*

### **Hypothesis**

The researcher had a hypothesis as follows;

H<sub>1</sub>: There is the correlation between students' autonomous learning and academic achievement.