

Chapter Two

Literature Reviews

This chapter illuminates some literature reviews related to this topic. There are some theories that would be defined in this chapter. Those are the definition of autonomous learning, autonomous learning behaviors, the characteristics of autonomous learners, and previous related studies.

Autonomous Learning Definition

The concept of autonomy first time entered the education field of language teaching through the Europe's Modern Language Project Council, established in 1971 by Yves Châlon the founder of *Centre de Recherches et d'Applications en Langues* (CRAPEL) which rapidly becomes focal point for research and practice in this field. Then when he died, Henri Holec had replaced him to be the leader of CRAPEL who now remains as the well-known figure of autonomy. Holec (1981) stated that autonomy is the ability to take charge of one's own learning. This definition now is becoming used in many researches. He then explained that autonomous learners determine the objectives, define the contents and progressions, selects methods and techniques to be used, monitors the procedure of acquisition properly speaking (rhythm, time, place, etc.), and they also evaluate what has been acquired.

Autonomy is system of socio-cognitive which is complex, indicated in distinguishing level of independence and control of one's own learning process, as well as capacity, capability, attitudes, willingness, decision making, choices,

planning, actions, and assessment as the language learner or as a communicator outside or inside the classroom (Chitashvili, 2007). Autonomy is complex process of being aware about being independence.

Then, there was also definition from the other researchers. This definition was explained by Little (2003), autonomy as the ability to take charge of our own learning if the learning process is responsible by us, or by students asserting that the successful learning not over changing by other people but by ourselves. A success of learning depends on students because they take responsibility for it. If students cannot make the successful learning, the things that should be evaluated are students' learning. It means the ability of students to organize their study is the meaning of learner autonomy. The capability of the learners of organizing their study can be defined as learner autonomy (Wang, 2014). So, being autonomous in learning is playing the important part in teaching and learning process.

And then, there is also explanation about the definition of autonomous learning. According to Benson (2001), autonomous learning is learning in which the capacity or ability of the learners are trained and showed. He explained that people can see the learning which is autonomous learning because in autonomous learning, the learning is displayed. The whole process of the learning can be seen by others.

Benson (2001) stated that autonomous learners are people who are able to control their learning to represent the value of learning to make learning program of their own. He also said that people who can control more aspect in their

learning in terms of personal goal are more autonomous. Autonomous learners usually make a learning program by their own; they make the objectives, the goals and evaluation in their plan. They also have their personal goals which control them on the track that they have made for achieving learning goals.

From the definitions above, we can conclude that there are several definitions about autonomous learning. Firstly, it is the ability to take charge of one's own learning. Then, the next definition explains that autonomy is a complex socio cognitive process. The other definition is that it is ability to determine success because success is from students, not teacher. Then, the last explanations mention that in autonomous learning, the learners' capacity is showed. We can conclude autonomous learning as the students' ability to manage their learning and students realize that the successful of learning is on them.

And then, Thanasoulas (2000) mentioned that there are three approaches to knowledge and learning and the relationship of them among autonomy, such as positivism, constructivism and critical theory.

Positivism. Positivism theory sees that knowledge is achieved because of the 'hypothesis-testing' model. Knowledge is attained when it is discovered rather than taught. This definition explains that knowledge which is discovered by students more effective than taught by teacher.

Constructivism. Then, the theory of constructivism is also supporting the version of psychology which categorized to the behaviors, attitude, motivation

and self-concept of the learners. This approach support and promote self-directed learning for autonomous learners as necessity.

Critical theory. Next, in critical theory, power and ideology issues is concerned in learning and it is seen as interactional process in social context, and it can propose about social change and the character of more social and political character is assumed in autonomous learning. Autonomous learners have a social and political character.

Autonomous Learning Behaviors

Holec (1981) decided self-directed learning from the whole aspect and the relation of learning behaviors such as establishing the objectives, determining the contents and progressions, choosing the use of techniques and methods, monitoring the acquisition procedure (rhythm, time, place, etc.) and evaluating what have been acquired, and as research has been developed, these core behaviors have been reviewed and extended. Those behaviors, that have been stated, are the core of autonomous learning behaviors explained by the father of autonomy, Holec.

Then, Fenner and Newbie (2000) described a taxonomy of autonomous learning principles compiled during a workshop regarding to autonomous learning in action or categorized as the autonomous learning behaviors which consists of 34 learning behaviors related to the reflection, learning style and strategies, setting objectives and levels, materials and classroom activities, evaluation of learning, and external resources. Murray (2008) added one principle about autonomous

learning behaviors, such as planning. So, there are seven categories of autonomous learning behaviors will be explained through this chapter (Murray, 2008).

Reflection. A positive attitude, a capability for reflection, and rapidity to be active in self-management to interact to others is the interpretation of the practice of learner autonomy (Najeeb, 2012). The implementation of becoming autonomous learners is having a positive attitude through learning and in teaching and learning process. The capacity for reflecting learning also becomes the application of learning autonomy. And then, the pro-active learners in managing themselves to control their learning and taking risk of it is the exegesis of learning autonomy. The other key part of autonomous learning is reflection on the learning process. By having reflection, learners will understand on the way and the reason they are choosing the strategies and method that they implement to the different project for finding the solution in different assignment (Çakici, 2015).

Learning style and strategies. The step of becoming autonomous learners is making learners aware of strategies, to add together the use of students in activities done of all part, and it is the first step to learner autonomy (St. Louis, 2005). Learning strategy is one of the important parts of making students become autonomy and making students aware of the use of it is the first step to make students become autonomous learners. Cavana (2012) found out the principle of autonomous learning is critical reflection as learners immediately pay attention to the learning style as well as the goals of learning. The other important part of learning autonomy is realizing the students' learning style, so that they will

understand that each student has different style of learning which has their own strength and weakness. Morbedadze (2015) explained that there are two learning strategies that autonomous learners use, such as cognitive strategies and metacognitive strategies.

Cognitive strategies. Students operate in the incoming operation, such as doing repetition, imitating other's speech, resourcing using dictionary, translation, etc. This strategy used to make the intellectual skill which is oriented to interaction between the learners to the learning environment, such as formula, number, and symbol.

Metacognitive strategies. In metacognitive strategies, students are used for planning, monitoring, and evaluating learning activity. Students select attention by paying attention in specific task. Students are also doing self-monitoring by checking their performance. They also doing self-evaluation by measuring their performance based on the standard, etc.

There are processes of learning and students can reach an effective and autonomous learning if they have understood their learning. As stated by Wang (2014), learner will have effective and autonomous learning if they understand the proper skills and strategies for learning. It means autonomous learners have already known their learning strategy and they understand about their skill in learning. Autonomous learners have to know and understand about the characteristic of their learning.

Setting objectives and levels. Riley stated that autonomous learners have capacity to organize their own learning program and they have learnt how to learn. They also have ability to recognize necessity, establish the objectives, acquire materials, choosing learning techniques and appraise the learning progress (as cited in Llaven-Nucamendi, 2014). Based on above statement, autonomous learners are learners who are capable to control their learning. They can set their needs, objectives, materials, techniques and progress of learning.

Material and classroom activities. To heighten autonomous learning, it needs the various activities which provide the chance to independent work (Neupane, 2010). In autonomous teaching and learning practice, the classroom provides the different activities to promote autonomy and independent learning, such as reflection through the material being learned, and closed-book examination of chapters being taught. Reinders (2010) defined that autonomous learning is not only about developing the skills, but also developing the definite mind set which views learning as active process of discovery. Discovery learning is one part of learning autonomously because in this classroom, the students find the lesson by joining activities which require them to learn and to find new things or new knowledge.

Evaluation of learning. Evaluation is a huge section of responsibility in learning autonomy that needs a learner real self-evaluation (Jamila, 2013). Teaching and learning process is always being evaluated for its improvement, so that it becomes better gradually. Self-evaluation plays a big role in learning because learner is the one who know and measure their capacity in learning,

whether they are good or not, and whether they make improvement or reduction. The evaluation of learning is also important for making the learners aware about their strategy in learning.

External resources. Learners should be given skills to find out the material and resources outside the classroom, so that they will know which is the good material or resources and which is not good (Najeeb, 2012). If the learners usually find out the resource of the lesson being taught, they will get easier to study. They also get usual to know the good material that can be used to support their learning because they have found some not appropriate materials or resources and they can compare them. By finding out the resources by themselves, students can be more autonomous.

Planning. According to Çakıcı (2015), the learners' full involvement in planning, monitoring, and evaluating learning are the requirement for the autonomous learning's development and practice. Learners' involvement in controlling their learning is the important part to the autonomous learning's development and practice, especially in planning, monitoring and evaluating their learning. If the learners have good ability to plan, to monitor and to evaluate their learning, the autonomous learning can be developed.

Previous Related Studies

As aforementioned, many researchers and practitioners view autonomous learning as important part of teaching and learning process. There are some studies in the field of autonomous learning behaviors, such as the research

conducted in 2008 by Murray entitled “*autonomous learning behaviors: a fulcrum for course design, implementation, and evaluation with larger classes.*” The purpose of this research was to test the targets autonomous learning behaviors and principles as the key to make program of language learning or making autonomous learning behaviors as a framework to encourage independent learning by informing course design, implementation, and evaluation. Task-based language teaching, the Milestone and Swiss versions of the European Language Portfolio, and CALL or e-learning became the methodology of this study. The participants of this program were students in the first, second and third year in the major of commerce, economics, engineering technology, law, literature, political science, and sociology. The result was ‘external resources’ category has the highest frequency of autonomous learning behaviors.

The recent study conducted by Al-Khawlani was conducted on 2018 about the learning environment on learner autonomy at higher education and the differences between Polish and Yemeni EFL learners with respect of their autonomy in language learning. A questionnaire as the research instrument was distributed to a total of 140 (59 Polish and 81 Yemeni) undergraduate learners. The questionnaire was categorized into seven categories, such as beliefs and attitudes, planning, management, self-regulation, sources and materials, in-class responsibility, and out-classes responsibility. This research explained about the differences between male and female respondents with respect to their autonomy and its sub-domains, differences between Polish and Yemeni respondents with respect to their autonomy and its sub-domains, and the relationship between the

sub-domains of learner autonomy which result the significant to very significant correlation between the sub-domains of learner autonomy along with few insignificant correlations. The data analysis used was descriptive analysis, Independent-Samples t-Test, and Pearson Product moment. The first result showed is the female respondents are higher than men in all sub-domains of learner autonomy but the differences are stable. Then the second result showed that there was not a significance difference between the Polish group and Yemeni group. The last result revealed that learners with higher belief or attitude in their autonomy showed greater autonomy in all other sub-domains of learner autonomy.

This research focused on finding the strongest behaviors of autonomous learning behaviors as being researched by Murray. The participants of previous research conducted by Murray was students in the first, second and third year in the major of commerce, economics, engineering technology, law, literature, political science, and sociology. In contrast, this research will focus on third year students of English Language Education Department as the participants. And then, the study conducted by Al-Khawlani in 2018 resulted that learners with higher belief or attitude in their autonomy show greater autonomy in all other sub-domains of learner autonomy. The sub-domains consist of beliefs and attitudes, planning, management, self-regulation, sources and materials, in-class responsibility, and out-class responsibility. On the other hand, this research only focused on the autonomous learning categories in term of reflection, learning style

and strategies, setting objectives and levels, materials and classroom activities, evaluation of learning, and external resources.