



Students' Learning Autonomy Readiness in Grade 9 of English Subject in Indonesia

AUTHORS INFO

Jessica N. Sagita

Affiliation: IPEKA

Active email: jessica.sagita@ho.ipeka.sch.id

Mobile phone: 08561397880

Bernard W. Napitupulu

Affiliation: SDH Holland Village

Active e-mail: Bernard.napitupulu@sdh.or.id

Mobile phone: 08124299195

Dylmoon Hidayat

Affiliation: Universitas Pelita Harapan

Active e-mail:

dylmoon.hidayat@lecturer.uph.edu

Mobile phone: 087774000907

ARTICLE INFO

e-ISSN: 2502-6909

p-ISSN: 2502-9207

Vol. 7, No. 1, June 2022

URL: <http://dx.doi.org/10.31327/jee.v7i1.1641>

Abstract

Education now requires students to be more active in the classroom because they are the center of learning. However, what often happens is that students show less initiative in learning. Therefore, it is essential to find out first how ready our students are in learning autonomously. The objective of this research is to measure the learning autonomy readiness of grade 9 students in English lessons. This is considered necessary since the grade 9 students in Indonesia will advance to the high school level (SMA) where the demand for autonomous learning is even higher. The data were collected through the Learner Autonomy Readiness questionnaire which was adapted from Chan et.al. (2002) on a scale of 1-5, to measure students' perceptions of responsibility, decision-making ability, motivation, and English learning activities, with a reliability level of 0.895 based on the Cronbach alpha coefficient. Data analysis was conducted using descriptive statistics and it was found that respondents tended to be less prepared (2,963 on a scale of 1-5) for autonomous learning in English lessons, especially in terms of their perception of their own responsibility in learning and independent learning activities in the classroom. This finding means that students need to have more opportunities to exercise their own learning responsibilities in their regular classroom activities.

Keywords: Learning Autonomy Readiness, Autonomous Learning, Learner Autonomy Readiness Questionnaire, Grade 9 students, English lessons

A. Introduction

The 21st century educational paradigm is heading towards learner-centered. This is partly due to the need to support 21st century skills which focus on 3 major skills: learning and innovation skills, digital literacy skills, and life and work skills (Fadel & Trilling, 2010). With the development of technology, many people put more emphasis on digital literacy skills, but forget that these abilities can be supported by the right learning and innovation skills. That is why the ability to learn independently is also needed to direct students towards learning that is more focused on the student's own learning goals.

In Indonesia, the implementation of 21st century skills has been made into a guide for the high school level (Kemdikbud, 2017). It is stated that the first pillar that needs to be built is *learning to know* which is related to ways of gaining knowledge. 21st century skills direct students to find out from various available sources, either through listening or reading books, people, or from technology such as the Internet and mass media. Language lessons, especially English as an international language, are important because in these lessons students are trained to develop their listening and reading abilities -- receptive skills that enable them to understand information -- as well as writing and speaking to communicate information that has been processed in their understanding.

Seeing the development of the current trend and the nature of language learning, students should realize the importance of independent study in developing language skills. However, it is often encountered in classrooms that students only wait for the teacher to provide materials in class while they just sit and absorb the information delivered. Therefore, this study seeks to measure the learning autonomy readiness of grade 9 students, who will advance to high school level, in a private school in Indonesia.

This study aims to find out how to measure the level of readiness of grade 9 students to study autonomously in their high school later. It is hoped that the results of this study can be beneficial for teachers who will teach these students in high school in the future so that they can prepare learning approaches that are in accordance with the students' readiness and encourage learner autonomy. In addition to high school teachers, the results of this study are also useful for teachers who are currently teaching as feedback and evaluation of the ongoing learning activities.

For students themselves, this study aims at giving prompts that will make them more reflective and aware of their learning attitudes or activities that can prepare or carry out to develop autonomous learning skills. This research can be the first step in initiating other research that can explore learner autonomy to greater extent.

B. Literature Review

The term learning autonomy has become an important aspect in language learning since it was popularized by Holec (1981, in Kartal & Balçıkanlı, 2019) because of its close relationship with student-centered learning. He considers learning autonomy as a result of learning and is also a supporter of the language learning process. At the end of the decade of the 20th century, Baume (1994, in Kartal & Balçıkanlı, 2019) considered that this learning autonomy was indispensable, especially in higher education, but with the rapid development of the era, learning autonomy was considered to be a crucial component that determines the success of students' learning progress in language (Ertürk, 2016).

The definition of learning autonomy in general can be interpreted as a person's ability to take over his own learning (Holec, 1981, in Kartal & Balçıkanlı, 2019). This can be interpreted broadly, so to understand correctly, some experts try to narrow the meaning.

Holec (1981, in Chan et. al., 2002) defines 'taking charge of one's own learning' into abilities and responsibilities in 5 areas: (1) setting learning goals; (2) defining the content and progress of learning; (3) choosing learning methods and strategies; (4) observing the process of capturing information; and (5) evaluate what happened.

Furthermore, Littlewood (1999, in Cirocki, 2019) divides the concept of learning autonomy into two levels: *proactive autonomy* and *reactive autonomy*. Proactive autonomy encourages students to be able to determine their learning objectives, methods, and strategies and evaluate the learning process. Proactive autonomy determines the responsibility and ability of students to make decisions. Reactive autonomy helps students organize their available resources (such

as time, textbooks, and the Internet) to achieve the learning goals they want to achieve. In this reactive autonomy, students do not make their own learning goals but when these goals are introduced, students can organize themselves independently to achieve these goals.

This willingness to be able to self-regulate is based on motivation and self-confidence to take responsibility for their choices. Deci & Ryan (1985, in Chan et al., 2002) also stated that one of the factors that indicate the existence of intrinsic motivation in students is learning autonomy. Learning autonomy does not mean that students teach themselves without help from teachers or others (Little, 1991, in Chambers & Davies, 2001). The teacher still has a role in providing the foundation for thinking, but the direction of developing ideas is determined by the students independently.

In a study in Kampung Inggris Kebumen, it was found that non-formal education also has an important role to support the development of students' English skills (Rahayu, 2020). This is due to the relaxed learning atmosphere outside the classroom which allows students to be more confident to try and participate actively in their learning.

This does not mean that autonomous learning only occurs outside the classroom, but it can also occur in the classroom (Dam, 1995; Benson, 2001, in Kartal & Balçıklanlı, 2019). Students can still think autonomously and give their opinions in class so as to create active involvement in learning activities in class. Therefore, all learning activities that are decided to be carried out by students both inside and outside the classroom become one of the factors that support their learning autonomy.

Cirocki (2016) summarizes the characteristics of independent learners into 11 points, namely:

1. Having intrinsic motivation in learning language as a communication tool.
2. Making logical decisions and taking responsibility for their own learning.
3. Setting realistic personal targets and regulating their own behavior with the aim of achieving these targets.
4. Negotiating the syllabus, making decisions regarding lesson content, materials and assessments.
5. Measuring your own strengths and weaknesses and choosing learning tasks that are in accordance with the learning objectives.
6. Identifying what is discussed in class and knowing when, how and why they learn new information and what learning resources are available for foreign language learning.
7. Being able and willing to adapt to new learning contexts.
8. Selecting and implementing appropriate strategies in order to maximize the learning environment by discussing one's own desires and the learning needs of others.
9. Organizing their own foreign language learning experience, systematically observing their learning progress and critically evaluating learning outcomes.
10. Engaging fully in collaborative practice, seeking help from classmates and teachers when needed.
11. Reflecting on their learning experience in order to determine the next step.

A more detailed description of Cirocki (2016) above can be classified into 4 major categories, namely regarding: (1) student responsibilities in learning; (2) students' ability to make decisions; (3) students' motivation in learning, especially their intrinsic motivation; and (4) activities or actions that students take inside and outside the classroom on an initiative without direct orders or instructions from the teacher. This classification is also the basis for making research instruments in this paper.

C. Methodology

1. Research Design

This research used the descriptive quantitative method to measure the learner autonomy readiness of grade 9 students in a private school in West Jakarta. Therefore, this research needs statistical data to analyze.

The research wanted to find out the level of readiness these students have when it comes to learning English autonomously. The findings are hoped to help the teacher design lessons which are more accommodating for students to develop their learning autonomy in English.

2. *Participants/Respondents/Population and Sample*

This research was conducted on 137 students from 4 classes of grade 9 at an Indonesian private school in an English lesson under the supervision of the teacher. This purposive sample is selected because it is consisted of individuals with the same characteristics who are especially familiar or knowledgeable in a phenomenon of interest (Cresswell & Plano, 2011). This means the population being researched are from the same school, at the same grade level, and around the same age. They also experience the same lesson with the same English teacher.

3. *Technique of Data Collection*

This research was collected during an English lesson under the supervision of the teacher. Instructions were given before the students (respondents) filled out the questionnaire in order to provide an overview of the contents of each section in the questionnaire. Respondents then filled out a questionnaire through Google Forms to ensure honest answers without coercion or pressure in self-reflection and evaluation through the questionnaire given. It takes about 15-20 minutes to fill out the questionnaire in each class.

4. *Instruments*

The researcher used the questionnaire of Learner Autonomy Readiness created by Chan et.al. (2002) in this study. In Chan's study, the research subjects were students in Hong Kong. There are 4 parts that become indicators in this questionnaire, namely (1) students' perceptions of the responsibility of the English teacher and themselves; (2) students' perceptions of their decision-making abilities; (3) students' perceptions of level of their motivation own; and (4) activities student learning inside and outside the classroom.

This questionnaire was chosen because the context is quite easy for 9th graders to understand with language skills around B1+ CEFR level. Several adjustments were made to the items in the questionnaire to better fit the current research context. The reason for replacing or removing items in the original questionnaire was because they were not in accordance with the learning context of grade 9 students, for example item 29 in the original questionnaire which read 'written English letters to pen pals' was discarded because it was previously known that none of the students had pen pals and item 35 in the questionnaire. The original which read 'listen to English radio' was changed to 'listen to English podcasts' to better suit the context of the current trend.

The adapted version of this questionnaire has 13 items that measure students' perceptions of teacher and student responsibilities in learning activities and 10 items regarding decision-making abilities. These two sections are based on Holec's 5 areas of responsibility (1981, in Chan et. al., 2002). In the indicator "responsibility", respondents were asked to choose from a Likert scale of 1 which means 'completely teachers' (teacher takes full responsibility) to 5 'completely mine' (completely the responsibility of students). Meanwhile, in the indicator of 'decision-making skills' (the ability to make decisions), respondents were asked to choose from a Likert scale of 1 which means 'very poor' to 5 which means 'very good'.

There is only one question regarding students' perceptions of their own motivations because what is needed is only students' perceptions of their intrinsic motivation in general in this lesson, not in specific learning activities, such as reading English books. In this indicator, respondents are asked to choose from a Likert scale of 1 which means 'not at all motivated' to 5 which means 'highly-motivated'.

The last category consists of 18 items consisting of 15 questions about activities outside the classroom and 3 questions in the classroom. This is because the variety of autonomous activities that students can do outside the classroom is more than what can be done in the classroom. In this indicator, respondents are asked to choose from a Likert scale of 1 which means 'never' to 5 which means 'always'.

Table 1 contains an overview of the indicators and items in the questionnaire for Learner Autonomy Readiness used in this study.

Table 1 Indicators and sub-indicators in the instrument

Indicator	Sub-indicators	Number of items
Responsibilities	Learning objectives	6, 7
	Content and learning progress	1, 2, 10
	Methods and strategies	5, 8, 13
	Information capture process	3, 9
	Evaluation	4, 11, 12
Decision making skills	make of learning, content and learning progress	16, 17, 23
	Methods and learning strategies	14, 15, 18, 19
	The evaluation process	20, 21, 22
Motivation	Intrinsic	24
Activities	In the class	25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39
	Outside class	40, 41, 42

The results of this study were categorized into four stages of readiness seen from the average results of the entire mean (M) of the four indicators. tested. The result categories can be seen in Table 2 below.

Table 2 Research Results of Student Learning Autonomy Readiness

Average of all mean (M)	Information
1 – 1.99	Very unprepared
2 – 2.99	Not ready
3 – 3.99	Ready
4 – 5	Very ready

5. Technique of Data Analysis

For reliability testing, the alpha coefficient to find the internal consistency of the research instrument with the following formula (Cronbach, 1951, in Juliandi, 2008):

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

α = alpha coefficient

k = number of questionnaire items

$\sum \sigma_b^2$ = total variance of questionnaire items

σ_t^2 = total variance

The data collected were then processed using Google Spreadsheet to obtain a reliability score of 0.895 which means there is a high internal consistency in the research instrument used.

D. Findings and Discussion

The following are the results of the analysis of the data obtained in this study and the explanations will be presented per instrument indicator.

Table 3 Students' perceptions of the responsibilities of teachers and students

No.	In English lessons, whose responsibility should it be to	Completely the teacher's		Mostly the teacher's, partly mine		Half mine, half the teacher's		Mostly mine, partly the teacher's		Completely mine		M	SD
		f	%	f	%	f	%	f	%	f	%		

1.	make sure you make progress during lessons?	3	2.2	10	7.3	59	43.1	49	35.8	16	11.7	3.47	0.875
2.	make sure you make progress outside class?	1	0.7	2	1.5	16	11.7	35	25.5	83	60.6	4.44	0.812
3.	stimulate your interest in learning English?	12	8.8	34	24.8	36	26.3	28	20.4	27	19.7	3.18	1,254
4.	identify your weaknesses in English?	4	2.9	16	11.7	56	40.9	36	26.3	25	18.2	3.45	1.014
5.	make you work harder?	4	2.9	17	12.4	31	22.6	45	32.8	40	29.2	3.73	1.101
6.	decide the objectives of the English course?	28	20.4	25	18.2	33	24.1	28	20.4	23	16.8	2.95	1.374
7.	decide what you should learn next?	60	43.8	35	25.5	21	15.3	13	9.5	8	5.8	2.08	1,225
8.	choose what activities to use in your English lessons?	65	47.4	36	26.3	29	21.2	2	1.5	5	3.6	1.88	1,032
9.	decide how long to spend on each activity?	47	34.3	44	32.1	25	18.2	5	3.6	16	11.7	2.26	1.291
10.	choose what materials to use in your English lessons?	84	61.3	32	23.4	15	10.9	2	1.5	4	2.9	1.61	0.949
11.	evaluate your learning?	24	17.5	34	24.8	46	33.6	24	17.5	9	6.6	2.71	1,145
12.	evaluate your course?	25	18.2	31	22.6	35	25.5	24	17.5	22	16.1	2.91	1.333
13.	decide what you learn outside the class?	9	6.6	6	4.4	14	10.2	32	23.4	76	55.5	4.17	1.186

Based on the data in table 3, in the responsibility indicators, it is found that points 7 (*decide what you should learn next*), 8 (*choose what activities to use in your English lessons*), and 10 (*choose what materials to use in your English lessons*) is the responsibility of the teacher. Activities that are considered a shared responsibility between teachers and students include points 1 (*make sure you make progress during lessons*), 4 (*identify your weaknesses in English*), and 11 (*evaluate your learning*). Meanwhile, students consider their responsibility to be greatest in item 2 (*make sure you make progress outside class*), 5 (*make you work harder*), and 13 (*decide what you learn outside the class*).

The average mean (M) of all items in this indicator is 2.99, which shows the tendency of respondents to answer a scale of 3 (*half mine, half the teacher's*) and slightly towards the teacher's responsibility.

Table 4 Students' perceptions of their ability to make decisions

No.	If you have the opportunity, how good do you think you would be at:	Very poor		Poor		OK		Good		Very good		M	SD
		f	%	f	%	f	%	f	%	f	%		
14.	choosing learning activities in class?	9	6.6	18	13.1	86	62.8	23	16.8	1	0.7	2.92	0.768
15.	choosing learning activities outside class?	9	6.6	20	14.6	59	43.1	48	35.0	1	0.7	3.09	0.887

16.	choosing learning objectives in class?	6	4.4	18	13.1	87	63.5	26	19.0	0	0.0	2.97	0.706
17.	choosing learning objectives outside class?	6	4.4	21	15.3	61	44.5	46	33.6	3	2.2	3.14	0.859
18.	choosing learning materials in class?	12	8.8	35	25.5	59	43.1	26	19.0	5	3.6	2.83	0.959
19.	choosing learning materials outside the class?	8	5.8	33	24.1	56	40.9	37	27.0	3	2.2	2.96	0.914
20.	evaluating your learning?	5	3.6	20	14.6	68	49.6	38	27.7	6	4.4	3.15	0.854
21.	evaluating your course?	5	3.6	24	17.5	58	42.3	46	33.6	4	2.9	3.15	0.871
22.	identifying your weaknesses in learning English?	5	3.6	11	8.0	37	27.0	63	46.0	21	15.3	3.61	0.964
23.	deciding what you should learn next in your English lessons?	8	5.8	29	21.2	70	51.1	25	18.2	5	3.6	2.93	0.880

Table 4 shows students' perceptions of their own ability to make decisions related to their learning in English lessons. Broadly speaking, more respondents chose a scale of 3 (OK), but many of the respondents found it difficult to make decisions in points 18 (*choosing learning materials in class*), 19 (*choosing learning materials outside the class*), and 23 (*deciding what you should learn next in your English lessons*). The activities that are considered neutral by respondents are items 14 (*choosing learning activities in class*), 16 (*choosing learning objectives in class*), and 23 (*deciding what you should learn next in your English lessons*). Respondents considered the activities that could be carried out well were items 15 (*choosing learning activities outside class*), 17 (*choosing learning objectives outside class*), 21 (*evaluating your course*), and 22 (*identifying your weaknesses in learning English*).

The average mean (M) of all items in this indicator is 3.07, which shows that on average the respondents chose a scale of 3 (OK) in measuring their decision-making ability and slightly tended to consider themselves quite good at making decisions.

Table 5 Students' perceptions of their own level of motivation

No.		Not at all motivated		Slightly motivated		Motivated		motivated		Well-Highly-motivated		M	SD
		f	%	f	%	f	%	f	%	f	%		
24.	How would you define your level of motivation to learn English?	0	0.0	25	18.2	47	34.3	56	40.9	9	6.6	3.36	0.855

In table 5, we can see students' motivation levels from their own perspective. In general, 47.5% of students feel they have above average motivation in learning English. Some even felt very motivated (6.6%) and none felt no motivation at all.

Table 6 Student learning activities outside class

No.	In grade 9, outside of class, without having been assigned to do so, how often did you...	Never		Rarely		Sometimes		Often		Always		M	SD
		f	%	f	%	f	%	f	%	f	%		
25.	read grammar books on your own?	30	21.9	40	29.2	41	29.9	23	16.8	3	2.2	2.48	1.079
26.	note down new English words and their meanings?	19	13.9	42	30.7	36	26.3	27	19.7	13	9.5	2.80	1.187

27.	send letters/e-mails in English?	16	11.7	36	26.3	46	33.6	28	20.4	11	8.0	2.87	1.117
28.	read articles in English?	53	38.7	32	23.4	30	21.9	18	13.1	4	2.9	2.18	1.171
29.	read books or magazines in English?	13	9.5	14	10.2	39	28.5	47	34.3	24	17.5	3.40	1.172
30.	watch English TV programs?	3	2.2	7	5.1	24	17.5	60	43.8	43	31.4	3.97	0.947
31.	listen to English podcasts?	0	0.0	4	2.9	8	5.8	61	44.5	64	46.7	4.35	0.723
32.	listen to English songs?	26	19.0	27	19.7	23	16.8	29	21.2	32	23.4	3.10	1.452
33.	speak English with native speakers?	0	0.0	1	0.7	8	5.8	47	34.3	81	59.1	4.52	0.643
34.	practice using English with friends?	29	21.2	42	30.7	40	29.2	22	16.1	4	2.9	2.49	1.085
35.	watch English movies?	15	10.9	46	33.6	40	29.2	24	17.5	12	8.8	2.80	1.125
36.	write a diary in English?	81	59.1	18	13.1	19	13.9	10	7.3	9	6.6	1.89	1.270
37.	use the Internet in English?	2	1.5	6	4.4	24	17.5	44	32.1	61	44.5	4.14	0.956
38.	review your written work on your own?	18	13.1	36	26.3	37	27.0	23	16.8	23	16.8	2.98	1.280
39.	talk to your teacher about your work?	30	21.9	60	43.8	36	26.3	11	8.0	0	0.0	2.20	0.876

Table 6 presents data on the frequency of students doing English learning activities outside the classroom. It was found that students rarely or never did the activities in items 25 (*read grammar books on your own*), 28 (*read articles in English*), 36 (*write a diary in English*), and 39 (*talk to your teacher about your work*). They often even do the activities in points 31 (*listen to English podcasts*), 33 (*speak English with native speakers*), and 37 (*use the Internet in English*).

The average mean (M) of all items in this indicator is 3.08, which shows that the average respondent chooses a scale of 3 (*Sometimes*) in view of the frequency with which autonomous learning activities are carried out outside the classroom with a slight tendency to a more frequent frequency.

Table 7 Student learning activities in class

No.	In grade 9, in the class, how often did you...	Never		Rarely		Sometimes		Often		Always		M	SD
		f	%	f	%	f	%	f	%	f	%		
40.	ask the teacher questions when you do not understand?	20	14.6	53	38.7	42	30.7	18	13.1	4	2.9	2.51	0.993
41.	make suggestions to the teacher?	61	44.5	58	42.3	16	11.7	2	1.5	0	0.0	1.70	0.731
42.	take opportunities to speak English?	14	10.2	41	29.9	56	40.9	19	13.9	7	5.1	2.74	0.995

Table 7 shows the frequency of autonomous learning activities carried out by students in the classroom. Most of the respondents stated that they rarely or never did item 41 (*make suggestions to the teacher*), while the autonomous learning activities that were more often or even always carried out in English classes were item 42 (*take opportunities to speak English*).

The average mean (M) of all items in this indicator is 2.32, which means that the average respondent chooses a scale of 2 (*Rarely*) in seeing the frequency with which autonomous learning activities are carried out in the classroom with a slight tendency to a more frequent frequency.

The average mean (M) of all indicators is 2,963, which shows a slight tendency to choose a lower score for autonomous learning readiness.

The following section will provide further explanation of the results of the data analysis that have been presented based on the category of indicators. The discussion will focus on the items on the lowest and highest scales. Neutral questions will be used as additional data to support conclusions if needed.

In the indicator **of responsibility**, the majority of students perceive that the topics, materials, and activities they must study next in English lessons are the responsibility of the teacher to decide entirely. This means that they feel that these three things are not something that students need to prepare and they just have to wait or accept the results of the teacher's processing of the topic, material, and how it is delivered in class. Instead, what they perceive as the student's sole responsibility is about learning progress outside the classroom, what they have to learn outside the classroom, and how hard they try when learning English. From this, we can see that students see their learning responsibilities are diminished when they are in the classroom. Outside the classroom is the territory of the student's responsibility to learn autonomously, but if they are in the classroom, that responsibility will then shift to the teacher to determine the learning objectives, content of materials, and learning methods that need to be applied in the classroom.

This becomes an interesting discovery because it shows the existence of learning autonomy in the form of responsibility for learning and progress in students, but this autonomy drive is defeated when they are in class, possibly due to the existence of authority figures who are considered to be dominant or reduce their autonomy. There is also a possibility that students do not understand that there is a responsibility they need to take as autonomous learners. Further research is needed to explore the reasons for students' perceptions of this responsibility.

Responsibility is closely related to the **ability to make decisions**, therefore, the sub-indicators in the responsibility category are also in the decision-making ability indicator. What is compelling from the results of data analysis in this indicator is that students find it difficult to decide on learning materials, both inside and outside the classroom. Students are also less able to decide what to study next. This shows that, in general, students do not know exactly what should be studied in English. They feel confident enough to be able to determine their own English learning goals and activities outside the classroom, but still find it difficult to determine learning materials outside the classroom. In autonomous learning, for example, this means that students know that their learning goal is to improve their speaking skills and the activity that needs to be done is conversing with native speakers, but they cannot determine the topics to be discussed. This may be due to a lack of students' understanding of existing English lesson material or their exposure to the topics of learning English. More in-depth information about this can be conducted through an interview or open questionnaire on sample respondents.

The most riveting finding is that students are certain that they can identify their weaknesses in English. They also feel quite confident in assessing English lessons. This is a unique feature of this data because students show confidence in their ability to determine whether a subject, be it themselves or the lesson, is good or bad. It can be seen that there are no problems in making decisions for the respondents, as long as they know closely the subject being assessed. Motivation in learning may also affect the results of the data of the second indicator. If students do not have an interest in learning English, they may find it difficult to decide which materials or what to study next.

However, this possibility is not confirmed by the results of students' perceptions of the level of their own learning motivation. The third indicator shows the tendency of students to answer that they have relatively high **motivation** in learning English in this class. There is no student who considers themselves as 'not motivated at all'. This means that students have a good basic foundation to be able to learn autonomously.

The fourth indicator consists of two parts: activities outside the classroom and activities in the classroom. The three autonomous learning **activities** that many students do **outside the classroom** to improve their English skills are listening to English podcasts, speaking in English with native speakers, and using the Internet in English. This shows students' exposure to English in their daily lives. It should also be noted that the tendency of their exposure to English is oral. The use of the Internet in English shows a written element, but with a limited number of words. Judging from these activities outside the classroom, it can be concluded that students tend to be more ready to learn autonomously informally through social relationships and keep up with the current trend.

The data shows a lack of student involvement in written English activities. The majority of students (72.2%) admitted that they rarely or never wrote diaries in English. More than half of the respondents admitted that they rarely or never read grammar books or articles in English outside of class. 65.7% of respondents also admitted that they rarely or never talk about their assignments with their teachers outside of class. The latter may be related to other factors outside of autonomous learning readiness, such as school culture or students' learning culture.

For **activities in the classroom**, respondents also showed their ignorance about how to give input and suggestions to the teacher in class, but tended to be enthusiastic in taking the opportunity to speak in class. As mentioned in the responsibility indicator, students tend to think that learning activities in the classroom are the responsibility of the teacher, thus forgetting their own responsibility in developing English language skills. Further research is needed to explore what are the inhibiting factors for students in autonomous learning in the classroom. Learning traditions in Indonesia, school culture formalities, and student learning culture itself may be some of the factors that affect students' readiness for autonomous learning in the classroom.

E. Conclusion

This study found that in general, grade 9 students of this school tended to be less prepared to learn autonomously ($M = 2,963$). As described in the discussion, respondents showed a tendency to be passive in learning activities in the classroom and a slight tendency to still consider teachers to be more responsible than students in learning, especially in the classroom. Students tend to believe that they are capable of making decisions related to learning English and are active in autonomous learning of English outside the classroom. Students also feel they have a relatively high motivation in learning.

To encourage students to improve their readiness in autonomous learning at the next level (senior high), teachers need to familiarize students with activities that provide space for giving opinions, being actively involved in preparing learning materials, using their good judgmental skills to be a strength in choosing the most effective activities for in and out of the classroom to develop their English language skills.

Kartal & Balçıklanlı (2019) and Karabıyık (2008) found in their research that it is related to the learning culture formed in Turkey. This learning culture is also related to the culture of Asian students who tend to be passive in the classroom because they are not used to being asked to express their suggestions or opinions (Chan et al., 2002). Research based on the three previous studies is still very limited because it has not explored the factors that might affect students' readiness for autonomous learning and how teachers can help students overcome these difficulties.

Further research in the form of qualitative can be carried out to explore these possibilities and solutions to improve students' autonomous learning abilities, not only in English lessons but also in other subjects.

F. References

- Chambers, A., & Davies, G. (Eds.). (2001). *ICT and language learning: a European perspective* (Vol. 1). CRC Press.
- Chan, V., Spratt, M., & Humphreys, G. (2002). Autonomous language learning: Hong Kong tertiary students' attitudes and behaviours. *Evaluation & Research in Education*, 16(1), 1-18.

- Cirocki, A. (2016). *Developing Learner Autonomy through Tasks: Theory, Research, Practice*. Halifax: LinguaBooks.
- Cirocki, A., Anam, S., & Retnaningdyah, P. (2019). Readiness for autonomy in English language learning: The case of Indonesian high school students. *Iranian Journal of Language Teaching Research*, 7(2), 1-18.
- Cresswell, J., & Plano, C. VL (2011). *Designing and conducting mixed method research*. Thousand Oaks, CA.
- Ertürk, NO (2016). Language learner autonomy: Is it really possible? *Procedia-Social and Behavioral Sciences*, 232, 650-654.
- Fadel, C., & Trilling, B. (2010). 21st Century Skills: Learning for Life in Our Times. *Education Review*.
- Juliandi, A. (2008). Uji reliabilitas instrumen penelitian dengan cronbach alpha: manual. *Universitas Muhammadiyah Sumatera Utara, Medan*.
- Karabıyık, A. (2008). *The relationship between culture of learning and Turkish university preparatory students' readiness for learner autonomy* [Doctoral Dissertation]. Bilkent University.
- Kartal, G., & Balçıkanlı, C. (2019). Tracking the culture of learning and readiness for learner autonomy in a Turkish context. *TEFLIN Journal*, 30(1), 22-46.
- Kemdikbud. (2017). *Panduan Implementasi Kecakapan Abad 21 Kurikulum 2013 di Sekolah Menengah Atas*. Jakarta: Kemdikbud.
- Rahayu, D. I. 2020. The Acquisition and Learning of EFL in A Non-formal English Education in Indonesia. *Journal of English Education*, 5(2), 86-94 DOI: <http://dx.doi.org/10.31327/jee.v5i2.131>